

General Information

THE IMPORTANCE OF THE MID-AMERICA MONTESSORI TEACHER TRAINING INSTITUTE

The Mid-America Montessori Teacher Training Institute (American Montessori Society affiliate, Montessori Accreditation Council for Teacher Education Certified) is designed to prepare the student teacher to enter a Montessori classroom ready to approach the child in a sensitive, positive manner. The Mid-America Montessori Teacher Training Institute serves the student in basic training, but also is a source for continuing educational advancement and support once the student enters the teaching profession.

The Mid-America Montessori Teacher Training Institute offers American Montessori Society (AMS) approved Infant-Toddler, Early Childhood, and Elementary I and Elementary I-II training programs.

Since 1960, the American Montessori Society has been the main source for meeting Montessori educational needs. AMS is a national, not-for-profit, non-discriminatory association dedicated to promoting quality Montessori education for all children. The national office is located in New York.

What to Expect

As a student teacher enrolled in the Mid-America Montessori Teacher Training Institute, you will be teamed with an experienced Montessori teacher in an approved classroom site. You'll learn to build trusting relationships with children and to create environments, which present a rich array of interactive experiences. Most importantly, you'll learn strategies to support and facilitate each child's development during those special wonder years. Our teachers are helping to develop autonomous, competent, caring, responsible individuals, not merely children with the "right" answers.

In our schools, Dr. Montessori's developmentally appropriate approach is designed to fit each child, instead of making each child fit the program. As a Montessori teacher, you will foster the maximum development of each child's abilities. You will set the stage and serve as a multi-faceted resource person. The children will do the rest.

Why Teach Montessori?

The educational philosophy of Dr. Maria Montessori enables you to become a facilitator in the life-long process providing children an atmosphere which nurtures them to grow. You will challenge children with opportunities for growing and developing, questioning and discovering, reasoning and judging. From your guidance, children will become mature and live meaningful personal and professional lives.

Aside from the wonderful opportunity to develop, motivate, and challenge the lives of children, the United States is likely to continue to have a shortage of Montessori teachers until at least 2020. Established Montessori schools are expanding, and public schools are increasingly recruiting Montessori certified teachers.

We will have a continued shortage of Montessori teachers at all levels for as far ahead as we can see--at least until 2020. This is especially true in America, with the President's goals and the involvement of everyone in Early Childhood Education.

The shortage of well-trained Montessori teachers continues to become more evident as more and more communities are requesting that Montessori schools be established. Despite the fact that Montessori schools have been multiplying faster than any other category of school, three out of four communities are still without a Montessori school in their midst. Added to this is the fact that established Montessori schools are seeking to expand and the public is pressuring for more Montessori public school teachers. The job openings outnumber teachers available better than two to one.

THE COMMUNITY AND FACILITIES

The Mid-America Montessori Teacher Training Institute was established in 1972 by Dr. LaVonne Plambeck to help meet the growing demand for Montessori teachers. Located in the center of the United States, Omaha offers the student many outstanding features: the theater, symphony, children's museum, ballet and opera. It is the home of the world-famous Boys Town, Henry Doorly Zoo and much, much more.

Omaha has three universities, four private colleges, two community colleges, law and medical schools and various trade schools.

The training programs and office are located at 12344 Pacific Street. You are encouraged to call the office to schedule a tour of these facilities consisting of a variety of elementary, early childhood, toddler and infant communities, prior to classes beginning.

THE PROGRAMS

The **Infant and Toddler** course of the Education Program qualifies the student to work with infants to age three. The **Early Childhood** credential qualifies the student to work with children ages two and one-half through six years. The **Elementary I** credential qualifies the student to work with children ages six through nine years and completion of the **Elementary I-II** course qualifies the student to work with children ages six through twelve.

All of the courses include lecture periods on Montessori child psychology, educational theory and practice, supervised practical sessions with apparatus and observations in approved Montessori classes. The Practicum, September through May, five days a week, is conducted in an approved Montessori environment, in all areas of the country.

At the successful completion of the program, the American Montessori Society issues a Montessori Certificate to teachers who have a Bachelor's degree from a four-year accredited US College or University. Associate Certificates for Infant-Toddler and Early Childhood candidates are issued to teachers who do not have the Bachelor's degree from a four-year accredited US college or University. **After July 1, 2013, graduates will receive credentials which will be active for five years. To reactivate the credential, graduates can visit the AMS website, amshq.org, with information of options for reactivation of credential. Mid-America does offer professional development opportunities by allowing Mid-America graduates to either revisit course components on campus or access to online delivery components. Mid-America also makes graduates aware of Montessori workshops provided by the Montessori Educational Centers, AMS and other regional Montessori organizations. We encourage graduates to continue to check our website, www.montessoriaccredited.com for current course schedules and professional development opportunities.**

Mid-America requires that students who do not hold a Bachelor's degree to sign a notice that the intern understands that local requirements for employment as an Infant & Toddler and/or Early Childhood teacher vary widely. The Associate Credential candidate will be responsible for verifying local regulations to determine qualifications for employment (such as a region or state's requirement for state teacher licensure or BA requirement). AMS strongly encourages holders of the Associate Credential to obtain a bachelor's degree within seven years of credentialing.

Applicants with a transcript from a non-U.S. regionally accredited college/university must be submitted to a recognized U.S. credentialing agency (e.g. a credentialing) agency that is a member of NACES-see www.naces.org for credit equivalency evaluation. If the evaluation determines the non-U.S. transcript to be equivalent to a Bachelor's degree or higher in the U.S., the adult learner will be awarded a full credential for the course level completed upon successful completion of the program. If the degree is determined to not be equivalent to a U.S. Bachelor's degree from a regionally accredited college/university, but meets the post-secondary educational standard in the state, province or country of issuance, the certificate will state the level of certification and country in which the degree was awarded.

BACHELOR'S OR MASTER'S DEGREE PROGRAM

Those seeking a Bachelor's or Master's Degree can find details on the <https://www.unk.edu> site.

INFANT/TODDLER PROGRAM (0 to 3 years)

Academic Entry: Sept. 2018 or January 2019 with proposed graduation date of June 2020

The first two years of life are the most important. Observations prove that small children are endowed with special psychic powers, and point to new ways of drawing them out, "literally educating by cooperating with nature." So here begins the new path, wherein it will not be the professor who teaches the child but the child who teaches the professor. Education for a New World. Dr. Maria Montessori

The Infant and Toddler Program will prepare adults to work with children from birth to three years of age. Classes meet for the Summer Academic phase at the Montessori Educational Centers, Campus, with access to its Infant and Toddler environments. The Philosophy/Child Development, EC Overview, and 20% of the Pedagogy are offered online as an alternative to attending the Omaha Campus for these components. These unique features of the program provide optimum learning experiences for each student. The program has two phases, which include academic preparation and a supervised internship. During the internship or practicum phase, students must participate in monthly online discussions and seminar sessions. Students may enter the course in September or January. Completion of the course can be 18-22months depending upon your chosen entry date.

THE ACADEMIC PHASE * online

- Montessori Philosophy*
- Child Development*
- Environmental Design
- Pedagogy* (*Six hours of class offered online*)
- Child, Family, Community
- Observation
- Program Leadership
- Personal Development

*Infant/Toddler students without Montessori Early Childhood 2.5-6 training from a MACTE accredited course must complete the Introduction to Montessori Overview class.

THE PRACTICUM PHASE - *SEPTEMBER-MAY*

Preparation of an Infant and Toddler caregiver involves both the acquisition of basic knowledge outlined in the academic requirements and the use of that knowledge in developing skills and competencies. Emphasis is placed on child development, procedures, philosophy and relationships. The practicum in the Infant and Toddler environment provides a laboratory for the implementation of the theory, philosophy and concepts that are presented in the environment. The process of reviewing and sharing the practicum experience may be completed if working in an environment under the supervision of an experienced professional or in a self-directed program as the lead caregiver on a weekly basis fosters absorption of knowledge, an enrichment of ideas and reflection on personal resources. Self-directed internships will need to arrange monthly mentoring from an experienced Montessori Infant-Toddler credentialed teacher and will need to participate in monthly online class discussions and seminars. The practicum requires that the intern participate five days a week, through two full semesters, for a minimum of four hours per day at an approved school site. The cost of three consulting visits is included in the tuition. Students who select a practicum site located more than 50 miles from the nearest qualified field consultant will be charged an additional fee to cover transportation expenses. If additional consultation visits are required by the training center, an additional fee will be required.

EARLY CHILDHOOD PROGRAM (2 ½ through 6 year)

Academic Entry: Sept. 2018 cohort will be provided by the University of Nebraska-Kearney

The work of the child consists of creating the human being that it has become. The adult works to improve his environment while the child works to improve himself. Dr. Maria Montessori

The Early Childhood Program prepares adults to educate children from 2 ½ through 6 years of age in an environment within the Montessori Philosophy. Students will be able to complete the Philosophy/Child Development, and portions of Practical Life, Sensorial, Math, Language components online if the applicant can provide evidence that they will have access to Montessori materials for practice for the online portion. Students can complete the practice sessions at our Mid-America campus as well. For those able to complete components online, students will then complete the academic phase in Omaha for three weeks. During the nine- month practicum, students must participate monthly online discussions and seminar sessions.

THE ACADEMIC PHASE

AMS Certificate Courses *Available online

- Montessori Philosophy *
- Child Development *
- Observation Techniques
- Classroom Leadership
- Parent Involvement
- Practical Life *
- Cultural/Science Studies
- Sensorial*
- Peace Education
- Language/Grammar*
- Mathematics *
- Art/Music/Movement

THE PRACTICUM PHASE - SEPTEMBER- MAY

The practicum usually begins upon completion of the Academic Phase. The program does offer flexibility to its students with regard to when the student completes the internship. The internship requires a minimum of four hours per day, five days per week for 9 months. A full day practicum is advised if possible. However, the faculty recognizes that students enter the course with diverse backgrounds and experiences. The goal is to provide quality teacher preparation. Supervised internships under the guidance of an experienced, EC credentialed teacher are encouraged, however, interns with bachelor's degrees may apply for self-directed internships. Self-directed internships will need to arrange monthly mentoring from an experienced Montessori Early Childhood credentialed teacher. Each student confers with the Practicum Coordinator to discuss and decide what is best for him or her. Interns must also participate in monthly online practicum discussions and seminars. The cost of a minimum of three consulting visits is included in the tuition. Students who select a practicum site located more than 50 miles from the nearest qualified field consultant will be charged an additional fee to cover transportation expenses. If additional consultation visits are required by the training center, an additional fee will be required.

THE ELEMENTARY I PROGRAM (6 through 9 years)

Academic Entry: Sept. 2018 cohort will be provided by the University of Nebraska-Kearney

Through manual activity the child reaches a higher level of intelligence; whoever has worked with his own hands has a stronger character. My experience has shown that if for some peculiarities of the environment, the child cannot make use of his hands, his character remains at a very low level, he remains incapable of obedience or initiative, and becomes lazy and sad, while the child who has been able to work with his hands shows a marked development and force of character. The Absorbent Mind by Dr. Maria Montessori

The Elementary I Program prepares adults to work with students from 6-9 years of age. Elementary adult-learners must provide proof that they have access to practice with Montessori materials (with the alternative of coming to the Omaha training site) before they will enter our blended online-campus course. Elementary adult-learners without Montessori Early Childhood 2.5-6 training from a MACTE approved training center must complete the *Introduction to Montessori Overview* class, as well. Philosophy/Child Development, Introduction to Montessori Overview, Geography/History, Biology/Physical Science, Language/Grammar, Math /Geometry are offered online Sept-May and must be completed before attending the required campus classes. Successful online learners will be required to attend the summer campus classes to complete the required academic components. **Students unable to successfully complete the online assignments will be required to schedule additional time on our Omaha campus at no additional cost, before the scheduled summer campus components. Attendance is required during the summer campus components before credentialing.**

THE ACADEMIC PHASE

AMS Certificate Courses *

- Philosophy/Child Development
- Classroom Leadership
- Curriculum Design/Strategies
- Practical Life
- Mathematics
- Geometry
- Language
- Geography
- History
- Physical Science
- Biology
- Integrated Arts (Practical Life, Physical Education, Performing Arts, Visual Arts)

THE PRACTICUM PHASE - September-May

(Students planning to complete the practicum in a 9-12 environment must complete a majority of the 9-12 classes before the practicum may begin).

Students seeking AMS 6-9 Certification must complete a full day, full week, nine-month practicum experience at an approved site. This may be done either as a self-directed internship in one's own classroom, or in partnership with an experienced supervising teacher. Students completing a self-directed internship will either need a local Montessori credentialed mentor (which can be the school administration) or arrange monthly consultation with the training center. The cost of three consulting visits is included in the tuition. Students must participate in monthly online discussions and seminars. Students who select a practicum site located more than 50 miles from the nearest qualified field consultant will be charged an additional fee to cover transportation expenses. If additional consultation visits are required by the training center, an additional fee will be required.

THE ELEMENTARY II PROGRAM (6 through 12 years)

Academic Entry: Sept. 2018 with proposed graduation date of Aug. 2020 for

The child experiences the joy of discovery. Thus, the child discovers his own freedom, his own order, his own discipline and his own liberty. Maria Montessori

The Elementary II Program prepares adults to work with students from nine years to twelve years of age. Portions of the El. II Math and Language are offered online with the remaining components completed during the summer at the Omaha campus. An Elementary I graduate from a MACTE accredited course may transfer to Mid-America to complete the Elementary II (9-12) components towards a MACTE-AMS Elementary I-II credential.

THE ACADEMIC PHASE *offered online

- Mathematics *
- Geometry
- Language/Grammar *
- Geography
- History
- Biology
- Physical Science

PRACTICUM PHASE – August - May

(Only if a practicum was not completed after the 6-9 academic phase.)

Students seeking an AMS 6-12 credential must complete a full day, five days per week, nine-month practicum experience at an approved site. This may be done either as a self-directed internship in one's own classroom or in partnership with an experienced supervising teacher. Students completing a self-directed internship will either need a local Montessori credentialed mentor (which can be the school administration) or arrange monthly consultation with the training center. Students must also participate in monthly online discussions and seminars. The cost of three consulting visits is included in the tuition. Students who select a practicum site located more than 50 miles from the nearest qualified field consultant will be charged an additional fee to cover transportation expenses. If additional consultation visits are required by the training center, an additional fee will be required.

ADMISSION PROCEDURES

An application form can be found on our website www.Montessoriaccredited.com

Application requirements:

- Completed application and \$200 application fee (After 72 hours from applying, only \$50.00 will be refundable)
- Two copies of official College or University transcripts sent directly to Mid-America*
- Three letters of recommendation
- Statement of your goals, as they relate to Montessori
- Your experiences with children to date, and description of your personality in relation to becoming a Montessori teacher
- Proof of meeting Nebraska's Background Check requirement

*Students with non-U.S. transcripts must provide previously stated requirements for review.

All of the above must be received before review for acceptance into the program. If the course is cancelled due to low enrollment, the \$200 application fee will be refunded within thirty days of cancellation.

ACCEPTANCE

Your acceptance will be based upon your qualifications and suitability will be determined based on the written application, previous academic record, references and personal interview. When all required information has been received, the Administrative Director will make a final review. The applicant will be notified regarding his/her acceptance into the training program.

The Institute admits students without regard to race, color, nationality, sex, age, physical ability, marital status, and creed or ethnic origin and provides all rights, privileges, programs and activities generally accorded to students. Each candidate for admission is considered individually and no single factor, such as rank in class or recommendation, will be a deciding factor. **Neither acceptance nor completion of a Mid-America Course guarantees employment, salary nor career advancement. Mid-America does not provide placement services.**

APPLICANT QUALIFICATIONS

Infant/Toddler and Early Childhood applicants must provide proof and transcripts of a high school diploma. Elementary applicants must provide proof of an American bachelor's degree or its equivalent. * For students with international transcripts, proof of previously stated requirements.

TUITION AND FEES

Non-refundable fees

Application fee (After 72 hours from applying, \$50.00 will be refundable)	\$ 200
2-year student membership in the American Montessori Society	\$ 230
MACTE Student fees	\$ 166

2018/2019 Tuition (Refunds will be made if student withdraws before they are given access to a web class or attends on campus)

Infant / Toddler	\$ 4940
+ EC Overview (for those who do not hold an EC Certification)	\$ 310

Early Childhood (See UNK Link)

Elementary I (See UNK Link)

Elementary II	\$ 4125
Field & Practicum Supervision (if not completed with Elementary I)	\$ 690

Other Expenses.

NOT INCLUDED in the above tuition amounts are the student's board and lodging, all books listed as pre-reading assignments, and materials required for the creation of the original exercises which are a part of our evaluation system.

Fees for Distance Practicum.

Students whose practicum student-teaching site is located beyond a 50-mile radius of the Omaha MMTTI training center may be subject to additional charges for travel by program faculty in making on-site assessment visits, and/or for field consultant supervision and instruction. The same is true for students engaging in a self-directed internship.

PAYMENT INFORMATION

All MMTTI tuition and fees, as well as MACTE and AMS fees must be paid to Mid-America before credentials will be issued.

PAYMENT METHODS

All applicants and/or their sponsor, will be emailed invoices by the accounting department. Invoices may be paid by mailing a check to the address below or online using the link provided in the email. Online payment may be made via credit card and/or bank account. Payments by Check or Money Order can be remitted to:

Mid-America Montessori Teacher Training Institute
Accounts Receivable
12344 Pacific Street
Omaha, NE 68154

PAYMENT SCHEDULE

Application Payment	\$200	due with application submission
AMS/MACTE fee Payment	\$386	due 30 days prior to class start

The above must be paid before entrance into the course will be granted.

TUITION PAYMENT PLANS - FOR COHORTS BEGINNING IN SEPTEMBER

One installment	100%	due September 1st
Two installments	50%	due September 1st
	50%	due June 1st
Four installments	\$150 finance fee due September 1st	
	25%	due September 1st
	25%	due December 1st
	25%	due March 1st
	25%	due June 1st
Ten installments	\$150 finance fee due September 1st	
	10%	due the first of each month-September 1st to June 1st
		(Only available for those with tuition more than \$10,000)

TUITION PAYMENT PLANS - FOR COHORTS BEGINNING IN JANUARY

One installment	100% due January 1st
Two installments	50% due January 1st 50% due June 1st
Four installments	\$150 finance fee due January 1st 25% due March 1st 25% due May 1st 25% due July 1st
Ten installments	\$150 finance fee due January 1st 10% due the first of each month-January 1st to October 1st (Only available for those with tuition more than \$10,000)

A charge of \$50.00 will be assessed for any returned checks.

Refund Policy

Refund Schedule for Tuition

You may find it necessary to withdraw/drop from MMTTI before the end of the course. The date that you start the withdrawal process is the official withdrawal date for the course and will be used to calculate the percentage of time you were enrolled and the percentage of tuition you are charged. The calculation will use the total number of calendar days you attended divided by the total number of calendar days of the enrollment period (minus authorized breaks of five days or more).

If you drop after the 41 percent point in the enrollment period, there is no tuition refund; you are responsible for the full amount.

The date of withdrawal is considered to be the date which the Institute office receives a written statement of withdrawal by the student. Students must send letter of withdrawal to BOTH Barb@OmahaMidAmerica.com AND Accounting@OmahaMidAmerica.com. Students failing to notify the office will forfeit any refund. Students dismissed from the course will also forfeit any refunds.

Refund Policy

Refunds are based upon the official first day of class. If you are eligible to receive a refund for withdrawal from class, you will be issued a refund within thirty days of receiving the letter of withdrawal.

Stop Payment Charge

MMTTI is not responsible for refund checks lost in the mail. In the event you do not receive your refund check and wish for us to issue a new check, a stop payment fee (currently \$25.00) will be deducted from the new check. Stop payment requests on refund checks will only be processed once the check has been missing for 10 business days from date of mailing.

Students who register at Mid-America Montessori Teacher Training Institute:

- Assume responsibility of full payment for tuition and fees generated from that registration, regardless of any sponsor agreements.
- Must keep a current mailing address for invoicing purposes on file with our accounting department. Failure to receive an invoice because of an incorrect address does not relieve responsibility of timely payments.

Failure to make satisfactory financial arrangements can result in delay of certification, denial of future registration privileges, removal from classes, and/or referral to a collection agency.

Students whose accounts are referred to a collection agency will be liable for all reasonable collection costs including attorney fees and other charges necessary for collection of this debt. Accounts referred to collections are reported to the credit bureau(s).

By registering for classes, students acknowledge receipt of this information and their acceptance of the associated responsibilities.

SCHOLARSHIPS

Scholarships are based on need and personal qualifications. An AMS scholarship applicant must apply to Mid-America Teacher Training Institute as a student and then apply to AMS for a scholarship. For an AMS scholarship, applicants must apply to Mid-America Montessori Teacher Training Institute by April 1 in time for the AMS May 1 deadline. These are two separate application processes. Please see the AMS website, amshq.org, for the AMS scholarship form, complete it and the Mid-America application forms. Please send all required information for both applications to the Mid-America office by April 1.

TRANSFER OF CREDIT

Mid-America will consider honoring credit of course components from other AMS and programs recognized by AMS (AMI, NCME and MACTE accredited) Montessori Teacher Training programs. Students transferring from AMS-affiliated programs must do so within the three-year time limit following the original academic phase and must be a current AMS member. Students from other AMS recognized programs must have a degree in keeping with AMS credential requirements, and a current AMS member or registered as an adult learner. All transfer students will be required to complete the Mid-America Philosophy class. The following items will be requested for consideration of course credits:

- Certificate of completion from previous course
- Course handbook
- Transcript or records of completion
- Montessori Albums, papers, exams
- Letters of recommendation from previous course
- Demonstration of proficiency
- Proof that the course component syllabi, practicum experience and instructor(s) meet AMS criteria.

HOUSING AND STUDENT SERVICES

Housing is available on the campus of the Nebraska Methodist College at 720 N. 87th Street. Information about housing can be found on the Methodist College website – www.MethodistCollege.edu. See our Mid-America’s website for details of the facility, www.montessoriaccredited.com

The Mid-America staff will be available for assistance in referrals for other services or academic counseling. All requests are kept confidential by the staff. You can contact us at barb@omahamidamerica.com or LaVonne@omahamidamerica.com

GRADING

Each assignment for Mid-America is graded as stated on the course assessments and syllabi. Students are made aware of their assignment scores with a copy of the assessment report given to the student after each assessment and/or by viewing the online gradebook. The Training/ Practicum Coordinator maintains an electronic student record of all grades and keeps the original assessment documents in the office file. A score of 3 or more is required for satisfactorily completing a course component.

5 = 91-100% 4= 81-90% 3=71-80% 2=61-70% 1=60% and below
0= No attempt made

ATTENDANCE

ATTENDANCE

Attendance is recorded by the instructor daily and reported to the Training Coordinator at the end of each course component. The instructor will make note of the time adult-learners are not present or participating in class appropriately during scheduled course components. The absence or non-participation in online or in-residence classes will be noted and reported to the Training Coordinator. Each individual adult-learner's attendance is recorded within the electronic gradebook by the Training Coordinator.

It is required that all adult-learners will attend and participate 100% during the scheduled dates and times for each course component, whether online or in-residence. However, we recognize that unforeseen circumstances do arise. If an adult-learner is unable to attend a scheduled course component, it is up to the adult-learner to contact the instructor to discuss how he/she will be able to make-up the missed lesson, time and work. If the adult-learner is not appropriately participating during the course component, he/she will not be considered present and the adult-learner will need to make up the unsatisfactory time. In residence campus sessions and online forum discussions and practice sheets are considered as part of the adult-learner's attendance. Adult-learners must participate in all required online forums. One late submission is permitted before needing to contact the instructor to determine how the forum discussion can be made up.

Adult-learners are expected to make up any missed class time or work. However, If the adult-learner misses or does not satisfactorily participate in 10% or more of any course component, the adult-learner must meet with the instructor and training coordinator to develop a make-up plan. The make-up plan may include additional time in-residence with the instructor (which will necessitate additional payment to the instructor by the adult-learner) or the adult-learner re-taking the course component the next time it is offered. The adult-learner will not be recommended for a credential until the course attendance and participation requirements have been met.

SATISFACTORY STANDARDS OF PROGRESS

Satisfactory progress requires that the student complete the certification program within three years from the beginning date of the academic phase with a quality point average of 3.0 or higher. A continuation fee may be charged if you do not complete your training within these deadline dates. You must contact the Training Coordinator or Administrative Director to discuss a continuation plan.

CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY



PRINCIPLE I - Commitment to the Student

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

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

PRINCIPLE II - Commitment to the Public

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

In fulfilling these goals, the educator:

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

PRINCIPLE III - Commitment to the Profession

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

In fulfilling these goals, the educator:

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

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

Adopted by the AMS Board of Directors October 1969. Expanded June 1975. Updated 2008 and 2010
281 Park Avenue South, NY, NY 10010

The American Montessori Society desires to define Montessori education as it is practiced in AMS accredited schools, taught in AMS teacher education programs, and articulated in AMS sponsored publications, symposia and conferences.



The American Montessori Society is committed to promoting quality Montessori education for all children from birth to 18 years based on these key concepts:

- The aim of Montessori education is to foster competent, responsible, adaptive citizens who are lifelong learners and problem solvers.
- Learning occurs in an inquiring, cooperative, nurturing atmosphere. Students increase their own knowledge through self- and teacher-initiated experiences.
- Learning takes place through the senses. Students learn by manipulating materials and interacting with others. These meaningful experiences are precursors to the abstract understanding of ideas.
- The individual is considered as a whole. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important.
- Respect and caring attitudes for oneself, others, the environment, and all life are necessary.

The Montessori teacher is educated in these areas:

- Human growth and development.
- Observational skills to match students' developmental needs with materials and activities. This allows the teacher to guide students in creating their individual learning plan.
- An open-ended array of suggested learning materials and activities that empower teachers to design their own developmentally responsive, culturally relevant learning environment.
- Teaching strategies that support and facilitate the unique and total growth of each individual.
- Classroom leadership skills that foster a nurturing environment that is physically and psychologically supportive of learning.

A Montessori classroom must have these basic characteristics at all levels:

- Teachers educated in the Montessori philosophy and methodology appropriate to the age level they are teaching, who have the ability and dedication to put the key concepts into practice.
- A partnership with the family. The family is considered an integral part of the individual's total development.
- A multi-aged, multi-graded, heterogeneous group of students.
- A diverse set of Montessori materials, activities, and experiences, which are designed to foster physical, intellectual, creative and social independence.
- A schedule that allows large blocks of uninterrupted time to problem solve, to see the interdisciplinary connections of knowledge, and to create new ideas.
- A classroom atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development.

Suggested Readings:

- *Montessori in Contemporary American Culture*. American Montessori Society. Heinemann Educational Books, 1991.
- John Chattin-McNichols. *The Montessori Controversy*. New York: Delmar Publishers, 1991.
- *Montessori Life*. A magazine published by the American Montessori Society.
- *Tomorrow's Child*. A magazine published by the Montessori Foundation.
- *Public School Montessori*. A quarterly published newspaper.
- *NAMTA Quarterly Journal*.

The American Montessori Society (AMS) is a non-profit education society founded in 1960 whose purpose is to help children develop their fullest potential through the educational principles of Dr. Maria Montessori. This includes the following: developing Montessori programs, accrediting schools, granting credentials, encouraging research, organizing seminars and symposia, and all other areas which relate the dissemination of Montessori philosophy.

116 East 16th. Street, New York, NY 10003

MID-AMERICA MONTESSORI TEACHER TRAINING INSTITUTE

CODE OF ETHICS AND RESPONSIBILITIES

Policy Statement

It is the intent of the Mid-America Montessori Teacher Training program to assure, as far as possible, that every employee and student has a safe and healthful place in which to work and study.

This objective can only be reached if every person pitches in and helps, for safety and security is everyone's job. Rules and recommendations are not aimed at the restriction of any person's activity, but are to assure the safety and security of all at our center. The support and attention of all staff, faculty and students is essential to obtain our objectives, which are directly geared to the prevention of injury to you.

Program Rights and Student Responsibilities

The Mid-America Montessori Teacher Training establishes that a student enrolling in the training program assumes an obligation to conduct herself in a manner compatible with the function of an educational institution. Any deviation from such expectation will be brought to the attention of the training program coordinator for immediate attention and consultation with the student. A consistent and serious deviation from basic, appropriate professional and responsible conduct can be grounds for dismissal from the program. An indication of the kinds of behavior considered appropriate follows.

- Enroll only out of your need and desire to learn rather than a wish to manipulate the course for other ends--getting a certificate without growth, or qualifying for financial aid because you'd rather not have a job.
- Be informed--be reading the information disseminated by the course.
- Take an active part in planning and executing your course of study within the context of stated requirements and existing institutional resources.
- Continually monitor your academic progress.
- Attend class and participate in other learning activities, come prepared and complete assignments on time.
- Embrace the principle of academic honesty. Make the training center aware if you need assistance in completing the coursework within the required time period.
- Dress appropriately within the school (practicum) setting.
- Respect the freedom of our staff to inquire, publish and teach.
- Respect the facilities and property of the course, including buildings.

CODE OF ETHICS AND RESPONSIBILITIES

In the area of finances, accepts the responsibilities to:

- Be informed--about the full cost, refund policies and financial stability of the program; by reading published statements on fees and policies and by consulting the administrators if you have questions.
- Read and fully comprehend contracts before signing them and to keep a copy of all contracts and receipts.
- Report tuition costs completely and accurately.
- Satisfy financial obligations to the program in a timely fashion.

In the area of admissions, the student accepts the responsibility to:

- Evaluate motives and goals relative to Montessori training and education.
- Be knowledgeable about other available courses/programs and assure yourself and the course that your enrollment is based on an informed decision.
- Represent yourself honestly in applying to the course. Make the training center aware if you know you will need assistance in completing the course work within the required time period.
- Complete the application process promptly by submitting requested materials and fulfilling pre-training requirements.

Reviewed and accepted October 2014

CODE OF ETHICS AND RESPONSIBILITIES FOR ONLINE MID-AMERICA MONTESSORI COURSE COMPONENTS

Policy Statement

It is the intent of the Mid-America Montessori Teacher Training Institute to assure, as far as possible, that every employee and student has a safe and healthful learning experience.

This objective can only be reached if every person helps for safety and security is everyone's job. Rules and recommendations are not aimed at the restriction of any person's activity, but are to assure the safety and security of all at our institute. The support and attention of all staff, faculty and students is essential to obtain our objectives, which are directly geared to the well-being of each individual.

Program Rights and Student Responsibilities

The Mid-America Montessori Teacher Training Institute establishes that a student enrolling in a course component assumes an obligation to conduct himself/herself in a manner compatible with the function of an educational institution. Any deviation from such expectation will be brought to the attention of the training program coordinator for immediate attention and consultation with the student. A consistent and serious deviation from basic, appropriate professional and responsible conduct can be grounds for dismissal from the course component and continuation within the Montessori program of study. An indication of the kinds of behavior considered appropriate follows:

- Enroll only out of your need and desire to learn rather than a wish to manipulate the course for other ends.
- Be informed-be reading the information disseminated by the institute
- Take an active part in planning and executing your course of study within the context of stated requirements and existing institutional resources.
- Continually monitor your academic progress and make the training center aware if you will need assistance to complete the required course work within the given time frame.
- Participate in online course activities and be prepared to complete assignments on time.
- Embrace the principle of academic honesty. Once access has been granted to you, do not share your password nor allow anyone else to participate in the class. If you have difficulty in accessing portions of the class, contact the Training Coordinator, barb@omahamidamerica.com immediately.
- Respect the freedom of our staff to inquire, publish and teach.
- Be respectful of all participants in this course.
- **DO NOT SHARE NOR REPRODUCE ANY PORTION OF THIS COURSE COMPONENT WITH OTHERS. All portions of this course are copyrighted and reproduction will be considered a violation of copyright laws.**

Revised October 2014

Student Ethics and Program Responsibilities

In order to preserve and protect the rights of students, the program makes a commitment to the following responsibilities.

In the area of academics, teacher education center will:

- Emphasize quality.
- Award credit where and only where it is due.
- Maintain clear written policies for accepting credit from other institutions.
- Disclose accurate information about the acceptability of credit for this course to other institutions.
- Ensure fair and reasonable academic evaluation, with grades and evaluations that are meaningful, timely and based on quality of student performance; to maintain transcripts or records of grades properly; to guarantee confidentiality and student access to records.
- Award certifications when they are merited; to inform students regularly of their academic progress and award certifications after all stated requirements are satisfied.
- Provide adequate facilities and services to support academic goals.
- Offer quality instruction through instructors who have appropriate training and expertise, are up to date in their fields, meet scheduled classes, come to class prepared and are available to students outside class.
- Describe course requirements in clear, specific and accurate terms, in written form; to ensure that requirements are educationally meaningful.
- Notify students of unusual features of the course that cannot be readily anticipated.
- Forgo unconditional changes in requirements for students who have already enrolled in the course.
- Offer course work that is comparable to its catalog description.
- Embrace the principle of academic honesty.
- Publish causes for dismissal in clear and specific form; to dismiss a student only for appropriate cause and after due process.
- Maintain all transcripts and records in files within the course office. Only staff members may have access to these files, although, students may gain access to their own files upon request.

Revised and accepted 2014

Student Ethics and Program Responsibilities

In the area of advertising, the program will:

- Publish advertising that is accurate, reliable, up to date and understandable.

In the area of finances, the program will:

- Inform students of the full cost of education.
- Employ fair and accurate published refund policies.
- Charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
- Assess reasonable tuition increases and provide notice of raises.
- Keep records of fees paid by each student.

In the area of admissions, the program will:

- Make available written policies on admission.
- Give prospective students as complete and accurate a picture of the course as possible, encouraging them to visit the facility and talk with staff and students.
- Maintain clear and specific policies on job placement services.

Arbitration/Grievance

The Mid-America Montessori Teacher Training Institute has arbitration procedures, which exist in order to, assure that the rights and responsibilities of all students are protected through orderly procedure. Students who wish to make an appeal must begin the process no later than one month after the beginning of the regular semester following the semester in which the decision was made. Students and faculty are expected to familiarize themselves with the Student Handbook procedures for grievance. However, student-to-student difficulties will be resolved with the help of the Training/Practicum Coordinator using problem solving techniques. Any grievance regarding the course may be presented to the Administrative Director in writing, who will call a grievance committee meeting within seven days of receipt of the complaint. The committee will be composed of:

- a. the student
- b. the person charged in the complaint
- c. a student representative (elected by the students during the academic session for the specific purpose of serving on the grievance committee)
- d. the Training/Practicum Coordinator
- e. the Administrative Director

If either the Administrative Director or the Training/Practicum Coordinator is part of the complaint, the other will chair the committee. The committee will attempt to solve the problem or reach a compromise. It must be understood that the content, meeting times, format, fees and instructors of the courses have been previously determined and are not subjects for grievance. The administrator must be free to adjust the schedule, if needed, within the usual academic hours.

An instructor who is dissatisfied and/or feels that these guidelines and procedures are not being followed, he/she should discuss the matter in question with the Training/ Practicum Coordinator. If an understanding is not reached, the matter shall be discussed with the Administrative Director. If concerns are not resolved, either party may contact any of the following: The MACTE Executive Director, Rebecca Pelton, 420 Park Street, Charlottesville, VA 22902, the AMS Teacher Education Coordinator, Gina Lofquist, 116 East 16th. Street, New York, NY 10003, the Program Director of Private Postsecondary Career Schools at the Nebraska Department of Education, Brad Dirksen, www.nde.-postsecondary

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

Reviewed and accepted October 2014

Mid-America Montessori Requirements for Credential

Before final transcripts will be sent to the AMS headquarters for processing and awarding an AMS credential the following requirements will be met:

1. All required entry forms, transcripts, letters of recommendations and previous certificates will be in the Mid-America files.
2. All required financial obligations to the Mid-America Montessori Teacher Training Institute and to any field supervisors for long-distance observations (over 50 miles) will have been paid.
3. Attendance-All students must attend at least 100% of stated clock hours of all classes and seminars.
4. Academic Work-All required standards must be met for required assignments and assessments. A student may be given the opportunity to revise the assignment within a reasonable period of time.
5. Observations-during the Practicum phase a student is required to complete several observations. The format will be discussed during the Observation Class. One observation must be done in another classroom at the same school. The other observations must be done at two different schools with one being at another grade level. Infant/Toddler adult learners must complete a fourth observation in another classroom, either Infant or Toddler level. Students must provide evidence of a minimum of twenty hours of observation during the internship, which includes observations at the above sites and within the internship classroom.
6. Yearlong Project – An approved research project will be completed and presented at the end of the practicum.
7. Seminars-After completing the academic phase, students must participate either online or in-residence seminars during the practicum phase. Students completing the course using the blended delivery must complete the required in-residence hours and classes at the Omaha campus.
8. Daily Journals-A journal of daily observations of the intern's environment will be maintained. It will be reviewed during the field supervision visits and the final seminar.
9. Case Study-A yearlong log of observations of development of one individual child, with a portfolio of selected work showing the child's progress will be presented at the final seminar or final supervision visit.
10. Practicum-The supervised practicum requires that the intern participate five days a week, through two full semesters, for a minimum of four hours per day. A minimum of 90% attendance is required for completion of this phase.

The completion of all the above requirements must be met within three years after the start of the academic phase. All students beginning the course Sept. 2018 must pay for and complete the course by August 1, 2021. Students beginning the course Jan. 2019 must pay for and complete by Jan. 2, 2022. If not paid in full and completed by this date, the intern may be asked to review classes with additional financial obligations for credential.

I have read the course manual, understand all the requirements for a MACTE-AMS credential and have asked for clarification for any areas for which I have concerns.

Adult Learner's Signature _____ Date _____

Printed Name of Adult Learner

Administrator's Signature

Care and Maintenance of the Training Center

To help each participant to internalize the philosophy of the Montessori environment, we will ask adult learners to maintain the following policies for care and maintenance of the training center facilities. Each staff member of the training center will be expecting adult learners to practice these policies whenever they are in a Mid-America training site. Our hope is that these policies will also become a part of each intern's practicum and eventual classroom environment.

Since children will be present in the school during training sessions, interns immediately become role models and should:

- Use only cooking facilities which are designated for interns to use. A refrigerator and microwave will be available for interns to use. A place for interns to eat will be designated inside or anywhere outside of the facilities will be available.
- Do not bring in food and drinks other than water into the training rooms
- The classroom has been carefully set-up by the Mid-America and school staff. It will be the responsibility of each intern to ensure the order and cleanliness of the training rooms is maintained throughout the course.
- During practice sessions, it is important that each intern practices and models a child's work cycle: Choose the work, do the work, return the work to its original location. If someone else asks to use the work, do not leave it out for them, as both of you should experience the complete work cycle. This helps students and interns learn where they have found the work and how to take responsibility for the maintenance of all pieces. We hope this will be a practice which each care-giver will present to each of the children. Training materials may not leave the facility without permission by the Training Coordinator, Barb. Jens
- Instructors will end each day with time to allow interns to evaluate and maintain the environment as it was found in the morning. As a courtesy to the instructor and peers, no one may leave until the community has agreed the environment has been restored.

**Mid-America Fall 2018–Spring 2020 Training Schedule
Infant–Toddler**

Online Weekly–(Option 1) Sept. 6–October 31, 2018	Philosophy/EC Overview
Online Weekly–(Option 1) November 1–Dec. 5, 2018	Child Development
Online Weekly–(Option 2) Jan.3–Febr. 27	Philosophy–EC Overview
Online Weekly–(Option 2) Febr. 28–March 27	Child Development
Online Weekly–April 4–May 1	I–T Philosophy/Pedagogy

Detailed Infant–Toddler Summer 2019 Campus Schedule

			June 12	June 13	June 14	June 15
			8:00–12:00 Personal Dev. 12:30–5:15 Personal Dev.	8:00–12:00 12:30–3:45 Pers. Dev. 3:45–5:15 Infant Dev.	7:45–11:45 12:15–2:45 Infant Dev 2:45–5:15 Infant Pedagogy	7:45–11:45 Infant Pedagogy 12:15–5:15 Infant Pedagogy
June 16 12:00–4:00 Exceptional Child	June 17 7:45–9:45 Infant Pedagogy 9:45–11:45 Guided Observation 12:15–2:45 Infant Pedagogy 2:45–5:15 Env. Design	June 18 7:45–9:45 Inf. En. Des. 9:45–11:45 Guided Observation 12:15–5:15 Infant Env Design	June 19 7:45–11:45 Peace 12:15–5:15 Infant Env. Design	June 20 7:45–9:15 Infant En. Design 9:15–11:45 12:15–5:15 Toddler Development	June 21 7:45–8:15 Toddler Dev. 8:15–12:45 1:15–5:25 Toddler Pedagogy	June 22 7:45–12:15 Toddler Env. Design 12:45–5:15 Toddler Env. Design
June 23 12:00–5:00 Toddler Environmental Design	June 24 7:45–9:45 Toddler Env. Design 9:45–12:45 1:15–5:15 Child, Family, Community	June 25 7:45–11:45 Observation 12:15–5:15 Child, Family, Community	June 26 7:45–11:45 Child,Fam, Comm. 12:15–5:15 Program Leadership	June 27 7:45–12:45 Prog. Leadership 1:15–5:15 Program Leadership	June 28 7:45–9:45 Prog. Leadership 9:45–11:45 12:15–2:15 Peace 2:15–5:15 Observation	June 29 8:00–9:00 Observation 9:00–12:00 12:30–1:30 Thematic Unit 1:30–4:30 Material Design
Practicum–Sept.2019–May 2020				Nine-month practicum and monthly online participation		

See <http://www.unk.edu> for EC and Elementary I 2018–19 schedule.

Proposed Elementary II 2018-19 Schedule

Online classes		Begins	Ends
September-Online	Language-Cultural Lesson 1	Sept. 13	Sept. 22
October-Online	Math-Lesson 1	Sept. 24	Oct. 17
	Language-Cultural Lesson 2	Oct. 16	Nov. 4
November-Online	Math-Lesson 2	Nov. 5	Nov. 25
December-Online	Math-Lesson 3	Nov. 26	Dec. 16
January Online	Language-Cultural Lesson 3	Dec. 17	Jan. 9
Jan.-Febr. Online	Math-Lesson 4	Jan. 10	Jan. 31
February-Online	Math-Lesson 5	Febr. 1	Febr. 21
March-Online	Language-Cultural Lesson 4	Febr. 22	Mar. 13
Mar-April Online	Math-Lesson 6	Mar.14	Apr. 6
April -Online	Math-Lesson 7	Apr. 8	Apr. 23
	Language-Cultural Lesson	Apr. 24	May 7
May - Online	Math-Lesson 8	May 8	May 26
	Cultural Lesson 6	May 28	June 10

Summer 2019 Required Omaha Campus Schedule

	June 17 8-12 History 12:30-5:15 Geography	June 18 8-12 History 12:30-5:15 Geography	June 19 8-12 History 12:30-5:15 Geography	June 20 8-12 Phys. Science 12:30-4:30 Biology	June 21 8-12 Phys. Science 12:30-4:30 Biology	June 22 8-12 12:30-3:30 Biology 3:30-5:15 Geography
June 23 11:30-3:30 Geometry 3:30-5:30 Math	June 24 8-12 Geometry 12:30-5:30 Math	June 25 8-12 Geometry 12:30-5:30 Math	June 26 8-12 Geometry 12:30-5:30 Math	June 27 8-12 Geometry 12:30-5:30 Math	June 28 8-12 Geometry 12:30-5:30 Math	June 29 8-12 Geometry 12:30-5:30 Math
June 30 12:00-4:15 Language	July 1 8:00-12:00 12:30-4:45 Grammar	July 3 8:00-12:00 Language				

