



ADULT LEARNER HANDBOOK
MONTESSORI EARLY CHILDHOOD
EDUCATION
Ages 2 ½ - 6
June 1st, 2017 - July 31st, 2018

Montessori Academy of Las Palmas

C/ Vuelta de Medio Pañuelo 10
35017 - Las Palmas GC (Tafira Baja)
Tfn: 928 311 403 / 696 416 746
www.msolp.es
formacion@escuelamontessori.es

References to the American Montessori Society throughout this document are solely to indicate that those standards and requirements are being followed, and in no way imply AMS affiliation at this time.

CONTENTS

Montessori Academy of Las Palmas	3
Philosophy	3
Faculty	3
Facilities	3
Statement of Non-Discrimination	4
Objectives of the Teacher Education Program	4
Admission Requirements	4
Schedule for Academic Year 2017-2018	5
Course Overview	5
Tuition and Fees of Course	7
Evaluation of Pre-admission	7
Financial Aid Program	8
Attendance	8
Work Recovery	8
Time Limit	8
Permit	8
References for the Course	8
Code of Ethic	9
Adult Learner Performance / Evaluation System	9
Graduation	9
Certification	9
Placement Services	9
Student Services	9
Adult Learner Accommodation	9
Lending Library	10
Distance Education	10
Loans	10
Insolvency	10
Late Payments	10
Other Expenses	10
Transfer of Record and Certificates	10
Advertising Policy Accuracy	10
Confidentiality	11
Termination of Agreement	11
Dismissal Policy	11
Adult Learner Rights and Responsibilities	12
Table of Refund	12
Questions	13
A Prospective Adult Learner	13
Course Syllabus	14
Academic Schedule 2017-2018	39
Professional Development Requirement	40
AMS Policy in Transfer of Credit	41
Notice of Cancellation	43
Receipt and Acknowledgement of the Montessori Academy of Las Palmas Adult Learner Handbook	44

EARLY CHILD ADULT LEARNER HANDBOOK

[Montessori Academy of Las Palmas](#)

Founded by Mariola Duchement, the Montessori Academy of Las Palmas provide excellence in Early Childhood Montessori Teacher Education, serving the local community as the one and only Montessori Teacher Education Program in the Canary Islands.

The program is taught in Las Palmas de Gran Canaria, Spain using the facilities of the Montessori School of Las Palmas as its demonstration school.

The Montessori Academy of Las Palmas program offers all components required to receive a Montessori credential, uses teaching materials developed by Maria Montessori and follows the philosophical approach to education and life, reflected in his writings.

[Philosophy](#)

The Montessori teacher education has developed a program dedicated to the training of individuals who wish to become Montessori teachers, following the fundamental principles on which Maria Montessori based her Philosophy. Our goal is to arouse interest in the knowledge of the Montessori Method, and the love of children.

- We respect the individual freedom of choice and individual development process.
- We request the active participation of adult learners, which involves practice with the materials and the realization of the written work, materials development, customization of albums and the final practical exams.
- We provide an atmosphere of inspiration, support, honesty, respect and positive cooperation with all participants in the program.

[Faculty](#)

Mariola Duchement is accredited Montessori Teacher (National Center for Montessori Education, certificate #1641) and affiliated to the American Montessori Society. Furthermore, Mariola Duchement has a Bachelor Degree from the University of Las Palmas de Gran Canaria in Education.

Mariola Duchement has taught numerous courses of University Extension devoted to Montessori Method at the University of Las Palmas de Gran Canaria. In 2010, for the first time offers the complete formation of Montessori Early Childhood Education (2½ - 6 year old).

[Facilities](#)

The Montessori Training 2017 uses the facilities of Montessori School of Las Palmas as a place of instruction. The Montessori School of Las Palmas is located in Vuelta de Medio Pañuelo Street #10 (Tafira baja), Las Palmas de Gran Canaria (ZIP: 35017). The facilities are fully equipped for children between 2 ½ and 12 years old.

During the summer, a unique training classroom, where adult learners will meet for the presentation of lessons, lectures and supervised practice will be established. A complete set of materials will be available for adult learners use. Applicants can visit the training facilities of the school and discuss their personal education plan and occupational plans with school personnel prior to enrollment and specified training agreements.

This institution, the facilities it occupies and the materials used comply with current legislation and fire safety.

Statement of Non-Discrimination

The Montessori Academy of Las Palmas adheres to a policy of non-discrimination in regards to race, color, religion, age, sex, disability, national origin, sexual preference and gender orientation.

Objectives of the Teacher Education Program

To provide complete accredited courses in Montessori Early Child Education for children from 2½ to 6.

- The adult learner will demonstrate knowledge of the Montessori Philosophy, Theory and Method.
- The adult learner must demonstrate basic knowledge of Child Development and Education in the early stages of childhood.
- The adult learner must demonstrate practical ability to implementing the Montessori Philosophy and Method.
- The adult learner will have the knowledge and skills necessary to work the individual needs of children.
- The adult learner will be part of a team in a school and learn how to work well with other colleagues and the school administration.
- The adult learner will demonstrate love for children and the Montessori Method.
- The adult learner must be able to lead a Montessori class of children between 2½ and 6 years old.

Admission Requirements

The student enrolls in one of the three types of credentials depending on current level of education:

AMS International Early Childhood Credential

- Bachelor's Degree from an international institution verified by official transcripts.

AMS Early Childhood Credential

- Bachelor's Degree from an accredited 4-year College/University, verified by official transcript.

AMS Early Childhood Associate Credential

- High school graduation verified by official transcript.

Additional requirements for all Credentials

- Completed application.
- Three letters of recommendation (2 professional and 1 personal).
- Copies of other credentials (if applicable).

- Registration fee.
- It is preferable that adult learners have some previous experience with young children.

Transcripts from Universities Outside the United States

Adult learners who have received their college degree from institutions outside the United States must have their transcripts evaluated for US equivalency. The organization that most AMS teacher education programs use is the World Education Services. The web site for this organization is www.wes.org. The web site will provide all the information needed to begin the evaluation. Once complete, the WES documentation along with official college transcripts are sent to the Teacher Education Program.

Transcripts received from institutions outside the United States may be handled as described above. An Early Child course student will not be recommended for an AMS EC Credential until he/she has a four-year degree either from a regionally accredited college or university or with a non-United States degree the transcript of which equates to that of a regionally accredited United States college or university. All graduates must possess the equivalent of a bachelors degree from a United States recognized accredited college or university.

The Montessori Academy of Las Palmas does not recommend adult learners with a non-equivalent degree for the AMS EC Credential. Any deficiencies in equivalency must be corrected before the adult learner is accepted into the Practicum Component.

[Schedule for Academic Year 2017-2018](#)

Orientation Meeting

Call for appointment.

Section II

June 19 – July 14, 2017	Daily 9:00 - 15:00	Daily 15:00 – 16:00 (practice)
-------------------------	--------------------	-----------------------------------

September 2017 – June 2018	Tuesdays 16:00 – 20:00
----------------------------	------------------------

Section III

Practicum: September 2017 to June 2018 (4 hours daily).

[Course Overview](#)

This catalog is designed to familiarize adult learners with various aspects and program requirements. The 2017 Teacher Education is divided into the following courses program:

Orientation: Prior to enrollment, the adult learner is attending an orientation meeting.

Section I: Independent Study

Specific work of reading texts on:

- Principles and Montessori Philosophy.
- Development of Children in the Family and Community.
- Observations in a Montessori classroom.

Section II: Workshop on Academic Training Center

Lectures on:

- Montessori Principles and Philosophy.
- Development of Children in the Family and Community.
- Classroom Leadership/Management
- Early Childhood Observation

Presentations on:

- Practical Life
- Sensorial
- Math
- Language
- Science and Social Studies

Discussion of requirements on:

- Observations
- Preparation of Albums
- Year Long Project

Section III: Practicum in a Montessori School

The practical part of the program provides adult learners with the opportunity for a full experience of what it means to be a Montessori teacher in a class from a practical standpoint. The practice period will be from September to June.

During the internship the adult learner:

- will work at least 540 hours as assistant teacher under a Montessori teacher supervision. These hours will be scheduled with a maximum of 4 hours per day, 5 days a week for 9 months.
- will attend scheduled meetings of Theory.
- will attend the scheduled cultural workshops.
- will make 9 observations in Montessori classrooms.
- will prepare and customize albums.
- will be evaluated by a supervising teacher.
- will be observed and evaluated by trainers.

Section IV: Assessment

Adult learners will be evaluated for their competence in the understanding of the Montessori philosophy and Principles and the use of Montessori materials.

Requirements for the evaluation process:

- Successful completion of all written work.

- Completion of all reading assignments.
- Completion of all observations and written reports.
- Overcoming the various tests and exams.

The evaluation will begin when the adult learner has met all the above requirements. The evaluation consists of:

- Oral examination on the use of Montessori materials.
- Written exam on Montessori Principles, Philosophy and materials.
- Presentation of the Albums.

Upon successful completion of all requirements, the adult learner earns the Montessori Teacher Credential.

Tuition and Fees of Course

• Registration	250.00 €	Due with application. Non-refundable.
• Section I Summer workshop	2,500.00 €	Due on June 1, 2017.
• Association and Credential Fee	380.00 €	Due on June 1, 2017.
• Section II	1,500.00 €	Due on September 1, 2017.
• Certification Fee	300.00 €	Due on June 1, 2018.
• TOTAL	4,930.00 €	

Evaluation of Pre-admission

The adult learner will have a personal interview with the Program Director prior to registration. During the interview, the applicant must complete a 350-word essay on which states how and when the individual was first introduced to Montessori, shows current basic knowledge of the Montessori Method of Education, explains the reasons for the applicant's desire to enroll in the program, as well as future goals. At this time, a standardized basic skills test will be administered.

If the adult learner does not meet the eligibility criteria, the training center will advise the applicant of the disadvantages as well as advantages of continuing the course.

This institution does not provide instruction in any language other than Spanish.

The Montessori Academy of Las Palmas may hold up to twelve adult learner every year in its program.

Financial Aid Program

2017 Montessori program does not participate in state financial aid programs. This institution currently has no links available, government or otherwise, to provide grants or to fractionate enrollment programs.

Attendance

Due to the intensive nature of the course, regular attendance is essential. Absences must be excused. The training strongly recommends that all efforts to have a record of perfect attendance become recommended. Adult learners are allowed one excused absence during Component II. Attendance at all workshops is mandatory. We caution that each workshop is held once a year, a workshop will be lost to be recovered before the certification process begins. A maximum of 2 absences Theory classes are allowed.

Classes will begin on time. Continued tardiness will be counted as absences. Absences that exceed the above guidelines are due to drop the course.

Work Recovery

Adult learners have the responsibility to attend all course hours. In case of absence, lost track of the adult learner hours ago. The adult learner must specify how the instructor to complete the work of recovery.

If an adult learner misses more than 10 % of a component due to absences or tardies will meet with the principal to design a recovery plan for academic content and the times you have not attended.

Time Limit

Students are expected to complete all course requirements within 3 years following the end of the academic phase for which the adult learner was enrolled. This period can be extended with the approval of the program director.

Permit

A adult learner may take a "leave of absence" when the written notice is submitted to the program director. The adult learner may re-attend the course and resume the payment of tuition at the discretion of the Director. The adult learner must audit all or part of the course before you can start the new instruction.

References for the Course

- Ruiz Morales / Garcia Dueñas: Maria Montessori.
- Maria Montessori: The method of scientific pedagogy.
- Maria Montessori: The absorbent mind of the child.
- Maria Montessori: The child, the secret of childhood.
- Jane Nelsen: Educating with firmness and love.
- Aline D. Wolf: How to cultivate the spirit of the child.
- Maria Montessori: Education and Peace.

Code of Ethics

Adult learners are expected to behave with dignity and respect for teachers and staff training program, supervisors teachers, administrators and other staff as well as their sites of practice. They should also be aware, at all times, it is a privilege to work with children and in dealing with children and with people who allow them this privilege must show great respect.

Adult Learner Performance / Evaluation System

The adult learner performance will be evaluated based on attendance at classes and workshops, adult learner participation in discussions and class activities, development and quality of written work, performance on written and practical examinations, evaluation album and assessment practices by teacher trainers and supervisors.

The grading system is as follows:

9.0 to 10.0 Excellent (A)

7.0 to 8.9 Above Average (B)

5.0 to 6.9 Average (C)

0.0 to 4.9 Unsatisfactory (D)

Graduation

The requirements necessary for graduation shall be the successful completion of all assignments and tests determined by the Director of the program. A certificate of completion will be awarded upon completion of all course requirements.

Certification

Upon graduation, adult learners receive a certificate of completion of the Montessori Training 2017 included ages 2½ to 6 years, issued by Montessori Academy of Las Palmas.

Placement Services

There are some schools that contact the program searching for future teachers. The staff will provide all known information about jobs in the area. There is no guarantee that employment can be created, since the training does not provide support for recruitment.

Student Service

The Montessori 2017, its director, instructors, coordinators of practical training and field advisors provide academic advice and consultancy to adult learners as needed. The 2017 Training does not offer health care services but will keep a list of emergency numbers and local hospitals.

Adult Learner Acomodation

The Montessori Training 2017 is a non- residential program. This training provides shared facilities not under its control. This training can not be responsible to find or assist a adult learner in finding housing.

Lending Library

To complement the educational reading available at local libraries, Montessori Training 2017 has a supply of books and magazines for adult learner use. Adult learners can request books / magazines in place during the academic workshop program. Adult learners may borrow a book / magazine during training, giving the director an "Application for obtaining loan books " completed. Books must be returned within two weeks, to allow read access to all adult learners.

Distance Education

The Montessori Training 2017 does not offer the program in its entirety or any part there of in the form of distance education.

Loans

If an adult learner obtains a loan to pay for this educational program, the adult learner will be responsible for paying the full amount of the loan plus interest, less the amount of returns.

Insolvency

This Academy has not submitted in the past or in the present, no petition for insolvency or maintain outstanding debts to any financial institution or state.

Late Payments

All payments must be made on the first day of the month. A 10% charge will be made in the adult learner's account if payment does not reach the training before the tenth day of the expiration month. Adult learners with delinquent accounts will not be allowed to attend class until the full balance is paid.

The amount of 25€ will be charged to the adult learner's account for each receipt returned by the bank. After 2 returned receipts, that account will be placed on a cash basis.

Other Expenses

Adult learners should plan to spend about 100€ in books and consumables. The notes and notebooks for the four study areas will be provided at no additional charge.

Transfer of Record and Certificates

The Montessor Academy of Las Palmas program reserves the right to withhold transcripts or grades of a adult learner if the adult learner does not meet the enrollment contract.

Advertising Policy Accuracy

2017 Montessori training adheres to a policy of accuracy in advertising, using accurate information in publications, making it available to staff, adult learners and the professional community. At no time knowingly false information is disseminated. 2017 Montessori education seeks to educate adult learners and the public in terms of objectives and procedures, and the nature and potential of the Montessori education.

Confidentiality

Montessori education has 2017 adult learner data records. The adult learner records are private and confidential; access to records can be requested through the principal at any time. This institution transfer or provide official copies of adult learner records request / written authorization, the institution designated by the adult learner.

Termination of Agreement

You are entitled to cancel the contract registration for this education program and obtain a refund of the fee paid to attend the first class session, or the seventh day after enrollment.

The cancellation will be effective when notice of cancellation in writing to the school address listed on the bottom of the first page of this agreement is sent. You can do this by mail, hand delivery or by mail. The written notice of cancellation, if sent by mail, is effective when done by certified or express mail.

The written notice of cancellation needs not be a particular way, but nevertheless, is effective if it is demonstrated that no longer wishes to be bound by this Agreement. It will give you two forms of cancellation to use on the first day of class, but you can use whatever you want written notification.

If the academy has given him some material, including books, you must return to the academy within ten days of the date of cancellation notice. If you do not return the equipment, including books or other materials, in good condition within 10 days, the academy may deduct its documented for the team, from any refund that may be due to cost you. Once you pay for the equipment, it is yours forever without any further obligation.

If you cancel this agreement, the academy will not refund any money paid and there will be a deduction for items not returned on time in good condition, within 45 days after notification of cancellation is received.

Dismissal Policy

10% excess of unexcused absences.

No complete projects and assignments.

Continued unsatisfactory progress of the objectives of the training program as agreed by training.

Adult learners who have been removed from the formation may be readmitted at the discretion of the director of training.

The training supports the commitment to integrity and ethical practice by all participants. In case of conflict, the procedure is as follows:

Adult learners contacted in the following order:

1 instructor;

2 The administrator of the training center;

3 The training center director.

An adult learner may file a complaint by communicating orally or in writing to any teacher or administrator. If an adult learner makes a complaint verbally and the complaint is not resolved within a reasonable period of time, the adult learner must submit the complaint in writing. The adult learner will then provide a written summary of the complaints procedure of the institution.

If an adult learner complains in writing, the institution shall provide the adult learner with a written response within ten days of receiving the complaint.

If the adult learner does not feel that the complaint has been resolved, may submit a written complaint to:

<p>AMS Teacher Education Section 116 E. 16th Street New York, NY 10003-2163 (212) 358-1250</p>	<p>MACTE Office 108 Second Street S. W. Suite 7 Charlottesville, VA 22902 (434) 202-7793</p>
--	--

Adult Learner Rights and Responsibilities

"1st.-You may cancel your contract with training, without penalty or obligation on the fifth business day after the first class session as described in the Notice of Cancellation given to you at the first class attended. Read the Notice of Cancellation form to get well information on rights and responsibilities of cancellation. If you have lost your Notice of Cancellation, you can ask for another at the Academy."

"2nd.-After the end of the cancellation period, you also have the right to stop the training at any time and also the right to be reimbursed for part of the training that you have not attended. Your refund rights are described in the contract. If you have lost your contract, you can ask the Academy for a description of the refund policy."

Table of Refund

This course consists of 300 hours of instruction. The adult learner pays € 2,200 instructional € 250 and € 400 tuition material, as specified in the enrollment agreement. If the adult learner withdraws after completing 100 hours without returning the material obtained, the apportionment of the refund to the adult learner would be € 1,000 from the calculation that follows:

$$\begin{array}{rcl}
 \text{€ 2,850} & - \text{€ 250 X} & \frac{185 \text{ hours of instruction payed but not completed}}{300 \text{ hours of instruction payed by the adult learner}} \\
 & & = \text{€ 1,785}
 \end{array}$$

Amount payed for instruction plus inscription. Amount non refundable from inscription.

Returning.

Refund to the adult learner would be € 4,000 (€ 2,500 + € 1,500). The refund to which the adult learner is entitled, if written off the course after completing a period of days or weeks equivalent to the following percentages is:

Completed hours Percent	10 %	25 %	50 %	60 %	75 %
Returning	3,600 €	3,000 €	2,000 €	1,600 €	1,000 €

In order to determine the amount by which the adult learner must have attended the time, should not have committed the following:

- a. The adult learner notifies the center of his/her dismissal or the date on which it will purge.
- b. The center has completed registration.
- c. The adult learner does not attend class for a period of three weeks. In this case, the dismissal day of the course should be counted as the last recorded day of attendance.
- d. The adult learner does not deliver three consecutive lessons before 60 days after the agreed date.

Questions

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the offices of the Montessori Academy of Las Palmas in the above address.

A Prospective Adult Learner

As a prospective adult learner, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the data sheet academy performance, which must be provided to you prior to signing an enrollment agreement.

[Montessori Academy of Las Palmas Program Syllabus](#)

The course is held once a year. Component II (summer) is carried out every day during 4 weeks, from 09:00 - 15:00, plus 1 hour of supervised practice. The Theory part is conducted during the school year 2017-2018 (see Academic Schedule chart).

The Montessori Program 2017 provides instruction in:

2.1 Practical Life (Core)

Instructor: Mariola Duchement

Component Hours: 32 contact hours, 20 hours independent study.

Introduction

In the Montessori classroom, young children are usually attracted first to the area of Daily Living / Practical Life, because these materials are more familiar to them. The exercises are objects and materials normally found in the experiences of everyday life, such as cleaning, laundry, dressing and polishing. Along with the presentation of the philosophy and rationale of practical life, this component includes information on guidelines and lessons in the classroom, courtesy, movement control, personal care, environmental care and food. These activities help children develop coordination, concentration, sense of personal independence and sense of order. Children need to master these fundamental exercises to live comfortably in the real adult world.

With the independent study, the adult learner will get familiar with the Montessori material, practicing the presentations; accomplishing the recommended reading, collecting material to personalize the albums, and writing the introduction for the album.

MACTE Competencies Targeted:

I. Knowledge

1a. Montessori Philosophy.

1c. Subject matter for the Course Level (Practical Life) not to exclude:

Cosmic education.

Peace education.

Practical Life.

The arts.

Fine and gross motor skills.

II. Pedagogy

2a. Correct use of Montessori materials.

2b. Scope and sequence of curriculum (spiral curriculum).

2c. The prepared environment.

2f. Planning for instruction.

2g. Assessment & documentation.

2i. Support and intervention for learning differences.

2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

3b. Authentic assessment.

3c. The Montessori philosophy and methods (materials).

3f. Innovation and flexibility.

Objectives:

1. Demonstrate knowledge of Montessori philosophy, theory, and methodology. **(MACTE 1a, 2a, 2b, 3c)**
2. Plan the Practical Life lessons to meet the individual needs and interests of children, appropriate to their development, cultural diversity and experience level. **(MACTE 1c, 2a, 2b, 2f, 2i, 2j, 3c, 3f)**
3. Design and evaluate Practical Life materials. **(MACTE 1c, 2c, 2g, 3b, 3c)**

Basic Requirements

Written assignments:

1. Write an introduction for your Practical Life album.

Required and Recommended Reading:

Montessori, Maria: The Montessori Method.

Evaluation Methods:

1. Completion of Practical Life material album.
2. Written and oral examination.

Content:

Session 1: Philosophy and rationale of Practical Life. Preliminary exercises of movement in the classroom (unrolling and rolling a rug, carrying an apparatus, chair, table, sitting in a chair, opening and closing a door). Preparatory exercises (Puzzle, peg, clothe pin, beading, sorting, nut & bolt, dry pouring, spooning, sponge, water pouring)

Session 2: Care of the environment (Folding and unfolding, dusting, moping, washing a table, cleaning a window, polishing a mirror, a table, a toy, a metal). Wrapping a packet, caring for a book. Caring for plants and animals.

Session 3: Caring of the person (grace and courtesy). Caring for ourselves (blowing a nose, personal caring, washing our hands.

Session 4: Care of the person (dressing frames, hanging a coat, shoe polishing).

Session 5: Food and nutrition (Identification of fruits and vegetables). Food preparation (bread grounding, egg cutting, banana cutting, orange squeezing, preparing and apple, cutting a carrot). Preparing a table and serving.

2.2 Sensorial (Core)

Instructor: Mariola Duchement

Component Hours: 32 contact hours, 20 hours independent study.

Introduction

The Sensorial area consists of materials that educate and refine the senses of children. The child learns to recognize similarities and differences to discriminate between similar objects and gradually sort them. This is important for the subsequent domain of tasks involving Math and Language. The main purpose of sensory exercises it is not to master their proper use, but rather that "the child must be trained to observe, what led you to make comparisons between objects, make judgments, reason and decide" (Dr. Maria Montessori - Dr. Montessori 's Own Handbook).

The sensorial materials are design to simplify the learning and knowledge of the environment by isolate the difficulty or quality of being discriminated against; isolation of the senses; encourage mastery through repetition; own self-correction; and present an attractive appearance for the child. Children develop organizational skills and modeling, which are inherent to the concepts of Mathematics and Language.

This component of the course includes the philosophy and rationale of sensory area and presentation of sensory materials, assisting in the development and refinement of the senses.

With the independent study, the adult learner will get familiar with the Montessori material, practicing the presentations; accomplishing the recommended reading, collecting material to personalize the albums, and writing the introduction for the album.

MACTE Competencies Targeted:

I. Knowledge

1a. Montessori Philosophy

1c. Subject matter for the Course Level (Sensorial) not to exclude:

Cosmic education

Peace education

Practical Life

The arts

Fine and gross motor skills

II. Pedagogy

2a. Correct use of Montessori materials.

2b. Scope and sequence of curriculum (spiral curriculum)

2c. The prepared environment.

2f. Planning for instruction.

2g. Assessment & documentation.

2i. Support and intervention for learning differences.

2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

3b. Authentic assessment.

3c. The Montessori philosophy and methods (materials).

Objectives:

1. Demonstrate knowledge of Montessori philosophy, theory, and methodology. **(MACTE 1a, 2a, 2b, 3c)**
2. Plan the Sensorial lessons to meet the individual needs and interests of children, appropriate to their development, cultural diversity and experience level. **(MACTE 1c, 2a, 2b, 2f, 2i, 2j, 3c, 3f)**
3. Design and evaluate Sensorial materials. **(MACTE 1c, 2c, 2g, 3b, 3c)**

Basic Requirements

Written assignments:

1. Write an introduction for your Sensorial album.

Required and Recommended Reading:

Montessori, Maria: The Montessori Method.

Evaluation Methods:

1. Complexion of sensorial material album.
2. Written and oral examination.

Content:

Session 1: Philosophy and rationale of Sensorial. Material design for the refinement of the sense (cylinder blocks and boxes, pink tower, broad stair, red rods, colored tablets).

Session 2: Material of sensorial discrimination (rough/smooth board and tablets, fabric box, mystery bag (stereo-gnostic sense), sound cylinders, thermic tablets, smelling bottles, tasting jars).

Session 3: Cubic binomial and trinomial, decanomial.

Session 4: Geometry solids and cabinet.

Session 5: Constructive triangles.

2.3 Language (Core)

Instructor: Mariola Duchement

Component Hours: 32 contact hours, 20 hours independent study.

Introduction

Language development is of great importance in the early years of childhood. Part of Language and Literature course covers the philosophy and rationale of the area of Language materials. The main topics are the materials and exercises that promote experiences of receptive and expressive language, visual and auditory perceptual experiences, vocabulary development and enrichment with reading and writing development. Prewriting exercises: metal insets, fine motor exercises; flashcards, storytelling, games letter recognition, sequencing activities, etc. Early Writing Exercises: location and writing individual cards. Exercises early reading: sounds of individual letters, mobile alphabet to form words, objects and images. Phonetic words, digraphs. Reading as a tool: definition of the word. Grammar: noun, verb, adjective; write simple sentences, write poetry, write descriptions. Students will also learn skills in reading books to children: the use of the expression, intonation, research and prediction.

With the independent study, the adult learner will get familiar with the Montessori material, practicing the presentations; accomplishing the recommended reading, collecting material to personalize the albums, and writing the introduction for the album.

MACTE Competencies Targeted:**I. Knowledge**

1a. Montessori Philosophy

1c. Subject matter for the Course Level (Language) not to exclude:

Cosmic education

Peace education

Practical Life

The arts

Fine and gross motor skills

II. Pedagogy

- 2a. Correct use of Montessori materials.
- 2b. Scope and sequence of curriculum (spiral curriculum)
- 2c. The prepared environment.
- 2f. Planning for instruction.
- 2g. Assessment & documentation.
- 2i. Support and intervention for learning differences.
- 2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

- 3b. Authentic assessment.
- 3c. The Montessori philosophy and methods (materials).

Objectives:

1. Demonstrate knowledge of Montessori philosophy, theory, and methodology. **(MACTE 1a, 2a, 2b, 3c)**
2. Plan the Language lessons to meet the individual needs and interests of children, appropriate to their development, cultural diversity and experience level. **(MACTE 1c, 2a, 2b, 2f, 2i, 2j, 3c, 3f)**
3. Design and evaluate Language materials. **(MACTE 1c, 2c, 2g, 3b, 3c)**

Basic Requirements

Written assignments:

1. Write an introduction for your Language album.

Required and Recommended Reading:

Montessori, Maria: The Montessori Method.

Evaluation Methods:

1. Complexion of language material album.
2. Written and oral examination.

Content:

Session 1: Philosophy and rationale of Language. Vocabulary development and enrichment. Material that aid the development of reading and penmanship

Session 2: Mechanical language (pre-lecture, preparation for writing)

Session 3: Interpretative language (level work of phonetic words). Word reading - phonograms

Session 4: Language analysis (noun, verb, article, adjective, adverb, conjunction, preposition). Materials that aid the development of creative writing and function of words

Session 5: Children's literature. Drama

2.4 Mathematics (Core)

Instructor: Mariola Duchement

Component Hours: 32 contact hours, 20 hours independent study.

Introduction

Montessori believed that "the mind of a child is based on mathematical and order and perceptual awareness that is in the development of the senses." The acquisition of mathematical principles has seen as the logical development of the

concrete to the abstract, from simple to complex. The child who has mastered the basic concepts related to practical life and sensorial materials, naturally progresses to the activities of the early mathematics. This part of the course covers the philosophy and rationale of the area of Mathematics, Montessori curriculum and presentation of the Montessori materials that help in the development of mathematical concepts and skills: introduction to numbers, counting, the decimal system, the four basic operations with the decimal system, memorizing operations and fractions.

With the independent study, the adult learner will get familiar with the Montessori material, practicing the presentations; accomplishing the recommended reading, collecting material to personalize the albums, and writing the introduction for the album.

MACTE Competencies Targeted:

I. Knowledge

1a. Montessori Philosophy

1c. Subject matter for the Course Level (Mathematics) not to exclude:

Cosmic education

Peace education

Practical Life

The arts

Fine and gross motor skills

II. Pedagogy

2a. Correct use of Montessori materials.

2b. Scope and sequence of curriculum (spiral curriculum)

2c. The prepared environment.

2f. Planning for instruction.

2g. Assessment & documentation.

2i. Support and intervention for learning differences.

2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

3b. Authentic assessment.

3c. The Montessori philosophy and methods (materials).

Objectives:

1. Demonstrate knowledge of Montessori philosophy, theory, and methodology. **(MACTE 1a, 2a, 2b, 3c)**

2. Plan the Math lessons to meet the individual needs and interests of children, appropriate to their development, cultural diversity and experience level. **(MACTE 1c, 2a, 2b, 2f, 2i, 2j, 3c, 3f)**

3. Design and evaluate Math materials. **(MACTE 1c, 2c, 2g, 3b, 3c)**

Basic Requirements

Written assignments:

1. Write an introduction for your Math album.

Required and Recommended Reading:

Montessori, Maria: The Montessori Method.

Evaluation Methods:

1. Complexion of Math material album.
2. Written and oral examination.

Content:

Session 1: Philosophy and rationale of Mathematics. Concepts of numbers 0-10 (rod numbers, sand paper numbers, spindle boxes, cards and counters, memory game). Numbers to 100 (Seguin beads and boards, 100 board).

Session 2: Skip counting (100 chain, short bead chains, cube of 5, 1,000 chain). Introduction to Decimal System (one of each quantity and symbol, 10 of each, 9 of each quantity and symbol, formation of numbers, change game).

Session 3: Operation of addition (bank game, stamp game, dot game, bead frame). Memorization of addition facts (diagrams of addition). Addition snake game. Operation of subtractions (bank game, stamp game, bead frame). Memorization of subtractions facts (diagrams of subtractions). Subtractions Snake game.

Session 4: Operation of multiplication (bank game, stamp game, bead frame, large bead frame, checkerboard, golden bead frame). Memorization of multiplication facts (diagrams of multiplication). Multiplication with beads game.

Session 5: Operation of division (bank game, stamp game, long division with tubes). Memorization of division facts (unit division board, diagrams of division). Introduction to fractions.

2.5 Physical & Life Science (Core)

Instructor: Mariola Duchement

Component Hours: 18 contact hours.

Introduction

Along with the four main areas of the Montessori environment, there are many other materials and activities offered to children. Maria Montessori believed that the classroom was a prepared environment for comprehensive child development. Therefore, areas such as Art, Music, Science, Geography, live animals and plants are to be included for the child. The teacher's role is to expand awareness of the child. With careful preparation, many new ideas and materials can harmonize with the environment.

The theory of interrelated Montessori curriculum joins Biology, History, Science and Geography in the "Cosmic Education ". Activities that focus on features, parts and classification of plants and animals, and simple science experiments that child can be display independently. Adult learners will become familiar with the Montessori presentations in these topic areas that relate to the contemporary educational thinking.

MACTE Competencies Targeted:

I. Knowledge

1a. Montessori Philosophy

1c. Subject matter for the Course Level not to exclude:

Cosmic Education

Peace Education

Practical Life
The Arts
Fine motor Skills

1d. Community resources for learning.

II. Pedagogy

2a. Correct use of Montessori materials.

2b. The scope and sequence of curriculum (spiral curriculum).

2c. The prepared environment.

2f. Planning for instruction.

2g. Assessment and documentation.

2i. Support and intervention for learning differences.

2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

3b. Authentic assessment.

3c. The Montessori philosophy and methods (materials)

3f. Innovation and flexibility.

Objectives:

1. Demonstrate knowledge of Montessori philosophy, theory, and methodology including Cosmic Education. **(MACTE 1a, 2a, 2b, 3c)**
2. Plan programs that meet the individual needs and interests of children appropriate to their development, cultural diversity, and experience level. **(MACTE 1c, 2a, 2b, 2f, 2i, 2j, 3c, 3f)**
3. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and backgrounds. **(MACTE 1c, 2c, 2g, 3b, 3c)**
4. Demonstrate an understanding of the use of the materials for the Physical and Life Science subjects. **(MACTE 1c, 2a, 2b, 3c)**
5. Gain an understanding of the connection between the diverse Physical and Life Science subjects (Cosmic Education). **(MACTE 1c, 2b, 3c)**

Basic Requirements

Written assignments:

1. Write an introduction for each album.

Required and Recommended Reading:

Montessori, Maria: The Montessori Method.

Evaluation Methods:

1. Completion of Material Album (Zoology, Botany, Science).

Content:

Session 1: Zoology

1. Introduction to Animal Kingdom
2. Animal matching
3. Living/non living
4. Animal/Plant
5. Animals and their offspring
6. Animals and their skeleton

Session 2: Zoology

1. Animal Kingdom classification
2. Vertebrates/invertebrates
3. 5 classes of vertebrates

4. Nomenclature: fish, amphibian, reptile, bird, mammals
5. First animal knowledge

Session 3: Botany

1. Introduction to Plant Kingdom
2. Needs of a plant experiments:
 - Water is necessary for the plant
 - Plants need light
 - The action of light over the plants
 - The action of heat over the plants
 - Plants need food
 - Plants get the food from the soil
 - Plants need air

Session 4: Botany

1. Parts of a plant
2. Nomenclature of plants: root, stem, leaf, flower, seed.

Session 5: Science

1. Introduction to Sciences
2. The senses
3. Physical Sciences
4. Chemistry

Session 6: Science

1. Water
2. Magnetism and Electricity
3. Gas
4. Chromatography

2.6 Social Studies (Core)

Instructor: Mariola Duchement

Component Hours: 12 contact hours.

Introduction

The theory of interrelated Montessori curriculum joins Biology, History, Science and Geography in the "Cosmic Education". History, Geography explored in this component, under the general category of Social Studies. Adult learners will become familiar with the Montessori presentations on these issues through the study of globes, landforms, puzzle maps, flags, timelines and the concept of time.

MACTE Competencies Targeted:

I. Knowledge

1a. Montessori Philosophy

1c. Subject matter for the Course Level not to exclude:

Cosmic Education

Peace Education

Practical Life

The Arts

Fine motor Skills

1d. Community resources for learning.

II. Pedagogy

- 2a. Correct use of Montessori materials.
- 2b. The scope and sequence of curriculum (spiral curriculum).
- 2c. The prepared environment.
- 2f. Planning for instruction.
- 2g. Assessment and documentation.
- 2i. Support and intervention for learning differences.
- 2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

- 3b. Authentic assessment.
- 3c. The Montessori philosophy and methods (materials)
- 3f. Innovation and flexibility.

Objectives:

1. Demonstrate knowledge of Montessori philosophy, theory, and methodology including Cosmic Education. **(MACTE 1a, 2a, 2b, 3c)**
2. Plan programs that meet the individual needs and interests of children appropriate to their development, cultural diversity, and experience level. **(MACTE 1c, 2a, 2b, 2f, 2i, 2j, 3c, 3f)**
3. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and backgrounds. **(MACTE 1c, 2c, 2g, 3b, 3c)**
4. Demonstrate an understanding of the use of the materials for the Social Studies subjects. **(MACTE 1c, 2a, 2b, 3c)**
5. Gain an understanding of the connection between the diverse Social Studies subjects (Cosmic Education). **(MACTE 1c, 2b, 3c)**

Basic Requirements

Written assignments:

1. Write an introduction for each album.

Required and Recommended Reading:

Montessori, Maria: The Montessori Method.

Evaluation Methods:

1. Complexion of Material Album (History, Geography).

Content:

Session 1: History

1. Introduction to History
- A. Concept of Time.
 1. Regular Unit of Measure
 2. Use of Calendar
 3. Time Line of My Life
 4. Time Line of My Family
 5. Short History of My Life
 6. The Year and Its Parts
 7. Golden Bead Material and Time

Session 2: History

- B. Human Needs
 1. Fundamental Needs of Humans
 2. Stages in Progress of Civilization
- C. Story of Creation
 1. Clock of Eras

2. Time Line Rope
3. Time Line of Life

Session 3: Geography

A. Preparation for Geography

1. Left-right Hands
2. Parts of the Body
3. Parts of the Body Nomenclature
4. Directions

B. Introduction to Geography

1. The Solar System
2. The Layers of the Atmosphere
3. The Layers of the Earth
4. Globes

Session 4: Geography

5. Map of the Hemispheres
6. Introduction to Map Puzzles
7. The Land Forms
8. Volcanism

C. Dynamic Geography

1. First Map Puzzle
2. Continent Folders
3. Continents and its Nations
4. Flags

2.7 Classroom Leadership (Core)

Instructor: Mariola Duchement

Component Hours: 30 contact hours, 100 hours independent Study.

Introduction

This part of the course covers leadership strategies in the classroom earning the child's trust, cooperation and care, helping to develop a pattern of respect for leadership. Environmental design techniques that can be applied to the physical environment and its application to classroom management are also discussed. Leadership in the classroom is a vital part of any good education course. To be an effective and successful teacher, you must learn the techniques of communication with the individual child, with a small group of children and with the whole class; along with the ability to evaluate your environment the child's behavior will be evaluated.

With the independent study, the adult learner will accomplish the recommended reading and write the papers for the lessons to complete the album.

MACTE Competencies Targeted:

I. Knowledge

- 1a. Montessori Philosophy.
- 1b. Human growth and development.
- 1d. Community resources for learning.

II. Pedagogy

- 2b. Scope and sequence of curriculum (spiral curriculum).
- 2c. The prepared environment.
- 2d. Parent/teacher/family/community partnership.
- 2f. Planning for instruction.
- 2g. Assessment & documentation.
- 2i. Support and intervention for learning differences.
- 2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

- 3a. Classroom leadership.
- 3b. Authentic assessment.
- 3c. The Montessori philosophy and methods (material).
- 3d. Parent/teacher/family partnership.
- 3e. Professional responsibilities.
- 3f. Innovation and flexibility.

Objectives:

1. Demonstrate knowledge of environmental design and planning. **(MACTE 1a, 2c)**
2. Design the Montessori environment to allow individual and group efficient work. **(MACTE 2c)**
3. Organize the classroom so it has other special areas: circle for all class meeting; sink area, reading/books corner, live plants and animals, etc. **(MACTE 2c, 2j, 3c)**
4. Include in the environment attractive, accessible and appropriate materials to cover the children developmental necessities. **(MACTE 1b, 1d, 2c, 2i, 3c, 3f)**
5. Plan enough lessons for students while allowing adequate time for student learning. **(MACTE 2b, 2f, 3c)**
6. Include time to observe and support students. **(MACTE 1a, 1b, 3b)**
7. Integrate the other cultural subjects (Zoology, Botany, Science, Geography, History, Music and Movement, Art) into the curriculum effectively. **(MACTE 1a, 2b, 3c)**
8. Keep records of students' progress in academics and social-behavior. **(MACTE 1b, 2f)**
9. Have a consistent record of lessons completed by students. **(MACTE 2f, 2g, 3c)**
10. Comprehend and be able to use appropriate discipline techniques in a positive way. **(MACTE 3a)**
11. Provide opportunities for choice, problem solving, decision-making, and responsibility for learning on the part of the children. **(MACTE 1a, 1b, 3a, 3f)**
12. Utilize self-evaluation for personal growth. **(MACTE 3e)**

Basic Requirements

Written assignments:

1. Define the concept of school, according to Montessori.
2. Design an ideal prepared environment.
3. Describe the responsibilities of the teacher in the classroom.
4. Describe the responsibilities of an assistant in the classroom.

5. Describe how to face bad behavior in the classroom. Personal strengths and weaknesses that you think you would have to implement a classroom management formula.
 6. Make your Personal Action Plan.
 7. Describe Montessori teacher preparation for the first day of school (1 page).
 8. Make a schedule of possible activities for the first day of school. It includes preliminary exercises, introduction of the class rules, as well as stories, songs, games, etc. (1 page)
 9. Make a weekly class schedule (8:30 to 15:30)(1 page).
 10. Make your own weekly schedule, with your duties at all times (1 page).
 11. Prepare a presentation planning system. Note the order followed in albums, age, prerequisites and subsequent presentations and extensions.
 12. Prepare at least an informative letter to parents (1 page).
 13. Make at least two observations to prepare the parents tutoring
 14. Compose the summary of a tutorial you've done with the supervision of your guide teacher.
 15. Describe at least five activities organized by the school where families participate (1 page).
 16. Describe at least five activities to publish the work of the Montessori school to the community (1 page).
 17. Write a paragraph of progress of a child with a particular material, based on an observation.
 18. Prepare a system for collecting information of the lessons that have been presented to children and their progress. This document can be combined with planning lessons.
 19. Field trip. List the various actions to be carried out:
 - A month before.
 - A week before.
 - One day before.
 - The day of the field trip.
 - After the field trip.
2. Describe the considerations that should be taken into account when choosing the ideal excursion or visit, such as number of children, transportation, site selection (water, food, toilets), accessibility, site etc.

Required and Recommended Reading:

- Montessori, Maria: The Secret of Childhood.
- Montessori, Maria: The Absorbent Mind.
- Nielsen, Jane: Positive Discipline.

Evaluation Methods:

1. Written and oral assignments.
2. Written examination.
3. Complexion of Theory album.

Content:

- Session 1:** Environment Design.
- Session 2:** Responsibility in the Classroom.
- Session 3:** Discipline.
- Session 4:** Daily Schedule and Plan Lesson.
- Session 5:** Relationship with Community. Relationship with Administration.

Session 6: Annual Plan / Progress Reports. End of School Year.

2.8 Montessori Principles and Philosophy (Foundational)

Instructor: Mariola Duchement / Emma Johnston

Component Hours: 32 contact hours, 100 hours independent Study.

Introduction

Taught with support material that includes a series of readings, lectures, discussion, written assignments and evaluations. Adult Learner will discuss the life of Maria Montessori, the start of the Montessori Method and how it was developed by Montessori in the early 1900; its growth in recent years, and details of his Philosophy (the absorbent mind, sensitive periods, normalization, three levels of obedience, logical mind - mathematical, spiritual and moral development of children, etc.) It will also be examined how the Montessori principles, materials, teachers and the environment interact and respect the child's development from birth to 6 years

With the independent study, the adult learner will accomplish the recommended reading and write the papers for the lessons to complete the album.

MACTE Competencies Targeted:

I. Knowledge

- 1a. Montessori philosophy.
- 1b. Human growth and development.
- 1d. Community resources for learning.

II. Pedagogy

- 2h. Reflective practice.

III. Teaching with Grace and Courtesy

- 3c. The Montessori philosophy and methods (material)
- 3f. Innovation and flexibility.

Objectives:

1. Demonstrate knowledge of the Montessori Method origin and development. **(MACTE 1a)**
2. Demonstrate knowledge of Montessori philosophy, theory, and method. **(MACTE 1a)**
3. Know Montessori terminology and concepts. **(MACTE 1a)**
4. Understand and integrate the concept of Cosmic Education. **(MACTE 1a, 1d, 2h, 3c)**
5. Acquire a found knowledge of Montessori Materials. **(MACTE 3c)**
6. Become aware of the role of the teacher respect to the child and to the environment. **(MACTE 1a, 2h, 3f)**
7. Demonstrate understanding of aspects and conditions of a Montessori environment for the development of the child. **(MACTE 1a, 1b, 3c)**
8. Prepare for the "ideal Montessori lesson" and for the three period lesson. **(MACTE 1a, 2h, 3c)**

Basic Requirements

Written assignments:

1. Write a chronological review (timeline) of the life and work of Maria Montessori.
2. Describe how Montessori developed her work. Include the factors that occurred at that time in the world that contributed to the popular acceptance of the method (3 pages).
3. Describe the concept of "Absorbent mind" (one page) or write a page describing the absorbent mind points; include an introductory paragraph and a conclusion sentence.
4. Describe the concept of "sensitive periods". Include a specific "sensitive period" and the approximate age in which it occurs, or write a page describing the sensitive period points; include an introductory paragraph and a conclusion sentence.
5. What factors and conditions are needed in the environment for intelligence effectively in young children development? (Two pages).
6. Describe the process of normalization and normalized child (2 pages minimum).
7. Explain aspects and conditions of a Montessori class, which contributes to the acquisition of the "self-discipline" by the child (2 pages minimum).
8. Explain the Montessori concept of the "three levels of obedience" (one page minimum). Describe how the experiences based on realities in small children promote the development of their creativity and imagination (1 page minimum). Discuss Maria Montessori's vision of fantasy and young children (1 page).
9. How is directly related preparation and maintenance of the environment with the development of the child? (Minimum 1 page)
10. What responsibilities and problems could you see in the preparation and maintenance of the Montessori classroom? (Minimum 1 page)
11. Based on the reading describes the "ideal Montessori lesson" (minimum 2 pages).
12. Write at least one paragraph on each of the following points:
 - The characteristics of an "ideal" presentation lesson.
 - Describe the behavior of the teacher in presenting a lesson.
 - Describe how you know when the child is ready for a lesson.
 - Describe the responsibility of the teacher for lesson follow-ups.
 - Describe the procedures that can be followed if the child makes a mistake.
 - Describe the purpose of the three period lessons into and provide examples.

Required and Recommended Reading:

L 1: Historical Overview of the Montessori Method.

Montessori, Maria: The Montessori Method (chapters 1, 2, 7).
 Montessori, Maria: The Secret of Childhood (chapters 18-28).

L 2: The Absorbent Mind.

Montessori, Maria: The Secret of Childhood (chapter 2).

L 3: Development of Intelligence.

Montessori, Maria: The Secret of Childhood (chapter 9).
 Montessori, Maria: The Absorbent Mind (chapters 7, 8, 17-18).
 Montessori, Maria: The Montessori Method (chapter 12)

L 4: Normalization

Montessori, Maria: The Secret of Childhood (chapters 29, 31-40, 43-44).

Montessori, Maria: The Absorbent Mind (chapter 22).

L5: Discipline, Order.

Montessori, Maria: The Montessori Method (chapters 3, 15, 21)

Montessori, Maria: The Secret of Childhood (chapter 8).

Montessori, Maria: The Absorbent Mind (chapters 22, 26).

L 6: Imagination / Fantasy.

Montessori, Maria: The Secret of Childhood (chapters 31, 40).

L 7: Montessori Classroom.

Standing: Maria Montessori, Her Life and Work (chapter 16).

Montessori, Maria: The Montessori Method (chapters 3, 4, 20)

L 8: The Role of the Teacher.

Montessori, Maria: The Montessori Method (chapter 3)

Montessori, Maria: The Secret of Childhood (chapter 30).

L 9: Lesson Presentation.

Montessori, Maria: The Montessori Method (chapters 4, 6, 11, 12, 15)

Standing: Maria Montessori, Her Life and Work (chapter 13).

Evaluation Methods:

1. Complexion of written and oral assignments.
2. Written examination.
3. Complexion of Theory album.

Content:

Session 1: Historical Overview of the Montessori Method.

Session 2: The Absorbent Mind. The Sensitive Period.

Session 3: Logical-mathematical mind.

Session 4: Imagination / Fantasy. Spiritual and moral development.

Session 5: Montessori Classroom.

Session 6: The Role of the Teacher. Lesson Presentation.

Session 7: Discipline, Order. Normalization.

Session 8: Peace Education.

2.9 Observation (Foundational)

Instructor: Mariola Duchement

Component Hours: 8 contact hours, 20 observation hours.

Introduction

This part of the course provides a framework for observation and reflection that promotes the connection between theory and practice. The monitoring component will help develop skills through direct observation as a primary tool for the study of children, and as an aid in the development of teaching strategies, tailored to individual needs and classroom dynamics. This part of an independent study course requires a minimum of three observations of 3 hours before the start and 6 additional comments 3 hours to complete during the program. There will be additional hours to be spent in observing children individually. Observation techniques will be study during the contact hours. The observation reports offer

adult learners the preparation and practice of accurate and objective observation of children.

MACTE Competencies Targeted:

I. Knowledge

1b. Human growth and development.

1c. Subject matter for the Course Level (practical life) not to exclude:

Cosmic education.

Peace education.

Practical Life.

The arts.

Fine and gross motor skills.

II. Pedagogy

2e. The purpose and methods of observation.

III. Teaching with Grace and Courtesy

3c. The Montessori philosophy and methods (materials).

3d. Parent/teacher/family partnership.

Objectives:

1. Observe a Montessori teacher in action. **(MACTE 2e)**
2. Comprehend how observations can be useful to direct properly the child development. **(MACTE 1b, 2e)**
3. Develop techniques of observation to increase awareness of children behavior for conflict solving. **(MACTE 1b, 2e)**
4. Be aware of different children with different necessities. **(MACTE 1b)**
5. Evaluate efficiency in a determine area or shelf of the classroom (practical life, sensorial, math, language, other curricular). **(MACTE 1c, 3c)**
6. Learn to elaborate an observation report for a family-tutorial. **(MACTE 2e, 3d)**

Basic Requirements

Written assignments:

1. Visit an Early Child Montessori classroom and complete the observation reports:
 - 2 initial, form A and form B.
 - Individual child.
 - Children/teacher.
 - Practical Life area.
 - Sensorial area.
 - Math area.
 - Language area.

Required and Recommended Reading:

Montessori, Maria: The Montessori Method.

Nielsen, Jane: Positive Discipline.

Wolfe, Aline: Nurturing the Spirit: In Non-sectarian Classrooms.

Evaluation Methods:

- Completion of the 9 writing assignment.
- Performance in the practicum site evaluated by the supervise/field visitor teacher.
- Completion of Theory album.

Content:

- Observation Techniques - EC Montessori Classroom.
- Observations of Materials (Practical Life - Sensorial - Math - Language).

2.10 Child Development / Psychology (Other)

Instructor: Mariola Duchement

Component Hours: 32 contact hours, 100 hours independent Study.

Introduction

This section consists of a series of lessons dealing with the development patterns of children. The major emphasis is on the intellectual and emotional development of children during the first 6 years of life. The main topics covered in this course are the components of the writings and philosophy of past and current theory.

This section also discusses current trends in family dynamics and resources of the local community: the interactions between the child, family, school, peers, the media and community, with an emphasis on ethnic diversity, social class, gender roles and their impact on behavior, values, customs and attitudes.

MACTE Competencies Targeted:

I. Knowledge

- 1a. Montessori philosophy.
- 1b. Human growth and development.
- 1d. Community resources for learning.

II. Pedagogy

- 2h. Reflective practice.

III. Teaching with Grace and Courtesy

- 3c. The Montessori philosophy and methods (material).
- 3f. Innovation and flexibility.

Objectives:

1. Demonstrate knowledge of research findings in the field of child development. **(MACTE 1b, 1d)**
2. Plan programs that meet the individual needs of children. **(MACTE 1b, 3c, 3f)**
3. Design and evaluate materials appropriate to children with varying abilities and backgrounds. **(MACTE 1a, 1b, 1c, 2h, 3c, 3f)**

Basic Requirements

Written assignments:

1. Name the influent factors in the development of the child before birth (1 page).
2. Describe why the birth process is so important (1.5 page).
3. Describe the significant positive and negative factors that can influence child development in the early years of life (2 pages).
4. Describe the effects of emotions like love, security, fear, hatred and anxiety in the learning process (Page 2).
5. Describe the advantages and disadvantages of growing up in:
 - a. A low socio-economic environment.
 - b. A medium or high socio-economic environment.

Required and Recommended Reading:

Montessori, Maria: The Secret of Childhood (chapters 3, 7).

Montessori, Maria: The Absorbent Mind (chapters 9, 12, 13).

Evaluation Methods:

1. Completion of written and oral assignments.
2. Written examination.
3. Completion of Theory album.

Content:

Session 1: Formative Period (0 - 6 Years).

Session 2: Important Factors in Child Development.

Session 3: Development in Intelligence.

Session 4: EC Development Theories: Piaget.

Session 5: EC Development Theories: Freud and Erikson.

2.11 Parent Involvement (Other)

Instructor: Mariola Duchement

Component Hours: 6 contact hours.

Introduction

This section looks at the interactions among children, family, school, media and community, and their impact on behavior, values, morals, and attitudes.

MACTE Competencies Targeted:**I. Knowledge**

1b. Human growth and development.

1d. Community resources for learning.

II. Pedagogy

2d. Parent/teacher/family/community partnership.

2g. Assessment & documentation.

III. Teaching with Grace and Courtesy

3d. Parent/teacher/family partnership.

3e. Professional responsibilities.

Objectives:

1. Learn to communicate with parents in a positive way in a teacher/family meeting. **(MACTE 3d)**
2. Utilize self-evaluation for personal growth. **(MACTE 3e)**

Basic Requirements**Written assignments:**

1. Prepare at least an informative letter to parents (1 page).
2. Make at least two observations to prepare the parents tutoring
3. Compose the summary of a tutorial you've done with the supervision of your guide teacher.
4. Describe at least five activities organized by the school where families participate (1 page).
5. Describe at least five activities to publish the work of the Montessori school to the community (1 page).

6. Write a paragraph of progress of a child with a particular material, based on an observation.

Required and Recommended Reading:

Montessori, Maria: The Secret of Childhood.

Montessori, Maria: The Absorbent Mind.

Nielsen, Jane: Positive Discipline.

Evaluation Methods:

1. Written and oral assignments.
2. Written examination.
3. Completion of Theory album.

Content:

Session 1: Communication with the Family

Session 2: Strategies for collaboration

2.12 Art, Music, Movement (Other)

Instructor: Mariola Duchement

Component Hours: 14 contact hours.

Introduction

The artistic part of Montessori concepts linked with the creative Arts using materials available in schools. This part of the course emphasizes various media, line and spatial concepts throughout the History of Art. This program uses a process approach.

Music and movement: Music and Movement are shown to be appropriate for children three to six years. This part of the course emphasizes body awareness and circle activities, finger plays and action games, the components of musical form, exercises appreciation of Music, along with Music Montessori materials.

MACTE Competencies Targeted:

I. Knowledge

1a. Montessori Philosophy

1c. Subject matter for each Course Level not to exclude:

Cosmic Education

Peace Education

Practical Life

The Arts

Fine motor Skills

1d. Community resources for learning.

II. Pedagogy

2a. Correct use of Montessori materials.

2b. The scope and sequence of curriculum (spiral curriculum).

2c. The prepared environment.

2f. Planning for instruction.

2g. Assessment and documentation.

2i. Support and intervention for learning differences.

2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

- 3b. Authentic assessment.
- 3c. The Montessori philosophy and methods (materials)
- 3f. Innovation and flexibility.

Objectives:

1. Demonstrate knowledge of Montessori philosophy, theory, and methodology including Cosmic Education. **(MACTE 1a, 2a, 2b, 3c)**
2. Plan programs that meet the individual needs and interests of children appropriate to their development, cultural diversity, and experience level. **(MACTE 1c, 2a, 2b, 2f, 2i, 2j, 3c, 3f)**
3. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and backgrounds. **(MACTE 1c, 2c, 2g, 3b, 3c)**
4. Demonstrate an understanding of the use of the materials for the Art, Music and Movement subjects. **(MACTE 1c, 2a, 2b, 3c)**
5. Gain an understanding of the connection between the diverse Art, Music and Movement subjects (Cosmic Education). **(MACTE 1c, 2b, 3c)**

Basic Requirements

Written assignments:

1. Write an introduction for each album.

Required and Recommended Reading:

- Montessori, Maria: The Montessori method.
- Wolf, Aline. Mummy, it's a Renoir!
- Wolfe, Aline: Nurturing the Spirit: In Non-sectarian Classrooms.

Evaluation Methods:

1. Complexion of Material Album (Art, Music).

Content:

Session 1: Art

1. Introduction to Art
2. Art month by month
3. The Art shelf
4. Gluing (basic, collage, basic Art projects, paper chain)
5. Manipulative (Scissor cutting, Poking, Play dough, Necklace stringing)

Session 2: Art

1. Painting (aquarelle, roll, inset, sponge, thin paper and starch, easel painting)
2. Art History
3. Monart Drawing

Session 3: Music

1. Introduction to Music
2. Origen of Music
3. Songs
4. How to start
5. Rhythmic instruments
6. Technical terms
7. The orchestra
8. Advance theory
9. Games
10. Famous composers

11. Montessori Music material: The bells.

Session 4: Movement

1. Introduction to Movement.
2. Exercise of body awareness.
3. Silence game.
4. Circle activities.
5. Movement lesson plan (warm up – games – back to calm).

2.13 Practicum

Instructor: Mariola Duchement

Component Hours: 540 contact hours, 60 hours independent study.

Introduction

The role of the Practice Phase is to provide adult learners the opportunity to have personal experiences and practical experience in teaching / learning as a professor of Early Childhood Montessori children ages 2½ to 6 years. It also provides a period of observation, internalization and deepening, to bring theory and practice of Montessori education. This course is designed to allow adult learners time to experiment with the teaching of the cosmic lessons, developing new curriculum materials, as well as managing the daily routines of a classroom early childhood. The environment must be prepared with various materials and activities to meet the developmental needs and interests of students in early childhood.

It is the adult learner's responsibility to manage the teaching position at Early Education, for all matters relating to the practice adopted in a Montessori school, you agree to cooperate with the Training Centre.

MACTE Competencies Targeted:

I. Knowledge

- 1a. Montessori Philosophy
- 1b. Human growth and development.
- 1c. Subject matter for the Course Level (language) not to exclude:
 - Cosmic education
 - Peace education
 - Practical Life
 - The arts
 - Fine and gross motor skills
- 1d. Community resources for learning

II. Pedagogy

- 2a. Correct use of Montessori materials.
- 2b. Scope and sequence of curriculum (spiral curriculum)
- 2c. The prepared environment.
- 2d. Parent/teacher/family/community partnership.
- 2e. The purpose and methods of observation.
- 2f. Planning for instruction.
- 2g. Assessment & documentation.
- 2h. Reflective practice.
- 2i. Support and intervention for learning differences.

2j. Culturally responsive methods.

III. Teaching with Grace and Courtesy

3a. Classroom leadership.

3b. Authentic assessment.

3c. The Montessori philosophy and methods (materials).

3d. Parent/teacher/family partnership.

3e. Professional responsibilities.

3f. Innovation and flexibility.

Objectives:

1. Observe a Montessori teacher in action. **(MACTE 1a, 2a, 2d, 2e, 3a, 3d)**
2. Acquire personal and practical experience in teaching in Early Childhood classroom ages 2½ to 6 years. **(MACTE 2e, 2f, 2h, 3e)**
3. Observe and internalize theory and practice of Montessori education. **(MACTE 1a, 2e, 3a)**
4. Utilize and become familiar with the various Montessori materials of all areas. **(MACTE 2a, 2b, 2c)**
5. Allow adult learners time to experiment with the developing of new curriculum materials. **(MACTE 1c, 2h)**
6. Manage the daily routines of an Early Childhood classroom. **(MACTE 2e, 2f, 2g, 3a, 3b, 3c)**
7. Prepare the environment with activities to meet the developmental needs and interests of each student in early childhood. **(MACTE 1b, 1d, 2i, 2j, 3c, 3f)**

Basic Requirements

Written assignments:

1. Monthly Reports (Organizational Assignment, Monthly reports and final year-end Summary).
2. Special Needs (chart and description on accommodations, weekly journal, summary of year).
3. Human Values/Peace Education (plans, journal).
4. Year Long Project.

Required and Recommended Reading:

Montessori, Maria: The Montessori Method.

Montessori, Maria: The Secret of Childhood (chapters 3, 7).

Montessori, Maria: The Absorbent Mind (chapters 9, 12, 13).

Evaluation Methods:

1. Observation by Field Consultant
2. Employer, field consultant, supervising teacher observation and evaluation.
3. Children's learning professional performance.
4. Post-graduate professional performance.

Content:

Orientation meeting with the field supervisor prior the practicum.

Standards and procedures for practicum

A. The Adult Learner

1. At least 90% of the core instructional contact hours (not including testing/evaluation) must be completed prior to the end of the practicum phase.

2. The Adult Learner have received a bachelor's degree from a regionally accredited college/university to begin the Practicum component. The Adult Learner must document it by official transcript sent to the program to verify receipt of a bachelor's degree.
3. The Practicum must be completed in one year.
4. The Adult Learner is responsible for awareness of all policies and requirements to the Teacher Education Program. An acknowledgment of receipt of those policies is kept in the Adult Learners' file.
5. The Adult Learner must fulfill all duties and obligations listed in the agreement with the practicum site.
6. The Adult Learner is expected to attend open house and faculty-staff meetings, and is encouraged to attend regional Montessori workshops and public lectures on EC education.
7. The Adult Learner must notify the program director if opportunities for learning in the specified areas are not being provided at the practicum site.
8. To complete the course requirements.
9. Time limit: 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.
10. The Adult Learner must be current AMS member in order to be recommended for an AMS credential.

B. The Teacher Education Program

1. Determine if the Practicum sites are AMS Member schools, Initiate, or Satellites schools.

C. The Practicum site

1. The school site must have a written non-discrimination policy for children and staff.
2. The site must meet all local and state regulations.
3. The site should communicate to the Adult Learner and Teacher Education Program, its administrative policies and guidelines relating to the adult learner. This may be done verbally or writing.
4. A job description and a contract of agreement must be signed between the Adult Learner and the Practicum Site. The Agreement should include the nature and type of remuneration given the Adult Learner, if any.

D. The Supervising Teachers and Field Consultants

1. During the Practicum, there will be a minimum of three on-site consultation evaluation visits by a qualified Field Consultant. If the Practicum site is more than 25 miles from the Teacher Education Center, the Adult Learner assumes responsibility for the travel expenses of the Field Consultant's visits. If the Adult Learner is doing a self-directed Practicum, additional visits from the Field Consultant may be required.

AMS STANDARDS AND RESPONSIBILITIES FOR THE PRACTICUM SITE

An intern must begin his/her practicum phase within two years of the end of his/her academic phase.

AMS Membership: It is recommended that the practicum site is an AMS member school. MTA reports practicum sites annually to AMS using the AMS Adult Learner Registration and Practicum Report Form. The AMS office will send non-AMS member practicum sites information on the benefits of becoming an AMS member school.

Non-Discrimination Policy: The site must have a written non-discrimination policy for children and staff.

Licensing: The site must meet all local and state regulations.

School Policies: The site must communicate to the intern and MTA, in writing, its administrative policies and guidelines relating to the intern.

Job Description/Contract: The site must provide a job description and a contract of agreement acceptable to the site, the intern, and MTA. This job description or agreement should include the nature and type of remuneration given to the intern, if any.

Cooperation with the Montessori Teacher Academy: the site must agree to cooperate with MTA in all matters relating to the practicum.

Job Responsibilities: Intern in his/her practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during the practicum hours. (i.e. janitorial services, before or after day care services, etc.). Intern may provide additional services outside their practicum hours if agreed upon by both parties.

Age Range of Class: The class should contain children in the full 2 ½ through 6 age span.

Classroom Environment: The environment must be designed and equipped to meet the developmental needs of the children served. The classroom must include child-sized furnishings and a full array of recommended Montessori materials for the age range of the class, arranged on open shelves accessible to all children, so that the intern may implement the curriculum for 2 ½ through 6 age group during the academic phase. AMS recommended

Supervision: Supervision of interns is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant. For a self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional documented support is required.

Supervising Teacher: The supervising teacher must hold a recognized Montessori credential at the Early Childhood level, s/he must be in at least the second year of teaching at the Early Childhood level. MTA director must approve the supervising teacher. The supervising teacher must schedule regular review sessions with the intern (at least monthly) to assess the intern's progress, s/he must submit all requested evaluations forms at the designated times.

Academic Schedule 2017-2018

Specific Dates	Curriculum Component	Instructor	Academic Contact Hours	Class Times
6-6-17	Observation	Mariola Duchement	4	4pm-8pm
6-13-17	Observation	Mariola Duchement	4	4pm-8pm
6-19-17	Practical Life	Mariola Duchement	6	9am-3pm
6-20-17	Practical Life	Mariola Duchement	6	9am-3pm
6-21-17	Practical Life	Mariola Duchement	6	9am-3pm
6-22-17	Practical Life	Mariola Duchement	7	9am-4pm
6-23-17	Practical Life	Mariola Duchement	7	9am-4pm
6-26-17	Sensorial	Mariola Duchement	6	9am-3pm
6-27-17	Sensorial	Mariola Duchement	6	9am-3pm
6-28-17	Sensorial	Mariola Duchement	6	9am-3pm
6-29-17	Sensorial	Mariola Duchement	7	9am-4pm
6-30-17	Sensorial	Mariola Duchement	7	9am-4pm
7-3-17	Language	Mariola Duchement	6	9am-3pm
7-4-17	Language	Mariola Duchement	6	9am-3pm
7-5-17	Language	Mariola Duchement	6	9am-3pm
7-6-17	Language	Mariola Duchement	7	9am-4pm
7-7-17	Language	Mariola Duchement	7	9am-4pm
7-10-17	Math	Mariola Duchement	6	9am-3pm
7-11-17	Math	Mariola Duchement	6	9am-3pm
7-12-17	Math	Mariola Duchement	6	9am-3pm
7-13-17	Math	Mariola Duchement	7	9am-4pm
7-14-17	Math	Mariola Duchement	7	9am-4pm
9-5-17	Philosophy	Mariola Duchement	4	4pm-8pm
9-12-17	Social Study (History)	Mariola Duchement	3	4pm-7pm
9-19-17	Philosophy	Mariola Duchement	4	4pm-8pm
9-26-17	Social Study (History)	Mariola Duchement	3	4pm-7pm
10-4-17	Philosophy	Mariola Duchement	4	4pm-8pm
10-10-17	Social Study (Geography)	Mariola Duchement	3	4pm-7pm
10-17-17	Philosophy	Mariola Duchement	4	4pm-8pm
10-24-17	Social Study (Geography)	Mariola Duchement	3	4pm-7pm
11-7-17	Philosophy	Mariola Duchement	4	4pm-8pm
11-14-17	Physical & Life Science (Zoology)	Mariola Duchement	3	4pm-7pm
11-21-17	Philosophy	Mariola Duchement	4	4pm-8pm
11-28-17	Physical & Life Science (Zoology)	Mariola Duchement	3	4pm-7pm
12-12-17	Philosophy	Emma Johnston	4	4pm-8pm
12-19-17	Philosophy	Emma Johnston	4	4pm-8pm
1-9-18	Child Development	Mariola Duchement	4	4pm-8pm
1-16-18	Physical & Life Science (Botany)	Mariola Duchement	3	4pm-7pm
1-23-18	Child Development	Mariola Duchement	4	4pm-8pm
1-30-18	Physical & Life Science (Botany)	Mariola Duchement	3	4pm-7pm
2-6-18	Child Development	Mariola Duchement	4	4pm-8pm
2-13-18	Physical & Life Science (Science)	Mariola Duchement	3	4pm-7pm

2-20-18	<i>Child Development</i>	<i>Mariola Duchement</i>	4	4pm-8pm
2-27-18	<i>Physical & Life Science (Science)</i>	<i>Mariola Duchement</i>	3	4pm-7pm
3-6-18	<i>Child Development</i>	<i>Mariola Duchement</i>	4	4pm-8pm
3-13-18	<i>Art</i>	<i>Mariola Duchement</i>	4	4pm-8pm
3-20-18	<i>Child Development</i>	<i>Mariola Duchement</i>	4	4pm-8pm
4-3-18	<i>Art</i>	<i>Mariola Duchement</i>	4	4pm-8pm
4-5-18	<i>Music</i>	<i>Mariola Duchement</i>	4	4pm-8pm
4-10-18	<i>Child Development</i>	<i>Mariola Duchement</i>	3	4pm-7pm
4-17-18	<i>Child Development</i>	<i>Mariola Duchement</i>	4	4pm-8pm
4-24-18	<i>Movement</i>	<i>Mariola Duchement</i>	3	4pm-7pm
5-2-18	<i>Classroom Leadership</i>	<i>Mariola Duchement</i>	5	3pm-8pm
5-3-18	<i>Classroom Leadership</i>	<i>Mariola Duchement</i>	5	3pm-8pm
5-8-18	<i>Classroom Leadership</i>	<i>Mariola Duchement</i>	5	3pm-8pm
5-10-18	<i>Classroom Leadership</i>	<i>Mariola Duchement</i>	5	3pm-8pm
5-15-18	<i>Classroom Leadership</i>	<i>Mariola Duchement</i>	5	3pm-8pm
5-17-18	<i>Classroom Leadership</i>	<i>Mariola Duchement</i>	5	3pm-8pm
5-22-18	<i>Parent Involvement</i>	<i>Mariola Duchement</i>	3	4pm-7pm
5-24-18	<i>Parent Involvement</i>	<i>Mariola Duchement</i>	3	4pm-7pm

Professional Development Requirement

The American Montessori Society believes that continuing professional growth is a necessary component of best practice in Montessori teacher development.

AMS requires that holders of AMS teacher credentials issued starting July 1, 2013, complete 50 hours of professional development every 5 years for the credential to remain active. The first 5-year period begins with the date of credential. If professional development hours are not completed within the 5-year period, the teacher's credential will be considered inactive until the requirement is met.

The credential holder must keep a record of her professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter(s), and number of hours attended.

Guidelines

Professional development events do not need pre-approval by AMS to count towards the requirement, as long as they adhere to the guidelines below.

A professional development event may be hosted by school; a teacher education program; or a regional, national, or international Montessori group or organization such as (but not limited to) those listed on the Local Groups and Montessori Organizations pages of our Website, or AMS itself. Additionally, it may be hosted by a regionally accredited college/university; educational foundation/organization, institute, or association; or a national or regional accrediting organization.

It can also include coursework completed towards earning a credential (for an age level from credentials already held) at an AMS, AMI, or MACTE accredited teacher education program. The event may be face-to-face event, a live Webinar, or a recording of a Webinar if written or electronic verification of participation is given.

Topics

The following event topics qualify for the professional development requirement:

Montessori education and philosophy/pedagogy

Curriculum

Classroom management

Child development

Health, safety, and nutrition (excluding CPR, first aid, and medication administration; exercise)

Peace Education

Service learning

Professionalism

Leadership skills

Social/emotional issues

Special education and learning differences

Education research

Public or education policy

Technology training that will enhance the teacher's use of technology with students or refine the teacher's computer skills in ways that will improve his teaching.

Events that do not qualify: CPR, first aid, or medication administration training; exercise or yoga classes, unless they are related directly to teaching physical education to students; the reading of books, magazines, or journals; travel.

[AMS Policy in Transfer of Credit](#)

Transfer between AMS Programs

For transfer of a current adult learner from one AMS teacher education program to another, AMS teacher education programs should consider:

The candidate must:

1. Be within the three –year time following the original academic phase.
2. Be a current member of AMS.

The new TEP must:

1. Review and evaluate previously completed academic and practicum work, and consider the cost of the review.
2. Notify the prospective adult learner in writing with the fees and time required to complete all transfer requirements.
3. Contact the original program to determine if adult learner is in good standing including fulfillment of financial obligations.
4. Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

Transfer from Teacher Education Programs recognized by AMS

Transfer of contact hours and/or credits from teacher education programs recognized by AMS will be considered with verification of the following documentation:

The Candidate must:

1. Have a degree in keeping with AMS credential requirements.
2. Be a current AMS member or register as an adult learner.

The new TEP must:

1. Review and evaluate the credential and portfolio of the candidate.
2. Utilize proficiency pre-testing to plan a program of study.
3. Determine the minimum requirement of the academic phase that the candidate must take to fulfill AMS qualifications.
4. Require all candidates take Montessori theory and philosophy from the program that will issue the credential recommendation.
5. Determine that practicum requirements of the candidate meet the requirements of an AMS teacher education course practicum.
6. Assess and evaluate proficiency as required by the AMS teacher education program.
7. Ensure that all requirements of the AMS teacher education program issuing the credential are met.
8. Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

NOTICE OF CANCELLATION

Date (day of attendance at the first class):

"You can cancel the contract with the formation, without penalty or obligation on the date set forth below:"

"If you cancel, any payments you made and any written negotiation, signed by you, will be returned within 10 days of receipt in the school of your cancellation notice."

"However, if the school has given you any material, please return it within 10 days of the date you signed the cancellation notice. If you do not return the material within this 10-day period, the school may keep an amount equivalent to the cost of the material. The school is required to repay any amount above provisions."

"To cancel the contract with the school, mail or deliver a signed and dated copy of this cancellation notice or any other written notice, or send a certified Montessori Training 2017 copy to:"

C/ Vuelta de Medio Pañuelo nº 10 (Tafira Baja) - 35017 - Las Palmas de G.C.

"NOT LATER THAN _____"
(Write the date on the fifth business day following the day of the first class)

"I cancel the contract for the formation _____"
(Date) (Signature of Adult learner)

"REMEMBER TO MAKE A WRITTEN CANCELLATION. You do not have the right to cancel only by telephoning the academy, or not coming to class."

**RECEIPT AND ACKNOWLEDGEMENT OF THE MONTESSORI ACADEMY OF LAS PALMAS
ADULT LEARNER HANDBOOK**

I _____ (print adult learner name) certify that I have received, read, and understand the updated Montessori Academy of Las Palmas adult learner handbook, dated June 1st, 2017, a copy of which has been provided to me in paper format or via email, and can be found on the Montessori School of Las Palmas website by going to www.escuelamontessori and clicking on the formation link. The Montessori Academy of Las Palmas adult learner handbook has been prepared for my information and understanding of the policies, curriculum, academic schedules, and performance standards of the Montessori Academy of Las Palmas educator certification program. I also understand that any prior Student Handbooks issued by Montessori Academy of Las Palmas are no longer in effect.

Signature _____

Date _____