

Student Handbook

AMI Elementary Course Academic Year 2016-2017

Montessori Institute of San Diego
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La Jolla, California 92037
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TABLE OF CONTENTS

| | |
|---|-----------|
| PART I: GENERAL INFORMATION | 3 |
| Transferability of Credits and Credentials Earned at MISD | 3 |
| Notices | 4 |
| Montessori Institute of San Diego Faculty | 7 |
| Montessori Institute of San Diego Administrative Staff | 8 |
| FACILITY | 9 |
| Course Location | 9 |
| Building and Grounds | 9 |
| Facility Policies | 10 |
| STUDENT HOUSING | 10 |
| EMERGENCY CLOSING POLICY | 11 |
| JOB OPPORTUNITIES | 11 |
| ADMISSION REQUIREMENTS | 12 |
| STUDENT RECORDS | 12 |
| PART II: ADMINISTRATIVE INFORMATION | 13 |
| COURSE FEES AND PAYMENT | 13 |
| FEES BEYOND ORIGINAL GRADUATION DATE | 15 |
| REFUND POLICY | 16 |
| NOTICE OF STUDENT'S RIGHT TO CANCEL CONTRACT | 17 |
| STUDENT TUITION RECOVERY FUND | 18 |
| DISCIPLINARY ACTION LEVELS AND PROCEDURES | 19 |
| GRIEVANCE PROCEDURE | 21 |
| PART III: ACADEMIC INFORMATION | 22 |
| COURSE CALENDAR | 22 |
| DAILY SCHEDULE | 23 |
| COURSE OF STUDY | 24 |
| BOOKS, READINGS, AND OTHER ASSIGNMENTS | 24 |
| READING LIST | 25 |
| ATTENDANCE REQUIREMENTS | 26 |
| ACADEMIC PROGRESS AND GOOD STANDING | 27 |
| ACADEMIC STANDARDS OF CONDUCT | 30 |
| ASSESSMENT RUBRICS | 31 |
| DEFINITIONS: DUE DATES, FINAL ALBUM CHECK DUE DATE & CLOSING DATES | 35 |
| MISD REQUIRED MATERIALS | 36 |
| PROCEDURES IF REQUIREMENTS ARE INCOMPLETE | 37 |
| PART IV: ASSIGNMENTS & FORMATTING | 39 |
| LECTURES: GUIDELINES, AND NOTE TAKING | 39 |
| Guidelines | 39 |
| Note Taking | 39 |
| Note Taking for Theory Lectures and Subject Introductions | 40 |
| Note Taking for Material Presentations | 40 |

| | |
|---|-----------|
| POLICY REGARDING ABSENCE FROM A LECTURE | 41 |
| ALBUMS: PURPOSE AND COPYRIGHT INFORMATION | 41 |
| ALBUMS: FORMATTING SPECIFICATIONS FOR TEXT AND ILLUSTRATIONS | 42 |
| FORMATTING ALBUM ASSIGNMENTS | 44 |
| General Notes | 44 |
| Montessori Elementary Material Presentations | 45 |
| Theory Lectures | 46 |
| CITATION GUIDELINES | 47 |
| SAMPLE ALBUM PRESENTATION “WORD STUDY” | 48 |
| ALBUM ASSIGNMENT SUBMISSION GUIDELINES | 50 |
| Submitting the Assignment | 50 |
| Assignment Return/Comment Sheets | 51 |
| Resubmission of Work | 51 |
| Reading of Course Record Albums | 52 |
| Submission Due Dates | 54 |
| Changes, Corrections, and Resubmissions | 54 |
| Final Evaluation | 54 |
| Album Assistance | 56 |
| SUPERVISED PRACTICE | 57 |
| Schedule | 57 |
| Guidelines | 57 |
| Use of Practice Room Outside Regular Hours (<i>Unsupervised Practice</i>) | 58 |
| CLASSROOM MATERIALS | 59 |
| CLASSROOM OBSERVATIONS | 60 |
| Assignment to Schools | 60 |
| Transportation to schools | 60 |
| Attendance | 60 |
| Assignments | 61 |
| Due dates and Closing Dates | 61 |
| Evaluation | 61 |
| PRACTICE TEACHING | 62 |
| Assignment to Schools | 62 |
| Transportation to Schools | 62 |
| Attendance | 62 |
| Assignments | 63 |
| Due Dates and Closing Dates | 63 |
| Evaluation | 63 |
| EXAMINATIONS | 64 |
| Written Examinations | 64 |
| Oral Examinations | 64 |
| AMI APPEALS PROCEDURE | 65 |
| THE AMI DIPLOMA | 66 |
| COURSE AGREEMENTS | 69 |
| AMI REQUIREMENTS FOR CERTIFICATION | 70 |
| MISD REQUIREMENTS FOR CERTIFICATION | 72 |
| ACKNOWLEDGEMENT: RECEIPT OF STUDENT HANDBOOK - ACCEPTANCE OF ALL POLICIES, PROCEDURES & PROVISIONS CONTAINED THEREIN | 75 |
| Handbook Revision | 75 |

PART I: GENERAL INFORMATION

INTRODUCTION

Welcome to the AMI Academic Year format Montessori Elementary training course conducted by the Montessori Institute of San Diego (MISD). We look forward to an enjoyable and productive year with you!

This Student Handbook has been prepared to inform students of policies and procedures relevant to the objectives of the course:

- 1) Training in the AMI Montessori pedagogy designed for children ages six to twelve.
- 2) Meeting course requirements for the AMI diploma in a timely manner.

The Montessori Institute of San Diego directs an AMI course of study designed to prepare adults for work with children six to twelve years of age according to Montessori principles and practices. This course leads to the internationally recognized Elementary Montessori Diploma of the Association Montessori Internationale.

The curriculum includes:

- Lectures on Montessori philosophy, psychology (theory and practice)
- Demonstrations of the Montessori apparatus
- Supervised practice sessions with the Montessori apparatus
- Preparation/purchase of required classroom materials.
- Observation and practice teaching in Montessori schools approved by the Director of Training.
- AMI written examinations
- AMI oral examinations supervised by an examiner appointed by AMI.

All instruction is in residence. The course will be conducted over the academic year 2016-2017. (See calendar for specific dates.) A Bachelor's degree is required. However, under special circumstances, the Course Director may make exceptions to this requirement.

All classes at The Montessori Institute of San Diego are given in English, and English proficiency is highly desirable. There may be circumstances where an individual or group provides their own translator but this situation requires prior approval. Please also note that the institution does not provide any lodging or transportation.

As a prospective student, you are encouraged to review this handbook prior to signing an enrollment agreement. You are also encouraged to review the MISD Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Transferability of Credits and Credentials Earned at MISD

The transferability of credits earned at MISD is at the complete discretion of an institution to which students may seek to transfer. For this reason students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which they may seek to transfer after attending MISD to determine if AMI credits will transfer. MISD has not entered into a transfer agreement with any other training center, college, or university.

Notices

1. ***The Montessori Institute of San Diego is a private institution and is approved by the Bureau for Private Postsecondary and Vocational Education.*** Institution's approval to operate as a private postsecondary institution in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8), which is effective January 1, 2010.
2. *The Institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, nor filed a petition within the preceding five years. The Institution has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)*
3. *All information in this student handbook is current and correct at the time of distribution, and is so certified as true by Greg MacDonald, Director of Training. The Director of Training reserves the right to make changes to the policies and procedures outlined in this Handbook. Should changes become necessary, students will be promptly notified.*

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FACULTY AND STAFF - DIRECTORY

Montessori Institute of San Diego Faculty

Greg J. MacDonald (Director of Elementary Training)

greg@misdami.org

Greg MacDonald is an AMI Elementary Director of Training who has trained Montessori elementary teachers in the USA, Canada, Italy, Japan, Switzerland, Germany and Mexico. He co-directed the first AMI elementary course to be offered in Japan and in 2013-2014 he directed the first AMI elementary training course to be offered in Mexico. Greg holds AMI 3-6 and 6-12 diplomas, and an elementary teaching diploma from the State College of Victoria in Burwood (Australia). He earned a Bachelor's degree from the University of Southern Queensland (Australia) and a Master's degree in education from Loyola College in Maryland (USA).

He has directed Montessori 3-6, 6-9, 9-12 and 6-12 classrooms. He has also worked as an elementary teacher in public schools, and he has served as principal of both mainstream and Montessori schools. Greg is an AMI-USA school consultant and he is a regular speaker at Montessori workshops, parent evenings and conferences nationally and internationally.

Kathy MacDonald (Elementary Course Assistant)

kathy@misdami.org

Kathy MacDonald completed her Montessori primary diploma at Washington Montessori Institute and she also holds a Graduate Diploma in Elementary Education (Grades K-6). She has taught at both private and public Montessori schools for over twenty years. She is a Montessori parent and she has also served as a Montessori assistant and as a Montessori substitute teacher in both primary and elementary classrooms. She has worked with Montessori middle school students and as an assistant to a School Director. Mrs. MacDonald also worked as a Montessori art specialist for pre-K through 6th grade, as a Head Start/Special Needs Teacher, and in a variety of other educational positions. In 2013 she left the classroom to become an AMI course assistant.

Montessori Institute of San Diego Administrative Staff

Sharon Dubovoy

Executive Director

sharon@misdami.org

Ms. Fastlicht is a Montessori child, a mother of four Montessori children and the Executive Director of MISD. She holds the AMI Montessori Assistants to Infancy (0-3) diploma and is currently pursuing her Primary (3-6) diploma from MISD. She also holds a B.A. in restaurant and hotel management from Universidad Iberoamericana in Mexico City and an M.Ed. from Loyola University Maryland. Ms. Fastlicht assisted her mother, Dr. Silvia Dubovoy, in opening the Children's House in 2002 and returned in 2010 to continue her work with the school and its affiliated Montessori teacher training center.

Nasreen Yazdani

Director of Communications

nasreen@misdami.org

Nasreen oversees the internal and external communications at MISD, with a focus on marketing and admissions strategies. She holds a B.A. from Smith College in Northampton, Massachusetts, the AMI Primary Diploma from MISD and an M.Ed. from Loyola University Maryland. Her professional background includes grant writing, sociological research, customer service, and coordinating the M.Ed. Program in Curriculum and Instruction with a specialization in Montessori at the University of San Diego from 2010-2013.

Amy Rhodes

Student Services Coordinator

amy@misdami.org

Amy serves as the training center's Student Services Coordinator. Her love of traveling and learning about new cultures led her to study in London, work on a Mayan excavation in Belize, and teach English in Korea. She is excited to be in her home city of San Diego where she continues to help students follow their dreams at the Montessori Institute San Diego. She holds a B.A. from UCSD in Anthropology.

Fernando Castillo

Controller

fernando@misdami.org

Mr. Castillo started his accounting career in Zurich, Switzerland, where he worked in the banking industry. While in Zurich, he married a San Diego native, and later moved to the United States and finished a bachelor's degree in accounting at City University in Seattle, Washington. Mr. Castillo brings to MISD extensive experience in management, communication and analytics, including planning, budgeting, reporting, training and controlling. His main focus is to influence organizational growth and bottom line profitability. Mr. Castillo is originally from Chile and has two children who have been raised with the Montessori philosophy.

*MISD Administrative Office hours: By appointment. Drop-in hours from 8:00-4:00, M-Th.
Elementary Office Hours: By appointment 3:00 -4:00. Drop in hours as available.*

FACILITY

Course Location

Unless otherwise specified by the Director of Training, all classes will be held at the Montessori Institute of San Diego, located at:

8745 La Jolla Scenic Drive North,
La Jolla, CA 92037.

Lower lot parking for students is accessed via Gilman Drive to the rear of MISD at:

8660 Gilman Drive,
La Jolla, CA 92037.

This entry point is identified by cream walls on either side of the driveway, and the *Congregation Beth El* sign on one wall. (The MISD campus is on the *Congregation Beth El* property.) When entering from this side, park in the lower car park area (there are signs for MISD), then walk up the driveway past the Temple until the MISD campus is reached – The first two driveways (both into our small staff/faculty car park) on the left.

The main office telephone number for MISD is: 858-535-0500

Building and Grounds

The Montessori Institute of San Diego is comprised of the following available space and facilities:

- Approximately 10,000 square feet
- Reception Area
- Administrative Offices
 - Staff Restroom
 - Filing Room
 - Staff Kitchen/Lounge
 - Bookkeeping Office
- Two Model Classrooms/Lecture Rooms
 - Elementary Lecture Room and Model (Supervised Practice) Classroom
 - Primary Lecture Room and Model (Supervised Practice) Classroom
- Student Kitchen/Lounge
- Benches and Tables in outdoor environment for work, meals etc.
- Two Student Restrooms
- Storage Room
- Front Parking Lot – *for staff use only*
- Student Parking - Congregation Beth El parking lot off Gilman Drive or park on the street on La Jolla Scenic Drive North.

This institution with the facilities it occupies and the equipment it utilizes fully complies with any and all federal, state and local ordinances and regulations, including those requirements as to fire safety, building safety and health.

Facility Policies

- All students are expected to comply with all regulations of the school district, and of the premise in which the course is delivered. Students having any doubts about course facility policies and regulations should seek clarification from Training Center staff.
- Students may use designated facilities to store daily food or beverages. Such storage is limited to the amount consumed by a student in one day. Food and beverages are restricted to designated areas, and are not to be consumed in the supervised practice, model classroom facility.
- Care of the environment is a critical part of training, and of the Montessori Method. Students are expected reflect this component of the training by maintaining all common areas. As preparation for their work with children, students will also be responsible for maintenance of the lecture room and model (practice) classroom. Guidelines will be provided during the course.
- On a daily basis, students should bring only what is needed for lecture or practice.
- Personal items should not be left unattended. MISD bears no responsibility for lost or stolen items.
- Child care must be arranged for all children away from the Training Center.
- Pets are not permitted in the building.
- The Training Center is a “No Smoking” facility.
- Clothing should be appropriate for an institution of tertiary studies in education, and for a career as an educator. Strong perfume etc. should not be worn as a courtesy to others.
- Students are asked to enter and leave the building quietly.
- Montessori Guides, school Administrators, other educators and prospective MISD students, may audit selected classes on an appointment basis and as approved by the Director of Training.
- Family members and friends of students are welcome to visit the Center and to sit in on a lecture session by appointment. During classes and during supervised practice we ask that you do not invite family or friends to come into the Prepared Environment without obtaining prior approval from MISD faculty.
- Wireless internet access is available for student use before or after class, or during breaks/lunch. Students are not permitted to use the internet while attending a lecture or while participating in Supervised Practice. This is discourteous to the lecturer, may be distracting to other students, and is in conflict with the success of course studies. If a student is found to be using the Internet during these times, the lecture or practice will be considered an absence, and recorded as such.

STUDENT HOUSING

MISD provides information on a number of options for student housing. The average cost of a student’s room and board in the La Jolla/San Diego area is about \$1,500 per month, but could be much lower or higher depending on living conditions and neighborhood.

EMERGENCY CLOSING POLICY

Situations may arise where there is a need to communicate rapidly with students in the course because of an emergency.

In the case of sudden closure of the Montessori Institute of San Diego, a phone tree will be established for students in the course. In addition, a list serve will be used in order to send notices by email.

JOB OPPORTUNITIES

MISD receives many job offerings and this information is made available to the trainees. The MISD website provides job placement advertisements also. Job placement information is also available through communication with the international Montessori community, addresses of which are also made available to the trainees. It should be noted that AMI Montessori certified personnel continue to be in great demand worldwide. The demand always surpasses the availability of teachers. *No specific job placement assistance is offered through the Institute.*

ADMISSION REQUIREMENTS

The Montessori Institute of San Diego does not discriminate on the basis of gender, race, color or ethnic origin. All qualified students are afforded the rights, privileges, programs and activities generally accorded to any student at the Center. It also abides by the rules of the Student Tuition Recovery Fund established by the State of California for California residents.

A bachelor's degree in any field of study is preferred, although the Director of Training may make exceptions to this requirement under special circumstances. Applicants must demonstrate personal suitability for training, including emotional maturity, integrity of character, intellectual creativity and the aptitude for psychological insight and understanding.

The applicant must provide transcripts of college records, a recent photograph (not used in the admission process) and a completed application form. An application fee must accompany a submitted application. A personal interview is sometimes required during the application process. Applications are reviewed on a rolling basis until enrollment has reached capacity, at which time a waiting is established. If enrollment does not reach quorum as defined by the Director of Training the course will not be given.

Notice Concerning International Students: Following acceptance, the institution will provide an I-20 form so that international students may obtain an F-1 Visa from the US Embassy or Consulate.

STUDENT RECORDS

MISD maintains student records for the duration of the course. Attendance records for classes, lecture, supervised practice and unsupervised practice are kept by MISD faculty. Evaluations of course work including Materials Reference Book (Album) evaluations, observations/practice teaching records, and material-making records are also prepared and kept by MISD faculty.

At the time of a student's withdrawal or upon the completion of the course, a permanent file is created and maintained in MISD archives. These files are maintained for no less than five (5) years.

PART II: ADMINISTRATIVE INFORMATION

COURSE FEES AND PAYMENT

Course tuition of \$14,950.00* is payable as follows:

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| 1) | Application fee to be submitted with application | \$125.00 |
| 2) | Deposit, due upon acceptance as part of tuition | \$1,000.00 |
| 3) | Remaining tuition balance (paid Plan A or B) | \$13,950.00 |

Plan A: One Payment

————— \$13,950.00 paid on or before September 1, 2016

Plan B: Payment by Semester

See Payment Plan Contract for details.

Plan C: Payment by Month

See Payment Plan Contract for details.

*Students required to take the Foundation Course prerequisite will incur an additional \$995.

An AMI membership is a required purchase for students who do not already hold an AMI membership valid through the duration of the course. Annual fees are currently \$75 for U.S. residents and can be purchased from the AMI-USA website: <http://amiusa.org/members>

Student Tuition Recovery Fund (STRF) fees (\$0.50 per \$1,000.00 tuition paid) will be paid on behalf of eligible CA residents, and therefore MISD must collect appropriate fees from those residents as reimbursement. STRF fees are less than \$10 per eligible student. See "Student Tuition Recovery Fund", p. 18.

Students should budget approximately \$2,100-\$2,800 for charts and timelines, books and stationery, for costs related to CPR, fingerprinting, album preparation, etc., and for transportation to and from observation and practice teaching. All materials are retained by the student as personal property for their future work.

Should a student wish to withdraw, the Montessori Institute of San Diego may retain up to \$100.00 if the Enrollment Agreement is canceled before midnight of the first class session, or the seventh day after enrollment, whichever is later. Reimbursement related to later course withdrawal will be pro-rated.

The Montessori Institute of San Diego does not participate in any federal or state financial aid programs nor does it currently have access to sponsored programs, government or otherwise,

to provide grants or pay for portions of tuition.

FEES BEYOND ORIGINAL GRADUATION DATE

In the event that the student does not complete all requirements for the AMI diploma by the deadlines established for the course attended, fees are assessed as follows for completion of such requirements. Fees must be paid before scheduling or before review of the student's work. The student is responsible for all necessary travel and postage for return mail.

| | |
|---|-------|
| • Each day of makeup lecture/activity | \$100 |
| • Each session of supervised practice | \$75 |
| • E-mail correspondence <u>per hour</u> | \$60 |
| • Albums – Final Check only* (Art, Biology, Geography, Geometry, History, Language, Mathematics, Music, Theory, Summaries) <u>Per Album</u> | \$35 |
| • Theory papers, each | \$25 |
| • Teacher prepared materials <u>Per Individual Material submitted</u> | \$25 |
| • Observation placement, each segment | \$50 |
| • Observation report review, each | \$25 |
| • Practice teaching placement, each segment | \$50 |
| • Practice teaching report review, each | \$25 |
| • Practice teaching supervisory visit** | \$325 |
| • Written exam, music (if necessary to repeat) | \$25 |
| • Oral exam, music (if necessary to repeat) | \$50 |
| • AMI written examinations, theory (1 day) | \$75 |
| • AMI written examinations, subjects (2 days) | \$150 |
| • AMI oral examinations, each subject area*** | \$100 |

*Album pages that need to be read after the course is completed because they have never been previously evaluated are read for \$.25 per page or partial page. If a student requests a second review of an album or portions of an album page by page, after the course is completed, the fee will be \$.25 per page or partial page. The fee for final check is also assessed.

**The fee is assessed based on a visiting supervisor from the locality. In the event that a supervisor needs to travel beyond 50 miles one-way, the student pays either for the supervisor's airfare and associated local travel, or for mileage beyond 50 miles at the IRS-approved mileage rate.

***In the event that oral examinations are not held at MISD in the year following completion of the course, the student will be required to make arrangements and bear all expenses for traveling to a center where examinations are being held and for completing the exams there by the date specified by the Director of Elementary Training, according to AMI policies and procedures. There may be additional fees assessed by the training center where the exams are held.

REFUND POLICY

Refund policies are in accordance with the Bureau for Private Postsecondary Education.

The student has a right to a full refund of all charges less the amount of \$100.00 for the application fee and \$100.00 for the registration fee if he/she cancels before midnight of the first class session, or the seventh day after enrollment, whichever is later.

In addition, the student may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the instruction. For example, if the student completes only 30 hours of a 90 hour course and paid \$300.00 tuition, the student would receive a refund of \$200.00.

$$\$300.00 \text{ (amount paid for instruction)} \times \frac{60 \text{ clock hours of instruction paid, but not received}}{90 \text{ clock hours of instruction for which the student has paid}} = \$200.00 \text{ refund}$$

The school will also refund money collected for sending to a third party on the student's behalf such as license or application fees. If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds will be paid within 30 days of cancellation or withdrawal.

NOTICE OF STUDENT'S RIGHT TO CANCEL CONTRACT

Institutions shall refund 100% of the amount paid for institutional charges, less an application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance at the first class session, or seventh class day after the enrollment, whichever is later.

The institution shall provide the student with two cancellation forms at the first class attended by the student. Read the Notice of Cancellation form for an explanation of your cancellation rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a replacement copy.

After the end of the cancellation period you also have the right to stop training at any time, and you have the right to receive a refund for the part of the course not taken. Your refund rights are described in the enrollment agreement. If you have lost your enrollment agreement, ask the school for a copy of the refund policy.

The institution shall advise each student that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

Student shall pay or credit refunds within 30 days of a student's cancellation or withdrawal.

If the training center closes before you graduate, you may be entitled to a refund. Contact the Bureau for Private Postsecondary Education, at the address and telephone number printed below, for information:

BPPE
2535 Capitol Oaks Dr., Suite 400, Sacramento, CA 95833
Telephone: (888) 370-7589
www.bppe.ca.gov

STUDENT TUITION RECOVERY FUND

MISD must pay on your behalf the state-imposed fee for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- You are a student, who is a California resident and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and+
- Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.
- You are not eligible for protection from the STRF and you are not required to pay the STRF fee, if either of the following applies:
- You are not a California resident, or are not enrolled in a residency program; and
- Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were students attending schools approved by, or registered to offer Short-term Career Training with, the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident, prepaid tuition, paid the STRF fee and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

You may also be eligible for STRF if you were a student that was unable to collect a court judgment rendered against the school for violation of the Private Postsecondary and Vocational Education Reform Act of 1989.

DISCIPLINARY ACTION LEVELS AND PROCEDURES

1. Alert Status

This disciplinary action level is composed of two parts:

- i. The Director of Training schedules a meeting with the student. Another member of MISD faculty or administrative staff will also be present at the meeting. The Director of Training will provide a statement of the issue and clearly identify the change/s in behavior/work standard that are required for alert status to be removed.
- ii. After consultation with the student, the Director of Training will provide a plan designed to enable the student to accomplish the required changes to behavior/work standards. The plan will include clearly defined goals, strategies and deadlines as are necessary for the matter under consideration. (There is little growth without clear goals and accountability.) There is no financial compensation for such effort.

Removal of alert status requires strict adherence to the provisions of the plan provided to the student, and successful implementation of the plan, on schedule.

When the behavior/work habits are corrected within the time frame specified, then the alert status is removed.

If the behavioral/work habit goals are not achieved, meaning that the student does not adhere to all provisions of the plan, alert status is changed to *probation*, which is the next level involved in attempting to resolve the problem.

2. Probation Status

Probationary status may be imposed for matters of academic progress or for matters related to infraction/s of MISD policies, codes and procedures.

The Director of Training shall decide the appropriate conditions for the probationary period. As with the alert process, an appropriate remedial plan will be developed. Deadlines will include a date at which progress will be assessed. At this time, should it be determined by the Director of Training that the student is successfully implementing the plan, probationary status will be removed.

Removal of probationary status requires strict adherence to the provisions of the plan provided to the student, and successful implementation of the plan, on schedule.

If the probationary plan is not followed and the behavior remains unchanged probation status moves to suspension or dismissal status. (See following page.)

3. Suspension and Dismissal Status

A student is suspended or dismissed when the student fails to meet provisions of the probation status plan provided by the Director of Training, or when a violation of the MISD Conduct Code has occurred. Disciplinary action will take one of the following forms, at the discretion of the Director of Training:

i. Suspension

This action involves being refused admittance to MISD and practice teaching sites for up to five (5) consecutive days. It is hoped that during such a time period the offending individual will have time to reflect on her/his behavior and or work habits, and respond in a manner that remedies the situation.

ii. Dismissal

This action results in termination of all studies at MISD. The student is permanently dismissed from studies, and is not permitted to return to MISD.

GRIEVANCE PROCEDURE

A grievance is defined as a written statement which alleges a specific violation of procedures, rules or regulations infringing on the personal and professional rights of the grievant. Grievance procedure is as follows:

1. Informal Meeting

An informal meeting may reach a resolution to solve the problem. A request for an informal meeting to resolve the problem must be filed, and a meeting must be held, before a grievance can be filed formally. Note that a student who voluntarily confesses a violation, or admits a violation when confronted, prior to a formal disciplinary hearing, may ask the Director of Training to propose a disciplinary action. If the student believes that the disciplinary proposal is appropriate he/she may choose to waive his/her rights for a formal hearing and appeals and accept the proposal. The student would indicate this by signing a waiver. If the student rejects the proposed disciplinary action, a formal hearing with appeal rights, as explained below, is scheduled. If no decision is reached as an outcome of the informal meeting, or if an appeal is requested, Formal Hearing procedures must be implemented.

2. Formal Hearing

A **formal hearing** will require an appeal letter to the Director of Training, giving a factual statement or evaluation of a problematic area. The letter must specifically name the person or persons to whom the grievance is directed, and the procedures, rules or regulations which are the basis for the grievance.

A **response** from the Director of Training must be forthcoming by personal delivery or Certified Mail within 10 days. The response must name the place, date, time set for a hearing and individuals who may be present. The hearing must be held within 30 days.

A formal Hearing Board will then be convened. The Executive Director of MISD (or designee) will be present at the formal hearing. The Director of Training (or a designee) shall also be a member of the Hearing Board. Any witness whose testimony is to be considered will also be invited to the formal hearing.

The **formal hearing** will be governed by procedures set by the MISD Executive Director and administered by the Director of Training or a designee. *Robert's Rules of Order* will be used. Each meeting will be recorded and the auditory record of that meeting will be kept in the office of the Director of Training until 30 days following the completion of the appeal process.

If the decision reached at the formal hearing is not acceptable to the grievant, the grievant shall file a written request for appeal with the Director of Training within 10 days and request that all materials then be sent to the MISD Executive Director for a final decision. A final decision will be reached within 30 days.

If, for any reason, the preceding process is not followed by the grievant, the grievance will be considered void, the case will be closed, and all information will be sent to the MISD Executive Director for filing.

A student or any member of the public may file a complaint about this institution with the *Bureau for Private Postsecondary Education* by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov.

PART III: ACADEMIC INFORMATION

COURSE CALENDAR

Semester 1

| | |
|--------------------------------------|---------------------|
| Foundation Course | 8/22/16-9/2/16 |
| Labor Day Holiday | 9/5/16 |
| Elementary Lectures Begin | 9/6/16 |
| San Diego Zoo Observation (Saturday) | 9/17/16 |
| MISD Closed – Rosh Hashana | 9/30/16 - 10/5/16 |
| MISD Closed – Yom Kippur | 10/12/16 |
| Observation Week #1 | 10/24/16 – 10/28/16 |
| Veteran’s Day | 11/11/16 |
| Thanksgiving Break | 11/21/16 – 11/25/16 |
| Observation Week #2 | 12/5/16 - 12/9/16 |
| Winter Break Begins | 12/19/16 |

Semester 2

| | |
|--|--------------------|
| Lectures Resume | 1/4/17 |
| Martin Luther King Day | 1/16/17 |
| Observation #3/Study Week | 2/6/17 – 2/10/17 |
| Observation #3/Study Week | 2/13/17 – 2/17/17 |
| President’s Day | 2/20/17 |
| Practice Written Examination | 3/7/17 |
| Practice Oral Examination | 3/8/17 |
| Practice Teaching #1 (2 Weeks) | 3/13/17 – 3/24/17 |
| Spring Break | 4/13/17 – 4/18/17 |
| Practice Teaching #2 (2 Weeks) | 4/24/17 – 5/4/17 |
| AMI Written Examination A (Theory) | 5/11/17* |
| AMI Written Examination B1 (Practical) | 5/14/17* |
| AMI Written Examination B1 (Practical) | 5/15/17* |
| AMI Oral Examinations Begin | 5/22/16 – 5/24/17* |
| Graduation | 5/26/17* |

* All AMI examination dates are approximate. The final dates for these examinations will be announced as soon as AMI notifies MISD of the official dates for AMI Oral Examinations. Students are advised not make travel plans etc. until an official announcement of AMI examinations is received and announced by MISD.

NOTE: *The Director of Training reserves the right to modify the calendar as circumstances may require – Students will receive written notice should this become necessary.*

DAILY SCHEDULE

Monday/Wednesday/Friday

| | |
|---------------|---------------------|
| 8:30 - 10:00 | Lecture #1 |
| 10:00 – 10:30 | Break |
| 10:30 - 12:00 | Lecture #2 |
| 12:00 – 1:00 | Lunch |
| 1:00 – 2:30 | Lecture #3 |
| 2:30 - 4:30 | Supervised Practice |

Tuesday/Thursday

| | |
|---------------|---------------------|
| 8:30 - 10:30 | Supervised Practice |
| 10:30 – 12:00 | Lecture #1 |
| 12:00 – 1:00 | Lunch |
| 1:00 - 2:30 | Lecture #2 |
| 2:30 – 3:00 | Break |
| 3:00 – 4:30 | Lecture #3 |

NOTE: *The Director of Training reserves the right to modify the daily schedule as circumstances may require – Students will receive written notice should this become necessary.*

COURSE OF STUDY

AMI Montessori Elementary Teacher Training Course

The AMI Elementary Course is an advanced and intensive training program, presuming previous studies at the primary level. However, the course may also be taken after an introduction to the primary in the Foundation Course.

| | |
|--|---------|
| Foundations of the Montessori Method | 3 units |
| Montessori Classroom Methods | 3 units |
| Language Curriculum and Instruction for the Elementary Years | 2 units |
| Mathematics Curriculum and Instruction for the Elementary Years – Part 1 | 3 units |
| Physical & Biological Sciences Curriculum and Instruction for the Elementary Years | 2 units |
| Social Studies Curriculum and Instruction for the Elementary Years | 2 units |
| Practicum Part 1 | 3 units |
| Laboratory: Using Montessori Materials | 2 units |
| Mathematics Curriculum and Instruction for the Elementary Years- Part 2 | 2 units |
| Music/Arts Curriculum and Instruction for the Elementary Years | 2 units |
| Practicum Part 2 | 3 units |

Total Semester Units: 27 units*

*27 units is equal to approximately 800 instructional hours.

NOTE: The Montessori Institute of San Diego is non-departmental in structure and curriculum and does not employ standard departmental subject divisions in the recording of credits. We supply a division of credits into traditional categories in response to specific inquiries, but it is to be understood that any such division is approximate, given the integrated nature of the curriculum.

BOOKS, READINGS, AND OTHER ASSIGNMENTS

Students may be asked to read selected books by Maria Montessori and to make use of them for their written work, discussions, essays, examinations, and practice with materials. A list of required books is included in this Handbook.

Students may also be asked to write essays on various topics in order to integrate essential aspects of Montessori pedagogy.

Other assignments may be set in preparation for the AMI written and oral examinations

READING LIST

Required Reading*

| | |
|-------------------------|---|
| Maria Montessori | <u>To Educate the Human Potential</u> |
| Maria Montessori | <u>From Childhood to Adolescence</u> |
| Maria Montessori | <u>The Advanced Montessori Method, Volume 1</u> |
| Maria Montessori | <u>The Advanced Montessori Method, Volume 2</u> |
| Maria Montessori | <u>Education and Peace</u> |
| Maria Montessori | <u>The Absorbent Mind</u> |
| Maria Montessori | <u>Psychogeometry</u> |
| Maria Montessori | <i>The Four Planes (booklet)</i> |
| Mario M. Montessori Sr. | <i>The Human Tendencies and Montessori Education (booklet)</i> |

*For most books by Maria Montessori, editions published by Montessori Pierson Publishing (formerly Clio Press) are used. We encourage you to use the links provided for the required reading

Recommended Reading

All other books of Dr. Maria Montessori, including:

| | |
|---|---|
| Maria Montessori | <i>The Discovery of the Child**</i> |
| Maria Montessori | <i>The Child in the Family</i> |
| Maria Montessori | <i>The Secret of Childhood**</i> |
| Maria Montessori | <i>Education for a New World</i> |
| Maria Montessori | <i>What You Should Know About Your Child</i> |
| Maria Montessori | <i>The Formation of Man</i> |
| Maria Montessori | <i>Creative Development in the Child, Volumes 1 & 2</i> |
| Maria Montessori | <i>The Child, Society and the World (ed. Schulz-Benesch)</i> |
| Mario M. Montessori Jr | <i>Education for Human Development</i> |
| E. M. Standing | <i>Maria Montessori: Her Life and Work</i> |
| Paula Polk Lillard | <i>Montessori, a Modern Approach; Montessori Today</i> |
| Angeline Stoll Lillard | <i>Montessori: the Science Behind the Genius</i> |
| Paula Polk Lillard & Lynn Lillard Jessen | <i>Montessori from the Start: The Child at Home from Birth to Age Three</i> |
| Silvana Montanaro | <i>Understanding the Human Being: The Importance of the First Three Years of Life</i> |
| Greene, Ross, PhD | <i>Lost at School</i> |
| Gordon, Thomas | <i>Teacher Effectiveness Training (TET)</i> |
| Olson, Jeff | <i>The Slight Edge</i> |

**For students taking the Foundation Course, *The Discovery of the Child* and *The Secret of Childhood* are required, not recommended.

ATTENDANCE REQUIREMENTS

NOTE: Attendance requirements are set by the Association Montessori Internationale. The Director of Training has no discretion to waive these requirements. Except as noted below for examinations, if the requirement has not been met, the student can, upon making up the deficit attendance, become eligible for the diploma during a subsequently scheduled oral examination period. AMI requires that work and course requirements not completed by the last day of the course must be completed within the next 12 month period following the last day of the course.

Course events

- 100% on-time attendance at course events (orientation, theory lectures, demonstrations of materials in each area, discussions, reviews, question sessions for written examinations, material making, group projects, Going-Out, care of prepared environment) is expected.

Attendance is taken by a staff member. In the case of late arrival or absence, follow announced procedures. Any arrival 30 minutes late or more is counted as an absence for that lecture

- 90% minimum attendance at course events and for all course components is required in order to take the AMI written and oral examinations. Percentage is calculated on the basis of actual hours of the events and course components in the current course.

If this requirement is not met, the student can, upon making up the deficit attendance and the passage of a six-month minimum, sit for the examinations in a subsequent course. There is a maximum of 12 months within which to take the examinations.

Supervised practice

- 100% on-time attendance at scheduled supervised practice sessions is expected.

Sign-in/out is required for all supervised practice sessions.

- 140 hours of supervised practice is the minimum set by AMI.

Observations

- A minimum 90 hours of classroom observation in a class directed by an AMI trained elementary teacher is the minimum set by AMI. These hours are typically scheduled over 3 school weeks during the course.

A timed record sheet signed by the cooperating teacher is required.

Practice teaching

- A minimum 120 hours of practice teaching in a class directed by an AMI trained elementary teacher is the minimum set by AMI. These hours are typically scheduled over four school weeks during the course.

A timed record sheet and a complete teacher evaluation form signed by the cooperating teacher is required for each two-week practice teaching unit.

ACADEMIC PROGRESS AND GOOD STANDING

Academic Progress

Students are expected to maintain a standard of work which reflects their intention to satisfactorily complete the AMI elementary training program according to the course calendar. This includes submitting required work on time and in complete and accurate form. (See formatting section and assessment rubrics for additional information.)

Academic Progress is assessed by reference to each student's on-time submission of complete and acceptable work. Complete and acceptable work is assessed using the rubrics that follow. Students are advised to schedule a meeting with the Director of Elementary Training should they at any time have concerns about their work or progress. The Director of Elementary Training will schedule such a meeting should he/she be concerned about the work or progress of a student.

Notes on Weekly Album Assignments

Course assignments are due weekly. Assignment *Comment Sheets* which detail each assignment are provided by MISD each Friday. Assignments are due each Tuesday by 8:30 am. Submission procedures will be provided during course orientation.

It is expected that students will maintain a 100% complete, accurate, and on-time submission of each assignment, each week. It is also expected that resubmission of work will be less than 10% of each week's total assignment, and it is preferable that no resubmits are required.

Minor corrections (which do not require resubmission) do not impact assessment of academic progress unless there are consistently a large number of them, in which case the Director of Training, at his discretion, will treat the matter in the same way as for cases involving assignments less than 90% complete, or requiring more than 10% resubmissions.

Unacceptable Weekly Album Assignment Work – Alert Status

When an assignment is less than 90% complete, when more than 10% of the assignment cannot be read, or when resubmission of more than 10% of an assignment is required, that assignment is deemed "Unacceptable".

When two assignments out of four consecutive assignments are deemed "Unacceptable", the student will be placed on *Alert* status immediately, and MISD disciplinary procedures will be implemented.

Note that when a student's level of work falls below 90%, they are also designated "Not In Good Standing". (See below.)

Unacceptable Weekly Album Assignment Work – Probationary Status

Should a student's submission of complete, acceptable, on time work fall below 75% for two out of four consecutive assignments, he/she will be placed on academic *Probation* status immediately, and MISD disciplinary procedures will be implemented.

When a student is unable to follow the plan that is provided during *Probation* status disciplinary procedures, he/she will be academically dismissed from the program by the Director of Training.

Good Standing

A student is considered to be in good standing on any given day when the following requirements have been met to date:

- a) 90% attendance at course lectures and required events/components.
- b) 90% attendance at supervised practice.
- c) 90% acceptance of album work as scheduled.
- d) 90% acceptance of required materials as scheduled.

Evaluation of Good Standing

Good standing will be evaluated at least once during the course. Students will receive a summary of the status of their attendance and work. Each student will sign the summary and the summary will be kept in the student's file. If the student is not in good standing, the signature affirms his/her recognition that they are behind in their work, and possibly will be unable to finish the course with their cohort group.

The conditions for completing AMI written and oral examinations and the time limit for completing all requirements are set by AMI.

A student who is not in good standing may not complete Observation in Schools nor Practice Teaching in schools.

Any student not in good standing will also be the subject of Disciplinary Action as described in the previous section and in the *Disciplinary Action Levels and Procedures* section of this Handbook.

Letter of Good Standing

A letter of good standing documents the start date of the course, that the student is in good standing with regard to attendance, and that he/she is maintaining a standard of 90% or better acceptable work. The inference is that the student is on track, although not guaranteed, to fulfill all requirements of the course. This letter is the only form of reference provided by the training center to prospective employers.

If Enrolled in a Master's Degree (or other) Program

Completion of Master's Degree course requirements and issuance of grades is governed by the policies of the college or university in which the student is enrolled. These may be substantially different from MISD and AMI policies and procedures, and different timelines may be involved.

Students are advised to seek the counsel of their advisor for the Master's Degree course in which they are enrolled in order to ascertain the actions that they must take to ensure that their opportunity to obtain this qualification is not jeopardized. Final grades for students enrolled in Master's Degree programs are typically assigned towards the end of each semester.

ACADEMIC STANDARDS OF CONDUCT

Academic Integrity

The goals of the Montessori Institute of San Diego include not only learning and the advancement of knowledge but also the development of ethical, responsible, and social persons. The Institute seeks to accomplish these goals through a sound educational program within a framework of mature and responsible conduct in the community of students and faculty. It is the responsibility of faculty and students alike to maintain academic integrity in all respects.

Faculty are responsible for presenting the program of studies, indicating all work required by the course along with the standards of behavior and conduct that support the goals of the Institute.

Students are responsible for informing themselves of the program of studies and abiding by the standards set forth for work, behavior and conduct. Each student is personally responsible for taking all steps necessary to ensure that course content is internalized, all assignments are completed and submitted on time, all resubmissions are submitted on time, all course components are completed and approved on time, and full preparation for AMI examinations is completed prior to administration of these examinations.

Academic Honesty

Students assume a duty to conduct themselves in a manner appropriate to the Institute's mission as a Montessori training center. Their first obligation is to conscientiously pursue the academic objectives which they have set for themselves.

This means that **each student will do their own work and avoid any possibility of misrepresenting anyone else's work as their own.** "The act of appropriating the literary composition of another, or parts, or passages of his writing, of the ideas, or the language of the same, and passing them off as the product of one's own mind" (Black's Law Dictionary, Fifth Edition) constitutes "plagiarism." **Avoiding plagiarism involves careful use of quotation marks, notes, and citations, which the student must provide on all written work.**

Further, this means that the student is not to engage in acts of cheating. "Cheating" is using unauthorized assistance or material, or giving unauthorized assistance or material for the use of another in such a way that work or knowledge which is not the student's own is represented as being so.

ASSESSMENT RUBRICS

Album Assignments

- 5% Assignment is submitted on time and according to published procedures.
- 10% All assignment presentations are present, complete, accurate, and illustrated adequately
- 25% All assignment presentations include sufficient supportive *Personal Notes*.
- 20% Summaries for all assignment presentations are present, accurate, complete and supportive of the student's internalization of subject matter.
- 10% Presentations are in correct format.

Final Album Check

- 10% Album is submitted on due date
- 5% Table of Contents present, paged, consistent
- 15% All corrections made at first submission
- 15% Chapter and Presentation Summaries present and acceptable
- 15% Appearance: Illustrations sufficient, format correct, visual neatness
- 40% Spot checks confirm presentations are clear, correct, complete, fully illustrated according to published guidelines, sufficient original, pertinent personal notes.

Essays

- 10% Clarity
- 10% Essay sub-question dealt with appropriately
- 10% Accuracy/Correctness
- 10% Organization
- 20% Degree of insight/integration of ideas demonstrated.
- 10% Supports statements with citations/examples
- 10% Theory and practice connected
- 10% Mechanical aspects (grammar, spelling, etc.)
- 10% Format

Observation Hours

90 hours minimum required. Calculated by reference to Observation Record Sheets certified by host teachers and submitted with Observation Assignments.

Observation Assignment

- 10% Raw notes, formatted according to guidelines
- 25% Interpretation and analysis of raw notes (scenarios etc.)
- 20% Adherence to Observation Guidelines
- 20% Essay (3-5 pages) adequately addresses all sections of the assignment topic.
- 10% 90 hours component satisfactorily fulfilled
- 15% Formatting, mechanical structure and aesthetics

Supervised Practice with Materials

- 20% Attendance. A minimum 140 hours of practice are required by May 18, 2017.
- 60% Practices presentations with materials, fellow students, references album only before/after. Follows all Supervised Practice Guidelines (see this Handbook p. 57)
- 20% Group presentations – A minimum of 4 completed personally as “Guide”.

Practice Teaching Hours

120 hours minimum required. Calculated by reference to Practice Teaching Record Sheets certified by host teachers and submitted with Practice Teaching Assignments.

Practice Teaching Assignment

- 10% Practice Teaching Record Sheet completed and present.
- 10% Adherence to Practice Teaching Guidelines
- 10% Assignment folder correctly and clearly tabbed to define sections
- 50% Completion of all required forms/records
- 10% 120 hours component satisfactorily fulfilled
- 10% Completion of daily self-evaluation reports

Practice Teaching Evaluation

- 30% Professionalism
- 40% Presentations
- 30% Relationship to children

Chapter Summaries

- 20% Summary is complete
- 70% Summary supports internalization of subject matter
- 10% Grammar/Spelling/Formatting

Presentation Summaries

- 20% Summary is complete
- 70% Summary supports internalization of subject matter
- 10% Grammar/Spelling/Formatting

Materials

- 35% Execution of material (dimensions, colors, aesthetics, etc.) is suitable for classroom use.
- 35% Subject matter is suitable for elementary children
- 30% Language and structure (spelling, grammar, vocabulary etc.) is appropriate.

Grading

Loyola University Master’s Degree Candidates receive grades for their work. Grades are based upon the following scale, for which percentage scores are calculated using the above rubrics.

AMI Diploma candidates receive only pass/fail grades. A “pass” grade requires the equivalent of a “B” grade or better.

Oral Examinations – MISD Grading Rubric

Oral Examinations are conducted by an Examining Committee chaired by an AMI-appointed external examiner. All other members of the Examining Committee are appointed by the Director of Training. The chair of the Examining Committee is responsible for assessment of each oral examination candidate by the Examining Committee.

Each subject examined for a maximum score of 25. Students must achieve a minimum score of 12.5 in each subject. Any subject for which a lower score is awarded is deemed “Deferred”, and the student has one opportunity to re-examine in any such subjects, according to AMI policies and procedures.

Deferred

- Cannot give a reasonable presentation based on the slip chosen.
- When the opportunity to make another presentation within that topic is taken, student cannot give a reasonable presentation

12.5-15

- Presentation is average/adequate but has some notable errors.
- Layout of material may be disorderly.
- Handling of material may be poor.
- Student answers at recall level.
- Answers are in direct response to questions and spontaneous relevant elaboration is missing.
- Gives general purpose(s)
- Can provide approximate age range for which presentation is generally suitable. (e.g., Younger children [6-8 years], middle group [8-10 years], older group [10-12 years])
- Places the presentation within the sequence of the topic. (What comes before? What comes after?)
- Can discuss some general Montessori theory.

16,17,18

- Better than average presentation, generally correct but may have some minor errors in delivery (language used, movements, sequence, etc.)
- Order of layout acceptable.
- Handling of material is adequate.
- More than recall response. Student answers questions with more detail.
- Student able to clearly and accurately articulate aspects related to presentation, providing details of presentation sequences, extensions etc.
- Able to discuss some Montessori theory topics to an above average depth.
- Verbalizes how this material will help children's development.

19,20,21

- Impressive presentation, accurate and without hesitations or uncertainty.
- Layout of materials is orderly.
- Handling of material is careful and controlled.
- Ideas expressed with fluency and sophistication.
- Knowledge of connections to other areas.
- Answers questions on aspects of child's development and pedagogical practice with apparent ease.

22,23,24

- Presentation is outstanding and flawless - Demonstrates material with clarity and attention to child.
- Lays out material flawlessly.
- Handles material with confidence and notable expertise.
- Deep understanding of principles.
- Student answers questions with responses that reveal a developed understanding. Identifies relationships between materials, presentations and Montessori principles.
- Student demonstrates the ability to relate this presentation to other areas, reveals a mastery of the subject material at hand, is able to respond to questions of child's development according to Montessori pedagogy in own words and not simply from recall.

25

- Exceptional presentation. All aspects of presentation are flawless.
- Student demonstrates exceptional ability to discuss Montessori principles and practice within and perhaps outside the classroom environment.
- Student able to connect principles and practice to multiple subject areas.
- Student provides original/unique contributions to the presentation based on an extraordinary understanding of Montessori's pedagogical principles and practice.

DEFINITIONS: DUE DATES, FINAL ALBUM CHECK DUE DATE & CLOSING DATES

Due date

- A Due Date is the scheduled day on which an assignment/essay is to be submitted by the student. Due dates are specified for each assignment as it is issued.

Final Album Check Due Date

- A Final Album Check Due Date is the scheduled day for submission of one or more compiled album for final check. Final Album Check Due Dates will be announced after the course has commenced.

Closing date

- The closing date is the scheduled day for final submission of all work not previously accepted. Closing dates will be announced after the course has commenced.
- Although staff will review work submitted after the closing date if time allows, it may not be possible for the work to be reviewed and accepted before the last day of the oral examination period. Some reasons for this may be the need for substantial corrections, the amount of work that needs to be reviewed, or the lack of someone who can review and accept the work. Therefore, the student should expect that work submitted after the closing date may not be reviewed in time for completing the requirements of the course and obtaining the diploma.

MISD REQUIRED MATERIALS

- Complete set of finished Montessori elementary Charts
- Complete set of finished Montessori elementary Timelines

Charts and Timelines will be purchased by each student once the course has commenced. The Director of Training will provide information on ordering etc. The charts and timelines are provided fully colored, and will require only minimal preparation. Students should budget \$1,500.00 for purchase of these materials.

Additional required materials, will be specified by the Director of Training once the course has commenced. These may include:

- Black Strip
- Hand Timeline
- Timeline of Life story collection (one original)
- Personal Timeline
- Question/Answer Game
- Interdependency card material
- Animal Story Material (3 stories, one original.)
- All sets of Fundamental Needs Cards (for BCE/CE Timeline)
- Number Base Board
- Other material as specified by the Director of Training

Students are at liberty to work together in order to produce these materials. Templates for some materials will be provided by the Director of Training

PROCEDURES IF REQUIREMENTS ARE INCOMPLETE

NOTE: All dates listed below are subject to change at the discretion of the Director of Training.

Granting of Diploma

A diploma will not be signed by the AMI examiner and granted by the Director of Training until all AMI and MISD course requirements have been fulfilled.

Albums, Theory Papers

According to AMI regulations, students have one year after the last day of the course to have outstanding album work completed and approved. In order to meet the AMI closing date of May 25, 2018, the work must be postmarked or delivered on or before April 27, 2018, which is the MISD closing date for acceptance of work. This allows time for review of the work and for further revisions that may be required.

Originals may be delivered to a designated place in person by appointment only. Otherwise, send copies (no originals) of the outstanding work by certified return receipt requested mail to the Director of Training at a specified address. Originals are to be picked up in person at the place where submitted. Copies will not be returned if arrangements are not made for prepaid return.

Students are advised to submit work well prior to the MISD closing date. Failure to complete the album requirements by the AMI closing date will result in failure for the course. The Director of Training has no authority to change this closing date. Extensions may be granted for very serious reasons involving incapacitation of the student for a specific amount of time. Please write to the Director of Training no later than March 2, 2018, detailing the situation and requesting an extension.

Required Materials; Observation and Practice Teaching Attendance Forms, Observation Reports, and Practice Teaching Reports

Students have one year after the last day of the course to have outstanding required materials, observation, practice teaching, and observation/practice teaching reports completed and accepted. In order to meet the AMI closing date of May 25, 2018, the work must be postmarked or delivered on or before April 27, 2018.

Originals only of required materials, and observation/practice teaching attendance forms may be brought or shipped to a designated place. Please arrange for pickup or prepaid return delivery of required materials. Attendance forms will not be returned. Copies only of observation/practice teaching reports may be brought or mailed to a designated place. You need not send raw notes. Send documents by certified return receipt requested mail. Reports will not be returned.

Failure to complete the required materials, observation/PT attendance, observation/practice teaching reports requirements by the closing date will result in failure for the course. The Director of Training has no authority to change this closing date. Extensions may be granted for very serious reasons involving incapacitation of the student for a determinate amount of time. Please write to the Director of Training no later than March 2, 2018, detailing the situation and requesting an extension.

Written and Oral Examinations

In the case where the student has not successfully completed the written or oral examinations, the student is **required** to take the examinations given at a designated center within a one year period, no sooner than six months after the course has ended and no later than June 2, 2017. If possible, the student is advised to participate in review sessions. It is the responsibility of the student to apply in writing no later than March 2, 2016 for written exams and for oral exams to reserve a place at these examinations. The MISD Director of Training will participate in scheduling the retake.

Extensions may be granted for very serious reasons involving incapacitation of the student for a determinate amount of time. Please write to the Director of Training no later than March 2, 2018, detailing the situation and requesting an extension. This request must be approved by AMI. Such a request must detail the reasons for non-compliance and a proposal for completion. Send request to the Director of Training at MISD.

Completing the Requirements

If there are questions or concerns about completion of requirements after the course has finished, please contact MISD by email or letter. In order to ensure accurate communications about a question or concern, telephone calls cannot be accepted.

PART IV: ASSIGNMENTS & FORMATTING

LECTURES: GUIDELINES, AND NOTE TAKING

Guidelines

- During theory lectures or subject presentations, students should refrain from asking questions that disturb the flow of the presentations and the thought process of others. Lecturers accept questions and comments at the conclusion of a presentation.
- Eating or drinking is not permitted during lecture sessions.
- Please keep cell phones turned off during lectures. In case of an emergency for which you expect a call, set the cell phone to “vibrate”, sit near the door and answer the phone outside the room.
- Shoes and appropriate attire are required.
- Friends, family, and children are not permitted in lectures without the prior approval of the Director of Training.
- Pets and smoking are prohibited at all times.

Note Taking

- Notes that form the basis for the albums are taken during the lectures. Seat yourself so that you can hear the lecturer. Let the lecturer know if you cannot hear. A projection screen is used to assist students to view the presentations.
- Notes may be taken on a computer (laptops only, plugs available in lecture room).
- Notes may be taken by hand.
- Please refrain from internet activities (shopping, blogging, emailing) during the lecture as they distract you, and possibly others, from the presentations in progress.
- No matter how you take written notes, it is recommended that you have paper and pencil available for sketches of material/layouts or for unexpected computer difficulty. Colored pencils are also recommended.

Note Taking for Theory Lectures and Subject Introductions

On the basis of notes taken during theory and subject introductions, students prepare essays (not bulleted lists) representing a comprehensive statement of what was said in the lecture, supported by the notes taken during the lecture, which are used to add *Personal Notes*. (Format will be discussed once the course begins.)

- Take enough personal notes so that you can reconstruct the point of view expressed by the lecturer and/or during the discussion. Include all details, including examples, since these essays will provide a model for you to express the ideas of the Montessori pedagogy. Ensure that you include examples and additional information not contained in the original handout. Do not rely on your memory. Specific points and examples not included may be forgotten.
- Include notes on related information that you may be aware of, the substance of answers to questions that you believe were supportive/helpful, and notes on relevant discussion that followed the lecture
- Note that the theory lectures and subject introductions are intended to represent a record of the lecture delivered. Your integration and understanding of the theory is supported by the *Personal Notes* that you add, by your lecture summaries, during the examinations you take, and via classroom discussion/role plays etc.

Note Taking for Material Presentations

The completeness of the notes taken during the lecture is critical for your personal recall of sufficient detail so that your write-up is understandable and correct, and so that you can reproduce the presentation. Therefore:

- Do not modify the handout text.
- Make sketches of the initial layout, intermediate steps, and the final layout. From these sketches, develop illustration sequences for your album work - Insert/embed these beside the relevant text. (Pages of sequenced illustrations at the end of a presentation will not be accepted.)
- Record the words that the lecturer uses in presenting/defining the concept.
- Verify the correctness of the arithmetic in numerical examples.
- Make *Personal Notes* of elaboration, relevance to other ideas or areas, and advice given and insert these details into each presentation.
- You may also add *Personal Notes* that clarify the presentation, use of the material, or which provide information related to the presentation/material as you determine will be useful to you.
- Take personal notes during the lecture. (Format will be discussed once the course begins.)
- Photographic illustrations are generally not permitted. Illustrations should be hand-drawn or computer generated and organized – This is an important learning step and its value cannot be sufficiently stressed. From time to time the lecturer will indicate a particular sequence or material for which photographic illustration is acceptable.

POLICY REGARDING ABSENCE FROM A LECTURE

A student who is absent from a lecture should ask at least two classmates for copies of their personal notes and their original/rough illustrations from that lecture. These may be used as a source for the absent student, who will develop his/her own personal notes and illustrations from these acquired notes. The final product should be submitted according to assignment Comment Sheets.

ALBUMS: PURPOSE AND COPYRIGHT INFORMATION

Purposes of Writing Personal Albums

Original albums prepared by each student, reviewed, and finally accepted by staff are one of the requirements for an AMI diploma. The albums provide the student with a source of information on Montessori pedagogy and content, theoretically and practically.

The preparation of the course record albums provides the student with the opportunity to process, understand, and recall the contents of the theory lectures and materials demonstrations, particularly with reference to the use of this information for guiding children in a classroom.

The ongoing evaluation of the written work of the student gives the student feedback on the understanding and presentation of content in a Montessori classroom, while giving the trainer the opportunity to clarify misunderstandings. Therefore it is necessary that submitted album work reflects your individual understanding of the presentations as given in the course in which you are enrolled.

Copyrighted Handouts Provided Electronically

Many course handouts are provided electronically. These are copyrighted materials that are to be enriched by personal notes, illustrations etc. by each student. Modifications to handout text are not made by the student except as directed by the lecturer. Errors found in the handouts by the student should be brought to the attention of the lecturer in writing.

Copyrighted handouts are not to be used for any other purpose. Handouts may not be copied in whole or in part or used in ways other than as specified. Handouts are not to be posted on internet sites not published in any form, and not offered for sale in any form. Any such action would constitute a breach of copyright and will be treated as such by MISD faculty and by MISD.

Copyrighted Handouts Provided in Hard Copy

Hard copy handouts are to be used as directed. They may not be copied, scanned, used for public presentations, nor published without the written consent of the lecturer. Errors found by the students should be brought to the attention of the lecturer in writing. Any such action would constitute a breach of copyright and will be treated as such by MISD faculty and by MISD.

ALBUMS: FORMATTING SPECIFICATIONS FOR TEXT AND ILLUSTRATIONS

Albums based on the lectures of the course contain the following:

- *Course handouts:* Course handouts pertinent to the lecture and specified for inclusion by the lecturer are a required part of each album's content. One copy of each handout is supplied electronically to each student. The content/text of handouts may not be changed unless the lecturer specifically requires this. Personal notes, illustrations etc. are added to individualize, support and enhance the basic information/presentation that is provided in handouts.
- *Introductions to subject areas:* Each subject area introduction paper is an essay conveying the substance of lectures introducing the following subject areas: theory, biology, geography, geometry, history, language, mathematics, art, and music. These introductions provide a framework for the subject areas in the application of the Montessori pedagogy with children ages six to twelve.
- *Review of subject areas:* Each subject area album concludes with a Review section, which provides a retrospective of the work covered, the approaches recommended and relationships to Montessori philosophy and practice.
- *Chapter summaries:* Chapter summaries are the original work of each student. They represent the student's unique and complete summary of the album chapter or of the theory topic and they are critical to the development of each individual's understanding of the subject matter. Carefully prepared Chapter Summaries also provide the student with a rich resource for examination preparation and for later work in the classroom.
- *Presentations:* Based on course lectures, each student prepares full renditions of each presentation, including title, purpose, list and of materials, description of materials, comprehensive illustrations (see below) of the layout and steps, text detailing actions and sample dialogue, extensions, and personal notes. When the presentations are based on a story, a sample story is required.
- *Descriptions of materials:* Descriptions/annotated illustrations of materials, manufactured or teacher-made, are required insofar as they illuminate the purpose of the presentation. In addition, illustrations of teacher-made materials, including measurements, are required.
- *Illustrations of presentations:* Because many of the presentations utilize Montessori manipulative materials, illustrations are essential and required. Every presentation must be illustrated. Some illustrations may be specified by the lecturer. In general, photographs are not acceptable. Illustrations should be hand-drawn or created using a computer graphics program. (A combination of illustration media/techniques is acceptable and often more practical.) Illustrations of charts used in the presentations are always required. Low resolution images of the Montessori charts will be provided to students once the course has commenced.

Illustrations of presentations must accurately, neatly and clearly depict the complete, initial layout, salient changes of layout during the course of the presentation, and the complete, final layout, in color. They must be embedded alongside the text to which they pertain.

- *Presentation summaries:* Presentation summaries will be prepared by each student. They will be inserted at the end of the chapter to which they pertain. Generally, presentation summaries are prepared for early presentations in a sequence, in which the purpose of a material is exemplified. A minimum of two presentation summaries will be prepared for each chapter. Carefully prepared presentation summaries are a key component of preparation for oral examinations and their value cannot be overstated. Presentation summaries also support the student's future work in the classroom, and although a minimum of two presentation summaries per chapter is required, more may be prepared in anticipation of future classroom work.

Presentation summaries contain a distillation of individual presentations that are given to children. Each student prepares their own summaries, thus reflecting a processing of the presentation and the level of that student's understanding. The preparation and use of the summaries will be discussed once the course has begun. A specific format for these summaries will be provided.

Albums may also contain:

- *Theory papers:* Each paper is an essay conveying the substance of theory lectures and developed as a personal explication of the topic. Montessori theory is the foundation for the application of the Montessori pedagogy with children ages six to twelve.
- *Responses to Required Readings:* Short essays summarizing the main points of the required reading, elaborating upon them may form part of the course requirements. Reading response essays should also contain personal responses from the student, based upon personal experiences, reading etc.

FORMATTING ALBUM ASSIGNMENTS

General Notes

Use 8 1/2" by 11" opaque white paper for all pages. Text must be typed in 12 point Arial font (or alternative font of equivalent size, free of flourishes etc., upon approval of the Director of Training), and with a minimum of 1" margins on all sides.

- Theory chapters/topics, reports, introductions to subject areas, etc. must each begin on a new page. They should include subtitles matching subtitles found in the outlines provided by the lecturer. New terms and terms used in the Montessori pedagogy are to be italicized.
- Each new presentation and summary within a specific topic must begin on a new page. Presentations are to be written in short passages (2-3 sentences maximum) of single-spaced text. Instructions to the teacher are left justified. Guide dialogue is tabbed ½" right. Child dialogue is tabbed 1" right. Additional style/formatting information will be provided during the course.
- Steps in a presentation are not to be numbered or bulleted.
- Illustrations for every presentation, showing the complete, initial layout of the materials, sequential changes during the course of the presentation, and the complete, final layout, are to be inserted within the related text, allowing sufficient space around them.
- Personal Notes are to be inserted into the text of the handout wherever they are pertinent. Personal notes may be formatted in either of the following two ways:
 - i. The font used is identical to the font of the main body of the work, but font color is a medium shade of blue, so that it contrasts with (but cannot be confused with) the black font of the full text.
 - ii. The font used is cursive – *Lucinda Handwriting* (or an alternative font approved by the Director of Training for size and for contrast with Arial).
- Include all lecture details. Details make a difference in the classroom. A general understanding is not enough for successful practice in the Montessori classroom. The more information that Guides have as they begin their work in the classroom, the more they can share with the children in their care. Students should not rely on memory. Too many specific points will be lost, which will impact optimum classroom delivery!
- Illustrations of presentations must accurately, neatly and clearly depict the complete initial layout, salient changes of layout during the course of the presentation, and the complete, final layout, in color. They must be embedded alongside the text to which they pertain.

Montessori Elementary Material Presentations

- Choose a high quality paper. Your albums will need to last for the length of an entire career!
- One inch margins.
- Use Arial (or alternative as noted above) 12-point font
- Running header (0.5") contains (left justified) copyright information, name of lecturer and date of lecture. Right justified is title of material/presentation series (e.g. The Chequerboard). 12 point normal font. The running header is provided in the handout and it should not be changed.
- Title of each material presentation (e.g. Introduction to the Chequerboard) begins on a new page. Bold, underlined, left justified, 16 point font. Leave a line before beginning first presentation.
- **Purpose, Material, Notes** and **Presentation** headings are bold 12 point font, left justified. Single tab to separate headings and actual content, which is typed in regular font. Single line is left between each section. Leave one line before beginning first presentation.
- Each presentation heading (Presentation) is regular 12 point font, bold, left justified.
- For each presentation, a new procedure/instruction begins on a new line. (Regular 12 point font).
- Use full sentences, correct grammar and punctuation.
- Include full dialogue. Where appropriate, the precise words to be used by the teacher must be documented. Indent 0.5", normal 12 point font.
- Possible children`s dialogue is indented 1", normal 12 point font.
- Include full layout illustrations : (i) Complete initial layout
(ii) Each layout change
(iii) Complete final layout
- Illustrations must be embedded in text. Colors should match those of actual material, and dimensions must be in proportion to the material.
- Illustrations must be computer generated or hand drawn. Photographs are generally not acceptable. The lecturer will from time to time indicate presentation sequences for which photographs will be accepted.
- Use a straight edge, and consider a template for illustrations used repeatedly.
- If cutting and pasting: (i) Cut all edges at right angles (or irregularly curved, as an alternative.)
(ii) Place in a balanced way - Not crooked or asymmetrically.
(iii) Use glue stick or archival tape, not scotch tape or rubber cement.
- Text and illustrations must match (e.g. Illustrate the same fractions problem as is in text.)
- To emphasize words, underline.
- To highlight new or foreign terms, use italic font.
- Profuse Personal Notes should be included in each presentation.
- Use bottom left-hand corner of each assignment page for assignment page numbers. These should be consecutive from first page of the assignment section through to the end of the subject assignment section, according to the Comment (assignment) Sheet provided.
- Reserve bottom right-hand corner of each page for final (permanent) album page numbering, which will take place when albums are compiled. Final album page numbering

format is consecutive numerals: 1, 2, 3, 4 ... on to last page number. Alternative numbering systems will not be accepted.

- Reserve bottom, middle section of each page for your (student) name.

Theory Lectures

- Choose a high quality paper. Your albums will need to last for the length of an entire career!
- One inch margins, minimum.
- Header (0.5") contains (left justified) name of lecturer and date of lecture. Right justified is title of theory lecture (e.g. Freedom and Responsibility). 12 point normal font. The running header is provided in the handout and it should not be changed.
- Theory submissions are written in prose form, single spaced, regular 12 point font.
- Major titles Bold, underlined, left justified, 16 point font. Leave a line before beginning first presentation.
- Subtitles are the minor titles in assignment sheet. None are to be omitted. Leave a line before and after each subtitle, which are regular 12 point font, bold, underlined, and left justified.
- Underline for emphasis.
- Use italic font for new or foreign terms, or to highlight specific words/sections.
- Indent quotations 0.5". Regular font. Citation as described on following page. Quotations may be single spaced.
- Profuse personal notes should be included in the theory paper submitted.
- Indent quotations 0.5". Regular font. Citation as described on following page. Quotations may be single spaced.
- Include all lecture details. Details make a difference in the classroom. A general understanding is not enough for successful practice in the Montessori classroom. The more information that students have as they begin their work in the classroom, the more they can share with the children in their care. Students should not rely on memory. Too many specific points will be lost, which will impact optimum classroom delivery!

CITATION GUIDELINES

The APA Publication Manual is a text of over 400 page. Citation guidelines here represent a modified APA style, and will be restricted to books, periodicals, and online material. Should any other references be utilized, use the style below that is most like the source involved.

APA formatting utilizes the author-date method of citation. The last name of the author (without honorifics such as Jr.), and the year of publication are inserted into the text at the appropriate point:

Jones (2001) measured Chicago fire response times, finding ... (If the name of the author is used as part of the narrative.)

When Chicago fire response times were measured (Jones, 2001) ... (If the author's name does not appear in the narrative.)

In 2001 Jones measured Chicago fire response times ... (Where no parenthetical information is required as both name and date appear in narrative.)

Jones, Michaels and Smith (2001) measured fire response times in Baltimore ... (If there are multiple authors.)

Reference lists are arranged alphabetically, according to the last name of the first author. If more than one reference by the same author is included, list by year of publication, with the earliest first. General forms (in which font styles such as *italic*, and punctuation such as periods and colons are an important part of the style) for reference lists are as follows:

Book: Author, A. A. (1998). *Title of book*. Location: Publisher.

Part of book: Author, A. A. (1998). Title of chapter. In A. Editor, B. Editor (Eds) *Title of book*. (pp. xxx-yyy). Location: Publisher.

Periodical: Author A. A. & Author B. B. (2003). Title of article. *Title of Periodical*, zz, xxx-yyy

Online Document: Author A. A. (2001). *Title of work*. Retrieved month day, year, from source.

Online Periodical: Author A. A. (1997). Title of article. *Title of Periodical*, zz, xxx-yyy. Retrieved month day, year, from source.

SAMPLE ALBUM PRESENTATION "WORD STUDY"

Suffixes

- Purpose** Introduction to a suffix and its position in a word.
Language: suffix, root.
Recognition that a suffix changes the meaning/usage of the (root) word.
- Material** Two small movable alphabets (manuscript, not cursive) of different colors, not black. One small, black movable alphabet.

Chart of suffixes in which the suffixes vary, the root stays the same across a row of words.
- Notes** Child has had previous experience in primary with word study and comes with reading fluency.

Suffixes are presented first as an introduction to the concept of word building and to the language of root.

A chart in use is displayed away from the place where the child is working. It is never brought to the child's immediate work space.

Presentation may be done at a table or on the floor.

Since this work is designed to also be an aid to the development of spelling, children are encouraged to make the words with the correct letters, letter by letter if necessary.

Words with the same root and different suffixes can be easily found in a dictionary.

| Suffixes | | | |
|-----------------|---------|----------|------------|
| jump | jumper | jumpy | jumpiness |
| help | helper | helpful | helpless |
| grow | grower | growth | grown |
| warm | warmer | warmly | warmish |
| farm | farmer | farming | farmed |
| work | worker | workable | worked |
| great | greater | greatly | greatness |
| length | lengthy | lengthen | lengthwise |

Presentation

Go with children to shelf and bring two movable alphabets (e.g., blue & red, but not black) to work space.

Black Moveable Alphabet is reserved to indicate the roots of words.

Fetch suffix chart from its place and show children where it will be located during presentation. It should be at a distance from the moveable alphabets.

This requires that the children carry words “mentally” from the chart to the workplace where the Moveable Alphabets are located, a skill that will serve them throughout their lives.

Stay at this place and have one child at a time read a row of words from the chart.

We are going to work with the words on this chart.

Mary, choose a word in the first column and read it out loud.

farm

Now, Mary, read all the words in the same row.

farm, farmer, farming, farmed

Look at these four words carefully. Keep them in your mind because we are going to make these words with the movable alphabet.

Go back to the work space. Then ask Mary.

What was the first word that you read?

farm

If child does not remember, ask that child to go back to the chart and read the word.

The children can return to the chart as often as they need to do so.

Then make the word farm with one of the colors.

Mary, what was the next word in the row?

Farmer



farm
farmer

Now, Mary, you make the word farmer underneath the word farm.

Repeat for farming and farmed.

If child does not remember how to spell the word, child may go back and look as many times as necessary.



farm
farmer
farming
farmed

... More of the presentation follows, until the following concluding sections are reached:

ALBUM ASSIGNMENT SUBMISSION GUIDELINES

Submitting the Assignment

- As you prepare your assignment, refer to the Comment Sheets provided by MISD at the end of each week. Each Comment Sheet will generally be reserved for a single subject (shown in Underlined Capital Letters at the top of the page) and separate album chapters/presentation sequences will be indicated by Bold/Underlined headings below.

For example, the sample Comment Sheet *page 54* is the first of nine Comment Sheets for this week (1/9) reserved for the first page of Geometry (GEOMETRY p.1). Two chapters/presentation sequences are represented on this Comment Sheet page. They are numbered and in bold font:

- 1. Introduction to Geometry**
- 2. Congruence, Similarity and Equivalence**

- Prepare the first section of this third comment sheet, *Introduction to Geometry*, for submission.
- Proof read and edit this section of your assignment. Ensure that you have followed all formatting guidelines.
- Insert page numbers for this section of the assignment, starting for each section with page 1 and numbering consecutively to the end of the section. Page numbers are needed so that an album reader can reference a page should a comment be necessary. Number each page in bottom left-hand corner of each page.
- When this section has been completed, save it as a PDF with the file title: **1 Introduction to Geometry**
- Repeat for the second section, saving it as a PDF with the file title: **2 Congruence, Similarity and Equivalence**.
- Ensure all illustrations are complete, & that they match text before the final save as a PDF.
- Before the final save as a PDF, ensure that all examples (sentences, mathematical problems etc.) match the related text, that they are complete, and that final results/outcomes are clearly illustrated.
- Album assignments with un-numbered pages will be considered to be unfinished work and will not be read. Such sections will be assessed for completeness during final compiled album review. Students bear the risk that, should substantial work be required in order to bring such section to a standard that is acceptable, there may be insufficient time to complete the work prior to graduation and the bestowal of diplomas. In such cases, diplomas are withheld until all albums reach an acceptable standard.
- Submit only presentations that are complete. Presentations not adequately illustrated or not completed according to comment sheet headings and formatting guidelines should not be submitted. They will not be read.
- By the time you have completed your preparation of the current assignment, your USB stick will contain a file for each numbered, bold heading contained in the Comment Sheets.
- Work must be submitted by 8:30 am on the due date. **Late or incomplete work will not be read.**
- When the USB stick is returned to you, delete the files that have just been submitted and begin preparation of the next assignment.

Assignment Return/Comment Sheets

- Readers will make corrections needed on Comment Sheets.
- Follow up all corrections, and check each off when it has been completed.
- Retain all Comment Sheets – They will be needed when the completed album is submitted.
- See a faculty member if you are unsure of the follow-up required.
- Comment Sheet columns/codes:
 - RD** Read by reader - (The reader will enter a check ✓ or X mark to indicate this.)
 - MI** Missing - (The reader will enter a check ✓ or X mark to indicate this section could not be found.)
 - RS** Resubmit – There will be a number in this column. Refer to the matching number in the comments section below to ascertain what is required for the resubmission.
 - C#** A number is placed in the appropriate square. This refers to a numbered correction at the bottom of the page (which refers to a page number in your assignment). Here you will find an explanation of reason for resubmit, or a correction not requiring a resubmission etc.
 - CK** The page number of the final, compiled album on which the correction has been made is noted, so that all corrections may be efficiently checked during the final album check process. You will complete these columns when you are preparing your hard copy album for final check.

Resubmission of Work

- Work that requires resubmission is accepted only on the first assignment date following the return of your assignment. Work resubmitted after this date will not be read.
- Revise the work as directed by the reader. (You may also have sought the advice of some of your colleagues and/or an MISD faculty member.)
- Print the work in hard copy.
- Obtain a Resubmission Envelope from the Course Assistant (Kathy)
- Write your name on the front, top, right-hand corner of the envelope.
- Write the date of submission in the first open box available.
- Print hard copies of all Comment Sheets for work that is being resubmitted. Write your name on each.
- Place these comment sheets on the top of your assignment
- Place the original comment sheets (which contain the Reader's comments) below the blank Comment Sheets.
- Place your hard copy, resubmitted pages, next.
- Hand the Resubmission Envelope to the Course Assistant by 8:30 am on the day that the next assignment is due.

Reading of Course Record Albums

Students submit course record albums weekly, by assignment number. The student's work is returned with written comments. Students are required to keep all comment sheets and to hand in these completed (page referenced in CK column for corrections using final page numbers) comment sheets for any interim or final album evaluation. Although some editing (spelling, grammar) may be required when editing is relevant to the clarity of the content, the reading of albums is not copy editing.

No claim is made or implied that all omissions or content errors will be found. It must also be noted that the lack of comments and corrections on these assignments does not guarantee acceptance of the albums when assignments are compiled and reviewed at the final check.

General Note: Each separate piece of work submitted, including weekly assignments, observation reports, practice teaching reports, essays, and materials must be clearly labeled with the student's name.

Submission Due Dates

Students are expected to submit album work on the scheduled due dates and at the time specified. Only work which is submitted on schedule will be read. Album assignments must be submitted by 8:30 am on the due date. Assignments will not be accepted after the due date and time.

If any assignment or part of an assignment is submitted on schedule but cannot be readily followed due to insufficient text, insufficient illustrations, absence of page numbers, or for some other reason determined by the reader, this fact will be noted and that work will be returned to the student unread. If an album assignment is not submitted on time and on schedule, it will be recorded as "not read". See Handbook section "Academic Progress and Good Standing" for more information.

Changes, Corrections, and Resubmissions

It is the responsibility of the student to revise text or illustrations in an album as instructed by the reader. Reader comments may indicate that the work is incorrect, unclear, insufficient, or missing. When revising this work, students should first check their own original notes. Input from one or more colleagues may also provide guidance. If, after taking these steps, the student is still uncertain about the action required by a comment should seek clarification from MISD faculty/staff, who may refer the question to the Director of Training.

The reader may direct that sections requiring major corrections be resubmitted for a second reading. Preparation of resubmissions is the responsibility of the student. In order to have a second reading, such work must be submitted with the next album submission, immediately following return of the work. Resubmitted work should according to the submission procedures provided once the course has begun. Work not submitted according to these directions will not undergo a second reading.

Students who do not attend to changes, corrections, and resubmissions or who do not finish all assignments (read or unread) risk having albums which do not pass at the final evaluation. This will jeopardize their opportunity to graduate on time with the rest of their class.

Final Evaluation

Assembled, accepted original course record albums must be submitted to the Board of Examiners at the final AMI oral examinations.

The cumulative course record albums (which include a paged Table of Contents created by the student during the training course) in each of the following areas - *Biology, Geography, Geometry, History, Language, Mathematics, Art, Music, Theory* -- are to be submitted in ring binders for final evaluation.

Information on procedures for turning in the albums for final check will be provided during the course.

Before submitting your album for final evaluation, check your work according to the following guidelines:

1. Full Name of Student, Subject Title of Album, and course information must appear on the front cover and spine of each album.
2. **Table of Contents (TC)**
 - Present
 - Full, detailed Table of Contents in each of multiple binders for one subject
 - Paged (starting page only) for all sections that have a line for page number
3. **Completeness**
 - All comment sheets present
 - All titles on Table of Contents appear in the album
 - Individual pages are numbered and in order
 - Page numbers are consecutive and there are no missing numbers
4. **Corrections**
 - Corrections indicated on comment sheets are made and referenced in the CK column of Comment Sheets.
 - Permanent page number for all corrections written on comment sheet
 - Recommended rewriting has been done
 - Recommended illustrations have been added
5. **Appearance**
 - Essays for theory and introductions have subtitles
 - Text organization
 - Titles as per Table of Contents
 - Important terms are underlined or bolded
 - Margins are sufficient
 - Illustrations
 - Sufficient number of steps are illustrated
 - Clarity of illustrations (size, color, to scale if necessary)
 - All illustrations of charts have important features highlighted in color
 - General neatness

Protective plastic sheet covers are not required for final album submission. If students intend to use protective plastic sheets, they should not insert album pages into them until after the permanent page numbers have been inserted according to the final Table of Contents, and only after the album has been accepted. Note that final page numbers must be written/printed directly onto album pages. Numbers written on protective plastic sheets, or on stickers then applied to the pages or plastic sheets, are not acceptable.

Students are encouraged to make and keep a copy of the final accepted album as a working album.

Each assembled album is assessed at the final check as *passed* or *incomplete*. If the albums are assessed as incomplete meaning that missing sections must be included and/or additional rewrites/corrections etc. are required, they can be submitted for a re-check according to the deadline set by the Director of Training.

If albums have not been accepted as *passed* by the *Closing Date* the student may not sit for examinations. When such circumstances occur, the student must complete all requirements for album acceptance, provide these albums for re-check according to the schedule set by the Director of Training, and arrange to take examinations within 12 months, in the next available course, provided that no less than six months have elapsed since graduation of their class. The cost for each evaluation of an album submitted is \$35.00 per album. The student is responsible for all additional shipping, travel and lodging expenses. An examination fee will also be charged.

Album Assistance

If there are parts of the presentation you do not understand, check your original notes, ask a fellow student or ask the faculty member present during Supervised Practice. These sessions are reserved for you to practice with the materials and to clarify any points as you may require. It is recommended that you first write up the presentations so that you identify the specific part that needs clarification.

Prioritize your questions – Remember that the faculty member supervising practice must divide his/her time between all students.

Re-presentations and tutoring are not available from faculty during Supervised Practice and they are not available outside MISD course hours.

SUPERVISED PRACTICE

Schedule

Supervised practice is held in the classroom environment prepared for elementary students, according to the published Daily Schedule. Practice begins promptly at the announced time. Supervised practice occurs when an elementary-trained is present in the room, or on MISD premises and available for questions

Guidelines

- Before supervised practice begins, place all items not being used in your locker. Please limit the number of valuables you bring with you.
- It is expected that students engage in hands-on practice with Montessori classroom materials during supervised practice. One student will act as the elementary Guide. Others will act as children/observers/commentators. There may be discussions of theory and pedagogical technique; however, these discussions have a focus of understanding the manner of the presentation at hand.
- Work on a computer, photography, work on hard copy notes & illustrations and other activities that do not represent hands-on practice with Montessori classroom materials are not activities that represent supervised practice. Any hours in which such activities take place may not be recorded as Supervised Practice hours. Generally, these are activities that should occur outside Supervised Practice hours. (Note: Quick reference to a computers/notes before and/or after a presentation is useful, and is not included in this provision.)
- Generally, refer to notes before and after, but not during, a presentation. Practice sessions are intended to represent the actual classroom presentation experience, and this provision maximizes the learning experience of each student. For this reason, computers and notes should not be present during a supervised practice presentation.
- Students sign in for supervised practice. Sign-in the time that you begin the practice; sign-out when you stop practice. Clean-up and job assignments are part of practice time.
- Students may take an appropriate break (15 minutes maximum) without signing in and out provided they do not leave the facility.
- During supervised practice, do not make materials, prepare albums, draw illustrations, work on your computer, or make presentation summaries,. If you elect to do this during a Supervised Practice session, you must sign out of supervised practice. You must also be certain that you use a Supervised Practice session in this way infrequently – It is your responsibility to log at least 140 hours of Supervised Practice in order to be eligible for an AMI diploma. It is strongly recommended that you take advantage of every minute of available Supervised Practice time to familiarize yourself with the Montessori materials and their presentation. This will best serve you as you prepare for AMI examinations, and as you prepare for your career in the classroom.

- Food and drink, including water, may not be prepared or consumed in the practice room at any time.
- Appropriate attire and shoes are required.
- Friends, family, and children are not allowed in the practice room at any time, including any after hour time periods, without the permission of the Director of Training.
- Keep cell phones turned off in practice room.
- Smoking and pets are prohibited at all times.

Use of Practice Room Outside Regular Hours (*Unsupervised Practice*)

Outside times scheduled for supervised practice, students may use the practice room for making materials, preparing final album work, illustrating, and practicing according to the policies of MISD. These policies will be discussed once the course has commenced.

Note that the practice room may be locked down from time to time for various events.

When students choose to practice outside regular hours, at least two students must be present and each must sign in and out in the administrative office.

When the second last student elects to leave the classroom, the last, remaining student must also leave. Lights should be turned off as final students leave the classroom.

The room is available only to students (no children, family, or friends) during these times.

The prohibition of food and drink in the practice room applies at all times.

The practice room must be left in immaculate condition at all times when unsupervised practice has taken place.

Unsupervised practice should be recorded in the Supervised Practice record book on a separate record sheet bearing the title "Unsupervised Practice".

CLASSROOM MATERIALS

Required AMI-copyrighted charts and timelines are available from the Montessori Institute of San Diego (MISD) and are purchased by the student during the course. These materials are provided fully colored and ready for use in the classroom. Approximately \$1,500.00 should be budgeted for these materials. Students will receive further information concerning course stationery, requisites and materials during the course.

Other optional materials not required as part of the course, such as booklets of nomenclature in geometry, geography, and botany, may be available from the training center.

CLASSROOM OBSERVATIONS

Observation of children in elementary classrooms provides the student with the opportunity to begin to develop insights into the nature of children as observed and documented by Maria Montessori. Only students who are deemed to be in “Good Standing” may take part in classroom observations.

Assignment to Schools

Students must observe in at least two different approved classrooms. Both private and public schools may be included as observation sites. All classrooms approved for observations must be directed by a teacher holding an AMI elementary diploma. Academic Year Course students will be assigned to schools by MISD course staff.

For reasons of privacy and objectivity, students cannot observe in schools where they work (as assistant or teacher), intend to work, or with which they are associated (e.g., children attend, parents or immediate family member employed, member of the Board).

Information on procedures for arrangement and documentation of observations will be provided during the course.

Transportation to schools

Students must make their own arrangements for transportation to school observations. Students should not expect transportation or other services (meals, special arrangements) from the school or its teachers.

Students should note that it may be necessary for them to travel outside the San Diego area and/or outside California in order to complete the observation component of the course. Budgetary provision should be made by each student so that this course component can be completed within the scheduled duration of the course in which they are enrolled.

Attendance

If a student is unable to attend a scheduled observation, the student must notify both the MISD and the school. To notify MISD, e-mail the Course Assistant: kathy@misdami.org. You may also e-mail the Director of Training at: greg@misdami.org. Should you be unable to use e-mail to notify MISD in a timely manner, you may call 240-304-0275 (Greg MacDonald).

Under no circumstances may a student make independent arrangements for an observation, nor may a student modify observation arrangements made by MISD staff unless written approval has been provided by the Training Center. Such an action will be deemed to be a breach of MISD policy and procedures and, at the discretion of the Director of Training, disciplinary action may be taken.

The required time (minimum 90 hours) of observations is subject to the following guidelines:

- A session is a morning work period or an afternoon work period (2 1/2 to 3 1/2 hours in length).
- Thirty (30) sessions, fifteen (15) of which must be morning sessions, are required, notwithstanding the number of hours of each session.

Assignments

Student observers are responsible for maintaining a timed diary which is directed toward assigned theoretical concepts. Using this diary, students prepare written reports designed to facilitate the development of observational skills and interpretation of data.

Detailed information on observation assignments will be provided during the course.

A record sheet documenting the student's presence must be completed, then signed and dated by the cooperating teacher or a designated representative at the end of each day of observations. A separate page identifying signatories other than the classroom teacher, and stating each such person's position at the school, must be affixed to the record sheet.

Each assignment must follow the order provided in the Assignment Cover Sheet. Assignments must be complete and the folder/envelope in which they are submitted must bear the student's name, clearly written.

Due dates and Closing Dates

The **original** record sheets, timed diary, and reports must be submitted to the training on the due date. It is recommended that students keep a photocopy of observation record sheets and the original timed diary.

Observation assignments may be submitted after the due date only by prior arrangement with, and according to a schedule set by, the Director of Training. Students who do not submit observation assignments by a Closing Date bear the risk that evaluation of such assignments may not occur prior to graduation and bestowal of diplomas. In such circumstances, diplomas will be withheld until this component of the course has been satisfactorily completed.

Evaluation

Reports and the timed diary are submitted for evaluation by MISD faculty. Observation assignments are assessed as *passed* or *unacceptable/resubmit*. If assignments are assessed as unacceptable, meaning that missing sections must be included and/or additional rewrites/corrections etc. are required, they can be resubmitted for a re-check according to the deadline set by the Director of Training.

If observation assignments have not been accepted as *passed* at the date of the deadline the student's diploma will be withheld until this course component has been satisfactorily completed. A maximum of 12 months from the end of the course is allotted for this work to be submitted. If the work is not received and evaluated as *passed* within this time period, the diploma is forfeited.

PRACTICE TEACHING

Practice teaching provides students with the opportunity to apply their training to teach children in actual classroom situations. Such practice helps the student to gain practical and realistic expectations regarding children's responses.

Practice teaching in elementary classrooms also provides the student with the opportunity to continue to develop insights into the nature of children as observed and documented by Maria Montessori.

Assignment to Schools

Students must practice teach in at least two different approved classrooms. Both private and public schools may be included as practice teaching sites. All classrooms approved for practice teaching must be directed by a teacher holding an AMI elementary diploma. MISD staff make all practice teaching arrangements for academic year training courses.

For reasons of privacy and objectivity, students cannot practice teach in schools where they work (as assistant or teacher), intend to work, or with which they are associated (e.g., children attend, parents or immediate family member employed, member of the Board).

Information on procedures for arrangement and documentation of practice teaching will be provided during the course.

Transportation to Schools

Students must make their own arrangements for transportation to school observations. Students should not expect transportation or other services (meals, special arrangements) from the school or its teachers.

Students should note that it may be necessary for them to travel outside the San Diego area and/or outside California in order to complete the practice teaching component of the course. Budgetary provision should be made by each student so that this course component can be completed within the scheduled duration of the course in which they are enrolled.

Attendance

If a student is unable to attend a scheduled practice teaching session, the student must notify both MISD and the school. To notify MISD, e-mail the Course Assistant: kathy@misdami.org . You may also e-mail the Director of Training at: greg@misdami.org . Should you be unable to use e-mail to notify MISD in a timely manner, you may call 240-304-0275 (Greg MacDonald).

Under no circumstances may a student make independent arrangements for practice teaching, nor may a student modify practice teaching arrangements made by MISD staff unless written approval has been provided by the Training Center. Such an action will be deemed to be a breach of MISD policy and procedures and, at the discretion of the Director of Training, disciplinary action may be taken.

The required time (minimum 120 hours) of practice teaching is subject to the following guidelines:

- A session is a morning work period or an afternoon work period (2 1/2 to 3 1/2 hours in length).
- Forty (40) sessions, twenty (20) of which must be morning sessions, are required, notwithstanding the number of hours of each session.

Assignments

Students are responsible for maintaining records according to guidelines given prior to practice teaching. Using these records, students prepare written reports designed to facilitate the development of the ability to implement Montessori pedagogy. Detailed information on practice teaching assignments will be provided during the course.

A record sheet documenting the student's presence must be completed, then signed and dated by the cooperating teacher or a designated representative at the end of each day of practice teaching. A separate page identifying signatories other than the classroom teacher, and stating each such person's position at the school, must be affixed to the record sheet. A completed Host Teacher Report form of a satisfactory level must be submitted for each practice teaching session in order for the practice teaching unit to be recorded as passed.

Each assignment must follow the order provided in the Assignment Cover Sheet. Assignments must be complete and the folder/envelope in which they are submitted must bear the student's name, clearly written.

Due Dates and Closing Dates

The **original** record sheets, records, and reports must be submitted to the training center at the due date set by the Director of Training. It is recommended that students keep a photocopy of practice teaching record sheets and the original records.

Practice teaching assignments may be submitted after the due date only by prior arrangement with, and according to a schedule set by, the Director of Training. Students who do not submit practice teaching assignments by a Closing Date bear the risk that evaluation of such assignments may not occur prior to graduation and bestowal of diplomas. In such circumstances, diplomas will be withheld until this component of the course has been satisfactorily completed.

Evaluation

Practice teaching records and reports are submitted for evaluation by the training staff. Assignments are assessed as *passed* or *unacceptable/resubmit*. If assignments are assessed as unacceptable meaning that missing sections must be included and/or additional rewrites/corrections etc. are required, they can be resubmitted for a re-check according to the schedule set by the Director of Training. If practice teaching assignments have not been accepted as *passed* by the Closing Date the student's diploma will be withheld until this course component has been satisfactorily completed. A maximum of 12 months from the end of the course is allotted for this work to be submitted. If the work is not received and evaluated as *passed* within this time period, the diploma is forfeited.

EXAMINATIONS

Written Examinations

A written examination, theory and pedagogy, is given once during the course. Examination questions are provided by AMI. Dates for AMI written examinations will be confirmed when AMI has announced dates for Oral Examinations.

Students are eligible to take AMI written examinations only if they have fulfilled the 90% attendance requirement for all course components, have had all albums accepted at final check, have successfully completed all other course requirements, have fulfilled all administrative requirements, and have paid required tuition and fees.

The basis for the content of these examinations is to be found in the course record albums. However, students are expected to have read Maria Montessori's books to supplement their knowledge.

Each student writes one (1) three-hour essay examination in Montessori theory (Paper A) and two (2) two-hour essay examinations in Montessori pedagogy (theory as related to practice – Papers B1 & B2).

Students' examination papers are numbered rather than signed by the students in order to ensure an impartial evaluation.

Note: Results of written examinations are not provided to students prior to graduation.

Oral Examinations

AMI oral examinations are conducted at the end of the course. Students will be informed of the precise dates for oral examinations once the dates have been announced by AMI.

Students are eligible to take AMI oral examinations only if they have fulfilled the 90% attendance requirement for all course components, have had all albums accepted at the final check, have successfully completed all other course requirements, have fulfilled all administrative requirements, and have paid required tuition and fees.

A panel of examiners is chaired by an *external examiner* appointed by the AMI. The other members of the panel are chosen by the Director of Training. This panel of examiners administers an oral examination of approximately three and one-half hours duration, although there is no strict time limitation. Each student delivers a presentation chosen randomly from topics in each of six subject areas (biology, geography, geometry, history, language, mathematics). This presentation is followed by oral questioning.

Students are required to present their course record albums to the examiners and leave them with the examiners until the end of the examination period. Students are required to be in residence and on call for the examiners during the entire period of the oral examinations.

AMI APPEALS PROCEDURE



Appendix 3a APPEALS PROCEDURE

Appeal against Examination Result

There is no right of appeal against the academic judgement of the decision of the AMI Board of Examiners.

A student shall have the right to appeal against a decision of the Board of Examiners on the grounds described below, in relation to the following:

- That there existed circumstances affecting the student's performance of which the examiners were not aware when their decision was taken, and which could not reasonably have been presented to the Board of Examiners;
- That there was a procedural irregularity or other inadequacy in the conduct of the examinations, or administrative error for example the processing of marks or grades, of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity;
- That there exists evidence of prejudice or of bias on the part of an examiner.



Appendix 3a APPEALS PROCEDURE

Appeal to the Centre

All appeals to be received by the Centre within 10 days of the publication of the results and resolved within 10 days thereafter.

Appeal to AMI

Appeals to AMI may only be made when the student has exhausted the appeals procedure at the Centre. Such appeals to be made in writing with supporting documentation, within 30 days of the publication of the results. AMI will respond within 30 days.

Final decision

The Appeals Panel, whose decision shall be final, shall either:

- a. Arrange for the appellant and the relevant Centre to be informed that the appeal is not upheld and that the decision of the Board of Examiners should not be altered; or
- b. Uphold the appeal and determine a remedy appropriate in the circumstances, and inform the appellant and the Centre accordingly.

Right to withhold the award of a Diploma

AMI and/or the Training Centre reserve the right to withhold the award of any diploma or certificate or recognition of study by any student who is in arrears with the payment of any dues to the Centre, including tuition and/or examination fees or other charges.

THE AMI DIPLOMA

All AMI diplomas state that the holder "has studied the principles and practice of the Montessori method for children" for the ages specified on the diploma and has "passed the written and oral examinations."

By itself, the diploma does not automatically qualify the holder to teach. The country/state/county in which the holder wishes to work may have additional teaching requirements which must be fulfilled. Many states within the United States of America, for example, may have different requirements for teaching certification. Public schools in the United States generally require their teachers to hold public school teaching certification for the grades and State in which the individual plans to teach.

Students of this AMI training course are therefore advised to ascertain the requirements that apply in the area(s) in which they plan to teach. They should make separate provision to obtain the certifications and qualifications required for them to do so.

Students should also note that all AMI diplomas state that the diploma does not qualify the holder of such diploma to train others.

Note that the diploma and transcripts will not be issued unless the diploma has been conferred, all administrative papers are in order, and financial obligations have been met.

Special circumstances may cause students to achieve their goal of obtaining an AMI diploma over a period longer than the opening and end dates of the course for which they enroll. The length of time permitted is subject to regulations set down by the Association Montessori Internationale for award of its diplomas.

Diploma Conferred

All required course components are reviewed as to completion by the Board of Examiners at the time of oral examinations.

After the student has met the standard in the written and the oral examinations, has completed all other required course components, and has met administrative and financial obligations, the student is passed and issued a diploma.

Upon the written request of the student and the payment of a fee, course results will be transferred to an official transcript and issued by the training center. Transcripts are available only for students who have been awarded a diploma and have paid all course tuition and fees as scheduled.

Diploma Withheld

A student's diploma will be withheld if the student has all albums passed and has met the standard in written and oral examinations but has not completed one or more of the other required course components.

The student must complete these outstanding course components within twelve months of the last day of the course (usually but not necessarily the last day of oral examinations). Work must be submitted prior to the *Closing Date* determined by the Director of Training and provided in

writing to the student, in order to complete the evaluation by the deadline.

If all course components are not completed by the Closing Date, the student receives a failed grade. Students who have received such a failed grade, yet who wish to continue studies toward a diploma, must reapply as a new applicant.

Diploma Deferred

If the student completes all course requirements but fails to meet the standard in some portion of the written or the oral examinations, the student will be allowed to take the failed portion in the next course given at the training center, provided at least six months have elapsed from the last day of the oral examinations of the course to the first day of the written or oral examination of the next course.

The date and timing of a repeat written or oral examination is set by the Director of Training in consultation with the AMI and is determined in part by the need to give the student ample time to study.

The written or oral examination in question may only be taken twice for successful completion of the particular course. The student will receive a *failed* grade if the written or oral examination is not passed the second time. Students who have received such a *failed* grade, yet who wish to continue studies toward a diploma, must reapply as a new applicant.

Students whose diploma has been deferred and who have also not completed one or more other course components are also subject to the guidelines for a student whose diploma has been withheld.

Failed

Students who fail to meet the standard in both written and oral examinations are required to reapply as a new applicant and repeat the entire course, including all course components. In such a case, the student does not have the right to re-sit the written and oral examinations a second time.

COURSE AGREEMENTS



AMI REQUIREMENTS FOR CERTIFICATION

Admission to the course does not guarantee certification. Basic requirements (hereunder) must be met by each student in all areas of the course. Individual training centres may have additional requirements.

Eligibility

A. In order to be eligible to sit for the written and oral examinations a minimum attendance of 90% is required in the following:

- * Theory lectures;
- * Demonstrations of materials in each area;
- * Discussions/reviews as organised by the training course;
- * The required reading seminars on Montessori books as stipulated by the training course.

- * Attendance at supervised practical sessions (minimum 140 hours)

Certification

B. In order to receive a diploma at the end of the training course the following requirements must be met:

1. A pass mark for written (Papers A & B1/B2) and oral examinations
2. To complete:
 - (i) Compilation and submission of acceptable and original albums in all areas;
 - (ii) Compilation and submission of acceptable materials as required by the course;
 - (iii) Observation and observation reports;
 - (iv) Practice teaching as scheduled

Deferral Examination

Students deferred for any part of the examinations (see B1) must retake that part the subsequent year (within 12 months) and may re-sit each examination only once. It will be necessary to comply with the recommendations made by the AMI Board of Examiners. If this necessitates travel to an AMI affiliated training centre other than where you took the course, all expenses involved are for the account of the student, as well as any examination and related fees charged by the host centre.

Failure to Complete Course Work

Students failing to complete any part(s) of the other requirements (see B2) must fulfil that part(s) the subsequent year (within 12 months) in compliance with the recommendations and dates laid down by the Board of Examiners and/or the Director of Training.

Issue of Diploma

In both cases (B1 and B2, as above) the AMI Diploma will be issued no later than the end of the course/academic year in which the result has been finalised.

Courses Offered Once Only in Current Location

Students deferred who are enrolled at a training centre that is offering a one-time course will be informed by the Director of Training of the nearest centre where s/he can appear in the examinations the following year (within 12 months). These arrangements will be settled in conjunction with the Director of Training. All the expenses involved are for the account of the student.

Fail status

Students who fail Paper A, Paper B and three out of six subjects during the Oral examinations have failed the course. Clarification of this will be given by the Director of Training. In this case, if a student wishes to obtain an AMI diploma it will be necessary to re-take the entire course.

Academic Honesty

The Centre has an obligation to deal with acts of academic dishonesty. Acts of academic dishonesty which will result in suspension or dismissal from the course are: Plagiarism in all its forms and facilitating academic dishonesty on the part of another student.

Students caught cheating during written examinations will be immediately dismissed from the course and will not be eligible to complete the examination process, resulting in a fail grade recorded for the course.

The undersigned declare that these 'requirements and conditions' have been presented to the student, who has read and agreed to the contents

Date:

Student Signature:
(please print name under signature)

Greg J. MacDonald
Director of Training:



**Montessori Institute of San Diego
Academic Year Elementary Course (2016-2017)**

MISD REQUIREMENTS FOR CERTIFICATION

Student's Name: _____

Course Commitment: All students are required to undertake a great deal of private work and study. It is expected that they will work independently and ask for help when it is needed. (Supervised Practice sessions, when a faculty member is readily available, are the primary forum for such questions.) Students also agree to be fully cooperative and helpful at all times during the course and in schools during practicum.

Lectures: Full attendance at all lectures (theory, demonstrations, discussions, readings, reviews) is required. If the student does not attend at least 90% of all lectures, the student cannot sit for written and oral examinations. Lectures begin at 8:30 sharp unless otherwise announced. Arrival 30 minutes or more after a lecture commences will be recorded as an official absence from that lecture.

Supervised Practice sessions: Full attendance at all scheduled supervised practice sessions is required. A minimum of 140 Supervised Practice hours must be completed in order for the student to sit for written and oral examinations.

Lecture/Practice Room: No food, drinks or gum are allowed in the prepared environment or the lecture room. Students are responsible for keeping the classroom/lecture environment clean and tidy. Community common areas are also to be kept clean and tidy by students. Specific responsibilities will be assigned during the course.

Fire Regulations: MISD students agree to comply with fire regulations as directed. NO SMOKING is allowed anywhere on campus.

Album assignments: Numbered album assignments are to be submitted on scheduled due dates. They must be clear, complete (including illustration sequences), accurate, paged, and formatted correctly. Each assignment is reviewed and comments are returned to the student. Incomplete assignment sections (e.g., Presentation not fully illustrated) will not be reviewed or commented upon. Late work is not accepted for review and comment. Resubmitted assignments are accepted only on the next assignment due date after the student has received notice to resubmit. MISD students agree that reference albums prepared on the basis of the lectures are meant for their own personal use only and may not be printed, copied, circulated, included in other materials, presented, nor published in any form. Albums must be original. MISD Students agree that they may not copy from other students' albums.

Student's Initial: _____

Compiled Album Review: Completed, compiled (table of contents, paged) albums must be submitted on the due date. Compiled albums are reviewed for completion and for adequacy. If portions of album work are submitted after the closing date, the student bears the risk that the diploma will be deferred because there is insufficient time for evaluation or because this work is inadequate. A student may not sit for oral or written examinations unless all albums have been accepted.

Theory Papers and Reading Assignments: Assigned Theory Papers and Reading Assignments are to be submitted on their due dates. These reports will form part of the compiled theory album. If reports are submitted after the closing date, the student bears the risk that the diploma will be deferred because there is insufficient time for evaluation or because this work is inadequate.

Practicum (Classroom Observations & Practice Teaching) Eligibility: To be eligible for Observations and Practice Teaching in schools, students must:

- Have a current, valid Fingerprint clearance (*Livescan*) on file with MISD.
- Have a current, valid tuberculosis test showing negative results on file with MISD.
- Have attended at least 90% of all course Theory and Practical lectures. (All missed lectures must be made up by using notes from fellow students.)
- Students on Probationary status are not permitted to observe or practice teach in classrooms.

To be eligible to practice teach in classrooms, students must also:

- Be in good academic good standing or, if on “Alert” status, be current with work as specified by the Director of Training to attain good standing, and also, in the Director of Training’s professional opinion, have completed sufficient acceptable course material to be capable of successfully completing Practice Teaching.

Observation and Practice Teaching Records and Reports: Records and reports for each scheduled observation and practice teaching segment are to be submitted on their due dates. If records and/or reports are submitted after the closing date, the student bears the risk that the diploma will be deferred because there is insufficient time for evaluation or because this work is inadequate. Students understand that they may be required to travel out of the San Diego area, or outside the state of California, in order to complete these course components, and that they are responsible for all expenses involved. A minimum of 90 approved/accepted hours Observation in schools and a minimum of 120 approved/accepted hours Practice Teaching is required in order to be eligible for the AMI Elementary Diploma.

Student’s Initial : _____

Materials: MISD students understand that they should budget approximately \$2,100-\$2,800 (not included in course fees) for classroom materials (required charts, timelines, other materials) and supplies, for completion of fingerprinting and purchase of AMI membership, and for transportation to and from observation and practice teaching, etc. that are required as a part of the course of study. Classroom materials are to be submitted on their due dates. If materials are submitted after the closing date, the student bears the risk that the diploma will be deferred because there is insufficient time for evaluation or because this work is inadequate.

Practice Examinations: All students must sit for and pass Written and Oral Practice Examinations as specified by the Director of Training. These examinations must be passed in order for a student to receive the AMI Diploma.

Copyright: MISD students agree that copyright for all AMI elementary training information and course material provided by Montessori Institute of San Diego resides with an MISD staff member, the Montessori Institute of San Diego, or to AMI. They further agree that this information and material is provided for their personal use only, and that it may not be printed, copied, circulated, included in other materials, presented, nor published in any form.

MISD Policies and Procedures: *I have read and understood all MISD Regulations, Policies and Procedures. I agree to abide by all policy and procedure provisions described in the AMI Elementary Course Academic Year 2016-2017 Student Handbook and as communicated by MISD staff/faculty. I further agree to follow all school regulations and policies in operation at the schools where I will be observing and practice teaching.*

AMI Membership: *I understand that I must maintain my membership of AMI through the duration of my studies at The Montessori Institute of San Diego.*

The Center has described in writing, both accurately and completely, the prerequisites and requirements for successfully completing the AMI Elementary program of Study. I certify that:

1) I have read and understood the course's cancellation policies, refund policies, general center administrative rules, student policies, conduct code, student discipline process, grievance process, and professional code of ethics, and,

2) I have received a copy of the Center handbook, brochure, and exact copies of course agreements. I hereby agree to abide by the conditions set forth therein.

I have also read, understood and agreed to all course certification requirements, and to its attendance policies, disciplinary policies and due date and closing date requirements:

Student's Signature: _____ Date: _____

Director of Training's Signature: _____ Date: _____

ACKNOWLEDGEMENT: RECEIPT OF STUDENT HANDBOOK - ACCEPTANCE OF ALL POLICIES, PROCEDURES & PROVISIONS CONTAINED THEREIN

I acknowledge receipt of the Montessori Institute of San Diego Student Handbook (AMI Elementary Course, Academic Year 2016-17), a statement of course policies and procedures which include attendance, absence, due dates, closing dates, good standing, completion, discontinue, dismissal, assignments, tuition & fees payment/refund, and use of the facilities. In the event of a misunderstanding, policies as stated in the handbook will be applied.

I agree to all policies, procedures and provisions documented in this Handbook, and I understand that my diploma will not be issued unless all requirements are met by the established closing dates and successful completion of examinations. In the event the diploma is not issued at the end of the course in which I have registered, I understand that, if the requirements are subsequently successfully completed in compliance with AMI and MISD directives and policies as described in the Handbook, the diploma will be issued at the end of a subsequent course held at MISD. If there is no subsequent course at MISD, I will work according to MISD guidance to make arrangements for completion at another center. I understand that there are time restrictions for meeting these requirements. I understand that I will not receive a diploma if all requirements are not met by the established dates.

I understand and acknowledge that copyright for all materials (including but not limited to classroom materials, material available for purchase, handouts, electronic postings, lectures) provided by the elementary course at the Montessori Institute of San Diego belongs to a staff member of the training center, to the training center, or to AMI. All materials are available for the personal use of the individual student only. Personal use means that none of these materials are to be copied by handwriting, typing, photocopying, photographing in detail, scanning, or any other means, during the course or later. Materials may not be circulated to others, included in other material without citation, or published in whole or in part without the written consent of the copyright holder.

Print Student Name

Student Signature

Date

____/____/____

Signature – Director of Training

Date

____/____/____

Handbook Revision

The policies and procedures outlined in the Student Handbook of the course in which the student is enrolled take precedence over policies and procedures outlined elsewhere. The contents of this Handbook have been prepared in order to provide as accurate and complete a description of MISD's policies and procedures as is possible at the time. Should inaccuracies be identified, should it be discovered that a section (or sections) are incomplete or require modification, or should it be found that additional policies and procedures need to be included students accept that this Handbook is subject to change at the discretion of the Director of Training, and The Montessori Institute of San Diego. Any such changes will be provided in written form to students currently enrolled.