

Modern Montessori Teacher Education College

Ages 6-12 years

Low-Residency Program



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The Course Overview and Sequence of the Teacher Education Course

6-12 Elementary Teacher Education Program

Red times are in-residency

Coursework due dates are set to ensure that PLC groups are formed and conducted usefully. The times in which you complete your work within the month/s is/are flexible; however, the final due date is not. Please note that your PLC group will be more effective if conducted every week, spread out over the month. Description of the instruction provided in each course: Courses in red will be synchronous and in person; remaining courses are asynchronous, on the Canvas platform through video instruction and coursework completion. The requirements for completion of each course are completion of all assignments with a passing score (pass/fail options only), and an approved final examination via digital portfolio according to the following rubric.

 Digital Portfolio Grading Rubric .

Distance Education Disclosure: Synchronous coursework does not have a distance education option; asynchronous coursework is delivered through the Canvas platform. Distance education as defined in section 94834 of the Code, does not require the physical presence of students and faculty at the same location but provides for interaction between students and faculty by such means as telecommunication, correspondence, electronic and computer augmented educational services, postal service, and facsimile transmission. In addition to the other requirements of this chapter and the Act, an institution offering distance education shall: 55 BPPE Regulation 5 CCR 70000-76240 Effective October 1, 2024.

MMTEC will do the following to ensure readiness:

(1) Ensure that the educational program offered through distance education is appropriate for delivery through distance education methods

(2) Assess each student, prior to admission, in order to determine whether each student has the skills and competencies to succeed in a distance education environment;

(3) Ensure that the materials and programs are current, well organized, designed by faculty competent in distance education techniques and delivered using readily available, reliable technology;

(4) Provide for meaningful interaction with faculty who are qualified to teach using distance education methods;

(5) Maintain clear standards for satisfactory academic progress;

(6) Timely complete student evaluations of learning outcomes by duly qualified faculty, which are appropriate for use with the distance education methods used, and evaluated by duly qualified faculty.

(7) Employ a sufficient number of faculty to assure that (A) the institution's response to, or evaluation of, each student lesson is returned to the student within 10 days after the lesson is received by the institution; and (B) the institution's response to, or evaluation of, each student project or dissertation is returned to the student within the time disclosed in the catalog; and

(8) Shall maintain a record of the dates on which lessons, projects, and dissertations were received and responses were returned to each student. Authority cited: Sections 94803, 94885 and 94887, Education Code. Reference: Sections 94834 and 94885, Education Code.

Month	Curriculum Component	Instructors	Academic Content Hours	Dates and Times
July, 2026 In-Residency	Montessori Philosophy	Melanie Brown and Katey Dodd	54	July 13th-18th 8-4:30
July, 2026 In-Residency	Environmental Design	Melanie Brown and Katey Dodd	10/26	July 20th-21st 8-4:30
Do Onboarding Course First, 3-6 Overview at any time				
August-October, 2026 Coursework due 10/26/26	Language Arts/ Reading/ Writing	Melanie Brown and Katey Dodd	55 (6-12) 37 (6-9)	30 minute monthly Zoom check-ins with designated coach
November-December, 2026 Coursework due 12/28/26	Math and Geometry	Melanie Brown and Katey Dodd	92 (6-12) 62 (6-9)	30 minute monthly Zoom check-ins with designated coach
January, 2027 Coursework due 1/25/27	History	Melanie Brown and Katey Dodd	37 (6-12) 25 (6-9)	30 minute monthly Zoom check-ins with designated coach
February, 2027 Coursework due 3/1/27	Science	Melanie Brown and Katey Dodd	37 (6-12) 25 (6-9)	30 minute monthly Zoom check-ins with designated coach
March, 2027 Coursework due 3/29/27	Geography	Melanie Brown and Katey Dodd	37 (6-12) 25 (6-9)	30 minute monthly Zoom check-ins with designated coach
April, 2027 Coursework due 4/26/27	Visual and Performing Arts, Physical Education	Melanie Brown and Katey Dodd	29 (6-9 and 6-12)	30 minute monthly Zoom check-ins with designated coach
May, 2027 Coursework due 5/31/27	Practical Life and Handwriting/OT	Melanie Brown and Katey Dodd	33 (6-9 and 6-12)	30 minute monthly Zoom check-ins with designated coach
July, 2027 In-Residency	Diversity in Education, Human Development, and Child and Family,	Melanie Brown and Katey Dodd	54	July 12-17th 8-4:30

	and Community			
July, 2027 In-Residency	Paideia Seminar (including math, language arts, science, and history topics)	Melanie Brown and Katey Dodd	54	July 19th-20th 8-4:30 July 21st-24th Asynchronous Work from home

On-Going, 2025-2026 (Intensive April/May)

EDUC. 248A/B Elementary (6-12) Supervised Work Experience; Teaching Practicum

Clock Hours: 1080 24 units

This class will begin in October and end in May. Working in the classroom on a daily basis under the supervision of a master teacher. Otherwise, a self-directed student teaching may be facilitated under the direction of a certified 6-12 individual. The student will have an opportunity to observe and to put into practice all of the course work required for a Montessori certification. A minimum of 1000 contact hours: in a Montessori Elementary classroom, age range 6-12.

[Practicum Pacing Guide and Checklist](#)

Summer, 2025

Melanie Brown and Katey Dodd

EDUC. 234 Montessori Philosophy Course

Clock Hours: 54 3 units

Independent Study and Classroom Orientation to Montessori through guided readings in Montessori textbooks (these books are included in the fee). Described written assignments and written observations are the culmination of this, at home, and in class with regard to Montessori teaching concepts, planes of development, and theories of education.

Furthermore, developing objectivity and proficiency in observing and interpreting child behavior. The adult learner will be required to study the behaviors of selected children in the classroom site and to write a term paper on the selected study. Child, Family and Community ideals are the focus. Additionally, the Montessori philosophy will be used in Elementary (6-12) education practices, along with the current implementation of the Montessori curriculum in today's classrooms. Course includes a 3-6 overview.

Summary of Curriculum Sequence: 1. Characteristics of elementary age children (The Second Plane of Development) 2. The teacher's role as a guide 3. Preparation of the elementary environment 100 4. Self-directed, autonomous learners 5. Integrated curriculum (Cosmic education and Great Lessons) 6. Education for Peace 7. Observation strategies and practice 8. (Up to 4 hours of documented practice observations during the academic phase may be used to meet minimum contact hour requirements for this component.)

[Philosophy Syllabus](#)

Fall, 2025

Melanie Brown and Katey Dodd

EDUC. 213 Curriculum in Montessori Language Arts/Reading/Writing

Clock Hours: 54 3 units

As in all subjects, Language is presented to the Elementary student as a part related to the whole. The lessons for the teacher will be to initiate the concepts of inviting the child to participate with hands and mind, by way of tapping the imagination, and appreciation for the contributions of others. It is the

emphasis of this course to point out the interrelatedness of all things in the universe. The foundations of language through various levels of reading, the function of words, the grammar boxes, and grammar charts will be explored with appropriate references to mastery and record keeping. We will explore etymology and literature studies and incorporate them into writing using Depth of Knowledge stems. We will further explore literature circles and how to share the love of reading. Various mentor texts will be used to enable the child's composition skills to form. The student now extends and refines the study of language into the Montessori environment.

Summary of Curriculum Sequence: Approaches to Reading and Writing 2. Reading comprehension (includes Interpretive Reading) 3. Writing throughout the curriculum 4. Grammar: Parts of Speech (Grammar Symbols, Grammar Boxes and Commands) 5. Sentence Analysis (1st level charts with arrows and circles) 6. Word Study 7. Spelling and Phonograms (Movable Alphabets, etc.) 8. Children's Literature. 9-12: 1. Approaches to Reading and Writing 2. Reading comprehension (includes Interpretive Reading) 3. Writing throughout the curriculum 4. Grammar: Parts of Speech (Grammar Symbols, Grammar Boxes and Commands) 5. Sentence Analysis (1st level charts with arrows and circles) 6. Word Study 7. Spelling and Phonograms (Movable Alphabets, etc.) 8. History of Writing (Great Lesson) 9. Grammar: Advanced Functions of Words 10. Advanced Sentence Analysis (2nd level Chart with arrows and circles) 11. Verb Study (Sets of cards for verb conjugations. e.g. "to love") 12. Writing, including creative, persuasive and expository writing, genres, poems 13. Children's Literature

[Syllabus 213](#)

Summer, 2025

Katey Dodd and Melanie Brown

EDUC. 230 Classroom Management/Environmental Design

Clock Hours: 36 2 units

Classroom Management is a vital part of any good teacher education program. The student must be able to put into effective practice all that he/she has learned in the course if he/she is to have a successful teaching experience including the existence of practical life for the elementary student in facilitation of the job chart. We will also look at various classroom designs and how to work with your environment. A prepared environment is essential for a student's success. We will work together to prepare your environment so the children can conduct their own experiences. To be an effective and successful teacher, techniques of communication with the individual child, a small group of children and the entire class will be learned. How to establish and maintain discipline; how to speak to a disturbed, angry, unhappy, or unmotivated child; how to speak to any child; what to do "first thing in the morning," first day of school; how to develop cohesion in the classroom; (or how to make "it all come together") - these are all vital topics for the student teacher. Cumulatively, the administrative function of the elementary teacher will be explored.

Summary of Curriculum Sequence: 1. Material Making 2. Real world learning experiences (Going Out) 3. Community Service. 1. Freedom and Responsibility 2. The role of the teacher - guide, initiator, observer, group leader, mentor 3. Design and preparation of the classroom environment 4. Flexible scheduling, uninterrupted blocks of time, individual work plans 5. Curriculum planning - daily, weekly, monthly 6. Planning when to give individual and small group lessons 7. Record-keeping and monitoring individual student progress 8. Approaches to formal assessment 9. Large group activities 10. Building community 11. Peaceful classrooms. 12. Cultural differences 13. Conflict resolution 14. Inclusion of children with disabilities 15. Family involvement (incl. parent volunteers, parent-teacher conferences, progress reports) 16. Starting a new class

[Environmental Design Syllabus](#)

Winter, 2025

Melanie Brown, Katey Dodd

EDUC. 215 Curriculum in Montessori Mathematics & Geometry

Clock Hours: 92 5 units

The Montessori 6-12 Elementary math materials continue the mathematical journey into abstraction through the use of concrete didactical materials. Like the early childhood math materials, these elementary extensions build the geometric representation of each of the four basic operations. The word geometry comes from two Greek words: geos, meaning "land", and metrein, meaning "to

measure". In the Montessori Elementary Program, geometry is studied as it is the foundation for the construction of reality; it helps develop a creative capacity in the child.

The student who has already covered the basic operations with whole numbers, fractions and decimals through the use of concrete didactical materials. These materials are now used to explore further geometric and algebraic representations. In the early geometry studies within the Montessori Elementary Program, the child has laid the foundations of plane geometry through the use of the geometry stick material and the extensive nomenclature sets. The child has also explored the concepts of congruency, equivalency, and similarity with the various insets.

Summary of Curriculum Sequence Place Value (Golden Bead Material, Geometric Hierarchy of Numbers) 2. Operations: addition, multiplication, subtraction, division (Stamp Games, Dot Board) 3. Memorization of Tables/Basic Number Facts (Bead Bars, Bead Chains & Cubes, Boards & Charts) 4. Long Multiplication (Bead Frames, Checker Board, Bank Game, Flat Bead Frame) 5. Long Division (Test tube material) 6. Measurement, Time, Money 7. Using mathematics for problem-solving (Word problems, etc.) 8. History of Numeration (Great Lesson) 9. Multiples, Factors & Divisibility (Algebraic Peg Board) 10. Algebraic Decanomial, Binomials, Trinomials 11. Squaring & Cross Multiplication 12. Square Root (Small Square Root Board, Pattern cards, 13. Cubing & Cube Roots (Cubing Material) 14. Fractions (Fraction Insets, Red Fraction Circles) 15. Decimals (Decimal Stamp Game, Decimal Fraction Board, Decimal CheckerBoard) 16. Base Systems 17. Signed Numbers (positive/negative) 18. Ratios and Percentages 19. Probability and Statistics 20. Data collection and data display, including graphs. Part II: Fractions (Fraction Insets, Red Fraction Circles) 7. Decimals (Decimal Stamp Game, Decimal Fraction Board, Decimal CheckerBoard) 8. Base Systems 9. Signed Numbers (positive/negative) 10. Ratios and Percentages 11. Probability and Statistics 12. Data collection and data display, including graphs.

In addition, we will explore how Depth of Knowledge stems can be used for Common Core practices with the Montessori lessons by exploring the binomial to the power of 0 through the binomial to the power of 5 in conjunction with Pascal's triangle and Fibonacci.

[Math 213 Syllabus](#)

Winter, 2026

Katey Dodd and Melanie Brown

EDUC. 235 Curriculum in Montessori History

Clock Hours: 37

2 unit

The development of History begins with the concept of time and progresses through a study of the Fundamental Needs of Humans and Stages in the progress of Civilization. The study of history in the elementary Montessori setting guides the student to see the inter-relatedness of all things from the beginning of the universe until the present. Within the study of history, adult learners will engage in a number of seminars and discussions about culture and how to incorporate diversity, equity and social justice into the classroom environment. The adult learners will learn how to create activities and materials to enhance the child's growth in this area and become a global citizen.

Summary of Curriculum Sequence: 1. World cultures (Fundamental Needs of People charts - vertical) 2. Geologic eras and periods (Geologic Timeline and Cards) 3. History of Life on Earth (Timeline of Life and Cards). 9-12: 1. World cultures (Fundamental Needs of People charts – vertical) 2. Geologic eras and periods (Geologic Timeline and Cards) 3. History of Life on Earth (Timeline of Life and Cards) 4. Early Humans (Timeline of Humans) 5. Ancient Civilizations 6. Explorations and Migrations 7. National and local history and prehistory 8. Government

[Montessori History Syllabus](#)

Winter, 2026

Melanie Brown and Katey Dodd

EDUC. 211 Curriculum in Montessori Science- Botany, Zoology, Biology & Chemistry

Clock Hours: 37

2 units

This course will discuss differences between flowering and nonflowering plants, including their adaptations, especially in structure and reproductive mechanisms. Outlines as to the role of plants in the carbon-exchange cycle will allow the students to determine the members of the

animal kingdom and how they offer a wondrous variety of life. It is our hope that through this process, children in the Montessori Elementary Program will become skilled at observing animals and will continue to develop an appreciation for all animals. Classified Nomenclature study continues with both animal and plant experiments on vital functions in the animal and plant kingdoms and a comparative study of the vital functions of the different phyla and classes of the animal and plant kingdoms. Furthermore, chemistry topics will be explored through storytelling and analogies. In this course the student learns how to recognize the needs and abilities of the young child and how to present the specific equipment designed by Dr. Montessori to further develop the total child.

Summary of Curriculum Sequence: 1. Observation and study of plants, animals, fungi 2. Animal and Plant Parts (Nomenclature Cards) 3. Plant and Animal Stories (Who Am I? story cards) 4. Classification of the Living World/Kingdoms of Life (Charts) 5. Plant experiments. Science experiments and demonstrations. 9-12: 1. Observation and study of plants, animals, fungi 2. Animal and Plant Parts (Nomenclature Cards) 3. Plant and Animal Stories (Who Am I? story cards) 4. Classification of the Living World/Kingdoms of Life (Charts) 5. Plant Experiments 6. Observation through a Microscope 7. Vital Functions of Animals 8. Vital Functions of Plants 9. Water, Carbon and Nitrogen cycles 10. Advanced Classification of Life Forms 11. Human Biology 12. Biomes and Eco-Systems. . Topics in Geology, Chemistry, Meteorology, Astronomy 2. Laboratory Experiments 3. Science experiments and demonstrations

[EDUC 211 Syllabus](#)

Winter, 2026

Katey Dodd and Melanie Brown

EDUC. 212 Curriculum in Montessori Physical, Cultural, and Economic Geography

Clock Hours: 37 2 units

Geography in general involves teaching with manipulative materials, reference materials, and using impressionistic charts, experiments, and field trips to enrich the learning experiences. The purpose of geography is to help the students learn to understand and appreciate the world they live in and the diverse people of the world in order to strive to unify the universe and to help bring peace to all nations. Understanding and celebrating the diversity as well as the unity of the world is reflected in the study of the Montessori Geography curriculum. Economic geography is a continuation and extension of those studies. The student learns about the interdependency of people in terms of the production and consumption of various goods and products. This study provides the first step in demonstrating the complexity of the world community in providing for fundamental needs as well as economic flexibility and diversity. Introduction to Maria Montessori's Erdkinder for adolescents will be examined and connections to the mini-environment will be discussed.

Summary of Curriculum Sequence: 1. The Universe, Stars, Solar System and the Earth (Impressionistic Stories and Charts) 2. Continents and Countries (Globes, Puzzle Maps) 3. Countries, Capitals, National Flags (Pin Maps and Flags) 4. Landforms, Mountains, Rivers and Oceans 5. Compass points, Latitude and longitude 6. World cultures (Fundamental Needs of People charts – horizontal)

[Geography Syllabus](#)

Spring, 2026

Melanie Brown and Katey Dodd

Visual and Performing Arts, Physical Education

Clock Hours: 29 (independent curriculum design) 1 unit

Effective physical education engages the student, teaches them valuable gross and fine motor skills, and is fun. By integrating concepts from the Montessori classroom curriculum, kinesthetic learners meet their needs for learning while other students get more exposure, increasing retention for every type of learner. By integrating PE with the classroom, the students have a seamless educational experience that makes the students more fit, athletic,

and healthy. Furthermore, making art with your hands stimulates touch neural input, visual pathways communicate with both the left and right hemispheres of the brain. Therefore, auditory and smell sensory systems collect information all at once, entering an active multi-sensory learning state. In addition, making art modeling clay is high in visual-auditory connectivity in the brain. Strong connectivity occurs, and the child becomes intensely focused on their handiwork.

[VAPA and PE Syllabus](#)

Spring, 2026

Melanie Brown and Katey Dodd

Practical Life

Clock Hours: 32 Supplemental

It is through practical life activities that children really integrate their learning and reach higher and higher levels of independence. We will explore practical life activities for ages 6-12 and how they support the developmental needs of this plane of development, and then provide a framework that you can use to plan and implement age-appropriate practical life activities in your classroom.

Summary of Curriculum Sequence: 1. Self-care, hygiene, health, safety 2. Care of the environment – daily maintenance, repairs 3. Gardening 4. Food preparation and meals 5. Information technology and media 6. Studio and workshop spaces, including equipment, tools, activities, sewing, woodworking, etc.

[Practical Life Syllabus](#)

July, 2026 In-Residency

EDUC 314 Diversity in Education, Human Development, & Child, Family and Community

Clock Hours: 54 3 units

Understanding the physical, mental, emotional and social growth and development of the elementary child (6-12 years old) through the study of a variety of child psychologists and educators. Specific details include identity, racial, family, and cultural diversity along with an in-depth look into the communities involvement of educating the whole child.

[Diversity in Education, Human Development and Child, Family and Community Syllabus](#)

July, 2026 In-Residency

Paideia Seminar

Clock Hours: 54 3 units

The Paideia Seminar Cycle comprises multiple close readings of a chosen text prior to discussion, formal speaking and listening during the seminar itself, and the post-seminar writing process, so all the core literacy skills are practiced consistently and synergistically. Since the Paideia Seminar Cycle features all the core skills of reading, speaking, listening, and writing, it allows the teacher to coach critical and creative thinking throughout, and students receive constant practice in thinking and discussion.

Summary of Curriculum Sequence: Language Arts Seminar: 18 hours hours; Math and Geometry Seminar: 30 hours; Science and History Seminar: 6 Hours

[Paideia Seminar Syllabus](#)

