



# **CHRISTIAN MONTESSORI TRAINING CENTER INTERNATIONAL STUDENT HANDBOOK**

## **PROGRAM PARTNERS:**

Christian Montessori Training Center International  
Myra Arnold, Program Director

Bethany Global University  
Rebecca Dirks, Head of CMTC Program

Hand in Hand Christian Montessori  
Michelle Lee Thompson, Dean and Executive Director

## Welcome Students!

Congratulations on your acceptance to the Christian Montessori Training Center International program. We are thrilled to have you here and walk alongside you in your journey to become a grace-filled, Christ-centered, Montessori educator.

This course of study is designed to encourage and enlighten the mind of the educator to embrace the child as designed and created by God, who desires each child to be fully alive! CMTC was founded with the mission of promoting a perspective of education that is biblical, practical, and substantial. Through the program, students learn how to engage children with the key components of the Christian faith, bring them to their own personal awareness of God in the person of Jesus Christ, and develop their understanding of Him and His work in their lives. It was our intent to create a training institution that would further the work of those who view children as Jesus did, who said “the Kingdom of Heaven belongs to such as these.” Maria Montessori articulated this mission as she became a scientist of the pedagogy of children and believed in the beginnings of human potential (Child Alive ® Welcome Letter).

The methods developed by Dr. Maria Montessori have been used in the classroom for a very long time, but we continue to see new ways they impact children, their families, and educators alike. More and more people are interested in Montessori education due to the success stories they hear in their communities. Your dedication to this program will enable you to be a part of something larger, something special - something that could change the future of education and certainly the future for your students! Our Program Director reminded us of these important words written over 100 years ago:

"The more one considers the Montessori Movement as a whole... its immense potentialities for good... the more the conviction grows that the founding of such a religious order to carry on her work would be the fulfillment of her lifelong desire to serve the Church. It would seal the vow which she and her first followers took before the Blessed Sacrament in 1910: 'Before the majesty of God I desire to consecrate myself... offering myself as a holocaust to Jesus Christ our Lord. I desire to follow the path of His divine will, embracing my sweet cross with the intention so truly to live that, if it be His will, the Church of Christ, in a reformed humanity, may triumph midst the splendors of civilization.'

It is the earnest request of the editor... that those who have read this book and appreciated its contents would join in praying for the intention that almighty God, in His love and wisdom, would raise up some individual or group of individuals, who, under the inspiration of the Holy Spirit, would found such an Order - which would be in fact (if not in name) an Order of the Servants of the Children of the Light.”

*The Child in the Church* (pages 89 and 104 for “Children of the Light” and page 93 for “Servants of the Children of the Light”)

Together, let's advance the Kingdom of God through Christian Montessori. Welcome!

*The CMTC Board, Faculty, and Staff*

## Brief Description of the Christian Montessori Training Center International (CMTC)

The Christian Montessori Training Center International (herein referred to as the CMTC) was founded in 2014 in conjunction with Bethany Global University in Bloomington, MN, USA and Hand In Hand Christian Montessori, in Roseville, MN and Lab Campus in Bloomington, MN.

The CMTC grew out of an identified need by Christian leaders to bring an effective educational methodology to children living in at risk areas of the world – specifically bringing the Gospel of Christ to “where the church is not.” This is a way to equip individuals preparing for a missionary career with tools and skills they will use to meet the educational and spiritual needs of the communities in which they will serve. Research has shown that while Montessori is one of the most sought after forms of educating young children, the dearth of trained teachers in Montessori is significant. There are currently no accredited Christian Montessori training centers available for students. We hope to both pioneer this unique path for all who are seeking Christian Montessori training as we become a leader in this field.

The CMTC program consists of an academic component called a “Summer Intensive”, and an in-classroom practicum consisting of student teaching and internship as well preparation of materials, completion of albums, and supervision. This journey begins with a 7-week intensive academic program that can either compliment the Early Childhood Education minor and Certificate of Montessori Theory from Bethany Global University, or act as a stand-alone for our adult learner participants. In either case, participants are required to successfully complete a 9-month practicum in a Montessori classroom environment following the 7-week Summer Intensive in order to obtain certification. Students must choose their certification course level, including Early Childhood or Elementary certification.

The Academic Program includes formal instruction in the following courses:

- Orientation & Debrief
- Child Development
- Montessori Overview & Faith Formation
- Montessori Philosophy
- Classroom Leadership & Observation
- Practical Life
- Language
- Sensorial/Geometry
- Fine Arts
- Mathematics
- Cultural: Science, Geography, and History
- Parent Partnership

Following the academic summer program, the student must successfully complete a 9-month practicum supervised by a certified Montessori teacher in order to obtain the certification in either Early Childhood or Elementary Education.

## **Maria Montessori**

Maria Montessori was born in Chiaravalle, Italy in 1870. In 1895, she became one of the first women in Italy to obtain a Doctor of Medicine degree. As a scientist, Dr. Montessori approached the classroom as a laboratory, testing her hypotheses and evaluating results. She was a keen observer, able to see what might lead the child through a natural progression in their learning. By this method, she created materials and techniques - based on her blooming philosophy of education - that enabled her students, whether disabled or gifted, to prosper and learn.

In 1907, Maria Montessori opened her first Children's House in Rome, Italy. Montessori's curriculum focused more on applied childhood development, practical life skills, and the fostering of a whole person rather than simply obtaining and repeating information. Her methods were so successful; schools throughout Europe were established using her curriculum and techniques.

Alexander Graham Bell established one of the first Montessori schools in the United States around 1912. In 1915, Dr. Montessori herself traveled to California to establish classrooms for the World Exhibition in San Francisco. There are now more than 22,000 Montessori schools worldwide in more than 100 countries.

During World War II, Dr. Montessori was detained in India due to hostilities between Great Britain and Italy. Remarkably, she used the time to train teachers and spread her philosophy of education for the remainder of her exile there. She wrote and lectured extensively for the rest of her life. Maria Montessori died in 1952 in Amsterdam, leaving behind her a strong legacy of educating children in a way that respects their individual gifts and fosters their ongoing flourishing as a learning human being.

## Code of Ethics

A Montessori educator shall:

1. Encourage independent action in the pursuit of learning;
2. Protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin;
3. Protect the health and safety of students;
4. Honor professional commitments and maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for financial gain;
5. Keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Share in the responsibility for developing policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.
7. Not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession;
8. Extend just and equitable treatment to all members of the Montessori education profession;
9. Represent his or her own professional qualification with clarity and true intent;
10. Apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications;
11. Use honest and effective methods of administering duties, use of time, and conducting business.

\*Note: This code of ethics is derived, though not in full, from the AMS Code of Ethics.

## Mission Statement

The CMTC (Christian Montessori Training Center International) exists to educate, equip, and empower university students and adult learners so they may offer life giving, Montessori-centered educational experiences to children stateside and worldwide.

## Objectives of the CMTC Certification Program

- To offer a credentialed program accessible to both undergraduate students and adult learners seeking Montessori training certification with a Christian focus.
- To prepare our internationally bound program participants for diverse environments and classrooms abroad through mastery of Montessori methods and materials alongside intercultural, mission focused studies.
- To provide a strong base of knowledge in and appreciation for the philosophy and methodology created by Dr. Maria Montessori.
- To serve the broader Christian community with a spiritually based training program.
- To nurture teachers who in turn model strong character, grace, patience, and kindness to their students, parents, fellow faculty, and communities at large.

## **Admission Criteria**

For admission to CMTC, candidates must complete all the requirements listed in the CMTC Admission Application. They must also have the pre-requisite Child Development course completed to receive a full credential. If an adult learner completes the program without the Child Development pre-requisite, they will be limited to a provisional certificate only.

If an adult learner joins the program having an Associate's degree, they will be eligible to earn an Associates level credential. Adult learners who complete the program with a Bachelor's Degree will receive a full Montessori credential.

## **Transfer of Credit**

CMTC only accepts the transfer of credit for the pre-requisite course of Child Development. The course must be from a college or university, substantiated with an official transcript, fulfill 32 clock hours or more, and must have been graded (not audited). The credit will only be accepted if the grade level is a C or above.

## **Students & CMTC Rights and Responsibilities**

### **Student Rights:**

1. To receive complete and accurate information regarding the training program, including schedule, fees, regulations, expectations, and goals.
2. To have an environment conducive to adult learning
3. To have competent teaching staff willing to engage in dialogue and problem solving during their course term.
4. To appeal to the Board of Directors in the case of unresolved grievances

### **Student Responsibilities:**

1. To comply with the program's policies and procedures
2. To provide accurate information on the application and throughout the program
3. To complete assignments by stated deadlines
4. To meet 90% attendance requirement during the academic and practicum stages of the program
5. To complete all assignments during both the summer intensive program and the Practicum phase
6. To have an average grade level of 4 or above for certification
7. To express any grievance through the appropriate channels of CMTC leadership
8. To complete all requested evaluations on the program, program content, faculty, and self-evaluation forms.
9. To satisfy all financial responsibilities
10. To take an active part in the learning process, monitor your progress, embrace academic honesty, respect program faculty and leadership, and respect the facility and classroom materials

### **CMTC Responsibilities:**

1. To maintain high quality programming with instructors who have appropriate training and expertise.

2. To award credit and certification only where it is due; to inform students of their progress in a timely way.
3. To ensure fair and reasonable academic evaluation, with grades and evaluations that are meaningful, timely, and based on quality of student performance; to guarantee confidentiality and student access to their own records.
4. To provide adequate facilities and services in order to attain stated goals of the program.
5. To provide course requirements in clear, written terms
6. To embrace the principle of academic honesty
7. To publish causes for dismissal in clear and specific form; to dismiss a student only for appropriate cause, and after due process.
8. To inform students of the full cost of the program
9. To charge fair and reasonable fees for infractions such as breaking equipment or non-return of materials.

### **Attendance Policy**

Attendance is mandatory for all sessions of the academic course. Planned absences must be discussed and approved by faculty prior to the absence. 90% attendance is required to complete the course certification. Unplanned absences due to illness or any other unforeseen event must be discussed with faculty. Attendance will be tracked in an online system called Populi. Faculty members will have students complete the sign-in-sign-out sheet at the beginning and end of class. 3 days of excused absences are allowed, but students are required to get notes from a classmate and complete all missed work. Make-up work must be turned in on agreed upon deadlines. Unapproved absences may cause grade level reductions, mandatory repetition of missed material in the next academic year, or dismissal from the program at the discretion of the Program Director.

For the practicum portion of the program, student teachers are expected to work at their practicum site a minimum of 4 hours per day, 5 days a week, for one academic school year. Student teachers are also required to make 3 observations at other Montessori Schools and will be excused for this activity. All other absences may not exceed 5 teaching days.

### **Code of Conduct**

Students are expected to maintain a professional demeanor throughout the program. If a situation arises, the Program Director shall speak to the student involved to establish an understanding of acceptable behavior. If improvement does not occur, the Program Director will meet with faculty to discuss appropriate action. Unprofessional behavior will not be accepted.

## Early Childhood Course Academic Guide

*(See Course Calendar for Summer Intensive Schedule Details)*

Total Academic Hours*	Instructor	Subject Area
<b>21 hours</b>	Tina Stebbing	Practical Life
<b>30 hours</b>	Myra Arnold	Language
<b>25 hours</b>	Tina Stebbing	Sensorial
<b>40 hours</b>	Sieglinde Schnellbacher	Mathematics
<b>40 hours</b>	Tina Stebbing	Cultural: Science and Social Studies
<b>15 hours</b>	Marlene Lee Michelle Thompson	Faith Formation
<b>25 hours</b>	Myra Arnold	Philosophy
<b>15 hours</b>	Marlene Lee Michelle Thompson	Fine Arts
<b>10 hours</b>	Marlene Lee and Michelle Thompson	Parent Partnership
<b>28 hours</b>	Erika Schmidt	Classroom Leadership with Observation
<b>32 hours Pre-requisite</b>	Rebecca Dirks	Child Development
<b>6 hours (3 each)</b>	All Staff	Orientation & Debrief
<b>TOTAL HOURS: 287</b>		



## Elementary Course Academic Guide

*(See Course Calendar for Summer Intensive Details)*

Total Academic Hours*	Instructor	Subject Area
<b>21 hours</b>	Tina Stebbing	Children's House Overview & Practical Life
<b>45 hours</b>	Lisabeth King	Language
<b>25 hours + 35 hours seminar</b>	Stephanie Wehman	Geometry
<b>40 hours + 20 hours seminar</b>	Patrick Kutzer	Mathematics
<b>20 hours + 30 hours seminar</b>	Stephanie Wehman	Cultural: Science
<b>20 hours +30 hours seminar</b>	Stephanie Wehman	Cultural: Social Studies
<b>15 hours</b>	Marlene Lee Michelle Thompson	Faith Formation
<b>15 hours</b>	Marlene Lee Michelle Thompson	Fine Arts
<b>10 hours</b>	Marlene Lee Michelle Thompson	Parent Partnership
<b>25 hours</b>	Myra Arnold	Philosophy
<b>28 hours</b>	Erika Schmidt	Classroom Leadership with Observation
<b>32 hours Pre-requisite</b>	Rebecca Dirks	Child Development
<b>6 hours</b>	All Staff	Orientation and Debrief
<b>Intensive hours: 292 Seminar hours: 115 TOTAL HOURS: 417</b>		

### Facilities

The CMTC utilizes the campuses of Hand In Hand Christian Montessori (HIH) in Roseville, MN and Bloomington, MN as well as the college campus of Bethany Global University (BGU). Both the orientation and debrief sessions are held in the Red Barn at the BGU. Weeks 1-6 are held on Bloomington Campus of HIH in rooms 3, 4, 5 and 6. The facilities offer a kitchenette, ADA bathrooms, workspace, copier and telephone accessibility. Week 7 is held on the Bloomington Campus of HIH and is held in room 101 and the Children's House/Elementary Classroom. There is a snack kitchen, ADA bathrooms, copier and phone accessibility as well.

As a courtesy to all, students will be responsible for keeping the environment neat and orderly. It is expected that students clean up after themselves, return all materials to the appointed place, and leave all rooms/buildings secure when finished for the day.

## **Supplies**

Materials are handed out to students during Orientation. This includes binders, dividers, page protectors, textbooks and other handouts. Students must provide on their own a small “school supply” box filled with pencils, pens, colored pencils, and tape or adhesive.

## **Advising/Counseling**

The Program Director, Executive Director and CMTC Administrator offer advising (or career and placement counseling) meetings prior to and throughout the program. The students who would like counseling may get a referral to a community practitioner from the Program Director or other university staff.

Upon successful completion of the certification program, students will be trained to teach in a variety of settings, including early childhood programs, pre-k programs, private kindergartens, childcare centers, home daycare settings, and other age appropriate programs. Licensing requirements vary by state and should be investigated by the student prior to entering CMTC’s program.

We suggest that you speak with program directors at desired schools prior to entering the program to gauge need, salary, and other employment concerns. CMTC staff will assist you in placement for the practicum, but does not guarantee employment, salary, or advancement in your future career.

## Application Process

Students must complete/submit the following for admission to CMTC:

- A completed and signed application
- Application fee of \$100
- A copy of Bachelor degree transcripts (please note that if HS or AA is the highest degree held, student will receive only an Associate Montessori Certificate)
- A copy of Montessori credentials (if applicable)
- Three letters of recommendation
- A current resume or curriculum vitae
- A 300-word vision statement of why you are pursuing a Montessori education. Describe your immediate and long term goals upon receiving your Montessori credential
- A photocopy of a current government issued photo ID
- A signature of receipt and acknowledgement of the CMTC Student Handbook, including policies and procedures

## Fee Policy

### Fees:

\$100 Application fee (non-refundable)

\$7,000 Tuition

### Payments:

Preferred method of payment is one lump sum prior to the first session. If other payment arrangements need to be made, please contact the CMTC Administrator, Rebecca Dirks at [rebecca.dirks@bethfel.org](mailto:rebecca.dirks@bethfel.org)

\*All payments or payment plans must be made prior to the close of the Summer Intensive of the same academic session year

Please note additional charges may be incurred for student teachers completing their internship outside of the Twin Cities area.

### Cancellation:

The Christian Montessori Training Center International reserves the right to cancel any course if enrollment is not sufficient to cover costs. Enrolled students will be notified and will be allowed to enter a subsequent course. If enrollees are unable to attend a subsequent course or wish to obtain a refund, refunds will be processed within 30 days.

## Nondiscrimination Policy:

CMTC does not discriminate on the basis of race, color, nationality, sex, or ethnic origin. CMTC provides and accords to all its administrators and faculty the same rights and privileges.

## Dismissal Procedures

CMTC reserves the right to dismiss any student with justifiable cause. Dismissals are at the discretion of the Program Director, CMTC Administrator or the Board of Directors of the CMTC. Areas of concern include, but are not limited to, whether the adult learner:

- Is unable to meet the financial obligations to the program.
- Is unable to meet the course evaluation requirements.
- Fails to meet the attendance requirements.
- Disrupts the harmony and pace of the academic program.
- Is not receptive to the Montessori method and philosophy.
- Fails to respect the child's emotional, academic, or physical well being.
- Willingly provides false information on their application or in class.
- Fails to complete academic assignments as required.
- Shows a lack of commitment and serious intent as observed in inattention to demonstrations and inappropriate activity during practice sessions.
- Shows a marked inability to interact with faculty and/or students in a mature, respectful way.

Adult learners withdrawing from the program after classes commence must notify the program director in writing, stating the reason(s). There will be no refunds for dismissal or withdrawal unless there is mutual consent between CMTC and the adult learner due to special circumstances. In this case, CMTC will refund a pro-rated amount based on the instruction provided/received. Refunds will be processed by the end of the summer intensive course.

## Grievance Committee & Procedures

The Grievance Committee exists to arbitrate significant complaints or grievances by the adult learner, staff, or faculty, in the areas listed below. Upon reflection, the committee will decide upon a course of action, in response to the grievance, which shall be binding on all parties involved.

The Grievance Committee will consist of the Program Director, the Executive Director, and the Board of Directors of the CMTC.

Areas of Grievance:

- Incomplete or seriously deficient training during the academic phase of the course
- Incomplete or seriously deficient oversight or support during the Practicum phase of the course

The training program Grievance Committee will only consider problems in the above areas which the committee decides are serious enough to jeopardize the adult learner's right to satisfy their training and the right of others of just recompense for their services. Grievances that the committee decides are not serious enough to warrant a hearing will not be heard. We do encourage all CMTC students to abide by the biblical principles of resolving issues directly with the offending party. The Grievance Committee exists to help arbitrate all unresolved matters in a God-honoring way.

## Learner to Instructor Ratios

CMTC limits classroom size to 10 adult learners to 1 instructor.

## Release of Information on Student Records

The Family Educational Rights and Privacy Act (**FERPA**) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. No records or discussion of records can be released to anyone without the express, written consent of the CMTC student.

## Assignments

Each course will have individual requirements stated in the instructor's syllabus. An assignment addendum with due dates for each academic summer intensive will be handed out at Orientation.

Assignments and their due dates during the summer session are determined by individual instructors, but typically include:

- Readings
- Class Participation
- Presentation Performance Test
- Albums
- Rationale Paper

Assignments and their due dates during the nine-month practicum are determined by field supervisors, but typically include:

- Written Tests
- Projects– Original Lesson Plan/Execution
- Theory Essays with Reading Evidence
- Oral Examination

Notes: The Rationale Paper is a written essay that describes a core curriculum subject and explains why it is included in a Montessori environment. Research is required to successfully prepare a Rationale. The minimum requirement for a Rationale is a two-paged, typed paper with in-text citations and work cited page. This paper is typically due the Monday after the completed section of each course.

A Presentation Performance test is a step-by-step presentation of a lesson to be given to a child. An example of the format to be used throughout the program is available upon request. Students will sign-up for a specific presentation. This test will typically be given on Fridays of each week during the summer intensive.

Most assignments are graded on an accepted/not-accepted basis. An assignment that has not been accepted must be resubmitted. The resubmission deadline will be determined by the evaluator and approved by the Program Director. The Grading scale is as follows:

- 5 = Mastered
- 4 = Excellent Good
- 3 = Good
- 2 = Working on/Progressing
- 1 = Fail
- E = Extension granted to re-submit

### **Expected Performance and Standards for Completion**

To complete the program successfully and receive your certificate, the following requirements must be met:

- The adult learner must abide by the attendance policy (90% attendance is required including both planned and unplanned absences)
- Graded work must be at an average of 4 or higher. If work is not proficient, the adult learner has the opportunity to re-submit work to address instructor/supervisor feedback
- All assignments must be turned in and marked as proficient to receive your certificate
- In the case of withdrawal or cancellation, students are encouraged to attend the following year's summer intensive course, but have 3 years to complete the course level successfully from the date of entrance into the program.

## **Practicum Teaching**

### **Course Title: Practicum**

Course Description: Practicum is one academic school year under the direction of a Cooperating Teacher and Field Supervisor in a Montessori early childhood or elementary classroom. During this time, the student will experience preparation of the environment, observation, planning, recordkeeping, assessment, individual/group presentations, conferences, orientation, interviews, staff meetings, as well as interaction with staff, parents, children, and school management.

### **Policy for Entry to Practicum**

To enter the Practicum phase, adult learners must complete the summer intensive program with a satisfactory grade average of 4 or above. They must also complete the 3-hour Practicum training at the end of the summer program. The adult learner must be accepted by the Practicum site (by Head of School) and negotiate whether the internship will be paid or unpaid.

### **Objectives for the Adult Learner/Student Teacher:**

After completing one academic school year in a Montessori early childhood or elementary classroom, the adult learner will demonstrate an understanding and competence in:

1. Articulating the philosophy of child development and the theories of Dr. Maria Montessori as observed and experienced in their student teaching classroom, and as a tool for community awareness of Montessori education.
2. Understanding the environmental design and arrangement of materials in sequential order of a 3-6 year old (Early Childhood) OR 6-12 year old (Elementary) classroom which meets the spiritual, physical, emotional, intellectual, and linguistic needs of the child.
3. Developing a professional relationship with parents and involving the parents in school and classroom activities.
4. Scheduling activities for the year, month, week, and daily basis to enhance learning for the 3-6 year old (Early Childhood) OR 6-12 year old (Elementary) child. Developing curriculum for all areas of a 3-6 year old classroom while assessing and planning for the appropriate lessons in the environment matching the right child to the right materials at the right time.
5. Finding a balance in the development and academic needs of the child through conferring with staff, assessing growth, and being aware of any developmental challenges.
6. Using assessment techniques including portfolio work, testing, mastery of materials, and verbal recognition.
7. Functioning as a team and working cooperatively with professionals in the education field.

## **Outline of Session Reports and Assignments:**

1. Make a video of 3-6 year old (Early Childhood) OR 6-12 year old (Elementary I & II) indoor environment with details of all the areas and materials. Include an audio explanation of each area as you pan. Make a video of outdoor space including details of all work and play equipment. Please include audio explanation.
2. Fill out papers for internship site as directed by the Field Supervisor.
3. Video record lessons to be submitted to Field Supervisor (see Expectations for Interns by Field Supervisor form for more detail).
4. Observe and record in journals notable interactions and experiences, three additional school observations, daily recordkeeping, and student evaluations.
5. Participate with classroom, department staff and keep detailed notes on discussions and conclusions of all meeting including action items. Be sure to keep sensitive information confidential.
6. Create and use age appropriate materials and visual aids for each of the six subject matters in the 3-6 year old (Early Childhood) OR 6-12 year old (Elementary) classroom (for either individual or group instruction). Lesson plans and follow-up of Cooperating Teacher must be included. Submit the original projects to the Field Supervisor.
7. Maintain all schedules and daily program guides, keeping them as future reference materials.
8. Attend parent conferences, including initial in-take interviews, orientation, open houses, tours, conferences, parent education courses and family events. Keep log.
9. Participate in school staff meetings including curriculum development, problem solving or brainstorming sessions, institutes or in-services and school sponsored workshops.
10. Complete all teaching albums for each subject area and give as many lessons from the albums as possible.

Reports and Assignments as listed above are due by June 1<sup>st</sup> upon completion of the academic school year

## **Clock Hours**

The Practicum Phase is one full academic school year, which may not precede the academic phase. The student teacher must work at the practicum site for a minimum of four (4) hours per day for five (5) days per week for nine (9) months. The minimum clock hours accepted by the CMTTC standards are 540 and include 30 hours of observation.

## **Evaluation**

Reports and Assignments are due by June 1<sup>st</sup>. The Cooperating Teacher must verify completion of clock hours. The Field Supervisor completes three evaluations after viewing either personal presentations or video submission. The Cooperating Teacher and Field Supervisor must attest to the student teacher/adult learner's satisfactory performance during the student's practicum phase.



## **Definition of Terms**

**Cooperating Teacher:** This person is responsible for the assimilation and implementation of the knowledge gained during the academic phase by acting as a role model typifying the Montessori early childhood teacher in a practical setting. The Cooperating Teacher should be present for all class sessions and is responsible for completing the Intern Evaluation Form at the end of each semester.

**Field Supervisor:** This person is responsible for the six main evaluations and observations with constructive feedback. The Field Supervisor needs to accept the original projects and receive write-ups with included pictures. The Field Supervisor is also available to confer or assist the student teacher by phone or email or during any of the site visits.

**Program Director:** This person is responsible for ensuring that the standards are met, the appropriate sites are selected, the Field Supervisor's visits are completed and helpful, and in general, offers support to the student teacher. This person does so in conjunction with the Head of the CMTC and the Executive Director.

## **Approval of Practicum Sites**

The Program Director and Field Supervisor must approve all Practicum sites in advance.

### **The School:**

- The classes contain children in the full 3-6 year old (Early Childhood) OR 6-12 year old (Elementary) range.
- The classroom must be fully equipped with Montessori and other appropriate materials.
- The school must have a written non-discrimination policy for children and staff.
- The school must meet local and state regulations and licensing.
- The school must provide janitorial services.
- The school must provide communication of guidelines and policies to both the student teacher and CMTC.
- The school must provide a job description and contract to the student including terms of remuneration, if any.
- The school must provide the student release from classroom responsibilities for other classroom visits and institutes.
- The school must provide for the full-time presence of a Cooperating Teacher.
- The school and Cooperating Teacher are supportive of the student teacher and the objectives of student teaching.

### **The Cooperating Teacher:**

- The Cooperating Teacher must hold an approved Montessori credential.
- The Cooperating Teacher must be in the student's classroom full-time.
- The Cooperating Teacher must be at least in their second year of teaching after receiving their credential.
- The Cooperating Teacher is to schedule regular review sessions with the adult learner to assess progress

- The Cooperating Teacher is required to complete all evaluation forms requested by the CMTC
- The Cooperating Teacher is responsible for providing experiences for the adult learner in the following areas:
  1. Preparation of the environment
  2. Record-keeping
  3. Observing, diagnosing, responding, and evaluating
  4. Individual and group presentations
  5. Structuring activities
  6. Classroom management
  7. Involvement with parents, conferences, open house interviews
  8. Staff involvement

### **Acknowledgment of receipt**

I have read and understand the policies of the Christian Montessori Training Center International (CMTC). I agree to abide by the policies put forth in this Handbook.

Name:

Date