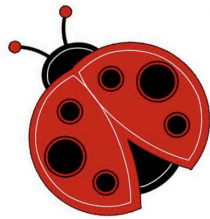


Montessori Teacher College Sacramento

Adult Learner Handbook

Montessori Early Childhood Educator Preparation Program
Ages 2 ½ - 6



8842 Williamson Drive
Elk Grove, CA 95624
916-685-6874

Website- www.montessoriteachercollege.school

Sara Nelson, M.Ed., Director

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Accredited with MACTE
Montessori Accreditation Council for Teacher Education



Full Accreditation with www.MACTE.org, International Montessori Council & CA BPPE

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8842 Williamson Drive, Elk Grove, CA 95624

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Early Childhood Student Learner Handbook

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The Montessori Teacher College serves those seeking to work with children in a Montessori environment. The program is built around the practices and philosophy of Dr. Maria Montessori, providing a nurturing environment to foster order, independence, coordination, and concentration with all students, while providing an enriching and creative outlet to foster a lifelong love of learning.

This handbook will help guide the students through all aspects of the 2 ½ - 6 certification program. It will provide all education code requirements, admission requirements, course outlines, descriptions, assignment components, and assessments.

**THIS SECTION OF THE STUDENT HANDBOOK SERVES AS THE
SCHOOL CATALOG REQUIRED BY THE CALIFORNIA EDUCATION CODE.**

PRIOR TO ENROLLMENT, YOU MUST BE PROVIDED,
EITHER IN WRITING OR ELECTRONICALLY, WITH THIS SCHOOL HANDBOOK.

“As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet which must be provided to you prior to signing an enrollment agreement.”

“A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589, or by completing a complaint form, which can be obtained on the bureau’s Internet Web site: www.bppe.ca.gov.”

ONSITE CLASSES ARE HELD AT:
ELK GROVE MONTESSORI SCHOOL
8842 Williamson Drive
Elk Grove, CA 95624
Phone (916) 685-6874
www.montessoriteachercollege.school

Effective 8/1/2024 - 8/1/2025

This handbook shall be updated annually. Annual updates will be made by the use of supplements or inserts accompanying this catalog. If changes in educational programs, educational services, procedures, or educational services, procedures, or policies required to be included in the catalog by state or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

The Montessori Teacher College Sacramento is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means compliance with minimum state standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.”

Program Information

Mission Statement, Vision, and Values:

Our Mission:

Montessori Teacher College Sacramento inspires and prepares adult learners to become professionals in the field of early care and education through a certificated Montessori Educator Preparation Program in Early Childhood, ages 2 ½ - 6.

Our Vision:

Through a connection with knowledge and understanding in teacher education and professional development, the Montessori philosophy trains across holistic curriculum training and development applications that empower, invite, and awaken the full potential of children as they discover learning through these high quality prepared environments.

Our Values:

- Respect, build trust, attachment, and bond by following the child as identity grows,
- Foster a culture of equity in the prepared environment through discovery and sensory based learning,
- Compassionately, practice a duty of loyalty and service to the diversity of children, and
- Foster independence and freedom of choice, thus securing a love for life long learning as education is life itself.

Montessori Teacher College Sacramento History and Goals:

Montessori Teachers College Sacramento (MTCS) provides the Northern California region with a Certified Montessori Educator Preparation Program that maintains the highest standards of instruction and scholarship, while promoting a comprehensive pedagogy built around Montessori philosophy and curriculum. MTCS shares a beautiful campus at 8842 Williamson Drive with Elk Grove Montessori School, an established Montessori school that has served the community of Elk Grove for more than 30 years. Elk Grove Montessori is a school for children from toddler through six years of age. All onsite classes will be held at 8842 Williamson Drive, Elk Grove CA 95624.

MTCS was created in 2021 out of an abundant need to offer a quality Educator Preparation Program to the educators of young children in the Sacramento region and beyond. The closest EPP programs are 56, 84 and 96 miles away from our site. The local need for Montessori trained teachers, coupled with the desire to offer children in our community the beauty that is Montessori, fostered the creation of the program.

The goal of this Educator Preparation Program is to provide quality instruction to those individuals wishing to become Montessori teachers and, further, to provide instruction in an atmosphere of inspiration, helpfulness, sincerity, and respect for the individual. The Montessori Teacher College serves those seeking to work with children in a Montessori environment.

The program is built around the practices and philosophy of Maria Montessori, providing a nurturing environment to develop order, independence, coordination and concentration to all students, while providing an enriching and creative outlet to foster a lifelong love of learning. To provide complete and fully accredited courses in Montessori Teacher Education through the

Montessori Teacher College Sacramento, Early Childhood (2 ½ -6) for a total of 34 EDUC units.

To provide introductory courses in Early Childhood (2 ½ -6) Education for persons who wish to work toward the 12 unit requirement to become a fully qualified teacher as required by the California State Department of Social Services - Community Care Licensing Division. (12 EDUC units)

Core Practices of a High Quality Educator Preparation Program:

1. **Cosmic Education** provides a foundational framework for individuals to explore the profound questions, “Who am I, and why am I here?” Teacher education at all levels reflects the principles of Cosmic Education by emphasizing ongoing, interconnected experiences that foster an appreciation of the universe's web of relationships. This approach is grounded in:

- Recognizing the interconnectedness of all things
- Cultivating wonder and respect for both the living and nonliving world
- Nurturing the spirit of the child and the adolescent
- Incorporating both indirect and direct preparation in each activity
- Following a sequence that moves from whole to part and back to whole
- Implementing an integrated, spiral curriculum
- Embracing an awareness that the universe is an evolving, self-organizing force full of possibilities, influenced by our actions

This holistic perspective inspires educators and learners alike to engage deeply with their surroundings and their roles within the greater cosmic order.

2. The **transformation of the adult** is a fundamental outcome of the teacher education course, focusing on spiritual preparation, a commitment to serving humanity, and the cultivation of attitudes and dispositions aligned with the Montessori philosophy.

3. **Education for Peace** is the ultimate goal of Montessori education. It fosters intentional, peaceful learning communities that cultivate respect for all humanity, appreciation of world cultures, and a deep commitment to diversity, social justice, and equality. Within these communities, individuals build trust and embrace peaceful approaches to conflict resolution and collaboration.

4. **Respect** for oneself, others, and the environment is actively cultivated in all interactions.

5. **The Prepared Environment** supports teaching and learning by facilitating meaningful interactions between individuals and materials, aligned with the course's level and objectives.

6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.

7. Teacher educators and mentors **model** movement, choice, peer teaching, positive dispositions, commitment to service, and reflective practices, allowing adult learners to observe and experience Montessori theory in practice.

8. **Observation** plays a crucial role in the teaching and learning process. The educator preparation program will emphasize the importance of cultivating and refining observation skills, both within one's own classroom and in various educational environments.

9. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.

9. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.

10. **A Concurrent Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.

11. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.

12. **Lifelong Learning** is inspired by this educator preparation program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

In-Person and Online Educational Requirements:

Distinguishing Characteristics of Montessori Teacher College Sacramento HyFlex Learning

A Hybrid-Flexible (HyFlex) course design enables a flexible participation policy for students, whereby students may attend face-to-face synchronous class sessions in-person (typically in a traditional classroom) and/or complete course learning activities online through virtual attendance, participation, and engagement with the Montessori learning environment. Montessori Teacher College Sacramento offers a HyFlex course design model using a Course Management System along with partnering use of the Google Suite and Classroom platforms for adult learning and portfolio development. The components of hybrid learning will be performed and carried out in a flexible course structure that offers students varied options such as attending sessions in the classroom, participating online, and/or doing both. Throughout the early childhood educator preparation program, adult learners will be informed based on the course syllabus as changes will occur regarding mode of attendance weekly or by topic, according to need and/or program preference.

MTCS braids programming between online / distance education and in person / physical / site based campus experiences. It is the intention to serve and meet the holistic and academic needs of all adult learners to become professional educators. This program offers strong cohort building components to support like minded learners through the understanding of the Montessori philosophy and curriculum, to the prepared environment, development, and implementation for children 2 ½ -6. The online component allows for distance learning with the newest technology! The program builds on the Montessori principles; order, concentration, coordination, and independence that fosters growth in physical, emotional, social, and cognitive development. The training demonstrations will occur through movement, choice, interest, peer tutoring ---- with the adult becoming the dynamic link between the prepared environment and the interest of the child (Montessori, 1967).

Synchronous and Asynchronous Learning:

Synchronous learning refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time (In-person, Face to Face, and/or online via video conferencing), in order for learning to take place. This includes in-person classes, live streaming meetings when the whole class or smaller groups get together.

Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time, although they can be in person, face to face, or online via video conferencing.

For each Fall and Spring Terms, 1 and 2, both full time synchronous and asynchronous work will take place. Each course shall meet synchronously and asynchronous, Distance Education portion learning will begin, with simultaneous practicum/student teaching.

The Professional Learning Community (PLC) that you join, will be created during the asynchronous weekly sessions beginning at the start of week 2 and will be composed of your collaboration cohort professional learning community.

If for whatever reason, you are absent and unable to attend the weekly class and/or your PLC weekly meeting, you are expected to watch the recording and be accountable to your role regarding individual assignments and to the responsibilities set by the instructors and delegated to each member in the PLC.

The adult learner is required to have a laptop with proficient internet that meets the syllabi technology specifications. Full access and MTCS support is available to all enrolled adult learners. During online synchronous and asynchronous video conferencing, it is expected that audio and visual cameras be on in that Montessori discussion and materials are sensory based and require visual observation by all concerned. If for any reason, internet capabilities are such that audio is compromised, a discussion shall be had to make other arrangements.

If the school site of the Adult Learner within the cohort is not available, then the MTCS lab site will be available for the cohort to utilize. If any member of the cohort is not regionally located, the practice time may be done remotely (with site verification) via ZOOM within the Adult Learners classroom so the materials for practice are available, alongside the rest of the cohort meeting face to face.

Approval / Accreditation / Affiliation Disclosure:

Montessori Teacher College Sacramento is a private institution with approval to operate pursuant to the California Bureau for Private Postsecondary Education Act of 2009 (CEC) and Title 5 of the California Code of Regulations (5CCR). The BPPE's approval means that the institution and its operation comply with the standards established under the law for occupational instruction by private postsecondary educational institutions. Institutional approval must be re-approved every five years and is subject to continuing review.

Montessori Teacher College Sacramento is accredited with full affiliate status for its Early Childhood Teacher Education Course with the International Montessori Council, IMC (www.montessori.org), and by the Montessori Council for Teacher Education, MACTE (www.macte.org).

Admission Criteria and Non Discrimination:

Montessori Teachers College Sacramento is an equal opportunity program. It rejects discriminatory practices and is open to all persons who are at least 18 years of age, a high school graduate and who are able to benefit from the instruction offered. All applications are considered without regard to race, color, creed, national origin, ancestry, sex, gender, gender identity, gender expression, age, sexual orientation, political beliefs, political activities, political affiliation, marital status, medical condition, disability, and/or religion. A High School Diploma or equivalent is required, it is optimal if the applicant has some previous experience with young children, but not expected. Success in college level courses requires effective reading, writing and math skills. Proficiencies in these basic skills are required and will be verified by high school and/or college transcripts.

The adult learner will have a personal interview with the Director of the program prior to enrollment. During the interview, the applicant will complete a written paragraph on the student learner's interest in Montessori Education. To the discretion of the Program Director, the adult learner will take the Wonderlic Basic Skills Test - the test will be scored by the Director of the Program. The Courses are given in the English language. The student must have the ability to read and write English at the level of a graduate of an American High School as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam.

Montessori Teachers College Sacramento reserves the right to counsel an individual prior to admission of the teacher preparation program.

Academic Advising:

For certification purposes, in addition to this requirement, all students must complete the Wonderlic Test of academic review by examination. This exam is credited toward your formal entrance and continuance to the course and entrance to the student teaching.

Admission Requirements:

1. Interview with the Director
2. Completed application.
3. \$250.00 Registration Fee (non-refundable)
4. Two letters of recommendation (one professional and one personal).
5. Five paragraph essay which states how and when the individual acquired knowledge on 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. ([Five paragraph essay sample and expectation](#))
6. Copies of other credentials / transcripts

Program Fees / Tuition:

	Early Childhood
Application - NO-REFUNDABLE	\$ 250.00
Tuition	\$ 5,875.00
Books & Materials**	\$ 450.00
Certification Fees	\$ 500.00
MACTE / IMC Affiliation Fees	\$425.00
STRF Assessment Fee (non-refundable)	\$0.00
TOTAL charges for period of attendance / the entire educational program	\$ 7,500.00

* Tuition is based on a rate of \$175.00 per unit ** Approximate cost ***Prices subject to change without notice.

** (a) Each qualifying institution shall collect an assessment of zero dollars (\$0.00) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

The application fee for students is due at the time of enrollment.

Students may make their tuition payments on a monthly payment schedule. The monthly payment plan is established each semester and requires 25% of the semester tuition due upon enrollment with the balance divided over the following four months of the semester. If you choose the full time student payment plan, your tuition will include a 15% interest fee.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement

Financial Aid / Scholarships:

Montessori Teacher College Sacramento does not participate in Federal and or State Financial Aid programs. This institution currently does not have available sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition fees.

Montessori Teacher College Sacramento does offer students to make their tuition payments on a monthly payment schedule. The monthly payment plan is established each semester and requires 25% of the semester tuition due upon enrollment with the balance divided over the following four months of the semester. The application fee for full time students is due at the time of enrollment.

Adult Learner Responsibilities:

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

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

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

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

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

1. Be knowledgeable about other available courses/programs to ensure that enrollment is based on an informed decision.
2. Represent oneself honestly in applying to the program.

Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

Educator Preparation Program Responsibilities:

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

In the area of academics, the EPP will:

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

Although Montessori Teacher College Sacramento accepts adult learners from other countries who have a good command of the English language, we do not assist with the obtaining of the necessary government forms to study in the U.S. Also, VISA services or associated fees or charges are not provided through this learning institution.

The Courses are given in the English language. The student must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam. English language services, including instruction such as ESL, are not provided.

THIS INSTITUTION DOES NOT GRANT CREDIT FOR PRIOR EXPERIENTIAL LEARNING.

In the area of advertising, the EPP will:

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

In the area of finances, the EPP will:

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

In the area of admissions, the EPP will:

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

Facilities and Materials:

Montessori Teacher College Sacramento requires the adult learner to have a laptop with proficient internet that meets the syllabi technology specifications. Full access and MTCS support is available to all enrolled adult learners. During online synchronous and asynchronous video conferencing, it is expected that audio and visual cameras be on in that Montessori discussion and materials are sensory based and require visual observation by all concerned. If for any reason, internet capabilities are such that audio is compromised, a discussion shall be had to make other arrangements.

If the school site of the Adult Learner within the cohort is not available, then the MTCS lab site will be available for the cohort to utilize. If any member of the cohort is not regionally located, the practice time may be done remotely (with site verification) via ZOOM within the Adult Learners classroom so the materials for practice are available, alongside the rest of the cohort meeting face to face.

Montessori Teacher College Sacramento runs its in-residence practice time within the location of Elk Grove Montessori School. Within the Montessori Teacher College Sacramento teaching environment, you will find a variety of materials carefully designed to promote independent learning and sensory exploration. Practical life materials include child-sized tools such as brooms, dustpans, pitchers for pouring, and trays for carrying objects, all designed to build motor skills and self-care habits. Sensorial materials might include the Pink Tower, Brown Stair, and Color Tablets, which help children refine their senses through exploration of size, shape, texture, and color. Language materials include sandpaper letters for tracing, moveable alphabet sets for word

formation, and object-matching cards that promote phonetic awareness and vocabulary development. In math, Montessori materials such as number rods, spindle boxes, and golden beads support a concrete understanding of numeracy, place value, and basic operations. Cultural and science materials encompass geography puzzles, land and water forms, and classification cards, helping children explore the world, nature, and different cultures. Additionally, the art area provides materials for painting, cutting, and drawing, encouraging creativity and fine motor skills. These carefully curated materials foster hands-on learning, autonomy, and a deep engagement with the learning process.

Support Services:

Montessori Teacher College Sacramento Directors, Instructors, Practicum Coordinators and Field Consultants provide academic advising and counseling to students as needed.

Montessori Teacher College Sacramento does not offer any health care services but does maintain a listing of emergency numbers and local hospitals.

Montessori Teacher College Sacramento does not offer any housing or dormitory facilities. Montessori Teacher College Sacramento does not have a housing facility. Local hotels, within 5 miles of the campus, will charge \$199 to \$259 per day. Monthly rent rates in the sacramento region are around \$2,000-\$3,000 per month. Montessori Teacher College Sacramento has no responsibility to find or assist a student in finding housing.

Resource books on core curriculum available in the classrooms. A branch library is located within walking distance of the facility and for all other research needs, adult learners are able to access the internet. When additional readings or written information is necessary or shared, it will be embedded in the Moodle platform for immediate access to the adult learner.

Non-Discrimination Policy:

Montessori Teacher College Sacramento Education Preparation Program adheres to a policy of non-discrimination. All applications are considered without regard to race, sex, orientation, age, disability, and/or religion.

MTCS is committed to fostering an educational environment that is inclusive, respectful, and free from discrimination and harassment. In accordance with federal, state, and local laws, the institution prohibits discrimination based on race, color, national origin, ancestry, ethnicity, religion, age, sex, sexual orientation, gender identity or expression, marital status, disability, veteran status, genetic information, or any other characteristic protected by law.

This policy applies to all aspects of the institution's programs, activities, admissions, employment, and educational opportunities.

The institution actively promotes equal access and participation for all individuals and takes seriously any reports of discrimination, harassment, or retaliation. Any member of the community who experiences or witnesses behavior that violates this policy is encouraged to report it to the Executive Director of the program for prompt and thorough investigation.

Refund Policy:

Refund / Withdrawal / Course Cancellation Policies:

Refund Policy:

The enrolled student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. (minus the registration and association fees which are non-refundable).

Withdrawal Policy:

The enrolled student may withdraw from the course after instruction has started and receive a pro-rata refund for the unused portion of the tuition and other refundable charges if they have completed 60% or less of the instruction. For example, if you completed only 30 hours on a 90-hour course and paid \$300.00 tuition, the student would receive a refund of \$200.00. The school will also refund money collected from a third party on the student's behalf.

Course Cancellation:

If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds are paid within 45 days of cancellation or withdrawal. Cancellation, withdrawal, and refund policies, including an explanation that the student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. The text shall also include a description of the procedures that a student is required to follow to cancel the enrollment agreement or withdraw from the institution and obtain a refund consistent with the requirements of Article 13

NOTICE OF REFUND PROVISIONS. "THE BUYER'S RIGHT TO CANCEL"
STUDENT: THIS NOTICE IS IMPORTANT. PLEASE KEEP THIS INFORMATION FOR YOUR RECORDS.

Cancellation of Agreement § 94318

You have the right to cancel this agreement for a course of instruction, including any equipment such as books, materials, supplies, or other goods related to the instruction provided under this Agreement. This right to cancel extends through the first class session you attend or until the seventh day after your enrollment, whichever occurs later.

Cancellation shall occur when you give written notice of cancellation at the address of the School shown on the top of the front page of this Agreement. You can do this by mail, hand delivery, or telegram. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid.

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that you no longer wish to be bound by this Agreement. You will be given two notice of cancellation forms to use at the first day of class, but you can use any written notice that you wish.

If the School has given you any equipment, including books or other materials, you shall return it to the School within 30 days following the date of your notice of cancellation. If you fail to return this equipment, including books, or other materials, in good condition within the 30-day period, the School may deduct its documented cost for the equipment from any refund that may be due to you. Once you pay for the equipment, it is yours to keep without further obligation.

If you cancel this agreement, the school will refund any money that you paid, less any deduction for equipment not timely returned in good condition, within 30 days after notice of cancellation is received.

Withdrawal from Course- Refund of Tuition 94318 (Subsection d)

You have the right to withdraw from a course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation of the agreement through attendance at the first class session, or the seventh day after enrollment, whichever is later the school will remit a refund, less a registration fee (if applicable), not to exceed \$75.00, within 30 days following your withdrawal. You are obligated to pay only for educational services rendered and for unreturned equipment. The refund shall be the amount you paid for instruction multiplied by fraction, the numerator of which is the number of hours of instruction which you have not received but for which you have paid, and the denominator of which is the total number of hours of instruction for which you have paid. If you obtain equipment, as specified in the agreement as a separate charge, and return it in good condition within 30 days following the date of your withdrawal, the school shall refund the charge for the equipment paid by you. If you fail to return the equipment in good condition, allowing for reasonable wear and tear, within this 30-day period, the school may offset against the refund the documented cost to the school of that equipment. You shall be liable for the amount charged, and the amount the school has charged in the contract. In any event, you will never be charged for more than the equipment charges stated in the contract. For a list of these charges, see the list on the front of this page.

IF THE AMOUNT THAT YOU HAVE PAID IS MORE THAN THE AMOUNT THAT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN 30 DAYS OF WITHDRAWAL. IF THE AMOUNT THAT YOU OWE IS MORE THAN THE AMOUNT THAT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENTS TO PAY IT.

**94316.20.NOTICE OF STUDENT RIGHTS;
RIGHT TO CANCEL CONTRACT**

(a) When a person executes an agreement obligating that person to pay any money to an institution for a course of instruction or related equipment, the institution shall provide the person with a document containing only the following notice:

Calculation of Refund:

Hypothetical Refund Example:

Assume that a student, upon enrollment in a 400-hour course, pays \$2,000.00 for tuition, \$100.00 for registration, and \$150.00, documented cost to school, for equipment as specified in the enrollment agreement and withdraws after completing 100 hours without returning the equipment he/she obtained. The pro-rata refund to the student would be \$1,518.75 based on the calculation stated below. If the student returns the equipment in good condition within 10 days following his/her withdrawal, the school shall refund the charge for the equipment paid by the student.

\$2100	-\$75	x 300 hours of instruction	= \$1,518.75
amount paid for	registration	<u>paid for but not received</u>	initial refund
instruction	fee (amount	400 clock hours of instruction	(deduct \$0 for
(\$2000 tuition plus	school may	for which the student has	documented cost of
\$100 registration)	retain)	paid	unreturned equipment)

= \$1,518.75, Actual refund amount

If the student returns the equipment in good condition, allowing for reasonable wear and tear, the actual refund to the student would be \$1,668.75 (\$1,518.75 plus \$150.00).

Enrollment Agreement continued...

For the purpose of determining the amount you owe for the time you attended, you shall be deemed to have withdrawn from the course when any of the following circumstances occur:

- a. You notify the school of your withdrawal on the actual date of withdrawal.
- b. The school terminates your enrollment.
- c. You fail to attend classes for a three-week period. In this case, the date of withdrawal shall be deemed to be the last date of recorded attendance.
- d. You fail to submit three consecutive lessons or you submit an incomplete lesson required for home study or correspondence within 60 days of its due date.

If any portion of your tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which you received benefits, in proportion to the amount of the benefits received. Any remaining amount will be paid to you.

STUDENT TUITION RECOVERY FUND

If the school closes before you graduate, you may be entitled to a refund:

STATE OF CALIFORNIA
STUDENT TUITION RECOVERY FUND
Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
1-888-370-370-7589
bppe@dca.ca.gov

“Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the BPPE at P.O. Box 980818 West Sacramento, CA 95798-0818, bppe@dca.ca.gov, (888) 370-7589.

“As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement.”

“A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website bppe@dca.ca.gov.”

“The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting bppe@dca.ca.gov”

TOTAL FEES, CHARGES, AND EXPENSES

The School may retain up to \$75.00 if the Agreement is not canceled before midnight after attendance of the first class session, or the seventh day after enrollment, whichever is later. This fee may be retained after the student has received the first lesson in a home study or correspondence course.

-Money is prorated upon course withdrawal. Refer to refund provisions in this agreement.

-Equipment includes all textbooks, supplies, materials, implements, tools, machinery, computers, electronic devices, or any other goods related to the instruction offered in this agreement. The total amount charged for each item of equipment is stated on the attachment.

YOU ARE RESPONSIBLE FOR THIS AMOUNT.

IF YOU GET A STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN PLUS ANY INTEREST.

Montessori Teacher College Sacramento has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

Withdrawal Policy:

The enrolled student may withdraw from the course after instruction has started and receive a pro-rata refund for the unused portion of the tuition and other refundable charges if they have completed 60% or less of the instruction. For example, if you completed only 30 hours on a 90-hour course and paid \$300.00 tuition, the student would receive a refund of \$200.00. The school will also refund money collected from a third party on the student's behalf.

Course Cancellation Policy:

If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds are paid within 45 days of cancellation or withdrawal. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Transfer Policy:

Transfer between IMC affiliated programs:

For transfer of a current adult learners from one IMC-affiliated Educator Preparation Program to another IMC-affiliated Educator Preparation Program:

The candidate must:

- Be within the three-year time limit following the original academic phase.
- Be a current member of IMC.

The new EPP must:

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

Transfer from other educator preparation programs recognized by IMC:

Transfer of contact hours and or credits from educator preparation programs recognized by IMC (AMI, AMS, and MACTE accredited programs) are considered with verification of the following documentation. This procedure is only available to those who enroll and attend an IMC Full Affiliate program at its main site or its IMC-affiliated/MACTE-accredited additional location(s).

The candidate must:

- Have a degree in keeping with IMC credential requirements
- Be a current IMC member, or be registered as an student learner

The EPP shall:

- Review and evaluate the credential and portfolio of the candidate; utilize proficiency pretesting to plan a program of study
- Determine the minimum requirements of the academic phase that the candidate must take to fulfill IMC qualifications
- Require all candidates take Montessori philosophy and theory from the program that will issue the credential recommendation
- Determine that practicum requirements of the candidate meet the requirements of an IMC-affiliated teacher education course practicum
- Assess and evaluate proficiency as required by the IMC-affiliated educator preparation program
- Meeting all the requirements of the IMC-affiliated educator preparation program recommending the adult learner for an IMC credential
- Submit the IMC Transfer Form in addition to the IMC Credential Recommendation Form

Transfer from EPP not recognized by IMC:

- Transfer of credits, including distance education credits, from Montessori programs not recognized by IMC will not be accepted. The candidate must take the full IMC credential course.

Montessori Teacher College Sacramento has not entered into an articulation agreement or transfer agreement with any other college or university.

"NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION"

"The transferability of credits you earn at MTCS is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate units you earned in Early Childhood is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending MTCS to determine if your units will transfer."

Code of Conduct:

Code of Conduct – Students are expected to conduct themselves with dignity and respect for faculty staff of the program, supervising teachers, administrators and other staff at their student-teaching sites. They are also to be aware at all times that it is a privilege to be working with children and are to treat the children and individuals who allow them this privilege with great respect. Improper social conduct will be considered evidence of unsuitability to be a Montessori teacher and will therefore be grounds for dismissal.

Attendance Policy:

Attendance Policy – Attendance is required at all scheduled sessions of the Course Components for Fall and Spring semesters and during the student teaching year. Ten percent unexcused absence is grounds for dismissal from the program. Students are responsible for making up work covered during their absence.

For the Hyflex online learning program, attendance will be measured based on video conferencing audio transcripts, course management system (CMS) / Google Classroom module participation; such as discussion board responses and assignment submissions.

Continuing Student Enrollment:

For continuous enrollment, students must meet these standards:

- I. Continuing Academic Requirements:
 - A. Maintain passing grades in all written work.
 - B. Attendance is 90% of the scheduled hours for all classes.
 - C. All assignments in the Course Component I and all practice hours must be completed.
 - D. If over 10% of the scheduled hours of Course Component II are missed, the student must make up the specific lessons missed by attending those classes the following year, by attending comparable classes designated by the Director.
- II. Continuing Practicum Requirements:
 - A. Possess a consistent positive attitude toward students and staff.
 - B. Demonstrate the ability to be mentally, emotionally and physically effective in the school environment.
 - C. Maintain regular attendance hours.
 - D. Demonstrate the ability to manage children - both small groups and in a complete classroom.
 - E. Be willing to do his/her share of classroom environment upkeep and preparation.
 - F. Work cooperatively with the supervisory teacher, the administration and parents.
 - G. Follow the Professional Code of Ethics described in the Student Handbook and School Employee Policy Manual
 - H. Pass Oral and Written Exams over Philosophy and Materials

** Inability to perform appropriately to any of the above criteria could result in the student being dropped after proper consultation and plan of correction not followed.

** If all work is not completed within 2 years of the final day of the Academic Workshop, students will be dropped or requested to pay an additional \$300.00 yearly extension fee.

Academic Integrity and Responsibility:

Academic integrity and responsibility mean acting honestly, conscientiously, and honorably in all academic endeavors. Students are accountable for all that they say and write. Since trust is the foundation of an intellectual community, and since student work is the basis for instructors to evaluate student performance in courses, students should not misrepresent their work nor give or receive unauthorized assistance.

Academic Dishonesty:

In contrast to academic integrity and responsibility, academic dishonesty takes the form of plagiarism and/or cheating.

Plagiarism:

The word plagiarism comes from the Latin word "plagiarius," meaning kidnapper. Plagiarism is generally the taking of words, sentences, organization, and ideas from another source without acknowledging that source.

Plagiarism may include:

- A. Submitting papers, examinations, or assignments written/completed entirely or in part by others
- B. Directly copying portions of another's work without enclosing the copied passage in quotation marks for written work or without citing appropriately in an oral presentation and without acknowledging the source in the appropriate scholarly convention whether the work is presented in written or oral form
- C. Using a unique term or concept without acknowledging the source
- D. Paraphrasing or summarizing a source's ideas without acknowledging the source
- E. Replicating a visual presentation, representation, or performance without acknowledging the source

Cheating:

Cheating is similar to plagiarism in that it involves representing another's work as one's own. However, cheating often involves more overtly deceptive or fraudulent acts of academic dishonesty designed to gain credit for academic work that is not one's own.

Cheating may include:

- A. Giving or receiving unauthorized assistance during an examination
- B. Fabricating or altering a source of data in a laboratory or experiment
- C. Collaborating with others when collaboration is not permitted, or when the contributions of others are not made clear
- D. Using unauthorized materials or aids during an examination, including calculators, dictionaries, or information accessed via any electronic devices

- E. Acquiring, without permission, tests or other academic material belonging to a member of the college faculty or staff

Dismissal Policy:

It is the policy of the educator preparation program to assist students having difficulties whenever possible. However, there may be times when a student elects not to follow the principles of the program. If a student is having continuous unresolved problems, the EPP Director will send a letter to the student notifying him/her of the problem and a time limit for remediation of the problem. If the adult learner is dismissed from the program, it does not release the individual from their obligation to pay course fees. Refunds or obligation to pay tuition balance will be based on the coursework completed up to the date of dismissal.

1. Regular evaluations will be given regarding performance to assure compliance is satisfactory.
 - a. A plan of correction must be stated and discussed verbally and in writing with students when performance is not satisfactory.
 - b. Students have 30 days to comply.
 - c. If a student fails to comply - student is subject to being dropped.
2. All reasonable avenues of aid should be administered to help the student to complete the course, ie, professional psychological counseling, career counseling, medical physical exam, etc.
3. Grounds for dismissal include:
 - a. Excess of 10% unexcused absences during the academic workshop or during the student teaching year.
 - b. Failure to complete assigned projects and assignments to meet the due dates.
 - c. Continuous unsatisfactory progress towards the objectives of the course as evaluated by the administration.
4. Grounds for immediate dismissal:
 - a. Drinking on job
 - b. Using drugs
 - c. Abusing a child
 - d. Leaving a child or class unsupervised
 - e. Falling asleep during work hours
 - f. Resignation of practicum without approval
 - g. Engaging in malicious gossip
 - h. Excessive tardies and absences (over 10% of a 30 day month)
 - i. Insubordination
5. Readmission after Dismissal:
 - a. Students who have been dismissed may be readmitted based upon the discretion of the educator preparation program Director. This determination will be based on reasonable assurances that the dismissed student will comply in the future with all requirements of the educator preparation program.

Continuation and Extension Policy:

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 to the discretion of the director if the adult learner is in good standing; the adult learner must be a current IMC member, must be up-to-date in their financial responsibilities to the Montessori Teacher Academy, writes a three-hundred-word essay explaining the reason for the requested extension, and pays a \$300 re-installment fee. The adult learner will then have two additional years to complete the program. The adult learner might be required to pay the difference in tuition, if any.

Student Rights:

"The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program." (b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog: "It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.” Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

The adult learner may cancel their contract with the school, without any penalty or obligations, through attendance at the first class session, or the seventh day after enrollment, whichever is later, as described in the Notice of Cancellation Form. The Notice of Cancellation form has a clear explanation of the cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample.

After the end of the cancellation period, the adult learner also has the right to stop school at any time and has the right to receive a refund for the part of the course not taken. The refund rights are described in the enrollment agreement.

If the school closes before graduation, the adult learner may be entitled to a refund. Contact the Bureau for Private Postsecondary: The Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798, Telephone Number (916) 574-7720.

Grievance Policy:

The program supports a commitment to integrity and ethical practices on the part of all participants. In case of conflict the procedure is as following:

The adult learner contacts:

1. The Instructor
2. The educator preparation program's Administrator
3. Educator preparation program Director (if different than 1 or 2)
4. The IMC TEC Problem Solving Committee
5. MACTE

A complaint that is not resolved after an initial verbal contact should then be stated in writing. Once a complaint is submitted to the Director of the educator preparation program, an arbitration

committee is appointed. The committee consists of the educator preparation program Director, a Staff Member, an adult learner Representative, and a Practicum Site Administrator.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at *Address: 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 P.O. Box 980818, West Sacramento, CA 95798-0818 Web site Address: www.bppe.ca.gov Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897 (916) 574-8900 or by fax (916) 263-1897*

If the adult learner feels the committee has not resolved the complaint, the adult learner may submit a written complaint within thirty days after the committee decision to:

International Montessori Council:
19600 State Road 64 East,
Bradenton, FL 34212
p. 1-800-655-5843

MACTE Office:
420 Park Street
Charlottesville, VA 22902
p. 434.202.7793

Student / Teacher Ratio:

The teacher to student ratio will remain 20 to 1 in order to meet the needs of all students.

Orientation:

Prior to enrollment students begin with an initial [\(Moodle Online\)](#) orientation. Upon acceptance, the student will join a cohort and begin the program.

Code of Ethics for Educators:

Principle I – Commitment to the Student Learner:

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 adult learners
4. Shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving adult learners 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 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 the International Montessori Council and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society.
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 or her 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 duties, use of time, and conducting business

As International Montessori Council 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/her full potential. IMC requires that all member schools and IMC-affiliated educator preparation programs agree to comply with the IMC Code of Ethics. IMC relies solely on self-compliance of this Code.

(Courtesy of The National Education Association, nea, 2020.)

General Policies:

1. The educator preparation program is here to help and support students. Students are encouraged to communicate any difficulties encountered during any phase of the Teacher Education to the administrator of the educator preparation program. It is our goal to support and serve our students in their self-developmental process of becoming Montessori teachers.
2. IMC educator preparation programs adhere to a policy of non-discrimination. All applications are considered without regard to race, sex, orientation, age, disability, and/or religion.
3. Code of Conduct – Students are expected to conduct themselves with dignity and respect for faculty staff of the Teacher Education Course, supervising teachers, administrators and other staff at their student-teaching sites. They are also to be aware at all times that it is a privilege to be working with children and are to treat the children and individuals who allow them this privilege with great respect. Improper social conduct will be considered evidence of unsuitability to be a Montessori teacher and will therefore be grounds for dismissal.
4. Attendance Policy – Attendance is required at all scheduled sessions of the Academic Workshop and during the student teaching year. Ten percent unexcused absence is grounds for dismissal from the program. Students are responsible for making up work covered during their absence.
5. Graduation – Requirements for graduation involve the successful completion of all assigned work and examinations as determined by the educator preparation program Director. The IMC Montessori Early Childhood Education (Ages 2 ½ -6) certificate will be awarded students upon successful completion of all course requirements.
6. The Program supports a commitment to integrity and ethical practices on the part of all participants. In case of conflict the procedure is as following:
 - a. The student contacts:
 - i. The Instructor
 - ii. The educator preparation program's Administrator
 - iii. The educator preparation program Director (if different than 1 or 2)
 - iv. The IMC Executive Director
7. A complaint that is not resolved after an initial verbal contact should then be stated in writing. Once a complaint is submitted to the Director of the educator preparation program, an arbitration committee is appointed. The committee consists of the educator preparation

program Director, a Staff Member, a Student Representative, and a Practicum Site Administrator.

8. In accordance with the Family Educational Rights and Privacy Act, an IMC Course guarantees confidentiality and access by the student to all of his/her records.
9. Dismissal - Retention Policy: It is the policy of the educator preparation program to assist students having difficulties whenever possible. However, there may be times when a student elects not to follow the principles of the program. If a student is having continuous unresolved problems, the EPP Director will send a letter to the student notifying him/her of the problem and a time limit for remediation of the problem. Failure to satisfactorily comply by the student may then be grounds for dismissal.
10. Dismissal: If the student does not comply with the instructions in the letter during the time allotted, the student would be asked to withdraw from the program.
11. The IMC educator preparation program is not responsible for employment, salary, and occupational advancement of their students and graduates

Grounds for dismissal include:

1. Excess of 10% unexcused absences during the Academic Workshop or during the student teaching year.
2. Failure to complete assigned projects and assignments when due.
3. Continuous unsatisfactory progress towards the objectives of the course as evaluated by the staff.

Leave of Absence & Readmission after Dismissal:

1. In case of illness, family changes such as birth of a child or relocation, or other reasonably serious situation occurring, an extension may be granted. In any case, after 5 years from the last date of the academic component, if the adult learner has not completed the course, parts of it will need to be retaken and additional fees will be charged.
2. Students who have been dismissed may be readmitted based upon the discretion of the educator preparation program Director. This determination will be based on reasonable assurances that the dismissed student will comply in the future with all requirements of the educator preparation program.

Admission Requirements:

Requirements for graduation involve the successful completion of all assigned work and examinations as determined by the educator preparation program Director. The IMC Montessori Early Childhood Education (Ages 2 ½ -6) certificate will be awarded students upon successful completion of all course requirements.

Requirements for all credentials:

- 1) Applicants must be a high school graduate, or hold a High School Equivalency Certificate. Prospective students who cannot provide this documentation must demonstrate the ability to benefit with passing scores on the Wonderlic Basic Skills Test (WBST)
- 2) Complete application for graduation with MACTE and BPPE.
- 3) Two letters of recommendation; one professional and one personal -
- 4) Copies of other credentials (if applicable)
- 5) \$250 registration fee (non-refundable)

Credential Requirements:

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

1. The candidate for an **IMC Early Childhood Credential** holds a minimum of a Bachelor's degree from an accredited U.S. institution.
2. An **IMC Associate Early Childhood Credential** is awarded to an adult learner with a minimum of a High School Diploma or its equivalent but does not have a Bachelor's degree from an accredited U.S. institution. Candidates for an IMC Associate Early Childhood Credential must complete all requirements for the program in which they are enrolled and may not represent themselves as holding an Early Childhood Credential.
** Holders of the IMC Associate Early Childhood Credential are strongly encouraged to submit proof that they are in the process of attaining their Bachelor's degree. Teachers with an Associate Credential are eligible for an IMC Early Childhood Credential when they complete the Bachelor's degree requirement. The required documentation is an official college transcript from an accredited U.S. college or university sent to IMC.
3. **International Early Childhood Credential**. IMC awards an International Early Childhood Credential to international adult learners who do not hold a Bachelor's degree from an accredited U.S. institution, but hold a Bachelor's degree from a foreign university.

The 2018 Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition. Graduates of this program are generally employed in a job classification under the United States Department of Labor's Standard Occupational (6 digit) level.

SOC Codes:

25-2011 Preschool teachers, Except Special Education

25-2012 Kindergarten Teachers, Except Special Education

25-2021 Elementary School Teachers, Except Special Education

25-3401 Tutors

25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary

School, Except Special Education

Placement / Employment Opportunities:

The MTCS educator preparation program is not responsible for employment, salary, and occupational advancement of their students and graduates.

Confidentiality / Transcripts / Record Retention:

Montessori Teacher College Sacramento holds the student's education records. The student's records are private and confidential - All access to the records can be requested through the director at any time. Upon written request and after consent of the student, and the reasonable filing fee, this institution will transfer or provide official copies of the student's records to the student or a designated representative of the student.

All student records will remain on site for five years. Student transcripts will be kept permanently.

Student Tuition Recovery Fund Information

CCR section 76130(a)(1) states, "A qualifying institution shall collect the assessment from each student in an educational program at the time it collects the first payment from or on behalf of the student at or after enrollment. The assessment shall be collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments."

CCR section 76130(a)(1) states, "A qualifying institution shall collect the assessment from each student in an educational program at the time it collects the first payment from or on behalf of the student at or after enrollment. The assessment shall be collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments."

CCR section 76130(a)(2), "The assessment to be collected from a re-enrolling student shall be limited to any amount that is due after crediting any prior assessment amount paid by the student. The enrollment agreement shall clearly identify any prior STRF assessment paid by the student."

CCR section 76020(a) states, "The fund exists to relieve or mitigate economic losses suffered by a student while enrolled at a qualifying institution, who at the time of enrollment is or was a California resident or was enrolled in a California residency program, if the student enrolled in the institution and the student or a third-party payer, prepaid tuition, paid or is deemed to have paid the assessment and suffered economic loss as a result of any of the conditions specified in section 94923 of the Code or due to an institution losing its eligibility to receive a third-party payer benefit such as Cal Grant, Pell Grant, or veterans' financial aid programs under Title 38 of the Code of Federal Regulations; 5, CCR section 76130(a)(1) states, "A qualifying institution shall collect the assessment from each student in an educational program at the time it collects the first payment from or on behalf of the student at or after enrollment. The assessment shall be collected for the entire period of enrollment, regardless of whether the student pays the institutional charges in increments."

CEC section 94909(a)(14) states an institution shall provide a prospective student, either in writing or electronically, with a school catalog containing, among other things, "A description of the student's rights and responsibilities with respect to the Student Tuition Recovery Fund. This statement shall specify that it is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund. This statement shall also describe the purpose and operation of the Student Tuition Recovery Fund and the requirements for filing a claim against the Student Tuition Recovery Fund."

The STRF Assessment Fee is only refundable when an institution provides a full refund pursuant to CEC section 94919 or CEC section 94920.

Course Components

Program Components: Early Childhood

This EPP is dedicated to educating Montessori teachers as its guiding values are the fundamental principles upon which Maria Montessori based her philosophy. The same principles that pertain to children's education are applied whenever possible to adults. When this same philosophy is adhered to, adult learners taking the course will develop a love for knowledge of Montessori that will continue long past the completion of their certification.

The following principles are applied to this course:

- A. In following Montessori's concern for freedom of choice of the student learner, we are guided by a deep respect for each student learner's individual process of development. Open-ended discussion questions and individually selected projects are examples of methods used to implement the student learner's freedom of choice.
- B. Because Montessori emphasized the active participation of the learner, this course focuses on the activity of the student learner. Numerous written assignments, creating teaching manuals and final performance evaluations are methods by which the adult learner is actively engaged.
- C. Montessori felt that the process of development was much more important than the end product. Therefore, an atmosphere of positive cooperation among all the individuals involved in the program is created. Methods used to implement this belief include closely supervised self-evaluation, constructive feedback, and emphasis on objective evaluation.

The Montessori Early Childhood Teacher Education Course is designed to:

- A. Develop a clear understanding the philosophy and methodology of Montessori education for the child from ages 2 ½ through 6
- B. Provide clear theoretical knowledge and application of pertinent research findings in the fields of child development and early childhood education;
- C. Offer practices in various individual learning styles
- D. Provide a clear understanding of the pedagogy of a Montessori and the prepared environment.
- E. Promote the development of leadership as a professional staff member in an educational setting
- F. Offer the practice of scientific observation as a means of effectively evaluating children's abilities and discuss ways of communicating with parents through conferences and reports
- G. Clearly and thoroughly demonstrate the Montessori Early Childhood materials and activities
- H. Prepare the adult learner for a Montessori Early Childhood credential

Learning Outcomes:

- To develop the necessary learning outcomes from each course component and MACTE competencies to be recommended for a Montessori Early Childhood Credential.

Methods of Instruction:

- Lecture and Demonstration
- Audio / Visual Aids
- Supervised classrooms for individual practice and observation
- Directed Readings
- Projects
- Reports
- Oral and Written Assessments
- Written Papers
- Supervisor Observations
- Digital Portfolios for each subject matter

*** Attendance, punctuality, mindful preparation, and enthusiastic participation by the adult learner are assumed in all course components.

Written Assignments:

The assignments are designed to provide the adult learner with the opportunity to utilize knowledge from readings, lecture topics, discussions and personal experience to create a response to specific questions, projects, or discussion points. While using the Montessori Principles and Philosophy as a frame of reference and basis, the assignments will offer confirmation of understanding. It is important for the adult learner to be aware of the purpose and function of the assignments. To provide guidance and support to the student learner, a cover / evaluation sheet along with rubrics have been provided. The written assignment and examination evaluations sheet and rubric is in the forms section.

Oral and Created Assessments:

At the conclusion of every Early Childhood course, there will be a testing and evaluation period. All students are required to deliver a comprehensive google slide presentation to provide evidence of academic acquisition of information. The expectation is that each presentation reflects a high level of quality and engagement, serving as a foundation for adult learners to confidently share their knowledge with various audiences. These presentations should be prepared with the intention of being adaptable for professional settings, such as staff meetings or trainings, Open House or Back-to-School events, parent education nights, or even Montessori conferences. By drawing on a comprehensive understanding of all course components, adult learners will be equipped to effectively communicate key concepts and practices within the Montessori philosophy. The focus is on how these principles inform the creation of developmentally appropriate learning environments, activities, and guidance for children aged 2 ½ to 6 years, as it is essential for students to understand the purpose and function of the presentations. To support this process, a cover sheet for evaluation, along with clearly defined rubrics, has been provided. These resources can be found in the Forms section, offering guidance on assignment expectations and assessment criteria.

In addition to the presentations, for the core courses specific, there will also be a materials presentation. Each adult learner will be responsible to present 2 pieces of material from each of the core courses. The adult learners will receive immediate feedback, both orally as well as in a rubric feedback form.

Final Performance Certification Assessments:

At the end of the Early Childhood course, during the testing / evaluation time, performance exams, which involves the adult learner demonstrating Montessori materials, are given in many of the course components. The performance exams assess the student learner's proficiency in presenting Montessori materials / lessons, to determine the student learner's understanding of the sequence and purpose of the materials / lessons, and to discern the student learner's application and integration of the Montessori philosophical principles to the materials / lessons / concepts of the curriculum areas. It is important to be aware of the purpose and function of the Performance Exams. To provide guidance and support, a Cover / Evaluation Sheets along with rubrics have been provided.

The performance exam evaluation sheet and rubric are in the forms section.

The **goal** of the Montessori Teacher College - Sacramento Educator Preparation Program is to provide quality instruction to those individuals wishing to become Montessori teachers and, further, to provide instruction in an atmosphere of inspiration, helpfulness, sincerity, and respect for the individual.

This adult learner information handbook is designed to familiarize adult learners with aspects and requirements of the Program. Refer to this handbook, in order to clarify course component requirements and to achieve maximum progress throughout the year.

The Course Overview and Sequence of the Teacher Education Course

A. Course Component I: Foundational Courses

EDUC 300	Montessori Principles and Philosophy	Clock Hours: 54	3 units
EDUC 318	Diversity in Education, Human Development, & Child, Family and Community	Clock Hours: 54	3 units

Foundational Courses

Part 1: Principles and Philosophy – a series of ten lessons based on readings from assigned Montessori texts.

Part 2: Child Development:

- a. A series of five lessons based upon Child Development readings.
- b. 100% of the Child Development lessons must be completed prior to the starting

Part 3: 3 initial observations in a Montessori classroom.

B. Course Component II: Core Courses

EDUC 310	Montessori Methods/Curriculum- Life Skills Development-Practical Life	Clock Hours: 54	3 units
EDUC 320	Montessori Method/Curriculum- Sensory Motor Development/ Sensorial	Clock Hours: 54	3 units
EDUC 330	Montessori Methods/Curriculum- Mathematics	Clock Hours: 54	3 units
EDUC 340	Montessori Methods/Curriculum- Language Arts	Clock Hours: 54	3 units
EDUC 350	Montessori Methods/Curriculum- Equity in Education, Behavioral, Social, and Physical Sciences - Cultural Subjects	Clock Hours: 54	3 units

Core Subjects

1. Lectures on:
 - a. Montessori Principles and Philosophy
 - b. Classroom Management
 - c. Child Development
2. Presentation on Montessori Materials in:
 - a. Practical Life
 - b. Sensorial
 - c. Language
 - d. Math
 - e. Cultural Subjects
 - f. Discussion / Introduction of Requirements on:
 - a. Preparation of Digital Portfolio

- b. Year's Research Project
- c. Observations

C. Course Component III: Practicum/Student Teaching

EDUC 360 Montessori Classroom Management and School Leadership Clock Hours: 54 3 unit

EDUC 370 Montessori Practicum / Student Teaching Clock Hours: 756 10 units

The Practicum period provides the adult learner the opportunity to fully experience what is involved in being a Montessori teacher in a classroom from a practical viewpoint.

During the Practicum / Student Teaching, the adult learner will:

- Work a minimum of 756 hours under the supervision of a Master Teacher. It is expected that regardless of the minimum hours, the teacher will dedicate themselves to one school year, whatever the school calendar describes.
- In person Supervised Practice & Virtual Supervised Practice via ZOOM
- Attend scheduled professional development.
- Complete six observations in Montessori classrooms.
- Prepare and complete the Year long Project.
- Complete and personalize the digital curriculum albums.
- Complete monthly self progress reports.
- Coordinate the evaluation from the Supervising Teacher.
- Be observed/evaluated by the Field Consultant.

Practicum Component Requirements:

Practicum occurs during a 9 month period with the student teaching attending either a full morning or a full afternoon session with on-site preparation time included.

A minimum of 4 hours per day, 5 days a week is required.

Qualifications of Practicum Site

The Practicum / Student Teaching classroom must contain a full complement of Montessori materials for 2 ½ -6 year old

The Practicum / Student Teaching classroom children are within the 2 ½ -6 range

The practicum site must meet all local and state licensing regulations.

The practicum classroom may contain children who are 2 ½ - 6 years of age, but must contain children ages 3 - 6.

The practicum site must provide a model Montessori classroom with a full complement of basic Montessori materials in good repair, in a beautiful and orderly environment. ** Practicum schools may submit a plan for purchasing additional materials and/or replacing materials to meet these criteria. Materials must be purchased and received within the first semester of the internship.

The practicum site must communicate school policies to the student and the teacher education center in writing.

The practicum site must have a written non-discrimination policy for children and staff.

The practicum site must agree to cooperate with the Teacher Education Center in all matters relating to the practicum and the course.

Student teachers must have the opportunity to assume the role of head teacher. A minimum of one month is recommended. Usually this is done 1 week per month for 4 months.

IMC Courses do not become involved with financial arrangements of student teachings and their student teaching Sites. The Practicum may be a paid or an unpaid position.

The Year Long Professional Learning Community, Collaboration work and Research The Practicum may be done over a two year period.

Each educator preparation program shall use the grievance policy and stated in the Rules for student teaching form. The Courses shall notify the student teachings of this procedure before Practicum begins and the student signs this agreement.

The Practicum Supervising Teacher and the Teacher Education Course evaluator shall observe and guide the student teacher a minimum of one (1) time during each term, fall term 1, fall term 2 and spring term 1 and spring term 2. Therefore, a total of 4 observations are required. Once the qualifications are met overall, a mutual agreement will be reached between the student teacher, the supervising teacher, and the EPP Course evaluator dates and times that the observations will occur. The EPP will incorporate the use of the program's Hyflex system as to what type of observation is appropriate based on proficient growth and development.

If the student teaching is in an area quite distant from the educator preparation program, MTCS will use the Hyflex system to proficiently observe and guide the adult learner, in collaboration with the supervising teacher and the Head of School Director.

A REPRESENTATIVE OF THE EDUCATOR PREPARATION PROGRAM SHALL VISIT THE PRACTICUM SITE AND APPROVE IT BEFORE THE PRACTICUM BEGINS.

A Google Form titled "Checklist for Prospective Practicum Site" shall be completed before the site is to be used as a Practicum/Student teaching site.

**** This form needs to be filled out only once: the first time that site is used for student teachings.**

Then, each time that site is used for student teaching "Practicum Site Agreement" shall be completed and signed.

Classic & Self-Directed Practicum/Student Teaching

Qualifications of Supervising Teacher

Credentials: Supervising teachers must hold a Montessori credential from a MACTE accredited educator preparation program or its equivalent.

Teaching Experience: The supervising teacher must be at least in the third year of teaching after receipt of the credential.

Attendance: The supervising teacher must be in the intern's classroom full time.

Student Experience: The supervising teacher is responsible for providing opportunities for the intern to develop experience in the following areas:

- Preparation of indoor and outdoor environment
- Observation, record keeping, assessing student progress, and planning for individual student progress, and planning group activities
- Preparation and presentation of lessons to individuals and groups
- Material making
- Developing communication skills with students, parents, and staff members
- Participation in Parent/Community activities such as parent education programs, parent-teacher conferences, interviews, open houses
- Classroom management – individual and group strategies
- Staff and School involvement – participation in staff meetings, problem solving, and school-wide events

Meetings: The supervising teacher must schedule regular review sessions with the student teacher, at least once monthly, to assess progress in the above areas.

Assessment and Communication: The supervising teacher must complete all evaluation requested by the teacher education center at the designated times. The supervising teacher also agrees to inform the teacher education center in the event of any difficulties or concerns regarding the professional performance of the intern.

A REPRESENTATIVE OF THE EDUCATION PREPARATION PROGRAM SHALL DETERMINE THE SCHOOL, HEAD OF SCHOOL, AND SUPERVISING TEACHER MEETS ALL QUALIFICATIONS BEFORE PRACTICUM BEGINS.

Criteria for Self-Directed Internships:

MTCS and IMC strongly believe in the importance of the supervised internship as the best model for preparing teachers. With this in mind, self-directed internships will only be allowed under rare circumstances, and only when the following guidelines can be met:

The self-directed intern must have previous experience in a Montessori classroom and/or three or more year's experience working with children in other environments.

The plan must include provision of a mentor that meets the supervising teacher credential and experience qualifications. The mentor must provide on-going support, with a minimum of a monthly practicum consultation which can be done by phone, video conferencing, or in person.

The self-directed intern will be required to do additional classroom observation in model classrooms.

For all student teacher observations and evaluations, whether Head of School, supervising teacher, as well as the EPP Program Evaluator, debrief meetings are required with progress documented, accomplishments, and set objectives and strategic goals looking ahead to the next observation. They shall be acknowledged with appropriate signatures.

D. Course Component IV Completion and Graduation

Course Descriptions:

Course begins on a rotational basis.

The following early childhood descriptions are classes that Montessori Teachers College Sacramento offers:

EDUC 300 Montessori Principles and Philosophy Clock Hours: 54 3 units

Orientation to Montessori Principles, Practices and Programs through guided readings in Montessori textbooks (these books are included in the fee). Child, Family and Community ideals are the focus. Ten written assignments and two written observations are the culmination of this, at home, class. Additionally, the Montessori philosophy will be used in Early Childhood (2 1/2-6) education practices, along with the current implementation of the Montessori curriculum in today's classrooms.

[MONTESSORI PRINCIPLES AND PHILOSOPHY SYLLABUS](#)

EDUC 318 Diversity in Education, Human Development, & Child, Family and Community

Clock Hours: 54 3 units

Understanding the physical, mental, emotional and social growth and development of the young child (BIRTH-6 years) through the study of a variety of child psychologists and educators. Specific details include identity, racial, family, and cultural diversity along with an in-depth look into the communities involvement of educating the whole child.

[CHILD, FAMILY AND COMMUNITY SYLLABUS](#)

EDUC 310 Life Skills Development / Practical Life Clock Hours: 54 3 units

The development of order, concentration, coordination and independence within the young child is rooted in the activities of Montessori's curriculum of Practical Life. The students will learn how to create activities and materials to enhance the child's growth in this area.

[PRACTICAL LIFE SYLLABUS](#)

EDUC 320 Sensory Motor Development/ Sensorial Clock Hours: 54 3 units

The development and refinement of the senses is the purpose of this area of the classroom. In this course the student learns how to recognize the needs and abilities of the young child and how to present the specific equipment designed by Dr. Montessori to further development of the total child. Additionally, principles for teaching and using music in the classroom. The student will acquire ideas for methods and materials in singing, rhythms, creative music, and listening.

[SENSORIAL SYLLABUS](#)

EDUC 330 Mathematics Education Clock Hours: 54 3 units

The development of the mathematical mind is the direct aim of the Montessori math materials for the young child. Using the materials designed by Dr. Montessori, the student will learn how to spark the interest of the young child by sequentially teaching mathematical concepts.

[MATHEMATICS SYLLABUS](#)

EDUC 340 Language Arts Clock Hours: 54 3 units

The student will learn techniques for developing a reading readiness curriculum for the class. Included will be skill development in storytelling, literature based reading readiness, phonics, beginning reading activities, poetry and song. The "whole language" approach is integrated with basic Montessori reading materials. Additionally, the student will experience curriculum timelines in order to enhance the child's classroom experience.

Understanding how floor plans, placement of shelving and furniture in an environment can improve the overall success of the class.

[LANGUAGE ARTS SYLLABUS](#)

EDUC 350 Equity in Education, Behavioral, Social, and Physical Sciences - Cultural Subjects,

Clock Hours: 54 3 units

This course will run concurrently to core courses.

Zoology/Botany includes introductions to the animal and plant kingdom. Astronomy/Physical Science includes development of classroom activities that will present the fundamental concepts of astronomy, geology, physics, and chemistry. Geography/History includes materials and ideas to develop classroom activities that will present

the fundamental concepts of air, water, and the earth, and land formations. History will be taught in the format of countries, flags and national costumes. Art includes a variety of techniques with a wide variety of art media. Nutrition and Fitness includes the study of the basic nutritional, health and fitness needs of young children.

CULTURAL SUBJECTS SYLLABUS

EDUC 360 Montessori Classroom Management and School Leadership Clock Hours: 54 3 units

This is a two semester course: Working in the classroom on a daily basis under the supervision of a master teacher, the student will have an opportunity to observe and to put into practice all of the course work required for a Montessori certification. The student shall develop objectivity and proficiency in observing and interpreting child behavior. The student will be required to study the behaviors of the student in the classroom.

CLASSROOM MANAGEMENT AND LEADERSHIP

EDUC 370 Student Teaching Practicum I & II (Student Teaching) Clock Hours: 756 10 units

This is a two semester course: Working in the classroom on a daily basis under the supervision of a master teacher, the student will have an opportunity to observe and to put into practice all of the course work required for a Montessori certification. The student shall develop objectivity and proficiency in observing and interpreting child behavior. The student will be required to study the behaviors of the student in the classroom.

PRACTICUM SYLLABUS

Instructional Methods:

Instructional Methods dedicated to strengthen Student Success:

The value of this information sets the stage for the student to gain access and participate in an environment that is enriched with the promise to share prior knowledge in a way that links with the current trends and issues facing our careers and work lives. In order to create success in learning, the following principles are guides to professional conduct that seeks to promote eventual changes in how the adult learners participate in their own education (Montessori, 1967).

The following are based on mission, vision, and values:

1. Establish a personal connection with students upon introductions—learn their names, get to know them, tell them about yourself.
2. Use materials students can relate to and can apply to their lives—make those and other resources easy for students to find.
3. Set clear expectations and deadlines, and be flexible when needed.
4. Communicate with adult learners, electronically and in person, as often as possible—talk with them, not at them.

Simplified Version

Personal Connection

Relatable Materials

Clarity and Flexibility

Communication

Three aspects of education are included in this course in relationship to Equity for Student Success:

- Pedagogy- noun

1. the method and practice of teaching, especially as an academic subject or theoretical concept.

- Andragogy- noun

1. the method and practice of teaching adult learners; adult education.

- Heutagogy- adjective

Self-Determined Learning (based on the Greek for “self”) was defined by Hase and Kenyon in 2000

as the study of self-determined learning.

Pedagogy, Andragogy, Heutagogy compared.

Heutagogy: The management of self-managed learners

	Pedagogy Children's learning	Andragogy Adults learning	Heutagogy Self-directed learning
Dependence	The learner is a dependent personality. Teacher determines what, how and when anything is learned.	Adults are independent. They strive for autonomy and self-direction in learning.	Learners are interdependent. They identify the potential to learn from novel experiences as a matter of course. They are able to manage their own learning.
Resources for learning	The learner has few resources – the teacher devises transmission techniques to store knowledge in the learner's head.	Adults use their own and other's experience.	Teacher provides some resources but the learner decides the path by negotiating the learning.
Reasons for learning	Learn in order to advance to the next stage.	Adults learn when they experience a need to know or to perform more effectively.	Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations.
Focus of learning	Learning is subject centred, focussed on prescribed curriculum and planned sequences according to the logic of the subject matter.	Adult learning is task or problem centred.	Learners can go beyond problem solving by enabling pro-activity. Learners use their own and others' experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviours.
Motivation	Motivation comes from external sources – usually parents, teachers and a sense of competition.	Motivation stems from internal sources – the increased self-esteem, confidence and recognition that come from successful performance.	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.
Role of the teacher	Designs the learning process, imposes material, is assumed to know best.	Enabler or facilitator, climate of collaboration, respect and openness.	Develop the learner's capability. Capable people: • Know how to learn • Are creative • Have a high degree of self-efficacy • Apply competencies in novel as well as familiar situations • Can work well with others.

Heick, Terry, (2018)

Seven Principles of Montessori Education:

[The Seven Principles of Montessori Education are used as Instructional Pedagogies in the Community College Classroom \(Links to an external site.\)](#)

The value of the preceding information sets the stage for the student to gain access and participate in an environment that is enriched with the promise to share prior knowledge in a way that links with the current trends and issues facing our careers and work lives. In order to create success in learning, the following seven principles are guides to the professor's professional conduct that seeks to promote eventual changes in how the students participate in their own education (Montessori, 1967).

- Respect for the student learning with prior knowledge
- The absorbent mind- The ability apply and analyze basic knowledge
- The process of Normalization- Creating a trust in building the relationship
- The Sensitive periods- Based on trust in the relationship, an awareness that development of knowledge increases as the student applies critical thinking such as problem solving and decision making
- The Prepared Environment- The physical space is vital to offering student centered engagement
- Preparation of the Teacher- The role is to come prepared with content and demonstrate flexibility regarding the needs of the students as they will build the contextual value; meaning erupts
- Role of the student adult to be defined and explained as these developmental characteristics are carried out in the adult classroom and environment such as “work environment”

(Lorenz, 2014)

Habits of Mind—Developing a Growth Mindset

Instructional Practices:

- Show challenges as strengthening the brain.
- See challenges as vehicles for feedback and for determining a course of action to take.
- Place importance on attitude, effort, and strategy.
- Turn mistakes into opportunities, and in the classroom by providing students with strategies and help students try different strategies.
- Help students establish goals and celebrate small accomplishments.
- Provide opportunities for students to persevere through slow learning to overcome obstacles.
- Utilize a “not-yet” grading instead of noting failure.
- Help students embrace the viewpoint that intelligence and talents are flexible and are developed through perseverance and hard work.

(Dweck, 2007)

[The Seven Principles for Cultivating Career Communities of Practice](#)

by Etienne Wenger, Richard McDermott, and William M. Snyder

1. Design for evolution
2. Open a dialogue between inside and outside perspectives
3. Invite different levels of participation
4. Develop both private and public community spaces
5. Focus on Value
6. Combine familiarity and excitement
7. Create a rhythm for the community

(Wenger, McDermott, Snyder, 2002)

MACTE Competencies:

MACTE Competencies Table

Categories of Competency:	Competencies – the adult learner understands the following as they relate to the course level:	Possible sources of evidence:
I. Content Knowledge – Understands the theory and content regarding:		
	1a. Montessori Philosophy	Written assignments, exams
	1b. Human Growth and Development	Written assignments
	1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: ▪ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ▪ Cosmic education ▪ Peace education ▪ The arts ▪ Fine and gross motor skills	Albums, rationale papers, lesson write-ups, exams
	1d. Community resources for learning	Album, written assignments
II. Pedagogical Knowledge -- Understands the teaching methods and materials used regarding:		
	2a. Correct use of Montessori materials	Supervised practice with materials, blind draw exams
	2b. Scope and sequence of curriculum (spiral curriculum)	Participation in discussions, original lesson write-up, exams
	2c. The prepared environment	Written assignments
	2d. Parent/teacher/family/community partnership	Participation in discussion
	2e. The purpose and methods of observation	Observation reports, written assignments
	2f. Planning for instruction	Written assignments
	2g. Assessment & documentation	Child-study
	2h. Reflective practice	Yearlong journal
	2i. Support and intervention for learning differences	Written assignments, class discussion
	2j. Culturally responsive methods	Written assignments
III. Practice – Can demonstrate and implement within the classroom:		
	3a. Classroom leadership	Practicum observations, other evaluations during student teaching
	3b. Authentic assessment	Practicum observations, other evaluations during student teaching
	3c. Montessori philosophy and methods (materials)	Practicum observations, other evaluations during student teaching
	3d. Parent/teacher/family partnership	Self-evaluation
	3e. Professional responsibilities	Participation in discussion
	3f. Innovation and flexibility	Participation in discussion

Course Component IV Evaluation and Certification Assessment:

1. Oral examination and presentations on use of Montessori Materials are required upon completion of each course.
2. Written assessments on Montessori Principles, Philosophy, and Materials are required during coursework..
3. Presentation of a digital portfolio and portfolio assessment are expected upon completion of each course.
4. Presentation of Year's Research Project occurs upon completion of the Course Component IV, Practicum/Student Teaching.

Students are evaluated to assess their competency in understanding Montessori philosophy and principles, as well as their effective use of Montessori materials.

Evaluation Processes:

1. Class Participation:

Your preparation for and active participation in class are essential, as they not only enhance your own learning but also contribute to the collective learning experience of the group. Aligned with a social constructivist approach to education, you are expected to come to each class session fully prepared—having completed all assigned readings, activities, and coursework in advance.

During class, active engagement is demonstrated through thoughtful participation in discussions, practice, and collaborative activities. This includes actively listening, raising relevant issues, asking questions, sharing perspectives, staying focused on and completing in-class tasks, thoughtfully responding to the insights and comments of others, and engaging in meaningful practice with the Montessori materials. Your commitment to these practices fosters a dynamic and supportive learning environment for all.

Inappropriate class participation includes behaviors such as dominating or monopolizing discussions, disregarding or disrespecting the opinions and experiences of others, demonstrating unprofessional conduct, or otherwise negatively impacting the learning environment and class community. Additionally, a lack of active engagement in practicing materials and participating in lessons presented is also considered inappropriate. Maintaining a respectful, collaborative, and supportive atmosphere is essential to fostering a positive and productive learning experience for all.

2. Digital Curriculum Portfolios:

Adult learners will have access to curriculum presentation outlines, provided by the educator preparation program, which describe and illustrate the Early Childhood Montessori materials. These resources will be available through MOODLE/Google Classroom and support portfolio development. As part of the evaluation process, adult learners are required to create a digital album, demonstrating their knowledge and understanding of the curriculum areas. It is essential that the

digital album reflects a clear sequence and organization of lessons, showcasing both the learner's comprehension of Montessori principles and their ability to effectively structure and present the material.

To demonstrate a thorough understanding of the Montessori approach in each curriculum area, it is essential for adult learners to personalize their portfolios for each course. This can be achieved by incorporating lessons, notes, illustrations, Montessori quotes, and personal reflections or experiences. The specific portfolio requirements for each Montessori course are outlined in the corresponding course syllabus.

3. Oral Examination / Presentation on use of Montessori Materials:

At the conclusion of the Early Childhood course, during the testing and evaluation period, performance exams are conducted, wherein adult learners are required to demonstrate the use of Montessori materials across various course components. This period includes the submission of a comprehensive Google Slides presentation that provides evidence of the learner's academic acquisition of the course content.

The expectation is that each presentation is of high quality and engagement, serving as a foundation for adult learners to confidently share their knowledge with a variety of audiences. These presentations should be prepared with the intention of being adaptable for professional contexts, such as staff meetings, training, Open House or Back-to-School events, parent education nights, or Montessori conferences. By demonstrating a thorough understanding of all course components, learners will be able to effectively communicate key concepts and practices within the Montessori philosophy, particularly as they relate to the creation of developmentally appropriate learning environments, activities, and guidance for children aged 2 ½ to 6 years.

It is crucial that students recognize the purpose and function of these presentations. To assist in this process, an evaluation cover sheet and clearly defined rubrics have been provided. These resources, which outline assignment expectations and assessment criteria, can be found in the Forms section.

In addition to the Google Slides presentation, learners will also complete a materials presentation for specific core courses. Each adult learner is responsible for presenting two Montessori materials from each core course. Feedback on these presentations will be provided immediately, both verbally and through a rubric feedback form.

4. Year Long Professional Development Project:
Curriculum Development OR Written Research Paper

Project:

This assignment can be either a research project or a curriculum development project, based on the student's preference.

Subject Area:

Each student is required to select their own subject for research, which must be approved by the educator preparation program prior to beginning the project. The chosen subject should pertain to children's development in relation to the Montessori Method.

Examples of past research projects include discipline techniques, Montessori and cultural subjects, Attention Deficit Disorder (ADD), the impact of television on children, planning a Montessori school, parent education, among others.

If the project is not research-based, students may create a thematic unit of study. After selecting a subject (e.g., Asia, Winter, Biome Animals, Farm Life), the student will spend the year developing an intensive learning unit. The unit should cover all areas of the Montessori classroom, with materials created for the following categories:

- Circle Time (4 items)
- Practical Life (7 items)
- Sensorial (3 items)
- Language (5 items)
- Mathematics (4 items)
- Cultural (Botany, Zoology, History, Geography): 2 items for Botany, 2 items for Zoology, 1 item for History, 2 items for Geography
- Art (5 projects)
- Library (6 books)
- Physical Fitness (2 activities)

Approval:

To gain approval for the project, the student must submit a proposal that includes the following:

1. Title of the proposed research or thematic unit
2. Objectives of the research or thematic unit
3. Headings for all areas to be covered, along with material ideas
4. Justification for the selection of the research project or thematic unit

Research Format:

The research project must be at least ten pages in length, typed, and double-spaced. It should include a minimum of five references from books.

Thematic Format:

The thematic unit project must include the minimum required teacher-created items; additional materials may be necessary. All items must be shelf-ready, complete, and organized on trays with all necessary components. The completed thematic unit will be presented to the class during Week 8 of EDUC 370, at the end of Spring Term 2.

Due Date: Week 8, Spring Term 2

OR

Research Project Checklist/Grading Procedure:

Assignment:

This assignment requires the student to write a comprehensive paper on a subject related to the education of young children, with a focus on Montessori education. The paper should be at least five pages in length, typed, and double-spaced.

Subject Area:

The subject of the paper should pertain specifically to the education of young children in the context of Montessori education. The student is encouraged to explore various topics within Montessori philosophy and practice, including, but not limited to, child development, classroom environments, learning materials, Montessori teaching strategies, or the role of the teacher in a Montessori setting.

Examples of suitable topics include:

- The role of sensory experiences in Montessori education
- The importance of independence and self-directed learning in Montessori classrooms
- The impact of mixed-age classrooms on child development in Montessori education
- The role of the Montessori teacher: guide or director?
- Montessori methods for supporting children with special needs
- How Montessori education prepares children for lifelong learning
- The development of social and emotional skills in Montessori classrooms
- The significance of the prepared environment in Montessori education
- Integrating cultural diversity within the Montessori curriculum
- The role of parent involvement in a Montessori education
- How Montessori education fosters creativity and problem-solving skills in young children
- The influence of Montessori education on academic achievement in early childhood

Approval:

To gain approval for the paper topic, the student must submit a proposal that includes the following:

1. Title of the proposed paper
2. Objectives of the paper
3. Headings of the areas to be covered in the paper, along with brief descriptions of each section
4. Justification for the selection of the topic and its relevance to Montessori education

Paper Format:

The paper must adhere to the following guidelines:

- The paper should be a minimum of five pages, typed, and double-spaced.
- The paper must include at least five references from academic books, peer-reviewed journals, or other credible sources related to Montessori education.
- The paper must be well-organized, with a clear introduction, body, and conclusion.
- The paper should demonstrate a deep understanding of Montessori education and provide critical analysis and insights related to the chosen topic.

- All references must be properly cited in APA format (or other approved citation style).

Due Date: Week 8, Spring Term 2

Course Objectives:

1. Review and expand on topics studied in Montessori Principles and Philosophy and Child Development.
2. Understand the sequence of Montessori materials in the areas of Practical Life, Math, Language, Sensorial, and Cultural subjects.
3. Demonstrate the ability to support development in practical life, sensory-motor, language arts, mathematics, art, music, geography, science, and cultural development.
4. Examine how Montessori materials align with Montessori's core principles and philosophy.
5. Investigate the integration of Montessori materials with the role of the teacher and the dynamics of child development.
6. Analyze how Montessori materials foster self-expression, imagination, curiosity, initiative, independence, liberty, and desirable attitudes and habits in young children.
7. Demonstrate the ability to design original activities and materials in four general areas using Montessori principles (e.g., control of error, isolation of difficulty).
8. Explore various techniques and strategies for effective classroom management and organization to facilitate student growth and learning.
9. Present Montessori apparatus to children in a Montessori classroom.
10. Demonstrate knowledge of environmental design and preparation.
11. Plan and implement group activities effectively.
12. Provide opportunities for choice, problem-solving, decision-making, and responsibility for learning among children.
13. Demonstrate a broad range of teaching strategies, such as structuring the environment, using manipulative materials, modeling behavior, and employing verbal strategies (e.g., inquiry, explanation, imitation, illustration, and dramatization).

Evaluation of Objectives and Student Growth:

1. Demonstrate alignment between stated objectives and evaluation methods (e.g., assessment of cognitive, affective, and psychomotor development).
2. Apply knowledge of age-appropriate evaluative measures.
3. Develop and implement a variety of record-keeping and evaluation methods.
4. Interpret results from evaluative measures.
5. Prepare professional reports.

Curriculum Design and Evaluation:

1. Evaluate and select appropriate curriculum materials.
2. Develop original materials that meet the needs and interests of children.
3. Demonstrate knowledge of the rationale behind curriculum materials.
4. Understand the curriculum continuum and how materials align with it.

Community Involvement and Engagement:

1. Demonstrate knowledge of the community served.
2. Articulate Montessori principles clearly and effectively.
3. Participate in parent conferences to support student development.
4. Be aware of community resources for referral, enrichment, and program development.
5. Facilitate a strong parent-educator partnership.

Program Leadership:

1. Implement minimum standards required by health, education, and welfare codes.
2. Organize schedules, supplies, equipment maintenance, and budget planning.
3. Coordinate classroom operations and personnel.

Continuous Improvement and Student Success:

Montessori Teacher College Sacramento (MTCS) is committed to student success for all adult learners. The institution utilizes data outcome assessments to continuously improve program quality as part of a model set by MACTE and supported by IMC.

Program Improvement Process:

1. The Executive Director and administrative team review data and develop an outcome narrative with goals and objectives for the next cohort.
2. The Executive Director and administrative team present this data annually to the MTCS community advisory group to seek input and feedback, incorporating recommendations into the outcome narrative.
3. The MTCS community advisory group meets annually, providing recommendations and policy updates based on the presentation and reporting.
4. Based on annual changes and modifications, an annual faculty and staff retreat is conducted to update all employees and consultants on new developments. Additionally, the Executive Director and administrative team meet between terms to address student enrollment, curriculum, instruction, and administrative changes affecting the program.
5. This continuous improvement process ensures that adult learners receive the highest quality education and experience exemplary student success.

Total Course Content Components:

This Montessori Early Childhood Course is 1242 hours including course component contact hours, independent study, and practicum. 1 Unit= 2 week course; 2 units= 6 week course; 3 units= 8 week course. (Each week consists of up to 7 minimum contact hours.)

Legend: Minimum Contact hours= * In residence = On-siteHomework and assignments outside of class (synchronous or asynchronous), and Total Clock/unit Hours= 1 semester unit at 18 hours.

<u>HyFlex Course Component Requirements</u>	<u>* Minimum In-Residence Hours</u>	<u>Total Clock/Unit Hours</u>	<u>Total Units</u>
<u>Montessori Principles and Philosophy</u>	<u>16.5</u>	<u>54</u>	<u>3</u>
<u>Diversity in Education. Human Development & Child. Family and Community</u>	<u>6</u>	<u>54</u>	<u>3</u>
<u>Life Skills Development /Practical Life</u>	<u>7.5</u>	<u>54</u>	<u>3</u>
<u>Sensory Motor Development /Sensorial</u>	<u>6</u>	<u>54</u>	<u>3</u>
<u>Mathematics Education</u>	<u>23</u>	<u>54</u>	<u>3</u>
<u>Language Arts Development</u>	<u>8</u>	<u>54</u>	<u>3</u>
<u>Equity in Education. Behavioral. Social and Physical Sciences /Cultural Subjects</u>	<u>16.5</u>	<u>54</u>	<u>3</u>
<u>Classroom Management and School Leadership</u>	<u>19.5</u>	<u>54</u>	<u>3</u>
<u>Academic Total</u>	<u>123</u>	<u>486</u>	
<u>Practicum / Student Teaching</u>	<u>20</u>	<u>54</u>	<u>10</u>
<u>Academic and Practicum Total</u>	<u>1242</u>	<u>756</u>	<u>34</u>

Contact Hours: The contact hours are met through onsite training days, synchronously during class lecture/lab (Materials Presentations) during onboarding class meeting times, as well as various additional onesite meeting times, totaling 123 hours.

Independent Study Hours: Each hour of class per week is equal to 1 unit of credit (1 credit=1 hour of class time). A good rule of thumb is to spend 2 hours of study time per each hour of class time. This course is equal to 3 units which means you should expect to spend a minimum of 6 hours studying each week, including group work with PLC's, reading assignments and additional handouts, video review and cohort work time.

Cohort Material Practice Hours:

As part of the asynchronous portion of this program, each cohort will meet onsite for 3 hours of face to face practice time, at a minimum of 3 times per course.

*Distance Education Hours: The total distance education hours are in addition to the total clock/unit

hours using MTCS's HyFlex course design model.

Refer to individual course component syllabi for content, textbooks, required assignments, assessment, and evaluation guidelines and procedure. All coursework will be corrected, reviewed and graded by the end of week 9, following the completion of each term.

Educator Preparation Program Competencies:

The candidate for an Early Childhood IMC Credential will possess the following competencies:

- I. Knowledge – As related to each level the candidate for certification understands
 - a. Montessori Philosophy
 - b. Human growth and Development
 - c. Subject matter for the Early Childhood Level* not to exclude:
 1. Cosmic Education
 2. Peace Education
 3. Practical Life
 4. The Arts
 5. Fine and gross motor skills
 6. Community resources for learning
- II. Pedagogy – Understands:
 - a. Correct use of Montessori materials
 - b. Scope and sequence of curriculum (spiral curriculum)
 - c. The prepared environment
 - d. Parent/teacher/family/community/partnership
 - e. The purpose and methods of observation
 - f. Planning for instruction
 - g. Assessment and documentation
 - h. Reflective practice
 - i. Support and intervention for learning differences
 - j. Culturally responsive methods
- III. Teaching with Grace and Courtesy – As relates to each level the candidate for certification demonstrates and implements with children/adolescents:
 - a. Classroom leadership
 - b. Authentic assessment
 - c. The Montessori philosophy and methods (materials)
 - d. Parent/teacher/family partnership
 - e. Professional responsibilities
 - f. Innovation and flexibility

* Specific Course Level Subjects Matter - Early Childhood

Grading Policy and Transcripts:

Montessori Teacher College Sacramento utilizes a percentile grade scale. All point values will be averaged the course grades will be converted to the following grade scale:

ACCREDITATION

Montessori Teachers College Sacramento operates through the California State Department of Consumer Affairs, Bureau for Private Postsecondary Education. MTCS is accredited with the Montessori Accreditation Council for Teacher Education, (MACTE, 2021), and has an affiliation with the International Montessori Council.

GRADES

Montessori Teachers College Sacramento organizes its courses on two eight week terms across the fall and spring semesters. One semester unit is equivalent to 18 hours of lecture/lab.

The following grades are included in the calculation of grade point averages:

GRADE	QUALITY POINTS PER UNIT
100-90	A.....=4 POINTS
89-80	B.....=3 POINTS
79-70	C.....=2 POINTS

The following grades are not calculated into the grade point averages:

IP.....	IN PROGRESS GRADE CARRIED OVER FOR MORE THAN ONE SEMESTER
CR.....	CREDIT
NC.....	NO CREDIT
I.....	INCOMPLETE

COURSE NUMBERING SYSTEM

All courses offered at Montessori Teachers College Sacramento, are considered to be lower division. Upper division units are not available. Course numbers are assigned as follows:

Courses numbered 1-399 are designated introductory, and lower division units. These courses are noted as non-transferable unless petitioned by the individual and along with an advisor of a community college and/or university system as well as any CSU or UC Extension program.

PERMANENT RECORDS AND RELEASE INFORMATION

The electronic and hard copy permanent record, grades, and transcript are held by the Executive Director and behind passwords and a locked storage. They cannot be released to a third party without written consent of the student. This is in accordance with the Family Education Rights and Privacy Act of 1974. Montessori Teachers College Sacramento charges \$50.00 per transcript sent, payable by the adult learner requesting the information.

AUTHENTICITY CONFIRMATION

For authenticity, each transcript must display the MTCS seal and be signed in full signature by the Executive Director.

Early Childhood Academic Schedule 2024-2025:

34 unit Certificate Program -

Two Semesters:

Fall: August 15th - December 18th, 2024

Fall Term 1 - August 15, 2024- October 14, 2024

Course Components I, II and III

Fall Term 2 - October 24, 2024 - December 16, 2024

Course Components II and III

Spring: January 15th - May 19th

Spring Term 1 - January 15, 2025 - March 10, 2025

Course Components II and III

Spring Term 2 - March 20, 2025 - May 19, 2025

Course Components III & IV

Daily - Working in a Montessori classroom for a minimum of 4 hours - August 2024 - May 2025

Course Date	Course	Instructor	Hours in Residence (InPerson)	Distance Education Hours	Total Academic Course Clock Hours
August 21st - October 15th	EDUC 300 Principles and Philosophy	Dr. Lorenz	16.5	37.5	54
August 21st - October 15th	EDUC 310 Practical Life	Sara Nelson	6	48	54
October 16th - December 10th	EDUC 318 Diversity in Education	Dr. Lorenz	7.5	46.5	54
October 16th - December 10th	EDUC 320 Sensorial	Sara Nelson	6	48	54
January 15th - March 18th	EDUC 330 Mathematics	Dr. Lorenz	23	31	54
January 15th - March 18th	EDUC 340 Language Arts	Sara Nelson	8	46	54
March 19th - May 13th	EDUC 350 Cultural Studies	Sara Nelson	16.5	37.5	54
March 19th - May 13th	EDUC 360 Classroom Management	Dr. Lorenz	19.5	34.5	54
August 21st - May 13th	EDUC 370 Student Teaching Practicum	Dr. Lorenz / Sara Nelson	20	34	54

Montessori Teacher College Sacramento Course Schedule

The following guide provides the adult learner with course schedule and scope and sequence of a cohort based model for Montessori Teacher Education.

Module	Course Schedule		
Fall Term 1			
July/August	Enrollment, Registration, and Orientation		
September	EDUC 300 Principles and Philosophy	EDUC 310 Life Skills Development/ Practical Life	EDUC 370 Practicum/Student Teaching
October	Instructor:Dr. Lorenz	Instructor: Sara Nelson	Instructor: Sara Nelson
Fall Term 2			
November	EDUC 314 Diversity in Education, Child Development, & Child, Family and Community	EDUC 320 Sensory Motor Development/Sensorial	EDUC 370 Practicum/Student Teaching
December			
	Instructor:Dr. Lorenz	Instructor: Sara Nelson	Instructor: Sara Nelson
Spring Term 1			
January	EDUC 330 Mathematics Education	EDUC 340 Language/Liberal Arts Education	EDUC 370 Practicum/Student Teaching
February			
March			
	Instructor:Dr. Lorenz	Instructor: Sara Nelson	Instructor: Sara Nelson
Spring Term 2			
April	EDUC 350	ECUC 360 Classroom Management and Leadership	EDUC 370 Practicum/Student Teaching
		Instructor:Dr. Lorenz	

May	Diversity in Education/Cultural Subjects Instructor: Sara Nelson		Instructor: Sara Nelson
June	Certificate Graduation		

Course Text / Bibliography:

Montessori Education and Montessori Materials and Methods:

- a. Lillard, Paula Polk (1972). Montessori a Modern Approach. Schocken Books.
- b. Montessori, Maria (1984). The Absorbent Mind - New York: Holt and Co Publishing., Inc.
- c. Montessori, Maria (1964). The Montessori Method - New York: Schocken Books, (Audiobook, <https://www.youtube.com/watch?v=IQeb0AKBVos>)
- d. Montessori, Maria (1991). The Secret of Childhood - New York: Ballantine Books.
- e. Montessori, Maria (1990). The Discovery of the Child - New York: Ballantine Books.
- f. Standing, E.M. (1984) Maria Montessori: Her Life and Work - New York: New American Library, Penguin Books.
- g. McTamaney, Catherine (2007). The Tao of Montessori: Reflections on Compassionate Teaching - Nebraska: iUniverse.
- h. Wolf, A. (2017). *Montessori for a Better World*. Parent Child Press.
- i. Lillard, Angeline (2007). *Montessori The Science Behind the Genius*. Oxford University Press.
- j. Human Development Lifespan
- k. Child, Family, Community and the Socialization Process
- l. Montessori's Own Handbook, (Audiobook, <https://www.youtube.com/watch?v=Z0DLZnhilao>)

Faculty:

Sara Nelson, M.Ed.



SARA NELSON MEd

saranelson831@gmail.com | | 916-425-9814 | Sacramento, CA 95829

Skills

- Operations oversight
- Employee coaching
- Financial leadership
- Team building and leadership
- Executive leadership
- Strategic business planning
- Planning and coordination
- Industry partnership development
- Critical thinking
- Organization
- Planning
- Montessori Teacher Education Training

Experience

Elk Grove Montessori School
Elk Grove, CA
Owner/Director
07/2014 - Current

- Oversee strategic business decision-making to develop, enhance and enforce business missions.
- Provided organizational leadership and collaborated with executive partners to establish long-term goals, strategies and company policies.
- Built relationships with strategic partners leading to business development opportunities.
- Recruit and hire talented professionals with drive and dynamic skills to build success within the organization.
- Devise strategic improvements to resolve issues and spearhead necessary operational updates.
- Establish new workflow and employee training processes to improve operational efficiency.
- Formulate and launch marketing and promotional campaigns to maximize profits.
- Provide organizational leadership to over 30 professionals.
- Exercise leadership of childcare businesses dedicated to building and supporting the Montessori philosophy.

Elk Grove Unified School District
Elk Grove, CA
Elementary School Teacher
08/2008 - 05/2012

- Created a safe, nurturing environment of trust and respect.
- Met with parents to communicate students' progress, achievements and classroom issues.
- Maintained positive classroom environments by reinforcing rules for behavior and relationship-building actions.
- Maintained safe, clean, and organized classroom environment.
- Devised lesson plans in alignment with state curriculum standards and created balanced instructional programs, demonstrations and work time to meet educational and instructional goals.
- Participated in professional development workshops during academic school year and summer.

- Attended in-service training and professional development courses to stay on top of policy and education changes.
- Involved parents in student education by cultivating strong relationships.
- Identified student needs and collaborated with faculty to resolve social, cognitive or behavioral challenges.
- Taught students subject-specific material, learning strategies and social skills.
- Directed individualized instruction in various subjects to achieve educational goals and drive curriculum requirements.

Elk Grove Unified School District
Elk Grove, CA
Headstart Teacher
08/2006 - 05/2008

- Established and maintained a safe play environment for children.
- Maintained positive classroom environments by reinforcing rules for behavior and relationship-building actions.
- Developed lessons, activities and materials to cover all required course material.
- Built and strengthened positive relationships with students, parents and teaching staff.
- Encouraged positive self-esteem and mutual respect for others while instilling joy of learning and discovery.
- Met with parents and guardians to discuss student progress and areas for improvement.
- Attended in-service training and professional development courses to stay on top of policy and education changes.
- Applied proactive behavior management techniques to facilitate classroom discipline.
- Created lesson plans corresponding to yearly curriculum, incorporating broad variety of activities, hands-on experiences, basic academic skills and opportunities for creativity.

California Montessori Project | Sacramento, CA
Elementary School Teacher
08/2001 - 05/2006

- Created safe, nurturing environment of trust and respect.
- Met with parents to communicate students' progress, achievements and classroom issues.
- Maintained positive classroom environments by reinforcing rules for behavior and relationship-building actions.
- Maintained safe, clean, and organized classroom environment.
- Devised lesson plans in alignment with state curriculum standards and created balanced instructional programs, demonstrations and work time to meet educational and instructional goals.
- Participated in professional development workshops during academic school year and summer.
- Attended in-service training and professional development courses to stay on top of policy and education changes.
- Involved parents in student education by cultivating strong relationships.
- Identified student needs and collaborated with faculty to resolve social, cognitive or behavioral challenges.
- Taught students subject-specific material, learning strategies and social skills.
- Directed individualized instruction in various subjects to achieve educational goals and drive curriculum requirements.
- Established and communicated clear learning objectives to foster student progress and academic performance.
- Offered hands-on learning opportunities to develop student self-esteem and life skills.

- Encouraged creativity by giving students choices in learning topics and methods.
- Translated lesson plans into learning experiences and routinely evaluated student progress and social development.
- Improved student engagement by implementing student-centered classroom management techniques to foster academic curiosity.
- Prepared, administered and graded evaluative materials such as examinations and quizzes and created and maintained accurate student records.
- Instructed students in standardized subjects as well as general learning strategies and skills for social development and character.
- Arranged field trips as a tool to provide students with real-world experiences.
- Implemented multiple methods to improve student educational success.
- Promoted physical, mental and social development by implementing classroom games and outdoor recreational activities.
- Organized supplies, including art and musical resources, to foster creative and welcoming classroom environments.
- Handled challenging classroom behaviors with positive and affirming techniques.

Montessori Teacher College |
Sacramento, CA
Early Childhood Instructor
08/1996 - 08/1998

- Taught Adult Learners/Higher Education foundational Montessori principles and philosophy.
- Taught Adult Learners/Higher Education foundational Montessori Practical Life skills course.
- Taught Adult Learners/Higher Education foundational Montessori Mathematics course.
- Participated in documenting Adult Learner progress, observations, record keeping, and grading processes.

Montessori Learning Commons |
Sacramento, CA
Early Childhood Teacher
10/1993 - 08/2001

- Taught children foundational skills such as colors, shapes and letters.
- Organized and led activities to promote physical, mental and social development.
- Implemented hands-on, play-based strategies such as games and crafts for experiential learning.
- Controlled classroom environments with clearly outlined rules and positive reinforcement techniques.
- Maintained daily records of individual activities, behaviors, meals and naps.
- Developed professional relationships with parents, teachers, directors and therapists.
- Promoted good behaviors by using positive reinforcement methods with children.
- Encouraged children to be understanding of others, show good manners and instructed in other social development behaviors.
- Stuck to daily routines to help children feel comfortable and promote development.
- Established indoor and outdoor safe play environments for toddler-age children.
- Created and implemented developmentally appropriate curriculum addressing all learning styles.
- Openly exchanged ideas and materials with coworkers.

- Collaborated with colleagues on developing new classroom projects and monthly themes.
- Promoted good behaviors by using positive reinforcement methods.
- Made and distributed nutritious snacks by preparing and dividing into portions.
- Incorporated music, art and theater into lesson planning.
- Enhanced sensory abilities by giving children access to numerous textures and shapes.
- Assisted students with caring for personal hygiene requirements.
- Collaborated with parents to develop and maintain strong support networks and build rapport to foster seamless communication.

Education and Training

National University | Sacramento

Master of Arts in Education

07/2006

National University | Sacramento, CA

Bachelor of Arts in Interdisciplinary Studies

10/2004

Montessori Teacher College Sacramento | Sacramento

Montessori Elementary Certificate (6-12) in Elementary Education

06/2003

Montessori Teacher College Sacramento | Sacramento

Montessori Administrative Certificate in Montessori Administration

06/1998

Montessori Teacher College Sacramento | Sacramento

Montessori Early Childhood Certificate (2 1/2 - 6) in Early Childhood Education

06/1998

Los Rios Community College District | Sacramento

Early Childhood Education

1992

References

Dr. Norman Lorenz,

Montessori Teacher College | Sacramento

nlorenzedd@gmail.com

(916) 947-9693

Lisa Coker, M.Ed.,

California Montessori Project, Charter Public School

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Clarice Hespler,
Samuel Kennedy Elementary School, Principal, EGUSD
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(916) 383-3311

Norman Lorenz, Ed.D.



Email- nlorenzedd@gmail.com
<https://www.linkedin.com/in/dr-norman-lorenz-/>
Futuristic, Learner, Input, Achiever, Strategic

Biography

Dr. Norman Lorenz is a tenured Professor of education studies, teaches Human Development and Education Studies, and involved with the cohort team for the First Year Seminar for student success at Sacramento City College in Sacramento, CA. This program works in collaboration with the overall institutional plans of Student Equity and Success. I possess over 42 years of education and experience within school systems, including 26 years direct service in Montessori primary and elementary education, the direction of a post secondary Montessori teacher education institution, and combined part and full time faculty dedication of 21 years with the California community college system using Montessori philosophy in higher education. My interests include research where I share interests, contributions, accomplishments, and projected goals as a professional in education leadership.

Included across more than 42 years of educational experiences are founded in Montessori pedagogical principles, where I have developed career skills in educational standards, business supervision, and management leadership. These abilities include classroom teaching in Montessori environments for young children and directing

teacher education training certification programs for these types of teacher educators. As an administrator, I have formed, owned, and operated “For” and “Non” profit organizations, which consisted of six Montessori infants through middle school programs, which were affiliated and accredited. In 2000, I became a cofounder of a Montessori charter public school, [The California Montessori Project, Charter Public School](#) and, and a past board member and President of [River Montessori Charter School](#). In all, these sites for learning serve over 2,500 students, Transitional Kindergarten-8th grade in the public school arena. Most recently in 2017-18, I became involved with [Sarasota University](#) teaching with the masters program as well as partnering with a team to assemble a doctoral program which is in process. I have also consulted with the former Inspire Schools as the charter petitioners to found the first Montessori Inspired Technology Based High School in the Sacramento region, known as [The Cottonwood School](#), in which is a home study and Montessori inspired high school, where I am a governing board President. They offer a multi-disciplinary approach using Montessori educational programs covering multiple subjects in early childhood, Kindergarten through 8th grade and secondary 9-12 grade programs.

Finally, over the past eight years, I have been involved with Sacramento City as the college coordinator for Professional Development in collaboration with Student Equity & Success. This role has manifested many activities across the college where pedagogical and andragogical principles and values are key to increasing awareness around student equity, success across programs, and college completion based on focused efforts relating to race, culture, ethnicity, along with socio economically disadvantaged students. Inclusive with these duties, the Montessori methodology directly and fully informs these contributions to the field of higher education leading to graduation and post college workforce success.

“Plainly, the environment must be a living one, directed by a higher intelligence, arranged by an adult who is prepared for this mission.” Dr. Maria Montessori

Receipt of the Early Childhood Student Handbook:

Adult Learner

I have received a copy of Montessori Teacher College Sacramento's Early Childhood Student Handbook. I understand that I am responsible for reading the policies and practices here and included in the tuition agreement with Elk Grove Montessori School. I understand that this handbook replaces any and all prior handbooks, policies and practices of this organization.

I agree to abide by the policies and procedures contained therein. I understand that the policies and opportunities contained in this Student Handbook may be added to, deleted or changed by Montessori Teacher College at any time, with all updates provided to me in a timely manner.

If I have questions regarding the content or interpretation of this student handbook, I will bring them to the attention of the program director, Sara Nelson.

Adult Learner Signature:

Date:

Program Director Signature:

Date:

Steps to Admission

1. Orientation
2. Handbook overview
3. Admission Packet
4. Courses (Syllabi)
5. Practicum/Student Teaching
6. Completion/Graduation