

WSMS - TEP

Program Handbook

2026 - 2027

“...to think, not to be thought for”



WSMS-TEP
West Side Montessori School
Teacher Education Program

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**MONTESSORI
ACCREDITATION
COUNCIL** FOR TEACHER
EDUCATION

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Charlottesville, VA 22902
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macte.org



Welcome!

Welcome to the beginning of your Montessori teacher, administrator, or inclusion specialist preparation journey. By choosing this path, you are entering a meaningful and rewarding profession, one that offers the opportunity to make a lasting difference in the lives of children, their families, and the broader Montessori community.

This handbook is designed to support you throughout your work toward the American Montessori Society credential and endorsement programs offered by WSMS-TEP. Within these pages, you will find important information about the program, admission and credential requirements, academic expectations, and policies that guide our teacher education program.

Our faculty is committed to providing a thoughtful, engaging, and supportive learning experience as you take the first steps toward becoming a Montessori educator and leader. We look forward to partnering with you in this process and encourage you to reach out whenever we can assist you along the way.

Sincerely,

Lisanne Pinciotti
lpinciotti@wsmsnyc.org

Please note: This edition of the Program Handbook supersedes all previous versions.
REV: 6/11/26



WSMS-TEP Program Handbook Attestation and Signature

This Program Handbook contains the policies of the WSMS-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 in the WSMS-TEP program will be considered complete when this page has been signed and received.

Credential Statement for Infant Toddler and Early Childhood applicants:

I understand that if I have earned a secondary level (high school) diploma, a GED, or the international equivalent thereof, but have not earned a bachelor's degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service, I will be awarded an Associate credential for that level. By my signature below, I understand this policy and will contact the Program Director if I need additional information. If I subsequently complete a bachelor's degree after issuance of the Associate's credential, I am aware that I am eligible to submit the appropriate documentation and fee to the American Montessori Society to upgrade the credential at that time.

I understand that if I have earned a bachelor's degree or advanced degree, I will earn the full AMS credential at that level.

Statement for International Students with an I-20 and F1 study visa:

I acknowledge that I have reviewed the program handbook and understand the additional requirements related to participation in the F-1 study program in the United States. I am aware of the timelines and procedures for requesting necessary documentation from the program and agree to comply with all related responsibilities, including academic attendance and assignments, practicum participation and assignments, and all financial obligations according to the agreed-upon timeframe in the I-20 provided to me.

Print Name: _____

Signature: _____

Today's Date: _____

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MISSION

WSMS-TEP MISSION STATEMENT (Teacher Education Program)

We empower adults through the transformative process of Montessori education to be leaders in their diverse communities.

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. They are responsive, sensitive, and knowledgeable guides.

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.

WEST SIDE MONTESSORI SCHOOL (WSMS) MISSION STATEMENT (Children's School)

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 Code of Ethics We at the American Montessori Society hold ourselves to high ethical standards, and act in accordance to our commitment to build a more just and equitable world by adhering to the following principles. It is our hope and intention that the members of our organization, as advocates, ambassadors, and practitioners of the Montessori model of education, do the same.

Principle I: Commitment to Students & Their Families

In fulfillment of the obligation to students and their families, AMS will:

- Share resources for protecting equitable access to all programs and services, regardless of each student's and family's race, color, culture, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origins, or any other classification protected by applicable laws.
- Support practices that protect the physical health and psychological safety of each student and family.
- Encourage independent action in the pursuit of learning, community building, and social action.
- Honor professional commitments, and maintain obligations and contracts while neither soliciting nor involving students or their families in schemes for commercial gain.
- 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 Staff & Colleagues

In fulfillment of the obligation to staff and colleagues, AMS will:

- Protect equitable access to AMS employment, programs, services, and other opportunities regardless of each individual's race, color, culture, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origins, or any other classification protected by applicable law.
- Dedicate ourselves to recognizing, addressing, and eradicating all forms of racism and systemic oppression within our organization and programs.
- Represent one's own professional qualifications with clarity and true intent.
- Accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
- Use honest, equitable, and effective methods of administering duties and conducting business.

Principle III: Commitment to the Montessori Movement

In fulfillment of the obligation to the Montessori Movement, AMS will:

- Uphold and publicly support the greater vision of Dr. Maria Montessori through such initiatives as the development and promulgation of standards for affiliation of teacher education programs and accreditation of schools, the providing of professional development opportunities, and support of Montessori research and advocacy.
- Ensure that our work honors the core components of Montessori education: properly trained Montessori teachers, multi-age classrooms, the uninterrupted work period, the prepared environment, and child-directed work.

Principle IV: Commitment to the Public

In fulfillment of the obligation to the public, AMS will:

- Share perspectives consistent with all of the items set forth in the principles above, when engaged in public discussion.
- Distinguish private views from the official position of the American Montessori Society when engaged in public discussion.

Adopted by the American Montessori Society Board of Directors January 2022

WSMS-TEP CODE of CONDUCT

We at WSMS-TEP hold ourselves to the highest standards of professional behavior; striving to model the qualities of integrity and confidentiality in all interactions, competence and due care for our adult learners and faculty, and supporting the community as we endeavor to build a just and equitable world for all.

Adult Learners and faculty are expected to maintain a professional demeanor throughout the program. If a questionable situation arises, the director or a faculty member will contact the individual involved to engage in a respectful dialogue to clarify professional behavior expectations. If this dialogue does not result in improvement, the administration will appoint a mediation group to facilitate appropriate followup. Situations shall be dealt with on an individual basis. The Program Director is ultimately responsible for following through with decisions and actions taken.

DESCRIPTIONS

West Side Montessori School - Teacher Education Program's HISTORY

“It is our belief that the Montessori method of education which has been the rich child's right should become the poor child's opportunity.” Roslyn D. Williams

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, the first American Montessori Society (AMS) Montessori Teacher Education Program in New York City, 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 continually aspires to model the anti-bias, anti-racist approach that its founders sought to expand opportunities for aspiring Montessori teachers, parents, and others who wish to learn more about Montessori philosophy and pedagogy.

West Side Montessori School - Teacher Education Program TODAY

Today, WSMS-TEP is a non-credit bearing course of instruction operating under the umbrella of West Side Montessori School. Academic classes for Infant Toddler, Early Childhood, Administrator, and the Montessori Inclusion Endorsement are held in the adult education facility located within the school, according to the various schedules which are published on the website (www.wsmsnyc.org/teachereducation). Academic classes for all Elementary programs are held at Metropolitan Montessori School on West 85th Street. For all levels, the Academic Phase is followed by a Practicum (student teaching/internship) phase, for the minimum number of hours required by AMS at each level. Instructors are highly qualified Montessori teachers who provide evidence of a minimum of 3 years of experience in a classroom after receipt of the teaching credential for Core and Foundational courses. Instructors have been approved for the courses they guide by review of their resume and transcript which confirm the area of expertise. For Guest Speakers, a resume or Curriculum Vitae confirms the area(s) of expertise.

WSMS-TEP continues to support the original goal of increasing the pool of Montessori teachers, though it has expanded to provide opportunities to adult learners beyond the borders of New York City. We support parents who wish to become active participants in their children's education by offering workshops in addition to the training courses. In addition, WSMS-TEP has an agreement with Manhattanville College which allows graduates of all MACTE-accredited programs, in addition to WSMS-TEP, to apply 15 credits toward completion of a dual Master's degree in Early Childhood and Special Education. This is one example of a way that WSMS-TEP promotes the goal of providing additional opportunities for Professional Development to credentialed Montessori teachers.

WSMS-TEP programs are affiliated with the American Montessori Society, 211 East 43rd Street, 7th Floor, #262, New York, NY 10017, amshq.org, and are accredited by the Montessori Accreditation Council for Teacher Education (MACTE), 420 Park Street, Charlottesville, VA 22902, macte.org.

ADVANCING EQUITY

Consistent with our Mission Statement's reflection of our diverse community, and our Educational Philosophy, West Side Montessori School and WSMS-TEP have always stressed the obligation of our faculty and administration to provide the highest quality educational opportunities to every child and supported their ability to do so.

We have a long-standing commitment to creating an environment where every child and adult celebrates human diversity, recognizes injustice, and has the skill set to address it. We are working together to build an anti-bias community, a world in which all children are able to blossom, and each child's particular abilities and gifts are able to flourish.

Religious Observances

WSMS-TEP supports all participants in observing their own religious beliefs and practices, so long as such observations or absences can be reasonably accommodated and do not place an undue burden on the operation of the teacher education program. A student or faculty member who needs to take time off for a recognized religious observance which occurs on a scheduled day of classes, should speak with the instructor or coordinator several weeks before the date, so that an appropriate and meaningful make-up can be arranged.

AN EXPLANATION OF AFFILIATION AND ACCREDITATION

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

There are 2 types of AMS-affiliated TEPs:

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

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

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

The practicum component for teaching credential programs is a school-year (nine consecutive months) 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.

MACTE COMPETENCIES FOR ADMINISTRATOR CREDENTIAL CANDIDATES

1. Leadership skills:
 - a. Montessori Leadership Principles: Demonstrate how Montessori principles are actualized in school leadership
 - b. Personal and Professional Growth: Engage in personal and professional growth to support staff, faculty, and student success.
 - c. Equity, Inclusiveness, and Cultural Responsiveness: Understand and cultivate equitable practices, resources, and services that support equity.
 - d. Ethics: Model ethical behavior in personal conduct and advocate for ethical and legal decisions.
2. Faculty and Staff Management:
 - a. Onboarding Faculty and Staff: Understand and implement a system to develop the school's professional capacity through recruitment, hiring, and orientation of faculty and staff.
 - b. Support for Faculty and Staff: Engage in mentoring and professional learning that is aligned to the school's philosophy to promote continuous improvement
 - c. Management of Faculty and Staff: Develop systems of evaluation, observation, support, and ongoing guidance of faculty and student success.
3. Educational Program:
 - a. Montessori Philosophy: Demonstrate an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children/adolescents.
 - b. Montessori Curriculum: Demonstrate an understanding of the Montessori curriculum at each age level, its implementation, and expectations for Montessori teachers.
 - c. Educational Identity, Culture, and Policies: Implement and develop systems, policies, and procedures that support high-fidelity Montessori programs at all levels.
 - d. Community Engagement: Engage and cultivate relationships with community members, partners and families to enhance the school climate and culture.
4. Operations and Management:
 - a. Finances and Fundraising: Demonstrate knowledge of effective utilization of resources

- and fiscal management practices.
- b. Facility Management and Environment Design: Demonstrate an understanding of how indoor and outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments.
- c. Marketing, Enrollment, and Retention: Demonstrate the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture. Demonstrate the ability to develop and implement a system to encourage family retention.
- d. Educational Law: Demonstrate knowledge of school/child-care governmental regulations and policies.
- e. Principles and Leadership of Governance: Demonstrate knowledge of the different types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure.
- f. Strategic Planning: Demonstrate an understanding of the role of the strategic planning and the ability to utilize it for school improvement.

AMS 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 3 months through 6 (infant through kindergarten). The School serves an urban multicultural, multi-ethnic, multi-economic student, family, and teacher population. 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 the 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, Loren DeNicola, is responsible for the day-to-day operation of all School programs.

MAIN SITE FACILITIES used by WSMS-TEP

The administrative office of West Side Montessori School (WSMS) is located at 309 West 92nd Street, NY, NY 10025-7213. The WSMS-TEP administrative office is located at 12 Powelson Drive in Hillsborough, NJ where all records are maintained and processed for the teacher education program. The Leadership Team of WSMS-TEP works remotely and attends sessions in New York City as needed.

WSMS occupies a six-story double brownstone on a tree-lined street in Manhattan. The building has eight (8) classrooms, gym, rooftop play space, institutional kitchen, offices, Library, meeting rooms, faculty room, and storage facilities. WSMS-TEP has full use of the facilities when scheduled. This includes all classrooms, computers (4) in the Teachers Room, and multimedia equipment (computer, LCD projector, DVD). Some year-round classes are held in the adult learning spaces in the gym, library, or children's classrooms.

Infant Toddler sessions are held at the WSMS Infant Toddler Center located at 212 West 95th Street which offers 7 infant, toddler and two-year-old classrooms across three floors. Two floors are classroom spaces and the other full floor is dedicated to indoor gross motor activity.

The year-round sessions and seminars for the Early Childhood program are held at the 92nd St. location. Summer sessions are held at Calhoun School located at 325 West 85th St. Track 1 (summer entry) and Track 2 (fall entry) schedules indicate the location of class sessions.

The summer and weekend sessions for the Elementary program are held at the Calhoun School at 325 West 85th Street. Some seminar sessions are held at the 92nd St. location of WSMS. Elementary schedules indicate the location of all class sessions.

The summer sessions for the Administrator and MIE programs are held at The Calhoun School at 325 West 85th St. or the main Calhoun building at 4343 West End Ave, cross street is 81st. Year-round sessions for this program are delivered in a virtual or online format.

WSMS-TEP ADMINISTRATION

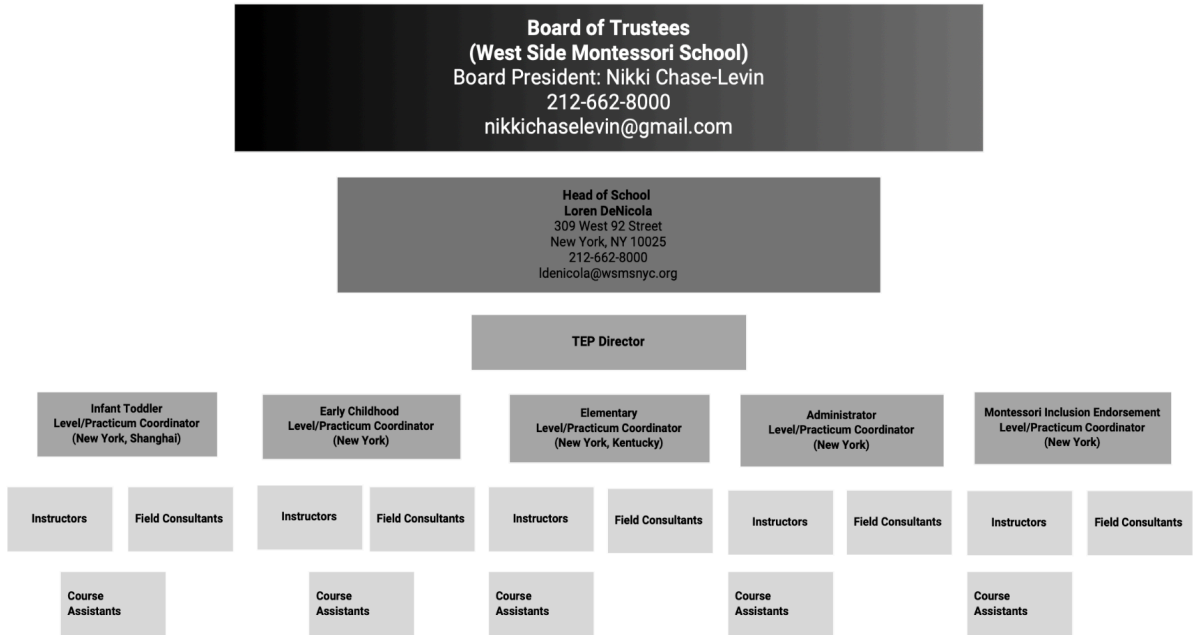
Lisanne Pinciotti, Program Director (lpinciotti@wsmsnyc.org), oversees all aspects of the West Side Montessori School - Teacher Education Program. She is responsible for all academic aspects of the Early Childhood and Administrator program levels (specifically, all faculty/staffs), and leads all administrative projects and tasks for the program as a whole.

Melissa Freeman, Associate Director (mfreeman@wsmsnyc.org), supports general administrative projects and tasks for the program as a whole. She also leads the Early Childhood, Administrator, and Montessori Inclusion Endorsement practicum phases.

Sheba Kapur, Associate Director (skapur@wsmsnyc.org), supports general administrative projects and tasks for the program as a whole, is responsible for all academic and practicum/internship-related aspects of the Elementary level, manages the international student visa program, and manages the program's digital presence.

Maria Rosado and Karen Deinzer, Infant Toddler Level/Practicum Coordinators (mrosado@wsmsnyc.org, kdeinzer@wsmsnyc.org) are responsible for all academic and practicum/internship-related aspects of the Infant and Toddler level, and supports general administrative tasks for the program as a whole.

WSMS-TEP ORGANIZATION CHART



ADMISSION PROCESS

ADMISSION TO WSMS-TEP and ADMISSIONS PROCESS

1. Register for the Information Session video link on our website: www.wsmsnyc.org/teachereducation. When the individual registers on the website, 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 their interest in working in the field, to answer questions about the WSMS-TEP experience, to determine the appropriate pathway in the Administrator program, and/or to discuss any logistical concerns that might interfere with successful completion of the program, particularly the student teaching/practicum phase.
2. Application and fee are submitted by the applicant and received by WSMS-TEP (the current application is accessible through the website).
3. Applicant sends official transcript (or WES report) and three letters of reference (2 professional, 1 personal) to the Registrar.
4. Acceptance Letter and Enrollment Agreement are e-mailed to the applicant.
5. A signed Enrollment Agreement and the Enrollment Fee are returned by the applicant, thus finalizing enrollment. At this time, the applicant will be added to the roster for the next cohort of study.

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. 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.

AMS Credentials Awarded

1. AMS Full Credential – For graduates who hold a minimum of a bachelor’s degree from a regionally accredited U.S. college/university documented in the form of an official original college/university transcript or its equivalent, as determined by a recognized credential evaluation service.
Infant and Toddler Credential (birth to age 3), Early Childhood Credential (ages 2 ½ through 6), Elementary I Credential (ages 6 through 9), Elementary I –II Credential (ages 6 through 12), Elementary II Credential (ages 9 through 12), Secondary I Credential (ages 12 through 15) Secondary I –II Credential (ages 12 through 18), Administrator Credential
2. AMS Associate Credential - For the Infant and Toddler course level and Early Childhood course level only: Graduates who have earned a secondary level (high school) diploma, a BED, or the international equivalent thereof, but have not earned a bachelor’s degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service are awarded an Associate credential for that level.
Associate Infant and Toddler Credential (birth to age 3), Associate Early Childhood Credential (ages 2 ½ through 6). AMS strongly encourages holders of the Associate credential to obtain a bachelor’s degree within seven years of credentialing.
3. The official equivalency evaluation is to be submitted to the AMS office of teacher education by the TEP director in lieu of the non-U.S. transcript when recommending the individual for credential.
4. An AMS credential is awarded to those whose degree is officially determined not to be equivalent to a US bachelor’s degree from a regionally accredited college/university, but nationally recognized post-secondary educational standard in the state, province, or country of issuance, including a normal program length of a minimum of three years. *This credential will state the degree and the name of the country in which the degree was earned.*

Credential Statement for Infant Toddler and Early Childhood applicants

Graduates who have earned a secondary level (high school) diploma, a GED, or the international equivalent thereof, but have not earned a bachelor’s degree from a regionally accredited U.S. college/university or its equivalent as determined by a recognized credential evaluation service are awarded an Associate credential for that level. Applicants indicate by their signature that they understand this policy and will contact the Program Director if they need additional information. Students who subsequently complete a bachelor’s degree after issuance of the Associate’s credential are eligible to submit the appropriate documentation and fee to the American Montessori Society to upgrade their credential.

ADULT LEARNER RESPONSIBILITIES

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

It is the responsibility of the adult learner to:

1. Seek a Montessori credential for their own professional growth and desire to learn.
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.
8. Be familiar with the AMS Code of Ethics.

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 Administrator, 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).

GENERAL INFORMATION

CAREER INFORMATION

Successful completion of the Montessori preparation programs meets the requirements for a career serving children and families, 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 or Level Coordinators are available for academic advising and counseling. WSMS-TEP does not guarantee employment, salary, or advancement to any student or graduate who completes the program and receives a credential.

AMS PROFESSIONAL DEVELOPMENT REQUIREMENT

The American Montessori Society believes that continuing professional development is a necessary component of Montessori teacher development and continued professional growth.

AMS requires that holders of AMS credentials issued on or after July 1, 2013 complete 50 hours of professional development every 5 years for the credential to remain active. The first 5-year period begins with the date the credential was issued. If professional development hours are not completed within the 5-year period, the credential will be considered inactive until the requirement is met. The process repeats every five years.

Those with AMS teacher credentials issued prior to July 1, 2013, are exempt from this 50-hour requirement. However, AMS encourages these credential holders to continue their ongoing professional development. AMS believes continuing professional growth is a necessary component of best practice in Montessori teacher development.

Professional Development hours can be submitted directly to the AMS website. Use the Professional Development Submission Form that is found on the AMS website to officially record professional development.

Additional Professional Development Requirements for TEP Directors and Instructors:

TEP directors or instructors must complete 30 hours of continuing professional development every 3 years to meet the minimum qualifications. TEP faculty can log hours on the Professional Development Submission Form that is found on the AMS website. This information is also recorded in the program's self-study, and on the AMS Annual Report. See Section 5.6 Qualifications for Teacher Education Program Personnel for more details.

See Appendix N for detailed information regarding the AMS Professional Development Requirement.

AGREEMENT WITH MANHATTANVILLE COLLEGE FOR DUAL MASTER'S DEGREE

The School of Education will offer courses leading towards NY State teacher certification and a Masters of Professional Studies in Early Childhood and Special Education Birth to Grade Two for candidates who have completed a Montessori Teacher Education program at a Teacher Education Program affiliated with the American Montessori Society and accredited by the Montessori Accreditation Council for Teacher Education. The College agrees to waive up to 15 credits in transfer towards the Masters degree from a completed Montessori program. Transfer of credits is not guaranteed. All transcripts submitted by participants and all courses and instructors will be individually evaluated and must provide evidence of successful completion. Coursework will earn graduate credit reportable on an official Manhattanville College transcript for those officially registered with the College.

FUNDAMENTAL TENETS OF AN AMS-AFFILIATED TEACHER EDUCATION PROGRAM

The Fundamental Tenets are used by AMS teacher education programs to establish quality instructional standards for all program levels. The tenets focus on adult learner transformation and help define the specific topics that should be incorporated into the work within the program, at any level.

1. **Cosmic Education** provides the framework for each individual to answer the question, “Who am I and why am I here?” Teacher education of all levels mirrors the underpinnings of cosmic education with consistent attention to repeated and expanding experiences leading to an appreciation of the web of relationships that is the universe, through an understanding of:
 - the interconnectedness of all things
 - wonder and respect for the living and nonliving world
 - nurturing the identity and the spirit of the child and the adolescent
 - indirect and direct preparation of each activity
 - sequencing based on whole-to-part-to-whole pathway
 - integrated spiral curriculum
 - awareness that the universe is an evolving, self-organizing force that offers many possibilities and is impacted by our actions.
2. **Transformation of the Adult** is an essential outcome of the teacher education course, with an emphasis on spiritual preparation, service to humanity, and the attitudes and dispositions inherent in the philosophy
3. **Education for Peace** is the ultimate task of Montessori education. Intentional, peaceful communities of learners cultivate: respect for all humanity, appreciation of world cultures, and the valuing of diversity, social justice, and equality. These communities exercise trust and peaceful ways of addressing conflict and working together.
4. **Respect** for oneself, others, and for the environment is fostered in all interactions.
5. **The Prepared Environment** fosters learning through relationships, interactions, and materials using culturally diverse methods and awareness of equity.
6. **Constructivist Theory** applies to all levels of Montessori education. Individuals of different ages actively construct knowledge through enriching interchanges and experiences with others and the physical environment.
7. **Modeling** an inclusive respectful diverse global community, social-emotional awareness, digital citizenship, integrates the cultural curriculum that unites humanity, movement, choice, peer teaching, dispositions, commitment to service, and reflective practices by teacher educators and mentors occurs so adults observe and experience Montessori theory in action.
8. **Observation** is of vital importance to the teaching and learning process. Teacher education programs communicate the necessity to develop increasing observation skills in one’s own classroom and other classroom environments. **Recordkeeping** documents the on-going observations and learning outcomes that become the basis for future planning.
9. **Assessments** are part of the teaching and learning cycle. Various formats meet learners where they are and guide them forward to meet the AMS course objectives to be an effective Montessori teacher.
10. **A Practicum Phase** provides the adult learner with a teaching and learning experience under the guidance of a mentor. Observation, specific feedback, internalization, and further study guides Montessori theory into practice.
11. **The Continuum of Development** across time, place and culture is honored through equal appreciation of all program levels who learn from each other and respect the contributions of

Montessori trailblazers, leaders, and practicing and aspiring teachers.

12. **Lifelong Learning** is inspired by the teacher education program as part of the on-going personal and professional journey of learning, growing, observing, reflecting and researching.
AMS Teacher Education Action Commission (TEAC), Revised December 2021.

“CLOCK HOURS” REQUIRED

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 (in-person at a physical location); OL referring to OnLine sessions (distance education via the Canvas platform); and V referring to Virtual sessions (via Zoom meeting.)

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 Street)
New York, NY
212-721-2111

Quick RX Pharmacy

175 E 96th Street
New York, NY
646-979-2900

NON-ACADEMIC COUNSELING AND ACCOMMODATIONS/LEARNING SUPPORTS

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.

From time to time, everyone needs accommodations, because we all learn differently. Disabilities can be visible and invisible, and we are dedicated to ensuring that all students find success and confidence as they move through our programs. We are open to conversations about learning needs or physical challenges and ensure that all conversations will be held in strictest confidence. Please contact the Program Director upon entrance to the program or instructors early in the semester, before exams or papers are due. We aim to work in partnership to develop strategies to maximize learning potential, participation and access to this course.

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.

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, 212 West 95th St.

Early Childhood (3-6)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

NYC year-round program at West Side Montessori School, 309 West 92nd St.

Summer sessions at The Calhoun School, 325 West 85th St.

Elementary I (6-9)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

NYC program at The Calhoun School, 325 West 85th St.

Elementary I-II (6-12)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

NYC program at The Calhoun School, 325 West 85th St.

Additional Location at Crescent Ridge Academy, KY

Elementary II (9-12)

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

NYC program at The Calhoun School, 325 West 85th St.

Administrator

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

NYC program at The Calhoun School, 325 West 85th St.

Montessori Inclusion Endorsement

All schedules are located on the WSMS-TEP website:

www.wsmsnyc.org/teachereducation

Online modules in Canvas, virtual sessions on Zoom meeting

In person sessions at The Calhoun School, 325 West 85th St.

CREENTIAL and ENDORSEMENT PROGRAMS OFFERED

CREENTIALS AND ENDORSEMENT(S) OFFERED

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

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.

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.

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.

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 principles of the Montessori approach are integrated within the school community by aligning policy and process with 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. Individuals may choose Option 1a which explores one complete curriculum level, or Option 1b which explores the full range of Administrator courses.
- **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 (option 1) participants follow the sequence of coursework for the level in which they will enroll,
2. Model 1 (option 2) 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.
3. Model 3 participants attend all of the sessions described above with additional online modules to extend coursework for additional content.

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 currently 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 one academic year; all MACTE competencies must be met before the program is completed (where applicable.)

COURSE DESCRIPTIONS

Infant Toddler Academic Coursework

Philosophy (38 hours)

This course focuses on understanding key elements of the Montessori approach to the education and care of children from birth to age three. Montessori's assumptions, beliefs, and pedagogy will be related to historical and current educational philosophies. Students will examine child development, human tendencies, the prepared environment, and the role of the teacher.

Observation (36.5 hours)

Learning to observe and to interpret these observations is essential to becoming an effective Montessori teacher. Montessori developed her method with children by adopting a continuous cycle of scientific observation, adjustment, and reflection. Astute, accurate observations of children shape the physical environments we create for children, and inform how children link to the landscape of the classroom environment. This course will identify, and then inspect, the lenses through which we view children.

Students will become familiar with a variety of tools and assessments that are appropriate for use with infants and toddlers. It is through methodical observation, recordkeeping, planning and analyses, that teachers become increasingly more capable of not only seeing the child accurately, but responding vis à vis the environment.

Pedagogy (30 hours)

The class emphasizes Montessori's concept of the child from birth to age three, with a particular emphasis on how to nurture and assist the developing personality while meeting the physical and psychological needs of young children. This component of the course will focus on creating daily, healthy, individualized routines; facilitating socialization and independence; and developing practices that support the care and nurturing of children.

Program Leadership (20.5 hours)

This class focuses on the specifics involved with running a successful infant/toddler environment. It will cover issues related to the preparation of the environment and the schedule for the children's day, the evaluation of children, communication and problem solving. The importance of an antiracist approach 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 hours)

Montessori philosophy of the 2.6 through 6 age range, Montessori rationale and basic methodology for the materials in the curriculum areas of Practical Life, Sensorial, Mathematics, and Language (required of all students without a Montessori EC credential.)

Environmental Design (36 hours)

This course covers the many critical factors that impact the design of a Montessori Infant/Toddler environment. A key element of the Montessori approach is the importance of the environment as a context for the growth and development of children. Much attention is devoted to the preparation of environments that will foster the physical, social, emotional, cognitive and spiritual development of children. The design of an environment that nurtures infants and toddlers will be explored through the use of space, aesthetics, furnishing, appropriate materials and experience, age groupings and ratios and responsive human interactions. A review of current safety and legislation will also be addressed.

Child, Family & Community (20 hours)

This course covers the understanding that the most important component of a successful program for young children is the mutual and collaborative support between the school and the home. As the first caregivers outside the home, it is essential to be aware of all the factors that affect the lives of children. The relationships between caregivers and family will be explored. Topics will include the psychology of

parenthood, translating child-rearing practice to/from home and how to locate community and professional resources. Ideas for strong parental involvement and education will also be discussed, as well as the critical role of health and nutrition in a child's development.

Personal Growth (20 hours)

This course will focus on developing practices of self-reflection that lead to transformation and evolution of ideas. We will examine our inner selves, adopt techniques for mindful practice, and stretch out of our comfort zones for the growth necessary to teach children in the spiritual embryo. A focus on the lifelong, continued personal and professional growth of the adult is emphasized. Students will journal throughout the course of their internship to reflect on their teaching practice and develop a deeper self-awareness, and a more culturally responsive teaching practice.

Child Development (50 hours)

In this **online** course taken during the Practicum phase, we will draw connections between Maria Montessori's ideas and a diverse spectrum of educational and developmental theorists. While we will refer to foundational developmental theorists and theory, our focus is on contemporary research. Our course focuses on the zero to three range and infancy.

Early Childhood Academic Coursework

Philosophy (42 hours)

This course presents the key principles of the Montessori approach to education. Dr. Montessori's life will be presented within the context of the time in which she lived, and by exploring historical influences on her work. Philosophy specific to the method will be explored in relation to the child's development during the first plane. The role of the teacher, didactic materials, and prepared environment will be analyzed. The role of an education for peace, along with the critical work of equity and social justice will be woven throughout this course and continued throughout the early childhood program to ensure that early childhood educators embed Dr. Montessori's theory into daily practice.

Observation (32 hours)

Learning to observe and to interpret these observations is essential to becoming an effective Montessori teacher. Montessori developed her method with children by adopting a continuous cycle of scientific observation, adjustment, and reflection. Astute, accurate observations of children shape the physical environments we create for children, and inform how children link to the landscape of the classroom environment. This course will identify, and then inspect, the lenses through which we view children.

Students will become familiar with a variety of tools and assessments that are appropriate for use in an early childhood environment. Through the process of planning, observing, recording, and analysis, teachers become increasingly more capable of supporting children's development by planning activities and materials that will engage and support children's interest and skill. Aspiring teachers also become increasingly proficient in sharing information with parents, families, and other providers in a professional manner.

Practical Life (38.5 hours)

This course focuses on understanding key elements of the Montessori approach to the education of young children with an emphasis on the role of observation. Montessori's assumptions, beliefs, and pedagogy will be explored. Course participants will examine the organic relationships among environmental design, social relationships, communicative exchanges, and children's activities. Building on this knowledge, participants will develop the ability to design specific Practical Life materials as part of thematic, multi-sensorial, meaningful curriculum units. There will be a focus on the design, evaluation, and presentation of a continuum of daily living activities, including large and small motor activities, self-help activities, care of environment experiences, grace and courtesy, art, and science — for young children of diverse abilities. Assessing children's developmental needs and the organization of classroom procedures to facilitate growth and learning for children of diverse abilities will be addressed.

Sensorial (38.5 hours)

This course explores the rationale and philosophy behind the Montessori Sensorial curriculum. It will

examine how the sensorial curriculum supports the child in efforts to acquire clear, conscious information and to be able to make classifications out of the varied impressions perceived by the senses. A variety of materials, activities and strategies will be explored which facilitate the child's ability to discriminate and order, and to broaden and refine the senses, which will in turn prepare them to be a logical, aware, and perceptive person. Building on this knowledge, participants will develop the ability to design a specific Sensorial material as part of meaningful curricula. Assessing children's developmental needs and the organization of classroom procedures to facilitate growth and learning for children of diverse abilities will be addressed.

Language (38.5 hours)

This course will provide an introduction of the rationale behind an integrated language arts program and the implications for curriculum and instruction in a Montessori early childhood program. A variety of activities, materials, and strategies that facilitate children's emerging literacy will be explored. Topics include the role of oral language in learning; storytelling and storybooks; dramatic play and drama; children's emergent reading and writing; the role of literacy skill development; assessment; and the creation of a classroom climate and physical environment which supports children's initiatives, risk-taking, meaning-making, and collaborative learning. Respect and support for the diversity of children's families, cultures, and linguistic backgrounds will be emphasized.

Mathematics (38.5 hours)

This course will explore the rationale and philosophy behind an early childhood mathematics curriculum. It will examine the development of logico-mathematical thought in the young child and how the early childhood math curriculum can support children's abilities to problem solve, communicate mathematically, reason, and make mathematical connections. A variety of materials, activities and strategies will be explored which facilitate children's emergent logico-mathematical thinking across the curriculum.

Child Development (48 hours)

This **online** class, taken during the Practicum phase covers developmental ideas and theories related to the development of the young child. To supplement what you have learned about Maria Montessori's life and work, you will explore the influence of your own early upbringing, along with information from other major historical and contemporary theorists. The physical, social, emotional, and cognitive domains of development will be explored. Learning to view the child in the context of the family, their culture and community provides the foundation for appreciating the diversity of perspectives in our early childhood classrooms. The course will also provide an introduction to the principles and concepts of research in the field of early childhood education, and students will develop and present an action research project in their classroom.

Art (7 hours), Music (8 hours) and Movement (4 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.

Physical and Life Science (9 hours), Geography and History (Social Studies) (17 hours)

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

Family Engagement/Involvement (3.5 hours)

This workshop provides an overview of strategies to raise the level of awareness of Montessori philosophy and pedagogy within family groups with an emphasis on creating a foundation of knowledge on how this partnership supports the development of young children. The workshop will dedicate time to present strategies to guide families in understanding typical social and emotional development as it relates to school communications with families. Specific strategies and opportunities will be shared on collaborations that occur in WSMS as well as peer adult learner's schools. The course will emphasize ways to cultivate and develop an approach that increases awareness of diversity, equity, and inclusion among families, and promotes a strong sense of belonging within the school community.

Classroom Leadership (22 hours)

This course provides a comprehensive overview of the operational aspects of leading an Early Childhood classroom and program, including topics such as preparing a culturally responsive early childhood environment, planning for teamwork and daily schedules, understanding and planning for the needs of children and families in half or full day settings, identification/referral for children with learning differences, equitable assessment in the context of the classroom, culturally relevant techniques for discipline, communication, and problem solving, and understanding issues related to administration and professional relationships.

Elementary Academic Coursework

Mathematics (ELI 72 hours, ELI-II 110 hours, ELII 70 hours)

This course presents to students, through lectures, 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 (ELI 29 hours, ELI-II 60 hours, ELII 47 hours)

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

Language (ELI 59 hours, ELI-II 84 hours, ELII 49 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 (ELI 34 hours, ELI-II 40 hours, ELII 28 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 (ELI 15 hours, ELI-II 35 hours, ELII 28 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 (ELI 29 hours, ELI-II 46 hours, ELII 30 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 (ELI 6 hours, ELI-II 10 hours, ELII 18 hours)

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

Curriculum Design and Strategies (ELI 14 hours, ELI-II 30 hours, ELII 14 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 (ELI 24 hours, ELI-II 40 hours, ELII 10 hours)

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

Montessori Philosophy (ELI 34 hours, ELI-II 34 hours, ELII 34 hours) and Child Development (ELI 10 hours, ELI-II 10 hours, ELII 10 hours)

The integrated **online** 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 (ELI 16 hours, ELI-II 32 hours, ELII 16 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 (ELI 4 hours, ELI-II 8 hours, ELII 4 hours)

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

Visual Arts (ELI 8 hours, ELI-II 12 hours, ELII 4 hours)

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

Music (ELI 4 hours, ELI-II 8 hours, ELII 4 hours)

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

Administrator Academic Coursework

Program Development and Leading a Montessori School (76 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 (all models 40 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 (40 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 (44 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 (61 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

History and Foundations of Montessori and Inclusive Practices (26 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. Includes an introduction to educational policies, programs, practices, and services specific to students with disabilities

Inclusive Practices for Students with Disabilities (32 hours + 5 fieldwork hours)

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 (27 hours + 5 fieldwork hours)

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 hours + 5 fieldwork hours)

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 (22 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 hours + 10 fieldwork hours)

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 hours + 10 fieldwork hours)

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

TUITION, FEES, AND FINANCIAL POLICIES

TUITION, FEES, PAYMENT PLANS AND TUITION SCHEDULES

- The non-refundable Application fee for domestic applicants is \$100.
- The non-refundable Application for international applicants is \$200.
- For IT, EC, EL, and ADM, payment of the Enrollment Fee of \$1400 is considered official enrollment in the program.
- For MIE, payment of the Enrollment Fee of \$1000 is considered official enrollment in the program. Both fees include payment of student fees to the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE for IT, EC, EL, ADM), 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/Insufficient Funds” will incur a \$35 returned check fee to be added to their accounts.
- Adult Learner accounts with tuition payments that are more than 60 days past due may incur a \$25 late fee if prior arrangements have not been made. Late fees will accrue on a monthly basis; therefore Adult Learners are urged to contact the Program Director to discuss concerns or suggestions.
- Adult Learner accounts with tuition payments that are more than 60 days past due will result in suspension of the Canvas account and access to all coursework and materials.
- All Adult learners will pay a \$250 continuation fee to maintain or renew the active status of their account. (see p.39)
- Tuition and fees are listed in the chart below for each course:

Application fee (all domestic applicants)	\$100 (non-refundable)
Application fee (all international applicants)	\$200 (non-refundable)
Enrollment fee (IT, EC, EL, ADM)	\$1,400 to be paid at official enrollment in the program
Infant Toddler (0-3) tuition	\$7,750
Early Childhood (2.5-6) tuition	\$8,950
Elementary I (6-9) tuition	\$8,950
Elementary I-II (6-12) (simultaneous enrollment) tuition	\$13,500
Elementary II (9-12) addition of age range tuition, with prior Elementary I (6-9) credential	\$5,800
Elementary II (9-12) credential program	\$8,950
EC Overview course for Infant Toddler without a prior EC credential	\$450
EC Overview course for Elementary I, I-II and ELII candidates without a prior EC credential	\$750
Administrator tuition	\$8,200
Montessori Inclusion Endorsement tuition	\$3,950
Montessori Inclusion Endorsement enrollment fee	\$1000
Continuation/Extension Fee (to maintain active status for domestic or international students after the published completion date of the cohort or to reactivate a suspended account.)	\$250 annually until program completion
Repeat Coursework Fee (students who are required to retake an academic course which was Incomplete from prior enrollment)	Course tuition is determined on a case by case basis from student file review

*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 in excess of the 100 mile limit. WSMS-TEP will work with the school and/or intern to identify a field consultant within the intern's local area in order to keep additional adult learner/intern fees to a minimum.

Tuition may be paid in one, two, or six equal installments, and an extended 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

In 2017, the WSMS Board of Trustees approved a scholarship program to provide tuition assistance to qualified WSMS-TEP students. As part of a commitment to equitable practice, West Side Montessori School Teacher Education Program works to ensure that our educational offerings are accessible to all qualified candidates. Applicants who require assistance with tuition may apply for financial aid. All applicants must have previously submitted a program application and all admission documents in order to be considered.

All submissions are to be submitted in an electronic format. The WSMS-TEP scholarship application is completed online and is IN ADDITION TO the program application. A completed financial statement is to be uploaded AT THE SAME TIME as the scholarship application. For questions or additional information, please contact TEPfinaid@wsmsnyc.org.

Scholarships are awarded based on financial need, a compelling personal statement, and confirmation of acceptance into a WSMS-TEP program of study. There are two categories of WSMS scholarships: General Scholarships and the Roslyn D. Williams Memorial Scholarship.

The Roslyn D. Williams Memorial Scholarship celebrates the mission of Roslyn Davis Williams, the founder of CHAMP (Central Harlem Association of Montessori Parents), which was the origin of WSMS-TEP. This scholarship is awarded annually to one individual who identifies as Black/African American in each cohort year. Applicants who wish to be considered will submit the scholarship application, relevant financial documentation, and describe their ongoing commitment to provide equitable access to Montessori education for children and families in New York City.

AMS SCHOLARSHIP INFORMATION

Scholarships are offered through the American Montessori Society on an annual basis. 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

- If a student is not accepted, all monies, except for the non-refundable application fee, are refunded.
- 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.
- If a student withdraws after the 7 day period of signing the enrollment agreement, paying the initial fee, and before the start of the Academic Phase, 50% is refunded.
- No refunds will be made for voluntary withdrawal once the Academic Phase class sessions have commenced.

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

PROGRAM POLICIES

NON-DISCRIMINATION POLICY

WSMS-TEP is committed to complying with all federal, state, and local equal employment laws. To that end, WSMS-TEP is dedicated to maintaining a work environment that is free from harassment and discrimination on the basis of age, race, creed, color, national origin (including ancestry), religion, gender, sex, gender identity or expression, sexual orientation, pregnancy (including childbirth, lactation, and related medical conditions), immigration or citizenship status, disability, reproductive health decision making (including, but not limited to, the decision to use or access a particular drug, device, or medical service), marital or partnership status, caregiver status, domestic violence victim status, familial status, military status, unemployment status, genetic information (including genetic characteristics), salary history or any other protected status under federal, state, or local laws.

This policy governs all aspects of employment, including, but not limited to, recruiting, hiring, placement, transfer, training, promotion, compensation, termination, and all other terms, conditions, and privileges of employment. This policy covers admissions to WSMS-TEP and all administered procedures.

WSMS-TEP will conduct a prompt and thorough investigation of all allegations of discrimination, harassment, or retaliation, or any violation of the Equal Employment Opportunity Policy in a confidential manner. WSMS-TEP will take appropriate corrective action, if and where warranted. WSMS-TEP prohibits retaliation against students or employees who provide information about, complain about, or assist in the investigation of any complaint of discrimination or violation of the Equal Employment Opportunity Policy.

We are all responsible for upholding this policy. You may discuss questions or concerns about discrimination with your supervisor or any other designated member of the WSMS-TEP administration.

ADA/DISABILITY ACCOMMODATION

In compliance with the Americans with Disabilities Act (ADA) as amended, and applicable state and city laws, WSMS-TEP will not unlawfully discriminate against qualified students, applicants or employees with disabilities who can perform the essential functions of their role as learners or jobs with or without reasonable accommodations. WSMS-TEP will not discriminate based on disability or perceived disability in admissions, hiring, promotion, discharge, compensation, job training, benefits, classification, referral, or any other aspects, terms, or conditions of employment.

In accordance with the law, it is the WSMS-TEP policy to provide such qualified applicants and employees with reasonable accommodations, provided that such accommodation does not constitute an undue hardship for WSMS-TEP or a fundamental alteration of the WSMS-TEP program. An student who requires an accommodation to perform the essential functions of the program should contact Lianne Pinciotti (lpinciotti@wsmsnyc.org), and request such an accommodation. Any employee who requires an accommodation to perform the essential functions of their job should contact Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), and request such an accommodation.

WSMS-TEP will engage in a cooperative dialogue with students or employees who request accommodation regarding the individual's accommodation needs, potential accommodations (including alternatives to the accommodation proposed by the individual), and any difficulties that the proposed accommodations could pose for WSMS-TEP.

TRANSFER OF COURSEWORK INTO WSMS-TEP from ANOTHER AMS PROGRAM

AMS Policy (from the AMS Handbook):

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.
- 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 programs accredited through the Montessori's accrediting agency's programs) will be considered with verification of the following documentation. 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, and utilize proficiency pretesting to plan a program of study, if applicable.
- 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 online learning (distance education) credits, from Montessori programs not recognized by AMS will not be accepted. The candidate must take the full AMS credential course.

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 on 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.

Practicum (Student Teaching and Administrator Internship) Phase

Entry into the Practicum Phase is approved by the Practicum Coordinator in consultation with the adult learner according to their individual situation. Individual needs of the student are taken into consideration in the process of determining a practicum study plan. No part of the practicum may precede the beginning of the academic phase of the course. Adult learners must be up-to-date with their academic requirements in order to begin their practicum phase.

Attendance during the Practicum Phase is a requirement for the intern who is expected to maintain employment at the practicum site for the required consecutive timeline according to AMS policy. It is expected that the intern will not be absent from the classroom for more than one day per month in addition to any required days to complete Observation assignments.

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 makes every effort to work in collaboration with the intern to identify a local field consultant in order to keep additional fees to a minimum.

Interns at every level will engage in a virtual field visit at least once during the practicum phase. The virtual visit requirements are outlined in the Practicum course.

The final field visit will be scheduled when all tuition has been paid in full or when alternate payment arrangements have been documented in the intern'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 within two years of the end of the academic phase.

For **Elementary**, all general requirements above apply but that the student works 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**, candidates 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.

STANDARDS AND RESPONSIBILITIES OF THE PRACTICUM SITE

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

Practicum Models and Variations

1. Supervised Practicum

- a. 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.
- b. 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.
- c. 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

- a. 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.
- b. 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:
 - i. Prior experience as an assistant in a Montessori environment
 - ii. Two or more years of previous teaching experience at the age level of instruction
 - iii. A bachelor's degree from a regionally accredited U.S. college or university, or its equivalent
- c. 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.
- d. 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
 - Participation in curriculum planning meetings, where appropriate
 - Participation in team meetings regarding special education (IEP, ISP, etc.)
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.

Standards and Responsibilities for the Adult Learner

1. **Knowledge of Program Policies and Requirements:** The adult learner is responsible for awareness of all policies and requirements of the teacher education program. Adult learners are required to sign an acknowledgement of receipt of these policies and requirements and their responsibility for following them. This acknowledgement will be kept in the adult learner's file.
2. **Practicum Site Agreement:** The adult learner must fulfill all duties and obligations listed in the agreement with the practicum site.
3. **Communication:** It is the responsibility of the adult learner to notify the program director and practicum coordinator if opportunities for learning in the specified areas are not being provided at the practicum site.
4. **Rights:** It is the right of the adult learner to initiate a grievance/problem-solving procedure with the program and AMS in situations that warrant it. Please refer to the WSMS-TEP Grievance Policy and Process later in this handbook.
5. **Completion of Course Requirements:** The adult learner must fulfill all course requirements, including, but not limited to:
 - a. Academic assignments and requirements, such as attendance, projects, and teacher resource books.
 - b. Practicum assignments and requirements, such as seminars, observations, and practice teaching.
 - c. The adult learner will dress and act in a professional manner throughout the academic and practicum term.
 - d. Financial obligations to the program, AMS, and accrediting agency.
 - e. Final Evaluations: The adult learner must satisfactorily complete all assignments, including practical and written examinations and other methods for assessing competencies.
6. **Time Limit:**
 - a. Adult learners are expected to complete all course requirements, including academic, practicum, and financial requirements within a three-year time period following the program's official end of the academic phase in which the adult learner was initially enrolled.
 - b. This period can be extended with the approval of the program director for adult learners in good standing.
 - c. The teacher education program is responsible for developing and publishing its policy and procedures for adult learner completion, including circumstances and requirements for

continuation beyond the published AMS completion time limit. Please see the section in this handbook entitled “Continuation and Extension Policy and Fees” for additional detail.

- d. The practicum must begin within two years of the end of the academic phase.
- e. If the adult learner extends their coursework beyond the two years following enrollment, they must maintain membership in AMS. All adult learners must be current AMS members in order to be recommended for an AMS credential. In the event an adult learner continues beyond the two years of the initial AMS adult learner membership, the adult learner must provide evidence of current membership before WSMS-TEP will process the credential recommendation forms.

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 2023 and receives an Incomplete, this individual has until the first date of when Practical Life is offered in Summer of 2024 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. When that standard has been met and all financial obligations are complete, the student will be recommended to AMS for the level credential.

CONTINUATION/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, pause to take another course level, etc.) must contact the Program Director and Level Coordinator via email to document the request. At that time, a discussion will be initiated to agree on a study 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.

This policy applies to domestic or international students. This fee is invoiced annually until the student completes all coursework/practicum requirements. If additional practicum visits are required, fees will be determined on an individual basis.

COMPUTERS, THE INTERNET, and ONLINE LEARNING EXPECTATIONS

Students must have access to a digital device and the Internet. WSMS-TEP instructors utilize Canvas, the WSMS-TEP Learning Management System accessed through the internet.

Student accounts in the LMS are created following successful enrollment into the program after verification of their identity is completed. At that time, the student will receive an account invitation for the LMS. Each individual is provided with an individual username, is expected to generate their own unique password to log into the LMS, and update their profile with a headshot photo.

All courses in the WSMS-TEP program of study include an accompanying class in the LMS. Some classes are online asynchronous, some are in-person only, and others are a combination. Zoom is often used for synchronous virtual class sessions.

By using the WSMS-TEP LMS, students agree to submit original work in compliance with the stated academic integrity policy. Students will be expected to keep their video ON during any virtual class sessions to verify their identity. Students are required to download readings, upload assignments and post to discussion forums. Some assignments require video response for discussions or lesson presentations and will document the identity of the student submitting the work. All written papers must be computer-generated and completed by the specific student who is enrolled in the course. All submissions are timestamped to verify on-time submission.

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 their own in-class and homework assignments as a part of their coursework. Students are expected to upload assignments electronically via the Learning Management System (Canvas) or submit in person, if required. Please refer to course syllabi for requirements on the timing, format, and location of 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. The goal of WSMS-TEP instructors is to provide formative feedback to support the learners process of professional growth.

Grading System

All assignments are graded according to the criteria outlined in the Learning Management System. For assignments graded on the 100-point scale, late submissions will be assessed a penalty at the discretion of the instructor. For “Complete/Incomplete” assignments, a grade of “Complete” indicates that no further work is necessary and the product meets all standards/outcomes required by the assignment. “Incomplete” indicates that work submitted requires additional elements and needs to be resubmitted after revisiting and updating the assignment. After receiving a grade of “Incomplete,” 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 interval unless specific arrangements have been made with the instructor in advance.

Lateness/Extension Policy

Assignments submitted after the due date will be assessed by 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 final gradebook entries. Students who wish to submit an outstanding assignment after Final Grades are posted are still expected to upload assignments to the Learning Management System AND 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. Any outstanding work after one year past the course end date requires the student to retake the course.

REPEATING COURSEWORK

If a course instructor feels that a student’s work does not meet requirements or does not demonstrate a sufficient understanding of the subject matter or if a significant amount of time has passed since the student first took the course but did not complete it, the student may be required to repeat the specific course component at a later date. Decisions regarding repeating of coursework are made collaboratively by the Program Director, Level Coordinator, and Instructor as needed.

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, 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.

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 (211 East 43rd St. 7th Floor #262, New York, NY 10017, (212) 358-1250) and then, only if an Infant Toddler, Early Childhood, Elementary teaching credential or Administrator 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.

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.

UNLAWFUL HARASSMENT

Overview

WSMS-TEP is committed to providing a learning environment free of unlawful harassment. The WSMS-TEP policy prohibits sexual harassment and harassment based on race, sex, color, ethnicity, religion, national origin, disability, genetic information, age, military status, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful.

The WSMS-TEP Unlawful Harassment policy applies to all persons involved in the operation of WSMS-TEP and prohibits unlawful harassment by or toward any adult learner or employee of WSMS-TEP, including administration, faculty, and staff, as well as supervisors and other adult learners. WSMS-TEP will also take all reasonable steps to prevent or eliminate harassment by or toward other individuals—including guests, visitors, vendors, suppliers, donors, volunteers, and anyone else who may have job-related contact with our adult learners or employees.

NYS & NYC Harassment Prevention Training is required annually of all employees.

BIAS HARASSMENT

Bias Harassment Definition

Bias harassment is defined as (a) differential treatment because of an individual's protected class status, other than petty slights or trivial inconveniences, and (b) unwelcome verbal, non-verbal or physical conduct that that denigrates or expresses hostility or aversion toward an individual (or his or her relatives, friends or associates) because of that individual's protected class status, where such conduct (i) is severe or pervasive enough that it creates an intimidating, hostile or offensive environment for a reasonable individual; (ii) has the purpose or effect of unreasonably interfering with an individual's performance; or (iii) otherwise adversely affects an individual's learning or employment opportunities.

This policy prohibits such harassing conduct whether done verbally or non-verbally, including through email or other WSMS-TEPelectronic systems. Examples of behavior that may violate this policy, and may constitute harassing conduct, include, but are not limited to:

- epithets, slurs, quips or negative stereotyping that relate to race, color, religion, sex, national origin, sexual orientation, age, disability, marital status or any other category protected by law;
- threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, sexual orientation, age, disability, marital status or any other category protected by law;
- stalking;
- unwillingness to train, evaluate, assist or work with an adult learner or employee;
- demands that an adult learner or employee alter or renounce a religious belief in exchange for academic or job benefits;
- written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, sexual orientation, age, disability, marital status or any other category protected by law, and that is placed on walls, bulletin boards or elsewhere on the WSMS-TEP premises, or circulated or displayed in the environment; or
- attempts at humor that include remarks that are demeaning or hostile with regard to race, color, religion, sex, national origin, sexual orientation, age, disability, marital status or any other category protected by law.

Filing a Bias Harassment Complaint with the School

Bias harassment is against the law and will not be tolerated. All adult learners and employees have a legal right to a workplace free from bias harassment. Adult learners and employees can enforce this right by filing a complaint internally with WSMS-TEP, or with a government agency or in court under federal, state or local anti-discrimination laws.

Adult learners are strongly encouraged to report any incident of bias harassment to Lianne Pinciotti, Program Director (lpinciotti@wsmsnyc.org).

Employees are strongly encouraged to report any incident of bias harassment to Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), or to Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com). [GJP1] [MOU2]

Supervisors and managers are required to report all conduct they believe may violate this policy, whether they directly observe the conduct or it is reported to them, directly to Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), or to Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com). Complaints will be accepted orally or in writing.

The School also encourages individuals to report perceived acts of bias harassment by non-employees, such as clients, vendors, contract personnel, other service providers and any other non-employees. Those reports should also be made to Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), or to Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com).

The **Complaint Form for Bias Harassment** is included in this WSMS-TEP Handbook and available online in the Canvas Orientation course, Resources section.

Investigations

WSMS-TEP will undertake an effective, thorough, and objective investigation of all harassment allegations promptly upon receiving a complaint or becoming aware of alleged harassment. WSMS-TEP will endeavor to maintain confidentiality throughout the investigatory process to the extent practical and appropriate under the circumstances. WSMS-TEP, however, has a legal obligation to act on all information it receives if it believes an individual may be engaging in wrongful conduct or violation of law. Individuals involved in the investigation process are expected to provide their full cooperation and to maintain confidentiality.

Investigations will be done in accordance with the following steps:

- Upon receipt of complaint, Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), and/or Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com), as appropriate, will conduct an immediate review of the allegations, and take any interim actions, as appropriate. If the complaint is oral, the individual will be encouraged to make a written statement. If they refuse, a written record will be established by the individual who heard the oral report.
- If documents, emails or phone records are relevant to the allegations, steps will be taken to obtain and preserve them.
- All relevant documents, including electronic communications, will be requested and reviewed.
- All parties involved, including relevant witnesses, will be interviewed.

Consequences

If WSMS-TEP determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by WSMS-TEP to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future harassment.

Non-Retaliation

There will be no retaliation against any adult learner or employee who brings a complaint in good faith under the Unlawful Harassment policy, or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

Bad Faith Claims

Disciplinary action may be taken against individuals reporting a claim in bad faith. "Bad faith" does not mean a claim that the complainant believes is valid but is later determined to be invalid. Rather, bad faith is meant to include individuals who submit claims that they know to be false or erroneous, for the purpose of hurting someone, damaging his/her reputation, or other similarly negative purpose (such as for their own personal gain).

SEXUAL HARASSMENT

Sexual Harassment

Sexual harassment is a form of sex discrimination and is unlawful under federal, state and local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity, and the status of being transgender.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex, when:

- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive environment, even if the complaining individual is not the intended target of the sexual harassment;
- such conduct is made either explicitly or implicitly a term or condition of enrollment or employment; or
- submission to or rejection of such conduct is used as the basis of decisions affecting an individual's enrollment or employment.

A sexually hostile environment consists of words, signs, jokes, pranks, intimidation or physical violence, which are of a sexual nature or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances and sexually explicit derogatory remarks made by someone, which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, or which interfere with the recipient's performance.

Unlawful sexual harassment is not limited to the physical academic or work place itself. It can occur while adult learners or employees are traveling or at WSMS-TEP-sponsored events or parties. Calls, texts, emails and social media usage by adult learners or WSMS-TEP employees can constitute unlawful harassment, even if they occur away from the School premises or not during work hours.

Filing a Sexual Harassment Complaint with the School

Sexual harassment is against the law and will not be tolerated. All adult learners and employees have a legal right to a space free from sexual harassment. Adult learners and employees can enforce this right by filing a complaint internally with WSMS-TEP, or with a government agency or in court under federal, state or local anti-discrimination laws.

Adult learners and employees are strongly encouraged to report any incident of sexual harassment to Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), or to Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com).

Supervisors and managers are required to report all conduct they believe may violate this policy, whether they directly observe the conduct or it is reported to them, directly to Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), or to Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com). Complaints will be accepted orally or in writing.

WSMS-TEP also encourages individuals to report perceived acts of sexual harassment by non-employees, such as clients, vendors, contract personnel, other service providers and any other non-employees. Those reports should also be made to Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), or to Nikki Chase-Levin, President of the Board of Trustees

(nikkichaselevin@gmail.com).

The **Complaint Form for Sexual Harassment** is included in this WSMS-TEP Handbook and available online in the Canvas Orientation course, Resources section.

Investigations

Preventing sexual harassment is everyone's responsibility. WSMS-TEP will conduct a prompt, thorough and confidential investigation that ensures due process for all parties, whenever management receives a complaint about sexual harassment, or otherwise knows of possible sexual harassment occurring. All adult learners and employees, including administration and faculty, are required to cooperate with any internal investigation of sexual harassment.

WSMS-TEP will endeavor to maintain confidentiality throughout the investigatory process to the extent practical and appropriate under the circumstances. WSMS-TEP, however, has a legal obligation to act on all information it receives if it believes an individual may be engaging in wrongful conduct or violation of law. Individuals involved in the investigation process are expected to provide their full cooperation and to maintain confidentiality.

Investigations will be done in accordance with the following steps:

- Upon receipt of complaint, Loren DeNicola, Head of School (ldenciola@wsmsnyc.org), and/or Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com), as appropriate, will conduct an immediate review of the allegations, and take any interim actions, as appropriate. If the complaint is oral, the individual will be encouraged to make a written statement. If she or he refuses, a written record will be established by the individual who heard the oral report.
- If documents, emails or phone records are relevant to the allegations, steps will be taken to obtain and preserve them.
- All relevant documents, including electronic communications, will be requested and reviewed.
- All parties involved, including relevant witnesses, will be interviewed.

Consequences

If WSMS-TEP determines that unlawful sexual harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Adult learners or employees of every level who engage in sexual harassment, including administrators and faculty, or who knowingly allow such behavior to continue, will be subject to appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future harassment.

Non-Retaliation

There will be no retaliation against any adult learner or employee who brings a complaint in good faith under the Unlawful Harassment policy, or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

Bad Faith Claims

Disciplinary action may be taken against individuals reporting a claim in bad faith. "Bad faith" does not mean a claim that the complainant believes is valid but is later determined to be invalid. Rather, bad faith is meant to include individuals who submit claims that they know to be false or erroneous, for the purpose of hurting someone, damaging his/her reputation, or other similarly negative purpose (such as for their own personal gain).

EXTERNAL REPORTING and REMEDIES

External Reporting and Remedies

WSMS-TEP encourages adult learners and employees to report incidents of discrimination and sexual harassment internally. However, adult learners and employees who believe they have been subjected to discrimination or sexual harassment in the workplace, consistent with N.Y. Lab. Law § 203-e, also may seek relief by either:

- filing a complaint alleging violation of the New York State Human Rights law with the Division of Human Rights, or in the New York State Supreme Court; or
- filing a “charge of discrimination” with the Equal Employment Opportunity Commission (EEOC) for violation of federal antidiscrimination laws, including Title VII of the Civil Rights Act of 1964 (Title VII).

To file a complaint, contact the appropriate agency below:

New York Division of Human Rights

One Fordham Plaza, Fourth Floor
Bronx, New York, NY 10458
718-741-8400
www.dhr.ny.gov

Equal Employment Opportunity Commission (EEOC)

800-669-4000
TTY: 800-669-6820
info@eeoc.gov
www.eeoc.gov

Law Enforcement Bureau

Commission on Human Rights
40 Rector Street, 10th Floor
New York, NY 10006
212-306-7450
www.nyc.gov/html/cchr/html/home/home.shtml

If the discrimination or harassment involves criminal activity, contact local police.

In any civil action alleging a violation of the laws prohibiting sexual harassment and discrimination, a court may order or award:

- Damages including but not limited to tuition refund, back pay, benefits, and reasonable attorneys’ fees and costs;
- Injunctive relief;
- Reinstatement; and/or
- Liquidated damages equal to 100 percent of the award for damages.

WEST SIDE MONTESSORI SCHOOL
Complaint Form for Bias Harassment in the Workplace

If you believe that you have been subjected to bias harassment, you are encouraged to complete this form and submit it to Loren DeNicola, Head of School (lidenicola@wsmsnyc.org), any supervisor, or to Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com). You will not be retaliated against for filing a complaint. Questions regarding the completion or submission of this form can be directed to Loren DeNicola, Head of School, or a trusted staff member with whom you feel comfortable.

The School's definition of bias harassment, and policies regarding bias harassment, are detailed in the Employee Handbook.

If you are more comfortable reporting verbally or in another manner, the person to whom you report the bias harassment should complete this form, provide you with a copy and follow the School's bias harassment prevention policy by investigating the claims as outlined at the end of this form.

For additional resources, visit NYS Division of Human Rights (<https://dhr.ny.gov/complaint>).

What the School will do upon receipt of the Complaint Form:

Generally, an investigation involves:

- 1) speaking with the employee
- 2) speaking with the alleged harasser
- 3) Interviewing witnesses, and
- 4) collecting and reviewing any related documents.

While the process may vary from case to case, all allegations should be investigated promptly and resolved as quickly as possible. The investigation should be kept confidential to the extent possible.

The School should document the findings of the investigation and the basis for the School's decision, along with any corrective actions taken, and notify the complainant and the individual(s) against whom the complaint was made. This may be done via email.

WEST SIDE MONTESSORI SCHOOL
Complaint Form for Bias Harassment in the Workplace

COMPLAINANT INFORMATION

Name: _____ Job Title: _____
Work Address: _____ Work Phone: _____
Email: _____
Selected Preferred Communication Method: Email Phone In person

SUPERVISORY INFORMATION

Immediate Supervisor's Name: _____
Job Title: _____
Work Address: _____ Work Phone: _____

COMPLAINT INFORMATION

Your complaint of Bias Harassment is made about:

Name: _____
Job Title: _____
Work Address: _____ Work Phone: _____

Relationship to you: Supervisor Subordinate Co-Worker Other

Please describe what happened, and how it is affecting you and your work. Please use additional sheets of paper if necessary, and attach any relevant documents or evidence.

Date(s) bias harassment occurred: _____

Is the bias harassment continuing? Yes No

Please list the name(s) and contact information of any witnesses or individuals who may have information related to your complaint:

The last question is optional, but may help the investigation.

Have you previously complained or provided information (verbal or written) about related incidents? If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: _____ *Date:* _____

WEST SIDE MONTESSORI SCHOOL
Complaint Form for Sexual Harassment in the Workplace

If you believe that you have been subjected to sexual harassment, you are encouraged to complete this form and submit it to Loren DeNicola, Head of School (ldenicola@wsmsnyc.org), any supervisor, or to Nikki Chase-Levin, President of the Board of Trustees (nikkichaselevin@gmail.com). You will not be retaliated against for filing a complaint. Questions regarding the completion or submission of this form can be directed to Loren DeNicola, Head of School, or a trusted staff member with whom you feel comfortable.

The School's definition of sexual harassment, and policies regarding sexual harassment, are detailed in the Employee Handbook.

If you are more comfortable reporting verbally or in another manner, the person to whom you report the sexual harassment should complete this form, provide you with a copy and follow the School's sexual harassment prevention policy by investigating the claims as outlined at the end of this form.

For additional resources, visit:
[ny.gov/programs/combating-sexual-harassment-workplace](https://www.ny.gov/programs/combating-sexual-harassment-workplace).

What the School will do upon receipt of the Complaint Form:

Generally, an investigation involves:

- 1) speaking with the employee
- 2) speaking with the alleged harasser
- 3) Interviewing witnesses, and
- 4) collecting and reviewing any related documents.

While the process may vary from case to case, all allegations should be investigated promptly and resolved as quickly as possible. The investigation should be kept confidential to the extent possible.

The School should document the findings of the investigation and the basis for the School's decision, along with any corrective actions taken, and notify the complainant and the individual(s) against whom the complaint was made. This may be done via email.

WEST SIDE MONTESSORI SCHOOL
Complaint Form for Sexual Harassment in the Workplace

COMPLAINANT INFORMATION

Name: _____
Job Title: _____
Work Address: _____ Work Phone: _____
Email: _____
Selected Preferred Communication Method: Email Phone In person

SUPERVISORY INFORMATION

Immediate Supervisor's Name: _____
Job Title: _____
Work Address: _____ Work Phone: _____

COMPLAINT INFORMATION

Your complaint of Sexual Harassment is made about:

Name: _____
Job Title: _____
Work Address: _____ Work Phone: _____

Relationship to you: Supervisor Subordinate Co-Worker Other

Please describe what happened, and how it is affecting you and your work. Please use additional sheets of paper if necessary, and attach any relevant documents or evidence.

Date(s) sexual harassment occurred: _____
Is the sexual harassment continuing? Yes No

Please list the name(s) and contact information of any witnesses or individuals who may have information related to your complaint:

The last question is optional, but may help the investigation.

Have you previously complained or provided information (verbal or written) about related incidents? If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: _____ *Date:* _____