Houston Montessori Center

7807 Long Point Road
Suite 100
Houston, TX 77055
713-465-7670

EARLY CHILDHOOD
Blended Early Childhood Course

Classes at HMC 7807 Long Point Road #100 77055 unless otherwise noted.
Sunday, June 14 and Saturday, June 20 at Woods High School 1300 Wirt Road 77055
July 13 all day Peace Retreat – Holy Name Retreat Center 430 Bunker Hill Road 77024

The overview is an AMS perquisite. Choose your option
Option 1 You have the necessary Infant and Toddler credential from a MACTE accredited program; you are exempt.
Option 2 Take the HMC early Infant and Toddler online course
Option 3 You complete an independent study. Identify an Infant and Toddler credentialed person from a MACTE accredited program and send their credential. We will then send them the syllabus. They will write a letter of completion.

Summer One 2020
- Cosmic Vision/Philosophy Sun June 14
  1pm – 5pm
- EC Course June 15– July 18
  Mon- Fri 8am–6pm/Sat 8am–noon
Off Saturday, July 4
- Online philosophy course in the fall and monthly zoom calls

Practicum
- Montessori School that meets AMS and HMC standards • 9 months with minimum of 3 hours a day
  • Complete at least 60% of academic phase before starting the practicum.
- Seminar 1
  Wed Oct 7 – Sat Oct 10 , 2020
  8am – 5pm
- Seminar 2
  Wed Jan 29– Sat Feb 1, 2021
  8am – 5pm

Summer Two 2021
- Summer 2
  Mon – Fri June 7 – 11, 2021
  8am – 5pm

Total Costs: $ 7200
- Overview $100 application fee
- Manuals Academic classes
- Field consultant visits Books
- AMS and MACTE fees Various payment plans available
- Does not include field consultant expense 100 miles from Houston
Admission Requirements. All applicants must submit the following

1. An application w/ $100 application fee
2. Payment plan make a copy and use as your invoice. If applicable, submit to the organization who is paying your invoice.
3. Three letters of recommendation
4. An official transcript of highest degree. Applicants must have at least an equivalent four-year college bachelor from an accredited college or university to receive a Secondary I/II credential. Applicants who have an international college transcript must get it evaluated for its equivalence through one of the members of National Association of Credential Evaluation Services (www.naces.org). An international credential is available for those adult learners who have met the degree standards in their country. The credential will indicate the country.
5. Applicants who learned English as an additional language will be required to take the Internet based test – of English as a Foreign Language (TOFEL). A total score of 100 or better will be required for acceptance. The applicant is responsible for registering, taking and the cost of the TOEFL.
6. Essay
7. Survey
8. Practicum site agreement
Application

Program:
- Infant & Toddler □
- Early Childhood □
- Elementary I □
- Elementary I/II □
- Elementary II □
- Secondary I/II □
- Elementary II Upgrade □
- Administrator □

Name: ____________________________  ____________________________  ____________________________  ____________________________

Last  First  Middle  Preferred

Birth Date__________________________

Address:

Street  City  State  Zip

Phone:

Area Code  Home  Cell #  Area Code  Work

Email: ________________________________

Emergency Contact:

Name  Area Code/Phone

Street  City  State  Zip

Education:

High School: ____________________________  Date: __________

College/University: ____________________________  Date(s): __________

Degrees Earned: ____________________________  Major  __________  Minor  __________

Montessori Credential(s): ____________________________  Date: __________

Location(s):

Other Education/Training: ____________________________  Date: __________

Teaching Experience:

Montessori  Public/Private

__________________________  ____________________________  ____________________________

__________________________  ____________________________  ____________________________

__________________________  ____________________________  ____________________________

Other Experience: ____________________________  Interests/Talents: ____________________________

Please include $100 application fee, official transcripts/credentials and three letters of recommendation with application

Staff Use:

Accepted: ____________________________  Date: __________

Interviewer:

☐ Application Fee Paid  Check No. ________  Cash: ________  Money Order ________

☐ Official Transcripts/Credentials  ☐☐☐ Recommendation Letters
Select your course and your payment agreement and sign below. Return form to the Houston Montessori Center.

<table>
<thead>
<tr>
<th>PROGRAM (COURSE) 2020 – 2021</th>
<th>APPLICATION FEE</th>
<th>TUITION</th>
<th>BOOKS/MANUAL</th>
<th>FEES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant/Toddler (birth to 3)</td>
<td>$100</td>
<td>$6100</td>
<td>$500</td>
<td>$500</td>
<td>$7200</td>
</tr>
<tr>
<td>Early Childhood (2.5 - 6)</td>
<td>$100</td>
<td>$6100</td>
<td>$500</td>
<td>$500</td>
<td>$7200</td>
</tr>
<tr>
<td>Elementary I (6 -9)</td>
<td>$100</td>
<td>$6100</td>
<td>$500</td>
<td>$500</td>
<td>$7200</td>
</tr>
<tr>
<td>Elementary II (9 –12)</td>
<td>$100</td>
<td>$6100</td>
<td>$500</td>
<td>$500</td>
<td>$7200</td>
</tr>
<tr>
<td>Elementary I-II (6 - 12)</td>
<td>$100</td>
<td>$7800</td>
<td>$1000</td>
<td>$500</td>
<td>$9400</td>
</tr>
<tr>
<td>Elementary II upgrade</td>
<td>$100</td>
<td>$3600</td>
<td>$500</td>
<td>$500</td>
<td>$4700</td>
</tr>
<tr>
<td>Secondary I/II (12 -18)</td>
<td>$100</td>
<td>$7700</td>
<td>$500</td>
<td>$500</td>
<td>$8900</td>
</tr>
<tr>
<td>AMS Administrators Course</td>
<td>$100</td>
<td>$5100</td>
<td>$500</td>
<td>$500</td>
<td>$6200</td>
</tr>
</tbody>
</table>

Extra practicum fees may be assessed based on the type, location and special needs of the practicum.

Please pay from this invoice/agreement.

**PAYMENT AGREEMENT 2020 – 2021**

Shown below are the payment plans for the courses at the Houston Montessori Center. All payments are due on the first of the month (with the exception of the first tuition payment which is due on or before the first day of class). The $100 application fee is non-refundable and is applicable to the total program cost.

Payments may be made by check or money order. Please mark your method of payment below.

<table>
<thead>
<tr>
<th></th>
<th>IT/EC/EI/ EII</th>
<th>EI-II</th>
<th>EI-II upgrade</th>
<th>S I/II</th>
<th>Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Plan</strong></td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Payment is due on or before the first day of class</td>
<td>$7100</td>
<td>$9300</td>
<td>$4600</td>
<td>$8800</td>
<td>$6100</td>
</tr>
<tr>
<td><strong>Monthly Plan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First payment due on or before first day of class</td>
<td>$1400</td>
<td>$1400</td>
<td>$1100</td>
<td>$1760</td>
<td>$1500</td>
</tr>
<tr>
<td>Eleven payments due on or before the first of the month</td>
<td>$520</td>
<td>$520</td>
<td>$320</td>
<td>$640</td>
<td>$420</td>
</tr>
<tr>
<td>Elementary I-II; part II due July 1, 2021</td>
<td>$2200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I understand an adult learner must begin the practicum phase within two years of the end of the academic phase.
- I acknowledge that I will pay Houston Montessori Center according to fees and method of payment checked above.
CANCELLATION PROCESS

IF YOU ARE UNABLE TO PARTICIPATE IN THE TEACHER EDUCATION SESSION FOR WHICH YOU HAVE BEEN ACCEPTED, PLEASE NOTIFY HOUSTON MONTESSORI CENTER BY COMPLETING AND RETURNING THE FORM BELOW

RETURN TO: HOUSTON MONTESSORI CENTER
7807 LONG POINT ROAD, STE. 100
HOUSTON, TX 77055

PLEASE BE NOTIFIED THAT
NAME (PLEASE PRINT) ________________________________________________________________

<table>
<thead>
<tr>
<th>STREET</th>
<th>CITY</th>
<th>STATE</th>
<th>ZIP</th>
</tr>
</thead>
</table>

IS CANCELLING ENROLLMENT IN THE HOUSTON MONTESSORI CENTER
Please circle the one that applies:

- Infant/Toddler (birth to 3)
- Early Childhood (2.5 – 6):
- Elementary I (6 -9):
- Elementary II (9-12)
- Elementary I/II (Upgrade 6-12)
- Secondary I/II (12-18):
- AMS Administrators Course for School Leaders

SIGNATURE ______________________ DATE ____________

FOR OFFICE USE:

WRITTEN WITHDRAWAL NOTICE RECEIVED ON: ________________________________

DATE OF ENROLLMENT AGREEMENT: ________________________________

DATE ON WHICH THE 72-HOUR CANCELLATION PERIOD WILL EXPIRE: ____________________

REFUND BY CHECK NO: _________________________________________________________

AMOUNT: ________________________________________________________________

ISSUED TO: _______________________________________________________________

DATE REFUND WAS ISSUED: ________________________________________________
Early Childhood Practicum Survey

Name _____________________________________________________________

Practicum Site ____________________________________________________

Personal Experiences:
____ working with children 2.5-6 years of age in ___________________________position
____ working in a Montessori classroom ________ years in
__________________________  __________________________position

School Information:
Will this practicum site be able to offer proof of AMS affiliation by August?

_________

How is your school planning to assess children at this age level?
_________portfolios? ___________conferences? ___________progress records? ___________standardized tests? ___________other?

Will there be at least a two-hour block of uninterrupted work time
_________am ________pm

Student Class Make-up Next Year
1. Approximately how large will the class be? ____________________________
2. Is it an established class or new? ________________________________
3. What percentage of your class will be special needs students? _________
4. What experiences will your students have had?
_________________________ years Montessori?
_________________________ other child care?

Teachers
5. What other teachers will be working with you? ____________________________
Mentor teacher AMS credential? _______ name of Teacher Education Program
__________________________ and copy of credential
Mentor teacher with Montessori credential from MACTE approved course?
Assistant with Montessori experience? _____________________________
Applicant Essay For Early Childhood

Name ________________________________ Date ______________________

On a separate sheet of paper, please answer Question 1 and one (1) of the other four questions. Please write the essays in your own words and email to gretta.yeager@gmail.com.

1. A 3-year old has been in the classroom for three months and is making good progress, but every day at the same time she begins to lose concentration and wanders around the room distracting other children. Today she takes a piece of equipment from a shelf and crawls under a table where she lies on her back and kicks the underside of the table, upsetting the work of a child who is working at the table. What should you do?

2. Why do you want to work in a Montessori early childhood classroom?

3. Describe your relationship with children from birth to six years of age. Be specific about one recent experience.

4. Describe one bad and one good educational experience you have had personally.

5. What is the goal of an early childhood teacher in a Montessori classroom?
HMC Policies and Requirements for Early Childhood Credential

Admission
All applicants must submit an application, three letters of recommendation and one original transcript, have an interview with the director or a staff member, and complete an essay and survey. Applicants who learned English as an additional language will be required to take the Internet based test – of English as a Foreign Language (TOEFL). A total score of 100 or better will be required for acceptance. The applicant is responsible for registering, taking and the cost of the TOEFL. These requirements assure that an adult learner can benefit from the course. Credit may be given for previous course work in another AMS accredited course.

Applicants must have at least an equivalent four-year college bachelor from an accredited college or university to receive a Early Childhood credential. Applicants who have an international college transcript must get it evaluated for its equivalence (college or agency such as Span Tran (www.spantran-edu.org). An international degree is available for those adult learners who have met the degree standards in their country. The credential will indicate the country.

An AMS Associate Early Childhood credential is awarded to an adult learner with a minimum of a secondary level state approved/recognized (high school) diploma or GED or the international equivalent, but who has not earned a Bachelor’s degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service. Candidates for an AMS Associate Early Childhood credential must complete all requirements for the course in which they are enrolled. Upon completion, they should represent themselves as holding an AMS Associate Early Childhood credential.

Applicants for the AMS Early Childhood course who do not have a U.S. Bachelor’s degree or its equivalent are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility.

Holders of the AMS Associate Early Childhood credential are strongly encouraged to obtain their Bachelor’s degree within seven years of credentialing.

Teachers with an Associate Early Childhood credential are eligible for upgrade to an AMS Early Childhood credential upon completing the Bachelor’s degree requirement. An official transcript documenting this completion and appropriate form and upgrade fee must be sent to AMS office of teacher education by the individual receiving the degree. The teacher must be a current AMS member at the time of the upgrade.

International Transcript and Credential: Applicants who have an international college transcript can get it evaluated for its equivalence at SpanTran (www.spantran-edu.org) or WES (World Educational Services).
Academic Course Components (Expected Performance and Standards for Completion)

1. **Attendance and Active Participation in classes**
   Required attendance is at least 80% of each course component and at least 90% of total clock hours of the course. All work should be made-up; however make-up work does not erase absences.

   **To begin the practicum phases 60% of the academic phase must be completed.**

2. **Written Assignments**
   Complete and pass all written assignments and manual requirements. An instructor will return an assignment or manual for a revision if it does not meet our standards. All assignments must be typed.

3. **Observations**
   Complete five classroom observations. The forms are included in the handbook. One observation may be done in another classroom at the same school. Three observations must be done at three different schools. One observation may be done in a classroom at a different age level. Observations must be typed before turning in.

   One observation is a year long case study of three children in the adult learner’s own classroom. The outline is in the handbook.

4. **Year Long Project**
   The yearlong project is introduced at the October seminar, followed up at the February seminar, conversations at the practicum visits, and presented to peers the second summer. This is a summative assessed by a rubric (Yearlong Project Rubric – sec 2 2.5 C)

5. **Oral exams/portfolios**
   Adult Learners will need to demonstrate competencies in the areas outlined by MACTE and AMS including the practical life, sensorial, language, math, language, and cultural curriculum. One must have completed all the attendance requirements, assignments in each of the subjects and financial obligations to HMC, AMS, and MACTE before taking the orals.

   The scoring scale for oral examinations is: pass & redo.

6. **Entry into Practicum**
   Each teacher education program is responsible for establishing a written policy that states specific prerequisites for entry into the practicum including the number of completed academic hours required. For HMC it is 60% of the total academic hours.

Practicum Course Component

1. For the practicum, the teacher must in the classroom for at least 3 hours a day for 9 months with months with an Early Childhood Environment. For a successful practicum, the classroom should have a significant number of students in each age group (3, 4, 5 year olds by September 1 of the current school year) who are able to benefit from the three-year curriculum. There should be a significant amount of Montessori material available and in use in the classroom to give the adult learner the opportunity to practice and verify understanding of the information given in the course. If these criteria are not met, adult learners will be asked to extend their practicum experiences until requirements are met. Assessment is made by the filed consultant and supervising teacher (if applicable). The practicum must begin within two years of the end of the academic phase.

2. A supervising teacher (teacher in the classroom) must have had two years of experience after their credential at the appropriate level. Otherwise, the adult learner is in a self-directed practicum. Each adult learner will receive a minimum of three visits, monthly contact, through Edmodo and any other support they may be needed.

3. The practicum site ideally is AMS member school, and the practicum site agreement, included in the handbook, must be completed and returned to HMC. Please see the requirements in practicum site agreement. The adult learner will be visited at 3 times by HMC staff and other qualified
Montessorian. The adult learner will bear the cost of travel expenses and lodging if the school is over 100 miles from Houston Montessori Center.

4. HMC does not place teachers in schools. We will supply a list of possible schools. All negotiations are made between the adult learner and the school, and HMC is not responsible for salaries, working conditions or guarantees occupational advancement, etc. 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. The adult learner must fulfill all duties and obligations listed in the agreement with the practicum site.

**Academic integrity**

At HMC we believe that it is both an act of personal, professional courtesy as well as intellectual honesty to have standards for academic integrity. Please be sure that you document all passages, paraphrases, and ideas that are borrowed from any source in all work presented to HMC, and that all individual and group products/presentations are of the work of all the adult learners cited.

**Financial**

Financial obligations to HMC, AMS, and MACTE before an HMC recommendation form can be submitted to AMS for a credential.

**Time Period**

Adult learners are expected to complete all course requirements, including academic, practicum, and financial requirements, within a 3-year time period following the program’s official end of the academic phase (second summer) in which the adult learner was initially enrolled. This period can be extended with the approval of the program director for adult learners in good standing. An additional fee may be assessed if the adult learner extends his/her course work beyond the three years following the end of the academic phase. The adult learner must be a current AMS member in order to be recommended for an AMS credential.

**Grievance Procedure**

All published policies of the adult learner preparation course, as well as the AMS Code of Ethics, will be upheld and will be the standards for determining whether a grievance actually exists or is due to a misunderstanding of the policies and ethics.

1. Grievance occurs.
2. Course Director and Level/Practicum Coordinator consult with adult learner and attempt to resolve problem.
3. If the problem is not resolved, HMC Board meets with the grievee and his/her selected representatives (5) at a time designated by grievee, and a solution will evolve through compromise by all parties involved.
4. If no solution can be designed by all parties, all parties have recourse to the following supervisory parties:

   **AMS Office for Teacher Education**  
   116 East 16th Street,  
   NY, NY 10003  
   212 358 1250  
   FAX: 212 358 1256

   **MACTE Office**  
   420 Park Street  
   Charlottesville, Virginia 22902  
   434 202-7793

Grievances addressed to these bodies must be in writing and state explicitly the nature and particulars of the grievance.
**Professional Development**

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

I understand the policies and requirements of the AMS Early Childhood credential and have sought clarification if needed. I have received a copy of the HMC Adult Learners Handbook.

____________________________________  _____________________  
Signature                            Print Name               date
Admission for Early Childhood Candidate

AMS Associate Early Childhood Credential:
AMS grants the AMS Associate Early Childhood Credential when the course graduate has a high school diploma or GED, but not a Bachelor’s degree. 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.

Even if it is currently possible to qualify for a full teaching responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements.

Applicants for this AMS Early Childhood course who do not have a U.S. Bachelors 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 this course.

AMS strongly encourages holders of the Associate Credential to obtain a Bachelor’s degree within 7 years of credentialing.

AMS hopes you consider your credential as the beginning of your journey of lifelong learning.

Teachers with an Associate credential are eligible for an AMS Early Childhood Credential upon completing the Bachelor’s degree requirement. To upgrade a credential, the teacher 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.

AMS Early Childhood Credential:

The candidate for the AMS Early Childhood Credential holds as a minimum: a Bachelor's degree from a regionally accredited U.S college/university or its equivalent from a non-U.S. college/university. Upon successful completion of the Early Childhood course, the director recommends the adult learner to AMS for an AMS Early Childhood Credential.

An Early Childhood Credential is awarded to adult learners who hold 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. The degree and country in which the graduate was awarded his/her Bachelor’s degree is indicated on the credential.
AMS grants the AMS Associate Early Childhood Credential when the course graduate has a high school diploma or GED, but not a Bachelor's degree. 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.

Even if it is currently possible to qualify for a full teaching responsibility without a Bachelor's degree, employment regulations may change in the future. The applicant is responsible for checking specific jurisdictions and schools for particular employment requirements. Applicants for this AMS Early Childhood course who do not have a U.S. Bachelors 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 this course. AMS strongly encourages holders of the Associate Credential to obtain a Bachelor’s degree within 7 years of credentialing. AMS hopes you consider your credential as the beginning of your journey of lifelong learning.

I have read and understand my responsibility as an applicant for the Early Childhood course level of this teacher education program.

______________________________________
Applicant Name (print)

______________________________________
Applicant Signature Date

______________________________________
Program (print)
Early Childhood Practicum Site Agreement

The Houston Montessori Center complies with the standards of the American Montessori Society (AMS), the Montessori Accreditation Council for Teacher Preparation (MACTE), and the Characteristics of an AMS Early Childhood Program for the Practicum Site of our adult learners. If the assigned classroom and school site meets each standard, indicate in the appropriate space. THANK YOU.

STANDARDS AND RESPONSIBILITIES FOR THE PRACTICUM SITE

An adult learner must begin the practicum phase within two years of the end of the 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.

   *Alternative:*

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, state, and federal regulations.

4. **School Policies**: The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and standards 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.

6. **Cooperation with the Teacher Education Program**: The site must agree to cooperate with the teacher education program in all matters relating to the practicum.

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.). 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 ½ through 6 age span. *Alternative:*

9. **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.

10. **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/or mentor. For a self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the AMS Credential Recommendation Form is required.

a. For all course levels (with the exception of the Administrator course), supervision must be provided according to one of two options:

   1. In the classroom with an approved supervising teacher
   2. In a self-directed classroom with regular supervision by a qualified and approved field consultant:
11. The Montessori Uninterrupted Work Period

The American Montessori Society School Accreditation Commission and the AMS Teacher Education Action Commission offer this resource to AMS schools and affiliated teacher education programs to clarify AMS’s definition of optimal uninterrupted work period in Montessori classrooms. AMS-accredited schools are required to meet the following definitions of uninterrupted work time for each applicable program level (as articulated in Criterion 3.9 of the AMS School Accreditation Standards and Criteria), and these definitions are recommended as best practice for AMS member schools. This explanation is comprehensive but not exclusive of what may be observed in AMS-accredited schools during the work cycle.

Overview

The uninterrupted work period is fundamental to the Montessori approach, which recognizes and respects individual variations in the learning process. Within the Montessori environment, the children and/or adolescents need to have time to work through various tasks and responsibilities at their own pace. This uninterrupted work period is vitally important, as that is when the building of coordination, concentration, independence and order, and the assimilation of information are able to occur. At all levels, students with special needs may need unique considerations, such as:

• variation in work time block
• more one-on-one teacher time and direction
• being removed from the class for therapeutic services

While the work will look different for each age group, at all program levels, children and adolescents should have ample time allotted for the uninterrupted work period. The following is intended to be a guide to what an observer would see during the uninterrupted work cycle:

At the Early Childhood level, a 3-hour uninterrupted work cycle, 5 days per week, is optimal, and a 2- to 3-hour work cycle, 4 days per week, is the required minimum for AMS-accredited schools. Schools provide large blocks of unscheduled time to ensure that individual children have the time to settle into a task that interests them and are not unnecessarily interrupted when they are engaged in a worthwhile activity.

During the work period, teachers observe the behaviors of the children and invite individuals and small groups to short lessons when they see opportunities to assist a child’s progress. Optimally, the majority of each morning and afternoon is devoted to self-motivated work. This time may include individual- or self-chosen small group activities and short lessons by the teacher for children who have accepted an invitation to the lesson.

The uninterrupted work period does not include whole-class lessons or other activities such as adult-led group circle meetings for which participation of all children is required. Outdoor play time, specials, and enrichment classes for the whole group should not interrupt and are not included in the work period.

12. Background check The adult learner has had the appropriate background check necessary in his/her state.

13. Academic Requirement. The adult learner has completed 60% of academic course work.

Adult Learner

Name of School ___________________________ School AMS ID # (required if member)_______

Address of School ___________________________ 

If Applicable: Name of Supervising Teacher ____________________________________________

Head of School (Print Name) __________________________________________________________

Head of School Signature ___________________________ date __________

Attached is the Characteristics of Montessori Early Childhood Program

Characteristics of a Montessori Early Childhood Program

Montessori programs embrace the educational principles and practices developed by Dr. Maria Montessori based on her extensive observations of children and her deep insights into the goals of education. The Montessori approach has inspired the creation of Montessori schools world-wide, offering a unique approach to education that respects the individuality of each child within the classroom community, while fostering personal and social growth through a comprehensive range of age-appropriate developmental activities.

Developmental Characteristics of the Child aged 2 1/2 to 6 years.

The human hand, so delicate and so complicated, not only allows the mind to reveal itself but it enables the whole being to enter into a special relationship with its environment.

Montessori, Maria, The Secret of Childhood

Around the age of three, children develop a conscious awareness of their perceptions and actions that allows them to direct their attention more deliberately, to begin to share their thoughts, and to build conscious memories. During the next three years,
Curriculum assistance only as needed.

Wait for a mat at a table or on a floor mat, and the responsibility for replacing things as they found them. They develop patience. The children...This prepared environment provides a safe haven for children to explore all aspects of the three materials are designed to similar standards of quality and precision. Completed. In addition, the materials permit repetition a function. An important feature of each material is control of error; success is self-esteem grows as they acquire real and recognizable skills. They have an extraordinary capacity for learning.

Philosophical Background

A child is a discoverer. He is an amorphous, splendid being in search of his own proper form.

Montessori, Maria, The Secret of Childhood

Montessori emphasized that the goal of education is two-fold, to support the full development of individual potential and to support each individual in becoming a contributing member of society. An education for life addresses physical, social-emotional and character development as well as academic skills and knowledge and career readiness. Montessori programs are planned to be responsive to the developmental stage of the children, and value self-confidence, independent thought and action as well as cooperation and respectful collaboration with others. In the preschool years the emphasis is on supporting the full development of the child’s individual potential.

Multi-Age Grouping

Multi-age groupings are essential for a Montessori program. The early childhood program integrates a three-year mixed age group of children aged approximately 2.5 years to 6 years. Optimally, one third of the group changes each year, as the oldest children move on and a new group enters. When children stay in the same environment for three years, the bonds and understanding between child and teacher are significantly strengthened; the children’s sense of security gives them confidence to explore, and over time they grow in independence as they initially observe and learn from older children and later become role models and leaders of the group, ready to help the younger children who have just joined the class.

The Classroom Environment

What is most characteristic of our system of education is the emphasis placed upon the environment.

Montessori, Maria, The Secret of Childhood

The classroom is designed to be more like a home than a school, with the space divided into room-like areas for each curricular area. In this “children’s house” all furniture, tools and utensils are child-scale. Close attention is paid to the organization and maintenance of the environment, so that it is always clean, consistent, and orderly, with flowers, houseplants and decorative items contributing to its aesthetic beauty. As in a home, specialized areas are needed. A “kitchen” area allows children to prepare food and store cleaning supplies and a cozy area offers a place to rest or look at books. An adjacent bathroom also has child-scale fixtures, and direct access to an outdoor garden is highly desirable.

The curriculum is implemented through an extensive array of materials and equipment that are easily accessible to the children on low, open shelves. The classic Montessori materials for this age level are arranged in a logical progression in each curricular area. These materials are exceptionally well-designed, high quality educational manipulatives that encourage concentration and attention, refinement of motor skills, pattern recognition, formation of abstract concepts and development of executive function. An important feature of each material is control of error; success is self-evident to the child when the activity is completed. In addition, the materials permit repetition and practice of each activity until mastery is achieved. Supplemental materials are designed to similar standards of quality and precision.

This prepared environment provides a safe haven for children to explore all aspects of the three-year curriculum at their own pace. The children have the freedom to select the activities of their choice, the right to work with a material for as long as they wish at a table or on a floor mat, and the responsibility for replacing things as they found them. They develop the patience to wait for a material to become available, and they interact with other children and adults throughout the day, seeking adult assistance only as needed.

Curriculum

They were attracted by these objects which perfected their sense perceptions, enabling them to analyze and facilitate their movements. These materials also taught them how to concentrate in a way that no vocal instruction ever could have done.
The curriculum is organized into areas with a particular content focus, but all areas support the development of large and fine motor skills, sustained concentration, a sense of order, individual choice and decision-making, self-regulation, self-confidence, independence, responsibility and cooperation. Most activities involve manipulative materials, and the use of each material is usually first demonstrated by the teacher to individual children. Each activity builds on previous learning, and the teacher presents materials in sequence so that each new challenge for the child represents a small additional challenge and promises a high probability of success. It is expected that children will choose to repeat activities until they have mastered that concept or skill. In all areas, the children proceed through the three-year curriculum at their own pace, with teacher guidance and support. The curriculum includes the following areas:

Practical Life
Daily activities and exercises assist the child in developing functional independence, social awareness, self-confidence and personal dignity by practicing the routine tasks and events of everyday living. Activities involve self-care (e.g. dressing, washing, tooth-brushing), household/classroom maintenance (e.g. dusting, sweeping, scrubbing, polishing, dish-washing, cloth-washing), food preparation and service, gardening, and polite social manners (e.g. greetings, thanks, invitations, apologies). These real-life experiences are a physical and mental preparation for the other areas of the curriculum, as well as an ongoing contribution to the classroom community.

Sensorial
Specialized Montessori materials are designed to engage the child in matching and grading exercises which demand the use of a single isolated sense (sight, hearing, touch, taste, and smell) to consciously discriminate qualities, similarities and differences of size, length, shape, weight, color, sound, tones, smells, and flavors, and to organize the materials accordingly. After the child demonstrates the ability to perceive the varying qualities of the materials, the teacher introduces the vocabulary for these qualities (e.g. large/small, loudest/softest, words for colors and shapes, etc.). These experiences provide an introduction to pattern recognition and classification, and validate the child’s ability to make decisions based on the evidence of the senses, laying the foundation for learning in the academic curricular areas.

Math
Number concepts are introduced using manipulative materials at every stage. Numerals are introduced after the child has experienced the qualitative differences of quantities from 1 to 10. Early exploration of number includes odd and even numbers, and number sets. Place value up to 9,999 is demonstrated using golden bead materials that represent thousand, hundreds, tens and units, allowing children to trade and perform operations with large quantities. Colored bead bars and chains representing the squares and cubes of all the numbers from 1 to 10 offer experiences in linear counting from 1 to 1,000. Numerical relationships are absorbed at the same time. Additional materials support memorization of basic number facts as children perform simple addition, subtraction, multiplication and division, creating their own tables.

Language
Oral/Auditory/Expressive: The Montessori environment is language-rich. Teachers model thoughtful, calm speech in all their interactions and children engage in conversations throughout the day. Everyday conversational vocabulary is significantly enlarged with the specific terminology used in the other curriculum areas.

Writing and Reading:
Tracing a variety of simple metal insets and making designs offers children multiple opportunities to develop pencil control before attempting to form letters. Sandpaper letters are then used to introduce the child to tracing the outline of the letter and simultaneously vocalize the most common phonetic sound represented by that letter. Follow-up exercises with movable letters allow the child to form written words and sentences based on analyzing the sounds within each word. At the same time, whole word reading is developed by exercises such as attaching labels to items from a box of objects, or to furnishings in the room. A sequence of exercises follows, including lessons that clarify phonograms and irregular spellings. A small classroom library and carefully selected phonetic readers offer additional reading practice and enjoyment.

Introduction to Grammar: The older children enjoy simple games that emphasize the parts of speech. The differences between a naming word (noun) and doing word (verb) are made clear when the child is asked to bring something or do something. The roles of adjectives and adverbs are clarified when the child is asked to bring a specific colored pencil or to walk in a specific way. Additional exercises are available, introducing grammar symbols for parts of speech, boxes of word cards, and sentence analysis charts.

Cultural Knowledge
The cultural curriculum introduces fields of human knowledge and lays a foundation of appreciation and respect for the interdependence of all things, living and non-living. Geography topics start with demonstrations of the differences between land, water and air. Then a variety of land/water forms and simplified globes are used to show the areas of water and land, as well as to introduce the continents on Earth. Puzzle maps for each continent and some countries are used extensively by the children. Further activities introduce flags, artifacts, animals, and pictures from different parts of the world, as well as the solar system. Nature study focuses on local plants, wildlife and pets, as well as gardening. Sets of cards are used to highlight similarities and differences across species and to learn the vocabulary for the external parts of animals and plants. Physical science is
experienced throughout the day as children handle a wide variety of materials: wood, metal, glass, water, clay, sand. The geography materials of land, water and air can be revisited as solid, liquid and gas, and specific exercises may introduce concepts such as “sink or float” and magnetism.

Art work is encouraged through the presentation of a variety of tools and media, including pencils, crayons, paintbrushes, watercolors, easel painting, and clay or playdough. In some classrooms prints of works by great artists are discussed and compared. Beautiful framed works of art or photographs are hung on the walls.

Music is a daily experience, as children sing and dance together during group times. Recorded classical music often accompanies transition times and the children are told or read stories about the life and work of the composer. A formal introduction to musical scales and auditory awareness is provided by the Bell material in the Sensorial area.

Other

*Walking on the Line* – Children walk along a line on the floor, usually in the form of an ellipse. This is an exercise of balance and self-control, and may be accompanied by rhythmic music. With increasing skill levels, the children are invited to carry an object such as a flag or a bell as they walk.

*Silence Games* – Montessori tells many anecdotes about the fascination of young children for “making silence” together. This exercise in self-control is enhanced by the experience of a communal effort, and by the awareness of other sounds in the environment that are usually unnoticed.

*Group Time* - At some time during the day the whole group will usually come together, often sitting in a circle on the floor. This is an opportunity for announcements by the teacher(s) or by individual children, and for group singing. The amount of whole group time is very limited, in order to maximize the length of the uninterrupted work period.

*Outside time* – The optimal Montessori environment has an indoor and an outdoor component. Daily time outdoors is highly valued. When Montessori classrooms have direct access to an outside area, the doors may be opened during the work period in good weather, allowing children to work outside. Many schools also provide gardening, snow-shoveling, leaf sweeping, and other work for the children. The larger outdoor space also provides opportunities for more exuberant large-motor activity and the use of playground structures or natural landscape formations.

**Daily Schedule**

An uninterrupted work period is key to ensuring that children have the time to settle into the tasks that interest them, without unnecessary interruptions. The activities of the children demand focus, attention, and concentration, so their activities are referred to as “work” rather than “play.” During the work period, children choose their own activities and may accept invitations to brief individual and small-group lessons from the teacher. Large blocks of time are scheduled to protect this work flow, with the goal of reserving a daily minimum work time approaching three hours and no less than two hours. Freedom of choice, movement, and repetition are fostered throughout the child’s day, while freedom is balanced with responsibility. Whole group activities are scheduled outside the uninterrupted period, and usually include outdoor play, “specials”, group meals, and adult-led group meetings and occasional lessons.

**Role of the Teacher**

*The first thing required of a teacher is that he be rightly disposed for his task.*

Montessori, Maria, *The Secret of Childhood*

**The Lead Teacher**

Montessori teachers have completed a highly specialized course of training for the age level of the classroom and are viewed as facilitators or guides. The teacher meticulously designs, prepares and maintains the learning environment and introduces children to the uses of the materials with clear and concise demonstration lessons. Most of these brief lessons are presented individually, while the other children in the classroom are working independently, but some lessons may be given to small groups. The teacher stays in the background, observing individuals and the dynamics of the group like an anthropologist. These observations are the basis for a cycle of observation, interpretation, planning, and assessment. The teacher determines which activities to introduce next to each child and the records become a document of the child’s progress. The number of lessons each child receives each week varies accordingly.

**The Classroom Team**

Montessori early childhood teachers sometimes work in a teaching team with one or more additional Montessori-credentialed teachers. The resulting opportunities for collegial discourse and shared responsibilities benefit the children as well as the teachers. Schools may also employ classroom assistants as teacher aides.

All adults in the Montessori early childhood environment move gracefully and speak calmly and unobtrusively, taking care to maintain a neutral, non-judgmental stance in interactions with the children, by avoiding praise or any indication of competitive comparisons. The adult aspires to be an authentic model of grace and courtesy at all times, warmly welcoming the children and visitors into the environment, and establishing and maintaining ground-rules for behavior.

**Classroom Assistants**
Most schools employ classroom assistants who provide support to both teacher and children. The assistant is often trained on the job, though some assistants may have attended training courses or workshops. Sometimes, this position is filled by an intern who is enrolled in a Montessori teacher education program.

**Adult/Child Ratio**

State licensing requirements determine minimum adult/child ratios, and these are fully adequate for the needs of a Montessori classroom. In fact, it is desired that Montessori classrooms have a higher adult/child ratio, as this fosters independent learning, and encourages children to learn from their multi-aged peers.

**Progress Reports and Outcomes**

Observation and note-taking of the child’s activities and behaviors are a part of the teacher’s daily work. The teacher maintains a comprehensive checklist to track each child’s lessons and follow-up activities, and keeps work samples and notes on behaviors and interactions. These records document the progress and behaviors of each child in every area of the curriculum and supply a useful data source in regards to the child’s development. In addition, public schools and some private schools implement standardized testing according to local expectations or requirements.

**Role of the Family**

The family holds the central place in a young child’s life, and ongoing communication between teachers and parents is of great importance for the child’s welfare. Teacher/parent relationships in a Montessori school are strong, because the child stays in the same classroom for three years. Parents can expect to be invited to meet with the teacher before their child enters the class, and to be invited to make appointments to observe the classroom in action. Regular parent/teacher conferences provide opportunities for dialogue, assisting both parents and teachers in their understanding of the child’s interests, activities and skills. In addition, parents are encouraged to attend school presentations on child-rearing topics, which often include discussions about ways the Montessori approach may be implemented in the home. The school community includes the children, their families, their teachers, the school administrators and all personnel at the site.

**References**

**Books**
- Montessori, Maria. *The Discovery Of The Child*
- Montessori, Maria. *The Secret Of Childhood*
- Montessori, Maria. *The Absorbent Mind*
- Montessori, Maria. *Creative Development of the Child, Vols. I & II*
- Montessori, Maria. *Education for a New World*

**Articles**

**AMS resources**
- *The Montessori Uninterrupted Work Period.* See www.amshq.org > School Materials
- *AMS School Accreditation Standards and Criteria.* See www.amshq.org > AMS School Accreditation
Early Childhood Supply List
(These items will be required throughout the year in order to complete assignments)

Needed First Day of Class:
Labeled drink container with lid and/or labeled water bottle
A notebook for pair/share activities
A Journal for Reflection
A personal planning calendar

Needed the first week:
For Manuals
6 three-ring binders, 2-3 inch
Multiple sets of tabbed dividers or a suitable substitute
1 package white copy paper

Container with the following items
- scissors
- colored pencils
- single hole punch
- markers
- crayons
- pens
- #2 pencils
- small ruler
- glue sticks for manual preparation &
- white out
- pencil sharpener
- material making
- post-it notes

Items to be purchased as needed:
Materials for lesson making and assignments:
(these will be discussed in class before purchases should be made):

Materials for lesson making –
Cardstock, realistic stickers, objects and laminating pouches
Containers to hold lessons

Materials for other assignments:
Materials and container for original Practical Life lesson
Container and materials for science experiment
Container and materials for geography assignment
Materials for research project

Materials for sewing

Optional:
Computer/tablet
Printer
Flash drive
Housing Suggestions

Commercial
Close to School of the Woods (2.5 miles from School of the Woods):
  Crowne Plaza – 7611 Katy Freeway, 77024, 713 680 2222
  Holiday Inn Express and Suites – 7625 Katy Freeway, 77024, 713 688 2800

City Center (6 miles from School of the Woods)
  Four Points Houston West, 10655 Katy Fwy, Houston, TX 77024, 281 5014600

Galleria (7 miles from School of the Woods)
  Aloft, 5415 Westheimer, 77056, 713 622 7010
  Courtyard by Marriot, 2900 Sage Rd, 77056, 713 622 3611
  Doubletree Suites, 5353 Westheimer, 77056, 713 961 9000
  Hilton Garden 2900 Sage Rd., 77056, 800 230 4134
  Homewood Suites, 2950 Sage Rd. 77056, 855 277 4942
  Hyatt House 3440 Sage Rd., 77056, 713 629 9711

The following are Extended Stay America hotels - the rates are based on a
Each hotel is with 12 miles of the Center

  11175 Katy Freeway, Houston 77079 (713) 461-6696
  15385 Katy Freeway, Houston 77094 (713) 461-6696
  4701 Westheimer, Houston 77027 713. 355.8500
AMS Teacher Scholarships

Every year, the American Montessori Society awards teacher education scholarships to aspiring Montessori teachers.

Through the awarding of Teacher Education Scholarships, AMS supports the growth of Montessori teachers of tomorrow.

Those eligible to apply for scholarships are individuals who have been accepted, are in the process of being accepted, or are already enrolled in an AMS-affiliated teacher education program.

Applications are available in the spring and due May 1.

Applicants are considered on the basis of financial need, a compelling personal statement, 3 letters of recommendation, and official verification of acceptance into an AMS-affiliated program.