



Shaping The Future Of Education

Adult Learner Handbook

2026-2027

Volume 34

Early Childhood Montessori Teacher Education

Infant & Toddler Montessori Teacher Education

Montgomery Montessori Institute
10500 Darnestown Road
Rockville, Maryland 20850
301-279-2799
info@TeachMontessoriMMI.com
TeachMontessoriMMI.com

Class Schedule

Early Childhood

Academic Phase

Monday, June 8 – July 13, 2026

Monday - Friday

8:00 a.m. to 5:00 p.m.

MMI will be closed June 19th and July 4th

Practicum Phase

Internship

September through June

a full academic year

Hours, times and dates dependent on the adult learner and the approved internship site.

Practicum Seminars

9:00 a.m. to 4:00 p.m.

One Saturday per month,
from September through June

Dates to be Announced

Oral Exam Week

Second Summer: last week of June

Monday - Thursday

9:00 a.m. to 5:00 p.m.

The course comprises a total of 840+ hours
to include
354 instructional clock hours.

Infant & Toddler

Academic Phase

Monday, June 8 – July 13, 2026

Monday - Friday

8:00 a.m. to 5:00 p.m.

MMI will be closed June 19th and July 4th

Early Childhood Overview Course Date to be Announced

Practicum Phase

Internship

September through June

a full academic year

Hours, times and dates dependent on the adult learner and the approved internship site.

Practicum Seminars

9:00 a.m. to 4:00 p.m.

One Saturday per month,
from September through June

Dates to be Announced

Exams

December

June

The course comprises a total of 770+ hours
to include
230 instructional clock hours.

Faculty & Admission

Course Director

Aline Feledy

Board of Directors

Early Childhood

Instructors / Guest Speakers

Margaret Akatu
Kalani Brown
Tory Enerson
Aline Feledy
Gwendolyn Horton
Betsy Newman

Saadia Perwaiz
Mary A-Speakman
Laveeta Sweeney
Andrea Webber
E. Wilson Wulfekotte

Infant & Toddler

Instructors / Guest Speakers

Kalani Brown
Aline Feledy
Diana Hashem
Gwendolyn Horton
Betsy Newman

Saadia Perwaiz
Mary A-Speakman
Laveeta Sweeney
E. Wilson Wulfekotte

Pamela W. Trumble and Aline Feledy
Established by Lillian Oboler, Marian Pepper, and Pamela W. Trumble

Montgomery Montessori Institute is approved by the Maryland Higher Education Commission.

Montgomery Montessori Institute has carefully designed its courses to meet the teacher education standards of the American Montessori Society. Montgomery Montessori Institute's Teacher Education Courses are affiliated with the American Montessori Society (AMS) and accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

Montgomery Montessori Institute does not practice discrimination based on age, gender, race, color, religion, national and/or ethnic origin, or disability in the admission of students, the employment of faculty or administrative staff, or in the administration of its policies.

Montgomery Montessori Institute is committed to maintaining a code of ethics and fair practice with all who participate in our courses, students and faculty alike.

Montgomery Montessori Institute is owned and operated by Montgomery Montessori Institute, LLC.

Table of Contents

Section Topic	Content Overview	Page
Mission Statement	Mission and educational goals of MMI	3
Program Overview	Overview of two-phased training and career placement	5
Academic Phase	Details of the 380+ hour summer intensive program	6
Internship Phase	Requirements for the 9-month supervised classroom experience	6
Practicum Site Overview	Selection and requirements for the internship site	8
Completion of MMI	Requirements for successfully finishing the program	9
The Facility	Details regarding the Rockville campus and resources	10
Around the Campus	Information on transportation, shopping, and local museums	11
AMS Credential Path	Eligibility requirements for the American Montessori Society credential	12
Enrollment & Transfer	Policies for program admission and credit transfers	14
Tuition and Fees	Application fees, tuition rates, and payment maintenance	15
Withdrawal or Dismissal	Refund calculations and dismissal policies	16
Late Payments	Penalties and service charges for overdue balances	16
Student Life	Ethics, drug-free policy, and professional conduct	17
Dress Code	Standards for professional appearance during the program	18
Attendance	Minimum 90–100% attendance requirements	18
Rights and Responsibilities	Policies regarding learner records and FERPA	20
Grading & Reports	Criteria for satisfactory progress (75% minimum)	20
Grievance Procedures	Formal steps for resolving disputes or complaints	23
Extension Policy	Guidelines for learners needing extra time to complete requirements	24
MACTE Competencies	Professional standards required for teacher education	25
Early Childhood	Detailed descriptions of MECE courses (401-414)	26
Infant & Toddler	Detailed descriptions of MITE courses (6.1.5.0–6.1.5.8)	32
Year-Long Project/ Independant Study	Transforming the learner through research and design	35/36
Code of Ethics	AMS standards for professional behavior	39
Fundamental Tenets	Core Montessori principles and beliefs	40
Text Books	Required and suggested reading lists	42
Receipt of Handbook	Acknowledgement form for adult learners	43

Mission Statement

Montgomery Montessori Institute (MMI) provides rigorous teacher education in response to the nationwide need for qualified Montessori professionals. Anchored in Dr. Maria Montessori's philosophy, our courses focus on the child's developmental needs within a context of respect, freedom, and structure.

Development occurs on a spectrum. Our learners are trained to guide children toward their own consistent rate of development, recognizing that individual traits may not always align perfectly with "Toddler" or "Early Childhood" age brackets. To support this, cohorts may occasionally attend joint lectures to understand the stages before and after their specific specialization.

Course Descriptions

Recognizing that children from birth through six experience developmental periods, MMI adult learners study in a rigorous educational environment that combines Montessori theory and philosophy, observational research, and practical classroom teaching skills. Empowered with a thorough understanding of children's developmental needs, MMI graduates are professionally educated to subsequently endow their infants, toddlers, and early childhood students with the art, inventiveness, and creativity of learning in a 21st century, high-tech, fast-paced world.

If we were to establish a primary principle, it would be to constantly allow the child's participation in our lives. For he cannot learn to act if he does not join in our actions, just as he cannot learn to speak if he does not hear... To extend to the child this hospitality, to allow him to participate in our work, can be difficult, but it costs nothing. Our time is a far more precious gift than material objects...

Maria Montessori

Program Overview

MMI offers a two-phased program designed for education, credentialing, and career placement. We maintain a maximum **1:10 teacher-to-student ratio**.

1. The Academic Phase (Summer)

A concentrated session combining theory, observation, and practical skills.

- **Early Childhood:** 380 total hours (304 during an 8-week summer session).
- **Infant & Toddler:** 240 total hours (184 during a 5-week summer session, plus a spring overview).

2. The Practicum Phase (9-Month Internship)

A supervised teaching experience in an approved classroom.

- **Schedule:** Minimum 3 hours/day, 5 days/week for 9 consecutive months.
- **Total Hours:** 540 instructional hours + ~70 seminar/research hours.
- **Supervision:** A Practicum Supervisor visits the intern at least three times.
- **Self-Directed Option:** Available for those with a Bachelor's degree and 2+ years of relevant experience (requires Director approval).

Academic Phase Daily Schedule

Classes begin promptly at 8:00 a.m. and end at 5:00 p.m. There is a one-hour lunch break at noon each day. The classroom time consists of lectures, discussions, demonstrations, observations, material-making, and opportunities for practice in the classroom and in environmental settings. Although material-making and practice are built into the daily schedule, additional time is needed for these activities, as well as for reading and study. Material development continues through the Practicum Phase to allow adult learners more time and resources to complete assignments. MMI opens at 7:00 a.m. each day and closes at 6:30 p.m. Adult learners are welcome to use the time before and after class for discussion, study, and practice. Coffee, tea, and light snacks are available throughout the day. Adult learners are encouraged to bring lunch. A refrigerator and a microwave are available for your use.

Early Childhood Teacher Education Course

- **The Academic Phase**

The Course consists of 380 Academic/Residence Hours. Of those hours, 304 take place during the concentrated eight-week summer session. During the Academic Phase, adults learn through a combination of lectures, discussions, demonstrations, and observation of active classroom experiences. The curriculum at Montgomery Montessori Institute provides the adult learner with extensive background knowledge across all the areas necessary to successfully guide an early childhood classroom. Coursework during the Academic Phase covers Montessori philosophy, child development, observation and research techniques, language, math, sensorial activities, practical life, social studies/geography, physical and life sciences, art, music, movement, and classroom management and administration.



- **The Practicum Phase**

Adult learners enter the Practicum Phase after completing the Academic Phase. During this phase, they work in the classroom of an approved supervising teacher for at least 3 hours a day, 5 days a week, for 9 consecutive months, totaling at least 540 hours of instructional class time. An additional 70 or more Practicum hours include Practicum Seminars held at MMI and research-based independent study. Throughout the Practicum Phase, a Practicum Supervisor collaborates with MMI to serve as advisor, classroom observer, and liaison among the adult learner, the Supervising Teacher, and Montgomery Montessori Institute. The intern is visited at least three times by the Practicum Supervisor during this phase. Adult learners holding a Bachelor's degree who have completed two or more years of teaching experience at the early childhood level or have prior experience as an assistant in a Montessori early childhood classroom may request permission from the Course Director to participate in a self-directed internship. A minimum of three Practicum Site visits, along with documented additional support, are required for the self-directed Practicum. Practicum sites are available locally.

Infant & Toddler Teacher Education Course

- **The Academic Phase**

The Course consists of 240 Academic/Residence Hours. Of those hours, 184 take place during the concentrated five-week summer session, plus a 24-hour Early Childhood overview in the spring. During the Academic Phase, adults learn through a combination of lectures, discussions, demonstrations, and observation of active infant and toddler environments. The curriculum at Montgomery Montessori Institute provides the adult learner with extensive background knowledge across all the areas necessary to successfully prepare and guide a variety of infant and toddler settings. Coursework during the Academic Phase covers the following areas: Montessori philosophy; infant and toddler pedagogy; child development; observation and research techniques; the child, family, and community; environmental design and curriculum; program leadership and administration; and personal growth and development.



- **The Practicum Phase**

Adult learners enter the Practicum Phase following the Academic Phase. During the Practicum Phase, adult learners work in the environment of an approved supervising guide for a minimum of 3 hours a day, 5 days a week, for 9 consecutive months, for a total of at least 540 hours. An additional 68+ Practicum hours consist of Practicum Seminars held at MMI and at other nearby locations, plus preparation of a research-based independent study. Throughout the Practicum Phase, a Practicum Supervisor, working in conjunction with MMI, serves as advisor, observer, and liaison between the adult learner, the infant or toddler Guides, and Montgomery Montessori Institute. The intern is visited a minimum of three times throughout the Practicum Phase by the Practicum Supervisor. Adult learners who hold a Bachelor's degree and have completed two or more years of prior experience as an assistant in a Montessori infant or toddler environment may apply to the Course Director to participate in a self-directed internship. A minimum of three Practicum Site visits plus documented additional support is required during the self-directed Practicum. Practicum sites are available locally.

Practicum Site Overview

All Practicum Sites and Supervising Teachers must meet the standards of the American Montessori Society and be pre-approved by the Course Director. Pre-approval includes a meeting with the school Administrator and a tour of the school to ensure that the school meets the AMS guidelines for Practicum Sites. MMI will assist in locating a practicum site for each adult learner. Practicum sites outside the Washington, D.C. metropolitan area may be facilitated by a local mentor teacher plus an approved Practicum Supervisor affiliated with a MACTE-accredited teacher education course. Practicum sites more than 1½ hours from either a local or an out-of-area Montessori institute must be approved by the Program Director. The cost of out-of-area site visits is to be arranged between the MMI adult learner and the Program Director before the beginning of the Practicum Phase.

The following forms listing the Practicum Site requirements, the Supervising Teacher requirements, and responsibilities are included in the appendix at the back of the MMI Catalog:

1. Practicum Site Agreement – Infant & Toddler
2. Practicum Site Agreement – Early Childhood
3. Standards and Responsibilities for the Supervising Teacher

Monitoring of Practicum Sites includes touring the school and meeting with the school Administrator before approval. A school that has not served as a Practicum Site for more than 2 years or that has changed location or administration must be re-approved as a Practicum site, following the same procedure.

With every new adult learner, the Practicum Site Agreement and the Standards and Responsibilities for the Supervising Teacher must be signed.

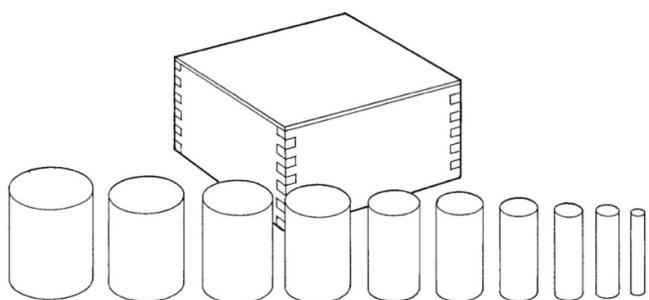
During the Practicum Phase, adult learners may serve in a volunteer capacity or be compensated by the practicum site. Adult learners gain experience preparing learning environments, developing observation and research skills, presenting lessons, planning classroom management strategies, keeping records, and participating in events designed to improve parent and staff development. Adult learners are also required to attend scheduled MMI Saturday seminars throughout the Practicum Phase. Some of the written and oral/practical exams are held during the Practicum Phase.

Upon Completion of MMI Courses

Adult learners completing the entire Early Childhood Course or the Infant & Toddler Course will be able to plan and implement learning activities across the major curriculum areas in Montessori environments and classrooms. Both courses are designed to prepare candidates to meet all related MACTE competencies. Application of the Montessori philosophy and the basic techniques of classroom management and environmental design result in a graduate who recognizes that infants and children have different needs, learning styles, and varying rates of growth and development. Through effective communication with parents and faculty, the MMI graduate is well prepared to guide each child in reaching his/her fullest potential.

Current adult learners and prospective adult learners of MMI may obtain information regarding the enrollment, completion, and placement rates of the MMI Infant & Toddler Montessori Teacher Education Course or the Early Childhood Montessori Teacher Education Course from the Maryland Higher Education Commission.

Maryland Higher Education Commission
6 N. Liberty Street, 10th floor
Baltimore, Maryland 21201
410-767-3300. | 800-974-0203
www.mhec.state.md.us





The Facility

Montgomery Montessori Institute (MMI) is located at 10500 Darnestown Road in Rockville, Maryland. MMI is a Montessori Teacher Education Program housed on the campus of the Franklin Montessori Schools. Franklin Montessori School is approved by the Maryland State Department of Education and accredited by the American Montessori Society. The summer Academic Phase is held within classrooms designated for Montgomery Montessori Institute.

Two large classrooms and a small toddler environment create a combined meeting and classroom space, fully equipped with traditional Montessori materials and equipment. An integral and unique feature of our training course is the opportunity to observe mixed-age groups of children, from three months through six years, in the adjacent classrooms of the Franklin Montessori Schools. During the summer Academic Phase, Montessori classrooms and environments are in session, where adult learners may observe infants and young children as they work, play, and learn.

Montgomery Montessori Institute provides access to numerous teacher resources, including copy machines, laminators, paper cutters, and other must-haves for designing and creating classroom materials. There are several computers and printers available for adult learners, as well as wireless internet access. We have many comfortable indoor and outdoor areas for students to enjoy lunch and group study. A small kitchen is available for adult learners' use.

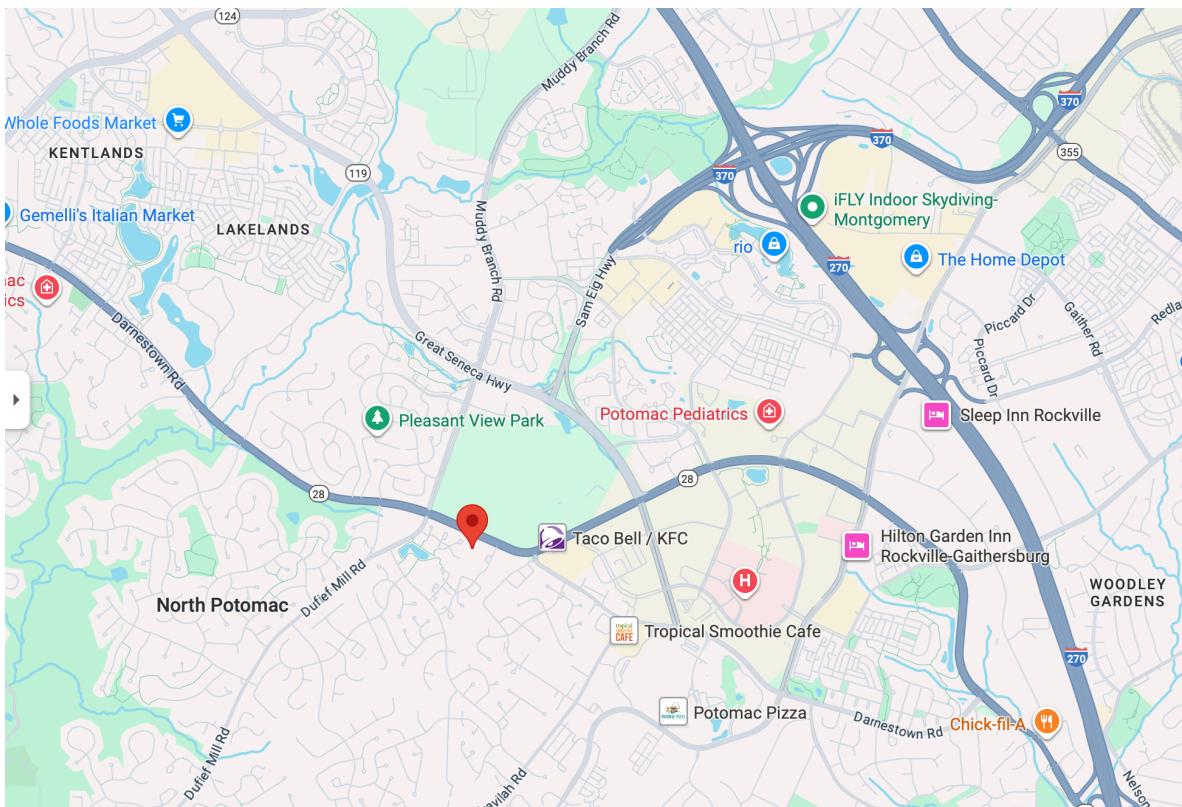
MMI has several hundred teacher reference books and periodicals specifically related to infancy through the early childhood years. There is also an extensive children's library available on-site with both print and non-print materials, including science and social studies units.

Classrooms are available during the Academic Phase to provide adult learners with ample opportunities to design, construct, equip, and critique original, age-appropriate settings.

The school and MMI offices act as a clearinghouse of information. It is here that all adult learner records are maintained. The Staff Lounge offers ample space for faculty appointments and group conferences.

The Community Around the Campus

MMI is located in Rockville, Maryland, approximately 12 miles from downtown Washington, D.C. and Northern Virginia. There is a bus stop in front of MMI that serves many routes to shopping and entertainment throughout the area. MMI is five miles from the Rockville Metro Station, which is accessible by bus and car. With Washington, D.C. about a forty-minute drive or a Metro ride from MMI, adult learners take advantage of the nation's capital, its shops, museums, and historic sights.



*The most important period of life
is not the age of university studies
but the period from birth to the age of six...
for that is the time when intelligence itself,
her greatest implement, is being formed...*

The American Montessori Society (AMS) Credential

AMS Credentialing Pathways

Upon successful completion of the MMI program, your credential level is determined by your prior education.

1. Full AMS Credential

Eligibility: A Bachelor's degree from an accredited U.S. institution (or international equivalent).

- **Infant & Toddler Requirement:** You must also hold an AMS/MACTE Early Childhood Credential **OR** complete the MMI Prerequisite Overview Course.
- **International Degrees:** If your non-U.S. degree does not equate to a U.S. Bachelor's, your credential will note your specific degree and country of origin.

2. Associate AMS Credential

Eligibility: High School Diploma or GED.

- **Employment Note:** Requirements vary by state and school type. In Maryland, Montessori teachers **must** hold a Bachelor's degree; therefore, an Associate Credential may not qualify you for lead teaching positions.
- **Path to Upgrade:** AMS encourages Associate holders to earn a Bachelor's degree within 5 years. Once obtained, you can upgrade to a Full Credential by submitting your transcripts and a fee to AMS.

Credential Maintenance

Your AMS credential is valid for life, but must remain **Active** to be recognized.

- **Requirement:** Complete **50 hours of professional development** every 5 years.
- **Inactive Status:** Failure to meet these hours will result in an "Inactive" status until the requirement is fulfilled.

Upon successful completion of the Course, the candidate holding at minimum a Bachelor's degree from a regionally accredited U.S. college/university or its equivalent from a non-U.S. college/university is recommended by the MMI Program Director to receive an AMS credential at the level of study – Early Childhood or Infant & Toddler. (Note that the Infant & Toddler credential requires that the candidate hold either a Montessori Early Childhood Credential issued by an AMS or another MACTE-accredited course, or the alternative, the MMI Prerequisite Overview Course.)

Upon successful completion of the Course, the candidate holding at minimum a Bachelor's degree from a non-U.S. college/university and whose Bachelor's degree does not equate to that of a U.S. Bachelor's degree from a regionally accredited U.S. college/university may choose to have indicated on the recommended AMS credential the degree and country in which the graduate was awarded the Bachelor's degree.

Upon successful completion of the course, the candidate holding a high school diploma or GED, but not a Bachelor's degree, is recommended by the MMI Program Director to receive an Associate AMS credential at the level of study – Early Childhood or Infant & Toddler. Country, state, and local employment requirements vary widely and change periodically. In addition, employment requirements vary in different types of schools (e.g., private, public/charter, faith-based, publicly funded). In some locations or schools, an Associate Credential may not qualify for full teaching responsibility. In the state of Maryland, Montessori teachers must hold at a minimum a Bachelor's degree. The applicant is responsible for confirming the teaching requirements in specific jurisdictions and schools.

Applicants for the AMS Early Childhood or Infant & Toddler course, who do not have a U.S. Bachelor's degree from a regionally accredited U.S. college/university or its equivalent, are required to sign a statement verifying that they have received the above information before they are considered for acceptance into MMI. AMS strongly encourages holders of the AMS Associate Early Childhood Credential or of the AMS Associate Infant & Toddler Credential to obtain their Bachelor's degree within 5 years of credentialing. AMS hopes holders of an Associate credential consider the credential as the beginning of a journey of lifelong learning. Teachers with an Associate credential are eligible for an AMS Early Childhood Credential or for an Infant & Toddler Credential upon completing the Bachelor's degree requirement. To upgrade an AMS credential, the candidate must be a current AMS member and send an official transcript documenting the Bachelor's degree with the credential upgrade fee, to the AMS Office of Teacher Education.

The AMS Montessori teacher credential is issued for life. To keep the credential active, 50 hours of professional development must be completed every 5 years. If professional development hours are not completed within every 5 years, the teacher's credential will be considered inactive until the requirement is met. Approved professional development is available on the AMS website.

*As soon as children find something that interests them
they lose their instability and learn to concentrate.
-Maria Montessori*

Enrollment & Admissions

How to Apply

1. **Submit:** Application, resume, short essay, and \$150 fee.
2. **Transcripts:** Send two official transcripts from all colleges attended.
3. **Recommendations:** Provide three letters of recommendation.
4. **Interview:** Complete a meeting with the Program Director.
5. **Agreement:** Sign the MMI Enrollment Agreement.

Post-Admission Requirements:

Before beginning the Practicum, students must provide a medical report and evidence of a state/federal background check.

Transfer Policy

Transfer of a current adult learner from one AMS-affiliated teacher education program to MMI, requires the candidate be within the two-year time limit following the original Academic Phase and be a member of AMS. Previously completed academic and practicum work is reviewed and evaluated by MMI and the original teacher education program is contacted to determine if the adult learner is in good standing academically and financially.

Transfer of contact hours and/or credits from other teacher education programs recognized by AMS will be considered with verification of the following documentation: provide a degree in keeping with AMS credential requirements, hold a current AMS membership or be registered as an adult learner; review and evaluation of the current credential and portfolio; undergo proficiency pretesting to plan a program of study; determine minimum requirements of both the Academic and Practicum phases to meet MMI's requirements; and assessment and evaluation of proficiency as required by MMI.

Tuition is based on the portion of the course to be completed at MMI. All transfer candidates must take Montessori Philosophy and Theory at MMI.

Transfer of credits, including distance education credits from Montessori programs not recognized by AMS are not accepted.

DISCOUNTS
Available for
multi-Adult Learners
from the same school
*see below



Tuition & Fees

	Date due	Early Childhood	Infant & Toddler
Application Fee	with application	\$150	\$150
Academic Phase Tuition	May 31	\$5300	\$4300
Textbooks, Albums, AMS, MACTE, MHEC Member Fees	May 31	\$1500	\$1200

Practicum Phase Tuition - *includes 3 practicum site visits minimum* Select One of the Options

1) Under the supervision of a AMS Certified Head Teacher		\$2000	\$2000
OR	August 15		
2) Self Directed Practicum Phase Tuition		\$2300	\$2300

24hrs Overview Course - *Infant & Toddler adult learners not holding an EC credential*

	August 15	n/a	\$500
--	-----------	-----	-------

Additional metropolitan area Practicum Site Visits - \$75 per visit due upon receipt. Out-of-area Practicum Site Visits cost will be arranged between the adult learner and the MMI Course Director before the beginning of the Practicum Phase. MMI does not offer financial aid. Information about AMS & Maryland Scholarships is available upon request.

All application fees, tuition, and other fees paid by an adult learner shall be refunded if the adult learner chooses not to enroll in or to withdraw from MMI within 7 calendar days after having signed the Enrollment Agreement. Notice of withdrawal shall be given in writing. Refunds are made within 60 days. If the adult learner chooses not to enroll after the 7-day cancellation period but before the first day of instruction, MMI may retain the Application Fee.

Books and Supplies

All required books and supplies are provided to the adult learner following payment of the Text, Album, and Association Fee. The adult learner creates albums and classroom materials that serve as resources for use during the Practicum Phase and beyond; therefore, the adult learner should allow a minimum of \$100 for material-making supplies

Withdrawal or Dismissal

If an adult learner withdraws after the 7-day cancellation period, refunds shall be calculated according to the schedule below. If an adult learner withdraws after instruction begins, refunds shall be based on the total contract price for the Phase and shall include all fees, except the Application Fee and the Text, Album, and Association Fee, and any charges for books, materials, or supplies which have been purchased by, and are the property of, the adult learner.

If an adult learner withdraws from the MMI Academic Phase before 50% of the phase has been presented, a refund based on the date of withdrawal or termination shall be paid within 60 days from the date of withdrawal or termination (the last date of attendance by the adult learner) and following the schedule below. If an adult learner withdraws from the MMI Practicum Phase before 50% of the phase has been presented, a refund based on the date of withdrawal or termination shall be paid within 60 days from the date of withdrawal or termination (the last date of attendance by the adult learner) and following the schedule below.

In the case of an official leave of absence, if an adult learner fails to return to MMI by the end of the leave of absence, a refund due the adult learner shall be based on the date of withdrawal or termination and paid within 60 days of the scheduled last day of the leave of absence.

<u>Portion of Phase taught by date of</u>	<u>Tuition refund</u>
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to 50%	20% refund
More than 50%	No refund

Late Payments

No extensions or delays in tuition payment are recognized unless issued in writing by the MMI Program Director. Late payments will accrue simple interest at the rate of 8% a year on the unpaid balance.

"Any holder of this Consumer Credit Contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant to hereto or with the proceeds hereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor hereunder."

Returned checks will be assessed a service charge of \$25.

Adult Learner Services

Student Services & Campus Life

- **Placement Assistance:** While job placement is not guaranteed, MMI provides resume counseling, references, and job postings.
- **Tutoring:** Available with faculty for \$50/hour.
- **Dress Code:** Business casual (appropriate for a professional school environment).
- **Facilities:** Includes copy machines, laminators, a kitchen, a specialized teacher library, and wireless internet.
- **Maintenance:** Students are expected to demonstrate respect for the environment by cleaning up after themselves.

Code of Ethics and Conduct

- **Professionalism:** Polite and considerate conduct is required. Disruptive behavior is grounds for dismissal.
- **Drug-Free Campus:** Drugs, alcohol, and smoking are strictly prohibited on the Franklin Montessori Schools campus.
- **Privacy:** Student records and transcripts are maintained with strict confidentiality.

Placement

The Montgomery Montessori Institute will make every effort to assist its graduates in finding positions suitable for working with infants and toddlers, or in early childhood classrooms, depending on the level of study. MMI is available to help with counseling on preparing adult learner resumes. The Course Director will furnish both personal and academic references upon request. Available employment positions are posted via email as they are received at Montgomery Montessori Institute. Although every effort will be made to assist our adult learners in targeting job openings and presenting themselves professionally, Montgomery Montessori Institute cannot guarantee job placement, employment, salary, or occupational advancement for its graduates.

Tutoring

Adult learners can make appointments to meet with instructors or administrators of MMI to discuss school-related issues through the office. Tutoring by MMI faculty is available at the rate of \$50 per hour. Fees are due upon receipt of services.

Miscellaneous

Child Care: Childcare referrals may be available in the MMI office. Under no circumstances may children attend any classes, lectures, lounge areas, or resource rooms at MMI.

Clothing: The dress code at MMI is business casual. Please remember that you will be in school classrooms and should dress in an appropriate, professional manner. Keep in mind the hot, humid nature of Maryland summers. Although our facility is air-conditioned, outside activities can be uncomfortable.

Health Care: Should a health emergency arise, Shady Grove Adventist Hospital is approximately two miles away.

Money: MMI will accept personal checks for tuition or other classroom materials. The office, however, cannot cash checks for personal use. MMI cannot provide security for valuables or be responsible for loss.

Maintenance: Janitorial services are provided throughout the facility. As professionals, adult learners are expected to clean up after themselves and to demonstrate care and respect for the classroom environment.

Attendance and Certification Policy

To receive certification from MMI and the AMS Early Childhood or Infant & Toddler Credential, adult learners must meet two primary requirements:

- 90% minimum attendance** for all classes and seminars.
- 100% completion** of the required student teaching hours during the Practicum Phase.

All class time is recorded by authorized MMI faculty. While 100% attendance is strongly encouraged, the following thresholds apply for unexcused absences:

Program Phase	Written Warning Issued	Individual Evaluation (Potential Loss of Certification)
Early Childhood Academic	25+ instructional hours	31+ instructional hours
Infant & Toddler Academic	16+ instructional hours	20+ instructional hours

Note: Tardiness and early departures are recorded and treated as absences. All lost time requires authorized make-up work.

Absence Procedures & Make-up Work

If you must miss class due to illness or personal circumstances, you must notify MMI as soon as possible and clear the absence with both your Instructor and the Course Director.

The Make-up Process:

1. **Submit Absence Form:** Provide this form in advance or immediately upon your return, including a plan to make up the work.
2. **Obtain Notes:** Collect lecture notes from a peer or the instructor.
3. **Complete Assignments:** The instructor may assign a relevant written project or independent study. Make-up assignments cannot exceed 10% of the Academic Phase.
4. **Tutoring:** If you miss lesson demonstrations, you may be required to complete tutoring to master the materials. The instructor will determine the hours needed.

Excessive Absences & Course Retakes

A plan to achieve the 90% attendance requirement must be on file before you begin the Practicum phase. You may be required to retake courses the following summer if:

- You miss more than **two sessions** of any single course.
- You miss more than **one week** of Early Childhood classes.
- You miss more than **20 hours** of Infant & Toddler classes.

Practicum Phase Requirements

The internship requires a minimum of **540 instructional hours**.

- **Early Childhood:** 540 hours.
- **Infant & Toddler:** 540 hours completed over nine months.

If attendance issues arise during the internship, a make-up schedule must be approved by MMI, AMS, and the internship site.

Leave of Absence

Adult learners may request one official leave of absence during the course.

- **Duration:** Cannot exceed 180 cumulative days.
- **Requirement:** A written, signed, and dated request must be submitted for approval and filing.

Rights and Responsibilities

Montgomery Montessori Institute is committed to maintaining a code of ethics and fair practice with all who participate in our courses, adult learners, and faculty alike. Adult learners are expected to maintain appropriate professional conduct during both the Academic and Practicum Phases. Polite, courteous, and considerate conduct is expected at all times. In the event of inappropriate conduct, every effort will be made with the Course Director to resolve the problem in a timely way mutually acceptable to both parties. However, disruptive, irresponsible, or unprofessional conduct can be considered grounds for dismissal from the Course.

Montgomery Montessori Institute is located at the site of Franklin Montessori Schools. Children between the ages of 3 months and six years are enrolled at the school while MMI is in session. The Maryland State Department of Education, the Franklin Montessori Schools, and Montgomery Montessori Institute do not allow use of any drugs or alcohol at this location. Use of drugs or alcohol anywhere on the premises is strictly prohibited. Smoking inside our facility or on the school grounds is not permitted.

The American Montessori Society requires that all affiliated teacher education programs agree to comply with the AMS Code of Ethics. As American Montessori Society educators, we strive to conduct ourselves professionally and personally in ways that reflect our respect for one another and for the children we serve, and 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 or her full potential.

Adult Learner Records

Permanent records are maintained regarding admission, attendance, and evaluation. Permanent transcripts documenting adult learner progress are also permanently maintained. All adult learners have the right to privacy. Confidentiality and access to records are guaranteed in accordance with the Family Educational Rights and Privacy Act (FERPA).

Grading and Grade Reports

A progress sheet is kept that lists the adult learner's assignments, exams, and participation. Upon completion of all requirements for each course, the adult learner's academic achievement and daily attendance are recorded on the individual adult learner's Permanent Record Form. A check mark (✓) indicates a completed assignment. When letter grades are given, they are assigned as follows:

O = Outstanding:	Score of 90% and above
S = Satisfactory:	Score of 75% to 89%
F = Failure:	Score below 75%

Progress is monitored both formally and informally daily. The following is a percentage breakdown of the weight of assignments, albums, examinations, class participation, and attendance toward a student's final course grade.

Assignments	30%
Album	20%
Written examination	20%
Oral examination	20%
Class participation & attendance.	10%

Adult learners must have a final grade of Outstanding, Satisfactory, or a check mark in every course. Each assignment, album, or exam grade must stay at or above 75%.

In order to be complete and be recommended for a credential, an adult learner must have a minimum grade of Satisfactory or a check mark and 90% attendance in all courses and seminars.

Adult learners receive progress evaluations during the week after the last day of each course during the Academic Phase, as recorded on the course Grading Sheet. If a student has questions about grades or progress at anytime, this information is available from the Instructor, the Course Director, or the Program Director.

In order to take the Oral Practicum Exams, adult learners must have submitted all albums and written assignments with sufficient time allowed for assessment. Oral examination grades are available on the day of the exam. Written examination grades are provided within 7 days of the exam.

Graduation Requirements

- Payment of all financial obligations to Montgomery Montessori Institute
- Completion of both the Academic and the Practicum Phases
 - Early Childhood: Academic Phase: 380 academic hours + 540 Practicum hours = 920 hours
 - Infant & Toddler: Academic Phase: 230 academic hours + 540 Practicum hours = 770 hours
 - Note: Infant & Toddler candidates who do not hold a Montessori Early Childhood teaching credential are required to complete the 24-hour MITE-OV: 6.1.5.0. Prerequisite Overview Course
- 90% attendance rate for all classroom and seminar hours
- Completion of all required documents and forms
- Submission and approval of all assignments and albums
- Satisfactory completion of written and oral evaluations for both the Academic and the Practicum Phases

Academic Standards and Progress

Written notice of academic probation occurs when:

- Adult learners' attendance is below 90%
- Adult learner's grade is no higher than 75% in any course

When academic probation occurs, the adult learner is notified in writing of the required make-up work and is offered academic counseling by an instructor or the Course Director. The adult learner is given the option to complete or retake coursework in the next Academic Phase or Practicum Phase cycle.

Written notice of suspension occurs when:

- The adult learner on probation continues to have absences or
- The adult learner's grade is below 75% in any course or
- The adult learner's behavior is inappropriate during either the Academic Phase or the Practicum Phase

When a written notice of suspension is sent to an adult learner, a mandatory counseling session is scheduled by and with the Course Director and the Program Director. If necessary, a session may be scheduled between the adult learner, the Course Director, the Program Director, and other involved individuals.

A suspended adult learner may, at the discretion of the Course Director and the Program Director, be re-enrolled and retake portions of the course in the next course cycle.

When a counseling session occurs:

- Minutes of the session are taken
- The reason for the counseling session is included in the minutes
- Agreements to improve academic progress and/or modify behavior are documented
- Consequences of continued difficulties are clearly stated and included in the minutes

Dismissal occurs when:

- A re-instated adult learner continues to have absences or
- An adult learner has not kept agreements that were documented at a counseling session to improve academic progress, and/or modify behavior, or
- An adult learner exhibits inappropriate behavior at MMI or at the Internship Site or
- An adult learner does not complete all course requirements, including academic, practicum, and financial requirements, within three years following MMI's official end of the academic phase in which the adult learner was initially enrolled.

Grievance Procedures

Should any adult learner be in disagreement with a policy, action, or decision made by Montgomery Montessori Institute, a conference may be arranged with the Program Director, the Course Director, or the appropriate faculty member or practicum site representative to discuss the nature of the disagreement. Every reasonable attempt will be made promptly to reach a satisfactory solution for all parties involved.

Should this rather informal method of meetings not lead to a solution that is mutually satisfactory to all parties, the adult learner must present to the Program Director a brief written summary of his/her disagreement with Montgomery Montessori Institute. Within fourteen days, the Program Director schedules a meeting of the Grievance Committee at a mutually agreeable time. This committee is comprised of the Program Director, the Course Director, two faculty members, MMI's legal counsel, and a member of the student body elected in June at the beginning of each new class cycle. Should any member of the Grievance Committee be directly involved in a dispute brought before the Committee, the involved member does not serve on the Grievance Committee during the discussion and resolution of the particular complaint.

The Grievance Committee meets to discuss the dispute and attempts to reach a satisfactory solution to a problem brought before it through a thorough evaluation of the situation. Recommendations are made based on deliberation and a majority vote while always adhering to the basic framework of the policies and requirements of Montgomery Montessori Institute and the American Montessori Society. Written notice of recommendations or actions is mailed to the adult learner within seven days following the Grievance Committee meeting.

If the resolution is not acceptable, the adult learner has the right to appeal to the Secretary of Higher Education at the Maryland Higher Education Commission, the American Montessori Society, or MACTE - Montessori Accreditation Council for Teacher Education.

Secretary of Higher
Education
MD Higher Education Comm.
6 N. Liberty Street, 10th floor
Baltimore, Maryland 21201
410-767-3301
james.fielder@maryland.gov
www.mhec.maryland.gov

American Montessori
Society
116 East 16th Street
New York, New York 10003
212-358-1250
ams@amshq.org

MACTE
420 Park Street
Charlottesville, VA
22902
434-202-7793
www.macte.org
info@macte.org

Maryland Office of the
Attorney General,
Consumer Affairs Office
200 St. Paul Place
Baltimore, MD 21202
410-576-6300
410-528-8662

The MACTE Commission will review complaints that relate to Montgomery Montessori Institute's compliance with accreditation standards. The Commission is interested in the sustained quality and continued improvement of Montessori teacher education courses, but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or adult learners. A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the MACTE Commission at the address given above.

Withdrawal or Dismissal

Adult learners who withdraw or are dismissed from either phase of the course after 50% has been presented are responsible for the full tuition and fees, including any unpaid portion. Refunds cannot be considered after 50% of either phase of the course has been presented.

Adult learners who withdraw from the course after 50% of either phase is presented but before completion are eligible to apply to complete the course within two years following the original enrollment date.

Written permission is required from the Program Director before re-admission. Adult learners wishing to apply for re-admission to the course after a two-year time will be considered on an individual basis and at the sole discretion of the Program Director. Tuition for completing the course is prorated and based upon current tuition fees and the percentage of the course to be taken.

Extension Policy

Permission for extensions will be granted by an individual case assessment. A conference may be arranged with the Program Director, the Course Director, or the appropriate faculty member or practicum site representative to discuss the nature of the extension. In the case of extenuating circumstances, MMI may offer an adult learner up to three (3) years to complete the practicum phase and all outstanding assignments required for graduation after completion of the academic phase. Those who do not complete within the thaw (3) years, will have their file labeled "inactive". Reactivation of the file will depend on communication with an AMS and MACTE representative. *A processing fee may be required.*

Cancellation of Courses

If MMI should close or discontinue its course, MMI shall refund to each currently enrolled adult learner monies paid by the adult learner for tuition and fees, and the adult learner shall not be held liable for monies due for tuition and fees to MMI. With approval from the Secretary of the Maryland Higher Education Commission, MMI will try to help the adult learner continue studies at another approved Montessori Teacher Education Program offering a similar course.

Inclement Weather or Emergencies

Should inclement weather or other emergencies make it necessary to cancel classes, MMI will make every attempt to notify each adult learner. Arrangements will be made to reschedule missed classes.



MACTE Competencies

The Adult Learner Understands the Following:

I. Content Knowledge

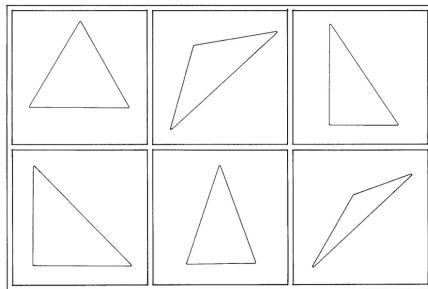
- 1a. Montessori Philosophy
- 1b. Human Growth and Development
- 1c. Subject matter for each Course Level
- 1d. Community Resources for Learning

II. Pedagogical Knowledge

- 2a. Correct Use of Montessori Materials
- 2b. Scope and Sequence of Curriculum
- 2c. The Prepared Environment
- 2d. Parent / Teacher / Family / Community Partnership
- 2e. The Purpose and Methods of Observation
- 2f. Planning for Instruction
- 2g. Assessment & Documentation
- 2h. Reflective Practice
- 2i. Support and Intervention for Learning Differences
- 2j. Culturally Responsive Methods

III. Practice

- 3a. Classroom Leadership
- 3b. Authentic Assessment
- 3c. The Montessori Philosophy and Methods (Materials)
- 3d. Parent / Teacher / Family Partnership
- 3e. Professional Responsibilities
- 3f. Innovation and Flexibility



Early Childhood Education Course

MECE-ACAD
(401-414)
Academic Phase

Course Description

During the Academic Phase (MECE-ACAD) the adult learner will receive a total of 352 instructional hours in the following:

MECE-OR 414 Orientation:

Facility and course overview.

Program Director: Aline Feledy

1 Hour Orientation

MECE-PL 401 Practical Life / Everyday Living Curriculum:

Philosophy and rationale, ground rules to grace and courtesy, control of movement, care of the person, care of the environment, and food and nutrition.

Instructor: Saadia Perwaiz

36 Academic Phase Instructional Hours

4 Hour Written Exam

10 Hours Practicum Seminar

MECE-SEN 402 Sensorial Curriculum:

Philosophy and rationale. Use of didactic materials aids the education and refinement of the senses.

Instructor: Saadia Perwaiz

36 Academic Phase Instructional Hours

4 Hour Written Exam

10 Hours Practicum Seminar

MECE-PHIL 403 Montessori Philosophy / Theory:

Overview of Montessori's principals and ideas (to include study of the absorbent mind, sensitive periods, tendencies and the mathematical mind, spiritual and moral development of the child, cosmic education, and peace education) and her view of the child and his/her place in society, with an emphasis on Montessori's concept of the child from birth through six, in relation to Montessori philosophy, materials, teacher, and environment.

Instructors: A. Feledy

40 Academic Phase Instructional Hours

MECE-OB/R 404 Observation & Research Methods in Montessori Education:

Theories and field research techniques used in cultural anthropology and their usefulness in understanding early childhood development in a Montessori setting. Various techniques of

observation are addressed. Some assignments in this course will be completed during the Practicum Phase (MECE-PRAC 416 Independent Study).

Instructor: Mary Akatu-Speakman

16 Academic Phase Instructional Hours

4 Hours Practicum Seminar

MECE-LANG 405 Language Curriculum:

Philosophy and rationale of language, receptive and expressive language experiences, visual and auditory perceptual experiences, vocabulary development and enrichment, use of materials that aid the development of these skills/concepts to include reading, penmanship, writing, and the function of words, plus children's literature and drama.

Instructor: Betsy Newman

36 Academic Phase Instructional Hours

4 Hour Written Exam

10 Hours Practicum Seminar

MECE-MA 406 Mathematics Curriculum:

Philosophy, rationale, and materials that aid in the development of mathematical concepts and skills: introduction to numeration, the decimal system, functions of the decimal system, linear counting, memorization of basic arithmetic facts, fractions, and mathematical applications.

Instructor: Betsy Newman

36 Academic Phase Instructional Hours

4 Hour Written Exam

10 Hours Practicum Seminar

MECE-PLS 407 Physical and Life Science Curriculum:

Philosophy and rationale of the Montessori curriculum regarding botany, zoology, earth science, and physical science.

Instructor: Tory Enerson

10 Academic Phase Instructional Hours

2 Hours Practicum Seminar

2 Hours Practicum Seminar Presentations

MECE-CD/P 408 Child Development / Psychology:

Theories of development, stages of development, areas of development, and the physical, cognitive, emotional, and social development of the young child. Current research in the field is reviewed.

Instructor: Laveeta Sweeney

32 Academic Phase Instructional Hours

MECE-AR 409 Art Curriculum:

Philosophy and rationale of art. Adult learners are introduced to the basic skills to be presented, two-dimensional work such as easel or table work, three-dimensional work, and art appreciation and history.

Instructor: Aline Feledy

8 Academic Phase Instructional Hours

MECE-MU 410 Music Curriculum:

Philosophy and rationale, rhythmic skills, singing skills, instrumental skills, music appreciation, and history.

MECE-MOV 411 Movement / Fine and Gross Motor Skills Curriculum:

Philosophy and rationale of movement and body awareness in the context of basic skills, such as locomotor, stationary, games, line activities, storytelling, and dramatics, with a focus on being in nature.

Instructor: E. Wilson Wulfekotte

4 Academic Phase Instructional Hours

MITE-PGD 6.1.5.7. Personal Growth and Development (in conjunction with Movement)

The following topics will be analyzed: professionalism, introspection & reflective practice, innovation and flexibility, the continued spiritual growth of the adult learner, and the role of ethical behavior.

Instructor: E. Wilson Myers-Wukekott

8 Practicum Phase Instructional Hours

MECE-SS 412 Social Studies Curriculum:

Philosophy and rationale of geography (land and water forms, globes, maps, flags, multicultural awareness) and of history (time, calendar, seasons, and personal history).

Instructor: Tory Enerson

10 Academic Phase Instructional Hours

2 Hours Practicum Seminar

2 Hours Practicum Seminar Presentations

MECE-MA 413 Classroom Leadership & Parent Involvement/Education:

The **Classroom Leadership** curriculum covers the essential operational and relational skills needed to run a Montessori program. Key topics include environmental design, staff and student scheduling, child evaluation, and positive discipline. Adult learners also study effective communication and problem-solving, with a focus on meeting the diverse needs of families and staff within full-day programs. The course rounds out professional preparation with lessons on multiculturalism, school administration, and industry best practices.

The **Parent Involvement and Education** curriculum focuses on building awareness and strategies for meaningful family collaboration. It covers professional responsibilities—including reflective practice, cultural responsiveness, and support for learning differences—alongside the technicalities of school operations. Students learn about licensing, legal structures, budgeting, and the vital roles of consultation and accreditation in maintaining a high-quality Montessori program.

Instructor: Andrea Webber

20 (10 hours each) Academic Phase Instructional Hours

MECE-PRAC 416 Independent Study 6.2.5.15 Year-long Project

In class Year-long Project **course** work can comprise no more than 16 academic contact hours. It is a required practicum year assignment that involves independent research and development by the adult learner. Examples of project topics include action research, curriculum design, reflective practice, literature review, application of knowledge, case study, preparation of the environment, assessment, transformation of the adult, etc. The Year-long project is listed as a separate component on the course schedule, and the hours are in addition to a curriculum area in which the project or research is based. Topics are subject to approval by the TEP.

Instructor: Tory Enerson

Instructor: Mary Akatu-Speakman

4 Hours Practicum Seminar

Early Childhood Education Course

MECE-PRAC

(415-417)

Practicum Phase

Course Description

During the Practicum Phase, adult learners will complete a minimum of 540 Practicum hours, including an internship and monthly Practicum Seminars.

MECE-PRAC 415 Student Teaching: The function of the Practicum Phase is to provide for the adult learner a supervised teaching-learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. The minimum early childhood practicum is defined as lasting a full academic year, with the adult learner working at the practicum site, in the classroom of an approved Supervising Teacher, for a minimum of three hours a day, five days a week, for nine consecutive months (or other equivalent time as approved by AMS, MACTE, and MMI).

No part of the Practicum Phase may precede the beginning of the Academic Phase of the course. The class should contain children in the 2 1/2- to 6-year age range and should be equipped with a full complement of Montessori didactic materials. The adult learner in a traditional internship may not be asked to assume full responsibility in the classroom without the presence of a supervising teacher or other qualified staff person. Adult learners qualifying for a Self-Directed Practicum require a minimum of three on-site consultation visits by a field consultant plus documented additional support.

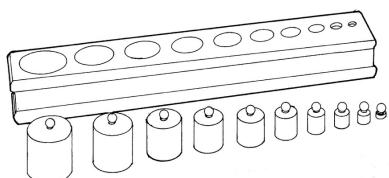
Total: 540 hours minimum

MECE-PRAC 416 Independent Study: The adult learner will undertake an original Independent Study that is ongoing during the Practicum Phase of the Early Childhood teacher education course. The Independent Study includes observation and research, analysis of field data, and preparation and presentation of the completed research paper. The formal research presentation to colleagues and MMI faculty concludes the Observation & Research Methods in Montessori Education Course begun during the Academic Phase.

Total: 16 instructional hours minimum

MECE-PRAC 417 Practicum Seminars: Adult learners are required to participate in Practicum Seminars as listed in the MMI calendar throughout the Practicum Phase.

Total: 70 hours approximately



Early Childhood Academic Phase

MECE-ACAD

(401-414)

Academic Summer Course Schedule

Week of:		Monday	Tuesday	Wednesday	Thursday	Friday
June 9 IP	8 am-12 pm	Orientation/Overview Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy
	Instructor	Aline Feledy	Aline Feledy	Aline Feledy	Aline Feledy	Aline Feledy
	Lunch					
	1 pm-5 pm	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy
	Instructor	Aline Feledy	Aline Feledy	Aline Feledy	Aline Feledy	Aline Feledy
June 16 IP	8 am-12 pm	Observation	Art	Music	HOLIDAY	Practical Life
	Instructor	Mary Akatu-Speakmen	Aline Feledy	Aline Feledy		Saadia Perwaiz
	Lunch					
	1 pm-5 pm	Observation	Art	Music		Practical Life
	Instructor	Mary Akatu Speakman	Aline Feledy	Aline Feledy		Saadia Perwaiz
June 23 IP	8 am-12 pm	Child Development	Child Development	Child Development	Child Development	Child Development
	Instructor	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney
	Lunch					
	1 pm-5 pm	Child Development	Child Development	Child Development	Child Development	Child Devpt - spiritual
	Instructor	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney

*Sample

* Course sequence is subject to change at the discretion of the Course Director

June 30 IP	8 am-12 pm	Practical Life	Practical Life	Practical Life	Practical Life	HOLIDAY
	Instructor	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz	
	Lunch					
	1 pm-5 pm	Practical Life	Practical Life	Practical Life	Practical Life	
	Instructor	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz	
July 7 IP	8 am-12 pm	Sensorial	Sensorial	Sensorial	Sensorial	Sensorial
	Instructor	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz
	Lunch					
	1 pm-5 pm	Sensorial	Sensorial	Sensorial	Sensorial	Sensorial Exam
	Instructor	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz	Saadia Perwaiz
July 14 IP	8 am-12 pm	Math	Math	Math	Math	Math
	Instructor	Betsy Newman	Betsy Newman	Betsy Newman	Betsy Newman	Betsy Newman
	Lunch					
	1 pm-5 pm	Math	Math	Math	Math	Math Exam
	Instructor	Betsy Newman	Betsy Newman	Betsy Newman	Betsy Newman	Betsy Newman
July 21 IP	8 am-12 pm	Language	Language	Language	Language	Language
	Instructor	Betsy Newman	Betsy Newman	Betsy Newman	Betsy Newman	Betsy Newman
	Lunch					
	1 pm-5 pm	Language	Language	Language	Language	Language Exam
	Instructor	Betsy Newman	Betsy Newman	Betsy Newman	Betsy Newman	Betsy Newman
July 28 IP	8 am-12 pm	Classroom Leadership	(2)Classroom Leadership/ (2)Parent	Parent Involvement	Social Studies	Physical &Life Sciences
	Instructor	Andrea Webber	Andrea Webber	Andrea Webber	Tori Enerson	Tori Enerson
	Lunch					
	1 pm-5 pm	Classroom Leadership	Parent Involvement	Social Studies	Physical &Life Sciences	Physical &Life Sciences
	Instructor	Andrea Webber	Andrea Webber	Tori Enerson	Tori Enerson	Tori Enerson

Early Childhood Practicum Phase

Academic Phase Fall Session Practicum Seminars

MECE-PRAC (415-417)

*Dates to be announced — 8 am to 4 pm (working lunch)

	am	pm
Sept	Practical Life	Practical Life
Instructor(s)	Saadia Perwaiz	Saadia Perwaiz
Oct.	Math	Language
Instructor(s)	Betsy Newman	Betsy Newman
Nov.	Child, Family, Community – Recognizing Special Needs and Symptoms of Abuse & Neglect	
Instructor(s)	Guest Speaker or Online	
Dec.	Written Philosophy Exam	
Instructor(s)		
Jan.	Observation and Research	Personal Growth and Development
Instructor(s)	Mary Akatu-Speakman	Wilson Wulkulffe
Feb.	Sensorial	Sensorial
Instructor(s)	Saadia Perwaiz	Saadia Perwaiz
March	Math	Language
Instructor(s)	Betsy Newman	Betsy Newman
April	Social Studies/Science Interest Projects	
Instructor(s)	Troy Enerson	
May	Personal Growth and Development	Leadership: Inclusion and Anti Bias in a Montessori classroom
Instructor(s)	Wilson Wulkulffe	Gwen Hines
May	Exam Review	
Instructor(s)	Saddia Perwaiz and Betsy Newman	
June	Research Paper Presentations	Preparation of Practicum and Written Exam
Instructor(s)	Mary Akatu-Speakman	Aline Feledy

2026 Early Childhood Exam Schedule

	Monday June 21	Tuesday June 23	Wednesday June 24	Thursday June 25
9-12	Practical Life Curriculum Oral Exams	Sensorial Curriculum Oral Exams	Math Curriculum Oral Exams	Language Curriculum Oral Exams
12-1	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1-5	Practical Life Curriculum Oral Exams	Sensorial Curriculum Oral Exams	Math Curriculum Oral Exams	Language Curriculum Oral Exams Evening Graduation

Infant and Toddler Education Course

MECE-ACAD
(401-414)
Academic Phase

Course Description

The Academic Phase (MECE-ACAD) consists of 240 classroom hours (plus, if needed, the 24-hour Overview Course for adult learners not holding a prior Montessori credential). Portions of the Courses listed below continue into the Practicum Phase.

MITE-OV 6.1.5.0. Early Childhood Overview Course:

Adult learners who do not hold a Montessori Credential complete a 24-hour overview of the Montessori philosophy for children 2½ through 6 years, to include the rationale and basic methodology for the materials in the curriculum areas of Practical Life, Sensorial, Language, and Mathematics. (The Early Childhood Overview Course hours are not included as part of the total academic contact hours required for the course.)

Instructors: Betsy Newman, Saadia Perwaiz

24 Hours Practicum Seminar

MITE-CD 6.1.5.1. Child Development: Prenatal to 3 Years:

Prenatal development and childbirth are examined, plus consideration of the social, emotional/psychological, cognitive, physiological, and spiritual development of the young child. This course includes Maria Montessori's ideas as well as those of major contemporary theorists.

Instructors: Laveeta Sweeney

48 Academic Phase Instructional Hours

MITE-PHIL 6.1.5.2. Montessori Philosophy:

Overview of Montessori's principles and ideas (to include study of the absorbent mind, sensitive periods, tendencies, and the mathematical mind, spiritual and moral development of the child, cosmic education, and peace education) and her view of the child and his/her place in society, with an emphasis on Montessori's concept of the children from birth to 3. Scientific analysis of how to nurture and assist the unfolding of the human personality, including care of physical and psychological needs, daily routines as curriculum, strategies for assistance, interactional techniques with children, developmental assessment and record keeping, and positive communication with emphasis on personal development of the adult based on Montessori's view of the child. A 1-hour welcome introduction to the Program is included.

Instructors: Aline Feledy

40 Academic Phase Instructional Hours

MITE-ED 6.1.5.3. Environmental Design:

This course examines the many critical factors that impact the infant and toddler environment: aesthetics, ages and age groupings, numbers and ratios of children, safety considerations, and various legislative issues. Plus, meeting the needs of the sensitive periods for Language, Movement, Development of the Senses, Independence, and Order, etc., will be explored through the use of appropriate activities, space, and materials.

Instructors: Aline Feledy, Gwendolyn Horton

32 Academic Phase Instructional Hours

MITE-PED 6.1.5.4. Pedagogy:

Scientific analysis of how to nurture and assist the unfolding of the human personality, including care of physical and psychological needs, daily routines as curriculum, strategies for assistance, interactional techniques with children, developmental assessment and record keeping, and positive communication with emphasis on personal development of the adult based on Montessori's view of the child.

Instructors: Aline Feledy, Gwendolyn Horton

32 Academic Phase Instructional Hours

MITE-OB 6.1.5.6. Observation and Research Methods in Montessori Education:

Various techniques of observation are addressed. The remaining part of class consists of MMI staff-supervised observations of a balance of infant and toddler settings. A minimum of four documented observations of children from birth to age three is required during the Practicum Phase. Observations can take place in various community settings, Montessori programs, clinical settings, or in-home environments. At least one observation must be at the infant level, and at least one must be at the toddler level. The course director may assign the other two observations. NOTE: Lab: 12 hours take place during the Practicum Phase.

Instructor: Mary Akatu-Speakman

12 Academic Phase Instructional Hours

4 Hours Practicum Seminar

Completed During the Practicum Phase

MITE-CFC 6.1.5.5. Child, Family, and Community:

Adult learners must develop a close parent/child relationship based upon cooperation and support. Topics covered include the psychology of parenthood and effective methods of communicating child-rearing practices to the home; dialogue skills necessary for effective teacher-parent conferencing, parent involvement and education; locating professional resources in the community; and an understanding of the critical role health and nutrition play in growth and development.

Instructor: Diana Hasham

16 Practicum Phase Instructional Hours

MITE-PGD 6.1.5.7. Personal Growth and Development:

The following topics will be analyzed: professionalism, introspection & reflective practice, innovation and flexibility, the continued spiritual growth of the adult learner, and the role of ethical behavior.

Instructor: E. Wilson Myers-Wukekott

16 Practicum Phase Instructional Hours

MITE-PGL 6.1.5.8. Program Leadership:

Topics include preparation of the environment, scheduling for the staff, as well as the schedule for the child's day, and evaluation of the children. Techniques for discipline, communication, and problem-solving in the classroom. Human needs and requirements for children, families, and staff are specific to a full-day or extended-day program. Multi-cultural and diverse, including special needs and learning styles. Understanding issues related to school administration, professional relationships, and best practices.

Instructors: Aline Feledy, Gwendolyn Horton

16 Practicum Phase Instructional Hours

6.1.5.12 Infant and Toddler Year-Long Project

The Year-long Project is an assignment that is not included in the academic contact hours. It is a required practicum year assignment that involves independent research and development by the adult learner. The Year-Long Project may take many forms, but some examples of project topics include transformation of the adult, child case study, reflective practice, infant/toddler action research, curriculum design, literature review, preparation of the environment, etc. The Year-Long project is listed as a separate component on the course schedule and the hours are in addition to a curriculum area in which the project or research is based. Topics are subject to approval by Child Development Instructor or other Infant and Toddler credentialed instructor.

Instructor: Mary Akatu-Speakman

12 Academic Phase Instructional Hours

4 Hours Practicum Seminar

Infant & Toddler Education Course

MITE-PRAC
Practicum Phase

Course Description

During the Practicum Phase, adult learners will complete: a 540-hour minimum internship, an Independent Study Project requiring at least 24 hours, a minimum of 16 hours in Practicum Seminars, and 16 hours of coursework for a total of 596 hours. An additional 24 hours is required for those who must complete the Overview Course.

MITE-PRAC 6.1.5.8 Student Teaching: The function of the Practicum Phase is to provide for the student a supervised teaching-learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. Adult learners may choose an Infant Concentration at a site where they work with infants and children up to eighteen months of age or they may choose the Toddler Concentration in a setting where the children range in age from eighteen months to three years of age. The Model 3 Practicum, Infant and Toddler (birth to three years) is designed for the adult learner whose primary interest is the care and development of infants and toddlers. The adult learner will follow the development of children in the class, establish relationships with the children and their families, make and present materials, participate in planning activities, record keeping, observation, class management, and promote parent involvement and education. The minimum Infant & Toddler practicum is defined as lasting a full academic year, with the adult learner working at the practicum site, under the direction of an approved Supervising Teacher, for three hours a day, five days a week, for nine consecutive months (or other equivalent time as approved by AMS and MMI).

No part of the Practicum Phase may precede the beginning of the Academic Phase of the course. The setting should contain children ranging in age from birth to eighteen months or eighteen months to three years of age, and should be in a well-equipped setting with a variety of age-appropriate Montessori didactic equipment. The adult learner may not be asked to assume the full responsibility of the classroom without the presence of the Supervising Teacher or other qualified staff person. Adult learners qualifying for a Self-Directed Practicum require a minimum of three on-site consultation visits by a field consultant, plus documented additional support.

Total: 400 hours minimum

MITE-PRAC 6.1.5.9 Practicum Seminars: Adult learners are required to participate in Practicum Seminars and additional coursework as listed in the MMI calendar throughout the Practicum Phase. If required, the additional 24 hours of the Overview course will be required during the Practicum Phase.

Total: 70 hours approximately

MECE-PRAC 6.1.5.10 Independent Study: The adult learner will undertake an original Independent Study that is ongoing during the Practicum Phase of the Infant & Toddler teacher education course. The Independent Study includes observation and research, analysis of field data, and preparation and presentation of the completed research paper. The formal research presentation to colleagues and MMI faculty concludes the Observation & Research Methods in Montessori Education Course begun during the Academic Phase.

Total: 24 hours minimum

Infant & Toddler Academic Phase

MITE-ACAD

Week of:		Monday	Tuesday	Wednesday	Thursday	Friday
June 9 IP	8 am-12 pm	Orientation/ Overview Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy
	Instructor	Aline Feledy	Aline Feledy	Aline Feledy	Aline Feledy	Aline Feledy
	Lunch					
	1 pm-5 pm	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy	Philosophy/ Pedagogy
June 16 IP	Instructor	Aline Feledy	Aline Feledy	Aline Feledy	Aline Feledy	Aline Feledy
	8 am-12 pm	Observation	Art	Music		Child Development
	Instructor	Mary Akatu- Speakmen	Aline Feledy	Aline Feledy		Laveeta Sweeney
	Lunch				HOLIDAY	
	1 pm-5 pm	Observation	Art	Music		Practical Life
June 23 IR	Instructor	Mary Akatu Speakman	Aline Feledy	Aline Feledy		Laveeta Sweeney
	8 am-12 pm	Child Development	Child Development	Child Development	Child Development	Child Development
	Instructor	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney
	Lunch					
	1 pm-5 pm	Child Development	Child Development	Child Development	Child Development	Child Devpt - spiritual
June 30 IR	Instructor	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney	Laveeta Sweeney
	8 am-12 pm	Toddler Pedagogy	Toddler Pedagogy	Toddler Eviro	Philosophy Exam	
	Instructor	Gwendolyn Horton	Gwendolyn Horton	Gwendolyn Horton	Aline Feledy	
	Lunch					HOLIDAY
	1 pm-5 pm	Toddler Pedagogy	Toddler Pedagogy	Toddler Eviro	Personal Grth and Develop	
July 7 IR	Instructor	Gwendolyn Horton	Gwendolyn Horton	Gwendolyn Horton	E. Wilson Wulkotte	
	8 am-12 pm	Infant Care	Infant Care	Infant Enviro	Personal Grth and Develop	Leadership
	Instructor	Aline Feledy	Aline Feledy	Aline Feledy	E. Wilson Wulkotte	Aline Feledy
	Lunch					
	1 pm-5 pm	Infant Care	Infant Care	Infant Enviro	Personal Grth and Develop	Child, Family, Community
	Instructor	Aline Feledy	Aline Feledy	Aline Feledy	E. Wilson Wulkotte	Aline Feledy

Academic Phase Fall Session Practicum Seminars

MITE-PRAC (6.1.5.8 – 6.1.5.10)

	am	pm
Sept	Child, Family, Community – Parent Communication	Child, Family, Community – Shopping Day
Instructor(s)	Diana Hasham	Diana Hasham
Oct.	Child, Family, Community – Conferences	Personal Growth & Development
Instructor(s)	Diana Hasham	Wilson Wulkulffe
Nov.	Child, Family, Community – Recognizing Special Needs and Symptoms of Abuse & Neglect	
Instructor(s)	Guest Speaker or Online	
Dec.	December: Exam , Date to be announced	
Instructor(s)	Aline Feledy	
Jan.	Observation and Research	Personal Growth and Development
	Mary Akatu-Speakman	Wilson Wulkulffe
Feb.	Prerequisite EC Overview Course	Prerequisite EC Overview Course
Instructor(s)	Saddia Perwaiz and Betsy Newman	
March	Prerequisite EC Overview Course	Prerequisite EC Overview Course
Instructor(s)	Saddia Perwaiz and Betsy Newman	
April	Prerequisite EC Overview Course	Prerequisite EC Overview Course
Instructor(s)	Saddia Perwaiz and Betsy Newman	
May	Personal Growth and Leadership	Leadership: Inclusion and Anti Bias in a Montessori classroom
Instructor(s)	Wilson Wulkulffe	Gwen Hines
June	Research Paper Presentations	Preparation of Practicum and Written Exam
Instructor(s)	Mary Akatu-Speakman	Aline Feledy

Exam Schedule

	a.m.	p.m.
December TBD	Infant – 18 months Child Development Philosophy & Pedagogy Environmental Design Oral Practicum Exams	Written Philosophy Exam
Thursday, June 25	Infant Theory Written Exams & Toddler Oral Exams	Evening Graduation

CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY

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

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.

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 his private views from the official position of the Society
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession

PRINCIPLE III ~ Commitment to the Profession

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

In fulfilling these goals the educator:

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

FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM

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

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 children and the adolescents
 - indirect and direct preparation of each activity
 - sequencing based on the 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 occur so that 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. Record keeping documents the ongoing 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.

"You must know that there is nothing higher, or stronger, or sounder, or more useful afterwards in life, than some good memory, especially a memory from childhood, from the parental home. You hear a lot said about your education, yet some such beautiful, sacred memory, preserved from childhood, is perhaps the best education. If a man stores up many such memories to take into life, then he is saved for his whole life. And even if only one good memory remains with us in our hearts, that alone may serve some day for our salvation."

...Dostoevsky, The Brothers Karamazov

Text Books

Cohen, D, Stern, V., & Balaban, N. (2008) Observing and recording the behavior of young children. New York: Teachers College Press.

Mooney, Carol Garhart. (2012) Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky. Minnesota: Relief Press.

Montessori, Maria. (1946/1989) Education for a new world. Oxford, England: Clio Press.

Montessori, Maria. (1949/1988) The absorbent mind. Oxford, England: Clio Press.

Montessori, Maria. (1912/1997) The discovery of the child. Oxford, England: Clio Press.

Montessori, Maria. (2007) The Formation of Man. Amsterdam, The Netherlands: Montessori-Pierson Publishing.

Montessori, Maria. (1966) The secret of childhood. New York: Ballantine Press.

Standing, E.M. (1957) Maria Montessori - Her life and work. New York: Penguin Books.

Wolf, Aline D. (1996) Nurturing the spirit. Pennsylvania: Parent Child Press.

Additional Books for Infants & Toddlers

Gerber, Magda. (1998) Your self-confident baby - How to encourage your child's natural abilities. California: John Wiley & Sons.

Kovach, Beverly & Denise DaRoss-Voseles. (2009) Being with babies. Beltsville, Maryland: Gryphon House

Additional suggested readings:

Barnett, Regina Reynolds. (1981) Let our the sunshine - A Montessori approach to creative activities. Dubuque, Iowa: Wm. C. Brown Company Publishers.

Chattin-McNichols, John. (1992) The Montessori controversy. New York: Delmar Publishers.

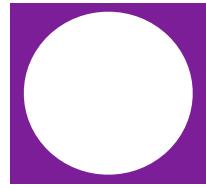
Hammond, Ruth Anne. (2009) Respecting babies: A new look at Magda Gerber's RIE approach. Washington, DC: Zero to Three.

Kramer, Rita. (1976/1998) Maria Montessori, a biography. Addison-Wesley Publishing Co. 1983.

Lillard, Angeline Stol. (2004) Montessori: the science behind the genius. New York: Schocken Books.

Lillard, Paula Polk. (1996) Montessori today. New York: Schocken Books.

Montessori, Maria. (1955/1989) The formation of man. Oxford, England: Clio Press.



Montgomery
Montessori
Institute

Please sign and return this page to Montgomery Montessori Institute.

I acknowledge receipt of the Adult Learner Handbook

Signature_____ Date_____

Please submit any questions: