



**Elementary
Program Guide/
Course Catalog
2026**

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Welcome to the CGMS Elementary Program

At The Center for Guided Montessori Studies (CGMS), our mission is to prepare reflective, knowledgeable, and compassionate Montessori educators who are deeply grounded in child development and committed to serving children with respect, dignity, and integrity. Within the Elementary I (6-9), Elementary II (9-12), and Elementary I–II (6–12) programs, this mission is expressed through a strong emphasis on cosmic education, the developing reasoning mind, and the Elementary Guide’s role in supporting independence, intellectual curiosity, and moral growth.

We are delighted to welcome you to the CGMS Elementary program and to this important stage of your Montessori journey. Elementary teacher education is both intellectually demanding and personally transformative. The work invites you to engage deeply with Montessori philosophy while developing a thorough understanding of the elementary curriculum areas: language, mathematics, geometry, biology, and cultural studies, within the integrated vision of cosmic education. This is a comprehensive and rigorous curriculum, and successful engagement requires dedicated, consistent time for coursework, study, and preparation throughout the program.

Your learning will take place through a balance of academic study, classroom practicum, careful observation of children, and ongoing reflection on your developing practice. Together, these elements are designed to support the gradual integration of theory and practice and to help you grow in confidence, clarity, and purpose as an Elementary Guide.

As a CGMS Elementary Adult Learner, you are joining a global community of educators dedicated to lifelong learning and to offering children meaningful, purposeful work. Throughout the program, you will collaborate with peers from around the world, engage in thoughtful dialogue, and build professional relationships that often continue well beyond certification. Many of our Elementary graduates remain connected to CGMS as mentors, instructional guides, and leaders within the Montessori community.

In my role as Elementary Level Director, my primary goal is to support you as you grow into a confident, reflective, and capable Elementary Montessori Guide. I am available to answer questions, clarify expectations, and help you navigate both the academic and practicum components of the program. It is my hope that this training strengthens your professional practice. I also hope it deepens your connection to Dr. Maria Montessori’s legacy, which calls us to truly understand the elementary child and to prepare environments that honor their intellect, imagination, and sense of justice.

We are honored to accompany you in this work and wish you a rewarding and transformative experience in the CGMS Elementary program.

Sincerely,

Anya Bartlett
Elementary Level Director

Purpose of the Course Catalog

This Elementary Course Catalog is designed to be a companion guide to our Adult Learner Handbook. The course catalog provides specific information concerning the Elementary program including course hours, practicum requirements, program-specific policies, and course syllabi. Adult learners are asked to carefully read through this catalog and address any questions to the Elementary Director or their Instructional Guide.

Our Commitment to Ethics and Responsibility

The Center for Guided Montessori Studies, (CGMS), is committed to the creation of a positive and supportive learning community. We resolve to treat all adult learners and faculty with the same respect granted to children in Montessori classrooms. All policies and procedures of CGMS will reflect our commitment to integrity and ethical practices on the part of all participants. All policies and procedures will be applied equally to every faculty member and adult learner regardless of age, sex, race, color, religion, marital status, or national origin.

CGMS is responsible for providing a learning environment that will promote the professional development of our adult learners and prepare them for a successful career as a Montessori Educator.

Adult learners are responsible for adherence to the policies and procedures of The Center for Guided Montessori Studies. Adult learners will demonstrate respect for the course requirements and standards by their commitment to actively participate in the learning community and by putting forth their best efforts in all of their course work. Adult learners will further demonstrate this commitment through respectful interactions with fellow adult learners, instructors, administration, and all parents, children and faculty they encounter in their internship.

Elementary Certificate Course Structure

Elementary I-II Program

The program for Elementary I-II, teaching ages 6-12, combines our comprehensive distance-learning course (920 hours) with one 80 hr. EL1 and one 80-hour EL2 in-person residential. The Practicum Phase (one regular school year teaching full-time) is done concurrently with the distance learning studies. The practicum will take place in the first full school year after enrollment in the CGMS course cohort begins. The entire course, as outlined above, includes the Early Childhood overview and can normally be completed in 26 months.

The Lower Elementary, EL I, Standalone Program

Adult learners may elect to do the coursework for EL 1, teaching ages 6-9, only and receive certification for that level when competencies, course work and practicum are complete with passing grades. The EL 1 course is approximately 19 months and includes an 80-hour in-person residential session. The practicum will take place in the first full school year after enrollment in

the CGMS course cohort begins.

This program includes 680 distance course content hours, 80 in-person residential hours, and 1000 practicum hours (distance hours include the Early Childhood Overview).

The Upper Elementary, EL II, Standalone Program

Adult learners may elect to do the coursework for EL II, teaching ages 9-12, only and receive the certificate for this level when competencies, coursework, and practicum are completed with passing grades.

The EL II course is approximately 19 months and includes a 80-hour residential session. The practicum phase will be done concurrently with the distance learning studies. The practicum will take place in the first full school year after enrollment in the CGMS course cohort begins. This program includes 650 distance course content hours including the 140 hours of Elementary I and EC Overview, 80 in-person residential hours, and 1000 practicum hours.

Distance Learning Phase will consist of online video lectures, reading and written assignments, online discussions, live classes held via Zoom, special projects, and documented independent practice time. The adult learner should expect to spend a minimum of 10 - 15 hours per week on this on-going course work. The site for this phase is <https://elementary.cgms.edu>. Adult learners will receive a username and password for accessing this site.

Practicum Phase has adult learners completing an internship in an approved Montessori Elementary classroom with online and/or in person guidance from a certified and experienced Montessori supervising teacher or mentor. The internship must consist of a full school day; five days per week during the Montessori work cycle and take place over nine consecutive months during the school year. The Practicum Phase will also include observations in both the internship classroom and other Montessori classrooms.

The Practicum/Internship will take place in the first full school year of the course. For some adult learners in EL1-2, the practicum could begin with support in the first year and evaluation in the second. This is dependent on the Adult Learner's preference and discussion with Elementary Leadership.

Residency Phase assures that the adult learner has opportunities for guided hands-on learning experiences within a supportive Montessori community. It includes on-campus academic course work and practice labs. The EL-I and EL-II 80-hour summer residencies include Cosmic Curriculum, philosophy and class leadership, mathematics, language arts, biology, and geometry. For those taking EL 1 or EL2 standalone, they will attend one 80-hour hour in-person residency only. Those taking the full EL I-II course will complete the 80-hour EL-I residency in the first summer and return for the 80-hour EL-II residency session the following summer.

Teaching Credential

CGMS is affiliated with The International Montessori Council (IMC). Adult learners who successfully complete all requirements of the program will receive an IMC Elementary Education teaching certificate for teaching adult learners ages 6 through 12 years of age.

The CGMS Elementary I-II Full Certification, the CGMS Elementary I Standalone Program, and the CGMS Elementary II Standalone Program are all accredited by The Montessori Council for Teacher Education (MACTE). MACTE is recognized by the US Department of Education as the accrediting agency for Montessori Teacher Education programs that meet Essential Standards and Criteria.

Please note that one must attend required onsite residential training at one of our accredited residential sites and complete a full practicum year to qualify for the CGMS - MACTE accredited Full Certification. Questions regarding accreditation may be directed to:

MACTE
420 Park Street, Charlottesville, VA 22902
Phone: (434) 202-7793, www.MACTE.org

Elementary Certification Eligibility

IMC Elementary Full Certification - All Program Levels

Eligible adult learners will hold a minimum of a Bachelor's degree from an accredited college or university or an international equivalent. adult learners must satisfactorily complete all course requirements for the **CGMS Full Certification Program** (Residence, Distance Learning, and Practicum Phase).

IMC Elementary Provisional Certification - All Program Levels

Exceptions to the degree requirement may be made at the discretion of the Director of Education and Elementary Director, provided there is significant evidence of the candidate's ability to succeed in the course. Eligible adult learners must have a high school diploma and be working toward or have completed some of the coursework toward a Bachelor's degree from an accredited college or university or an international equivalent. The adult learner must satisfactorily complete all course requirements for **CGMS Full Certification Program** (Residence, Distance Learning, and Practicum Phase) and upon completion will earn an **IMC Elementary Provisional Certificate**.

Adult learners without a bachelor's degree must submit an Educational Portfolio identifying one's intent for further study leading to a bachelor's degree and confirming educational and life experience which has prepared them for higher education. Information and resources are available through our office for completion of the Educational Portfolio.

An upgrade to Full certification is available for adult learners who complete a Bachelor's degree within five years from completion of the **CGMS** program. Adult learners will also need to show evidence of continued work in Montessori classrooms during this period, generally working in a Montessori elementary classroom while obtaining the Bachelor's degree.

IMC Elementary Associate Certification

CGMS generally requires all Elementary Certification adult learners to attend the residential programs and seek Full Certification so they will be better prepared for the practicum experience.

Exceptions may be made for adult learners at the discretion of the Director of Education and the Elementary Director. Adult learners who are not able to attend the residential program must have a qualified supervising teacher working in their practicum classroom on a daily basis or have a clearly defined plan for significant weekly mentorship. All requirements for Full Certification, other than attendance at the residential session must be met in order for these candidates to be awarded an **IMC Associate Elementary certificate**.

An upgrade to Full certification is available for adult learners who complete required residential hours within five years from completion of the **CGMS** program. Adult learners will also need to show evidence of continued work in Montessori classrooms during this period.

Residential Facilities

CGMS uses facilities at host schools for our residential session. The locations of summer residencies vary depending on the location of the adult learners and the availability of host sites. The dates and locations are typically published in January of each year and the registration is usually open for adult learners by the end of January.

Residential Information Packets

Adult learners will receive information about the residential location and surrounding area as posted on Moodle and by email prior to the start date of the program. This information will contain travel and lodging information as well as general information about the area such as where to find a hospital or urgent care center, pharmacy, grocery and health food stores, and more. The information will contain directions to the residential facility and contact information for instructors and a local representative from the host school. It will also contain an adult learner Emergency Contact Form. This form must be completed and submitted on the first day of the residential program.

Elementary Montessori Education Course Descriptions

The Elementary Certificate course includes a wide range of courses. Below is a description of each course, skills to be learned, and units of instruction:

Overview of the Early Childhood Program (EL1 Standalone and EL1-2):

This course is designed to provide the adult learner teacher with the basic knowledge of Montessori Early Childhood education, and a beginning understanding of the Montessori philosophy. Adult learners who hold a recognized Montessori Early Childhood credential are exempt from this course.

Overview of Early Childhood and Elementary Level I (EL2 Standalone):

This course is designed to give the adult learner teacher an overview of the early childhood program and elementary program for 6-9 year-old children. The initial portion of this course is 50 hours combining overviews of the early childhood and elementary 6-9 programs.

Additionally, 10 hours each of Math, Language, Geometry, and Biology are dedicated to the EL 1, 6-9 level. All adult learners must take the complete Cosmic education course for 6-9 (60 hours) and 9-12 (60 hours). This gives each adult learner enrolled in the standalone EL 2 a strong foundation to build upon in their teaching practice.

Montessori Philosophy

This course provides the philosophical foundation, which is at the core of the Montessori educational approach. Topics include a historical overview of the life of Maria Montessori and the development of the Montessori movement, as well as exploring key Montessori concepts such as the absorbent mind, sensitive periods, the mathematical mind, normalization, and the spiritual and moral development of the child. The course seeks to provide the adult Montessori adult learner with a philosophical framework, which lead to greater understanding of the dynamic relationships between the child, the prepared environment, and the role of the adult.

Observation:

This course will focus on observation as the chief role of the Montessori guide. Adult learners will learn the importance of creating the habit of observation and will work to develop their ability to perceive the social, emotional, and intellectual needs of children. They will gain a working understanding of various observation techniques and how to interpret their observations to support the development of children.

Child Development:

This course is a study of developmental theories and current understandings of child development. It serves as a foundation for validating the pedagogy and philosophy of the Montessori approach. The emphasis is on developing a greater understanding of the natural process of human development and how we can support the child's growth and development through our understanding and application of these concepts.

Working with Children with Non-Standard Needs

The course presents a survey of non-standard learning needs. Adult learners will learn how to recognize learning challenges and differences and learn tools for working with these needs. They will also learn practical ideas for how to most effectively work with families, school leadership, and outside resources to support children with non-standard needs in the Montessori program.

Classroom Leadership and Administration:

This course presents the principles of effective classroom leadership necessary for preparing adult learners for the practical application of Montessori philosophy and methodology in today's classroom environments. Course content includes: designing the prepared environment, establishing daily routines, lesson strategies, evaluation of adult learners, record keeping systems, and curriculum planning, as well as techniques for culturally responsive practices, positive discipline and problem solving in implementing effective classroom strategies.

Practical Life:

Adult learners will develop an understanding of the importance of continuing and expanding the work of Practical Life in the elementary classroom. Adult learners will discover opportunities for incorporating practical life skills into the core curriculum. Practical Life will be explored in

the domains of grace and courtesy, care of self, and care of the community/environment including field trips and outdoor learning experiences.

Language:

In this course adult learners will continue to study the natural phenomena of language development in the school-aged child and will understand that the classroom is a language learning laboratory. Topics of this course include oral and written expression, vocabulary development and enrichment, phonemic awareness and the application of phonics to the reading process, word-study, and handwriting (both manuscript and cursive). Particular emphasis will be placed on the understanding of grammar and parts of speech and how they relate to sentence syntax. Various approaches to writing will be integrated into the program for guiding adult learners in expressive writing skills. The functions of words and the analysis of sentence structure will be examined through the use of Montessori materials.

Integration of literature into the whole curriculum will be an important part of the language component. Adult learners will learn techniques for assessing reading levels and matching the reading level to appropriate reading exercises and materials.

Mathematics:

This course provides the foundations for understanding the continuation of a child's process of developing mathematical concepts, beginning with concrete exploration and moving toward abstraction. The focus will be an understanding of how the mathematics materials lead the child to abstraction and on developing the skills for learning the four basic operations of mathematics. Advanced mathematical concepts will be learned and discovery of the connection to the Sensorial materials in the EC classroom will be explored. The focus will be on continuing to develop the mathematical mind of the child. The importance of using the memorization materials will be discussed. The sequence of mathematics will be explored and the integration of linear counting, memorization, numeration, and place value will be emphasized. The adult learners will learn how to evaluate a child's readiness for various math activities and there will be an emphasis on assessing the child's learning experiences through observation and direct assessment.

Geometry:

This course will explore the nomenclature related to geometry and help the child develop skills of measurement, congruency, symmetry, area, perimeter and various other geometrical formulas. Relationships to materials in the EC classroom will be explored and discussed. Adult learners will learn how to guide the child in an exploration of mathematics and geometry and interrelated disciplines.

Cosmic Education:

Designed as a foundation and introduction to Montessori's "Cosmic Curriculum", this course presents an integrative approach to introducing geography, history, and science to elementary aged children. Topics include: cultural and physical geography, historical time and exploration of specific periods of human history. Much emphasis is placed on the theories of the creation of the universe giving the child a broad understanding of various cultures needed to explain this phenomenon. Relationships between geography, the basic needs of people and the development of civilizations will be discussed and materials to lead the child toward further exploration in the form of research will be emphasized. Biology, chemistry, astronomy and physical science will be integrated into the Cosmic Education course. The goal of the Cosmic curriculum is to lead the child to develop a deepened appreciation of the interrelationships

among living things and to understand the symbiotic relationships that exist among life on our planet. Ecology and environmental sciences will be integrated into the cosmic studies.

Visual Arts:

Adult learners will learn how to design and prepare an art environment that will promote creative expression and develop art appreciation. Through lectures and hands-on experience adult learners will learn the value of art education and how to present art activities from a variety of media and styles. Adult learners will learn how to present art units that expose children to artists and styles of art including the classical masters and cultural art.

Music:

This course explores exercises in auditory training, music theory, composition, and music appreciation. Adult learners will learn the lessons for presenting the Montessori tone bars or Orff instrument tone bars. Performance art will also be a part of this curriculum.

Physical Education:

Focusing on the vital connection between a healthy mind and body. Adult learners will learn how to develop a physical education curriculum for elementary children. Although most elementary schools may have specialists to teach PE, adult learners should be aware of the basics and importance of physical education. Adult learners should also be prepared to assist a specialist in creating a PE program that is in line with Montessori philosophy.

Peace Education:

This course will consider the many facets of Peace Education including the “spiritual preparation” of the teacher, cultivation of the child’s self awareness, establishing a classroom of community using anti-racist, anti-bias practices, and a focus on awareness of one’s place in the larger world community. Adult Learners will engage in self reflection, exploration of implicit bias, and integration of the Montessori philosophy into practice. Adult learners will develop experiences for children to engage in self-care, conflict resolution, responsibility to an inclusive community, and exploration of each individual’s “cosmic task.”

Biology:

This course includes botany and zoology, with the emphasis on nomenclature, function and classification. Adult learners develop an ecological viewpoint by studying the appropriate lessons and current theory in the biological sciences. Exploration of interdependent relationships of living things is an integral part of the curriculum objectives. Simple experiments and observations of plants and animals are included. Biological sciences are dynamic and adult learners are encouraged to research and stay current on developments in the biological sciences.

Technology:

This course is designed to assist educators in making the best use of technology in the Montessori elementary environment. The course will involve using or making materials to help students understand the history of technology. The course will also cover setting up a physical environment for technology, creating lessons for children to use virtual tools, online etiquette and classroom guidelines for technology, and the impact of the modern digital age on a Montessori classroom.

Chart of Elementary 1-2 Course Hours

COURSE TITLE	TOTAL HOURS
**EC Overview	50
Art	20
Biology 6-9	30
Biology 9-12	30
Child Development	30
Classroom Leadership 6-9	40
Classroom Leadership 9-12	30
Cosmic Education	120
Geometry 6-9	350
Geometry 9-12	30
Language 6-9	60
Language 9-12	30
Mathematics 6-9	90
Mathematics 9-12	50
Montessori Philosophy	50
Music	20
Observation	30
Peace Education	20
Physical Education	10
Practical Life 6-9	10
Practical Life 9-12	10
Supporting Children w/ Non-Standard Learning Needs	10
Technology in the EL Classroom 6-9	10
Technology in the EL Classroom 9-12	10
EL1 Review	30
EL2 Review	30
EL1 Residential Session	80
EL2 Residential Session	80
Total Hours Academic Hours	1050
Practicum - Internship	1000

Elementary 1 Course Hours

Course Title	Total Hours
**EC Overview	50
Art	10
Biology	30
Child Development	30
Classroom Leadership	40
Cosmic Education	120
Geometry	30
Language	60
Mathematics	90
Montessori Philosophy	50
Music	10
Observation	30
Peace Education	20
Physical Education	10
Practical Life	10
Non-Standard Learning Needs	10
Technology in the EL Classroom	10
EL1 Review	30
Next Steps- 9-12 Overview	30
EL1 Residential Session	80
Total Hours Academic Hours (Does not Include Practicum Hours)	750
Practicum - Internship	1000

Elementary 2 Course Hours

Course Title	Total Hours
EC/EL 1 Overview	50
Art	10
Biology / Include 10 hours for 6-9 Overview	40
Child Development	30
Class Leadership	40
Cosmic Education	120
Geometry / Include 10 hours for EL 1 Overview	40
Language/ Include 10 hours for EL 1 Overview	60
Math / Include 10 hours for EL 1 Overview	70
Montessori Philosophy	50
Music	10
Observation	30
Peace Education	20
Physical Education	10
Practical Life	10
Supporting Children w/ Non-Standard Learning Needs	10
Technology in the EL Classroom	10
EL2 Review	30
EL2 Residential Session	80
Total Hours Academic Hours (Does not Include Practicum Hours)	720
Practicum - Internship	1000

Elementary Course Schedule

Distance Learning Format:

Online coursework is completed on the learning platform Moodle. Course work is designed as a series of Modules, each approximately 5-8 weeks in length. A minimum of 10-15 hours will be spent on weekly work consisting of discussion forums, live classes, instructional videos, reading assignments, as well as long term assignments. There is a one week break between each module. A 2-week break in December and a “summer flex” are also scheduled.

A detailed week by week Cohort Schedule will be posted online on the course site.

Exams:

Exams will be scheduled after the completion of each course (Elementary 1 or Elementary 2). Those taking the Elementary 1-2 program will take EL-I exams after completion of the Elementary 1 coursework and the EL-II exams at the completion of the Elementary 2 coursework.

Oral Exams

Oral exams consist of oral, practical exams conducted by the Instructional Guide and an outside Examiner. Adult Learners present randomly selected lessons from each curriculum area, explain their rationale, and make connections to the other subject areas. These exams will be completed in a live video conference. Oral Exams are graded according to a seclar rubric as either Proficient or “Needs More Evidence.”

Written Exams

Written Exams will consist of essay questions on Montessori theory and philosophy as they relate to key Montessori principles, child development, and the curriculum areas for your specific level. Written exams will be graded on a 100-point scale with 80 points being the minimal grade for passing. Grades will be posted to the Moodle within one week of the exam upload, with comments on the exam. This post will be private with only the adult learner and instructors having access to them.

If an Adult Learner does not pass any portion of their examination, a review plan will be created outlining specific areas that require improvement and the expectations for revision or study. The Adult Learner will then have a required review period, during which they may meet with an Instructor to review content, clarify expectations, and prepare for a retake.

After the review period, the Adult Learner must schedule a retake examination:

- For an **Oral Exam**, the learner will re-present the lesson(s) not passed and complete a new random draw for an additional lesson within the same subject area.
- For a **Written Exam**, the learner will revise the questions that were problematic and respond to an

additional set of essay questions.

Our goal in this process is to ensure that learners have the opportunity to review and further develop their knowledge and skills so that they can be successful in the course. Instructors will provide additional guidance as needed to support this growth and mastery.

The retake process will occur on an **extension**, requiring the Adult Learner to pay for a minimum of one month of an extension. Please note that a **fee will also be applied** for the retake of examinations.

Summer Residency:

Elementary adult learners are expected to participate in the first 80 hour in-person summer residency before beginning their practicum. Elementary Full certification E1-2 also requires participation in a second 80-hour in-person summer residency.

Adult learners who only take the online portion of the course receive an “Associate Certificate.” Upgrading can be accomplished by attending the required summer residency program and must take place within 5 years of completing the online course work.

Practicum Schedule

- 9 month practicum for a full school year- full day (5 days per week). Minimum length 1000 hours in an approved Montessori classroom serving children for the developmental level of the certification one is seeking.
- The practicum phase takes place during the distance learning phase with online work continuing concurrently.

Practicum Requirements

The practicum phase is a vitally important part of the teacher preparation course as it provides an opportunity for observation and experience in the practical application of Montessori philosophy, theory, and methods. We believe that the most successful practicum occurs when there is a strong partnership between the practicum school, the adult learner, the supervising or mentor teacher, and the teacher education center. The practicum requirement is for a full school year of adult learner teaching experience in an approved Montessori Elementary Classroom for a full day/ 5 days per week.

The Practicum- internship must take place in a multi-age, well-equipped Montessori classroom. Multi-age at the Elementary level is typically defined as a minimum of a 3-year age span of children ages 6-9, 9-12, or sometimes the full 6-12 age span. While the traditional 3-year age span is preferred, a minimum of a 2-year age span is required for a valid internship.

In some cases, adult learner teachers are paid a stipend by the practicum site school. All such arrangements are made between the adult learner and the school. No assurance of

compensation can be made by the CGMS. Adult learners may propose their own practicum site or request our assistance in locating one.

Admission into the Practicum Phase

In order for adult learners to enter the Practicum Phase of the teacher education program they must meet the following criteria:

1. Complete a 4-session Practicum Prep course, embedded into the online coursework schedule.
2. Complete the first session of the residential program or a minimum of 60 hours in the distance learning course with verification from the Instructional Guide of participation in the course and readiness for the Internship/Practicum experience.
3. Verification of practicum agreement and all Practicum Packet paperwork with an appropriate practicum site that meets CGMS and IMC standards. (See the Practicum Experience tab on the Moodle to download the required practicum documents)
4. Be in good financial standing with CGMS.

Supervising Teachers

Some adult learners will complete their practicum requirement in a classroom with a Supervising Teacher. The Supervising Teacher must hold a Montessori teaching credential for the appropriate Elementary Level from an IMC approved, MACTE-accredited Teacher Education Center and will be in at least the third year of teaching after the receipt of their Montessori Elementary credential.

Supervising teachers will receive a practicum handbook and be invited to an informational meeting with a representative of CGMS. This will provide guidance in how to assist and mentor the adult learner during the practicum, as well as provide clear guidelines for expectation of both the adult learner and the supervising teacher.

CGMS will maintain open lines of communication with the Supervising Teacher and practicum site Head of School. The Supervising Teacher and adult learner are responsible for creating an environment for healthy communication, which must include regularly scheduled and documented meetings for answering questions, support in practicing lessons, and providing feedback about the adult learner's progress. The Supervising Teacher will also be responsible for completing evaluations on the adult learner's work in the classroom and their development as a Montessori teacher.

Elementary Self-Directed Practicum

CGMS believes in the importance of the supervised practicum as the best model for preparing teachers. With this in mind, a self-directed practicum, in which the adult learner assumes full responsibility for a classroom while still in training, will only be allowed with additional support

from the Practicum School and an on-site mentor.

Interns who are self-directed are required to have a mentor teacher who is available to provide support, feedback, and guidance. The intern should meet with their mentor teacher at least once per week. Notes from these meetings will be submitted by the Adult Learner in a monthly meeting log. Self-directed adult learners are given additional support through the guidance of a Practicum Adviser. This person contacts and meets with the adult learner throughout the practicum period. This is done via online meetings, email, or phone. The adult learner is responsible for responding and attending these meetings.

Requests for self-directed practicums without on-site mentors or additional school support will be reviewed by the Elementary Director on a case-by-case basis. Should approval be granted, the adult learner and the Director will develop a plan to provide additional support and mentorship, often in the form of a coaching contract. The adult learner (or sponsoring school) will be responsible for any additional fees necessary for the implementation of this plan. The plan and fees will be put in writing and agreed upon before the onset of the practicum phase. Any changes in the plan or fees will require approval of both the adult learner and Course Director and must be put in writing.

Practicum Assignments - Development of Classroom Leadership Skills

The adult learner documents their internship by answering practicum forums. This documentation includes photos, videos, and analysis of class leadership activities. Full cooperation is expected on the part of the practicum school and the Supervising Teacher to assure that the adult learner has opportunities to develop the skills listed below. There will be specific assignments that address these skills with on-going assessment of progress in these areas to be completed by the adult learner (self-evaluation), the Supervising Teacher, and the Field Consultant.

Practicum Classroom Leadership Skills include:

- Preparation of indoor and outdoor environment
- Observation, record keeping, planning for individual student progress, and planning group activities
- Preparation and presentation of lessons to individuals and groups
- Material making
- Developing communication skills with students, parents, and staff members
- Participation in Parent/Community activities such as parent education programs, parent– teacher conferences, interviews, open houses
- Classroom management – individual and group strategies for developing social and emotional intelligence and culturally responsive practices
- Staff and School involvement – participation in staff meetings, problem solving, and participation in school–wide events

Always communicate with CGMS if a situation that could compromise your practicum experience arises.

Field Consultant Evaluations

Each adult learner will be assigned a Field Consultant who will provide guidance during the practicum phase. Field Consultants will visit adult learners to observe, evaluate and provide support. They will complete a minimum of three visits typically scheduled in the Fall, Winter, and Spring. An evaluation form will be completed as part of these visits. All efforts are made for in-person visits, however adult learners located in remote locations, or in special circumstances may arrange for virtual or video observations per approval by the Level Director.

Adult learners will also complete a self-evaluation prior to each field visit. The self-evaluation should be completed and sent to the field consultant before their visit. This will enable the field consultant to provide support more effectively. Adult Learners will also complete a post-visit reflection after each visit. The self-evaluation, Field Consultant report, and post-visit reflection are all uploaded onto the Practicum experience page by the Adult Learner.

Supervising Teachers or appointed Mentors will complete an evaluation twice during the practicum phase. Adult learners and Supervising Teachers should review the evaluation together and set goals for the adult learner's continuing growth and development in the practicum classroom.

Upon completion of all three visits, the Field Consultant will recommend either certification or further work needed to the Level Director.

For more information about Practicum Requirements, see the Addendum with IMC Standards

Dismissal from Practicum Position

Any adult learner who is dismissed from their practicum position will immediately be placed on probation pending a CGMS administrative review. Dismissal from a practicum site will result in additional practicum hours. Dismissal may also result in immediate termination of enrollment, leading to the inability to receive certification. Adult learners who are experiencing serious difficulties at one's practicum school and considering resigning before the start of the practicum or during the practicum school year must contact the CGMS Level Director before resigning. Leaving a school mid-year has a great impact on the children, the continuity of the training and can be a negative reflection upon one's professionalism. Please see Adult Learner Handbook for further elaboration on dismissal policies.

Course Requirements and Completion

Elementary Adult Learner Competencies

CGMS uses the Montessori Accreditation Council for Teacher Education (MACTE) competencies listed below as a standard for adult learner outcomes required for certification. In addition to the four areas of MACTE competency, CGMS has added a fifth section addressing

professionalism in the school community. These competencies are considered in assessment of all assignments and in evaluating the practicum experience.

Competencies are specifically delineated in each content area course guide. Certification is based on the submission of evidence of proficiency for each competency.

MACTE Competencies

Categories of Competency:	Competency - the adult learner understands the following as they relate to the level:	Possible sources of evidence:
I. Content Knowledge - Understands the theory and content regarding:		
	1a. Montessori Philosophy	Written assignments, exams
	1b. Human Growth and Development	Written assignments
	1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: <ul style="list-style-type: none"> • Level specific subject matter as outlined below" (practical life, language, geometry, etc.) • Cosmic education • Peace education • The arts • Fine and gross motor skills 	Albums, rationale papers, lesson write-ups, exams
	1d. Community resources for learning	Album, written assignments
II. Pedagogical Knowledge -- Understands the teaching methods and materials used regarding:		
	2a. Correct use of Montessori materials	Supervised practice with materials, blind draw exams
	2b. Scope and sequence of curriculum (spiral curriculum)	Participation in discussions, original lesson write-up, exams
	2c. The prepared environment	Written assignments
	2d. Parent/teacher/family/community partnership	Participation in discussion
	2e. The purpose and methods of observation	Observation reports, written assignments
	2f. Planning for instruction	Written assignments
	2g. Assessment & documentation	Child-study
	2h. Reflective practice	Yearlong journal
	2i. Support and intervention for learning differences	Written assignments, class discussion
	2j. Culturally responsive methods	Written assignments

III. Practice - Can demonstrate and implement within the classroom:		
	3a. Classroom leadership	Practicum observations, other evaluations during student teaching
	3b. Authentic assessment	Practicum observations, other evaluations during student teaching
	3c. Montessori philosophy and methods (materials)	Practicum observations, other evaluations during student teaching
	3d. Parent/teacher/family partnership	Self-evaluation
	3e. Professional responsibilities	Participation in discussion
	3f. Innovation and flexibility	Participation in discussion

Definition of level:

Infant and Toddler - Birth through three (0-3) years of age

Early Childhood - Two and one-half through six (2½-6) years of age

Elementary I - Six through nine (6-9) years of age

Elementary II - Nine through twelve (9-12) years of age

Secondary I -Twelve through fifteen (12-15) years of age Secondary II - Fifteen through nineteen (12-19) years of age

*** Targeted subject matter areas by instructional level to include, but not limited:**

- Infant and Toddler: sensory and motor experiences, language experiences, positive social experiences, self-care, art, and music.
- Early Childhood: practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education.
- Elementary: language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music.
- Secondary: mathematics, language arts, economic experiences, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, and college admissions/career readings.

Additional CGMS Competencies

I. School Professionalism and Contribution

- A. Demonstrates effective communications, cooperation, and collaboration with fellow staff.
- B. Demonstrates effective guidance and management practices with support staff and works to develop a positive collaborative environment within the classroom
- C. Demonstrates effective communications and working relations with organizational leaders and supervisors

- D. Exhibits professionalism, sound character, and a commitment to organizational goals and values.

II. The Teacher as a Reflective Life Long Learner

- A. Understands the importance of daily renewal and reflective practices.
- B. Sets personal development and self-improvement goals
- C. Responds to personal challenges and conflicts as opportunities for growth

Assessment Philosophy, Grading Policies, and MACTE Alignment

Assessment in the CGMS Elementary program reflects both Montessori principles and the standards of the Montessori Accreditation Council for Teacher Education (MACTE). In the Montessori tradition, assessment is viewed not as a measure of comparison, but as a means of understanding growth, guiding development, and ensuring readiness for professional practice. Our approach emphasizes reflection, feedback, and continued practice as essential components of learning.

All assignments in the Elementary program are intentionally aligned with MACTE competencies, ensuring that Adult Learners demonstrate the knowledge, skills, and dispositions required of a Montessori Elementary Guide. Each assignment is mapped to one or more specific competencies. These alignments are clearly identified in the course syllabus and within the Learning Plans in Moodle, allowing Adult Learners to see how each assignment contributes to their overall professional preparation.

Because the program is competency-based, CGMS does not use traditional letter grades for coursework. Instead, all assignments are assessed as either Proficient or Needs More Evidence.

- Proficient indicates that the assignment meets expectations and demonstrates sufficient evidence of the relevant MACTE competency or competencies.
- Needs More Evidence indicates that additional clarification, depth, or documentation is required to fully demonstrate competency.

When an assignment is assessed as Needs More Evidence, Adult Learners receive clear, specific, and actionable feedback identifying what is missing or what additional evidence is needed. Adult Learners are then given time to revise and resubmit the assignment until it meets the Proficient standard. This process reflects our belief that mastery develops over time and through thoughtful revision, rather than through one-time evaluation.

All assignments are accompanied by a rubric that clearly outlines expectations, criteria, and requirements for demonstrating proficiency. Rubrics are provided in advance so Adult Learners understand how their work will be evaluated and how it connects to MACTE competencies and

course objectives.

This assessment model supports consistency, transparency, and alignment across the Elementary program while honoring Montessori principles of growth, self-reflection, and purposeful learning.

Keeping up with Coursework, Dismissal, and Withdrawal Policies - See Adult Learner Handbook

Course Completion

Adult Learners must complete the weekly module requirements during the week assigned in order to remain active and current in the course.

Weekly Course Requirements Include:

- Viewing all course lectures and lesson videos is required for passing each module. Adult Learners are encouraged to take notes as per their learning style or needs. Adult Learners also need to plan time in the classroom to practice lessons using the lesson videos and albums as a resource. Practice should initially be completed without children before beginning to give lessons to children. Practice is essential!
- Participation in Discussion Forums and Journal Forums provide opportunities for deep reflection and articulation of one's understanding of course topics. Participation in discussion forums enables learners to share ideas and learn from each other.
- Assignment Posts for periodic individual or group assignments or projects will be noted in each module syllabus and in the weekly memo. These assignment posts are in addition to the weekly required discussion forum posts.
- Participation in weekly live classes. Live classes may require completing assignments such as reading for scheduled reading discussions, lesson preparation for practice sessions, or module-specific assignments necessary for participation in live class activities.

Adult Learners who fall behind with weekly work and assignments will be contacted by the IG and provided support in making a catch-up plan. If the Adult Learner continues to fall behind or fails to meet weekly course expectations, the Level Director will contact the learner and require a phone or video conferencing meeting to determine if the learner can continue with the cohort, needs to move to another cohort, take a Leave of Absence, or withdraw from the program. Both the IGs and the Level Directors are committed to supporting learners with suggestions for organizational and time management strategies. Our goal is for each learner to have success in the course, but ultimately, one's own consistent effort and commitment to learning is the determining factor for one's success.

It is expected that adult learners will complete all Elementary course requirements within the scheduled period as outlined for one's specific cohort. Adult learners who need extra time will

need to file an extension form and pay an additional fee. If the Adult Learner is school sponsored, the Head of School will be informed of the need for an extension and will need to sign the Course Extension Form as well. We strongly advise adult learners to complete all work within the allotted time or, if needed, within a very short extension period. Please see the Adult Learner Handbook for further elaboration regarding course completion.

Generally, all coursework, including long-term and practicum assignments, must be completed before final exams can be scheduled.

Access to Course Resources and Learning Platforms

CGMS provides Adult Learners with access to a wide range of online resources designed to support successful engagement with coursework, practicum requirements, and long-term assignments. These resources are housed primarily on Moodle, the CGMS learning management system, and are supplemented by cohort-specific shared materials. Additional policies, procedures, and expectations are outlined in the Adult Learner Handbook, which serves as an essential companion document to this Course Catalog.

Within Moodle, Adult Learners will have access to several key resource areas, including the Adult Learner Resources page, the Practicum Experience page, and the Long-Term Assignment page. These areas contain essential information, guidelines, forms, timelines, and supporting documents related to program requirements and expectations. Adult Learners are expected to carefully review all materials provided in these sections and to refer to them regularly throughout the program.

In addition to Moodle, each cohort is provided with a shared Google folder. This folder contains cohort-specific resources, including the cohort course schedule, links to live class recordings, and materials related to that cohort's modules and course activities. These shared resources are intended to support organization, communication, and consistent access to course content across the duration of the program.

Adult Learners are responsible for regularly checking Moodle, the cohort Google folder, and the Adult Learner Handbook to ensure they are aware of all requirements, deadlines, and expectations. Staying informed, organized, and proactive in reviewing these resources is an essential part of successful participation in the CGMS Elementary program.

Elementary Curriculum Videos, Albums, and Integrated Instruction

Adult Learners in the CGMS Elementary program have access to videos and albums for the full Elementary I–II (6–12) curriculum across all course areas. These materials are available through the Elementary Library, located on the home page of Moodle, and serve as a central repository for curriculum resources supporting both coursework and practicum.

The curriculum videos include both lesson-demonstration videos and lecture-based instructional

videos. Lesson-demonstration videos model the presentation and use of Montessori materials, while lecture-based videos provide deeper exploration of subject areas such as Montessori philosophy, observation, child development, classroom leadership, and related theoretical foundations. The videos and albums are designed to be used together, not as stand-alone resources. Videos provide visual and conceptual context, while albums offer a structured written framework that supports sequencing, clarity, and intentional practice. Used in combination, these resources support deeper understanding of Montessori pedagogy and curriculum.

An album is a professional working document that organizes Montessori lessons within a clear scope and sequence for each curriculum area. Albums include lesson descriptions, key vocabulary, presentation steps, and pedagogical notes, and they serve as an essential tool for lesson preparation, reflection, and long-term professional use. At CGMS, albums are considered living documents that evolve alongside the Adult Learner's growth and experience.

Instruction in the CGMS Elementary program extends well beyond videos and albums alone. Adult Learners receive ongoing instruction and guidance through live classes with Instructional Guides (IGs), in-person teaching and practice during summer residencies, support from Practicum Advisors, and feedback from Field Consultants during the practicum phase. In addition, significant learning occurs through module forums, discussions, and collaborative exchanges with peers. Together, these elements contribute to the full depth and integration of knowledge developed throughout the program.

The albums provided by CGMS are comprehensive, containing all key lessons and foundational content for each curriculum area. However, they are not intended to be exhaustive or final. Rather, they serve as the structural foundation that Adult Learners are expected to build upon as they progress through the program. Adult Learners actively develop their albums by adding notes from videos and lectures, insights from live classes, photographs or diagrams, examples from practice with materials, classroom observations, and personal reflections.

Album development is directly aligned with MACTE competencies, particularly those related to content knowledge, pedagogical understanding, lesson planning, observation, reflective practice, and classroom implementation. Evidence drawn from albums is used across coursework and practicum assignments to demonstrate competency and readiness for professional practice. Album work also supports practicum expectations by informing lesson preparation, guiding classroom presentations, and providing documentation of professional growth over time.

This integrated approach ensures that albums, videos, coursework, practicum experiences, and reflection function together as a cohesive system of preparation—supporting Adult Learners in developing both the technical skill and professional judgment required of Montessori Elementary Guides.

Course and Module Syllabi

Course guides or syllabi for each individual course component, i.e. Montessori Philosophy, Mathematics, Cosmic Education, etc., outline the assignments and course videos for the specific subject are located in the Moodle under Adult Learner Resources. Each module also includes a

syllabi with specific assignments and topics covered during the module.

Addendum

International Montessori Council (IMC) Practicum Standards

CGMS adheres to the following IMC guidelines to assure the quality of the practicum experience for our adult learners.

8.1 Practicum/ adult learner Teaching Requirements

8.2 Length of Practicum:

- 8.2.1 Minimum length 1000 hours. Adult learners will work as a self-guided or supervised intern in an approved Montessori Elementary classroom, during the Montessori morning work cycle, for one full school year or a minimum of nine consecutive months (should account for approximately 750 hours of the required practicum hours).
- 8.2.2 Adult learners must gain experience in all aspects of the full-day operation of a Montessori program through working with and/or observation of extended day children.
- 8.2.3 The practicum requirement includes a minimum of 250 additional hours which can be met through observation, practice with materials, and/or practical classroom experience.

8.3 Requirements for Practicum Site:

- 8.2.2 The practicum site must meet all local and state licensing regulations.
- 8.2.3 The practicum classroom may contain children who are 6 through 12 years of age. Exceptions may be made in an extreme circumstance when a practicum school is developing the three-year curriculum over a three year period, or if it is unable to provide

the full three-year age range, in which case the TEP must develop with the adult learner and the practicum site a plan that enables the adult learner-teacher to obtain practical experience and knowledge of the application of Montessori theory and methods as it applies to the missing age group. This plan must include additional observation assignments in classrooms with the full age range and assignments specific to the observation of children of the missing age. This plan must be approved by the Director of the TEP and submitted to the IMC-TEC for their approval as well. A practicum conducted without an approved provision for the full three-year span would result in an Associate certification until such time as the full age range could be experienced.

- 8.2.4 The practicum site must provide a model Montessori classroom with a full complement of basic Montessori materials in good repair, in a beautiful and orderly environment. Practicum schools may submit a plan for purchasing additional materials and/or replacing materials to meet these criteria. Materials must be purchased and received within the first semester of the internship.
- 8.2.5 The practicum site must communicate school policies to the adult learner and the teacher education center in writing.
- 8.2.6 The practicum site must have a written non-discrimination policy for children and staff.
- 8.2.7 The practicum site must provide the intern with a written contract/ job description clearly delineating the intern's job responsibilities and the nature and type of remuneration to be given.
- 8.2.8 The practicum site will provide janitorial services. New or small schools may receive a waiver if they (a) demonstrate plans to provide such services within a reasonable time or (b) have made other reasonable provisions for maintaining the cleanliness of the school.
- 8.2.9 The practicum site agrees to provide appropriate supervision for the intern in regards to the full responsibility and supervision of children.
- 8.2.10 The practicum site must agree to cooperate with the Teacher Education Center in all matters relating to the practicum and the course.

8.4 Standards and Responsibilities for Supervising Teachers:

- 8.4.1 Credentials: Supervising teachers must hold a Montessori credential from a MACTE accredited teacher education program or its equivalent. Exceptions shall be determined by the Course Director and reported to the IMC Teacher Education Committee.
- 8.4.2 Teaching Experience: The supervising teacher must be at least in the third year of teaching after receipt of the credential.
- 8.4.3 Attendance: The supervising teacher must be in the intern's classroom full time.
- 8.4.4 adult learner Experience: The supervising teacher is responsible for providing opportunities for the intern to develop experience in the following areas:
 - 8.4.4.1 Preparation of indoor and outdoor environment.
 - 8.4.4.2 Observation, record keeping, assessing adult learner progress, and planning for individual adult learner progress, and planning group activities.

- 8.4.4.3 Preparation and presentation of lessons to individuals and groups.
- 8.4.4.4 Material making.
- 8.4.4.5 Developing communication skills with adult learners, parents, and staff members.
- 8.4.4.6 Participation in Parent/Community activities such as parent education programs, parent–teacher conferences, interviews, open houses.
- 8.4.4.7 Classroom management – individual and group strategies.
- 8.4.4.8 Staff and School involvement – participation in staff meetings, problem solving, and school-wide events
- 8.4.5 Meetings: The supervising teacher must schedule regular review sessions with the adult learner teacher, at least once monthly, to assess progress in the above areas.
- 8.4.6 Assessment and Communication: The supervising teacher must complete all evaluations requested by the teacher education center at the designated times. The supervising teacher also agrees to inform the teacher education center in the event of any difficulties or concerns regarding the professional performance of the intern.

8.5 Self- Directed Internships:

- 8.5.1 IMC strongly believes in the importance of the supervised internship as the best model for preparing teachers. With this in mind, self-directed internships will only be allowed under rare circumstances, and only when the following guidelines can be met.
- 8.5.2 The self-directed intern must have previous experience in a Montessori classroom and/or three or more years' experience working with children in other environments.
- 8.5.3 A written plan of supervision must be submitted to the Teacher Education Center and approved by the Director.
- 8.5.4 The plan must include provision of a mentor that meets the supervising teacher credential and experience qualifications. The mentor must observe the intern at least once every month, either on site or by video, and meet with the intern on a weekly basis to provide support and feedback.
- 8.5.5 The self-directed intern will be required to do additional classroom observation in model classrooms.
- 8.5.6 The self-directed intern will have at least three additional evaluations from the Teacher Education Center's Field Consultant either on site or through video conferencing.

8.6 Standards for Evaluating Interns:

- 8.6.1 Field Consultations: The interning teacher will receive a minimum of three observation/evaluation visits from a qualified Field Consultant representing the Teacher Education Center. The purpose of these visits will be to provide feedback and support to the intern and supervising teacher and to assess the progress of the intern in meeting course goals. The Field Consultant will meet with the intern and the supervising teacher

during the visit. A written report will be completed after each visit and be presented to the intern and the teacher education center. Evaluations may be done through video conferencing when adult learners are in remote locations; however, IMC encourages centers to provide live on-site observations and evaluations whenever possible.

- 8.6.2 Field Consultation Qualifications: Field Consultant will hold a bachelor's degree and a Montessori credential recognized by IMC with a minimum of three years' experience teaching in Montessori Elementary classrooms.
- 8.6.3 Practicum Site and Supervising Teacher Agreements: The Teacher Education Center will provide the Practicum Site and the Supervising Teacher written guidelines and expectations for the internship. A copy of this document signed by the Practicum School Administrator, Supervising Teacher, and the Intern will be kept in the intern/adult learner's file.
- 8.6.4 Practicum Assignments: The Teacher Education Center will assure that the intern has the opportunity to develop skills in the following areas by providing specific assignments that address these areas and/ or providing a variety of assessment/evaluative strategies measuring the adult learners' progress in developing these skills:
 - 8.6.4.1 Preparation of indoor and outdoor environment.
 - 8.6.4.2 Observation, record keeping, assessing adult learner progress, and planning for individual adult learner progress, and planning group activities.
 - 8.6.4.3 Preparation and presentation of lessons to individuals and groups.
 - 8.6.4.4 Material making.
 - 8.6.4.5 Developing communication skills with adult learners, parents, and staff members.
 - 8.6.4.6 Participation in Parent/Community activities such as parent education programs, parent –teacher conferences, interviews, open houses.
 - 8.6.4.7 Classroom management – individual and group strategies.
 - 8.6.4.8 Staff and School involvement – participation in staff meetings, problem solving, and school-wide events
 - 8.6.4.9 Monthly Contact: The TEP shall assign a Field Consultant or Mentor to each intern. This consultant/mentor will contact the adult learner at least once per month to answer questions and provide support. Contact may take place by phone, video conferencing, email, or in person. Documentation of contact must be kept in the adult learner's file.