

MONTESSORI TEACHER TRAINING INSTITUTE (MTTI)

of Mercer County Community College (MCCC)



AMERICAN MONTESSORI SOCIETY®
education that transforms lives
Affiliated Teacher Education Program

Adult Learner Handbook

The Center for Continuing Studies
Mercer County Community College
1200 Old Trenton Road
West Windsor, NJ 08550
609-570-3311

Lab School
Robbinsville Montessori School
2022 Washington Boulevard
Robbinsville, NJ 08691

MTTI Adult Learner Handbook Table of Contents

Mission Statement	1
Policies and Procedures	1-4
Application Requirements	4-5
Course Overview; Academic Phase; Practicum Phase	6-10
Grading and Completion Standards; Early Childhood Certificate	10
Career Information and Opportunities; Code of Ethics	11
MCCC Faculty Statement of Educational Philosophy	12
Truth in Advertising; Accreditation Status; Confidentiality and Distribution of Records	12
School Services; Continuing Education Units	13
Withdrawal, Refunds and Cancellation Procedures; Dismissal; Nondiscrimination	13
Time for Completion and Extension	13
Grievance Policy	14
American Montessori Society (AMS) Affiliated Teacher Education Program	15-19
AMS Admission for Early Childhood Candidate Acknowledgement of Receipt	20
MTTI Adult Learner Handbook Acknowledgement of Receipt	21

POLICIES AND PROCEDURES

History and Mission of MTTI of MCCC

MTTI of Mercer County Community college was initially accredited in 2011/2102. Montessori Teacher Training Institute of Mercer (MTTI) provides a quality and accredited teacher training program for those seeking to play a pivotal role in the development of the area's 2 ½ to 6 year olds through usage of the Montessori Method. The MTTI program is offered at a reasonable fee during evenings and weekends to encourage parents and teaching assistants, as well as child care professionals, to attend. The primary goals of this two-year program are to facilitate an interest in learning how to educate children during their sensitive period of development and to prepare future educators to meet the many needs of young learners in this new millennium. The program focuses on the study of the Montessori philosophy, child development, Montessori didactic materials, classroom management, observation and record keeping, and peace education as part of the complete Montessori Curriculum (based upon the American Montessori Society (AMS) Philosophy for Teacher Education Program Models.) Maria Montessori's methods for educating children are timeless and have proven to be a successful way of preparing the children of today for tomorrow.

Who Should Attend

- Montessori teachers or assistant teachers who do not have a teaching certificate
- Teachers and educators who wish to learn (and receive a certificate in) the Montessori method
- Those considering a career in Montessori education (The Montessori certificate provides opportunities in every state and throughout the world)
- Parents or individuals who wish to further their knowledge of child development and successful alternative teaching methods

The Early Childhood Environment Philosophy and Goals

A Montessori Early Childhood environment is described as a setting for children ages 2½ through 6 years.

The environment reflects these characteristics:

- Curriculum materials are organized by curriculum area or function (logical groupings.)
- Within each grouping, the materials are arranged by level of difficulty or sequence of skill and concept of development (logical arrangement.)
- Furnishings are of appropriate size for the children.
- The arrangement of furnishing allows for activities that are organized by individual or group, on floor or table, noisy or quiet, and active or sedentary (variety of activity spaces.)
- Activity spaces and procedures are organized so that a noise-generating activity is far away or isolated from a quiet one (avoid conflict of interest.)
- There is a provision for display of visual stimuli and children's work products.
- Each activity or exercise is organized to provide purpose, procedure, closure, and opportunity for child success.
- The environment includes/offers materials, which encourage the full development of each

child's potential.

Areas include:

Concentration (the ability to maintain a sustained focus)

Observation skills

Large and small muscle coordination

The acquisition of practical skills relevant to care of self and

environment Perceptual awareness and discrimination—in all sensory domains

- Concepts basic to the understanding of quantitative relationships (e.g. one-to-one correspondence, the ability to recognize and identify the attributes of objects, class inclusion, equivalence, number, numeration, place value, arithmetical operations)
- Experiences basic to participating in multiple language communities including experiences in listening, talking, writing, reading, and thinking
- Experience in self-expression through the visual arts, music, movement, and drama
- Experiences leading to an understanding of nature and the physical universe
- Experiences leading to an understanding of the social sciences
- Experiences with critical thinking skills and problem-solving techniques: questioning, experimentation, and hypothesis development
- The particular materials/activities selected are appropriate to the developmental period, abilities, and special needs of the children who use the environment.

The environment reflects the influence of these adult behaviors:

- Preparation of a clean, orderly environment
- Demonstration and encouragement of care and precision in movement and the organization and use of materials and equipment
- Encouragement of a child's activity selection
- Encouragement of a child's participation in maintaining the environment
- Demonstration of strategies for use of materials
- Acknowledgment of and provision for expression of a child's social needs
- Acknowledgment and responsiveness to a child's emotional needs
- Acknowledgment and responsiveness to a child's self-expression
- Ongoing monitoring and overview of the environment (observation)
- Communicating rules and procedures appropriate to the situation
- Modeling and facilitating pro-social behavior
- Modeling and facilitating positive techniques for conflict resolution
- Modeling and facilitating egalitarian interaction
- Providing effective leadership in group activities
- Communication and coordinating activities with team members

Montessori Early Childhood Certificate Candidate

The candidate for Montessori Early Childhood Certification will be proficient in the following areas:

Montessori Philosophy and Human Development

- Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years
- Comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from 2½ to 6 years of age
- Demonstrates evidence of personal growth through self-evaluation and introspection
- Demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services

Classroom Leadership

- Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children
- Utilizes cultural sensitivity in support of the development of individual children
- Demonstrates an ability to implement effective classroom strategies
- Demonstrates leadership skills and an understanding of professional standards
- Incorporates an understanding of administrative functions

Curriculum Implementation

- Demonstrates the principles of Montessori environmental and material design. Articulates the rationale and sequence of the Montessori curriculum
- Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations
- Designs and maintains a developmentally appropriate Montessori environment in response to the needs of students
- Utilizes a variety of instructional strategies and assessment methods
- Demonstrates an awareness and understanding of governmental regulations
- Community Involvement and Partnership with Families
- Demonstrates cultural sensitivity in communications and work with families and children
- Demonstrates an awareness of community resources for additional support of children and families
- Identifies and has an awareness of available professional associations

Attendance

Students are required to complete 306.5 hours of lecture and course work during the Academic phase and 540 hours of practice teaching (Student Teaching). In order to graduate, students must have maintained 100% attendance at both the Academic phase, as verified by the course instructor, and the Practicum phase, as verified by the Site Director. All absences due to emergencies must be discussed with the Program Director. All absences must be made up and the appropriate material covered.

Transfer Policy

For transfer of a current adult learner from one AMS-affiliated teacher education program to MTTI of MCCC the candidate must:

1. Be within the three-year time limit following the original academic phase.
2. Be a current member of AMS, or be registered as an adult learner.
3. Have a degree in keeping with AMS credential requirements.
4. MTTI of MCCC will review and evaluate previously completed academic and practicum work, and consider the cost of the review.
5. The prospective adult learner will be notified of fees and time required to complete all transfer requirements.
6. All candidates will be required to take Montessori philosophy and theory course from MTTI of MCCC.

Transfer of credit from programs not recognized by AMS will not be accepted in MTTI of MCCC.

Facilities

Montessori Teacher Training Institute of Mercer County Community College will be conducting courses at Robbinsville Montessori School located at 2022 Washington Boulevard, in Robbinsville, New Jersey.

Financial Information/Financial Aid

Tuition and fees for the program are determined by Mercer County Community College, and may be adjusted according to their policies. The fee for the Practicum Phase of the program is not charged until the following year and the fees may increase. The tuition is payable in five (5) modules (4 Academic, 1 Practicum.) Books are estimated at \$175. An additional fee will be required by other professional organizations for credential and certification fees and are included in the pricing of Module I. The college does not offer any financial aid.

AMS Scholarships for Adult Learners

- Application deadline is May 1st to AMS each year and must be complete. Incomplete applications will not be provided for the committee's review
- Scholarship awards can only be applied to unpaid tuition and are sent directly to the recipients TEP
- The Adult Learner must be accepted or enrolled in an Full AMS-affiliated TEP and attending/completing during the current academic year
- Administrator Adult Learners are not eligible for the scholarship award
- All Financial information must be complete and the requested Tax Return must be provided
- Applicants must submit 3 original letters of recommendation written specifically for the current application

Application Requirements

- Completion of the MTTI application.
- The applicant must have a Bachelor's degree or higher to receive a Teacher credential (with a high school diploma, an Associate credential will be earned.) An original transcript from the school from where the

applicant graduated with the highest degree must be submitted. Transcripts from schools outside the US must have a comprehensive course-by-course evaluation (we recommend the non-profit World Educational Services at www.wes.org.)

- A personal statement explaining the applicant's interest in obtaining a Montessori early childhood teacher training education (300-500 words).
- Two letters of recommendation; one personal and one professional
- Recognition and preparedness for a demanding course load.
- Provide documentation of previous Montessori training work which will be evaluated by the Program Director. The director will determine if all or part the previous work meets the criteria of the training program.
- Upon acceptance into the program, payment of fees as required by MTTL.

A student may be registered by MCCC without all of the application requirements complete. However, it is essential that all requirements be submitted as soon as possible. Any missing item will keep the student from being eligible for graduation and certificate will not be issued. If there is a problem with a specific requirement, the Program Director should be informed immediately.

Please note: Adult learner to instructor ratio for this program may be up to 1 instructor per 18 students.

COURSE OVERVIEW

Montessori Teacher Training Institute of Mercer County Community College, offers a comprehensive two-year Montessori early childhood training for educating children from 2½ to 6 years of age. The course consists of 2 phases:

Academic Phase (First Year)

The first phase is Academic in content. In order to complete this phase students must finish 310.5 hours of Montessori study working directly with trained and qualified instructors. Once students have completed the Academic phase and have satisfied all requirements set by MTTI, they may begin the Practicum phase. The Practicum phase start date may be changed with the Program Director's approval. The courses are scheduled from September through June of the first year. The Academic Phase courses are as follows:

Montessori Philosophy and Theory of Education: 32 hours (Module I; Fall Semester)

This course will present the historical perspective and key components of the Montessori Method through Maria Montessori's documentation. Focus will be on the nature of young children, along with the absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development, freedom and independence, prepared environment, the role of the teacher and the process of normalization. Students are required to compile an album and prepare short essays.

Practical Life: 36 hours (Module I; Fall Semester)

This course will explore the exercises of daily living including control of movement, care of self, food and nutrition, care of the environment, lessons of grace and courtesy and ground rules. Students will delve into the philosophy and rationale of the Practical Life materials through hands-on applications in a Montessori environment. Students will develop and present their original lessons. Students are required to compile an album, write an introduction essay and take a final exam.

Sensorial: 36 hours (Module II; Fall Semester)

The sensorial area of any Montessori classroom builds the foundations for future success. Students learn about the philosophy and rationale of sensory education. Montessori materials will be presented and practiced upon to strengthen students' understanding of education and refinement of the senses. Visual, tactile and kinesthetic, stereognostic, auditory, gustatory and olfactory senses will be covered. Students will have ongoing opportunities to enhance their understanding through hands-on use of the Sensorial materials within a complete Montessori environment. Successful presentation of student knowledge through practicum and written exams will be a requirement of this course. Each student will be required to compile an album.

Math: 39 hours (Module II; Fall Semester)

Prerequisite: Multi-Sensory Education

A unique look at the fascinating Montessori math material, its philosophy, rationale and sequence, will be the focus of this course. Students will be introduced to the concepts of numeration, linear counting, the decimal system and its function, fractions, and memorization of basic arithmetic facts. Each student will be required to compile an album and prepare an introduction while finishing with a practicum exam and original lessons.

Art: 3 hours (Module II; Fall Semester)

Philosophy and rationale, basic skills, two-dimensional work (easel or table), three-dimensional work, art appreciation and history. Each student will be required to compile an album as well as begin a resource file.

Child Development: 30 hours (Module III; Spring Semester)

Students will enhance their knowledge of children by delving into the theories and stages of child development. Course work will highlight the physical, cognitive, emotional and social development of children.

Language: 36 hours (Module III; Spring Semester)

Classes will connect the developmental needs of the young child with the scope and sequence of the Montessori materials. Topics will include receptive and expressive language, visual and auditory perceptual training, vocabulary development and enrichment, pre-reading activities (sandpaper letter, movable alphabet, metal insets), reading, writing, functions of words, children's literature and drama. Each student will be required to compile an album, prepare an introduction and finish with a practicum exam and original lessons.

Music: 3 hours (Module III; Spring Semester)

Music: Philosophy and rationale; rhythmic skills; singing skills; instrumental skills; music appreciation; and history.

Movement: 3 hours (Module III; Spring Semester)

Movement: Philosophy and rationale; body awareness; basic skills (motor and stationary, games); line activities. Each student will be required to compile an album as well as begin a resource file.

Observation: 36 hours (Module IV; Spring Semester)

This course presents the importance of observation in the Montessori Classroom. The instruction will help students explore the use of observation forms and data, to plan for individual and group lessons, communicate with parents, staff and administration and enhance classroom design and management. Role playing, observation through videos and real class settings will be requirements as well as the creation of an album. At this point a professional development file should be created by the student for all areas of the program.

Parent Involvement/Education: 9 hours (Module IV; Spring Semester)

The latest research on child development will be discussed. Students will utilize Maria Montessori's books as a basis for understanding Montessori theories. Each student will be required to compile an album pertaining to child development and prepare a comparison paper.

Science: 6 hours (Module IV; Spring Semester)

This course will identify the philosophy and rationale of science in the Montessori curriculum. Botany, zoology, earth elements, and physical science will be topics of study. Each student will be required to compile an album. A material making workshop will conclude the course along with a practicum session.

Social Studies: 6 hours (Module IV; Spring Semester)

Prerequisite: Multi-Sensory Education

Multi-cultural education is an ongoing and cross-curriculum component of the Montessori classroom. Class sessions explore the many ways children can learn about the world's cultural diversity and political and physical geography. This includes land and water forms, globes, maps, and flags. The course will conclude with History as it relates to the exploration of time, calendar, seasons, and personal history. Each student will be required to compile an album. A material-making workshop will conclude the course along with a practicum session.

Classroom Leadership: 31.5 hours (Module IV; Spring Semester)

This course presents the importance of classroom management and suggests models to achieve preparation of the environment; scheduling and curriculum planning; lesson strategies; evaluation of children; techniques for discipline, communication, and problem solving; and multi-culture and diversity in all forms. The student will be responsible for class work, role-playing and completion of their album for this course. This course enhances students' understanding of the parent-teacher-child relationship. This will include raising the level of awareness, developing the knowledge base, providing options and creating strategies for collaboration, and application/implementation of strategies.

Academic Phase Booklist

Required Reading:

The Secret of Childhood, by Maria Montessori, Ballantine Books, NY

The Discover of the Child, by Maria Montessori, Ballantine books, NY

Absorbent Mind, by Maria Montessori, Henry Holt and Company, NY

Maria Montessori–The Montessori Method, by Maria Montessori

Maria Montessori–Her Life and Work, by E. M. Standing, Plume, NY

Montessori–A Modern Approach, by Paula Polk Lillard, Schocken Books, NY

Montessori from the Start, by Paula P. Lillard & Lynn Lillard Jessen, Schocken Books, NY

Recommended Readings (optional):

The Essential Montessori, by Elizabeth G. Hainstock

Montessori Today, by Paula Polk Lillard

Maria Montessori, by Rita Kramer, Perseus Publishing, Cambridge, MA

The Advanced Montessori Method I, by Maria Montessori

Raising Self-Reliant Children in a Self-Indulgent World, by Stephen Glenn and Jane Nelsen

Basic Montessori, by David Gettman

Practicum Phase (Second Year)

The Practicum phase consists of a minimum of 540 clock hours (3 hours/day maximum, 5 days/week, for 9 months) of supervised classroom work and participation in projects, presentations, seminars, workshops, conferences, and practice sessions. Any student who will not be supervised must make a written request to MTTI to be self-directed, for which there is an additional fee. **Students are solely responsible for**

finding a Practicum site. The written request for Practicum placement at a Montessori school in an environment that is properly prepared for students 2½-6 years in age with a full range of Montessori material must be approved in advance by MTTI. Practicum locations outside Mercer and Middlesex Counties may be approved, provided appropriate supervision can be arranged. For Practicum fees, see “Financial Information” below.

To successfully complete the Practicum phase:

- Complete 540 hours of classroom experience under the supervision of a certified AMS, AMI or MACTE Early Childhood Montessori Head Teacher, approved by MTTI.
- Be observed three (3) times annually by an MTTI Field Consultant or by an experienced Montessori teacher approved in advance by MTTI. Self-directed students must be observed six (6) times annually. The student is responsible for the expenses of the Field Consultant to visit any site outside Mercer or Middlesex counties. Students must stay in contact with the MTTI Field Consultant at least monthly by phone or e-mail.
- Observe four Montessori environments for 2½-6 year olds, of which three must be other than the student’s practicum site.
- Submit observational reports to the Field Consultant for review and acceptance.
- Participate in projects, presentations, seminars, workshops, conferences, and practice sessions.
- Under rare and extenuating circumstances, such as situations of emergency or duress, a student may request the Program Director for an extension, not exceeding 3 years, to complete the practicum phase and all outstanding assignments required for graduation after completion of the academic phase. In these cases, the Program Director will review and may grant an extension upon written request detailing the circumstances. All extensions will be considered on an individual basis and the final decision will be at the discretion of the Program Director and the Director of the Center for Continuing Studies.

Supervised Practicum *(AMS Handbook for Teacher Education Program Affiliation)*

1. The supervised practicum requires that the adult learner participate in the Montessori Early Childhood classroom of a qualified supervising teacher at an approved school site.
2. The adult learner may not be asked to assume total responsibility for a class without the presence of a qualified supervising teacher or other qualified staff person.
3. A minimum of three on-site consultation/evaluation visits by a qualified field consultant is required. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

Self-Directed Practicum *(AMS Handbook for Teacher Education Program Affiliation)*

1. All requirements for the supervised practicum also apply to the self-directed practicum, with the exception that the adult learner has full responsibility for the Montessori class without the daily guidance of a qualified supervising teacher in the classroom.
2. Adult learners may qualify for the self-directed practicum with one or more of the following prerequisites, along with written approval of the teacher education program director:
 - a. Prior experience as an assistant in a Montessori environment
 - b. Two or more years of previous teaching experience at the Early Childhood age level
 - c. A bachelor’s degree from a regionally accredited U.S. college or university, or its equivalent
3. A minimum of three on-site consultation/evaluation visits by a qualified field consultant plus

additional support that is documented on the *AMS Credential Recommendation Form* is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase.

PERFORMANCE AND COMPLETION STANDARDS

Academic Phase

- Complete all assignments.
- Participate in all courses.
- Acquire an understanding of how to observe children.
- Complete work on all albums.
- Attend all classes to meet certificate standards. (*Any student who misses classes will be required to make up these classes the following term.*)
- Demonstrate competence at the completion of each curriculum area.

Practicum Phase

- Observe other Montessori environments four times and complete an observation report for each site.
- Satisfactorily complete material making and Internship project.
- Arrange to attend appropriate workshops, seminars, and conferences with the guidance of the Program Director.
- Complete, with your Supervising Teacher and Field Consultant, periodic evaluation reports, covering these abilities:
 - The ability to integrate the Montessori theory and methodology in daily interactions with children, parents and staff.
 - The ability to utilize an understanding of child development when working with children.
- Observe children using a variety of observational tools.
- Properly use instructional and class management techniques.
- Prepare and maintain a Montessori environment.
- Pass all assignments and evaluations, which will be graded on a pass-fail basis, to complete a course. Students will be allowed to resubmit an assignment or be re-evaluated if the results do not meet course standards. Partial assignments will not be accepted. Any student experiencing difficulty in completing assignments must meet with the course instructor and Program Director to discuss their status in the program.

Grading and Early Childhood Certification

A student who completes all academic classes and demonstrates, within their practicum, competence in leading children ages 2½ to 6, will receive a satisfactory grade. Provided all program fees have been paid, the student will have completed MTTI's requirements for graduation. Each graduating student will receive an Early Childhood Certificate from the Montessori Teacher Training Institute (MTTI) of Mercer County Community College.

Career Information and Opportunities

MTTI offers support in the student's efforts to become part of the growing Montessori community. It is, however, the student's responsibility to obtain both a practicum site and permanent employment. MTTI does not guarantee student placement for either.

Code of Ethics

Principle I: Commitment to the Student

In fulfillment of the obligation to the children, the educator:

- Shall encourage independent action in the pursuit of learning.
- Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, national origin, sexual orientation, religion, disability or other legally protected status.
- Shall protect the health and safety of students.
- Shall honor professional commitments, maintain obligations, and contracts while never soliciting nor involving students or their parents in schemes for commercial gain.
- Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II: Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:

- Shall support the American Montessori Society and not misrepresent its policies in public discussion. *Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society.*
- Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

Principle III: Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

In fulfilling these goals, the educator:

- Shall extend just and equitable treatment to all members of the Montessori education profession.
- Shall represent professional qualification with clarity and true intent.
- Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
- Shall use honest and effective methods of administering duties, use of time and conducting business.

We pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential.

Adopted by the AMS Board of Directors October 1969. Expanded June 1975. Updated October 2008 and 2010.

MCCC's FACULTY STATEMENT OF EDUCATIONAL PHILOSOPHY

as published on the college website, www.mccc.edu as of September, 2010

As a community college faculty, we believe that...

our students deserve a high-quality education that challenges them to acquire new knowledge and skills, test their accustomed ideas, and achieve competitive excellence. All of our students, regardless of where they find themselves when they come to us, deserve a caring, creative, and engaged pedagogy that helps them achieve their goals, and which cultivates lifelong learning and a passion to understand themselves and the world. We believe that we must create a college community that engages students in civic life and prepares them to fully participate in our democracy. We are responsible and accountable for giving our students' work our respect and critical evaluation, for holding students to the highest ethical standards, and for providing effective feedback that encourages our students to grow.

Therefore, we will...

prepare our courses with diligence and enthusiasm, always improving our teaching abilities and our knowledge of our fields. We will challenge our students to take the risks associated with change and growth, and encourage them to take advantage of campus services and other opportunities for continued academic success. We will not tolerate breaches of academic integrity. We will confront incivility and bigotry if we encounter it, ensuring a respectful and vibrant college culture. Our professional practices will assess our students' and our own accomplishments.

Finally, we will work to live up to our own ideals by maintaining high standards of professionalism, nurturing our own learning, and embodying for our students the value of the life of the mind in the adventure of full participation in our democracy.

Truth in Advertising

The program adheres to a policy of truth in advertising, and at no time does it knowingly disseminate false information. By using accurate information in advertising, publications and all communications, the program gives a clear indication of its purposes and procedures.

Accredited Status

Mercer County Community College is accredited by Commission on Higher Education of the Middle States Association of Colleges and Schools. While MCCC is authorized by the State of New Jersey's Commission on Higher Education to grant associate degrees, the program offered is a non-credit course. MTTI of MCCC is accredited from an organization recognized by the U.S. Department of Education, Montessori Accreditation Council for Teacher Education (MACTE, 420 Park Street, Charlottesville, VA, 22911. 434-202-7793.) Montessori Teacher Training Institute of Mercer County Community College holds accredited status for its Early Childhood Montessori teacher education certification course level from the Montessori Accreditation Council for Teacher Education (MACTE) through the year 2018.

Confidentiality and Distribution of Records

MTTI considers the information contained in a student's record privileged and confidential. It will not distribute or release personal or previous academic information in your record to anyone unrelated to the program without the student's written consent. Field Consultants generally will also meet with MTTI staff

and will disclose information regarding the quality of your participation in the program. Students may request to view and/or receive a copy of their own records at any time.

School Services

MTTI offers academic advising concerning the MTTI program to all students from the Program Director. This may be initiated by the student, an instructor, or the Program Director. Appointments are made at any mutually convenient time.

MCCC provides a full range of counseling to the students. A complete listing is on their web site, www.mccc.edu, under Student Services.

Continuing Education Units

Mercer County Community College policies govern issuing Continuing Education Units. One Continuing Education Unit (CEU) is awarded for each 10 hours of participation and 80% attendance in designated MCCC non-credit professional development courses.

Withdrawal, Refund and Cancellation Procedures

Mercer County Community College policies govern the withdrawal and cancellation of enrollment. A student who withdraws ten (10) business days before a class begins will receive a full refund, within 30 days. No refunds will be given thereafter. The college reserves the right to cancel a course when registration is less than the minimum required. Tuition fees are refunded in full when the course is cancelled by the college. Notice of cancellation will be given in writing when possible or by phone. When you register. Please provide a daytime phone number at which you can be reached or where a message can be left in the event of a cancellation.

Time for Completion and Extensions

Adult learners are expected to complete all course requirements, including academic, practicum, and financial requirements, within a three-year time period following the program's official end of the academic phase in which the adult learner was initially enrolled. This period can be extended with the approval of the program director for adult learners in good standing.

- A. The practicum must begin within two years of the end of the academic phase.
- B. If the adult learner extends their coursework beyond the three years following the end of the academic phase, they must maintain membership in AMS. All adult learners must be current AMS members in order to be recommended for an AMS credential.

Dismissal

Students may be dismissed for failure to complete or pass the Montessori Academic or Practicum curriculum. Unsatisfactory work may become grounds for dismissal. The student must be given a short summary explaining an unsatisfactory assessment. The student must respond in writing and be given the opportunity to improve their performance. Lack of response or improvement in performance is cause for dismissal.

Non-discrimination

Mercer County Community College is committed to a policy of equal opportunity and non-discrimination against individuals based on personal beliefs or characteristics such as political views, religion, national or ethnic origin, race, color, gender, sexual orientation, age, marital status, veteran status, or disability unrelated to job or program requirements.

Grievance

MTTI encourages students to attempt conflict resolution personally with the person or persons involved. If resolution cannot occur on a personal level, students are encouraged to bring their school-related issues to the attention of MTTI administration. All complaints or grievances will be heard confidentially through a formal grievance procedure. Resolution will be made in a timely and fair manner.

MTTI Grievance guidelines are as follows:

Grievances are brought to the attention of the Program Director.

Grievances are discussed with the person or persons involved, the course instructor and Program Director, and a resolution satisfactory to all concerned is attempted.

Grievances are sent to an Arbitration Committee which consists of the following members:

- A representative from MCCC
- A student representative
- A member acceptable to both the grievant and the Program Director

The Committee will hear both sides of the dispute in the presence of the parties involved and the Program Director. The Committee will resolve the matter by majority vote and notify the Program Director of the decision. The Program Director will provide notification of the grievance outcome to the student in writing.

If MTTI's Grievance Policy has been followed and there is no resolution, the complaint can be forwarded to MACTE. A copy of the appropriate Standards and/or the MACTE policy and procedure for submission of complaints may be obtained by contacting the MACTE at:

**Montessori Accreditation Council for Teacher
Education 420 Park Street
Charlottesville, Virginia, 22911
Phone: 434-202-7793**

**American Montessori Society
116 East 16th Street
New York, New York 10003
Phone : 212 358 1250**

American Montessori Society (AMS)

AMS Addendum

An AMS **Associate Early Childhood Credential** is awarded to a student with a minimum of a high school diploma or its equivalent, but without a Bachelor's degree from a regionally accredited US college/university. Candidates for an AMS Associate Early Childhood credential must complete all requirements for the course in which they are enrolled. Upon completion, they must represent themselves as holding an AMS Associate Early Childhood Credential.

Holders of the AMS Associate Early Childhood Credential are encouraged to continue working toward attaining a bachelor's degree. Teachers with an Associate Credential are eligible for an AMS Early Childhood Credential upon completing the Bachelor's degree requirement. An official transcript documenting this completion along with the appropriate upgrade fee must be sent to AMS Office of Teacher Education by the individual receiving the degree. The teacher must be a current AMS member at the time of the upgrade.

Early Childhood credential for students whose post-secondary studies are outside of the US: An AMS Early Childhood Credential may be awarded to students who hold a Bachelor's degree or higher from a non-US college/university. The degree and country in which the degree is awarded are indicated on the credential.

American Montessori Society
116 East 16 Street New York, NY 10003
Tel: 212-358-1250

Fundamental Tenants of an AMS-Affiliated Teacher Education Program

1. **Cosmic Education** provides the framework for each individual to answer the question, "Who am I and why am I here?" Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:
 - the interconnectedness of all things
 - wonder and respect for the living and non-living world
 - nurturing the spirit of the child and the adolescent
 - indirect and direct preparation of each activity
 - sequencing based on whole-to-part-to-whole pathway
 - integrated spiral curriculum
 - awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.
1. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy
2. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of

learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.

3. **Respect** for oneself, others, and for the environment is fostered in all interactions.
4. **The Prepared Environment** fosters teaching and learning through interactions with individuals and materials at the level of the course.
5. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.
6. **Modeling** movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.
7. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.
8. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.
9. **An Extended Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.
10. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.
11. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

AMS Teacher Education Action Commission (TEAC), Revised October 2017.

Teacher Education Program Responsibilities

In order to preserve and protect the rights of adult learners, the teacher education program makes a commitment to the following responsibilities.

In the area of academics, the MTTI will:

1. Emphasize quality in every aspect of course delivery.
2. Award credit when and where it is due, in accordance with published standards.
3. Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
4. Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.
5. Ensure fair and reasonable academic evaluation with grades and evaluations that are meaningful, timely, and based on quality of adult learner performance. MTTI will maintain transcripts or records of grades in accordance with state/local requirements, and guarantee confidentiality and adult learner access to records.
6. Award certifications when merited, and inform adult learners regularly of academic progress. MTTI will recommend a candidate for credentialing by AMS after all stated requirements are satisfied.
7. Offer quality instruction through instructors who have appropriate preparation and expertise in accordance with AMS requirements, are up to date in their fields, meet according to the published schedule, come to class prepared, and are available to adult learners outside of class.
8. Describe course requirements in clear, specific, and accurate terms in written form, and ensure that requirements are educationally meaningful.
9. Notify adult learners of unusual features of the course that cannot be readily anticipated.
10. Offer coursework that follows the published catalog description.
11. Embrace the principle of academic honesty.
12. Publish causes for dismissal in clear and specific form, and dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, MTTI will:

- Publish advertising that is accurate, reliable, up to date, clear, and concise.

In the area of finances, MTTI will:

1. Assess reasonable tuition and provide timely notice of annual increases.
2. Inform potential adult learners of sources of financial aid.
3. Employ fair and accurate published refund policies.
4. Charge fair and reasonable fees for infractions such as breaking equipment or non- return of library books.
5. Keep accurate records of fees paid by each adult learner.
6. Inform adult learners about financial instability in the event such a condition exists.

In the area of admissions, MTTI will:

1. Provide published policies on the admission process.
2. Give prospective adult learners an accurate overview of the course, encouraging them to visit the facility in order to meet with staff and current adult learners to provide additional detail.
3. Maintain clear and specific policies on the availability of job placement services.

Adult Learner Responsibilities

The program maintains its rights as an institution of post-secondary education, and expects the adult learner to be responsible for the following:

It is the responsibility of the adult learner to:

1. Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
2. Be informed—by reading the information disseminated by the course.
3. Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
4. Continually self-monitor academic progress.
5. Attend class and participate in other learning activities, come prepared, and complete assignments on time.
6. Embrace the principle of academic honesty.
7. Respect the freedom of the program's staff to inquire, publish, and teach.

In the area of finances, the adult learner accepts the responsibility to:

1. Be informed—about the full cost, refund policies, and financial stability of the program by reading published statements on fees and policies and by contacting the program director and/or administrators with any questions.
2. Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
3. Understand tuition costs completely and accurately.
4. Satisfy financial obligations to the program in a timely fashion.

In the area of admissions, the adult learner accepts the responsibility to:

1. Be knowledgeable about other available courses/programs to ensure that enrollment is based on an informed decision.
2. Represent oneself honestly in applying to the program.
3. Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

Continuing Education

AMS requires that holders of AMS credentials issued on or after July 1, 2013 complete 50 hours of professional development every five years for the credential to remain active. The first five-year period begins with the date of your credential. If professional development hours are not completed within the five-year period, your credential will be considered inactive until the requirement is met.

AMS Admission for Early Childhood Candidate

The candidate for the AMS Early Childhood Credential holds as a minimum: a Bachelor's degree from a regionally accredited U.S college/university or its equivalent from a non-U.S. college/university. Upon successful completion of the Early Childhood course, the director recommends the adult learner to AMS for an AMS Early Childhood Credential. An Early Childhood Credential is awarded to adult learners who hold a Bachelor's degree from a non-U.S. college/university and whose Bachelor's degree does not equate to that of a U.S. Bachelor's degree from a regionally accredited U.S. college/university. The degree and country in which the graduate was awarded his/her Bachelor's degree is indicated on the credential.

AMS grants the AMS Associate Early Childhood Credential when the course graduate has a high school diploma or GED, but not a Bachelor's degree. Country, state and local employment requirements vary widely and change periodically. In addition, employment requirements vary in different types of schools (e.g. private, public/charter, faith based, publicly funded). In some locations or schools, an Associate Credential may not qualify for full teaching responsibility.

Even if it is currently possible to qualify for a full teaching responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements.

Applicants for this AMS Early Childhood course who do not have a U.S. Bachelors degree U.S. Bachelors degree from a regionally accredited U.S college/university or its equivalent are required to sign a statement verifying that they have received the above information before they are considered for acceptance into this course.

AMS strongly encourages holders of the AMS Associate Early Childhood Credential to obtain their Bachelor's degree within 7 years of credentialing. AMS hopes you consider your credential as the beginning of your journey of lifelong learning. Teachers with an Associate credential are eligible for an AMS Early Childhood Credential upon completing the Bachelor's degree requirement. To upgrade a credential, the teacher must be a current AMS member and send an official transcript documenting the Bachelor's degree with the credential upgrade fee to the AMS Office of Teacher Education.

Admission for Early Childhood Candidate Acknowledgement of Receipt

AMS grants the AMS Associate Early Childhood Credential when the course graduate has a high school diploma or GED, but not a Bachelor's degree. Country, state and local employment requirements vary widely and change periodically. In addition, employment requirements vary in different types of schools (e.g. private, public/charter, faith based, publicly funded). In some locations or schools, an Associate Credential may not qualify for full teaching responsibility.

Even if it is currently possible to qualify for a full teaching responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements.

Applicants for this AMS Early Childhood course who do not have a U.S. Bachelors degree from a regionally accredited U.S college/university or its equivalent are required to sign a statement verifying that they have received the above information before they are considered for acceptance into this course.

AMS strongly encourages holders of the Associate Credential to obtain a Bachelor’s degree within 7 years of credentialing. AMS hopes you consider your credential as the beginning of your journey of lifelong learning.

I have read and understand my responsibility as an applicant for the Early Childhood course level of this teacher education program.

Applicant Name (print)

Applicant Signature

Date

Montessori Teacher Training Institute of Mercer County Community College

Program

Director Name (print)

Director Signature

Date

**Montessori Teacher Training Institute of Mercer County Community
College**

**ACKNOWLEDGMENT OF
RECEIPT**

Adult Learner Handbook

This Adult Learner Handbook contains a complete description of this Early Childhood Montessori teacher training course. By signing and dating this page, you indicate you have read this manual and that you will request from the Program Director an explanation of any portion that is not clear. Your application for admission to the program will not be considered complete until this page has been received.

Print Name _____

Signature _____

Date _____