Program Proposal

M.ED. in Montessori Education

College of Education

Lander University

Submitted to:
South Carolina Commission on Higher Education

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Date of Submission

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Program Proposal to the
South Carolina Commission on Higher Education

M.ED. in Montessori Education

College of Education
Lander University, Greenwood SC

Program Classification

Name: Master of Education (M.Ed.) in Montessori Education

Academic Units: Department of Teacher Education
College of Education
Lander University

Designation: Master of Education, major in Montessori

Implementation Date: Fall 2007

CIP Code: 13.1207

Program Status: New

Justification

Lander University is proposing a new Master of Education (M.Ed.) degree in Montessori Education that will prepare teachers to be employed in Montessori classrooms. This program would replace Lander's current Master of Education with an Emphasis in Montessori. SC state credentialed teachers will be able to complete academic course work and practicum experience leading to certification by the American Montessori Society. In addition, teachers will take those core courses required for the Lander M.Ed. in Elementary Education degree. Teachers enrolled in the M.Ed. in Montessori program will have the option to select one of two concentrations leading to AMS certification at either the preschool (ages 3-6) or primary (grades 1-3) level. The degree is designed with a small core of Foundations courses with a field-based practicum that includes an action research component and a block of Montessori-specific pedagogy courses.

Lander has offered Montessori teacher education at the graduate level since 2001, when the Montessori component was offered as an optional emphasis to Lander's M.Ed. in Elementary Education degree. Teachers pursuing AMS certification are required to complete twenty-seven graduate hours of course work, but only eighteen of those credit hours are accepted for the emphasis. Teachers who want to continue graduate coursework leading to a degree at Lander are then required to complete an additional twenty-one credit hours. A total of forty-eight graduate hours are required for teachers to obtain both AMS certification and a Lander M.Ed. For many teachers such an investment of time and money is not feasible. Even though they desire a Master's degree, many do not matriculate into Lander's M.Ed. program.

Table 1 offers a comparison of Lander's current M.Ed. in Montessori with a Montessori Emphasis and the proposed M.Ed. in Montessori Education for each of the optional concentrations.

Table 1. Comparison of Lander's current and proposed programs.

Lander's Current M.Ed. With an Emphasis in Montessori (39 hours)	Proposed M.Ed. in Montessori, Concentration in Ages 3-6 (36 hours)	Proposed M.Ed. in Montessori, Concentration in Grades 1-3 (36 hours)
Core Courses (12 hours)	Core Courses (12 hours)	Core Courses (12 hours)
MONT 685 Montessori Philosophy & Educational Theory **EDUC 620** Applied Contemporary Learning Theories **EDUC 622** Advanced Human Growth & Development **EDUC 623** Educational Research Methods	**EDUC 620** Applied Contemporary Learning Theories **EDUC 622** Advanced Human Growth & Development **EDUC 623** Educational Research Methods **MONT 617** Practicum I **MONT 617** Practicum II	**EDUC 620** Applied Contemporary Learning Theories **EDUC 622** Advanced Human Growth & Development **EDUC 623** Educational Research Methods **MONT 617** Practicum I **MONT 617** Practicum II
Curriculum & Instruction (Montessori Emphasis, 15 hours)	Curriculum & Instruction (Montessori Core, 18 hours)	Curriculum & Instruction (Montessori Core, 18 hours)
MONT683 MM: Practical Life **MONT 684** MM: Sensorial **MONT 686** MM: Methods of Observation **MONT 687** MM: Language **MONT 688** MM: Mathematics	**MONT 683** MM: Practical Life **MONT 684** MM: Sensorial **MONT 685** Montessori Philosophy & Educational Theory **MONT 686** MM: Methods of Observation **MONT 687** MM: Language **MONT 688** MM: Mathematics **MONT 693** MM: Integrated Curriculum	**MONT 610** Foundations of Montessori Education **MONT 611** MM: Elementary (grades 1-3) Mathematics I **MONT 612** MM: Elementary (grades 1-3) Language **MONT 613** MM: Social Studies **MONT 614** MM: Biological & Physical Science **MONT 615** MM: Geometry & Mathematics II **MONT 616** MM: Creative Arts, Movement & Practical Life

Related Study (**12 hours** of electives)		
A student may select related Courses from the M.Ed. for Elementary Education courses in the current catalog. *Transfer credit is applied to the area of related study.*		
• Students pursuing AMS Montessori certification must also complete the following 9 hours which do not apply to the M.Ed: **MONT 693** Integrated Curriculum **MONT 617** Practicum I **MONT 617** Practicum II	• No additional requirements for AMS certification	• Students pursuing AMS Certification for grades 1-3 must also verify 45 hours of Montessori course work at the early childhood (ages 3-6) level.

Both of Lander's AMS Montessori credentialing options fall within the grade ranges for SC early childhood certification. Teachers at the early childhood level who hope to provide evidence of being highly qualified are not best served through course work for the elementary level M.Ed. A degree in Montessori Education that offers courses specifically for grade levels PreK-3 is a better option for early childhood teachers.

Teacher certification levels in the field of Montessori education are based on the comprehensive theories of human development proposed by Dr. Maria Montessori during her long career. Montessori classrooms are organized, according to her developmental theories, in multi-age groupings according to the similar developmental characteristics children share at various stages or ***planes*** of development. Montessori identified three planes of development, birth to age six, ages six through twelve and ages twelve through eighteen. Each of these six year spans is further broken into three year groupings for purposes of classroom organization. Three-six classes contain children in the preschool years, incorporating our U.S. kindergarten year. Elementary classrooms enroll children from first through third grade and fourth through sixth grade levels. Montessori teacher certification levels are based on these three year classroom age spans and have been codified over the one hundred year history of Montessori education. Montessori teacher education programs are accredited according to their adherence to these certification levels.

Teacher credentialing agencies in most U.S. states, including South Carolina, have very different certification ranges. South Carolina's Early Childhood certification level licenses a teacher candidate to teach children from 3 years to third grade, encompassing two Montessori credential levels. Regardless of the concentration that students choose (ages 3-6 or grades 1-3) Lander's M.Ed. in Montessori will fall under SC's early childhood certification range. Please see the table below.

Table 2. SC and Montessori certification levels

South Carolina Certification Levels		Montessori Certification Levels	
Early Childhood	Pre-K-Grade 3	Early Childhood	Ages 3-6
Elementary	Grades 2-6	Elementary I	Ages 6-9 (Grades 1-3)
Middle School	Grades 5-8	Elementary II	Ages 9-12 (Grades 4-6)

Definitive statistics on the number of Montessori school programs in the U.S. or in South Carolina are not available. The reasons for this are varied. First, the term Montessori is in the public domain. There is no official registry required to operate a Montessori program. Schools may be public, church-based, proprietary, non-profit or parent-owned cooperatives. Non-public full-day early childhood programs operate under SC Department of Social Services guidelines. Part-time preschool programs, operating fewer than four hours a day, require no DSS licensure or oversight. Second, there are different Montessori organizations to which schools are affiliated, and the great majority of programs are unaffiliated. Only eighteen Montessori schools in South Carolina are affiliated with the American Montessori Society, the largest Montessori organization in the world, yet the directory operated by the *Public School Montessorian*, a publication based in Minneapolis, lists fifty-four South Carolina programs, both public and private.

What can be clearly documented is the rapid growth of Montessori education. The first public Montessori elementary program began in the Cincinnati Public Schools in 1975. In 1981 fifty US school districts reported some type of Montessori program and by 1991, 120 districts offered a Montessori option. Today, estimates are that approximately 4,000 public Montessori programs are available in the US.

South Carolina's first public Montessori program began in 1991. Today at least thirteen state districts offer Montessori programs, ranging from a single early childhood classroom in a district to multiple school sites serving ages three to thirteen. It has proved to be a popular choice. Montessori education in the private or independent school sector has also increased in South Carolina. The 2000-2001 Directory of South Carolina Schools lists two private Montessori schools in Greenville County. Today there are five Montessori schools listed in the Greenville Yellow Pages.

Several factors have contributed to the increased interest in Montessori education. The growth of magnet and charter school programs has made parents more aware of school choices. Recent, favorable news reports on the effectiveness of Montessori education have also raised interest. In September 2006, "Science Magazine" published the results of

a long-term comparison study of public Montessori students in Milwaukee public schools. Reports of the study were widely circulated in the media.

On a practical level, the greatest limiting factor for increasing Montessori classes is the availability of professionally prepared and certified teachers. Currently, there are many teachers in Montessori classrooms who do not hold a Montessori credential. The Lander University Montessori Teacher Education Program is the only university-based Montessori teacher preparation in South Carolina. In 2002 its early childhood program became fully accredited and began an affiliation with the American Montessori Society. Accreditation was awarded by the Montessori Accrediting Council for Teacher Education (MACTE) for a seven year term. MACTE is one of only three accrediting agencies authorized by the United States Department of Education to accredit teacher education programs.

Need for the Program

In 2005 Lander's Early Childhood Montessori Teacher Education Program submitted an interim report on student outcomes to MACTE. Our data collection included an employer survey in which we asked principals and other administrators at the district and building level to rate our program completers on their performance. As part of the survey we asked them to indicate their anticipated needs for Montessori credentialed teachers for the next five years. Fourteen employers were mailed surveys and six (42%) responded. The following table summarizes those 2005 responses.

Table 3. 2005 employer needs survey

2005 Employer Data on Anticipated Need for Montessori Teachers by Level			
Level	High	Moderate	Low
Early Childhood (PreK-K)	1	4	1
Elementary (Grades 1-3 and 4-6)	6	0	0
Middle School	1	0	5

In fall 2006 Lander conducted a broader survey of state Montessori programs. Twenty-five administrators of public and private Montessori programs were asked to provide the following information:

1. The number of students enrolled in the Montessori program,
2. The number of teachers in Montessori classrooms,
3. The number of teachers who hold Montessori credentials,
4. The projected need for Montessori teachers in the next five years.

Eleven administrators (44%) responded. Table 4 summarizes the information.

Table 4. 2006 needs survey results

School District/Private School	Students Enrolled	Number of Montessori Teachers	Number of Montessori Credentialed Teachers	Primary	Elementary
Laurens School District	900	37	18	Moderate	High
Newberry School District	202	10	5	Moderate	Moderate
East End Elementary	67	3	3	High	Moderate
York School District 1		2	2	Moderate	Low
Montessori School of Anderson	240	11	11	Low	Moderate
Montessori School of Columbia	50	3	3	Moderate	High
Montessori School of Florence	136	10	8	Moderate	Moderate
Montessori School of Greenville	115	5	5	High	Low
East Cooper Charter School	107	6	6	Low	High
Lake Murray Montessori School	75	3	3	High	High
Montessori Academy of Spartanburg	120	6	6	Moderate	Moderate

The need for the M.Ed. in Montessori Education should not be predicated purely on data from existing schools, but also on the exponential growth of Montessori programs at the state and national level. In response to the Circuit Court ruling on Abbeville vs. the State of South Carolina in December 2005, increased funding for early childhood intervention programs has become a priority. Montessori is one of the SC approved early childhood curricula, so it is reasonable to expect some new programs will adopt it.

In 2006 Lander University was designated a Center for Montessori Education. One of the long-term goals for the center is to raise the visibility of Montessori education through dissemination of research. Several SC school districts are in the midst of active expansion of their Montessori programs. Lander's Virginia Self Center for Montessori Education will actively pursue opportunities for collaboration with districts and agencies for this purpose.

Anticipated Program Demand and Productivity

The table below provides early childhood Montessori Teacher Education Program figures for the past six years. Two figures are included. The middle column describes MONT 685: Montessori Philosophy and Educational Theory, a core course. In addition to

students seeking Montessori certification, administrators and teachers seeking recertification or elective credits frequently enroll in this class. The far right column provides figures for the practicum. These are students who have completed all Montessori academic requirements and are meeting practicum requirements for certification.

Table 5. Average Montessori enrollment figures 2001-2006

Academic Year	Enrollment in MONT 685: Montessori Philosophy	Enrollment in Program Practicum Phase
2001-02	12	6
2002-03	19	13
2003-04	18	8
2004-05	18	6
2005-06	15	8
2006-07	16	12

These numbers, while not large, have remained relatively consistent and fall within the major enrollment productivity standards for the Master's Degree as determined by CHE. All the data is based on the early childhood (ages 3-6) level enrollment. The addition of a second concentration for grades 1-3 will add to the enrollment figures. We project an increase by one third within the first year of fully implementing the proposed program.

Relationship of Program to the Mission of Lander University

Lander University's Montessori M.Ed. program is a direct outgrowth of its mission to serve the region's population. Lander's Mission Statement includes the following sentence, "*In addition to its undergraduate programs, Lander provides a limited number of master's programs and post-graduate courses that respond to critical needs of the immediate region and the State.*" The program will combine core graduate education requirements and specialized study to produce teachers who meet Montessori credentialing requirements for SC schools. Our program will provide school districts with existing Montessori programs, and those who choose to add programs, access to quality Montessori teacher preparation for their faculty. Existing state credentialed teachers will be able to earn graduate degrees as they complete Montessori certification. This is crucial for rural southern school districts trying to develop and retain teachers who are considered to be "highly qualified" under current NCLB federal guidelines.

Relationship to Existing Programs at Lander University

The new program will replace Lander's current M.Ed. in Elementary Education with a Montessori emphasis. It will be one of three graduate programs offered in Lander's College of Education. The other two are the Master of Education in Elementary Education and the Master of Arts in Teaching Degree in Secondary Education. All graduate level education programs at Lander adhere to its Conceptual Model, as outlined in the Lander Catalog. Requirements for initial admission, admission to program and admission to candidacy will be consistent will those currently in place for the M.Ed. in

Elementary Education program. Three of the required core courses (9 hours) for the proposed M.Ed. in Montessori are the same core courses for the M.Ed. in Elementary Education. The comprehensive portfolio requirement will be the same for both M.Ed. programs. These shared expectations will insure that Lander's graduate programs operate as an integral unit.

If the M.Ed. in Montessori is approved by CHE, the Montessori emphasis will be deleted as an option for Lander's M.Ed. in Elementary Education. Candidates seeking admission to the Montessori certification courses in or after the spring 2007 semester will be eligible to matriculate into the M.Ed. in Montessori Education program upon its approval. Those candidates who have begun course work in the Montessori program, but have not yet applied to admission as degree-seeking students and have completed no more than 21 hours may also apply to the new degree program. Those candidates who have been admitted to the degree seeking program as defined in the 2006-07 catalog and have completed more than 21 hours of Montessori coursework will fall under the existing M.Ed. in Elementary Education with Montessori emphasis requirements.

Relationship to Existing Programs at Other Institutions

Of the 79 existing M.Ed. programs at South Carolina institutions of higher education, Lander is the only one that offers an option for Montessori emphasis or that offers courses leading to an internationally recognized Montessori certification. Lander's proposed program offers a cohesive theoretical framework with clearly defined and articulated pedagogical standards. It is unique to not only South Carolina, but to the region as well.

Program Goals

The goals for the M.Ed. in Montessori are those of Lander's Five Learner Outcomes as defined in our Department of Teacher Education Conceptual Model.

The Professional Instructional Leader will:

1. Integrate content knowledge & skills of scholarly inquiry to teach all students
2. Plan, provide, assess learning experiences supported by research, knowledge of best practices, & professional standards
3. Collaborate with diverse populations, including students, educators, community members, & families for the benefit of all learners
4. Engage in reflection & professional development to assess & improve content knowledge & pedagogical skills
5. Exhibit dispositions that address the needs of all students & provide leadership to the profession

Practicum Experience

The M.Ed. in Montessori degree requires that each candidate work in a Montessori classroom for a full academic year to implement the curriculum. During this practicum year students will attend four weekend seminars and receive three-six visits from a Lander Montessori instructor who will assist the candidate in classroom design and management, observe lessons and offer support in implementing the curriculum during the initial year. Admittance to the practicum phase of the program requires that the candidate has successfully completed at least fifteen hours of Montessori-specific pedagogy classes from the Curriculum and Instruction area. Admission to the practicum will be considered the indicator of program midpoint.

All degree candidates will be fully state certified, and most will complete their practicum in the school in which they are employed. For any candidate who is not employed, we will assist them in finding a placement for the practicum. The candidates will design and implement an action research project during the practicum year. Part of each seminar will be devoted to development of the action research project.

Enrollment

Master of Education (in Elementary Education) students are degree-seeking students who have earned a baccalaureate degree and teacher certification at an accredited institution and wish to pursue a graduate program in elementary education.

Admission to the M.Ed. in Montessori program will be by application. The application will be processed by Lander's Office of Admissions in the same way as other graduate program applications. Minimum GRE/MAT scores, transcript requirements and application fees will be consistent across Lander graduate education programs. Applications are available, and may be submitted, on-line at http://www.lander.edu/admissions/Grad_Admissions/MEd.html

Specific to the M.Ed. in Montessori Education program, applicants are required to submit an essay to the Director of Montessori Education that addresses the following questions:

- Why are you interested in Montessori education?
- What attracts you to this type of education for children?
- What are children's abilities at the ages of 3 to 9?

This essay is useful in assessing applicant's ability to articulate goals and in predicting compatibility to philosophy of the Montessori philosophy.

Progression

There are three major steps in the process for the Master of Education in Montessori Degree Program: initial admission, admission to program, and admission to candidacy for the master's degree.

I. **Initial Admission.** Graduation from a regionally accredited college or university and completed a state approved teacher education program or hold a valid teaching

license. A student should have an overall GPA of 2.75 **on a** 4.0 scale, or **a** 3.0 on a 4.0 scale for the last two years of his or her baccalaureate degree program, or *3.0* on a 4.0 scale for 12 hours of graduate work at Lander University for initial graduate admission. Candidates must also submit a GRE score of at least 800 or 380 on the Miller's Analogy Test. Three letters of recommendation on official Lander recommendation forms from professional associates are required. All credentials will be reviewed by the Director of Admissions and an interview with the Director of Graduate Studies is required.

2. **Admission to Program.** After a student has completed 12 hours of graduate work from the approved Montessori program of study at Lander University and maintained an overall B average, program faculty will review the student's graduate work and the required Professional Development Portfolio. If all requirements are met, the faculty will then recommend the student for admission to the M.Ed. in Montessori program.

3. **Admission to Candidacy.** Graduate credit will be awarded for A, B, or C grades but students will be admitted to candidacy only after completing at least 24 hours of graduate courses with a GPA or 3.00 or better. A student must have no more than six semester hours with grades of C or lower and have a GPA of 3.0 or above to complete the M.Ed. program. Program faculty will review the students Professional Development Portfolio. If requirements have been met, the student will be admitted to candidacy.

Degree Requirements

I. Admission to Candidacy.

2. Courses. Completion of 36 semester hours of graduate work. A student must complete the approved program of study for a concentration in ages 3-6 or grades 1-3, have no more than six semester hours with grades of C and have **a** GPA of 3.0 or above. All work for the Master of Education degree must be completed within a period of six years. No more than nine hours of transfer credit from another accredited university graduate level Montessori teacher education in the area of Curriculum and Instruction can be applied to the proposed program.

3. Professional Development Portfolio. Each graduate student will present his or her portfolio to the program faculty for review. The portfolio must demonstrate competence with the five learner outcomes, NAEYC standards, the American Montessori Society competencies, and the dispositions of the Professional Instructional Leader.

Curriculum

M.Ed. in Montessori Education (36 semester hours)

The program of study leading to the Master of Education in Montessori Education degree consists of 36 semester hours of course work and other learning activities in the following areas *at the 600 level:*

Concentration in Grades 1-3:

1. **Foundations of Education (Core courses 15 hours)**

   EDUC 620 Applied Contemporary Learning Theories
   EDUC 622 Advanced Human Growth and Development
   EDUC 623 Educational Research Method
   MONT 617 Montessori Practicum I
   MONT 617 Montessori Practicum II

2. **Curriculum and Instruction (Montessori core 21 hours)**

   MONT 610 Foundations of Montessori Elementary (grades 1-3) Education
   MONT 611 Montessori Methods: Elementary (gr.1-3) Mathematics I (3 hours)
   MONT 612 Montessori Methods: Language (3 hours)
   MONT 613 Montessori Methods: Social Studies (3 hours)
   MONT 614 Montessori Methods: Biological and Physical Science (3 hours)
   MONT 615 Montessori Methods: Geometry and Mathematics II (3 hours)
   MONT 616 Montessori Methods: Creative Arts, Movement and Practical Life (3 hours)

3. In addition, students seeking certification at the lower elementary (grades 1-3) level who do not hold certification for ages 3-6 must take EDUC 685 or a 3 credit hour Early Childhood Montessori Methods class to meet the Early Childhood overview requirement for the American Montessori Society.

Course Descriptions

Course Title: Foundations of Montessori Elementary (grades 1-3) 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 enhanced.

Course Title: Montessori Methods: Elementary (grades 1-3) Mathematics

Description: An introduction to the primary elementary 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.

Course Title: Montessori Methods: Elementary (grades 1-3) Language
Description: An introduction to the lower elementary 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.

Course Title: Montessori Methods: Elementary (grades 1-3) Social Studies
Description: An overview of the Montessori studies curriculum for ages 6-9, 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.

Course Title: Montessori Methods: Elementary (grades 1-3) Biological and Physical Science
Description: An overview of the Montessori science curriculum for ages 6-9, with an emphasis on the biological sciences. Topics include classification of chordate and non-chordate 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.

Course Title: Montessori Methods: Elementary (grades 1-3) 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.

Course Title: Montessori Methods: Elementary (grades 1-3) 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.

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.

Concentration in Ages 3-6:

1. Foundations of Education (Core courses 15 hours)

EDUC 620 Applied Contemporary Learning Theories
EDUC 622 Advanced Human Growth and Development
EDUC 623 Educational Research Methods
MONT 617 Montessori Practicum I
MONT 617 Montessori Practicum II

2. Curriculum and Instruction (Montessori core 21 hours)

MONT 683 Montessori Methods: Practical Life (3 hours)
MONT 684 Montessori Methods: Sensorial (3 hours)
MONT 685 Montessori Philosophy and Theory
MONT 686 Methods of Observation & Classroom Leadership (3 hours)
MONT 687 Montessori Methods: Language (3 hours)
MONT 688 Montessori Methods: Mathematics (3 hours)
MONT 689 Montessori Methods: Integrated Curriculum (3 hours)

Course Descriptions

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.

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.

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.

Course Description Montessori Methods: Mathematics.
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.

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.

Course Description Montessori Methods: Integrated Curriculum
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.

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.

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.

Students in the Montessori teacher education courses are typically teachers employed full-time in South Carolina school districts. They take twelve to fifteen hours of Montessori methods classes at Lander during the summer semesters. Six hours of Montessori theory classes in the proposed program will be taught as on-line courses during the spring semester preceding summer intensive methods classes. These six hours,

provide a theoretical framework for the courses that follow. The remaining three core foundations courses may be taken in any order. Students have up to six years to complete their degree requirements. The table below is a suggested sequence.

Table 6. Recommended course sequence

M.Ed. in Montessori concentration in ages 3-6		M.Ed. in Montessori concentration in grs. 1-3	
Semester One Spring			
Course #	Credit hours	Course #	Credit hours
MONT 685 Montessori Philosophy	3	MONT 610 Foundations of Montessori Education	3
MONT 683 MM: Practical Life	3		
Semester Two Summer			
MONT 684 MM: Sensorial	3	MONT 611 MM: Mathematics (grades 1-3)	3
MONT 686 MM: Methods of Observation	3	MONT 612 MM: Language (grades 1-3)	3
MONT 687 MM: Language (ages 3-6)	3	MONT 613 MM: Social Studies	3
MONT 688 MM: Mathematics (ages 3-6)	3	MONT 614 MM: Biological and Physical Science	3
EDUC 693 MM: Integrated Curriculum	3		
Semester Three Fall			
MONT 617 Practicum I	3	MONT 617 Practicum I	3
Semester Four Spring			
MONT 617 Practicum II	3	MONT 617 Practicum II	3
Semester Five Summer			
		MONT 615 MM: Geometry & Math II	3
		MONT 616 MM: Creative Arts, Movement, Pract. Life	3
Semester Six Fall			
EDUC 622 Advanced Hum. Growth & Development	3	EDUC 622 Advanced Hum. Growth & Development	3
Semester Seven Spring			
EDUC 623 Educational Research Methods	3	EDUC 623 Educational Research Methods	3
Semester Eight Summer			
EDUC 620 Applied Contemporary Learning Theories	3	EDUC 620 Applied Contemporary Learning Theories	3

Faculty

Faculty who teach in the M.Ed. in Montessori Education program will be those existing faculty members who currently teach core foundations classes and a pool of experienced Montessori certified educators who hold advanced degrees. At this time there is no program offering a terminal degree in Montessori education in the U.S.

No new full-time faculty will need to be hired in order to implement the proposed program. We recognize that additional full-time Montessori faculty would be an asset to the program. Expertise and certification in Montessori education are noted as desirable qualifications when Lander advertises to fill early childhood openings in our teacher education program, and preference will be given to candidates holding current Montessori credentials.

Montessori education has a rich tradition of teacher preparation. Methods classes are taught in classroom settings that have a full complement of materials and include periods of supervised practice with the didactic materials. The most valuable teacher educators are considered to be those who are also current classroom practitioners themselves. MACTE requires that instructors in accredited teacher preparation programs have a minimum of five years classroom experience.

Our core of available adjuncts is highly qualified, with an average of over fifteen years classroom experience. In addition to their classroom teaching, many of them teach at other Montessori teacher education programs throughout the U.S. during the summer months. They have publications, are frequent presenters at regional and national conferences, and remain current in the field.

It should be noted that the extensive use of adjunct faculty to teach Montessori methods classes is the norm for university-based Montessori teacher education programs. New York University, Oklahoma City University and Xavier University are three of the longest standing and most highly rated graduate Montessori teacher education programs. All use adjuncts to teach Montessori theory and methods classes. In fact, even the program directors at NYU and OCU are adjuncts. In this region, both Belmont University (Nashville) and Kennesaw State University (GA) use adjunct instructors in their Montessori teacher education programs.

Table 7. Lander Montessori M.Ed. faculty

Faculty Rank	Highest Degree Earned	Montessori Certification	Montessori Teaching Experience
Core Foundations Courses			
Professor	Ph.D.	no	no
Assoc. Professor	Ed. D.	no	no
Assoc. Professor	Ph. D.	no	no
Asst. Professor	M.Ed. + 30	yes, ages 3-6 & 6-9	25 years
Adjunct Professor	Ph.D.	yes, ages 6-12	22 years
Montessori Pedagogy			

Adjunct Professor	M.Ed. + 30	yes, ages 3-6	30 years
Adjunct Professor	M.Ed. + 30	yes, ages 3-6 & 6-12	28 years
Adjunct Professor	M.Ed. + 30	yes, ages 3-6 & 6-12	28 years
Adjunct Professor	M.Ed. + 30	yes, ages 6-12	20 years
Adjunct Professor	M.Ed. + 30	yes, ages 3-6	25 years
Adjunct Professor	M.Ed. + 30	yes, ages 3-6	20 years
Adjunct Professor	M.Ed.	yes, ages 3-6	5 years

The number of FTE administrators, faculty and staff are shown in Table 8.

Table 8. Program Needs for administration, faculty and staff support, 2007-2012

UNIT ADMINISTRATION/FACULTY SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Hdcount	FTE	Hdcount	FTE	Hdcount	FTE
Administration						
2007-08	0	0	1	.5	1	.5
2008-09	0	0	1	.5	1	.5
2009-10	0	0	1	.5	1	.5
2010-11	0	0	1	.5	1	.5
2011-12	0	0	1	.5	1	.5
Faculty						
2007-08	0	.33	14	1.66	14	2
2008-09	0	.33	14	1.66	14	2
2009-10	0	.33	14	1.66	14	2
2010-11	0	.33	14	1.66	14	2
2011-12		.33	14	1.66	14	2
Staff						
2007-08	1	.375	0	0	1	.375
2008-09	1	.375	0	0	1	.375
2009-10	1	.375	0	0	1	.375
2010-11	1	.375	0	0	1	.375
2011-12	1	.375	0	0	1	.375

* These are part-time, adjunct faculty who meet Montessori accreditation standards. All are highly qualified practitioners who have Master's +30 and many years of classroom experience. Please refer to Table 7.

Physical Plant

No physical plant additions or modifications are needed to support the program.

Supplies and Materials

Lander's Department of Teacher Education owns complete sets of Montessori educational materials. The budget for replacement and upgrading of materials is $1,000 per year.

Equipment

No new additional equipment is needed for this program.

Library Resources

Lander University's Jackson Library has over 10,200 holdings related to education. Of these, 112 volumes are specific to Montessori education. Present library funding is adequate for purchase of new materials to maintain a current collection. Lander students also have access to interlibrary loan and a variety of electronic databases including Discus and ERIC.

Accreditation, Approval, Licensure or Certification

The proposed program will not confer initial licensure. Because it is an advanced program for grades pre-K to 3, it is subject to review by NAEYC. Before Lander's Department of Teacher Education undergoes its next NCATE accreditation visit in 2011, a program report will be submitted to NAEYC for approval.

Lander's Montessori Teacher education program is accredited by the Montessori Teacher Accrediting Council for Teacher Education (MACTE) through 2009. The U.S. Department of Education recognizes MACTE as specialized/programmatic accrediting agency. It is a member of the Association of Specialized and Professional Accreditors (ASPA).

Estimated Costs

Table 9 provides an overview of program costs and revenues. Graduate level Montessori classes have been taught at Lander since 2001. Grants from the Self Family Foundation totaling $360,000 and a congressionally directed grant of $248,000 have provided funding for materials, library resources and equipment. The performance period for both of these grants is past; however, they were managed judiciously and have provided a solid foundation. The infrastructure for this program is in place. As stated in the section on Faculty, a pool of highly qualified adjuncts committed to teaching in Lander's program are in place; therefore no new full-time faculty are essential to implementation of the program. Any future new full-time Montessori faculty hires will also have responsibility to teach early childhood or elementary education courses in the Department of Teacher Education.

The Director of Montessori Education's contract specifies a 12 hour release for administrative functions. The program administration costs are based on a .6 percentage of that administrative salary. The program currently shares a part-time temporary clerical

assistant with the department of Psychology. Increased figures for years 2-5 provide for a prorated share of a permanent position.

Tuition figures are based on a minimum cohort of 7 students for each of the certification concentrations or 14 students total each year. Based on previous enrollment figures (see table 5) this figure is reasonable.

No unique costs or other state appropriations will be required or requested.

Table 9. Anticipated new costs and revenues for the M.Ed. in Montessori

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Faculty Salaries	$38,800	$42,000	$43,000	$44,000	$45,000	$212,800
Graduate Assistants						
Clerical/Support Personnel	$5,600	$7,000	$7,000	$7,000	$7,000	$22,400
Supplies and Materials	$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
Library Resources						
Equipment						
Facilities						
Other (Identify) Program Fees to AMS & MACTE	$1,100	$1,100	$1,100	$1,100	$1,100	$5,500
TOTALS	$61,500	$66,100	$67,100	$68,100	$69,100	$320,700
SOURCES OF FINANCING BY YEAR						
Estimated FTE Revenue Generated from the State						
Tuition Funding (new students only)	$176,400	$182,700	$182,700	$182,700	$182,700	$907,200
Other State Funding (Legislative Appropriations.)						
Reallocation						
Federal Funding						
Other Funding (Endowment, Auxiliary, etc.)						
TOTALS						

Institutional Approval

Department of Teacher Education Curriculum Committee, March 2006