SETON MONTESSORI INSTITUTE

2017 Elementary I Teacher Preparation Course Catalog
Seton Montessori Institute’s educational aim is to engage all facets of the Adult Learner’s unique potential as he or she redisCOVERs the joy of learning, Montessori-style. We offer this document in the hope that, along with a visit of our campus, it will provide a first look and a lasting impression of Seton’s approach to Montessori Adult Education. Welcome to Seton Montessori Institute!

Seton Montessori Institute’s Educational Objectives and Philosophy
Seton Montessori Institute adult education courses are designed to meet the need for professional Montessori educators in the community. Each course level is based on a progressive discovery of children and their needs. The courses are also based on following the development of each adult learner's intellect and personality as they study and assimilate the role of an educator, in relation to children and the larger community. (revised March 2010)

Course Objectives
Seton Montessori Institute’s Elementary I Course aims to provide committed adult learners with the information, experiences and insights needed in order to become capable Montessori educators. The course aims to cultivate in its adult learners a commitment to:

- Academic excellence
- Personal growth and development
- Scientific experimentation and inquiry
- Service to the naturally unfolding development of children.

Fundamental Tenants of an AMS Teacher Education Program

1. Teacher educators model the Montessori principles (movement, choice, peer teaching, etc.) and abide by the AMS Code of Ethics and Teacher Education Program Rights and Responsibilities at the adult level so adults observe Montessori in action. (Modeling)

2. An atmosphere where respect for oneself, others, and the environment is fostered in all interactions. (Respect)

3. Recognition of the essential inclusion of Peace Education and the development of a community of learners where there is trust, diversity, and peaceful ways of working together and addressing conflict. (Peaceful Community)

4. The recognition of the vital importance of observation in teaching/learning process and the necessity to develop ever increasing skills in observation, practice in observing other classrooms/environments, and one’s own classroom. (Observation)
5. A recognition that teaching/learning takes place through an interaction with the environment and, as a result, particular attention must be given to both the child/adolescent environment at the level of the course given and the environment conducive to the adult’s learning. *(Prepared Environment)*

6. Assessments are a part of the teaching/learning cycle and come in various forms such as observation, allowing mistakes, giving specific feedback, permitting self-discovery, giving processing time, meeting learners where they are, and guiding them forward to meet the competencies of an effective Montessori teacher. *(Assessments)*

7. Recognition that the teacher education course is the continuation of a life-long journey of learning, growing, observing, reflecting, and researching. *(Life-long learner)*

8. As children/adolescents learn together in an active, engaged environment, so do adults. Adults of different ages and talents gathered together in residence replicates the experience of the Montessori classroom in action so that adult learners are immersed in the Montessori culture. Enriching interchanges occur with each other and the physical environment. *(Constructivist Theory)*

9. The developmental continuum is honored across time, place, and cultures through 1. equal appreciation across all levels infancy through adults; 2. the child/adolescent and teachers learning from each other; 3. Montessori pioneers, current teachers, and aspiring teachers. *(Continuum)*

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

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

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

*AMS Teacher Education Action Commission (TEAC), Adopted October 2014.*

AMS requires that all AMS-affiliated teacher education programs agree to adhere to and embrace the *Fundamental Tenets of an AMS-Affiliated Teacher Education Program.*

**Elementary Course Identity**
Seton Montessori Institute’s Elementary I course prepares self-aware adults as Montessori educators for children (6-9 years) in their elementary years of development. Course content gives insight into how and why children become a different version of themselves as they enter the Second Plane of Development (6-12 years). The Great Lessons are at the core of the program’s syllabus which provides a framework for the children’s learning experience.

Seton’s courses are faithful to Montessori’s global vision and spirit of scientific inquiry. Our mission is the formation of Montessori educators who will inspire and guide children in their total development as citizens for tomorrow’s world. In keeping with Maria Montessori’s commitment to scientific observation as the foundation of the educational process, Seton relies on observation and experimentation within its lab school program as an important source for adult learning and reflection.

The course prepares adult educators for work with children ages six through nine. The course cycle requires a minimum of fifteen months to complete, and candidates are allowed up to three years to complete all course requirements.

**Elementary Course Seminar Facilities and Enrollment Capacity**
We make use of Seton Montessori School’s campuses with occasional off-site venues for special events during the academics of a single course cycle. Facilities provide adult learners the advantage of observation and practice experiences within an optimally designed Montessori environment along with other benefits to adult learning that are available locally.

When on the campus of Seton Montessori School in Clarendon Hills, classes will meet in the Elementary Building. The spaces at Seton are prepared to serve the needs of adult learners while giving a bird’s-eye-view of daily life in a Montessori community. During seminar days at the Clarendon Hills facility, adult learners have full access to Seton Montessori School’s unique learning environments for children. During academic lectures here, adult learners are provided with adult seating, wireless internet access and use of teacher resources such as library, laminator, etc. Seton course enrollment capacities are based on the program’s space and instructor availability in order to assure a supportive, personalized learning environment.

**Location of Course Academics:**
**Seton Montessori Institute – Elementary Building**
5717 Western Avenue
Clarendon Hills, Illinois 60514
USA

**Elementary Course Organization**

<table>
<thead>
<tr>
<th>Phase One</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications accepted year-round</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase Two</th>
<th>Orientation and Completion of Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orientation Seminar: Introduces organization and overview of</td>
</tr>
</tbody>
</table>
coursework as well as preliminary assignment work. Orientation should be scheduled shortly after admission to the program.

- **Overview of Montessori Early Childhood Course:** This prerequisite, for those without a Montessori Early Childhood credential, lays a foundation for implementing Montessori at the Elementary Level. This Course is offered in April and June.

- **Child Development Prerequisite:** Applicants need to show successful completion of a college-level Introduction to Child Development course or can register for Seton's online Introduction to Child Development course, offered several times throughout the year.

| Phase Three | Summer A Academics  
| April 24 – May 5, Monday - Friday  
| 8:30 AM – 5:00 PM  
| Thursday Evenings: 5:30 – 8:30 PM  

| Phase Four | Practicum & Practicum Seminars  
| Sept. 29 – Oct 2, 2017  
| March 16 – 19, 2018  

| Phase Five | Summer B Academics  
| June 18 – 29 Monday - Friday  
| Self-Evaluations for 6-9 Curriculum: Sat. June 30, 2018  

**Elementary Course Content**

**Academics**

The Elementary I course includes an academic phase of more than 325 contact hours. Academic hours for the course take place during two intensive academic sessions scheduled over two consecutive summers. In addition, there are two weekend practicum seminars scheduled during the school year following the first summer. Completion of the entire course requires a minimum of 15 months and adult learners are allowed three years to complete all course requirements. The academic schedule has been designed to support the needs of mature adults who seek to complete coursework while continuing to fulfill other professional and family responsibilities. As such, academics are presented in full-day seminar sequences in which adult learners are quickly and deeply immersed in curriculum.

Because of the intensive nature of the coursework, we advise that adult learners prepare themselves for the start of their Academics by having completed all of the Independent Study assignments from Orientation as well as any needed prerequisite courses.

Course content is organized in the following curriculum components:

- Montessori Philosophy & Pedagogy
- Child Development
- Mathematics & Geometry Curriculum
- Language Curriculum
- Geography Curriculum
- History Curriculum
- Biological Sciences Curriculum
- Sciences Curriculum
• Cultural Integration Curriculum (Practical Life, PMD, Art, Music)
• Program Leadership

Practicum
The Practicum provides the experiential learning that allows an adult learner to synthesize, practice with and apply the theories and techniques presented during the intensive academic coursework. An optimal Practicum situation provides the adult learner with a living model for “best practices” in Montessori education at the Early Childhood level. During Practicum, the adult learner has the opportunity to gradually assume responsibilities for the many aspects of classroom leadership, while experimenting with emerging skills, reflecting on new experiences and dialoguing with more experienced teachers who serve as colleagues and mentors.

The Elementary practicum lasts a minimum of a full academic year and 1080 hours, with the adult learner working at the practicum site consistently for a minimum of six hours a day, five days a week, during that period of time. For the Elementary I credential, the adult learner should intern in an Elementary I classroom.

Adult learners may qualify for a self-directed practicum based on their own prior qualification. Self-directed adult learners receive guidance from a qualified Mentor Teacher, and from Seton Montessori Institute’s Field Visitors (coordinated through the Practicum Coordinator) to guarantee that each adult learner receives optimum input and support. The identified Mentor Teacher typically provides ongoing support through a monthly contact, at least three of which should take the form of additional classroom visits, to complement the three visits already being provided by Seton’s Field Visitors. Depending on arrangements that need to be made to secure the services of a qualified mentor, the adult learner or their practicum site may need to assume some additional costs.

A Self-directed Practicum requires special planning and dialogue between the adult learner, the director of the practicum-site school, and Seton’s Practicum Coordinator. Often a self-directed practicum will be designed to last for two full school years because of the multiple responsibilities being shouldered by the adult learner and the additional time needed for completing requirements and achieving a comfortable level of competence. The plan for practicum support needs to be approved by the Course Director prior to the start of the practicum and may include a supplementary practicum experience at another site.

The practicum is ideally completed in a class that contains the full age span for the designated age level and that includes a large enough enrollment to provide the adult learner with the experience of managing a normal class load. The class must be equipped with the full complement of Montessori materials appropriate to the ages and needs of the children.

In keeping with guidelines from the American Montessori Society, no part of the practicum may precede the beginning of the academic phase of the course, and the
practicum may not end prior to completion of 90% of the course’s academic content.

**Elementary Course Competencies**

Upon completion of the course, the successful adult learner will be able to demonstrate competence in the following areas:

<table>
<thead>
<tr>
<th>Categories of competency:</th>
<th>As relates to each level the candidate for certification understands:</th>
<th>Suggested evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Knowledge</td>
<td>1a. Montessori Philosophy</td>
<td>Written and oral assignments and examination results</td>
</tr>
<tr>
<td></td>
<td>1b. Human Growth and Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1c. Subject matter for each Course Level* not to exclude:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cosmic education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Peace education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1d. Community resources for learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fine and Gross Motor Skills</td>
<td></td>
</tr>
<tr>
<td>II. Pedagogy</td>
<td>Understands:</td>
<td>Written and oral assignments and demonstrations</td>
</tr>
<tr>
<td></td>
<td>2a. Correct use of Montessori materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2b. Scope and sequence of curriculum (spiral curriculum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2c. The prepared environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2d. Parent/teacher/family/community partnership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2e. The purpose and methods of observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2f. Planning for instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2g. Assessment &amp; Documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2h. Reflective Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2i. Support and intervention for learning differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2j. Culturally responsive methods</td>
<td></td>
</tr>
<tr>
<td>III. Teaching with Grace &amp; Courtesy</td>
<td>As relates to each level the candidate for certification demonstrates and implements with children/adolescents:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3a. Classroom leadership</td>
<td>1. Employer, field consultant, supervising teacher observation and evaluation</td>
</tr>
<tr>
<td></td>
<td>3b. Authentic assessment</td>
<td>2. Children’s learning and progress</td>
</tr>
<tr>
<td></td>
<td>3c. The Montessori philosophy and methods (materials)</td>
<td>3. Post-graduate professional performance</td>
</tr>
<tr>
<td></td>
<td>3d. Parent/teacher/family partnership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3e. Professional responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3f. Innovation and flexibility</td>
<td></td>
</tr>
</tbody>
</table>

**Admission to the Course**

The candidate for a full credential must hold as a minimum:

- A Bachelor’s degree from a regionally accredited United States college or university, or its equivalent, from a university outside of the United States, as verified by an official transcript analysis report.
• A Montessori Early Childhood credential issued by an AMS or other MACTE accredited course, or alternatively, participation in a prerequisite Overview Course.
• Each course applicant will provide a completed application form, three written references, and two copies of their official college transcripts/transcript analysis report. Entrance to the program also requires a personal interview, which is scheduled upon receipt of the completed application and payment of course deposit.
• During the interview appointment, the applicant will be asked to provide a writing sample. Basic English skills are necessary for successful completion of the course, and students who have difficulties with written or spoken English may be asked to complete supplementary coursework.
• An Elementary I credential may be awarded to adult learners who hold a Bachelor’s degree or higher from a non-U.S. college/university, and whose degree does not equate to a Bachelor’s degree from a regionally accredited U. S. college/university. The degree and country in which the degree was awarded are then indicated on the credential.

**Admission of Applicants whose education credentials are not from a regionally accredited US College/University**

A transcript from a non-U. S. regionally accredited college/university must be submitted to a recognized U. S. credentialing agency (e.g. a credentialing agency that is a member of NACES – the National Association of Credential Evaluation Services) for credit equivalency evaluation. Accredited colleges and universities in the United States may also make such evaluations. If the evaluation determines the non-U. S. transcript to be equivalent to a Bachelor’s degree or higher in the U. S., the adult learner will be eligible for an AMS credential upon successful completion. The official transcript equivalency evaluation must be submitted to Seton as part of the Admissions process prior to official acceptance in the program.

**Post-Certification Professional Development Requirements**

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 credential holder must keep a record of his or her professional development and be able to provide print or electronic verification of the event host, location, date, topic, presenter(s) and number of hours attended. For this purpose, the credential holder is welcome, but not required, to use the AMS Professional Development form.

To maintain an active credential, verification of professional development is to be submitted to AMS 30 days in advance of the 5-year anniversary of the issuance of the credential, and every 5 years thereafter.
For further information about this requirement, consult the American Montessori Society website: www.amshq.org.

**Transferability of Certificate and Credits**

The American Montessori Society teaching credentials awarded upon successful completion of coursework at the Institute are recognized and accepted as qualification for employment in Montessori schools across the United States and throughout the world. The credential is not the same as an academic degree and does not directly represent units of academic credit. Completers of the Elementary I-II Course will receive a transcript letter listing the total contact hours completed for each course component. It is important that students consult with any institutions to which they intend to transfer in order to gain information regarding the transferability of Seton’s coursework to meet their requirements.

**Transfer Students**

Seton Montessori Institute will consider the applications of adult learners transferring contact hours and/or credits from other AMS-affiliated teacher education programs and from other Montessori teacher education programs recognized by AMS. Transfer of credits, including distance education credits, from Montessori programs not recognized by AMS will not be accepted.

A transfer applicant must meet Seton’s regular admission and qualification requirements, be a current AMS member, and be within a three-year time limit following their original academic phase. Seton reserves the right to accept or reject Montessori coursework previously completed based on its own standards and requirements. Seton follows all guidelines established by the American Montessori Society in relation to its transfer policies.

**Course Attendance, Absence and Tardiness**

Because of the intensive nature of the academic scheduling and the unique aspect of participating in an immersive experience with a cohort of peers, absences from scheduled sessions are highly discouraged. Coverage of 100% of the content of the course academics is a necessary requirement. Adult Learners are responsible for signing in on prepared attendance sheets to document their presence at each half-day session. The daily site coordinator oversees the attendance sheets each day. A missed session, or a partially missed session, must be made up in an approved fashion prior to completion of the course.

The academic day is an eight-hour day, generally made up of two 4-hour segments. Tardiness for sessions, or departing before dismissal of the session, hampers the individual’s participation and learning and also causes a disruption to the instructor and other class members. For these reasons, and because of the importance of all parts of the course content, arriving late or leaving early should be avoided. An Adult Learner may be required to re-attend a session if they have arrived late or left early.
Making up a Session due to Absence or Tardiness

Attending the missed portion of academics during the following course cycle is the standard approach to making up any part of the course not attended. Adult Learners are responsible for keeping a personal record of any sessions they have missed and checking upcoming schedules in order to identify appropriate make-up sessions. Seton’s Registrar can be consulted by an Adult Learner to verify questions about their attendance record, and the Registrar should be informed by the candidate when he/she will be making up a specific missed session during a subsequent course cycle.

When circumstances warrant special consideration, a missed session might be made up through alternative means, such as private tutoring, supervised assignment work, or attendance at a seminar or workshop with equivalent content. When such arrangements are deemed feasible, they are limited to no more than 10% of an Adult Learner’s total course hours and must have prior approval of the Course Coordinator and the Director.

Assessment of Adult Learner Work

Seton’s instructors see the function of assessing assignments and evaluations as being that of assisting adult learners in becoming more aware of themselves and identifying their goals for continuing development. The process involves the necessity of dialogue. Examining one’s practice and receiving, considering and integrating feedback are essential aspects of learning and skill development. Assessing one’s own learning process is another essential aspect of lifelong learning.

The Montessori approach relies on uncovering the intrinsic motivation and interests of the learner, rather promoting excellence through awarding marks of recognition. As such, assigning grades to adult learners’ work, in the traditional fashion, does not accurately reflect the educational model that we espouse. With this in mind, Seton asks adult learners to make a personal assessment of their work before submitting an assignment for review. A significant difference between the adult learner’s assessment of his/her own assignment’s quality and the assessment made by the reviewing instructor would be occasion for further dialogue about the course material in question.

Adult Learners are allowed flexibility in planning their personal schedule for assignment completion, but time-frames are suggested for submitting certain assignments so that instructor feedback can be given for maximum benefit within the course’s overall time frame. Successful progress in the course is characterized by regular course attendance and a timely completion of assignments, especially those that are specifically earmarked with suggested due dates.

A Rating Scale for assessment and self-assessment of assignments is as follows:
### Rating and Meaning

<table>
<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Best work.</strong> Required expectations for assignment have been fully met. Work reflects thorough analysis and understanding of material.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Good work.</strong> Required expectations for assignment have been fully met. Work reflects good understanding of material.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Satisfactory work.</strong> Required expectations for assignment have been addressed. Work reflects adequate understanding of material.</td>
</tr>
<tr>
<td>0</td>
<td><strong>Must resubmit – OR - Unsatisfactory work.</strong> Some required expectations for assignment have not yet been addressed. Work leaves doubts about student’s understanding of the material.</td>
</tr>
</tbody>
</table>

### Academic Status and Continuation of Enrollment

In order to maintain status as a student in good standing within the academic portion of the course, an Adult Learner may not miss more than three consecutive days of session attendance during their declared course cycle without having sought approval for that absence with the Course Coordinator. In addition, Adult Learners who are significantly delinquent in submitting certain key assignments designated for completion during particular phases of the coursework may jeopardize their standing.

In order to maintain status as a student in good standing within the practicum portion of the course, an Adult Learner must submit the required practicum agreement, followed by regular documentation of their practicum through timesheets and discussion board participation. An Adult Learner who is more than two months delinquent in documenting their practicum and has not communicated with the Course Coordinator about their circumstances may jeopardize their good standing as a student.

In order to maintain status as a student in good standing after the conclusion of academics for an identified course cycle, an Adult Learner must have, at minimum, two contacts with the Course Coordinator per year, for purpose of submitting or reviewing required work that is in process.

The roster of current, registered Adult Learners will be reviewed by Institute staff on a regular ongoing basis to verify the status of their enrollment and support their ongoing learning needs. A student who is deemed to not be in good standing will be notified of that fact and may be held back from moving forward into subsequent phases of coursework.

### Course Completion Standards

For successful completion of the course and the awarding of a credential, the adult learner must have fulfilled all course requirements related to academic attendance (100%), practicum participation, and course assignment work. The adult learner will
have demonstrated their achievement of course competencies through the following assignments and assessments:

- 6 Reading reports
- 3 School visit reports
- Environmental Analysis
- Observation Techniques Report
- Math & Geometry Album
- Language Album
- History Album
- Geography Album
- Science Album
- Biology Album
- Program Leadership Album
- Cultural Integration Album (Practical Life, PMD, Art, Music)
- Material Making
- Child Study
- Research Project
- Portfolio
- 9 On-line discussion group postings
- 3 Mentor Teacher Observation Reports
- 2 Supervising Teacher/Mentor Assessment Reports
- 3 Field Visitor Reports
- Self-Evaluations

**Elementary Course Self Evaluations**

The purpose of the Self-Evaluation is to help the adult learner become aware of her/his total grasp of Montessori, both the philosophy and its practical application. Self-Evaluations will be scheduled immediately following Summer B Academics. The adult learner is eligible to participate in these Self Evaluations, after having completed the related academic sessions of the course.

The Self-Evaluation Day consists of two parts. During written Self-Evaluations, the adult learner may use any written materials, such as printed albums, books, notes, etc. During the performance evaluation adult learners have limited access to printed resources. The schedule of the day also allows time for checking of completed assignment work. Results of self-evaluations are mailed to students within 30 days after they are completed. An adult learner who is not successful with their Self-Evaluations may be asked to repeat some or all of the sections after additional preparatory work.

**Course Completion and Late Completion Policy**

Adult learners are allowed a maximum of three years from their admission date to complete their credential requirements. The required completion date is set as July 31st,
three years from the year in which they were admitted to the program.

Adult learners who are approaching their completion due date and anticipate that they will not be finished with requirements because of special circumstances, may apply for an extension. If granted, they will pay a fee of 10% of the current tuition. Their completion date will be extended until July 31st of the following year, and they should meet with the Elementary Coordinator to outline a plan for completion of requirements.

Adult learners who exceed their completion date and the one-year extension date will be required to:

- Update their permanent file with a new application and any other required elements,
- Submit a resume describing any related work experiences they have had since they were last active in academics and practicum,
- Meet with the Elementary Coordinator to plan a personalized program of study and practice for late completion.

The scope of the planned renewal program and the tuition for this program will be based upon the amount of academic work that was left incomplete and the amount of time that the individual has been inactive in Montessori. A minimum of 50% of the current tuition will be due. A minimum of 35 contact hours of academics will be included in the continuation program, along with a renewal of in-classroom (practicum) work with children, and an observation visit by a Seton Montessori Institute field visitor.

If an adult learner has not received their credential after six years from the year of admission to Seton Montessori Institute, the adult learner may be considered as a new applicant.

**Student Services**

We assist adult learners in giving attention to health, nutrition and housing needs. During academics, adult learners are able to contact Coordinators around the clock if there is a need. Coordinators (where necessary) refer the adult learner to health and social service resources in the local community, making use of a resource catalogue maintained in the Seton Montessori Institute office.

Seton Montessori Institute also seeks to create an atmosphere favorable to the necessary intellectual development of adult learners by providing access to resources housed at Seton Montessori Institute and by giving personal attention and follow-up to adult learners’ questions and concerns.

When receiving adult learners from outside the Chicago area, Seton Montessori Institute’s coordination team makes efforts to introduce them to each other and to local cultural resources and attractions, programs for children, local transportation services,
etc. Regarding housing, the Admissions/Records Coordinator makes available lists of local housing options in the vicinity of our campuses, including The Club House Suites in Westmont, Illinois.

Seton Montessori Institute receives adult learners from many different countries, and assists international students in applying for a student visa. The admissions team works to insure that adult learners coming from outside of the United States have an adequate plan for establishing themselves locally for their course of studies.

**Employment Opportunities**
Seton Montessori Institute’s Admissions/Records Coordinator makes available to new applicants information that comes to us about any scholarship opportunities for which the applicants may be eligible, including local schools, which may be seeing to sponsor someone. The Seton Montessori Institute office also gives support to adult learners seeking employment by maintaining a Job Opportunities Book for the use of current students and graduates whom are job hunting. The job postings (which are updated regularly) give Seton adult learners an overview of career opportunities and contact information for job leads they can pursue on their own. Over the years, Seton Montessori Institute has developed a large community of schools that regularly send students to us for teacher education and advertise their staffing needs with us, and often school directors come to Seton functions to talk to students personally. Seton Montessori Institute does not do job placement for graduates nor are employment or salary guaranteed.

**Non-Discrimination Policy**
Seton Montessori Institute shall pursue a policy of non-discrimination in hiring and admissions in regards to race, religion, nationality, origin, disability, gender.

**Confidentiality & Access to Records**
The adult learners’ records are kept in complete confidentiality in the office. Adult learners may have access to view their own files if they request it in writing and an appointment is scheduled.

**Dismissal from the Program & Cancellation of Enrollment**
An adult learner may be asked to withdraw from a Seton Montessori Institute course because of unethical or unprofessional conduct, proved academic or vocational incapacity or unusual circumstances, at the discretion of the Directors after analysis and consultation with the faculty. In the event of cancellation of enrollment (due to dismissal or cancellation of the program) a refund of remaining tuition will be made within thirty days.

**Withdrawal from the Course**
Withdrawal from the course should be made in writing to the Course Director. If an applicant withdraws after being accepted in the program but prior to their Orientation, a portion of the application fee will be refunded. **No refunds of Phase I and Phase II payments will be made after Orientation has taken place.** When applicable, a refund
check will be issued within one month of the decision.

**Tuition and Fees**
A tuition deposit is required with an application. An additional tuition payment is due at Orientation attendance. The balance of tuition and fees are to be paid based on a payment plan selected at Orientation. The student is responsible for seeing that all tuition payments are made by the due date. The terms of the payment plan and/or tuition agreement are to be strictly observed by all parties. Tuition delinquency may result in deferred eligibility for attendance at academics or scheduling of practicum visits.

**Financial Aid**
Sponsorship by a Montessori school is the most frequent means by which adult learners at Seton receive tuition financial assistance. The Admissions/Records Coordinator will advise students on any sponsorships or scholarship opportunities that are available. The Institute does not participate in VA Educational Benefit or government guaranteed student loan programs.

**Costs for Materials**
Seton Montessori Institute recommends that adult learners in the Elementary I Course include in their budget the funds to cover the cost of books and supplies for materials to be made during the course. We estimate that books for the required readings of the course will cost under $200.00. In addition to this, adult learners will need supplies for producing their assignments, i.e. paper, binders and printing costs. The making of some educational materials for use with children will also involve a cost that we estimate to be less than $200.00. Costs involved in the production of assignments and educational material making can vary widely depending on choices made by the learner. Faculty will advise adult learners on practical and economical approaches for creating materials and assignments.

**Guidelines for Practicum Sites, Supervising Teachers and Adult Learners**
Below is a summary of Seton’s guidelines for practicum sites, supervising teachers and adult learners. Seton Montessori Institute adheres to all policies of AMS in relation to the design of the practicum experience and associated requirements.

**For the Practicum Site:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>AMS Membership:</strong> It is recommended that the practicum site is an AMS member school.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Non-Discrimination Policy:</strong> The site must have a written non-discrimination policy for children and staff.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Licensing:</strong> The site must meet all local and state regulations.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>School Policies:</strong> The site must communicate to the adult learner and the teacher education program, in writing, its administrative policies and guidelines relating to the adult learner.</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Job Description/Contract:</strong> The site must provide the adult learner with an acceptable job description and a contract of agreement. This job description or agreement should include the nature and type of remuneration given the adult learner, if any.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Cooperation with the Teacher Education Program:</strong> The site must agree to cooperate with the course in all matters relating to the practicum, to allow the adult learner to attend required...</td>
</tr>
</tbody>
</table>
practicum seminars, and to allow field visitors to visit, observe and meet with the adult learner during the practicum. The site will also help facilitate any necessary communication between the teacher education program and the supervising teacher.

7. **Job Responsibilities:** Adult learners in their practicum phase cannot be asked to provide service to the school other than that which would be found as the responsibility listed in the job description of any teacher/administrator during their practicum hours.

8. **Age Range of Class:**
   - Infant-Toddler: Birth to 3 years (depends on practicum model selected)
   - Early Childhood: 2 ½ - 6 years (full age range)
   - Elementary I, II & I-II: The Class should contain children in the full age span for which the adult learner will be credentialed, except in the case of a beginning class, which may contain an age span of less than three years.

9. **Class Size and Adult/Child Ratios:** The class size is adequate to provide the student teacher with sufficient classroom leadership learning opportunity, including possibilities for observation and record keeping, presentation of materials, leading large group activities, participation in parent conferences and teacher meetings.

10. **Supervision:** Supervision of adult learner is provided by the supervising teacher (from the school) and the field consultant (from the teacher education program). In the case of a self-directed practicum, additional support, usually in the form of an identified mentor, must be arranged and documented.

11. **Environments:** A full complement of the standard Montessori materials for the age level served is available in the environment. The environment reflects the standard elements of structure, order, beauty, nature, reality, community.

For the Supervising Teacher

1. **Credentials:** All Supervising Teachers must hold a Montessori credential from an AMS, NCME, AMI or MACTE accredited program. This credential must be at the age level of certification for which the student is a candidate.

2. **Teaching Experience:** The Supervising Teacher must be in at least the second year of teaching after receipt of the Montessori credential, and must be approved as the supervising teacher by Seton.

3. **Student Experiences:** The Supervising Teacher is responsible for providing experiences relating to the following areas:
   - **Preparation:** of 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, meetings; open house
   - **Staff Involvement:** participation in meetings, establishing team compatibility, and problem-solving techniques

4. **Meetings:** The Supervising Teacher must schedule regular review and consultation sessions with the student at least once per month to assess progress in the above areas.

5. **Assessment:** The Supervising Teacher must complete and submit two evaluation forms requested by the teacher education program (once mid-year, and second toward the end of the school year).

6. **Communication:** The Supervising Teacher is to inform the teacher education program of any difficulties in the professional performance of the student.

7. **Attendance:** The Supervising Teacher must be in the student’s classroom full time, with the exception of an approved self-directed practicum arrangement.

8. **Number of Student Teachers Assigned:** A supervising teacher cannot have more than two adult learners per classroom.
For the Student Teacher

1. The adult learner is responsible for awareness of all practicum policies and requirements of the teacher education program, as communicated through written course publications such as the catalog and student handbooks.

2. The adult learner submits monthly timesheets to Seton and participates in online practicum reporting on a monthly basis through my.seton.

3. The adult learner is responsible for fulfilling all duties and obligations listed in the agreement with their practicum site.

4. The adult learner must notify Seton in writing if any changes to the practicum arrangements will need to take place after the original practicum design has been approved.

5. The adult learner must notify Seton if opportunities for learning in the specified areas are not being provided at the practicum site.

6. Meetings: The Supervising Teacher must schedule regular review and consultation sessions with the student at least once per month to assess progress in the above areas.

Practicum Visit Policies

Adult learners will receive three visits as part of their teacher preparation experience (six visits in the case of a self-directed practicum). The Field Visitor’s aim is to look at the life of the classroom with the Adult Learner, and help him or her reflect on the various competencies that are being developed through the practicum experience. The first and second visits are considered to be consultations to the student, to help them in their growth. The third visit (sixth, for self-directed) is an evaluative visit, in which the Field Visitor is asked to verify whether the student teacher is ready for certification. Practicum Visits should include communication with the adult learner, supervising teacher, and if appropriate, the head of school.

One of the three visits, generally the second, may be done by a qualified Montessori teacher at the student’s school or in the local area, at the discretion of the practicum coordinator. The Practicum Coordinator makes specific efforts to identify a local Field Visitor for the second Practicum Visit when a student teacher is located at a distance from Seton Montessori Institute.

As mentioned above, the final visit is an evaluative visit. It is scheduled when the student teacher has completed all academic requirements, is finished or nearly finished with other practicum requirements, and feels ready to demonstrate their competence in classroom leadership. On the occasion of this visit, the adult learner should take leadership during the class session, directing the work, giving individual and group lessons and leading the Line time. Based on observation of the student teacher’s leadership, the Field Visitor must make a recommendation of whether or not the adult learner is ready for certification.

Should the Field Visitor not find the adult learner to be ready for certification, a remediation plan will be developed to strengthen the competencies not yet achieved. A follow-up evaluative visit will be scheduled when the remediation plan has been
completed and the adult learner feels confident that he/she has achieved the outlined goals. There is a charge of $150.00 for each additional Practicum Visit, beyond the standard three visits covered by course tuition.

Practicum Visit Travel Fee Policy
In the case of practicum sites located more than 150 miles from Seton, the adult learner or sponsoring school may be asked to arrange for local transportation for the visitor between airport, school and/or hotel. Seton Montessori Institute assumes the expenses of hotel accommodations, when needed, but relies on the student teacher and/or the practicum site to extend a hospitable welcome and assist visitors who are coming from a distance.

In the case of practicum sites located more than 150 miles from Seton, there will be a fee of $250 charged for each practicum visit that is done by a Field Visitor who is traveling from Seton. The fee may be paid by either the practicum site or the student teacher, depending on the agreement that has made between these two parties at the outset of the practicum. An initial payment of $250 will be due at the time the practicum agreement is submitted and will be applied toward the first practicum visit. This additional Practicum Visit Travel Fee applies to both supervised and self-directed practicums.

For a supervised practicum, every attempt will be made to arrange for a local visitor for the second of the three visits, in order to keep additional expense to a minimum. In a self-directed practicum at a site that is beyond 150 miles from Seton, effort will be made to identify a local Field Visitor to do at least four of the six Practicum Visits, thus minimizing this additional cost related to Field Visitor travel.

Refund Policy for Admitted Students
• The application payment is $500. Of this amount, $100 is a non-refundable application fee. The $400 balance is refundable if enrollment is cancelled, in writing, within five (5) business days of the date on the acceptance letter. For applicants who are past the published application deadline, $300 of the application fee is non-refundable.
• Other Course Fees (e.g. MACTE and AMS student fees) are non-refundable after June 13, 2017.
• Refunds of prepaid tuition will be calculated proportionately to the percentage of the course completed and taking into account administrative costs.
• No refunds of pre-paid tuition will be made after the first day of Beginning Academics (June 26, 2017).
• In the event that an application is received after the published deadline, and/or the student attends a Late Orientation Session, they will be held to the refund amounts designated for their cohort. No refunds will be issued on or after the first day of Beginning Academics, June 26, 2017.

Refund Amounts
Students who have accepted admission into the program and withdraw by providing
written notification will be issued refunds proportionately as outlined below.

- After the Orientation Session has begun, 95% of the total course tuition is refundable to the withdrawn student.
- After the Orientation Session has been completed, 70% of the total course tuition is refundable to the withdrawn student.
- Between Orientation and prior to the first day of Beginning Academics 50% of the total course tuition is refundable to the withdrawn student.
- Between the first day of Beginning Academics and before July 8, 2017, 30% of the total course tuition is refundable to the withdrawn student.
- No tuition refunds will be made after the following Academics date: July 8, 2017.
- In the event that an application is received after the published deadline, and/or the student attends a Late Orientation Session, they will be held to the refund amounts designated for their cohort.

Assessment of Curriculum Effectiveness
Seton Montessori Institute’s course leadership reviews and assesses the effectiveness of its courses for adult learners on an ongoing basis. Assessment of course effectiveness comes from all constituencies of its community: the adult learners, the faculty and field visitors, mentors and supervising teachers, heads of schools (at which the adult learners are employed). Each course cycle will include a process of review, the design of which is established based on current needs and questions. Adult learners complete written course evaluations on a regular basis. Input is analyzed and acted upon as part of our ongoing process of program improvement and renewal.

Advisory Committee and Problem Solving
An Advisory Committee made up of experienced educators and an elected representative of each current Seton Montessori Institute course gives us the benefit of their experience. Meetings are held periodically. Questions, problems, ideas, for the development of the teacher preparation courses are discussed and proposed to the Directors through the Advisory Committee.

The Advisory Committee also performs the function of a problem solving and arbitration committee. Questions or problems are submitted in writing to any committee member, and are discussed and voted upon at a committee meeting. Recommendations for resolution of the problem are made to the Executive Director for final decisions.

Problem Solving Procedure and Grievance Policy
When a problem arises regarding an academic matter, such as one having to do with participation in lectures or completion of academic requirements, it should be brought to the attention of the Academic Director for clarification and resolution. If further input is needed, the Executive Director will be consulted.
• When a problem arises regarding a practicum matter, such as one involving scheduling or coordination with the practicum site, it should be brought to the attention of the Practicum Coordinator for clarification and resolution.

• When a problem arises regarding a business matter, such as one involving payment of tuition or fees, it should be brought to the attention of the Admissions/Records Coordinator for clarification and resolution. If further input is needed, the Executive Director will be consulted.

• When a problem arises regarding interpersonal dynamics, every attempt should be made to resolve it directly with the individual involved. If additional help is needed, the student is encouraged to consult his/her advisor for assistance in mediating the difference.

In case of an unresolved grievance, questions or problems are submitted in writing to any member of the Arbitration Committee. The Committee will discuss the problem and formulate and/or vote upon a resolution or recommendation. Recommendations are made to the Executive Director for final decision.

• Final recourse for arbitration for the course, as well as the student, is:

  American Montessori Society
  116 East 16th Street
  New York, New York 10003

  MACTE Commission
  420 Park Street
  Charlottesville, VA 22902

  COMPLAINTS AGAINST THIS SCHOOL MAY BE REGISTERED WITH THE ILLINOIS BOARD OF HIGHER EDUCATION, 1 N. Old State Capitol Plaza, suite 333 Springfield, Illinois 62701-1377, Phone: (217)782-2551

**Teacher Education Program Rights and Responsibilities**

**Adult Learner Rights and Program Responsibilities**

In order to preserve and protect the rights of adult learners, the teacher education program makes a commitment to the following responsibilities.

*In the area of academics, the teacher education program will:*

- Emphasize quality in every aspect of course delivery.
- Award credit when and where it is due, in accordance with published guidelines.
- Maintain clearly stated written policies for accepting transfer credit from other institutions, in accordance with AMS policies.
- Disclose accurate information about the recognition and acceptance of credit for this course by other institutions.
- Ensure fair and reasonable academic evaluation, with grades and evaluations that are meaningful, timely, and based on quality of
adult learner performance; maintain transcripts or records of grades properly; guarantee confidentiality and adult learner access to records.

- Award certifications when merited; inform adult learners regularly of academic progress; recommend for credentialing by AMS after all stated requirements are satisfied.
- Offer quality instruction through instructors who have appropriate preparation and expertise in accordance with AMS requirements, are up to date in their fields, meet according to the published schedule, come to class prepared, and are available to adult learners outside of class.
- Describe course requirements in clear, specific, and accurate terms, in written form; ensure that requirements are educationally meaningful.
- Notify adult learners of unusual features of the course that cannot be readily anticipated.
- Offer course work that is comparable to the published catalog description.
- Embrace the principle of academic honesty.
- Publish causes for dismissal in clear and specific form; dismiss an adult learner only for appropriate cause and after due process.

In the area of advertising, the program will:
- Publish advertising that is accurate, reliable, up to date, clear, and concise.

In the area of finances, the program will:
- Inform potential adult learners with regard to sources of financial aid.
- Employ fair and accurate published refund policies.
- Charge fair and reasonable fees for infractions such as breaking equipment or non-return of library books.
- Assess reasonable tuition and provide timely notice of annual increases.
- Keep accurate records of fees paid by each adult learner.
- Inform adult learners about financial instability in the event such a condition exists.

In the area of admissions, the program will:
- Provide published policies on the admission process.
- Give prospective adult learners an accurate overview of the course, encouraging them to visit the facility in order to meet with staff and current adult learners to provide additional detail.
- Maintain clear and specific policies on the availability of job placement services.

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

*It is the responsibility of the adult learner to:*

- Enroll only out of a need and desire to learn rather than a wish to manipulate the course for other ends.
- Be informed—by reading the information disseminated by the course.
- Take an active part in planning and executing the course of study within the context of stated requirements and existing institutional resources.
- Continually self-monitor academic progress.
- Attend class and participate in other learning activities, come prepared, and complete assignments on time.
- Embrace the principle of academic honesty.
- Respect the freedom of the program’s staff to inquire, publish, and teach.

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

- 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.
- Read and fully comprehend contracts before signing them, and keep a copy of all contracts and receipts.
- Represent tuition costs completely and accurately.
- Satisfy financial obligations to the program in a timely fashion.

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

- Be knowledgeable about other available courses/programs, to ensure that enrollment is based on an informed decision. Published information should be read; adult learners, former adult learners, and staff should be contacted and questioned about the level of satisfaction in their relationship to any other course/program they may be considering.
- Represent oneself honestly in applying to the program.
- Complete the application process promptly by submitting requested materials and fulfilling prerequisite requirements.

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


**Code of Ethics of the American Montessori Society**
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 the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish 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 or her own professional qualification with clarity and true intent
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications
4. Shall use honest and effective methods of administering 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/her full potential. AMS requires that all member schools and AMS-affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.
CONSUMER INFORMATION

- Over the years more than 1000 of our graduates have found gainful employment in the Montessori global community.
- In 2014 we had 70 adult students in our three teacher certification programs.
- Here are the enrollment numbers of adult students for the previous 3 years:

<table>
<thead>
<tr>
<th>Infant-Toddler</th>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>22</td>
<td>2013</td>
<td>14</td>
</tr>
<tr>
<td>2012</td>
<td>22</td>
<td>2012</td>
<td>19</td>
</tr>
<tr>
<td>2011</td>
<td>31</td>
<td>2011</td>
<td>17</td>
</tr>
</tbody>
</table>

In the future we will survey our students and graduates to be able to provide the following information:

- The number of students enrolled in the program who were: placed in their field of study, placed in a related field, placed out of the field, not available for placement due to personal reasons, and not employed.
- The number of students who took a State licensing exam or professional certification exam, if any, during the reporting period, as well as the number who passed.
- The number of graduates who obtained employment in the field who did not use the school’s placement assistance during the reporting period (pending reasonable efforts to obtain this information from graduates).
- The average starting salary for all school graduates employed during the reporting period (pending reasonable efforts to obtain this information from graduates).
Seton Montessori Institute

Home Campus
5728 Virginia Avenue
Clarendon Hills, IL 60514
E-mail: institute@setonmontessori.org
Website: www.setonmontessori.org
Telephone: 630/654-0151
Fax: 630/654-0182

Lab Schools
Seton Montessori School
Children’s House: 5728 Virginia Avenue, Clarendon Hills, IL 60514
Elementary Building: 5717 Western Avenue, Clarendon Hills, IL 60514
Infant-Toddler Community: 5722 Virginia Avenue, Clarendon Hills, IL 60514

Montessori Children’s House of N. Barrington
115 Clover Hill Lane, N. Barrington, IL 60010
Seton Montessori Institute
5728 Virginia Avenue
Clarendon Hills, IL 60514

Registrant’s Name _____________________________________________

I have received and read the contents of Seton Montessori Institute’s catalogue describing policies and practices of the Elementary I Teacher Education Course.

Signature ____________________________ Date __________

Academic Director Signature ____________________________ Date __________