

# WSMS - TEP

## Program Handbook

### 2017 - 2018



**WSMS-TEP**  
West Side Montessori School  
Teacher Education Program

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**AMERICAN MONTESSORI SOCIETY®**  
education that transforms lives

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**WSMS-TEP**  
West Side Montessori School  
Teacher Education Program

*...to think, not to be thought for*

Dear Montessori Student,

Welcome to the beginning of your Montessori teacher preparation program! You have chosen a very important and rewarding profession — a career in which you can make a difference in the lives of children and their families.

This handbook serves as a reference for you in completing your work for the American Montessori Society's credential program. It contains a range of information regarding policies for our teacher education program.

Our faculty is on hand to provide you with a unique, intensive educational experience—the first step towards your career as a Montessori educator. Please do let us know how we can assist you.

Sincerely,

Lianne Pinciotti  
[lpinciotti@wsmsnyc.org](mailto:lpinciotti@wsmsnyc.org)

**Please note:**

**This 2017-18 edition of the Student Handbook supersedes all previous versions.**





# WSMS-TEP

West Side Montessori School  
Teacher Education Program

## **Acknowledgement of receipt**

### **Program Handbook**

This Program Handbook contains the policies of the WSMS-TEP Teacher Education Program. By signing this page, you indicate you have read this handbook, had an overview of the handbook, and that you will request from the Program Director an explanation of any items which are unclear at any time. Your application for enrollment to the WSMS-TEP program will be considered complete when this page has been signed and received.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

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## MISSION

### **WSMS MISSION STATEMENT: Adopted by the Board of Trustees on April 6, 2010 West Side Montessori School ... where to begin a lifetime of learning**

Since 1963, West Side Montessori School has provided an exceptional early childhood education within a welcoming and richly diverse community. Here, children are nurtured, families find friendship and support and faculty can flourish. We embody the best practices that have evolved in early childhood and Montessori education, and as a community of learners, we use the process of self reflection to continually improve what we know and what we do to best support our students. We share our growing understanding of early childhood education and our findings with parents and with the broader educational community. Our mission is made feasible by our outstanding faculty and is further enhanced by our internationally recognized teacher education program.

We maintain our unique identity by: ***Actively involving families in their children's educational lives.*** We continually provide opportunities for parents to participate, ask questions, learn, and find support. By establishing and maintaining a strong home-school connection, we help families better understand their children's unique capabilities in order to become knowledgeable and effective advocates for their children. At WSMS, we emphasize our relationship with parents as partners in the process of developing lifelong learners.

***Modeling our belief in the importance of diversity.*** We believe that a community that is truly diverse in every sense—cultural, ethnic, economic—allows children to broaden their understanding of themselves and the world around them in an atmosphere of inclusion and respect. At WSMS, diversity is not a goal; it is the way we live.

***Living our Montessori philosophy.*** In every aspect of our interactions with children and with adults, we emphasize respect, competency, initiative, responsibility, self-management, and the ability to view experiences from different perspectives. At WSMS, we provide children with the prepared environment, skills, and positive attitudes to become self-directed learners, flexible thinkers, creative problem solvers, resilient individuals, and empathic citizens.

***Continually building on our knowledge of child development and Montessori education.*** Through holistic learning and teaching opportunities (including professional development seminars, visiting scholars, travel, reflective practices, our student teaching program, and our on-site weekend Montessori teacher education program WSMS/TEP), we enrich our faculty's development, the benefits of which are experienced firsthand by the children. At WSMS, our position as a resource for the worldwide early childhood teaching community informs our high standards and ensures the best educational beginning for children.

### **WSMS-TEP MISSION STATEMENT (revised 6/16)**

*We prepare children to be resilient, creative and independent problem solvers. We are leaders in teaching Montessori principles and incorporate the best practices of modern early childhood education in our classrooms.*

*West Side Montessori School is a vibrant, collaborative community of passionate teachers, joyful children and engaged parents. Our diverse community is a reflection of the city in which we live.*

We want our graduates to be prepared to work in multi-cultural settings and in all programs — from half day to full day to childcare to family day care. We prepare students who are open to change and who are committed to the highest standards for themselves, and for children and their families. Our graduates deeply understand early childhood education and the uniqueness of the Montessori approach to education.

From our experience, our graduates are well prepared to create child-centered, high-content environments, to design thematic curriculum units, and to work collaboratively with parents, co-workers, and other professionals. They are empowered to become change agents in their communities. Most important, they understand the importance of developing relationships with children.

# CODE OF ETHICS

## AMERICAN MONTESSORI SOCIETY

© Adopted by the AMS Board of Directors October, 1960. Expanded June, 1975, Updated 2008 and 2010

As American Montessori Society members, we pledge to conduct ourselves professionally and personally in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the rights of each child to have the freedom and opportunity to develop his/her full potential.

### PRINCIPLE I — Commitment to the Student

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

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

### PRINCIPLE II — Commitment to the Public

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

In fulfilling these goals, the educator:

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

### PRINCIPLE III— Commitment to the Profession

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

In fulfilling these goals the educator:

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

All AMS teachers, members and School Affiliates are expected to uphold and abide by the  
CODE OF ETHICS.

### WSMS-TEP CODE OF CONDUCT

Students are expected to maintain a professional demeanor throughout the program. If a questionable situation arises, the director or faculty member will speak with the student involved to establish an understanding of acceptable behavior. If this dialogue does not effect the desired change, the administration will meet with the faculty to decide the appropriate action to be taken. Situations shall be dealt with on an individual basis. Unprofessional behavior is unacceptable. The director is ultimately responsible for the action taken with the student.

## DESCRIPTIONS

### WSMS-Teacher Education Program

#### HISTORY

The Central Harlem Association of Montessori Parents, Inc. (CHAMP) was organized in 1967 to support a Montessori pre-school in Harlem. Workshops were held to encourage parents to become partners in their children's education. Soon it became evident that more than workshops were needed. Under the direction of Roslyn D. Williams, Project CHAMP, an American Montessori Society (AMS) Montessori Teacher Education Program, was developed. Its goals were to prepare parents to become active participants in their children's education and to increase the pool of Montessori teachers in New York City. The additional goal of creating a career ladder for parents was met when college credit was available for the Montessori coursework. During these early years, classes were held in the evenings, mid-week, and on weekends — often in the school of the instructor.

In September 1994 CHAMP Montessori Teacher Education Program moved under the umbrella of West Side Montessori School (WSMS). The name was changed to West Side Montessori School's Teacher Education Program (WSMS-TEP).

#### TODAY

WSMS-TEP is a non-credit bearing course of instruction under the umbrella of West Side Montessori School. Academic classes are held according to the various schedules which are published on the website. The Academic Phase is followed by a Student Teaching (Practicum) year, September through June, for the minimum hours required by AMS.

WSMS-TEP's Infant Toddler Program is accredited through 2021. The Early Childhood program is accredited through 2017 with a good cause extension to 2018. Both programs are accredited by Montessori Accreditation Council for Teacher Education (MACTE), 420 Park Street, Charlottesville, VA 22902, [www.macte.org](http://www.macte.org), and affiliated with the American Montessori Society, 116 East 16<sup>th</sup> Street, NY, NY 10003, [www.amshq.org](http://www.amshq.org).

### AN EXPLANATION OF AFFILIATION AND ACCREDITATION

Teacher education programs (TEPs) affiliated with the American Montessori Society provide comprehensive courses of study that prepare the adult learners of today to be the highly skilled, highly qualified Montessori teachers and leaders of tomorrow. To be eligible for AMS affiliation, a TEP must be accredited by the [Montessori Accreditation Council for Teacher Education](#), the premier, international standard-setting and accrediting organization for Montessori teacher education. MACTE (executive director, Rebecca Pelton) has been recognized by the U.S. Department of Education since 1995.

There are 2 types of AMS-affiliated TEPs:

1. Independent/freestanding programs
2. College/university programs

While each AMS-affiliated TEP is unique and has its own academic schedule and tuition, all are rigorously designed with the goal of ensuring that you will receive an education consistent with standards for entry into practice at your chosen level. In addition, all include both an academic component and a practicum component (internship).

The academic component includes a requisite number of contact hours; that is, hours of scheduled instruction while physically present with the instructor. The number of contact hours depends on the level of study; for example, at the Early Childhood level, 300 contact hours are required. Programs that include both contact hours and hours earned via distance learning are called "hybrid" or "blended" programs.

The practicum component is a year-long internship of student teaching that is guided by an experienced supervising teacher (or in school mentor for self-directed learners) and a field consultant. Those pursuing



an administrator credential have a year-long internship that develops skills in school leadership. The importance of the practicum cannot be overstated.

## MACTE COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES

- I. Knowledge
  - a. Montessori Philosophy
  - b. Human Growth and Development
  - c. Subject matter for each course level\* not to exclude
    - i. Cosmic education
    - ii. Peace education
    - iii. Practical life
    - iv. The arts
    - v. Fine and gross motor skills
  - d. Community resources for learning
- II. Pedagogy
  - a. Correct use of Montessori materials
  - b. Scope and sequence of curriculum (spiral curriculum)
  - c. The prepared environment
  - d. Parent/teacher/family/community partnership
  - e. The purpose and methods of observation
  - f. Planning for instruction
  - g. Assessment and documentation
  - h. Reflective practice
  - i. Support and intervention for learning differences
  - j. Culturally responsive methods
- III. Teaching with Grace and Courtesy
  - a. Classroom Leadership
  - b. Authentic assessment
  - c. The Montessori philosophy and methods (materials)
  - d. Parent/teacher/family partnership
  - e. Professional responsibilities
  - f. Innovation and flexibility

\*Infant Toddler: Sensory and Motor experiences, Language Experiences, Positive Social Experiences, Self Care

\*Early Childhood: Practical Life, Sensorial, Math, Language, Science, Physical Geography, Cultural Studies.

## CHILDREN'S SCHOOL

West Side Montessori School (<http://wsmsnyc.org/>) serves as the lab school for WSMS-TEP. WSMS is an early childhood Montessori school enrolling approximately 225 students, ages 2 through 6 (toddler through kindergarten). The School serves an urban multi-cultural, multi-ethnic, multi-economic student, family, and teacher populations. It is chartered by the New York State Board of Regents as an independent, not-for-profit educational corporation.

WSMS is accredited by the New York State Association of Independent Schools (<http://www.nysais.org/>), the American Montessori Society (<http://www.amshq.org/>) and Middle States Association of Colleges and Elementary Schools ([www.msche.org/](http://www.msche.org/)). It is licensed by the New York City Department of Health (<http://www.nyc.gov/html/doh/>), and is a member school of the Independent Schools Admissions Association of Greater New York (ISAAGNY), National Association of Independent Schools (<http://nais.org/>), Parents League (<http://parentsleague.org/>), and Educational Records Bureau (<http://www.erbtest.org/>).

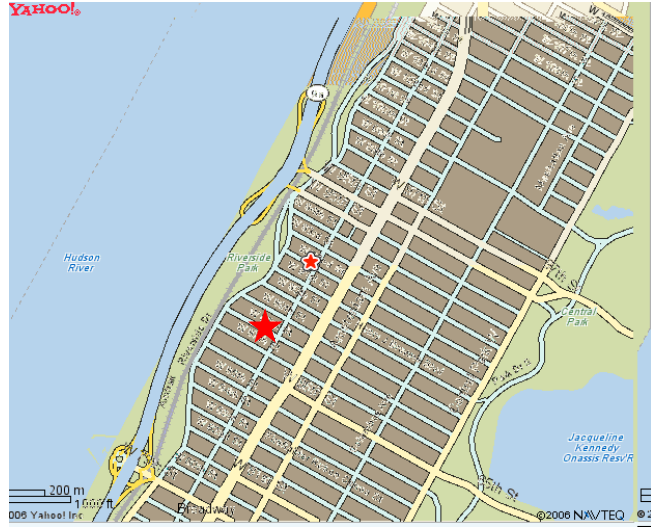
## GOVERNING BODY

WSMS is governed by a Board of Trustees. Their primary responsibility is to ensure that the School and all its programs, including WSMS-TEP, operate in the best interests of its students, teachers, and parents. The Board sets the purpose and policies of the school, ensures its financial stability, plans for

its future, and hires the Head of School. The Head of School, Mimi Basso, is responsible for the day-to-day operation of all School programs.

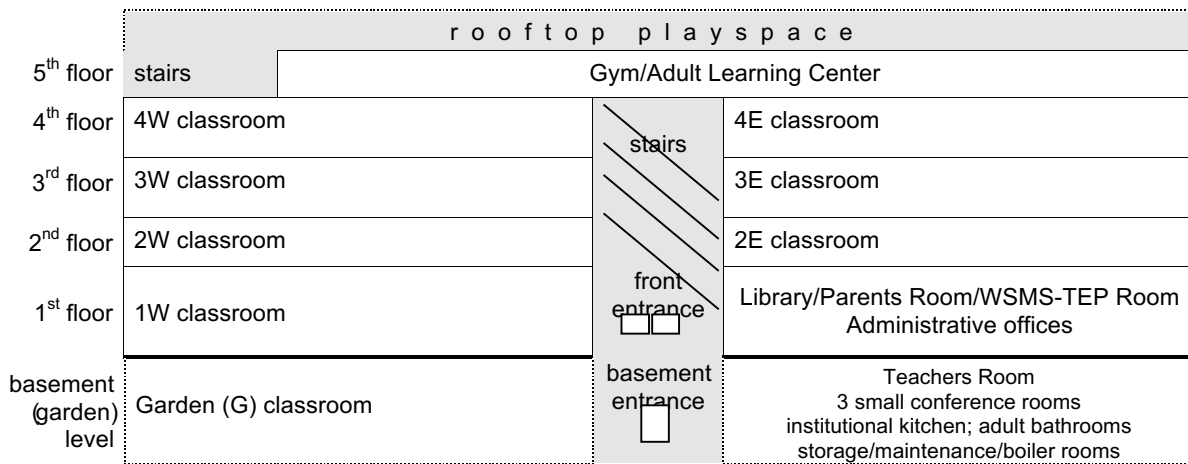
**FACILITIES used by WSMS-TEP**

The administrative office is at the West Side Montessori School (WSMS), 309 West 92 Street, NY, NY 10025-7213. Classes are held at WSMS. Students who wish to study or practice with materials may do so at WSMS after 3pm any weekday. Students who wish to observe may do so by calling for an appointment.



WSMS occupies a six story double brownstone on a tree-lined street in Manhattan. The building has eight (8) classrooms, gym, rooftop play space, institutional kitchen, offices, Parents Room, meeting rooms, Faculty Room, and storage facilities.

WSMS-TEP has full use of the facilities. This includes all classrooms, computers (4) in the Teachers Room, and multi-media equipment (computer, LCD projector, DVD). Most classes are held in the Adult Learning Center and Library.



## ADMISSIONS

### ADMISSION TO WSMS-TEP

A completed application and paid application fee is required prior to enrollment in the program.

### ADMISSIONS PROCESS

1. Attend Interview/Information Session with Director and/or Program Administrator or by individual appointment. An interview is scheduled as a first step in the admissions process. The purpose of the interview is to discuss with each applicant his/her interest in working with young children, to answer any questions about the WSMS-TEP experience, and to discuss any logistical concerns that might interfere with successful completion of the program, particularly the student teaching placement. Many interviews occur at the Information Session. Additionally, information sessions provide an overview of the program and an opportunity for prospective students to ask questions.
2. Application and fee received by WSMS-TEP (Current application is posted on the website.)
3. Applicant sends official transcript (or WES report) and three Letters of Reference to WSMS-TEP Office
4. Acceptance Letter and Enrollment Agreement e-mailed to applicant.
5. Signed Enrollment Agreements with the fee are returned to WSMS-TEP with Enrollment Fee.

At all levels, in order for an application to be complete, the following documents must be on file:

1. Official transcripts of college/university coursework or high school diploma (for Infant Toddler and Early Childhood only). Official transcripts are required. If you were educated in a country other than the US, please submit credentials to World Education Service ([www.wes.org](http://www.wes.org), 212-966-6311) for credit equivalency evaluation. Students must order the WES ICAP document-by-document report. The report from WES must be sent to WSMS-TEP. It is the responsibility of international students to obtain the necessary visa in order to work at a school during the Student Teaching (Practicum) Phase.
2. Three letters of recommendation, two of which are professional.
3. Application with non-refundable application fee.

Any student missing any of the above items will be accepted on a *provisional* basis awaiting full documentation. The program reserves the right to expect students to meet additional requirements in proficiency with the English language as determined.

As soon as an individual submits an application, preliminary work should begin to locate *possible* student teaching sites. The student teacher is responsible for contacting the site to assess if both the school and supervising teacher match the individual needs of the student and if both meet the requirements of AMS.

## GENERAL INFORMATION

### CANCELLATION OF COURSE

WSMS-TEP reserves the right to cancel a course cohort for lack of enrollment. Students will be notified 14 days prior to scheduled start date and any tuition and fees will be refunded.

### CREDENTIALS OFFERED

The West Side Montessori School's Teacher Education Program (WSMS-TEP) offers the following credentials:

#### *For Infant Toddler* (birth to 3 year olds)

The child from birth to three is in a critical period of growth and takes in everything in the environment. The adult's role is to assist the child, from the periphery, to aid the full development of life. The infant-toddler environment is characterized by order, simplicity, and aesthetics in order to meet the needs of the child at this age. Adult learners at WSMS-TEP study developmental needs and

milestones, practice keen observation, and learn how to demonstrate respect the child's evolving need for independence. Safety and health measures are reinforced in order to provide critical understanding for new teachers as they create safe spaces for children. The role of collaborative relationships with caregivers is the foundation upon which trusting relationships develop. The Infant Toddler credential program at WSMS-TEP begins in September of every school year. The Academic and Practicum Phases may be concurrent, with anticipated graduation in June of that school year. Adult Learners may choose to defer the Practicum Phase to the following school year, in which case, graduation would occur in June of the year in which Practicum is completed. All class dates are published on the Infant Toddler calendar posted to the website on an annual basis. The instructor to student ratio for the program is 1:20.

- *American Montessori Society's (AMS) Infant Toddler Credential* for adults with a Bachelor's Degree from an accredited 4-year college; this credential is also awarded to students educated overseas if a credential evaluation finds his/her qualifications equivalent to a 4-year degree from an accredited institution within the US.
- *American Montessori Society's (AMS) Associate Infant Toddler Credential* for non-college graduates. (Associate Credential candidates are responsible for verifying local regulations to determine qualifications for employment. Associate Credential candidates are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility. AMS strongly encourages holders of the Associate Credential to obtain a bachelor's degree within 7 years of credentialing)
- *American Montessori Society's (AMS) International Credential* for candidates who were educated overseas if a credential evaluation finds her/his qualifications not equivalent to a 4-year degree from an accredited institution within the US; this applies even if the credential evaluation recognizes the qualifications as a "Bachelor's Degree" in the country of origin. An International Credential will state the name of the home country of the recipient.

#### *For Early Childhood (2.6 through 6 year olds)*

The child from late toddlerhood through the kindergarten year is in a critical period of growth and actively seeks out opportunities to satisfy curiosity about the world. The adult's role is to guide the child by facilitating choice and becoming a partner in learning experiences. The early childhood environment reflects order, with attention to organization of curriculum materials into logical groupings, and provides multiple opportunities for meaningful interactions with peers and materials to support growing coordination and concentration. Adult learners at WSMS-TEP study developmental needs and milestones of children, practice keen observation and recordkeeping strategies, master the essential material presentations, and discuss the importance of leading a team of professionals for the benefit of children and their families.

The Early Childhood credential program at WSMS-TEP provides two options for completion. Track 1 Adult learners begin Academic classes during the summer months and may begin the Practicum phase in September, with anticipated graduation in June of that school year. Track 2 Adult learners begin Academic classes from September through May and continue with Academic classes in July and August of the following summer. Track 2 students begin the Practicum phase in September of the following year with anticipated graduation in the second school year. All class dates are published on the Early Childhood calendar posted to the website on an annual basis. The instructor to student ratio for the program is 1:20.

- *American Montessori Society's (AMS) Early Childhood Credential* for adults with a Bachelor's Degree from an accredited 4-year college; this credential is also awarded to students educated overseas if a credential evaluation finds his/her qualifications equivalent to a 4-year degree from an accredited institution within the US.
- *American Montessori Society's (AMS) Associate Early Childhood Credential* for non-college graduates. (Associate Credential candidates are responsible for verifying local regulations to determine qualifications for employment. Associate Credential candidates are required to sign a statement verifying that they understand that some locations or schools may not accept an Associate credential as the qualification for full teaching responsibility. AMS strongly encourages holders of the Associate Credential to obtain a bachelor's degree within 7 years of credentialing)
- *American Montessori Society's (AMS) International Credential* for candidates who were educated overseas if a credential evaluation finds her/his qualifications not equivalent to a 4-year degree from an accredited institution within the US; this applies even if the credential evaluation recognizes the qualifications as a "Bachelor's Degree" in the country of origin. An International Credential will state the name of the home country of the recipient.

#### *For Elementary I (6 through 9 year olds) and I-II (6 through 12 year olds)*

The Elementary child is entering a new phase of life; one that is characterized by expansion of the imagination, social interests, and physical stamina. The independence that has been built during the early years now serves the child in exploring the curriculum in greater depth. Children work collaboratively and cooperatively with their peers, and have a newfound fascination in maintaining social justice within their school community and the world at large. The teacher promotes the sense of imagination by offering inspirational stories that prompt curious questions. The Elementary environment is well-organized, individualized, and provides many opportunities for peer interactions and focused concentration. Adult learners at WSMS-TEP continue to study developmental milestones and practice the art of observation and documentation, practice with materials and the art of storytelling, but also learn how to promote individual exploration and creative responses as they explore age-appropriate lessons and discover how children make connections to the real world.

The Elementary credential program at WSMS-TEP begins in the summer months and continues with Academic classes on alternating Saturdays throughout the school year, according to the published calendar. Adult learners return for several academic sessions and then may enter Practicum in the second school year with anticipate graduation in June of the second year. Adult learners who wish to continue with ELII return for a third summer to complete Academic classes for that level. All class dates are published on the Elementary calendar posted to the website on an annual basis. The instructor to student ratio for the program is 1:20.

- *American Montessori Society's (AMS) Elementary I, Elementary I-II Credential* for adults with a Bachelor's Degree from an accredited 4- year college; this credential is also awarded to students educated overseas if a credential evaluation finds his/her qualifications equivalent to a 4-year degree from an accredited institution within the US.

*American Montessori Society's (AMS) International Credential* for candidates who were educated overseas if a credential evaluation finds her/his qualifications not equivalent to a 4-year degree from an accredited institution within the US; this applies even if the credential evaluation recognizes the qualifications as a "Bachelor's Degree" in the country of origin. An International Credential will state the name of the home country of the recipient.

WSMS-TEP is accredited by Montessori Accreditation Council for Teacher Education (MACTE, [www.macte.org](http://www.macte.org)) and is a Full Affiliate of the American Montessori Society ([www.amshq.org](http://www.amshq.org)).

The WSMS-TEP programs can be completed in 1, 2, or 3 years. The first year begins with the Academic Phase in which students complete the necessary coursework. The Student Teacher (Practicum) Phase follows completion of, or in some cases is concurrent with, the Academic Phase. Note: student teaching is a minimum of 1 year; all MACTE competencies must be met before the program is completed.

## CAREER INFORMATION

Successful completion of the Montessori program meets the requirements for a career with children, in a Montessori setting. AMS, [www.amshq.org](http://www.amshq.org), maintains a listing of local and national teacher employment opportunities. WSMS-TEP also maintains a job posting board on the TEP website [www.wsmsnyc.org/teachereducation](http://www.wsmsnyc.org/teachereducation). The Program Director is available for academic advisement and counseling. WSMS-TEP does not guarantee employment, salary, or advancement to any student or graduate.

## CONTINUING EDUCATION

The AMS Board of Directors voted to amend its 2011 decision concerning professional development requirements for teachers. The amended decision includes a "grandfather clause" for teachers credentialed by AMS prior to July 1, 2013. The [amended decision](#) also specifies that the professional development hours are required to retain active AMS teacher credentials.

### The decision by the AMS Board of Directors now reads:

1. 50 hours of professional development will be required over a period of 5 years to retain an active AMS associate or full Montessori teacher credential at all age levels.
2. If professional development hours are not completed within the 5-year period, the teacher's credential will be considered inactive until the requirement is met.
3. Equity access to professional development for international teacher members will be considered.
4. Teachers who hold AMS credentials issued prior to the implementation date of July 1, 2013 will be "grandfathered."
5. While those with AMS teacher credentials issued prior to July 1, 2013 are now grandfathered, AMS encourages those holders to continue their ongoing professional development. AMS believes continuing professional growth is a necessary component of best practice in Montessori teacher development.

**The important date is July 1, 2013. Those receiving a credential July 1, 2013 or later will need to document 50 hours of professional development every 5 years.** The first 5-year period begins with the date of credential. Failure to complete the required number of hours in the prescribed 5-year period will result in a credential with inactive status.

## COURSE DESCRIPTIONS & HOURS

### Infant Toddler Courses

#### Philosophy (30.5 In-residence hours)

An overview of Montessori's principles and ideas, including her view of the child and his/her place in society is the basis for this class. The class emphasizes Montessori's concept of the child from birth to age 3.

#### Observation (20.5 In-residence hours)

Techniques of observation will be covered. A large portion of this class will consist of supervised observations in infant and toddler settings.

### **Pedagogy (29 In-residence hours)**

An overview of Montessori's principles and ideas, including her view of the child and his/her place in society is the basis for this class. The class emphasizes Montessori's concept of the child from birth to age 3

### **Program Leadership (17.5 In-residence hours)**

This class focuses on the specifics involved with running a successful infant/toddler program. Issues related to the preparation of the environment and techniques for behavior management, communication and problem solving will be covered. The importance of multi-culture and diversity in all forms, as well as an understanding of issues related to school administration and professional relationships are also class topics.

### **EC Overview (28 In-residence hours)**

Montessori philosophy of the 2 .6 through 6 age range, Montessori rationale and basic methodology for the materials in the curriculum areas of Practical Life, Sensorial, Mathematics, and Language (Required of all students without an Montessori EC credential.)

### **Environmental Design (35.5 In-residence hours)**

This class covers the many critical factors that impact the design of a Montessori Infant/Toddler classroom. The aesthetics, ages and age groupings, numbers and ratios involved will be discussed.

### **Child, Family & Community (18 In-residence hours, 48 Distance Education hours)**

This course covers understanding the psychology of parenthood, translating child-rearing practices to/from home, and how to locate community and professional resources. Preparation for effective teacher-parent conferences and ideas for strong parental involvement and education will also be discussed.

### **Personal Growth (20.5 In-residence hours)**

Issues related to professionalism, ethical behavior and techniques for introspection would be addressed. A focus on the continued professional growth and development of the adult is emphasized.

## **Early Childhood Courses**

### **Philosophy (33 In-residence hours)**

Examination of the educational theory and key elements of the Montessori approach to education.

### **Observation (35 In-residence hours)**

Examination of child development from a variety of perspectives. Strategies for ongoing observations, analysis, reporting tools and planning

### **Practical Life (33.5 In-residence hours)**

Designing child-centered classrooms and meaningful, hands-on materials/activities. Emphasis is on understanding the relationship between children's development, home, and school contexts

### **Sensorial (34 In-residence hours)**

Rationale behind sensory-motor education, with a focus on understanding the concepts embedded in Montessori materials.

### **Language Arts (34 In-residence hours)**

A variety of activities, materials, and strategies across the curriculum that facilitate children's emergent literacy development (listening, talking, writing, reading, and thinking) are examined.

### **Mathematics (34 In-residence hours)**

Experiences and activities that support the development of children's mathematical thinking. Children's ability to problem-solve, reason, and make mathematical connections is explored

### **Child Development (48 Distance Education hours)**

Presents the major theoretical approaches to development from birth to adolescence, with an introduction to the principles, concepts, and research in the field. Focuses on the stages of development in the physical, cognitive, emotional and social domains

### **Art, Music & Movement (17 In-residence hours)**

Developing understandings in social studies, science, and the arts. Strategies for integrating thematic units in arts, science, geography, social studies, and history; evaluating materials and adaptations for diverse learners.

### **Science, Geography, Social Studies & History (41.5 In-residence hours)**

Developing understandings in social studies, science, and the arts. Strategies for integrating thematic units in arts, science, geography, social studies, and history; evaluating materials and adaptations for diverse learners.

### **Parent Education (3.5 In-residence hours)**

Presents information and resources to raise awareness of the importance of working with parents in partnership, developing techniques for collaboration, and practicing to implement them in a classroom setting.

### **Classroom Leadership (8 In-residence hours)**

Presents information and resources for the exploration of topics that impact direct work in the classroom such as: preparation of the environment, scheduling, evaluation of children, the importance of communication, awareness of diversity, and overview of administrative issues.

## **Elementary Courses**

### **Mathematics: (Core) ELI (70 hours) ELI-II (114 hours)**

This course presents to students, through lecture, demonstrations, discussions, and supervised practice sessions, the intellectual and historical development of mathematical thinking, the four basic mathematical processes, and competencies appropriate for elementary aged children.

### **Geometry: (Core) ELI (28 hours) ELI-II (58 hours)**

This course presents to students, through lecture, demonstrations, discussions, and supervised practice sessions, the historic and intellectual development of the study of plane and solid geometry, and the study of measurements.

### **Language: (Core) ELI (58 hours) ELI-II (82 hours)**

This course presents to students, through lectures, demonstrations, discussions, and supervised practice sessions, the intellectual and historical development of language, covering the whole range of literacy skills: reading, writing, listening and speaking appropriate for elementary aged children. Specific sessions focus on particular components of the grammar curriculum, literature and writing programs.

### **Geography: (Core) ELI (32 hours) ELI-II (38 hours)**

This course consists of lectures, demonstrations, experiments and simulations. The presentations introduce fundamental concepts in physical, political, cultural and economic geography. A "creation" theme on the formation of the planet is used as a foundation for introducing the physical sciences. The course stresses the "interdependence" of seemingly unrelated processes, thus revealing the underlying links within the physical and cultural character of our world.

### **History: (Core) ELI (18 hours) ELI-II (38 hours)**

This course consists of lectures, demonstrations, experiments and simulations. Methods are presented for aiding children in their construction of the concept of time and its graphic representations. Chronological and topical approaches are used to show the unfolding of the history of our planet and its inhabitants. Interdisciplinary studies are used to tie together zoological, botanical, geological and cultural studies.

### **Biological Sciences: (Core) ELI (30 hours) ELI-II (44 hours)**

This course consists of lectures, demonstrations, experiments and simulations. Methods are presented to aid children in organizing and classifying information concerning the kingdoms of life. Biological studies are presented in an interdisciplinary way so that they may serve along with geological and cultural studies to help children orient themselves in the universe, historically and taxonomically.

### **Physical Sciences: (Core) ELI (6 hours) ELI-II (10 hours)**

This course consists of lectures, demonstrations, experiments and simulations. Methods are presented to aid children in following the scientific method of hypothesizing, experimenting and observing to make educated guesses about explanations for phenomena observed. Hands-on experiments are used in an interdisciplinary way to introduce fundamental concepts of light, sound and magnetism. Demonstrations will show the workings of simple machines, with readings to explain those machines roles in human history. Teachers will learn to help children identify the simple machine components of many of the complex machines in use today.

### **Curriculum Design and Strategies: (Core) ELI (8 hours) ELI-II (8 hours)**

This course will introduce the student to current theories of curriculum development. Students will practice approaches to developing new curricula, as well as in modifying existing curricula to meet a specific focus or need.

### **Classroom Leadership: (Core) ELI (22 hours) ELI-II (26 hours)**

The student will be introduced to models and prerequisite psychological understandings for the following areas of Montessori elementary classroom leadership: starting a new class, preparing the physical environment, preparing the spiritual and psychological environment, skills in teaching (initiating, observing, leading groups, keeping records), planning lessons and schedules (yearly, weekly, daily), and working with colleagues and parents (communicating, problem solving, planning.)

### **Montessori Philosophy (Foundational), Child Development (Other) ELI (32 hours) ELI-II (32 hours)**

The integrated Montessori Elementary Philosophy and Child Development course explores traditional lines of Montessori thought and pedagogy in tandem with appropriate contemporary child development theories. Sessions focus on specific components of Montessori philosophy and issues in developmental psychology. The course utilizes lecture, discussions, readings, writing and activities format.

### Practical Life (Foundational) ELI (4 hours) ELI-II (4 hours)

Practical Life in the elementary classroom focuses on the importance and responsibility of the 6-9 and 6-12 child for the care of environment, care of self and care and respect of each other. Emphasis will be on animal and plant care in the environment, gardening experiences, outdoor nature studies, and designing field trips into the community to integrate classroom experiences in the "real world."

### Movement and Physical Education (Other) ELI (4 hours) ELI-II (4 hours)

This course is based upon the assumption that physical expression is a legitimate form of creative learning and a necessary part of a child's day. It also provides opportunities for individual discovery and understanding. The course intends to enable and encourage adult learners to incorporate physical activities within their classroom so that they can apply current studies and philosophies regarding interdisciplinary learning.

### Visual Arts (Other) ELI (4 hours) ELI-II (4 hours)

The Arts course is based upon the assumption that artistic expression is a legitimate form of creative learning, equal in importance to written expression or dramatic expression. It also provides opportunities for individual discovery and understanding. The course intends to enable and encourage adult learners to set up an art environment within their classroom so that they can apply current studies and philosophies regarding interdisciplinary learning. It introduces the adult learner to materials and creative processes which can be used by children to extend a lesson, practice skills, elaborate upon learning or demonstrate mastery as part of an assessment experience.

### Music (Other) ELI (4 hours) ELI-II (4 hours)

The Music course is based upon the assumption that musical expression is a legitimate form of creative learning. It also provides opportunities for individual discovery and understanding. The course intends to enable and encourage adult learners to incorporate musical activities within their classroom so that they can apply current studies and philosophies regarding interdisciplinary learning.

## CONTACT/CLOCK HOURS

Defined in the AMS Handbook as "Academic instruction hours required of an adult learner to meet requirements of a course level for an AMS credential; hours vary between course levels; completed on-site (in-residence) in the classroom with an instructor physically present and/or approved hours delivered via distance education."

## FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM

1. Teacher educators model the Montessori principles (movement, choice, peer teaching, etc.) and abide by the AMS Code of Ethics and Teacher Education Program Rights and Responsibilities at the adult level so adults observe Montessori in action. (*Modeling*)
2. An atmosphere where respect for oneself, others, and the environment is fostered in all interactions. (*Respect*)
3. Recognition of the essential inclusion of Peace Education and the development of a community of learners where there is trust, diversity, and peaceful ways of working together and addressing conflict. (*Peaceful Community*)
4. The recognition of the vital importance of observation in teaching/learning process and the necessity to develop ever increasing skills in observation, practice in observing other classrooms/environments, and one's own classroom. (*Observation*)
5. A recognition that teaching/learning takes place through an interaction with the environment and, as a result, particular attention must be given to both the child/adolescent environment at the level of the course given and the environment conducive to the adult's learning. (*Prepared Environment*)
6. Assessments are a part of the teaching/learning cycle and come in various forms such as observation, allowing mistakes, giving specific feedback, permitting self-discovery, giving processing time, meeting learners where they are, and guiding them forward to meet the competencies of an effective Montessori teacher. (*Assessments*)
7. Recognition that the teacher education course is the continuation of a life-long journey of learning, growing, observing, reflecting, and researching. (*Life-long learner*)
8. As children/adolescents learn together in an active, engaged environment, so do adults. Adults of different ages and talents gathered together in residence replicates the experience of the Montessori classroom in action so that adult learners are immersed in the Montessori culture. Enriching interchanges occur with each other and physical environment. (*Constructivist Theory*)
9. The developmental continuum is honored across time, place, and cultures through 1. equal appreciation across all levels infancy through adults; 2. the child/adolescent and teachers learning from each other; 3. Montessori pioneers, current teachers, and aspiring teachers. (*Continuum*)



10. Understanding the underpinning of cosmic education by constantly representing the unitary vision of the universe, through the connectedness of all things, indirect and direct aims, whole to parts to whole, integrated spiral curriculum and the attitude that the universe in an evolving, self-organizing force that offers many possibilities. (*Cosmic Education*)

11. The outcome of the teacher education course should be the transformation of the adult with the spiritual preparation that solidifies the philosophy and the attitudes and dispositions inherent in the method such as love, flexibility, restraint, etc. (*Spirituality and Transformation of the Adult*)

12. The function of the practicum phase is the provide for the adult learner a supervised teaching/learning experience and a period of observation, internalization, and further study to bring together the theory and practice of Montessori education under the guidance of mentors. (*Practicum*)

## STUDENT SERVICES

### HEALTH SERVICES

Although WSMS-TEP does not provide health services, we recommend the following for doctor's visits or any medical issues:

#### City MD

2398 Broadway (near 88<sup>th</sup> St.)  
New York, NY  
212-721-2111

#### Quick RX Pharmacy

175 E 96<sup>th</sup> St  
New York, NY  
646-979-2900

### NON-ACADEMIC COUNSELING

WSMS has a network of child development specialists available to meet with members of the WSMS community. Adult learners should direct specific questions to the program director of practicum coordinator.

## POLICIES

### NON-DISCRIMINATION POLICY (revised 9/00)

WSMS-TEP is committed to equal employment opportunity. We do not discriminate based on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation, age, sex, or any other classification protected by law. This policy governs all aspects of employment, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and all other terms and conditions of employment. This policy covers admissions to WSMS-TEP and all administered procedures.

### TUITION, PAYMENT PLANS AND SCHEDULES

- The non-refundable Application fee for all levels is \$75.
- For all levels, payment of the Enrollment Fee of \$1375 is considered official enrollment in the program. This includes student fees to the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE), all required books and materials fees. Tuition for the Early Childhood Course for 2017-18 is \$8,200.
- Early Childhood course tuition for 2017-18 is \$8,200.
- Infant Toddler course tuition for 2017-18 is \$7,200.

Tuition may be paid in one or two installments, and a six-month tuition payment plan is available for and additional service charge. Please contact Lisanne Pinciotti, [lpinciotti@wsmsnyc.org](mailto:lpinciotti@wsmsnyc.org) for details.

## FINANCIAL AID/AMS SCHOLARSHIP INFO

Scholarships are offered through the American Montessori Society. Visit [www.amshq.org](http://www.amshq.org); go to Teacher Resources and click on Scholarship & Award Opportunities. Any aspiring Montessori teacher who has been accepted or is in the process of acceptance by an affiliated AMS Teacher Education Program is eligible to apply for a scholarship. (Applicants currently enrolled in an AMS teacher education program are not eligible.) Applicants are considered on the basis of financial need, a compelling personal statement, three letters of reference, and official verification of acceptance into an AMS-affiliated teacher education program. The application deadline for the AMS scholarship is **May 1, 2017**. For more information, please contact Abbie Kelly, Director of Teacher Education Services, at [abbie@amshq.org](mailto:abbie@amshq.org).

## REFUND POLICY

- A. If a student is not accepted, all monies, except for the non-refundable application fee, are refunded.
- B. If a student withdraws in writing within 7 days of signing the enrollment agreement, paying the initial fee, and before the start of the Academic Phase, all monies are refunded except for the non-refundable application fee.
- C. If a student withdraws after 7 days of signing the enrollment agreement, paying the initial fee, and before the start of the Academic Phase, 50% is refunded.
- D. No refunds will be made once the Academic Phase has begun.

NOTE: Refunds will be processed no later than 30 days from receipt of an official withdrawal letter.

## TRANSFER OF COURSEWORK INTO WSMS-TEP

AMS Policy (from the AMS Handbook):

### Transfer between AMS-Affiliated Programs

For transfer of a current adult learner from one AMS-affiliated teacher education program to another AMS-affiliated teacher education program:

#### ***The candidate must:***

- Be within the three-year time limit following the original academic phase
- Be a current member of AMS

#### ***The new TEP must:***

- Review and evaluate previously completed academic and practicum work, and consider the cost of the review
- Notify the prospective adult learner in writing with the fees and time required to complete all transfer requirements
- Contact the original program to determine if the adult learner is in good standing, including fulfillment of financial obligations [9/09]
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form

### Transfer from other teacher education programs recognized by AMS

Transfer of contact hours and/or credits from teacher education programs recognized by AMS (AMI, NCME, and MACTE accredited programs) will be considered with verification of the following documentation. This procedure is only available to those who enroll and attend an AMS Full Affiliate program at its main site or its AMS-affiliated/MACTE-accredited additional location(s).

#### ***The candidate must:***

- Have a degree in keeping with AMS credential requirements
- Be a current AMS member, or be registered as an adult learner

#### ***The new TEP must:***

- Review and evaluate the credential and portfolio of the candidate; utilize proficiency pretesting to plan a program of study
- Determine the minimum requirements of the academic phase that the candidate must take to fulfill AMS qualifications
- Require all candidates take Montessori philosophy and theory from the program that will issue the credential recommendation
- Determine that practicum requirements of the candidate meet the requirements of an AMS-affiliated teacher education course practicum
- Assess and evaluate proficiency as required by the AMS-affiliated teacher education program

- Ensure that all the requirements of the AMS-affiliated teacher education program recommending the adult learner for an AMS credential are met
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form

### **Transfer from Teacher Education Programs not recognized by AMS**

Transfer of credits, including distance education credits, from Montessori programs not recognized by AMS will not be accepted. The candidate must take the full AMS credential course. [12/11, 3/13]

### **RECORD RETENTION POLICY**

The AMS-affiliated teacher education program director is responsible for the maintenance and retention of education records for adult learners in process and graduates. Record retention requirements for post-secondary institutions vary both in duration and in the documents to be retained from state to state and country to country. The director must contact the appropriate government office in which the main site is located for post-secondary requirements. In addition, if the program has additional locations/contract sites, the director may be required to follow the post-secondary requirements for record retention in these locations rather than those of the main site. The director should also contact an attorney and/or auditor for additional information on maintenance and retention of education records.

### **CONFIDENTIALITY OF RECORDS**

All student records are confidential and maintained in the office. They are released only with written permission of the student. A final transcript is sent to the AMS office as part of the credential process. Students have access to their own files.

### **ATTENDANCE POLICIES**

#### **ACADEMIC PHASE**

The program is both intense and non-duplicable. Instructors maintain an attendance sheet noting present, absent, or late arrival at each class. **ABSENCES ARE NOT PERMITTED.** Punctuality is assumed. The policy regarding absences and lateness is:

- One half or full-day absence from any class requires retaking the component or, at a minimum, that class the following year. In some cases, the student may meet with the instructor and work out a plan for making up the class. If such a plan cannot be implemented, the student will be required to return to the program the following year to complete that portion of study or the full component.
- Any student who arrives more than 30 minutes after the scheduled start of a class will be considered late. The participation grade will be affected.

#### **STUDENT TEACHING (PRACTICUM) PHASE**

Attendance during the Practicum Phase is a requirement for the student teacher's maintaining employment at the student teaching site. It is expected that the intern will not be absent from his/her classroom more than one day per month in addition to the required days to complete the observation assignments. No part of the practicum may precede the beginning of the academic phase of the course. At least 90% of the academic contact hours must be completed prior to the end of the practicum experience.

For Infant Toddler and Early Childhood, general requirements for Practicum sites include that the student work a minimum of a half day, five days per week, for the full academic year, under the supervision of a credentialed Montessori teacher in at least the second year of teaching after earning the credential at that level and with the full age range of children for that level. The practicum phase must begin with two years of the end of the academic phase.

For Infant Toddler and Early Childhood, general requirements for Practicum sites include that the student work a minimum of a half day, five days per week, for the full academic year, under the supervision of a credentialed Montessori teacher in at least the second year of teaching after earning the credential at that level and with the full age range of children for that level.

WSMS-TEP abides by the following standards and responsibilities for practicum sites as outline in the AMS TEP Handbook (2/09):

1. AMS Membership It is recommended that the practicum site is an AMS member school.

2. Non-Discrimination Policy The site must have a written non-discrimination policy for children and staff.
3. Licensing: The site must meet all local and state regulations.
4. School Policies: The school must communicate all administrative policies and guidelines to the adult learner and the teacher education program.
5. Job Description/Contract: The site provides a job description and contract acceptable to the site, adult learner and teacher education program.
6. Cooperation with the Teacher Education Program: The site must agree to cooperation with the teacher education program in all matters relating to the practicum.
7. Job responsibilities: Adult learners cannot be asked to provide service to the school other than that which would be found and the responsibility listed in the job description of any teacher/administrator during their practicum hours.
8. Age Range of Class:
  - a. Infant Toddler: birth to age 3
  - b. Early Childhood: full age span from 2.5 to 6 years old
  - c. Elementary I and I-II: full age span for which adult learner will be credentialed (ages 6-9, 9-12 or 6-12)
9. Classroom Environment: Must be designed and equipped to meet the developmental needs of the children served; must include child-sized furnishings and full array of Montessori materials for the age range of the class. AMS recommended material lists are available on the AMS website.

**POLICY FOR COMPLETION OF COURSE REQUIREMENTS: follows the AMS policy**

**AMS POLICY FOR COMPLETION OF COURSE REQUIREMENTS**

AMS TIME LIMIT: Students are expected to complete all course requirements, academic, practicum, and financial within three (3) years following the official end of the academic phase of the program for which the student was enrolled.

The practicum must begin within two years of the end of the academic phase.

A student who receives a grade of Incomplete in any course component has until the first day of the next offering of that component course to submit their work; that is, if a student takes Practical Life in Summer 2013 and receives an Incomplete, she has until the first date of when Practical Life is offered in Summer of 2014 to hand in their outstanding work. If the work is not submitted by that time, then the student will need to re-take the course in its entirety.

**COMPUTER AND INTERNET ACCESSIBILITY**

Students must have access to a computer and the Internet. WSMS-TEP instructors use Haiku, an open source community based tool for learning on the Internet. Upon enrolling in the program, students are provided with an individual username and password. Students are required to download readings, upload assignments and post to discussion forums. All student papers must be computer generated.

**POLICY CONCERNING ACADEMIC INTEGRITY**

We consider plagiarism a form of academic misconduct, among the most serious academic offenses.

Students in the process of learning acquire ideas from others and exchange ideas and opinions with classmates, faculty, supervising teachers, and others. This exchange occurs in reading, writing, and discussion. Students are expected—often required—to build their own work on that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgement marks the difference. Students are asked to use citation following APA style (<http://www.apastyle.org/>), unless otherwise stated by instructors.

To meet requirements of Academic Integrity, all WSMS-TEP students must

- *Document all passages, paraphrases, and ideas that are borrowed from any source in all course papers written.*

- *Direct quotations must be placed within quotation marks and sources referenced in proper format, including in-text citations and a works cited page.*
- *Papers must represent research conducted for the current program in which they are participating and no other; it is not appropriate to submit a paper that has already been or will be submitted for another course, except with express agreement of the academic director.*
- *Finally, papers must be the product of the student's own work. Papers written by anyone other than the student are unacceptable.*

Plagiarism is presenting someone else's work as though it were your own. Specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing.

Certain assignments are approved for study group collaborative efforts, in particular the material presentations for the albums. Any album that includes presentations that were created as a study group effort must cite the group members in the introduction. Photographs can be shared among students freely. If they come from an outside source, the source must be documented each time.

Students are expected to design and/or create original lesson plans and materials as a part of their coursework. Original work is defined as a lesson, unit or material that has not been demonstrated in class, nor has a lesson plan been provided. Original work may not be obtained from the internet or an outside source. Students must create original work designed with a particular child/group of children in mind. Students found to claim the work of others as original work are subject to disciplinary action including dismissal from the program.

It is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

(adapted from the Academic Integrity policy of Seton Montessori Institute)

## **GRADING POLICY**

### **ASSIGNMENT SUBMISSION**

All students are expected to complete in-class and homework assignments as a part of their coursework. Students are expected to upload assignments electronically via Haiku (our online learning platform) or submit in person during practicum seminar weekends. Please refer to course syllabi for directions for assignment-specific submission.

### **ASSIGNMENT FEEDBACK**

Instructors will provide feedback to students within two weeks of assignment due date. In a series of assignments, students will receive feedback from the instructor after the first submission; for subsequent submissions in the series, students may receive feedback at the discretion of the instructor or may receive a grade without comments.

### **GRADING SYSTEM**

All assignments are graded on either a 100-point scale or an "Accepted/Resubmit" system. For assignments graded on the 100-point scale, late submissions will be assessed a penalty at the discretion of the instructor. For "Accepted/Resubmit" assignments, a grade of "Accepted" indicates that no further work is necessary and the product meets all standards required by the assignment. "Resubmit" indicates that work submitted is missing several standards or elements of the assignment and needs revision. After receiving a grade of "Resubmit", the student has two weeks to revise the assignment according to the instructor's feedback and resubmit the assignment as directed. Resource Albums are expected to be resubmitted at the next scheduled Practicum Seminar unless specific arrangements have been made with the instructor in advance.

### **LATENESS/EXTENSION POLICY**

Assignments submitted after the due date will be assessed a penalty for lateness. Students requesting an extension on an assignment a minimum of one week prior to the submission deadline may be granted an extension at the discretion of the instructor.

## DISMISSAL POLICY

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of their specific program. Dismissing a student from the program is a serious step and is considered when the student demonstrates any of the following behaviors:

### UNPROFESSIONAL BEHAVIOR

The student demonstrates unprofessional behavior in one of the following ways:

1. An inability and/or unwillingness to meet program requirements and standards.
2. A serious lack of interest and respect for the Montessori program and profession.
3. Unethical and/or inappropriate professional or personal behavior, with children or adults.

### DISMISSAL PROCESS

1. The student will be informed of the situation and the specific concerns by the Field Consultant, if student teaching, or the instructor and a member of the administration if in the Academic Phase. The student has the choice to withdraw from the program or be placed on *Probation*. This is a one-time option. The student will not be recommended for the AMS early childhood credential while on *Probation*.
2. If the student decides to remain in the program, explicit behavioral objectives and timeframe will be designed with the student to resolve/rectify the situation. A contract (behavioral objectives and timeframe) will be signed by the student and a member of the administration or the Field Consultant.
3. At the end of the timeframe, there will be a review of the situation with the student from the appropriate faculty member or Field Consultant.
4. The administration and faculty will determine a reasonable recommendation with regard to dismissal, continued probation, repeating the course or student teaching, or removal of *Probationary Status*.

NOTE: **Probation** is a trial period in which a student is given time to redeem failing grades or misconduct. The appropriate TEP faculty member (Field Consultant, Instructor, Student Teacher Coordinator) will meet with the student to provide a set of behavioral objectives and a timetable. If after the probationary period, the student's performance does not improve, s/he will be dismissed from the program. If the student meets the behavioral objectives during the probationary period, the probation would be lifted.

In the event of the withdrawal or dismissal of a student, all written records concerning academic and behavioral performance remain in the cumulative file for a period of three years at the TEP's office. Financial records will be included if pertinent to the cause of withdrawal. Students who are dismissed or removed from the course involuntarily receive either no or partial credit based on work previously completed and deemed acceptable by individual instructors. Students withdrawing from the course voluntarily will be given credit for work completed and allowed to continue their work necessary for certification the following year. Reinstatement of students who have withdrawn is at the discretion of the Program Director.

Refunds based on withdrawal or dismissal will follow advertised guidelines for refunds.

## ARBITRATION COMMITTEE AND PROCEDURES

### PURPOSE

1. To arbitrate significant complaints or grievances by students, faculty, or Field Consultants.
2. To decide on a course of action, in response to a grievance, which shall be binding on all parties. See Appeal Procedure.

### COMPOSITION OF THE ARBITRATION COMMITTEE

- Director
- One faculty member, appointed by the Director
- One enrolled student, elected by the current students in the program
- One other faculty member as a standby member

AREAS OF GRIEVANCE: Grievances that The Arbitration Committee will consider against the program management, or faculty, include but are not limited to:

1. Incomplete or seriously deficient preparation by a lecturer.
2. The program's failure to meet AMS requirements during the Student Teaching Phase.
3. The program's failure to meet financial obligations to anyone due these obligations.

### GRIEVANCE PROCEDURE

1. A person initiating a complaint must first consult with the person against whom the complaint is being brought and attempt to work out a satisfactory solution. The Director must give final approval to any solutions, which involve a change in course requirements (assignments and attendance requirements).
2. If a complaint is not resolved to the participants' satisfaction by this initial contact, the problem can then be brought before the Arbitration Committee who will decide if it is worthy of a hearing.
3. In the event of a hearing, the Arbitration Committee shall hear from both sides of the dispute and shall first attempt to negotiate a satisfactory solution. Failing that, the Arbitration Committee shall decide, by majority vote, upon a course of action, which shall be binding on all parties. See Appeal Procedure below.

If the grievance involves the Director, the individual may direct her/his concern to the President of the Board of Trustees, who can be reached via the published email contact.

**APPEAL PROCEDURE:** Individuals who feel that they still have legitimate grievances after all the above procedures have been exhausted may bring their grievance before the Arbitration Committee of the AMS Teacher Education Committee (116 East 16<sup>th</sup> Street, New York, NY 10003, (212) 358-1250, Fax (212) 358-1256) and then to MACTE Commission, 420 Park Street, Charlottesville, VA 22902, Phone: (434) 202-7793, Fax: (888) 525-8838. The decision of MACTE shall be considered binding on all parties without appeal.

**STANDBY MEMBER:** A designated standby member of the committee shall replace the faculty member on the committee against whom a grievance is brought. The standby member shall not sit on or vote on the Arbitration Committee otherwise.

**STIPULATION:** No solution can be arrived which is in conflict with AMS or MACTE requirements for programs, student teaching sites, etc.

#### **CONTINUATION AND EXTENSION POLICY**

If a student has not completed course or practicum requirements by the end of the cohort period, but is cooperating with the program to make progress in meeting those requirements, WSMS-TEP may grant an extension. If a student not been in contact with the program for one year or longer since the last academic class, the student will be required to repeat the academic coursework without any additional fees. If additional practicum visits are required, fees will be determined on an individual basis.

#### **REPEATING COURSEWORK**

If a course instructor feels that a student's work does not meet requirements or does not demonstrate an understanding of the subject matter, the student may be required to repeat the specific course component the following year.

#### **REPEATING STUDENT TEACHING (PRACTICUM) PHASE**

In order to begin the Student Teaching Phase, a student must have successfully completed all coursework, or be enrolled in courses so that the work can be completed during student teaching.

If a student teacher is more than two (2) months behind in completing required student teaching assignments, the student's Field Consultant will set specific behavioral goals and a timetable with the student. If these goals are not met, the student teacher will not be recommended for AMS certification in June. The student teacher has the option of repeating the Student Teaching Phase the following year. This is a one-time option.

If a student teacher's relationship with children, parents, or other teachers, or TEP faculty demonstrates lack of respect or irresponsibility, a meeting will be held with the student teacher and the Field Consultant to discuss the incident(s). Specific behavioral goals and a timeline will be set. If a change in the student teacher's behavior is not demonstrated, s/he will not be recommended for AMS certification. This is a one-time option.