Houston Montessori Center

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

INFANT AND TODDLER
Blended Infant and Toddler 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

Summer One 2020

The overview is an AMS perquisite. Choose your option

Option 1  You have the necessary Early Childhood credential from a MACTE accredited program; you are exempt.

Option 2  Take the HMC Early Childhood online course

Option 3  You complete an independent study. Identify an Early Childhood 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.

- Cosmic Vision/Philosophy Sun June 14 1pm – 5pm
- IT Course June 15– July 18 Mon– Fri 8am–6pm/Sat 8am–noon
- 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
Houston Montessori Center  
7807 Long Point Rd., Suite 100, Houston, TX 77055-3679  
Phone: 713-465-7670 Fax: 713-465-8577  
email: drbcoe@me.com  
Elisabeth Coe, Ph.D.  
Executive Director

Application

Program:
- Infant & Toddler
- Early Childhood
- Elementary I
- Elementary I/II
- Elementary II
- Elementary II Upgrade
- Secondary I/II
- 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>
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<tr>
<td>Elementary I (6 - 9)</td>
<td>$100</td>
<td>$6100</td>
<td>$500</td>
<td>$500</td>
<td>$7200</td>
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<tr>
<td>Elementary II (9 –12)</td>
<td>$100</td>
<td>$6100</td>
<td>$500</td>
<td>$500</td>
<td>$7200</td>
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<tr>
<td>Elementary I-II (6 - 12)</td>
<td>$100</td>
<td>$7800</td>
<td>$1000</td>
<td>$500</td>
<td>$9400</td>
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<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>
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<tr>
<td>AMS Administrators Course</td>
<td>$100</td>
<td>$5100</td>
<td>$500</td>
<td>$500</td>
<td>$6200</td>
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School districts and schools with adult learners can request an option one-time fee by site, for the cost of airfares and lodging instead of being billed separately for this added cost.

Extra practicum fees may be assessed based on the type, location and special needs of the practicum. The rate is $85/day for in town visits and $400/day for out of town visits.

<table>
<thead>
<tr>
<th>PROGRAM (COURSE) Title</th>
<th>CLASS DATES</th>
<th>CLOCK HOURS</th>
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<tbody>
<tr>
<td>Infant/Toddler (birth to 3)</td>
<td>June 14, 2020 - June 11, 2021</td>
<td>349 Onsite 98 Online 540 Practicum 987</td>
</tr>
<tr>
<td>Early Childhood (2.5 - 6)</td>
<td>June 14, 2020 - June 11, 2021</td>
<td>349 Onsite 82 Online 540 971</td>
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<tr>
<td>Elementary I (6 -9)</td>
<td>June 14, 2020 - June 11, 2021</td>
<td>349 Onsite 98 Online 1080 1527</td>
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<tr>
<td>Elementary II (9-12)</td>
<td>June 14, 2020 - June 11, 2021</td>
<td>349 Onsite 98 Online 1080 1527</td>
</tr>
<tr>
<td>Elementary I/II (6 -12)</td>
<td>June 14, 2020 – June 11, 2021</td>
<td>487 Onsite 98 Online 1080 1665</td>
</tr>
<tr>
<td>Elementary II (Upgrade)</td>
<td>June 29, 2019–December 5, 2020</td>
<td>175 Onsite NA Online 175</td>
</tr>
<tr>
<td>AMS Administrators Course</td>
<td>June 26, 2020 – November 13, 2021</td>
<td>272 Onsite 84 Online 1080 1436</td>
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**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.

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<thead>
<tr>
<th></th>
<th>IT/EC/I/ EII</th>
<th>EI-II</th>
<th>EI II</th>
<th>S I/II</th>
<th>Admin</th>
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<tbody>
<tr>
<td>Application fee</td>
<td>$100</td>
<td>$100</td>
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**Annual Plan**

Payment is due on or before the first day of class

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<tr>
<td>$7100</td>
<td>$9300</td>
<td>$4600</td>
<td>$8800</td>
<td>$6100</td>
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**Monthly Plan**

First payment due on or before first day of class

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<tr>
<td>$1400</td>
<td>$1400</td>
<td>$1100</td>
<td>$1760</td>
<td>$1500</td>
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Eleven payments due on or before the first of the month

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<tr>
<td>$520</td>
<td>$520</td>
<td>$320</td>
<td>$640</td>
<td>$420</td>
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Elementary I-II; part II due July 1, 2021

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<td>$2200</td>
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• 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.

---

Signature of Adult Learner (Print Name) ____________________________
Address: _______________________________________________________
Date: _________________

Name of Practicum Site (Print Name) ____________________________
Address: _______________________________________________________
Phone: ____________________________

Person or sponsor responsible for payment ____________________________
Address: _______________________________________________________
Phone: ____________________________
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>
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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: ______________________________________________
Applicant Essay For Infant and Toddler

Name _______________________________________ Date ______________________

On a separate sheet of paper, please answer both questions. Please write the essays in your own words and your own handwriting. Each essay should be about one page of your handwriting.

1. Some people might say that anyone can work with infants or toddlers and it does not take much training to do so. Tell why you think this is not the case and what qualities make you particularly suited to this work.

2. How would you handle this situation? It is the beginning of the morning. Three children are crying. Your assistant is absent and you have an inexperienced substitute. A parent wants to talk to you.
Infant and Toddler Practicum Survey

Name __________________________________________________

Practicum Site _____________________________________________

Personal Experiences:
_____ working with children birth to 3 years of age in ____________________________position
_____ working in a Montessori classroom _________ years in ____________________

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?

What is the length of the 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?

5. What other teachers will be working with you? ______________________

Does your supervising teacher hold an AMS credential? ______

Name of Teacher Education Program of supervising teacher __________________________

Is the Teacher Education Program of the supervising teacher a MACTE approved course? _____

Assistant with Montessori experience? ________________________________

Other? ________________________________
HMC Policies and Requirements for Infant and Toddler Credential

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 (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. These requirements assure that an adult learner can benefit from the course. Credit may be given for previous course work in another MACTE accredited course.

The candidate for an AMS Infant and Toddler credential holds a minimum of a Bachelor’s degree from a regionally accredited U.S. college/university or its equivalent.

An AMS Associate Infant and Toddler 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 Infant and Toddler credential must complete all requirements for the course in which they are enrolled. Upon completion, they should represent themselves as holding an AMS Associate Infant and Toddler credential.

Applicants for the AMS Infant and Toddler 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 Infant and Toddler credential are strongly encouraged to obtain their Bachelor’s degree within seven years of credentialing.

Teachers with an Associate Infant and Toddler credential are eligible for upgrade to an AMS Infant and Toddler 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

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 missed work must be made-up; however make-up work does not erase absences.
   To begin the practicum phase, 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 revision if it does not meet our standards.
3. Observations: Complete a minimum of 4 classroom observations. Observations will be completed during seminars and will be arranged by the instructor. Forms for observations are included in the Handbook.

4. Seminars, Developmental Time Line, Research Project, Case Studies, Journals and Manuals:
   - There are two seminars during the school year.
   - The Developmental Time Line is a study of human growth from conception to 3 years of age. It includes physical, cognitive, social/emotional/moral development. Details for the Developmental Time Line are included in the Handbook. The Developmental Time Line is due along with a presentation to peers during the second seminar.
   - The yearlong active Research Project is due along with a presentation to peers during the second summer.
   - Case Studies are due along with a presentation to peers during the second summer.
   - Journals, Observation and Scenarios.
   - Manuals are due along with a presentation to peers during the second summer.

Practicum
For the practicum, the teacher must be in the classroom at least 3 hours a day for 9 months in an approved infant or toddler environment. The practicum must begin within two years of the end of the academic phase. Teachers must be able to implement many of the elements presented in the teacher preparation course. If these criteria are not met, the adult learner will be asked to extend his/her practicum until requirements are met. Assessment is made by the field consultant and supervising teacher (if applicable). A supervising teacher (teacher in the classroom) must have had two years of experience after their credential at the appropriate level.

The practicum site ideally is an AMS member school, and the practicum site agreement, included in the handbook, must be completed and returned to HMC. The adult learner will be visited 3 times by an HMC field consultant, will have monthly contact with the field consultant, and receive any other support that may be needed. The adult learner will bear the cost of travel expenses and lodging if the school is over 100 miles from Houston Montessori Center.

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, 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.

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

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.

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.
**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.

**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 if the complaint 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.

I understand the policies and requirements of the HMC Infant and Toddler Credential and have sought clarification if needed.

______________________________  ____________________
Signature /Print Name                        Date
Degree Form Infant and Toddler Candidate

**AMS Associate Infant and Toddler Credential:**

AMS grants the AMS Associate Infant and Toddler Credential when the course graduate has a high school diploma or GED. The candidate does not need to hold 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 Infant and Toddler 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 Infant and Toddler 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 Infant and Toddler 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 Infant and Toddler course, the director recommends the adult learner to AMS for an AMS Infant and Toddler Credential.

**Verification Form:**

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

____________________________________
Applicant Name (print)

____________________________________
Applicant Signature/Date

____________________________________
Program (print)

____________________________________
Program Director Name (print)

____________________________________
Program Director Signature/Date
Infant and Toddler 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 Infant and Toddler 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: Infant and Toddler:** The environment should contain children from birth to three years of age (dependent upon the model selected).

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:
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:

Infant & Toddler

Responsive schedules and routines help provide infants and toddlers with a sense of security and self-awareness through predictability. Classroom schedules recognize that daily routines are curriculum for the infant and toddler. Large uninterrupted blocks of time support infants and toddlers are curriculum for the infant and toddler. Large uninterrupted blocks of time support infants and toddlers to express independence, engage in spontaneous activity, and self-regulate through periods of high- and low-activity. In AMS-accredited schools, Infant and Toddler programs allocate and protect at minimum a 2-hour work cycle daily. This time block allows for adult-assisted mealtime, snacks, hygiene, and nap/rest routines.

At the Infant level, each child typically has their own schedule, which should be posted for parents and teachers. There might be a period of time during which some meals are "scheduled" such as breakfast between 8:00 and 9:00 for older infants who can sit at a table and eat solid foods, but, in general, the guiding principle is “follow the child,” based on each child’s schedule and observed needs. Infants should be free to move throughout the day, and should not be placed in any kind of apparatus that restricts movement, or in any place/position they cannot get out of on their own (The exception to this is the very young, non-mobile infant, who may spend time lying on their back and/or their stomach throughout the day. The teacher would place the child in this position and would move them based on cues they receive from the infant). Overall, you should observe children freely moving, exploring the environment, with adults observing and assisting individual children only as needed. During an infant’s day, you should not see a heavy emphasis on group activities and multiple group transitions. At the Infant level, you should observe children freely moving and exploring the environment, with adults observing and assisting individual children only as needed. During an Infant work cycle, you should see a heavy emphasis on individual activities and transitions.

At the Toddler level, children explore materials in the classroom environment independently and may work at the shelf or take a work to a table or floor rug. Teachers are observing or quietly moving through the room, assisting or redirecting as needed. Teachers may also be modeling/encouraging toddlers to “restore their work” as they go and facilitating problem-solving between students. At this level, the source of interruption to the work cycle is adult-driven rather than schedule-driven. Interruptions occur when a teacher chooses to model a material for a child who is having difficulty, engages a child who is reluctant, or redirects a child towards another material if it is being used inappropriately. Observations made during the morning cycle should include children freely moving, choosing work, exploring materials in all areas of the room, moving inside and outside, helping to prepare or getting snack, and using the toilet/having diaper changed.
Snack practices and routines can vary, ranging from a scheduled group snack, to snack available for children to choose from throughout the morning (similar to Early Childhood), to children helping to prepare and/or serving themselves their own snack, which is best practice. There is typically a large group time, lasting about 15 minutes, sometime in the morning, during which the teacher might read a book, sing songs, and/or do finger plays. Participation is optional and based on toddler choice. Practical life/care-of-self activities such as serving snack, eating snack, and washing dishes after snack as well as using the toilet (learning how to push down pants, how to sit on toilet, how to wash hands when done, etc.) are an important part of the day. If outdoor play time is scheduled, it should be at the beginning of the work cycle or at the end.

Alternative:

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) date

Head of School Signature date

Attached is the Characteristics of Montessori Programs for Infant and Toddler Program
Characteristics of Montessori Programs for Infants and Toddlers

Maria Montessori’s careful observations and in-depth studies are the foundation for Montessori Infant and Toddler Programs which emphasize the importance of meeting both the physical, social-emotional and cognitive needs of very young children from an early age. Montessori programs foster the growth and development of very young children by providing them with unique environments for living and learning, with specially trained caregivers who have a deep practical and philosophical understanding of children at this age level.

Developmental Characteristics of Infants and Toddlers (Birth to age 3)
During the first three years of life the child is developing more rapidly than at any other time. This applies not only to physical and language development but also to brain development. Data collected by the Rauch Foundation concluded that nearly 85% of a child’s brain development occurs by the age of three years. Specific sensitive periods in a child’s life create optimal windows of opportunity for the development of new abilities in favorable circumstances. The sensitive periods for movement, language, and order have a significant impact on development in the early years.

From random, uncontrolled movements the infant acquires purposeful, coordinated ones. Gross-motor coordination develops as the child moves from lying down to rolling over, crawling, and finally standing upright and walking. Fine-motor skills are developed as the child reaches for and handles a variety of objects. Motor development plays a profoundly important role in overall development. The quest for movement represents the first step towards achieving personal independence and autonomy, increasingly enlarging the young child’s field of action and cognition.

The child is also acquiring language, beginning with development of the auditory system and receptive language skills. Infants understand much of what is being said long before they utter their first words. As they develop expressive language skills, children progress through several distinct stages, including crying, babbling, and uttering first words. By the age of three, most children can speak in complete sentences, express their wants and needs, and carry on conversations with an adult.

The sensitive period for order is evident at birth as the newborn child responds to daily routines. These routines reflect the structure provided by the adults in the child’s life as they respond respectfully to the child’s needs and maintain an orderly environment. As children get older and become more independent, they naturally seek and create order in their surroundings, strengthening their internal cognitive processes as the capacity for conscious thought emerges.

Philosophical Background
We should try to understand that there is an intelligible reason behind a child’s activities. He does nothing without some reason, some motive.

Montessori, Maria, The Secret of Childhood

Maria Montessori referred to this period in a child’s life as the stage of the unconscious absorbent mind, when children have the innate drive and capacity to absorb large amounts of information from their environment effortlessly and without conscious thought. Through self-initiated efforts they learn to walk and talk simply by observing and imitating what they see around them. This learning process stimulates further brain development. In order to maximize development, children need plentiful opportunities to engage in positive, ongoing, experimental interactions with the environment. Since young children learn through physical, sensory, and emotional interactions with their caregivers and their environment using their hands, mouths, and bodies, the adult cannot “teach” the child directly. It is with this in mind, that a specialized Montessori environment is designed and created to be responsive to the developmental needs and sensitive periods of child development.

In this child-centered approach the nurturing adult encourages the child’s spontaneous activity, in an environment which is carefully designed and prepared to meet the interests and needs of each child.

Program Models and Age Groupings
Multi-age groupings are an essential characteristic of all Montessori programs. Children from birth to age 3 may be grouped in varying multi-age configurations that promote social interactions with children of different ages, and mirror the social dynamics of the world outside of the classroom, including intergenerational family dynamics.

A typical program model at the Infant and Toddler level offers two age-groupings:

a) Infants – approximately 6 weeks to around 15-18 months (or when walking)
b) Toddlers – from around 15-18 months (or when walking) up to 3 years
Transfers to an older age group should be made based on a child’s developmental profile rather than the child’s age or the school calendar. Normally, children will transfer to the Montessori early childhood classroom sometime between the ages of 2 1/2 to 3 years.

Schools that offer Montessori programs for infants and toddlers may provide the following:

**Parent-Child Class:** A Montessori Parent-Child class provides an environment in which parents and their children interact alongside a Montessori-trained teacher who prepares the environment to encourage exploration, and facilitates interactions. The Parent-Child class encourages parents to support their child’s discovery and investigation of the learning environment on their own, and allows parents and children to experience an environment set up which encourages development of movement, acquisition of language, and refinement of visual, auditory, and tactile perception.

**Infant Class:** A Montessori classroom for infants, sometimes referred to as "The Nido" (Italian for "nest"), accommodates infants in a peaceful environment, where babies can safely explore and feel secure. The prepared environment for infants is furnished to avoid unnecessary restrictions on the infant’s spontaneous movement and budding independence, with individual floor beds/mats or cribs, and infant-sized tables and chairs. Specialized equipment may include bars that babies use for pulling-up, low stairs for climbing practice, and an array of objects for sensory and manipulative exploration.

**Toddler Class:** A Montessori classroom for toddlers is designed to support the drive to do things for themselves, developing self-confidence and a sense of efficacy. The safe, structured environment enables children to work collaboratively and independently, explore freely, and express their curiosity. The adults speak clearly and carefully, providing an enriched spoken language environment so that children have strong language models and learn to express their needs.

**The Classroom Environment**

*Just as a physical embryo needs its mother’s womb in which to grow, so the spiritual embryo needs to be protected by an external environment that is warm with love and rich in nourishment, where everything is disposed to welcome, and nothing to harm it.*

Montessori, Maria, *The Secret of Childhood*

Infants and toddlers have freedom to explore in safe environments that provide freedom for unrestricted physical movement and are visually attractive, organized, tidy, clean, and uncluttered. Manipulative materials foster concentration, problem solving, and a sense of achievement and are fully accessible to the children on low, open shelves. The variety of interesting materials combined with the child-sized utensils and furnishings make it possible for children to select and complete activities independently. An essential component is a self-care area where toilet awareness and independence in maintaining personal hygiene is encouraged.

**Curriculum**

The routines of everyday living are the foundation of Montessori curriculum for both infants and toddlers, and all activities promote the development of order, coordination, concentration, and independence, while nurturing social, emotional, physical, and cognitive growth. Based on daily observations by the teachers, new materials and activities are introduced that meet the needs of individual children and the community as a whole. These activities are designed to allow the child to recognize when a task has been completed successfully, or to correct an error without adult intervention, all the while permitting multiple repetitions of an activity, if desired:

- **Self-care:** washing, dressing, toileting, and eating according to each child’s individual capacity
- **Care of the environment:** cleaning, food preparation and meal time; plant care and animal care, etc.
- **Large-motor activities (indoors and out):** walking, stepping, climbing, running, spinning, jumping, balancing, pulling up on bars, climbing steps, carrying heavy objects, etc.
- **Fine-motor skills:** reaching, grasping, picking up objects, transferring objects, using tools and utensils, art work, etc.
- **Language:** naming objects, describing actions and intentions, discussing pictures, conversation, visual and auditory perception, music, singing, finger-plays and looking at and reading books with the teachers
- **Social:** developing manners and appropriate social skills through spontaneous interactions throughout the day as well as in adult-led small group games.
- **Outdoor experiences:** nature walks when the adults accompany children at their own pace, cultivating the children’s interest and wonder in the natural world, and laying the foundation for a deep respect for nature.
Daily Schedule
An uninterrupted work period ensures that children have the time to settle into tasks that interest them, and that their concentrated efforts are not interrupted. The daily schedule reserves long, uninterrupted periods of time for spontaneous activity when children are free to choose their own activities. Their independent and spontaneous work is supported by the Montessori educator through thoughtful guidance and engagement and age-appropriate help. Whole group activities, such as outdoor play, group meals, or adult-led story time and singing are scheduled outside this uninterrupted period. Infant and toddler sleep time is according to individual need.

Role of the Teacher at the Infant/Toddler Level
... the child does not want to get anywhere; he just wants to walk, and to help him truly, the adult must follow the child, and not expect him to keep up. The need for following the child is clearly demonstrated here, but indeed it is the rule for all sides of education and in all fields. The child has his own laws of growth, and if we want to help him grow, we must follow him instead of imposing ourselves on him.
Montessori Maria, To Educate the Human Potential

Lead Teachers
Credentialed Montessori teachers have completed a highly specialized course of training at the age level and are viewed as facilitators and guides, rather than as teachers who provide direct instruction. Montessori Infant & Toddler credentialed teachers have in-depth knowledge of child development from birth through 3 years of age, and possess an intimate knowledge of Maria Montessori’s philosophy for meeting the needs of this age range. The teacher has an understanding of the specific activities that should be provided to each child based on his or her unique stage of development and observes individual children and the dynamics of the group like an anthropologist. These observations are the basis for careful recording of each child’s activities, behaviors, knowledge, and skills. These records then become a document of the child’s activities and progress. Using these along with developmental checklists, the teacher knows which activities to offer next to each child, and where there may be areas of strength or weakness.

All adults in the environment contribute to making the classroom a peaceful community in which respect for the independence and character of each child is paramount. Adults move slowly, and are consistently calm, gentle, soft-spoken, patient, and trusting. They demonstrate respect and compassion, using eye contact, kneeling to the level of the child, addressing children by name, and speaking before touching or moving them. The classroom environment provides a calm, soothing atmosphere, with consistent caregivers who create an emotional safe haven for those in their care. To cultivate a growth mindset, teachers focus on acknowledging each child’s efforts without using praise or punishment.

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.

Role of the Family
When an infant or toddler joins a Montessori community, it is often the parents’ first experience leaving their child in the care of another adult outside the family. The teacher seeks to establish a strong partnership with parents and other adult caregivers in the child’s life, and to help families understand ways to provide an optimal home environment. Parents can expect to be invited to observe the Montessori class in action, and regular parent/teacher conferences provide opportunities for dialogue, to assist both parents and teachers in understanding the child’s interests, activities, and skills. Parents are encouraged to take advantage of parent education opportunities the school provides which often include discussions about ways the Montessori approach may be implemented and supported at home, and also to become familiar with the school, the program, teachers, and other children in the program. Parents should be involved and engaged in their child’s education and maintain an open dialogue with the teachers about their child and their family life, as teachers can better support each child’s unique needs when they better understand the other aspects of the child’s life. When parents develop a sense of trust
and comfort with the school they are better able to communicate to their child a positive attitude about going to school each day.

References
Books
Articles
Zero to Three. www.zerotothree.org

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 AMS
Suggested Materials Lists: See www.amshq.org > School Resources > Classroom Materials
Infant and Toddler 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
3 three-ring binder, 3 inch
2 package white copy paper
Pens

Can be purchased as needed
Plastic box (shoebox size):
- scissors
- glue sticks
- colored pencils
- markers
- crayons
- single hole punch
- small ruler
- white out
- pencil sharpener

Materials for creating student activities
1 1/2 inch binders
Tabbed dividers
Sheet protectors

Daily
Access to computer and printer

Additional supplies will be needed under the direction of the instructor.
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 Marriott, 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.