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# COURSE CATALOG



Mount Rainier Montessori Teacher Preparation (MRMTP)

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## MISSION STATEMENT/PHILOSOPHY

Mount Rainier Montessori Teacher Preparation is committed to providing adult learners with comprehensive instruction that is true to the Montessori method and philosophy.

Maria Montessori discovered that young children had amazing mental concentration and love for order. Her observations and discoveries included the desire for freedom of choice, repetition, and that there was no need for rewards and punishment. Additionally, Montessori found that children had a personal sense of dignity and should be treated with the highest level of respect. Montessori believed that there are sensitivities (windows of opportunity) to learn where the brain is most sensitive or apt to acquire certain knowledge. It is during these periods of sensitivity where the child can learn with greater ease. Certain activities and experiences should be presented to the child at these windows of opportunity.

Montessori went beyond the conventions of the day to seek a new way of knowing the child. Through her research and observation, she discovered the child's spontaneous energies. Montessori realized the vital importance of self-activity. Montessori approached the problems of education from the standpoint of modern physiology and psychology. She challenged the traditional classroom, introducing a peaceful classroom that allowed the child to interact with the environment and use materials as a means to learn. Montessori discovered the mental tendencies and inner drives of the child. Montessori often used the simile that a child's soul can be compared to soft wax; while at the same time she inveighed against the notion that the teacher must make use of this delicate plasticity in order to mold it. Dr. Montessori compared the child's mental development to a series of metamorphoses; and insisted that each child should have what he/she needs at that stage without thinking about the future. The significance of these tenets is substantial to society in understanding how the child is a capable, independent, and intelligent being—a key to a more peaceful world. The genius of Montessori has not merely showed us the inner significance of the child's work, but the conditions necessary for its accomplishment. Further, she has proved that given these conditions, the "awakened" child develops a higher type of personality—a ready foundation for building up a normalized adult. This is Montessori's great achievement, "the discovery of the child." This is our hope for the future.

Throughout this course of study, the adult learner will be immersed in the Montessori philosophy and up-to-date research into child development. From this, they will learn the "Montessori Method" of instruction, creating a prepared environment. Once the environment exists the adult will become the link between it and the children. This requires knowledge, passion, commitment, observation, patience, and practice.

In addition to the academic phase of the Montessori training, the adult learner must complete the practicum portion of the course which will enable them to fully apply the Montessori Method of Education into their daily practice.

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## History/Accreditation/Affiliation

Mount Rainier Montessori School was founded by Diana Mamerto Holz who has been teaching adults in Early Childhood Education for more than 35 years. After receiving her Montessori certification at Spring Valley Montessori and the University of Puget Sound, she started teaching her own staff at Green River Montessori School on how to follow the Montessori philosophy. This was first in conjunction with Renton Technical College and later at Green River College in their Early Childhood Education department where she was a tenured faculty member and Program Director for Early Childhood Education. This led to the creation of a full-year Montessori certificate approved by the Northwest Commission on Colleges and Universities. Diana worked diligently to have the training program MACTE approved with AMS affiliation; however, she was unable to get approval from the college to move forward. In June of 2021, after 30 years at the college, Diana retired and set out to engage in the self-study MACTE accreditation with AMS affiliation. The application is in Good Standing with the Montessori Accreditation Council for Teacher Education (MACTE). Please note that **Good Standing status in no way determines the outcome of the accreditation decisions by MACTE.**

MRMTP is affiliated with the American Montessori Society (AMS), the largest international teacher education organization, and accredited through the Montessori Accreditation Council for Teacher Education (MACTE). AMS and MRMTP honor diversity and pluralism. MRMTP advocates Anti-Racism, Diversity, Equity, and Inclusion with a commitment to becoming an anti-racist institution. Adult learners will examine their own and others' identities (race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture), institutional roles, behaviors, and cultural perspectives, as these relate to power and privilege in the advancement of equity and social justice.

There is a commitment to assist the adult learner in becoming a highly capable Montessori teacher. MRMTP offers all components required to receive a Montessori credential. Seminar instruction includes lectures, demonstrations, small group discussion, videos, adult learner presentations, and supervised practice. All required Montessori materials will be demonstrated by instructors and are available during class practice times for adult learners. The classroom is ADA accessible.

The training is taught on Zoom and online. Seminars are held monthly on weekends to comply with the in-person instruction required by both MACTE and AMS. Practicum placement is available at Green River Montessori School and at Montessori schools in the greater Puget Sound area.

The MRMTP teaching team welcomes you to attend an orientation to learn more about the program. Orientations are held monthly on Saturdays. Please contact us for dates and times.

Best regards,

Diana Mamerto Holz, M.A. Ed D (abd)

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## **INFANT AND TODDLER CREDENTIAL – BIRTH TO THREE YEARS OF AGE**

The MRMTP Infant and Toddler course presents Montessori philosophy and pedagogy; child development; environmental design for both infants and toddlers; child, family, and community; program leadership; observation; and personal growth and development. The academic phase offers the student the knowledge, understanding and practical skills needed to prepare an environment that nurtures the physical, spiritual, social, emotional, cognitive, and communicative development of the child from birth to three-years-old.

Respect for the individual, support of family, and differences in developmental pace are emphasized. Other aspects of the adult's role, including parent education and auxiliary staff training, are addressed. The nine-to-twelve-month practicum provides the student teacher with an opportunity to practice and refine the learning experienced in the academic phase.

### **ACADEMIC PHASE**

The courses covered in the program are Philosophy, Pedagogy, Environmental Design, Child, Family and Community, Observation, Personal Growth and Development, Program Leadership, and Child Development.

Students without an approved Early Childhood Credential will also take an additional 40-hour online Early Childhood Overview class prior to or immediately following the Infant Toddler course.

### **PRACTICUM PHASE**

The practicum phase provides the adult learner with work experience in a Montessori classroom for the purpose of applying theoretical knowledge. Adult learners are under the guidance of a MACTE Montessori-certificated instructor. Practicum experience allows the adult learner to practice and apply strategies that have been introduced during their course of study. The adult learner will have the opportunity to observe a good model of the Montessori method in action. The training offers three Practicum models at the Infant and Toddler Level. You can work with infants (birth to 18 months), with toddlers (18 - 36 months), or with both infants and toddlers.

The adult learner is allowed to begin the practicum experience at or after the start of the academic phase. It requires approximately three-and-a-half hours per day, five days per week in a Montessori Infant Toddler classroom. This totals a minimum of 540 hours of class preparation work, teaching, cleanup, meetings, parent conferences, and other related experiences. Ideally, the practicum will be working under the supervision of an experienced, credentialed Montessori teacher. In special cases, it may be working as the lead teacher in the classroom. This will extend the internship from 9 months to 12 months or longer. During the practicum phase the adult learner will be observed and will receive on-going, written feedback by the Practicum Instructor.

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## **COURSE DESCRIPTION – INFANT/TODDLER**

The class descriptions, student-faculty contact hours and type of instruction are as follows:

**Montessori Philosophy** (32 hours) Examines the life and work of Maria Montessori with a focus on the very young child. Students will read and discuss Montessori texts and her views on the nature of the child and the learning process, the goals of education, “planes of development”, the vital concepts of the “absorbent mind” and the “sensitive periods”, the “spiritual embryo,” the role of adults, independence, and the idea of the ‘nido’ as a learning environment. (Online Lecture, discussion, small group activities)

**Montessori Pedagogy** (26 hours) Makes the connection between Montessori philosophy and environmental design as the basis for Montessori pedagogy (the art, science, and practice of teaching). This course details “why we do what we do” and “how we do what we do” and includes everything we do with and for the children. (Lecture, discussion, practice)

**Environmental Design** (38 hours) Explores the importance of the environment as the basis for growth and development as a key concept of the Montessori approach. Montessori teachers devote great attention to the preparation of environments that will facilitate the physical, social, emotional, spiritual and cognitive development of children from birth to three. The design of environments that nurture infants and toddlers will be addressed with reference to space, aesthetics, furnishings, manipulative materials, age groupings, human interactions, adult-child ratios and safety. (Discussion, observation, practice, presentations)

**Child, Family and Community** (16 hours) Focuses on the relationships caregivers have with families and the community. Students discuss the emotional bridges built consciously and unconsciously with children and their families. Topics include the psychology of parenthood, interactions with parents, health and nutrition, and community resources. (Lecture, discussion, role-play)

**Observation** (24 hours) Offers techniques and guided practice in formal and informal observation of children, record keeping and interpreting the behavior of infants and toddlers in various settings, including part-time and all-day programs.) Includes 12 hours academic contact time and 12 hours of independent field observations completed outside of class time. (Online lecture and learning, guided practice, independent work, videotape)

**Personal Growth and Development** (15 hours) Supports the personal and professional growth of students during the academic phase, and the student teacher practicum. There will be sessions to prepare for the year’s coursework and the practicum expectations, as well as opportunities for students to express feelings and ask questions about their role as caregivers of very young children. Professionalism, ethical behavior, leadership, stress management, communication strategies, and personal time management are addressed. (Online learning, lecture, practice, discussion, video).

**Program Leadership** (16 hours) Students will explore all facets involved in the operation of a school or childcare center from an administrative perspective, including such topics as scheduling, administrative support, and family and student needs. Topics on communication, discipline and problem-solving will be discussed as well as an examination of diversity in all its forms. (Online learning, lecture, discussion, role-play)

**Child Development** (45 hours) Focused on the child’s innate ability to grow and develop from conception to three years. Review the latest research in development, including the neuroscience of language, physical and emotional development. The cognitive learning theories of Piaget, the stages of emotional development of Erikson, Mahler and Greenspan, Caplan’s work on physical and language development, the attachment studies of Ainsworth and the development of positive self-esteem will be discussed. All these theories will be studied as elements of the overall philosophy of Maria Montessori concerning the child as the ultimate constructor of the self. (Lecture, discussion, video, small group activities)

**Early Childhood Overview** (online 40 hours) (For students without MACTE-recognized Early Childhood Credential only) This overview course covers Montessori Philosophy, the role of the adult, classroom management, Practical Life, Sensorial, Language and Math as they apply to children in Early Childhood. Students will observe Early Childhood settings. They will receive instruction in the application of this knowledge for older children in the Toddler program.

**COURSE SEQUENCE BY QUARTER – INFANT/TODDLER**

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| <p><b>January 6-March 23</b><br/>60.5 Hours (11 Weeks)<br/>Online – 12<br/>Zoom - 11<br/>Independent – 6<br/>In-person – 31.5<br/>In-person dates: 1/11, 1/12, 2/8, 2/9, 3/8, 3/9<br/>Spring Break – March 24-30</p>   | <ul style="list-style-type: none"> <li>• Montessori Philosophy -10 Hours</li> <li>• Personal Growth &amp; Development - 12 Hours</li> <li>• Child Development – 11 Hours</li> <li>• Montessori Pedagogy – 15.5 Hours</li> <li>• Observation (Academic) – 6 Hours</li> <li>• Observation (Independent) – 6 Hours</li> </ul> |
| <p><b>March 31-June 15</b><br/>60.5 Hours (11 Weeks)<br/>Online – 12<br/>Zoom – 11<br/>Independent – 6<br/>In-person – 31.5<br/>In-person dates: 4/5, 4/6, 5/3, 5/4, 6/7, 6/8<br/>Summer Break – June 16-August 17</p> | <ul style="list-style-type: none"> <li>• Montessori Philosophy -10 Hours</li> <li>• Observation (Academic) – 6 Hours</li> <li>• Observation (Independent) – 6 Hours</li> <li>• Child Development – 11 Hours</li> <li>• Environmental Design – 27.5 Hours</li> </ul>  |
| <p><b>August 26-28 (3 days) Summer Intensive</b><br/>In-person -21 Hours - 8:45-4:30</p>   | <ul style="list-style-type: none"> <li>• Environmental Design – 10.5 Hours</li> <li>• Montessori Pedagogy – 10.5 Hours</li> </ul>  |
| <p><b>September 20 – December 7</b><br/>70 Hours (11 Weeks)<br/>Online – 17<br/>Zoom - 11<br/>In-Person – 42<br/>In-person dates: 9/20, 9/21, 10/18, 10/19, 11/8, 11/9, 12/6, 12/7</p>                                 | <ul style="list-style-type: none"> <li>• Program Leadership - 16 Hours</li> <li>• Montessori Philosophy -12 Hours</li> <li>• Child Development – 23 Hours</li> <li>• Child, Family, Community -16 Hours</li> <li>• Personal Growth &amp; Development - 3 Hours</li> </ul>  |

In-person meetings are once a month: Saturday & Sunday 9-3:00pm w/45-minute break (5.25 each)  
126 In-Person Hours, 41 Online, 33 Zoom, 12 Independent. **Total Course Hours: 212**  
**Practicum Hours: 540 Hours**

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## **THE EARLY CHILDHOOD CREDENTIAL: TWO-AND-A-HALF TO SIX-YEAR-OLDS**

The MRMTP Early Childhood course is a study of Montessori philosophy and curriculum, and of the developmental and cultural factors that impact a classroom composed of two-and-a-half to six-year-old children. The academic phase offers the knowledge and practical skills needed to prepare an environment that nurtures the physical, spiritual, emotional, and cognitive development of the young child. Respect for the individual, support of family, and differences in learning style and pace are emphasized. Other aspects of the teacher's role, including parent education and auxiliary staff training, are addressed. The yearlong practicum provides the student teacher with an opportunity to practice and refine the learning experienced in the academic phase.

### **COURSE OBJECTIVES – EARLY CHILDHOOD**

This Montessori certification course includes two phases: 1) the academic work, and 2) the practicum (student teaching). The purpose of both phases is to help students develop the knowledge, understanding, philosophical base, and practical skills necessary to become competent Montessori teachers. The MACTE competencies for the Early Childhood Teacher Candidate are the guidelines by which a student's performance is judged. Failure to complete any component of the course means that a student lacks vital knowledge or skills, and results in temporary or permanent withholding of certification.

### **ACADEMIC PORTION**

The academic portion of the Early Childhood course provides 338 hours of instruction. One hundred and fourteen (114) hours will be delivered online, 200 in-person, and 24 independent.

**Practicum:** Practicum may be conducted concurrently with the academic instruction or during year two. The intern is required to work in an approved Early Childhood Classroom with children Monday through Friday for minimum of 540 hours, four hours a day for one academic year. It is required that interns participate in responsibilities that directly relate to being a Montessori Teacher, such as Parent Teacher Conferences and Parent events. This course can be completed in 12 months if adult learners complete all requirements. Adult Learners do have an option to complete the course over two academic years without incurring any additional tuition, MACTE or AMS fee. This option requires attendance in the Academic instruction the first year and the Practicum the second year. Independent Study requirements must be completed during the adult learner's first year of study.

**Child Development Prerequisite** A 3- to 5-credit (quarter hours) college course in Child Development is required of all students. The course must cover physical, emotional, social and cognitive development of children from the prenatal phase through at least pre-puberty, and preferably through adolescence. A grade of 2.5 or higher is required. Ideally this requirement is completed before the MRMTP training course begins. If a student does not have this course, it can be obtained by taking a Child Development course, prior to the start of classes. Certification cannot be granted until this requirement is met. Colleges offer a course, EDUC& 115 Child Development every quarter. This course is offered online, including WAOL options.



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## EC COURSE DESCRIPTIONS

Class descriptions, student-faculty contact hours and types of instruction are as follows:

***Practical Life*** (36 hours) This course examines how the everyday living activities of the Montessori classroom develop the order, coordination, concentration, and independence which are foundational executive skills supporting healthy development and future achievement. Emphasis is on application of Montessori principles in designing and facilitating activities and on the design of the Montessori classroom environment. (Lecture, discussion, demonstrations, material design, practice).

***Sensorial*** (38 hours) Shows how the child's senses, learning approaches and pre-academic skills in math are refined and developed through specific materials developed by Montessori. (Lecture, discussion, demonstrations, material design, practice).

***Language*** (40 hours) Explores the many aspects of a language-rich environment that facilitates young children's language growth, including reading aloud to children, vocabulary development, oral language, phonemic awareness, phonics, writing and early reading. (Lecture, discussion, demonstrations, material design, practice)

***Mathematics*** (38 hours) Demonstrates the materials and approach for developing the "mathematical mind" as well as pre-math and arithmetic skills, exploration of the decimal system and place value. (Lecture, discussion, demonstrations, material design, practice)

***Physical and Life Science*** (8 & 16 hours) Includes the philosophy and rationale for introducing these subjects to young children with the goal of developing awe, wonder, and respect for the natural world. Introduces the nomenclature and observation of the plant and animal worlds, as well as some basic features of earth and physical world. These areas also lay the foundation for deeper cosmic education in the elementary years. (Lecture, demonstration, discussion, practice)

***Social Studies*** (16 hours) Includes geography, history, Montessori's concept of "Cosmic Education", and hands-on use of materials, with material making. Discussion and presentation of materials for anti-bias, multicultural, multi-ethnic curriculum and activities for the classroom are included. (Lecture, discussion, demonstrations, material design, practice)

***Classroom Leadership/Learning Differences*** (30 hours) Introduction to the many activities required for effective leadership of a classroom and a school, including: preparation of the environment, scheduling, evaluation of children, techniques for discipline, communication with staff, conflict resolution, planning, health and safety issues, and relations with government agencies. Includes a two-hour overview of the toddler level and eight hours devoted to children with special needs. The introduction to the practicum experience is included in this course. (Lecture, discussion, role-play)

***Montessori Philosophy*** (32 hours) Provides an overview of the basic philosophical ideas of Montessori, including relationships of Montessori's ideas to those of other educational philosophers. Montessori's views of the development of the physical, social, intellectual, moral,

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and spiritual aspects of the child are examined. This class includes historical perspectives on Montessori and the Montessori methods as well as an overview of the fundamental philosophical and theory aspects of the Early Childhood and Toddler level. Follow up- sessions during the year will present a comprehensive view of education for peace including activities for developing emotional and moral intelligence and social skills. Another session will examine the spirituality of the child and teacher. (Lecture, discussion, practice)

**Observation** (32 hours) Offers techniques and guided practice in observation of children, record keeping, identifying, and supporting special needs students. Includes 12 hours of academic content, and 20 hours of independent observations completed outside of class. (Lecture, discussion, demonstrations, field observations, videotape).

**Child Development Update** (8 hours) Provides a review of recent research on key aspects of development focused on this age range as they relate to Montessori's writings about the plane and impact practice in the classroom. NOTE: This does not substitute for the Child Development prerequisite. (Lecture, discussion, practice)

**Art** (16 hours) Provides exploration of numerous art media and techniques, including classroom set-up and general techniques, as well as the Montessori philosophy of art. (Lecture, discussion, practice)

**Music** (8 hours) Provides exposure to teaching rhythm, singing, instruments, and the Montessori bells. (Lecture, demonstration, whole class creative work)

**Movement** (8 hours) This class is designed to present the philosophy and rationale for movement in the Early Childhood classroom. Students will learn, practice and plan for movement activities including body-awareness, line activities, and games. Students will learn to design a movement curriculum for early childhood including large group, small group, and individual lessons. Students will learn to design a movement shelf, with materials available to children throughout the work period. (Lecture, demonstration, practice, creative work)

**Parent Involvement/Education** (8 hours) Provides an in-depth look at the parent-teacher partnership, and its critical role in supporting the child in a Montessori environment. Topics include establishing and maintaining trust, communication essentials, and providing information on progress via informal updates, conferences, and progress reports. Effective collaboration methods, parent education techniques, and the teacher's role in student retention will be included. Finally, understanding and supporting children and parents through challenging life events will be addressed. (Lecture, discussion, demonstrations, role play, field observations, videotape)

**Early Childhood Year-long Project** (4 hours) The year-long project involves the intern in independent research, curriculum development, design, and creation of materials for a unit in support of the early childhood curriculum. The unit must integrate all curricular areas of the classroom and is implemented in the intern's classroom during the two weeks of head teaching in the spring of the internship year. The unit is presented to the instructor and cohort on the last day of class in June. (Research, planning, material design and reflection)

**COURSE SEQUENCE BY QUARTER – EARLY CHILDHOOD (2025 Schedule)**

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| <p><b>January 6 -March 23</b><br/>           92 Hours (11 Weeks)<br/>           Online/Zoom –51<br/>           Independent - 5<br/>           In-Person – 36<br/>           In-person dates: 1/11, 1/12, 2/8, 2/9, 3/8, 3/9<br/>           Spring Break – March 24-30</p>  | <ul style="list-style-type: none"> <li>• Montessori Philosophy - 8 Hours</li> <li>• Leadership/Learning Differences – 2 Hours</li> <li>• Practical Life - 36 Hours</li> <li>• Sensorial -38 Hours</li> <li>• Observation - 3 Hours (Academic)</li> <li>• Observation – 5 Hours (Independent)</li> </ul>  |
| <p><b>March 31-June 15</b><br/>           88 Hours (11 Weeks)<br/>           Online/Zoom –47<br/>           Independent – 5<br/>           In-Person – 36<br/>           In-person dates: 4/5, 4/6, 5/3. 5/4, 6/7, 6/8<br/>           Summer Break – June 16-August 10</p> | <ul style="list-style-type: none"> <li>• Montessori Philosophy - 8 Hours</li> <li>• Leadership/Learning Differences - 2 Hours</li> <li>• Language - 40 Hours</li> <li>• Mathematics - 30 Hours</li> <li>• Observation – 3 Hour (Academic)</li> <li>• Observation - 5 Hours (Independent)</li> </ul>  |
| <p><b>August 11-28<sup>th</sup></b><br/>           70 Hours (3 Weeks)<br/>           Online/Zoom – 14<br/>           In-Person - 56</p> <p><b>In-Person (7 days)</b><br/> <b>8-4:30 (M-TH &amp; T-TH)</b><br/>           8/18, 8/19, 8/20, 8/21, 8/26, 8/27, 8/28</p>      | <ul style="list-style-type: none"> <li>• Montessori Philosophy – 8 Hours</li> <li>• Music - 8 Hours</li> <li>• Movement - 8 Hours</li> <li>• Physical &amp; Life Sciences - 24 Hours</li> <li>• Leadership/Learning Differences – 6 Hours</li> <li>• Observation – 3 Hour (Academic)</li> <li>• Observation – 5 Hours (Independent)</li> <li>• Mathematics – 8 Hours</li> </ul>  |
| <p><b>September 27-December 7</b><br/>           88 Hours (11 Weeks)<br/>           Online - 31<br/>           Independent – 9<br/>           In-Person – 48</p> <p>In-person dates: 9/20. 9/21, 10/18, 10/19, 11/8, 11/9, 12/6. 12/7</p>                                  | <ul style="list-style-type: none"> <li>• Montessori Philosophy – 8 Hours</li> <li>• Social Studies - 16 Hours</li> <li>• Parent Involvement – 8 Hours</li> <li>• Leadership/Learning Differences – 20 Hours</li> <li>• Observation – 3 Hour (Academic)</li> <li>• Observation – 5 Hours (Independent)</li> <li>• Art - 16 Hours</li> <li>• Child Development Update - 8 Hours</li> <li>• Year-Long Project Presentation - 4 Hours</li> </ul> |

In-person meetings are once a month: Saturday & Sunday 9-3:45pm w/45-minute break (6 hours each) plus, seven days during late August 8-4:30 (56 hours), 176 In-Person Hours, 114 Online/Zoom, 24 Independent.  
**Total Course Hours: 338 - Practicum Hours: 540**

**ANTI-BIASED ANTI-RACIST COURSE CONTENT**

Mount Rainier Montessori Teacher Preparation is committed to advocating for equitable, anti-biased, anti-racist, and culturally responsive Montessori education. The Montessori training will implement diverse, equitable, and inclusive practices and will incorporate anti-biased, anti-racist (ABAR) practices into the program as a commitment to awareness and change. The ABAR content is embedded into all coursework.

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## Program Outcomes

The adult learner will be able to successfully demonstrate the following outcomes.

- Explain foundational Montessori educational theory as connected to current theory and ongoing research in child development and early learning.
- Describe historical and contemporary relevance of Montessori education.
- Design, set up and facilitate safe, healthy environments, spaces, equipment and materials based on the Montessori method of education.
- Describe how children learn through activity in a prepared Montessori environment.
- Describe the observation, assessment, and teaching cycle used to plan curricula for all young children.
- Explain how adults support mental health and social/emotional development in young children.
- Observe the Montessori classroom and identify examples of Montessori theory and practices.
- Advocate for strategies that promote the cultural diversity of children, families, and their communities.
- Demonstrate practical ability in implementing the Montessori philosophy and methods.
- Demonstrate a positive attitude, insights, and skills needed to work with the individual needs of children.
- Demonstrate the ability to work with families, co-workers and school administration.
- Practice ethical and professional standards of conduct.
- Meet MACTE competencies related to:
  - Montessori Philosophy and Human Development
  - Classroom Leadership
  - Curriculum Implementation
  - Community Involvement and Partnership with Families

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## **ADMISSION POLICY**

Adult learners should hold a high school diploma (or GED) and have plans to continue their college studies in the field of education. Candidates may contact MRMTP to get further information about the program and or the admissions process. We are happy to assist you with providing any information needed to determine if the program is right for you.

MRMTP admissions process is as follows:

1. Complete the application, making sure to write clearly. Check to be sure all contact information is correct and legible.
2. Give the recommendation forms to two people who can recommend you for this program based on their knowledge of the following:
  - Your experience and or interest in working with children.
  - Your work ethic and sense of responsibility
  - Your academic abilities
  - Other talent, skills, or qualities that could contribute to your success in working with children and in this course.

The recommendation can be emailed directly to MRMTP by the person completing it or the applicant can submit it with the application.

## **NON-DISCRIMINATION/REASONABLE ACCOMODATIONS**

MRMTP does not discriminate against students or potential students based on race, creed, color, national origin, sex, veteran or military status, sexual orientation/gender identification, or political views. Reasonable accommodations will be made for the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability. MRMTP will reasonably attempt to provide accommodation to overcome the effects of the limitation of the qualified applicant. All inquiries about accommodations should be made to the admissions administrator upon registration of the program. Because of the rigors of the program, MRMTP may require medical documentation for the need of special accommodations.

This school is licensed under Chapter 28C.10RCW; inquiries or complaints regarding this or any other private vocational school may be made to the Washington Workforce Training and Education Coordination Board, 128 10th Avenue SW, PO Box 43105, Olympia WA 98504 – 3105, phone number: 360-709- 4600.

## **ADULT LEARNER SERVICES**

MRMTP has referral information available for adult learner services. We can provide information on physicians, dentists, and hospitals for areas in which adult learners reside and work.

## **JOB PLACEMENT**

Upon request, assistance is available for job placement; however, a job placement is not guaranteed.

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## **CREDITS/TRANSFER/RECORDS/TRANSCRIPTS**

Adult learners will need to provide a transcript to MRMTP. MRMTP does not grant college credit; however, will assist with the student's application for Prior Learning Assessment credit (PLA) through local colleges. Granting PLA credit may lead to an ECE associate degree or a BAS Degree in Early Childhood Education. Records will be maintained by MRMTP for a period of 10 years.

1. Request a copy of your college transcript to be sent to MRMTP or if you already have a transcript, you may include it with the application.
2. Type a one-page essay describing why you want to work with children, your personal educational philosophy, and what draws you to Montessori.
3. Complete the tuition agreement, making sure to indicate who will be responsible for the tuition and the payment options you choose.
4. Include a registration fee of \$200.00 (non-refundable)

## **CANCELLATION OF CLASSES**

The school reserves the right to cancel a training course if the number of students enrolling is insufficient to cover costs. Such a cancellation will be considered a rejection by the school and the student is entitled to a full refund of all money paid which will be issued within 25 days.

## **COURSE CYCLE/CONTINUATION POLICY**

MRMTP accepts adult learners who hold a high school degree, bachelor's degree, or international degree. This course may be completed in one or two academic years.

The course runs from January through December. Adult learners have two years to complete all requirements for the course. Students who miss academic class sessions during year one will need to complete the missed session in year two. Adult learners who request an extension after two years are subject to an extension fee, as described in the tuition section. Extension may only be granted by the Director of the course. All extension requests must be made in writing.

*Continuation Policy: Adult learners who choose to leave the course may return to complete the course within two years. There is a continuation fee of \$500 per year.*

The Practicum may begin either in year one or year two.

## **LOCATION/FACILITIES**

Training will be conducted at Green River Montessori School in Auburn, WA. Adults will have appropriate adult size seating, access to restrooms, kitchen w/refrigeration, and food heating. The facility is heated and ventilated with air conditioning available during high temperatures. Restaurants and grocery stores are also nearby. Lectures will be held in the school gym/annex building. Practice with materials will take place in fully equipped classrooms. Parking is adjacent to the building.

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## TUITION/PAYMENT PLAN

Note: This tuition covers all course fees and most books. Paid either as one lump sum or quarterly. Students pay for all lab supplies needed to create classroom materials and manuals.

- **Infant/Toddler - \$6,450**      **Early Childhood - \$7,850** paid as **one lump sum**  
1 payment. - Due on or before the first day of class.
- **Infant/Toddler - \$2,150**      **Early Childhood - \$ 2,670** paid **quarterly**  
3 payments. - Due on or before each quarterly session: January, April, September

There is an added 3% charge for using a credit card.

**Registration Fee:** \$200 Non-Refundable: Due prior to enrollment

## FINANCIAL ASSISTANCE/SCHOLARSHIPS

MRMTP provides limited financial assistance based on need. Students with a two-year associate degree may be eligible for an Early Achiever (EA) Scholarship if they work at an EA site for at least 15 hours a week. Advising and referral is available upon request. Every year, the American Montessori Society awards teacher education scholarships to aspiring Montessori teachers in support of their professional growth.

## REFUND AND WITHDRAWAL POLICY/DISMISSAL

Adult learners who decide to withdraw from the course at any time and/or to cease their efforts to submit missing work after the course has finished must indicate their intention to withdraw in writing.

Applicants and adult learners are entitled to refunds according to the following policy:

1. A full refund of all money paid if the school does not accept the applicant.
2. A full refund of all money paid (except the application/registration fee) if the applicant withdraws not later than midnight on the fifth business day (excluding Saturdays, Sundays and holidays) after signing this contract or making an initial payment, provided the applicant has not commenced training.
3. After five business days (excluding Sundays and holidays), the school may retain the established registration fee. "Registration fee" refers to any fee, however named, covering those expenses incurred by an institution in processing student applications and establishing a student records system.
4. If training is terminated after the student enters classes, the school may retain the registration fee established under (3) above, plus a percentage of the total tuition as described in the following table:

(Note: All refunds will be issued within 25 days.)

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| If student completes this amount of training (academic contact hours): | The school may keep this percentage of the tuition cost: |
|--|--|
| One week or up to 10%, whichever is less                               | 10%  |
| More than one week or 10%, whichever is less but less than 25%         | 25%  |
| 25% through 50%  | 50%  |
| More than 50%  | 100%   |

### **MERIT**

The Montessori credential meets the Washington State MERIT requirement for those supervising young children in state-licensed facilities. To meet all employment requirements, individuals working in Washington State will need to:

- register with MERIT at the Department of Children, Youth and Families
- complete a background check.
- complete additional online courses available through the Online Training Portal

For more information see: <https://www.dcyf.wa.gov/services/earlylearning-profdev/merit>

### **WASHINGTON STATE RECOGNITION OF TEACHING CREDENTIAL**

Washington State Department of Early Learning and the MERIT system, which tracks continuing education of Early Childhood Education Teachers in the state of Washington, verifies that MACTE accredited credentials as a recognized teaching credential in the state of Washington.

### **MONTESSORI CREDENTIAL**

The Montessori Credential is a comprehensive study of Montessori Education. Students are trained in all subject areas of the Montessori classroom including the theory and practice of Montessori education, learning environments, classroom set-up, child development, and guidance and discipline.

Upon satisfactory completion of all objectives of the teacher education program, course work, practicum, and exams, the Director will recommend qualified adult learners be awarded a credential for Montessori Early Childhood Education through the American Montessori Society. The adult learner is then qualified to apply for a position as a Montessori teacher. If the adult learner does not complete all the course objectives, the Director will recommend a second year of practicum for the adult learner.



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## **INSTRUCTIONAL DELIVERY/CLASS SIZE**

The Montessori training will be delivered via Zoom one evening a week and on scheduled weekends. Weekly correspondence, emails, assignment postings, and videos will be posted online. The student is expected to check into the course at the start of each week.

Online modules open in Canvas on Sunday evenings with work due at specific dates and times during the same week. Activities include discussion boards, readings, videos, and projects. In-person sessions are held on scheduled weekends to meet the MACTE/AMS requirements. Class size is limited to 24 adult learners with two instructors.

## **ATTENDANCE POLICY**

The nature of Montessori teacher education programs is such that a great deal of material is covered in a short period of time. The presentation of materials, the discussions that help students relate Montessori's writings to classroom practices, and other parts of the experience of the academic phase are simply not easily "picked up" from notes of other students. Instructors will be busy preparing materials for their next teaching assignment and will be unable to spend time with students who have missed a session.

Therefore

- Full attendance at all class sessions/meetings is required.
- Attendance in online classes is assessed by participation and timely completion of assigned activities.
- Late arrivals disrupt the work of the instructor and classmates, so please arrive at least five minutes before the scheduled class time.
- Any absences or noticeable late arrivals require notification of the teacher along with a written proposal for making up missed time.
- A pattern of late arrivals or absence of more than three class days requires a conference with the Director and attendance at the following year's course to make up for the content missed at the student's expense. Cost will be equivalent to that year's tuition, prorated for the number of days.
- Recommendation for certification is withheld for failure to attend at least ninety percent of the academic clock hours.

This policy applies to the practicum phase as well, where excessive absences will jeopardize both the student teacher's progress and the children in the class. **Student teachers can be asked to leave the placement site and the program in cases where either site personnel or the MRMTP Practicum Coordinator are dissatisfied with the student teacher's progress.**

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## **COURSE COMPLETION/EVALUATION & GRADING POLICY**

Adult learners must complete assignments on or before the due date. Late work will not be given full credit. Work is evaluated on a point system. Students who do not maintain at least a 75% average will not be awarded their certificate and may have to return during year two to bring up their average. Course notes will not be given to adult learners who do not maintain acceptable standards of progress and financial requirements as evaluated by the Director.

### Evaluation and Grading

Grading will be based on a variety of measures as outlined in each course syllabus.

|     |   |    |         |
|-----|---|----|---------|
| 4.0 | = | A  | 100-97% |
| 3.9 | = | A  | 96      |
| 3.8 | = | A- | 95      |
| 3.7 | = | A- | 94      |
| 3.6 | = | A- | 93      |
| 3.5 | = | A- | 92      |
| 3.4 | = | B+ | 91-90   |
| 3.3 | = | B+ | 89      |
| 3.2 | = | B+ | 88      |
| 3.1 | = | B  | 87      |
| 3.0 | = | B  | 86      |
| 2.9 | = | B  | 85      |
| 2.8 | = | B- | 84      |
| 2.7 | = | B- | 83      |
| 2.6 | = | B- | 82-81   |
| 2.5 | = | C+ | 80      |
| 2.4 | = | C+ | 79      |
| 2.3 | = | C+ | 78      |
| 2.2 | = | C  | 77      |
| 2.1 | = | C  | 76      |
| 2.0 | = | C  | 75      |

All assignments must be at 2.0 or higher in order to be accepted. Adult learners not meeting this standard may resubmit the revised assignment within seven days, or repeat instruction the following year. Ten percent will be deducted for a resubmitted assignment.

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## **CODE OF CONDUCT/DISMISSAL POLICY**

Any applicant must agree to the adult learner Conduct Code prior to admission. Violations of this code will make the violator liable for reprimand, probation, suspension, or dismissal depending upon the seriousness of the violation. The MRMTP Director will make all decisions on conduct violations. An adult learner who fails to maintain satisfactory progress, violates safety regulations, interferes with other adult learners' work, is boisterous, vulgar, or obscene, under the influence of alcohol or drugs during their Practicum or in class, or does not meet financial obligations to MRMTP is subject to immediate dismissal.

Smoking or vaping are not permitted on school premises. Alcoholic beverages, narcotics, or illegal drugs are not permitted on school property under any circumstances. Proven possession is grounds for immediate dismissal. Objectionable behavior of any kind will be recorded by date and discussed with the adult learner before any disciplinary action is taken.

## **AMS STATEMENT FOR CREDENTIALS**

Upon successful completion of all requirements, and the recommendation of the Director, adult learners holding a Bachelors (BA) Degree, the equivalent, or higher are recommended for an AMS Montessori Early Childhood Teaching Credential (ages 2 ½ through 6).

Upon successful completion of all requirements, and the recommendation of the Director, adult learners without a BA degree will be recommended for an AMS Montessori Associate Early Childhood Teaching Credential (ages 2 ½ through 6) or Infant and Toddler Certificate (ages birth-3).

Upon completion of the course, if the adult learner does not hold a U.S. BA Degree or the equivalent, they will receive a Montessori Associate Teaching Credential. Some locations or schools may not accept the Montessori Associate Teaching Credential as qualification for full teaching responsibility.

Graduates must complete 50 hours of continuing professional development every 5 years for the credential to remain active. The first 5-year period begins with the date the credential was issued.

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## DEFINITION OF TERMS

1. Reprimand - Verbal warning which implies that further violations will result in probation, suspension, or dismissal.
2. Probation - Written warning, involving designated period of time implying that further violations during such time period will result in suspension or dismissal. The adult learner must abide by any specific stipulations prescribed by the probationary action.
3. Suspension - The immediate withdrawal of the adult learner from MRMTP. Suspension notification will be in writing and will include a date, after which the adult learner may apply for re-admittance. The adult learner may be re-admitted at such time as an opening exists.
4. Dismissal - The immediate withdrawal of the adult learner from MRMTP Dismissal will be in writing and will indicate that the adult learner will not be considered for re-admission. A dismissed adult learner will receive a refund in accordance with the refund policy. Arbitration procedure for grievances: A complaint not resolved after an initial verbal contact should then be stated in writing. Once a complaint is submitted to the Director of the Teacher Education program, an arbitration committee is appointed by the course. The committee consists of the Course Director, a staff member, an adult learner representative, and a practicum site administrator. MRMTP is committed to principles of integrity, ethical practices and equitable treatment in the relationship of Adult Learners and Faculty to the program. If a grievance is unresolved by the above method, adult learners may contact the appropriate agency.

American Montessori Society Office of Teacher Education 116 East 16th Street New York, NY  
10003-2163 212-358-1250 [www.amshq.org](http://www.amshq.org)

MACTE Office 420, Park Street, Charlottesville, VA 22902 434-202-7793 [www.macte.org](http://www.macte.org)

Workforce Training and Education Coordinating Board I28 10th Avenue SW Olympia, WA  
98504-3105 360-709-4600 [www.wtb.wa.gov](http://www.wtb.wa.gov)

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## ADMINISTRATIVE TEAM/FACULTY

**Diana Mamerto Holz MA EDd (abd) – Program Director** - Diana Mamerto Holz retired after 30 years from Green River College as a tenured faculty member and the Program Director for Early Childhood Education. She taught in the Associate’s Degree program as well as the BAS program in Infant Child Mental Health, a program she helped to create. Diana received Montessori certification from The Spring Valley Montessori School and the University of Puget Sound, later graduating from The Evergreen State College. A master’s degree in early childhood education from Seattle University followed. Diana has completed her doctoral coursework (all but dissertation) in Child, Youth and Family Studies from Nova Southeastern University. Diana conducts field site observations for the Authentic Institute of Montessori (AIM) and continues to teach workshops and present at conferences. Diana holds full AMS certification for infants and toddlers through the Montessori Education Institute of the Pacific Northwest (MEIPN).

**Lori Fietz, MA. Ed – ECE Instructor** -Lori Fietz has been with Green River Montessori School (GRMS) since she was a child. At age 16, Lori Fietz completed her first Montessori training course in collaboration with Renton Technical College. Upon high school graduation, Lori enrolled in the Spring Valley Montessori program, earning certification for ages 2 1/2 - 7 years. She continued to teach at GRMS, while earning her BA degree in Liberal Arts at The Evergreen State College. She recently completed her master’s degree in Montessori Leadership from St Catherine’s University. In 1991, Lori began teaching the Montessori Teacher Education courses at Green River College, later teaching ECE method courses, practicum, parent education, ECE workshops, and lecture courses. She continues to teach as an associate level adjunct professor at Green River College. Lori believes that education is a life-long process and has continued to attend Montessori workshops and seminars in addition to AMS national conferences.

**Andrea Anstrom MA – Instructor** - Andrea Anstrom completed her first Montessori Teacher certification from Green River College for the 3–6-year-old. An Elementary Certificate from the North American Montessori Center (NAMC) followed. After working for Green River Montessori School for 17 years, Andrea made the decision to enroll in the primary Montessori training through the Montessori Institute for Teacher Education at Spring Valley. In addition to Andrea’s Montessori certificates, she holds both a BA Degree and a Master’s Degree in Early Childhood Education through Eastern Washington University. She continues to participate in AMS seminars and national conferences.

## SOURCES CITED

AMS Handbook

MACTE Accreditation Handbook

Handbooks from other Montessori Teacher Education programs were reviewed to come up with standard wording.