



Lander University Montessori Teacher Education Handbook

Dear Student,

Thank you for your interest in Lander University's Montessori Teacher Education Program. For close to one hundred years, teachers have studied and implemented the Montessori methods of education. Lander University became a part of this great tradition in 2002, when our Early Childhood Montessori Teacher Education Program became accredited by MACTE (the Montessori Accrediting Commission for Teacher Education) and affiliated with the American Montessori Society (AMS), the largest Montessori organization in the world. Since its founding in 1960, AMS has led the effort to promote high quality Montessori programs in the private and public sector. Lander's Elementary (6-9) Teacher Education Program received MACTE accreditation in November, 2006.

Some of the unique features of the Lander University Montessori Teacher Education Program include:

- Understanding Montessori teacher education as a transformative experience. Learning to view and understand children in new ways involves providing you with coaching and mentoring support during a challenging learning experience.
- Experienced faculty, some with more than thirty years of teaching experience, offer a rich background from founding schools to holding doctoral research degrees.
- Courses of study challenging you to develop and define your role as a teacher and lifelong learner.
- Courses of study follow a logical progression of concepts and skills learned through a hands-on discovery and collaborative set of approaches.
- Engaging with instructors to learn how to work with children using the Montessori materials.
- Curiosity, creativity, independent thought, clarity, incisiveness of thought, tolerance for ambiguity, problem solving, time and resource management, and working hard. Together, these are some of the qualities of excellent teaching practices.
- A serious commitment to Montessori's vision of a science of spiritual education, with an emphasis on contemporary research and reflection.

The following pages contain information about our Montessori Teacher Education Program. They are meant to be a supplement to the Lander University Catalog and Student Handbook. Please consult those documents, as well as Lander's web site, www.lander.edu for general information concerning admissions requirements and procedures, fees and expenses, academic regulations, student services and the Lander Student Honor Code. You may also contact Barbara Ervin at (864) 388-8751 or bervin@lander.edu

Admissions Requirements

Students in Lander's Early Childhood Teacher Education Program may take courses at either the undergraduate or graduate level. They must meet all Lander University admissions requirements as either degree seeking or non-degree seeking. These may be viewed at <http://www.lander.edu/admissions/>.

Students in Lander University's Elementary I Montessori Teacher Education Program are required to have a bachelor's degree from an accredited college or university.

In addition, they must hold an early childhood Montessori credential from a MACTE accredited program, or have completed a minimum of 45 hours of early childhood Montessori course work. The following Lander University Early Childhood courses fulfill this admissions requirement:

ECED 472/EDUC 685 Montessori Philosophy, Educational Theory & Administration/Parent Education

ECED 470/EDUC 683 Montessori Methods: Practical Life

ECED 471/EDUC 684 Montessori Methods: Sensorial

ECED 473/EDUC 686 Methods of Observation and Classroom Leadership

Please contact the director if you have questions about meeting this requirement.

Non-degree seeking undergraduate students and graduate students who are not employed in SC public schools must provide evidence that they have completed applicable background check requirements for their practicum sites.

No person shall be subjected to discrimination in regard to admission, rights, privileges, programs, and activities because of race, color, religion, sex, national origin, political affiliation, marital status, or age.

The Admissions Process

There are two steps to the admissions process. First, complete a Montessori program application, located in the back of this handbook with accompanying documentation. The director or other faculty member will contact you and arrange to conduct an interview, usually by phone.

Second, students must be admitted to Lander University. You must fill out an application as either a special, non-degree seeking student or a degree seeking candidate. No application fee is required to apply as a non-degree seeking student. Students who apply as non-degree seeking are not required to submit undergraduate transcripts if they submit a copy of their state teaching certificate number with the admission application. Lander's Montessori Teacher Education Program is intended to be taken as an entire course for certification, not "ala carte". Please complete the application process at least three weeks before the beginning of classes. This insures that registration and billing can be conducted in a timely manner.

Undergraduate degree seeking students must meet admissions requirements for Lander's professional educational program. These include completion of at least 60 credit hours, a

GPA of 2.65 or higher, passing scores on the Praxis I examination and completion of the screening process. Please see <http://www.lander.edu/education/program/> for details.

Degree seeking graduate students are required to submit an application, provide an official undergraduate transcript, pay a one-time application fee and make a minimum score on the Graduate Record Examination or the Miller's Analogy Test. Please refer to Lander's admissions web site at http://www.lander.edu/admissions/Grad_Admissions/ for more information.

A complete description of the course requirements for the M.Ed. in Montessori Education can be found in the Lander University Catalog, <http://www.lander.edu/academics/catalog/>

Tuition and Fees

Current tuition information can be found at www.lander.edu/business_office/ Tuition payments are due by the first day of class each semester. In addition to tuition costs, students can expect to purchase textbooks and manuals, supplies for making classroom materials, and pay AMS and MACTE student fees due at the beginning of the practicum phase. Some employers assist students with these costs. Students may consult Lander's Office of Financial Aid for information on scholarships or loans. <http://www.lander.edu/finaid/finaid-home.html>

Student Housing

It is the responsibility of each student to arrange for housing during the scheduled academic methods/theory courses. Information about campus housing can be found at http://opencms.lander.edu/student_affairs/housing/.

Course Location

Lander's Montessori Education classes are offered in two locations. The preschool (ages 2 ½ -6) course are offered on Lander's Greenwood campus at the Montessori Children's House, located at 511 Willson Street. The Elementary I (grades 1-3) classes are offered at the University Center at Greenville.

Attendance

Methods/theory classes are presented on the course schedule as noted. Students will be notified should classes be canceled due to an emergency. In the event of inclement weather that results in the cancellation of classes, Lander will inform local television and radio stations. Students may also call (864) 388-8000 to receive information on class cancellations.

Students may miss no more than 10% of all course sessions including materials making studios, observations and practice labs. Attendance records are maintained by each instructor.

Should an emergency require a student to miss more than 10% of a course, he/she may apply for a leave of absence. In the event of an illness or family emergency the student may receive the grade of incomplete (I) and be given an extended time to fulfill the course requirements. Please refer to the Lander Student Handbook for details.

Course Withdrawal

Any student who must withdraw from the course should consult the Lander University policy for official drop/withdrawal or temporary leave in the LU catalog. This is located at www.lander.edu/admissions/catalog/catalog_page.htm

Course Components

The Montessori Teacher Education Program consists of two phases: the academic phase and the practicum. Experienced Montessori educators teach the methods/theory courses during the academic phase. The academic phase for 3-6 certification is designed to be completed in three academic terms preceding the practicum (spring, summer I and summer II). The academic phase for 6-9 certification follows the same format with the addition of an additional summer term in year two. The practicum is a nine-month (180 days) Montessori teaching experience. Each component is described in detail in this handbook.

The combined purposes of the methods/theory classes and practicum experience are for the student teacher to develop competencies as a Montessori early childhood or elementary I educator. Lander University's Montessori Teacher Education Program adheres to the competencies for Montessori educators established by MACTE and the American Montessori Society. Competencies for Montessori Educational Specialists are listed in the course syllabi. The most recent competencies, updated in April 2005, can be viewed at MACTE's web site (<http://www.macte.org/>), and are also listed below. In addition, all Lander University education coursework is guided by a conceptual framework which identifies characteristics exhibited by professional educators. These are printed immediately following the MACTE competencies.

EARLY CHILDHOOD (2 ½ through 6)

The Candidate for Certification:

1. Montessori Philosophy and Human Development

- a. demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years;
- b. comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 ½) through six (6) years of age;
- c. demonstrates evidence of personal growth through self-evaluation and introspection;

- d. demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.

2. Classroom Leadership

- a. demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children;
- b. utilizes cultural sensitivity in support of the development of individual children;
- c. demonstrates an ability to implement effective classroom strategies;
- d. demonstrates leadership skills and an understanding of professional standards;
- e. incorporates an understanding of administrative functions.

3. Curriculum Implementation

- a. demonstrates the principles of Montessori environmental and material design;
- b. articulates the rationale and sequence of the Montessori curriculum;
- c. demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
- a. designs and maintains a developmentally appropriate Montessori environment in response to the needs of students;
- e. utilizes a variety of instructional strategies and assessment methods;
- f. demonstrates an awareness and understanding of governmental regulations.

4. Community Involvement and Partnership with Families

- a. demonstrates cultural sensitivity in communications and work with families and children;
- b. demonstrates an awareness of community resources for additional support of children and families;
- c. identifies and has an awareness of available professional associations.

ELEMENTARY I (6 through 9)

The Candidate for Certification:

1. Montessori Philosophy and Human Development

- a. defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years;
- b. defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age;
- c. demonstrates evidence of personal growth through self-evaluation and introspection;

- d. demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services.

2. Classroom Leadership

- a. demonstrates the ability to observe, plan and record the needs and progress of elementary age children;
- b. demonstrates sensitivity to the psychological and cultural needs of individual children;
- c. demonstrates the ability to personalize educational plans for a variety of learning styles;
- d. identifies and initiates effective classroom leadership strategies that build community;
- e. shows awareness of proper channels of communication, administrative functions, and professional conduct.

3. Curriculum Implementation

- a. implements an integrated Montessori cosmic curriculum;
- b. demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
- c. designs and maintains a developmentally appropriate Montessori environment in response to the needs of students;
- d. utilizes a variety of instructional strategies and assessment methods;
- e. demonstrates an awareness and understanding of governmental regulations.

4. Communication and Partnership with Families

- a. utilizes cultural sensitivity in fostering professional school-family partnerships;
- b. articulates an awareness of community resources for additional support of children and families;
- c. identifies and has knowledge of available professional associations.

The **Professional Educator**:

- 1. Integrates content knowledge & skills of scholarly inquiry to teach all students**
- 2. Plans, provides, assesses learning experiences that are supported by research, knowledge of best practices, & professional standards**
- 3. Communicates and collaborates with diverse populations (students, educators, families and community members) exhibiting professional behaviors and dispositions**
- 4. Engages in reflection and professional development to foster student learning and inform instructional decisions.**

Academic and Practicum Contact Hours

Students in Lander University's Montessori Teacher Education Program are required to complete the following clock hours:

Certification Course Level	Academic Phase	Practicum Phase
Early Childhood (2 ½-6)	344	540 (minimum)
Elementary I (6-9)	380	1080

Academic Phase

Early Childhood Course Descriptions (see insert for current schedule)

- Number* MONT 472/685
Title Montessori Philosophy and Educational Theory & Administration/Parent Education
Description Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, peace education, the role of the teacher, and the prepared environment. Six (6) hours of observation in early childhood Montessori classrooms required. This course is web enhanced. *60 clock hours; 3 credit hours*
- Number* MONT 470/683
Course Title Montessori Methods: Practical Life
Description The exercises of Practical Life form the child's foundation. Topics include how to prepare the exercises of Practical Life, grace and courtesy, control of movement, control of the person, care of the environment, and food and nutrition. Teachers will also learn how to analyze each child's development of independence that occurs from using the exercises. *40 clock hours; 3 credit hours*
- Number* MONT 471/684
Course Montessori Methods: Sensorial
Description Teachers will learn to use the materials that aid children with the development and refinement of their senses in seven areas - size, color, form, touch, sound, smell and taste. Teachers will also learn to observe each child's development of classification and seriation, and to use the

instructional strategy of the 3 Period Lesson. *40 clock hours; 3 credit hours*

- Number* MONT 475/688
Course Montessori Methods: Mathematics.
Description This course begins with the philosophy of the “mathematical mind”. Additional topics include numeration to 9,999-place value, linear counting, the four operations, memorization of math facts, and an introduction to fractions. Teachers will learn how to present the mathematics materials and to observe each child’s progress toward abstracting mathematical concepts. *40 clock hours; 3 credit hours*
- Number* MONT 474/687
Course Title Montessori Methods: Language
Description Topics of this course include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, word study, beginning handwriting, expressive writing, and the first part of the functions of words. Teachers will learn how to present the language exercises to foster children’s early literacy development. *40 clock hours; 3 credit hours*
- Number* MONT 493/693
Course Montessori Methods: Integrated Curriculum
Description The objectives of this course are to acquaint the Montessori teacher candidate with the sequence and materials for teaching social studies, science and creative arts in the context of Montessori’s “Cosmic Curriculum,” a holistic approach to natural science, multicultural studies and artistic expression. *40 clock hours; 3 credit hours*
- Number* MONT 473/686
Course Title Methods of Observation & Classroom Leadership
Description This course introduces teachers to reflective practices of observation and record keeping. Being open to and being willing to be informed by observation are two important aspects of the Montessori method. Teachers will also observe other Montessori classrooms during their practicum. The classroom leadership component of this course involves student teachers with designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, evaluation, positive discipline, effective communication and problem solving. *40 clock hours; 3 credit hours*
- Number(s)* MONT 617 (fall) MONT 618 (spring)
Course Title: Practicum I & II
Description: This class, which meets for two weekend seminars each semester during the practicum phase, assists the novice teacher in the design of the classroom environment, establishing ground rules and effective classroom

routines, developing parent communication strategies, instructional planning, observation techniques, assessment and record keeping. The student will receive guidance in creating and implementing an action research project. *44 seminar clock hours; 3 credit hours per semester*

Note: 400 course numbers indicate undergraduate level; 600 course numbers indicate graduate level. A graduate research component is included in all 600 level Montessori courses.

Elementary I Course Descriptions (see insert for current schedule)

Number MONT 685
Course Title: Montessori Philosophy and Educational Theory & Administration/Parent Education
Description Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, peace education, the role of the teacher, and the prepared environment. Six (6) hours of observation in early childhood Montessori classrooms required. ***This web enhanced course meets the early childhood overview requirement for elementary level candidates; candidates with a 3-6 credential or 45 documented hours of early childhood coursework from a MACTE accredited program are exempt from this class.***

Number MONT 610
Course Title: Foundations of Montessori Elementary (6-9) Education
Description: Sound educational practices in the Montessori classroom must be firmly grounded in the pedagogical and developmental theories of Dr. Maria Montessori. This course incorporates both aspects of Montessori's theory in a unified examination of educational practices at the early elementary level. Contemporary theories of child development in the context of the Montessori classroom will also be examined. Six (6) hours of observation in Montessori elementary classrooms required.
 This course is web based.

Number MONT 611
Course Title: Montessori Methods: Elementary (6-9) Mathematics
Description: An introduction to the 6-9 Montessori mathematics curriculum. Topics include concept of number and quantitative relationships; the four fundamental operations; the laws of arithmetic; base systems; ratio and proportion; problem solving; and exponential notation.

- Number* MONT 612
Course Title: Montessori Methods: Elementary (6-9) Language
Description: An introduction to the lower elementary (6-9) Montessori language curriculum. Topics include assisting the child's oral language expression, reading and writing, grammar functions (parts of speech), structural grammar (sentence analysis), literature, and the acquisition of library/reference and research skills. Special emphasis will be given to the integration of language activities throughout the total curriculum.
- Number* MONT 613
Course Title: Montessori Methods: Elementary (6-9) Social Studies
Description: An overview of the 6-9 Montessori studies curriculum, with an emphasis on the Great Lessons. Topics include the fundamental needs of humans, concepts of time, theories of creation, evolution, and physical and cultural geography. Integration of cultural topics into the elementary curriculum, with particular focus on writing and research will be covered.
- Number* MONT 614
Course Title: Montessori Methods: Elementary (6-9) Biological and Physical Science
Description: An overview of the 6-9 Montessori science curriculum, with an emphasis on the biological sciences. Topics include classification of chordate and nonchordate animals, botany, anatomy, ecology and the physical sciences. Integration of science topics into the elementary curriculum, with particular focus on writing and research will be covered.
- Number* MONT 615
Course Title: Montessori Methods: Elementary (6-9) Math II and Geometry
Description: A follow-up of more advanced mathematics materials, as well as a study of geometry. Topics include measurement, estimation, probability, fractions, nomenclature for geometric forms, lines, angles, similarity, congruence and equivalence.
- Number* MONT 616
Course Title: Montessori Methods: Elementary (6-9) Creative Arts, Movement & Practical Life
Description: This class will emphasize the integration of the arts and practical life skills into the everyday life of the lower elementary classroom. Students will explore various art media, craft techniques and music and movement techniques. Topics include the use of technology, food preparation, construction and outdoor skills with particular emphasis on how they can be integrated into the academic curriculum.

Number MONT 617 (fall) and 618 (spring)

Course Title: Practicum I & II

Description: This class, which meets for two weekends each semester during the practicum phase, assists the novice teacher in the design of the classroom observation techniques, assessment and record keeping. The student will receive guidance in creating and implementing an action research project.

Practicum Phase

The practicum experience provides the student teacher with a supervised teaching and learning experience during the course of a school year. The practicum brings together the theory and practice of Montessori education as the student teacher engages in a period of observation, internalization, and further study.

In accordance with AMS guidelines, no part of the student teaching practicum may precede the student's entry to the academic course work.

The practicum involves student teaching in a Montessori classroom for a minimum of three (3) hours a day, five (5) days a week for nine consecutive months (180 days) for early childhood candidates or six (6) hours a day for elementary I candidates. We strongly advise you to complete your practicum in one school. This will allow you to more fully learn about children, families, and school operations.

The practicum classroom should enroll and be designed for children in the full age span. The classroom must also be equipped with the full complement of Montessori materials for that level.

THE SUPERVISING TEACHER. Normally, the student teacher works during the practicum with a supervising teacher. In accordance with AMS guidelines, the supervising teacher must be in at least his/her second year of teaching after receipt of his/her Montessori credential from a MACTE accredited training program.

During the practicum year, the supervising teacher is responsible for providing key experiences so that the student teacher may learn to:

- Prepare indoor and outdoor environments.
- Observe, respond, plan, assess, and maintain records.
- Demonstrate an understanding of the sequences of materials and their uses.
- Design learning activities.
- Develop and give individual and group presentations.
- Provide appropriate and effective individual and group leadership strategies.
- Provide family support and community services; develop and implement parent education, interviews, conferences, meetings, and open houses.
- Participate in staff meetings and establish team compatibility.

THE SELF-DIRECTED PRACTICUM. Often a student may engage in a self-directed practicum in which the student assumes full responsibility for a class. The course director will review each case accordingly. Should approval be granted, the student will receive a minimum of six field consultant visits.

THE FIELD CONSULTANT. During the practicum, a field consultant will provide guidance to the student teacher during the year by providing a minimum of three classroom evaluative observations. If, however, the student is involved with a self-directed practicum, arrangements will be made for the field consultant to provide six classroom evaluative observations.

The field consultant reviews the student teacher's experiences and monitors progress relating to these areas.

During the course of the school year, the student teacher will also complete several assignments, including an action research project.

Books and Manuals

Students are responsible for buying their own assigned textbooks and manuals. Most are available for purchase from Lander's bookstore. Books, periodicals and other reference materials located in Lander's Jackson Library are available to all registered students. A link to the on-line catalog is located at Lander's web page, www.lander.edu.

Assessment

The Lander University Elementary I Montessori Teacher Education Program utilizes a process of multiple evaluations. Each instructor will set the evaluation criteria for participation, projects, examinations and written assignments for his/her course. These criteria will be communicated in the course syllabi and in class as assignments are given. Evaluation forms for oral exams and written assignments will be completed and shared with students. An additional copy of each evaluation form will be maintained in the student's file in the course director's office.

In addition to the evaluations embedded within each methods/theory class, two cumulative projects will be completed and assessed prior to recommendation for Montessori certification.

Action Research Project

The first of these is an action research project. During the practicum phase, students will identify a topic or question related to their own classroom or school environment. With the assistance of faculty and field consultants, they will refine their questions, create hypotheses, conduct literature reviews, identify a plan for collecting and analyzing data

and carry out an action research. Part of each practicum seminar will be devoted to this project. Each student will share the completed research project near the completion of the practicum phase.

Montessori Portfolio

The second cumulative assessment will be the completion of a professional Montessori portfolio. The student will collect evidence for each of the AMS/MACTE competencies. Each competency will in turn be correlated to one or more of Lander's Learner Outcomes. The portfolio will be a collection of artifacts, evidence and reflections documenting competencies and accomplishments in Montessori teaching.

The value of the portfolio to the student will be:

To serve as a tool for continuous self-evaluation

To serve as a way to ensure compliance with the Montessori competencies

To serve as a help to define areas of strength and weakness

To serve as a tool for continuous reflection, leading to improved classroom performance

The value of the portfolio to evaluators (instructors, field consultants, employers) will be:

To serve as an authentic, performance-based framework to judge the work of the student

To serve as a means to show areas of strength and weakness

To provide opportunities to guide the student toward improved teaching

Setting Up Your Portfolio

There is no right or wrong way to prepare your portfolio as long as it demonstrates the Montessori competencies; however, the portfolio must include the following components:

- a. Cover sheet with your name, title, date
- b. Table of contents, listing competencies and names of artifacts
- c. Dividers or tabs labeled for each of the Montessori competencies
- d. Brief autobiography
- e. Reflective analysis forms completed for each piece of evidence relating to each of the Montessori competencies
- f. Evidence documenting each competency
- g. Field consultant evaluations (from practicum)
- h. Action research project

What is an artifact?

It is any piece of evidence used for demonstration purposes. Most items will come from everyday materials such as lesson plans, records and student work completed in the classroom. Additional items may come from others (observation notes from field supervisors or supervisors, notes from parents, evaluations of projects or assignments). It

is critical to analyze and synthesize evidence and select the best piece to represent each competency.

A reflective analysis form will preface the piece(s) of evidence used to demonstrate each competency. This form will include the following elements:

- I. The Montessori Competency and Learner Outcome to be addressed.
- II. A brief description of the evidence (include date and significant details)
- III. An analysis defending how that particular piece of evidence demonstrates the competency
- IV. Decisions, conclusions or actions on how your subsequent teaching will change as a result of the experience

Professional Conduct

It is expected that students will maintain a positive, professional attitude and behavior toward all students, parents, administrators, other teachers, and course instructors. They are expected to adhere to the rules and policies of Lander University. In the event of inappropriate conduct, the course director will make every attempt to resolve the problem to everyone's mutual satisfaction. However, irresponsible and seriously disruptive and/or unprofessional conduct can be considered sufficient grounds for dismissal from the course. Students who have grievances concerning grades or academic evaluations may obtain a petition form from the Office of the Registrar.

Responsibilities of the Student

The American Montessori Society has developed the following guidelines for Student responsibilities:

1. KNOWLEDGE OF PROGRAM POLICIES AND REQUIREMENTS. The student is responsible for awareness of all policies and requirements of the teacher education program.
2. PAYMENT. Students must satisfy their financial obligations to the program.
3. PRACTICUM SITE AGREEMENT. The student must fulfill all duties and obligations listed in the agreement with the practicum site.
4. COMMUNICATION. It is the responsibility of the student to notify the course director if opportunities for learning in the specified areas are not being provided at the practicum site.
5. RIGHTS. It is the responsibility of the student to initiate grievance/problem-solving procedures to the course director in situations which warrant it.
6. COMPLETION OF COURSE REQUIREMENTS. The student must fulfill all course requirements, including but not limited to:

Academic assignments and requirements, such as attendance, projects, and teacher resource books, and oral and written exams.

Practicum assignments and requirements, such as seminars, observations, and student teaching.

7. FINAL EVALUATIONS. The student must satisfactorily complete the professional Montessori portfolio and action research project during the academic and practicum phases.

8. TIME LIMIT. Students are expected to complete all course requirements (academic and practicum) within two years following the program's official end of the academic phase for which the student was enrolled.

Professional Development and Career Opportunities

Information regarding career opportunities may be obtained from the AMS Job Opportunities website (http://www.amshq.org/member_employmentOpps.htm), and in publications from the Association Montessori Internationale, The Montessori Foundation, The Public School Montessorian, and the North American Montessori Teacher's Association. While we anticipate a growing demand for Montessori credentialed teachers, particularly those who hold public school certification, we cannot guarantee employment, salary, and/or occupational advancement.

Conferences, seminars, and workshops on Montessori education professional take place throughout the year. The South Carolina Montessori Alliance maintains a web site with professional development opportunities within the state. It can be viewed at <http://www.scmontessori.org/index.html>. Information about events can also be obtained from various publications of the American Montessori Society such as *Montessori Life*. All students who enter the practicum phase are required to purchase AMS student memberships. Other publications include *Tomorrow's Child*, *The Public School Montessorian*, *The NAMTA Journal*, and *Education Week*.

Professional Resources

Library resources include Lander University's Jackson Library and resources in the curriculum lab in the Department of Teacher Education.

A description of student services available to admitted Lander students, including health services and academic support, can be seen at: <http://www.lander.edu/current/>, and in the Lander University Student Handbook: http://www.thezonelive.com/zone/02_SchoolStructure/SC_LanderUniversity/handbook.pdf

The American Montessori Society
 150 Fifth Avenue
 New York, New York 10011
 212-924-3209

Montessori Accreditation Council for Teacher Education
 524 Main Street, Suite 202
 Racine, WI 53403
 (262) 898-1846

The MACTE (Montessori Accreditation Council for Teacher Education) Commission is an autonomous, international, nonprofit postsecondary accrediting agency for Montessori teacher education programs. The Commission accredits (1) independent postsecondary institutions which offer comprehensive, in-residence certification courses; and (2) programs or departments located within institutions already accredited by another recognized agency.

In connection with its accreditation activities, the MACTE Commission is committed to the support of fair practice standards in education; promotion of cooperative activity among participating organizations and institutions; facilitation of the accreditation process for participants; monitoring and research consistent with its activities; provision of public information; and fulfillment of the criteria for recognition published by the U.S. Department of Education.

Grievances concerning the Lander University Montessori Teacher Education program may be sent to MACTE or to the American Montessori Society.

CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY

Updated 2005.

PRINCIPLE I - Commitment to the Student

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

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

PRINCIPLE II - Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public. In fulfilling these goals, the educator:

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

PRINCIPLE III - Commitment to the Profession

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

In fulfilling these goals, the educator:

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

As American Montessori Society members, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his full potential. AMS requires that all member schools and teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

Adopted by the AMS Board of Directors October 1969. Expanded June 1975. Updated 2005

Confidentiality of Student Records

Lander University is committed to safeguarding student information. For details concerning Lander's procedures for maintaining confidentiality in accordance with federal guidelines, locate the following URL:

<http://www.lander.edu/registrar/resources/information-privacy-security-plan.html>

Application for Admission

Lander University Montessori Teacher Education Program

Date of application _____

Name _____
Last name first name middle initial

Home address _____
Street city state zip

Current address _____
Street city state zip

Home phone (_____) _____ work phone (_____) _____ e-mail _____

Education

High school _____
city/state/diploma graduation date

College _____
degree/major graduation date

Graduate program _____
degree/major graduation date

If your transcripts are not from a U.S. college, World Education Services must evaluate them. If you would like a World Education Services Form, please check here: _____ yes _____ no

Montessori Certification

Program _____
certification/level year

State Teaching Certification

Certificate _____
issuing state year

Teaching Experience

School _____
address level/years

Employment History

Employer _____
position from/to

References (Please ask the following people to mail their references directly to us.)

Name	position/title	relationship to applicant
------	----------------	---------------------------

1. _____

2. _____

3. _____

Practicum Arrangements

_____ I do not have a practicum site at this time.

School _____

School address _____
Street
city
state
zip

School phone (_____) _____ school fax (_____) _____ e-mail _____

School administrator _____

School affiliation _____ AMS _____ AMI Other: _____

Name of your supervising teacher _____

How many years has she/he taught at this level? _____

Supervising teacher's Montessori certification _____
Program
certification/level
year**Application Checklist**_____ *Official* copies of college transcripts, mailed directly to Lander University

_____ Copies of Montessori certification and/or state teaching certifications

_____ Three letters of recommendation sent directly to Lander University

Preferred Method of Payment

_____ Pay in full at the beginning of each semester

_____ My employer school/district needs to be billed for my tuition