

M ONTESSORI TEACHER ACADEMY

Julie Gabrielse, Program Director
Carolyn Fermoyle, Executive Administrative Director

A 2009-2010 Program of:

The Montessori Academy at Edison Lakes
530 E Day Road, Mishawaka, Indiana 46545
www.tma-el.org
(574) 256-5313 Mary MacIntosh, Head of School

and

Indiana University South Bend Division of Extended Learning Services
1700 Mishawaka Avenue, P.O. Box 7111, South Bend, Indiana 46634
www.iusb.edu/~cted
(574) 520-4261 Jacqueline A. Neuman, Director

MONTESSORI TEACHER ACADEMY

A Program of Indiana University South Bend and The Montessori Academy at Edison Lakes

Dear Students,

Congratulations on your acceptance to the Montessori Teacher Academy! We want to express our excitement for your interest in Montessori, and wish you the best in your pursuit toward excellence in early childhood education.

This is the nineteenth certificate cycle offered by the Montessori Teacher Academy. Our priority continues to be a professional program of the highest standards. We trust that the success of the Montessori Teacher Academy will translate into the greatest opportunities for you - both personally and professionally.

The philosophy and methods developed by Dr. Maria Montessori have been in existence for many years. However, never before has the climate been so right for its expansion into the many other fields concerned with optimum development of the child. Recognition of the success of Montessori Schools all over the world has heightened the interest of educators everywhere. Your decision to become a part of this is to be congratulated. Your dedication during this educational journey will lead you to new and exciting discoveries that hopefully, will impact your future and the future of education.

This handbook is a guide in helping to answer questions you might have. Perhaps it will even provide answers to questions you didn't even think of! This guide does not take the place of the many formal and informal meetings that will take place as a group and individually to discuss issues and concerns. What the handbook is is a reference and foundation from which to guide our operations.

Welcome to the world of MONTESSORI!

Julie Gabrielse
Program Director

Carolyn Fermoyle
Executive Admin. Director

A BRIEF DESCRIPTION OF THE MONTESSORI TEACHER ACADEMY

The Montessori Teacher Academy (MTA) was founded in 1989 to meet the growing demand for Montessori teacher training. Through a unique partnership between Indiana University South Bend and The Montessori Academy at Edison Lakes, Mishawaka, Indiana, the Academy is the only Montessori teacher training program in Indiana. MTA is affiliated with the American Montessori Society (AMS) and has accreditation through the Montessori Accreditation Council for Teacher Education (MACTE).

The summer program is an intensive six-week academic session. Students meet at The Montessori Academy at Edison Lakes Monday through Friday, 8a.m. -5 p.m.

The summer curriculum includes:

- Montessori Philosophy**
- Child Development**
- Sensorial**
- Observation**
- Practical Life**
- Language**
- Mathematics**
- Classroom Leadership**
- Cultural Subjects**

The age range of this course is 2 ½ through 6 years old.

After completing the summer academic program, students working toward certification are required to complete an academic year student teaching in an approved Montessori school. Students arrange their student teaching with consultation from MTA. Student teaching sites can be obtained throughout the world.

During the practicum, students will be supervised by a certified Montessori teacher. An MTA field consultant will visit three times during the academic year to observe the student in the classroom and to provide feedback.

Additionally, student teachers working toward certification must attend three weekend Institutes held during the academic year immediately following the summer program. The Institutes present advanced materials not covered in the summer phase. Topics have included Music, Movement, Parent-Educator Partnership, Administration and Fine Arts. The Institutes are held Friday through Sunday in October, February and April at The Montessori Academy at Edison Lakes.

Upon successful completion of the summer academic phase, Institutes, independent project, and practicum, candidates are awarded the Montessori Early Childhood credential, if they hold a Bachelor's degree. An Associate credential will be granted to those without a Bachelor's degree. An International Credential is awarded when an international transcript, submitted to a US credentialing agency for a credit equivalency evaluation, is not deemed equivalent to a US Bachelor's degree.

Fourteen undergraduate education credits may be elected. Students without Bachelor's degrees are required to take the course for credit. Those desiring credit must pay an additional fee, be admitted to the university and complete some additional assignments over the academic year.

MARIA MONTESSORI

The Woman - The Educator

Maria Montessori was born in Chiaravalle, Italy in 1870. In 1895, she became the first woman in Italy to obtain the degree of Doctor of Medicine. This background led Dr. Montessori to approach education more from the scientific level than the accepted academic standard, and the classroom became her laboratory.

She observed children and was constantly testing and re-testing the validity of her concepts-- concepts that would contribute to a more natural growth of learning in students. She designed materials and techniques that advanced the method of education for all children, learning-disabled through gifted, far beyond previous practice.

Many of Dr. Montessori's theories of normative child development are shared by her fellow researcher in developmental psychology, Jean Piaget. Whereas Piaget concentrated on researching and contributing new knowledge about the cognitive development of the child, Montessori applied her research to an educational curriculum for children which would aid their development. She was always concerned with the needs and rights of children. To Dr. Montessori, education was a preparation for life, not merely a search for intellectual skills.

In 1907, Dr. Montessori opened her first "Children's House" in Rome. Here again, she emphasized close observation of the child and respect for the child's innate desire to learn. The children thrived and news of the Montessori Method spread. Schools following the Montessori Method were established throughout Italy and Europe.

Montessori education was introduced in the United States in 1912, when one of the first schools was established by Alexander Graham Bell in his own home. In 1915, America enthusiastically welcomed Dr. Montessori to establish classrooms for the World Exhibition in San Francisco, California.

At the outbreak of World War II, Dr. Montessori fled Italy to reside in Amsterdam. While on a trip to India, she was detained as an Italian national. This time spent in India saw the establishment of more schools and teacher training courses and the publication of more books. After the war, Dr. Montessori returned to Amsterdam where she continued writing and teaching until her death in 1952.

CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY

PRINCIPLE I - Commitment to the Student

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

1. Shall encourage independent action in the pursuit of learning
2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin
3. Shall protect the health and safety of students
4. Shall honor professional commitments, maintain obligations, and contracts while never soliciting nor involving students or their parents in schemes for commercial gain.
5. 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:

1. Shall support his professional society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish his private views from the official position of the Society.
2. 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:

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

As American Montessori Society members, 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 full potential. AMS requires that all member schools and teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

Adopted by the AMS Board of Directors October 1969. Expanded June 1975. Updated 2005

M.T.A.

Mission Statement

Both The Montessori Academy at Edison Lakes and Indiana University South Bend have a commitment to excellence and professionalism in the development and services of the MONTESSORI TEACHER ACADEMY. We support the academic and professional growth of the adult individuals enrolled in the Academy and seek to maintain the integrity and dignity of each student in that process.

The basic philosophy of the Montessori Teacher Academy is to provide a quality teacher education program for children aged two and one-half through six based on Dr. Maria Montessori's theories of education and human development.

Dr. Montessori's theory of self-education is applicable throughout the Montessori Teacher Academy experience. MTA sets the stage for the work of the adult student. Instructors are catalysts for learning. They provide order, structure, precision, aesthetic appeal and intellectual pursuits while minimizing obstacles to progress and learning. They offer intellectual stimulation and support to the auto-education of the individual.

The intent or purpose of the program with regard to the general content of the course work, approach to training, results with students, service to or involvement with community, or influence upon American educational practices is to provide a quality teacher education program.

In order to support our basic philosophy and values, the Montessori Teacher Academy is committed to providing facilities, staff and curriculum of the highest caliber to ensure the best possible learning environments for the optimum success of its students.

MTA is a successful, working example, and resource center for early childhood programs, public, and independent schools.

The Montessori Teacher Academy is confident that Montessori teacher education will be a positive life experience and, in turn, an effective premise from which to work with children and adults in their respective roles and professions.

Equal Employment Opportunity/Affirmative Action Policy of Indiana University

Indiana University pledges to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

OBJECTIVES OF THE MONTESSORI TEACHER ACADEMY

- . To make possible an educational program for adults based on Dr. Maria Montessori's teaching philosophy and method, and to provide the understanding and skills needed to implement this method for children ages 2 ½ through 6 years.
- . To provide adult instruction and practical experience with the Montessori materials for 2 ½ through 6 year old children.
- . To provide knowledge and appreciation of the rationale for the Montessori curriculum and materials.
- . To compare and relate the Montessori approach to other contemporary theories of education.
- . To promote the idea of the Montessori Method as an evolving approach to education which encourages independence.
- . To provide an education program which is sensitive to adult development, and teaching Montessori to teachers as they will in turn teach the child.
- . To provide the student teachers preparation during the student teachers' academic phase with the skills to be competent in a Montessori 2 ½ through 6 classroom.
- . To be a role model and resource center for early childhood programs for both public and independent schools

STUDENT AND MTA RIGHTS AND RESPONSIBILITIES

Student Rights:

1. To receive complete and accurate information on the specifics of the training program. These are to include dates and hours for the regular sessions and institutes; tuition and fees; housing and other accommodations if needed; and expectations and goals of MTA.
2. To have an environment conducive to adult learning.
3. To have competent teaching staff willing to provide time for informal dialogue, questions and problem solving during their teaching section.
4. To believe that MTA will fulfill all their obligations and responsibilities to its students in regard to the best possible staff, assisting the student teacher through all the phases of the program, and maintaining accurate student records.
5. To appeal to a Board of Review created to handle unresolved grievances.

Student Responsibilities:

1. To comply with all MTA policies and procedures.
2. To give accurate information on the application and references.
3. To complete all assignments within the appropriate deadlines.
4. To meet all attendance requirements at all lectures and demonstrations during the academic phase and institutes as well as meeting the requirements of student teaching.
5. To express any grievance and expect a response using the channels provided, the Board of Review, as outlined in the Student Handbook.
6. To complete all requested evaluations on the program, program content, staff, and self-evaluation.
7. To satisfy all financial responsibilities.

In addition, MTA expects the student to be responsible for the following:

Academic Programming

1. To enroll only out of your need and desire to learn rather than a wish to manipulate the course for other ends -- getting a certificate without growth, etc.
2. To be informed -- by reading the information disseminated by the course.
3. To take an active part in planning and executing your course of study within the context of stated requirements and existing institutional resources.
4. To continually monitor your academic progress.
5. To attend class and participate in other learning activities, come prepared, and complete assignments on time.
6. To embrace the principle of academic honesty.
7. To respect the freedom of our staff to inquire, publish and teach.
8. To respect the facilities and property of the course, including buildings.

Finances

9. To be informed -- about the full cost, refund policies, and financial stability of the program, by reading published statements on fees and policies, and by consulting the administrators if you have questions.
10. To satisfy financial obligations to MTA in a timely fashion if applicable.

Admissions

12. To be knowledgeable about other available course/programs and assure yourself and the course that your enrollment is based on an informed decision. Published information should be read; students, former students, and staff should be contacted and questioned about the level of satisfaction in their relationship to the course, ethics, and general quality -- and we expect students to do this with any other course/program they may be considering.
13. To represent yourself honestly in applying to the course.
14. To complete the application process promptly by submitting requested materials and fulfilling pre-training requirements.

In order to preserve and protect the rights of students, MTA makes a commitment to the following responsibilities:

Academic Programming

1. To emphasize quality.
2. To award credit where and only where it is due.
3. To ensure fair and reasonable academic evaluation, with grades and evaluations that are meaningful, timely, and based on quality of student performance; to maintain transcripts or records of grades properly; to guarantee confidentiality and student access to records.
4. To award certificates when they are merited; to inform students regularly of their academic progress and award certifications after all stated requirements are satisfied.
5. To provide adequate facilities and services to support academic goals.
6. To offer quality instruction through instructors who have appropriate training and expertise, are up to date in their fields, meet scheduled classes, come to class prepared, and are available to students outside class.
7. To describe course requirements in clear, specific and accurate terms, in written form; to ensure that requirements are educationally meaningful.
8. To notify students of unusual features of the course that cannot be readily anticipated.
10. To offer course work that is comparable to its catalog description.
11. To embrace the principle of academic honesty.
12. To publish causes for dismissal in clear and specific form; to dismiss a student only for appropriate cause, and after due process.

Advertising

13. To publish advertising that is accurate and reliable, up to date, and understandable.

Finances

14. To inform students of the full cost of education.
15. To employ fair and accurate, published refund policies.
16. To charge fair and reasonable fees for infractions such as breaking equipment or non-return of materials.
17. To make reasonable tuition increases and provide notice of raises.
18. To keep records of fees paid by each student, if applicable.
19. To inform students about financial instability in the event such a condition should exist.

Admissions

20. To make available written policies on admission.
21. To give prospective students as complete and accurate a picture of the course as possible.
22. To maintain clear and specific policies on job placement services.

ATTENDANCE POLICY

1. Attendance is mandatory at all sessions during the course. (A session is defined as four hours of morning or afternoon instruction).
2. Absences may be subject to a grade level reduction, mandatory repetition of missed sessions in the next academic phase or dismissal from the program at the discretion of the MTA directors.
3. Students must sign in the Attendance Book for both a.m. and p.m. sessions.
4. Students are held responsible for all make-up work as designed by the course presenter or directors. Make-up work must be completed within the academic program or as assigned by the instructor.
5. Tardiness beyond 15 minutes for any three sessions will be counted as an absence.

Student Teaching:

1. Student teachers must work at their student teaching site a minimum of 4 hours per day, 5 days a week for one academic school year.
2. Absences may not exceed nine teaching days.
3. Attendance at school functions and meetings is also required.
4. Days missed to attend required institutes are not considered absence.
5. Unsatisfactory attendance may require that the student repeat student teaching the next year to be considered an active candidate for certification. Longer delays may require reapplication to the Montessori Teacher Academy with all previous rights and standings relinquished.
6. Submit monthly attendance logs for permanent file.

Note: Students must meet all requirements for course certification within three years of acceptance into the program. After three years, reapplication to the Academy with new student status and payment of fees is required unless there are extenuating circumstances approved by the director.

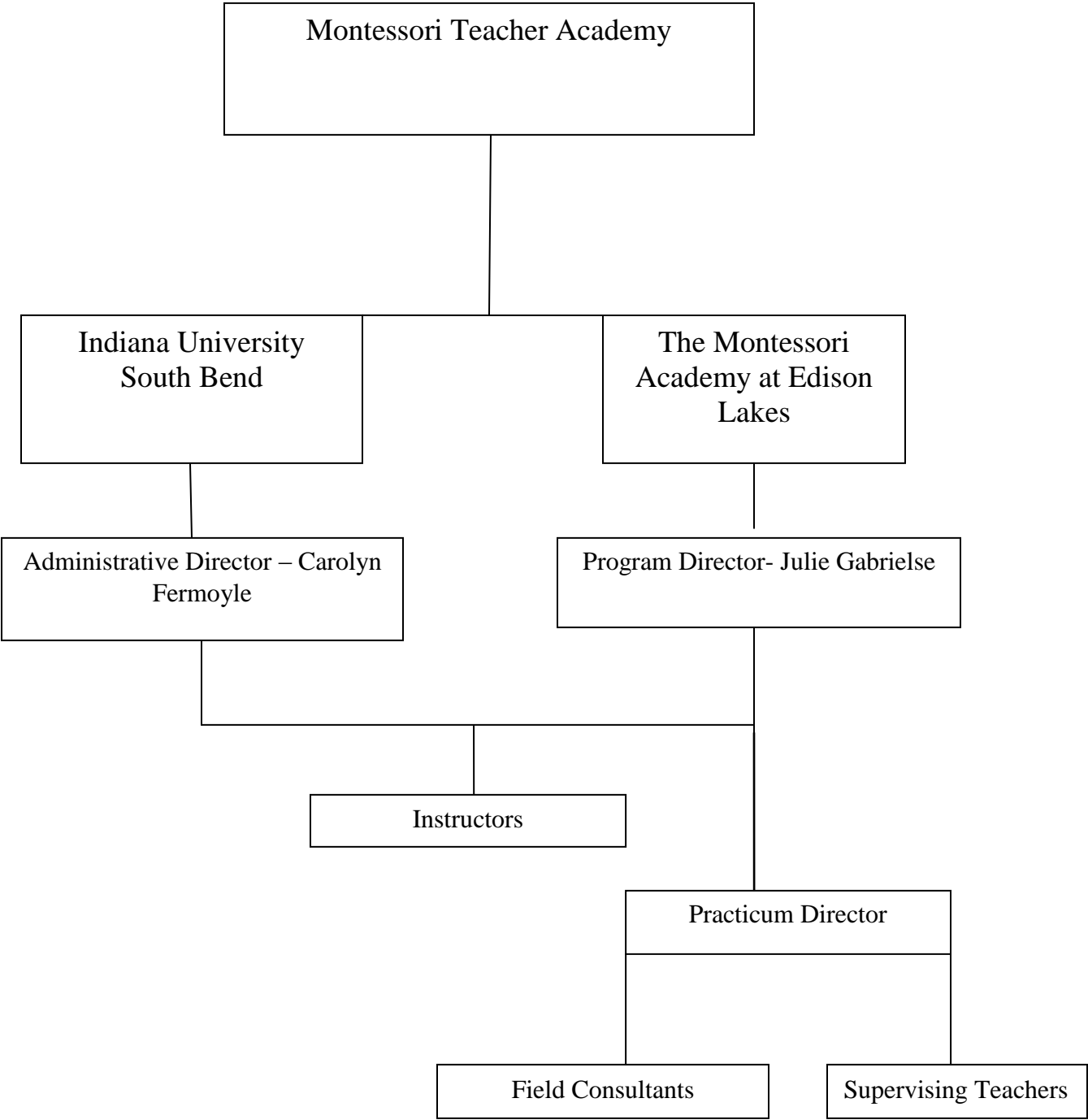
CODE OF CONDUCT

Students are expected to maintain a professional demeanor throughout the program. If a situation arises, the Director shall speak to the student involved to establish an understanding of acceptable behavior. If this does not produce the desired effect, the Director will meet with the faculty to help decide the appropriate action in the particular case. Situations shall be dealt with on an individual basis. Unprofessional behavior is unacceptable. The Director is ultimately responsible for the action taken with the student.

Note:

1. Promptness is expected at the beginning of class and after each break.
2. During class time, do not disturb the class by speaking with classmates. If there is something to say, then share it with the whole class.
3. No smoking in the building or on school grounds.
3. Office copy machine is available by request. Please see Program Director about cost.
5. Children are not permitted to attend class.

Organizational Chart



ORGANIZATIONAL STRUCTURE

Montessori Teacher Academy Staff

Program Director, Practicum Director – Julie Gabrielse – TMA/MTA

Administrative Executive Director, Carolyn Fermoye - IUSB/ELS

Faculty Courses & Institutes

Debra Cagle

Bruce Nowlin

Deborah Cyrier

Julie Gabrielse

Mary MacIntosh

Ann Miller

Christine Rodda

Cynthia Pilot

Deborah Weinstein

Lori Twining

THE CURRICULUM: Brief Summary of Course Content
Summer Academic
(240.5 hours/272.5*)

Orientation (3 Hrs.)

Student expectations and requirements are outlined and explained. A tour of The Montessori Academy is given, plus albums, books, and all forms relevant to the training course distributed.

Carolyn Fermoye, Mary MacIntosh: Instructors

Date: June 14

Montessori Philosophy and Educational Theory (35 Hrs.)

Dr. Maria Montessori's philosophy and educational theories are examined in depth. Methods are studied in relation to the role of the environment, freedom, discipline, movement, order and the sensitive periods of the developing child. An exploration of the views of Montessori and her contemporaries are compared to current research.

Mary MacIntosh: Instructor

Dates: June 15-19

Observation (18 Hrs*.)

This course explores the power of observation as a learning tool for the teacher. Guideline themes for observation and the importance of record keeping will be discussed.

***An extra 30 hours of observation is required of each student during Practicum Phase. 8 of the hours take place during the winter institute.**

Mary MacIntosh, Lori Twining,: Instructors

Dates: June 19, July 10,
Feb. 5, 2010

Practical Life (35 Hrs.)

Practical life education is the beginning point of understanding the Montessori method. The adult will be taught the fundamentals of the prepared environment and cycle of activities.

Thorough grounding is provided in the relationship of order, coordination, concentration and independence to the intellectual development of the child.

Debra Cagle: Instructor

Dates: June 22-26

Classroom Leadership (13 hours*)

***8 of the hours take place during the fall institute**

This course is the key to the translation of Montessori theory into practice. The techniques of individualizing instruction and management of mixed ages in the prepared environment are developed.

Lori Twining: Instructor

Dates: June 26 and Oct. 30

Child Development (35 Hrs.)

Early childhood is emphasized with a focus on cognitive, moral, personal, social and physical development. The teaching/learning process from infancy through middle childhood will be studied as it relates to the intrinsic and extrinsic motivation of children.

Bruce Nowlin: Instructor

Dates: June 29 – July 2

Sensorial (35 Hrs.)

Theory and technique necessary to insure refinement and education of the senses are the basis of this course. Discussion will focus on the phenomena of learning in the 2 ½ -6 year old child and their discovery of the world through sensory experience.

Cynthia Pilot: Instructor

Dates: July 6-10

Language (40 Hrs.*)

***16 of these hours takes place during the winter institutes**

The analysis of the act of reading and writing, the didactic materials and the sequence is presented. The course is designed to prepare the student to develop, equip and manage a logical language curriculum.

Mary MacIntosh & Julie Gabrielse: Instructors

Dates: July 20-22 and Feb. 6-7,
2010

Social Studies (8 hours)

This course expands the child's awareness of the world around him. Montessori's approach to cosmic education is introduced and didactic materials are developed.

Deborah Cyrier: Instructor

Date: July 23

Physical and Life Science (8 hours)

This course is designed to augment the child's natural curiosity of the plant and animal kingdom. Developing and managing a science curriculum is thoroughly examined. It is a hands-on experience in science activities designed to develop comfort in a lab and set the stage for scientific discovery.

Deborah Cyrier: Instructor

Date: July 24

Mathematics (40 Hrs.)

The didactic apparatus for teaching math, from numeration through the decimal system, is presented. The logical progression from the concrete through the abstract is emphasized.

Debra Cagle: Instructor

Dates: July 13-17

Wrap-up and Practicum Orientation (2 hours)

Student expectations and requirements are outlined and explained. All forms relevant to the training course during the practicum phase are discussed.

Carolyn Fermoye, Julie Gabrielse: Instructors

Date: July 25

PRACTICUM (570 HOURS)*

*This includes an extra 30 hours of observation required of each student during Practicum Phase.

INSTITUTES (64* hours) Selected annually from the disciplines of the sciences, administration, and the arts. (*32 hours of Institute topics are listed in Summer Academic where they begin)

Music (8 hours)

This course uses principles and methodology of Montessori music material to integrate music, instruments, voice and rhythm into classroom curriculum.

Ann Miller: Instructor

Date: October 31

Art (8 hours)

Students will explore the area of fine arts through various media designed to enhance the child's creative expression.

Deborah Weinstein: Instructor

Date: November 1

Administration (3.5 hours)

Administration focuses on the components of establishing and maintaining a Montessori School. It includes marketing techniques, budget and advertising along with a look at management styles.

Mary MacIntosh: Instructor

Date: April 23

Parent/Educator Partnership (4.5 hours)

The goal of this course is to emphasize the importance of parent participation in all aspects of the school. Increasing parents' knowledge of Montessori philosophy and theory is discussed.

Mary MacIntosh: Instructor

Date: April 23

Movement (8 hours)

Through lecture, demonstration, and participation in creative movement techniques, develop the young child's perceptual and motor education skills.

Christine Rodda: Instructor

Date: April 24

INDEPENDENT STUDY (Presentations)

Date: April 25

INDEPENDENT STUDY

This affords the student an opportunity for creative and original thinking as well as synthesizing their learning across the curriculum. Projects include original curriculum in a cultural area and will be approved and supervised by the Program Director and is evaluated when presented at the final institute.

CHOOSING AN INDEPENDENT STUDY/YEAR LONG ORIGINAL PROJECT TOPIC

1. Original curriculum development, using an original material or set of materials in the cultural area of the curriculum throughout your core subjects.

INDEPENDENT STUDY/YEAR LONG ORIGINAL PROJECT SCHEDULE

Purpose: MTA is dedicated to promoting classroom research in the manner of Maria Montessori and others. This assignment is your opportunity to follow in their footsteps. This is an important part of your training as it synthesizes the elements of your academic sessions with the experiences of practicum. You will demonstrate your skills in analyzing concepts and materializing them. Research skills will also be demonstrated.

Topic: September 18 2009 (e-mail topic to Program Director)

Outline: October 30, 2009

Presentation: April 25, 2010

The Presentation: You will be giving an oral presentation of your project (see calendar) for your fellow students and other invited guests.

- The presentation should be a maximum of 15 minutes
- Bring samples of materials used, lessons, etc.
- Visual aids like Power Point, overheads, video, etc. are encouraged
- Handout(s) of key points for your classmates are also encouraged
- Dress for a professional presentation
- Use principles for professional presentations

INDEPENDENT STUDY/YEAR LONG PROJECT WRITE UP

This is the format that is **required** for your write up. **Two copies of this write up should be turned in at the time of presentation.** One of the copies will be returned to you, and one will be entered in MTA's files.

Title Page

Include title of the report, your name, date of report, Montessori Teacher Academy

Rationale

What led you to choose this topic? What is the purpose or objective?

Research Strategy

How did you gather your information? What "specialists" did you consult?

Educational Aims

What do you hope that the children, yourself, or others will learn from this project?

Description of project/materials

Describe your project/materials in detail. For materials, include sizes, shapes, colors and how the materials were made.

Lesson Plans

Write down the lesson plans you developed from the project.

Conclusions

Pulls together the results of your project in one place. Here you tell us what you have learned and what are the implications.

Evaluation

Evaluate the positive and negative aspects of your project. How would you do it differently if you could do it over?

Bibliography

Include enough detail so that others can use your resources.

SUMMARY OF COURSE HOURS

FACULTY MEMBER	SUBJECT AREA(S) & CLOCK HOURS
Name	Course & Hours
Debra Cagle	Practical Life-35 hours Mathematics-40 hours
Mary MacIntosh	Orientation-3 hours Philosophy-35 hours Observation-5 hours Language-21 hours Administration-3.5 hours Parent-Educator Partnership-4.5 hours
Christine Rodda	Movement-8 hours
Bruce Nowlin	Child Development-35 hours
Cynthia Pilot	Sensorial-35 hours
Julie Gabrielse	Language-16 hours Orientation – 2 hours
Ann Miller	Music-8 hours
Deborah Weinstein	Art-8 hours
Deborah Cyrier	Social Studies-8 hours Physical and Life Science-8 hours
Lori Twining	Observation-13 hours Classroom Leadership-13 hours
Carolyn Fermoyle	Orientations-5 hours

Average Faculty Student Ratio: The ratio is 10 students to one instructor per course component

MONTESSORI TEACHER ACADEMY - Calendar

Course Date	Clock Hrs.	Time	CEUs	Instructors
Orientation June 14	3	1-4 pm	.3	Carolyn Fermoyle/ Mary MacIntosh
Montessori Philosophy June 15-18 June 19	35	8 am - 5 pm 8-11 am	3.5	Mary MacIntosh
Observation June 19 July 10	10	Noon-5 pm Noon- 5pm	1.0	Lori Twining Mary MacIntosh
Practical Life June 22-25 June 26	35	8 am - 5 pm 8-11 am	3.5	Debra Cagle
Classroom Leadership June 26	5	Noon-5 pm	.5	Lori Twining
Child Development June 29-30, July 1 July 2 July 3	35	8 am- 6 pm 8 am-5 pm Off	3.5	Bruce Nowlin
Sensorial July 6-9 July 10	35	8 am-5 pm 8-11 am	3.5	Cynthia Pilot
Cultural Subjects Social Studies July 23	8	8 am - 5 pm	.8	Deborah Cyrier
Physical and Life Science for the Young Child July 24	8	8 am - 5 pm	.8	Deborah Cyrier
Mathematics July 13-17	40	8 am - 5 pm	4.0	Debra Cagle
Language July 20-22	24	8am – 5 pm	2.4	Mary MacIntosh
Orientation to Practicum July 25	2	8:30-10:30 am	.25	Julie Gabrielse & Carolyn Fermoyle

MONTESSORI TEACHER ACADEMY INSTITUTES

Course Date	Clock Hrs.	Time	CEUs	Instructors
Classroom Leadership Oct. 30	8	8:00 am-5:00 pm	.8	Lori Twining
Music Oct. 31	8	8:00a.m.-5pm	.8	Ann Miller
Art Oct. 26	8	8:00am-5pm	.8	Deborah Weinstein
Observation Feb. 5	8	8am-5pm	.8	Lori Twining
Language Feb. 6-7	16	8am-5pm	1.6	Julie Gabrielse
Administration April 23	3.5	8-11:30 am	.35	Mary MacIntosh
Parent-Educator Partnership April 23	4.5	12:30-5 pm	.45	Mary MacIntosh
Movement April 24	8	8am-5pm	.8	Christine Rodda
Year-long Presentations/Make Up Day April 25		TBA		Julie Gabrielse & Carolyn Fermoyle
Oral Exams/Exit Interview TBA		TBA		Julie Gabrielse, Mary MacIntosh, Carolyn Fermoyle

ACCREDITATION STATUS OF THE PROGRAM

The Montessori Teacher Academy is a fully accredited program through MACTE, The Montessori Accreditation Council for Teacher Education through November 2009. This summer MTA will be having its On Site Evaluation Visit from a team consisting of a Montessori EC practitioner, an educator, and an AMS Montessori teaching training program administrator. MACTE is an autonomous, international, nonprofit postsecondary accrediting agency for Montessori teacher education programs.

MACTE was created in 1991 through a merger of two previous groups: the Accrediting Association for Montessori Teacher Education (AAMTE), an outgrowth of an ad hoc committee of Montessori educators founded in 1987; and the Accreditation Council for Childhood Education Specialist Schools (ACCESS), which began accrediting Montessori teacher education institutions and programs in 1982.

The executive director of MACTE is Dr. Gretchen Warner. She can be reached at:

524 Main Street, Suite 202
Monument Square
Racine, WI 53403
Telephone:
262-898-1846
Fax: 262-898-1849
Email: information@macte.org
Web page: www.MACTE.org

MACTE was granted initial recognition by the Secretary of Education in 1995, and this recognition extends through 2012.

MACTE Essential Standards

Each accredited Montessori teacher education institution or program offers a comprehensive certification course or courses which provide integrated academic and practicum experiences. These experiences qualify the graduate for certification in Montessori teaching within a specified age range, from birth to age 18. In order to be granted accreditation by MACTE, each institution or program must demonstrate satisfactory attainment in each of the following areas, or Essential Standards:

1. **MISSION AND MANAGEMENT:** Organizational structure and administrative practices ensure ethical practice, stability, and continuity in the operation of the institution/program.
2. **FINANCIAL MANAGEMENT:** The institution/program is financially responsible for its certification course(s).
3. **FAIR PRACTICES, PUBLISHED POLICIES AND PROCEDURES:** The institution/program complies with fair practice standards in education and provides accurate and comprehensive information to prospective and enrolled students, and to all other participants.
4. **INSTRUCTIONAL PERSONNEL:** Faculty members are qualified for their respective roles and responsible for instruction and curriculum development.
5. **MATERIAL RESOURCES:** The institution/program provides facilities, equipment, and learning resources appropriate to its objectives.
6. **CURRICULUM:** For each certification course offered, there is a comprehensive curriculum plan which develops the competencies of the Montessori teacher appropriate to the child age range of certification. Criteria and policies require a course length of at least one academic year, including the following clock-hour minimums:
7. **STUDENT ASSESSMENT AND EVALUATION:**
The institution/program makes adequate provision for evaluation and review of the candidate for certification and documents that all candidates possess the competencies contained in Section 3 of the *Accreditation Handbook* (Competencies for Montessori Teacher Candidates).
8. **OTHER EDUCATIONAL ACTIVITIES:** Other educational activities offered by the institution/program (such as special classes or workshops) maintain standards of quality and do not interfere with the implementation of its Montessori teacher education certification course(s).
9. **TITLE IV COMPLIANCE:** An institution authorized under Title IV of the U.S. Higher Education Act complies with its responsibilities under Title IV of the Act.

THE INSTITUTION/PROGRAM MAKES ADEQUATE PROVISION FOR EVALUATION AND REVIEW OF ITS CANDIDATES FOR CERTIFICATION, AND DOCUMENTS THAT ALL CANDIDATES POSSESS THE COMPETENCIES CONTAINED IN SECTION 3 OF THE ACCREDITATION HANDBOOK (COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES).

FACILITIES

Montessori Teacher Academy uses the campus of the **Montessori Academy at Edison Lakes, at 530 E. Day Rd, Mishawaka, IN 46545** and the facilities of **Indiana University South Bend – Extended Learning Division, 1700 Mishawaka Ave, South Bend, IN 46634** for its academic and practice sessions, seminars or other classes, office and storage space.

The Montessori Academy at Edison Lakes has facilities and offers classes for children 12 months through 14 years. The early childhood building on the campus has a training classroom for the use of MTA. Classroom space is also available in the lower level of the building.

The art room in the elementary building of The Montessori Academy at Edison Lakes is used for the art class. The gym in the elementary building is often used for the Movement class and Independent Project presentations. Other rooms in the elementary and early childhood buildings are made available as needed.

A kitchenette in the early childhood building is available for students' use. It contains a refrigerator, freezer, dishwasher, convection oven and microwave. There are many possible areas available for eating a sack lunch including picnic tables on the school grounds and at a park located directly across the street.

Work surfaces, a paper cutter and laminator are available for use. Photocopy machines are available for instructors and students use in both buildings.

Extended Learning Services offices and files are located in the Administration Building of the University. ELS also has two Management Training Rooms as well as a computer lab located in the lower level that can be used for MTA programs.

MAINTENANCE OF THE ENVIRONMENT

As professionals, you will be responsible for keeping the environment neat and orderly. While there is janitorial service provided, you are expected to clean up after yourself when making materials, practicing, eating, etc.

There will be many expensive and irreplaceable materials and equipment available for your use during the summer. Because of this, there are a few rules for the use of materials:

- Materials and equipment should be handled very carefully.
- Everything in the environment has a “home” and should be returned there when not in use. If you do not know where something belongs, ask the program director.
- All materials must remain in the building. Please do not put staff members in an awkward position by asking special permission to remove materials.
- If leaving through a locked door, please be sure that it is securely closed.

MONTESSORI TEACHER ACADEMY

Reading List

You will receive the following books:

Sensorial Ideas, Marlene Barron (Sensorial)
The Absorbent Mind, Maria Montessori (Philosophy)
How Children Develop, 2nd edition (Child Development)
Montessori: The Science Behind the Genius, Angeline Stoll Lillard (Philosophy)
The Cosmic Approach, Celma Pinho Perry with Meg Fedorowicz (Physical and Life Science)

Highly recommended:

A Bag of Tricks, Greg Nelsen (Classroom Leadership)
The Secret of Childhood, Maria Montessori (Philosophy)

In addition, the following books are recommended:

Maria Montessori: Her Life and Work, E.M. Standing
Discovery of the Child, Maria Montessori
The Montessori Method, Maria Montessori
Spontaneous Activity in Education, Maria Montessori
Montessori: A Modern Approach, Paula Polk Lillard
The Montessori Way, Tim Seldin and Paul Epstein
Essential Montessori, Elizabeth G. Hainstock
Nurturing the Spirit in Non-Sectarian Classrooms, Aline Wolf
The Hidden Hinge, Rosa Covington Packard
The Tao of Montessori, Catherine McTamaney
Dr. Montessori's Own Handbook, Maria Montessori
Maria Montessori – A Biography, Rita Kramer
Teaching for the Two-Sided Mind, Linda Verlee Williams (Sensorial)
Think of Something Quiet, Clare Cherry (Classroom Leadership, out of print)

SUPPLIES

For the Academic session, you will receive:

1. 6 subject binders
2. 6 sets of dividers
3. 1 box (100) clear plastic page protectors
4. Required textbooks

You will need to supply:

1. Notepaper
2. Pens and Pencils
3. Camera

Items you might want to have:

1. Tape Recorder
2. Lap top computer

ART SUPPLY STORES

Michael's -Arts& Crafts
6502 Grape Road
Mishawaka, IN
(574) 271-0112

Hobby Lobby Creative Centers
5514 Grape Road
Mishawaka, IN
(574) 247-0302

United Art and Education
5924 Grape Road
Mishawaka, IN
(574) 257-1800

For page protectors and binders:

OfficeMax
Wilshire Plaza
5520 Grape Road
Mishawaka, IN
(574) 273-0328

Office Depot
331 Indian Ridge Blvd.
Mishawaka, IN
(574) 247-9100

Sam's Club-Members Only
120 Indian Ridge Boulevard
Mishawaka, IN
(574) 243-8048

Bookstores

Barnes & Noble 2358
6501 North Grape Road
Mishawaka, IN
574-247-0864

Borders Books Music & Café
4230 Grape Road
Mishawaka, IN
(574) 271-9930

Bargain Books
(great for Cultural Subjects)
5505 Grape Rd.
Mishawaka, IN
(574) 271-1273

ADVISING AND COUNSELING

The Program Director and Administrative Director provide advising prior to and throughout the program. The Administrative Director advises and enrolls students in the University who elect the credit option. Credit students are eligible to use the Counseling Center at the University at no charge. The Directors make community referrals to any other students who may require counseling services.

CAREER INFORMATION AND OPPORTUNITIES

Montessori Teacher Academy will prepare our students to teach children ages two and one-half through six years. Upon successful completion of all phases of the program, students will be recommended for AMS certification.

Our students are trained for directing Montessori early childhood programs age two and one-half through six. This training would also be helpful in teaching in public pre-kindergarten, private kindergarten, child/day care centers, home day care, and other child development age appropriate programs. Licensing requirements vary by state and should be investigated by the student.

Other Montessori programs frequently pass on career opportunities to us. Announcements of positions are mailed or emailed to graduates of our program if requested. Salary in Montessori schools varies greatly depending upon size of the school, market, etc. We suggest you talk to prospective directors of schools before beginning training to explore opportunities. We will assist you in finding an early childhood Montessori position when possible, but do not guarantee employment, salary, or advancement in your career. IU South Bend has a department of Career and Placement Services in the Administration Building 117-118, 1700 Mishawaka Avenue, South Bend, IN 574-520-4425.

HEALTH CARE

Credit students are also eligible to use the University Health and Wellness Center. Other students are provided community referrals (see below).

Urgent Care Clinics

Del Pilar Medical and Urgent Care
301 E. Day Rd.
Mishawaka, IN
(574) 273-0395
Mon.-Sat. 8am-8pm

Med Point Urgent Care Centers
Main St. Medical Group
6913 N. Main St.
Granger, IN
(574) 647-1550
Seven days a week 8am-10pm

Med Point Express
Inside WalMart
316 Indian Ridge
Mishawaka, IN
800-635-5516

APPLICATION PROCESS

The student applicant is required to complete the following steps for application:

- a. submit completed application form.
- b. submit three professional letters of reference.
- c. submit two official transcripts of college credits or high school transcripts.
- d. submit a brief essay (not to exceed 350 words) describing why Montessori teacher training is desired.

Upon receipt of all of the above information and review of the essay, and interview, Montessori Teacher Academy will acknowledge acceptance by sending a formal acceptance letter.

Individual student files with the admission requirements will be processed and maintained by IUSB.

Individual student files with the academic requirements will be maintained by MTA at IUSB.

ADMISSION REQUIREMENTS AND SELECTION PROCEDURE

Admission to Montessori Teacher Academy is open to all individuals regardless of sex, race, color, creed, national origin, or physical handicaps.

1. Candidates for the AMS Early Childhood Credential must hold a bachelors degree from an accredited institution.
2. Candidates for the AMS Early Childhood Associate Credential must be at least 18 years of age and hold a high school diploma.
3. Candidates for the AMS International Credential will have had their international transcript submitted to a US credentialing agency for a credit equivalency evaluation and who have found their degree not equivalent to a US bachelor's degree.
4. Academic only candidates are considered who are from related fields or those who are wishing to study the relevance of Montessori to American education.

PROGRAM REQUIREMENTS FOR AMS CERTIFICATION

Montessori Teacher Academy students must complete the following requirements in order to be recommended for certification by AMS:

- a. fulfill all financial responsibilities to the program.
- b. have satisfactory attendance at all lecture/demonstration sessions and institutes.
- c. demonstrate competency in both written and oral communication skills.
- d. receive a passing grade (C or better) as a final grade in all subject areas.
- e. fulfill all responsibilities for the practicum phase of the program, indicate by their performance and attitude, evaluations by the directors, supervising teachers, and field consultants, that they are capable of implementing the Montessori Method, and operating and maintaining the environment and code of ethics.

3.2 EARLY CHILDHOOD COMPETENCIES (2 ½ through 6)

The Candidate for Certification:

1. Montessori Philosophy and Human Development

- a. demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years;
- b. comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 ½) through six (6) years of age;
- c. demonstrates evidence of personal growth through self-evaluation and introspection;
- d. demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.

2. Classroom Leadership

- a. demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children;
- b. utilizes cultural sensitivity in support of the development of individual children;
- c. demonstrates an ability to implement effective classroom strategies;
- d. demonstrates leadership skills and an understanding of professional standards;
- e. incorporates an understanding of administrative functions.

3. Curriculum Implementation

- a. demonstrates the principles of Montessori environmental and material design;
- b. articulates the rationale and sequence of the Montessori curriculum;
- c. demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
- a. designs and maintains a developmentally appropriate Montessori environment in response to the needs of students;
- e. utilizes a variety of instructional strategies and assessment methods;
- f. demonstrates an awareness and understanding of governmental regulations.

4. Community Involvement and Partnership with Families

- a. demonstrates cultural sensitivity in communications and work with families and children;
- b. demonstrates an awareness of community resources for additional support of children and families;
- c. identifies and has an awareness of available professional associations.

**IUSB EDUCATION CREDIT REQUIREMENTS
MONTESSORI TEACHER ACADEMY COURSES
FOR THOSE SEEKING OPTIONAL COLLEGE CREDIT**

IUSB EQUIVALENTS WITH * ADDITIONAL REQUIREMENTS	MONTESSORI PROGRAM (All hours listed are clock hours)
<p>E335 - Introduction to Early Childhood Education (3 credits) M101 - 20 hrs. Lab./field experience</p> <p>* 10 hours of focused observations at area preschools--a list will be provided and updated as needed</p> <p>* readings from a current early childhood text on historical contributions and theories of early childhood specific requirements will be given from the E335 syllabus and updated as needed</p> <p>* readings from articles which reflect current trends in the field specific requirements will be given from the E335 syllabus and updated as needed</p>	<p>Philosophy (35 hrs.) Classroom Management (12 hrs.) Observation (15 hrs. & 30 hrs. of field experience)</p>
<p>E337 - Classroom Learning Environments (3 credits) M101 - 20 hrs. lab/field experience</p> <p>* Additional readings:</p> <p>* NAEYC - Developmentally appropriate Practice in Early Childhood Programs</p> <p>*<i>The Intentional Teacher</i>; Ann S. Epstein - updated as needed</p>	<p>Mathematics (40 hrs. & 108 hrs. of field experience) Physical and Life Science (7.5 hours)</p>
<p>E495 - Workshop Growth and Development in Early Childhood (4 credits) Special Topics</p>	<p>Child Development (35 hrs.) Social Studies (7.5 hrs.) Art (7.5 hrs.) Music (7.5 hrs.) Movement (7.5 hrs.)</p>
<p>E317 - Practicum in Early Childhood Education (4 credits)</p>	<p>Student Teaching (4 hrs. per day for one academic year = 540 hours)</p>

Optional credit: Required Research Project

Montessori Academy students are required to design a research project. Students who wish to earn credit through the School of Education must make arrangements for an Education faculty member to supervise the research and must register for an appropriate independent study course prior to beginning the project.

FEE POLICY

Tuition Costs

The cost for the three-phase program is \$4900. This includes the academic session, the school year student teaching, and ten-days of institutes. The fee also includes payments to MACTE and AMS, required books, and materials. The cost to enroll in only the summer program is \$4300. Self-directed practicums add \$150. If you do not have a degree or elect to receive 14 undergraduate elementary education credits, the additional cost is \$100.

Additional Costs

Every effort will be made to hire field consultants who live within a fifty mile radius of the practicum site. However, if consultants must travel beyond 50 miles the student **will be responsible for consultant travel expenses and will be billed**. This includes mileage, and if necessary, per/diem and lodging. If one consultant must travel more than 50 miles for a site visitation and is assigned to other student teachers in the same vicinity, the consultant costs will be shared among the students. This assumes the consultant is able to visit multiple sites (or evaluate multiple students at the same site) during one trip. Students may request a consultant from outside of the fifty mile radius, but will then be responsible for the fees and travel costs.

If a student's practicum must be extended into an additional year, the student will be billed for \$100 for practicum coordination. If this extension involves additional visits from the field consultant, the student will be billed an additional \$150 for each visit needed.

If a student plans with the Program Director at the time of enrollment that she/he will be completing the course within a two (2) year period an additional fee of \$500.00 is required. This additional fee will cover expenses for instructors to support students and review assignments. This agreement will be in writing and be retained in the student's file.

If a student fails to complete the course assignments during the allotted time and submits assignments after the deadline of August 1st after a year of enrollment, an additional monthly administrative fee of \$100.00 per month, beginning the first of each month, will be charged. This fee will be charged on a month-by-month basis until all student work has been submitted.

Application and Refund Schedule

Each application must be accompanied by a \$200 application fee applicable to the overall fee. If a student is not accepted or the program is cancelled, the fee will be refunded less a \$100 processing fee. If a student chooses to withdraw from the program before May 16, the refund will include all tuition paid less \$100 of the application fee. For withdrawal before June 15 but after May 16, 50% of tuition and \$100 of application fee will be refunded. For other withdrawals, see schedule below. Students who withdraw from the program after classes start must notify the program director in writing stating the reason(s).

Before week 3-----50%

Before week 6-----25%

No refunds after six week summer session.

Payment Schedule

Full payment is due prior to the start of the program in June. Indiana University South Bend accepts MasterCard, Visa and Discover.

Financial Aid

Students may apply for loans from Wells Fargo Education Connection (800-658-3567) and Chase Select Private Student Loans(if taking for credit 866-816-0747. The American Montessori Society also offers a scholarship for partial tuition. Ask for an application or brochures at: 574-520-4261.

DISMISSAL PROCEDURES

Montessori Teacher Academy reserves the right to dismiss any student with justifiable cause. Dismissals are at the discretion of the Program Directors. Areas of concern would be:

- a. The student is unable to meet the financial requirements.
- b. The student is unable to meet the course evaluation requirements.
- c. The student is unable to meet attendance requirements.
- d. The student seriously disrupts the harmony and pace of the program.
- e. The student is not receptive to the Montessori Method, Philosophy, or AMS Code of Ethics.
- f. The student exhibits an inability to relate to, be sensitive to, or respect the child's emotional, academic, or physical well being.
- g. The student willingly provides false or misleading information on their application.
- h. The student fails to complete assignments as scheduled.
- i. The Student shows a lack of commitment and serious intent as observed in inattention to demonstrations and inappropriate activity during the practice sessions.
- j. The student shows a marked inability to interact with faculty and/or students in a mature, respectful manner.
- k. The student shows a marked inability to interact with faculty and/or students in a mature, respectful manner.
- l. Students demonstrates a mental incapability of grasping the concepts underlying the materials and/or their manipulation

Dismissals are at the discretion of the Program Directors.

Student withdrawals from the program after classes start must notify the program director in writing, stating the reason(s).

GRIEVANCE COMMITTEE AND PROCEDURES

Purpose

1. To arbitrate significant complaints or grievances by students, staff, or supervising teachers, in areas listed below.
2. To decide on course of action, in response to a grievance, which shall be binding on all parties involved in it. (See note on "Appeal Procedures" below).

Composition

The Montessori Teacher Academy Grievance Committee will be composed of the following persons, who shall remain members of the committee until the end of the year:

- The Directors of the program.
- One of the full-time staff members of the summer program, appointed by the Directors.
- One of the students enrolled in the program, elected by all students during the summer session.
- One other full-time staff member shall be a stand-by member of the committee, as explained below.

Area of Grievances

The Grievance Committee of the training program will consider grievances against the program and against its management and staff in the following areas:

1. Incomplete or seriously deficient training during the weekend, year-round phase of the training program.
2. The program's failure to meet AMS requirements during the practicum phase, those requirements being listed in the AMS brochure, "The Practicum Phase".

The training program Grievance Committee will only consider problems in the above areas which the committee decides are serious enough to jeopardize the student's right to satisfy their training and the right of others of just recompense for their services. Grievances which the committee decides are not serious enough to warrant a hearing will not be heard. (See note on "Appeal Procedure" on next page).

Grievance Procedure

1. A person initiating a complaint must first consult with the person against whom the complaint is being brought and attempt to work out a satisfactory solution. The directors must give final approval to any solutions worked out in the matter suggested (assignments and attendance requirements).
2. If a complaint is not resolved to everyone's satisfaction by this initial contact, the problem can then be brought before the program's Grievance Committee who shall decide if it is worthy of a hearing. In the event of a hearing, the committee shall hear from both sides of the dispute and shall first attempt to arbitrate a satisfactory solution between them. Failing that, the Grievance Committee shall decide, by majority vote (two out of three), a course of action that shall be binding on all parties. (See "Appeal Procedures")

Appeal Procedures

Individuals who feel they still have legitimate grievances after all the above procedures have been exhausted may bring that grievance before the Grievance Committee of the AMS Teacher Education Committee. (AMS TEC 281 Park Ave. South, NY, NY 10010) or MACTE (524 Main Street, Suite 202, Racine, WI 53403) The decision shall be considered binding on all parties and without appeal.

Stand-by-Member

In order to keep the committee voting as objective as possible, the designated stand-by member of the committee shall replace either staff member on the committee against whom a grievance is brought. The stand-by member shall not have a place or vote on the committee otherwise.

In the event that the elected student representative to the Grievance Committee himself/herself is bringing a grievance to the committee, the place of that student in the voting shall be taken by the student who has received the second highest number of votes in the student election for the committee representative.

Stipulation

No solution can be arrived at which is in conflict with AMS requirements for training programs, practicum sites, etc.

Notification

1. Every student enrolled in the program shall receive a copy of these procedures during the summer session of the training program.
2. Every student's supervising teacher shall receive a copy of these procedures during the first two months of the practicum year.

RELEASE OF INFORMATION ON STUDENT RECORDS

FERPA

Family Education Rights and Privacy Act

Release of Student Information

Notification of Rights under the Family Educational Rights and Privacy Act of 1974

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), post-secondary students are hereby notified of their rights with respect to their education records. They are:

1. **The right to inspect and review the student's education records within 45 days of the day MTA receives a request for access.**
 - Students should submit to the program director, written requests that identify the record(s) they wish to inspect. The director will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the program director, the program director shall advise the student to address the request to the Administrative Director.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.**
 - Students may ask MTA to amend a record that they believe is inaccurate or misleading. They should write the program director, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.
 - If MTA decides not to amend the records as requested by the student, MTA will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**
 - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university or program in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university or program has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

- A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Indiana University South Bend and MTA to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.**
- FERPA further provides that certain information, designated as "public information," concerning the student may be released by the university unless the student has informed the university that such information should not be released.
 - Public information is limited to name, address, phone, major field of study, dates of attendance, admission or enrollment status, campus, school, college, division, class standing, degrees, awards, activities, sports, and athletic information.
 - Such public information shall be released freely unless the student files the appropriate "non-disclosure" form requesting certain public information not be released. This form is available from the Office of the Registrar. Public information that cannot be restricted includes name, enrollment status, degrees, and dates of attendance.

Course Assignment Completion Dates

(Child Development assignments to be added)

<p>September 2009 <i>Practice Log:</i> 10 hr. minimum</p> <p><i>Independent Project:</i> Topic Selected (e-mail to Program Director -- jgabrielse@tma-el.org)</p>	<p>October 30, 2009 <i>Observation:</i> Daily Journal check; Case Study Start</p> <p><i>Independent Project:</i> Outline</p> <p><i>Resource Manual:</i> Practical Life, Cultural/Science</p> <p><i>Practice Log:</i> 10 hr. minimum</p>
<p>November 2009 <i>Practice Log:</i> 10 hr. minimum</p>	<p>December 2009 <i>Practice Log:</i> 10 hr. minimum</p>
<p>January 2010 <i>Practice Log:</i> 10 hr. minimum</p>	<p>February 5, 2010 <i>Observation:</i> Daily Journal; 2 Montessori school observations</p> <p><i>Resource Manual:</i> Sensorial & Math</p> <p><i>Practice Log:</i> 10 hr. minimum</p>
<p>March 2010 <i>Practice Log:</i> 10 hr. minimum</p>	<p>April 23, 2010 <i>Observation:</i> Daily Journal; 1 Montessori and 1 traditional EC school observations; remaining</p> <p><i>Resource Manual:</i> Philosophy & Language 1</p> <p><i>Practice Log:</i> 10 hr. minimum</p> <p>April 25, 2009 Independent Project Presentation (a.m.)</p>

TBA: Oral & Written Exams

- It is the students responsibility to mail (via post or electronic) to the Program Director any assignment that is not turned in by due date.
- Please feel free to contact instructors with questions you may have, or for clarification of assignment.

ASSIGNMENTS

Guidelines, Grading and Due Dates

Assignments and their due dates during the summer session are determined by individual instructors, but typically include:

- Reading
- Writing the Rationale
- Writing one or more Presentation(s)

The **Rationale** is an essay, which describes a core curriculum subject and explains why it is included in a Montessori environment. Some research is required to successfully prepare a Rationale. The minimum requirement for a Rationale is a typed, two-page paper with references.

A written **Presentation** is a step-by-step recital of a lesson to be given to a child. An example of the format to be used throughout the program is reproduced.

Most assignments are graded on an accepted/not accepted basis. An assignment which has not been accepted must be resubmitted. The resubmission deadline will be determined by the evaluator and approved by the Program Director.

Late assignments will be accepted only if prior arrangements are made with the instructor and/or the Program Director in writing and may be subject to grade reduction.

Each assignment and written exam should be photocopied prior to submission. Submit the original with student name, address and phone number clearly visible and all pages secured.

*Those assignments which are given a letter grade are evaluated.

<u>Grade</u>	<u>Criterion</u>
A+	The work presents a thorough examination of the topic; draws upon existing literature for support; shows original or well-thought-through ideas leading to a logically strong conclusion; and employs a style and use of English that is effective.
A	
A-	
B+	The work presents a nearly complete examination of the topic, but may leave some aspects unexamined or incomplete; draws upon existing literature, but not used to full effect; offers a conclusion logically deduced from the premises; and employs a style and use of English that helps to convey the purpose of the work.
B	
B-	
C+	The work presents a meaningful examination of the topic, but leaves a number of important aspects unexamined or poorly developed; draws upon limited literature; presents a reasonable, but weak conclusion; and employs a style and usage of English that at times is incoherent or incorrect.
C	

Unacceptable The work lacks coherence; has numerous errors in grammar and usage; fails to treat the topic in a consistent manner, if at all. Very poor writing and plagiarism are unacceptable.

Albums (resource manuals) contain the rationale, written presentations and other resource materials for these curriculum areas: Philosophy, Practical Life, Sensorial, Language, Mathematics, and Cultural Subjects. Each album contains the exercises of the Montessori Method and the essence of its preparer. While some written presentations may be handed out by the instructor, most will be prepared by the student. Photographs and diagrams illustrate and augment.

Each album will be divided into tabbed sections as specified by the instructor. Each album must contain:

- Title Page
 1. album title
 2. preparer=s name
 3. program name (i.e., Montessori Teacher Academy, Mishawaka, Indiana)
 4. the date submitted
- Table of Contents
- Rationale
- Course Syllabus
- Written examination/research paper with references
- Photograph(s) depicting sequence of materials
 1. as presented during training
 2. at Practicum site -- beginning of the year, dated
 3. at Practicum site -- at least once more prior to album submission, dated
- Tab sections as suggested by instructor and including:
 1. Written presentations
 2. Photograph to illustrate each presentation.Tab sections must be sequenced and within each tab section, the presentations must also be sequenced appropriately.

A sample of an Album Evaluation form is on page 39 of this Handbook.

Written examinations are required for Practical Life, Sensorial, Language, and Mathematics. The questions will be handed out no later than the beginning of each instructional week.

- State each question before its answer
- Examinations should be typed, double-space
- Resources/Bibliography must be appended

Oral examinations

- **All coursework including albums must be turned in prior to taking exams**
- Each examination will be conducted by examiners (program director and designated staff member)
- Each examination will also be witnessed by the Program Director of Montessori Teacher Academy and/or an appointed delegate
- The student will give presentations from Math, Practical Life, Sensorial and Language
- The student will be expected to give the “classic” presentation, as demonstrated during the summer training
- The student will be asked questions about the presentation and the subject being examined

Upon successful completion of all assignments, written and oral examinations, the receipt of all satisfactory evaluations, and the full payment of fees, each student will have an **Exit Interview** with the Administrative Executive Director. **A student teacher will be recommended to AMS for certification only after all requirements have been satisfactorily completed and the final evaluation has taken place.**

SAMPLE PRESENTATION FORMAT

Each instructor will communicate if there are to be variations from this format.

Area:	A classification within content area of the Album
Purpose:	<ol style="list-style-type: none">1. These should reflect direct aims of the work2. These should reflect indirect aims of the work
Prerequisite:	<ol style="list-style-type: none">1. What presentations should the child have had prior to this one?2. Or what knowledge or skills should the child have already?
Age:	<ol style="list-style-type: none">1. When is the child ready for this lesson? 3-4 years?
Material:	<ol style="list-style-type: none">1. List all components of the work2. Include the need for a container or tray3. Include the need for a table mat, if any
Presentation:	<ol style="list-style-type: none">1. Step-by-step recitation of the presentation2. Include whether the work is taken to a table or rug3. Include specific language for the presentation, as necessary or appropriate4. The last steps should detail how the work is prepared for the next person
Illustration:	<ol style="list-style-type: none">1. Photograph of material and it being used
Language:	<ol style="list-style-type: none">1. What language would be appropriate before, during and after presentation2. Specify name of work, etc.
Points of Interest:	<ol style="list-style-type: none">1. What aspects of this work attracts the child?2. The colors of the materials3. The accomplishment of a task
Control of Error:	<ol style="list-style-type: none">1. Montessori materials are self-correcting2. State the aspects of this lesson that are self-correcting
Variations:	<ol style="list-style-type: none">1. What else can we do with this work?2. Photographs of modifications can be better than words
Extensions:	<ol style="list-style-type: none">1. Can this work be combined with another?
Notes:	<ol style="list-style-type: none">1. Anything extra to say about this work2. Using bold typeface and indenting makes a write-up easier to read3. After the first one, writing presentations is fun!
Source:	(Instructor' s name), Montessori Teacher Academy, 200_, as recorded by, or adapted by, (the student)

RESOURCE MANUAL EVALUATION

Curriculum Subject: _____ Date: _____

Name of Student: _____

Reviewed by: _____

RESOURCE MANUAL: Accepted: _____ Not Accepted (resubmit): _____

_____ Title Page

_____ Name of Subject Area

_____ Name of Program

_____ Year

_____ Your Name & Address

_____ Photograph of Yourself

_____ Introduction

_____ Subject Rationale (2 pages)

_____ Classroom Notes & Handouts

_____ Overall Photographs of Student Teaching Environments

_____ Layout of Album

_____ Table of Contents

_____ Tab Sections with List of Sections Material Contents

_____ Photographs of Materials

_____ Lesson Plan

_____ Notes on Material and Presentation

_____ Materials Properly Sequenced

_____ Original Lesson Plans Written by the Student

_____ Lesson Plans in Sequence with Clear Categories

1.) _____

2.) _____

_____ Lesson Plans are Complete

_____ Lesson Plans are Easy to Understand

_____ Photographs

_____ Variations _____ Extensions _____ Sources

_____ Evaluation of Material _____

_____ Comments & Recommendations are on the Reverse Side (or see attached)

PRACTICUM TEACHING

Course Title: Student Practicum

Course Description:

Student Practicum is one academic school year under the direction of a supervising teacher in a Montessori early childhood classroom. During this time, the student will experience preparation of the environment, observation, planning, record keeping, assessment, individual and group presentations, interaction with staff, parents, children, management, conferences, orientation, interviews, and staff meetings.

Objectives for the Student:

After completing one academic school year in a Montessori early childhood classroom, the student will demonstrate an understanding and competence in:

1. Articulating the philosophy of child development and the theories of Dr. Maria Montessori as observed and experienced in their student teaching classroom, and as a tool for community awareness of your school and the Montessori Method.
2. Understanding the environmental design and arrangement of materials in sequential order of a 2 ½ through 6 classroom which meets the emotional, academic and physical needs of the child.
3. Developing a curriculum for all areas of a 2 ½ through 6 classroom.
4. Developing a professional relationship with parents and involving the parents in school and classroom activities.
5. Scheduling activities for the year, month, week, and on a daily basis to enhance learning for the 2 ½ through 6 child
6. Assessing and plan materials for the environment.
7. Finding a balance in the developmental and academic needs of the child, and assessing growth and learning experiences.
8. Using evaluative techniques.
9. Functioning as a team with staff and administration.

Outline of Session Content:

1. The design and preparation of the indoor and outdoor environments and/or other learning experience centers.
2. Observation - this includes observation journals, classroom visits, a child case study, as well as planning sessions, daily record keeping, and student evaluations.
3. Participation and interaction with staff, children, and parents.
4. Create and design age appropriate materials and visual aids for various areas of the curriculum and the instruction of individual and group presentations.
5. Management of schedules, including field trips, etc.
6. Parent involvement - including interviews, orientation, open house, conferences, parent education, and community service
7. Staff involvement - including staff meetings, curriculum development, problem solving techniques, institutes, and/or school sponsored workshops.
8. Completing all albums handbooks for each required subject area, as well as other assigned course papers and materials.

Basis for Student Evaluation:

Reports submitted by the supervising teacher and the MTA field consultants will be assessed at regular intervals by the Directors to establish the student's satisfactory performance during the student practicum phase.

Instructor:

1. The instructor of the student practicum phase is the supervising teacher. This person assists the student in the assimilation and implementation of the knowledge gained during the academic phase by acting as a role model typifying the Montessori early childhood teacher in its practical application. The supervising teacher is present for all class sessions and is responsible for completing important student assessment reports.
2. The Montessori Teacher Academy field consultant, whose function is to evaluate, confer and assist the intern by phone, during any of their three visits, and/or by appointment.
3. MTA Practicum Director regulates consultants' visits, confirms appropriate sites, and provides support.

Clock Hours:

The Student Practicum Phase is one academic school year in length, which may not precede the academic phase. The student teacher works at the practicum site a minimum of four (4) hours a day five (5) days a week for nine (9) consecutive months.

APPROVAL OF PRACTICUM SITES

The School

- Preferred practicum sites must be AMS affiliated.
- The classes contain children in the full 2 ½ through 6 age group.
- The classroom must be fully equipped with Montessori and other appropriate materials.
- The school must have a written non-discrimination policy for children and staff.
- The school must meet local and state regulations and licensing.
- The school must provide janitorial services.
- The school must provide communication of guidelines and policies to both the student teacher and MTA.
- The school must provide a job description and contract to the student including terms or remuneration, if any.
- The school must provide the student release from classroom responsibilities for other classroom visits and institutes.
- The school must provide for the full-time presence of a supervising teacher.
- The school and supervising teacher are supportive of the student and the objectives of student teaching.

The Supervising Teacher:

- The supervising teacher must hold an AMS, AMI or other MACTE approved credential.
- The supervising teacher must be in the student's classroom full-time.

The supervising teacher must be at least in their second year of teaching after receiving their credential

- The supervising teacher is responsible for providing experiences for the student in the following areas:
 - 1. Preparation of the environment
 - 2. Record-keeping
 - 3. Observing, diagnosing, responding, evaluating
 - 4. Individual and group presentations
 - 5. Structuring activities
 - 6. Classroom management
 - 7. Involvement with parents, conferences, open house interviews
 - 8. Staff involvement: participation in meetings, establishing team compatibility
- The supervising teacher is to schedule regular review sessions with the student to assess their progress in the above areas.
- The supervising teacher agrees to complete all evaluation forms requested by MTA.
- The supervising teacher is responsible to report any difficulty involving the student teacher's classroom performance.
- The supervising teacher will be responsible for no more than two student teachers in any single class session.
- **Supervising teachers are welcome to attend the institute weekends free of charge.**
-
- Supervising teachers are expected to complete the required reports.
-
- **Exceptions to the above must apply to the Practicum Director**

Self-directed Practicum

- Students who are experienced teachers or who have extensive Montessori school backgrounds may be eligible for a self-directed practicum
- Students work as lead teachers in the classroom in a self-directed practicum
- Self-directed teachers must have the approval of the program and practicum director(s)
- Visits beyond three by a Field Consultant may be required
- The ideal Practicum model is for a student to be in a classroom with a Supervising Teacher

PLACEMENT OF STUDENT TEACHERS

1. The Practicum Director will supervise the Practicum phase.
2. The Practicum Director will communicate to the practicum site and supervising teacher(s) the goals, requirements, and responsibilities of the program.
3. Students will be assisted in selecting a student teaching site whose goals and expectations are compatible with those of MTA.

**Montessori Teacher Academy
Indiana University/IUSB Continuing Education
1700 Mishawaka Avenue
P.O. Box 7111
South Bend, IN 46634**

Change of Status - Declaration

This Notice is Important. Keep a Copy for Your Records.

Name _____

Address _____ Telephone# _____

City _____ State _____ Zip _____

Starting Date of Training: _____

Stopping Date of Training: _____

Anticipated Date of Return to Training: _____

Signature: _____ Date: _____

Change of Status - Undeclared

This Notice is Important. Keep a Copy for Your Records.

Name _____

Address _____ Telephone# _____

City _____ State _____ Zip _____

Starting Date of Training: _____

Stopping Date of Training: _____

Anticipated Date of Return to Training: _____

Signature: _____ Date: _____

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South Bend, IN 46634**

Concern/Complaint Notification

Date: _____ Name: _____

I have the following concern:

Official receiving the concern/complaint: _____

Action taken by the Academy:

Academy Official

Signature: _____ Date: _____

I HAVE READ ALL MATERIALS IN THE STUDENT HANDBOOK.

I WILL BE RESPONSIBLE FOR KNOWING AND

UNDERSTANDING ALL THE REQUIREMENTS

OF THE MTA PROGRAM.

Signature: _____

Date: _____