

WSMS - TEP

Program Handbook

2021 - 2022



WSMS-TEP
West Side Montessori School
Teacher Education Program

309 West 92nd Street
New York, NY 10025-7213
Phone: 212-662-8000
Fax: 212-662-8323
wsmsnyc.org/teachereducation



AMERICAN MONTESSORI SOCIETY®
education that transforms lives

116 E. 16th Street
New York, NY 1003
Phone: 212-358-1250
amshq.com



MACTE

420 Park Street
Charlottesville, VA 22902
(434) 202-7793
macte.org



WSMS-TEP

West Side Montessori School
Teacher Education Program

...to think, not to be thought for

Welcome!

Reviewing this handbook will mark the beginning of your Montessori teacher, administrator, or inclusion specialist preparation process. 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 credential and endorsement programs. It contains program information, admission and credential details, academic and other 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 leader or educator. Please let us know how we can assist in your journey.

Sincerely,

Lianne Pinciotti
lpinciotti@wsmsnyc.org

Please note:

This edition of the Program Handbook supersedes all previous versions.

REV: 5/26/21



Acknowledgement of Receipt of the WSMS-TEP Program Handbook

This Program Handbook contains the policies of the WSMS-TEP Teacher Education Program as they relate to the Infant Toddler, Early Childhood, Elementary, Administrator, and the Montessori Inclusion Endorsement programs. By signing this page, you indicate you have had an overview of the handbook, that you will request from the Program Director an explanation of any items which are unclear at any time, and that you understand you and WSMS-TEP are expected to abide by the policies contained within. Your application for enrollment to the WSMS-TEP program will be considered complete when this page has been signed and received.

Infant Toddler or Early Childhood students with a HS diploma or Associate's degree indicate their understanding that they will earn the AMS Associate credential at the completion of the program. Students who complete the bachelor's degree after issuance of the Associate's credential may contact AMS submitting the appropriate documentation and fee to upgrade their prior credential.

Students with a bachelor's degree or higher at any level will earn the full AMS credential at that level.

Print Name: _____

Signature: _____

Today's Date:

TABLE OF CONTENTS

MISSION	5
CODE OF ETHICS	6
DESCRIPTIONS	7
History	7
Today	7
Explanation of Affiliation and Accreditation	7
Competencies	8
Children's School	9
Governing Body	9
Facilities	10
Organizational Chart – WSMS-TEP	11
ADMISSIONS and ADULT LEARNER RESPONSIBILITIES	12
GENERAL INFORMATION	14
Cancellation of Course	14
Credentials and Endorsement(s) Offered	14
Career Information	16
Continuing Education	16
Course Descriptions and Hours	17
Clock Hours	21
Fundamental Tenets of an AMS-Affiliated Teacher Education Program	21
Student Services	22
Non-academic Counseling	22
POLICIES	23
Non-Discrimination	23
Tuition, Payment Plans, and Schedules	23
Financial Aid Information and AMS Scholarship Information	24
Refund Policy	24
Transfer of Coursework into WSMS-TEP	24
Record Retention	25
Confidentiality of Records	25
Attendance Policies	25
Academic Phase	25
Student Teaching (Practicum) Phase	26
Practicum Requirements	26
Practicum Site Requirements	26
Supervising Teacher Standards and Responsibilities	29
Completion of Course Requirements	30
Continuation and Extension Policy and Fee	30
Computer and Internet Accessibility	30
Policy Concerning Academic Integrity	30
Grading Policy	31
Dismissal Policy	32
Unprofessional Behavior	32
Dismissal Process	32
Arbitration Committee and Procedures	33
Repeating Coursework	33
Repeating Student Teaching (Practicum) Phase	33
Academic Contact Hour Schedules	34
Infant Toddler	34
Early Childhood – Track 1	34
Early Childhood – Track 2	34
Elementary I, ELI-II	34
Administrator	34
Montessori Inclusion Endorsement	34
Elementary II	35

MISSION

WSMS-TEP MISSION STATEMENT (revised June, 2016)

We seek to prepare adults in the transformative process of Montessori teacher education in order to develop into responsive, sensitive, and knowledgeable guides who are empowered to lead the diverse communities in which they work.

We want our graduates to be prepared to work in multicultural settings and in all programs — whether private or public settings. We prepare adults who are open to change and who are committed to the highest standards for themselves, for children and their families. Our graduates understand human growth and development and its relevance to the Montessori approach to education.

From our experience, WSMS-TEP teaching credential graduates are well-prepared to create child-centered, high-content environments, to design dynamic thematic curriculum units, and to work collaboratively with parents, co-workers, and other professionals. They are empowered to become change agents within their communities. Most importantly, they understand the importance of developing relationships with children, families, and the wider community. Our administrator graduates are well-prepared to serve, support, and lead the diverse communities in which they work.

WSMS MISSION STATEMENT: Adopted by the Board of Trustees in June, 2016

West Side Montessori School ... where to begin a lifetime of learning

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.

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.

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 a faculty member will speak with the student involved to establish an understanding of acceptable behavior. If this dialogue does not affect 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). At that time, the name was changed to West Side Montessori School - 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) phase, for the minimum hours required by AMS at each level offered.

WSMS-TEP programs are affiliated with the American Montessori Society, 116 East 16th Street, NY, NY 10003, amshq.org and are accredited by the Montessori Accreditation Council for Teacher Education (MACTE), 420 Park Street, Charlottesville, VA 22902, macte.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](http://macte.org), 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 online learning are called “hybrid” or “blended” programs.

The practicum component for teaching credential programs is a year-long internship that is guided by an experienced supervising teacher (or a school mentor for self-directed learners) and a field consultant. Those pursuing an administrator credential also engage in a year-long internship that applies skill and

knowledge in a leadership position within a Montessori school. The MIE practicum is a 16-week experience that also seeks to link theory and practice. Successful completion of the practicum is critical to the candidate's completion of the program at WSMS-TEP.

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.

*Elementary: language arts, mathematics, physical and biological sciences, social studies, arts education, health and physical education, history, geometry, geography, and music.

AMS HAS ADOPTED THE FOLLOWING COMPETENCIES FOR THE MONTESSORI ADMINISTRATOR SPECIALIST:

1. Demonstrate an understanding of Montessori curriculum, its implementation, and expectations for Montessori teachers
2. Demonstrate an understanding of and an ability to communicate to parents and faculty the sequence of a Montessori curriculum and a rationale for the materials used in Montessori classrooms
3. Demonstrate observational techniques in order to assist and evaluate the quality of the Montessori program, the teaching staff, and its effectiveness with children
4. Demonstrate effective evaluation procedures for working with Montessori staff
5. Demonstrate a strong understanding of the Montessori philosophy and child development
6. Demonstrate an ability to communicate Montessori philosophy to parents, community, and other educational professionals
7. Demonstrate an ability to communicate program goals to staff through professional development in-service programs
8. Demonstrate school leadership in all areas of operation
9. Develop a comprehensive and fully-functioning Montessori community
10. Demonstrate knowledge of school/child-care governmental regulation

AMS HAS ADOPTED THE FOLLOWING COMPETENCIES FOR THE MONTESSORI INCLUSION ENDORSEMENT:

1. Demonstrate an understanding of Montessori history and pedagogy and their alignment to the inclusive teaching environment.
2. Demonstrate an understanding of how to follow students and support their learning according to the Montessori continuum of materials.
3. Demonstrate an understanding of students with disabilities, the range of disability types, and the implications of these disabilities on a student's life.
4. Demonstrate observational and assessment techniques with students in order to understand a student's strengths and needs.
5. Demonstrate an understanding of and an ability to communicate to parents and inter-professionally about a student's strengths, needs, and potential delays in development.
6. Demonstrate an ability to make adaptations and modifications in the Montessori classroom to support the student with disabilities.
7. Demonstrate a strong understanding of the laws and policies that surround special education.
8. Demonstrate a willingness to welcome and include students with disabilities in the Montessori classroom.
9. Demonstrate an ability to work collaboratively with families and inter-professionally to support the student with disabilities.

CHILDREN'S SCHOOL

West Side Montessori School (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 (nysais.org), the American Montessori Society (amshq.org) and Middle States Association of Colleges and Elementary Schools (msche.org). It is licensed by the New York City Department of Health (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 (nais.org), Parents League (parentsleague.org), and Educational Records Bureau (<http://erbttest.org/>).

GOVERNING BODY

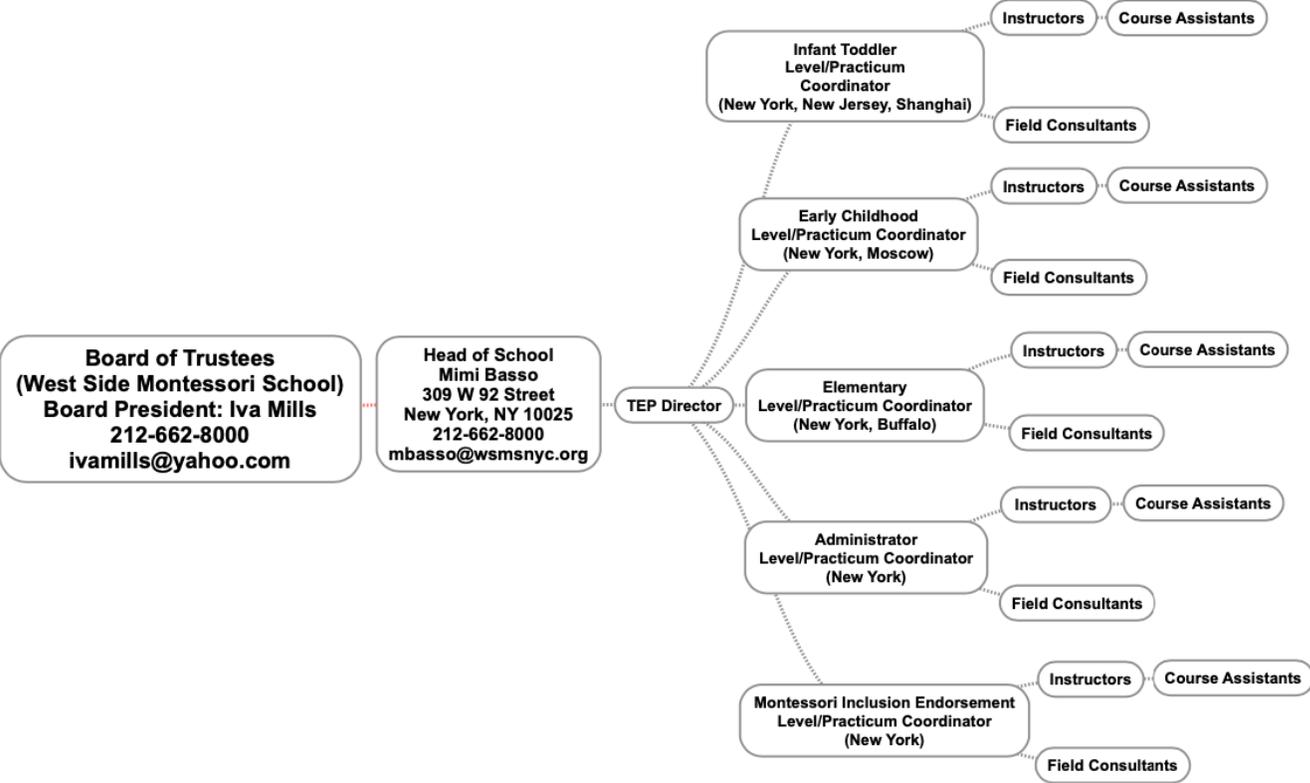
WSMS is governed by a Board of Trustees. Their primary responsibility is to ensure that the School and all its programs, including WSMS-TEP, operate in the best interests of its students, teachers, and parents. The Board sets the purpose and policies of the school, ensures its financial stability, plans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

MAIN SITE FACILITIES used by WSMS-TEP

The administrative office is at the West Side Montessori School (WSMS), 309 West 92nd Street, NY, NY 10025-7213. Most classes are held at WSMS, except in the case of some Infant Toddler and Elementary sessions. In those cases, we use an appropriate environment to provide a beneficial learning environment for adults.

ORGANIZATIONAL CHART

WEST SIDE MONTESSORI SCHOOL-TEACHER EDUCATION PROGRAM



ADMISSIONS

ADMISSION TO WSMS-TEP

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

ADMISSIONS PROCESS

1. Register for the Information Session video link on our website: www.wsmsnyc.org/teachereducation. When the individual registers, they are automatically signed up for the next scheduled Q&A virtual session. Attendance at this session or an individual phone/Zoom with the program director or level coordinator is considered the first step in the admissions process and satisfies the interview requirement. 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, to determine the appropriate model for the Administrator program, and/or to discuss any logistical concerns that might interfere with successful completion of the program, particularly the student teaching placement.
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.
4. Acceptance Letter and Enrollment Agreement are e-mailed to applicant.
5. A signed Enrollment Agreement is returned to WSMS-TEP with the 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. Elementary, Administrator and MIE applicants must hold a minimum of a bachelor's degree). 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, 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 professional and one personal.
3. Application with non-refundable application fee.
4. Written essays as indicated on the application.

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.

ADULT LEARNER RESPONSIBILITIES

The program maintains its rights as an institution of post-secondary education, and expects the adult learner to be responsible for the following:

It is the responsibility of the adult learner to:

1. Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
2. Be informed—by reading the information disseminated by the course.
3. Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
4. Continually self-monitor academic progress.
5. Attend class and participate in other learning activities, come prepared, and complete assignments on time.

6. Embrace the principle of academic honesty.
7. Respect the freedom of the program's staff to inquire, publish, and teach.

In the area of finances, the adult learner accepts the responsibility to:

1. Be informed—about the full cost, refund policies, and financial stability of the program by reading published statements on fees and policies and by contacting the program director and/or administrators with any questions.
2. Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
3. Understand tuition costs completely and accurately.
4. Satisfy financial obligations to the program in a timely fashion.

In the area of admissions, the adult learner accepts the responsibility to:

1. Be knowledgeable about other available courses/programs to ensure that enrollment is based on an informed decision.
2. Represent oneself honestly in applying to the program.
3. Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

The use of the term “teacher education program” includes all course levels: Infant & Toddler, Early Childhood, Elementary, Secondary, and Administrators, as well as the Montessori Inclusion Endorsement.

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

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 the scheduled start date and any tuition and fees will be refunded within 30 days from delivery of such notice.

CREDENTIALS AND ENDORSEMENT(S) OFFERED

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

For Infant Toddler (birth to age 3)

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 for 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) and Elementary II (9-12 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 programs at WSMS-TEP begin in the summer months and continue with Academic classes on scheduled Saturdays throughout the school year, according to the published calendar. Adult learners in ELI may enter Practicum in the school year following summer sessions with anticipated graduation in June of the following year. Adult learners who wish to continue with ELII return for a second summer to complete Academic classes for that level and may enter practicum the following September with anticipated graduation the following June. Adult learners who wish to take the ELII stand-alone program begin with online Overview courses and attend in-person summer sessions. All class dates are published on the Elementary calendar posted to the website on an annual basis. The instructor to student ratio for all Elementary programs is 1:20.

American Montessori Society’s (AMS) Elementary I, Elementary I-II, Elementary 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.

For the Administrator Credential Program

This course is designed specifically for current and aspiring heads of schools, principals, program directors and those who seek leadership positions. Montessori teachers design the environment with Montessori philosophy and methodology in mind. Administrators of Montessori schools, therefore, provide committed leadership to ensure that the best practices of the Montessori approach are integrated within the school community by aligning policy and process along these essential principles. It is critical for administrators to understand the philosophy and methodology of Montessori education in order to support children, teachers, staff, and families. This unity of purpose creates a vibrant, comprehensive, and authentic Montessori community. The instructor to student ratio for the program is 1:25.

The WSMS-TEP Administrator credential program provides three options that are designed specifically for the following individuals:

Model 1- non-credentialed professionals who are administrators in Montessori schools who seek to increase their knowledge of Montessori curriculum and philosophy,

Model 2- individuals who hold a Montessori teaching credential (at any level) who wish to move into administrative roles in Montessori schools or start Montessori schools,

Model 3- individuals who have neither a Montessori credential nor prior administrative experience in a Montessori school and seek to learn the art of leading a school community with a solid understanding of both Montessori philosophy and methodology

A general overview of the program cycle is as follows:

1. Model 1 and Model 2 participants meet for class sessions for two consecutive weeks in July and August, complete the practicum phase and participate in online training modules throughout the following school year, then return to WSMS for two weeks and two days during the second summer session. Completion of the program and graduation are anticipated at the end of the second summer.
2. Model 3 participants attend all of the sessions described above plus three additional days at the beginning of summer two.

All class dates are published on the Administrator calendar posted to the website on an annual basis.

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.

Montessori Inclusion Endorsement (offered at Infant & Toddler/Early Childhood and Elementary I-II levels)

This endorsement rests on the foundation of Dr. Montessori’s pedagogy. Dr. Montessori had a rich history of working to support diverse learners, including children with varying disabilities at the Orthophrenic School in Rome. Through her studies, she recognized that children who were challenged in learning experienced what could be referred to as unequal development. The diagram of the four planes of development for the typical child shows all of the lines from birth to age 24 as straight lines. For the child with disabilities, these lines are better indicated as wavy lines, because of the child’s unequal development. Dr. Montessori saw these differences in children and spoke of the need to follow all children through techniques of observation and assessment.

This information is then analyzed in order to plan for individualized instruction, to meet the needs of individual children. The instructor to student ratio for the program is 1:25 and the program can be completed in approximately 18 months.

WSMS-TEP's Infant Toddler, Early Childhood, and Elementary programs are accredited by the Montessori Accreditation Council for Teacher Education (MACTE, www.macte.org) and are each a Full Affiliate of the American Montessori Society (www.amshq.org).

With the exception of the Administrator course 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 the Infant Toddler and Administrator course is concurrent with, the Academic Phase. The MIE practicum phase follows the academic coursework. Note: student teaching is a minimum of 1 year; all MACTE competencies must be met before the program is completed (where applicable.)

CAREER INFORMATION

Successful completion of the Montessori teacher preparation program meets the requirements for a career with children, in a Montessori setting. AMS, 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. The Program Director is available for academic advisement and counseling. WSMS-TEP does not guarantee employment, salary, or advancement to any student or graduate who completes the program.

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 AND HOURS

Infant Toddler Coursework: *IR=In Residence *OL=Online Learning

Philosophy (28 IR and 2.5 OL 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 IR hours)

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

Pedagogy (26.5 IR and 2.5 OL 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 IR 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 multicultural 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 (24 OLhours)

Montessori philosophy of the 2-6 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 a Montessori EC credential.)

Environmental Design (32 IR and 3.5 OL 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 (13 IR and 5 OL 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 IR 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.

Child Development (50 OL Hours, but in specific *Additional Locations*, all hours are IR

The class covers many ideas and theories pertaining to the development of the young child, including prenatal and childbirth. In addition to Maria Montessori's ideas, other major contemporary theorists are examined.

Early Childhood Coursework: *IR=In Residence *OL=Online Learning

Philosophy (40 IR hours)

Examination of the educational theory and key elements of the Montessori approach to education, including Education for Peace/Social Justice.

Observation (31 IR hours)

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

Practical Life (38 IR 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 (38 IR hours)

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

Language (38 IR 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 (38 IR 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 OL 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 (19.5 IR 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 (26 IR 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 IR 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 IR and 6 OL 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 Coursework: *IR=In Residence *OL=Online Learning

Mathematics: (Core) ELI (64 IR and 8 OL hours) ELI-II (108 IR and 8 IR 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 (25 IR and 4 OL hours) ELI-II (56 IR and 4 OL 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.

Mathematics and Geometry: (Core) ELII (85 IR and 32 OL hours)

Language: (Core) ELI (51 IR and 8 OL hours) ELI-II (76 IR and 8 OL hours) ELII (33 IR and 16 OL 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 (30 IR and 4 OL hours) ELI-II (36 IR and 4 OL 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 (13 IR and 2 OL hours) ELI-II (33 IR and 2 OL 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 (25 IR and 6 OL hours) ELI-II (40 IR and 6 OL 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.

Geography, History, Biological and Physical Sciences: (Core) ELII (61 IR and 28 OL hours)

Curriculum Design and Strategies: (Core) ELI (16 hours) ELI-II (26 hours) ELII (14 IR 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 (16 IR and 14 OL hours) ELI-II (22 IR and 14 OL hours) ELII (10 IR hrs)

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), ELI (10 IR/24 OL hours) ELI-II (10 IR/32 OL hours) ELII (34 OL hrs)

Child Development (Other) ELI (10 OL hours) ELI-II (20 OL hours) ELII (10 OL hrs)

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 (16 IR hours) ELI-II (16 IR hours) ELII (16 IR 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 the environment, care of self and care and respect for 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 IR hours) ELI-II (4 IR hours) ELII (4 IR 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 IR hours) ELI-II (6 IR hours) ELII (4 IR 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 IR hours) ELI-II (4 IR hours) ELII (4 IR 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.

Administrator Coursework: *IR=In Residence *OL=Online Learning

Program Development and Leading a Montessori School: (Core)

Model 1 (74 hours) Model 2 (74 IR, 16 OL hours) Model 3 (74 IR, 24 OL hours)

This course provides the adult learners with information and group experiences to expand their understanding of the process of community building in harmony with Montessori principles. By working to effectively communicate with faculty, parents, boards, and the community at large, adult learners will gain new insight and perspective of the Montessori approach to school leadership. Additional topics related to starting or expanding a school, school accreditation, and planning for faculty professional development will also be shared. Opportunity for the practice of observation in Montessori classrooms will be included along with a sampling of observation tools.

Montessori Philosophy: (Foundational) All Models (20 IR, 22 OL hours)

This course will present the life and work of Maria Montessori through exploration of primary and secondary sources. Adult learners will focus on the planes of development, the inner sensitivities, the role of the adult and prepared environment, the spiritual embryo, the psychic principles and the process of normalization. Of special interest will be discussions surrounding the ideas of cosmic education and an education for peace. Adult learners will have the opportunity to examine the current relevance of Montessori philosophy and methodology to current educational research. They will also have the opportunity to learn about the founders of AMS as well as the history from the beginning until the present. Finally, adult learners will begin to practice the art of reflective practice for transformative growth. This course is provided in a hybrid format with some hours presented in person and more hours presented online during the school year and early summer months.

Montessori Curriculum: (Foundational)

Models 1 & 3 (16.5IR, 17.5OL hours) Model 2 (16.5IR, 1.5OL hours)

The goal of this course is to provide a comprehensive, yet succinct, overview of the Montessori curriculum at all levels, including Infant/Toddler, Early Childhood, Lower/Upper Elementary, and Secondary. Through live presentations, adult learners will observe key lesson presentations and have the opportunity to practice with materials. Through videos and discussions, learners will gain a deeper understanding of the similarities and differences within age levels. Opportunities for observation in various Montessori classrooms will demonstrate the integration of Montessori theory into practice.

Educational Leadership: (Other) All Models (44 IR hours)

This course will provide information, resources, and experiences to support the adult learner's continued development as an educational leader. With a focus on identifying leadership styles and communication strategies, the learner will reflect on the differences between leading and managing, modeling and mentoring. This course continues the practice of reflection in order to facilitate transformative growth in the school leader.

School Operations: (Other) All Models: (14 IR, 49 OL hours)

This course focuses on the planning and operational aspects of managing a Montessori school for children. Topics such as financial management, fundraising, legal considerations, strategic planning, marketing/enrollment, recruiting/hiring, and the needs of public and charter schools will be addressed. This course is offered in an online format during the school year months.

Montessori Inclusion Endorsement Coursework: *IR=In Residence *OL=Online Learning

History and Foundations of Montessori and Inclusive Practices: (26 OL hours)

An overview of the history of Montessori as a pedagogical model for inclusive practices to include: the impact of the theorists that Montessori studied, planes of development of typical children/adolescents as well as children with disabilities, sensitive periods, and Montessori teachers as scientists. Including, an introduction to educational policies, programs, practices, and services specific to students with disabilities

Inclusive Practices for Students with Disabilities:

(31 OL hours + 5 hours supervised field experience)

Best practice models for inclusive classrooms using accommodations and modifications for students with disabilities, specifically addressing cognitive development and processing (intellectual deficits), language development, processing, and communication (speech language disorder), social/emotional development (primary emotional problems), development of sustained attention, motor development and daily living.

Observation and Assessment for Inclusion:

(26 OL hours + 5 hours supervised field experience)

This course focuses on observation and documentation in the classroom, including recording, compiling, and interpreting information, and understanding assessment reports, the protocol for tests, normal curves, standard scores, percentiles, etc. . Students will study case histories and parent and teacher interviews, and Use data to inform practices, develop strategies and undergo case study This course includes an overview of the legal, ethical, and professional responsibilities in assessment and evaluation.

Classroom Management in an Inclusive Montessori Environment:

(11 OL hours + 5 hours supervised field experience)

This course will focus on behavior supports and modifications, measurements and analysis of behavior, strategies and classroom modifications, and monitoring progress of assessments and modification.

Partnering with Families and Inter-Professional Relationships: (20 OL hours)

This course focuses on understanding family systems and the communication and support for parent and family advocacy. Understanding the influence of cultural differences on education, including a focus on English language learners and working with translators and working with students living in poverty, as well as communicating with inter-professionals (OT/PT/SLP) and creating a team to support and advocate for the student will be emphasized.

Differentiated Instruction with Early Childhood Materials:

(48 IR hours + 10 hours supervised field experience)

Students will learn to apply new knowledge regarding differentiated instruction with materials and lessons to everyday classroom interactions with students.

Differentiated Instruction with Elementary Materials: (48 IR hours + 10 hours supervised field experience)
Students will learn to apply new knowledge regarding differentiated instruction with materials and lessons to everyday classroom interactions with students.

Practicum Seminar Cohort Zoom Sessions (8 OL hours during practicum phase)

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.” All hours listed above are considered “clock hours” with IR referring to In-Residence sessions and OL referring to OnLine sessions (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 88th St.)
New York, NY
212-721-2111

Quick RX Pharmacy

175 E 96th 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 or practicum coordinator if support is needed and a reference is desired.

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, FEES, PAYMENT PLANS AND TUITION SCHEDULES

- The non-refundable Application fee for all levels is \$75.
- For IT, EC, EL, and ADM, payment of the Enrollment Fee of \$1375 is considered official enrollment in the program. For MIE, payment of the Enrollment Fee of \$975 is considered official enrollment in the program. This includes payment of student fees to the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE for IT, EC, and EL), all required books, and practicum fees due during the standard course cycle of enrollment.
- Adult Learner accounts with payments that are returned from the bank listed as “Not Sufficient Funds” will have a \$35 returned check fee added to their accounts.
- Adult Learner accounts with tuition payments that are more than 60 days past due will incur a \$25 late fee. Late fees will accrue on a bi-monthly basis, therefore Adult Learners are urged to contact the Program Director to discuss concerns or suggestions.
- Tuition and fees are listed in the chart below for each course:

Application fee (all domestic applicants)	\$75 (non-refundable)
Application fee (all international applicants)	\$150 (non-refundable)
Enrollment fee (IT, EC, EL, ADM)	\$1,375 to be paid at official enrollment in the program.
Infant Toddler (0-3) tuition	\$7,500
Early Childhood (3-6) tuition	\$8,700
Elementary I (6-9) tuition	\$8,700
Elementary I-II (6-12) (simultaneous enrollment) tuition	\$12,900
Elementary II (9-12) addition of age range tuition, with prior Elementary I (6-9) credential	\$5,500
Elementary II (9-12) credential program	\$8,700
EC Overview course for Elementary I, I-II and ELII candidates without a prior EC credential	\$750
Administrator Model 1 and 2 tuition	\$7,600
Administrator Model 3 tuition	\$8,400
Montessori Inclusion Endorsement tuition	\$3,950
Montessori Inclusion Endorsement enrollment fee	\$975
Continuation Fee (to maintain active status after the anticipated completion date of the cohort)	\$250 annually until completion of program
I-20 Extension Fee (if required to extend original program)	\$150

*Adult learners completing a practicum in a site located more than 100 miles from the nearest WSMS-TEP field consultant are responsible to cover expenses for travel and accommodation for the field visits. WSMS-TEP will make every effort to determine a field consultant within the local area in order to keep additional fees at a minimum.

Tuition may be paid in one or two installments, and a recurring monthly tuition payment plan is available by approval of the Program Director. Please contact Lisanne Pinciotti at lpinciotti@wsmsnyc.org for details.

WSMS-TEP SCHOLARSHIP INFORMATION

West Side Montessori School Teacher Education Program is committed to ensuring that our educational offerings are accessible to all qualified candidates. Those who need assistance with covering the cost of tuition may apply for financial aid according to the instructions below. An individual's ability to pay is not a determining factor in offering a space in our teacher education program. In order to apply for a WSMS-TEP scholarship, applicants must have previously submitted a program application and all related documents.

In 2017, the WSMS Board of Trustees began a scholarship program to provide tuition assistance to WSMS-TEP students. Awards are designated based on financial need, a compelling personal statement, and confirmation of acceptance/enrollment in WSMS-TEP.

All submissions must be made electronically. The WSMS-TEP scholarship application is linked below and must be completed online. Please be sure to upload the linked financial statement with your scholarship application. For questions, please contact TEPfinaid@wsmsnyc.org.

AMS SCHOLARSHIP INFORMATION

Scholarships are offered through the American Montessori Society. Visit www.amshq.org for additional details. 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 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 published on the website. For more information, please check for more information on the process at the American Montessori website regarding Awards and Grants.

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 for voluntary withdrawal once the Academic Phase class sessions have begun.

NOTE: Partial or full refunds will be processed no later than 30 days from receipt of an official withdrawal letter according to the policy above.

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 in-residence class. Online course attendance is monitored by module participation and completion of assignments and activities. If online module assignments are not completed in a timely basis, the student is considered to be absent.

ABSENCES ARE NOT PERMITTED and 100% attendance is expected.

Punctuality and full participation 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.

Cancellation of any individual class by WSMS-TEP due to inclement weather in New York City will then push the schedule forward one class, utilizing the Makeup Date on the calendar to complete the course OR be held virtually. If an individual student is unable to attend class due to inclement weather in their local area, will be subject to the same make-up process as outlined above.

STUDENT TEACHING AND ADMINISTRATOR (PRACTICUM) PHASE

Attendance during the Practicum Phase is a requirement for the intern to maintain employment at the practicum site. It is expected that the intern will not be absent from the classroom for 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. Adult learners completing a practicum in a site located more than 100 miles from the nearest WSMS-TEP field consultant are responsible to cover expenses for travel and accommodation for the field visit(s.) WSMS-TEP will make every effort to locate a field consultant within the local area in order to keep additional fees at a minimum. The final field visit will be scheduled when all tuition had been paid in full or alternate arrangements have been documented in the adult learner's file.

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 **Elementary**, all general requirements above apply but that the student work a minimum of a full day, five days per week, for the full school year. For **Administrator**, all half day general requirements above apply, but under the supervision of an Administrator with a minimum of 3 years experience in a Montessori school. For **Montessori Inclusion Endorsement**, candidate will work a minimum of 16 weeks in an inclusive classroom setting as per the half/full day requirements of the age range of their Montessori credential.

PRACTICUM REQUIREMENTS

WSMS-TEP abides by the following standards and responsibilities for practicum sites as outlined in the Handbook for Teacher Education Program Affiliation (2018):

1. **AMS Membership:** It is recommended that the practicum site is an AMS member school. Programs report practicum sites annually to AMS using the AMS Adult Learner Registration and Practicum Report Form. The AMS office will send non-AMS member practicum sites information on the benefits of becoming 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 site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and guidelines relating to the adult learner.
5. **Job Description/Contract:** The site must provide a job description and a contract of agreement acceptable to the site, the adult learner, and the teacher education program. This job description or agreement should include the nature and type of remuneration given the adult learner, if any.
6. **Cooperation with the Teacher Education Program:** The site must agree to cooperate with the teacher education program in all matters relating to the practicum.
7. **Job Responsibilities:** Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours (i.e. janitorial services, before or after day care services, etc.). Adult learners may provide additional services outside their practicum hours if agreed upon by both parties.

8. **Age Range of Class:** see further information on age range of classes under each course level in Section 6
 - **Infant and Toddler:** Birth to 3 years of age (depending on the model selected)
 - **Early Childhood:** The class should contain children in the full 2.6 through 6 age span
 - **Elementary I & I-II:** The class should contain children in the full age span for which the adult learner will be credentialed (6 through 9, 9 through 12, or 6 through 12), except in the case of a beginning class, which may contain an age span of less than three years
 - **Secondary I & I-II:** The class should contain students covering an age and grade level range of at least two years within the specialization for which the adult learner will be credentialed (12 through 14/15 and/or 14/15 through 18 years of age)
 - **Administrator:** School community with at least one Montessori class with an appropriate age range of children and complete complement of Montessori materials
 - **Montessori Inclusion Endorsement:** The class should be an inclusive Montessori classroom and have at least one student enrolled in the class with a documented disability, or in the process of being identified, who is integrated into a class with students who do not have disabilities.
9. **Classroom Environment:** The environment must be designed and equipped to meet the developmental needs of the children served. The classroom must include child-sized furnishings and a full array of recommended Montessori materials for the age range of the class, arranged on open shelves accessible to all children, so that the adult learner may implement the curriculum for the age group presented by the teacher education program during the academic phase. AMS recommended materials lists for schools are available on the AMS website.
10. **Supervision:** Supervision of adult learners is provided by the supervising teacher and a field consultant or, in the case of a self-directed practicum, through the field consultant and local mentor. For a self-directed practicum, a minimum of three on-site consultation visits by a field consultant plus additional support that is documented on the AMS Credential Recommendation Form is required. Field visits are to be a minimum of 2 (two) hours during one work session in the classroom or environment, or in the case of an administrator, one two-hour period during the typical school day.
 - For all course levels (with the exception of the Administrator course); supervision must be provided according to one of two options:
 - In the classroom with an approved supervising teacher
 - In a self-directed classroom with regular supervision by a qualified and approved field consultant and local mentor.
 - For the Administrator course, supervision must be provided through a field consultant with administrative experience.
11. **Models for Field Consultants:**
 - **General Requirements for all Field Consultants**
 - A single person serves as the field consultant for all adult learners; with the exception that the field consultant cannot be the adult learner's supervising teacher
 - Different individuals serve as field consultants for the program and are assigned to one or more adult learners generally determined by geographical proximity (This could result in all adult learners having different field consultants)
 - Other models are possible, as long as the field consultant qualifications are verified by the program director
 - **Specific Requirements for Montessori Inclusion Endorsement Field Consultants**
 - Montessori Field Consultant
 - A recognized Montessori credential at the level of supervision, and either:
 - documented evidence of a minimum of 12 university credit hours in Special Education or a related service area such as Speech and Language Pathology, Physical Therapy, or Occupational Therapy, or
 - related specialized training in working with students with disabilities.
 - Three years Montessori teaching experience in an inclusive Montessori environment at the level being observed, following receipt of a Montessori credential at that level.
 - Specialist Field Consultant
 - If the teacher education program is within the U.S. – A minimum of a bachelor's degree from a regionally accredited U.S. college/university, or its equivalent as

determined by a recognized credential evaluation service. If the degree is from a non-U.S. regionally accredited college or university, a transcript must be submitted to a U.S. credential evaluation service (e.g., a member of NACES – the National Association of Credential Evaluation Services- www.naces.org) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a bachelor's degree or higher in the U.S., this requirement has been met.

- If the teacher education program is outside the U.S. – The nationally recognized post-secondary educational standard applied in that country as documented in writing by the educational authority in that country.
- Holds a bachelor's degree in special education or another service related area such as Speech and Language Pathology, Physical Therapy, Occupational Therapy, and each of the following:
 - Three years of experience working within an inclusive Montessori environment
 - Evidence of ongoing Montessori professional development over the last three years
 - Current AMS membership

Note: Five years after the first cohort of adult learners have earned the Montessori Inclusion Endorsement, all instructors and specialist field consultants must have earned the Montessori Inclusion Endorsement and hold a recognized Montessori credential at the level at which they instruct and/or supervise.

DESCRIPTION OF PRACTICUM MODELS AND VARIATIONS

1. Supervised Practicum

1. The supervised practicum requires that the adult learner participate in the Montessori classroom at the level of instruction with a qualified supervising teacher at an approved school site.
2. The adult learner may not be asked to assume total responsibility for a class without the presence of a qualified supervising teacher or other qualified staff person.
3. A minimum of three on-site consultation/evaluation visits by a qualified field consultant is required. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase. A virtual visit may be approved for one consultation visit.

2. Self-Directed Practicum

4. All requirements for the supervised practicum also apply to the self-directed practicum, with the exception that the adult learner has full responsibility for the Montessori class without the daily guidance of a qualified supervising teacher in the classroom.
5. Adult learners may qualify for the self-directed practicum with one or more of the following prerequisites, along with written approval of the teacher education program director:
 - a. Prior experience as an assistant in a Montessori environment
 - b. Two or more years of previous teaching experience at the age level of instruction
 - c. A bachelor's degree from a regionally accredited U.S. college or university, or its equivalent
6. A minimum of three on-site consultation/evaluation visits by a qualified field consultant plus additional support that is documented on the *AMS Credential Recommendation Form* is required. Additional support must include one or more of the following: extra visits, a local mentor teacher, monthly phone or e-mail contact, or other support designed by the program director. To best support the growth of the adult learner, the consultations/evaluation visits must be spread throughout the practicum phase. A virtual visit may be approved for one consultation visit.
7. All self-directed practicums must be pre-approved by the program director in consultation with the level coordinator, before the practicum begins.

3. Variations in Practicum Models

- a. Age Range: WSMS-TEP recognizes that in some situations, adult learners may not work in environments that have the full age range for the level of instruction. Therefore, it is the responsibility of the adult learner to contact the level coordinator and/or program director to

- outline a plan and document how the adult learner will receive experience in the full age range.
- b. **Duration of Practicum Phase:** WSMS-TEP recognizes that in some situations, adult learners may not meet the full practicum hours within a full school year. Therefore, it is the responsibility of the adult learner to contact the level coordinator and/or program director to outline a plan and document how the adult learner will receive the benefit of a full school year experience.

STANDARDS AND RESPONSIBILITIES FOR THE SUPERVISING TEACHER

1. **Credentials:** The supervising teacher must hold a recognized Montessori credential at the age level of the class at the level of supervision. The supervising teacher cannot be the adult learner's field consultant.
2. **Teaching Experience:** The supervising teacher must be in at least the second year of teaching at the level of instruction after receipt of the Montessori credential.
3. **Approval:** The director of the teacher education program must approve the supervising teacher.
4. **Adult Learner Experiences:** The supervising teacher is responsible for providing experiences relating to the following areas:
 - Preparation and Management: indoor and outdoor environments
 - Observation and Recording: observing, responding/planning, assessing; maintaining records
 - Interaction: relations among parents, staff, and children
 - Instruction: designing activities; individual and group presentations
 - Management: individual and group strategies
 - Parent/Community Involvement: family support and community services; parent education, interviews, conferences, and meetings; open house
 - Staff Involvement: participation in meetings, establishing team compatibility and problem-solving techniques
5. **Meetings:** The supervising teacher must schedule regular review sessions with the adult learner at least once per month to assess progress in the above areas.
6. **Assessment:** The supervising teacher must complete and submit all evaluation forms requested by the teacher education program at the designated times.
7. **Communication:** The supervising teacher must inform the teacher education program of any difficulties in the professional performance of the adult learner.
8. **Attendance:** With the exception of a self-directed practicum, the supervising teacher must be in the adult learner's classroom full time.
9. **Number of Adult Learners Assigned:** A supervising teacher cannot have more than two adult learners per classroom. [2/09]"

WSMS-TEP POLICY FOR COMPLETION OF COURSE REQUIREMENTS follows AMS guidelines.

AMS POLICY FOR COMPLETION OF COURSE REQUIREMENTS

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. If the adult learner extends their coursework beyond three years following the end of the academic phase, it is the adult learner's responsibility to renew and maintain AMS membership. All adult learners must be current members of AMS in order to be recommended for credential.

The practicum must begin within two years of the end of the academic phase in which the student was enrolled.

Time periods can be extended with the approval of the program director for students who provide written documentation of extenuating circumstances, who are in "good standing," and maintain contact with the program director .

Standards for Completion: A student who receives a grade of Incomplete in any course component has until the first day of the next launch of that component course in the same cohort model to submit outstanding work; that is, if a student takes Practical Life in Summer 2013 and receives an Incomplete, this individual has until the first date of when Practical Life is offered in Summer of 2014 to hand in outstanding work. If the work is not submitted by that time, the student may be required to retake the course in its entirety. All grades of INCOMPLETE (INC) must be reviewed by the coordinator/faculty at the specific level to determine next steps. The student will receive notification via email of the final determination of required action. All academic and practicum assignments for the course level must be submitted and accepted in order to complete the course. Instructors, Level Coordinators, and the Program Director consult with practicum site personnel to determine when the student has demonstrated appropriate outcomes for the "beginning" teacher. What that standard has been met and all financial obligations are complete, the student will be submitted to AMS for the level credential

CONTINUATION AND EXTENSION POLICY and FEE

Students who believe they have good cause for an extension to the course completion policy (such as pregnancy, family or personal illness, job relocation, etc.) must contact the Program Director and Level Coordinator via email to document their situation. At that time, a discussion will be initiated to agree on a plan forward. Good cause extensions are made only for students enrolled in currently running cohorts and do not apply to students who were enrolled in past years and did not provide such notice during their cohort cycle.

If a student has not completed course or practicum requirements by the anticipated end of the cohort period and is cooperating with the program and making consistent progress in meeting those requirements, WSMS-TEP may grant an extension without an additional fee. If a student has 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 and will be invoiced a \$250 Continuation fee. This fee is invoiced annually until the student completes all coursework. If additional practicum visits are required, fees will be determined on an individual basis.

ACCESSING COMPUTERS AND THE INTERNET

Students must have access to a computer and the Internet. WSMS-TEP instructors use PowerSchool Learning or Canvas, Learning Management Systems accessed through the Internet. Upon enrolling in the program, students are provided with an individual username and password. By using the WSMS-TEP LMS, students agree to submit their own, original work in compliance with our academic integrity policy. Students are required to download readings, upload assignments and post to discussion forums. All student papers must be computer-generated. Student accounts in the LMS are created following successful enrollment into the program after verification of their identity is completed.

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 (apastyle.org), unless otherwise stated by instructors.

To meet the 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 the 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.

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 the Learning Management System (PowerSchool or Canvas) or submit in person (if requested) during practicum seminar weekends. Please refer to course syllabi for requirements on assignment-specific submission.

ASSIGNMENT FEEDBACK

Instructors will provide feedback to students within two weeks of the 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 and a penalty added 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.

OUTSTANDING ASSIGNMENTS AT THE CONCLUSION OF A COURSE COMPONENT

At the conclusion of a course component, the instructor(s) will send an email to any student with outstanding assignments to document the gradebook entries. Students who wish to submit an outstanding assignment must still upload assignments to the LMS and then send an email to the Level Coordinator to document completion. The Level Coordinator will document receipt of the work and make arrangements for review and grading. All digital album submissions and resubmissions **MUST** be shared with the appropriate email as outlined in each course level. Students can expect that work submitted after completion of the course will be graded during fall and spring seminar sessions.

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 will 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 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 credential the following year. Reinstatement of students who have withdrawn is at the discretion of the Program Director.

Involuntary dismissal for behavioral performance is not eligible for refund of tuition or fees. Voluntary withdrawal due to academic performance that is mutually agreed-upon is eligible for a pro-rated refund based on class sessions attended. Approved refunds will be settled within 30 days of official notification of academic withdrawal.

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 to the American Montessori Society (116 East 16th Street, New York, NY 10003, (212) 358-1250, Fax (212) 358-1256) and then, only if an Infant Toddler, Early Childhood, or Elementary teaching credential candidate, to the 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. The process ends with the AMS decision specifically for Administrator candidates.

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 at which is in conflict with AMS or MACTE requirements for programs, student teaching sites, etc.

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.

ACADEMIC CONTACT HOUR SCHEDULES

These calendar outlines are provided as an overview for Adult Learners enrolling in the WSMS-TEP credential programs. All schedules are tentative until published on the TEP Public calendar provided during Orientation to credential programs. From time to time, changes to the schedule may be inevitable due to inclement weather or other unforeseen circumstances. Any and all changes to the schedule will be communicated through the WSMS-TEP Learning Management System (PowerSchool or Canvas) for the course sessions which are affected.

INFANT TODDLER (0-3)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

- NYC program at West Side Montessori School
- Magnolia Montessori School, 2 Lake Drive, Whitehouse Station, New Jersey
- Shanghai Mengxuan Training School, Shanghai, China

EARLY CHILDHOOD (3-6)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

- NYC program at West Side Montessori School

ELEMENTARY I (6-9)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

- NYC program at Metropolitan Montessori School, NY, NY
- Bennett Park Montessori School, Buffalo, NY

ELEMENTARY I-II (6-12)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

- NYC program at Metropolitan Montessori School, NY, NY

ADMINISTRATOR

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

NYC program at West Side Montessori School, NY, NY

MONTESSORI INCLUSION ENDORSEMENT

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

In person sessions at West Side Montessori School, NY, NY

ELEMENTARY II (9-12)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

In person sessions at West Side Montessori School, NY, NY