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EARLY CHILDHOOD COURSE HANDBOOK 2019

Affiliated by the American Montessori Society
MACTE Accredited
Approved to offer Federal Title IV Student Financial Aid



Montessori Education Center of the Rockies is a registered trade name of
Rocky Mountain Montessori Teacher Training Program, Boulder County, Colorado, USA
Incorporated in the State of Colorado as a non-profit corporation - IRS 501 (c) (3) tax-exempt organization
Officers of the Board: Dede Beardsley, Susan Leibfritz, Linda Allred

Executive Director: Merrie B. King, Ed.D

Montessori Education Center of the Rockies is an inclusive organization that does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, disability, or age in its programs and activities. Contact the Executive Director at the above address / telephone number for inquiries regarding the MECR non-discrimination policy.

Welcome to Montessori Education Center of the Rockies (MECR)!

A community of vibrant PEOPLE . . .

in a PLACE of beauty and radical hospitality . . .

for the PURPOSE of teaching and learning.

Why Montessori? Why now?

Born out of the scientific mind of
a medical doctor

Born out of the careful and cross-cultural
observation of an anthropologist

Born out of the strength and courage
of a human rights advocate

Born out of the struggle and insight
of a Nobel Peace Prize nominee

Born out of the wisdom and understanding
of a global citizen

Born out of the compassion and intuition
of a Catholic deeply influenced by Eastern spirituality

Born out of the Great love
of a mother for her son and
of a teacher for each and every
one of her students.

For these reasons and more, the Montessori philosophy continues to thrive and serve children and communities from its humble beginning in Rome over 100 years ago until today. These qualities, woven together, serve the development of the whole human being. Thus, they are helpful to all children, regardless of category or label, country or language, size of their challenges, or if their gifts and talents are visible or hidden.

Will you join this worldwide educational initiative and make a difference in the lives of those who stand before you?

Learn more . . .

TABLE OF CONTENTS

Nondiscrimination Policy.....	1
Introduction to MECR.....	4
Accreditation and Affiliation, Our Mission, Objectives, Faculty, Instructor/Adult Learner Ratio, Facilities, Directions, Library, Student Services	
MECR Early Childhood Course, AMS Associate Credential, American Montessori Society, MACTE.....	5
Key Elements of a Montessori Program	6
Core Components of Montessori Education.....	7-8
Calendar and Daily Schedule.....	9
Curriculum, Student Teaching Practicum.....	10-13
Competencies for the Montessori Early Childhood Teacher Candidate.....	13-14
Practicum Site Standards and Responsibilities.....	15-16
Standards and Responsibilities for the Supervising Teacher	17
Role of the Supervising Teacher	18
Practicum Year Calendar.....	19
Requirements and Assessment.....	20-21
Student Progress and Attendance	22
Attendance Requirements / Tardiness	
Emergencies, Excused Absences / Make-up Requirements	
Excessive Absence, Requests for Extension	
Point System and Letter Grades	
Satisfactory Progress / Unsatisfactory Progress	
Entry into Student Teaching Practicum, Late Fees	
Recommendation for the AMS Credential/Course Completion Standards, Time-Frame for Completion, Completion Extension, Confidentiality...	23-24
Code of Conduct: Guidelines, Web Use, Substance Abuse, Security, Dismissal	25
Rubric for Professional Behaviors.....	26
AMS Code of Ethics.....	27
The Fundamental Tenets of an AMS Affiliated Teacher Education Program.....	28
Teacher Education Rights and Responsibilities	29
Adult Learner Responsibilities, Gainful Employment Disclosure	30
Arbitration Committee - Grievance Procedures.....	31
Admissions and Enrollment	32-34
Degree Status / Candidacy for AMS Credentials	
Transfer Policies	
Tuition, Payment Plans, Fees & Expenses.....	35
Further Financial Information	36
Cancellation of Course Policy	
Withdrawals and Refunds	
Financial Assistance.....	37
Career Opportunities and Professional Development	38-39
Undergraduate or Graduate Credit	
AMS Professional Development Requirement	
Colorado Department of Human Services	39-43
Checklists for Core Materials and Practice	44-49
Book List	50
Addresses and Resources	51
Map.....	52
List of Presenters.....	53

*We distribute the Handbook to students, staff, field consultants, and school supervisors. Student receipt of Handbook is signed online. All Department of Education Policies including Gainful Employment, Drug and Alcohol, MECR Annual Security Report, etc. may be found on our website: www.mecr.edu/financialaid.

*Every effort has been made to ensure the accuracy of the information in this handbook.
MECR reserves the right to make changes due to unexpected circumstances.*

INTRODUCTION TO MECR

Founded in 1978, Montessori Education Center of the Rockies (MECR) offers four highly regarded teacher education courses that prepare students for American Montessori Society teaching credentials. MECR also offers an AMS-affiliated Administrator Course. In addition to offering these courses, MECR responds to growing numbers of requests for information and workshops on Montessori education in the Rocky Mountain region. There is renewed interest in the benefits of Montessori education in the Rocky Mountain region and throughout the country, and a demand for excellent teachers and administrators. We take pride in the contributions of the instructors and students of MECR to the study, development and spread of Montessori education.

Affiliation and Accreditation

MECR is affiliated by the American Montessori Society (AMS) and accredited by Montessori Education Council for Teacher Education (MACTE) for all of its teacher education courses. Graduates of our teaching certification courses receive AMS teaching credentials. The Administrator course is AMS affiliated and graduates receive AMS administrator credentials.

Our Mission

Montessori Education Center of the Rockies prepares adults for careers in education by offering professional courses leading to American Montessori Society certification. In addition, MECR offers opportunities for professional development. We believe that Montessori education provides optimal conditions for the development of human potential, by allowing children freedom to grow and learn in a prepared environment under the guidance of an aware adult.

Objectives

The Early Childhood Course is designed to prepare teachers to work with children from 2½ through 6 years of age. Our goal is that teachers will develop the specific skills and competencies defined by AMS and MACTE.

MECR Faculty

MECR instructors are highly trained, dedicated teachers whose extensive classroom experience provides them with a solid foundation in Montessori philosophy and practical applications in classroom design and facilitation. They enjoy sharing their knowledge and expertise with student teachers and wish to give you all the support you need. Do not hesitate to ask questions and seek help. Cohort sizes of adult learners vary from year to year. Generally, for lectures/presentations, the ratio is 1:30; for group work, practice time, and assessments, the ratio is approximately 1:10 or lower. Additional instructors and the Level Coordinator are present for assistance. MECR provides sufficient instructors and Level Coordinators to meet the needs of students.

MECR Facilities

In 2002, MECR moved into a large air-conditioned building on a quiet street in central Boulder, with administrative offices, rooms for four course levels, and a student lounge and library. Refrigerators and microwaves are available for student use. There is Wi-Fi access. It is a short walk to the Boulder Creek Path for picnic lunches and bicycle trails.

Directions and Parking

From 30th St.: Go East on Walnut St. and under the 47th St. bridge, MECR is on the left (North).
From Foothills Pkwy (47th St./Rte. 157): Go West on Arapahoe, North on 38th St., East on Walnut St.
Park on the west side of the MECR building in spots marked MECR, on the street, or in the parking lot at the East end of Walnut Street. There is also a bicycle rack in the front of the building. Cyclists should bring a bicycle lock.

MECR Library and Student Services

Library: MECR maintains a comprehensive library of books and Montessori journals that may be checked out by students. Items may be checked out for two nights during the summer academic phase, and two weeks during the student practicum year. Students also have access to the NAMTA Montessori Archive and Research Guide: www.montessori-namta.org/Bibliography Username: susan5 Password: yd8kaqr8 Note: Password is case sensitive.

Academic Advising: The Director and Level Coordinator are available by appointment through the year.

Counseling & Health Care: MECR does not employ a professional counselor or provide medical services. The Director and Financial Director are familiar with community resources and can make referrals in case of need.

EARLY CHILDHOOD COURSE

Our Early Childhood course provides a comprehensive preparation for adults who wish to work with children from two and a half through six years of age in multi-age groupings, using Montessori materials. Children at this age level are ready to expand their horizons beyond the home. They are refining large and fine motor coordination, as well as practical and social skills, and they are developing concentration, a sense of order, reasoning and awareness. They benefit from interactions with other children and adults in a specially prepared environment that provides them with freedom to explore a wide variety of interesting materials.

The Early Childhood course consists of an eight-week summer academic phase, followed by a nine-month student teaching practicum with four weekend seminars in Boulder. The course may be completed in twelve months. Students who successfully complete this course, and hold a BA/BS degree are eligible for the American Montessori Society Early Childhood credential.

Students who do not hold a BA/BS degree are eligible for an American Montessori Society Associate Early Childhood credential. We strongly encourage all such students to complete a BA/BS degree within seven (7) years of graduation from the MECR course. On later completion of a BA/BS degree, the Associate credential may be upgraded to a full AMS credential. Candidates for an Associate credential should verify their local regulations to determine the required qualifications for employment in their home state.

Graduates of the MECR Early Childhood course are *Early Childhood Teacher Qualified* in the State of Colorado.

AMERICAN MONTESSORI SOCIETY (AMS)

Founded in 1960, AMS is the largest Montessori resource center in the United States. AMS sponsors conferences and symposia, provides consultation and referral services and develops standards for affiliated and accredited schools and teacher education programs. AMS Teachers Section members receive a subscription to *Montessori Life*, conference discounts, discounts from Nienhuis Montessori USA (a Heutink brand), financial benefits, and access to information on employment opportunities in AMS affiliated and accredited schools. Membership in AMS enables teachers to participate actively in a vital national professional organization which is dedicated to the continuing education of teachers, expansion of Montessori into the mainstream of American education, and insuring quality Montessori programs for children and families.

American Montessori Society
116 East 16th Street
New York, NY 10003-2163
Tel: 212-358-1250 Fax: 212-358-1256 www.amshq.org

MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)

MACTE is the international standard setting and accrediting body for Montessori teacher education. MACTE honors diversity and encourages collaboration among its constituents. MACTE is recognized by the National Council for the Accreditation of Teacher Education (NCATE), and the Teacher Education Accreditation Council (TEAC).

MACTE
420 Park Street
Charlottesville, VA 22902
Tel: 434-202-7793 Fax: 888-525-8838 www.macte.org

KEY ELEMENTS OF A MONTESSORI PROGRAM

Children (A community)

1. Enrolled in multi-age groupings that reflect their stage of development.
Children stay with same teacher for 3 years. One third of the group changes each year.
Infants & Toddlers: 6 weeks – 36 months (subdivided around 18 months)
Early Childhood: 2 1/2 - 6 years (includes kindergarten age level)
Elementary I: 6-9 years (Grades 1-3) Elementary II: 9-12 years (Grades 4-6)
Secondary I: 12-15 years (Grades 7-9) Secondary II: 15-18 years (Grades 10-12)
2. Class size is large enough to ensure that children have age and gender peers.
3. Children may select their activities and their place of work
4. Children may talk, move around, and work individually or with others.
5. Children are responsible for returning their materials to the shelf in good order.
6. Children are not required to share an activity they have chosen unless they wish to do so.

Classroom Environment (A beautiful place)

1. Attractive, clean, light, simple space that is carefully maintained.
2. Indoor and outdoor areas include plants, animals and natural objects.
3. Materials for activities are accessible to children, arranged neatly on shelves.
4. Materials include real child-size tools and implements rather than toy versions.
5. Materials are sequenced from easy to more difficult in Montessori curriculum areas.
6. Materials are manipulatives and often represent abstract concepts in concrete form.
7. Materials are designed to enable children to correct their own errors. (Control of error)
8. Materials and lessons isolate a specific concept or skill.
9. Materials are clean and complete, with no missing or broken items.
10. In most cases, there is only one set of a particular material.
11. Child-size tables and chairs are light enough to be moved by children.
12. Work mats are provided for floor work.

Adults (Facilitators, guides, role models)

1. Adults move calmly, talk softly, and treat children and other adults with great respect.
2. Lead teachers have completed Montessori teacher training at a recognized training center.
3. Teachers prepare, organize, clean, and maintain the classroom environment.
4. Teachers introduce children individually or in small groups to lessons and activities.
5. Lessons are often demonstrations of how to use a material.
6. Teachers observe carefully and use their observations to plan which lessons to give.
7. Teachers avoid interrupting children who are engaged in useful activity.
8. Teachers redirect children who are not engaged in useful activity.
9. Teachers note errors or needs and give new lessons, rather than directly correcting children.
10. Teachers minimize rewards and punishments, including praise for children's work.

Program (Individual and social development)

1. Curriculum is partly represented in the Montessori and teacher-made materials.
2. Curriculum responds to children's natural interests at each age level.
3. Curriculum includes practical life, grace & courtesy, art and music as well as academics.
4. Daily uninterrupted work periods of 2 to 3 hours allow children to work with concentration.
5. Lessons are sequenced so that each new lesson builds on previous preparation.

**AMERICAN MONTESSORI SOCIETY®**

education that transforms lives

Core Components of Montessori Education

(2018 Revised AMS Affiliation Handbook, Appendix E)

The American Montessori Society recognizes 5 components as critical to a quality Montessori teacher education program. While these core components are required only for AMS-accredited schools, we believe that fully integrating all of them into every Montessori teacher education program reflects best practices—along with the implementation of a philosophical approach that is consistent with the educational methods and areas of instruction as defined by the observations, research, writings, and instruction of Dr. Maria Montessori. This approach includes an emphasis on the imperativeness of education for peace, which permeates all activities that take place within the Montessori environment.

1. Properly Trained Montessori Teachers

Properly trained Montessori teachers understand the importance of allowing the child and adolescent to develop naturally. They are able to observe children and adolescents within a specific age range and introduce them to challenging and developmentally appropriate lessons and materials based on observations of each child's and adolescent's unique interests, abilities, and development (social, emotional, cognitive, and physical).

In this way, the teacher serves as a guide rather than a giver of information. They prepare the classroom environment in order to support and inspire the developmental progress of each student and guide each child's and adolescent's learning through purposeful activity.

A properly trained Montessori teacher is well versed in not only Montessori theory and philosophy, but also the accurate and appropriate use of Montessori materials. They have observational skills to guide and challenge their students, a firm foundation in human growth and development, and the leadership skills necessary for fostering a nurturing environment that is physically and psychologically supportive of learning.

It is essential that Montessori teachers have training in the age level at which they teach. This training prepares the Montessori teacher to design a developmentally appropriate learning environment, furnished with specially-designed materials, where students explore, discover, and experience the joy of learning. AMS recognizes Montessori teaching credentials issued by AMS, NCME, or AMI, or by any other Montessori teacher education programs that are accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

2. Multi-Age Classrooms

Multi-age groupings enable younger children and adolescents to learn from their older peers and experience new challenges through observation. Older children and adolescents reinforce their learning by teaching concepts they have already mastered, develop leadership skills, and serve as role models. This arrangement mirrors the real world, in which individuals work and socialize with people of all ages and dispositions.

AMS-approved multi-age groupings, as detailed in our School Accreditation Standards and Criteria, specify a 3-year age grouping in its accredited schools at the Early Childhood and Elementary age levels. At the Secondary level, groupings may be 2- or 3-years. Children from birth – age 3 may be grouped in varying multi-age configurations.

3. Use of Montessori Materials and Authentic Tools

A hallmark of Montessori education is its hands-on approach to learning and the use of scientifically-designed didactic materials. Beautifully crafted and begging to be touched, Montessori’s distinctive learning materials each teach a single skill or concept and include a built-in mechanism (“control of error”) for providing the student with a way of assessing progress and correcting mistakes, independent of the teacher. The concrete materials provide passages to abstraction and introduce concepts that become increasingly complex.

In the Practical Life area of the Montessori curriculum, authentic, culturally relevant, and appropriately sized tools (such as pitchers, rakes, forks, chopsticks, and weaving implements) are used alongside the Montessori materials to foster the child’s or adolescent’s growing independence and ability in the areas of self-care and care of the environment.

The AMS School Accreditation Commission and Teacher Education Action Commission offer the [lists of suggested learning materials](#) for each Montessori teacher education program level found in these appendices.

4. Child-Directed Work

Montessori education supports children and adolescents in choosing meaningful and challenging work of their own interest, leading to engagement, intrinsic motivation, sustained attention, and the development of responsibility to oneself and others. This child-directed work is supported by the design and flow of the Montessori classroom, which is designed to arouse each child’s or adolescent’s curiosity and the opportunity to work in calm, uncluttered spaces either individually or as part of a group; the availability and presentation of enticing, self-correcting materials in specified curricular areas; teachers who serve as guides and mentors rather than dispensers of knowledge; and uninterrupted work periods, as described below.

5. Uninterrupted Work Periods

The uninterrupted work period recognizes and respects individual variations in the learning process. During the work period, students are given time to work through various tasks and responsibilities at their own pace without interruption. A child’s or adolescent’s work cycle involves selecting an activity, performing the activity for as long as they are interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. During the work period, teachers support and monitor the students’ work and provide individual and small-group lessons. The uninterrupted work period facilitates the development of coordination, concentration, independence and order, and the assimilation of information.

AMS requires that accredited schools offer, at a minimum, a 2- to 3-hour work cycle, 4 days a week, at the Early Childhood level. Requirements for all Montessori teacher education program levels, I&T through Secondary, are found in appendices F and G of the 2018 Revised AMS Affiliation Handbook.

EARLY CHILDHOOD COURSE

CALENDAR 2019-2020

The Early Childhood course may be completed in 12 months.

Total academic instructional classroom hours: 354

Total student teaching practicum hours: 720 minimum

- Summer Session:** Monday June 10 - Friday August 2, 2019 (8 weeks)
- October Seminar:** Friday October 18 - Sunday October 20, 2019 (3 days)
- January Seminar:** Friday January 10 - Sunday January 12, 2020 (3 days)
- March Seminar:** Friday Feb.28 - Sunday March 1, 2020 (3 days)
- May Seminar:** Friday May 8 - Sunday May 10, 2020 (3 days, including exam)

**Student Teaching
Practicum:**

Full academic year: August/September 2019 to May/June 2020
(Minimum of 4 hours a day, 5 days a week, for 9-month school year)

**Seminar hours same as Summer Session*

SUMMER SESSION DAILY SCHEDULE

- Class sessions:** 8:15 a.m.- 12:15 p.m. Monday to Friday
1:15 p.m.- 4:15 p.m. “
- Lunch:** 12:15 p.m. -1:15 p.m.
*Refrigerators and microwave ovens are available.
We recommend that students bring a sack lunch.*
- Holiday:** July 4

*The first Casa dei Bambini opened at 58 Via dei Marsali in Rome, Italy
on January 6, 1907*

EARLY CHILDHOOD COURSE CURRICULUM

Montessori Philosophy (includes Education for Peace)

Summer 21 hr, Seminar 12 hr

This course will present the life, work and ideas of Maria Montessori. Students will read Montessori texts and examine her views on the nature of the child, the learning process, and the goals of education. Topics include: Planes of Development, the Absorbent Mind, Sensitive Periods, the Spiritual Embryo, the role of adults, the prepared environment, the Casa dei Bambini, independence, normalization, freedom and discipline, Cosmic Education, and education for peace.

Child Development/Psychology

Summer 30 hr

This course will examine the stages of physical, cognitive, social, emotional, and language development from the perspective of major theorists, including Piaget, Gesell, Freud, Erikson, Skinner, Bandura, Vygotsky, and Maslow. Emphasis will be on developmentally appropriate practice with children from birth to eight years of age, and on the factors that influence a child's behavior. Students will prepare presentations on current topics in early childhood education.

Observation

Summer 15 hr including labs

This course gives the student the opportunity to gain an understanding of the principles and practices of observing, recording and interpreting the behavior of the three to six-year-old child in a Montessori prepared environment.

Practical Life

Summer 40.5 hr, Seminar 4 hr

This course introduces students to experiences that help young children to gain independence as they develop motor coordination and habits of concentration and order, while engaging in tasks of daily life. Lessons in Grace and Courtesy, Care of the Self, Care of the Environment and Preparation of Food are demonstrated, as well as preparatory exercises. Lectures, demonstrations, readings, discussion and practice sessions give the student an understanding of the purpose and sequencing of the activities, and experience in giving presentations.

Sensorial

Summer 41 hr, Seminar 2 hr

The Sensorial course introduces students to the sensorial materials developed by Maria Montessori to support the development of the child's intelligence and physical coordination through exercises requiring sensory discrimination. Lectures, demonstrations, readings, discussions and practice sessions give the student an understanding of the purpose and sequencing of the activities, and experience in giving individual presentations. Students will also participate in the classic Montessori exercises of Balance and Silence, and develop an appreciation of the role of these exercises in the classroom.

Language

Summer 41 hr, Seminar 9 hr

The Language course introduces activities that enhance children's oral language experience, and presents a sequence of activities and materials that provide children with the keys to writing and reading. More advanced activities include materials that aid the child with the non-phonetic aspects of the English language, and games that help children distinguish between the various functions of words. Enjoyment of stories and books is emphasized.

Mathematics

Summer 41 hr, Seminar 7 hr

The Math course presents a practical, sequential program for introducing and developing number concepts with young children using Montessori teaching strategies with self-corrective, manipulative learning materials. Exercises and activities cover number and numeration to one thousand, the decimal system, fractions, and the operations of addition, subtraction, multiplication and division.

Art for Young Children**Summer 6 hr, Seminar 6 hr**

The Art course presents a practical, sequential program that uses Montessori teaching strategies to introduce art to young children. Early exercises focus on activities that help the child learn to use art tools and media. Then art production, art history, art criticism, and aesthetics are addressed, along with ideas for integrating art into the other areas of the Montessori classroom.

Music and Movement for Young Children**Summer 6 hr, Seminar 3 hr**

This course demonstrates music and movement activities appropriate for children ages three to six. Topics include songs, finger-plays and action games for large group time, components of musical form and music notation, percussion instruments, music appreciation exercises, and an introduction to famous composers.

Cultural: Social Studies/Geography and History**Summer 7 hr, Seminar 5 hr**

This course introduces materials and activities that interest young children in geographical and historical knowledge, such as models of the earth and landforms. Puzzle maps, flags, pictures, and artifacts engage children in cultural/political geography. History is approached by developing awareness of time, past and future, with materials such as personal timelines of the child's life. The activities also stimulate the development of oral vocabulary, reading, and writing.

Cultural: Physical and Life Science**Seminar 14 hr**

These sessions present activities for young children that respond to their interest in nature and natural phenomena, by offering them manipulative materials that help them to isolate and explore key aspects of the natural world. Lessons focus on the characteristics, parts, and classification of plants and animals, as well as simple science experiments that children can do by themselves. The activities also stimulate the development of oral vocabulary, reading, and writing.

Classroom Leadership & Parent-Educator Partnership**Summer 12 hr, Seminar 15 hr**

Lectures and discussions will address practical daily classroom management and leadership. Topics include preparation of the environment, planning and scheduling, safety and health, strategies for working with individuals, small groups and large groups, communicating expectations, diversity, cultural awareness, special needs, assessment of children's progress, staff roles, problem-solving, professional relationships, and school administration. Formal and informal ways to communicate with parents and to create school-parent partnerships are discussed, including parent-teacher conferences, informational meetings, and reports on the child's activities and progress.

Personal Growth**Summer 9.5 hr, Seminar 7 hr**

The summer academic phase includes informational sessions on how to meet expectations for both the academic coursework and the practicum student teaching experience. The emphasis is on professional behavior, grace and courtesy, organizational strategies, and community participation.

“This interior preparation of the teacher is something quite different from the “perfection” sought by a religion. A good teacher does not have to be entirely free from faults and weaknesses . . . We must be taught and we must be willing to accept guidance if we wish to become effective teachers.”

~Maria Montessori

Continued on next page

EARLY CHILDHOOD CURRICULUM *continued:***Early Childhood Practicum Teaching****(720 contact hours)***Practicum Coordinator: Yvonne Bader*

Minimum of 4 hours daily, 5 days a week, for a 9-month school year – August/September to May/June

The four hours will normally be during the morning session. The intent is to provide for a half-hour classroom preparation time, half-hour clean-up time, and three hours with the children, of which at least two hours should be the uninterrupted work period. The student will stay in the same classroom environment with the same group of children for a full school year.

The practicum provides the student with supervised practical classroom experience at an approved site for a full school year. During this time the student has the opportunity to develop his/her professional skills, to apply theoretical knowledge, to develop relationships with the children, staff and parents in the school community, and to demonstrate achievement of the competencies required for certification.

MECR provides assistance in finding a practicum position. Specific arrangements are the responsibility of the student and the participating school. Fingerprinting and a criminal background check are required for teachers, assistants, and other employees in schools and childcare centers in Colorado as well as in most other states. Initiation of the practicum must be confirmed by submission of a Practicum Site Agreement and a Supervision Agreement.

Students will be observed in the class at least three times by a MECR Field Consultant and have the opportunity to discuss their progress and needs with the consultant. The Field Consultant and School Supervisor both complete evaluations of the student's progress.

Students will also complete course assignments, including reports of observation visits to other schools, and a year-long case study of a child. See the Practicum Year Calendar in this Handbook.

Self-Directed Practicum

Occasionally, a qualified student may be permitted to complete the student teaching practicum as the lead teacher in the classroom. EC self-directed practicum students receive at least three visits and two consultations by a Field Consultant, and there is an additional \$800 fee. A Self-Directed Practicum is not recommended and must be approved by the MECR Director and the MECR Practicum Coordinator prior to the start of the practicum.

AMS establishes one of the following as minimum criteria for a student to qualify for a self-directed practicum:

1. The student holds a BA/BS degree.
2. The student has previous teaching experience in a private or public school.
3. The student has several years of experience as an assistant and will work in the same school with support from school staff.

Review and Assessments

Oral assessments of student competencies in the core curriculum areas of Practical Life, Sensorial, Language, and Math will be conducted during seminar weekends. During these assessments, students will be asked to give presentations of specific learning materials, submit comprehensive albums, and to display their own teacher-made materials in the area. Final written examinations require that students demonstrate evidence of candidate learning, including the internalization of knowledge, pedagogy, and teaching with Grace and Courtesy (caring manner).

*“The first step an intending Montessori teacher must take is to prepare herself ...
The teacher, when she begins work in our schools, must have a kind of faith
that the child will reveal himself through work.”*

~ Maria Montessori

COMPETENCIES FOR THE MONTESSORI EARLY CHILDHOOD CANDIDATE FOR CERTIFICATION

from MACTE Guide to Accreditation, page 22, July 2018

SECTION D.3 COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES

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: <ul style="list-style-type: none"> ▪ 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

COMPETENCIES FOR THE MONTESSORI EARLY CHILDHOOD CANDIDATE *continued*:

Definition of level:

Infant and Toddler – Birth through three (0-3) years of age

Early Childhood – Two and one-half through six (2½-6) years of age

Elementary I – Six through nine (6-9) years of age

Elementary II – Nine through twelve (9-12) years of age

Secondary I – Twelve through fifteen (12-15) years of age

Secondary II – Fifteen through nineteen (15-19) years of age

* Targeted subject matter areas by instructional level to include, but not limited:

- Infant & Toddler: Sensory and motor experiences, language experiences; positive social experiences; self-care, art, and music.
- Early Childhood: practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education.
- Elementary: language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music.
- Secondary: mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, and college admissions/career readiness.

PRACTICUM SITE STANDARDS AND RESPONSIBILITIES – EC LEVEL

(The following requirements meet AMS standards as set forth in the 2018 Revised AMS Affiliation Handbook.)

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

1. **AMS Membership:** It is recommended that the practicum site is an AMS member school. Programs report practicum sites annually to AMS using the AMS Adult Learner Registration and Practicum Report Form.
2. **Non-Discrimination Policy:** The site must have a written non-discrimination policy for both children/adolescents and staff.
3. **Licensing:** The site must meet all applicable local and state regulations.
4. **School Policies:** The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and guidelines relating to the adult learner.
5. **Job Description/Contract:** The site must provide a job description and a contract of agreement acceptable to the site, the adult learner, and the teacher education program. This job description or agreement should include the nature and type of remuneration given the adult learner, if any. The contract must be received by the MECR Director before the start of the practicum.
6. **Cooperation with the Teacher Education Program:** The site must agree to cooperate with MECR in all matters relating to the practicum. This includes release time for attendance and travel to scheduled MECR seminars in October, January, March and May, release time to make five observation visits to other classrooms, arrangements for a MECR Field Consultant to observe and meet with the student teacher at least three times (three plus two consultations if Self-Directed), and completion of two progress reports by the student's supervisor at the school. Time must also be scheduled for the Field Consultant to meet with the Supervising Teacher/Supervisor at each intern visit. The head of school agrees to notify the MECR Director promptly in writing if there are changes in the practicum site arrangements described in the agreement form with MECR.
7. **Job Responsibilities:** Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours (i.e. janitorial services, before or after day care services, etc.). The Adult learner may be expected to help in maintaining cleanliness and order of classroom on a daily basis. Adult learners may provide additional services outside their practicum hours if agreed upon by both parties.
8. **Age Range of Class: Early Childhood:** The class should contain children in the full 2 1/2 through 6 age span. Note: Montessori EC classes should include kindergarten-age children.
9. **Class Schedule:** The school day must permit uninterrupted work periods of at least two hours.
10. **Classroom Environment:** To ensure that the adult learner is able to implement the Montessori curriculum, the environment must be designed and equipped to meet the developmental needs of the children or adolescents served. The classroom must include appropriately sized furnishings and a full array of recommended Montessori materials for the age range of the class, arranged on open shelves accessible to all children or adolescents. See the *AMS Suggested Materials Lists* for schools on the AMS website.

11. Teaching Team and Supervision: Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and a supervisor. For a self-directed practicum, a minimum of three on-site visits by a field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required.

A copy of the Supervising Teacher’s Montessori diploma and resume must be on file at MECR. In a **Self-Directed Practicum**, the student teacher leads the class and is supervised by the head of school or a qualified staff member designated by the head of school. A MECR Field Consultant makes at least three visits to support and mentor the student, and to evaluate progress. A Self-Directed intern receives two additional consultations. Monthly contact (via e-mail, phone, or Skype/Zoom) is provided to each adult learner by a field consultant. There should be at least two adults with the group of children at all times (i.e. lead teacher and assistant).

12. Practicum Site and Supervision Agreement Forms: Agreements must be received and accepted by the MECR Level Coordinator before the start of the practicum.

STANDARDS AND RESPONSIBILITIES FOR THE SUPERVISING TEACHER

(The following requirements meet AMS standards as set forth in the 2018 AMS Affiliation Handbook.)

1. Credentials: The Supervising Teacher must hold a recognized Montessori credential at the age level of the class at the level of supervision. The supervising teacher cannot be the adult learner's field consultant.

2. Teaching Experience: The Supervising Teacher must be in at least the second year of teaching at the level of instruction after receipt of the Montessori credential.

3. Approval: The MECR Practicum Coordinator, in consultation with the Director of the teacher education program, must approve the supervising teacher. The MECR Supervision Agreement and copies of the Supervising Teacher's Montessori diploma and resume must be on file at MECR before the start of the practicum.

4. Adult Learner Experiences: The Supervising Teacher is responsible for providing experiences relating to the following areas:

- Preparation and Management: indoor and outdoor environments
- Observation and Recording: observing, responding/planning, assessing; maintaining records
- Interaction: relations among parents, staff, and children
- Instruction: designing developmentally appropriate activities that meet the tenets of Montessori philosophy, including spontaneous and planned individual and group presentations
- Management: individual and group strategies
- Parent/Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house
- Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques
- Participation in curriculum planning meetings where appropriate
- Participation in team meetings regarding special education (IEP, ISP, etc.)

5. Meetings: The Supervising Teacher must schedule regular review and coaching sessions weekly (preferably 1-2 hour time-block) with the adult learner to review progress and make plans in the above areas. Self-Directed student teachers should also have regular weekly planning meetings with their assistant(s).

6. Field Consultant Visits: The Supervising Teacher agrees to cooperate with arrangements for observation visits by the student's MECR Field Consultant. It is expected that Field Consultant visits will be scheduled for normal class days with established routines, and not on days when there are visiting presenters, field trips, special events, etc. The Field Consultant will need time for separate meetings of at least half an hour each with the adult learner and the Supervising Teacher/Supervisor, so a private meeting room and supervision of the children should be pre-arranged.

7. Assessment: The Supervising Teacher/Supervisor must complete written mid-year and final evaluations of the student teacher using MECR forms at the designated times.

8. Communication: The Supervising Teacher/Supervisor must inform the teacher education program of any difficulties in the professional performance of the adult learner.

9. Attendance: With the exception of a self-directed practicum, the Supervising Teacher must be present and responsible in the adult learner's classroom full time. In case of the illness of the Supervising Teacher, the school should engage a qualified substitute.

10. Number of Adult Learners Assigned: A Supervising Teacher cannot have more than two adult learners per classroom.

ROLE OF THE SUPERVISING TEACHER

The student teaching practicum is a vital component of the MECR teacher preparation course. During this full year in a classroom the student teacher is expected to develop the competencies that will enable him or her to lead a class the following year. The student should give presentations of Montessori materials on a daily basis and assist with all aspects of classroom maintenance and management. The classroom lead teacher is both a role model and a mentor. Supervision of a student teacher is a special responsibility as well as an opportunity to share responsibilities with a student teacher who is eager to put into practice the ideas and lessons that have been presented during the summer academic coursework. The student teacher brings to the classroom enthusiasm, knowledge and dedication beyond the usual expectations for an assistant. The supervising teacher and the student teacher will be asked to complete a written evaluation report for MECR in December and April.

Expectations

We recommend that the lead teacher assign limited, specific tasks to a student teacher at the beginning of the year. Some student teachers have extensive teaching experience; others have little or none. Additional responsibilities should be added and shared gradually as the student teacher gains skill and confidence. A reasonable goal is for the student teacher to be prepared to supervise the class in the absence of the lead teacher by April, when the final field consultant visit is expected. The lead teacher's cooperation and support for the completion of MECR assignments is much appreciated. The student teacher has a significant amount of work during the year. This includes classroom observation visits, a year-long case study of a child, preparation of albums and materials, and practice for performance assessments.

Initial Meeting (Half-day minimum)

Before the start of school, the lead teacher and student teacher should meet for at least a half-day. Discussion should include the following topics. It is helpful when the lead teacher provides as much information as possible in writing.

- Provide general information about the school and staff.
- Discuss general, long-term goals of the lead teacher for the class.
- Discuss the student teacher's responsibilities for fulfilling MECR requirements.
- Review classroom ground-rules, expectations for children's behavior, classroom management strategies.
- Make detailed plans for the first day of school, including specific responsibilities for each adult.
- Set a time for regular weekly meetings.

Weekly Meetings (1-2 hour time-block)

- Review progress of the children.
- Review progress of the student teacher.
- Plan the coming week, defining specific responsibilities for each adult.
- Review details of materials presentations that the student is practicing.
- Meeting topics should include discussion of record keeping, parent communication, Montessori lessons, the classroom environment, school issues, progress on MECR assignments.
- Notes from Weekly Meetings are recorded in the student teacher's Field Notebook.

Parent Communications

The lead teacher is responsible for all parent communications. The student teacher is advised to greet parents in a welcoming manner and to limit conversation to general topics, unless specifically requested by the lead teacher to convey information. The student teacher is expected to attend parent/teacher conferences as an observer, and to be involved in pre-conference preparation and post-conference discussion.

Field Consultant Visits

A MECR consultant will call to schedule three observation visits to the classroom and will meet privately with the student teacher for at least half an hour after each observation. The consultant will also request a half hour meeting with the lead teacher/supervisor to discuss the student teacher's progress. (Self-Directed student teachers receive at least three visits and two consultations, due to the absence of a supervising teacher.) The consultant sends a report to MECR after each visit and provides a copy to the student.

PRACTICUM YEAR CALENDAR

September	Telephone contact with Field Consultant Classroom Observation #1 by student
October	On-Site Visit #1 by Field Consultant OCTOBER SEMINAR (3 days) 1. Practical Life - performance assessment - album 2. One Observation Report 3. Year-Long Child Case Study: Introduction 4. Book Annotations 5. Field Notebook assessment
Nov/Dec	Classroom Observation #2 by student Classroom Observation #3 by student Telephone contact with Field Consultant Mid-Year Supervisor Evaluation Report due December 15
January	JANUARY SEMINAR (3 days) 1. Sensorial - performance assessment - album - student-made materials, as specified 2. Two Observation Reports due 3. Book Annotations 4. Field Notebook assessment 5. Classroom Leadership Notebook On-site Visit #2 by Field Consultant Classroom Observation #4 by student
February	Telephone contact with Field Consultant Classroom Observation #5 by student
March	MARCH SEMINAR (3 days) 1. Math - performance assessment - album 2. Student-made Cultural Material 3. Music File 4. Two Observation Reports 5. Book Annotations 6. Field Notebook assessment Telephone contact with Field Consultant
April	On-site Visit #3 (Final) by Field Consultant Complete the Year-Long Child Case Study Final Supervisor Evaluation due April 30
May	MAY SEMINAR (3 days) 1. Language - performance assessment - album - specified Language materials made by student 2. Year-Long Child Case Study 3. Written examination 4. Practicum Field Notebook assessment

*Note: Self-Directed Interns will receive three Field Consultant Visits and two consultations; in addition to the three visits listed above, one consultation will be scheduled early in the year and another one either in winter or early spring.

EARLY CHILDHOOD - REQUIREMENTS AND ASSESSMENT

SUMMER ACADEMIC PHASE

This is an intensive course and students should expect to have homework on evenings and weekends. Instructors record the progress of each student by allocating points as described in the syllabi for each course component. A maximum of 100 points is allocated in each course component. In addition to immediate feedback on individual assignments, students are notified at the end of the summer if they are not making satisfactory progress overall.

Attendance and Participation

Full attendance and participation is required because of the experiential nature of the course. Adherence to the dispositions of the Professional Behavior Rubric is required.

Written papers

Most classes require at least one written paper, which gives students the opportunity to express in writing their understanding of the theoretical basis for each area based on introductory lectures and reading of key texts. Student assignments may not be submitted by fax or e-mail unless specifically requested to do so by the instructor. Instructors return papers to students with comments and suggestions.

Performance demonstrations

Some classes require students to present a lesson to an instructor for immediate oral feedback.

STUDENT TEACHING PRACTICUM PHASE (INTERNSHIP)

Demonstration of Competencies

Evaluation during the practicum phase is designed to further assess the student's progress in developing the competencies described by MACTE.

Student Teaching Practicum

A MECR field consultant will observe the student at the teaching site at least three times (plus two additional consultations for a Self-Directed student teacher), and provide written and oral feedback to the student and to the MECR Practicum Coordinator concerning the student's progress. After the final visit, the consultant will make a recommendation on the student's readiness for certification. The student's supervising teacher/supervisor at the practicum site will be asked to evaluate the student's progress during and at the end of the practicum. The final report includes a recommendation regarding readiness for certification. Students receive a copy of each Field Consultant report, and co-sign the two Supervisor reports.

*It is the responsibility of the adult learner to notify the program director if opportunities for learning in the specified areas are not being provided at the practicum site.

Seminars

Full attendance is required at seminar class sessions and assessments during the practicum year. Students will have work to prepare for each seminar and will be assessed as follows:

October Seminar:	Practical Life Album Practical Life performance assessment One Observation Report Year-Long Child Case Study: Introduction Book Annotations Field Notebook Assessment
January Seminar:	Sensorial Album Sensorial performance assessment Sensorial materials - student-made Two Observation Reports Book Annotations Field Notebook Assessment Classroom Leadership Notebook

Continued on next page

STUDENT TEACHING PRACTICUM PHASE continued:

- March Seminar:**
- Math Album
 - Math performance assessment
 - Cultural material
 - Music File
 - Two Observation Reports
 - Book Annotations
 - Field Notebook Assessments
- May Seminar:**
- Language Album
 - Language performance assessment
 - Language materials – student-made
 - Year-Long Child Case Study
 - Comprehensive Written Examination
 - Practicum Field Notebook Assessment

STUDENT PROGRESS AND ATTENDANCE

Attendance Requirements / Tardiness

Attendance at all scheduled classes, practice sessions, observations, and seminars is mandatory. Tardiness is unacceptable. Students should be seated before the start time for each class. Each instructor keeps a record of student absences and tardiness for class. Adherence to the dispositions of the Professional Behavior Rubric is required.

Emergencies / Excused Absence / Make-Up Requirements

Involuntary absences due to illness or emergency must be made up as soon as possible after the absence. The student must complete an Absence Form and discuss with the instructor how to make up the work. The instructor signs the agreement. When the work is complete, the student resubmits the form to the instructor who will sign off and forward the form to the Early Childhood Coordinator. The Absence Form is placed in the student's file.

Excessive Absence

Absence in excess of 10% of total course hours, or 20% of the hours of any component course is unacceptable and may be grounds for dismissal. In cases of excessive absence due to illness or emergency, students are required to return to MECR during the following course cycle for the course component that was missed.

Requests for Extensions

Students are expected to complete all requirements on time. In cases of illness or emergency, students should complete a Request for Extension form and give it to the instructor responsible for the assignment by the due date. Failure to do so may result in a late fee of \$30 per assignment and a record of unsatisfactory progress.

Point System

Students may earn a maximum of 100 points for each course component during the summer academic phase. Points will be allocated for written work and for class participation, including attendance, practice, and demonstration of lessons. The specific allocation of the points will be described by each instructor. During the student teaching year, a maximum of 100 points will be awarded for each evaluation component.

Satisfactory Progress

A record of progress is maintained in each student's file. A minimum of 70 points must be achieved in each course component. Instructors give oral and written feedback to students and opportunities to review, revise and improve unsatisfactory work.

Unsatisfactory Progress

Any of the following situations shall indicate unsatisfactory progress and may be cause for review of the student's status by the instructor and Director:

- Unexcused absence (Summer sessions, practicum teaching, seminars)

- Failure to submit more than two assignments by the due date

- Achieving less than 70% (70 points) for more than two course components, or more than two assignments

Students receiving Federal Student Aid must maintain Satisfactory Academic Progress in order to continue to receive aid.

Entry into Student Teaching Practicum

Students must satisfy all summer academic requirements and financial obligations in a timely and satisfactory manner in order to be permitted to begin the student teaching practicum and to take part in seminars and performance evaluations. Practicum Site and Supervision Agreements must be on file to confirm the start of the practicum. No part of the practicum may precede the summer academic phase. If the practicum site is changed after the start of the practicum, the time-frame for the practicum may be extended by at least three months, with at least two field consultant visits at the second site.

Late Fees

Students should be prepared for scheduled assessments of performance, albums, materials and special projects at seminars. A charge of \$30 may be made for each evaluation that must be rescheduled because of the student's failure to present the work on time. Late assignments must be mailed or delivered to the MECR office with a check for the late fee (if assessed).

RECOMMENDATION FOR THE AMS CREDENTIAL

The MECR Director will recommend students to the American Montessori Society for a teaching credential when the following requirements have been fully met:

1. Documentation by instructors that all academic course requirements are completed satisfactorily.

For an Early Childhood credential, these include the following:

- albums of major content areas and written rationale papers
- materials-making
- year-long child case study
- observation reports
- book annotations
- completed field notebook
- performance assessments
- written examination

2. Recommendation from the MECR Field Consultant, based on observation of the student's successful classroom performance during the final on-site visit. (Student Teaching Practicum).

3. Recommendation from the Supervisor/Supervising Teacher at the practicum site school.

4. Payment of all tuition and fees; and for students receiving Student Financial Aid, completion of Exit Counseling.

5. For the AMS Early Childhood Credential:

Receipt of official college transcripts verifying the student's bachelor degree.

Students without a bachelor degree will be eligible for an AMS Associate Early Childhood credential.

TIME-FRAME FOR COMPLETION

We encourage students to make a commitment to completing courses in the established time frames. The maximum time-frame for on-time completion is two years from the start of the course in which the student was enrolled. The practicum must begin within two years of the end of the academic phase.

If a student shows that he/she is unprepared to assume responsibility for a Montessori environment for children at the age level of the course in the established time-frame, a recommendation may be made for the student to extend the supervised practicum experience for a specific length of time and possibly to make a change of site. These arrangements are made as needed, on an individual basis.

The student who does not finish in the two-year time frame, and is in good standing, may apply for a one year re-enrollment. This re-enrollment would be **for the year immediately following the two-year course work**. There is a Re-enrollment Application fee, and additional fees will be assessed based on the requirements to be completed. Attendance at specific classes for review may be required.

MECR expects all adult learners to complete all course requirements, including academic and practicum, and financial requirements, within, at maximum, this three-year time period. Exceptions to this maximum time period may only be extended in exceptional circumstances with the approval of the program director for students in good standing. There is a limit of seven years from the initial enrollment year for any possible consideration of a time extension beyond the three years. After this time period, all files will be purged. The adult learner must be a current member of AMS in order to be recommended for an AMS credential.

Federal Student Aid recipients must demonstrate satisfactory progress to maintain funding eligibility.

Recipients are limited to a maximum time frame for completion of 1.5 times the published course length.

LEAVE OF ABSENCE

A student may make a written request for a leave of absence due to unexpected personal or professional circumstances. The leave is granted at the discretion of the Director for a specific period to be determined by the Director. The absence will be treated as a Withdrawal for refund of tuition, and the student will complete a Re-Enrollment Application form and make up the tuition on return from the absence.

CONFIDENTIALITY

MECR respects the right to privacy of all students and staff. In accordance with the Family Educational Rights and Privacy Act, only MECR administrators and the individual student have access to individual student records. A signed letter of authorization by the student is required for MECR to release records or student information to a third party. Student and instructor names, addresses, telephone numbers and e-mail addresses are designated as Directory Information and will be disseminated unless MECR receives written notice to withhold such information at the time of application.

CODE OF CONDUCT

Students are expected to uphold the standards set forth in this handbook. They are expected to conduct themselves with maturity and good judgment during both the academic and the practicum phase. Adherence to the dispositions of the Professional Behavior Rubric is required. Unprofessional behavior is unacceptable. In cases of inappropriate conduct, the Director will meet with the student to establish an understanding of acceptable behavior. Situations will be dealt with on an individual basis. The Director is ultimately responsible for the action taken.

Guidelines for Courteous Behavior

1. Be prompt for the beginning of class and after each break.
2. Telephones: Cell phones must be on silence during class sessions.
3. Save personal conversations with fellow students for break times.
4. Water bottles may be brought into class. Snacks and meals should be consumed outside the classrooms.
5. Smoking is not allowed anywhere on or near the premises.
6. Students may not bring children or animals to class.(service animals may be excepted with prior approval)
7. Wear appropriate clothing. Be prepared for physical activity and for sitting on the floor.
8. Obtain written permission from the instructor if you wish to audio-tape any lectures.
9. Students may not make video recordings during class sessions.
10. Written assignments must be in the student's own words, and not copied from any source.
11. MECR materials and equipment must not be removed from the building.

Internet Access and Usage

1. The MECR building has wi-fi access for the convenience of students during breaks.
2. Laptops may be used in class only for taking notes, unless otherwise directed by the instructor.
Do not open e-mail, websites, or play games during class sessions.
3. Not all sources on the web are reliable resources for information on Montessori education. Only the readings listed in each syllabus should be used and cited in assigned papers, unless otherwise directed by the instructor.
4. All forms of plagiarism, including “cut and paste,” techniques when writing papers are unacceptable.

Substance Abuse

The unlawful possession, use, or distribution of drugs by students and/or employees on any property being used as classroom space or as any part of MECR scheduled activities is prohibited. Violation of this provision will result in the student or employee being placed on probation and may lead to dismissal. For drug counseling, treatment or rehabilitation programs, students or employees may call the Center for Substance Abuse Treatment and Referral Hotline at 1-800-662-HELP.

Because of the nature of our work with future teachers of young children, the MECR staff is especially alert to students and/or employees who appear to be attending class while their faculties are impaired by the possible use of drugs. Such employees or students could be asked to provide proof that they are drug-free before being recommended for a student teaching position. During this period students would be considered to be on probation.

Security and Crime

Crimes should be reported to the Director and to the City of Boulder Police Department: 303-441-3333 or 911. Sex offenses should also be reported to the Boulder Police Department. The Department refers victims to other agencies for treatment and counseling.

Probation and Dismissal Policy

A student who consistently fails to meet course standards or to comply with the Code of Conduct will be asked to meet with the Level Coordinator and/or the Director. The student will usually be given a written list of expectations to work on within a stated time-frame. If the student fails to meet these expectations at the end of this period of time, he or she may be dismissed from the course. Refunds will be made according to the published Refund Policy.

Rubric for Professional Behaviors

Student: _____ Instructor: _____ Date: _____

The behavior of professional educators impacts students, families, colleagues, and communities. It is important to realize that our own actions and attitudes can greatly affect those whom we serve. MECR students will exemplify the following professional behaviors, both in classes and during practice. Any area judged as *In need of improvement* will necessitate a meeting with the instructor (and/or level coordinator) and a written targeted plan for change completed by the student and presented to the instructor, the level coordinator and/or the director of MECR.

1. Meets assigned expectations consistently and demonstrates a solid work ethic.

Meets requirements In need of improvement

2. Accepts responsibility for personal/professional behaviors and actions.

Meets requirements In need of improvement

3. Is honest and trustworthy and respects/maintains confidentiality.

Meets requirements In need of improvement

4. Speaks/writes with civility and courtesy.

Meets requirements In need of improvement

5. Demonstrates active listening and seeks clarity.

Meets requirements In need of improvement

6. Responds to feedback in an appropriate manner

Meets requirements In need of improvement

7. Works with others to improve the educational experience.

Meets requirements In need of improvement

8. Consistently follows school rules, policies, and dress codes.

Meets requirements In need of improvement

Comments on areas in need of improvement:

CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY

(2018 Revised AMS Affiliation Handbook, Section 1.3, pp. 3-4)

TEPs are required to include the document *Code of Ethics of the American Montessori Society* in any handbooks provided within the program (faculty, adult learner, practicum, etc.).

Principle I – Commitment to the Student

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

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

Principle II – Commitment to the Public

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

In fulfilling these goals, the educator:

1. Shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society;
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 American Montessori Society members, we pledge to conduct ourselves professionally, and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential. AMS requires that all member schools and AMS-affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

Adopted by the AMS Board of Directors October 1969

Expanded June 1975. Updated October 2008 and 2010

The Fundamental Tenets of an AMS Affiliated Teacher Education Program

1. Cosmic Education provides the framework for each individual to answer the question, “Who am I and why am I here?” Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:

- the interconnectedness of all things
- wonder and respect for the living and non-living world
- nurturing the spirit of the child and the adolescent
- indirect and direct preparation of each activity
- sequencing based on whole-to-part-to-whole pathway
- integrated spiral curriculum
- awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.

2. Transformation of the Adult is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy

3. Education for Peace is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.

4. Respect for oneself, others, and for the environment is fostered in all interactions.

5. The Prepared Environment fosters teaching and learning through interactions with individuals and materials at the level of the course.

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. Modeling movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.

8. Observation is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one’s own classroom and other classroom environments. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.

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

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 the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

TEACHER EDUCATION RIGHTS AND RESPONSIBILITIES **(2018 Revised AMS Affiliation Handbook, Section 2.6, pp. 8-10)**

2.6.1 TEACHER EDUCATION PROGRAM RESPONSIBILITIES

In order to preserve and protect the rights of adult learners, Montessori Education Center of the Rockies makes a commitment to the following responsibilities.

In the area of academics, the TEP will:

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

In the area of advertising, the TEP will:

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

In the area of finances, the TEP will:

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

In the area of admissions, the TEP 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.

2.6.2 ADULT LEARNER RESPONSIBILITIES

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

It is the responsibility of the adult learner to:

1. Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
2. Be informed—by reading the information disseminated by MECR.
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.
8. Respect the facilities and property of the program, including buildings, books, and equipment, and to observe stated requirements for their use.
9. To abide by all criteria for Professional Behavior as stated in MECR rubric.

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 MECR by reading published statements on fees and policies and by contacting the Financial Director with any questions.
2. Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
3. Understand tuition costs completely and accurately.
4. Satisfy financial obligations to MECR 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 at MECR is based on an informed decision.
2. Represent one’s self honestly in applying to the program.
3. Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

The use of the term “teacher education program” includes all course levels: Infant & Toddler, Early Childhood, Elementary, Secondary, and Administrators, as well as the Montessori Inclusion Endorsement. *The essence of this statement comes from “Fair Practices in Higher Education: Rights and Responsibilities of Students and Their Colleges in a Period of Intensified Competition for Enrollments,” a report of the Carnegie Council on Policy Studies in Higher Education (1979, Jossey-Bass).*

GAINFUL EMPLOYMENT DISCLOSURE

The U.S. Department of Education classifies occupations and requires vocational training programs to provide information on Gainful Employment to all potential students. The Gainful Employment Disclosures for MECR are on our website and updated on an annual basis no later than January 15 every year. To see MECR's Gainful Employment Disclosure please go to: <http://www.mecr.edu/wp/prospective-students/financial-assistance/gainful-employment-disclosure/> or go to the MECR website and click on the Financial Assistance tab. The Gainful Employment disclosure is the second item down.

“The first step to take in order to become a Montessori teacher is to shed omnipotence and become a joyous observer. If the teacher can really enter into the joy of seeing things being born and growing under his own eyes, and can clothe himself in the garment of humility, many delights are reserved for him that are denied to those who assume infallibility and authority in front of a class.”

~ Maria Montessori

ARBITRATION COMMITTEE - GRIEVANCE PROCEDURES

Purpose

1. To arbitrate significant complaints or grievances by students, staff or supervising teachers in the areas below.
2. To decide on a course of action, in response to a grievance, which shall be binding on all parties involved.

Composition

The MECR Arbitration Committee will be composed of the following persons:

- The Director of the Program
- One of the course instructors, appointed by the Director
- One of the students enrolled in the program, elected by the student body
- One other instructor shall be a standby member of the committee. See below.

Standby Member

In case of a complaint against an instructor who is a member of the Grievance Committee, the standby member shall replace the member on the committee against whom the grievance is brought. The standby member shall not have a place or vote on the committee otherwise. In the event that the elected student representative to the Arbitration Committee brings a grievance to the committee, the place of that student shall be taken by the student who has received the second highest number of votes in the student election for the committee representative.

Areas of Grievance

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

1. Incomplete or seriously deficient training during the summer phase of the course.
2. The program's failure to meet the AMS requirements during the Student Teaching Practicum Phase.
3. The program's failure to meet financial obligations.

The MECR Arbitration Committee will only consider problems in the above areas which the committee decides are serious enough to jeopardize the student's rights to satisfactory training and the rights of others to just recompense for their services. Grievances which the committee decides are not serious enough to warrant a hearing will not be heard.

Grievance Procedures

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

Appeal Procedure

Individuals who feel they still have a legitimate grievance after all the above procedures have been exhausted may bring that grievance before the Arbitration Committee. The decision of this committee shall be considered binding on all parties and without further appeal to MECR.

If a satisfactory conclusion cannot be reached between the student and MECR, the student may file a complaint with the following organizations:

American Montessori Society, 116 East 16th Street, New York, NY 10003 – 2163

Tel: 212- 358-1250 Fax: 212-358-1256 www.amshq.org

MACTE, 420 Park Street, Charlottesville, VA 22902

Tel: 434-202-7793 Fax: 888-525-8838 www.macte.org

Stipulations: No solution can be arrived at, which is in conflict with AMS or MACTE requirements for training programs, student teaching practicum sites, etc.

Notification

1. Every student shall receive a copy of these procedures before enrollment by receiving a copy of this handbook.
2. Every student's school administrator or supervising teacher shall receive a copy of these procedures during the first two months of the student teaching internship year, by receiving a copy of this handbook.

ADMISSIONS AND ENROLLMENT

Prerequisites

A high school diploma or its equivalent, and post-secondary college experience. Applicants are urged to observe a Montessori class in session and read books by or about Maria Montessori before completing the application.

Degree Status and Credentials

AMS Early Childhood Credential: Candidate holds a BA/BS degree from an accredited college or university.

AMS Associate Early Childhood Credential: Candidate holds a High School Diploma and no BA/BS degree.

Teachers with an Associate credential are eligible for the Early Childhood Credential when the BA/BS degree requirement has been completed. Documentation should be sent to AMS and to MECR.

Special Circumstances and Ability to Benefit

In the event that the applicant does not have post-secondary college experience, the Director will review the application with consideration of the following: Montessori classroom experience, a reference from the head of school, and the personal statement. The requirement for a high school diploma/GED certificate is never waived. Students with no college experience must submit a notarized copy of the High School/GED diploma.

International Transcripts

Prospective candidates for American Montessori Society teaching credentials who hold a baccalaureate degree from a foreign college or university which is not accredited by one of the six regional accrediting agencies within the United States, must submit an independent course-by-course evaluation of their diploma to establish its equivalency to a U.S. degree. Students may request an evaluation from the admissions office of an accredited U.S. college, or from the following agency: **World Education Services (WES)** www.wes.org
Two official copies of the transcript evaluation must be sent to MECR.

Application Packet

The following materials must be submitted to MECR:

- Completed application form
- Current resume
- Personal Statement: Please respond to the following questions in one or two pages:
 - a. What do you know about the Montessori approach to education?
 - b. Why are you seeking a Montessori teaching credential?
 - c. What are the personal qualities and talents that you bring to the classroom?
- Application fee (\$250, only \$150 if received by May 1st)
- Two official college transcripts, mailed directly to MECR from the college; if no college experience, two notarized copies of a High School diploma
- Three MECR reference forms, submitted electronically or mailed directly to MECR upon completion by each of the three references listed on the application
- Copy of Montessori teaching credentials (if applicable)

Application Deadlines

We invite students to apply as soon as the MECR website is updated for the coming course year. AMS Scholarship applicants must submit complete applications no later than March 31st. The application fee after May 1st is \$250 and late applicants risk lack of space availability.

Interview Requirement

Upon receipt of all the above application documents, we will review your file and contact you to make arrangements for a personal interview at the MECR office. Out of state applicants may request a telephone or Skype interview. Practicum arrangements will be discussed during the interview.

Acceptance and Enrollment

The Director makes the final decision on admissions. Accepted students receive an Acceptance Packet that includes an Acceptance Letter and Course Handbook. Enrollment is complete when the student completes the on-line Enrollment Agreement, including payment for the registration fee. The completed Enrollment Agreement also verifies that the student has received and read a copy of this Course Handbook.

International Transcripts

Prospective candidates for American Montessori Society teaching credentials who hold a baccalaureate degree from a foreign college or university which is not accredited by one of the six regional accrediting agencies within the United States, must submit an independent course-by-course evaluation of their diploma to establish its equivalency to a U.S. degree. Students may request an evaluation from the admissions office of an accredited U.S. college, or from the following agency: **World Education Services (WES)** www.wes.org
Two official copies of the WES transcript evaluation must be sent to MECR.

Transfer Credit

MECR does not give credit for previous training, education or experience, unless that training is at the same course level at another AMS affiliated institution and fully documented by that institution. Applicants must request transfer credit in writing as part of their initial application. Transfer students are required to present albums of lesson plans, to complete all MECR oral performance assessments and written final exams, and to receive at least one field consultant evaluation visit. An individual tuition agreement is prepared and standard refund policies apply. MECR does not guarantee transferability of its credits to any other institution unless there is a written agreement with the institution.

Transfer Policies**4.5.1 TRANSFER BETWEEN AMS-AFFILIATED PROGRAMS**

For transfer of a current adult learner from one AMS-affiliated teacher education program to another AMS-affiliated teacher education program:

The candidate must:

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

The new TEP must:

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

4.5.1.1 TRANSFER FROM OTHER TEACHER EDUCATION PROGRAMS RECOGNIZED BY AMS

Transfer of contact hours and/or credits from teacher education programs recognized by AMS (AMI, NCME, and MACTE-accredited programs) will be considered with verification of the following documentation.

The candidate must:

- A. Have a degree in keeping with AMS credential requirements.
- B. Be a current AMS member, or be registered as an adult learner.

The new TEP must:

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

4.5.2 TRANSFER FROM TEACHER EDUCATION PROGRAMS NOT RECOGNIZED BY AMS

Transfer of credits, including online learning (distance education) credits, from Montessori programs not recognized by AMS will not be accepted. The candidate must take the full AMS credential course.

Transfer from other teacher education programs recognized by AMS

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

The candidate must:

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

The new TEP must:

- 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 AMS 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 AMS-affiliated teacher education course practicum
- Assess and evaluate proficiency as required by the AMS-affiliated teacher education program
- Ensure that all the requirements of the AMS-affiliated teacher education program recommending the adult learner for an AMS credential are met
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form

TUITION AND FEES 2019 - 2020

Application Fee:	\$ 250	(\$150 early-bird fee if received before May 1st)
Registration Deposit:	\$ 500	- Due 15 days after acceptance. Applied to the full tuition.
Early Childhood Tuition:	\$ 8,600	- Academic Phase only: \$5,100
*Self-Directed Practicum Fee	\$ 800	- Includes at least two additional Field Consultant consultations
AMS & MACTE Fees:	Included in tuition	

Early Childhood Course Start Date: June 10, 2019

Plan A: *Standard Payment Plan*

\$ 500	registration fee, due 15 days after acceptance
\$ 4,600	due June 1, 2019 = \$5,100 total for academic phase only
\$ 3,500	student teaching practicum fee due August 1, 2019
\$ 8,600	Total

Plan B: *Deferred payment plan* (includes \$150 additional charge)

\$ 500	registration fee, due 15 days after acceptance
\$ 3,550	due June 1, 2019
\$ 2,350	due August 1, 2019
\$ 2,350	due January 15, 2020
\$ 8,750	Total

Plan C: *Monthly payment plan* (includes \$200 additional charge)

\$ 500	registration fee, due 15 days after acceptance
\$ 3,600	due June 1, 2019
\$ 4,700	10 payments of \$470, due by the 1st of each month July 2019 through April 2020
\$8,800	Total

Plan D: *For students receiving Title IV Federal Student Aid*

\$ 500	registration fee, due 15 days after acceptance
\$ 4,050	due July 2019 on initial Federal fund disbursement
\$ 4,050	due December 2019 on second Federal fund disbursement
\$ 8,600	Total

Student Teaching Practicum Expenses

MECR pays the consultant honorarium and local travel expenses for three visits by a qualified Field Consultant to the student's practicum site. Students at schools more than 100 miles from Boulder may expect additional expenses for consultant travel and accommodations, unless a local Field Consultant is available. MECR will pay the first \$200 of these expenses for each of the first 3 visits (total \$600 for 3 visits). The student (or sponsoring school) is responsible for Field Consultant travel and accommodation expenses above this amount.

***Self-Directed students pay an additional fee of \$800, which includes the cost of at least two additional Field Consultant consultations.**

Books

Students should budget a minimum of **\$300** to purchase required texts. A book list is provided in the Course Handbook, which is provided at the interview.

Albums and Materials-Making

Plan for expenses of at least **\$600** for making materials and albums in the summer and throughout the year. Course handouts are included in the tuition fee.

Supplies

Students will need a computer and printer for homework, as well as a pencil-sharpener and stapler. Bring writing supplies, colored pencils, a notebook, and a camera to class.

FURTHER FINANCIAL INFORMATION

Housing and Travel

Housing and travel arrangements are the responsibility of the student. Contact information for apartments and rooms for rent is available on the Internet. MECR collects information on rooms for rent in private homes and provides this information to accepted students on our website. We recommend that students visit the accommodations and obtain references before signing a rental contract.

Delinquent Accounts

Students whose accounts become delinquent by 30 days will not be permitted to participate further in the course (including seminars, field consultant visits, practicum, and assessments). Accounts must be fully paid in order for students to be recommended to AMS for certification.

Cancellation/Termination Policy and Refunds

MECR reserves the right to cancel courses due to insufficient enrollment up to 6 weeks before classes begin. In case of cancellation, or in the unlikely event that MECR discontinues a course in progress, students enrolled in the course will receive a full refund of tuition. Refunds will be made within 30 days of the official date of cancellation or termination of a course, which is the date when the decision is made by the MECR Board.

Postponement of Starting Date

Postponement of a starting date, whether at the request of the school or the student, requires a written agreement signed by the student and MECR. The agreement must set forth whether the postponement is for the convenience of MECR or the student, and a deadline for the new start date, beyond which the start date will not be postponed. If the course is not commenced, or the student fails to attend by the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and fees within 30 days of the deadline of the new start date set forth in the agreement, determined in accordance with the MECR refund policy and all applicable laws and rules concerning the Colorado Private Occupational Education Act of 1981.

Withdrawals and Refunds

All payments are refunded if an applicant is not accepted, with the exception of the Application Fee. Any student wishing to withdraw at any point during the course must submit his or her reasons in writing to the Director. Refunds will be determined by the date that notice is received. A student has the right to cancel an Enrollment and Tuition Agreement for 3 days after submitting it.

If a student withdraws:

Before the first week of classes:

All fees will be refunded except for a \$150 processing fee.

After classes begin, academic phase tuition will be refunded with deductions as follows:

10% within Week One

25% within Weeks Two and Three

50% within Week Four

75% within Weeks Five and Six

There will be no refunds after the sixth week.

Student teaching practicum phase refunds will be made with deductions as follows:

10% before September 15

25% between September 15 and November 1

50% between November 1 and January 15

75% between January 15 and March 15

After March 15 no refunds will be made

Refunds will be provided within 30 days of receipt of written notice of withdrawal. This refund schedule is based on instructional hours.

FINANCIAL ASSISTANCE

Contact Susan Roth, MECR Financial Director (susan@mecr.edu)

Most students receive stipends from their school during the student teaching practicum phase. The following resources are also available.

Federal Student Financial Aid Programs

Students who are enrolled or accepted for enrollment as candidates for certification in a MECR Infant and Toddler, Early Childhood or Elementary I Course, and are U.S. citizens or eligible non-citizens, and have financial need, may qualify for one of the following programs. **(Please note: The Elementary II continuation course component does not meet eligibility requirements for Title IV Aid):**

- **Federal Pell Grants** Available only to undergraduates. Do not have to be repaid.

- **Federal Direct Loans**

Available to both college graduates and undergraduates.

Loans must be repaid starting 6 months after completion of the course. Unsubsidized loans accrue interest beginning immediately after receiving the loan. Subsidized loans do not accrue interest until repayment begins. Subsidized loans do not require financial need.

- **Federal Direct PLUS Loans**

Available to eligible parents of students. Must be repaid with interest, starting within 60 days after the final loan disbursement. Yearly limit is equal to the cost of attendance minus any financial aid received.

Free Application for Federal Student Financial Aid (FAFSA)

Complete a FAFSA at www.fafsa.ed.gov

The MECR Federal School Code is 033063 and can be found under our legal name: Rocky Mountain Montessori Teacher Training Program, DBA MECR

www.studentloans.gov is a U.S. Department of Education website. Here you will be able to fill out a Master Promissory Note, Entrance and Exit Counseling and find a wealth of information about Student Financial Aid. Telephone assistance is available at 1-800-433-3243 or through the MECR office at 303-494-3002.

Application Deadline: Students are urged to apply as soon as possible. For students who seek reimbursement through financial aid for fees already paid, the application must be at the school by the student's last day of enrollment in the academic year in which the course is completed.

American Montessori Society – Teacher Education Scholarship Fund

A limited number of grants are awarded annually to selected applicants who have been accepted for enrollment in an AMS affiliated teacher education course. Application requires a personal statement, three letters of recommendation, a financial statement with a copy of the most recent income tax return, and verification of acceptance by the Director of the teacher education program.

Application Deadline: May 1st of the calendar year of initial enrollment. The complete MECR application must be received at the MECR office by March 31st to allow time for processing.

Application forms: Available on the AMS website at www.amshq.org

Veterans: Veterans, their spouses and dependents may be eligible for educational benefits. Call the Veterans Administration Regional Office at 1-800-827-1000 for information.

Disbursement

1. Federal Funds: Funds are deposited in the MECR federal account and credited to the student's tuition account in two equal payments in mid-July and late-December. MECR reserves the right to apply funds to tuition and fees first. Remaining funds are disbursed by MECR in two equal semi-annual payments. The student must maintain satisfactory progress in order to receive continued funding. The maximum time for completion is 1.5 times the published course length. For Direct loans, a small percentage is taken out of the loan amount by the bank. On-line Entrance Counseling is required before disbursement and can be completed at www.studentloans.gov

2. AMS Scholarship: This funding is paid directly to MECR and credited to the student's tuition account. If the student withdraws before completing their course, the unused portion of the tuition must be returned to the AMS Scholarship Fund.

PROFESSIONAL DEVELOPMENT

There are many opportunities for professional development after graduation, including AMS national conferences and on-line webinars, regional conferences, MECR workshops, and college classes.

REFRESHER PRIVILEGES FOR MECR GRADUATES

Teachers who have graduated from a MECR course are invited to review coursework by returning to sit in on classes at the same course level. Please call to check space availability. There is no fee and these audits do not count toward professional development requirements.

UNDERGRADUATE OR GRADUATE CREDIT

We partner with Endicott College. You can simultaneously receive your M.Ed. in Montessori Integrative Learning as you take your MECR course. For information please refer to the following link on our website <http://ties-edu.org> and download the Endicott-MECR Flyer. A number of universities offer transfer credit towards a Masters degree program for a completed Montessori Credential e.g. St. Catherine University and Xavier University.

Also, Endicott has started a new Bachelor Completion Degree program that is geared toward Montessori teachers. Students can receive up to 30 credits towards their degree for previous Montessori training. Contact Dr. Laura Douglass, ldouglas@endicott.edu or view the website: www.endicott.edu/gps

CAREER OPPORTUNITIES

The number of Montessori schools continues to grow throughout the United States and abroad, in both the public and private sectors. As a result, there is a demand for professional, competent teachers, who have completed high quality training courses. The MECR office serves as an informal clearinghouse for job opportunities throughout the year. Current announcements are displayed in the student lounge and on our website.

The American Montessori Society maintains a computerized placement service and publishes regular salary surveys: www.amshq.org/member_employmentOpps.htm.

The National Center for Montessori in the Public Sector (NCMPS) has a website called *Teach Montessori*; Montessori job openings are posted here: <https://www.teach-montessori.org/>

MECR does not offer a formal placement assistance program and cannot guarantee employment, occupational advancement or a specific salary.

AMS PROFESSIONAL DEVELOPMENT REQUIREMENT

We at the American Montessori Society believe that continuing professional growth is a necessary component of best practice in Montessori teacher development.

For Those with Credentials Issued July 1, 2013 or Later

AMS requires that holders of AMS credentials issued on or after July 1, 2013 complete 50 hours of professional development every 5 years for the credential to remain active. If professional development hours are not completed within the 5-year period, the credential will be considered inactive—and, until the requirement is met, will no longer qualify you as an AMS-credentialed educator.

- **If your credential was issued July 1, 2013 – December 31, 2013:** Regardless of the month in which your credential was issued, you have until December 31, 2018 to earn the 50 hours of CPD. This means that some of you will have more than 5 years to meet the requirement. It is a special concession we are extending to help ease the first cohort of AMS-credentialed teachers who are affected by the requirement into the process of meeting it.

- **If your credential was issued on or after January 1, 2014:** You must complete the 50 hours of CPD within 5 years of when your credential was issued. Thus, for example, if your credential was issued in January 2014, you would need to complete your 50 hours of CPD by January 2019. If your credential was issued in December 2014, you would need to complete your 50 hours of CPD by December 2019.

The credential holder must keep a record of his or her professional development, and submit it to AMS using our PD log form.

Teachers who hold AMS credentials issued starting July 1, 2013 are required to document **fifty (50) contact hours** of professional development every five (5) years to maintain active status of the AMS teaching credential. The first 5-year period begins with the date of credential. If professional development hours are not completed within the 5-year period, the teacher's credential will be considered *inactive* until the requirement is met. The credential holder must keep a record of her professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter(s), and number of hours attended.

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

A professional development event may be hosted by a school; a teacher education program; or a regional, national, or international Montessori group or organization such as (but not limited to) those listed on the [Local Groups and Montessori Organizations](#) pages of the AMS Web site, or AMS itself. Additionally, it may be hosted by a regionally accredited college/university; educational foundation/organization, institute, or association; or a national or regional accrediting organization. It can also include coursework completed towards earning a credential (for an age level different from credentials already held) at an AMS-, AMI-, or MACTE-accredited teacher education program. The event may be a face-to-face event, a live Webinar, or a recording of a Webinar if written or electronic verification of participation is given.

Events that do NOT qualify for maintaining active status of the AMS credential:

- CPR training, First Aid and/or Medication Administration training; Exercise or yoga classes, unless they are directly related to teaching physical education skills to students; Reading educational books/magazines/journals; Travel, unless related to an educational course/training.

COLORADO DEPARTMENT OF HUMAN SERVICES (CDHS)

Division of Early Care and Learning
1575 Sherman Street, 1st Floor, Denver, CO 80203
Phone - 303-866-5958 or 1-800-799-5876 Fax - 303-866-4453

<http://coloradoofficeofearlychildhood.force.com/oec/home?lang=en>

The CDHS Division of Early Care and Learning, in the Office of Early Childhood, oversees childcare centers. Personnel must have specific educational qualifications and continuing professional development in order to be Early Childhood Teacher (group leader) or Director qualified.

EARLY CHILDHOOD TEACHER QUALIFICATION (formerly GROUP LEADER QUALIFICATION)

The MECE Early Childhood course is approved by the Colorado Department of Human Services for Early Childhood Teacher (Group Leader) Qualification.

DIRECTOR QUALIFICATION:

Persons who are seeking employment as director or substitute director of a large child care center in Colorado must apply and obtain an official Large Center Director Qualification Verification Letter from the Colorado Division of Child Care. Since staff may be asked to substitute during the temporary absence of the director, a “director qualified” teacher may be in a preferential hiring position. To own and operate a child care center in Colorado, it is essential to complete the Director qualification.

MONTESSORI TRAINING EQUIVALENCY for CDHS QUALIFICATIONS

Graduates of AMS, AMI or other MACTE accredited Montessori teacher education programs credentials are granted equivalency for the following five college classes:

ECE 101

ECE 102

ECE 103

ECE 238

ECE 220

COLORADO PROFESSIONAL DEVELOPMENT INFORMATION SYSTEM: This statewide web-based system offers state-recognized professional development opportunities for Early Childhood Teachers. Visit: <https://www.cde.state.co.us/early/pdis>

COLORADO DEPARTMENT OF HUMAN SERVICES PROFESSIONAL DEVELOPMENT REQUIREMENT - for childcare center personnel: 15 documented contact hours of professional development each year, in addition to CPR and First Aid.

“A child is an eager observer and is particularly attracted by the actions of adults and wants to imitate them...But an adult, if he is to afford the proper guidance, must always be calm and act slowly so that the child who is watching him can clearly see his actions in all their particulars.”
~ Maria Montessori

STATE OF COLORADO



Colorado Department of Human Services

people who help people

OFFICE OF CHILDREN, YOUTH AND FAMILY SERVICES
George Kennedy, Deputy Executive Director

DIVISION OF CHILD CARE
Rosemarie Allen, Director

1575 Sherman Street
Denver, Colorado 80203-1714
Phone 303-866-5958
FAX 303-866-4453
www.cdhs.state.co.us



Bill Ritter, Jr.
Governor

Karen L. Beye
Executive Director

June 1, 2009

Dorothy E. Thompson, Director
Montessori Education Center of the Rockies
4745 Walnut Street
Boulder, CO 80301

Dear Ms. Thompson:

The Division of Child Care Training Approval Committee met Thursday, May 28th. The committee reviewed the course of training for group leader qualifications that the Montessori Education Center of the Rockies submitted to the Department on April 23, 2009. The committee approved the course of training submitted with the following stipulations:

1. The course of training for group leader qualifications submitted by Montessori Education Center of the Rockies is effective May 28, 2009.
2. The approval is not retroactive.
3. In order to be group leader qualified, the course of training must be taught as described in the materials submitted to the Department.
4. If there is a change in the content of the course of training, the materials will need to be resubmitted to the Division for review.
5. The course of training will always be at least 330 classroom contact hours and a minimum of 720 hours of direct child care experience.
6. Certificates of completion must be provided to each individual completing the course of training.
7. A copy of this letter and a copy of the certificate must be present in each individual's file at a child care center.

Please do not hesitate to call if you have any questions.

Sincerely,

Dana D. Andrews
Licensing Administrator
Division of Child Care

Cc: Licensing Specialists

Adapted from Colorado Department of Human Services (CDHS): Rules Regulating Child Care Centers

7.702.52 DIRECTOR QUALIFICATION - Large Child Care Center *rev. 5/10*

A. EDUCATION REQUIREMENT

The educational requirements for the director or substitute director of a large center must be met by satisfactory completion of **one** of the following (A or B). (All course hours are given in credit hours, but equivalent quarter hours are acceptable.) Official college transcripts must be submitted to the Department for evaluation of qualifications.

1) Degree or college course requirement

All individuals with a Bachelor's or Master's degree with a major emphasis in child development, early childhood education, or early childhood special education and all other individuals submitting official transcripts for evaluation and/or completing necessary college coursework to become qualified as a director of a large center must complete a **three (3) semester hour course** from a regionally accredited college or university, at either a two year, four year or graduate level, in **each of the following subject or content areas for a total of thirty (30) semester hours**:

- a. Introduction to early childhood professions;
- b. Introduction to early childhood lab techniques;
- c. Early childhood guidance strategies for children;
- d. Early childhood health, nutrition, and safety;
- e. Administration of early childhood care and education programs;
- f. Administration: human relations for early childhood professions or introduction to business;
- g. Early childhood curriculum development;
- h. Early childhood growth and development.
- i. The exceptional child;
- j. Infant/toddler theory and practice; or the department approved Expanding Quality Infant/Toddler Training.

(2) Completion of a course of training approved by the State Department that includes course content listed at Section 7.702.52, A, 1, and experience listed at Section 7.702.52, C.

(3) Completion of the Advanced Credential Assessment (formerly called the Challenge Test) through the Colorado Office of Professional Development, with a score of eighty percent or better; in addition, experience listed at Section 7.702.52, C, is required.

B. CONTINUING EDUCATION COURSEWORK

All individuals holding a valid approval letter for director qualifications from the Department of Human Services that matches official Department records are required to take, or have taken, the following five (5) three (3) semester hour courses.

(1.) One course must be taken every two (2) years from a regionally accredited college or university at either a two year, four year or graduate level in each of the following subject or content areas:

- a. Early childhood guidance strategies;
- b. Early childhood health, nutrition and safety or child nutrition;
- c. The exceptional child;
- d. Infant/toddler theory and practice; or expanding quality in infant and toddler training;
- e. Administration: human relations for early childhood professions.

(2) Official transcripts from a regionally accredited college or university of the one (1) or more of the five (5) courses shall be submitted to the State Department **within thirty days** of completing each course until all five (5) courses have been completed. The first course must be completed by May 31, 2012. Directors of public school preschools must attend a Department-approved course of training in nutrition and implementation of rules regulating child care.

(3) All college course grades for large or small child care center director qualification must be a "C" or better.

Adapted from **Colorado Department of Human Services (CDHS): Rules Regulating Child Care Centers**, cont.

C. EXPERIENCE REQUIREMENT - DIRECTOR QUALIFICATIONS rev. 5/10

The experience requirements for the director of a large center must be met by completion of the following amount of work experience in a child development program, which includes working with a group of children in such programs as a preschool, child care center, kindergarten, or Head Start program:

Must meet ONE of the following options:

- (1) Persons with Bachelor's or Master's degree with a major emphasis in child development, early childhood education, or early childhood special education, no additional experience is required
- (2) Persons with a 2-year college degree in early childhood education must have twelve (12) months (1,820 hours) of verified experience working directly with children in a child development program.
- (3) Persons with a Bachelor's degree and completion of courses specified in Sections 7.702.52, A, 1-2, must have twelve (12) months (1,820 hours) of verified experience working directly with children in a child development program.
- (4) Persons who have no degree but have completed the twenty-four (24) semester hours specified in Section 7.702.52, A, 1-2, must have twenty-four (24) months (3,640 hours) of verified experience working directly with children in a child development program.
- (5) Verified experience acquired in a licensed family child care home or school-age child care center may count for up to half of the required experience for director qualifications. To have family child care home experience considered, the applicant must be or have been the licensee. The other half of the required experience must be working directly with children in a child development program.
- (6) Experience with five (5) year olds must be verified as follows:
 - a. If experience caring for five year old children occurs in a child care center classroom, the hours worked shall be counted as preschool experience;
 - b. If experience caring for five year old children occurs in an elementary school program, the hours worked shall be counted as school age experience.

EARLY CHILDHOOD COURSE – CORE MATERIALS

The American Montessori Society School Accreditation Commission and the AMS Teacher Education Action Commission offer you this list of suggested learning materials for the Early Childhood classroom. The intent of this checklist is to provide Montessori schools and teacher education programs with a list of traditional, developmentally-appropriate materials and activities that students ages 2 ½ through 6 years are generally expected to have available in their classrooms. This list is comprehensive but not exclusive or prescriptive and teachers may also present other activities. (11/24/14)

Practical Life, Arts and Crafts	
	Grace and Courtesy (greetings, please, thank you, sorry, interrupting, etc.)
	Walking on a Line
	Rolling and unrolling a rug
	Moving Furniture
	Sequence of Pouring activities (incl. solids and liquids)
	Sequence of Scooping/Spooning activities
	Sequence of Squeezing activities (e.g. sponge/baster/clothespins/tongs/tweezers)
	Sequence of Threading activities
	Sequence of Twisting activities (bottles & caps, nuts & bolts, etc.)
	Sequence of Folding activities
	Sweeping activities (broom, dustpan & brush, table brush & pan)
	Mopping the floor (mop and bucket)
	Scrubbing a table / chair
	Washing a window (or mirror)
	Sequence of Polishing activities (mirror/wood/metal)
	Watering a plant
	Flower arranging
	Feeding an animal
	Dressing Frame- Buttons
	Dressing Frame- Zipper
	Dressing Frame- Buckles
	Dressing Frame- Lacing
	Dressing Frame- Bow-tying
	Nose-blowing
	Hand-washing
	Clothes/Towel- Washing
	Ironing
	Sequence of Food Preparation and Serving activities
	Dish-washing
	Outdoor Gardening activities (e.g. raking, weeding, planting, watering, harvesting)
	Play Dough (or Clay)
	Crayons
	Sequence of Pasting/Glue activities
	Sequence of Scissor Cutting activities
	Sequence of Brush Painting activities
	Sequence of Sewing / Weaving activities

Practical Life, Arts and Crafts	
	Large motor i.e. woodworking

Sensorial	
	Cylinder Blocks (Knobbed Cylinders) – 4 blocks
	Pink Tower (Tower of Cubes)
	Brown Stair (Broad Stair)
	Red Rods (Long Rods)
	Knobless Cylinders – 4 boxes
	Color Tablets – Box I
	Color Tablets – Box II
	Color Tablets – Box III
	Geometric Cabinet w/ Demonstration Tray and 3 sets of cards
	Constructive Triangles – 5 Boxes: Triangle, Large Hexagon, Small Hexagon, Rectangle, Blue
	Geometric Solids and Bases
	Binomial Cube
	Trinomial Cube
	Sound Boxes (Sounds Cylinder)
	Bell Material w/ mallet and damper
	Rough and Smooth Boards – 2 or 3 boards
	Rough Gradation Tablets (Touch Tablets)
	Fabric matching (Touch Fabrics)
	Mystery Bag (Stereognostic)
	Baric Tablets
	Thermic Bottles
	Smelling Bottles
	Tasting exercise
	Sequence of Sorting activities (by size, color, shape, etc.)
	Silence Game

Math	
	Red and Blue Rods (Number Rods and Numerals)
	Sandpaper Numerals
	Spindle Boxes
	Numerals and Counters (Cards and Counters / Odds and Evens)
	Memory Game
	Golden Beads - Intro to Decimal Quantity (One Tray)
	Golden Beads - Large and Small Numeral cards
	Golden Beads - Intro to Decimal System (Nine Tray/Function of the Decimal System)
	Golden Beads - Four Operations (Addition, Multiplication, Subtraction, Division)
	Stamp Game
	Teen Boards (Séguin Boards) and Beads

Math	
	Tens Boards (Séguin Boards) and Beads
	Hundred Board
	Short Bead Stair
	Short Bead Chains (Square chains) w/ squares and arrows
	Long Bead Chains (Cube chains) w/ cubes and arrows
	Addition Snake Game
	Addition w/ Bead Bars
	Multiplication w/ Bead Bars
	Addition Strip Board and Tables
	Subtraction Strip Board and Tables
	Multiplication Board and Tables
	Unit Division Board and Tables
	Addition Working Charts (Finger Charts, etc.)
	Subtraction Working Charts (Finger Charts, etc.)
	Multiplication Working Charts (Finger Charts, etc.)
	Division Working Charts (Finger Charts, etc.)
	Multiplication w/ Bead Bars

Language	
	Oral language development activities (Sharing news, fingerplays, songs, stories, etc.)
	Child library area w/ fiction and non-fiction picture books
	Picture/Object matching
	Picture/Picture matching
	Classified Three Part cards (Pictures, labels, control cards)
	Classified Picture cards for vocabulary and sorting by category
	Phonemic awareness activities w/ objects or pictures (e.g. I-Spy)
	Metal Insets w/ pencils, pencil holders, trays, paper
	Sandpaper Letters
	Sand Tray
	Large Movable Alphabet - composition of words and phrases
	Small chalkboards or whiteboards for writing
	Writing Sequence
	Comprehensive writing program
	Object Box I: Intro to reading phonetic words
	Picture/word matching - phonetic
	Object Box II: Intro to reading words w/ phonograms
	Double Sandpaper Letters
	Picture/word matching - w/phonograms
	Silent 'e
	Puzzle Words (for English)
	Environmental Labels
	Action Commands
	Series of Phonics-based Readers

Cultural (Geography, History, Natural, and Physical Sciences)	
	Land and Water Forms
	Land and Water Forms Three Part Cards and Definitions
	Globe of Land and Water (Sandpaper Globe)
	Globe of the Continents (Continents Globe)
	Puzzle Map - World Parts (Hemispheres)
	Puzzle Map - North America
	Puzzle Map - South America
	Puzzle Map - Europe
	Puzzle Map - Asia
	Puzzle Map - Africa
	Puzzle Map - Australia
	Puzzle Map - A country e.g. USA, Mexico, Canada, Japan, China
	Tool and felt pad for pin-pricking maps
	Packets of Pictures for Continents / Countries
	Flags
	Calendar
	Clock
	Classification: Living/Non-Living picture cards
	Classified Picture Cards - Animals
	Classified Picture Cards - Plants
	Classification: Animal/Plant picture cards
	Parts of a Horse (mammal)
	Parts of a Bird
	Parts of a Turtle (reptile)
	Parts of a Frog (amphibian)
	Parts of a Fish
	Botany Cabinet (leaf shapes) and cards
	Parts of a Plant (tree)
	Parts of a Flower
	Parts of a Leaf
	Sink/Float activity
	Magnetic/Non-magnetic activity
	Solid to Liquid to Gas activity
	Peace Education materials

Sensorial	
	Sorting activities by size and color
	Photographs/Illustrations of building using the following materials
	Cylinder Blocks (Knobbed Cylinders) – 4 blocks
	Pink Tower (Tower of Cubes)
	Brown Stair (Broad Stair)
	Red Rods (Long Rods)
	Knobless Cylinders – 4 boxes
	Color Tablets – Box II
	Color Mixing
	Picture Cards or Matching Geometric solids in real life
	Geo Boards
	Pattern Blocks

Math	
	Numeral Cards
	Dot Game
	Equation Cards (static and dynamic)
	Fractions
	Fraction Circles (Insets)
	Fraction Skittles
	Money Coin recognition
	Money Activities

Language	
	Object Boxes (match initial sounds)
	Objects to be spelled using the Movable Alphabet
	Pictures to be spelled using the Moveable Alphabet
	Composing Words
	Vocabulary Activities
	Non-phonetic reading books
	Easy Readers
	Poetry
	Mini environments e.g. farm/phonetic
	Mini environments e.g. farm/non-phonetic
	Farm or equivalent for intro to grammar
	Grammar Symbols
	Nouns
	Verbs
	Article
	Adjectives

Cultural (Geography, History, Natural and Physical Sciences)	
	Directions – North, South, East, West
	Cultural Artifacts
	Cultural Explorations of the World (e.g. Continents, Countries, Clothing, *Food, Landmarks, Traditions)
	Observation of Seasons Activities
	Study of Clocks, Learning Time
	Time Activities
	Timeline of a Child’s Life
	Timeline of a Day
	Artists and History of Art
	Art Materials (various mediums and techniques)
	Musical Instruments
	History Activities
	Nomenclature Cards (cultural)
	Life Cycle of an Animal (e.g. frog, fish)
	Life Cycle of a Plant (e.g. pumpkin, seed)

MECR EARLY CHILDHOOD COURSE - BOOK LIST

Required Books - Books to be purchased for your personal resource library:

- Montessori, Maria, *Dr. Montessori's Own Handbook*, Schocken 1965
 Montessori, Maria, *The Absorbent Mind*, Clio 1997 **
 Montessori, Maria, *The Discovery Of The Child*, Clio 2002**
 Montessori, Maria, *The Secret Of Childhood*, Ballantine 1972 or Orient Longman ed.
 Montessori, Maria, *Advanced Montessori Method, Vol I (aka Spontaneous Activity in Education)*, Clio
 Dwyer, Muriel, *A Path for the Exploration of Any Language Leading to Writing and Reading*, Vol.29, Number 3
(from NAMTA)
 Santrock, John W, *Child Development: An Introduction*, McGraw Hill, 2010 (13th Edition)
 Standing, E.M., *Maria Montessori, Her Life and Work*, Plume**
Additional books or articles may be assigned by individual course instructors
****To read and annotate before the start of the course**

PURCHASING REQUIRED BOOKS

The MECR required books should be part of every Montessori teacher's personal library, and we expect our students to purchase their own copies before the start of the course.

Please order with plenty of time for your books to arrive in time for the start of the course. There are editions from various publishers. Paperbacks published by Clio are recommended and are good value.

High prices for used books may indicate that they are rare editions.

Montessori Books are available from:

NAMTA: www.montessori-namta.org (**Note: NAMTA is known for its prompt service, good value, and availability of books)

Amazon (www.amazon.com), Better World Books (www.betterworldbooks.com), and other online or used book venues may be useful sources.

Some Additional Recommended Books and Web Addresses:

- Beaty, Janice J, *Observing Development of the Young Child*, Pearson, 2013
 Chattin-McNichols, J. (1992). *The Montessori controversy*: New York: Delmar
 Coulter, D., *Original Mind: Uncovering Your Natural Brilliance*, Sounds True
 Crain, William (1992). *Theories of development*: NJ: Prentice-Hall
 Kahn, David, ed. (1995). *What is Montessori Preschool?*. NAMTA
 Kramer, Rita (1976). *Maria Montessori, A biography*. New York: Putnam
 Lawrence, Lynn (1998). *Montessori Read and Write* (from www.montessori-namta.org)
 Lillard, Angeline (2007). *Montessori: The Science Behind the Genius*. New York: Oxford University Press
 Lillard, P.P. *Montessori: A Modern Approach*. New York: Schocken
 McFarland, Sonnie (2004). *Honoring the Light of the Child*. Buena Vista, Shining Mountain
 McFarland, Sonnie (2010). *Montessori Parenting*. Buena Vista, Shining Mountain
 Montessori, Maria (1994). *Creative Development of the Child*, Vols. I & II, Kalakshetra
 Montessori, Maria (1997). *Education and Peace*. Oxford: Clio Press
 Montessori, Mario Jr. (1977). *Education For Human Development*. New York: Schocken
 Wolf, Aline, *How to Use Child-Sized Masterpieces*. Montessori Services
 Wolf, Aline, *A Parents's Guide to the Montessori Classroom*. Montessori Services
 Wolfe, Aline (1996). *Nurturing the Spirit*, Montessori Services
 Montessori Connections: www.montessoriconnections.com
 The Montessori Foundation: www.montessori.org
 Montessori for the Earth: www.montessorifortheearth.com
 Montessori Guide: www.montessoriguide.org
 Michael Olaf: www.michaelolaf.net
 National Center for Montessori in the Public Sector: www.public-montessori.org

LOCAL ADDRESSES AND RESOURCES

(See Map next page)

- A. Montessori Education Center of the Rockies: 4745 Walnut Street, Boulder, CO 80301
- B. Access to **Boulder Creek walk and bike path**
- C. SW corner of Walnut and 30th St.- **Walgreens, Vic’s Coffee, Michael’s**
- D. NE corner Arapahoe and 30th St.- **King Soopers groceries, Moe’s Bagels, Starbucks**
- E. SW corner of Arapahoe and 30th St - **Scott Carpenter Park – public swimming pool**
- F. NW corner of Walnut and 30th St.- **Walnut Cafe, Childish Things, Blackjack Pizza**
- G. NW corner of Pearl and 28th St. - **FedEx Office Print & Ship Center**
- H. Between 30th and 28th, south of Walnut St. – **29th STREET Shopping Center and Cafes**
- I. NW corner of Arapahoe and 30th St. - **Home Depot**
- J. 28th St. between Walnut St. and Pearl St. - **Target with CVS Pharmacy**
- K. North of Pearl St between 28th and 30th Streets - **Whole Foods, Barnes & Noble**

MEDICAL EMERGENCIES

Boulder Community Hospital, 4745 Arapahoe Ave. nr. Foothills Pkwy	303-415-7000
Boulder Community Hospital, North Broadway at Balsam	303-415-7000
People’s Clinic, 2525 13 th Street, Boulder (sliding scale)	303-650-4460
Concentra Urgent Care, 3300 28 th Street	303-541-9090
Rocky Mountain Urgent Care at Meadows Shopping Center	303-499-4800

SUMMER PROGRAMS FOR CHILDREN

www.dailycamera.com/summercamps

BUS TRANSPORTATION

RTD (The Ride) Info: 303-299-6000

The LEAP runs along Pearl Street (east/west) from 5th St. to 55th St.

The BOUND runs along 30th St. (north/south) from Jay Rd. to Baseline Rd.

The SKIP shuttle runs along Broadway (north/south)

The HOP circulator shuttle enters Broadway at Euclid and serves downtown Boulder

A/B route goes hourly from Boulder to Denver International Airport

AIRPORT VAN

Green Ride Boulder

- provides hourly door-to door service to and from Denver International Airport (DIA).

Information and reservations: 303-997-0238

<https://www.greenrideboulder.com/>

LODGING

Fowler Property Management Sub-leases of student apts: 303-443-6064 www.fowlerrentals.com

Housing Helpers agency: 303-545-6000

MECR collects information on rooms for rent in private homes and provides this information to accepted students on request. We recommend that students visit the accommodations and obtain references before signing a rental contract.

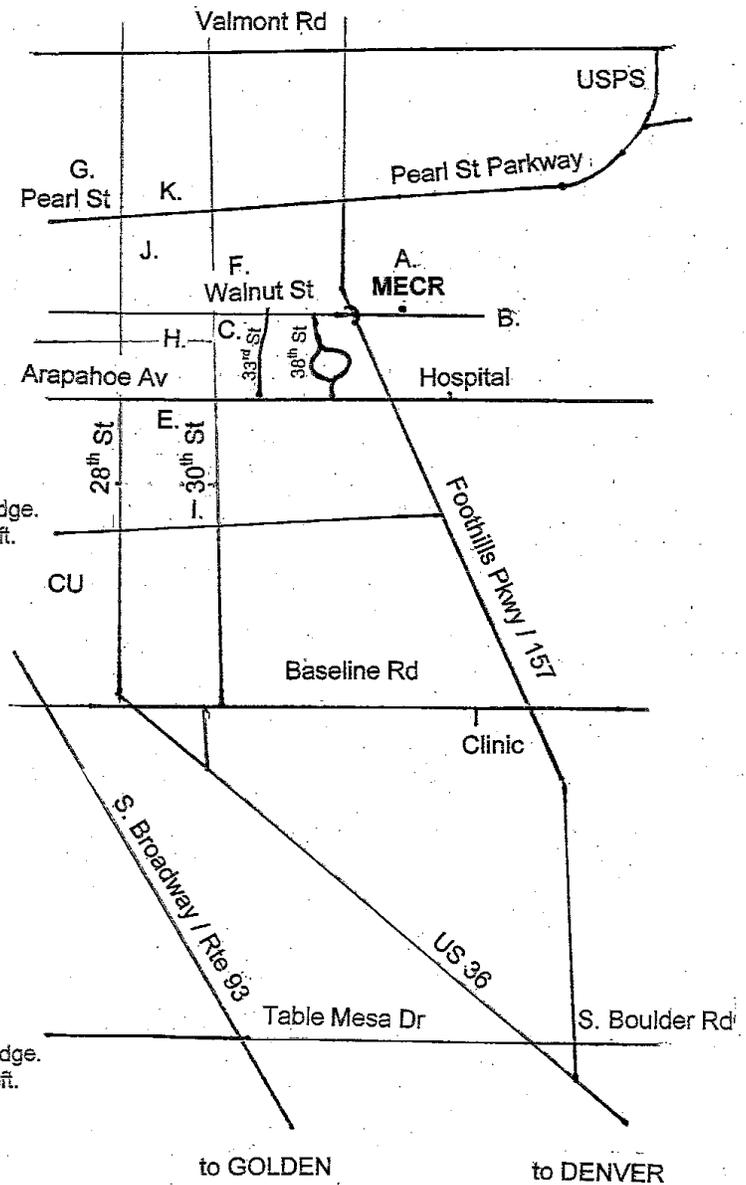
MAP – Locations and Resources

OPTION #1
 From Denver to Boulder:
 Take Route 36 or 93.
 Exit at Baseline Road
 Turn right (E) onto Baseline Road
 Turn left (N) onto 30th St

Turn right (E) onto **Walnut St.**
 Follow Walnut east and under 47th St bridge.
 Road curves and MECR # 4745 is on left.
 Park on street.

OPTION #2
 Route 36 from Denver into Boulder
 Exit at Table Mesa / Foothills Pkwy.
 Take immediate left onto Foothills Pkwy
 (= Rte 157 / 47th St)
 Turn left (W) onto Arapahoe Ave
 At next lights, turn right (N) onto 38th St.
 38th St curves through office park.

Turn right (E) onto **Walnut St.**
 Follow Walnut east and under 47th St bridge.
 Road curves and MECR # 4745 is on left.
 Park on street.



EARLY CHILDHOOD COURSE PRESENTERS

Nancy Ahlstrand

Guest Presenter

Countryside Montessori School
5524 Baseline Road, Boulder, CO 80303
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Yvonne Bader

Early Childhood Coordinator

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Betsy Hoke

Montessori Philosophy, Classroom Leadership

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Ann Massengill

Music and Movement

Monarch Montessori
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Deb Matyjevich

Practical Life

Cultural (Biology)

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debmatyjevich@gmail.com

Sonnie McFarland

Guest presenter – Montessori Philosophy

P.O. Box 4155, Buena Vista, CO 81211
719-395-3969
sonnie4peace@gmail.com

Alice Renton

Guest Presenter – Montessori Philosophy

“In Other Words”

2000 Floral Drive, Boulder CO 80304
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Gisela Tilch

Guest Presenter – Geography, History

350 Ponderosa Ct.
Woodland Park, CO 80863
719-630-3763 (school)
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Tori Virlee

Language

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Vida West

Cultural - Physical Science

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