

Montessori Education Center of the Rockies

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**INFANT AND TODDLER COURSE
HANDBOOK**

2021-22

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

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

Executive Director: Laura Alexander

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

All Department of Education Policies including Drug and Alcohol, MECR Annual Security Report, etc. may be found in the footer of each page of the website.

**We distribute the Handbook to students, staff, field consultants, and school supervisors.
Student receipt of Handbook is signed online.**

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

Updated for new location April 2021

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

A community of vibrant **PEOPLE** . . .

in a **PLACE** of beauty and radical hospitality . . .

for the **PURPOSE** of teaching and learning.

Why Montessori? Why now?

Born out of the scientific mind of
a medical doctor

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

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

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

Born out of the wisdom and understanding
of a global citizen

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

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

For these reasons and more, the Montessori philosophy continues to thrive and serve children and communities from its humble beginning in Rome over 100 years ago until today.

These qualities, woven together, serve the development of the whole human being. Thus, they are helpful to all children, regardless of category or label, country or language, size of their challenges, or if their gifts and talents are visible or hidden.

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

Learn more . . .

Poem credit: Merrie B. King, Ed.D
MECR Director Emeritus

Table of Contents

INTRODUCTION TO MECR	6
Affiliation and Accreditation.....	6
Our Mission.....	6
Objectives.....	6
Faculty and Ratio.....	6
MECR Facility.....	6
Directions and Parking.....	6
MECR Library and Student Services.....	6
Confidentiality.....	7
MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)	7
AMERICAN MONTESSORI SOCIETY (AMS)	7
COLORADO DEPARTMENT OF HUMAN SERVICES (CDHS)	8
Early Childhood Teacher Certification.....	8
Director Qualification:.....	8
Key Elements of a Montessori Program	9
Core Components of Montessori Education.....	9
FUNDAMENTAL TENETS OF AN AMS AFFILIATED TEACHER EDUCATION PROGRAM	11
TEACHER EDUCATION PROGRAM RIGHTS AND RESPONSIBILITIES	12
ADMISSIONS AND ENROLLMENT	13
Prerequisites.....	13
Degree Status / Candidacy for Credentials.....	13
Special Circumstances and Ability to Benefit.....	13
Application Packet.....	13
Application Deadlines.....	13
Interview Requirement.....	13
Acceptance and Enrollment.....	13
International Transcripts.....	13
Transfer Credit.....	14
TRANSFER POLICIES	14
TUITION AND FEES 2021-2022	15
Overview Course.....	15
FURTHER FINANCIAL INFORMATION	16
Housing and Travel.....	16
Delinquent Accounts.....	16

Cancellation/Termination Policy and Refunds	16
Postponement of Starting Date	16
Withdrawals and Refunds	16
FINANCIAL ASSISTANCE	17
Federal Student Financial Aid Programs	17
Free Application for Federal Student Financial Aid (FAFSA).....	17
American Montessori Society – Teacher Education Scholarship Fund	17
Veterans	17
Disbursement	17
OVERVIEW COURSE	18
INFANT & TODDLER COURSE.....	18
CALENDAR 2021-2022.....	18
MECR INFANT & TODDLER COURSE BOOK LIST	20
INFANT & TODDLER COURSE CURRICULUM	21
INFANT & TODDLER - REQUIREMENTS AND ASSESSMENT SUMMER ACADEMIC PHASE	22
Attendance and Participation	22
Assignments.....	22
STUDENT PROGRESS AND ATTENDANCE	22
Attendance Requirements / Tardiness	22
Emergencies / Excused Absence	22
Excessive Absence.....	22
Requests for Extensions.....	22
Point System	22
Satisfactory Progress.....	22
Unsatisfactory Progress	23
Entry into Student Teaching Practicum	23
Late Fees.....	23
STUDENT TEACHING PRACTICUM (INTERNSHIP)	24
Practicum Models - Infant and Toddler.....	24
Demonstration of Competencies.....	25
Attendance	25
Seminars.....	25
PRACTICUM SITE STANDARDS AND RESPONSIBILITIES – I&T LEVEL	26
STANDARDS AND RESPONSIBILITIES FOR THE SUPERVISING TEACHER	27
ROLE OF THE SUPERVISING TEACHER.....	28

COMPETENCIES FOR THE MONTESSORI INFANT & TODDLER CANDIDATE FOR CERTIFICATION 29

RECOMMENDATION FOR THE AMS CREDENTIAL..... 31

TIMEFRAME FOR COMPLETION..... 31

 Leave of Absence..... 31

PROFESSIONAL DEVELOPMENT..... 32

 AMS Professional Development Requirement..... 32

 Undergraduate or Graduate Credit..... 32

 Refresher Privileges for MECR Graduates..... 32

COLORADO DEPARTMENT OF HUMAN SERVICES REQUIREMENT FOR PROFESSIONAL DEVELOPMENT..... 33

CAREER OPPORTUNITIES 33

CODE OF CONDUCT 34

 Guidelines for Courteous Behavior 34

 Internet Access and Usage..... 34

 Substance Abuse 34

 Security and Crime 34

 Probation and Dismissal Policy 34

CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY..... 35

ARBITRATION COMMITTEE - GRIEVANCE PROCEDURES 36

APPENDIX A – COLORADO DEPARTMENT OF HUMAN SERVICES IMPORTANT INFORMATION 38

 EARLY CHILDHOOD TEACHER (GROUP LEADER) QUALIFICATION..... 38

 Education Requirement..... 39

 Expanding Quality in Infant Toddler Care Initiative (EQIT) 40

APPENDIX B - INFANT & TODDLER MATERIALS/ACTIVITIES 41

APPENDIX C - LOCAL ADDRESSES AND RESOURCES 47

APPENDIX D – INFANT AND TODDLER COURSE PRESENTERS 49

INTRODUCTION TO MECR

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

Affiliation and Accreditation

MECR teacher preparation courses are affiliated by the American Montessori Society (AMS) and accredited by the Montessori Accreditation Council for Teacher Education (MACTE). Graduates of our courses receive AMS teaching credentials. The Administrator course is AMS affiliated and graduates receive an administrator credential.

Our Mission

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

Objectives

The Infant and Toddler Course is designed to prepare adults to work with children ages birth to three years. Our goal is that teachers will develop the specific skills and competencies defined by AMS and MACTE.

Faculty and Ratio

MECR instructors are highly qualified, dedicated teachers whose extensive classroom experience provides them with a solid foundation in Montessori philosophy and practical application in the classroom. They enjoy sharing their knowledge and expertise with student teachers and wish to give you all the support you need. Do not hesitate to ask questions and seek help. Cohort sizes of adult learners vary from year to year. Generally, for lectures/presentations the ratio is approximately 1:20; for group work, practice time, and assessments, the ratio is approximately 1:10 or lower. MECR provides sufficient instructors and Level Coordinators to meet the needs of students. We often add additional instructors for practice times, tutoring help, and assessments at seminars.

MECR Facility

In 2021, MECR moved to the historic Clayton Early Learning Campus. The air-conditioned building has training rooms for four course levels. Refrigerators and microwaves are available for student use in the two kitchenettes. The building has Wi-Fi access. The 20-acre campus is one mile from the [RTD 40th & Colorado Station](#).

Directions and Parking

Entrance to the Clayton Early Learning Campus is off of Martin Luther King Jr Blvd. Follow the signs to the Training Center, Building L on the east side of the campus. There is a bicycle rack in the back of the building. Cyclists should bring a bicycle lock. (See map in Appendix C.)

MECR Library and Student Services

Library: MECR maintains a comprehensive library of books and Montessori journals that may be checked out by students. Items may be checked out for two nights during the summer academic phase, or for two weeks during the practicum year.

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

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

Confidentiality

MECR respects the right to privacy of all students and staff. In accordance with the Family Educational Rights and Privacy Act, only MECR administrators and the individual student have access to individual student records. A signed letter of authorization by the student is required for MECR to release records or student information to a third party.

Student and instructor names, addresses, telephone numbers and email addresses are designated as Directory Information and will be disseminated unless MECR receives written notice to withhold such information at the time of application.



MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)

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

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



AMERICAN MONTESSORI SOCIETY (AMS)

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

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

COLORADO DEPARTMENT OF HUMAN SERVICES (CDHS)

Division of Early Care and Learning
 1575 Sherman Street, 1st Floor, Denver, CO 80203
 Tel: 303-866-5958 or 1-800-799-5876 Fax: 303-866-4453
<http://coloradoofficeofearlychildhood.force.com/oec/home?lang=en>

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

Early Childhood Teacher Certification (formerly GROUP LEADER QUALIFICATION)

In reviewing qualifications for childcare center personnel, CDHS accepts an American Montessori Society Montessori IT or EC credential as equivalent to the following five Colorado community college courses:

ECE 101; ECE 102; ECE 103; ECE 238; ECE 220.

For CDHS Director Qualifications go to:

http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&s=Large-Center-Director-Qualification-Verification&lang=en

For CDHS Early Childhood Teacher Equivalency Charts go to:

http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&s=Early-Childhood-Teacher-Certification&lang=en

Director Qualification:

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

See Appendix A for important information on:

- Early Childhood Teacher Qualification
- Director Qualification
- Expanding Quality in Infant Toddler Care Initiative (EQIT)

“... children are human beings to whom respect is due, superior to us by reason of their ‘innocence’ and of the greater possibilities of their future ... Let us treat them with all the kindness which we would wish to help to develop in them.”

~ Maria Montessori

Key Elements of a Montessori Program

Children (A community)

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

Classroom Environment (A beautiful place)

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

Adults (Facilitators, guides, role models)

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

Program (Individual and social development)

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

Core Components of Montessori Education

(2018 Revised AMS Affiliation Handbook, Appendix E)

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

1. Properly Trained Montessori Teachers

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

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

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

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

2. Multi-Age Classrooms

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

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

3. Use of Montessori Materials and Authentic Tools

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

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

The AMS School Accreditation Commission and Teacher Education Action Commission offer a list of suggested learning materials for each Montessori teacher education program level found in these appendices.

4. Child-Directed Work

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

5. Uninterrupted Work Periods

The uninterrupted work period recognizes and respects individual variations in the learning process. During the work period, students are given time to work through various tasks and responsibilities at their own pace without interruption. A child's or adolescent's work cycle involves selecting an activity, performing the activity for as long as they are interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. During the work

period, teachers support and monitor the students' work and provide individual and small-group lessons. The uninterrupted work period facilitates the development of coordination, concentration, independence and order, and the assimilation of information.

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

FUNDAMENTAL TENETS OF AN AMS AFFILIATED TEACHER EDUCATION PROGRAM

1. **Cosmic Education** provides the framework for each individual to answer the question, "Who am I, and why am I here?" Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:
 - the interconnectedness of all things
 - wonder and respect for the living and non-living world
 - nurturing the spirit of the child and the adolescent
 - indirect and direct preparation of each activity
 - sequencing based on whole-to-part-to-whole pathway
 - integrated spiral curriculum
 - awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.
2. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy.
3. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.
4. **Respect** for oneself, others, and for the environment is fostered in all interactions.
5. **The Prepared Environment** fosters teaching and learning through interactions with individuals and materials at the level of the course.
6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.
7. **Modeling** movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.
8. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one's own classroom and other classroom environments.
9. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.
10. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the competencies of an effective Montessori teacher.
11. **An Extended Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.
12. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of Montessori pioneers, leaders, and practicing and aspiring teachers.
13. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.

TEACHER EDUCATION PROGRAM RIGHTS AND RESPONSIBILITIES

(2018 Revised AMS Affiliation Handbook, Section 2.6, pp. 8-10)

2.6.1 TEACHER EDUCATION PROGRAM RESPONSIBILITIES

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

In the area of academics, the TEP will:

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

In the area of advertising, the TEP will:

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

In the area of finances, the TEP will:

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

In the area of admissions, the TEP will:

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

ADMISSIONS AND ENROLLMENT

Prerequisites

A High School diploma or its equivalent and documented post-secondary college experience.

Attendance at the one-week Overview Course is required for applicants who do not hold a Montessori Early Childhood credential from an AMS, AMI, or other MACTE accredited institution.

Degree Status / Candidacy for Credentials

AMS Infant & Toddler Credential: Candidates must hold a BA/BS degree required from an accredited college or university.

AMS Associate Infant & Toddler Credential: Candidate holds a High School Diploma and no BA/BS degree. Teachers with an Associate credential are eligible for the Infant and Toddler Credential when the BA/BS degree requirement has been completed. Documentation should be sent to AMS and to MECR.

Special Circumstances and Ability to Benefit

In the event that the application does not meet one or more of the published admissions requirements, the Director will review the applicant's status and goals. A notarized copy of a high school diploma/GED certificate is required. Consideration is given to the following: information regarding educational level and work experience as stated in the application, the personal statement of goals, references, transcripts and an interview. The Director makes the final decision regarding admittance.

Application Packet

The following materials must be submitted to MECR:

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

Application Deadlines

We invite students to apply as soon as the MECR website is updated for the coming course year. The application fee after April 1st is \$250 and late applicants risk lack of space availability.

AMS Scholarship applicants must submit complete MECR application to MECR no later than March 31st.

Interview Requirement

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

Acceptance and Enrollment

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

International Transcripts

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

Two official copies of the WES transcript evaluation must be sent to MECR.

Transfer Credit

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

TRANSFER POLICIES

4.5.1 TRANSFER BETWEEN AMS-AFFILIATED PROGRAMS

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

The candidate must:

- Be within the three-year time limit following the original academic phase.

- Be a current member of AMS.

The new TEP must:

- Review and evaluate previously completed academic and practicum work and consider the cost of the review.

- Notify the prospective adult learner in writing with the fees and time required to complete all transfer requirements.

- Contact the original program to determine if the adult learner is in good standing, including fulfillment of financial obligations.

- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

4.5.1.1 TRANSFER FROM OTHER TEACHER EDUCATION PROGRAMS RECOGNIZED BY AMS

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

The candidate must:

- Have a degree in keeping with AMS credential requirements.

- Be a current AMS member or be registered as an adult learner.

The new TEP must:

- Review and evaluate the credential and portfolio of the candidate and utilize proficiency pretesting to plan a program of study, if applicable.

- Determine the minimum requirements of the academic phase that the candidate must take to fulfill AMS qualifications.

- Require all candidates take Montessori philosophy and theory from the program that will issue the credential recommendation.

- Determine that practicum requirements of the candidate meet the requirements of an AMS-affiliated teacher education course practicum.

- Assess and evaluate proficiency as required by the AMS-affiliated teacher education program.

- Ensure that all the requirements of the AMS-affiliated teacher education program recommending the adult learner for an AMS credential are met.

- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.

4.5.2 TRANSFER FROM TEACHER EDUCATION PROGRAMS NOT RECOGNIZED BY AMS

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

TUITION AND FEES 2021-2022

Application Fee:	\$ 250	(\$150 for applications received before April 1 st)
Registration Fee:	\$ 500	Due 15 days after acceptance. Applied to the full tuition.
Infant & Toddler Tuition:	\$ 8,000	Academic Phase only: \$4,500
*Self-Directed Practicum Fee:	\$ 800	Includes at least two additional Field Consultant visits
AMS/MACTE Student Fees:	Included in tuition	

Overview Course: \$ 750 Online Course begins March 1, 2021. Must complete before June 14.

Required for Infant & Toddler students who do not hold an Early Childhood credential from an AMI, AMS, or other MACTE accredited institution.

Infant & Toddler Course Start Date: June 14, 2021

Plan A: Standard Payment Plan

\$ 500	registration fee, due 15 days after acceptance
\$ 4,000	due June 1, 2021 = \$4,500 total for academic phase only
<u>\$ 3,500</u>	student teaching practicum fee due August 1, 2021
\$ 8,000	Total

Plan B: *Deferred payment plan* (includes \$100 additional charge)

\$ 500	registration fee, due 15 days after acceptance
\$ 3,000	due June 1, 2021
\$ 2,300	due August 1, 2021
<u>\$ 2,300</u>	due January 15, 2022
\$8,100	Total

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

\$ 500	registration fee, due 15 days after acceptance
\$ 3,100	due June 1, 2021
<u>\$ 4,600</u>	\$460 due by the first of each month, July 2021 through April 2022 (10 payments)
\$8,200	Total

Plan D: For students receiving Title IV Federal Student Aid

\$ 500	registration fee, due 15 days after acceptance
\$ 3,750	due July 2021 on initial Federal disbursement
<u>\$ 3,750</u>	due December 2021 on second Federal disbursement
\$8,000	Total

Student Teaching Practicum Expenses: MECR pays the consultant honorarium and local travel expenses for three visits by a qualified Field Consultant to the student's teaching practicum site. Students at schools more than 100 miles from Denver may expect additional expenses for consultant travel and accommodations, unless a local consultant is available. MECR will pay the first \$200 of these expenses for each of the first 3 visits (total \$600 for 3 visits). The student (or sponsoring school) is responsible for consultant travel and accommodation expenses above this amount. ***Self-Directed students pay an additional fee of \$800, which includes the cost of at least two additional Field Consultant consultations.**

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

Albums and Materials-Making: Plan for expenses of at least **\$500** for making materials and albums in the summer and throughout the year. Course handouts are included in the tuition fee. As a guideline (this may vary), students will need the following resources to complete albums:

- 7 ring binders with clear view covers: one 4", four 3", one 2"; one 1.5".
- Sheet protectors (up to 1,000) and extra-wide tabbed dividers (approx. 100) – Optional, but highly recommended

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

FURTHER FINANCIAL INFORMATION

Housing and Travel

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

Delinquent Accounts

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

Cancellation/Termination Policy and Refunds

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

Postponement of Starting Date

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

Withdrawals and Refunds

All payments are refunded if an applicant is not accepted with the exception of the Application Fee.

Any student wishing to withdraw at any point during the course must submit his or her reasons in writing to the Director. Refunds will be determined by the date that notice is received.

A student has the right to cancel an Enrollment and Tuition Agreement for 3 days after submitting it.

If a student withdraws:

Before the first week of classes:

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

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

- 10% within Week One
 - 25% within Weeks Two and Three
 - 50% within Week Four
 - 75% within Weeks Five and Six
- There will be no refunds after the sixth week.

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

- 10% before September 15
 - 25% between September 15 and November 1
 - 50% between November 1 and January 15
 - 75% between January 15 and March 15
- After March 15 no refunds will be made.

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

FINANCIAL ASSISTANCE

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

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

Federal Student Financial Aid Programs

Students who are enrolled or accepted for enrollment as candidates for certification in a MECR Infant and Toddler, Early Childhood or Elementary I Course, and are U.S. citizens or eligible non-citizens, and have financial need, may qualify for one of the following programs.

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

- **Federal Direct Loans** Available to both college graduates and undergraduates. Loans must be repaid starting six months after completion of the course. Unsubsidized loans accrue interest beginning immediately after receiving the loan. Subsidized loans do not accrue interest until repayment begins. Unsubsidized loans do not require financial need.

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

Free Application for Federal Student Financial Aid (FAFSA)

Complete a FAFSA at www.fafsa.ed.gov

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

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

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

American Montessori Society – Teacher Education Scholarship Fund

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

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

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

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

Disbursement

1. **Federal Funds:** Funds are deposited in the MECR federal account and credited to the student's tuition account in two equal payments in mid-July and late-December. MECR reserves the right to apply funds to tuition and fees first. Remaining funds are disbursed by MECR in two equal semi-annual payments. The student must maintain satisfactory progress in order to receive continued funding. The maximum time for completion is 1.5 times the published course length. For Direct loans, a small percentage is taken out of the loan amount by the bank. Online Entrance Counseling and a Master Promissory Note are required before disbursement and can be completed at www.studentaid.gov
2. **AMS Scholarship:** This funding is paid directly to MECR and credited to the student's tuition account. If the student withdraws before completing their course, the unused portion of the tuition must be returned to the AMS Scholarship Fund.

OVERVIEW COURSE

All students who do not have a Montessori Early Childhood credential and are continuing with a credentialed course must enroll in the Overview Course. This online course is an introduction to Montessori philosophy and provides a window into the experiences of the Early Childhood student after being in the Infant and Toddler environment. The course is 35 hours online and you must read each of the books listed below and turn in a paper of a minimum of 400 words (1-inch margins, double-spaced, 12-point Times New Roman or similar font) for each book. The paper should briefly summarize the book content, include a reflection on how this information has broadened your view of child development and education, and how this information may be useful in the Infant and Toddler environment. Another requirement for the Overview Course is that the student must observe for 4 hours in an Early Childhood classroom, fill out the form provided during the Classroom Leadership Course, and bring it to the February Seminar. More information on the observation will be provided with the Infant and Toddler coursework.

Overview Course Required Reading:

Standing, E.M., *Maria Montessori, Her Life and Work*, Plume

Montessori, Maria, *The Absorbent Mind*

Montessori, Maria, *The Discovery of The Child*

INFANT & TODDLER COURSE

The Infant and Toddler course prepares adults to create a nurturing environment that is developmentally appropriate for children from birth to three years of age; we provide consistent support for the spontaneous growth of each child, with full recognition of the key role of the family. The fundamental importance of this stage of development, which Montessori called the period of the unconscious absorbent mind, is much better recognized than in the past, and the Montessori approach emphasizes respect for the child's innate capacity to seek out what is meaningful to his or her development. MECR students receive a strong foundation in child development, Montessori philosophy and environmental design, which prepares them to serve in a wide range of environments for infants and toddlers. In addition to meeting various community needs such as quality childcare, graduates are able to assist parents in focusing on the characteristics and needs of the first three years of life.

The Infant & Toddler course calendar consists of a seven-week summer academic phase, followed by a nine-month student teaching practicum, with three weekend seminars in Denver.

Students who successfully complete this course and hold a BA/BS degree are eligible for the American Montessori Society Infant & Toddler credential.

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

CALENDAR 2021-2022

The Infant & Toddler course may be completed in 12 months.

Total classroom instructional hours: 252 Total practicum hours: 720 minimum

Overview Course Online ~ Complete before June 14, 2021

This course is a prerequisite requirement for IT, EI, and EI-II students who do not already hold an AMS, AMI, or MACTE recognized Early Childhood Montessori credential.

Summer Session: Monday, June 14 – Friday, July 30, 2021 (7 weeks) Holiday: July 5, 2021

Class sessions: 8:45 a.m.- noon Monday to Friday
1:00 p.m.- 4:15 p.m. “ “

Lunch: 12:00 pm – 1:00 pm
We recommend that students bring lunch. Refrigerators and microwave ovens are available.

Practicum:	Full academic year: August/September 2021 to May/June 2022 (Minimum of 4 hours a day, 5 days a week, for 9-month school year) *Seminar times are generally the same as Summer Class session times.
August	Prepare Journal and enter weekly notes. Maintain Practicum Field Notebook. Start Child Observation #1
September	Telephone contact with Field Consultant Classroom Observation Visit #1 by student
October	On-Site Visit #1 by Field Consultant (may be done in September) Classroom Observation Visit #2 (Early Childhood Classroom) by student
November	SEMINAR Friday - Sunday November 19-21, 2021 <ol style="list-style-type: none"> 1. Two Classroom Observation reports (one IT and one EC) 2. One Child Observation Report 3. Infant Program Album 4. CFC Album 5. Student Presentation and Written Report: Parent Group Meeting (CFC) 6. Student Presentation and Written Description: Infant/Material Interaction 7. Field Notebook and Composition Journal 8. Written Report/Presentation on Prenatal and Psychomotor timelines (Child Development) 9. Toddler Program Paper: An Ideal Toddler Outdoor Environment 10. Oral Exam
December	Start Child Observation #2
January	Mid-Year Supervisor Evaluation Report (due January 15) On-site Visit #2 by Field Consultant (may be done in February) Classroom Observation Visit #3 by student
February	SEMINAR – Friday-Sunday, February 18-20, 2022 <ol style="list-style-type: none"> 1. One Child Observation Report 2. Two IT Classroom Observation Reports 3. Toddler Walk Report 4. Field Notebook and Composition Journal Classroom Observation Visit #4 by student Start Child Observation #3
March	Classroom Observation Visit #5 by student
April	Supervisor Final Evaluation report On-site Visit #3 (Final) by Field Consultant
May	SEMINAR Friday - Sunday, May 13-15, 2022 <ol style="list-style-type: none"> 1. One IT Classroom Observation report 2. One Child Observation 3. Program Leadership Album 4. Toddler Program Album 5. Student Presentations: Toddler activity, book, song/fingerplay 6. Written Report: Parent/Teacher Conference (CFC) 7. Field Notebook and Composition Journal 8. Written Exam

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

MECR INFANT & TODDLER COURSE BOOK LIST

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

Montessori, Maria, *Education for a New World*.

*Montessori, Maria, *The Absorbent Mind*.

*Montessori, Maria, *The Discovery of the Child*.

Montessori, Maria, *The Secret Of Childhood*, Ballantine 1972 or Orient Longman ed.

Montessori, Maria, *What You Should Know About Your Child*.

Curtis and Carter, *The Art of Awareness: How Observation Can Transform Your Teaching*, 2012.

Galinsky, Ellen, *The Six Stages of Parenthood*, Da Capo Press 1987.

Lillard & Jessen, *Montessori From the Start*, Schocken 2003.

Montanaro, S., *Understanding the Human Being*.

Moudry, Sarah, *What is the Montessori Toddler Community?* 2008, from NAMTA.

*Standing, E.M., *Maria Montessori, Her life and Work*, Plume/Penguin Random House, 1998.

Stephenson, S., *The Joyful Child: Montessori, Global Wisdom from Birth to Three*, Michael Olaf.

Trawick-Smith, Jeffrey, *Early Childhood Development A Multicultural Perspective*, 7th Edition. (*This is a .pdf that you purchase and print yourself. It is \$25. Try ebooksrocket, textbooks2buy, or textbooks.com*)

*To read and annotate before the start of the course – Required for Overview Course

PURCHASING REQUIRED BOOKS

The MECR required books should be part of every Montessori teacher's personal library, and we expect our students to purchase their own copies before the start of the course. Please order with plenty of time for your books to arrive before the first day.

The above titles can be found through:

Amazon: www.amazon.com – Used and new copies can be found. Note that if the price is high, compare with the other websites listed.

American Montessori International/USA: <https://amiusa.org/products-page/books/>

North America Montessori Teacher's Association (NAMTA): www.montessori-namta.org

Montessori-Pierson Publishing Company (formerly Clio Montessori Series):

<https://montessori-pierson.com/the-montessori-series-english.html>

Montessori Services: www.montessoriservices.com

INFANT & TODDLER COURSE CURRICULUM

Child Development - Prenatal to 3 Years

Summer 45 hr, Seminar 1.5 hr

The focus of this course is the child's innate ability to grow and develop from conception to three years. We will study the ideas of major child development theorists including Piaget, Erikson, Brazelton, as well as specialists such as Montanaro, Kohlberg, Greenspan, Honig, Kaplan, and Galinsky. The child's social, emotional/psychological, cognitive, linguistic, physiological (physical, neurological, nutritional), and spiritual development will be examined, and the relationships between these aspects of development will be discussed in order to develop a holistic view of child development.

Montessori Philosophy

Summer 24 hr, Seminar 4.5 hr

This course examines the work of Maria Montessori with a focus on her insights into the nature of the very young child. Students will read Montessori texts and discuss her views of the child and the learning process, the goals of education, planes of development, the absorbent mind, sensitive periods, the spiritual embryo, the role of adults, independence, and the idea of the nido as a nurturing learning environment.

Infant Programs

Summer 24 hr, Seminar 21 hr

Montessori Pedagogy (9 hrs) introduces strategies for nurturing and assisting the unfolding of the human personality. Topics include care of psychological and physical needs, daily routine as curriculum, interactions with Infants, developmental assessment, and record-keeping. The importance of the personal qualities of the adult educator is emphasized.

Environmental Design (15 hrs): Montessorians devote great attention to the preparation of environments that will facilitate the physical, social, emotional, spiritual and cognitive development of children. The design of nurturing environments for Infants is addressed with reference to space, aesthetics, furnishings, manipulative materials, age groupings, human interactions, adult-child ratios, and safety.

Parent/Infant Facilitator Training (PIFT) (15 hrs) (Seminar) provides content/process for establishing PI communities.

Toddler Programs

Summer 27 hr, Seminar 3 hr

Montessori Pedagogy (9 hrs) introduces strategies for nurturing and assisting the unfolding of the human personality. Topics include care of psychological and physical needs, daily routine as curriculum, interactions with Toddlers, developmental assessment, and record-keeping. The importance of the personal qualities of the adult educator is emphasized.

Environmental Design (18 hrs): Montessorians devote great attention to the preparation of environments that will facilitate the physical, social, emotional, spiritual and cognitive development of children. The design of nurturing environment for Toddlers is addressed with reference to space, aesthetics, furnishings, manipulative materials, age groupings, human interactions, adult-child ratios, and safety.

Program Leadership

Summer 9 hr, Seminars 7.5 hr

This course develops a portrait of the multiple and varied details that must be addressed for the optimal operation of a Montessori school/childcare center providing programs for infants and toddlers. Topics include: the prepared environment, the staff team, admissions and scheduling, policies and procedures, state and local regulations, professional and program development, and daily classroom management. Compassionate and effective communication with both children and adults in a diverse community is emphasized.

Child, Family and Community

Summer 21 hr, Seminar 3 hr

It is essential that educators of very young children should develop close and supportive partnerships with the parents of these children. This course helps educators to become sensitive to the dynamics of family and community relationships and provides guidelines and models for parent/teacher communications throughout the school year. Topics include the psychology of parenthood, interactions with parents, parent preparation and involvement, health and nutrition, and community resources.

Observation

Summer 30 hr, Seminar 6 hr

Montessori believed that careful observation is the foundation for understanding the nature of the child and the child's needs. This course introduces informal and formal observation techniques. Students practice observing, recording and interpreting the behavior of infants and toddlers in various settings, including part-time and all-day programs. A minimum of 4 observations of children from birth to age 3 and one observation of children in a 2 ½ - 6 Montessori class are required during the Practicum phase.

Personal and Professional Growth**Summer 24 hr, Seminars 4.5 hr**

These sessions are designed to support the personal growth of student teachers during the summer academic phase and during the student teaching practicum. Orientation sessions prepare students for both the summer coursework and the practicum expectations, and provide opportunities for students to express their feelings and questions about their role as educators of very young children. Professionalism, ethical behavior, introspection and the ongoing spiritual growth of the adult are emphasized, as well as practical skills for goal setting, stress management and personal time management. At practicum seminars students respond to oral and written questions that provide a review of significant content and also contribute to evaluation.

INFANT & TODDLER - REQUIREMENTS AND ASSESSMENT SUMMER ACADEMIC PHASE

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

Attendance and Participation

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

Assignments

Most classes require a written paper, chart, project, record, or presentation to the group. Instructors return papers to students with comments and suggestions.

STUDENT PROGRESS AND ATTENDANCE

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

Emergencies / Excused Absence / Make-Up Requirements Involuntary absences due to illness or emergency must be made up as soon as possible after the absence. The student must complete an Absence Form and discuss with the instructor how to make up the work. The instructor will sign the agreement. When the work is complete, the student should resubmit the form to the instructor who will sign off and forward the form to the Course Coordinator. The Absence Form is placed in the student's file.

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

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

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

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

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

- Unexcused absence (summer sessions, practicum teaching, seminars)
- Failure to submit more than two assignments by the due date
- Achieving less than 70% (70 points) for more than two course components, or more than two assignments

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

Entry into Student Teaching Practicum Students must satisfy all summer academic requirements and financial obligations in a timely and satisfactory manner in order to be permitted to begin the student teaching practicum and to take part in seminars and performance evaluations. A Practicum Site Agreement and a Supervision Agreement signed by school personnel and by the student must be on file to confirm the start of the practicum. No part of the practicum may precede the summer academic phase. If the practicum site is changed after the start of the practicum, the timeframe for the practicum is extended by at least three months, with at least two field consultant visits at the new site.

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

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

~ Maria Montessori

STUDENT TEACHING PRACTICUM (INTERNSHIP)

720 contact hours minimum

Practicum Coordinator: Rachel Regan

Requirement: 9 months, minimum of 4 hours daily, 5 days a week (Morning session required for Toddler model)

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

MECR provides assistance in finding a practicum position. Specific arrangements are the responsibility of the student and the participating school. Fingerprinting and a criminal background check are required for teachers, assistants, and other employees in schools and childcare centers in Colorado as well as most other states.

Initiation of the practicum must be confirmed by submission of Practicum Site and Supervision Agreements signed by the student and by a site supervisor. Qualified students may be permitted to complete the practicum as a group leader in a “self-directed” practicum. A Self-Directed Practicum must be approved by the MECR Director and Practicum Coordinator prior to the start of the practicum. IT Self-Directed practicum students receive at least three visits by a Field Consultant and two consultations; there is an additional \$800 fee. IT students with a Supervised Practicum are observed at the site at least three times by a MECR Field Consultant and have the opportunity to discuss progress and needs with the consultant. Additional site visits are sometimes required and, if so, these are at the expense of the student. The Field Consultant and the Site Supervisor both complete evaluations of the student’s progress. Students also complete course assignments, including a field notebook, journal, reports of observation visits, and three child observations.

A MECR field consultant will observe the student at the teaching site at least three times (plus two additional consultations for Self-Directed interns) and provide written and oral feedback to the student and to the MECR Practicum Coordinator concerning the student’s progress. After the final visit, the consultant will make a recommendation on the student’s readiness for certification.

The student’s supervisor at the practicum site will be asked to evaluate the student’s progress during and at the end of the practicum. The final report includes a recommendation regarding readiness for certification. Students receive a copy of each Field Consultant report and co-sign the two Supervisor reports.

Practicum Models - Infant and Toddler

The course director and the practicum coordinator have the responsibility for determining the appropriate model selection for the student.

Age Span of Children

The Infant class should contain children in the full span of ages birth to 18 months.

The Toddler class should contain children in the full span of ages 18 months to 3 years.

AMS recognizes that in some situations there may be environments that do not have the full Infant or Toddler age range; therefore, it is the responsibility of the program director to outline a plan in the adult learner’s file and to document how the adult learner receives experience in the full birth to 18 months and/or 18 months to 3 age range.

Classroom Materials

The classroom must be equipped with the full complement of Montessori materials and activities appropriate to the ages and needs of the children at the Infant and/or Toddler age level (see materials list found in Appendix B of the Handbook).

Model 1: Infant Concentration (Birth to 18 Months)

The student participates in all facets of infant care and development, as well as parent education and administrative procedures in a Montessori infant environment.

Model 2: Toddler Concentration (18 Months to 3 Years)

The student participates in all facets of toddler care in a group setting, including parent education and administrative procedures in a Montessori toddler environment.

Model 3: Infant and Toddler (Birth to 3 Years)

This model is designed for students interested in the care and development of both infants and toddlers. The student participates in all facets of the environment, including parent education and administrative procedures.

Demonstration of Competencies

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

Attendance

Full attendance and participation at the site is required, according to the expectations of the site administrator as delineated in the contract between the site and the student.

Seminars

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

Montessori Philosophy:	Philosophy Album
Child Development:	Infant and Toddler Album
Infant Program:	Infant Program Album, Infant Activity observation
Toddler Program:	Toddler Program Album, Toddler Activity presentation
Child, Family & Community:	CFC Album, Parent Meeting report, Parent/Teacher Conference report
Program Leadership:	Program Leadership Album
Observation:	5 Classroom Observation Reports, 3 Child Observations, Toddler Walk
Personal Growth:	Practicum Journal with daily observations and weekly reflections
Oral Review and Assessment:	Group question/answer format
Final Review and Written Examination:	Comprehensive

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

~ Maria Montessori

PRACTICUM SITE STANDARDS AND RESPONSIBILITIES – I&T LEVEL

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

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

1. **AMS Membership:** It is recommended that the practicum site is an AMS member school. Programs report practicum sites annually to AMS using the AMS Adult Learner Registration and Practicum Report Form.
2. **Non-Discrimination Policy:** The site must have a written non-discrimination policy for both children/adolescents and staff.
3. **Licensing:** The site must meet all applicable local and state regulations.
4. **School Policies:** The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and guidelines relating to the adult learner.
5. **Job Description/Contract:** The site must provide a job description and a contract of agreement acceptable to the site, the adult learner, and the teacher education program. This job description or agreement should include the nature and type of remuneration given the adult learner, if any. The contract must be received by the MECR Director before the start of the practicum.
6. **Cooperation with the Teacher Education Program:** The site must agree to cooperate with MECR in all matters relating to the practicum. This includes release time for attendance and travel to scheduled MECR seminars in October, January, March and May, release time to make five observation visits to other classrooms, arrangements for a MECR Field Consultant to observe and meet with the student teacher at least three times (plus two consultations if Self-Directed), and completion of two progress reports by the student's supervisor at the school. Time must also be scheduled for the Field Consultant to meet with the Supervising Teacher/Supervisor at each intern visit. The head of school agrees to notify the MECR Director promptly in writing if there are changes in the practicum site arrangements described in the agreement form with MECR.
7. **Job Responsibilities:** Adult Learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours (i.e. janitorial services, before or after day care services, etc.). The Adult Learner may be expected to help in maintaining cleanliness and order of classroom on a daily basis. Adult Learners may provide additional services outside their practicum hours if agreed upon by both parties.
8. **Class Schedule:** The school day must permit uninterrupted work periods of at least two hours.
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 or in Appendix B of this Handbook.
10. **Teaching Team and Supervision:** Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and a supervisor. For a self-directed practicum, a minimum of three on-site visits by a field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required.
11. A copy of the Supervising Teacher's Montessori diploma and resume must be on file at MECR. In a **Self-Directed Practicum**, the student teacher leads the class and is supervised by the head of school or a qualified staff member designated by the head of school. A MECR Field Consultant makes at least three visits to support and mentor the student, and to evaluate progress. A Self-Directed intern receives two additional consultations. Monthly contact (via email, phone, or Skype/Zoom) is provided to each adult learner by a field consultant. There should be at least two adults with the group of children at all times (i.e., lead teacher and assistant).
12. **Practicum Site and Supervision Agreement Forms:** Agreements must be received and accepted by the MECR Level Coordinator before the start of the practicum.

STANDARDS AND RESPONSIBILITIES FOR THE SUPERVISING TEACHER

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

1. **Credentials:** The Supervising Teacher must hold a recognized Montessori credential at the age level of the class at the level of supervision. The supervising teacher cannot be the adult learner's field consultant.
2. **Teaching Experience:** The Supervising Teacher must be in at least the second year of teaching at the level of instruction after receipt of the Montessori credential.
3. **Approval:** The MECR Practicum Coordinator, in consultation with the Director of the teacher education program, must approve the supervising teacher. The MECR Supervision Agreement and copies of the Supervising Teacher's Montessori diploma and resume must be on file at MECR before the start of the practicum.
4. **Adult Learner Experiences:** The Supervising Teacher is responsible for providing experiences relating to the following areas:
 - Preparation and Management: indoor and outdoor environments
 - Observation and Recording: observing, responding/planning, assessing; maintaining records
 - Interaction: relations among parents, staff, and children
 - Instruction: designing developmentally appropriate activities that meet the tenets of Montessori philosophy, including spontaneous and planned individual and group presentations
 - Management: individual and group strategies
 - Parent/Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house
 - Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques
 - Participation in curriculum planning meetings where appropriate
 - Participation in team meetings regarding special education (IEP, ISP, etc.)
5. **Meetings:** The Supervising Teacher must schedule regular review and coaching sessions weekly (preferably 1-2 hour time-block) with the adult learner to review progress and make plans in the above areas. Self-Directed student teachers should also have regular weekly planning meetings with their assistant(s).
6. **Field Consultant Visits:** The Supervising Teacher agrees to cooperate with arrangements for observation visits by the student's MECR Field Consultant. It is expected that Field Consultant visits will be scheduled for normal class days with established routines, and not on days when there are visiting presenters, field trips, special events, etc. The Field Consultant will need time for separate meetings of at least half an hour each with the adult learner and the Supervising Teacher/Supervisor, so a private meeting room and supervision of the children should be pre-arranged.
7. **Assessment:** The Supervising Teacher/Supervisor must complete written mid-year and final evaluations of the student teacher using MECR forms at the designated times.
8. **Communication:** The Supervising Teacher/Supervisor must inform the teacher education program of any difficulties in the professional performance of the adult learner.
9. **Attendance:** With the exception of a self-directed practicum, the Supervising Teacher must be present and responsible in the adult learner's classroom full time. In case of the illness of the Supervising Teacher, the school should engage a qualified substitute.
10. **Number of Adult Learners Assigned:** A Supervising Teacher cannot have more than two adult learners per classroom.

ROLE OF THE SUPERVISING TEACHER

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

Expectations

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

Initial Meeting (Half-day minimum)

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

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

Weekly Meetings (1-2 hour time-block)

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

Parent Communications

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

Field Consultant Visits

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

COMPETENCIES FOR THE MONTESSORI INFANT & TODDLER CANDIDATE FOR CERTIFICATION

from MACTE Guide to Accreditation, page 22, July 2018

SECTION D.3: COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES

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

	3d. Parent/teacher/family partnership	Self-evaluation
	3e. Professional responsibilities	Participation in discussion
	3f. Innovation and flexibility	Participation in discussion

Definition of level:

- Infant and Toddler – Birth through three (0-3) years of age
- Early Childhood – Two and one-half through six (2½-6) years of age
- Elementary I – Six through nine (6-9) years of age
- Elementary II – Nine through twelve (9-12) years of age
- Secondary I – Twelve through fifteen (12-15) years of age
- Secondary II – Fifteen through nineteen (15-19) years of age

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

Infant & Toddler: Sensory and motor experiences, language experiences; positive social experiences; self-care, art, and music.

Early Childhood: practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education.

Elementary: language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music.

Secondary: mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, and college admissions/career readiness.

“The educator must be as one inspired by a deep worship of life, and must, through this reverence, respect, while he observes with human interest, the development of the child’s life.”

~ Maria Montessori

RECOMMENDATION FOR THE AMS CREDENTIAL

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

1. Documentation by instructors that all academic course requirements are completed satisfactorily.
For an Infant & Toddler credential, these include the following:
 - albums (handbooks for each course component, including student-written papers)
 - materials-making
 - child observations
 - classroom observation reports
 - oral assessments
 - written examination
2. Recommendation from the MECR Field Consultant, based on observation of the student's successful performance at the site during the final visit. (Student Teaching Practicum)
3. Recommendation from the Supervisor/Supervising Teacher at the practicum site school.
4. Payment of all tuition and fees; and for students receiving Financial Aid, completion of Exit Counseling.
5. For the AMS Infant & Toddler Credential:
 - Receipt of official college transcripts verifying the student's bachelor's degree.
 - Students without a bachelor's degree will be eligible for an AMS Associate Infant & Toddler credential.

TIMEFRAME FOR COMPLETION

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

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

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

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

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

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

Leave of Absence

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

PROFESSIONAL DEVELOPMENT

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

AMS Professional Development Requirement

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

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

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

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

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

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

Undergraduate or Graduate Credit

MECR partners with Endicott College. Adult Learners can simultaneously receive a M.Ed. in Montessori Integrative Learning as they take a MECR course. For information, visit www.tiees-edu.org. A number of Universities offer transfer credit towards a master's degree program for a completed Montessori Credential, e.g., St. Catherine University and Xavier University.

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

Refresher Privileges for MECR Graduates

Teachers who have graduated from a MECR course are invited to review coursework at any time by returning to sit in on classes at the same course level. Call to check space availability. There is no fee, and no attendance certificate is provided.

COLORADO DEPARTMENT OF HUMAN SERVICES REQUIREMENT FOR PROFESSIONAL DEVELOPMENT

For childcare center personnel:

15 documented contact hours of professional development each year, in addition to CPR and First Aid

In Colorado, to meet the annual clock hour training requirements, all licensed childcare providers are required to have three clock hours of training focused on social emotional development and 12 clock hours of training focused on eight competencies:

1. Child growth and development and learning or courses that aligns with the competency domains of child growth and development
2. Child observation and assessment
3. Family and community partnership
4. Guidance
5. Health, safety and nutrition
6. Professional development and leadership
7. Program planning and development
8. Teaching practices

CAREER OPPORTUNITIES

The number of Montessori schools is growing rapidly throughout the United States and abroad, in both the public and private sectors. As a result, there is a high demand for professional, competent teachers, who have completed high quality preparation courses.

The MECR office serves as an informal clearinghouse for job opportunities throughout the year. Current announcements are displayed in the student lounge and on our website.

The American Montessori Society maintains a computerized placement service and publishes regular salary surveys.

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

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

CODE OF CONDUCT

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

Guidelines for Courteous Behavior

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

Internet Access and Usage

1. The MECR building has Wi-Fi access for the convenience of students during breaks.
2. Laptops may be used in class only for taking notes, unless otherwise directed by the instructor.
Do not open email, websites, or play games during class sessions.
3. The Internet is an unreliable resource for information on Montessori education. Only the readings listed in each syllabus should be used and cited in assigned papers, unless otherwise directed by the instructor.
4. All forms of plagiarism including "cut and paste" techniques when writing papers are unacceptable.

Substance Abuse

The unlawful possession, use, or distribution of drugs by students and/or employees on any property being used as classroom space or as any part of MECR's scheduled activities is prohibited. Violation of this provision will result in the student or employee being placed on probation and may lead to dismissal. Marijuana in any form is not allowed at MECR. For drug counseling, treatment or rehabilitation programs, students or employees may call The Substance Abuse and Mental Health Services Administration Helpline at 1-800-662-HELP.

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

Security and Crime

Crimes should be reported to the Director and to the Denver Police District 2, 720-913-1000 (non-emergency) or 911. Sex offenses should also be reported to the Denver Police Department. The Department refers victims to other agencies for treatment and counseling.

Probation and Dismissal Policy

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

CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY

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

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

Principle I – Commitment to the Student

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

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

Principle II – Commitment to the Public

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

In fulfilling these goals, the educator:

1. Shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession

Principle III – Commitment to the Profession

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

In fulfilling these goals, the educator:

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

As American Montessori Society members, we pledge to conduct ourselves professionally, and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential. AMS requires that all member schools and AMS-affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

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

2.6.2 ADULT LEARNER RESPONSIBILITIES

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

It is the responsibility of the adult learner to:

1. Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
2. Be informed—by reading the information disseminated by MECR.
3. Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
4. Continually self-monitor academic progress.
5. Attend class and participate in other learning activities, come prepared, and complete assignments on time.
6. Embrace the principle of academic honesty.
7. Respect the freedom of the program's staff to inquire, publish, and teach.
8. Respect the facilities and property of the program, including buildings, books, and equipment, and to observe stated requirements for their use.
9. To abide by all criteria for Professional Behavior as stated in MECR rubric.

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

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

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

1. Be knowledgeable about other available courses/programs to ensure that enrollment at MECR is based on an informed decision.
2. Represent oneself honestly in applying to the program.
3. Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

The use of the term “teacher education program” includes all course levels: Infant & Toddler, Early Childhood, Elementary, Secondary, and Administrators, as well as the Montessori Inclusion Endorsement.

The essence of this statement comes from “Fair Practices in Higher Education: Rights and Responsibilities of Students and Their Colleges in a Period of Intensified Competition for Enrollments,” a report of the Carnegie Council on Policy Studies in Higher Education (1979, Jossey-Bass).

ARBITRATION COMMITTEE - GRIEVANCE PROCEDURES

Purpose

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

Composition The MECR Arbitration Committee will be composed of the following persons who shall remain members of the committee for the duration of the course cycle.

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

Standby Member

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

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

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

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

Grievance Procedures

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

Appeal Procedure

Individuals who feel they still have a legitimate grievance after all the above procedures have been exhausted may bring that grievance before the Arbitration Committee. The decision of this committee shall be considered binding on all parties and without further appeal to MECR. If a satisfactory conclusion cannot be reached between the student and MECR, the student may file a complaint with the following organizations:

American Montessori Society

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

MACTE

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

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

APPENDIX A – COLORADO DEPARTMENT OF HUMAN SERVICES IMPORTANT INFORMATION

EARLY CHILDHOOD TEACHER (GROUP LEADER) QUALIFICATION

Adapted from Colorado Department of Human Services (CDHS): Rules Regulating Child Care Centers, rev. 5/10

7.702.54 EARLY CHILDHOOD TEACHER (FORMERLY GROUP LEADER),

assigned responsibility for a single group of children and working under the supervision of a director, must be at least 18 years of age and must meet **ONE** of the following qualifications (A-J):

A. Bachelor's (4 year) degree

With major area of study in Early Childhood Education, Elementary Education, Special Education, Family and Child Development or Child Psychology.

EXPERIENCE: No additional experience required

B. Bachelor's (4 year) degree in an unrelated area

With a major area of study in any area not listed in (A) above AND two (2) three semester ECE college courses of which one must be "Introduction to ECE" or "Guidance Strategies" (eff. MAY 31, 2011)

EXPERIENCE: At least six months (910 hours) of verified experience in the care and supervision of four or more children under six years of age who are not related to the individual. Satisfactory experience includes being a licensee of a family childcare home; a teacher's aide or teacher in a childcare center, preschool, or elementary school; or work with disabled children.

C. 2-year college degree

Sixty (60) semester hours in ECE, to include at two (2) three semester hour ECE college courses of which one must be "Introduction to ECE" or "Guidance Strategies".

EXPERIENCE: At least six (6) months (910 hours) of verified experience, as listed in (B) above.

D. Completion of two (2) years of college education – option not available after May 2011

E. Twelve (12) semester hours in college-level credits

Twelve (12) semester hours at either a two-year, four-year, or graduate level in ECE. Effective 5/31/12, one of the three semester hour ECE college courses must be "Introduction to ECE" or "Guidance Strategies".

EXPERIENCE: At least nine (9) months (1,395 hours) of verified experience as listed in (B) above.

F. Completion of a vocational or occupational education sequence in child growth and development.

EXPERIENCE: At least twelve (12) months (1,820 hours) of verified experience, as listed in (B) above.

G. Current certification as a Child Development Associate (CDA) or Certified Child Care Professional (CCP) or other Department- approved credential.

EXPERIENCE No additional experience required

H. Department approved course of training (The MECR EC course is an approved course.)

Completion of a course of training approved by the department that includes training and work experience with children in a child growth and development program.

EXPERIENCE: At least twelve (12) months (1,820 hours) of verified experience as listed in (B) above.

I. Thirty-Six months of verified experience – option not available after May 2010

J. Current Colorado Level I credential OR Two (2) 3 credit college courses incl. "Introduction to ECE".

College coursework may be at either a two-year, four-year, or graduate level.

ECE college courses must be "Introduction to ECE" or "Guidance Strategies".

EXPERIENCE: At least twenty-four (24) months (3,640 hours) of verified experience as listed in (B) above.

NOTES:

1. College grades must be "C" or better, from a regionally accredited college or university.

2. The Department will accept "Expanding Quality Infant Toddler Training" (EQUITT) as an additional course with verification for the trainer.

7.702.52 Director Qualification - Large Child Care Center

Adapted from Colorado Department of Human Services (CDHS): Rules Regulating Child Care Centers, rev. 5/10

Education Requirement

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

A (1) Degree or college course requirement

All individuals with a Bachelor's or Master's degree with a major emphasis in child development, early childhood education, or early childhood special education and all other individuals submitting official transcripts for evaluation and/or completing necessary college coursework to become qualified as a director of a large center must complete a **three (3) semester hour course** from a regionally accredited college or university, at either a two year, four year or graduate level, in **each of the following ten (10) subject or content areas for a total of thirty (30) semester hours:**

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

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

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

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

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

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

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

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

7.702.52 C. Experience Requirement

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

Must meet ONE of the following options:

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

Expanding Quality in Infant Toddler Care Initiative (EQIT)

Adapted from Colorado Department of Human Services (CDHS): Quality Initiatives

The Expanding Quality in Infant Toddler Care (EQ) Initiative works with the Early Childhood Councils, Infant and Toddler Specialists and Expanding Quality in Infant Toddler Care (EQIT) trainers to work toward its primary goal of increasing the quality and availability of responsive care for infants and toddlers throughout Colorado by:

- Strengthening the skills and knowledge base of Early Childhood professionals working with infants and toddlers
- Building capacity and promoting systemic change to foster increased quality and availability of care and services
- Supporting leadership and collaboration at the community level
- Facilitating professional development for infant toddler professionals, particularly those who are teaching or coaching infant toddler teachers

For more information visit:

http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&s=Expanding-Quality-in-Infant-Toddler-Care-Initiative&lang=en

APPENDIX B - INFANT & TODDLER MATERIALS/ACTIVITIES

(rev. 2020)

The American Montessori Society School Accreditation Commission and the AMS Teacher Education Action Commission offer you this list of suggested learning materials for the Infant & Toddler classroom. The intent of this checklist is to provide Montessori teacher education programs with a list of developmentally appropriate materials and activities that very young children ages birth to 3 years are generally expected to have available in their classrooms. This list is comprehensive but not exclusive or prescriptive and teachers may also present other activities.

Not all of these activities are expected to be out at any given time, but a wide variety of them should be provided at some point throughout the year. It is particularly important to consider cleanliness and safety with this age group, including awareness of potential choking hazards. As such, it is helpful for the adults to have a choke tube available to test for these hazards.

** Starred items indicate additional suggested materials or activities that may not be available at a school site but will contribute to a new teacher's understanding of Montessori curriculum.*

INFANTS – Birth to 18 Months	
Development of Movement: Control and Coordination	
	Floor space – open areas for free movement
	Low climbing obstacles such as pillows and raised cushions
	Wall mirror – placed at floor level
	Floor beds
	Child-sized furniture, including tables and chairs of differing sizes, weaning chairs for younger infants, armless chairs for older infants.
	Bar for pulling up
	Free movement activities
	Rhymes and Singing with accompanying movements
	Maximum Effort activities
	Push and Pull toys
	Stair with rails
	Slide
	Inclined Plane
	Outdoor movement experiences
	Wheelbarrows and/or Wagon
Sensori-Motor Development	
	Black and White contrast mobile
	Variety of visual mobiles (different colors, different shapes)
	Variety of grasping (and kicking) mobiles (different colors, shapes, textures, and sounds)
	Ribbon and Bell
	Shape Sorting objects (Simple - no more than three shapes)
	Rattles
	Bell
	Scarves

INFANTS – Birth to 18 Months	
	Sensori-Motor Development, continued
	Soft Toys
	Nesting Objects
	Object Permanence activities
	Blocks
	Objects in a Basket for exploration
	Musical Instruments (Drum, Rhythm Sticks, Shaker Eggs, etc.)
	Music Box
	Sound System and Recordings
Practical Life (Infants)	
Care of Self, Care of the Environment, Grace and Courtesy	
	<i>Many of the items listed in this section are to be introduced and modeled by the adult. These behaviors are not expected to be done consistently or independently by the child.</i>
	Care of Self
	Bathing
	Changing a Diaper
	Floor mattresses or futons for sleeping
	Use of Handkerchief/Tissue
	Use of Toilet
	Washing Hands
	Washing Face
	Dressing and Undressing
	Feeding the Baby
	Self-Feeding
	Care of Environment
	Replacing materials on the shelf
	Drying spilled water
	Setting the table
	Serving oneself
	Watering plants
	Grace and Courtesy
	Greeting and saying goodbye
	Gentle touch with others
	Respecting work and space of others

INFANTS -- Birth to 18 Months	
Language	
	Communication experiences
	Vocabulary experiences
	Expressive and Receptive language experiences
	Visual Tracking experiences (Ball Tracker, Bead Maze, Mobiles, etc.)
	Puzzles with 1-2 pieces
	Books
	Songs
	Reciprocal vocalization
	Verbalization and Conversations (with the child)
	Naming Objects in the Environment
	Pictures of authentic activities for conversation
	Rhymes and Songs with actions
	Sign Language
	Vocabulary picture cards

TODDLERS 18-36 Months	
Sensori-Motor Development	
	Development of Coordinated Movement
	Space for gross motor movement and free movement activities
	Stair with Rails
	Climbing Objects (for climbing over and through)
	Walking in a Circle
	Balance Beam
	Bar from which to hang
	Rocking Horse/Boat/Chair
	Vestibular Board (e.g. sit and spin)
	Riding toys (e.g. tricycles)
	Maximum Effort activities (Carrying and pushing heavy objects)
	Outdoor Movement activities (walks, varying terrains, etc.)
	Outdoor Swing
	Slide
	Development of Motor Skills (Fine Motor Development)
	Sequence of Transfer activities (large object transfer, small object transfer)
	Sequence of Scooping/Spooning activities
	Sequence of Squeezing activities (sponges, baster, tongs)
	Sequence of Stringing activities (Ring Posts, Beads and Posts, large bead stringing)
	Sequence of Twisting activities
	Sequence of Pouring activities
	Sequence of Rolling and Folding activities

	TODDLERS 18-36 Months
	Sensori-Motor Development
	Sequence of Opening and Closing activities (opening and closing drawers, opening and closing containers)

	Practical Life (Toddlers)
	Personal Care and Health
	Dressing and Undressing
	Using the Toilet
	Washing Hands
	Simple Dressing Frames (zipper, button, snap, buckle, velcro)
	Bathing the Doll
	Object washing (tables, chairs, simple objects)
	Folding and Putting Clothes Away
	Taking off and Putting on a Coat
	Taking off and Putting on Shoes
	Using a Tissue/Wiping Nose
	<i>Brushing Teeth *</i>
	<i>Combing Hair *</i>
	Care of Environment
	Using a rug or mat
	Using child-sized furniture
	Replacing materials on the shelf
	Setting the Table
	Wiping the Table
	Sweeping and Dusting
	Cleaning up spills
	Mopping the floor
	Washing Dishes
	Scrubbing objects (tables, cloths, baby doll)
	Washing Windows
	Caring for Pets (providing food and water)
	Caring for Plants (watering, polishing leaves)
	Flower arranging
	Folding
	Shoveling and Raking
	Planting seeds & plants
	Picking up sand, mulch, rocks
	Outdoor activities to care for the environment

Practical Life (Toddlers)	
	Food Preparation
	Washing fruits and vegetables
	Cutting fruits, vegetables, cheeses, eggs, etc.
	Mixing Ingredients
	Spreading (nut butters, cream cheese, etc.)
	Preparing drinks (making juice, tea, etc.)
	Serving Food (with hands, scoops, spoons, tongs, etc.)
	Clearing the Table
	Washing Dishes
	Development of Grace and Courtesy
	Greeting and saying goodbye
	Asking for help
	Giving assistance
	Respectful requests and polite conversation (Use of please, thank you, excuse me)
	Gentle touch
	Respecting work and workspace
	Developmental Art Materials and Activities
	Clay and/or Play Dough
	Chalkboard
	Vertical Easel
	Painting
	Crayons
	Simple Scissors
	Glue with small brush or glue sticks

Sensori-Motor Development (Toddlers)	
	Stacking/Nesting Boxes/Nesting Objects
	Object Permanence Boxes
	Geometric Shape Box / Imbucure Box with Geometric Shapes / Shape Sorter
	Puzzles (including a geometric shape puzzle)
	Sorting
	Color Matching
	Music
	Sounds in the Environment
	Voice: Tone and Volume
	Simple Sound Matching (4 Pairs)
	Percussive Instruments (e.g., maracas, small floor drums, bells, rain sticks)
	Music Box
	Mystery Bag
	Texture and Temperature in the Environment
	Sandbox

Sensori-Motor Development (Toddlers)	
	Rough and Smooth Textures
	Smelling and Tasting experiences (e.g., food, flowers, grinding spices)
	Outdoor experiences in nature

Language (Toddlers)	
	Development of Oral Language
	Opportunities for receptive and expressive language (conversations and exploration)
	Oral language games
	Singing and storytelling
	Stories with finger plays, felt boards, relevant objects
	Books (Objects, Actions, Stories)
	Rhyming Games
	Reciprocal vocalization
	<i>*Non-working telephone</i>
	Development of Vocabulary and Classification
	Naming objects in the Environment
	Naming objects (baskets of objects, picture cards)
	Object to Object matching
	Object to Picture matching
	Picture to Picture matching
	Vocabulary Cards
	Farm
	Sequence of Knobbed Puzzles (Large knobbed puzzles, Small knobbed puzzles)
	Categorization of Objects and Pictures (Fruits and Vegetables, Cats and Dogs, etc.)
	Matching: Pictures of Objects that Go Together (i.e., spider and spider web)
	Mystery Bag
	Objects for "I Spy" with initial sounds

The Adults in the Environment

It is important to recognize that the qualities, skills and behaviors of the adults responsible for meeting the needs of these young children is incredibly important during this most important stage of self- construction. This is the crucial time in which children are absorbing experiences, making early decisions about the kind of persons they are, and about the world. They are developing basic trust in themselves and in their environment, which will affect them for the rest of their lives.

APPENDIX C - LOCAL ADDRESSES AND RESOURCES

Montessori Education Center of the Rockies, 3975 Martin Luther King Jr Blvd, Denver, CO 80205

Office Depot, 616 E. Colfax Ave. and 7305 E. 36th Ave. at Quebec Square

Rivers & Roads Coffee, 2539 Bruce Randolph Ave.

Sprouts Market 3625 E. Colfax Ave.

Starbucks 4030 Colorado Blvd

Trader Joes Denver Grocery, 750 Colorado Blvd

Walgreens, 3555 N. Colorado Blvd

MEDICAL CARE and EMERGENCIES

AFC Urgent Care, 1295 Colorado Blvd, Denver

Presbyterian St. Luke's Medical Center, 1719 E. 19th Ave, Denver

Rose Medical Stapleton Clinic, 2975 Roslyn St., Denver

SUMMER PROGRAMS for CHILDREN

[Denver Museum of Nature and Science](#)

[Denver Summer Camps](#)

[Denver YMCA Camps](#)

[Denver Zoo](#)

BUS TRANSPORTATION

[RTD \(The Ride\) Information](#)

AIRPORT SHARED RIDE SERVICE

Lyft and Uber

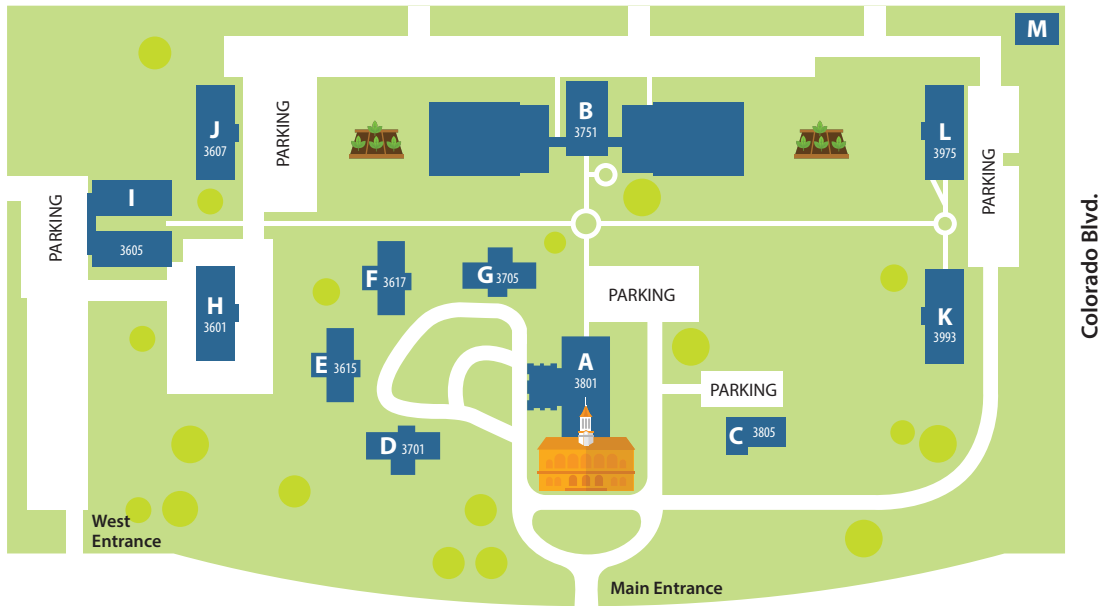
1st ABC Transportation www.1stabctransportation.com

LODGING

Accepted students may visit the housing page on the MECR website for options including rooms for rent in private homes. We recommend that students visit the accommodations and obtain references before signing a rental contract.



3801 Martin Luther King Jr. Blvd
Denver, CO 80205



Martin Luther King Jr. Blvd.

- | | | |
|--|-------------------------------|---|
| A Clayton Administration Building | E ... | J Public Education & Business Coalition |
| B Educare Denver at Clayton Early Learning | F Garfield Montessori | K Clayton staff offices |
| C Clayton staff offices | G Reach Out and Read Colorado | L Clayton Training Center |
| D Clayton staff offices | H ... | M Clayton Maintenance Garage |
| | I ... | |

APPENDIX D – INFANT AND TODDLER COURSE PRESENTERS

Rachel Regan - IT Coordinator and Practicum Coordinator

Personal and Professional Growth

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Program Leadership

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Susan Tracy McDaniel

Parent Infant Facilitator Training (PIFT)

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Melody Patton

Montessori Philosophy

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