



montessori

NORTHWEST

A non-profit organization since 1979

Student Handbook

Bay Area Assistants to Infancy Course 2015-2016

50 Fell Street, San Francisco, CA 94102

Phone: (415) 992-8388

622 SE Grand Avenue, Portland, Oregon 97214

Phone: (503) 963-8992, Fax: (503) 963-8994

Email: info@montessori-nw.org

www.montessori-nw.org



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WELCOME TO MONTESSORI NORTHWEST

This handbook will provide you with the established policies and protocols maintained by Montessori Northwest (MNW). Please review this handbook thoroughly and familiarize yourself with its content.

As a prospective student, you are encouraged to review this handbook prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Mission Statement

To provide education honoring the pedagogical principles of Dr. Maria Montessori by offering AMI Montessori teacher education, professional development, parent education, and community outreach for the benefit of children throughout the world.

Accreditations, Affiliations, Licenses

Student policies are established by Montessori Northwest in accordance with the Association Montessori Internationale (AMI), the Montessori Accreditation Council for Teacher Education (MACTE), and the California Bureau for Private Postsecondary Education.

The Association Montessori Internationale (AMI)

AMI was founded by Dr. Maria Montessori to further her life's work, protect its integrity and guide the development of future Montessori programs. The pedagogical staff and the programs of Montessori Northwest meet AMI's standards for teacher training. A student's successful completion of the teacher education course leads to the diploma of the Association Montessori Internationale.

Association Montessori Internationale, 161 Koninginneweg, 1075 CN Amsterdam, the Netherlands, Phone: 011.31.20.679.8932, info@montessori-ami.org, www.ami-global.org

Montessori Accreditation Council for Teacher Education (MACTE)

The Primary Course at Montessori Northwest has been fully accredited by MACTE since 1996. MACTE is an internationally recognized accrediting body for Montessori teacher education. An accredited program is one that meets the MACTE standards for financial stability, comprehensive curriculum, credentialed staff and one that offers an array of services that respond to students' needs. The Montessori Accreditation Council for Teacher Education is recognized by the United States Department of Education as the national accreditor of Montessori teacher education institutions and programs throughout the United States.

MACTE, 108 Second Street, SW Suite #7, Charlottesville, VA 22902, Phone: (434) 202-7793, information@macte.org, www.macte.org

California Bureau for Private Postsecondary Education

Montessori Northwest is a private institution operating as a Non-profit 501(c)(3) and is approved to operate in the state of California by the Bureau for Private Postsecondary Education. Any questions that a student may have regarding this handbook that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education.

BPPE, P.O. Box 980818 West Sacramento, CA 95798-0818. (888) 370-7589, (916) 431-6959 Fax: (916) 263-1897 www.bppe.ca.gov

Questions regarding the policies in the MNW student handbook can be directed to MNW staff. If further information is needed, the staff may direct the inquirer to the MNW Board of Directors or to the appropriate affiliated organization. The student policies of Loyola University Maryland will also apply to students simultaneously enrolled in one of the cooperative programs of Montessori Northwest.

STAFF AND FACULTY

Administrative Staff

Jennifer Davidson, Executive Director	jennifer@montessori-nw.org
Robyn Ellis, Finance Manager	robyn@montessori-nw.org
Glenn Goodfellow, Executive Assistant	glenn@montessori-nw.org
Andrea Hippensteel, Admissions Director	andrea@montessori-nw.org
Braden Pemberton, Director of Community Education	braden@montessori-nw.org
Nicholas Stocco, Director of Communications	nick@montessori-nw.org

Assistants to Infancy Staff

Gloria Singh, Director of Teacher Training	gloria@montessori-nw.org
Elise Arevalo, Course Assistant	e.arevalo@montessori-nw.org

Assistants to Infancy Faculty

Nancy Lechner, Director of Assistants to Infancy Training	nancy@montessori-nw.org
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Nancy has worked with young children since 1977, and holds AMI diplomas at the Assistant to Infancy, Primary, and Special Education levels. She has a Bachelor of Arts degree from San Diego State University, and a Master's Degree in Education from Loyola University Maryland. Nancy has presented parent workshops and staff development in California, Oregon, Texas, Australia, and Europe and has been a guest speaker in the Early Childhood Education Program at Cabrillo College in Aptos, California.

Montessori Northwest Board of Directors

Melissa Harbert, President
Amy Eshelby, Secretary
Kristen Grau, Treasurer
Carol Briggs, Board Member
Chris Finley, Board Member
Deborah Pratt, Board Member
Emily Daggett, Board Member
Kimberly Pray, Board Member
Jacqueline Cossentino, Board Member
Daniel Wasil, Board Member

FACILITIES

Location

Montessori Northwest is offering satellite Assistants to Infancy and Primary courses in a historic 1932 Spanish Colonial Revival building at 50 Fell Street, San Francisco CA 94102. The space is shared with LePort Schools. MNW will be using two rooms for instruction space located on the third and fourth floor of the building. An elevator is available for students with mobility challenges.

Hours of Operation

The practice classroom and lecture space is shared with the LePort School; however, MNW students have full access to these classrooms on Wednesday-Saturday during the block schedule of classes. The MNW trainer will be available for an hour before class Wednesday- Friday. On Saturdays, the trainer is available 30 minutes before class and 30 minutes after class. Business may be conducted between 8:00am and 4:00pm Monday through Friday by calling Montessori NW at 415.813.1638 to address business concerns or questions.

Entrance and Exit

MNW's main entrance door on Fell Street is kept secure by a keypad access code. The building has 7 exits.

Transportation and Parking

MNW can easily be accessed by public transportation and car.

By public transportation: All public transportation options can be accessed at www.sfmta.com. MNW is close to the Van Ness Muni station and the Civic Center BART station is 3 blocks away.

By car: There are several parking garages close by that require a daily fee.

By bike: To find the most appropriate bike route, go to <https://www.sfbike.org/resources/maps-route>. Please note, that there are no bike racks on the street. Unfortunately, bike theft is common. MNW assumes no responsibility for stolen bikes.

Personal Care

Dress and activity should be in accordance with the casual business atmosphere of our building. Personal grooming standards should allow for close proximity to other students, including the use of strong perfumes and colognes.

Visitors

Check in with a staff member prior to inviting a visitor to MNW. All visitors should check in at the Front Desk upon arrival, and will sign in and receive a visitor's badge.

Children at MNW

Visitors under the age of 12 should always be accompanied by an adult. Ask a staff member before inviting a child to use any materials in the prepared environment.

MNW is not equipped to have children visit for extended periods of time in our lecture classroom or in the model classroom during instruction time or supervised student practice. To preserve the professional adult learning environment at MNW, parents and caregivers may not bring children to MNW as a childcare option, such as in the case of sickness or school closure.

Student Lounge

There are two designated spaces for students to take breaks: a lounge on the fourth floor and the school courtyard. There is a staff lounge on the fourth floor that is a shared space for MNW students and LePort Schools. MNW students are requested to store food in cold pack lunch bags or a hot thermos due to limited space in the refrigerator. Students, as a community, are responsible for maintaining the cleanliness of the shared staff lounge area. In addition, there is an outdoor courtyard space for students during breaks. Students will be given a 45-minute dinner break during the week, and on the weekend there will be a short morning and afternoon break as well as a lunch break.

Shared cabinet space is available for students to store personal items such as backpacks, purses, and laptops. Liquids are not permitted in the storage cabinets. MNW is not liable for students' personal possessions.

Communicating with MNW

The MNW staff welcomes your communications, with the goal of enhancing your experience at MNW. Some staff will have posted office hours or a way for students to leave a note. These methods are individual to each staff member and reflect the demands of their position. When in doubt, students should send the staff member an email.

Technology at MNW

Laptops may be used before and after class, and during breaks. Laptops are not used in class unless otherwise specified. Texting, cell phone use, browsing the internet, and undisclosed recording are not permitted during class. When using cell phones, students are asked to keep the volume, location, and discussion appropriate to the professional atmosphere of our building. During class time cell phones are kept in appropriate places.

Lecture Area and Practice Classrooms

The lecture area and the practice classroom are designed to support a professional working atmosphere. Students care for the materials and shelves in the practice classroom, the lecture area, and the common areas as preparation for Montessori teaching.

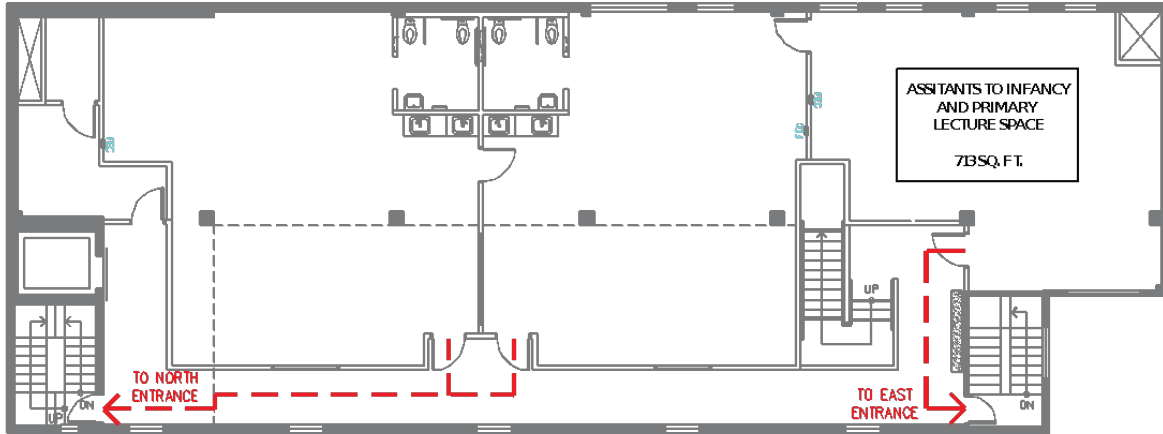
Food and gum are *not* permitted in the lecture area at any time. Drinks in watertight, closed containers may be kept on the lecture tables in the lecture area; disposable coffee cups are *not* permitted. Food, gum, and drinks are not permitted in the practice classroom areas near the materials at any time.

To preserve the working atmosphere of the lecture area and practice classroom, we ask that socializing and casual conversations be kept to a minimum in these shared learning spaces.

Media Release

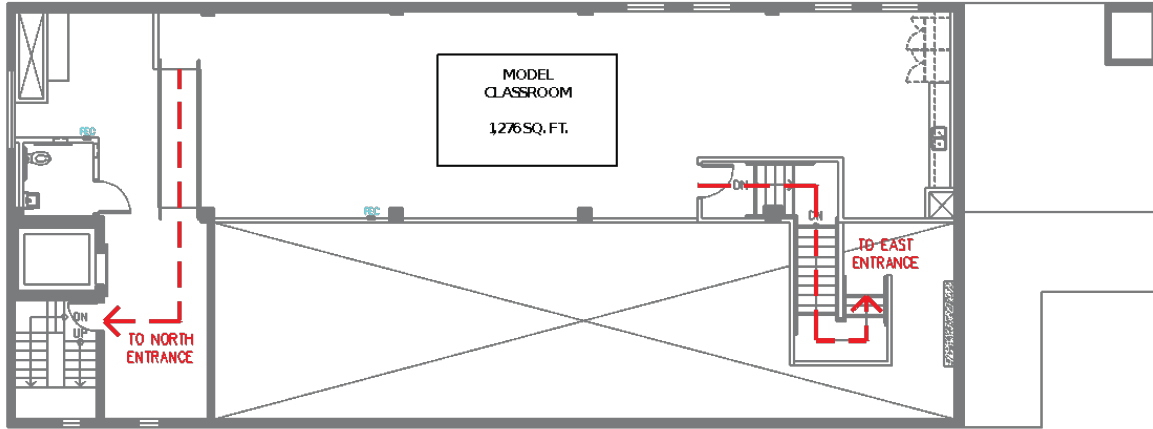
Montessori Northwest, and any of its successors, has the right to use names, photographs or other recordings that MNW has taken of students for advertising or publications. MNW is the sole owner of all rights to these materials. If you choose not to release all claims in connection with the use of photographs or recordings of yourself, please submit a statement in writing to the MNW office.

FLOOR PLAN AND EMERGENCY EXITS



montessori
NORTHWEST

3rd Floor
50 FELL STREET, SAN FRANCISCO, CA



montessori
NORTHWEST

Mezzanine Floor
50 FELL STREET, SAN FRANCISCO, CA

STUDENT RESOURCES

NAMTA Montessori Bibliography

The NAMTA Montessori Bibliography and Research Guide offers the bibliography for more than 14,000 Montessori citations in English from 1909 to the present, is updated quarterly, and is available online. MNW students access NAMTA Bibliography for free during their training. MNW provides students with a username and password at the beginning of the course. Students wishing to purchase articles will order directly from NAMTA. Please note, students ordering articles from NAMTA should allow for shipping time.

MNW Office Space

Questions or business concerns may be conducted between 8:00am and 4:00pm Monday through Friday by calling the administrative office in Portland, OR at (503) 963-8992. Please note that the administrative office area at the LePort School is private and office supplies are not available for student use. Access to office machines such as telephone, fax, and copier are not permitted except in the case of an emergency.

Career Information

General information regarding employment within the Montessori education field as well as specific employment advertisements are available to students and alumni via the MNW Job Board on montessori-nw.org. Students may also monitor the AMI, NAMTA, and other websites for the most current information regarding employment opportunities within the field. During the school year, staff will indicate additional resources pertinent to working in Montessori professional environments.

Housing

Montessori Northwest does not provide dormitories for students and does not provide housing assistance for prospective students. Please refer to the websites below for leads on rooms for rent, studios and apartments for rent. Rents vary greatly in San Francisco and generally range between \$2,000-\$14,000. The public transportation system is accessible in mid market and many students find housing along convenient bus lines (visit <http://www.sfmta.com>).

The following websites may be helpful for housing:

- <http://www.apartments.com/san-francisco-ca-94102>
- <http://sfbay.craigslist.org/search/sfc/apa>
- <http://www.zillow.com/san-francisco-ca/apartments/>
- http://hotpads.com/CA/San_Francisco

Emergency Closure Policy

For weather-related closures, students should check the local news regarding public school closures. Online sources for current information about school closure: www.sfusd.edu

If San Francisco Unified School District is closed, MNW is closed.

For any other emergency closure, MNW staff will activate a telephone tree. Please ensure that our records always include your current telephone contact number.

ADMISSIONS POLICIES

Criteria for Admission

Successful candidates will demonstrate qualifications and suitability for successful participation in Montessori Northwest teacher training courses, including:

- Academic skills for success in a comprehensive and rigorous course of study
- Clear oral and written communication
- Organization, time management, and attention to detail
- Ability to collaborate within a community
- Commitment to alternative education
- The desire to support human development in positive and life-affirming directions

The educational requirement for entry to all MNW courses is a Bachelor's degree. Exceptions can be considered on an individual basis. Applicants are to provide proof of identification verifying the applicant is 18 years or older.

A submitted application must be complete before it can be reviewed by the Admissions Committee. Applicants are notified in writing of their acceptance status within ten business days of MNW's receipt of their application. An applicant who is denied entrance to the course based on the criteria of admission may request more information from the Admissions Director as to the reason for his/her denial. A denied applicant may reapply again for the next course cycle. Admission does not guarantee successful completion of the course.

Non-Native Speakers of English

Applicants who speak English as a second language are required to submit a TOEFL score with their application materials. The following minimum scores are required:

- Internet Based Total: 80
- Computer Based Total: 213
- Paper Based Total: 550

If an applicant has other evidence of their English speaking skills, they may request a waiver of the TOEFL requirement in writing. If a waiver is granted, the student will not be granted any accommodations for English as a second language.

Non-Discrimination Policy

MNW does not discriminate on the basis of gender, race, religion, age, sexual orientation, gender identity, disability, national or ethnic origin in its admission policies, educational policies, or any administered programs. Any person unlawfully discriminated against, as described in CAL. EDC. Code 220, may file a complaint under California Code-Section 220 with the Commissioner of the Bureau of Labor and Industries. Students may also file a grievance using our Grievance Process.

Students with Disabilities

MNW is committed to providing equal opportunities for all of its students and encourages applicants with disabilities or with additional needs to apply for admission. MNW ensures that students with disabilities are not discriminated against during the admissions process or in the course.

Students with existing disabilities who are requesting accommodations must schedule an appointment with the Director of Training prior to the first day of the course (or within three weeks of a new diagnosis) to discuss course requirements and possible accommodations. If the nature or extent of the disability is not apparent, the student is required to present documentation to establish the validity of the request for accommodation and to help identify what accommodations are necessary.

Documentation must be current, completed and signed by a licensed professional, verify the disability, and suggest appropriate accommodation. MNW will provide academic accommodations that do not result in a fundamental alteration of the program or undue financial or administrative burdens. To allow time for appropriate action to be taken, we urge students to provide MNW with early notice of their specific accommodation requests.

Any student also participating in the Loyola University Maryland M.Ed Cooperative program has the option to register with the Disability Support Services Department: <http://www.loyola.edu/department/dss/services/resources.aspx>

TUITION PAYMENT

Tuition payments must be received on or before the due date. Any student who fails to make a payment by the due date may be asked to discontinue attendance in the course until after payment has been remitted. Late fees will be charged for payments received after the due date (see below, "Late Payments and Interest Charges").

Payment Methods

Tuition payments may be made by cash, check, money order, or wire transfer. MNW does not accept credit card or PayPal payments for tuition. Checks should be mailed to *622 SE Grand Ave., Portland, OR, 97214. c/o Finance*

Students receiving Financial Aid

Students who receive financial aid from Loyola University Maryland, or any other financial aid institution will be automatically placed on a financial aid disbursement schedule, as outlined in their enrollment agreement. Students must submit a copy of the financial aid award letter that shows sufficient funds for MNW tuition at least two weeks prior to the first installment due date.

Returned Check Fee

Students will be charged a \$20 non-sufficient funds fee for any returned check. MNW will notify the student of a returned check as soon as possible. To avoid additional late fees, the non-sufficient funds fee and the original amount due must be paid to MNW within two weeks of notification.

Late Payments and Interest Charges

A student who owes 50% or more tuition and is 60 days or more past due will be asked to suspend their participation in the course until a payment has been made.

The following policies and charges apply to all installment due dates:

- If a tuition installment is not received on or before the due date, that installment will be subject to a \$35 late fee.
- Any student with an unpaid balance at the time of oral examinations will not be permitted to sit for oral examinations. Students must wait until the following course cycle (12 months) to take their oral examinations, provided that their account balance has been paid in full.
- If a tuition balance is not paid in full by the end of the course, any remaining balance will be subject to 10% interest per annum payable to MNW. The student's original diploma and transcripts, and copies of the diploma and transcripts, will be held until tuition is paid in full.

Failure to meet financial obligations to MNW will result in withholding of the AMI Diploma, academic transcripts, admittance to oral examinations, or withholding the privilege of attendance in the remaining parts of the course.

For questions regarding your balance, Email the MNW Finance Director, Robyn Ellis – robyn@montessori-nw.org

CANCELLATION AND REFUNDS

Students' Right to Cancel: Cancellation and Refund Policy

A student may cancel enrollment by giving written notice to Montessori Northwest. A student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment whichever is later.

Termination after the Commencement of Classes

If participation in the course is terminated after entering classes, the student is financially obligated to MNW according to the following formulas or maximum charges:

Percentage of Course Completed	MNW retains this percentage of Tuition
Cancellation at end of the first class session	All paid tuition refunded*
Second day of lecture classes through November 21st	25% tuition retained (\$2,812)
25% through 50% of the course	50% tuition retained (\$5,625)
More than 50% if the course	100% tuition retained (\$11,250)

* Registration fees & Student Tuition Recovery Fund fees are non-refundable

Any inquiry a student may have regarding this contract may be made in writing to Montessori Northwest, 622 SE Grand Ave, Portland, OR 97214.

Any questions a student may have regarding this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

Official Date of Termination

The official date of termination of a student will be the last date of recorded attendance when withdrawal occurs in any of the following manners:

- When MNW receives written notice of the student's intention to discontinue participation in the course.
- When the student is terminated for a violation of a published MNW policy, which provides for termination.
- When a student fails to attend classes for fifteen consecutive calendar days, without notice to MNW.

Discontinuance of the Course

If MNW continues to operate under its license but discontinues instruction in any program after the course has begun, the students enrolled in the discontinued course are entitled to a pro rata refund of all tuition paid unless a comparable course is arranged by MNW to be provided at another private vocational school, and such arrangements are agreed to in writing by the student.

- Notice in advance of the discontinuance will be provided to students in writing.
- Requests for refunds pursuant to this provision must be made in writing by the enrolled student within thirty calendar days following discontinuance of the program. Money due the applicant/student will be refunded within thirty calendar days after receipt of the request.

Refunds for Books and Materials

Students are solely responsible for purchasing their own books for the course. MNW staff will provide student with a Book List and detailed information about preferred editions, publishers, and ordering timelines.

Charts and timeline materials purchased from MNW may be returned within seven days if they are in original, unused condition. Refunds will be made via cash or check from the Finance office in the Portland MNW location.

SCHEDULE OF TOTAL PROGRAM COST

Registration (Due at time of Enrollment)

Registration Fee:	\$75 for early admissions (before March 15, 2015), \$125 afterwards
Tuition Cost:	\$11,250
Exam Fee:	\$350
Total Program Cost:	\$11,675

Additional Program Costs

Students can expect to spend approximately \$600 on required books for the course.

Students can expect to spend additional funds up to \$900 on paper, binders, printing ink, and classroom materials for their teaching portfolio.

The fees for the Student Tuition Recovery Fund are included in the cost of program tuition.

Tuition payment plan options:

---- Option A

September 1, 2015	\$500 Refundable tuition deposit due upon enrollment
September 9, 2015	\$10,750 Tuition remainder
November 1, 2016	\$350 Exam Fee

---- Option B and Loyola students

September 1, 2015	\$500 Refundable tuition deposit due upon enrollment
September 9, 2015	\$3,250 Tuition I
February 3, 2016	\$3,750 Tuition II
August 31, 2016	\$3,750 Tuition III
November 1, 2016	\$350 Exam Fee

---- Option C (includes \$200 Finance Fee)

September 1, 2015	\$500 Refundable tuition deposit due upon enrollment
September 9, 2015	\$2,190 Tuition I
November 18, 2015	\$2,190 Tuition II
February 3, 2016	\$2,190 Tuition III
April 6, 2016	\$2,190 Tuition IV
August 31, 2016	\$2,190 Tuition V
November 1, 2016	\$350 Exam Fee

---- Option D for Deferred Student Fees

A new Enrollment Agreement will be issued for deferred work due between October 14th, 2017 and October 14th, 2018.

Late Fees: A \$35 fee will be assessed monthly for late payments.

Payment Methods: Check or cash

**Student Tuition Recovery Fund* - Students enrolled at the time of school closure (or within 60 days of the school's closure) may be eligible for reimbursement through the Student Tuition Recovery Fund (STRF). The STRF exists to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution if the student was a California resident (or was enrolled in a residency program.)

You may contact STRF at 888-370-7589 or by email: STRF@dca.ca.gov

ADMINISTRATIVE POLICIES

Education Records

At the time of a student's withdrawal or upon the completion of the course, a student's Education Records are filed in MNW archives. These files are maintained for a minimum of 25 years in a fireproof safe. Education Records include:

- The original application form for admission
- The final MNW progress report (includes scores from Written and Oral examinations)
- A copy of the signed and dated AMI Diploma and Award Letter
- The original field supervisor and host teacher's reports from Practice Teaching (if applicable)

All Education Records are held in their entirety in the strictest of confidence and are the sole possession of Montessori Northwest. Only the student can access their Education Records. The Executive Director must authorize a verbal or written request for access to Education Records. Education Records may only be viewed at the MNW office in the presence of the Executive Director or a designated staff person. A student may appeal in writing to the Executive Director if questioning or rebutting any documentation in their Education Records. The Executive Director has sole authority to correct or change any information in the Education Records, although the student may be permitted to add a statement to his/her own file.

Copies of Education Records

Current students or MNW graduates may submit a written request for copies of their Education Records. Copies will be released to the individual upon receipt of the written request at a charge of \$5 per page. Each page will be marked "Copy: Issued to Student." Information or content in any particular document that refers to a person or topic not related to the individual making the request will be blacked out on the copy. Requests will be filled as soon as possible but no longer than 45 days after the date of the written request.

AMI Diploma

AMI does not issue duplicate diplomas under any circumstances. Instead, if a diploma is lost, damaged, or the graduate has a name change, the AMI can provide a letter containing an official statement bearing the AMI seal. Contact the AMI Head Office for more information about how to request this statement.

Academic Transcripts

Academic transcripts reflect the Pass/Fail nature of the AMI course. Official transcripts must be requested in writing through the Alumni section of montessori-nw.org and will be sent in sealed envelopes either to the graduate or to a third party as requested by the graduate. The charge is \$12 per official transcript.

References

MNW Pedagogical Staff does not provide verbal or written references. Instead, staff can verify the following:

- For current students: The student's standing in the course or the student's projected date of graduation.
- For graduates: The graduate's attendance in the course or the graduate's date of graduation.

Students and graduates may request copies of any documents in their Education Records for employment or academic applications using the process outlined above.

Background Checks

Many schools require adult learners to complete a criminal history background check before they start observation and practice teaching, though this is not a requirement of Montessori Northwest. Students are responsible for initiating and completing the background check process in a timely manner as well as all costs and paperwork associated with background checks. Students are encouraged to begin this process as soon as possible.

For fingerprinting information, please refer to the following website:

<http://oag.ca.gov/fingerprints/publications/contact.php#sanfrancisco>

Students will select the option indicating "I am applying for work, plan to volunteer or be associated with a licensed child care facility or requesting agency."

ADMINISTRATIVE REQUIREMENTS

These standards of behavior apply when students are onsite at MNW, engaging in online activities including social media, during observation and practice teaching, and at MNW events.

- Behave ethically and follow the highest standards of honesty and integrity. This includes but is not limited to:
 - Discussing confidential information with authorized persons only.
 - Respecting the privacy of others.
 - Not knowingly falsifying or misrepresenting records or facts about MNW, other students, children, colleagues or self, and working to actively avoid or suppress gossip and other harmful behaviors.
 - Seeking to resolve conflict in a fair and responsible manner.
 - Submitting work that represents the student's own efforts and originality.
- Demonstrate respect for self, others, and the environment.
- Maintain professional conduct.
- Maintain a level of physical and emotional health which, in the judgment of appropriate clinical and administrative officials, permits participation in MNW's community and performance of academic work without pronounced risk to the student's own health or the welfare of others.
- Promptly notify MNW in writing of any changes in contact information or name changes.
- Respond promptly to all communications; provide all officially requested information; appear for appointments when required for administrative or academic purposes.
- Comply with official requests of MNW staff and board members and obey regulations governing the use of MNW facilities.
- Remit tuition, fees, and other debts owed to MNW within a timely manner.
- Return borrowed MNW property when due and/or upon request.
- Attend all meetings, course-related activities, scheduled appointments and examinations to display a definite intention of meeting the requirements for the AMI Diploma.
- If withdrawing from your course at MNW, follow the formal procedure by submitting your withdrawal request in writing.
- A student may act as an official representative of MNW only with authority from the Executive Director; MNW endorsement of private endeavors may not be implied.
- No student may represent a commercial enterprise, advertise or conduct business, or attempt profitable fund-raising or sales of any type in MNW facilities except as part of an approved student organization activity. (EXCEPTIONS: Students may charge for typing, tutoring, and similar *educational* services rendered solely by themselves as individuals. Non-profit political and charitable fundraising must be similarly approved.)

Failure to adhere to Administrative Requirements will result in use of the Student Discipline Process.

CONDUCT REQUIREMENTS

These standards of behavior apply when students are onsite at MNW, engaging in online activities including social media, during observation and practice teaching, and at MNW events.

Prohibited activities which may result in the Student Discipline Process:

- Plagiarism, cheating, or academic dishonesty. This includes: submission of any unoriginal work, failing to cite a source, soliciting someone to complete your assignments, allowing another student to submit your work as their own, or cheating during examinations.
- Dishonesty, including: provision of false information, alteration or misuse of documents, impersonation, misrepresentation, or fraud.
- Undisclosed recording, audio or video, on MNW premises. Written permission must be obtained from the Executive Director prior to any recording.
- Physical or verbal abuse, intimidation, persecution, or sexual harassment of another person or group of persons is strictly prohibited. Sexual harassment includes unwelcome physical touching or sexually offensive language, which interferes with an employee or student's performance.
- Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of specific safety regulations; failure to render reasonable cooperation in any emergency; possession or use of firearms, knives (excepting non-spring pocket knives), other weapons, explosives, or fireworks on site.
- Obstruction or forcible disruption of regular MNW activities; refusal to identify oneself when requested or to obey any other lawful instruction from the Executive Director or other MNW official to discontinue or modify any action which is judged disruptive.
- Obscene, indecent, or grossly inconsiderate behavior; exposure of others to highly offensive conditions; disregard for the privacy of self or others.
- Theft, abuse, or unauthorized use of MNW property, including unauthorized entrance into MNW facilities, possession of stolen property and littering.
- Illegal use, sale or possession of stimulants, intoxicants, or narcotics.
- Use or possession of open containers of alcoholic beverages on campus other than at approved locations and events.
- Gambling on campus or at organized student events.
- Failure to comply with the lawful directions of any MNW official, or staff member who is acting in performance of duties of position or is explicitly assuming responsibility on behalf of MNW in the absence of a particular official. (Emergency orders may supersede some written regulations.) Students who receive orders which they consider unreasonable although not illegal must obey them at the time and may bring a formal complaint later against the issuing staff members in writing to the Executive Director.
- Deliberate incitement of others to commit any of the prohibited acts by providing assistance or encouragement to others engaged in them, or by failure to separate oneself clearly from a group in which others are engaged when there is sufficient time and opportunity.
- Each student is responsible for the conduct of guests. While on site students and visitors must comply with applicable building or grounds regulations.

MNW students and staff should report any violations of these requirements to the Executive Director immediately. Knowingly withholding information regarding a violation will also result in the Student Discipline Process.

STUDENT DISCIPLINE PROCESS

Process for Student Discipline

Violation of the Administrative Requirements or Conduct Requirements of Montessori Northwest will result in the Student Discipline Process.

When a violation occurs, the Executive Director will notify the student of the violation orally or in writing. If notified orally, the student may request a written notice. The student may issue a statement to the Executive Director immediately after notification, or the student may request 24 hours to prepare a statement and contact any witnesses in his/her defense. Statements from witnesses may be requested by the Executive Director, the student, or both, and can be submitted in oral or written form.

The Executive Director will review the statements of the student as well as any witnesses before determining the level of disciplinary action. The decision will be based on the nature and seriousness of the violation. A voluntary admission of a violation to the Executive Director in contrast to hiding the violation is highly regarded in determining the extent and nature of the disciplinary action.

If a student wishes to appeal the decision of the Executive Director, the student must follow the MNW Grievance Process.

Levels of Disciplinary Action

- **Non-Academic Probation:** The student will be placed on Non-Academic Probation for four weeks. If there are any further violations of the Administrative or Conduct Requirements during this period the student discipline process moves to suspension or dismissal at the discretion of the Executive Director.
- **Suspension:** The student will be suspended from MNW and from Observation and Practice Teaching sites for five days. If the behavior remains unchanged after suspension the student discipline process escalates to dismissal.
- **Dismissal:** This student will be dismissed from MNW and may no longer attend the course. MNW's Cancellation and Refund Policy will apply.

Final Notification of Disciplinary Action

The Executive Director's final notification of disciplinary action will describe the details of the offense, the student's statements, and the level of disciplinary action taken. A copy of this final notification will be kept in the student's Education Records.

GRIEVANCE PROCESS

A grievance is defined as a written statement which alleges a specific violation of procedures, rules or regulations infringing on the personal and professional rights of the griever. A grievance will be addressed according to the following process:

Stage 1: Attempted Resolution with the Executive Director

1.1: Letter to the Executive Director

This letter must include:

- A full description of the alleged violation, with specific facts and all extenuating circumstances,
- The policies, rules or regulations which are the basis for the grievance,
- The name or names of the individual or individuals involved, and
- A request for a meeting with the Executive Director.

1.2: Meeting with the Executive Director

- The goal of this meeting is to resolve the problem caused by the alleged violation
- A scribe may be present at this meeting.
- This meeting must be held before the grievance process can continue to Stage 2.

If no resolution is reached at this meeting, or if an appeal is requested, the grievance process continues:

Stage 2: Appeal to the Executive Director

2.1: Letter of Appeal to the Executive Director

This letter must include:

- A request for a formal hearing to address the grievance.

The Executive Director must respond to the appeal letter by personal service or certified mail within 10 days. The purpose of this response is to set a date for a formal hearing to address the grievance. This response must name the place, the date, the time and the individuals who may be present at the formal hearing.

2.2: Formal Hearing

The formal hearing must be held within 30 days.

The following individuals must be present:

- One member of the Board of Directors, or the designee of the Board of Directors.
- The Executive Director or the designee of the Executive Director.
- The Griever.
- One representative or support person of the Griever.
- Any witnesses whose testimony is to be considered.

The formal hearing will be governed by procedures set by the Board of Directors and administered by the Executive Director or designee of the Executive Director. The formal hearing will follow Robert's Rules of Law and Order and will be recorded to provide a record of the hearing. The recording will be kept in the office of the Executive Director until 1 year following the completion of the appeal process.

If the resolution reached at the formal hearing is unacceptable to the griever, the grievance process continues as follows:

Stage 3: Appeal to the Board of Directors

The grievor shall file a written request for appeal with the Executive Director within 10 days of the formal hearing. All materials, including the taped record, will be turned over to the Board of Directors to review. The Board of Directors shall review the decision of the formal hearing and come to a final decision regarding the grievance within 30 days.

If for any reason the preceding process is not followed by the grievor, the grievance will be considered void, the case will be closed and all information will be retained by the Board of Directors.

Stage 4: Appeal to affiliated organizations

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact the following organizations, in the order listed below:

Association Montessori Internationale

161 Koninginneweg
1075 CN Amsterdam
The Netherlands
Phone: 011.31.20.679.8932
Fax: 011.31.20.67.7341
info@montessori-ami.org

Montessori Accreditation Council for Teacher Education (MACTE)

108 Second Street, SW
Suite#7
Charlottesville, VA 22902
Phone: (434) 202-7793
Fax: (888) 525-8838
information@macte.org

Bureau for Private Postsecondary Education

P.O. Box 980818, West Sacramento, CA 95798-0818
Phone: (916) 431-6959
Fax: (916) 263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 toll-free or by completing a complaint form which can be obtained on the bureau's Internet web site www.bppe.ca.gov

Montessori Northwest's policies governing employees will be enforced in situations where instructional staff or other school personnel have been found to have engaged in a discriminatory manner.

ACADEMIC REQUIREMENTS

Academic Requirements for Receiving the AMI Assistants to Infancy Diploma

Admission to the course does not guarantee certification. In order to receive the AMI Atol Diploma at the end of the course, the following requirements must be met:

- 90% attendance in course lectures and activities
- Compilation and submission of acceptable and original Reference Albums in all areas
- Compilation and submission of an acceptable Theory Album
- Submission of an acceptable and original Theory Paper
- Submission of acceptable Material Making assignments
- 250 hours of Observation Training – on-site and in-home or infant communities
- Passing marks of 50% or higher on Written and Oral Examinations

Course Hours: 625

NOTE: Extensive information about each of these academic requirements can be found in the Course Guidelines section of the Student Handbook.

Montessori Northwest has not entered into an articulation or transfer agreement with any other college or university. MNW students who are concurrently enrolled in the Loyola University Maryland M.Ed Cooperative program earn credits independently through their university program while completing the 625 hours for an AMI Assistants to Infancy Diploma.

Attendance

AMI requires 90% attendance in the course. This requirement must be met to be eligible to sit for Written and Oral Examinations. In addition, timeliness and dependability are essential qualities in individuals working in Montessori educational environments.

Each student's attendance is periodically reviewed by Pedagogical Staff and students are informed as to their attendance totals. A student may also request an attendance summary. A pattern of lateness will be noted on the student's Progress Report, addressed by the staff, and can affect the student's Good Standing.

A student who arrives late or leaves early must check in with a designated staff member before entering the classroom or leaving Montessori Northwest. Failure to check in will result in a student being marked as absent for that session. Time missed due to late arrivals or early departures will be deducted from the student's attendance, rounded up to the nearest quarter hour.

A student who expects to be late, who is ill, or who cannot attend a class is expected to call the office prior to the start of that day's class. Please leave a message if a staff person is not available. An absent student is responsible for obtaining the information given in the missed class and should make arrangements to get the missed information from two or more students. Absence does not excuse late work. If work is not submitted on time due to an absence, it will be marked as late.

Grading Policy

The AMI teacher training course is a Pass / Fail course. Students must meet all academic requirements for receiving the AMI Diploma in order to pass. No letter grades are assigned to any component of the course.

Students who are also enrolled in a cooperative program with Loyola University Maryland (M.Ed. or C.A.S.), will receive additional information for the program including specific requirements and grading criteria. The Director of Training serves as an adjunct professor for the cooperative program.

Progress Reports

Each student's participation in the course is periodically reviewed and evaluated, and students are informed as to the status of their assignments throughout the course. Students may request a Progress Report at any time; requests will be filled as soon as possible but no more than 10 business days after the request. It is the student's responsibility to clarify any information that is unclear or bring any perceived discrepancy to the attention of the Director of Training.

Assignment Submission

It is the student's responsibility to ensure that their work is submitted on time and that it fulfills the requirements for acceptance. If an assignment is submitted incomplete, it will be recorded as a late submission. Students should notify a member of the pedagogical staff as soon as possible if an assignment will be submitted late for any reason. Submitted work that does not meet the criteria for acceptance will be returned to the student with feedback from a staff member. The student will make all required revisions and resubmit the work promptly.

Students in Good Standing

Good Standing indicates that a student's assignments and course requirements are consistently submitted on time and fulfill the requirements for acceptance.

Academic Probation

A student will automatically be placed on Academic Probation under the following circumstances:

- A student submits three out of the previous five assignments late or in a format that does not fulfill the course requirements
- A student demonstrates a pattern of lateness, defined as one or more late arrival or early departure per week, either consistently or on average over a four-week period.
- A student's attendance percentage drops below 90% for more than two weeks
- A student displays other academic behavior that is an obstacle to successful completion of the course

Under these circumstances the Director of Training will notify the student that they have been placed on Academic Probation. Academic Probation is composed of two parts. First the needed change is clearly identified. Second, a four-week plan to achieve the necessary change is outlined. At the end of the four-week Academic Probation, the Director of Training will determine the outcome of the Academic Probation.

Outcomes of Academic Probation:

- Good Standing: the change in academic behavior is achieved within the four-week probation. The student is returned to Good Standing.
- Deferred Course Requirements: the student does not meet all criteria of the Academic Probation. The requirements can be deferred by the Director of Training. Please refer to the section on Deferred Course Requirements for more information.
- Dismissal: insufficient change in academic behavior is made within the four-week Academic Probation. The student will be dismissed from MNW and can no longer attend the course. MNW's Cancellation and Refund Policy will apply.

Deferred Course Requirements

Please Note: the deferral policies listed below apply only to the AMI diploma courses offered at Montessori Northwest. Students enrolled in the Loyola M.Ed cooperative program should consult with those institutions directly regarding their specific deferral policies. In general, students enrolled in the Loyola M.Ed cooperative program must complete all course requirements within their original course cycle and are not eligible for deferral except in extreme extenuating circumstances.

The Director of Training can defer a student's course requirements as a result of extraordinary circumstances. In the event of deferred course requirements, the Director of Training will notify the student of the prescribed timeline and specific conditions for satisfying the deferred requirement. Failure to meet any due date and condition as defined by the Director of Training will result in the student's dismissal from the course.

According to AMI policies all requirements must be satisfactorily completed within 12 months after the graduation date of the original course cycle. The Director of Training's prescribed timeline for deferred course requirements will reflect this policy.

Fees for Deferred Course Requirements

Fees for Deferred Course Requirements must be paid prior to the assigned due date or must accompany the assignment submission. Work submitted without a required fee will be considered late and will not be reviewed.

Attendance in Lecture or Supervised Practice	No Charge
Review of Theory Album or Reference Album (first submission)	\$200 per submission
Review of previously submitted Theory or Reference Album	\$100 per resubmission
Review of Material Making (first submission)	\$100 per submission
Review of previously submitted Material Making	\$50 per resubmission
Practice Teaching Visit	\$200 per MNW staff visit
Review of Observation or Practice Teaching Written Assignment.....	\$100 per submission
First time sitting for Written Examinations during academic year courses	No charge
First time sitting for Oral Examinations during academic year courses	No charge
First time sitting for Written Examinations after academic year courses	\$250.00
First time sitting for Oral Examinations after academic year courses	\$350.00
First time sitting for Written Examinations (summer courses)	\$350.00
Re-sitting for Written Examinations	\$250.00
Re-sitting for Oral Examinations	\$350.00

Deferred Exams

Students who fail any single section of the Written Examinations, and/or fewer than half of the areas of the Oral Examinations, can re-sit the failed examinations. Students must re-sit within 12 months of their original exam date. Students may re-sit each examination only once. Students must comply with the recommendations of the AMI Board of Examiners.

A student who fails any section or area of an examination when re-sitting the examination, fails the course. To achieve the AMI Diploma, a failed student must re-take the entire AMI training course.

Failure

Students who fail both Written Examinations Sections A, and Section B, and more than half of the areas of the Oral Examinations fail the course. Students deferred for course requirements who do not fulfill one or more requirement, fail the course. To achieve the AMI Diploma a failed student must re-take the entire course.

Appeal against Examination Result

There is no right of appeal against the academic judgment of the duly appointed AMI and local/national examiners and the decisions of the AMI Board of Examiners.

A student shall have the right to appeal against a decision of the Board of Examiners on the grounds described below, in relation to the following:

- That there existed circumstances affecting the student's performance of which the examiners were not aware when their decision was made.
- That there was a procedural irregularity or other inadequacy in the conduct of the examinations.
- That there exists evidence of prejudice or of bias on the part of an examiner.

Appeal to the training center: all appeals are to be received by the training center within 10 days of the signing of the Examiner's Letter and resolved within 10 days thereafter.

Appeal to AMI: appeals to AMI may only be made when the student has exhausted the appeals procedure at the training center. Such appeals are to be made in writing with supporting documentation, within 30 days of the publication of the results. AMI will respond within 30 days.

Transfer Students

Montessori Northwest can accept transfer students from other training centers of the Association Montessori Internationale. AMI training courses are designed to be an integrated course of study and transfer students are only admitted under the unusual circumstance that completion at the original center is difficult or impossible. Montessori Northwest can accept transfer students from other AMI training centers according to the following criteria:

- Transfer students must be in Good Standing at their original training center
- Transfer students submit a complete application packet addressing Montessori Northwest's Criteria for Admission.
- Transfer student coursework will be evaluated and credit given for any work completed at the previous center
- All past student records will be transferred to Montessori Northwest

Tuition costs will be pro-rated based on the duration of the student's attendance at MNW and are assessed on a case-by-case basis.

Maximum time allowed for completion of course

With rare exceptions, students are able to successfully complete the course within the time frame allotted:

- Assistants to Infancy Course: This course is offered in a block format and exact dates are listed on the website: <http://montessori-nw.org/info-assistants-to-infancy> with the completion of the last block offered in November 2016.
- Primary Course: This course is offered in a block format and exact dates are listed on the website: <http://montessori-nw.org/info-primary/> with the completion of the last block offered in October 2017.

Per AMI policy, students deferred for any part of the examinations must retake that part the subsequent year (within 12 months), and may re-sit each examination only once. Students failing to complete any part of the other course requirements must fulfill that part the subsequent year (within 12 months). This extends the maximum time allowed for completion of the course by 12 months.

STAYING WELL AT MNW

MNW values every individual's health and well-being, encouraging all students to achieve a balance of work and relaxation supported by healthy habits of nutrition, exercise, and sufficient rest.

When a student becomes unwell, both MNW staff members can offer suggestions for local healthcare resources. San Francisco has many excellent healthcare practitioners, both conventional and alternative. Students with health insurance should contact their insurance company for information regarding local providers.

MNW does not endorse any healthcare provider, physician, or organization. Students should seek reviews and independent recommendations before selecting a provider. MNW does not offer a health insurance plan for students.

For those without health insurance, the following list of resources offers free, low-cost or sliding scale health care:

- Community Health Resource Center www.chrcsf.org
- Women's Health Resource Center www.whrc.ucsf.edu
- Mission Neighborhood Health Center www.mnhc.org
- Native American Health Center www.nativehealth.org
- San Francisco Natural Medicine www.sanfrancisconaturalmedicine.com

Center for Disease Control and Prevention - Influenza Recommendations

Sick students should stay home

- Students should be alert to any signs of fever and any other signs of influenza-like illness before reporting to MNW each day, notify the staff, and stay at home if they are ill. Students should not travel while they are ill.
- CDC recommends that individuals with influenza-like illness remain at home until at least 24 hours after they are free of fever (100° F or greater), or signs of a fever, without the use of fever-reducing medications.
- Sick students can expect to be out for 3 to 5 days in most cases, even if antiviral medications are used.
- Students who are well but who have an ill family member at home with influenza may attend MNW as usual. However, these students should monitor their health every day, and notify the staff and stay home if they become ill.

Sick students are advised to go home

- CDC recommends that individuals who appear to have an influenza-like illness upon arrival or become ill during the day be promptly separated from others and be advised to go home until at least 24 hours after they are free of fever (100° F or greater), or signs of a fever, without the use of fever-reducing medications.

Those who become ill with symptoms of an influenza-like illness during the day should be:

- Separated from others and asked to go home promptly.
- When possible and if they can tolerate it, students with influenza-like illness should be given a surgical mask to wear before they go home if they cannot be placed in an area away from others.

Students exposed to a sick person should monitor themselves for symptoms of influenza-like illness and stay home if they are sick.

Cover coughs and sneezes

- Influenza viruses are thought to spread mainly from person to person in respiratory droplets of coughs and sneezes. Cover coughs and sneezes with a tissue or, in the absence of a tissue, one's sleeve.
- Students should have tissues available and a receptacle, such as a plastic bag, for disposing of tissues.

Improve hand hygiene

- Influenza may be spread via contaminated hands. Wash your hands often with soap and water or use an alcohol-based hand cleaner, especially after coughing or sneezing.

Clean surfaces and items that are more likely to have frequent hand contact

- Frequently clean all commonly touched surfaces, such as workstations, countertops, and doorknobs. Use the cleaning agents that are usually used in these areas and follow the directions on the label.
- No additional disinfection beyond routine cleaning is required.

CDC encourages vaccinations

- CDC encourages individuals to receive vaccinations for seasonal influenza. For information on groups prioritized for seasonal influenza vaccines please, see <http://www.cdc.gov/flu/protect/keyfacts.htm>.

Students who are at higher risk for complications of influenza

- People at higher risk for complications from influenza include pregnant women; children under 5 years of age; adults and children who have chronic lung disease (such as asthma), heart disease, diabetes, diseases that suppress the immune system and other chronic medical conditions; and those who are 65 years or older.
- If students are at higher risk for complications, they should check with their health care provider if they become ill. Early treatment with antiviral medications is very important for people at high risk because it can prevent hospitalizations and deaths.
- Students who become ill and are at increased risk of complications from influenza and ill students who are concerned about their illness should call their health care provider for advice. Their health care provider may want them to take antiviral medications to reduce the likelihood of severe complications from the influenza.

Before traveling

- Students should check themselves for fever and any other signs of influenza-like illness before starting travel and stay home if they are ill. Students who become ill while traveling and are at increased risk of complications from influenza and others concerned about their illness should promptly call a health care provider for advice. See CDC's Travel Website (www.cdc.gov/travel) for more information for travelers.

Parents should prepare for the possibility of school dismissal or temporary closure of child-care programs

- Although school dismissals or closures of child care programs are not likely to be generally recommended at this level of severity, they are possible in some jurisdictions. Parents should prepare for school dismissals or child-care programs are closed. *Parents may not bring ill children to MNW.*

Resources

Additional tools and guidance documents have been developed by the federal government to assist employers in their planning. These resources are available online at: www.flu.gov/plan/workplaceplanning/index.html.

One-Stop Access to U.S. Government Information on Pandemic Influenza: (www.flu.gov)

Worker Safety and Health Guidance for a Pandemic

www.osha.gov/dsg/topics/pandemicflu/index.html

OSHA's Guidance on Preparing Workplaces for an Influenza Pandemic

www.osha.gov/Publications/influenza_pandemic.html

CDC/NIOSH Occupational Health Issues

www.cdc.gov/niosh/topics/h1n1flu/



COURSE GUIDELINES

Bay Area Assistants to Infancy Course 2015-2016

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COURSE SCHEDULE

[subject to change]

- Block 1: September 9 – October 10, 2015 (5 Weeks)**
- Block 2: November 18 – December 19, 2015 (4 Weeks)**
November 25 -28 – *No Class* - Holiday – Thanksgiving
December 19, 2015 - *Album Due* – Home Environment
- Block 3: February 3 – March 5, 2016 (5 Weeks)**
February 6, 2016 – *Album Due* – Psycho-Sensory-Motor Development
- Block 4: April 6 – May 7, 2016 (5 Weeks)**
April 9, 2016 – *Album Due* – Theory Album
May 7, 2016 – *Album Due* - Community Environments
- Block 5: August 31 – October 1, 2016 (5 Weeks)**
September 3, 2016 - *Album Due* – Child Neuro-Psychiatry
September 21, 2016 – Written Exam A
September 23, 2016 – Written Exam B
September 24, 2016 – *Album Due* – Medical Texts
- Block 6: November 2 – November 19, 2016 (3 Weeks)**
November 16-19, 2016 – Oral Exams
November 19, 2016 – Graduation (time to be determined)

TYPICAL DAILY SCHEDULE

[subject to change]

Wednesday –Friday

4:00 pm Class Begins

8:00 pm Class Ends

Saturdays

9:00 pm Class Begins

3:00 pm Class Ends

- In-class breaks will be given each day for meals
- In-class Observation will be held for approximately 3 hours on the following dates

2015 Dates: 9/26, 10/3, 10/10, 11/21, 12/5, 12/12, 12/19

2016 Dates: 2/6, 2/13, 2/20, 2/27, 3/5, 4/9, 4/16, 4/23, 4/30, 9/3, 9/19, 9/17, 9/24, 10/1

COURSE DESCRIPTION

Note: Any assignment/requirement referenced on this page is further described later in this document.

The AMI Assistants to Infancy diploma course offers a comprehensive study of Montessori theory and practice to work with children aged birth to three in home environments and toddler classroom environments. During 625 hours of teacher preparation, students thoroughly explore Montessori philosophy, human development, Montessori infant and toddler activities/materials, and expectations for Montessori professional communities.

Through their coursework, students learn how to guide healthy growth and development during these vital early years. The child at this age requires a safe, engaging, and nurturing environment to develop trust in themselves and their world. By offering age-appropriate activities and gentle feedback, the Montessori guide helps to build the child's confidence in their emerging abilities, develop coordination and language skills, and gain independence in daily tasks and activities.

The Assistants to Infancy course focuses particularly on sensory-motor and language development. Other topics examined include school and classroom design, creation of toys and activities, parent support and consultation, and affiliated fields, such as obstetrics. For individuals trained in other levels of Montessori education, the information offered in the Assistants to Infancy course will support and augment their previous training. Most significantly, this course is practical; it will enhance any study of early childhood education, and will benefit any future parent.

Academic Requirements

Students produce six comprehensive **teaching manuals** to support their work with children and families, in the areas of Theory, Medical, Child Neuropsychiatry, Home Environment, Aids to Psycho-Sensory Motor Development, and Community Environments. These teaching manuals form a large component of the students' work throughout the course, and are based on demonstrations and lectures given by the trainer.

Students learn how to create beautiful and useful **materials** for work with young children. Practical advice, including sewing and construction techniques, is provided for students who need additional assistance.

Observation is at the core of the Montessori guide's work. During 250 hours of observation of children aged birth to three, students take detailed notes about what they see, and interpret these observations through the lens of Montessori theory and practice. 30 hours of supervised observation will be completed at Montessori Northwest during our course blocks and will be arranged by the training center. During this time, students undertake supervised practice, working with children in our model environments for infants and toddlers. Students will make their own arrangements for the remaining 220 hours of observation during the intervening academic year.

In addition to the creation of teaching manuals, students also learn important **professional skills** such as working with and supporting parents; assessing the different stages of movement, language, and personality development; and deciding how and when to present activities and materials.

Comprehensive **written and oral examinations** at the end of the second summer verify that each student has met the standards of the Association Montessori Internationale.



OVERVIEW OF ASSIGNMENTS

Name of Assignment	Description	Page
Theory Album	A compendium of information that describes and explains Montessori's theories of child development	30
Reference Albums:	Reference Albums are the student's teaching manuals, which they create themselves. They are invaluable resources for future work with children.	33
Medical Text	Contains information on obstetrics, nutrition, anatomy and physiology, hygiene, normal development, and possible pathologies.	33
Home Environment	Describes the principles and practice of setting up a Home Environment, including design, furniture, activities, and safety.	33
Community Environments	Describes the principles and practice of setting up community environments such as a classroom or in-home school setting.	33
Child Neuropsychiatry	Describes the psychological, intellectual, and emotional development of the child, character development, and potential pathologies.	33
Psycho-Sensory-Motor Development	Describes the development of the child's physical body, including the integration of motor development and the senses.	33
Observation	Compendium of the student's observation experiences, including rough notes and polished summaries.	33, 50
Theory Paper	A 2000 word theory paper exploring the symbiotic period (or a topic of the student's choice, which must be pre-approved by the trainer).	36
Material Making:	Students create Montessori materials for use in home environments and school communities.	38-47
Practical Life	Students gather appropriate materials and components to create two complete Practical Life activities.	38
Sense-Stimulating	Students make or purchase two mobiles, two home environment toys, and a stereognostic bag with contents.	40
Language Cards	Students make two sets of language cards to assist children in the acquisition of language.	42
Gluing Box	Students make or purchase a particular type of wooden box and gather contents to be used in a classroom gluing activity.	45
Topponcino	Students sew, with assistance as needed, a traditional Topponcino, or "little mattress," that is used to gently cushion and move newborns.	46
Charts	Students color two charts (timelines) that are utilized for adult reference and parent information.	47
Supervised Practice	Students practice classroom lessons, as they would be presented to children, using the materials in the practice environments.	48

Observation	Students complete 250 hours observation of children aged birth to 3 yrs. 30 hours are completed on-site at the training center; the remaining hours are completed during the intervening year.	50
Practice Teaching (Supervised)	Students work directly with children on-site at the training center under the supervision of pedagogical staff.	52
Written Examinations	Students undertake Written Examinations at the end of the second summer to verify that they have achieved the standards of AMI	54
Oral Examinations	Students undertake Oral Examinations at the end of the second summer to verify that they have achieved the standards of AMI.	56

THEORY ALBUM

Due Date: April 9, 2016 (subject to change)

Description

The Theory Album is a compendium of information that describes and explains Maria Montessori's theories of child development and their application to work with children. The completed Theory Album will become a useful resource for parent information nights, for school newsletter articles, to refresh and deepen understanding, and as a study resource for Written and Oral Examinations at the end of the course.

Theory lectures are presented throughout the course. The Theory Album will include information provided in handout form, and notes that students record by hand and type up that summarize information provided in the Theory lectures and class activities. An appendix will include quotations from Maria Montessori's writings related to the subjects of the newborn, movement, and language. Students may continue to add to the Theory Album after the course finishes. The exact requirements for the Theory Album are listed on the Theory Album Check Sheet.

Components

Topics within the Theory Album are composed of different elements. The Theory Album Check Sheet will describe precisely which elements are required for each topic, such as:

- *Lecture Handouts* – these handouts, created by the Directors of Training, give detailed information about the theory topic. They are available for download from Google Drive.
- *Student Outline* – this is each student's outline of a theory topic, providing a useful "at-a-glance" overview. The process of outlining the information supports the student's engagement with it.
- *Student Reflection* – this is each student's personal reflection on the lecture topic, designed to deepen engagement. It may include anecdotes, opinions, and ideas for further reflection.
- *Class Notes* – these are clearly written, detailed, typed, edited summaries of class notes from discussions, lectures, and activities.
- *Supplementary Handouts* – these handouts provide additional information to enhance understanding. They are available for download on Google Drive.
- *Quotations* – Students submit of a minimum of twenty (20) detailed quotations from at least three (3) Montessori primary sources relating to the newborn, movement, and language.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of the Theory Album. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Theory Album, including any areas that need improvement or correction.
- See also "Assignment Submission" on page 22.

Criteria	Description	Ratings
On-time submission	The album is submitted at the start of class on the due date. (Note: Late submissions are recorded on the student's Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation).	not rated
Organization	The album reflects the order and content specified by the Trainer	pass / no pass
	The table of contents lists each theory topic and accurately corresponds to page numbering throughout the album.	pass / no pass
	Labeled tab dividers separate each topic	pass / no pass
	Album is submitted in a three-ring binder with student's name and album title on spine	pass / no pass
	The three-ring binder is neither over- nor under-filled; it holds the contents appropriately	pass / no pass
Clarity	Information is stated in clear language that is concise and accurate	pass / no pass
	Class Notes reflect attention to the lecture and understanding of the lecture content	pass / no pass
	There is sufficient detail to express key concepts	pass / no pass
Usefulness	Information is accessible and easy to follow	pass / no pass
	Information would provide a sufficient basis to present in another context – as a parent night, for example, or a written essay	pass / no pass
Completeness	All components are present as specified by the Trainer	pass / no pass
	All key concepts of each Theory lecture are present	pass / no pass

Neatness	Pages are unblemished and clean with no handwritten corrections.	pass / no pass
	Text is formatted consistently using a readable (non-decorative) font.	pass / no pass
	Print quality is crisp and clear	pass / no pass
Professional Appearance	Text is free of typographical and grammatical errors	pass / no pass
	Formatting is consistent and streamlined	pass / no pass

REFERENCE ALBUMS

Due Dates (subject to change) **Home Environment: Dec 19, 2015**

Psycho-Sensory-Motor Development: Feb 6, 2016

Community Environments: May 7, 2016

Child Neuropsychiatry: Sept 3, 2016

Medical Text: Sept 24, 2016

Description

In the AMI Assistants to Infancy training, students create Reference albums. These albums are teaching manuals, offering an invaluable resource for future work. The albums are Medical Text, the Home Environment, Community Environments, Child Neuropsychiatry, Psycho-Sensory-Motor Development, and Observation.

Some albums contain information that describes principles of and activities in the Assistants to Infancy environments and explain how these concepts and/or activities are relevant to children ages 0-three. After the demonstration, students make notes regarding the steps, verbal prompts and interactions that successfully introduce the child to the material or concept. The Trainers will answer questions or clarify steps after the entire presentation has been demonstrated. Students will then practice with the material. After sufficient practice, each student will type his/her notes into polished final form. These clear descriptions of how to present the materials – and any required photos, illustrations, or diagrams – will form some of the Reference albums.

You will receive lectures on each area of the Assistants to Infancy environment; its basis in Montessori theory, its organization, its relevance to child development, and the origins and inter-relationships of the materials within it. These lectures are also typed into polished notes and form the introduction to each album. Other handouts, illustrations, and related materials may also be a required part of each album; if required, they will be listed on the Check Sheet for each album.

The accuracy of the Reference albums is the student's responsibility. Staff will offer strategies, feedback and assistance to help students achieve accurate and comprehensive yet succinct albums.

Components

Each Reference Album is composed of the following elements. Exact requirements are listed on each Check Sheet:

- *Student Synthesis* – Students create their own description of how each area of the Montessori classroom supports child development. Each student's original synthesis reflects understanding of developmental purposes, combined with their own observations, connections and insights. The process of creating the student synthesis deepens the students' understanding of how Montessori theory directly informs classroom practice. To create the student synthesis, students describe the characteristics of each developmental principle, discuss how that principle is supported throughout the area, and provide examples of materials/activities in the area that support this developmental principle.
- *Presentations* – these are descriptions of how to present each material, typed and edited, created from the student's own notes and refined through Supervised Practice.
- *Illustrations* – Illustrations enhance the presentations by providing visual cues and a quick visual reference. Most presentations require at least one illustration. See Assessment Criteria for illustration guidelines and requirements.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of the Reference Albums. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Reference Albums, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

REFERENCE ALBUMS

Assessment Criteria

Criteria	Description	Ratings
On-Time Submission	The album is submitted at the start of class on the due date. (Note: Late submissions are recorded on the student's Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation).	not rated
Organization	The album reflects the order and content listed as specified by the Trainer	pass / no pass
	Presentations are distinct from one another and are easy to locate	pass / no pass
	The table of contents lists each presentation and accurately corresponds to page numbering throughout the album.	pass / no pass
	Album is submitted in a three-ring binder with student's name and album title on spine	pass / no pass
Clarity	Information is stated in clear language that is concise and accurate	pass / no pass
	Notes reflect attention to the demonstration and understanding of the purposes	pass / no pass
	There is sufficient detail to express key steps, verbal prompts, and interactions	pass / no pass
Usefulness	Information is accessible and easy to follow	pass / no pass
	Information would provide a sufficient basis to present in another context – as a parent night, for example, or a written essay	pass / no pass
Completeness	All components are present as specified by the Trainer	pass / no pass
	Material lists, age, purposes, and preparations are described for each presentation	pass / no pass
	All key steps, prompts, and interactions are present	pass / no pass
	Any related activities and/or following activities are present	pass / no pass
	Any quotations provided for each lecture topic are present	pass / no pass
Illustrations (including hand-made, computer generated, photos, or templates)	Illustrations accurately reflect any descriptions/requirements as specified by the Trainer	pass / no pass
	Illustrations are of sufficient size that all relevant detail can be clearly seen	pass / no pass
	Illustrations are neat and clear, showing color-coding and relative size of material components	pass / no pass
	Illustrations offer a lifelike depiction of the material	pass / no pass
	Every illustration is accurately labeled, including material measurements/dimensions	pass / no pass

(continued on next page)

Neatness	Pages are unblemished and clean with no handwritten corrections	pass / no pass
	Text is formatted consistently using a readable (non-decorative) font	pass / no pass
	Images are clear, sized so that all necessary detail can be seen, and represent the material	pass / no pass
	Hand-coloring is neat, even, and precise	pass / no pass
Professional Appearance	Text is free of typographical and grammatical errors	pass / no pass
	Formatting is consistent and streamlined	pass / no pass
Originality	Presentations are the original work of the student	pass / no pass
	Illustrations are the original work of the student (unless given handout form, or permission from the Trainer has been granted for students to take photographs of materials)	pass / no pass

THEORY PAPER

Due Date: April 9, 2016 (subject to change)

Description

A Theory Paper is a 2000 word original essay which explores the symbiotic period, the first 8-9 weeks after birth. The student will produce a synthesis of information given in class regarding the symbiotic period, combined with their own research. Alternatively, the student may explore a topic of their own choice from Montessori theory or practice which is of particular interest to them. Alternative topics must be approved by the Trainer.

The essay may include additional published sources from outside the Montessori literature, at the discretion of the student.

For students enrolled in the Masters Program at Loyola University, papers will be written in the American Psychological Association (APA) style format.

Components

Regardless of the topic chosen, each student's essay will include the following:

- Sufficient breadth of sources (minimum 3)
- Original synthesis of ideas/arguments clear and coherent structure
- Clear synthesis of ideas/arguments
- Direct quotations and paraphrased material cited in the text reference citations in a consistent formatting style
- Reference citations in a consistent formatting style
- Complete Bibliography of all works referenced
- APA style formatting (if enrolled at Loyola University)

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of the Theory Paper. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Theory Paper, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
- See also "Assignment Submission" on page 22.

THEORY PAPER

Assessment Criteria

Criteria	Description	Ratings
On Time Submission	The Essay is submitted at the beginning of class on the due date. (Note: Late submissions are recorded on the student's Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation)	not rated
Sufficient length	The paper is 2000 words in length	pass / no pass
Clarity of exposition	All parts of the paper relate to the paper topic	pass / no pass
	Arguments/positions are clearly expressed and supported by source material	pass / no pass
Incorporation of Source Material	Source material is appropriately cited	pass / no pass
	The student discusses the source material in support of their general argument	pass / no pass
	A complete bibliography of all works reviewed is present	pass / no pass
	For students attending the Master's Program and Loyola University, the essay follows APA style format	pass / no pass
Professional Appearance	Pages are clean and unblemished with no handwritten corrections	pass / no pass
	Formatting is consistent	pass / no pass
	Typographical and grammatical errors are absent	pass / no pass
	Student's name and course number are clearly labeled on the assignment	pass / no pass
	Pages are numbered and secured with a staple or paperclip	pass / no pass

MATERIAL MAKING: PRACTICAL LIFE

Due Dates (subject to change)

Description

Practical Life material making offers students the opportunity to apply Montessori principles to the creation of real Practical Life activities that they will use in their own classrooms with children.

For this assignment, students create two complete Practical Life activities. This can be similar to an activity that is currently on the Practical Life shelf at MNW, or can be an original activity. These activities will include all components necessary for a complete exercise as they would appear on a material list, and should be ready to put on a shelf for use by children.

The complete exercises should reflect the characteristics of the Practical Life materials and the elements of a Practical Life exercise, such as the purposefulness of a real activity, developmental appropriateness, child-size items, color-coding, and attractiveness.

Resupply for the activity are not required. Common objects such as aprons are optional.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of Practical Life Material Making. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Practical Life material, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
- See also “Assignment Submission” on page 22.

Criteria	Description	Ratings
On Time Submission	Material is submitted at the beginning of class on the due date. (Note: Late submissions are recorded on the student’s Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation)	not rated
Color Coding	Color coding is consistent and logical, as appropriate	pass / no pass
Durable Construction	All components of the material are sturdy and would stand up to regular use	pass / no pass
Developmentally Appropriate	The difficulty or challenge offered by the material is appropriate to the target age group	pass / no pass
	The weight and size of each component of the activity is developmentally appropriate	pass / no pass
Aesthetically Pleasing	Material would be attractive and appealing to a young child	pass / no pass
Safety	Material meets safety standards discussed in class (i.e.: non-toxic, etc)	pass / no pass
Natural Materials	Natural materials (wood, fiber, metal, etc) are present in the activity, if appropriate	pass / no pass
	Human-made materials (plastics, etc) are kept to a minimum and used only when a natural alternative is not appropriate	pass /no pass
Complete (resupply not needed)	All components needed to successfully complete the activity are present	pass / no pass

MATERIAL MAKING: SENSE-STIMULATING

Due Dates (subject to change)

Description

Sense-stimulating material making offers students the opportunity to apply Montessori principles to the creation of real sense-stimulating activities that they will use in their own classrooms with children.

For this assignment, students create multiple sense-stimulating activities. They will include all the components necessary for a complete exercise as they would appear on a material list, and should be ready for use by children.

The following activities are required, and will be described in detail by pedagogical staff during class:

For the young child in the home environment:

- 2 mobiles
- 2 home environment activities

For the older child in the Infant Community

- Stereognostic bag and contents

The complete exercises should reflect the characteristics of the sense-stimulating materials and the elements of a sense-stimulating activity, such as purposefulness, developmental appropriateness, child-size items, use of natural materials (when appropriate), and attractiveness.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of Sense-stimulating Material Making. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Sense-stimulating material, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
- See also “Assignment Submission” on page 22.

MATERIAL MAKING: SENSE-STIMULATING

Assessment Criteria

Criteria	Description	Ratings
On Time Submission	Material is submitted at the beginning of class on the due date. (Note: Late submissions are recorded on the student's Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation)	not rated
Durable Construction	All components of the material are sturdy and would stand up to regular use	pass / no pass
Developmentally Appropriate	The difficulty or challenge offered by the material is appropriate to the target age group	pass / no pass
	The weight and size of each component of the activity is developmentally appropriate	pass / no pass
Aesthetically Pleasing	Material would be attractive and appealing to a young child	pass / no pass
Safety	Material meets safety standards discussed in class (i.e.: non-toxic, etc)	pass / no pass
Natural Materials	Natural materials (wood, fiber, metal, etc) are present in the activity, if appropriate	pass / no pass
	Human-made materials (plastics, etc) are kept to a minimum and used only when a natural alternative is not appropriate	pass /no pass

MATERIAL MAKING: LANGUAGE CARDS

Due Dates (subject to change)

Description

Language card material making offers students the opportunity to apply Montessori principles to the creation of real language activities that they will use in their own classrooms with children. For this assignment, students choose a classification of simple, everyday vocabulary accessible to a young child and produce two different card sets.

Each student will complete this card set:

-Cards only: one set of cards with pictures (target words)



Students choose only one of the following card sets to complete:

-**Cards + Identical Object:** one set of cards with pictures, and includes real objects which match the pictures exactly (example: there is a real object such as a pink comb, and a card on which is a picture that matches the comb exactly in appearance and size).



-**Cards + Similar Object:** one set of cards with pictures, and includes objects that are non-identical but represent the pictures (example: card shows a brown cow, but the real object is a black & white cow).



These language card sets will include all the components necessary for a complete exercise as they would appear on the shelf, and should be ready for use by children.

IMPORTANT NOTE: Cards will be submitted un-laminated. When cards have been accepted and any corrections made, the student can laminate them or have them professionally laminated. To avoid unnecessary time and expense with this assignment, please do not laminate cards before submitting them for acceptance.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of Language Card Material Making. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about Language Card material, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted. See also “Assignment Submission” on page 22.

MATERIAL MAKING: LANGUAGE CARDS

Assessment Criteria

Criteria	Description	Ratings
On Time Submission	Material is submitted at the beginning of class on the due date. (Note: Late submissions are recorded on the student's Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation)	not rated
Complete	Each card set contains 3 to 6 images	pass / no pass
	Images are within the same classification (clothes, animals, utensils, etc)	pass / no pass
	Each card shows one clear, isolated image	pass / no pass
Durable Construction	Cards are printed on durable cardstock.	pass / no pass
	Any containers, such as a basket or tray, would stand up to regular classroom use	pass / no pass
Developmentally Appropriate	The difficulty or challenge offered by the material is appropriate to the target age group	pass / no pass
	The activity corresponds to the purposes of the Language area.	pass / no pass
Image Quality	Images are clear, lifelike, high resolution (no visible pixels), and isolate the target object	pass / no pass
	Images are not stretched or compressed to fit the space on the card	pass / no pass
	If hand-drawn/colored, the images are neat, and are evenly and consistently colored.	pass / no pass
Uniform Size	Cards within a set are the same size (rare exceptions to this will be discussed in class).	pass / no pass
	Objects on cards are of a relative size. For example, in a set "Types of Balls," the soccer ball would appear larger than a tennis ball.	pass / no pass
Labeled	Every card is labeled clearly on the back with the name of the image, correctly spelled.	pass / no pass
Contained Together	Each set of Language Cards is clearly a complete activity, placed in a basket, tray, or some similar container.	pass / no pass
Aesthetically Pleasing	Material would be attractive and appealing to a young child	pass / no pass

cont'd

Additional requirements for Card Set + Identical Objects		
Criteria	Description	Ratings
1:1 Cards to Objects	There is an identically matching object for each image on a card.	pass / no pass
Durable	Objects are durable and would stand up to regular use.	pass / no pass

Additional requirements for Card Set + Similar Objects		
Criteria	Description	Ratings
Similar Object for each Card	There is a similar – but not identical – object for each image on a card	pass / no pass
Realistic Depiction	Objects represent accurate, realistic depictions of their real life equivalents (for example: a small horse figurine would look like a miniature horse, not like a comical toy horse)	pass / no pass
Durable	Objects are durable and would stand up to regular use	pass / no pass

MATERIAL MAKING: GLUING BOX

Due Dates (subject to change)

Description

The Gluing Box activity offers students the opportunity to apply Montessori principles to the creation of a real gluing box that they will use with children.

For this assignment, the student purchases or makes a wooden gluing box and then assembles all the components needed for a complete gluing box activity. The student also has the option to make the gluing box themselves, but must adhere to the same standards of quality as a purchased box. Exact details on the required components of the gluing box will be provided in class.

Resupply for the activity are not required.

Assessment and Grading

- This assignment is graded on a pass/no pass basis
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of Gluing Box Material Making. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted
- Students receive feedback about their gluing box, including any areas that need improvement or correction
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted
- See also “Assignment Submission” on page 22.

MATERIAL MAKING: GLUING BOX

Assessment Criteria

Criteria	Description	Ratings
On Time Submission	Material is submitted at the beginning of class on the due date. (Note: Late submissions are recorded on the student’s Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation)	not rated
Durable Construction	All components of the material are sturdy and would stand up to regular use	pass / no pass
Developmentally Appropriate	The difficulty or challenge offered by the material is appropriate to the target age group	pass / no pass
	The weight and size of each component of the activity is developmentally appropriate	pass / no pass
Safety	Material meets safety standards discussed in class (i.e.: non-toxic, etc)	pass / no pass
Aesthetically Pleasing	Material would be attractive and appealing to a young child	pass / no pass
Complete (Resupply not Needed)	All components needed to successfully complete the activity are present	pass / no pass

MATERIAL MAKING: TOPPONCINO

Due Dates (subject to change)

Description

Topponcino material making offers students the opportunity to apply Montessori principles to the creation of a topponcino, a type of small, oblong, flat mattress that provides both comfort and security for the newborn. It is used to hold and carry the baby, or to hand the baby to another person.

For this assignment, students create a topponcino using fabric, batting, thread and a sewing machine. Students with no sewing experience will be provided with assistance in learning basic sewing techniques and use of a sewing machine. Exact instructions, including a sewing pattern, will be provided in class.

Assessment and Grading

- This assignment is graded on a pass/no pass basis
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of Topponcino Material Making. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted
- Students receive feedback about their topponcino, including any areas that need improvement or correction
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted
- See also “Assignment Submission” on page 22.

MATERIAL MAKING: TOPPONCINO

Assessment Criteria

Criteria	Description	Ratings
On Time Submission	Material is submitted at the beginning of class on the due date. (Note: Late submissions are recorded on the student’s Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation)	not rated
Durable Construction	Construction/components of the topponcino are sturdy and would stand up to regular use, including frequent laundering.	pass / no pass
Appropriately Sized	Topponcino is sized appropriately to carry and move an infant	pass / no pass
	The weight and size of each component of the activity is developmentally appropriate	pass / no pass
Safety	Material meets safety standards discussed in class (i.e.: non-toxic, etc)	pass / no pass
Natural Fibers	Material would be attractive and appealing to a young child	pass / no pass
Aesthetically Pleasing	All components needed to successfully complete the activity are present	pass / no pass

MATERIAL MAKING: CHARTS

Due Dates (subject to change)

Description

Chart material making offers students the opportunity to apply Montessori principles to the creation of pictorial charts that describe developmental progressions and typical physical/cognitive growth. These charts are used to assist adults in their understanding of child development, and can be employed as visual aids in school parent nights and parent education classes, and displayed prominently in non-classroom areas of a school.

For this assignment, students purchase uncolored charts from MNW at cost price. Students then color the charts neatly and accurately as instructed by pedagogical staff. There are two charts that students will complete:

- Internal/External Pregnancy Chart, illustrating the various stages of pregnancy and development after birth.
- Psycho-Sensory-Motor Development chart, illustrating the stages of physical and cognitive development of the child from birth to three years old.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of Chart Material Making. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their charts, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
- See also “Assignment Submission” on page 22.

MATERIAL MAKING: CHARTS

Assessment Criteria

Criteria	Description	Ratings
On Time Submission	Material is submitted at the beginning of class on the due date. (Note: Late submissions are recorded on the student’s Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation)	not rated
Use of Template	Student uses the blank chart templates provided by MNW	pass / no pass
Neatness	Color is applied carefully, within the lines, evenly and consistently, producing a neat finish	pass / no pass
	Colors are accurate and life-like	pass / no pass
Accurate and Lifelike	The entire chart is colored as instructed by pedagogical staff.	pass / no pass
Completeness	Student uses the blank chart templates provided by MNW	pass / no pass
Visually Pleasing	All components needed to successfully complete the activity are present	pass / no pass

SUPERVISED PRACTICE

Due Dates (subject to change)

Description

Supervised Practice is scheduled time during class hours when students practice with the Montessori materials under staff supervision, without children, in the MNW model classroom. The supervising staff member is available to clarify points or offer suggestions.

Supervised Practice is scheduled regularly throughout the course so that students can practice with the materials after seeing the demonstration. There are also long periods of Supervised Practice scheduled prior to Oral Exams. Staff members have regularly observed that those students who practice frequently and consistently are more confident in advance of Oral Examinations.

During Supervised Practice students work in small groups or pairs to refine presentation techniques and deepen understanding of the materials. One student acts as the teacher, and one person acts as the “child”. In small groups, there may be another student who offers guidance from their notes. As each student’s experience and proficiency grows, notes are used less and less, progressing to a level of mastery in which notes are unnecessary. Other students in the group may observe and give constructive and respectful feedback to the presenter. This collaborative environment supports effective practice.

It is important to remember that Supervised Practice is a process of accumulating skill and experience. It is expected that students will at first be unfamiliar with the materials, and will increase in ability as they progress through the course. An attitude of “friendliness with error” is strongly emphasized, with mistakes seen as opportunities for growth and improvement.

Assessment and Grading

- During Supervised Practice, MNW pedagogical staff members observe students while they practice with the materials and each other. If a staff member observes a student consistently performing at the Practice Level (1), the staff member will offer constructive feedback on how the student can improve their performance. Please note: it is normal for students to perform at the Practice Level when they are first practicing presentations, with an expectation that they will improve with time and practice
- Students are expected to conduct frequent self-evaluations using the Assessment Criteria, noting any areas of challenge and seeking assistance when needed
- It is expected that students have achieved at least a Competent Level (2) in all materials/activities prior to undertaking Oral Examinations. It is the student’s responsibility to improve their Supervised Practice performance as needed based on their own self-evaluations, and on feedback received from pedagogical staff members

SUPERVISED PRACTICE

Assessment Criteria

Note: the use of the term “children” in this rubric always refers to other adult students in the class who take the place of real children during practice.

Criteria	1 – Practice level	2 – Competent level	3 – Mastery level
Planning and Preparation	Student does not appear prepared to present the material. Student does not check the material prior to presentation.	Student is prepared to present the material. The level of proficiency demonstrated by the student indicates adequate practice of the presentation.	Student is prepared to present the material. The level of proficiency demonstrated by the student indicates extensive practice with the presentation
Presentation	Student makes significant errors in the presentation of the lesson. The student fails to connect the children to the material. Student must frequently check their notes to clarify steps.	Student presents the lesson with a basic level of accuracy. Some minor errors are present. The lesson creates a solid initial connection between the children and the material. Student can produce a basic level of accuracy without checking their notes.	Student presents even complex lessons with a high degree of accuracy. Errors are absent. Lesson creates a strong connection between the children and the material. Student can produce a high level of accuracy without checking their notes.
Confidence and Enthusiasm	Student is consistently hesitant and unsure. Student shows a consistent lack of enthusiasm for the lesson.	Student is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Student is generally enthusiastic throughout the presentation.	Student is confident and poised, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the children. Enthusiasm is conveyed to the children.
Modeling	Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant. Student does not model behavior that conveys respect for people, materials, and the environment.	Student models appropriate behavior most of the time, including physical movements, social interactions and interaction with the environment. Lapses in appropriate modeling are minor and infrequent.	Student models appropriate behavior habitually. Physical movements are graceful and mindful, social interactions are confident and generous, and interactions with the environment are precise and respectful. Lapses in modeling are absent.
Rapport and Respect	Student does not establish rapport with the children. Interactions with children lack warmth or are not age-appropriate. Interactions do not convey respect.	Student establishes sufficient rapport with the children to successfully accomplish the lesson. Student generally shows respect towards the children.	Student conveys a warm and welcoming manner, inviting joyful rapport with the children. Strong rapport contributes to a successful presentation. Student respects the children’s experiences, ideas, and contributions.
Professional Attitude	Student demonstrates significant lapses in professionalism. Student may interact inappropriately with other students. Voice volume may be loud or poorly modulated. Feedback to other students may be inappropriate, harsh, judgmental, or negatively-	Student maintains a generally professional demeanor, interacting respectfully with other students, with few lapses. Feedback to other students is generally helpful and courteous.	Student’s interactions with other students are consistently professional and courteous. Student’s overall demeanor is habitually professional. Voice volume is appropriately modulated. Feedback to other students is useful, balanced, and brief.
Reflection & Self-Evaluation	Student is unable to reflect on the strengths and weaknesses of their presentation. Self-evaluation is unbalanced, being either too permissive or too harsh. Student is unable to formulate a plan for future improvement of the presentation.	Student is able to reflect on the strengths and weaknesses of their presentation. Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. Student can formulate a basic plan for future improvement of the presentation.	Student can accurately reflect on the strengths and weaknesses of their presentation, self-evaluating easily and without judgment. Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement.
Appropriate Dress and Grooming	Student’s appearance and grooming does not convey respect and may be distracting to the child or others. This may include revealing clothing, large and/or dangling jewelry, and long hair that is unkempt or allowed to hang free.	Student’s appearance and grooming convey moderate respect. Attire is generally neat and not revealing. Hair and jewelry are not excessively distracting.	Student’s appearance and grooming conveys respect and a significant level of professionalism. All aspects of the student’s appearance are planned to be appealing and not distracting to the child.

OBSERVATION

Observation Dates (dates subject to change)

Observation Sessions: **Saturdays 12:00pm-2:30pm**

2015 Dates: 9/26, 10/3, 10/10, 11/21, 12/5, 12/12, 12/19

2016 Dates: 2/6, 2/13, 2/20, 2/27, 3/5 (additional dates may be added if available)

Observation assignments and paperwork completed during off-block times will be submitted as part of the Observation album. The date for submission of the Observation album will be given in advance.

Directions

Observation allows students to continue their study of the child in various settings with real children. During observation, interaction with children is kept to a minimum. This provides students with the opportunity to silently observe children and record their behavior. Each student will also work directly with children in the MNW prepared environment as Practice Teaching.

AMI requires a minimum of 250 observation hours. MNW assists students by organizing observations of infants and toddlers in the prepared environment on-site; this provides students with approximately 30 observation hours. Students who do not achieve the required 250 hours due to absence or illness should meet with pedagogical staff to discuss alternative options for achieving the requirement. More information about observation will be given to students in class.

Objectivity is of key importance during observation, and pedagogical staff will instruct students regarding how to achieve a neutral, clinical mindset, resulting in objective observation. Students will learn how to extract information from their raw notes, identifying themes and patterns in children's behavior. By identifying these patterns, student will learn how to better meet the needs of children under their care.

During observations, students take notes about what they observe. These notes are summarized into typewritten format, and the child's behavior is examined through the lenses of movement, communication, food, work with materials, social interactions, toileting, clothing, sleeping/walking time, and relationships.

Students compile their raw notes and typed summaries into an Observation Album. This will include:

- a section for each child observed
- a simple diagram of the room or classroom
- a log of the student's observation hours of children of different age groups
- the student's raw notes
- photographs of the children observed and/or the environments

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of observation. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about Observation assignments, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
- See also "Assignment Submission" on page 22.

OBSERVATION

Assessment Criteria

Criteria	Description	Ratings
On time submission	Student submits all required documents on time and complete at the beginning of class on the first day they return to Montessori Northwest after Observation	not rated
Attendance	Student accrues a minimum of 250 total hours of Observation	pass / no pass
	Student accurately records their hours on the Hours Sheet, which is totaled by them and signed by the AMI Host Teacher	pass / no pass
Write responses to Observation daily tasks	Student uses a single journal to record responses to daily tasks	pass / no pass
	Student's handwriting is legible	pass / no pass
	Student writes out each day's daily tasks, beginning a new section in the journal	pass / no pass
	Student's responses include a narrative description and a separate interpretive response	pass / no pass
	Student's responses show understanding of, and engagement with, the daily tasks	pass / no pass
Maintain a professional presence in the school community	Student completes background check process in a timely manner	not rated
	Student behaves courteously and respectfully to all school staff and children	pass / no pass
	Student informs the host school of any anticipated late arrivals or absences	pass / no pass
	Student interacts minimally with children during Observation	pass / no pass
	Student demonstrates a calm, neutral, and professional demeanor	pass / no pass
	Student maintains confidentiality at all times	pass / no pass

PRACTICE TEACHING

Due Date

No specific due date - ongoing

Directions

Practice Teaching allows students to directly apply their knowledge of the Montessori materials and child development to work with children on-site in the MNW model classroom environment. Several students work directly with children in either the Home Environment or the Infant Community, observing the children and attending to all aspects of their needs, including feeding, toileting, soothing, and engaging. Other students will observe from a discreet distance and take required observation notes.

Practice Teaching allows students to experience the natural rhythms of both a Home Environment and an Infant Community. In the case of the latter, students will have the opportunity to present activities to children that the student has practiced and refined during Supervised Practice.

MNW requires that all students participate in Practice Teaching and be observed by, and receive feedback from, the Trainer regarding their interactions with the children. The Trainer will offer feedback on the student's performance including areas of accomplishment, and any areas that need improvement or correction.

Assessment and Grading

- During Practice Teaching, MNW pedagogical staff members observe students while they work with children. Students achieving a score of 1 in any category must meet with the Trainers to discuss strategies to improve the requisite skills. It is expected that by the end of Practice Teaching, the student will have implemented the strategies discussed to improve their performance and consistently achieve 2 or higher.
- Students are expected to conduct frequent self-evaluations during Practice Teaching using the Assessment Criteria noting any areas of challenge and seeking assistance when needed.

PRACTICE TEACHING *Assessment Criteria*

Criteria	1 – Below expectations	2 – Meets expectations	3 – Exceeds expectations
Planning and Preparation	Student does not appear prepared for lesson. Student invites child/children for whom the lesson is inappropriate or poorly timed. Student needs to confer with their host teacher prior to presenting the material.	Student is prepared for the lesson. The level of proficiency demonstrated by the student indicates adequate practice of the presentation. The child/children selected for the lesson seem generally ready for and receptive to the lesson.	Student is prepared for the lesson. The level of proficiency indicates extensive practice of the presentation. The child/ children selected for the lesson appears to have received necessary preliminaries and are primed to receive the lesson.
Presentation	Student makes significant errors in the presentation. The student fails to connect the child to the material.	Student presents the lesson with a basic level of accuracy. Some minor errors are present. The lesson creates a solid initial connection between the child and the material.	Student presents even complex presentations with a high degree of accuracy. Errors are absent. The presentation creates a strong connection between the child and the material.
Control of Situation	Student frequently loses control of situation. Student cannot manage interruptions by other children. Student needs assistance from host teacher to keep control of situation. Student doesn't maintain clear boundaries for child.	Student keeps a basic level of control. Student controls the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. Student maintains boundaries regarding the child's behavior.	Student assumes and maintains a welcoming and authoritative demeanor throughout the presentation, inviting cooperation from the child. Student sets and maintains clear boundaries for the child's behavior.
Observation and Follow up	Student does not observe the child following a presentation. Student does not follow up with the child as needed following a presentation.	Student observes the child following the presentation. Student may follow up with some additional assistance to the child.	Student closely observes the child following the lesson, offering appropriate assistance as needed to enhance child's connection to the material. Student shows an understanding of when to withhold teacher intervention to support exploration and discovery.
Confidence and Enthusiasm	Student is consistently hesitant and unsure. Student shows a consistent lack of enthusiasm for the lesson.	Student is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Student is generally enthusiastic throughout the presentation.	Student is confident and poised, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the child, and conveys this sincere enthusiasm to the child.
Modeling	Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant.	Student models appropriate behavior most of the time, including physical movements, social interactions and interaction with the material. Lapses in appropriate modeling are minor and infrequent.	Student models appropriate behavior habitually. Physical movements are graceful and mindful, social interactions are confident and generous, and inter-actions with the materials are precise and respectful. Lapses in modeling are absent.
Rapport and Respect	Student does not establish rapport with the child. Interactions with child/children lack warmth or are not age-appropriate. Interactions do not convey respect.	Student establishes sufficient rapport with the child to successfully accomplish the lesson. Student generally shows respect towards the child.	Student conveys a warm and welcoming manner, inviting joyful rapport with the child. Strong rapport contributes to a successful presentation. Student respects the child's experiences & contributions.
Professional Attitude and Appearance	Student demonstrates lapses in professionalism including, but not limited to problematic attendance or breeches in confidentiality. Student may interact inappropriately with host staff. Elements of the student's appearance (including attire, grooming, expressions or gestures) may be inappropriate. Voice volume may be loud or poorly modulated.	Student maintains a generally professional demeanor, interacting respectfully with host staff. Student's attire, grooming, expressions, voice volume and gestures are generally professional, with few lapses. The student is rarely late and notifies the host of any anticipated absences.	Student's interactions with host staff are consistently professional and courteous. Student's overall physical appearance, including attire, grooming, facial expressions and gestures, are habitually professional. Voice volume is appropriately modulated. The student is always on time.
Reflection and Self-Critique	Student is unable to reflect on the strengths and weaknesses of their presentation. Self-critique is unbalanced, being either too permissive or too harsh. Student is unable to formulate a plan for future improvement of the presentation.	Student can reflect on the strengths and weaknesses of their presentation. Self-critique is balanced, with both achievements and challenges receiving equal attention. Student can formulate a plan for future improvement of presentation.	Student can accurately reflect on the strengths and weaknesses of their presentation, self-critiquing easily and without judgment. Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement.
Assignment	It is not evident that all tasks have been completed.	It is evident that all tasks have been completed.	All tasks have been completed while also demonstrating elevated levels of professionalism, preparation, and reflection.

WRITTEN EXAMINATIONS

Written Examination Dates (subject to change)

Written Examination – Paper A: September 21, 2016

Written Examination – Paper B: September 23, 2016

Directions

Throughout the course, students participate in activities to orient themselves to the exam experience. Pedagogical staff will offer suggestions and guidance to support preparation.

Written Examinations occur over two days. On *each* day, the student is given three hours to complete the examination. On each day of Written Examinations students are given seven questions *from which they choose four to answer*. No extra credit is given for answering more than four questions. Students are expected to plan their time accordingly (i.e., to answer four questions in three hours, students will allot approximately forty-five minutes to each question).

On the first day of Written Examinations (Paper A), students answer questions on Montessori theory topics. Students will use their Theory Albums to study for Paper A.

On the second day of Written Examinations (Paper B), students will answer questions focused on materials and activities in the Assistants to Infancy classroom and their purposes. Students will use their four Reference Albums to prepare for Paper B.

A student's Written Examination is identified by number so that the student remains anonymous during the grading process. Each student's identity is revealed only when all Written Exams have been scored.

All Reference Albums and the Theory Album must be accepted for the student to be eligible to sit for Written Examinations.

Assessment and Grading

Written Examinations are graded on a pass/no pass basis.

Paper A: Each question has a maximum possible score of 25, giving a maximum possible total of 100 points for Paper A. A student must achieve a cumulative score of 50 points or more to pass.

Paper B: Each question has a maximum possible score of 25, giving a maximum possible total of 100 points for Paper B. A student must achieve a cumulative score of 50 points or more to pass.

The Assessment Criteria on the following page describes the level of achievement that constitutes a passing score for each paper.

A student who does not pass Paper A and/or Paper B can re-sit the failed portion of the exam within twelve months. See page 21 for more information on AMI exams.

WRITTEN EXAMINATIONS

Assessment Criteria

Criteria	0 – 12 points	12.5 – 15 points	16 – 20 points	20 – 25 points
Answers all parts of the question	Student does not address all parts of the question.	Student addresses all parts of the question with sufficient but minimal detail.	Student addresses all parts of the question in moderate detail, offering some additional information to expand on key points.	Student addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points.
Identifies and defines key terms	Student does not identify or define key terms	Student identifies key terms and gives a brief definition.	Student identifies key terms and provides clear and accurate definitions for each. Explanations show a solid understanding of key terms.	Student identifies key terms and provides clear and accurate definitions for each. Explanations of key terms show a high level of integration and understanding.
Shows relevance	Student does not stay on-topic; information provided is not relevant to the question.	Student provides information that is relevant to the question. Student occasionally strays off-topic.	Student provides information that is relevant to the question, and rarely strays off-topic.	Student provides information that is relevant to the question, and consistently stays on-topic.
Shows coherence	Student's writing lacks organization and clarity, and is difficult to follow.	Student's writing shows a basic level of organization and clarity.	Student's writing shows logical organization and significant clarity. Most arguments, statements or explanations are clearly expressed and are easy to follow.	Student's writing shows strongly developed organization and a high level of clarity. Arguments and/or explanations are clearly elucidated and logically organized. The reader has no difficulty comprehending all arguments, statements or explanations expressed.
Shows depth of understanding	Student does not accurately define the concepts being discussed. Major conceptual errors are present. Student cannot identify basic connections between key concepts.	Student can accurately define the concepts being discussed. No major conceptual errors are present. Student can identify basic connections between key concepts.	Student can accurately define and elaborate on the concepts being discussed. No conceptual errors are present. Student can identify connections between key concepts and provide useful elaboration and examples.	Student can accurately define and eloquently elaborate on the concepts being discussed. Student demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them.
Offers supporting examples	Student provides no supporting examples.	Student provides few supporting examples. Examples are minimally described and are generally relevant to the topic.	Student provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic.	Student provides frequent, detailed supporting examples that strengthen the student's argument or explanation to a significant degree. Examples are always relevant to the topic, and offer an alternate lens through which to explore the topic.
Offers elaboration	Student offers no elaboration.	Student offers some basic elaboration.	Student offers some useful elaboration to support arguments or strengthen key points.	Student offers extensive, relevant and sophisticated elaboration that strongly supports arguments or strengthens key points.

ORAL EXAMINATIONS

Oral Examination Dates (subject to change)

Oral examinations are held from November 16-18, 2016

Students attend only one exam session that is approximately 3 hours in duration. Exact time scheduled by MNW Staff.

Students remain in the local area throughout the range of dates listed above.

Directions

Throughout the course, students participate in activities to orient themselves to the exam experience. Pedagogical staff will offer suggestions and guidance to support preparation.

Oral Examinations are held at the end of the course. They are conducted by a team of external AMI examiners who represent the Association Montessori Internationale. Students take the Oral Examination individually, presenting one material from each of the four areas of the Assistants to Infancy classroom (Practical Life, Language, Medical, and Child Neuropsychiatry) while being observed by one Examiner. Each Examiner questions each student in one area. The choice of material is made through a blind draw, and students have several minutes to inspect their material and consider their lessons before the examination begins. AMI Assistants to Infancy-trained teachers and staff from the Montessori community stand in as ‘the child,’ and maintain a neutral demeanor in this role.

At the beginning of each exam, the student is formally introduced to both the Examiner and the ‘child’. The student then begins the presentation of the material, entirely in the character of the teacher. The Examiner may halt the presentation at any time if he/she believes they have enough information to assess the student’s abilities. A conversation between the Examiner and the student follows each presentation focusing on the material, its relation to other materials, its relation to child development, and the underlying Montessori principles/theories that support this particular area.

During the 3 hour period of the examination, the student rotates between Examiners, taking approximately 30 minutes in each area to present the material and answer questions. Between each area, the student is asked to step outside the exam room so that the Examiner can write notes.

At the end of each day, the Exam Team meets to discuss the results of each student’s examination and participation in the course. After this meeting, Montessori Northwest pedagogical staff contacts students by phone to inform them of their exam results.

All Reference Albums and the Theory Album must be accepted and attendance at 90% or higher for the student to be eligible to sit for Oral Examinations.

Assessment and Grading

- Oral Examinations are graded on a pass/no pass basis.
- Four areas are examined: Practical Life, Language, Child Neuropsychiatry and Medical. Each area is worth 25 points.
- The student *must pass in each area*: a minimum score of 12.5 points is required in *each* of the four areas to satisfy the AMI requirement for Oral Examinations.

The Assessment Criteria on the following page describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.

A student who does not pass an area can re-sit the failed portion of the exam within 12 months. See page 21 for more information on AMI exams.

ORAL EXAMINATIONS

Assessment Criteria

Note: the use of the term “child” in the rubric below always refers to an AMI Assistant to Infancy -trained teacher or staff member from the Montessori community who takes the place of a real child during examinations.

Criteria	0 – 12 points	12.5 – 15 points	16 – 20 points	20 – 25 points
Presentation	Student is unable to present the activity to a basic level of proficiency. Major errors in sequencing or use of the materials are apparent. Clear movements and accurate explanations to the child are absent.	Student presents selected material to a basic level of proficiency. No major errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are sporadic.	Student presents selected material accurately and confidently, with no errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are present but not habitual.	Student presents the material accurately and confidently, with no errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are habitual.
Rapport	Student shows little awareness of, or connection to, the child.	Student shows a basic awareness of, and connection to, the child.	Student shows a moderate awareness of, and connection to, the child. Interactions are warm and age-appropriate.	Student is strongly attuned to the child. Student responds appropriately and flexibly to the child's interest. Interactions are warm, age-appropriate and help to stimulate the child's interest in the activity.
Knowledge of developmental norms regarding the activity	Student cannot accurately identify: <ul style="list-style-type: none"> - how to recognize the child's readiness for the activity - direct purposes of the activity 	Student can identify the following at a rote level, with no elaboration: <ul style="list-style-type: none"> - how to recognize the child's readiness for the activity - direct purposes of the activity 	Student can identify and elaborate on the following: <ul style="list-style-type: none"> - how to recognize the child's readiness for the activity - direct purposes of the activity 	Student can identify and elaborate on the following, showing a strong understanding between these points and other Montessori theories: <ul style="list-style-type: none"> - how to recognize the child's readiness for the activity - direct purposes of the activity
Knowledge of the activity in a wider context	Student is not able to identify: <ul style="list-style-type: none"> - which materials would precede and follow this activity - other activities that could be done with this material 	Student is able to identify the following at a basic, rote level: <ul style="list-style-type: none"> - which materials would precede and follow this activity - other activities that could be done with this material 	Student is able to identify and elaborate on the following, showing some knowledge of the material in a wider context: <ul style="list-style-type: none"> - which materials would precede and follow this activity - other activities that could be done with this material 	Student is able to identify and elaborate extensively on the following, showing a deep understanding of the material in a wider context: <ul style="list-style-type: none"> - which materials would precede and follow this activity - other activities that could be done with this material
Knowledge of the area	Student is unable to accurately identify: <ul style="list-style-type: none"> - the purposes of the area - its application to child development - its relationship to other areas in the environment. 	Student is able to accurately identify: <ul style="list-style-type: none"> - the purposes of the area - its application to child development - its relationship to other areas in the environment. 	Student is able to accurately identify and elaborate on: <ul style="list-style-type: none"> - the purposes of the area - its application to child development - its relationship to other areas in the environment. 	Student is able to accurately identify, elaborate, and offer theoretical explanations for: <ul style="list-style-type: none"> - the purposes of the area - its application to child development - its relationship to other areas in the environment.
Synthesis	Student is unable to identify connections between practical activities and applicable Montessori theories/ concepts, even with frequent prompting.	Student is able to identify basic connections at the rote level between practical activities and applicable Montessori theories/concepts, with frequent prompting.	Student is able to identify connections between practical activities and applicable Montessori theories/ concepts, with minimal prompting.	Student is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories/concepts, with no prompting.



montessori

NORTHWEST

A non-profit organization since 1979

Student Handbook

Bay Area Primary Course 2015-2017

50 Fell Street, San Francisco, CA 94102

Phone: (415) 992-8388

622 SE Grand Avenue, Portland, Oregon 97214

Phone: (503) 963-8992, Fax: (503) 963-8994

Email: info@montessori-nw.org

www.montessori-nw.org



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WELCOME TO MONTESSORI NORTHWEST

This handbook will provide you with the established policies and protocols maintained by Montessori Northwest (MNW). Please review this handbook thoroughly and familiarize yourself with its content.

As a prospective student, you are encouraged to review this handbook prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Mission Statement

To provide education honoring the pedagogical principles of Dr. Maria Montessori by offering AMI Montessori teacher education, professional development, parent education, and community outreach for the benefit of children throughout the world.

Accreditations, Affiliations, Licenses

Student policies are established by Montessori Northwest in accordance with the Association Montessori Internationale (AMI), the Montessori Accreditation Council for Teacher Education (MACTE), and the California Bureau for Private Postsecondary Education.

The Association Montessori Internationale (AMI)

AMI was founded by Dr. Maria Montessori to further her life's work, protect its integrity and guide the development of future Montessori programs. The pedagogical staff and the programs of Montessori Northwest meet AMI's standards for teacher training. A student's successful completion of the teacher education course leads to the diploma of the Association Montessori Internationale.

Association Montessori Internationale, 161 Koninginneweg, 1075 CN Amsterdam, the Netherlands, Phone: 011.31.20.679.8932, info@montessori-ami.org, www.ami-global.org

Montessori Accreditation Council for Teacher Education (MACTE)

The Primary Course at Montessori Northwest has been fully accredited by MACTE since 1996. MACTE is an internationally recognized accrediting body for Montessori teacher education. An accredited program is one that meets the MACTE standards for financial stability, comprehensive curriculum, credentialed staff and one that offers an array of services that respond to students' needs. The Montessori Accreditation Council for Teacher Education is recognized by the United States Department of Education as the national accreditor of Montessori teacher education institutions and programs throughout the United States.

MACTE, 108 Second Street, SW Suite #7, Charlottesville, VA 22902, Phone: (434) 202-7793, information@macte.org, www.macte.org

California Bureau for Private Postsecondary Education

Montessori Northwest is a private institution operating as a Non-profit 501(c)(3) and is approved to operate in the state of California by the Bureau for Private Postsecondary Education. Any questions that a student may have regarding this handbook that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education.

*BPPE, P.O. Box 980818 West Sacramento, CA 95798-0818. (888) 370-7589, (916) 431-6959 Fax: (916) 263-1897
www.bppe.ca.gov*

Questions regarding the policies in the MNW student handbook can be directed to MNW staff. If further information is needed, the staff may direct the inquirer to the MNW Board of Directors or to the appropriate affiliated organization. The student policies of Loyola University Maryland will also apply to students simultaneously enrolled in one of the cooperative programs of Montessori Northwest.

STAFF AND FACULTY

Administrative Staff

Jennifer Davidson, Executive Director	jennifer@montessori-nw.org
Robyn Ellis, Finance Manager	robyn@montessori-nw.org
Glenn Goodfellow, Executive Assistant	glenn@montessori-nw.org
Andrea Hippensteel, Admissions Director and Administrative Assistant	andrea@montessori-nw.org
Braden Pemberton, Director of Community Education	braden@montessori-nw.org
Angelika Steinberg, Administrative Assistant	sally@montessori-nw.org
Nicholas Stocco, Director of Communications	nick@montessori-nw.org

Primary Staff

Kate Andrade, Course Assistant	kate@montessori-nw.org
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Primary Faculty

Polli Soholt, Director of Primary Training	polli@montessori-nw.org
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Ms. Soholt is an AMI Primary trainer and consultant, having worked, most recently, at the Montessori Teacher Training Center of Northern California. She is a highly-regarded author and experienced Montessorian of over 40 years. Her writings on the classroom, parent education, and Montessori have been published in numerous journals. She has been a primary Montessori teacher for 29 years, and was owner and administrator of the San Jose Montessori School for 36 years.

Montessori Northwest Board of Trustees

Melissa Harbert, President
Amy Eshelby, Secretary
Kristen Grau, Treasurer
Carol Briggs, Board Member
Chris Finley, Board Member
Deborah Pratt, Board Member
Emily Daggett, Board Member
Kimberly Pray, Board Member
Jacqueline Cossentino, Board Member
Daniel Wasil, Board Member

FACILITIES

Location

Montessori Northwest is offering a satellite Primary Course in a historic 1932 Spanish Colonial Revival building at 50 Fell Street, San Francisco CA 94102. This space is shared with LePort Schools. MNW will be using two rooms for instruction space located on the third and fourth floor of the building. An elevator is available for students with mobility challenges.

Hours of Operation

The practice classroom and lecture space is shared with the LePort School; however, MNW students have full access to these classrooms on Wednesday-Saturday during the block schedule of classes. The MNW trainer will be available for an hour before class Wednesday- Friday. On Saturdays, the trainer is available 30 minutes before class and 30 minutes after class. Business may be conducted between 8:00am and 4:00pm Monday through Friday by calling Montessori NW at (503) 963-8992 to address business concerns or questions.

Entrance and Exit

MNW's main entrance on Fell Street is a secure entrance with a fingerprint access code at the door. The building has 5 exits.

Transportation and Parking

MNW can easily be accessed by public transportation and car.

By public transportation: All public transportation options can be accessed at www.sfmta.com. MNW is close to the Van Ness Muni station and the Civic Center BART station is 3 blocks away.

By car: There are several parking garages close by that require a daily fee.

By bike: To find the most appropriate bike route, go to <https://www.sfbike.org/resources/maps-route>. Please note, that there are no bike racks on the street. Unfortunately, bike theft is common. MNW assumes no responsibility for stolen bikes.

Personal Care

Dress and activity should be in accordance with the casual business atmosphere of our building. Personal grooming standards should allow for close proximity to other students, including the use of strong perfumes and colognes.

Visitors

Check in with a staff member prior to inviting a visitor to MNW. All visitors should check in at the Front Desk upon arrival, and will sign in and receive a visitor's badge.

Children at MNW

Visitors under the age of 12 should always be accompanied by an adult. Ask a staff member before inviting a child to use any materials in the prepared environment.

MNW is not equipped to have children visit for extended periods of time in our lecture classroom or in the model classroom during instruction time or supervised student practice. To preserve the professional adult learning environment at MNW, parents and caregivers may not bring children to MNW as a childcare option, such as in the case of sickness or school closure.

Student Lounge

There are two designated spaces for students to take breaks: a lounge on the fourth floor and the school courtyard. There is a staff lounge on the fourth floor that is a shared space for MNW students and LePort School staff. MNW students are requested to store food in cold pack lunch bags or a hot thermos due to limited space in the refrigerator. Students, as a community, are responsible for maintaining the cleanliness of the shared staff lounge area. In addition, there is an outdoor courtyard space for students during breaks. Students will be given a 45-minute dinner break during the week, and on the weekend there will be a short morning and afternoon break as well as a lunch break.

Each student is assigned a locker for the secure storage of personal items such as backpacks, purses, and laptops. Students wishing to secure their locker should bring their own padlock and key. Liquids are not permitted in lockers. MNW is not liable for students' personal possessions.

Communicating with MNW

The MNW staff welcomes your communications, with the goal of enhancing your experience at MNW. Some staff will have posted office hours or a way for students to leave a note. These methods are individual to each staff member and reflect the demands of their position. When in doubt, students should send the staff member an email.

Students are assigned a student mailbox or cubby located near the lecture area for each level. The MNW staff will use these to leave notes, announcements, receipts, and reviewed assignments.

Technology at MNW

Laptops may be used before and after class, and during breaks. Laptops are not used in class unless otherwise specified. Texting, cell phone use, browsing the internet, and undisclosed recording are not permitted during class. When using cell phones, students are asked to keep the volume, location, and discussion appropriate to the professional atmosphere of our building. During class time cell phones are kept in appropriate places.

Lecture Area and Practice Classrooms

The lecture areas and the practice classrooms are designed to support a professional working atmosphere. Students care for the materials and shelves in the practice classrooms, the lecture area, and the common areas as preparation for Montessori teaching.

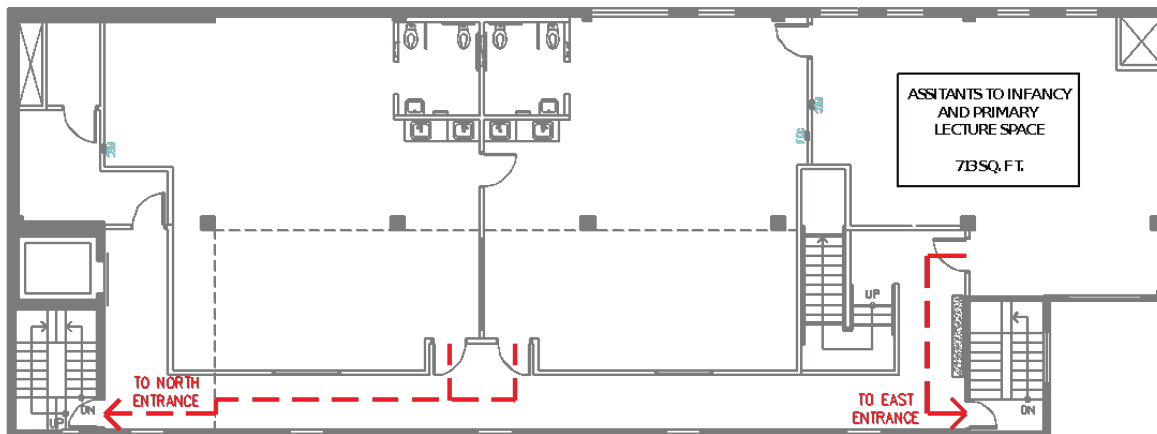
Food and gum are *not* permitted in the practice classroom at any time. Drinks in watertight, closed containers may be kept on the lecture tables in the lecture area; disposable coffee cups are *not* permitted. Food and drinks are not permitted in the practice classroom areas near the materials at any time.

To preserve the working atmosphere of the lecture area and practice classroom, we ask that socializing and casual conversations be kept to a minimum in these shared learning spaces.

Media Release

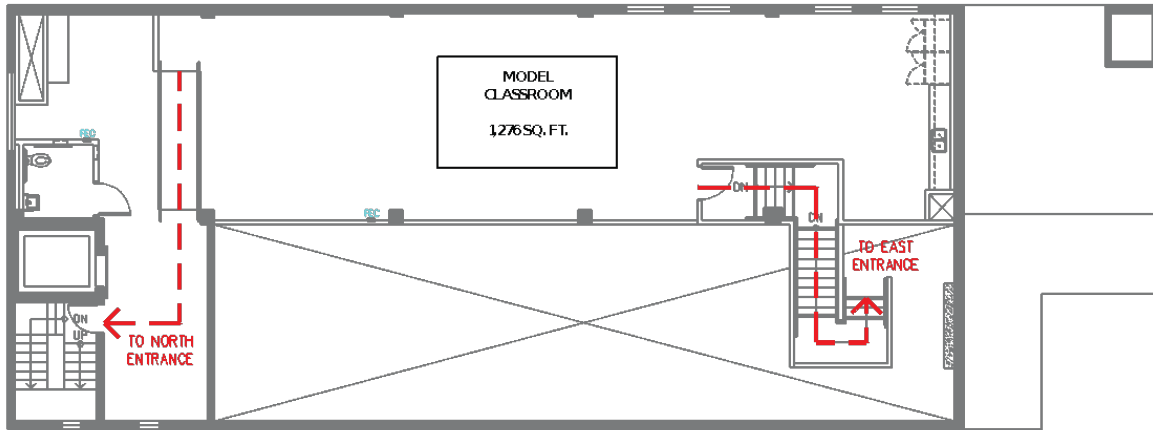
Montessori Northwest, and any of its successors, has the right to use names, photographs or other recordings that MNW has taken of students for advertising or publications. MNW is the sole owner of all rights to these materials. If you choose not to release all claims in connection with the use of photographs or recordings of yourself, please submit a statement in writing to the MNW office.

FLOOR PLAN AND EMERGENCY EXITS



montessori
NORTHWEST

3rd Floor
50 FELL STREET, SAN FRANCISCO, CA



montessori
NORTHWEST

Mezzanine Floor

50 FELL STREET, SAN FRANCISCO, CA

STUDENT RESOURCES

NAMTA Montessori Bibliography

The NAMTA Montessori Bibliography and Research Guide offers the bibliography for more than 14,000 Montessori citations in English from 1909 to the present, is updated quarterly, and is available online. MNW students access NAMTA Bibliography for free during their training. MNW provides students with a username and password at the beginning of the course. Students wishing to purchase articles will order directly from NAMTA. Please note, students ordering articles from NAMTA should allow for shipping time.

MNW Office Space

Questions or business concerns may be conducted between 8:00am and 4:00pm Monday through Friday by calling the administrative office in Portland, OR at (503) 963-8992. Please note that the administrative office area at the LePort School is private and office supplies are not available for student use. Access to office machines such as telephone, fax, and copier are not permitted except in the case of an emergency.

Career Information

General information regarding employment within the Montessori education field as well as specific employment advertisements are available to students and alumni via the MNW Jobs Board on montessori-nw.org. Students may also monitor the AMI, NAMTA, and other websites for the most current information regarding employment opportunities within the field. During the school year, staff will indicate additional resources pertinent to working in Montessori professional environments.

Housing

Montessori Northwest does not provide dormitories for students and does not provide housing assistance for prospective students. Please refer to the websites below for leads on rooms for rent, studios and apartments for rent. Rents vary greatly in San Francisco and generally range between \$2,000-\$14,000. The public transportation system is accessible in mid market and many students find housing along convenient bus lines (visit <http://www.sfmta.com>).

The following websites may be helpful for housing:

- <http://www.apartments.com/san-francisco-ca-94102>
- <http://sfbay.craigslist.org/search/sfc/apa>
- <http://www.zillow.com/san-francisco-ca/apartments/>
- http://hotpads.com/CA/San_Francisco

Students may also join the Montessori Northwest Student Housing group on Facebook.

Emergency Closure Policy

For weather-related closures, students should check the local news regarding public school closures. Online sources for current information about school closure: www.sfusd.edu

If San Francisco Unified School District is closed, MNW is closed.

For any other emergency closure, MNW staff will activate a telephone tree. Please ensure that our records always include your current telephone contact number.

ADMISSIONS POLICIES

Criteria for Admission

Successful candidates will demonstrate qualifications and suitability for successful participation in Montessori Northwest teacher training courses, including:

- Academic skills for success in a comprehensive and rigorous course of study
- Clear oral and written communication
- Organization, time management, and attention to detail
- Ability to collaborate within a community
- Commitment to alternative education
- The desire to support human development in positive and life-affirming directions

The educational requirement for entry to all MNW courses is a Bachelor's degree. Exceptions can be considered on an individual basis. Applicants are to provide proof of identification verifying the applicant is 18 years or older.

A submitted application must be complete before it can be reviewed by the Admissions Committee. Applicants are notified in writing of their acceptance status within ten business days of MNW's receipt of their application. An applicant who is denied entrance to the course based on the criteria of admission may request more information from the Admissions Director as to the reason for their denial. A denied applicant may reapply again for the next course cycle. Admission does not guarantee successful completion of the course.

Non-Native Speakers of English

Applicants who speak English as a second language are required to submit a TOEFL score with their application materials. The following minimum scores are required:

- Internet Based Total: 80
- Computer Based Total: 213
- Paper Based Total: 550

If an applicant has other evidence of their English speaking skills, they may request a waiver of the TOEFL requirement in writing. If a waiver is granted, the student will not be granted any accommodations for English as a second language.

Non-Discrimination Policy

MNW does not discriminate on the basis of gender, race, religion, age, sexual orientation, gender identity, disability, national or ethnic origin in its admission policies, educational policies, or any administered programs. Any person unlawfully discriminated against, as described in CAL. EDC. Code 220, may file a complaint under California Code-Section 220 with the Commissioner of the Bureau of Labor and Industries. Students may also file a grievance using our Grievance Process.

Students with Disabilities

MNW is committed to providing equal opportunities for all of its students and encourages applicants with disabilities or with additional needs to apply for admission. MNW ensures that students with disabilities are not discriminated against during the admissions process or in the course.

Students with existing disabilities who are requesting accommodations must schedule an appointment with the Director of Training prior to the first day of the course (or within three weeks of a new diagnosis) to discuss course requirements and possible accommodations. If the nature or extent of the disability is not apparent, the student is required to present documentation to establish the validity of the request for accommodation and to help identify what accommodations are necessary.

Documentation must be current, completed and signed by a licensed professional, verify the disability, and suggest appropriate accommodation. MNW will provide academic accommodations that do not result in a fundamental alteration of the program or undue financial or administrative burdens. To allow time for appropriate action to be taken, we urge students to provide MNW with early notice of their specific accommodation requests.

Any student also participating in the Loyola University Maryland M.Ed Cooperative program has the option to register with the Disability Support Services Department: <http://www.loyola.edu/department/dss/services/resources.aspx>

TUITION PAYMENT

Tuition payments must be received on or before the due date. Any student who fails to make a payment by the due date may be asked to discontinue attendance in the course until after payment has been remitted. Late fees will be charged for payments received after the due date (see below, “Late Payments and Interest Charges”).

Payment Methods

Tuition payments may be made by cash, check, money order, or wire transfer. MNW does not accept credit card or PayPal payments for tuition.

Students receiving Financial Aid

Students who receive financial aid from Loyola University Maryland, or any other financial aid institution will be automatically placed on a financial aid disbursement schedule, as outlined in their enrollment agreement. Students must submit a copy of the financial aid award letter that shows sufficient funds for MNW tuition at least two weeks prior to the first installment due date.

Returned Check Fee

Students will be charged a \$20 non-sufficient funds fee for any returned check. MNW will notify the student of a returned check as soon as possible. To avoid additional late fees, the non-sufficient funds fee and the original amount due must be paid to MNW within two weeks of notification.

Late Payments and Interest Charges

A student who owes 50% or more tuition and is 60 days or more past due will be asked to suspend their participation in the course until a payment has been made.

The following policies and charges apply to all installment due dates:

- If a tuition installment is not received on or before the due date, that installment will be subject to a \$35 late fee.
- Any student with an unpaid balance at the time of oral examinations will not be permitted to sit for oral examinations. Students must wait until the following course cycle (12 months) to take their oral examinations, provided that their account balance has been paid in full.
- If a tuition balance is not paid in full by the end of the course, any remaining balance will be subject to 10% interest per annum payable to MNW. The student’s original diploma and transcripts, and copies of the diploma and transcripts, will be held until tuition is paid in full.

Failure to meet financial obligations to MNW will result in withholding of the AMI Diploma, academic transcripts, admittance to oral examinations, or withholding the privilege of attendance in the remaining parts of the course.

CANCELLATION AND REFUNDS

Students' Right to Cancel: Cancellation and Refund Policies

A student may cancel enrollment by giving written notice to Montessori Northwest. **A student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment whichever is later.**

Termination after the Commencement of Classes

If participation in the course is terminated after entering classes, the student is financially obligated to MNW according to the following formulas or maximum charges:

Percentage of Course Completed	MNW retains this percentage of Tuition
Cancellation at end of the first class session	All paid tuition refunded*
Second day of lecture classes through January 30th	25% tuition retained (\$3,312.50)
25% through 50% of the course	50% tuition retained (\$6,625)
More than 50% of the course	100% tuition retained (\$13, 250)

*Registration fees & Student Recovery Tuition Recovery fees are non-refundable

Official Date of Termination

The official date of termination of a student will be the last date of recorded attendance when withdrawal occurs in any of the following manners:

- When MNW receives written notice of the student's intention to discontinue participation in the course.
- When the student is terminated for a violation of a published MNW policy, which provides for termination.
- When a student fails to attend classes for fifteen consecutive calendar days, without notice to MNW.

Discontinuance of the Course

If MNW continues to operate under its license but discontinues instruction in any program after the course has begun, the students enrolled in the discontinued course are entitled to a pro rata refund of all tuition paid unless a comparable course is arranged by MNW to be provided at another private vocational school, and such arrangements are agreed to in writing by the student.

- Notice in advance of the discontinuance will be provided to students in writing.
- Requests for refunds pursuant to this provision must be made in writing by the enrolled student within thirty calendar days following discontinuance of the program. Money due the applicant/student will be refunded within thirty calendar days after receipt of the request.

Refunds for Books and Materials

Books purchased from MNW may be returned within seven days only if they are unread in their original condition. If sold with a plastic shrink-wrapped cover, the shrink-wrapping must be intact. Refunds will be made via cash or check.

Charts and timeline materials purchased from MNW may be returned within seven days if they are in original, unused condition. Refunds will be made via cash or check.

SCHEDULE OF TOTAL PROGRAM COST

Registration (Due at time of Enrollment)

Registration Fee:	\$75 for early admissions (before March 15, 2015), \$125 afterwards
Tuition Cost:	\$13,250 includes fees for the STRF fund*
Exam Fee:	\$350
Total Program Cost:	\$13,675

Additional Program Costs

Students can expect to spend approximately \$600 on required books for the course.

Students can expect to spend additional funds up to \$900 on paper, binders, printing ink, and classroom materials for their teaching portfolio.

The fees for the Student Tuition Recovery Fund are included in the cost of program tuition.

Tuition payment plan options:

___ Option A

September 1, 2015	\$500 Refundable tuition deposit due upon enrollment
October 14, 2015	\$12,750 Tuition remainder
September 6, 2017	\$350 Exam Fee

___ Option B and Loyola students

September 1, 2015	\$500 Refundable tuition deposit due upon enrollment
October 14, 2015	\$3915 Tuition I
March 9, 2016	\$4415 Tuition II
March 8, 2017	\$4420 Tuition III
September 6, 2017	\$350 Exam Fee

___ Option C (Includes \$200 Finance Fee)

September 1, 2015	\$500 Refundable tuition deposit due upon enrollment
October 14, 2015	\$1620 Tuition I
January 6, 2016	\$1620 Tuition II
March 9, 2016	\$1620 Tuition III
May 11, 2016	\$1620 Tuition IV
October 5, 2016	\$1620 Tuition V
Jan 4, 2017	\$1620 Tuition VI
March 8, 2017	\$1620 Tuition VII
May 10, 2017	\$1610 Tuition VIII
September 6, 2017	\$350 Exam Fee

___ Option D for Deferred Student Fees

A new Enrollment Agreement will be issued for deferred work due between October 14th, 2017 and October 14th, 2018.

Late Fees: A \$35 fee will be assessed monthly for late payments.

Payment Methods: Check or cash

**Student Tuition Recovery Fund* - Students enrolled at the time of school closure (or within 60 days of the school's closure) may be eligible for reimbursement through the Student Tuition Recovery Fund (STRF). The STRF exists to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution if the student was a California resident (or was enrolled in a residency program.)

You may contact STRF at 888-370-7589 or by email: STRF@dca.ca.gov

ADMINISTRATIVE POLICIES

Education Records

At the time of a student's withdrawal or upon the completion of the course, a student's Education Records are filed in MNW archives. These files are maintained for a minimum of 25 years in a fireproof safe. Education Records include:

- The original application form for admission
- The final MNW progress report (includes scores from Written and Oral examinations)
- A copy of the signed and dated AMI Diploma and Award Letter
- The original field supervisor and host teacher's reports from Practice Teaching (if applicable)

All Education Records are held in their entirety in the strictest of confidence and are the sole possession of Montessori Northwest. Only the student can access their Education Records. The Executive Director must authorize a verbal or written request for access to Education Records. Education Records may only be viewed at the MNW office in the presence of the Executive Director or a designated staff person. A student may appeal in writing to the Executive Director if questioning or rebutting any documentation in their Education Records. The Executive Director has sole authority to correct or change any information in the Education Records, although the student may be permitted to add a statement to his/her own file.

Copies of Education Records

Current students or MNW graduates may submit a written request for copies of their Education Records. Copies will be released to the individual upon receipt of the written request at a charge of \$5 per page. Each page will be marked "Copy: Issued to Student." Information or content in any particular document that refers to a person or topic not related to the individual making the request will be blacked out on the copy. Requests will be filled as soon as possible but no longer than 45 days after the date of the written request.

AMI Diploma

AMI does not issue duplicate diplomas under any circumstances. Instead, if a diploma is lost, damaged, or the graduate has a name change, the AMI can provide a letter containing an official statement bearing the AMI seal. Contact the AMI Head Office for more information about how to request this statement.

Academic Transcripts

Academic transcripts reflect the Pass/Fail nature of the AMI course. Official transcripts must be requested in writing through the Alumni section of montessori-nw.org and will be sent in sealed envelopes either to the graduate or to a third party as requested by the graduate. The charge is \$12 per official transcript.

References

MNW does not provide verbal or written references. Instead, staff can verify the following:

For current students: The student's standing in the course or the student's projected date of graduation.

For graduates: The graduate's attendance in the course or the graduate's date of graduation.

Students and graduates may request copies of any documents in their Education Records for employment or academic applications.

Background Checks for Observation and Practice Teaching Placements

MNW is offering teacher training on site at the Le Port School and as a result, MNW students must complete a criminal history background check with the state of CA prior to starting the course. Students are responsible for initiating and completing the background check process in a timely manner as well as all costs and paperwork associated with background checks. Students are encouraged to begin this process as soon as possible. For fingerprinting information, please refer to the following website: <http://oag.ca.gov/fingerprints/publications/contact.php#sanfrancisco>

During Observation and Practice Teaching sessions students are present in host schools with children for several weeks. Placements are made by MNW staff. Most MNW students are placed in regional schools and enroll in the Office of Child Care's Central Background Registry. Information and an online enrollment process can be found at <http://ag.ca.gov/fingerprints/publications/contact.php#sanfrancisco>

Students will select the option indicating "I am applying for work, plan to volunteer or be associated with a licensed child care facility or requesting agency."

Step 1: Students begin the enrollment process as soon as possible, so that it is completed in a timely manner.

Step 2: Students bring proof of enrollment or conditional enrollment to MNW and show it to the course assistant.

It will be noted that the student can be placed for Observation and Practice Teaching.

Step 3: Students retain the proof of enrollment and provide it to the host school upon request.

Students interested in completing Observation and Practice Teaching in an out of state school will contact the Course Assistant as soon as possible, and no later than the first few weeks of the course. This allows time to determine if a host school classroom is compatible with this course component as well as allowing time for that state's background check process to be completed. Please note, MNW students must complete an **additional background check** pertaining to that state's requirements within the first few weeks of beginning the course. Prior to placement, a student must initiate and complete the applicable out of state background check and is responsible for all associated costs and paperwork.

ADMINISTRATIVE REQUIREMENTS

These standards of behavior apply when students are onsite at MNW, engaging in online activities including social media, during observation and practice teaching, and at MNW events.

- Behave ethically and follow the highest standards of honesty and integrity. This includes but is not limited to:
 - Discussing confidential information with authorized persons only.
 - Respecting the privacy of others.
 - Not knowingly falsifying or misrepresenting records or facts about MNW, other students, children, colleagues or self, and working to actively avoid or suppress gossip and other harmful behaviors.
 - Seeking to resolve conflict in a fair and responsible manner.
 - Submitting work that represents the student's own efforts and originality.
- Demonstrate respect for self, others, and the environment.
- Maintain professional conduct.
- Maintain a level of physical and emotional health which, in the judgment of appropriate clinical and administrative officials, permits participation in MNW's community and performance of academic work without pronounced risk to the student's own health or the welfare of others.
- Promptly notify MNW in writing of any changes in contact information or name changes.
- Respond promptly to all communications; provide all officially requested information; appear for appointments when required for administrative or academic purposes.
- Comply with official requests of MNW staff and board members and obey regulations governing the use of MNW facilities.
- Remit tuition, fees, and other debts owed to MNW within a timely manner.
- Return library materials or other borrowed MNW property when due and/or upon request.
- Attend all meetings, course-related activities, scheduled appointments and examinations to display a definite intention of meeting the requirements for the AMI Diploma.
- If withdrawing from your course at MNW, follow the formal procedure by submitting your withdrawal request in writing.
- A student may act as an official representative of MNW only with authority from the Executive Director; MNW endorsement of private endeavors may not be implied.
- No student may represent a commercial enterprise, advertise or conduct business, or attempt profitable fund-raising or sales of any type in MNW facilities except as part of an approved student organization activity. (EXCEPTIONS: Students may charge for typing, tutoring, and similar *educational* services rendered solely by themselves as individuals. Non-profit political and charitable fundraising must be similarly approved.)

Failure to adhere to Administrative Requirements will result in use of the Student Discipline Process.

CONDUCT REQUIREMENTS

These standards of behavior apply when students are onsite at MNW, engaging in online activities including social media, during observation and practice teaching, and at MNW events.

Prohibited activities which may result in the Student Discipline Process:

- Plagiarism, cheating, or academic dishonesty. This includes: submission of any unoriginal work, failing to cite a source, soliciting someone to complete your assignments, allowing another student to submit your work as their own, or cheating during examinations.
- Dishonesty, including: provision of false information, alteration or misuse of documents, impersonation, misrepresentation, or fraud.
- Undisclosed recording, audio or video, on MNW premises. Written permission must be obtained from the Executive Director prior to any recording.
- Physical or verbal abuse, intimidation, persecution, or sexual harassment of another person or group of persons is strictly prohibited. Sexual harassment includes unwelcome physical touching or sexually offensive language, which interferes with an employee or student's performance.
- Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of specific safety regulations; failure to render reasonable cooperation in any emergency; possession or use of firearms, knives (excepting non-spring pocket knives), other weapons, explosives, or fireworks on site.
- Obstruction or forcible disruption of regular MNW activities; refusal to identify oneself when requested or to obey any other lawful instruction from the Executive Director or other MNW official to discontinue or modify any action which is judged disruptive.
- Obscene, indecent, or grossly inconsiderate behavior; exposure of others to highly offensive conditions; disregard for the privacy of self or others.
- Theft, abuse, or unauthorized use of MNW property, including unauthorized entrance into MNW facilities, possession of stolen property and littering.
- Illegal use, sale or possession of stimulants, intoxicants, or narcotics.
- Use or possession of open containers of alcoholic beverages on campus other than at approved locations and events.
- Gambling on campus or at organized student events.
- Failure to comply with the lawful directions of any MNW official, or staff member who is acting in performance of duties of position or is explicitly assuming responsibility on behalf of MNW in the absence of a particular official. (Emergency orders may supersede some written regulations.) Students who receive orders which they consider unreasonable although not illegal must obey them at the time and may bring a formal complaint later against the issuing staff members in writing to the Executive Director.
- Deliberate incitement of others to commit any of the prohibited acts by providing assistance or encouragement to others engaged in them, or by failure to separate oneself clearly from a group in which others are engaged when there is sufficient time and opportunity.
- Each student is responsible for the conduct of guests. While on site students and visitors must comply with applicable building or grounds regulations.

MNW students and staff should report any violations of these requirements to the Executive Director immediately. Knowingly withholding information regarding a violation will also result in the Student Discipline Process.

STUDENT DISCIPLINE PROCESS

Process for Student Discipline

Violation of the Administrative Requirements or Conduct Requirements of Montessori Northwest will result in the Student Discipline Process.

When a violation occurs, the Executive Director will notify the student of the violation orally or in writing. If notified orally, the student may request a written notice. The student may issue a statement to the Executive Director immediately after notification, or the student may request 24 hours to prepare a statement and contact any witnesses in his/her defense. Statements from witnesses may be requested by the Executive Director, the student, or both, and can be submitted in oral or written form.

The Executive Director will review the statements of the student as well as any witnesses before determining the level of disciplinary action. The decision will be based on the nature and seriousness of the violation. A voluntary admission of a violation to the Executive Director in contrast to hiding the violation is highly regarded in determining the extent and nature of the disciplinary action.

If a student wishes to appeal the decision of the Executive Director, the student must follow the MNW Grievance Process.

Levels of Disciplinary Action

- **Non-Academic Probation:** The student will be placed on Non-Academic Probation for four weeks. If there are any further violations of the Administrative or Conduct Requirements during this period the student discipline process moves to suspension or dismissal at the discretion of the Executive Director.
- **Suspension:** The student will be suspended from MNW and from Observation and Practice Teaching sites for five days. If the behavior remains unchanged after suspension the student discipline process escalates to dismissal.
- **Dismissal:** This student will be dismissed from MNW and may no longer attend the course. MNW's Cancellation and Refund Policy will apply.

Final Notification of Disciplinary Action

The Executive Director's final notification of disciplinary action will describe the details of the offense, the student's statements, and the level of disciplinary action taken. A copy of this final notification will be kept in the student's Education Records.

GRIEVANCE PROCESS

A grievance is defined as a written statement which alleges a specific violation of procedures, rules or regulations infringing on the personal and professional rights of the griever. A grievance will be addressed according to the following process:

Stage 1: Attempted Resolution with the Executive Director

1.1: Letter to the Executive Director

This letter must include:

- A full description of the alleged violation, with specific facts and all extenuating circumstances,
- The policies, rules or regulations which are the basis for the grievance,
- The name or names of the individual or individuals involved, and
- A request for a meeting with the Executive Director.

1.2: Meeting with the Executive Director

- The goal of this meeting is to resolve the problem caused by the alleged violation
- A scribe may be present at this meeting.
- This meeting must be held before the grievance process can continue to Stage 2.

If no resolution is reached at this meeting, or if an appeal is requested, the grievance process continues:

Stage 2: Appeal to the Executive Director

2.1: Letter of Appeal to the Executive Director

This letter must include:

- A request for a formal hearing to address the grievance.

The Executive Director must respond to the appeal letter by personal service or certified mail within 10 days. The purpose of this response is to set a date for a formal hearing to address the grievance. This response must name the place, the date, the time and the individuals who may be present at the formal hearing.

2.2: Formal Hearing

The formal hearing must be held within 30 days.

The following individuals must be present:

- One member of the Board of Directors, or the designee of the Board of Directors.
- The Executive Director or the designee of the Executive Director.
- The Griever.
- One representative or support person of the Griever.
- Any witnesses whose testimony is to be considered.

The formal hearing will be governed by procedures set by the Board of Directors and administered by the Executive Director or designee of the Executive Director. The formal hearing will follow Robert's Rules of Law and Order and will be recorded to provide a record of the hearing. The recording will be kept in the office of the Executive Director until 1 year following the completion of the appeal process.

If the resolution reached at the formal hearing is unacceptable to the griever, the grievance process continues as follows:

Stage 3: Appeal to the Board of Directors

The grievor shall file a written request for appeal with the Executive Director within 10 days of the formal hearing. All materials, including the taped record, will be turned over to the Board of Directors to review. The Board of Directors shall review the decision of the formal hearing and come to a final decision regarding the grievance within 30 days.

If for any reason the preceding process is not followed by the grievor, the grievance will be considered void, the case will be closed and all information will be retained by the Board of Directors.

Stage 4: Appeal to affiliated organizations

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact the following organizations, in the order listed below:

Association Montessori Internationale

161 Koninginneweg
1075 CN Amsterdam
The Netherlands
Phone: 011.31.20.679.8932
Fax: 011.31.20.67.7341
info@montessori-ami.org

Montessori Accreditation Council for Teacher Education (MACTE)

108 Second Street, SW
Suite#7
Charlottesville, VA 22902
Phone: (434) 202-7793
Fax: (888) 525-8838
information@macte.org

Bureau for Private Postsecondary Education

P.O. Box 980818, West Sacramento, CA 95798-0818
Phone: (916) 431-6959
Fax: (916) 263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet web site www.bppe.ca.gov

Montessori Northwest's policies governing employees will be enforced in situations where instructional staff or other school personnel have been found to have engaged in a discriminatory manner.

ACADEMIC REQUIREMENTS

Academic Requirements for Receiving the AMI Primary Diploma

Admission to the course does not guarantee certification. In order to receive the AMI Primary Diploma at the end of the course, the following requirements must be met:

- 90% attendance in course lectures and activities
- Compilation and submission of acceptable and original Reference Albums in all areas
- Compilation and submission of an acceptable Theory Album
- Submission of acceptable Material Making assignments
- 90 hours of Observation Training – on site and in Montessori classrooms
- 120 hours of Practice Teaching in Montessori classrooms
- Passing marks of 50% or higher on Written and Oral Examinations

Course Hours: 850

NOTE: Extensive information about each of these academic requirements can be found in the Course Guidelines section of the Student Handbook.

Montessori Northwest has not entered into an articulation or transfer agreement with any other college or university. MNW students who are concurrently enrolled in the Loyola University Maryland M.Ed Cooperative program earn credits independently through their university program while completing the 850 hours for an AMI Primary Diploma.

Attendance

AMI requires 90% attendance in the course. This requirement must be met to be eligible to sit for Written and Oral Examinations. In addition, timeliness and dependability are essential qualities in individuals working in Montessori educational environments.

Each student's attendance is periodically reviewed by Pedagogical Staff and students are informed as to their attendance totals. A student may also request an attendance summary. A pattern of lateness will be noted on the student's Progress Report, addressed by the staff, and can affect the student's Good Standing.

A student who arrives late or leaves early must check in with a designated staff member before entering the classroom or leaving Montessori Northwest. Failure to check in will result in a student being marked as absent for that session. Time missed due to late arrivals or early departures will be deducted from the student's attendance, rounded up to the nearest quarter hour.

A student who expects to be late, who is ill, or who cannot attend a class is expected to call the office prior to the start of that day's class. Please leave a message if a staff person is not available. An absent student is responsible for obtaining the information given in the missed class and should make arrangements to get the missed information from two or more students. Absence does not excuse late work. If work is not submitted on time due to an absence, it will be marked as late.

Grading Policy

The AMI teacher training course is a Pass / Fail course. Students must meet all academic requirements for receiving the AMI Diploma in order to pass. No letter grades are assigned to any component of the course.

Students who are also enrolled in a cooperative program with Loyola University Maryland (M.Ed. or C.A.S.), will receive additional information for the program including specific requirements and grading criteria. The Director of Training serves as an adjunct professor for the cooperative program.

Progress Reports

Each student's participation in the course is periodically reviewed and evaluated, and students are informed as to the status of their assignments throughout the course. Students may request a Progress Report at any time; requests will be filled as soon as

possible but no more than 10 business days after the request. It is the student's responsibility to clarify any information that is unclear or bring any perceived discrepancy to the attention of the Director of Training.

Assignment Submission

It is the student's responsibility to ensure that their work is submitted on time and that it fulfills the requirements for acceptance. If an assignment is submitted incomplete, it will be recorded as a late submission. Students should notify a member of the pedagogical staff as soon as possible if an assignment will be submitted late for any reason. Submitted work that does not meet the criteria for acceptance will be returned to the student with feedback from a staff member. The student will make all required revisions and resubmit the work promptly.

Students in Good Standing

Good Standing indicates that a student's assignments and course requirements are consistently submitted on time and fulfill the requirements for acceptance.

Academic Probation

A student will automatically be placed on Academic Probation under the following circumstances:

- A student submits three out of the previous five assignments late or in a format that does not fulfill the course requirements
- A student demonstrates a pattern of lateness, defined as one or more late arrival or early departure per week, either consistently or on average over a four-week period.
- A student's attendance percentage drops below 90% for more than two weeks
- A student displays other academic behavior that is an obstacle to successful completion of the course

Under these circumstances the Director of Training will notify the student that they have been placed on Academic Probation. Academic Probation is composed of two parts. First the needed change is clearly identified. Second, a four-week plan to achieve the necessary change is outlined. At the end of the four-week Academic Probation, the Director of Training will determine the outcome of the Academic Probation.

Outcomes of Academic Probation:

- Good Standing: the change in academic behavior is achieved within the four-week probation. The student is returned to Good Standing.
- Deferred Course Requirements: the student does not meet all criteria of the Academic Probation. The requirements can be deferred by the Director of Training. Please refer to the section on Deferred Course Requirements for more information.
- Dismissal: insufficient change in academic behavior is made within the four-week Academic Probation. The student will be dismissed from MNW and can no longer attend the course. MNW's Cancellation and Refund Policy will apply.

Deferred Course Requirements

Please Note: the deferral policies listed below apply only to the AMI diploma courses offered at Montessori Northwest. Students enrolled in the Loyola M.Ed cooperative program should consult with those institutions directly regarding their specific deferral policies. In general, students enrolled in the Loyola M.Ed cooperative program must complete all course requirements within their original course cycle and are not eligible for deferral except in extreme extenuating circumstances.

The Director of Training can defer a student's course requirements as a result of extraordinary circumstances. In the event of deferred course requirements, the Director of Training will notify the student of the prescribed timeline and specific conditions for satisfying the deferred requirement. Failure to meet any due date and condition as defined by the Director of Training will result in the student's dismissal from the course.

According to AMI policies all requirements must be satisfactorily completed within 12 months after the graduation date of the original course cycle. The Director of Training's prescribed timeline for deferred course requirements will reflect this policy.

Fees for Deferred Course Requirements

Fees for Deferred Course Requirements must be paid prior to the assigned due date or must accompany the assignment submission. Work submitted without a required fee will be considered late and will not be reviewed.

Attendance in Lecture or Supervised Practice	No Charge
Review of Theory Album or Reference Album (first submission)	\$200 per submission
Review of previously submitted Theory or Reference Album	\$100 per resubmission
Review of Material Making (first submission)	\$100 per submission
Review of previously submitted Material Making	\$50 per resubmission
Practice Teaching Visit	\$200 per MNW staff visit
Review of Observation or Practice Teaching Written Assignment.....	\$100 per submission
First time sitting for Written Examinations during academic year courses	No charge
First time sitting for Oral Examinations during academic year courses	No charge
First time sitting for Written Examinations after academic year courses	\$250.00
First time sitting for Oral Examinations after academic year courses	\$350.00
First time sitting for Written Examinations (summer courses)	\$350.00
Re-sitting for Written Examinations	\$250.00
Re-sitting for Oral Examinations	\$350.00

Deferred Exams

Students who fail any single section of the Written Examinations, and/or fewer than half of the areas of the Oral Examinations, can re-sit the failed examinations. Students must re-sit within 12 months of their original exam date. Students may re-sit each examination only once. Students must comply with the recommendations of the AMI Board of Examiners.

A student who fails any section or area of an examination when re-sitting the examination, fails the course. To achieve the AMI Diploma, a failed student must re-take the entire AMI training course.

Failure

Students who fail both Written Examinations Sections A, and Section B, and more than half of the areas of the Oral Examinations fail the course. Students deferred for course requirements who do not fulfill one or more requirement, fail the course. To achieve the AMI Diploma a failed student must re-take the entire course.

Appeal against Examination Result

There is no right of appeal against the academic judgment of the duly appointed AMI and local/national examiners and the decisions of the AMI Board of Examiners.

A student shall have the right to appeal against a decision of the Board of Examiners on the grounds described below, in relation to the following:

- That there existed circumstances affecting the student's performance of which the examiners were not aware when their decision was made.
- That there was a procedural irregularity or other inadequacy in the conduct of the examinations.
- That there exists evidence of prejudice or of bias on the part of an examiner.

Appeal to the training center: all appeals are to be received by the training center within 10 days of the signing of the Examiner's Letter and resolved within 10 days thereafter.

Appeal to AMI: appeals to AMI may only be made when the student has exhausted the appeals procedure at the training center. Such appeals are to be made in writing with supporting documentation, within 30 days of the publication of the results. AMI will respond within 30 days.

Transfer Students

Montessori Northwest can accept transfer students from other training centers of the Association Montessori Internationale. AMI training courses are designed to be an integrated course of study and transfer students are only admitted under the unusual circumstance that completion at the original center is difficult or impossible. Montessori Northwest can accept transfer students from other AMI training centers according to the following criteria:

- Transfer students must be in Good Standing at their original training center
- Transfer students submit a complete application packet addressing Montessori Northwest's Criteria for Admission.
- Transfer student coursework will be evaluated and credit given for any work completed at the previous center
- All past student records will be transferred to Montessori Northwest

Tuition costs will be pro-rated based on the duration of the student's attendance at MNW and are assessed on a case-by-case basis.

Maximum time allowed for completion of course

With rare exceptions, students are able to successfully complete the course within the time frame allotted:

- Assistants to Infancy summer course: This course is offered in a block format and exact dates are listed on the website: <http://montessori-nw.org/info-assistants-to-infancy> with the completion of the last block offered in November 2016.
- Primary academic year course: This course is offered in a block format and exact dates are listed on the website: <http://montessori-nw.org/info-primary/> with the completion of the last block offered in October 2017.

Per AMI policy, students deferred for any part of the examinations must retake that part the subsequent year (within 12 months), and may re-sit each examination only once. Students failing to complete any part of the other course requirements must fulfill that part the subsequent year (within 12 months). This extends the maximum time allowed for completion of the course by 12 months.

STAYING WELL AT MNW

MNW values every individual's health and well-being, encouraging all students to achieve a balance of work and relaxation supported by healthy habits of nutrition, exercise, and sufficient rest.

When a student becomes unwell, both MNW staff members and student peers can offer suggestions for local healthcare resources. San Francisco has many excellent healthcare practitioners, both conventional and alternative. Students with health insurance should contact their insurance company for information regarding local providers.

MNW does not endorse any healthcare provider, physician, or organization. Students should seek reviews and independent recommendations before selecting a provider. MNW does not offer a health insurance plan for students.

For those without health insurance, the following list of resources offers free, low-cost or sliding scale health care:

- Community Health Resource Center www.chrcsf.org
- Women's Health Resource Center www.whrc.ucsf.edu
- Mission Neighborhood Health Center www.mnhc.org
- Native American Health Center www.nativehealth.org
- San Francisco Natural Medicine www.sanfrancisconaturalmedicine.com

Center for Disease Control and Prevention - Influenza Recommendations

Sick students should stay home

- Students should be alert to any signs of fever and any other signs of influenza-like illness before reporting to MNW each day, notify the staff, and stay at home if they are ill. Students should not travel while they are ill.
- CDC recommends that individuals with influenza-like illness remain at home until at least 24 hours after they are free of fever (100° F or greater), or signs of a fever, without the use of fever-reducing medications.
- Sick students can expect to be out for 3 to 5 days in most cases, even if antiviral medications are used.
- Students who are well but who have an ill family member at home with influenza may attend MNW as usual. However, these students should monitor their health every day, and notify the staff and stay home if they become ill.

Sick students are advised to go home

- CDC recommends that individuals who appear to have an influenza-like illness upon arrival or become ill during the day be promptly separated from others and be advised to go home until at least 24 hours after they are free of fever (100° F or greater), or signs of a fever, without the use of fever-reducing medications.

Those who become ill with symptoms of an influenza-like illness during the day should be:

- Separated from others and asked to go home promptly.
- When possible and if they can tolerate it, students with influenza-like illness should be given a surgical mask to wear before they go home if they cannot be placed in an area away from others.

Students exposed to a sick person should monitor themselves for symptoms of influenza-like illness and stay home if they are sick.

Cover coughs and sneezes

- Influenza viruses are thought to spread mainly from person to person in respiratory droplets of coughs and sneezes. Cover coughs and sneezes with a tissue or, in the absence of a tissue, one's sleeve.
- Students should have tissues available and a receptacle, such as a plastic bag, for disposing of tissues.

Improve hand hygiene

- Influenza may be spread via contaminated hands. Wash your hands often with soap and water or use an alcohol-based hand cleaner, especially after coughing or sneezing.

Clean surfaces and items that are more likely to have frequent hand contact

- Frequently clean all commonly touched surfaces, such as workstations, countertops, and doorknobs. Use the cleaning agents that are usually used in these areas and follow the directions on the label.
- No additional disinfection beyond routine cleaning is required.

CDC encourages vaccinations

- CDC encourages individuals to receive vaccinations for seasonal influenza. For information on groups prioritized for seasonal influenza vaccines please, see <http://www.cdc.gov/flu/protect/keyfacts.htm>.

Students who are at higher risk for complications of influenza

- People at higher risk for complications from influenza include pregnant women; children under 5 years of age; adults and children who have chronic lung disease (such as asthma), heart disease, diabetes, diseases that suppress the immune system and other chronic medical conditions; and those who are 65 years or older.
- If students are at higher risk for complications, they should check with their health care provider if they become ill. Early treatment with antiviral medications is very important for people at high risk because it can prevent hospitalizations and deaths.
- Students who become ill and are at increased risk of complications from influenza and ill students who are concerned about their illness should call their health care provider for advice. Their health care provider may want them to take antiviral medications to reduce the likelihood of severe complications from the influenza.

Before traveling

- Students should check themselves for fever and any other signs of influenza-like illness before starting travel and stay home if they are ill. Students who become ill while traveling and are at increased risk of complications from influenza and others concerned about their illness should promptly call a health care provider for advice. See CDC's Travel Website (www.cdc.gov/travel) for more information for travelers.

Parents should prepare for the possibility of school dismissal or temporary closure of child-care programs

- Although school dismissals or closures of child care programs are not likely to be generally recommended at this level of severity, they are possible in some jurisdictions. Parents should prepare for school dismissals or child-care programs are closed. *Parents may not bring ill children to MNW.*

Resources

Additional tools and guidance documents have been developed by the federal government to assist employers in their planning. These resources are available online at: www.flu.gov/plan/workplaceplanning/index.html.

One-Stop Access to U.S. Government Information on Pandemic Influenza: (www.flu.gov)

Worker Safety and Health Guidance for a Pandemic

www.osha.gov/dsg/topics/pandemicflu/index.html

OSHA's Guidance on Preparing Workplaces for an Influenza Pandemic

www.osha.gov/Publications/influenza_pandemic.html

CDC/NIOSH Occupational Health Issues

www.cdc.gov/niosh/topics/h1n1flu/



COURSE GUIDELINES

Bay Area Primary Course 2015-2017

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COURSE SCHEDULE

[subject to change]

2015

Block 1 – October 14 – November 14

Holiday – November 11

Theory Album due November 14

Observation – week of November 16; week of November 30 (Monday through Friday)

2016

Block 2 – January 6 – January 30

Holiday – January 16

Practical Life Album due January 23

Practical Life materials due January 30

Block 3 – March 9 – April 2

Holiday – March 26

Sensorial Album due April 2

Block 4 – May 25 – June 18

Sensorial materials due May 25

Holiday – May 28

Holiday – June 18

Block 5 – October 5 – 29

Language Album due October 22

Language materials due October 29

2017

Block 6 – January 4 – February 4

Holiday – January 14

Block 7 – March 8 – April 8

Mathematics Album due April 1

Mathematics materials due April 8

Student Teaching beginning April 10 and continuing 4 weeks

(Monday through Friday; exact dates depend on school holiday schedule)

Block 8 – May 24 – June 17

Holiday – May 27

Block 9 – September 6 – October 14

Written Exam A – September 16

Written Exam B – September 20

Oral exams – October 10-13

Graduation – October 14

TYPICAL DAILY SCHEDULE*

Wednesday, Thursday, and Friday 4:00-8:00PM

Saturday 9:00AM-3:00PM

Students will be given meal breaks each class session.

*During Observations and Practice Teaching, Students' schedules will align with that of the Host School.

COURSE DESCRIPTION

Note: Any assignment/requirement referenced on this page is further described later in this document.

The Association Montessori Internationale Primary Diploma Course offers comprehensive study of Montessori theory and practice for individuals who aspire to work with children in Montessori Primary environments (ages three to six). During 850 hours of teacher preparation, students are trained in Montessori philosophy, human development, Montessori Primary materials and curriculum, and professional expectations.

The AMI Primary Course is part of an oral tradition and the information presented in the course is not readily available in other formats or published works. The use of recording devices is prohibited.

Students engage with theory topics, which create the foundation for a Montessori teacher's practical work and are constant reference points for the student's understanding. Topics focus on early childhood development, educational theory, practical implementation, and classroom management from the Montessori perspective. Students compile a **Theory Album** reflecting content given during the course.

Students observe demonstrations of the materials in the four areas of the Montessori Primary classroom. Demonstrations include general discussion of related theory, such as the age of the child, purposes of the material, other activities with the material, and how this material fits into the curriculum as a whole. Students take notes on the technique of the presentation and all related information for each demonstrated material. These initial notes guide the student during their practice with the materials. During practice, students refine and complete their notes. The completed notes are then typed up and become the text of the student's original **Reference Albums**, which serve as teaching manuals for future work with children.

Students practice with the Montessori materials during **Supervised Practice**, which is scheduled time during class hours when students practice under staff supervision – and without children – in our model classroom to refine their technique in presenting the materials, often standing in as children for each other. The supervising staff member is available to clarify points and assist the students' progress. Students will document their Supervised Practice as a record of their supervised work with the materials. Unsupervised practice is the time that students work with the materials outside of class hours. The classroom is available for unsupervised practice before class, after class, during lunch, and during other announced periods.

Students read from the published Montessori literature. Montessori Northwest provides a Concept Bibliography to accompany the course. This is a list of readings by topic and helps students find specific topics as covered in the Montessori literature. Additionally, **Reading Seminars** are scheduled throughout the year for specific chapters in Montessori's writings. During these seminars students engage in group discussions stimulated by a series of questions or discussion points related to the target reading.

Students **create Montessori materials** to demonstrate their ability to apply the principles of Montessori material design to their own classrooms.

Observation and **Practice Teaching** are essential components of the course, and allow students to continue their study of the child in AMI Montessori classrooms. In Observation, students spend a minimum of 90 hours observing the children's interactions with the materials and each other, directing their observation through the lens of Daily Tasks. In Practice Teaching, students spend a minimum of 120 hours in their host classroom, presenting lessons to children under the supervision of an AMI Primary-trained host teacher.

Comprehensive **Written** and **Oral Examinations** verify that each student has met the AMI's standards.

Academic Requirements for Receiving the AMI Primary Diploma

In order to receive the AMI Primary Diploma at the end of the course, the following academic requirements must be met:

Requirement Name	Requirement	Page Number
Attendance	90% minimum attendance in course lectures and activities, including supervised practice.	17
Theory Album	Compilation and submission of an acceptable Theory Album	29
Reference Albums	Compilation and submission of acceptable and original Reference Albums in all areas	31
Reading Seminars	90% participation in Reading Seminars	34
Material Making	Submission of acceptable Material Making Assignments	35 - 38
Supervised Practice	90% attendance and Competent Level practice	39
Observation	90 hours of Observation Training in Montessori classroom	41
Practice Teaching	120 hours of Practice Teaching in Montessori classroom	43
Written Examinations	Passing marks of 50% or higher on Written Examinations	45
Oral Examinations	Passing marks of 50% or higher on each area of Oral Examinations	47

Course Hours: 850

Please see the page number listed in the table above for detailed descriptions of each assignment/requirement, including due dates, general information, and assessment criteria.

THEORY ALBUM

Due Date November 14, 2015 (subject to change)

Description

The Theory Album is a compendium of information that describes and explains Maria Montessori's theories of child development and their application to work with children. The completed Theory Album will become a useful resource for parent information nights, for school newsletter articles, to refresh and deepen understanding, and as a study resource for Written and Oral Examinations at the end of the course.

Components

Topics within the Theory Album are composed of different elements. The Theory Album Check Sheet will describe precisely which elements are required for each topic, such as:

- *Lecture Handouts* – these handouts, created by the Directors of Training, give detailed information about the theory topic. These are compiled in the bound Theory collection or available for download on the Student Information page of the MNW website.
- *Student Outline* – this is each student's outline of a theory topic, providing a useful "at-a-glance" overview. The process of outlining the information supports the student's engagement with it.
- *Student Reflection* – this is each student's personal reflection on the lecture topic, designed to deepen engagement. It may include anecdotes, opinions, and ideas for further reflection.
- *Student Essay* - this follows a standard five paragraph structure and is a synthesis of key information from the theory lecture, handouts, and Montessori's writings.
- *Class Notes* – these are clearly written, detailed, typed, edited summaries of class notes from discussions, lectures, and activities.
- *Supplementary Handouts* – these handouts provide additional information to enhance understanding. They are available for download on the Student Information page on the MNW website or will be distributed in class.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of the Theory Album. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Theory Album, including any areas that need improvement or correction.
- See also "Assignment Submission" on page 22.

THEORY ALBUM - Assessment Criteria

Criteria	Description	Ratings
On-time submission	Weekly Assignments and final album are submitted on time and complete by 8:30am on the due date.	not rated
Organization	Weekly Assignments and final album reflect the order and content listed on the Theory Album Check Sheet.	pass / no pass
	The original Theory Album Check sheet is filled out and accompanies each submission	pass / no pass
	The table of contents lists each Montessori theory topic and accurately corresponds to the order of topics in the album	pass / no pass
	Labeled tab dividers separate each Montessori theory topic	pass / no pass
	Album is submitted in a three-ring binder with student's name and album title on spine	pass / no pass
	The three-ring binder is neither over- nor under-filled; it holds the contents appropriately	pass / no pass
Clarity	Information is stated in clear language that is concise and accurate	pass / no pass
	Information reflects attention to the topic and understanding of the content	pass / no pass
	There is sufficient detail to express key concepts	pass / no pass
Usefulness	Information is accessible and easy to follow	pass / no pass
	Information would provide a sufficient basis to present in another context – as a parent night, for example, or a written essay	pass / no pass
Completeness	All components are present (as described on the Theory Album Check Sheet)	pass / no pass
	All components of each theory topic are present	pass / no pass
Neatness	Pages are unblemished and clean with no handwritten corrections.	pass / no pass
	Print quality is crisp, clear, and in a readable font	pass / no pass
	Spines and cover are clear, neat, and indicate name of the album and the student.	pass / no pass
Professional Appearance	Text is free of typographical and grammatical errors	pass / no pass
	Formatting is consistent and streamlined	pass / no pass
Originality	Outlines, reflections, essays, and summaries are the original work of the student and reflect the content and organization of this course.	pass / no pass

REFERENCE ALBUMS

Due Dates (subject to change)

Practical Life Album due January 23, 2016

Sensorial Album due April 2, 2016

Language Album due October 22, 2016

Mathematics Album due April 1, 2017

Description

In the AMI Primary training, students create four Reference albums. These albums are teaching manuals, offering an invaluable resource for future work. The four albums are Practical Life, Sensorial, Language, and Mathematics. Each album reflects the student's knowledge and understanding of each activity in the Primary classroom and explains how to present it to children.

Students create Reference Albums using the following sequence:

- Students observe the Trainers demonstrating these materials/activities to other students in the training course, who stand in for real children
- After the demonstration, students make notes regarding the steps, verbal prompts and interactions that successfully introduce the child to the material or concept. The Trainers will answer questions or clarify steps after the entire presentation has been demonstrated.
- Students will then practice with the material.
- After sufficient practice, each student will type their notes into polished final form.

These clear descriptions of how to present the materials – and any required photos, images, or diagrams – will form the bulk of the Reference albums. The accuracy of the Reference albums is the student's responsibility. Staff and peers offer strategies, feedback, and assistance to help students achieve accurate and comprehensive yet succinct albums.

Components

Each Reference Album is composed of the following elements. Exact requirements are listed on each Check Sheet:

- *Introductions* – Introductions provide detailed information about each Area. They are available for download on the Student Information page of the MNW website.
- *Student Outline* – this is each student's outline of a theory topic, providing a useful "at-a-glance" overview. The process of outlining the information supports the student's engagement with it.
- *Student Synthesis* – Students create their own description of how each area of the Montessori classroom supports child development. Each student's original synthesis reflects understanding of developmental purposes, combined with their own observations, connections and insights. The process of creating the student synthesis deepens the students' understanding of how Montessori theory directly informs classroom practice. To create the student synthesis, students discuss how a developmental principle is supported throughout the area, and provide examples of materials/activities in the area that support this developmental principle.
- *Quotations* – Students submit a minimum of twenty (20) detailed quotations from at least four (4) Montessori primary sources related to the area, and reflecting a comprehensive review of Montessori's writings on the area. Each quote is numbered (1-20) and a Works Cited page is included.
- *Presentations* – these are descriptions of how to present each material, typed and edited, created from the student's own notes and refined through Supervised Practice.
- *Images* – Images enhance the presentations by providing visual cues and a quick visual reference. Most presentations require at least one image. See Assessment Criteria for image guidelines and requirements.
- *Supplementary Handouts* – these are available for download on the Student Information page of the MNW website.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The Reference Album assessment criteria will be used to determine if a student has met the learning objectives of the Reference Albums. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Reference Albums, including any areas that need improvement or correction.
- See also “Assignment Submission” on page 22.

REFERENCE ALBUMS - Assessment Criteria

Criteria	Description	Ratings
On-time submission	Weekly Assignments and final album are submitted on time and complete by 8:30am on the due date	not rated
Organization	Weekly Assignments and final album reflect the order and content listed on the Album Check Sheet for each area. Original check sheet accompanies each submission	pass / no pass
	Presentations are distinct from one another and are easy to locate	pass / no pass
	The table of contents accurately corresponds to page numbering throughout the album	pass / no pass
	Album is submitted in a three-ring binder with student's name and album title on spine	pass / no pass
Clarity	Information is stated in clear language that is concise and accurate	pass / no pass
	Notes reflect attention to the demonstration and understanding of the purposes	pass / no pass
	There is sufficient detail to express key steps, verbal prompts, and interactions	pass / no pass
Usefulness	Information is accessible and easy to follow	pass / no pass
	Information would provide a sufficient basis to present in another context – as a parent night, for example, or a written essay. Works Cited page is present for quotations	pass / no pass
Completeness	All components are present (as described on the Album Check Sheet for each area)	pass / no pass
	Material lists, age, purposes, and preparations are included for each presentation	pass / no pass
	All key steps, prompts, and interactions are present	pass / no pass
	Any related activities and/or following activities are present	pass / no pass
Images (including hand-made, computer generated, photos, or templates)	Images accurately reflect any descriptions/requirements found on the Album Check Sheet	pass / no pass
	Images are neat and of sufficient size that all relevant detail can be clearly seen	pass / no pass
	Images show color-coding and relative size of material components	pass / no pass
	Every image either faces or is embedded near the relevant text. Images are labeled with the name of the activity, or embedded clearly near the relevant text	pass / no pass
Neatness	Pages are unblemished and clean with no handwritten corrections	pass / no pass
	Print quality is crisp, clear, and in a readable font	pass / no pass
Professional Appearance	Text is free of typographical and grammatical errors	pass / no pass
	Formatting is consistent and streamlined	pass / no pass
	Spines and covers are clear, neat, consistent, and indicate name of the album and the student.	pass / no pass
Originality	Presentation text and images reflect the activity as demonstrated in this course	pass / no pass
	Presentation text is a summary of the student's own perfected set of analyzed movement for each activity	pass / no pass
	Images are the original work of the student	pass / no pass
	Student syntheses, quotations, and summaries reflect the student's own work and the organization of this course	pass / no pass

READING SEMINARS

Due Dates

Reading Seminars are held throughout the course. Exact dates will be provided at the beginning of each course.

Directions

Reading Seminars stimulate an in-depth examination of Montessori's writings. Students prepare for each Reading Seminar ahead of time by reading the required chapter(s) and writing answers to the target questions provided. During each Reading Seminar, students engage in group discussions to explore the topic through the alternate viewpoints and opinions expressed by other students.

On the day that a Reading Seminar is scheduled, students will submit their written answers at the start of the day for pedagogical staff to review. These answers are then returned to the student to reference during the Seminar. A student who is absent the day of the seminar can submit their written responses their first day back in class and be credited as participating.

Reading Seminars also offer opportunities for professional development. As a group participant, students are exposed to viewpoints and opinions that may differ from their own, allowing them to respond respectfully and to reflect on these new perspectives. Additionally, students have the opportunity to facilitate/lead discussions during Reading Seminars. In this role, the facilitator ensures that all group members have the opportunity to contribute their ideas, allowing them to practice leadership skills such as redirection, diplomatic enforcement of guidelines, and neutral observation.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The Reading Seminar assessment criteria will be used to determine if a student has met the learning objectives of the Reading Seminars. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their participation in Reading Seminars, including any areas that need improvement or correction.
- See also "Assignment Submission" on page 22.

READING SEMINARS - *Assessment Criteria*

Criteria	Description	Ratings
Attendance	Student participates in at least 90% of the Reading Seminars	pass / no pass
Submit answers to Reading Seminar questions	Student answers the questions assigned for that Reading Seminar	pass / no pass
	Answers demonstrate engagement with the required reading	pass / no pass
	Answers are clear and legible	pass / no pass
Discuss Reading Seminar questions in small groups	Student participates in small group discussions	pass / no pass
	Student's participation demonstrates engagement with the required reading	pass / no pass
	Student behaves courteously and respectfully to others during group discussions	pass / no pass
Originality	Responses are the original work of the student	pass / no pass

MATERIAL MAKING: PRACTICAL LIFE AND SENSORIAL

Due Date

Practical Life Materials due January 30, 2016

Sensorial Materials due May 25, 2016

Directions

Practical Life and Sensorial material making offers students the opportunity to apply Montessori principles to the creation of real activities that they will use in their own classrooms with children.

For this assignment, students create one complete Practical Life and one complete Sensorial activity. These will be similar to activities currently in the MNW model classroom. Student Material Making will include all components necessary for a complete exercise as they would appear on a material list, and should be ready to put on a shelf for use by children.

The complete exercise will reflect the characteristics of the Practical Life materials and the Sensorial Materials, such as, developmental appropriateness, natural consequences, child-size items, color-coding, natural materials, and attractiveness. The students' album will provide additional details and characteristics relevant to the particular material.

For Practical Life, choose one of the following. *If material is not presented on the course, include presentation text:*

- Folding
- Hand Washing (apron optional)
- Sewing
- Polishing (any type)
- Table Washing (apron and mat optional)
- Flower Arranging (apron and mat optional)

For Sensorial, choose one of the following:

- Sorting (any level)
- Fabric Boxes
- Mystery Bag
- Smelling Jars (aromas included)
- Tasting Bottles (flavors included)

Students complete a self-evaluation sheet to determine if all criteria have been met. The self-evaluation sheets will exactly match the criteria listed on the Practical Life and Sensorial Material Making assessment criteria.

During Oral Examinations, Material Making will be reviewed by Examiners to determine the student's ability to apply Montessori principles to the creation of real activities

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The Practical Life and Sensorial Material Making assessment criteria will be used to determine if a student has met the learning objectives of Practical Life and Sensorial Material Making. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their material, including any areas that need improvement or correction.
- See also "Assignment Submission" on page 22.

MATERIAL MAKING: PRACTICAL LIFE AND SENSORIAL - *Assessment Criteria*

Criteria	Description	Ratings
On time submission	Material is on time, complete, and displayed by 8:30am on the due date	not rated
Self-Evaluation	The Self-Evaluation sheet is present and is filled out completely	pass / no pass
Color Coding	Color coding is consistent and logical	pass / no pass
Durable construction	All components of the material are sturdy and would stand up to regular classroom use	pass / no pass
Developmentally appropriate	Difficulty or challenge offered by the material is appropriate to the target age group	pass / no pass
	Weight and size of each component of the activity is developmentally appropriate	pass / no pass
	The activity corresponds to the purposes of the area to which it belongs	pass / no pass
Aesthetically pleasing	Material would be attractive and appealing to a young child	pass / no pass
Natural materials	Natural materials (wood, fiber, metal, etc...) are present in the activity	pass / no pass
	Human-made materials (plastics, etc) are kept to a minimum and used only when a natural alternative is not appropriate or available	pass/no pass
Complete (resupply not required)	All components needed to successfully complete the activity are present	pass / no pass
Allows for natural consequences	Material contains breakable (but not fragile) components	pass / no pass
	Material offers opportunities for error and error correction	pass / no pass
Originality	Material is the original work of the student	pass / no pass

MATERIAL MAKING: LANGUAGE

Due Date

October 29, 2016

Directions

Language material making offers students the opportunity to apply Montessori principles to the creation of real Language activities that they will use in their own classrooms with children.

During Oral Examinations, Material Making will be reviewed by Examiners to determine the student's ability to apply Montessori principles to the creation of real activities.

For this assignment, students create several Language materials. These will be similar to activities currently in the MNW model classroom. Student Material Making will include all components necessary for a complete exercise as they would appear on a material list, and should be ready to put on a shelf for use by children. See the Presentation Outline, Album, and Self Evaluation Sheets for more detail.

-Phonetic Object Box

-Phonogram Object Box

-Basic set of Picture Cards and Three Part Cards: a single familiar classification for a young child

-Complete Set (Picture Cards, Three Part Cards, Definition Booklet, Definitions in Three Stages): a second classification

-Poetry Book: bound with a front and back cover, includes 15 poems

-Function of Words materials as found on the shelf; Article, Adjective, Logical Adjective, Conjunction, Preposition, Verb, Adverb, and Logical Adverb

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- Language Material Making assessment criteria will be used to determine if a student has met the learning objectives of Language Material Making. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Language Material Making, including any areas that need improvement or correction.
- See also "Assignment Submission" on page 22.

MATERIAL MAKING: LANGUAGE - Assessment Criteria

Criteria	Description	Ratings
On time submission	Material is on time, complete and displayed by 8:30am on the due date.	not rated
Self-Evaluation	The Self-Evaluation sheet is present and is filled out completely	pass / no pass
Color Coding	Color coding is consistent and logical	pass / no pass
Sturdy construction	All materials are printed on cardstock or similar sturdy material	pass / no pass
	Any containers/packets, binding, or construction would stand up to regular classroom use	pass / no pass
	All components needed to successfully complete the activity are present. It is not required to include resupply. Common objects such as writing materials, or symbols are not required	pass / no pass
	The materials are shelf-ready, contained and displayed in an organized fashion	pass / no pass
Developmentally appropriate	Language/items would be appropriate for a child targeted for this work	pass / no pass
	The activity corresponds to the purposes of the Language area	pass / no pass
	Each part of this assignment is clearly a discrete activity, contained together for easy access using a band, clip, tray, packet or some other container	pass / no pass
Reading Classification	The selected classification contains objects that are logically grouped together	pass / no pass
	The same classification and items are used for all parts of this assignment	pass / no pass
	The Complete Set's classification can be related to, but not identical to the Basic Set	pass / no pass
	Cards/labels/pages that are grouped together are of a uniform size	pass / no pass
Neat and Attractive Appearance	Material is attractive and would be appealing to children	pass / no pass
	The activity corresponds to the purposes of the Language area	pass / no pass
	Each part of this assignment is clearly a discrete activity, contained together for easy access using a band, clip, tray, packet or some other container	pass / no pass
	All labels, cards, and other printed materials are in a print, sans serif font. If labels and definitions are handwritten, all text is printed very neatly and consistently in permanent black or red pen (as needed)	pass / no pass
Originality	Material is the original work of the student.	pass / no pass

SUPERVISED PRACTICE

Due Date

No specific due date – ongoing

Supervised Practice is scheduled daily throughout the course so that students can practice with the materials after seeing the demonstration. Attendance and participation are required during Supervised Practice.

Directions

Supervised Practice is scheduled time during class hours when students practice with the Montessori materials under staff supervision, without children, in the Montessori Northwest model classroom. A supervising staff member is available to clarify points or offer suggestions.

During Supervised Practice, students follow these procedures:

- Students work alone or with other students to refine their technique and deepen understanding of the materials. In general, students will work in pairs, with one person acting as the teacher, presenting the material to another student, who acts as the “child.” This collaborative environment supports effective practice. Students work with a *variety* of students throughout the year.
- Staff or the “child” may observe and give constructive and respectful feedback to the presenter *after* the full presentation is given.
- Students regularly track their practice with the materials in their Student Practice Log. This log and the rubric of Supervised Practice Assessment Criteria allow students to self-evaluate their progress towards mastery with each material. It also allows pedagogical staff to review students’ practice habits and give feedback as needed. During Oral Examinations, Student Practice Logs may be reviewed by Examiners to determine the amount of practice a student undertook with each material.
- Self-evaluation includes a written reflection in the student’s journal and updating practice logs during the last 5 minutes of Supervised Practice sessions.

Supervised Practice is a process of accumulating skill and experience. It is expected that students will at first be unfamiliar with the materials, and will increase in ability as they progress through the course. An attitude of “friendliness with error” is strongly emphasized, with mistakes seen as opportunities for growth and improvement.

During Oral Examinations, Supervised Practice Logs will be reviewed by Examiners as further documentation of the student’s participation in the course.

Assessment

- Students are expected to conduct frequent self-evaluations using the Supervised Practice assessment criteria, noting any areas of challenge and seeking assistance when needed.
- During Supervised Practice, pedagogical staff members observe students while they practice with the materials and each other. Staff members offer constructive feedback on how students can improve and refine performance.
- It is expected that students achieve at least a Competent Level (2) in all materials/activities prior to undertaking Oral Examinations. It is the student’s responsibility to improve Supervised Practice performance as needed based on self-evaluation and feedback received from pedagogical staff members.

SUPERVISED PRACTICE – Assessment Criteria

Note: the use of the term “children” in the rubric below always refers to other adult students in the class who take the place of real children during practice.

Criteria	1 – Practice level	2 – Competent level	3 – Mastery level
Planning and Preparation	Student does not have a prepared plan for practice. Student does not check the material prior to the presentation. Student does not invite the child before the presentation.	Student has a prepared plan for practice. Student generally checks the material prior to the presentation. Student provides an age-appropriate invitation before the presentation.	Student consistently has a prepared plan for practice, reflecting accurate self-evaluation. Student habitually checks the material prior to the presentation. Student offers enticing, varied and age-appropriate invitations before the presentation. The level of proficiency demonstrated by the student indicates extensive practice with the presentation.
Presentation	Student frequently check notes to clarify steps. Student makes significant errors during the presentation. Student does not demonstrate awareness of the child’s abilities. Student rarely offers points of interest.	Student can present at a basic level of accuracy without checking notes. Some minor errors may be present. Student incorporates awareness of the child’s abilities into the presentation. Student often emphasizes appropriate points of interest.	Student consistently presents even complex presentations with a high degree of accuracy without checking notes. Errors are generally absent. Student incorporates a high level of awareness of the child’s abilities into the presentation. Student habitually emphasizes appropriate points of interest.
Confidence and Enthusiasm	Student is consistently hesitant and unsure. Student shows a consistent lack of enthusiasm for the presentation.	Student is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Student is generally enthusiastic throughout the presentation.	Student is confident and poised, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the children. Enthusiasm is conveyed to the children.
Modeling	Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant. Analyzed movements are absent, too fast, or otherwise inconsistent.	Student models appropriate behavior most of the time, including physical movements, social interactions and interaction with the material. Lapses in appropriate modeling are minor and infrequent. Analyzed movements are present.	Student models appropriate behavior habitually. Physical movements are graceful and mindful, social interactions are confident and generous, and interactions with the materials are precise and respectful. Lapses in modeling are absent. Analyzed movements are habitual, accurate and thoughtful.
Rapport and Respect	Student does not establish rapport with the children. Interactions with children lack warmth or are not age-appropriate. Interactions do not convey respect.	Student establishes sufficient rapport with the children to successfully accomplish the presentation. Student generally shows respect towards the children.	Student conveys a warm and welcoming manner, inviting joyful rapport with the children. Strong rapport contributes to a successful presentation. Student respects the children’s experiences, ideas, and contributions.
Professional Attitude	Student demonstrates significant lapses in professionalism. Student may interact inappropriately with other students. Voice volume may be loud or poorly modulated. Feedback to other students is inappropriate, harsh, judgmental, or negatively-focused.	Student maintains a generally professional demeanor, interacting respectfully with other students, with few lapses. Voice volume shows respect to other students. Feedback to other students is generally helpful and courteous.	Student’s interactions with other students are consistently professional and courteous. Student’s overall demeanor is habitually professional. Voice volume is consistently appropriately modulated. Feedback to other students is useful, balanced, and brief.
Reflection & Self-Evaluation	Student does not reflect on strengths and weaknesses of presentations. Self-evaluation is unbalanced, being either too permissive or too harsh. Student does not to formulate a plan to improve presentations. Journal and Log not used effectively.	Student reflects on the strengths and weaknesses of presentations. Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. Student formulates a basic plan to improve presentations. Journal and Log used inconsistently.	Student reflects accurately on the strengths and weaknesses of presentations, self-evaluating easily and without judgment. Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement. Journal and Log used effectively and consistently.

OBSERVATION

Observation Dates (dates subject to change)

Observation Session 1: Week of November 16, Mon-Fri

Observation Session 2: Week of November 30, Mon-Fri

Observation Daily Tasks and the signed and totaled Hours Sheet are due on the first day back at Montessori Northwest after each Observation session.

Directions

Observation allows students to continue their study of the child in Montessori classrooms with children. During the course, students observe children in qualifying regional AMI Montessori Primary classrooms. Standards for Observation host classrooms are as follows:

- A teacher who holds an AMI diploma at the Primary Level (ages 3-6)
- A classroom equipped with a complete set of materials for the 3-6 level
- A multi-age group of children (ages 3-6)

Interaction with children is kept to a minimum, giving students the opportunity to silently observe children and their behavior. Students return to the same classroom for both sessions of Observation and for Practice Teaching, building familiarity and rapport with the children, the school community, and observing the school year continuum.

During each day of Observation, students observe the children through the lens of a daily task. These daily tasks are designed to focus the student's attention on a particular aspect of child development or Montessori theory. Students record their responses to daily tasks in the form of narrative descriptions and separate interpretive responses. Narrative descriptions are clinical, non-judgmental records of the child's activities: "What is the child doing?". Interpretive responses are the student's attempt to interpret the child's actions within the framework of Montessori theory: "Why is the child doing that?"

Throughout Observation, students are to remain reflective of their own learning experience. This includes ongoing self-assessment using the Assessment Criteria and may include some dialog with MNW Primary Pedagogical Staff.

Observation Process

A minimum of 90 hours of Observation is required. These hours are obtained during two Observation sessions; one in fall and one in winter. During Observation and Practice Teaching, a student's commute and daily schedule will change from their regular routine at Montessori Northwest.

Please note that it is of utmost importance that students keep their observations of the children and the school community confidential. Breaches of confidentiality may initiate non-Academic Probation.

Students can find documents related to Observation on the student website.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The Observation assessment criteria will be used to determine if a student has met the learning objectives of Observation. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about Observation assignments, including any areas that need improvement/correction.
- See also "Assignment Submission" on page 22.

OBSERVATION - Assessment Criteria

Criteria	Description	Ratings
On time submission	Student submits all required documents on time and complete by 8:30am on the first day they return to Montessori Northwest after Observation	not rated
Attendance	Student accrues a minimum of 90 total hours of Observation	pass / no pass
	Student accurately records their hours on the Hours Sheet, which is totaled by them and signed by the AMI Host Teacher	pass / no pass
Write responses to Observation daily tasks	Student uses a single journal to record responses to daily tasks	pass / no pass
	Student's handwriting is legible	pass / no pass
	Student writes out each day's daily tasks, beginning a new section in the journal	pass / no pass
	Student's responses include a narrative description and a separate interpretive response	pass / no pass
	Student's responses show understanding of, and engagement with, the daily tasks	pass / no pass
Maintain a professional presence in the school community	Student completes background check process in a timely manner	not rated
	Student behaves courteously and respectfully to all school staff and children	pass / no pass
	Student informs the host school of any anticipated late arrivals or absences	pass / no pass
	Student interacts minimally with children during Observation	pass / no pass
	Student demonstrates a calm, neutral, and professional demeanor	pass / no pass
	Student maintains confidentiality at all times	pass / no pass

PRACTICE TEACHING

Practice Teaching Dates (subject to change)

Beginning April 10th for 4 weeks Mon-Fri (exact dates depend on school holiday schedule)

Practice Teaching Written Assignments due on the first day back at Montessori Northwest

A student must be in Good Standing in order to participate in Practice Teaching

Directions

Practice Teaching allows students to directly apply their knowledge of the Montessori materials and child development to work with real children in Montessori classrooms. It is preferred that students return to the same classroom as for Observation. The student is not in charge of the entire classroom; instead, the student works with a limited number of children which they selects in collaboration with the host teacher. Students also consult with their host teacher when choosing appropriate lessons to present to the selected children. Montessori Northwest provides specific Practice Teaching Tasks to enhance and direct the classroom experience in purposeful ways. Students are given these tasks prior to Practice Teaching.

Please note that it is of utmost importance that students keep their observations of the children and the school community confidential. Breaches of confidentiality may initiate non-Academic Probation.

Standards for Practice Teaching host classrooms are as follows:

- A teacher who holds an AMI diploma at the Primary Level (ages 3-6) and has guided a classroom for a school year
- A classroom equipped with a complete set of materials for the 3-6 level
- A multi-age group of children (ages 3-6)

Practice Teaching Process

A minimum of 120 hours of Practice Teaching is required. Practice Teaching takes place during a 4 week session in spring.

During Observation and Practice Teaching, a student's commute and daily schedule will change from their regular routine at Montessori Northwest. Students can find documents related to Observation on the student website.

Students who undertake Practice Teaching in the San Francisco area are observed twice by a Montessori Northwest pedagogical staff member or representative who provides a written assessment of their observations (called a *Field Supervisor Report*). The first written assessment is typically provided within the first two weeks of Practice Teaching, allowing the student time to refine their practice based on that feedback. The second and final written assessment is conducted towards the end of the Practice Teaching session. During Field Supervisor visits, the student demonstrates an individual lesson and a group activity.

Students will also receive a written assessment by the host teacher at the end of the Practice Teaching session. All assessments are based upon the Assessment Criteria for Practice Teaching found here on the next page. Throughout Practice Teaching, students are to remain reflective of their own learning experience. This includes ongoing self-assessment using Assessment Criteria and may include dialog with the teacher and MNW Primary Pedagogical Staff.

Assessment and Grading

- During Practice Teaching, Field Supervisors observe students twice while they work with children. Students achieving a score of 1 in any category should work to improve the requisite skills. It is expected that by the second visit, students will have implemented strategies discussed to improve their performance and consistently achieve 2 or higher.
- Host Teachers also use the Assessment Criteria below when filling out their own Host Teacher report.
- Students are expected to conduct frequent self-evaluations during Practice Teaching using the assessment criteria, noting any areas of challenge and seeking assistance when needed.
- Students receive feedback about submitted Practice Teaching assignments, including any areas that need improvement/correction.

PRACTICE TEACHING - Assessment Criteria

Criteria	1 – Below expectations	2 – Meets expectations	3 – Exceeds expectations
Planning and Preparation	Student does not appear prepared for lesson. Student invites child/children for whom the lesson is inappropriate or poorly timed. Student needs to confer with their host teacher prior to presenting the material.	Student is prepared for the lesson. The level of proficiency demonstrated by the student indicates adequate practice of the presentation. The child/children selected for the lesson seem generally ready for and receptive to the lesson.	Student is prepared for the lesson. The level of proficiency indicates extensive practice of the presentation. The child/ children selected for the lesson appears to have received necessary preliminaries and are primed to receive the lesson.
Presentation	Student makes significant errors in the presentation. The student fails to connect the child to the material.	Student presents the lesson with a basic level of accuracy. Some minor errors are present. The lesson creates a solid initial connection between the child and the material.	Student presents even complex presentations with a high degree of accuracy. Errors are absent. The presentation creates a strong connection between the child and the material.
Control of Situation	Student frequently loses control of situation. Student cannot manage interruptions by other children. Student needs assistance from host teacher to keep control of the situation. Student does not maintain clear boundaries for the child.	Student keeps a basic level of control. Student controls the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. Student maintains boundaries regarding the child's behavior.	Student assumes and maintains a welcoming and authoritative demeanor throughout the presentation, inviting cooperation from the child. Student sets and maintains clear boundaries for the child's behavior.
Observation and Follow up	Student does not observe the child following a presentation. Student does not follow up with the child as needed following a presentation.	Student observes the child following the presentation. Student may follow up with some additional assistance to the child.	Student closely observes the child following the lesson, offering appropriate assistance as needed to enhance child's connection to the material. Student shows an understanding of when to withhold teacher intervention to support the child's exploration and discovery.
Confidence and Enthusiasm	Student is consistently hesitant and unsure. Student shows a consistent lack of enthusiasm for the lesson.	Student is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Student is generally enthusiastic throughout the presentation.	Student is confident and poised, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the child, and conveys this sincere enthusiasm to the child.
Modeling	Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant.	Student models appropriate behavior most of the time, including physical movements, social interactions and interaction with the material. Lapses in appropriate modeling are minor and infrequent.	Student models appropriate behavior habitually. Physical movements are graceful and mindful, social interactions are confident and generous, and inter-actions with the materials are precise and respectful. Lapses in modeling are absent.
Rapport and Respect	Student does not establish rapport with the child. Interactions with child/children lack warmth or are not age-appropriate. Interactions do not convey respect.	Student establishes sufficient rapport with the child to successfully accomplish the lesson. Student generally shows respect towards the child.	Student conveys a warm and welcoming manner, inviting joyful rapport with the child. Strong rapport contributes to a successful presentation. Student respects the child's experiences & contributions.
Professional Attitude and Appearance	Student demonstrates lapses in professionalism including, but not limited to problematic attendance or breeches in confidentiality. Student may interact inappropriately with host staff. Elements of the student's appearance (including attire, grooming, expressions or gestures) may be inappropriate. Voice volume may be loud or poorly modulated.	Student maintains a generally professional demeanor, interacting respectfully with host staff. Student's attire, grooming, expressions, voice volume and gestures are generally professional, with few lapses. The student is rarely late and notifies the host of any anticipated absences.	Student's interactions with host staff are consistently professional and courteous. Student's overall physical appearance, including attire, grooming, facial expressions and gestures, are habitually professional. Voice volume is appropriately modulated. The student is always on time.
Reflection and Self-Critique	Student is unable to reflect on the strengths and weaknesses of their presentation. Self-critique is unbalanced, being either too permissive or too harsh. Student is unable to formulate a plan for future improvement of the presentation.	Student can reflect on the strengths and weaknesses of their presentation. Self-critique is balanced, with both achievements and challenges receiving equal attention. Student can formulate a plan for future improvement of presentation.	Student can accurately reflect on the strengths and weaknesses of their presentation, self-critiquing easily and without judgment. Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement.
Assignment	It is not evident that all tasks have been completed.	It is evident that all tasks have been completed.	All tasks have been completed while also demonstrating elevated levels of professionalism, preparation, and reflection.

WRITTEN EXAMINATIONS

Written Examination Dates (subject to change)

Written Examination – Paper A: September 16, 2017

Written Examination – Paper B: September 20, 2017

Directions

Throughout the course, students participate in activities to orient themselves to the exam experience. Pedagogical staff will offer suggestions and guidance to support preparation.

Written Examinations occur over two days. On *each* day, the student is given three hours to complete the examination. On each day of Written Examinations students are given seven questions *from which they choose four to answer*. No extra credit is given for answering more than four questions. Students are expected to plan their time accordingly (i.e., to answer four questions in three hours, students will allot approximately forty-five minutes to each question).

On the first day of Written Examinations (Paper A), students answer questions on Montessori theory topics. Students will use their Theory Albums to study for Paper A.

On the second day of Written Examinations (Paper B), students will answer questions focused on materials and activities in the Primary classroom and their purposes. Students will use their four Reference Albums to prepare for Paper B.

A student's Written Examination is identified by number so that the student remains anonymous during the grading process. Each student's identity is revealed only when all Written Exams have been scored.

All Reference Albums and the Theory Album must be accepted for the student to be eligible to sit for Written Examinations.

Assessment and Grading

Written Examinations are graded on a pass/no pass basis.

Paper A: Each question has a maximum possible score of 25, giving a maximum possible total of 100 points for Paper A. A student must achieve a cumulative score of 50 points or more to pass.

Paper B: Each question has a maximum possible score of 25, giving a maximum possible total of 100 points for Paper B. A student must achieve a cumulative score of 50 points or more to pass.

The Assessment Criteria on the following page describes the level of achievement that constitutes a passing score for each paper.

A student who does not pass Paper A and/or Paper B can re-sit the failed portion of the exam within twelve months. See page 21 for more information on AMI exams.

WRITTEN EXAMINATIONS - Assessment Criteria

Criteria	0 – 12 points	12.5 – 15 points	16 – 20 points	20 – 25 points
Answers all parts of the question	Student does not address all parts of the question.	Student addresses all parts of the question with sufficient but minimal detail.	Student addresses all parts of the question in moderate detail, offering some additional information to expand on key points.	Student addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points.
Identifies and defines key terms	Student does not identify or define key terms	Student identifies key terms and gives a brief definition.	Student identifies key terms and provides clear and accurate definitions for each. Explanations show a solid understanding of key terms.	Student identifies key terms and provides clear and accurate definitions for each. Explanations of key terms show a high level of integration and understanding.
Shows relevance	Student does not stay on-topic; information provided is not relevant to the question.	Student provides information that is relevant to the question. Student occasionally strays off-topic.	Student provides information that is relevant to the question, and rarely strays off-topic.	Student provides information that is relevant to the question, and consistently stays on-topic.
Shows coherence	Student's writing lacks organization and clarity, and is difficult to follow.	Student's writing shows a basic level of organization and clarity.	Student's writing shows logical organization and significant clarity. Most arguments, statements or explanations are clearly expressed and are easy to follow.	Student's writing shows strongly developed organization and a high level of clarity. Arguments and/or explanations are clearly elucidated and logically organized. The reader has no difficulty comprehending all arguments, statements or explanations expressed.
Shows depth of understanding	Student does not accurately define the concepts being discussed. Major conceptual errors are present. Student cannot identify basic connections between key concepts.	Student can accurately define the concepts being discussed. No major conceptual errors are present. Student can identify basic connections between key concepts.	Student can accurately define and elaborate on the concepts being discussed. No conceptual errors are present. Student can identify connections between key concepts and provide useful elaboration and examples.	Student can accurately define and eloquently elaborate on the concepts being discussed. Student demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them.
Offers supporting examples	Student provides no supporting examples.	Student provides few supporting examples. Examples are minimally described and are generally relevant to the topic.	Student provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic.	Student provides frequent, detailed supporting examples that strengthen the student's argument or explanation to a significant degree. Examples are always relevant to the topic, and offer an alternate lens through which to explore the topic.
Offers elaboration	Student offers no elaboration.	Student offers some basic elaboration.	Student offers some useful elaboration to support arguments or strengthen key points.	Student offers extensive, relevant and sophisticated elaboration that strongly supports arguments or strengthens key points.

ORAL EXAMINATIONS

Oral Examination Dates (subject to change)

Oral examinations are held from October 10-13, 2017

Students attend *only one* exam session that is approximately 3 hours in duration. Exact time scheduled by MNW Staff in September 2017. Students remain in the local area throughout the range of dates listed above.

Directions

Throughout the course, students participate in activities to orient them to the exam experience. Pedagogical staff will offer suggestions and guidance to support preparation.

Oral Examinations are held at the end of the course. They are conducted by a team of external AMI examiners who represent the Association Montessori Internationale. Students take the Oral Examination individually, presenting one material from each of the four areas of the Primary classroom (Practical Life, Sensorial, Language and Mathematics) while being observed by one Examiner. Each Examiner questions each student in one area. The choice of material is made through a blind draw, and students have several minutes to inspect their material and consider their lessons before the examination begins. AMI Primary-trained teachers and staff from the Montessori community stand in as ‘the child,’ and maintain a neutral demeanor in this role.

At exams, the student is formally introduced to both the Examiner and the ‘child’. The student then begins the presentation of the material, entirely in the character of the teacher. The Examiner may halt the presentation at any time if he/she believes they have enough information to assess the student’s abilities. A conversation between the Examiner and the student follows each presentation focusing on the material, its relation to other materials, its relation to child development, and the underlying Montessori principles/theories that support this particular area.

During the 3 hour period of the examination, the student rotates between Examiners, taking approximately 30 minutes in each area to present the material and answer questions. Between each area, the student is asked to step outside the exam room so that the Examiner can write notes.

At the end of each day, the Exam Team meets to discuss the results of each student’s examination and participation in the course. After this meeting, Montessori Northwest pedagogical staff contacts students by phone to inform them of their exam results.

All Reference Albums and the Theory Album must be accepted and attendance at 90% or higher for the student to be eligible to sit for Oral Examinations.

Assessment and Grading

- Oral Examinations are graded on a pass/no pass basis.
- Four areas are examined: Practical Life, Sensorial, Language, and Mathematics. Each area is worth 25 points.
- The student *must pass in each area*: a minimum score of 12.5 points is required in *each* of the four areas to satisfy the AMI requirement for Oral Examinations.

The Assessment Criteria on the following page describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.

A student who does not pass an area can re-sit the failed portion of the exam within 12 months. See page 21 for more information on AMI exams.

ORAL EXAMINATIONS – Assessment Criteria

Note: the use of the term “child” in the rubric below always refers to an AMI Primary-trained teacher or staff member from the Montessori community who takes the place of a real child during examinations.

Criteria	0 – 12 points	12.5 – 15 points	16 – 20 points	20 – 25 points
Presentation	Student is unable to present the activity to a basic level of proficiency. Major errors in sequencing or use of the materials are apparent. Clear movements and accurate explanations to the child are absent.	Student presents selected material to a basic level of proficiency. No major errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are sporadic.	Student presents selected material accurately and confidently, with no errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are present but not habitual.	Student presents the material accurately and confidently, with no errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are habitual.
Rapport	Student shows little awareness of, or connection to, the child.	Student shows a basic awareness of, and connection to, the child.	Student shows a moderate awareness of, and connection to, the child. Interactions are warm and age-appropriate.	Student is strongly attuned to the child. Student responds appropriately and flexibly to the child’s interest. Interactions are warm, age-appropriate and help to stimulate the child’s interest in the activity.
Knowledge of developmental norms regarding the activity	Student cannot accurately identify: <ul style="list-style-type: none"> - how to recognize the child’s readiness for the activity - direct purposes of the activity 	Student can identify the following at a rote level, with no elaboration: <ul style="list-style-type: none"> - how to recognize the child’s readiness for the activity - direct purposes of the activity 	Student can identify and elaborate on the following: <ul style="list-style-type: none"> - how to recognize the child’s readiness for the activity - direct purposes of the activity 	Student can identify and elaborate on the following, showing a strong understanding between these points and other Montessori theories: <ul style="list-style-type: none"> - how to recognize the child’s readiness for the activity - direct purposes of the activity
Knowledge of the activity in a wider context	Student is not able to identify: <ul style="list-style-type: none"> - which materials would precede and follow this activity - other activities that could be done with this material 	Student is able to identify the following at a basic, rote level: <ul style="list-style-type: none"> - which materials would precede and follow this activity - other activities that could be done with this material 	Student is able to identify and elaborate on the following, showing some knowledge of the material in a wider context: <ul style="list-style-type: none"> - which materials would precede and follow this activity - other activities that could be done with this material 	Student is able to identify and elaborate extensively on the following, showing a deep understanding of the material in a wider context: <ul style="list-style-type: none"> - which materials would precede and follow this activity - other activities that could be done with this material
Knowledge of the area	Student is unable to accurately identify: <ul style="list-style-type: none"> - the purposes of the area - its application to child development - its relationship to other areas in the environment. 	Student is able to accurately identify: <ul style="list-style-type: none"> - the purposes of the area - its application to child development - its relationship to other areas in the environment. 	Student is able to accurately identify and elaborate on: <ul style="list-style-type: none"> - the purposes of the area - its application to child development - its relationship to other areas in the environment. 	Student is able to accurately identify, elaborate, and offer theoretical explanations for: <ul style="list-style-type: none"> - the purposes of the area - its application to child development - its relationship to other areas in the environment.
Synthesis	Student is unable to identify connections between practical activities and applicable Montessori theories/ concepts, even with frequent prompting.	Student is able to identify basic connections at the rote level between practical activities and applicable Montessori theories/concepts, with frequent prompting.	Student is able to identify connections between practical activities and applicable Montessori theories/ concepts, with minimal prompting.	Student is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories/concepts, with no prompting.