



# Houston Montessori Center

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

ELEMENTARY I/II

## Blended Elementary I Course

Classes at HMC 7807 Long Point Road #100 77055 unless otherwise noted.  
Sunday, June 14 and Saturday, June 20 at Woods High School 1300 Wirt  
Road 77055

July 13 all day Peace Retreat – Holy Name Retreat Center 430 Bunker Hill  
Road 77024

### Summer One 2020

The overview is an AMS prerequisite. Choose your option

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

*Option 2* Take the HMC Early Childhood online course

*Option 3* You complete an independent study. Identify an Early Childhood credentialed person from a MACTE accredited program and send their credential. We will then send them the syllabus. They will write a letter of completion.

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

### Practicum

- Montessori School that meets AMS and HMC standards • 9 months with minimum of 3 hours a day
- Complete at least 60% of academic phase before starting the practicum.

- Seminar 1 Wed Oct 7 – Sat Oct 10 , 2020  
8am – 5pm
- Seminar 2 Wed Jan 29– Sat Feb 1, 2022 8am – 5pm

### Summer Two 2021

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

### Total Costs: \$ 7200

- Overview • \$100 application fee • Academic classes
- Books
- Manuals • AMS and MACTE fees • Various payment plans available
- Field consultant visits • Does not include field consultant expense 100 miles from Houston

## Blended Elementary II Course

Classes at HMC 7807 Long Point Road #100 77055 unless otherwise noted.  
Sunday, June 14 and Saturday, June 20 at Woods High School 1300 Wirt  
Road 77055

July 13 all day Peace Retreat – Holy Name Retreat Center 430 Bunker Hill  
Road 77024

### Summer One, 2020

The overview is an AMS prerequisite. Choose your option

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### Practicum

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- Complete at least 60% of academic phase before starting the practicum.

- Seminar 1 Wed Oct 7 – Sat Oct 10 , 2020 8am – 5pm
- Seminar 2 Wed. Jan 27– Sat Feb 1, 2022 8am – 5pm

### Summer Two 2021

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

### Total Costs: \$ 7200

- Overview • \$100 application fee • Academic classes
  - Books
- Manuals • AMS and MACTE fees • Various payment plans available
- Field consultant visits • Does not include field consultant expense 100 miles from Houston

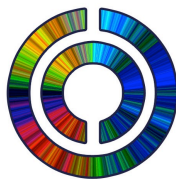
Total Costs: \$ 7200

- Overview • \$100 application fee • Academic classes
  - Books
- Manuals • AMS and MACTE fees • Various payment plans available
- Field consultant visits • Does not include field consultant expense 100 miles from Houston



Admission Requirements. All applicants must submit the following

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



**Houston Montessori Center**

7807 Long Point Rd. – Suite 100, Houston, TX 77055-3679

Phone: 713-465-7670 Fax: 713-465-8577

email: drbcoe@me.com

Elisabeth Coe, Ph.D.

Executive Director

**Application**

**Program:**

Infant & Toddler

Elementary I

Elementary II

Early Childhood

Elementary I/II

Secondary I/II

Elementary I

Elementary II Upgrade

Administrator

**Name:**

\_\_\_\_\_  
Last First Middle Preferred

**Birth Date**

\_\_\_\_\_

**Address:**

\_\_\_\_\_  
Street City State Zip

**Phone:**

\_\_\_\_\_  
Area Code Home Cell # Area Code Work

**Email:**

\_\_\_\_\_

**Emergency Contact**

\_\_\_\_\_  
Name Area Code/Phone

\_\_\_\_\_  
Street City State Zip

**Education:**

High School: \_\_\_\_\_ Date: \_\_\_\_\_

College/University: \_\_\_\_\_ Date(s): \_\_\_\_\_

Degrees Earned: \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

Montessori Credential(s): \_\_\_\_\_ Date: \_\_\_\_\_

Location(s): \_\_\_\_\_

Other Education/Training: \_\_\_\_\_ Date: \_\_\_\_\_

**Teaching Experience:**

Montessori

Public/Private

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Experience: \_\_\_\_\_

Interests/Talents: \_\_\_\_\_

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

**Staff Use:**

Accepted: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Application Fee Paid Check No. \_\_\_\_\_ Cash: \_\_\_\_\_ Money Order \_\_\_\_\_

Official Transcripts/Credentials  Recommendation Letters

# HOUSTON MONTESSORI CENTER

7807 Long Point Rd. Ste. 100  
Houston, Texas 77055

# Invoice

Please pay from this invoice/agreement.

Select your course and your payment agreement and sign below. Return form to the Houston Montessori Center.

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

\_\_\_\_ School districts and schools with adult learners can request an option one-time fee by site, for the cost of airfares and lodging instead of being billed separately for this added cost.

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

<u>PROGRAM (COURSE) Title</u>	<u>CLASS DATES</u>	<u>CLOCK HOURS</u>				<u>Total</u>
		<u>Onsite</u>	<u>Online</u>	<u>Practicum</u>		
Infant/Toddler (birth to 3)	June 14, 2020 - June 11, 2021	349	98	540	987	
Early Childhood (2.5 - 6)	June 14, 2020 - June 11, 2021	349	82	540	971	
Elementary I (6 -9)	June 14, 2020 - June 11, 2021	349	98	1080	1527	
Elementary II (9-12)	June 14, 2020 - June 11, 2021	349	98	1080	1527	
Elementary I/II (6 -12)	June 14, 2020 – June 11, 2021	487	98	1080	1665	
Elementary II (Upgrade)	June 29, 2019–December 5, 2020	175		NA	175	
Secondary I/II (12-18)	June 14, 2020 – June 26, 2021	443	101	1080	1635	
AMS Administrators Course	June 26, 2020 – November 13, 2021	272	84	1080	1436	

## PAYMENT AGREEMENT 2020 – 2021

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

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

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

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

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Signature of Adult Learner (Print Name)	Address	Date
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Name of Practicum Site (Print Name)	Address	Phone
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Person or sponsor responsible for payment	Address	Phone
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# CANCELLATION PROCESS

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

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

PLEASE BE NOTIFIED THAT  
NAME (PLEASE PRINT) \_\_\_\_\_

\_\_\_\_\_  
STREET CITY STATE ZIP

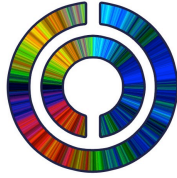
IS CANCELLING ENROLLMENT IN THE HOUSTON MONTESSORI CENTER  
Please circle the one that applies:

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

\_\_\_\_\_  
SIGNATURE DATE

FOR OFFICE USE:  WRITTEN WITHDRAWAL NOTICE RECEIVED ON: _____  DATE OF ENROLLMENT AGREEMENT: _____  DATE ON WHICH THE 72-HOUR CANCELLATION PERIOD WILL EXPIRE: _____  REFUND BY CHECK NO: _____  AMOUNT: _____  ISSUED TO: _____  DATE REFUND WAS ISSUED: _____
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**Houston Montessori Center**  
**7807 Long Point Rd. – Suite 100, Houston, TX 77055-3679**  
**Phone: 713-465-7670 Fax: 713-465-8577**  
**email: drbcoe@me.com**

**Elisabeth Coe, Ph.D.**  
**Executive Director**

**Elementary Survey**

**Name** \_\_\_\_\_

Do you have a Montessori credential at any level? \_\_\_\_\_

Will you be taking the overview in Houston June 11 - 15? \_\_\_\_\_

Practicum Site: \_\_\_\_\_

You must have 3 levels of students in your classroom. (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) Do you have these levels?

What level will you be teaching, Elementary I or II?

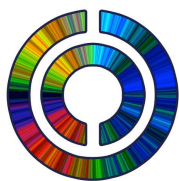
Will you be self directed or be in the classroom with a mentor, or team teaching?

How many students do you think you will have in the fall? \_\_\_\_\_

If you are with someone in the classroom, does she/he have 3 years of teaching experience after receiving the credential?

What are your greatest needs that you would like addressed this summer?

Anything else I should know?



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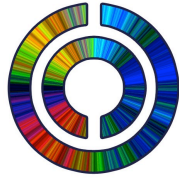
**Elisabeth Coe, Ph.D.**  
**Executive Director**

### **APPLICANT ESSAY FOR ELEMENTARY 6-12 COURSE**

Name \_\_\_\_\_ Date \_\_\_\_\_

On a separate sheet of paper, please answer any two of the following four questions and return to Houston Montessori Center along with the application.

1. Why do you want to be a Montessori teacher?
2. Describe your relationship with children for 6 to 12 years of age. Be specific about one recent experience.
3. Describe one poor and one good educational experience you have had.
4. When was a time you experienced real joy? Describe the situation and the experience.
5. Write about your approach to stressful situations.



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Executive Director

### **Admission**

#### **HMC Policies and Requirements for Elementary I Credential**

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

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

Those applicants who do not have an Early Childhood Montessori credential from a MACTE approved program must take the overview course. It is free to those taking the HMC Elementary I/II course. An independent study overview may be available with certain requirements upon request.

#### **Academic Course Components and Assessments** (Expected Performance and Standards for Completion)

1. Attendance and Active Participation in Academic Class.  
Required attendance is at least 80% of each course component and at least 90% of total clock hours of the course. All work should be made-up; however make-up work does not erase absences. To begin the practicum phases, 60% of the academic phase must be completed.
2. Class Work  
Complete and pass all written, performance, and manual assignments. List of assignments are in the adult learners' handbook and recorded on the Elementary I Assignments form. Organization of manuals must be completed. An instructor will return an assignment for a redo if it does not meet the standards.
3. Observations discussed at the end of the handbook.  
Complete five classroom observations, which are included in the handbook.
4. Yearlong Project included in the handbook.
5. Portfolio Rubric Form E1.  
Adult Learners will present a portfolio of activities of students during the practicum year of levels 1- 3 to an instructor and small group of peers. Adult learners will need to demonstrate competencies in all areas of the curriculum.
6. Final Presentation is explained in the handbook.

One must have completed all the attendance requirements and assignments in each of the subjects before taking the orals. The scoring scale for the final presentation is: pass or redo.

## **Practicum Requirements**

The practicum visits are observations (field consultant form) of the adult learner working in the classroom. Adult learners need to demonstrate competency and effective application of each of the course components and competencies during three minimum visits.

For the practicum, the adult learner must be in the classroom for at least 6 hours a day for 9 months with Elementary students ages 6-9. Adult learners must be able to implement many of the elements presented in the preparation course. If these criteria are not met, the adult learner will be asked to extend his/her practicum until requirements are met. Assessment is made by the field consultant and supervising teacher (if applicable). The practicum must begin within two years of the end of the academic phase. Adult learners complete a self assessment at the seminars.

Supervising teachers (teachers in the classroom) must have had three years of experience after their credential at the appropriate level. Otherwise, the adult learner is in a self-directed practicum. Each adult learner will receive three to five visits, monthly support through Edmodo, and any other support they may need.

The practicum site ideally is an AMS member school. The practicum site agreement, included, must be completed and returned to HMC. Please see the requirements in the practicum site agreement in the handbook. The adult learner will bear the cost of travel expenses and lodging if the school is over 100 miles from the site of the Houston Montessori Center location. HMC does not place adult learners in schools. We will supply a list of possible schools. All negotiations are made between the adult learner and the school, and HMC is not responsible for salaries, working conditions, or guarantees of occupational advancement, etc. It is the responsibility of the adult learner to notify the program director if opportunities for learning in the specified areas are not being provided at the practicum site.

## **Academic integrity**

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

## **Financial**

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

## **Time Period**

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

## **Grievance Procedure**

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

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

supervisory parties:

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

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

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

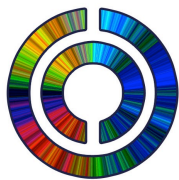
**Professional Development**

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

I understand the policies and requirements of the HMC Elementary I or Elementary I-II credential and have sought clarification if needed. I have received a copy of the HMC Adult Learners Handbook.

\_\_\_\_\_  
Signature /Print Name

\_\_\_\_\_  
Date



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Executive Director

### Elementary Practicum Site Agreement

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

### STANDARDS AND RESPONSIBILITIES FOR THE PRACTICUM SITE

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

\_\_\_\_\_ 1. **AMS Membership:** It is recommended that the practicum site is an AMS member school. Programs report practicum sites annually to AMS using the AMS Adult Learner Registration and Practicum Report Form.

*Alternative:*

\_\_\_\_\_ 2. **Non-Discrimination Policy:** The site must have a written non-discrimination policy for both children/adolescents and staff.

\_\_\_\_\_ 3. **Licensing:** The site must meet all applicable local, state, and federal regulations.

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

\_\_\_\_\_ 5. **Job Description/Contract:**

The site must provide a job description and a contract of agreement acceptable to the site, the adult learner, and the teacher education program. This job description or agreement should include the nature and type of remuneration given the adult learner, if any.

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

\_\_\_\_\_ 7. **Job Responsibilities:** Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours (i.e. janitorial services, before or after day care services, etc.). Adult learners may provide additional services outside their practicum hours if agreed upon by both parties.

\_\_\_\_\_ 8. **Age Range of Class: Elementary I, I-II, & II:** The class should contain children in the full age span for which the adult learner will be credentialed (6 through 9, 9 through 12, or 6 through 12), except in the case of a beginning class, which may contain an age span of less than three years. A plan will need to be made to have experience with the missing age level.

*Alternative:*

\_\_\_\_\_ 9. **Classroom Environment:** To ensure that the adult learner is able to implement the Montessori curriculum, the environment must be designed and equipped to meet the developmental needs of the children or adolescents served. The classroom must include appropriately-sized furnishings and a full array of recommended Montessori materials for the age range of the class, arranged on open shelves accessible to all children or adolescents. See the *AMS Suggested Materials Lists* for schools on the AMS website.

\_\_\_\_\_ 10. **Supervision:** Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and/or mentor. For a self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is minimum of three on-site consultation. Supervision of adult learners is provided by the supervising teacher and a field consultant or,

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

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

1. In the classroom with an approved supervising teacher
2. In a self-directed classroom with regular supervision by a qualified and approved field consultant :

\_\_\_\_\_ **11. The Montessori Uninterrupted Work Period**

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

**Overview**

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

At all levels, students with special needs may need unique considerations, such as:

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

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

At the **Elementary level**, a 3-hour uninterrupted work cycle, 5 days per week is optimal, and a 2- to 3-hour work cycle, 4 days per week, is the required minimum for AMS-accredited schools. During the uninterrupted work cycle, one should see students engaged in developmentally appropriate work. The work should include Montessori hands-on materials that are appropriate for the individual needs of each student. The teacher will be working with students individually and in small groups in hands-on engaging Montessori lessons. Students will be collaborating as they work on a task or research project together. Students are also managing work expectations. A contract, work plan, or work journal may be used to help with organization and time management skills.

At the Elementary level, full-class lessons should not take place during the uninterrupted work cycle. Rather, they should be presented before or after the uninterrupted work cycle. Outdoor play time, specials, and enrichment classes for the whole group should not interrupt and are not included in the work period. Circle time should also be held before or after the uninterrupted work cycle.

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

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

**Adult Learner** \_\_\_\_\_

**Name of School** \_\_\_\_\_ School AMS ID # (required if member) \_\_\_\_\_

**Address of School** \_\_\_\_\_

**If Applicable: Name of Supervising Teacher** \_\_\_\_\_

**Head of School** (Print Name) \_\_\_\_\_

**Head of School Signature** \_\_\_\_\_ date \_\_\_\_\_

Attached is the Characteristics of a Montessori Elementary Program

### **Characteristics of a Montessori Elementary Program**

Montessori education embraces the pedagogical principles and practices developed by Dr. Maria Montessori based on her extensive observations of children and her deep insights into the goals of education. This unique approach to education respects the individuality of each child within the classroom community, while fostering personal, intellectual, and social growth through a comprehensive range of age-appropriate developmental activities. The program for children aged six to twelve builds on the foundations of the Montessori early childhood program, and responds to their growing interest in the world beyond the classroom.

### **Developmental Characteristics of Children ages 6 through 12 years**

*Imagination is the great power of this age.*

Montessori, Maria, From Childhood to Adolescence

In comparison with the dramatic developmental changes in the preschool years and during adolescence, the elementary years represent a stable period of even growth. At this age, children are strong and well-coordinated, and enjoy physically active games. They have a great thirst for knowledge and can imagine things outside their immediate personal experience. Their new interest in the outside world is characterized by a passion for collecting, and by some big questions. They are interested not only in the highest, oldest, heaviest or longest things, but also in how and why everything came to be, what is good and bad, what is fair and just, and what will be their own role in life. The children openly and freely share their thoughts and enthusiasms, have a sense of humor, and take great pride in their accomplishments. This is the age of hero worship and the desire for close friendships, with efforts to negotiate, to debate and compromise in order to belong within the social circle of their peers. At the same time, they continue to admire their parents and do not question family values.

### **Philosophical Background**

Montessori emphasized that the goal of education is two-fold, to support the full development of individual potential, and to also support each individual in becoming a contributing member in a peaceful society. An education for life addresses physical, social-emotional and character development, as well as academic knowledge and career readiness. Montessori programs are planned to be responsive to the developmental stage of the children, and value self-confident, independent thought and action, as well as warm cooperation and respectful collaboration with others.

The Elementary Level Program stimulates the child's imagination and curiosity. Exciting stories about the origins of the world, the evolution of life and the history of human endeavor establish a frame of reference for further study in all subject areas. These stories of interconnected relationships and ecological interdependence, along with origin stories and inspirational biographies convey the message that every individual has an important role to play in the world, and inform classroom debates about morality and justice as children take increasing responsibility for their own actions within the community of learners. The Elementary program constitutes a cosmic education.

### **Age-Groupings**

Multi-age groupings are essential for a Montessori program, creating a sense of family, making competitive attitudes irrelevant, and guaranteeing the individualization of the curriculum for each child. Elementary I classrooms serve children ages 6 to 9 and Elementary II classrooms serve the age range 9 to 12, while some elementary classes group the full age range from 6 to 12. Optimally, one third of the group changes each year as the oldest children move on and a new group enters. When children stay in the same environment for a three-year cycle, the bonds and understanding between child and teacher are significantly strengthened and the children's sense of security gives them confidence and supports the development of leadership skills, as they take part in organizing community meetings and events, and make group decisions regarding classroom expectations and rules. The older children are role models and mentors for the younger ones.

### **The Classroom Environment**

The classroom environment is the work center and home base for the explorations of the children. A large carpeted open area allows for spreading out large-scale materials on the floor, as well as for whole group meetings. Furnishings in the surrounding space include large and small tables and varied seating options, from desk chairs to sofas. Classic Montessori materials and supplemental resources are displayed for visibility and easy access on open shelving and specialized storage racks, carefully organized by content area and sequence of lessons. Curriculum implementation also requires access to facilities for food



preparation, lab experiments and workshop activities, as well as storage for cleaning equipment, personal possessions and work in progress. Indoor plants and small animal habitats and an "outside classroom" provide resources for exploring plant and animal life and cultivating gardens. The environment is attractive, orderly, clean and well-maintained, a demonstration of respect for the people who use it.

## **Curriculum**

*To do well, it is necessary to aim at giving an idea of all the sciences, not in precise detail but only as an impression. The idea is to "sow the seeds of the sciences" at this age, when a sort of sensitive period for the imagination exists.*

Montessori, Maria, From Childhood to Adolescence

Great stories told by the teacher about the origins of the world, the evolution of life, and the history of human endeavor are the springboard for the entire elementary curriculum. This is a spiral-sequential curriculum as children hear the stories repeated each year and build on the knowledge they have internalized, delving deeper into the details, and seeing the connections more clearly. The wonder, appreciation and respect for nature and humanity that is inspired by the stories also contributes to the growth of personality and moral character that is intrinsic to the goals of the program. In all areas, the children progress through the three-year curriculum at their own pace with teacher guidance, support and oversight.

### **Cultural Knowledge**

Five great stories are presented annually early in the Elementary I classroom:

- The Origins of the Earth (Physics, Chemistry, Geology, Geography) –
- The Coming of Life (Evolution and Biology)
- The Coming of Human Beings (Human Evolution. History. Fundamental Needs of Peoples, Creativity)
- The Invention of Writing (Communication)
- The Invention of Numbers (Mathematics)

The stories are illustrated by charts, scaled timelines, and science demonstrations and artifacts, which are explored by the children throughout the year. The content of the subject areas that are introduced with the stories is further developed in lesson sequences using specific materials, and children have opportunities to select the topics they wish to investigate in greater depth. This follow-up work requires extensive reading and writing, culminating in reports that are presented to the whole class. At the Elementary II level, the focus shifts to the activities and accomplishments of people around the world, with studies of early civilizations, explorations, migrations, economics, and more advanced science.

### **Practical Life**

Competence in daily life and work involves social awareness and a variety of skills and habits that are modeled and practiced in the elementary classroom on a daily basis. Lessons and activities address health, safety and hygiene, grace and courtesy, cleaning and maintenance of the environment, food preparation, uses of technology and media, and nurture of plants and animals. Organization and good study habits are developed with clear expectations and tools such as work plans, daily agendas and calendar deadlines. Ground-rules ensure that the needs of individuals and the group are respected, and the children participate in delineating and enforcing the rules. Regular class meetings provide a forum for discussion, respectful expression of concerns and attempts at resolution.

### **Going Out**

Exploration of the world beyond home and school is an essential element of the elementary program. Valuable real-world experiences foster independence, self-reliance and cooperation, encompassing activities and observations in natural environments such as nature hikes, orienteering and camping, and activities in the community, such as volunteering, visiting museums and factories, and interacting with adults in their workplaces. These experiences are directly linked to curriculum content, and whenever possible, the children take a role in organizing the outside visits.

### **Literacy**

Most children enter the elementary classroom at the age of six years with basic writing and reading skills. The Montessori Elementary teacher is prepared to support each child's level of readiness by starting with lessons at the skill level of the individual. With increasing competence, children will read and write extensively throughout the day, as they immerse themselves in curriculum studies and prepare oral and

written presentations of their work. Specific language lessons and exercises strengthen vocabulary and spelling, clarify grammar and syntax, and practice comprehension and expression. A school library offers carefully selected fiction and non-fiction, to engage children in reading for both pleasure and information, while participation in regular group discussions develops the capacity to analyze, critique and express personal opinions and perspectives.

#### Math

Mathematical concepts are introduced one step at a time, using manipulative materials to promote a solid grasp of number relationships and operations before introducing written notation. At the elementary level, arithmetical operations are conducted with large numbers – up to one million - using materials that are increasingly abstract. The curriculum includes memorization of basic number facts, fractions, decimals, multiples, factors and divisibility, squares and square roots, binomials, trinomials, decanomials, prime numbers and negative numbers. Additional topics introduce ratios and percentages, algebraic equations, measurement, probability and estimation, statistics and graphs.

#### Geometry

Beginning with visual recognition of plane figures and solids, this curriculum explores the concepts of point, line and plane, the properties of triangles and quadrilaterals, congruent, equivalent and similar figures, perimeter, area, volume, and the theorem of Pythagoras.

#### Art, Crafts, Music

A variety of tools, media and techniques are demonstrated and used by the children for self-expression, for illustration of curriculum projects, and for construction and experimentation. Appreciation for art and music is encouraged by group discussions of prints of famous paintings and music recordings, while involvement in music is also supported with the tone bar material and opportunities for singing, playing instruments and lessons in notation.

#### **Daily Schedule**

An uninterrupted work period is key to ensuring that children have the time to settle into their tasks without being interrupted unnecessarily. The varied activities of the children demand focus, attention and concentration, so a daily time block of two to three hours is scheduled to protect the work flow. During this time the teacher observes, consults, and gives individual and small group lessons. The children work individually or collaboratively at their own pace. Classroom ground rules set specific limits, while encouraging autonomy. Freedom of choice, movement, and repetition are fostered throughout the child's day, while freedom is balanced with responsibility. Whole group activities such as class meetings, 'specials' and meals are scheduled outside the uninterrupted work period.

#### **Role of the Teacher**

##### The Lead Teacher

Montessori teachers have completed a highly specialized course of training for the age level of the classroom and are viewed as guides and facilitators of learning. The teacher designs and prepares the learning environment, entices interest in curriculum topics and gives clear lessons on the uses of the materials. Most lessons are presented to small groups while the other children in the classroom are working independently. Each child makes work choices based on an individualized weekly or monthly work plan that has been created in consultation with the teacher. The older children have significant responsibility for managing their workload and are held to expectations for timely completion.

The curriculum in each area is precisely sequenced, and the teacher keeps observation records of the interests and skill level of each child, which are regularly referenced to decide when to introduce the next activity. The number of lessons each child receives each week and the sub-groupings for lessons vary accordingly. The teacher supervises the class with a gentle, consistent demeanor, presenting a model of peace and kindness, grace and courtesy, respect and caring, while taking care to maintain a neutral, non-judgmental stance in interactions with the children, by avoiding any indication of competitive comparisons.

##### The Classroom Team

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

### Classroom Assistants

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

### Adult/Child Ratio

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

### Progress Reports and Outcomes

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

### Role of the Family

Parents and family members have an integral role in the education of every child, and ongoing communication between teachers and parents is of great importance for the child's welfare. Teacher/parent relationships in a Montessori school are strong because the child stays in the same classroom for three consecutive years, which affords ample time to develop partnerships of mutual trust. Parents can expect to be invited to meet with the teacher before their child enters the class, and to be invited to observe the classroom in action. Regular parent/teacher conferences provide opportunities for dialogue, assisting both parents and teachers in their understanding of the child's interests, activities and skills. In addition, parents are encouraged to attend school presentations on child-rearing topics, which often include discussions about ways the Montessori approach may be implemented in the home. Parents may support teachers by sharing their expertise in areas of study, by volunteering as chaperones on outings, and by providing assistance with special events. The visible presence of parents at school events also contributes to communicating their belief in the value of education to their children.

### References

#### Books

Montessori, Maria. *From Childhood to Adolescence*.

Montessori, Maria. *To Educate the Human Potential*.

Montessori, Maria. *The Advanced Montessori Method, Vol I, Spontaneous Activity in Education*.

Montessori, Maria. *The Advanced Montessori Method, Vol.II, The Elementary Material*.

Lillard, Angeline. *Montessori, the Science Behind the Genius*

Montessori, Mario Jr. *Education For Human Development*.

#### Articles

Baker, Kay. Optimal Developmental Outcomes for the Child Aged Six to Twelve: Social, Moral, Cognitive, and Emotional Dimensions, *The NAMTA Journal 26:1, Winter, 2001*

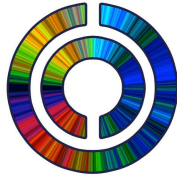
Grazzini, Camillo. Maria Montessori's cosmic vision, cosmic plan, and cosmic education, *The NAMTA Journal, 38:1, Winter 2013*

#### AMS Resources

*The Montessori Uninterrupted Work Period*: See [www.amshq.org](http://www.amshq.org) > School Materials

*AMS School Accreditation Standards and Criteria*: See [www.amshq.org](http://www.amshq.org) > AMS School Accreditation

*AMS Suggested Materials Lists*: See [www.amshq.org](http://www.amshq.org) > School Resources > Classroom Materials



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Executive Director

## **Supply List** **Elementary I/II**

**PLEASE LABEL ALL SUPPLIES WITH YOUR NAME**

### **For Journal Writing**

- 1 thick spiral bound notebook for journal writing

### **For Manuals**

- 6 two inch, three ringed binders (math, life science, geometry, history, physical science A/B, and physical geography)
- 2 three inch, three ringed binder (language and leadership)
- approx. 50 large tabbed index dividers with clear tabs
- approx. 50 smaller tabbed index dividers clear or colored to provide subsections for larger index dividers
- 1 pkg. notebook paper for taking notes

### **For Work Plan Folder and Geometry**

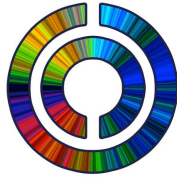
- 3 three-holed braded folders with pockets (one for work plans and two for geometry)

### **For Material Making**

- 10 sheets of white card stock (approx. 65 lbs of 8 1/2" x 11") (wait until you arrive to share with other members of your class)
- 1 ream of white copy paper (20 lb. bond) (wait until you arrive to share with other classmates)
- 1 plastic supply box with:
  - Scissors
  - Glue stick
  - Markers - felt tip or colored thin felt tips: red, black, light blue, dark blue, orange, pink, green, purple, and gold
  - Colored pencils
  - Single hole punch
  - Scotch tape
  - Highlighter
  - Liquid paper/ "White Out"
  - Ruler
  - Pencils/erasers/pens
  - Post it notes
  - Small plastic right angle triangle

### **General Supplies**

- Computer optional



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### **Housing Suggestions**

#### Commercial

Close to School of the Woods (2.5 miles from School of the Woods ):

Crowne Plaza – 7611 Katy Freeway, 77024, 713 680 2222

Holiday Inn Express and Suites – 7625 Katy Freeway, 77024, 713 688 2800

City Center (6 miles from School of the Woods)

Four Points Houston West, 10655 Katy Fwy, Houston, TX 77024,  
281 5014600

Galleria (7 miles from School of the Woods)

Aloft, 5415 Westheimer, 77056, 713 622 7010

Courtyard by Marriot, 2900 Sage Rd, 77056, 713 622 3611

Doubletree Suites, 5353 Westheimer, 77056, 713 961 9000

Hilton Garden 2900 Sage Rd., 77056, 800 230 4134

Homewood Suites, 2950 Sage Rd. 77056, 855 277 4942

Hyatt House 3440 Sage Rd., 77056, 713 629 9711

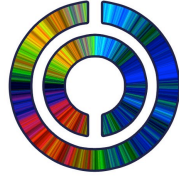
The following are Extended Stay America hotels - the rates are based on a

Each hotel is with 12 miles of the Center

11175 Katy Freeway, Houston 77079 [\(713\) 461-6696](tel:7134616696)

15385 Katy Freeway, Houston 77094 [\(713\) 461-6696](tel:7134616696)

4701 Westheimer, Houston 77027 [713. 355.8500](tel:7133558500)



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**AMS Teacher Scholarships**

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

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

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

Applications are available in the spring and due May 1.

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

