



montessori

NORTHWEST

A non-profit organization since 1979

Student Handbook

Portland AMI Assistants to Infancy 0-3 Course

Portland AMI Primary 3-6 Blended Course

Portland AMI Primary 3-6 Academic Year Course

Bay Area AMI Primary 3-6 Blended Course

June 12, 2020 - July 15, 2022

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ABOUT MONTESSORI NORTHWEST

Montessori Northwest (MNW), a non-profit 501(c)(3) organization guided by a Board of Directors, provides teacher training at the Assistants to Infancy (ages 0 - 3), Primary (ages 3 - 6), and Elementary (ages 6 -12) levels, and serves as a hub of activity within the Montessori community. As a student, you will become a member of the Montessori community. This handbook provides the established policies and protocols maintained by Montessori Northwest. Please review this handbook thoroughly to familiarize yourself with its content and save it for future reference.

Montessori Northwest does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years.

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.

COMMITMENT TO ANTI-BIAS ANTI-RACIST (ABAR) AND DIVERSITY, EQUITY, AND INCLUSION (DEI) PRACTICES

Montessori Northwest (MNW) recognizes that biases are inherent in our culture and institutions, including our own. These can include biases for, or against racial/ethnic backgrounds, culture, language, gender expression, sexual orientation, family structure, cognitive or physical ability, economic class, and religion.

As a teacher training center and hub of Montessori education in our region, it is our responsibility to prepare our staff and environment for an inclusive space where every member of the community feels welcome. We recognize that each individual who walks through our doors experiences privilege and oppression differently. Understanding and responding to this is ongoing work for individuals and our organization.

MNW is committed to taking a proactive approach to eliminating biases and/or racism in our environment. To that end, MNW is committed to:

- Providing a regular time and space for MNW staff and students to reflect and learn about these topics, including bringing in experts who are members of the Global Majority.
- Increasing pathways to training to improve accessibility to adult learners of the Global majority and other marginalized groups.
- Exploring with adult learners how to dismantle biases of all kinds in the context of the Montessori curriculum, classroom environment, as well as any of their own personal biases.
- Offering an equity centered approach that recognizes that racism is a form of trauma that affects children and adults.
- Continuing to deepen our Anti-Bias Anti-Racism commitments and Diversity, Equity, and Inclusions practices.

Some of the language used in the above statement has been adapted from statements by [Zora Montessori](#) and [Asheville Primary Schools](#). We are grateful to be a part of a community committed to collaborating on ABAR and DEI work.

ACCREDITATIONS, AFFILIATIONS, AND LICENSES

Student policies are established by Montessori Northwest in accordance with the Association Montessori Internationale (AMI), the Montessori Accreditation Council for Teacher Education (MACTE), California's Bureau for Private Postsecondary Education (BPPE), the Higher Education Coordinating Commission (HECC) of Oregon, the Oregon Center for Career Development in Childhood Care and Education (OCCD), and the Washington Training and Education Coordinating Board (WTB). As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet (found online at <https://montessori-nw.org/cadislosures>), which must be provided to you prior to signing an enrollment agreement. 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 other staff, the MNW Board of Directors, or the appropriate affiliated organization. Additionally, the student policies of Whitworth University will apply to students simultaneously enrolled in a cooperative program.

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 an Association Montessori Internationale diploma.

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)

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 offers an array of services that respond to students' needs. MACTE is recognized by the United States Department of Education as the national accreditor of Montessori teacher education institutions and programs throughout the United States. The following

Montessori Northwest courses are accredited:

| | |
|---|------------------|
| Bay Area Assistants to Infancy/Infant and Toddler/0-3 | June 29, 2015 |
| Bay Area Primary/Early Childhood/3-6 | June 27, 2016 |
| Portland Assistants to Infancy/Infant and Toddler/0-3 | June 29, 2015 |
| Portland Primary/Early Childhood/3-6 | October 22, 1996 |
| Portland Elementary/6-12 | December 2, 2015 |

MACTE

420 Park Street
Charlottesville, VA 22902
Phone: 434.202.7793
information@macte.org, www.macte.org

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

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. Approval to operate means compliance with the standards as set forth in the CEC and 5, CCR. Any questions 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

1747 North Market Boulevard Suite 225
Sacramento, CA 95835
Phone: 888.370.7589, 916.431.6959
Fax: 916.263.1897
www.bppe.ca.gov

HIGHER EDUCATION COORDINATING COMMISSION (HECC)

Montessori Northwest is approved by Oregon's Higher Education Coordinating Commission (HECC) to conduct a private school to educate adult students in Montessori principles and practice.

HECC

255 Capitol Street NE
Salem, OR 97310
Phone: 509.947.5751
info.hecc@state.oregon.gov
www.oregon.gov/highered

OREGON CENTER FOR THE CAREER DEVELOPMENT IN CHILDHOOD CARE AND EDUCATION (OCCD)

Pathways for professional recognition in Childhood Care and Education is a voluntary, statewide program to document and recognize the professional achievements of people who work in the childhood care and education profession.

OCCD

527 SE Hall, Suite 300
Portland, OR 97201
Phone: 503.725.8535
enterline@pdx.edu

WASHINGTON TRAINING AND EDUCATION COORDINATING COMMITTEE (WTB)

Montessori Northwest is licensed through the Workforce Training and Education Coordinating Board in Washington state to offer post-secondary education and training.

WTB

128-10th Avenue SW
P.O. Box 43105
Olympia, Washington 98504
Phone: 360.709.4600
pvsa@wtb.wa.gov

STAFF AND FACULTY

ADMINISTRATIVE

Sarah Werner Andrews, Program Director
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ASSISTANTS TO INFANCY/0-3

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Heide Phillipart, Director of Assistants to Infancy Training
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FACULTY BIOS

MICHELLE BECKA

Michelle Becka is originally from Cleveland, Ohio, and obtained her B.A. in Sociology from the University of Arizona. She graduated from MNW with an AMI diploma in 1997 and received her M.Ed. from Loyola University Maryland in the same year. Michelle has over 17 years of experience with teaching the 3-6 year olds, and is a recipient of the Oregon Montessori Association's Susie Huston Memorial Award for Outstanding Teaching. Michelle has been a Primary Trainer since 2017, and a Director of Training since 2018. She has led workshops on non-violent communication, growth mindset, positive phrasing, and mindfulness in Montessori environments.

MERRY HADDEN

Merry Hadden is a graduate of the 1977 AMI Training Course in Calcutta, India for work with children ages 2-7 and the first AMI Assistants to Infancy (0-3) Training Course in Rome, Italy, 1981. She is a certified Infant Massage instructor and a certified Birth Instructor in the R.A.T. technique, and holds a B.A. in Psychology with a minor in Business. Merry is the founder and Executive Director of Montessori at Roseborough in Mount Dora, Florida, an AMI-recognized school for children from 3 months to 15 years, founded in 1983. She is an AMI/USA Consultant and an AMI 0-3 Trainer. Merry has worked on courses in Denver, CO, San Diego, CA, Dallas, TX, and Vancouver, BC.

EMILY HANSEN

Emily Hansen is an Assistant to Infancy Trainer in Training at Montessori Northwest. She joined The Post Oak School as an assistant in 2005 and quickly fell in love with the Montessori philosophy. She began her Primary training in 2006 and was fortunate to intern with both Miriam Winton and Mirani Smith. In July of 2008, Emily received her AMI Primary diploma from the Montessori Training Center of St. Louis under trainer Dr. Annette Haines. Emily also holds a M.Ed. from Loyola University Maryland. Emily received a B.A. in psychology and sociology from George Fox University, and then served two years as an AmeriCorps volunteer, tutoring and mentoring children in the "I Have a Dream" Foundation in Portland, Oregon. Before moving to Houston, Emily lived in Costa Rica, where she taught English classes.

ROCHELLE HOLMBERG

Rochelle Holmberg joined Montessori Northwest after 11 years in the classroom. A former Montessori child, Rochelle earned her B.A. in Music at Puget Sound University. In 2005, she graduated from Montessori Northwest with an AMI diploma then completed her M.Ed. at Loyola University Maryland.

ALEJANDRA ROSAS

Alejandra Rosas is an AMI Assistant to Infancy Trainer, examiner, and consultant. Ales is currently Director of Training in San Diego and part of the training team in Argentina. Alejandra presented the 0-3 AMI Refresher Course on the neurological and biological basis of brain development during the first three years of life.

POLLI SOHOLT

Polli Soholt is an AMI Primary Trainer and Consultant, who has led AMI Montessori courses all over the world. She is a highly regarded author and Montessorian with over 40 years of experience. Her writings on the classroom, parent education, and Montessori have been published in numerous journals. She was a Primary level Montessori Teacher for 29 years, and owner and administrator of the San Jose Montessori school for 36 years.

SARAH WERNER ANDREWS

Sarah Werner Andrews is the Program Director of Montessori Northwest, AMI Director of Training, AMIUSA consultant, and an AMI Global Examiner. Sarah is also a sought-after presenter at local, national, and international conferences. Her most recent project was to compile and edit *The Montessori Approach to Music*, the newest book published by the Montessori-Pierson Publishing Co. Sarah holds a Bachelor's Degree in Music Performance, an M.Ed. from Loyola University Maryland, AMI Primary and Elementary diplomas, and is an Oregon Registry Master Trainer. Sarah began her work in Montessori education in 1987; she has many years of teaching experience at the primary and elementary levels. She is currently on the North American Montessori Teachers Association and Montessori Northwest Board of Directors. She is a recipient of the Oregon Montessori Association's Susie Huston Memorial Award for Outstanding Teaching, and a former OMA board member.

FACILITIES

LOCATIONS

BAY AREA

Montessori Northwest's Bay Area AMI Primary 3-6 course shares space with DayStar Montessori, located at 215 Dempsey Road, Milpitas, CA 95035. The MNW AMI Primary course uses two rooms: one as a model classroom and one for the lectures. DayStar Montessori has three Primary classrooms and two toddler communities.

PORTLAND

Montessori Northwest administration is located at 622 SE Grand Avenue, Portland, OR 97214. Three levels of AMI training are offered: Assistants to Infancy, Primary, and Elementary. The offices and classrooms occupy the 2nd floor of the U.S. Bank Building on SE Grand Avenue, between SE Washington and SE Alder. There is one main entrance on SE Grand Avenue; an elevator is available for students with mobility challenges.

SPOKANE

Montessori Northwest's Spokane AMI Elementary course is on Whitworth University's campus, located at 300 West Hawthorne Road, Spokane, WA 99251. The 200-acre campus is filled with red-brick buildings and tall pines, and offers a beautiful, inviting, and secure learning environment.

HOURS OF OPERATION

BAY AREA

The practice classroom and lecture space are shared with Day Star Montessori. During the course, MNW students have full access to these classrooms during the onsite blocks. Most administrative transactions may be conducted by calling Montessori Northwest at 503.963.8992 on Monday through Friday, between 8:00 am and 4:00 pm, or emailing info@montessori-nw.org.

PORTLAND

Montessori Northwest is open to students Monday through Thursday, 8:00 am to 5:00pm, and Fridays 8:00am to 4:00 pm. Periodically, MNW will be open extended hours and on weekends for student use. Students will be informed of additional hours in advance. Most administrative transactions may be conducted Monday through Friday, between 8:00 am and 4:00 pm.

SPOKANE

Montessori Northwest's classrooms at Whitworth University are open to students Monday through Friday, 8:00am to 9:00pm. MNW faculty is available from 8:00am to 5:00pm. Students can request additional access to classrooms or meeting spaces on Whitworth University's campus by calling Whitworth's Security Office at 509.777.4444. The campus has several rooms available, free of charge, for student meetings, study groups, clubs, and committees. Please reserve these rooms as far in advance as possible by emailing conferences@whitworth.edu.

The Harriet Cheney Cowles Memorial Library includes three large computer labs, instructional-media and technology service area, six rooms for group study, the Whitworth Composition Commons, the Leonard Martin Music Library, and a curriculum lab. The regular summer library hours are Monday through Thursday from 8:00 am to 8:00 pm, Friday 8:00 am - 5:30 pm, Saturday: 10:00 am - 4:00 pm, and closed on Sunday. Hours vary for reference service, instructional media, and computer labs. Reduced operating hours may also be in effect during the summer for holidays. For details, call 509.777.3260.

ENTRANCES AND EXITS

BAY AREA

Montessori Northwest students have a direct, keyed entrance to the classroom. Only the instructor will have access to the key. From the classroom area, one could exit from 6 other doors in the building, all of which are kept unlocked during business hours.

PORTLAND

Montessori Northwest's glass door entrance on SE Grand Avenue, directly south of the parking garage, is the main entrance and exit point. There are two additional exits for emergencies at the northeast and southeast corners; these are not for daily use. The glass door entrance is locked at all times. At the beginning of the course, students are issued a unique electronic key fob which will permit entry during operation hours. A \$50 fee is required if a fee is lost. (Summer students are issued a key fob at the beginning of each summer which is returned at the end of the summer.)

SPOKANE

Please inquire with local MNW staff about entrances and exit.

TRANSPORTATION AND PARKING

Montessori Northwest can be easily accessed by bike, public transportation, and car.

BAY AREA

Bike

To find bike routes near Day Star Montessori, visit <http://www.ci.milpitas.ca.gov/bike-paths/>. Unfortunately, bike theft is common. MNW assumes no responsibility for stolen bikes.

Car

Street parking is available on both sides of the main street. At the request of the city of Milpitas, students must park down the street from the school.

Public Transportation

Santa Clara Valley Transportation Authority options can be accessed at www.vta.org. MNW is close to the Park Victoria & Edsel bus stop and the Calaveras & Carnegie bus stop. The Bay Area Rapid Transportation (BART) system's nearest stop is Warm Springs/South Fremont. BART trip planning can be done online at www.bart.gov.

PORTLAND

Bike

Bike routes can be found at www.ridethecity/portland and [Google Maps](https://www.google.com/maps). Bikes should be secured to a bike rack. Bike theft is not common, but does occur; when locking the bike, secure the front tire and the frame together. Please note: Bikes are *not* permitted in MNW.

Car

There are limited free options for vehicle parking around MNW. Short term parking may be available on adjacent streets. The parking lot on the corner of SE 6th Avenue and SE Alder requires a parking permit and is reserved for MNW staff and visitors, the lot is *not* available for student use.

Public Transportation

Public transportation information can be accessed at www.trimet.org. Streetcar, bus, and MAX stops are all located within a short walking distance of MNW.

SPOKANE

Bike

Students are encouraged to register their bikes with Whitworth's security office. Bikes should be secured to one of the bike racks when not in use. Bike theft is not common but does happen; secure the front tire and the frame. As a service to students, the campus bookstore sells bicycle locks at a substantially reduced price. Please note that bikes are not permitted in campus buildings.

Car

As of 2015 during summer months only, vehicle registration is not required through Whitworth University. It is advised to contact Whitworth's Facility Services at fsadmin@whitworth.edu or 509.777.3254 to confirm parking policies prior to each summer session.

Parking on campus is permitted only in marked parking spaces in designated areas. Areas immediately adjacent to some buildings and marked as such by signs are reserved for service and delivery vehicles only. Parking spaces marked "Visitors" are to be used by visitors only. All other vehicles parked in these areas may be cited and/or towed away at the owner/operator's expense. *Parking along streets on-campus fire lanes is not permitted.*

Public Transportation

All public transportation options can be accessed at <http://www.spokanetransit.com>.

COMMUNICATING WITH MNW

BAY AREA, PORTLAND, AND SPOKANE

Montessori Northwest staff welcomes your communication with the goal of enhancing your experience at MNW. Some staff members have posted office hours, provide the opportunity to leave notes, or communicate via email. 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. Each MNW faculty member will inform students about methods of communication specific to their course.

PERSONAL CARE

Dress and activity should be in accordance with the business casual atmosphere of our building. Clothing should be suitable for active presentations with children at child-sized tables or on the floor. Personal grooming standards should allow for close proximity to other students. Please be mindful of others' sensitivities including the use of strong perfumes.

VISITORS

BAY AREA & SPOKANE

Please ask a Montessori Northwest administrative member prior to inviting a visitor. All visitors should check in with MNW administrative staff upon arrival.

PORTLAND

Please ask a Montessori Northwest staff member prior to inviting a visitor or encourage them to schedule a visit online using Schedulista, <https://montessorinorthwest.schedulista.com/>. Upon arrival, all visitors check in with administrative staff at the front desk. Visitors will sign in and receive a visitor's lanyard.

CHILDREN AT MNW

BAY AREA, PORTLAND, & SPOKANE

Please ask a Montessori Northwest staff member prior to inviting a visitor; a visitor under the age of 12 should always be accompanied by an adult. The on-site prepared environment, classrooms, and materials are for the adult learner. MNW is not a childcare facility and is not equipped to have children visit for extended periods of time. To preserve the professional adult learning environment at MNW, parents, and caregivers may *not* bring children to MNW as a childcare option; not even for cases of sickness and school closure. Portland only: there are books and materials in the sitting area for children's use. If additional materials are needed, please ask a staff member.

STUDENT LOUNGE

BAY AREA

MNW students are requested to store food in cold pack lunch bags or a hot thermos due to limited space in the refrigerator. As a community, students are responsible for maintaining the cleanliness of the shared space. Students will have a break every afternoon. *MNW is not liable for students' personal possessions.*

PORTLAND

The student lounge is set up to be a comfortable environment for students to relax, eat, and socialize, and is available for use before and after class and during breaks. Students, as a community, are responsible for maintaining the cleanliness of the student lounge. A refrigerator, microwaves, dishwashers, coffee pot, dishware, and flatware are available for student use. Students may bring in their own coffee and tea. Refrigerators are designated for each course, and should be used *only* for daily food storage. Food must be sealed in airtight containers.

Each student is assigned a locker for the secure storage of personal items such as backpacks, purses, and laptops. Students wishing to secure their lockers should bring their own padlock and key. Additional lockers may be available upon request if a student has extra belongings (such as bike panniers, helmet, etcetera). Liquids are not permitted in lockers. *MNW is not liable for students' personal possessions.*

SPOKANE

The student lounge in Hawthorne Hall is set up to be a comfortable environment for students to relax, eat, and socialize. It is available for use before and after class and during breaks. Students, as a community, are responsible for maintaining the cleanliness of the student lounge. Microwaves and vending machines are available for student use. Some additional office workspace is available full-time for staff and part-time for student use; times for student use will be posted. If refrigerators and/or hot beverage setups are available, their daily maintenance is the students' responsibility. Refrigerators are for daily food storage only. Food must be sealed in airtight containers.

TECHNOLOGY AT MNW

Texting, cell phone use, browsing the internet, and undisclosed recording are *not* permitted during class. Laptops may be used at the discretion of the Director of Training; there might be some points when students are asked not to use laptops, and instead take notes by hand. 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 turned off and stowed in lockers in the student lounge. If needed, a student may use the MNW phone number as an emergency contact and a staff member will convey a message to the student.

LECTURE AREA AND CLASSROOMS

PORTLAND, & SPOKANE

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. To preserve the working atmosphere of the lecture area and practice classroom, and with respect to other learners in the building, we ask that socializing and casual conversations are conducted in the student lounge.

BAY AREA

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.

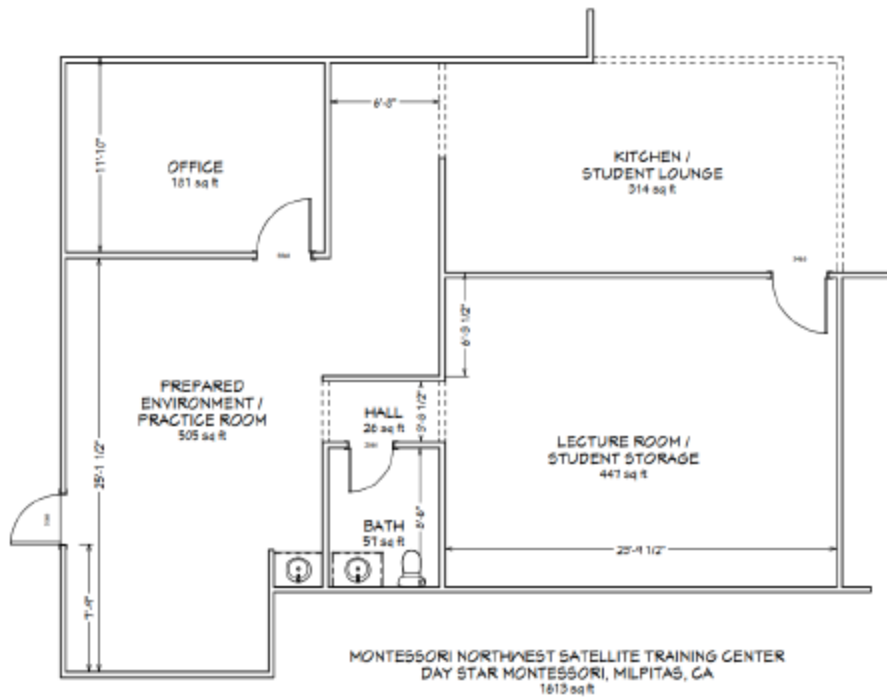
MEDIA RELEASE

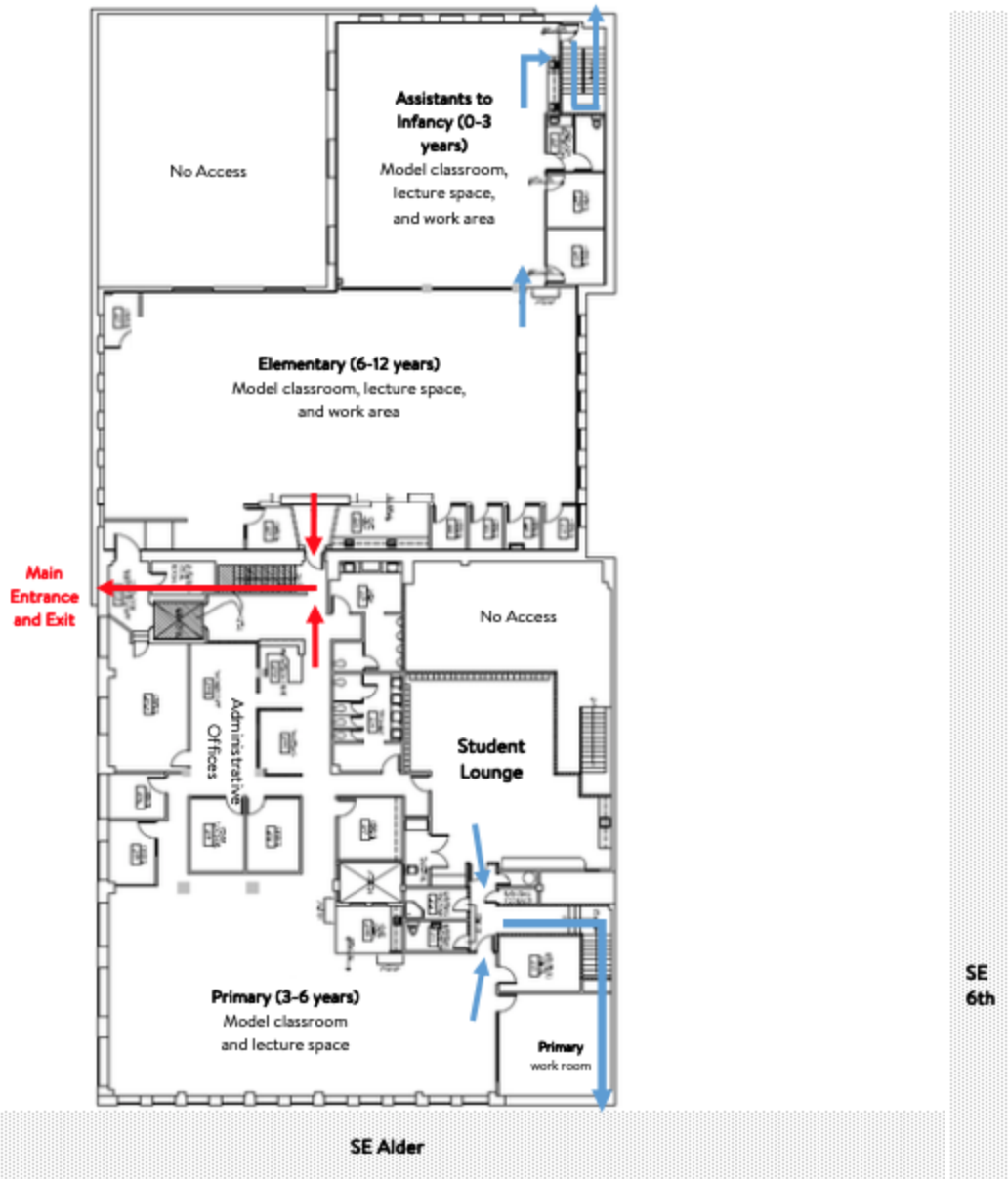
BAY AREA, PORTLAND, & SPOKANE

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

BAY AREA





Designated Emergency Meeting Location
MNW Parking Lot
Corner of SE 6th and Alder

STUDENT RESOURCES

PROFESSIONAL DEVELOPMENT ORGANIZATIONS

All current Montessori Northwest students have a one-year membership to AMI-USA during enrollment, the cost is covered by tuition. Elementary course students have an Elementary Alumni Association (EAA) membership (including the newsletter and access to the member website) for the duration of the course. Other professional organizations include the North American Teachers' Association (NAMTA), the Pacific Northwest Montessori Association (PCNA), and the Oregon Montessori Association (OMA).

MNW OFFICE

Questions or administrative transactions and/or concerns may be conducted between 8:00 am and 4:00 pm Monday through Friday by calling the administrative office in Portland, OR at 503.963.8992. As a non-profit organization, Montessori Northwest has limited resources and does not have office supplies for student use. Access to the telephone, fax, and copier are not permitted, except in case of emergency.

BAY AREA

Please note, the administrative office area at the Day Star is private and office supplies are not available for student use. Access to office machines such as telephone, fax, and copier is not permitted except in the case of an emergency.

PORTLAND

Administrative hours are Monday through Thursday from 8:00am to 5:00 pm and Friday from 8:00 am to 4:00 pm. Please note: The administrative office area is private and students may enter upon invitation only.

Student Printer

Optionally, students can purchase a printing package for the courtesy service of printing onsite. There are a few printing packages available. Students receive a notification of options via email and can purchase a package at the front desk. After purchasing a package, the student will be issued an ID and PIN number for tracking personal printing. To take part in this service, students will need a USB drive; all documents (saved as PDF files) will be transferred with the USB drive from a personal computer to the MNW printer. Any prints not used by oral examinations will be forfeited.

SPOKANE

Administrative hours for Montessori Northwest at the Whitworth University campus will be communicated to the students. Whitworth University's printing services are located within Hawthorne Hall. Whitworth University provides some access to a copier, paper cutter, staplers, hole punch, etcetera.

LIBRARY

Books in the library are for student and alumni use while on-site *only*. All items, marked "Do Not Circulate" or not, should remain at Montessori Northwest.

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. A Job Classification Reference Sheet, BPPE Annual Reports, and School Performance Fact Sheets can be found on our website.

<https://montessori-nw.org/cadislosures>

HOUSING

Montessori Northwest does not provide dormitories for students and does not provide housing assistance for prospective students. Many students find rentals available within walking or biking distance of MNW or along bus lines. Students may choose to join the closed Montessori Northwest Housing Resource Group on Facebook, <https://www.facebook.com/groups/MNWHousingResources> particularly to connect with other students seeking co-housing. Please refer to the websites below for leads on rooms for rent, studios, and apartments for rent. Rents vary greatly.

BAY AREA

Helpful Housing Websites

- <https://www.apartments.com/milpitas-ca-95035/>
- <https://sfbay.craigslist.org/d/apts-housing-for-rent/search/sby/apa>
- https://www.zillow.com/homes/Milpitas-CA_rb/
- <https://hotpads.com/milpitas-ca/apartments-for-rent>

Approximated Median Costs

- Single rented room in home \$1200 Trulia
- One-bedroom apartment \$2,500 Zillow
- Home \$1,046,460 Zillow

PORTLAND

Helpful Housing Websites

- <http://portland.craigslist.org>
- <http://www.oregonlive.com>
- <http://www.travelportland.com>
- <http://www.portlandonline.com>

Approximated Costs

- Single rented room in a home \$580-970 Craigslist
- One-bedroom apartment \$1375 zumper
- Home \$520,000 Zillow

SPOKANE

Helpful Housing Websites

- <http://spokane.craigslist.org>
- <http://www.apartmentguide.com/apartments/Washington/Whitworth-University>
- <http://mvetospokane.com>
- <http://forrentuniversity.com/Whitworth-University>
- Some campus housing is available. Contact Whitworth University's Associate Director of Housing for details, ajacob@whitworth.edu or 509.777.3250.

Approximated Costs

- Single rented room in home \$500 Craigslist
- One-bedroom apartment \$1000 Zillow
- Home \$248,501 Zillow

ACADEMIC AND NON-ACADEMIC COUNSELING

Montessori Northwest does not directly provide academic or non-academic counseling; however, MNW staff is available by appointment to meet with students to offer suggestions and resources on an individual basis.

INCLEMENT WEATHER AND EMERGENCY CLOSURE POLICY

For weather-related closures, students should check the local news regarding public school closures. In case of any emergency, please ensure that our records always include your current telephone contact number.

BAY AREA

Online sources for current information about school closure: <http://www.musd.org>. If Milpitas Unified School District is closed, MNW is closed. For any other emergency closure, Montessori Northwest staff will activate a telephone tree.

PORTLAND
Online sources for current information about school closures include www.oregonlive.com and www.pcc.edu. If the Portland Public School District is closed, MNW is closed. If the Portland Public School District is starting 2 hours late, MNW is starting 2 hours late. In case of any other emergency closure, MNW staff will activate a telephone tree.

PORTLAND

For weather-related closures, students should check the local news regarding public school closures. Online sources for current information about school closures include www.oregonlive.com and www.pcc.edu. If the Portland Public School District is closed, MNW is closed. If the Portland Public School District is starting 2 hours late, MNW is starting 2 hours late. For any other emergency closure, MNW staff will activate a telephone tree. Please ensure that our records always include your current telephone contact number.

SPOKANE

While at Whitworth students participate in the campus information systems and will receive notifications via texts of emergencies or closures. For any other emergency closure, Montessori Northwest staff will activate a telephone tree. Please ensure that our records always include your current telephone contact number. Emergency contact information for MNW staff while in residence at Whitworth will also be provided.

EMERGENCY PROCEDURES & CONTACTS

Call 911 for life-threatening situations, crimes in progress, or situations where an officer or emergency responder is needed immediately. Being prepared for the following general emergency information will enhance the safety of yourself and others in the case of evacuation at Montessori Northwest due to fire, earthquake, or other serious emergencies:

- Become familiar with the location of fire extinguishers in the building.
- Become familiar with the location of the emergency exits by locating them in the building.
- Alert MNW staff as to the nature and location of the emergency.
- Exit the building by walking, do *not* run, to the nearest exit.
- Gather in the designated evacuation area as defined.
 - BAY AREA - The parking lot behind Day Star Montessori.
 - PORTLAND - The MNW parking lot on the corner of SE Alder and 6th. Refer to the Floor Plan and Emergency Exits section of this handbook.
 - SPOKANE - Please inquire with local MNW staff about the designated evacuation location.

PORTLAND

Non-emergency disturbances can be addressed by the Telephone Report Unit (TRU) at 503.823.3333. TRU is staffed by Portland Police Officers who answer calls 24 hours a day, from the Police Bureau's non-emergency telephone line.

POLICIES

ADMISSION 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 Montessori Northwest 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 and \$150 application fee (used to cover the cost of processing) must be completed before it can be reviewed by the Admissions Committee. Applicants are notified in writing of their acceptance status within fourteen 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.

CONDITIONAL ACCEPTANCE

We do make exceptions and sometimes applicants are conditionally accepted. Students with conditional acceptance will check in with the Director of Training to ensure all work is completed on time and meets the academic requirements. If after 6 weeks the prior items are true, then conditional acceptance becomes full acceptance. The intention of conditional acceptance is to have an awareness of the student's needs and set them up for success.

I-20 & M-1 VISA

Montessori Northwest (MNW) is certified through the Student and Exchange Visitor Program (SEVP) to offer I-20's for M-1 student visas for our Portland academic year courses. If you are applying for a summer course or the San Francisco Bay Area Primary Course, we are not certified to offer visas at this time. SEVP requires all students to be fully accepted into a course in order for MNW to assist the student with an I-20; conditionally accepted students cannot receive assistance with an I-20 from MNW.

NON-NATIVE SPEAKERS OF ENGLISH

Proficiency in English is critical to success in Montessori Northwest courses, as instruction will not occur in any other language than English. One of the following is required if English is not a first language:

- Test of English as Foreign Language (TOEFL) with an Internet-Based total of 80, or a Computer-Based total of 213, or a Paper-Based total of 550.
- International English Language Testing System (IELTS) with a minimum score of 6.4.
- Transcript from an institution of higher learning wherein coursework is delivered exclusively in English and reflects a minimum grade point average of 2.75.

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. English Language services are not provided.

STUDENTS WITH DISABILITIES

Montessori Northwest 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.

Once admitted and prior to the first day of the course, the student is responsible for disclosing their disability to the Director of Training in order to receive accommodations. Students with a new diagnosis or existing disabilities who are requesting accommodations must schedule an appointment with the Director of Training, within three weeks of the 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.

The documentation the student submits must provide information about their disability and substantiate the need for each requested accommodation or modification. Documentation must meet the following criteria:

- current
- completed and signed by a licensed professional
- verify the disability
- suggest appropriate accommodation

MNW is not required to provide accommodations prior to the delivery of the accommodation letter from the student. MNW will provide academic accommodations that do not result in a fundamental alteration of the program, or an undue financial or administrative burden. Any student participating in a cooperative program has the option to register with the Whitworth University Disability Support Services Department or Educational Support Services (<https://www.whitworth.edu/cms/administration/educational-support-services/>).

Montessori Northwest does not discriminate against students or potential students on the basis of race, religion or creed, age, color, national or ethnic origin, sex or gender, gender identity, veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or use of a trained guide dog or service animal by a person with a disability in its admission policies, educational policies, or any administered programs. Students may file a grievance using MNW's Grievance Process.

BAY AREA

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.

PORTLAND

Any person unlawfully discriminated against, as described in ORS 345.240, may file a complaint under ORS 659A.240 / ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries.

SPOKANE

Any person unlawfully discriminated against, as described in RCW49.60, may file a complaint under RCW49.60 and RCW49.60.030 with the Washington State Human Rights Commission <http://www.hum.wa.gov/complaintProcess/>

FINANCIAL POLICIES

TUITION

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. Payments can be made online or submitted at the front desk during business hours.

Please refer to Montessori Northwest's website <https://www.montessori-nw.org> or contact the office at 503.963.8992 for general information related to tuition, fees, estimated materials and supplies costs, payment due dates, and tuition payment schedules. Please contact Finance Director, Robyn Ellis, regarding personal tuition and fees. If you have registered, please refer to your copy of the enrollment agreement for information about fee schedules, tuition payment options, and due dates; this information is available in Populi, in your Student tab, too.

BAY AREA

2021-2022 Primary 3-6

| | |
|--|----------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | \$1,000 |
| Primary Course Tuition | \$13,100 |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | \$13,100 |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | \$13,100 |

PORTLAND

2020-2022 Assistants to Infancy 0-3

| | |
|--|----------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | \$500 |
| Assistants to Infancy Course Tuition | \$11,850 |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | \$11,850 |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | \$11,850 |

2021-2022 Primary 3-6

| | |
|--|----------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | \$1,000 |
| Primary Course Tuition | \$13,100 |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | \$13,100 |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | \$13,100 |

PAYMENT METHODS

Tuition payments may be made by ACH or credit card (incurs a convenience fee).

FINANCIAL AID AND LOANS

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

FEDERAL AND STATE FINANCIAL AID

Montessori Northwest students enrolled at Whitworth University may apply for federal and state and state financial aid at FAFSA. Montessori Northwest students do not receive federal or state financial aid.

MONTESSORI NORTHWEST SCHOLARSHIPS

The mission of MNW's Scholarship Fund is to increase access to Montessori training, and to expand diversity, equity and inclusion in Montessori education. Scholarship funds come directly from Montessori Northwest donors, partnering schools and businesses. Three scholarship opportunities for individuals who have been accepted into any Montessori Northwest training course. Priority is given to new applicants into courses currently enrolling. Currently, International Students are ineligible for scholarships.

Montessori Northwest Equity in Education Fund

Increases the representation of people of the global majority in Montessori education, by encouraging applicants of color who are underrepresented in Montessori teacher training. Awards are \$1,000 - \$4000 awards will be awarded. Priority consideration given to those who:

- are Asian, Black/African-American, Hispanic/Latinx, Native American or Asian Pacific American.
- demonstrate financial need.

Montessori Northwest Learning to Leading Fund

Tuition assistance to qualified applicants from Montessori programs that are actively serving communities in need. Awards are \$500 - \$3000. Priority consideration given to those who demonstrate:

- two years of past employment in a public or tuition-free program in Oregon, Washington, California, Idaho, or Montana.
- a commitment for continued employment in a public or tuition-free program in Oregon, Washington, California, Idaho, or Montana.
- demonstrate financial need.

Montessori Northwest Education Advancement Fund

Tuition assistance to applicants currently working with children and dedicated to serving children in the future. Awards are \$500 - \$3000. Priority consideration given to individuals who are:

- classroom assistants in a Montessori classroom.
- teachers with a non-AMI Montessori diploma.
- teachers within a traditional education setting.
- teachers with an AMI diploma and would like AMI training at another level.
- a work history demonstrating their dedication to serving children.
- who demonstrate financial need.

Scholarship applications may be submitted starting the first Monday of January each year. 2021 scholarship applications are by April 1, 2021. To begin a Scholarship application, you must have already been accepted into a Montessori Northwest teacher training program.

INSUFFICIENT FUNDS FEE

Students will be charged a \$50 non-sufficient funds fee for any returned payment. Montessori Northwest will notify the student of a returned payment as soon as possible. To avoid additional late fees, an insufficient 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 payment has been made. 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. 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 \$50 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 a 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.

CANCELLATIONS AND REFUNDS

TERMINATION BEFORE THE COMMENCEMENT OF CLASSES

If participation in the course is terminated prior to entering classes,

- The student must submit a written notice of such cancellation to MNW at its Portland address.
- California students: A student has the right to cancel and obtain a refund of charges through attendance at the first class session, or the seventh day after enrollment, whichever is later.
- Oregon and Washington students: The notice must be postmarked no later than midnight of the fifth business day (excluding Sundays and holidays) following your signing this contract.
- The written notice can be personally or otherwise delivered during the aforementioned time.
- In the event of dispute over timely notice, the burden to prove service rests on the applicant.
- All monies paid by the student shall be refunded if the student does not sign an enrollment agreement and does not commence participation in the program.

TERMINATION AFTER THE COMMENCEMENT OF CLASSES

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

- Oregon and Washington students: Termination after the commencement of classes and before completion of 50% of the course, the student has the right to cancel and obtain a refund of charges paid. The student shall be issued a pro rata refund according to the published schedule of classes. Refunds will be issued within thirty business days after notification of termination is received by MNW.
- Oregon and Washington students: Termination after completion of 50% or more of the program, the student shall be obligated for the full tuition of the program and shall not be entitled to any refund.
- California students: In all cases, Registration fees and Student Tuition Fund Fees are non-refundable.

| | |
|---|---|
| <i>Percentage of Course Completed</i> | <i>MNW retains this percentage (%) of Tuition</i> |
| 1st class session or 7th day after enrollment, whichever is later | All paid tuition refunded |
| Completed 60% or less (but more than above) | Pro rata refund |
| Completed 61% or more | No refund |

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 days following discontinuance of the program. Money due the applicant/student will be refunded within thirty calendar days after receipt of the request.

FEDERAL STUDENT FINANCIAL AID FUNDS

If you have received federal student aid funds, you are entitled to a refund of monies not paid from federal student financial program funds.

STUDENT TUITION RECOVERY FEE (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

It is important that you keep copies of your enrollment agreement, financial aid documents, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916.431.6959 or 888.370.7589. To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
- You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- You have been awarded restitution, a refund, or other monetary awards by an arbitrator or court, based on a violation of this chapter by an institution or representation of an institution, but have been unable to collect the award from the institution.
- You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

REFUNDS FOR BOOKS AND MATERIALS

Books purchased from Montessori Northwest may not be returned but can be exchanged for a book of equal or lesser value within 7 days of purchase or start of course. Payments will be made via cash or credit card. Charts and timeline materials purchased from MNW may be returned within 7 days if they are in original, unused condition. Refunds will be made via cash or credit card.

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 Montessori Northwest archives. These files are maintained for a minimum of 25 years in a fireproof safe. Education Records include, if applicable and available:

- The original application form for admission.
- The official progress report for completion of AMI requirements.
- The summary sheet(s) with 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.
- Education Records may also include documents such as course descriptions (i.e. Whitworth University courses) or any specialized document which might be necessitated by an Alumni request.

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 Program or Administrative 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 Director or a designated staff person. A student may appeal in writing to the Director if questioning or rebutting any documentation in their Education Records. The Program and Administrative Director have authority to correct or change any information in the Education Records, although the student may be permitted to add a statement to their own file.

COPIES OF EDUCATION RECORDS

Current students or Montessori Northwest graduates may submit an online request for copies of their Education Records on the MNW website, www.montessori-nw.org/alumni-community. See Montessori Northwest's website for pricing. 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 e-mailed and/or sent in sealed envelopes to the graduate or to a third party as requested by the graduate. See Montessori Northwest's website for pricing. www.montessori-nw.org/alumni-community.

REFERENCES

Montessori Northwest pedagogical staff does not provide verbal or written references for employment purposes. Instead, with the student's written permission, staff can verify the following:

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

Although letters of reference cannot be provided for employment purposes, pedagogical staff can create a written reference for an alumni's application for a continuing education program. 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 FOR OBSERVATION AND PRACTICE TEACHING

During Observation and Practice Teaching sessions students are present in host schools with children for several weeks. Placements are made by Montessori Northwest staff and most MNW students are placed in regional schools. Prior to placement, students practicing teaching and/or observing must refer to the state's background check as well as the host school's background registry requirements.

Students interested in completing Observation and Practice Teaching in an out of state school will contact the Faculty 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. All other students who are not observing and practicing teaching in the local state must complete an additional background check after confirming with their host school which guidelines to follow for background registry requirements in order to meet the background requirements for that state.

BAY AREA

California students can refer to www.oag.ca.gov/fingerprints/publications/contact.php#sanfrancisco for fingerprinting information and the online enrollment process. 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. Students:

- will select the option, "I am applying for work, plan to volunteer or be associated with a licensed child care facility or requesting agency."
- begin the enrollment process as soon as possible, so that it is completed in a timely manner.
- 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.
- Students retain the proof of enrollment and provide it to the host school upon request.

PORTLAND

Oregon students can refer to the Office of Child Care's Central Background Registry, www.oregon.gov/OCC/Pages/On-line_application_informationpage.aspx, for fingerprinting information and the online enrollment process. 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. Students

- will select the option, "I am applying for work, plan to volunteer or be associated with a licensed child care facility or requesting agency."
- Students begin the enrollment process as soon as possible, so that it is completed in a timely manner.
- 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.
- Students retain the proof of enrollment and provide it to the host school upon request.

SPOKANE

Washington students can refer to www.k12.wa.us/ProfPractices/pubdocs/DELfingerprintinstructions.pdf for fingerprinting information. All students must be fingerprinted for a background record check (RCW 28A.400.303) through the Washington State Patrol and Federal Bureau of Investigations. Whitworth School of Education Certification Office requires that all students who plan to observe and practice teaching in Washington State must be fingerprinted through the FBI. Students need to contact Whitworth University at 509.777.4406 for Background Registry guidelines to follow.

ADMINISTRATIVE REQUIREMENTS

These standards of behavior apply when students are onsite at Montessori Northwest, engaging in online activities including social media, during observation and practice teaching, and at MNW events. Failure to adhere to Administrative Requirements will result in use of the Student Discipline Process.

- 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 satellite site 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 Program or Administrative Director; MNW endorsement of private endeavors may not be implied.
- No student may represent a commercial enterprise, advertise or conduct business, or attempt profitable fundraising 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 themselves as individuals. Non-profit political and charitable fundraising must be similarly approved.)

CONDUCT REQUIREMENTS

These standards of behavior apply to students when onsite, engaging in online activities including social media, observing and practice teaching, and at MNW events. MNW students and staff should report any violations of these requirements to the Program or Administrative Director immediately. Failure to follow conduct requirements and/or knowingly withholding information regarding a violation will result in the Student Discipline Process.

EXPECTED BEHAVIORS

- Behave ethically and follow the highest standards of honesty and integrity. This includes but is not limited to:
 - Discuss confidential information with authorized persons only.
 - Respect the privacy of others. Being part of this group requires mutual trust. Authentic, expressive discussions may also be sensitive and private; what is shared in the group should stay in the group.
 - Seek to resolve conflict in a fair and responsible manner. Respect that everyone is on their own journey and address issues with compassionate accountability.
 - Submit work that represents one's own efforts and originality.
 - Maintain an open, reflective practice of recognizing and increasing awareness of inherent biases and microaggressions in our selves, culture, and institutions which results in harm.
- Demonstrate respect for self, others, and the environment; be kind and courteous. Collectively, we create a welcoming 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 welfare of others.
- Give more than you take to this group. Self-promotion, spam and irrelevant links are not allowed.
- Anti-Bias Anti-Racist (ABAR) and Diversity, Equity, and Inclusion (DEI) Practices.

PROHIBITED BEHAVIORS

- Plagiarism, cheating, or committing academic dishonesty, including:
 - 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.
 - Cheating during examinations.
- Dishonesty, including:
 - Provision of false information.
 - Alteration or misuse of documents, impersonation, misrepresentation, or fraud.
 - 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.
- Undisclosed recording, audio or video, on MNW premises. Written permission must be obtained from the Program or Administrative Director prior to any recording.
- No Promotions or Spam. Students may not sell or promote their own industry while a student at MNW.
- 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 individual'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 (except 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 instructions from the Program or Administrative Director or other MNW officials 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 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 against the issuing staff members in writing to the Program or Administrative 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.

ONLINE BEHAVIOR

- Please review the videos [MNW Zoom Basics Video](#) and [MNW Populi Profile Picture](#).
- Be aware of your physical environment to protect your privacy, if you are in a school setting, the privacy of others.
- Arrive five minutes before the start of the session; this provides time to practice using Zoom features and is a courtesy to other participants.
- Mute your microphone upon entering the meeting; always have your microphone muted to avoid feedback and limit background noise.
- Change your screen name in Zoom to match the name used in your Populi profile to receive attendance for a MNW course. (Learn how to customize your profile in [Zoom](#).)
- Use the *Reactions* button to raise your hand or utilize the *Chat* feature to type in your questions.
- Respectful dialogue, where you express your opinions and ideas in an open and mindful, courteous, and civil way, is required. We all have something to offer, and all perspectives are welcome.
- If you experience technical difficulties send a direct message to the co-host in the chat box. For help troubleshooting complex issues, email april-kay@montessori-nw.org.
- In the *Chat* feature, use full sentences to help convey your message and thoughts. Foster respectful dialogue, where you express your opinions and ideas in an open and mindful, courteous, and civil way, is required. We all have something to offer, and all perspectives are welcome. To prevent misunderstandings, avoid using abbreviations. Review *Netiquette* for more information.
- Demonstrate engagement with the faculty and other students; to the degree you are comfortable, keep your camera on and maintain eye contact with your camera.
- Maximize your session by taking notes.
- If your course uses Populi, you can expect to utilize discussion boards and online discussions. Refer to the faculty's requirements. An example requirements for the discussion board: write one well developed entry for each discussion item and respond to a minimum of two other class members. Responses should be approximately four to seven sentences of thoughtful content that causes one to reflect, respond, and inspire participation. Responses should demonstrate absorption of the content/materials. We encourage the use of video, audio, and visual images/drawings as additional ways to respond in posts.

Netiquette

Guiding Principles created by Ingrid Anderson

- Remember to only give what you want to receive. Don't do anything to other users that you wouldn't like done to you.
- Avoid "Lurking" on the sidelines. "Lurking" means that you are doing an ample amount of observing/reading and little participation with the rest of the learning community.
- Double-check your tone and humor. Posts on the discussion board can unintentionally seem harsh or mean. Irony and sarcasm can be misrepresented or come across as confusing. It helps to add a qualifier in parentheses or an "emoticon," also known as a "smiley" to replace body language.
- Typing your messages IN ALL CAPS JUST LIKE THIS is the Net equivalent of shouting and is considered offensive in regular email and elsewhere on the Internet. However, we use CAPS as specific visual indicators in subject bars and occasionally in personal communications amongst ourselves, usually as a way of offsetting new text when a complex reply is interspersed with an original note.
- To emphasize a word or phrase on a Discussion Board, it is typical to flank it in single underlines like this or with asterisks *like this*.

STUDENT DISCIPLINE PROCESS

Violation of the Administrative Requirements or Conduct Requirements of Montessori Northwest will result in the Student Discipline Process. When a violation occurs, the Program or Administrative 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 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 Director, the student, or both, and can be submitted in oral or written form.

The 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 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 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 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 Program or Administrative 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 grievor. A grievance will be addressed according to the following process:

STAGE 1: ATTEMPTED RESOLUTION WITH THE PROGRAM OR ADMINISTRATIVE DIRECTOR

1.1: Letter to the 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 Director.

1.2: Meeting with the 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 PROGRAM OR ADMINISTRATIVE DIRECTOR

2.1: Letter of Appeal to the Director

This letter must include:

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

The 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 Director or the designee of the 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 Director or designee of the 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 Director until 1 year following the completion of the appeal process. If the resolution reached at the formal hearing is unacceptable to the grievor, 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 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:

High Education Coordinating Commission, Private Career Schools

255 Capitol St. NE
Salem, OR 97310

After consultation with the appropriate Commission staff and if the complaint alleges a violation of Oregon Revised Statutes 345.010 to 345.470 or standards of the Oregon Administrative Rules 715-045-0001 through 715-045-0210, the Commission will begin the complaint investigation process as defined in OAR 715-045-0023 Appeals and Complaints.

Workforce Board

128-10th Ave. SW, Box 43105
Olympia Washington 98504
Web: wtb.wa.gov
Phone: 360.709.4600
pvs@wtb.wa.gov

Association Montessori Internationale (AMI)

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

Montessori Accreditation Council for Teacher Education (MACTE)

420 Park Street
Charlottesville, VA 22902
Phone: 434.202.7793
info@macte.org

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 POLICIES

ACADEMIC REQUIREMENTS FOR RECEIVING THE AMI DIPLOMA

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 a cooperative program earn credits independently through their university program while completing the academic requirements for an AMI Diploma.

ASSISTANTS TO INFANCY

Admission to the course does not guarantee certification. Completion of the course does not guarantee employment, salary, or occupational advancement. In order to receive the AMI Assistants to Infancy 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.
- 180 hours of Observation Training, on site and in Montessori classrooms.
- 20 hours of Practice Teaching, on site and in home or infant communities.
- Passing marks of 50% or higher on Written and Oral Examinations.

Composition of Infant Toddler/Assistants to Infancy, 645 course hours

Infant and Toddler Education

- 50 Hours - Montessori and Methods

Assistants to Infancy Curriculum

- 25 Hours – Medical Development
- 40 Hours – Physical and Psychological Growth
- 30 Hours – Psycho-Sensory Motor Development
- 20 Hours – The Home Environment
- 60 Hours – Community Environments

Practicum

- 200 Hours – Supervised Practice & Implementation
- 180 Hours – Observation
- 20 Hours – Practice Teaching

PRIMARY

Admission to the course does not guarantee certification. Completion of the course does not guarantee employment, salary, or occupational advancement. Receiving an AMI Primary Diploma will prepare you for the following job classifications: 252012, 252021. 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 in an Montessori classrooms
- 120 hours of Practice Teaching, on site in an approved Montessori classrooms
- Passing marks of 50% or higher on Written and Oral Examinations

Composition of Early Childhood Certification, 850 course hours

Early Childhood Education

- 50 Hours - Child Development Theory
- 80 Hours - Educational Theory
- 30 Hours - Child, Family, and Community

Curriculum Development

- 60 Hours – Movement Education, Practical Life, and Art
- 50 Hours – Sensory Education
- 80 Hours – Spoken Language, Literacy, and Music
- 70 Hours – Mathematics and Science
- 220 Hours – Implementation and Classroom Methods

Practicum

- 90 Hours – Observation
- 120 Hours – Practice Teaching

ELEMENTARY

Admission to the course does not guarantee certification. Completion of the course does not guarantee employment, salary, or occupational advancement. 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, on site in approved Montessori classrooms
- Passing marks of 50% or higher on Written Paper A
- Passing marks of 50% or higher on Written Paper B
- Passing marks of 50% or higher on Written Paper B1 and Paper B2 combined
- A 50% mark in each of the Oral Examinations

Composition of Elementary, 1200 course hours

Elementary Childhood Education

- 30 Hours - Child Psychology
- 45 Hours - Educational Theory

Elementary Curriculum

- 85 Hours – Language
- 195 Hours – Mathematics and Geometry
- 90 Hours – Physical and Biological Sciences
- 25 Hours – History
- 65 Hours – Music and Arts

Other Requirements

- 30 hours – Reading and Discussion
- 80 Hours – Album Reading
- 20 Hours – Material Making

Practicum

- 330 Hours – Guided Practice and Implementation
- 110 Hours – Observation
- 120 Hours – Practice Teaching

ATTENDANCE

AMI requires 90% attendance in the program. 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 file, 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 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.

ACADEMIC PROGRESS AND ACADEMIC PROBATION

PROGRESS REPORTS

Each student's participation in the course is periodically reviewed and evaluated on a regular basis. Students can keep informed of their progress in the course through accessing Populi. 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. At any time, students are welcome to schedule a meeting with the Director of Training to discuss their progress in the course.

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.

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. Notifying staff does not excuse the late submission. 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.

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 Montessori Northwest and can no longer attend the course. MNW's Cancellation and Refund Policy will apply.

LEAVE OF ABSENCE / DEFERRAL

Leave of Absence Policy

Montessori Northwest's Leave of Absence Policy mirrors its Deferred Course Requirements. See the Deferred Course Requirements section for details.

Deferred Course Requirements

The deferral policies listed below apply only to the AMI diploma courses offered at Montessori Northwest. Students enrolled in a cooperative program should consult with the institution directly regarding their specific deferment policies. In general, students enrolled in a 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 the required fee will be considered late and will not be reviewed. Fees for:

| | |
|---|-----------------------------------|
| Album/Assignments for Theory or Reference Albums | \$150 per album |
| Material Making | \$50 per assignment/area |
| Guided Practice Meetings | \$150 per area |
| Practice Teaching Visit (Video or In-person) | \$50 per MNW staff visit or video |
| Review of Observation or Practice Teaching Written Assignment | \$50 per assignment |
| First time or Re-sitting for Written Exams | \$150 |
| First time or Re-sitting for Oral exams | \$200 |

Re-sitting Exams

Students who do not score 50% or more in either one or two parts of Paper A, Paper B will be deferred for that/those part(s) of the examination. If a student is unsuccessful in no more than two out of the four areas constituting the Oral Examination then the student is entitled to re-sit only the area(s) in question. Students unsuccessful in three or more areas of the Oral Examination must re-sit all four areas of the examinations. Deferred parts of the examination may be retaken only once. In accordance with the AMI examination regulations, the examination must take place the following year and may not be extended beyond 12 months from the original declaration of the result. Any request for a variance to this regulation has to be referred to AMI.

FAILURE

Students who fail both Written Examinations Sections A, and Section B, and any two areas of the Oral Examinations fails the course. Students deferred for course requirements who do not fulfill one or more requirements, fail the course. To achieve the AMI Diploma a failed student must retake the entire course.

Appeal against Examination Result

There is no right of appeal against the academic judgment of the duly appointed AMI 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 taken, and which could not reasonably have been presented to the Board of Examiners.
- that there was a procedural irregularity or other inadequacy in the conduct of the examinations, or administrative error. For example, the processing of marks or grades, of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity.
- that there exists evidence of prejudice or 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 publication of the results 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. Tuition costs will be prorated based on the duration of the student's attendance at MNW and are assessed on a case-by-case basis. 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 must pay the MNW Application Fee to cover the administrative costs of a transferring student.
- Transfer students submit a complete application packet addressing Montessori Northwest's Criteria for Admission from their former AMI training center, or by completing MNW's application.
- The practicum phase (Observation, Guided Practice, or Practice Teaching) may *not* be satisfied unless the student is transferring directly from a MACTE accredited training program with no time gap in the training.
- 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.
- Receipt of AMI Alternative Exam Centre Request Form.
- Receipt of AMI Course Transfer Request.

MAXIMUM TIME ALLOWED FOR COMPLETION OF COURSE

The Montessori Northwest course is designed for qualified students to be able to successfully complete the course within the time allotted. With rare exceptions, students are able to successfully complete the course within the given format, exact dates are listed online www.montessori-nw.org. 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.

Assistants to Infancy Summer Course

2 Summers (mid-June to early August for two consecutive summers, exact dates vary with each course), with observation completed during the intervening academic year.

Assistants to Infancy Block Course

A block format (several weeks over the course of one or two calendar years, exact dates vary with each course), with observation completed during the intervening times.

Primary Academic Year Course

9 Months (early September to early June, exact dates vary with each course).

Primary Blended Course

3 onsite blocks and 2 distance blocks.

Elementary Academic Year Course

9.5 Months (mid-August to early June, exact dates vary with each course), plus a Foundation course for students who do not have AMI Primary training.

Elementary Summer Course

3 Summers (mid-June to early August for three consecutive summers, exact dates vary with each course), plus a Foundation course for students who do not have AMI Primary training, with observation and practice teaching completed during the intervening academic years.

STUDENT WELLNESS

MONTESSORI NORTHWEST

Montessori Northwest values every individual's health and wellbeing, 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, MNW staff members can offer suggestions for local healthcare resources. 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.

COVID-19

Prior to arrival at the training center, everyone must complete a

- COVID-19 Safety Acknowledgement via [SignNow](#). The full text can be found on page 128.
- [Health Questionnaire](#)

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 or 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.
- The 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, 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

- Frequently clean 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 visit www.cdc.gov/flu/protect/keyfacts.htm.

Higher risk students

- People at higher risk for complications from influenza include pregnant women; children under 5 years of age; adults and children who have chronic lung diseases (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 providers 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 influenza.

Before Traveling

Students should check themselves for fever and any other signs of influenza-like illness before starting travel and stay home if 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 healthcare provider for advice. See CDC's Travel Website www.cdc.gov/travel or more information for travelers.

PARENTS PREPARE

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 have a plan in advance in the case of school dismissals or child care program closures. 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.

FREE, LOW-COST OR SLIDING SCALE HEALTH CARE

www.healthcare.gov/young-adults/college-students/

Information, specifically for students, about applying for health insurance through the Marketplace.

www.coalitionclinics.org/clinics

A network of fourteen private, non-profit health clinics located throughout Multnomah County. These clinics provide health services to the uninsured, including urgent care.

www.nunmhealthcenters.com

The National University of Natural Medicine offers low-cost medical care delivered by naturopathic physicians and Chinese medicine practitioners at many sites in the Portland area.

www.pdx.patientphysiciancoop.org

A collective of doctors, including alternative medicine practitioners, in which members pay a flat rate for a fixed number of visits and services.

www.workingclassacupuncture.com

Acupuncture clinic offering treatment on a sliding scale.

www.pacificu.edu/optometry/patients/clinics/portland.cfm

Pacific EyeClinic Portland offers a variety of reduced fee and other payment options for patients seeking eye care, glasses, or contact lenses.

www.plannedparenthood.org

A network of reproductive health.

US GOVERNMENT INFORMATION ON PANDEMIC INFLUENZA

www.cdc.flu.gov

Center for Disease Control and Prevention

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

Worker Safety and Health guidance for a Pandemic

www.osha.gov/Publications/influenza.pandemic.html

Preparing Workplaces for an Influenza Pandemic

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

CDC/NIOSH Occupational Health Issues

COURSE GUIDELINES

ACADEMIC REQUIREMENTS FOR AMI DIPLOMAS

ACADEMIC REQUIREMENTS FOR THE AMI ASSISTANTS TO INFANCY DIPLOMA

Please see the page number listed in the table below for detailed descriptions of each assignment/requirements, including general information and assessment criteria In order to receive the AMI Assistants to Infancy Diploma at the end of the course, 625 hours and the following academic requirements must be met:

| <i>Requirement Name</i> | <i>Requirement</i> | <i>Page Number</i> |
|-------------------------|--|--------------------|
| Attendance | 90% minimum attendance in course lectures and activities, including supervised practice. | 31 |
| Theory Album | Compilation and submission of an acceptable Theory Album. | 40-41 |
| Reference Albums | Compilation and submission of acceptable and original Reference Albums in all areas. | 42-43 |
| Material Making | Submission of acceptable Material Making Assignments. | 45-53 |
| Theory Paper | Submission of an acceptable and original Theory paper | 44 |
| Observation | 180 hours of Observation Training, on site and in home or infant communities. | 58 |
| Practice Teaching | Practice Teaching in a Montessori Environment | 54-56 |
| Written Examinations | Passing marks of 50% or higher on the Written Examinations. | 61-63 |
| Oral Examinations | Passing marks of 50% or higher on each area of the Oral Examinations. | 64-66 |

ASSISTANTS TO INFANCY COURSE DESCRIPTION

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

The Association Montessori Internationale Assistants to Infancy diploma course offers a comprehensive study of Montessori theory and practice to work with children from birth to three years in home, infant and toddler classroom environments. During 625 hours of teacher preparation, students thoroughly explore Montessori philosophy, human development, Montessori infant and toddler activities/materials, implementation, ABAR (Anti-Bias Anti-Racist) awareness, and expectations for Montessori professional communities. The AMI Assistants to Infancy Course is part of an oral tradition and the information presented in the course is not readily available in published works. The use of recording devices is prohibited.

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.

Students produce comprehensive reference albums to support their work with children and families in the areas of Theory, Medicals, Child Neuropsychiatry, Home Environments, 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.

In Populi, you can expect to utilize discussion boards and online discussions. Some requirements for the discussion board is to write one well developed entry for each discussion item and respond to a minimum of two other class members. Responses should be around four to seven sentences of thoughtful content that makes us think, respond and want to participate with you as a good colleague. Your responses should demonstrate that you have taken time to digest the materials. We encourage your use of video, audio, and visual images/drawings as additional ways to respond in posts.

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 180 hours of observation of children from birth to three years, students take detailed notes about what they see and interpret these observations through the lens of Montessori theory and practice.

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 and is ready to begin their work with children.

PORTLAND ASSISTANTS TO INFANCY COURSE SCHEDULE

SUMMER 1

| | |
|--------------------|--|
| June 12, 2020 | PDX AI Student Orientation |
| June 15, 2020 | PDX AI First Day of Class, Summer 1 |
| July 3, 2020 | Independence Day Observed - MNW Closed |
| August 5 & 6, 2020 | PDX AI Midterm Written Examination |
| TBD | PDX AI Student and Trainer Midterm Conferences |
| August 7, 2020 | PDX AI Last Day of Class, Summer 1 |

SUMMER 2

| | |
|--------------------|--|
| June 14, 2021 | PDX AI First Day of Class, Summer 2 |
| July 5, 2021 | Independence Day Observed - MNW Closed |
| TBD | PDX AI Written Examination Paper A |
| TBD | PDX AI Student Study Day, MNW Closed to Students |
| TBD | PDX AI Written Examination Paper B |
| TBD | PDX AI Environment Preparation Day |
| August 2 - 6, 2021 | PDX AI Oral Exams* |
| August 7, 2021 | PDX AI Graduation** |

TYPICAL WEEKLY SCHEDULE

Monday - Friday 8:30 am - 4:00 pm

* Proposed dates - Final dates to be determined by AMI

** Tentative dates - Subject to change

ASSISTANTS TO INFANCY THEORY ALBUM

Due Date

To be announced in Populi.

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. 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 Topic 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* are created by the Director of Training, giving detailed information about the theory topic. They are available for download from the course Google Drive folder.
- *Student Outline* is each student's outline of a theory topic, providing a useful "at-a-glance" overview. The process of outlining the information confirms the student's engagement with it.
- *Student Reflection/Response* 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* are detailed notes, typed and edited, that were handwritten during the class lecture.
- *Supplementary Handouts* provide additional information to enhance understanding. They are available for download on the course Google Drive folder.
- *Quotations* are submitted, a minimum of twenty (20) detailed quotations, for each topic from at least three (3) Montessori primary sources relating to the newborn, movement, and language (minimum 60 quotations in total).

Assessments and Grading

- These assignments are graded on a pass/no pass basis.
- The *Assistants to Infancy Theory Album Assessment Criteria* 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.
- 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.

Assistants to Infancy Theory Album Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|-------------------------|---|----------------|
| On-time submission | <ul style="list-style-type: none"> • Assignments and the final Theory Album are submitted on time and complete by the start of class on the due date. • Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Organization | <ul style="list-style-type: none"> • Assignments and album reflect the order and content listed on the Theory Album check sheet. • The Theory Album check sheet is filled out and accompanies each submission. • The table of contents lists each theory topic and accurately corresponds to the order of topics in the album. • Labeled tab dividers separate each theory topic. • Album is submitted in a three-ring binder with the student's name and album title on the spine. • The three-ring binder is neither over- nor under-filled; it holds the body of assignments easily and appropriately. • Staples and paperclips are <i>not</i> permitted. | Pass / No pass |
| Clarity | <ul style="list-style-type: none"> • Information is stated in clear language that is concise and accurate. • Information reflects attention to the topic and understanding of the content. • There is sufficient detail to express key concepts. | Pass / No pass |
| Usefulness | <ul style="list-style-type: none"> • Information is accessible and easy to follow. • Information would provide a sufficient basis to present in another context, for example, a parent night or essay. | Pass / No pass |
| Completeness | <ul style="list-style-type: none"> • All components are present (as described on the Theory Album check sheet). • All components of each theory topic are present. | Pass / No pass |
| Neatness | <ul style="list-style-type: none"> • Pages are unblemished and clean without handwritten corrections. • Print quality is crisp, clear, and in a consistent and readable font. • Cover, title page, or homepage are clear, neat, and indicate the student's name, course number, and the album title. | Pass / No pass |
| Professional Appearance | <ul style="list-style-type: none"> • Text is free of typographical and grammatical errors. • Formatting is consistent and streamlined. | Pass / No pass |
| Originality | <ul style="list-style-type: none"> • Outlines, reflections, essays, mind maps and summaries (as assigned) are the original work of the student and reflect the content and organization of the course. | Pass / No pass |

ASSISTANTS TO INFANCY REFERENCE ALBUMS

Due Date

To be announced in Populi.

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 Texts, Home Environment, Practical Life, Community Environments, Child Neuropsychiatry, Psycho-Sensory-Motor Development, and Observation.

Each album is a compendium of information that describes principles of and activities in the Assistants to Infancy classroom and explains how to present these activities to children. Students observe the Trainer demonstrating these materials/activities to other students. After the demonstration, students make notes regarding the steps, verbal prompts and interactions that successfully introduce the child to the material or concept. The Trainer 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.

Students 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, images, and related materials may also be a required part of each album; if required, they will be listed in the syllabus or album topic sheet.

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

Most Reference Albums are composed of the following elements. Exact requirements are listed on the syllabus or album topic sheet.

- *Introductions* are composed of information relating to concepts in the Reference Albums. Students type and edit introductory information from handwritten notes taken during lecture and discussion.
- *Presentations* are descriptions of how to present each material, typed and edited, created from the student's own notes and refined through Supervised Practice.
- *Images and/or photographs* enhance the presentations by providing visual cues.

Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Assistants to Infancy 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.
- 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.

Assistants to Infancy Reference Albums Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Ratings</i> |
|-------------------------|---|----------------|
| On-time submission | <ul style="list-style-type: none"> • Assignments and final Reference Album are submitted on time and complete by the start of class on the due date. • Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Organization | <ul style="list-style-type: none"> • Assignments and album reflect the order and content listed on the Reference Album check sheet. • The Reference Album check sheet is filled out and accompanies each submission. • The table of contents lists each theory topic and accurately corresponds to the order of topics in the album. • Labeled tab dividers separate each theory topic. • Albums are submitted in a three-ring binder with the student's name and album title on the spine. • The three-ring binder is neither over- nor under-filled; it holds the body of assignments easily and appropriately. • Staples and paperclips are <i>not</i> permitted. | Pass / No pass |
| Clarity | <ul style="list-style-type: none"> • Information is stated in clear language that is concise and accurate. • Information reflects attention to the topic and understanding of the content. • There is sufficient detail to express key concepts. | Pass / No pass |
| Usefulness | <ul style="list-style-type: none"> • Information is accessible and easy to follow. • Information would provide a sufficient basis to present in another context, for example, a parent night or essay. • <i>Works Cited</i> page is present for quotations. | Pass / No pass |
| Completeness | <ul style="list-style-type: none"> • All components are present (as described on the Reference Album check sheet). • Material lists, age, purposes, and preparations are included for each presentation. • All key steps, prompts, and interactions are present. • Any related activities and/or following activities are present. | Pass / No pass |
| Annotated Images | <ul style="list-style-type: none"> • Images accurately reflect the descriptions in the presentations. • images are neat, show color coding, and of sufficient size that all relevant details can be clearly seen. • The annotated images either face or are embedded near the relevant text. images are labeled with the name of the activity, and notes are clear and logically accompany the image. | Pass / No pass |
| Neatness | <ul style="list-style-type: none"> • Pages are unblemished and clean without handwritten corrections. • Print quality is crisp, clear, and in a consistent and readable font. • Cover, title page, or homepage are clear, neat, and indicate the student's name, course number, and the album title. | Pass / No pass |
| Professional Appearance | <ul style="list-style-type: none"> • Text is free of typographical and grammatical errors. • Formatting is consistent and streamlined. • Presentation notes and annotated image reflect the activity as demonstrated in the course. | Pass / No pass |
| Originality | <ul style="list-style-type: none"> • Student introductions, essays, quotations, outlines, mind maps, and summaries (as assigned) are the original work of the student and reflect the content and organization of the course. • Presentation text is a summary of the student's own perfected set of analyzed movement for each activity. • Images must be approved by MNW staff. | Pass / No pass |

ASSISTANTS TO INFANCY THEORY PAPER

Due Date

To be announced in Populi.

Description

The Theory Paper is a 2000 word original essay which explores the symbiotic period, the first 8-9 weeks after birth. The students will produce a synthesis of information given in class regarding the symbiotic period combined with their own research. Alternatively, the students 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.

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

- Sufficient breadth of sources (minimum 3)
- Original synthesis of ideas/arguments
- Clear and coherent structure
- Direct quotations and paraphrased material cited in the text
- Reference citations in a consistent formatting style
- Complete bibliography of all works referenced
- Whitworth students must use American Psychological Association (APA) style formatting

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Theory Paper Assessment Criteria* 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.

Assistants to Infancy Theory Paper Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Ratings</i> |
|----------------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none">• Theory Paper is submitted on time and complete by the start of class on the due date.• Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Sufficient length | <ul style="list-style-type: none">• The paper is 2000 words in length. | Pass / No pass |
| Clarity of exposition | <ul style="list-style-type: none">• All parts of the paper relate to the paper topic.• Arguments/positions are clearly expressed and supported by source material. | Pass / No pass |
| Incorporation of source material | <ul style="list-style-type: none">• Source material is appropriately cited.• The student discusses the source material in support of their general argument.• A complete bibliography of all works reviewed is present.• For students attending the Master's Program at Whitworth University, the essay follows APA style format. | Pass / No pass |
| Professional appearance | <ul style="list-style-type: none">• Pages are clean and unblemished with no handwritten corrections.• Formatting is consistent.• Typographical and grammatical errors are absent.• Student's name and course number are clearly labeled on the assignment.• Pages are numbered and secured with a staple. | Pass / No pass |

ASSISTANT TO INFANCY MATERIAL MAKING: PRACTICAL LIFE

Due Date

To be announced in Populi.

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. The activities 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, attractiveness, etc. Resupply for the activities are not required.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making: Practical Life Assessment Criteria* 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.

Assistants to Infancy Material Making: Practical Life Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Ratings</i> |
|-----------------------------|---|----------------|
| On-time submission | <ul style="list-style-type: none">• Practical Life Materials are submitted on time and complete by the start of class on the due date.• Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Color coding | <ul style="list-style-type: none">• Color coding is consistent and logical, as appropriate. | Pass / No pass |
| Durable construction | <ul style="list-style-type: none">• All components of the material are sturdy and would stand up to regular use. | Pass / No pass |
| Developmentally appropriate | <ul style="list-style-type: none">• The difficulty or challenge offered by the material is appropriate to the target age group.• The weight and size of each component of the activity is developmentally appropriate. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none">• Material would be attractive and appealing to a young child. | Pass / No pass |
| Safety | <ul style="list-style-type: none">• Material meets safety standards discussed in class (i.e.: non-toxic, etc.) | Pass / No pass |
| Natural Materials | <ul style="list-style-type: none">• Natural materials (wood, fibers, metal, etc.) are present in the activity, if appropriate.• Human-made materials (plastics, etc.) are kept to a minimum and used only when a natural alternative is not appropriate. | Pass / No pass |
| Complete | <ul style="list-style-type: none">• All components needed to successfully complete the activity are present.• Resupply is not needed. | Pass / No pass |

ASSISTANT TO INFANCY MATERIAL MAKING: SENSE STIMULATING

Due Date

To be announced in Populi.

Directions

Sense-stimulating material making offers students the opportunity to apply Montessori principles to the creation of real sense-stimulating activities that will be used in their own work 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 with contents

The complete exercises should reflect the characteristics of 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 *Assistants to Infancy Material Making: Sense-stimulating Assessment Criteria* 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.

Assistants to Infancy Material Making: Sense-stimulating Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Ratings</i> |
|-----------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none">• Sense-stimulating Materials are submitted on time and complete by the start of class on the due date.• Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Durable construction | <ul style="list-style-type: none">• All components of the material are sturdy and would stand up to regular use. | Pass / No pass |
| Developmentally appropriate | <ul style="list-style-type: none">• The difficulty or challenge offered by the material is appropriate to the target age group.• The weight and size of each component of the activity is developmentally appropriate. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none">• Material would be attractive and appealing to a young child. | Pass / No pass |
| Safety | <ul style="list-style-type: none">• Material meets safety standards discussed in class (i.e.: non-toxic, etc.) | Pass / No pass |
| Natural Materials | <ul style="list-style-type: none">• Natural materials (wood, fibers, metal, etc.) are present in the activity, if appropriate.• Human-made materials (plastics, etc.) are kept to a minimum and used only when a natural alternative is not appropriate. | Pass / No pass |

ASSISTANT TO INFANCY MATERIAL MAKING: LANGUAGE CARDS

Due Date

To be announced in Populi.

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 work with children. For this assignment, students choose a classification of simple, everyday vocabulary accessible to a young child and produce two different card sets.

Directions

Each student will complete

- *Cards only* - one set of cards with pictures (target words)
- One of the following
 - *Cards with Identical Matching Objects* - One set of cards with pictures with real objects that match the pictures exactly. For example, a real object, such as a pink comb can be placed directly on top of the picture card of the pink comb showing that the object and picture match exactly in appearance and size.
 - *Cards with Similar Matching Objects* - one set of cards with pictures with real objects that are non-identical but represent the pictures. For example, a picture card shows a brown cow, but the real object is a black and 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. Note: Cards will be submitted un-laminated. After any needed corrections have been made and when cards have been accepted, 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 *Assistants to Infancy Material Making: Language Cards Assessment Criteria* will be used to determine if a student has met the learning objectives of the Language Card Material Making. Students must achieve a rating of “pass” in each of the for the entire assignment to be accepted.
- Students receive feedback about their 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.

Assistants to Infancy Material Making: Language Cards Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|-----------------------------|---|----------------|
| On-time submission | <ul style="list-style-type: none"> Language Cards are submitted on time and complete by the start of class on the due date. Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Complete | <ul style="list-style-type: none"> Each card set contains 4 to 6 images. Images are within the same classification (eg., clothing, animals, etc). Each card shows one clear, isolated image (without a background). | Pass / No pass |
| Durable construction | <ul style="list-style-type: none"> All materials are printed on cardstock or similar sturdy material. Any containers, such as a basket or tray, would stand up to regular classroom use. | Pass / No pass |
| Developmentally appropriate | <ul style="list-style-type: none"> The difficulty or challenge offered by the language is appropriate to the target age group. The activity corresponds to the purposes of the Language area. | Pass / No pass |
| Image quality | <ul style="list-style-type: none"> Images are clear, lifelike, have high resolution (no visible pixels), and isolate the target object (no backgrounds). Images are not stretched or compressed to fit the space on the card. If hand-drawn/colored, the images are neat, and are evenly and consistently colored. | Pass / No pass |
| Uniform sizes | <ul style="list-style-type: none"> Cards/labels/pages that are grouped together are of the same size. Pictures on cards are in proportion to each other (e.g., in the classification, "Types of Balls," the soccer ball would be larger than a tennis ball). | Pass / No pass |
| Labeled | <ul style="list-style-type: none"> Every card is labeled clearly and neatly on the back with the name of the image, spelled correctly. | Pass / No pass |
| Contained together | <ul style="list-style-type: none"> Each set of Language Cards is clearly a cohesive activity, contained together for easy access using a basket, tray, card holder, or similar container. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none"> Material is attractive and appealing to a young child. | Pass / No pass |

Assistants to Infancy Material Making: Cards with Identical Matching Objects

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|-----------------------------|---|----------------|
| On-time submission | <ul style="list-style-type: none"> Language Cards with Identical Matching Objects are submitted on time and complete by the start of class on the due date. Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| 1:1 Cards to objects | <ul style="list-style-type: none"> There is an identically matching object for each image on a card. | Pass / No pass |
| Realistic depiction | <ul style="list-style-type: none"> Objects represent accurate, realistic depictions of their real-life equivalents (e.g., a small horse figurine would look like a miniature horse, not a comical toy horse.) | Pass / No pass |
| Complete | <ul style="list-style-type: none"> Each card set contains 4 to 6 images. Images are within the same classification (eg., clothing, animals, etc). Each card shows one clear, isolated image (without a background). | Pass / No pass |
| Durable construction | <ul style="list-style-type: none"> All materials are printed on cardstock or similar sturdy material. Any containers, such as a basket or tray, would stand up to regular classroom use. | Pass / No pass |
| Developmentally appropriate | <ul style="list-style-type: none"> The difficulty or challenge offered by the language is appropriate to the target age group. The activity corresponds to the purposes of the Language area. | Pass / No pass |
| Image quality | <ul style="list-style-type: none"> Images are clear, lifelike, have high resolution (no visible pixels), and isolate the target object (no backgrounds). Images are not stretched or compressed to fit the space on the card. If hand-drawn/colored, the images are neat, and are evenly and consistently colored. | Pass / No pass |
| Uniform sizes | <ul style="list-style-type: none"> Cards/labels/pages that are grouped together are of the same size. Pictures on cards are in proportion to each other (e.g., in the classification, "Types of Balls," the soccer ball would be larger than a tennis ball). | Pass / No pass |
| Labeled | <ul style="list-style-type: none"> Every card is labeled clearly and neatly on the back with the name of the image, spelled correctly. | Pass / No pass |
| Contained together | <ul style="list-style-type: none"> Each set of Language Cards is clearly a cohesive activity, contained together for easy access using a basket, tray, card holder, or similar container. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none"> Material is attractive and appealing to a young child. | Pass / No pass |

Assistants to Infancy Material Making: Cards with Similar Matching Objects

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|------------------------------|---|----------------|
| On-time submission | <ul style="list-style-type: none"> Language Cards with Similar Matching Objects are submitted on time and complete by the start of class on the due date. Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Similar object for each card | <ul style="list-style-type: none"> There is a similar, but not identical, object for each image on a card. | Pass / No pass |
| Realistic depiction | <ul style="list-style-type: none"> Objects represent accurate, realistic depictions of their real-life equivalents (e.g., a small horse figurine would look like a miniature horse, not a comical toy horse). | Pass / No pass |
| Complete | <ul style="list-style-type: none"> Each card set contains 4 to 6 images. Images are within the same classification (e.g., clothing, animals, etc). Each card shows one clear, isolated image (without a background). | Pass / No pass |
| Durable construction | <ul style="list-style-type: none"> All materials are printed on cardstock or similar sturdy material. Any containers, such as a basket or tray, would stand up to regular classroom use. | Pass / No pass |
| Developmentally appropriate | <ul style="list-style-type: none"> The difficulty or challenge offered by the language is appropriate to the target age group. The activity corresponds to the purposes of the Language area. | Pass / No pass |
| Image quality | <ul style="list-style-type: none"> Images are clear, lifelike, have high resolution (no visible pixels), and isolate the target object (no backgrounds). Images are not stretched or compressed to fit the space on the card. If hand-drawn/colored, the images are neat, and are evenly and consistently colored. | Pass / No pass |
| Uniform sizes | <ul style="list-style-type: none"> Cards/labels/pages that are grouped together are of the same size. Pictures on cards are in proportion to each other (e.g., in the classification, "Types of Balls," the soccer ball would be larger than a tennis ball). | Pass / No pass |
| Labeled | <ul style="list-style-type: none"> Every card is labeled clearly and neatly on the back with the name of the image, spelled correctly. | Pass / No pass |
| Contained together | <ul style="list-style-type: none"> Each set of Language Cards is clearly a cohesive activity, contained together for easy access using a basket, tray, card holder, or similar container. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none"> Material is attractive and appealing to a young child. | Pass / No pass |

ASSISTANT TO INFANCY MATERIAL MAKING: GLUING BOX

Due Date

To be announced in Populi.

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 assembles all the components needed for a complete gluing box activity, adhering to standards of quality and purposes for the presentation and required materials. The student also has the option of purchasing a commercially made gluing box. Exact details on the required components of the gluing box will be provided in class. Resupply for the activity is not required.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making: Gluing Box Assessment Criteria* will be used to determine if a student has met the learning objectives of the 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.

Assistants to Infancy Material Making: Gluing Box Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|-----------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none">• Gluing Box is complete and submitted by the start of class on the due date.• Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Durable construction | <ul style="list-style-type: none">• All components of the material are sturdy and would stand up to regular use. | Pass / No pass |
| Developmentally appropriate | <ul style="list-style-type: none">• The difficulty or challenge offered by the material is appropriate to the target age group.• The weight and size of each component of the activity is developmentally appropriate. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none">• Material is attractive and appealing to a young child. | Pass / No pass |
| Safety | <ul style="list-style-type: none">• Material meets safety standards discussed in class (e.g., non-toxic). | Pass / No pass |
| Complete | <ul style="list-style-type: none">• All components needed to successfully complete the activity are present.• Resupply is not needed. | Pass / No pass |

ASSISTANT TO INFANCY MATERIAL MAKING: TOPPONCINO

Due Date

To be announced in Populi.

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 use a sewing machine to create a topponcino. Students purchase the materials to complete the topponcino, which includes fabric, batting, and material to make a pattern., while adhering to the same standards of quality and meeting the purposes of the material. MNW has a sewing machine available in the classroom work space. Students with no sewing experience will be provided assistance in learning basic sewing techniques and use of a sewing machine. Exact instructions will be provided in class.

Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making Topponcino Assessment Criteria* will be used to determine if a student has met the learning objectives of the 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.

Assistants to Infancy Material Making: Topponcino Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none">• Topponcino is on time, complete, and displayed by the start of class on the due date. | Not rated |
| Durable construction | <ul style="list-style-type: none">• Components and construction of the topponcino are sturdy and would stand up to regular use, including frequent laundering. | Pass / No pass |
| Appropriately sized | <ul style="list-style-type: none">• Topponcino is sized appropriately to carry and move an infant. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none">• Topponcino is attractive and appealing. | Pass / No pass |
| Safety | <ul style="list-style-type: none">• Topponcino shows no rough areas of loose sewing that would endanger the child.• Fabrics are soft and on-toxic. | Pass / No pass |

ASSISTANT TO INFANCY MATERIAL MAKING: CHARTS

Due Date

To be announced in Populi.

Description

Chart material making offers students the opportunity to apply Montessori principles to the creation of pictorial charts that relate the 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. Students then color the charts neatly and accurately as instructed by pedagogical staff. Students will complete two charts:

- 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 Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making: Charts Assessment Criteria* will be used to determine if a student has met the learning objectives of the 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.

Assistants to Infancy Material Making: Charts Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none">● Chart Materials are submitted on time and complete by the start of class on the due date.● Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Use of Template | <ul style="list-style-type: none">● Use the blank chart templates provided by MNW. | Pass / No pass |
| Neatness | <ul style="list-style-type: none">● Color is applied carefully, within the lines, even and consistently, producing a neat finish. | Pass / No pass |
| Accurate and life-like | <ul style="list-style-type: none">● Colors are accurate and life-like. | Pass / No pass |
| Completeness | <ul style="list-style-type: none">● The entire chart is colored as instructed by pedagogical staff. | Pass / No pass |

ASSISTANTS TO INFANCY SUPERVISED PRACTICE

Description

Supervised Practice is scheduled 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 Practices 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 the 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

- 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-evaluation using the *Assistants to Infancy Supervised Practice 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.

Assistants to Infancy Supervised Practice Assessment Criteria

Students should use the rubric below to self-assess and guide improvements to their practice. 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 - Proficient Level |
|---------------------------|---|--|--|
| Planning and Preparation | <p>Student does not</p> <ul style="list-style-type: none"> ● have a prepared plan for practice. ● check the material prior to the presentation. ● invite the child before the presentation. | <p>Student</p> <ul style="list-style-type: none"> ● has a plan for practice and is able to present after brief consultation of notes or album. ● generally checks the material prior to the presentation. ● provides an age-appropriate invitation before the presentation. | <p>Student</p> <ul style="list-style-type: none"> ● consistently has a prepared plan for practice, reflecting accurate self-evaluation. ● habitually checks the material prior to the presentation. ● offers enticing, varied, and age-appropriate invitations before the presentation. ● demonstrated level of proficiency indicates extensive practice with the presentation. |
| Presentation | <p>Student</p> <ul style="list-style-type: none"> ● frequently checks notes to clarify the steps. ● makes significant errors during the presentation. ● does not demonstrate awareness of the children’s abilities. ● is primarily an observer while another student presents. ● rarely offers points of interest. | <p>Student</p> <ul style="list-style-type: none"> ● can present at a basic level of accuracy without checking notes. ● Some minor errors may be present. ● incorporates awareness of the children’s abilities into the presentation. ● often emphasizes appropriate points of interest. | <p>Student</p> <ul style="list-style-type: none"> ● consistently presents even complex presentations with a high degree of accuracy without checking notes. ● Errors are generally absent. ● incorporates a high level of awareness of the children’s abilities into the presentation. ● habitually emphasizes appropriate points of interest. |
| Confidence and Enthusiasm | <p>Student</p> <ul style="list-style-type: none"> ● is consistently hesitant and unsure. ● shows a consistent lack of enthusiasm for the presentation. | <ul style="list-style-type: none"> ● Some minor hesitations are present but do not affect the overall outcome of the presentation. <p>Student is generally</p> <ul style="list-style-type: none"> ● confident. ● enthusiastic throughout the presentation. | <ul style="list-style-type: none"> ● Enthusiasm is conveyed to the children. <p>Student</p> <ul style="list-style-type: none"> ● is confident and poised, moving smoothly through all parts of the presentation. ● shows genuine enthusiasm towards both the material and the children. |
| Modeling | <ul style="list-style-type: none"> ● Student does not consistently model appropriate behavior. ● Lapses in appropriate modeling are frequent and significant. ● Analyzed movements are absent, too fast, or otherwise inconsistent. | <ul style="list-style-type: none"> ● Student models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment (including materials and supplies). ● Lapses in appropriate modeling are minor and infrequent. ● Analyzed movements are present. | <ul style="list-style-type: none"> ● 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 (including materials and supplies). ● Lapses in modeling are absent. ● Analyzed movements are habitual, accurate, and thoughtful. |
| Rapport and Respect | <ul style="list-style-type: none"> ● Student does not establish rapport with the children. ● Interactions with children lack warmth or are not age-appropriate. ● Interactions do not convey respect. ● When playing the role of the “child,” the student is not respectful of the student presenter, or does not engage in the work. | <ul style="list-style-type: none"> ● When playing the role of the “child,” the student is respectful of the student presenter, and does engage in the work. <p>Student</p> <ul style="list-style-type: none"> ● establishes sufficient rapport with the children to successfully accomplish the presentation. ● generally shows respect towards the children. | <ul style="list-style-type: none"> ● When playing the role of the “child,” the student is very respectful of the student presenter, and does engage in the work. ● Strong rapport contributes to a successful presentation. <p>Student</p> <ul style="list-style-type: none"> ● conveys a warm and welcoming manner, inviting joyful rapport with the children. ● respects the children’s experiences, ideas, and contributions. |

| | | | |
|--------------------------------|---|--|--|
| Professional Attitude | <ul style="list-style-type: none"> Feedback to other students is inappropriate, harsh, judgmental, or negatively-focused. Student <ul style="list-style-type: none"> demonstrates significant lapses in professionalism. may interact inappropriately with other students. volume of voice may be loud or poorly modulated. | Student <ul style="list-style-type: none"> maintains a generally professional demeanor, interacting respectfully with other students, with few lapses. provides feedback to other students that is generally helpful and courteous. | <ul style="list-style-type: none"> Voice volume is appropriately modulated. Feedback to other students is useful, balanced, and brief. Student's <ul style="list-style-type: none"> interactions with other students are consistently professional and courteous. overall demeanor is habitually professional. |
| Reflection and Self-Evaluation | <ul style="list-style-type: none"> Self-evaluation is unbalanced, being either too permissive or too harsh. Student <ul style="list-style-type: none"> does not reflect on the strengths and weaknesses of their presentation. is unable to formulate a plan for future improvement of the presentation. | <ul style="list-style-type: none"> Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. Student <ul style="list-style-type: none"> reflects on the strengths and weaknesses of their presentation. can formulate a basic plan for future improvements of the presentation. | <ul style="list-style-type: none"> Student reflects accurately 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. Input from other students, if elicited, is accepted graciously. |

ASSISTANTS TO INFANCY OBSERVATION

Due Date

To be announced in Populi.

Description

Observation assignments and paperwork will be started during the first summer, worked on during the intervening academic year, and completed during the second summer to be submitted as part of the Observation album. The date for submission of the Observation album will be given in advance. 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 observations on movement, language, behavior, social interactions, etc. Each student will also work directly with children in the MNW prepared environment as Practice Teaching.

AMI requires a minimum of 180 observation hours. Students are also required to make their own observation placements during the intervening academic year to obtain the remaining 180 hours. Students who do not complete the required 180 hours due to absence or illness should meet with pedagogical staff to discuss alternative options for achieving this 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, students 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 a typewritten format (the Observation Album) and the child's behavior is examined through the lenses of movement, communication, food, work with materials, social interactions, toileting, clothing, sleeping/waking time, and relationships.

Observation Album

- 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

- The assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy 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 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.

Assistants to Infancy Observation Assessment Criteria

| Criteria | Description | Rating |
|---|--|----------------|
| On-time Submission | <ul style="list-style-type: none"> • Assignments and final Observation Album are submitted on time and complete by the start of class on the due date. • Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Attendance | <ul style="list-style-type: none"> • Student accrues a minimum of 180 hours of Observation. • Student accurately record hours on a log sheet. | Pass / No pass |
| Objective observations | <ul style="list-style-type: none"> • Student's raw notes and summaries are objective, neutral, and show non-subjective interpretation of the child's behavior. | Pass / No pass |
| Accurate recording | <ul style="list-style-type: none"> • Student's records of each child's behavior are detailed enough for patterns and themes to emerge. Student's handwriting is legible. • Student records the name, date, time, and location of each observation. | Pass / No pass |
| Maintains a Professional Presence while observing | <ul style="list-style-type: none"> • Student behaves courteously and respectfully to all staff, parents, and children. • Student interacts minimally with children during Observation. • Student demonstrates a calm, neutral, and appropriate demeanor suited to the observation settings. • Student maintains confidentiality at all times | Not rated |

ASSISTANTS TO INFANCY PRACTICE TEACHING

Due Date

See *Assistants to Infancy Course Schedule* and/or Populi. Primary Practice Teaching Written Assignments are due on the first day back in class after Practice Teaching. All students have an opportunity for guided teaching during the observation sessions that are provided in the MNW prepared environment. In addition, students may be observed during self-directed practice teaching. *A student must be in Good Standing in order to participate in Guided Teaching.*

Description

Practice teaching allows students to directly apply their knowledge of child development and Montessori activities and materials to their work with real children. While required hours of practice teaching is not currently specified by AMI at the Assistants to Infancy level, Montessori Northwest provides specific guided teaching opportunities as part of its A to I teacher certification course. Students will receive approximately 10 hours of guided teaching experience per session in the MNW prepared environment with children.

Depending on course scheduling and the individual needs of students, self-directed practice teaching may be arranged by students in infant or toddler communities and/or who are otherwise unable to be observed during guided practice teaching sessions in the MNW model classroom. The classrooms must meet AMI standards for appropriately maintained and furnished Assistants to Infancy prepared environments. Self-directed practice teaching is individually arranged directly with MNW teaching staff. During self-directed practice teaching, students will be observed and evaluated by MNW pedagogical staff or a MNW representative.

Note: it is of utmost importance that students keep their observations of the children and the child's community confidential. Breaches of confidentiality may initiate non-Academic Probation.

Practice Teaching Process

Students are observed by a Montessori Northwest pedagogical staff member or representative who provides a written assessment of their observations (called a Practice Teaching Report). The assessment is typically provided within the first two days while the student works with children who come to the training environment for observation, allowing the student time to refine their practice based on that feedback.

All assessments are based upon the *Assistants to Infancy Practice Teaching Assessment Criteria*. Throughout guided teaching, students are to remain reflective of their learning experience. This includes ongoing self- assessment using the Assessment Criteria and may include dialog with MNW Assistants to Infancy Pedagogical Staff.

Assessment and Grading

- During Practice Teaching, a MNW pedagogical staff member or representative observes students 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 assessment, students have implemented 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 *Assistants to Infancy Practice Teaching 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 or correction.

Assistants to Infancy Practice Teaching Assessment Criteria

| <i>Criteria</i> | <i>1 - Below Expectations</i> | <i>2 - Meets Expectations</i> | <i>3 - Exceeds Expectations</i> |
|---------------------------|--|--|--|
| Planning and Preparation | <p>Student</p> <ul style="list-style-type: none"> does not appear prepared for the lesson. invites a child/children for whom the lesson is inappropriate or poorly timed. needs to confer with pedagogical staff or host teacher prior to presenting the material. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Student is prepared for the lesson. The level of proficiency demonstrated by the student indicates extensive practice with the presentation. The child/children selected for the lesson appear to have received necessary preliminaries and are primed to receive the lesson. |
| Presentation | <p>Student</p> <ul style="list-style-type: none"> makes significant errors in the presentation. fails to connect the children to the material. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Student presents even, complex presentations with a high degree of accuracy. Errors are absent. The presentation creates a strong connection between the children and the material. Children engage in follow up work. |
| Control of Situation | <p>Student</p> <ul style="list-style-type: none"> frequently loses control of situations. cannot manage interruptions by other children. needs assistance from the host teacher to create and sustain a working environment for the lesson. does not maintain clear boundaries for children. | <p>Student</p> <ul style="list-style-type: none"> creates and sustains a working environment for the lesson. delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. maintains boundaries regarding the children's behavior. | <p>Student</p> <ul style="list-style-type: none"> assumes and maintains a welcoming and confident demeanor throughout the presentation, inviting cooperation from the child. sets and maintains clear boundaries for the children's behavior. |
| Observation and Follow-up | <p>Student does not</p> <ul style="list-style-type: none"> observe the children following a presentation. follow up with the children as needed following a presentation. | <p>Student</p> <ul style="list-style-type: none"> observes a transfer to the children, allowing them to continue the work independently. observes the children following the presentation. may follow up with some additional assistance to the children. | <ul style="list-style-type: none"> After a successful transfer to the children, student closely observes following the lesson, offering appropriate assistance as needed to enhance children's connection to the material. Student shows an understanding of when to withhold teacher intervention to support exploration and discovery. |
| Confidence and Enthusiasm | <p>Student</p> <ul style="list-style-type: none"> is consistently hesitant and unsure. shows a consistent lack of enthusiasm for the presentation. | <ul style="list-style-type: none"> Some minor hesitations are present but do not affect the overall outcome of the presentation. <p>Student is generally</p> <ul style="list-style-type: none"> confident. enthusiastic throughout the presentation. | <p>Student</p> <ul style="list-style-type: none"> is confident and posed, moving smoothly through all parts of the presentation. shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children. |
| Modeling | <ul style="list-style-type: none"> Student inconsistently models appropriate behavior. Lapses in appropriate modeling are frequent and significant. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |

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| Rapport and Respect | <ul style="list-style-type: none"> Student does not establish rapport with the child. <p>Interactions</p> <ul style="list-style-type: none"> with child/children lack warmth or are not age-appropriate. do not convey respect. | <p>Student</p> <ul style="list-style-type: none"> establishes sufficient rapport with the child to successfully accomplish the lesson. generally shows respect towards the child. | <ul style="list-style-type: none"> Strong rapport contributes to a successful presentation. <p>Student</p> <ul style="list-style-type: none"> conveys a warm and welcoming manner, inviting joyful rapport with the child. respects the child's experiences, ideas, and contributions. |
| Professional Attitude and Appearance | <ul style="list-style-type: none"> Elements of the student's appearance (including attire, grooming, expressions or gestures) may be inappropriate. Voice volume may be loud or poorly modulated. <p>Student</p> <ul style="list-style-type: none"> demonstrates lapses in professionalism including, but not limited to, problematic attendance or breeches in confidentiality. may interact inappropriately with others. | <p>Student</p> <ul style="list-style-type: none"> maintains a generally professional demeanor, interacting respectfully with others. attire, grooming, expressions, voice volume, and gestures are generally professional, with few lapses. rarely late and notifies the MNW or host of any anticipated absences. | <ul style="list-style-type: none"> Voice volume is appropriately modulated. The student is always on time. <p>Student</p> <ul style="list-style-type: none"> interactions with others are consistently professional and courteous. overall physical appearance, including attire, grooming, facial expressions, and gestures are habitually professional. |
| Reflection and Self-Evaluation | <ul style="list-style-type: none"> Self-evaluation is unbalanced, being either too permissive or too harsh. <p>Student</p> <ul style="list-style-type: none"> does not reflect on the strengths and weaknesses of their presentation. is unable to formulate a plan for future improvement of the presentation. | <ul style="list-style-type: none"> Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. <p>Student</p> <ul style="list-style-type: none"> reflects on the strengths and weaknesses of their presentation. can formulate a basic plan for future improvements of the presentation. | <ul style="list-style-type: none"> Student reflects accurately 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. Input from other students, if elicited, is accepted graciously. |
| Assignment | <ul style="list-style-type: none"> It is not evident that all tasks have been completed | <ul style="list-style-type: none"> It is evident that all tasks have been completed. | <ul style="list-style-type: none"> All tasks have been completed while also demonstrating elevated levels of professionalism, preparation, and reflection. |

ASSISTANTS TO INFANCY WRITTEN EXAMINATIONS

To be announced in Populi.

DESCRIPTION

Written Examinations occur over two days towards the end of the course. On *each* day of exams, 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 given three hours each day to complete the examination and are expected to plan their time accordingly; to answer four questions in three hours, allot approximately 45 minutes to each question. Prior to Written Examinations, students participate in practice Written Examinations to orient themselves to the exam experience. Pedagogical staff will offer suggestions and guidance to support study efforts. *All Reference Albums and the Theory Album must be accepted for the student to be eligible to sit for Written Examinations.* Students are required to pass Written Examinations to be eligible to sit for Oral Examinations.

On the first day of Written Examinations (Paper A), students answer questions on Montessori theory topics. Students will use their Theory Album to study for Paper A. On the second day of Written Examinations (Paper B), students will answer questions that reflect the basic theoretical principles, and how these underpin practical application in the Assistants to Infancy environments. Students will use their Reference Albums to study 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 Examinations have been scored. Any student who does not achieve a minimum of 50% on Paper A and/or Paper B has 12 months to retake the failed Written Exam.

Assessment and Grading

- Written Examinations are graded on a pass/no pass basis. The pass mark for each Paper is 50%. Each question is marked out of 25. The *Assistants to Infancy Written Examinations Assessment Criteria* describes the level of achievement that constitutes a passing score for each paper.
- Paper A - Each question has a maximum possible score of 25. There are four questions giving a maximum possible total of 100 points. The total score obtained will be converted to a percentage to obtain a pass/fail result. A minimum of 50% (50 points) is required to pass.
- Paper B - Each question has a maximum possible score of 25. There are four questions giving a maximum possible total of 100 points. The total score obtained will be converted to a percentage to obtain a pass/fail result. A minimum of 50% (50 points) is required to pass.
- For more information see *Exams* (found in the handbook section titled *Academic Policies*) and *Academic Requirements for Receiving the AMI Primary Diploma* (found in the handbook section titled *Assistants to Infancy Course Description*).

Assistants to Infancy Written Examinations Assessment Criteria

| Criteria | 0 - 12 Points | 12.5 - 15 Points | 16 - 20 Points | 21-25 Points |
|-----------------------------------|---|---|---|---|
| Answers All Parts of the Question | <ul style="list-style-type: none"> Student does not address all parts of the question. | <ul style="list-style-type: none"> Student addresses all parts of the question with sufficient but minimal detail. | <ul style="list-style-type: none"> Student addresses all parts of the question in moderate detail, offering some additional information to expand on key points. | <ul style="list-style-type: none"> Students addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points. |
| Identifies and Defines Key Terms | <ul style="list-style-type: none"> Student does not identify or define key terms. | <ul style="list-style-type: none"> Student identifies key terms and gives a brief definition. | <ul style="list-style-type: none"> Student identifies key terms and provides clear and accurate definitions for each. Explanations show a solid understanding of key terms. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Student does not stay on topic; information provided is not relevant to the question. | <p>Student</p> <ul style="list-style-type: none"> provides information that is relevant to the question. occasionally strays off topic. | <ul style="list-style-type: none"> Student provides information that is relevant to the question and rarely strays off topic. | <ul style="list-style-type: none"> Student provides information that is relevant to the question and consistently stays on topic. |
| Shows Coherence | <ul style="list-style-type: none"> Student's writing lacks organization and clarity, and is difficult to follow. | <ul style="list-style-type: none"> Student's writing shows a basic level of organization and clarity. | <ul style="list-style-type: none"> Student's writing shows logical organization and significant clarity. Most arguments, statements, or explanations are clearly expressed and are easy to follow. | <ul style="list-style-type: none"> Students writing shows strongly developed organization and a high level of clarity. Arguments and/or explanations are clearly and logically organized. The reader has no difficulty comprehending all arguments, statements, or explanations expressed. |
| Shows Depth of Understanding | <ul style="list-style-type: none"> Major conceptual errors are present. <p>Student</p> <ul style="list-style-type: none"> does not accurately define the concepts being discussed. cannot identify basic connections between key concepts. | <ul style="list-style-type: none"> No major conceptual errors are present. <p>Students can</p> <ul style="list-style-type: none"> accurately define the concepts being discussed. identify basic connections between key concepts. | <ul style="list-style-type: none"> No conceptual errors are present. <p>Student can</p> <ul style="list-style-type: none"> accurately define and elaborate on the concepts being discussed. identify connections between key concepts and provide useful elaboration and examples. | <p>Student</p> <ul style="list-style-type: none"> can accurately define and eloquently elaborates on the concepts being discussed. demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them. |
| Offers Supporting Examples | <ul style="list-style-type: none"> Student provides no supporting examples. | <ul style="list-style-type: none"> Student provides few supporting examples. Examples are minimally described and are generally relevant to the topic. | <ul style="list-style-type: none"> Student provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic. | <ul style="list-style-type: none"> Student provides frequent details 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. |

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|--------------------|--|--|---|---|
| Offers Elaboration | <ul style="list-style-type: none"> • Student offers no elaboration. | <ul style="list-style-type: none"> • Student offers some basic elaboration. | <ul style="list-style-type: none"> • Student offers some useful elaboration to support arguments or strengthen key points. | <ul style="list-style-type: none"> • Student offers extensive, relevant, and sophisticated elaboration that strongly supports arguments of strengthens key points. |
|--------------------|--|--|---|---|

ASSISTANTS TO INFANCY ORAL EXAMINATIONS

See *Assistants to Infancy Course Schedule* for dates.

Description

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, individually, take the Oral Examination while being observed by one Examiner. Each Examiner questions each student in several areas. The topic or activity that the student will present or discuss is made through a concealed draw. Students have time to inspect the material and consider their presentation before the examination begins. AMI Assistants to Infancy-trained teachers/staff from the Montessori community stand in as 'the child', and maintain a neutral and well-behaved demeanor in this role.

Students prepare extensively for Oral Examinations. MNW pedagogical staff offers mock examinations during Supervised Practice, giving students specific feedback on areas of achievement and aspects that need improvement. These mock examinations are similar to an actual exam experience, giving students a sense for the kinds of questions they will be asked. Students are required to complete all Reference Albums, Theory Albums, pass Written Exams, and attendance at 90% or higher to be eligible to sit for Oral Examinations.

At the beginning of each exam, the student is formally introduced to both the Examiner and the 'child'. The student may choose to present the activity first, or discuss the activity with the Examiner first, according to the student's own preference. The Examiner may halt the presentation at any time if they believe they have enough information to assess the student's abilities. The discussion between the student and the Examiner focuses on the activity, its relation to other activities, its relation to child development, and the underlying Montessori principles/theories that support this particular area.

During the 2-hour period of the examination, the student rotates between Examiners, taking approximately 45 minutes with each Examiner to present the activity and answer questions. During the transition between Examiners, the student is asked to step outside the exam room so that the Examiner can write notes.

At the end of the day, the Exam Team meets to discuss the results of each student's examination and participation in the course. Students will be notified of their exam results on the day of their examination. Any student who does not achieve the 50% minimum has a maximum of 12 months to re-sit the failed portion Oral Examinations during the next course cycle.

Assessment and Grading

- Oral Examinations are graded on a pass/no pass basis. A minimum of 50% is required to pass. Four main areas are examined: Home Environment, Medicals, Child Neuropsychiatry, and Community Environments. Each area is worth a maximum of 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 *Assistants to Infancy Oral Examinations Assessments Criteria* describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.
- For more information see *Exams* (found in the handbook section titled *Academic Policies*) and *Academic Requirements for Receiving the AMI Primary Diploma* (found in the handbook section titled *Assistants to Infancy Course Description*).

Assistants to Infancy Oral Examinations Assessment Criteria

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

| Criteria | 0 -12 Point | 12.5 - 15 Points | 16 - 19 Points | 20 -25 Points |
|---|--|---|---|---|
| Presentation | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Student shows little awareness of, or connection to, the child. | <ul style="list-style-type: none"> Student shows a basic awareness of, and connection to, the child. | <ul style="list-style-type: none"> Student shows a moderate awareness of, and connection to, the child. Interactions are warm and age-appropriate. | <ul style="list-style-type: none"> Interactions are warm, age-appropriate and help to stimulate the child's interest in the activity. <p>Student</p> <ul style="list-style-type: none"> is strongly attuned to the child. responds appropriately and flexibly to the child's interest. |
| Knowledge of Developmental Norms Regarding the Activity | <ul style="list-style-type: none"> Student cannot accurately identify how to recognize the child's readiness for the activity and direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify the following at a rote level how to recognize the child's readiness for the activity, but cannot elaborate on the direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify how to recognize the child's readiness for the activity and elaborate on the direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify how to recognize the child's readiness for the activity and can elaborate on the direct purposes of the activity showing a strong understanding between these points and other Montessori theories. |
| Knowledge of the Activity in a Wider Context | <ul style="list-style-type: none"> Student is not able to identify which materials would precede and follow this activity, and other activities that could be done with this material. | <ul style="list-style-type: none"> At a basic, rote level the student is able to identify which materials would precede and follow this activity, and other activities that could be done with this material. | <ul style="list-style-type: none"> Showing some knowledge of the material in a wider context, the student is able to identify which materials would precede and follow this activity, and elaborate on other activities that could be done with this material. | <ul style="list-style-type: none"> Showing a deep understanding of the material in a wider context, the student is able to identify which materials would precede and follow this activity, and elaborate extensively about other activities that could be done with this material. |
| Knowledge of the Area | <ul style="list-style-type: none"> Student is unable to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify and elaborate on: the purposes of the area, its application to child development, and -its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify, elaborate, and offer theoretical explanations for the purposes of the area, its application to child development, and its relationship to other areas in the environment. |

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| <p>Synthesis</p> | <ul style="list-style-type: none"> • Student is unable to identify connections between practical activities and applicable Montessori theories and concepts, even with frequent prompting. | <ul style="list-style-type: none"> • Student is able to identify basic connections at the rote level between practical activities and applicable Montessori theories and concepts, with frequent prompting. | <ul style="list-style-type: none"> • Student is able to identify connections between practical activities and applicable Montessori theories and concepts, with minimal prompting. | <ul style="list-style-type: none"> • Student is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories and concepts, without prompting. |
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ACADEMIC REQUIREMENTS FOR THE AMI PRIMARY ACADEMIC YEAR DIPLOMA

Please see the page number listed in the table below for detailed descriptions of each assignment/requirements, including general information, and assessment criteria. In order to receive the AMI Primary Diploma at the end of the course, 850 hours and the following academic requirements must be met:

| <i>Requirement Name</i> | <i>Requirement</i> | <i>Page Number</i> |
|-------------------------|--|--------------------|
| Attendance | 90% minimum attendance in course lectures and activities, including guided practice. | 31 |
| Theory Album | Compilation and submission of an acceptable Theory Album. | 70-71 |
| Reference Albums | Compilation and submission of acceptable and original Reference Albums in all areas. | 72-73 |
| Reading Seminars | 90% participation in Reading Seminars. | 74 |
| Material Making | Submission of acceptable Material Making Assignments. | 75-77 |
| Guided Practice | 90% attendance and competent practice level. | 78-80 |
| Observation | 90 hours of Observation Training in an AMI Primary classroom. | 81-82 |
| Practice Teaching | 120 hours of Practice Teaching in an AMI Primary classroom. | 83-84 |
| Written Examinations | Passing marks of 50% or higher on the Written Examinations. | 85-87 |
| Oral Examinations | Passing marks of 50% or higher on each area of the Oral Examinations. | 88-89 |

ACADEMIC YEAR PRIMARY 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, ages three to six, in Montessori Primary environments. During 850 hours of teacher preparation, students are trained in Montessori philosophy, human development, Montessori Primary materials and curriculum, implementation, ABAR (Anti-Bias Anti-Racist) awareness, 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 Montessori teachers' practical work and are constant reference points for the student's understanding. Topics focus on early childhood development, Montessori educational theory, practical implementation, and classroom management from the Montessori perspective. In Populi, you can expect to utilize discussion boards and online discussions. Some requirements for the discussion board is to write one well developed entry for each discussion item and respond to a minimum of two other class members. Responses should be around four to seven sentences of thoughtful content that makes us think, respond and want to participate with you as a good colleague. Your responses should demonstrate that you have taken time to digest the materials. We encourage your use of video, audio, and visual images/drawings as additional ways to respond in posts. 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 included in the student's Reference Albums, which serve as teaching manuals for future work with children.

Students practice with the Montessori materials during Guided Practice, which is scheduled 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 Guided Practice as a record of their guided work with the materials. Unguided practice is the time that students work with the materials outside of class hours. The classroom is available for unguided 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.

End of course comprehensive Written and Oral Examinations verify that each student has met AMI's standards and is ready to begin their work in the classroom with children..

PORTLAND PRIMARY ACADEMIC YEAR COURSE SCHEDULE

| | |
|-------------------------------------|--|
| September 7, 2021 | Class Begins, Orientation, 10:00 AM - 12:00 PM |
| September 8, 2021 | Class Begins, first full day |
| October 11, 2021 | Indigenous People's Day - MNW Closed |
| October 25 - November 5,, 2021 | Observation Session* |
| November 11, 2021 | Veteran's Day - MNW Closed |
| November 23- 26, 2021 | Thanksgiving Break - MNW Closed |
| November 29, 2020 | Classes Resume |
| December 20, 2020 - January 4, 2022 | Winter Break - MNW Closed |
| January 5, 2022 | Classes Resume |
| January 17, 2022 | Martin Luther King Jr. Day - MNW Closed |
| February 7 - 25, 2022 | Practicum 1 - Observation & Practice Teaching* |
| February 28, 2022 | Classes Resume |
| March 21- March 25, 2022 | Spring Break* |
| March 28 - April 15, 2022 | Practicum 2 - Observation & Practice Teaching* |
| April 18, 2022 | Classes Resume |
| April 27, 2022 | Written Examinations - Paper A** |
| April 28, 2022 | Home Study Day |
| April 29, 2022 | Written Examinations - Paper B** |
| May 18 - 19, 2022 | Oral Examinations*** |
| May 20, 2022 | Graduation*** |

- * Daily Observation and Practice teaching hours are determined by the host school, typically from 8:00 AM - 3:00 PM. MNW students will share the same Spring Break as the host school.
- ** Tentative dates - Subject to change.
- *** Proposed dates - Final dates to be determined by AMI.

TYPICAL DAILY SCHEDULE

| | |
|--------------------------|-----------------|
| 9:00 AM (PDT) | Class Begins |
| 12:00 PM - 1:00 PM (PDT) | Lunch Hour |
| 3:30 PM (PDT) | Class Dismissed |

Note: Montessori Northwest - Portland is open to students Monday - Thursday 8:00 AM - 5:00 PM and Friday 8:00 AM - 4:00 PM to allow for additional study and practice.

ACADEMIC YEAR PRIMARY THEORY ALBUM

Due Date

To be announced in Populi.

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. *The Theory Album is submitted as part of a Google Site that contains other coursework, to form a Digital Portfolio.*

Portland Components

Topics within the Theory Album are composed of different elements. The Theory Assignments in Populi describe precisely which elements are required for each topic, such as:

- *Reading Theory Texts.* These papers, written by MNW Trainers, give detailed information about the theory topic. It is expected that students read these papers before class, and be prepared to discuss the topic in class. Theory lectures are available for download in Populi.
- *Outline or Mind Map.* The outline or mind map represents each student's engagement with the theory text. The process of creating an outline or mind map supports the student's ability to understand key and related points within the text, and make cross connections between points.
- *Student Reflection.* Consideration of a lecture topic, designed to deepen engagement. It may include anecdotes, opinions, and ideas for further reflection.
- *Combined Theory Essays.* These essays are each student's own original writing, and are intended to support the student in explaining main points and supporting points and making connections between theory topics.
- *Class Notes.* Clearly written, detailed, typed, edited summaries of class notes from discussions, lectures, and activities.
- *Supplementary Handouts.* Additional information provided to enhance understanding. They are available digitally or will be distributed in class.

Portland Assessments and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary Theory Album Assessment Criteria* 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 submissions, including any areas that need improvement or correction.
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Theory Album Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|-------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none"> • Assignments and final Theory Album are submitted on time and complete by the start of class on the due date. • Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Organization | <ul style="list-style-type: none"> • Album components are organized and presented on a Google Site according to the Theory Album order and hierarchy document. • A menu and/or other navigation tool indicates the theory topics. • The album is submitted as part of a Google Site with the student's name and course information on the homepage. | Pass / No pass |
| Clarity | <ul style="list-style-type: none"> • Information is stated in clear language that is concise and accurate. • Information reflects attention to the topic and understanding of the content. • There is sufficient detail to express key concepts. | Pass / No pass |
| Usefulness | <ul style="list-style-type: none"> • Information is accessible and easy to follow. • Information would provide a sufficient basis to present in another context, for example, a parent night or essay. | Pass / No pass |
| Completeness | <ul style="list-style-type: none"> • All components are present (as described on the Theory Album order and hierarchy document). • All components of each theory topic are present. | Pass / No pass |
| Neatness | <ul style="list-style-type: none"> • Uploaded pages are unblemished and clean without handwritten corrections. • Image quality is crisp, clear, and in a consistent and readable font. | Pass / No pass |
| Professional Appearance | <ul style="list-style-type: none"> • Text is free of typographical and grammatical errors. • Formatting is consistent and streamlined. | Pass / No pass |
| Originality | <ul style="list-style-type: none"> • Outlines, reflections, essays, mind maps and summaries (as assigned) are the original work of the student and reflect the content and organization of the course. | Pass / No pass |

ACADEMIC YEAR PRIMARY REFERENCE ALBUM

Due Date

To be announced in Populi.

Description

A student creates 4 Reference Albums/Digital Portfolios to store the information provided in the course and as an invaluable reference for future work as a Montessori Guide. The Digital Portfolios are Reference Albums submitted as part of a Google Site that contains other coursework. Students experience course information in a variety of ways, including visual, auditory, and kinesthetic learning. Writing involves analytical, linear, and logical expression; the creation of annotated images adds a holistic dimension. This experience contributes to the student's formation, growth, and deep understanding. Each student's album reflects that student's participation in the course. 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 demonstrations of these materials and/or activities in the training course.
- After the demonstration, points are discussed regarding implementation, extensions, and connections to theory. Students take notes that will help them successfully introduce the child to the material or concept. Any questions and clarifications are addressed.
- Students practice with the materials.
- Students edit and type their notes into the presentations, and make an annotated image to support the text.

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.

Portland Components

Exact requirements are listed in Populi and each *Order and Hierarchy Document*:

- *Introductions* provide detailed information about each Area. They are available for download in Populi.
- *Student Outline* of an Area Introduction, providing a useful "at-a-glance" overview. The process of creating an outline supports the student's engagement and integration with the content.
- *Developmental Syntheses*. Students write essays to answer questions related to how each area of the Montessori classroom supports child development. Each student's original syntheses reflect understanding of developmental purposes, combined with their own observations, connections and insights. The process of creating the student syntheses deepens the students' understanding of how Montessori theory directly informs classroom practice. To create the student synthesis, students explain how a particular aspect of the area supports children's development, and provide examples of specific materials/activities in the area that support this developmental principle.
- *Quotations*. Students submit a minimum of 20 detailed quotations from at least 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* are descriptions of how to present each material, enhanced by the student's own notes, and refined through practice with the materials.
- *Annotated images* enhance the presentations by providing visual cues and a quick visual reference. Most presentations require at least one image.
- *Supplementary Handouts*. Additional information provided to enhance understanding. They are available digitally or will be distributed in class.

Portland Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary 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.
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Reference Albums Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Ratings</i> |
|-------------------------|---|----------------|
| On-time submission | <ul style="list-style-type: none"> • Assignments and final Reference Albums are submitted on time and complete by the start of class on the due date. • Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Organization | <ul style="list-style-type: none"> • Reference Album components are organized and presented on a Google Site according to the album order and hierarchy document. • A menu and/or other navigation tool indicates the topics. • The album is submitted as part of a Google Site with the student's name and course information on the homepage. | Pass / No pass |
| Clarity | <ul style="list-style-type: none"> • Information is stated in clear language that is concise and accurate. • Information reflects attention to the topic and understanding of the content. • There is sufficient detail to express key concepts. | Pass / No pass |
| Usefulness | <ul style="list-style-type: none"> • Information is accessible and easy to follow. • Information would provide a sufficient basis to present in another context, for example, a parent night or essay. • <i>Works Cited</i> page is present for quotations. | Pass / No pass |
| Completeness | <ul style="list-style-type: none"> • All components are present (as described on the Reference Album order and hierarchy document). • Material lists, age, purposes, and preparations are included for each presentation. • All key steps, prompts, and interactions are present. • Any related activities and/or following activities are present. | Pass / No pass |
| Annotated Images | <ul style="list-style-type: none"> • Images accurately reflect the descriptions in the presentations. • Images are neat, show color coding, and of sufficient size that all relevant details can be clearly seen. • The annotated images appear on the same webpage as the relevant text. Images are labeled with the name of the activity, and notes are clear and logically accompany the image. | Pass / No pass |
| Neatness | <ul style="list-style-type: none"> • Pages are unblemished and clean without handwritten corrections. • Image quality is crisp, clear, and text is in a consistent and readable font. | Pass / No pass |
| Professional Appearance | <ul style="list-style-type: none"> • Text is free of typographical and grammatical errors. • Presentation notes and annotated images reflect the activity as demonstrated in the course. | Pass / No pass |
| Originality | <ul style="list-style-type: none"> • Student introductions, essays, quotations, outlines, mind maps, and summaries (as assigned) are the original work of the student and reflect the content and organization of the course. • Presentation text is a summary of the student's own perfected set of analyzed movements for each activity. • Images are the original work of the student. | Pass / No pass |

ACADEMIC YEAR PRIMARY READING SEMINARS

Due Date

Reading Seminars are held throughout the course, dates to be announced in Populi; see Reading Seminar Schedule on Populi.

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. The student will bring a copy of their book, and their written answers 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 and ensure 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.

Portland Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary 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.
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Reading Seminars Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Ratings</i> |
|---|--|----------------|
| Attendance | <ul style="list-style-type: none">● Student participates in at least 90% of the Reading Seminars. | Pass / No pass |
| Submits answers to Reading Seminar Questions | <ul style="list-style-type: none">● Student answers the questions assigned for each Reading Seminar.● Answers demonstrate engagement with the required reading.● Answers are comprehensible. | Pass / No pass |
| Discusses Reading Seminar Questions in Small Groups | <ul style="list-style-type: none">● Student participates in small group discussions.● Student's participation demonstrates engagement with the required reading.● Student behaves courteously and respectfully to others during group discussions. | Pass / No pass |
| Originality | <ul style="list-style-type: none">● Responses are the original work of the student. | Pass / No pass |

ACADEMIC YEAR PRIMARY MATERIAL MAKING: PRACTICAL LIFE AND SENSORIAL

Due Date

To be announced in Populi.

Description

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. If the material is not presented on the course then include the presentation text.

For Practical Life, choose one of the following:

- 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)
- Geography/Continent Folders

Portland Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Primary Material Making: Practical Life and Sensorial 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.
- 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.
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Material Making: Practical Life and Sensorial Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|----------------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none"> Practical Life and Sensorial Materials are submitted on time, complete, and displayed by the start of class on the due date. Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Self-Evaluation | <ul style="list-style-type: none"> The Self-Evaluation sheet is present and is filled out completely. | Pass / No pass |
| Color Coding | <ul style="list-style-type: none"> Color coding is consistent and logical. | Pass / No pass |
| Durable construction | <ul style="list-style-type: none"> All components of the material are sturdy and can withstand regular classroom use. | Pass / No pass |
| Developmentally Appropriate | <ul style="list-style-type: none"> Difficulty or challenge offered by the material is appropriate to the target age group. Each activity's component's weight and size is developmentally appropriate. The activity corresponds to the purposes of the area to which it belongs. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none"> Material would be attractive and appealing to a young child. | Pass / No pass |
| Natural materials | <ul style="list-style-type: none"> Natural materials (wood, fiber, metal, etcetera) are present in the activity. | Pass / No pass |
| Complete (resupply not required) | <ul style="list-style-type: none"> Human-made materials (plastics, etcetera) are kept to a minimum and used only when a natural alternative is not appropriate or available. All components needed to successfully complete the activity are present. | Pass / No pass |
| Allows for natural consequences | <ul style="list-style-type: none"> Material contains breakable (but not fragile) components. Material offers opportunities for error and error correction. | Pass / No pass |
| Originality | <ul style="list-style-type: none"> Material is the original work of the student. | Pass / No pass |

ACADEMIC YEAR PRIMARY MATERIAL MAKING: LANGUAGE

Due Date

To be announced in Populi.

Description

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. 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.

Language materials created:

- Phonetic Object Box
- Phonogram Object Box
- Classification Complete Set (Picture Cards, Three Part Cards, Definition Booklet, Definitions in Three Stages)
- Little Reading booklet
- Poetry Book bound with a front and back cover, includes 10-15 poems and images
- Function of Words materials as found on the shelf (Article, Adjective, Logical Adjective, Conjunction, Preposition, Verb, Adverb, Logical Adverb)

Portland Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *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.
- 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.
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Material Making: Language Assessment Criteria

| Criteria | Description | Rating |
|--------------------------------|---|----------------|
| On-time submission | <ul style="list-style-type: none"> ● Language Materials are submitted on time, complete, and displayed by the start of class on the due date. ● Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Self-Evaluation | <ul style="list-style-type: none"> ● The Self-Evaluation sheet is present and is filled out completely. | Pass / No pass |
| Color Coding | <ul style="list-style-type: none"> ● Color coding is consistent and logical. | Pass / No pass |
| Durable construction | <ul style="list-style-type: none"> ● All materials are printed on cardstock or similar sturdy material. ● Any containers, packets, binding, or construction would stand up to regular classroom use. ● 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. ● The materials are shelf-ready, contained and displayed in an organized fashion. | Pass / No pass |
| Developmentally Appropriate | <ul style="list-style-type: none"> ● Language and/or items would be appropriate for a child targeted for this work. ● The activity corresponds to the purposes of the Language area. | Pass / No pass |
| Reading Classification | <ul style="list-style-type: none"> ● The selected classification contains objects that are logically grouped together. ● The same classification is used for each part of this assignment. | Pass / No pass |
| Neat and Attractive Appearance | <ul style="list-style-type: none"> ● Cards / labels / pages that are grouped together are of a uniform size. ● Natural materials (wood, fiber, metal, etcetera) are present in the activity. ● The activity corresponds to the purposes of the Language area. ● 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. ● 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 | <ul style="list-style-type: none"> ● Material is the original work of the student. | Pass / No pass |

ACADEMIC YEAR PRIMARY GUIDED PRACTICE

Guided 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 Guided Practice.

Description

Guided 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 Guided 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 peers throughout the year.
- Staff or the “child” may observe and give constructive and respectful feedback to the presenter after the full presentation is given.
- Class notes are to be left outside of the practice environment.
- Students regularly track their practice with the materials in their Student Practice Log. This log and the rubric of *Primary Guided 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 and quality of practice a student undertook with each material.
- Self-evaluation includes written notes and reflections about practice, and updating practice logs during the last 5 minutes of Guided Practice sessions.

Guided Practice is a process of accumulating skills 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. The open-ended, self-directed group work during Guided Practice is also a real-life experience of a cooperative learning community based on Montessori principles, the very same kind of communities which students are preparing to lead. Full participation in Guided Practice is an essential component of students’ preparations for their roles as Montessori adults.

Assessment

- Students are expected to conduct frequent self-evaluations using the *Primary Guided Practice Assessment Criteria*, noting any areas of challenge and seeking assistance when needed.
- During Guided 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 and/or activities prior to undertaking Oral Examinations. It is the student’s responsibility to improve Guided Practice performance as needed based on self-evaluation and feedback received from pedagogical staff members.

Primary Guided 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.

| <i>Criteria</i> | <i>1 - Practice Level</i> | <i>2 - Competent Level</i> | <i>3 - Proficient Level</i> |
|---------------------------|--|--|--|
| Planning and Preparation | <p>Student does not</p> <ul style="list-style-type: none"> have a prepared plan for practice. check the material prior to the presentation. invite the child before the presentation. | <p>Student</p> <ul style="list-style-type: none"> has a plan for practice and is able to present after brief consultation of notes or album. generally checks the material prior to the presentation. provides an age-appropriate invitation before the presentation. | <p>Student</p> <ul style="list-style-type: none"> consistently has a prepared plan for practice, reflecting accurate self-evaluation. habitually checks the material prior to the presentation. offers enticing, varied, and age-appropriate invitations before the presentation. demonstrates a level of proficiency indicating extensive practice with the presentation. |
| Presentation | <p>Student</p> <ul style="list-style-type: none"> frequently checks notes to clarify the steps; significant errors are made during the presentation. does not demonstrate awareness of the children’s abilities. is primarily an observer while another student presents. rarely offers points of interest. | <p>Student</p> <ul style="list-style-type: none"> can present at a basic level of accuracy without checking notes; some minor errors may be present. incorporates awareness of the children’s abilities into the presentation. often emphasizes appropriate points of interest. | <p>Student</p> <ul style="list-style-type: none"> consistently presents even complex presentations with a high degree of accuracy without checking notes; errors are generally absent. incorporates a high level of awareness of the children’s abilities into the presentation. habitually emphasizes appropriate points of interest. |
| Confidence and Enthusiasm | <p>Student</p> <ul style="list-style-type: none"> is consistently hesitant and unsure. shows a consistent lack of enthusiasm for the presentation. | <p>Student</p> <ul style="list-style-type: none"> is generally confident; some minor hesitations are present but do not affect the overall outcome of the presentation. is generally enthusiastic throughout the presentation. | <p>Student</p> <ul style="list-style-type: none"> is confident and poised, moving smoothly through all parts of the presentation. shows genuine enthusiasm towards both the material and the children. Enthusiasm is conveyed to the children. |
| Modeling | <ul style="list-style-type: none"> Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant. Analyzed movements are absent, too fast, or otherwise inconsistent. | <ul style="list-style-type: none"> Student models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment (including materials and supplies). Lapses in appropriate modeling are minor and infrequent. Analyzed movements are present. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Student does not establish rapport with the children. When playing the role of the “child,” the student is not respectful of the student presenter, or does not engage in the work. <p>Interactions</p> <ul style="list-style-type: none"> with children lack warmth or are not age-appropriate. do not convey respect. | <p>Student</p> <ul style="list-style-type: none"> establishes sufficient rapport with the children to successfully accomplish the presentation. generally shows respect towards the children. | <ul style="list-style-type: none"> Strong rapport contributes to a successful presentation. <p>Student</p> <ul style="list-style-type: none"> conveys a warm and welcoming manner, inviting joyful rapport with the children. respects the children’s experiences, ideas, and contributions. |

| | | | |
|--------------------------------|--|---|--|
| Professional Attitude | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Student maintains a generally professional demeanor, interacting respectfully with other students, with few lapses. • Feedback to other students is generally helpful and courteous. | <ul style="list-style-type: none"> • 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 and Self-Evaluation | <ul style="list-style-type: none"> • Self-evaluation is unbalanced, being either too permissive or too harsh. • Practice Log is not used effectively <p>Student</p> <ul style="list-style-type: none"> • does not reflect on the strengths and weaknesses of their presentation. • is unable to formulate a plan for future improvement of the presentation. | <ul style="list-style-type: none"> • Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. • Practice Log is used inconsistently. <p>Student</p> <ul style="list-style-type: none"> • reflects on the strengths and weaknesses of their presentation. • can formulate a basic plan for future improvements of the presentation. | <ul style="list-style-type: none"> • Student reflects accurately 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. • Input from other students, if elicited, is accepted graciously. • Practice Log is used effectively and consistently. |

ACADEMIC YEAR PRIMARY OBSERVATION

Due Date

To be announced in Populi.

Description

Observation allows students to continue their study of the child in Montessori classrooms with children. During the course, students participate in Observation training at Montessori Northwest. They also observe children in qualifying 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 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 *Primary Observation Assessment Criteria* and may include some dialog with MNW Primary Pedagogical Staff. 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.

Should in-person time with children not be possible due to COVID-19, alternative arrangements for Observation will be facilitated by MNW.

Portland Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Primary 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 or correction.
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Observation Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|---|--|----------------|
| On-time Submission | <ul style="list-style-type: none"> ● Observation assignments are submitted at the start of class on the first day back at MNW after each observation session. ● Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Attendance | <ul style="list-style-type: none"> ● Student accrues a minimum of 90 hours of Observation. ● Student accurately records hours on the <i>Hours Sheet</i>, which is totaled by the student and signed by the AMI host teacher. | Pass / No pass |
| Writes Responses According to Observation Guidelines | <ul style="list-style-type: none"> ● Student uses a notebook to record responses to daily tasks. ● Student's handwriting is legible. ● Student writes out each day's daily tasks, beginning a new section in the notebook. ● Student's responses include narrative descriptions and interpretive responses. ● Student's responses show understanding of, and engagement with, the daily tasks. | Pass / No pass |
| Maintains a Professional Presence in the School Community | <ul style="list-style-type: none"> ● Student completes a background check in a timely manner (as required). ● Student behaves courteously and respectfully to all staff, parents, and children ● Student interacts minimally with children during Observation. ● Student demonstrates a calm, neutral, and appropriate demeanor suited to the observation settings. ● Student maintains confidentiality at all times. | Not rated |

ACADEMIC YEAR PRIMARY PRACTICE TEACHING

Due Date

To be announced in Populi. Primary Practice Teaching Written Assignments are due on the first day back in class after Practice Teaching.

Description

A student must be in *Good Standing* in order to participate in Practice Teaching. 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 select 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).
- Students may also practice teach in their own classroom.

Practice Teaching Process

A minimum of 120 hours of Practice Teaching is required. Practice Teaching takes place during consecutive weeks near the end of the course. *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 Practice Teaching in Populi.

During Practice Teaching, students are visited twice by a Field Supervisor, who is either a Montessori Northwest pedagogical staff member or a local representative. The Field Supervisor provides a written assessment of their observations (called a *Field Supervisor Report*). The first written assessment is typically provided during the early days 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 is expected to demonstrate 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 *Primary Practice Teaching Assessment Criteria* for Practicing Teaching. 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 host teacher, MNW Primary Pedagogical Staff, and/or Field Supervisor.

Portland 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 must 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 *Primary Practice Teaching 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.

Primary Practice Teaching Assessment Criteria

| Criteria | 1 - Below Expectations | 2 - Meets Expectations | 3 - Exceeds Expectations |
|---------------------------|---|--|--|
| Planning and Preparation | <p>Student</p> <ul style="list-style-type: none"> does not appear prepared for the lesson. invites child/children for whom the lesson is inappropriate or poorly timed. needs to confer with pedagogical staff or host teacher prior to presenting the material. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Student is prepared for the lesson. The level of proficiency demonstrated by the student indicates extensive practice with the presentation. The child/children selected for the lesson appear to have received necessary preliminaries and are primed to receive the lesson. |
| Presentation | <p>Student</p> <ul style="list-style-type: none"> makes significant errors in the presentation. fails to connect the children to the material. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Student presents even complex presentations with a high degree of accuracy; errors are absent. The presentation creates a strong connection between the children and the material. Children engage in follow up work. |
| Control of Situation | <p>Student</p> <ul style="list-style-type: none"> frequently loses control of the situation. cannot manage interruptions by other children. needs assistance from the host teacher to create and sustain a working environment for the lesson. does not maintain clear boundaries for children. | <p>Student</p> <ul style="list-style-type: none"> creates and sustains a working environment for the lesson. delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. maintains boundaries regarding the children's behavior. | <p>Student</p> <ul style="list-style-type: none"> assumes and maintains a welcoming and adult demeanor throughout the presentation, inviting cooperation from the child. sets and maintains clear boundaries for the children's behavior. |
| Observation and Follow-up | <p>Student does not</p> <ul style="list-style-type: none"> observe the children following a presentation. follow up with the children as needed following a presentation. | <p>Student</p> <ul style="list-style-type: none"> observes a transfer to the children, allowing them to continue the work independently. observes the children following the presentation. may follow up with some additional assistance to the children. | <ul style="list-style-type: none"> After a successful transfer to the children, student closely observes following the lesson, offering appropriate assistance as needed to enhance children's connection to the material. Student shows an understanding of when to withhold teacher intervention to support exploration and discovery. |
| Confidence and Enthusiasm | <p>Student</p> <ul style="list-style-type: none"> is consistently hesitant and unsure. shows a consistent lack of enthusiasm for the presentation. | <p>Student is generally</p> <ul style="list-style-type: none"> confident; some minor hesitations are present but do not affect the overall outcome of the presentation. enthusiastic throughout the presentation. | <p>Student</p> <ul style="list-style-type: none"> is confident and posed, moving smoothly through all parts of the presentation. shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children. |
| Modeling | <ul style="list-style-type: none"> Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |

ACADEMIC YEAR PRIMARY WRITTEN EXAMINATIONS

To be announced in Populi.

Description

Throughout the course, students participate in activities to orient them to the exam experience. Pedagogical staff will offer suggestions and guidance to support preparation. Written Examinations are divided into two parts: Paper A and Paper B. *All Reference Albums and the Theory Album must be accepted for the student to be eligible to sit for Written Examinations.* Students are required to pass Written Examinations to be eligible to sit for Oral Examinations.

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 45 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. Any student who does not achieve a minimum of 50% on Paper A and/or Paper B has 12 months to retake the failed Written Exam.

Assessment and Grading

- Written Examinations are graded on a pass/no pass basis. The pass mark for each Paper is 50%. Each question is marked out of 25. The *Primary Written Examinations Assessment Criteria* e describes the level of achievement that constitutes a passing score for each paper.
- 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 *Primary Written Examinations Assessment Criteria* describes the level of achievement that constitutes a passing score. For more information see Exams (found in the handbook section titled *Academic Policies*) and *Academic Requirements for Receiving the AMI Primary Diploma* (found in the handbook section titled *Primary Course Description*).

Primary Written Examinations Assessment Criteria

| Criteria | 0 - 12 Points | 12.5 - 15 Points | 16 - 20 Points | 21-25 Points |
|-----------------------------------|---|--|---|--|
| Answers All Parts of the Question | <ul style="list-style-type: none"> Student does not address all parts of the question. | <ul style="list-style-type: none"> Student addresses all parts of the question with sufficient but minimal detail. | <ul style="list-style-type: none"> Student address all parts of the question in moderate detail, offering some additional information to expand on key points. | <ul style="list-style-type: none"> Students addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points. |
| Identifies and Defines Key Terms | <ul style="list-style-type: none"> Students does not identify or define key terms. | <ul style="list-style-type: none"> Student identifies key terms and gives a brief definition. | <ul style="list-style-type: none"> Student identifies key terms and provides clear and accurate definitions for each. Explanations show a solid understanding of key terms. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Student does not stay on topic; information provided is not relevant to the question. | <p>Student</p> <ul style="list-style-type: none"> provides information that is relevant to the question. occasionally strays off topic. | <ul style="list-style-type: none"> Student provides information that is relevant to the question and rarely strays off topic. | <ul style="list-style-type: none"> Student provides information that is relevant to the question and consistently stays on topic. |
| Shows Coherence | <ul style="list-style-type: none"> Student's writing lacks organization and clarity, and is difficult to follow. | <ul style="list-style-type: none"> Student's writing shows a basic level of organization and clarity. | <ul style="list-style-type: none"> Student's writing shows logical organization and significant clarity. Most arguments, statements, or explanations are clearly expressed and are easy to follow. | <ul style="list-style-type: none"> Student writing shows strongly developed organization and a high level of clarity. Arguments and/or explanations are clearly and logically organized. The reader has no difficulty comprehending all arguments, statements, or explanations expressed. |
| Shows Depth of Understanding | <p>Student</p> <ul style="list-style-type: none"> does not accurately define the concepts being discussed; major conceptual errors are present. cannot identify basic connections between key concepts. | <p>Student</p> <ul style="list-style-type: none"> can accurately define the concepts being discussed; no major conceptual errors are present. can identify basic connections between key concepts. | <p>Student</p> <ul style="list-style-type: none"> can accurately define and elaborate on the concepts being discussed; no conceptual errors are present. can identify connections between key concepts and provide useful elaboration and examples. | <p>Student</p> <ul style="list-style-type: none"> can accurately define and eloquently elaborates on the concepts being discussed. demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them. |
| Offers Supporting Examples | <ul style="list-style-type: none"> Student provides no supporting examples. | <ul style="list-style-type: none"> Student provides few supporting examples. Examples are minimally described and are generally relevant to the topic. | <ul style="list-style-type: none"> Student provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic. | <ul style="list-style-type: none"> Student provides frequent details 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 | <ul style="list-style-type: none"> • Student offers no elaboration. | <ul style="list-style-type: none"> • Student offers some basic elaboration. | <ul style="list-style-type: none"> • Student offers some useful elaboration to support arguments or strengthen key points. | <ul style="list-style-type: none"> • Student offers extensive, relevant, and sophisticated elaboration that strongly supports arguments or strengthens key points. |
|--------------------|--|--|---|---|

ACADEMIC YEAR PRIMARY ORAL EXAMINATIONS

To be announced in Populi.

Description

Throughout the course, students participate in activities to orient them to the exam experience. Pedagogical staff will offer suggestions and guidance to support preparation. To be eligible to sit for Oral Examinations, students are required to:

- *Submit complete and accepted All Reference Albums (Practical Life, Sensorial, Language, & Mathematics)*
- *Submit a complete and accepted Theory Album must be accepted*
- *Have a 90% or higher attendance rate*

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 concealed 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 they believe 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 the day, the Exam Team meets to discuss the results of each student’s examination and participation in the course. Students will be notified of their exam results on the day of their examination. Students will be notified of their exam results on the day of their examination. A student who does not pass an area can re-sit the failed portion of the exam within 12 months.

Assessment and Grading

- Any student who does not achieve the 50% minimum will be required to re-take Oral Examinations during the next course cycle.
- Four main areas are examined: Practical Life, Sensorial, Language, and Mathematics.
- Graded on a pass/no pass basis. Each area is worth a maximum of 25 points. A minimum of 50% is required to pass. The *Primary Oral Examinations Assessments Criteria* describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.
- The *Primary Oral Examinations Assessment Criteria* describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.
- For more information see *Exams*, found in the handbook section titled *Academic Policies*, and *Academic Requirements for Receiving the AMI Primary Diploma*, found in the handbook section titled *Primary Course Description*.

Primary 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 Point | 12.5 - 15 Points | 16 - 19 Points | 20 -25 Points |
|---|---|--|---|---|
| Presentation | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Student shows little awareness of, or connection to, the child. | <ul style="list-style-type: none"> Student shows a basic awareness of, and connection to, the child. | <ul style="list-style-type: none"> Student shows a moderate awareness of, and connection to, the child. Interactions are warm and age-appropriate. | <ul style="list-style-type: none"> Interactions are warm, age-appropriate and help to stimulate the child's interest in the activity. <p>Student</p> <ul style="list-style-type: none"> is strongly attuned to the child. responds appropriately and flexibly to the child's interest. |
| Knowledge of Developmental Norms Regarding the Activity | <ul style="list-style-type: none"> Student cannot accurately identify how to recognize the child's readiness for the activity and direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify the following at a rote level how to recognize the child's readiness for the activity, but cannot elaborate on the direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify how to recognize the child's readiness for the activity and elaborate on the direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify how to recognize the child's readiness for the activity and can elaborate on the direct purposes of the activity showing a strong understanding between these points and other Montessori theories. |
| Knowledge of the Activity in a Wider Context | <ul style="list-style-type: none"> Student is not able to identify which materials would precede and follow this activity, and other activities that could be done with this material. | <ul style="list-style-type: none"> At a basic, rote level the student is able to identify which materials would precede and follow this activity, and other activities that could be done with this material. | <ul style="list-style-type: none"> Showing some knowledge of the material in a wider context, the student is able to identify which materials would precede and follow this activity, and elaborate on other activities that could be done with this material. | <ul style="list-style-type: none"> Showing a deep understanding of the material in a wider context, the student is able to identify which materials would precede and follow this activity, and elaborate extensively about other activities that could be done with this material. |
| Knowledge of the Area | <ul style="list-style-type: none"> Student is unable to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify and elaborate on the purposes of the area, its application to child development, and its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify, elaborate, and offer theoretical explanations for the purposes of the area, its application to child development, and its relationship to other areas in the environment. |
| Synthesis | <ul style="list-style-type: none"> Student is unable to identify connections between practical activities and applicable Montessori theories and concepts, even with frequent prompting. | <ul style="list-style-type: none"> Student is able to identify basic connections at the rote level between practical activities and applicable Montessori theories and concepts, with frequent prompting. | <ul style="list-style-type: none"> Student is able to identify connections between practical activities and applicable Montessori theories and concepts, with minimal prompting. | <ul style="list-style-type: none"> Student is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories and concepts, without prompting. |

ACADEMIC REQUIREMENTS FOR THE AMI PRIMARY BLENDED DIPLOMA

Please see the page number listed in the table below for detailed descriptions of each assignment/requirements, including general information, and assessment criteria. In order to receive the AMI Primary Diploma at the end of the course, 850 hours and the following academic requirements must be met:

| <i>Requirement Name</i> | <i>Requirement</i> | <i>Page Number</i> |
|-------------------------|--|--------------------|
| Attendance | 90% minimum attendance in course lectures and activities, including guided practice. | 31 |
| Theory Album | Compilation and submission of an accepted Theory Album. | 94-95 |
| Reference Albums | Compilation and submission of accepted and original Reference Albums in all areas. | 96-97 |
| Reading Seminars | 90% participation in Reading Seminars. | 98 |
| Material Making | Submission of accepted Material Making Assignments. | 99-102 |
| Guided Practice | 140 hours, 90% attendance, and competent practice level. | 103-105 |
| Observation | 90 hours of Observation Training in an AMI Primary classroom. | 106-107 |
| Practice Teaching | 120 hours of Practice Teaching in an AMI Primary classroom. | 108-109 |
| Written Examinations | Passing marks of 50% or higher on the Written Examinations. | 110-112 |
| Oral Examinations | Passing marks of 50% or higher on each area of the Oral Examinations. | 113-115 |

BLENDING PRIMARY COURSE DESCRIPTION

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

The Association Montessori Internationale Blended Primary Diploma Course offers comprehensive study of Montessori theory and practice for individuals who aspire to work with children, ages three to six, in Montessori Primary environments. During 850 hours of teacher preparation, students are trained in Montessori philosophy, human development, Montessori materials and curriculum, implementation, ABAR (Anti-Bias Anti-Racist) awareness, and professional expectations. The AMI Blended Primary Course is part of an oral tradition and the information presented in the course is not readily available in published works. The use of recording devices is prohibited.

Students engage with Montessori theory topics, which create the foundation for Montessori teachers' practical work, and are constant reference points for the student's understanding. Topics focus on early childhood development, Montessori educational theory, practical implementation, and classroom management from the Montessori perspective. In Populi, you can expect to utilize discussion boards and online discussions. Some requirements for the discussion board is to write one well developed entry for each discussion item and respond to a minimum of two other class members. Responses should be around four to seven sentences of thoughtful content that makes us think, respond and want to participate with you as a good colleague. Your responses should demonstrate that you have taken time to digest the materials. We encourage your use of video, audio, and visual images/drawings as additional ways to respond in posts. Students compile a Theory Album reflecting content given during the course.

Students observe video or live demonstrations of the materials in the four areas of the Montessori Primary classroom. Demonstrations include 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. Students also engage with the materials by creating annotated image for each material. The completed notes and annotated image are included in the student's Reference Albums, which serve as teaching manuals for future work with children.

Students practice with the Montessori materials, without children, independently and under the guidance of the MNW faculty, to refine their presentation technique and understanding of the materials. A MNW supervising staff member is available to clarify points and assist the students' progress. Students document their practice as a record of their work with the materials. Students are expected to practice with the materials weekly. During onsite blocks, the model classroom is available to all students, and during the distance learning blocks, students are expected to have access to a Montessori prepared environment for practice with the materials.

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 and Discussion Boards are scheduled throughout the year for specific chapters in Montessori's writings. During these sessions, 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 a classroom for three to six year olds, presenting lessons to children under the supervision of a primary-trained host teacher and MNW faculty.

End of course comprehensive Written and Oral Examinations verify that each student has met the standards of AMI and is ready to begin their work in the classroom with children.

PORTLAND PRIMARY BLENDED COURSE SCHEDULE

| | |
|-------------------------------|---------------------------------|
| July 12, 2021 | First day of class |
| July 12 - August 13, 2021 | Summer Intensive On-site at MNW |
| August 23, 2021 | Practical Life Album Due |
| August 24 - September 3, 2021 | Summer Break |
| September 6, 2021 | Distance Block 1 Begins |
| September 9, 2021 | Thursday Zoom Class Begins |
| October TBD 2021 | Observation Session 1 |
| November 1, 2021 | Sensorial Album Due |
| November 11, 2021 | Veteran's Day |
| November 22 - 26, 2021 | Thanksgiving Break |
| December 20 - 31, 2021 | Winter Break |
| January 13 - 17, 2022 | Winter Intensive On-site at MNW |
| January 31, 2022 | Language Album Due |
| February 1, 2022 | Distance Block 2 Begins |
| February TBD 2022 | Observation Session 2 |
| February 3, 2022 | Thursday Zoom Class Resumes |
| March 22 - 25, 2022 | Spring Break |
| April TBD 2022 | Practice Teaching Completed |
| May 2, 2022 | Math Album Due |
| May 19, 2022 | Written Exam Paper A |
| May 21, 2022 | Written Exam Paper B |
| June 6, 2022 | Theory Album Due |
| June 6 - July 1, 2022 | Summer Intensive On-site at MNW |
| June - July TBD, 2022 | Oral Exams |

TYPICAL WEEKLY SCHEDULE

| | |
|--|---------------------|
| Monday - Friday 8:30 AM - 4:30 PM (PT) | Onsite Blocks 1 & 3 |
| Thursday - Monday 8:30 AM - 4:30 PM (PT) | Onsite Block 2 |
| Thursdays 3:00 PM - 6:00 PM (PT) | Distance Blocks* |

Throughout the course, students should plan to complete coursework for 10-15 self-scheduled hours per week.

*During distance blocks, students can expect regular meetings for guided practice, scheduled with MNW faculty members, online via Zoom.

TYPICAL ONSITE DAILY SCHEDULE

| | |
|----------------------|-----------------|
| 8:30 AM (PT) | Class Begins |
| 12:00 - 1:00 PM (PT) | Lunch Hour |
| 4:30 PM (PT) | Class Dismissed |

BAY AREA PRIMARY BLENDED COURSE SCHEDULE

| | |
|-------------------------------|--------------------|
| July 26, 2021 | First day of class |
| July 26 - August 20, 2021 | On-site Block 1 |
| September 2021 - January 2022 | Distance Block 1 |
| January 13 - 17, 2022 | On-site Block 2 |
| January - May 2022 | Distance Block 2 |
| June 13- July 13, 2022 | On-site Block 3 |
| July 10, 11, & 12, 2022 | Oral Exams |
| July 13,, 2022 | Graduation |

TYPICAL WEEKLY SCHEDULE

| | |
|--|---------------------|
| Monday - Friday 8:00 AM - 3:30 PM (PT) | Onsite Blocks 1 & 3 |
| Thursday - Monday 8:00 AM - 3:30 PM (PT) | Onsite Block 2 |
| Saturdays 8:00 AM - 11:00AM (PT) | Distance Blocks* |

Throughout the course, students should plan to complete coursework for 10-15 self-scheduled hours per week.

*During distance blocks, students can expect regular meetings for guided practice, scheduled with MNW faculty members, online via Zoom.

TYPICAL ONSITE DAILY SCHEDULE

| | |
|----------------------|-----------------|
| 8:00 AM (PT) | Class Begins |
| 12:00 - 1:00 PM (PT) | Lunch Hour |
| 3:30 PM (PT) | Class Dismissed |

BLENDED PRIMARY THEORY ALBUM

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.

Bay Area 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:

- *Student Outline.* Reduction 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.* Consideration of a lecture topic, designed to deepen engagement. It may include anecdotes, opinions, and ideas for further reflection.
- *Student Essay.* Synthesis of key information from the theory lecture, handouts, and Montessori's writings.
- *Class Notes.* Clearly written, detailed, typed, edited summaries of class notes from discussions, lectures, and activities.

Portland Components

Topics within the Theory Album are composed of different elements. The Theory Assignments in Populi describe precisely which elements are required for each topic, such as:

- *Reading Theory Texts.* These papers, written by MNW Trainers, give detailed information about the theory topic. It is expected that students read these papers, and be prepared to discuss the topic in class. Theory lectures are available for download in Populi.
- *Outline or Mind Map.* The outline or mind map represents each student's engagement with the theory text. The process of creating an outline or mind map supports the student's ability to understand key and related points within the text, and make cross connections between points.
- *Student Reflection.* Consideration of a lecture topic, designed to deepen engagement. It may include anecdotes, opinions, and ideas for further reflection.
- *Combined Theory Essays.* These essays are each student's own original writing, and are intended to support the student in explaining main points and supporting points and making connections between theory topics.
- *Supplementary Handouts.* Additional information provided to enhance understanding. They are available digitally or will be distributed in class.

Bay Area Assessments and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary Theory Album Assessment Criteria* 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 submissions, including any areas that need improvement or correction.
- See *Assignment Submission* (found in the handbook section titled *Academic Policies*).
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Portland Assessments and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary Theory Album Assessment Criteria* 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 submissions, including any areas that need improvement or correction.
- All assignments are due at 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Theory Album Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|-------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none"> • Assignments and final album are submitted on time and complete by the start of class on the due date. • Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Organization | <ul style="list-style-type: none"> • Assignments and album reflect the order and content listed on the Theory Album organizational documents. • The Theory Album peer review check sheet is filled out and accompanies the final album. • The table of contents lists each topic and accurately corresponds to the order of topics in the album. • The albums are clearly divided into logical and useful sections. • Physical album is submitted in a three-ring binder with the student's name, album title, course number, Director of Training, and year. • The three-ring binder (albums only) is neither over nor under-filled; it holds the body of assignments easily and appropriately. Staples and paperclips are <i>not</i> permitted. • The digital album is included in the student's digital portfolio and follows organization and design as assigned. | Pass / No pass |
| Clarity | <ul style="list-style-type: none"> • Information is stated in clear language that is concise and accurate. • Information reflects attention to the topic and understanding of the content. • There is sufficient detail to express key concepts. | Pass / No pass |
| Usefulness | <ul style="list-style-type: none"> • Information is accessible and easy to follow. • Information would provide a sufficient basis to present in another context, for example, a parent night or essay. | Pass / No pass |
| Completeness | <ul style="list-style-type: none"> • All components are present as described in the organizational documents. • All components of each theory topic are present. | Pass / No pass |
| Neatness | <ul style="list-style-type: none"> • Pages are unblemished and clean without handwritten corrections. • Print quality is crisp, clear, and type is in a consistent and readable font. | Pass / No pass |
| Professional Appearance | <ul style="list-style-type: none"> • Text is free of typographical and grammatical errors. • Formatting is consistent and streamline. | Pass / No pass |
| Originality | <ul style="list-style-type: none"> • Outlines, reflections, essays, mind maps and summaries (as assigned) are the original work of the student and reflect the content and organization of the course. | Pass / No pass |

BLENDED PRIMARY REFERENCE ALBUM

Description

A student creates 4 Reference Albums/Digital Portfolios to store the information provided in the course and as an invaluable reference for future work as a Montessori Guide. Students experience course information in a variety of ways, including visual, auditory, and kinesthetic learning. Writing involves analytical, linear, and logical expression; the creation of annotated images adds a holistic dimension. This experience contributes to the student's formation, growth, and deep understanding. Each student's album reflects that student's participation in the course. 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 demonstrations of these materials and/or activities in the training course.
- After the demonstration, points are discussed regarding implementation, extensions, and connections to theory. Students take notes that will help them successfully introduce the child to the material or concept. Any questions and clarifications are addressed.
- Students practice with the materials.
- Students edit and type their notes into the presentations, and make annotated images to support the text.

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.

Bay Area Components

Each Reference Album is composed of the following elements, exact requirements are listed on each *Check Sheet*:

- *Introductions* provide detailed information about each area and consists of 2 elements. First, students write about the area, including the different sections or aspects of the area, the direct aims, the characteristics of the materials, and anything else that seems relevant to that particular area. Second, the students write a synthesis of the area. The synthesis is a description of how each area of the environment 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 synthesis deepens the students' understanding of how Montessori theory directly informs classroom practice. To create the synthesis, students discuss how a developmental principle is supported throughout the area, and provide examples of materials/activities in the area that support the developmental principle.
- *Quotations*. Students submit a minimum of 20 detailed quotations from at least 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* are descriptions of how to present each material, typed and edited, created from the student's own notes and refined through Guided Practice.
- *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* are available for download.

Portland Components

Exact requirements are listed in Populi and each *Check Sheet*:

- *Introductions* provide detailed information about each Area. They are available for download in Populi.
- *Student Outline* of an Area Introduction, providing a useful "at-a-glance" overview. The process of creating an outline supports the student's engagement and integration with the content.
- *Developmental Syntheses*. Students write essays to answer questions related to how each area of the Montessori classroom supports child development. Each student's original syntheses reflect understanding of developmental purposes, combined with their own observations, connections and insights. The process of creating the student syntheses deepens the students' understanding of how Montessori theory directly informs classroom practice. To create the student synthesis, students explain how a particular aspect of the area supports children's development, and provide examples of specific materials/activities in the area that support this developmental principle.
- *Quotations*. Students submit a minimum of 20 detailed quotations from at least 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. Students also submit a minimum of 10 quotations from Angeline Lillard's *The Science Behind the Genius*, which provides a contemporary view of Montessori's work. Students include a Works Cited page.
- *Presentations* are descriptions of how to present each material, enhanced by the student's own notes, and refined through practice with the materials.
- *Annotated images* enhance the presentations by providing visual cues and a quick visual reference. Most presentations require at least one image.
- *Supplementary Handouts*. Additional information provided to enhance understanding. They are available digitally or will be distributed in class.

Bay Area Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary 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 *Assignment Submission* (found in the handbook section titled *Academic Policies*).
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Portland Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary 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.
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Reference Albums Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Ratings</i> |
|-------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none"> • Assignments and final Reference Album are submitted on time and complete by the start of class on the due date. • Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Organization | <ul style="list-style-type: none"> • Assignments and album reflect the order and content listed on the Reference Album organizational documents. • The Reference Album peer review check sheet is filled out and accompanies the final album. • The table of contents lists each topic and accurately corresponds to the order of topics in the album. • The albums are clearly divided into logical and useful sections. • Physical album is submitted in a three-ring binder with the student's name, album title, course number, Director of Training, and year. • The three-ring binder (albums only) is neither over nor under-filled; it holds the body of assignments easily and appropriately. Staples and paperclips are <i>not</i> permitted. • The digital album is included in the student’s digital portfolio and follows organization and design as assigned. | Pass / No pass |
| Clarity | <ul style="list-style-type: none"> • Information is stated in clear language that is concise and accurate. • Information reflects attention to the topic and understanding of the content. • There is sufficient detail to express key concepts. | Pass / No pass |
| Usefulness | <ul style="list-style-type: none"> • Information is accessible and easy to follow. • Information would provide a sufficient basis to present in another context, for example, a parent night or essay. • <i>Works Cited</i> page is present for quotations. | Pass / No pass |
| Completeness | <ul style="list-style-type: none"> • All components are present (as described on the Reference Album peer review check sheet). • Material lists, age, purposes, and preparations are included for each presentation. • All key steps, prompts, and interactions are present. • Any related activities and/or following activities are present. | Pass / No pass |
| Annotated Images | <ul style="list-style-type: none"> • Images accurately reflect the descriptions in the presentations. • Images are neat, show color coding, and of sufficient size that all relevant details can be clearly seen • The annotated images either face or are embedded near the relevant text. Images are labeled with the name of the activity, and notes are clear and logically accompany the image. | Pass / No pass |
| Neatness | <ul style="list-style-type: none"> • Pages are unblemished and clean without handwritten corrections. • Print quality is crisp, clear, and in a consistent and readable font. | Pass / No pass |
| Professional Appearance | <ul style="list-style-type: none"> • Text is free of typographical and grammatical errors. • Presentation notes and annotated images reflect the activity as demonstrated in the course. | Pass / No pass |
| Originality | <ul style="list-style-type: none"> • Student introductions, essays, quotations, outlines, mind maps, and summaries (as assigned) are the original work of the student and reflect the content and organization of the course. • Images are the original work of the student. | Pass / No pass |

BLENDING PRIMARY READING SEMINARS AND DISCUSSIONS

Directions

Reading Seminars and Discussion Boards stimulate an in-depth examination of Montessori’s writings and related topics. Students prepare ahead of time by reading the required content 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. For Discussion Boards, students express their viewpoints and respond to those of their peers in such a manner as to expand or further the discussion.

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. The student will bring a copy of their book, and their written answers 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 and Discussion Boards 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 and ensure 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.

Bay Area Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary 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 Reading Seminars, including any areas that need improvement or correction.
- See *Assignment Submission* (found in the handbook section titled *Academic Policies*).
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Portland Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary Reading Seminar and Discussion Board Assessment Criteria* will be used to determine if a student has met the learning objectives of the assignments. 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.
- All assignments are due at 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Reading Seminars and Discussion Board Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Ratings</i> |
|--|---|----------------|
| Attendance | <ul style="list-style-type: none"> ● Student participates in at least 90% of the Reading Seminars. | Pass / No pass |
| Responses to Reading Seminar Questions | <ul style="list-style-type: none"> ● Student answers the questions assigned for each Reading Seminar. ● Answers demonstrate engagement with the required reading. ● Answers are comprehensible. | Pass / No pass |
| Small Group and Discussion Boards | <ul style="list-style-type: none"> ● Student participates in group discussions. ● Student’s participation demonstrates engagement with the required reading. ● Student behaves courteously and respectfully to others during group discussions | Pass / No pass |
| Originality | <ul style="list-style-type: none"> ● Responses are the original work of the student. | Pass / No pass |

BLENDING PRIMARY MATERIAL MAKING: PRACTICAL LIFE AND SENSORIAL

Description

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 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. If the material is not presented on the course then include the presentation text.

For Practical Life, choose one of the following:

- 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)

Bay Area Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Primary Material Making: Practical Life and Sensorial 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.
- 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.
- See *Assignment Submission* (found in the handbook section titled *Academic Policies*).
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Portland Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Primary Material Making: Practical Life and Sensorial 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.
- 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.
- All assignments are due at 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Material Making: Practical Life and Sensorial Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|----------------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none"> Practical Life and Sensorial Materials are submitted on time, complete, and displayed by the start of class on the due date. Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Self-Evaluation | <ul style="list-style-type: none"> The Self-Evaluation sheet is present and is filled out completely. | Pass / No pass |
| Color Coding | <ul style="list-style-type: none"> Color coding is consistent and logical. | Pass / No pass |
| Durable construction | <ul style="list-style-type: none"> All components of the material are sturdy and can withstand regular classroom use. | Pass / No pass |
| Developmentally Appropriate | <ul style="list-style-type: none"> Difficulty or challenge offered by the material is appropriate to the target age group. Each activity's component's weight and size is developmentally appropriate. The activity corresponds to the purposes of the area to which it belongs. | Pass / No pass |
| Aesthetically pleasing | <ul style="list-style-type: none"> Material would be attractive and appealing to a young child. | Pass / No pass |
| Natural materials | <ul style="list-style-type: none"> Natural materials (wood, fiber, metal, etcetera) are present in the activity. | Pass / No pass |
| Complete (resupply not required) | <ul style="list-style-type: none"> Human-made materials (plastics, etcetera) are kept to a minimum and used only when a natural alternative is not appropriate or available. All components needed to successfully complete the activity are present. | Pass / No pass |
| Allows for natural consequences | <ul style="list-style-type: none"> Material contains breakable (but not fragile) components. Material offers opportunities for error and error correction. | Pass / No pass |
| Originality | <ul style="list-style-type: none"> Material is the original work of the student. | Pass / No pass |

BLENDING PRIMARY MATERIAL MAKING: LANGUAGE

Description

Language material making offers students the opportunity to apply Montessori principles to the creation of real Language activities that may be used in their own classrooms with children. 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.

Language materials created:

- Phonetic Object Box
- Phonogram Object Box
- Classification Complete Set (Picture Cards, Three Part Cards, Definition Booklet, Definitions in Three Stages)
- Little Reading Booklet
- Poetry Book bound with a front and back cover, includes 10-15 poems and images
- Function of Words materials as found on the shelf (Article, Adjective, Logical Adjective, Conjunction, Preposition, Verb, Adverb, Logical Adverb)

Bay Area Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *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.
- 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.
- See *Assignment Submission* (found in the handbook section titled Academic Policies).
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Portland Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *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.
- 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.
- All assignments are due at 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Material Making: Language Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|--------------------------------|--|----------------|
| On-time submission | <ul style="list-style-type: none"> Language Materials are submitted on time, complete, and displayed by the start of class on the due date. Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | No rated |
| Self-Evaluation | <ul style="list-style-type: none"> The Self-Evaluation sheet is present and is filled out completely. | Pass / No pass |
| Color Coding | <ul style="list-style-type: none"> Color coding is consistent and logical. | Pass / No pass |
| Durable construction | <ul style="list-style-type: none"> All materials are printed on cardstock or similar sturdy material. Any containers, packets, binding, or construction would stand up to regular classroom use. 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. The materials are shelf-ready, contained and displayed in an organized fashion. | Pass / No pass |
| Developmentally Appropriate | <ul style="list-style-type: none"> Language and/or items would be appropriate for a child targeted for this work. The activity corresponds to the purposes of the Language area. | Pass / No pass |
| Classification | <ul style="list-style-type: none"> The selected classification contains objects that are logically grouped together. The same classification is used for each part of this assignment. | Pass / No pass |
| Neat and Attractive Appearance | <ul style="list-style-type: none"> Cards/labels/pages that are grouped together are of a uniform size. Natural materials (wood, fiber, metal, etcetera) are present in the activity. The activity corresponds to the purposes of the Language area. 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. 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 | <ul style="list-style-type: none"> Material is the original work of the student. | Pass / No pass |

BLENDING PRIMARY GUIDED PRACTICE WITH MATERIALS

Description

Guided Practice with the material is scheduled time onsite and during distance blocks, during which students practice with the Montessori materials, without children. A supervising staff member is available to clarify points or offer suggestions. Students are required to practice weekly with the materials. Attendance and participation are required during Guided Practice. Students are required to complete a minimum of 140 hours of practice with the materials.

During Guided Practice, students follow these procedures:

- While onsite, 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 peers throughout the course.
- Staff or the “child” may observe and give constructive and respectful feedback to the presenter after the full presentation is given.
- During distance blocks, students practice in a three to six prepared environment or at home with borrowed materials. Students have regular scheduled guided Zoom practice sessions with a faculty member to demonstrate materials and receive feedback.
- For Zoom guided practice sessions, students are expected to be ontime, with cameras ready, and be prepared to present the designated materials.
- Each student participates in Masterclass sessions to present practiced materials to the class and receive feedback.
- Students regularly track their practice with the materials in their Student Practice Log. This log and the rubric of *Primary Guided 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 and quality of practice a student undertook with each material.
- Self-evaluation includes written notes and reflections about practice, and updating practice logs during the last 5 minutes of each independent practice session.

Guided Practice is a process of accumulating skills 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. The open-ended, self-directed group work during Guided Practice is also a real-life experience of a cooperative learning community based on Montessori principles, the very same kind of communities which students are preparing to lead. Full participation in Guided Practice is an essential component of students' preparations for their roles as Montessori adults.

Assessment

- Students are expected to conduct regular and frequent self-evaluations using the Guided Practice assessment criteria, noting any areas of challenge and seeking assistance when needed.
- During Guided Practice, pedagogical staff members observe students while they practice. 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 and/or activities prior to undertaking Oral Examinations. It is the student's responsibility to improve Guided Practice performance as needed based on self-evaluation and feedback received from pedagogical staff members.

Primary Guided Practice Assessment Criteria

Note: the use of the term "children" in the rubric below 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 - Proficient Level |
|---------------------------|--|--|--|
| Planning and Preparation | <p>Student does not</p> <ul style="list-style-type: none"> have a prepared plan for practice. check the material prior to the presentation. invite the child before the presentation. | <p>Student</p> <ul style="list-style-type: none"> has a plan for practice and is able to present after brief consultation of notes or album. generally checks the material prior to the presentation. provides an age-appropriate invitation before the presentation. | <p>Student</p> <ul style="list-style-type: none"> consistently has a prepared plan for practice, reflecting accurate self-evaluation. habitually checks the material prior to the presentation. offers enticing, varied, and age-appropriate invitations before the presentation. demonstrates a level of proficiency indicating extensive practice with the presentation. |
| Presentation | <p>Student</p> <ul style="list-style-type: none"> frequently checks notes to clarify the steps; significant errors during the presentation. does not demonstrate awareness of the children's abilities. is primarily an observer while another student presents. rarely offers points of interest. | <p>Student</p> <ul style="list-style-type: none"> can present at a basic level of accuracy without checking notes; some minor errors may be present. incorporates awareness of the children's abilities into the presentation. often emphasizes appropriate points of interest. | <p>Student</p> <ul style="list-style-type: none"> consistently presents even complex presentations with a high degree of accuracy without checking notes; errors are generally absent. incorporates a high level of awareness of the children's abilities into the presentation. habitually emphasizes appropriate points of interest. |
| Confidence and Enthusiasm | <p>Student</p> <ul style="list-style-type: none"> is consistently hesitant and unsure. shows a consistent lack of enthusiasm for the presentation. | <p>Student</p> <ul style="list-style-type: none"> is generally confident; some minor hesitations are present but do not affect the overall outcome of the presentation. is generally enthusiastic throughout the presentation. | <p>Student</p> <ul style="list-style-type: none"> is confident and poised, moving smoothly through all parts of the presentation. shows genuine enthusiasm towards both the material and the children. Enthusiasm is conveyed to the children. |
| Modeling | <ul style="list-style-type: none"> Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant. Analyzed movements are absent, too fast, or otherwise inconsistent. | <ul style="list-style-type: none"> Student models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment (including materials and supplies). Lapses in appropriate modeling are minor and infrequent. Analyzed movements are present. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Student does not establish rapport with the children. When playing the role of the "child," the student is not respectful of the student presenter, or does not engage in the work. <p>Interactions</p> <ul style="list-style-type: none"> with children lack warmth or are not age-appropriate. do not convey respect. | <p>Student</p> <ul style="list-style-type: none"> establishes sufficient rapport with the children to successfully accomplish the presentation. generally shows respect towards the children. | <ul style="list-style-type: none"> Strong rapport contributes to a successful presentation. <p>Student</p> <ul style="list-style-type: none"> conveys a warm and welcoming manner, inviting joyful rapport with the children. respects the children's experiences, ideas, and contributions. |

| | | | |
|--------------------------------|--|---|--|
| Professional Attitude | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Student maintains a generally professional demeanor, interacting respectfully with other students, with few lapses. • Feedback to other students is generally helpful and courteous. | <ul style="list-style-type: none"> • 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 and Self-Evaluation | <ul style="list-style-type: none"> • Self-evaluation is unbalanced, being either too permissive or too harsh. • Practice Log is not used effectively <p>Student</p> <ul style="list-style-type: none"> • does not reflect on the strengths and weaknesses of their presentation. • is unable to formulate a plan for future improvement of the presentation. | <ul style="list-style-type: none"> • Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. • Practice Log is used inconsistently. <p>Student</p> <ul style="list-style-type: none"> • reflects on the strengths and weaknesses of their presentation. • can formulate a basic plan for future improvements of the presentation. | <ul style="list-style-type: none"> • Student reflects accurately 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. • Input from other students, if elicited, is accepted graciously. • Practice Log is used effectively and consistently. |

BLENDED PRIMARY OBSERVATION

Description

Observation allows students to continue their study of the child in Montessori classrooms with children, or other settings as approved. Students participate in Observation training and study during the course. They also observe children in qualifying Montessori Primary classrooms. Standards for Observation host classrooms are as follows:

- Preferably, a classroom led by an AMI Primary teacher.
- A classroom equipped with a complete set of materials for the 3-6 level.
- A multi-age group of children (ages 3-6).
- Students may also observe in their own classroom for a portion of the required observation hours.

During Observation, students learn about themselves, the children, and how to prepare observation-based lesson plans. Interaction with children is kept to a minimum, giving students the opportunity to silently observe children and their behavior. Optimally, students observe and practice teach in the same classroom, 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 objective 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 *Primary Observation Assessment Criteria* and may include some dialog with MNW Primary pedagogical staff. 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.

Should in-person time with children not be possible due to COVID-19, alternative arrangements for Observation will be facilitated by MNW.

Bay Area Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Primary 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 or correction*.
- See also *Assignment Submission* (found in the handbook section titled Academic Policies).
- All assignments are due by the start of class on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Portland Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Primary 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 or correction.
- All assignments are due at 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

Primary Observation Assessment Criteria

| <i>Criteria</i> | <i>Description</i> | <i>Rating</i> |
|---|---|----------------|
| On-time Submission | <ul style="list-style-type: none"> ● Observation assignments are submitted at the start of class on the first day back at MNW after each observation session. ● Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the student being placed on Academic Probation. | Not rated |
| Attendance | <ul style="list-style-type: none"> ● Student accrues a minimum of 90 hours of Observation. ● Student accurately records hours on the <i>Hours Sheet</i>, which is totaled by the student and signed by the classroom teacher, or school representative. | Pass / No pass |
| Writes Responses According to Observation Guidelines | <ul style="list-style-type: none"> ● Student uses a notebook to record responses to daily tasks. ● Student's handwriting is legible. ● Student writes out each day's daily tasks, beginning a new section in the notebook. ● Student's responses include narrative descriptions and interpretive responses. ● Student's responses show understanding of, and engagement with, the daily tasks. | Pass / No pass |
| Maintains a Professional Presence in the School Community | <ul style="list-style-type: none"> ● Student completes a background check in a timely manner (as required). ● Student behaves courteously and respectfully to all staff, parents, and children. ● Student interacts minimally with children during Observation. ● Student demonstrates a calm, neutral, and appropriate demeanor suited to the observation settings. ● Student maintains confidentiality at all times. | Not rated |

BLENDED PRIMARY PRACTICE TEACHING

Description

A student must be in *Good Standing* in order to participate in Practice Teaching. 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 select 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 (preferably) at the 3-6 (Primary) Level 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).
- Students may also practice teach in their own classroom.

Practice Teaching Process

A minimum of 120 hours of Practice Teaching is required. Practice Teaching takes place during consecutive weeks near the end of the course. *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 Practice Teaching on Populi.

During Practice Teaching, students are guided by a Montessori Northwest pedagogical staff member or a local representative. The Supervisor provides a written assessment of their observations (called a *Field Supervisor Report*). The first written assessment is typically provided during the early days 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 supervision, the student is expected to demonstrate 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 *Primary Practice Teaching Assessment Criteria* for Practice Teaching. 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 host teacher, MNW Primary Pedagogical Staff, and/or Supervisor.

Bay Area Assessment and Grading

- During Practice Teaching, Supervisors observe students twice while they work with children. Students achieving a score of 1 in any category must 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 *Primary Practice Teaching 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.

Portland Assessment and Grading

- During Practice Teaching, Supervisors observe students twice while they work with children. Students achieving a score of 1 in any category must 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 *Primary Practice Teaching Assessment Criteria* below when filling out their own report of the student.
- 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.

Primary Practice Teaching Assessment Criteria

| Criteria | 1 - Below Expectations | 2 - Meets Expectations | 3 - Exceeds Expectations |
|---------------------------|---|--|--|
| Planning and Preparation | <p>Student</p> <ul style="list-style-type: none"> does not appear prepared for the lesson. invites child/children for whom the lesson is inappropriate or poorly timed. needs to confer with pedagogical staff or host teacher prior to presenting the material. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Student is prepared for the lesson. The level of proficiency demonstrated by the student indicates extensive practice with the presentation. The child/children selected for the lesson appear to have received necessary preliminaries and are primed to receive the lesson. |
| Presentation | <p>Student</p> <ul style="list-style-type: none"> makes significant errors in the presentation. fails to connect the children to the material. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Students presents even complex presentations with a high degree of accuracy; errors are absent. The presentation creates a strong connection between the children and the material. Children engage in follow up work. |
| Control of Situation | <p>Student</p> <ul style="list-style-type: none"> frequently loses control of the situation. cannot manage interruptions by other children. needs assistance from the host teacher to create and sustain a working environment for the lesson. does not maintain clear boundaries for children. | <p>Student</p> <ul style="list-style-type: none"> creates and sustains a working environment for the lesson. delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. maintains boundaries regarding the children's behavior. | <p>Student</p> <ul style="list-style-type: none"> assumes and maintains a welcoming and adult demeanor throughout the presentation, inviting cooperation from the child. sets and maintains clear boundaries for the children's behavior. |
| Observation and Follow-up | <p>Student does not</p> <ul style="list-style-type: none"> observe the children following a presentation. follow up with the children as needed following a presentation. | <p>Student</p> <ul style="list-style-type: none"> observes a transfer to the children, allowing them to continue the work independently. observes the children following the presentation. may follow up with some additional assistance to the children. | <ul style="list-style-type: none"> After a successful transfer to the children, student closely observes following the lesson, offering appropriate assistance as needed to enhance children's connection to the material. Student shows an understanding of when to withhold teacher intervention to support exploration and discovery. |
| Confidence and Enthusiasm | <p>Student</p> <ul style="list-style-type: none"> is consistently hesitant and unsure. shows a consistent lack of enthusiasm for the presentation. | <p>Student is generally</p> <ul style="list-style-type: none"> confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. enthusiastic throughout the presentation. | <p>Student</p> <ul style="list-style-type: none"> is confident and posed, moving smoothly through all parts of the presentation. shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children. |
| Modeling | <ul style="list-style-type: none"> Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |

BLENDING PRIMARY WRITTEN EXAMINATIONS

Description

Throughout the course, students participate in activities to orient them to the exam experience. Pedagogical staff will offer suggestions and guidance to support preparation. Written Examinations are divided into two parts: Paper A and Paper B. *All Reference Albums and the Theory Album must be accepted for the student to be eligible to sit for Written Examinations.* Students are required to pass Written Examinations to be eligible to sit for Oral Examinations.

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 45 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. Any student who does not achieve a minimum of 50% on Paper A and/or Paper B has 12 months to retake the failed Written Exam.

Assessment and Grading

- Written Examinations are graded on a pass/no pass basis. The pass mark for each Paper is 50%. Each question is marked out of 25. The *Primary Written Examinations Assessment Criteria* e describes the level of achievement that constitutes a passing score for each paper.
- 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.
- For more information see Exams (*found in the handbook section titled Academic Policies*) and *Academic Requirements for Receiving the AMI Primary Diploma* (found in the handbook section titled *Primary Course Description*).

Primary Written Examinations Assessment Criteria

| Criteria | 0 - 12 Points | 12.5 - 15 Points | 16 - 20 Points | 21-25 Points |
|-----------------------------------|---|--|---|--|
| Answers All Parts of the Question | <ul style="list-style-type: none"> Student does not address all parts of the question. | <ul style="list-style-type: none"> Student addresses all parts of the question with sufficient but minimal detail. | <ul style="list-style-type: none"> Student address all parts of the question in moderate detail, offering some additional information to expand on key points. | <ul style="list-style-type: none"> Student addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points. |
| Identifies and Defines Key Terms | <ul style="list-style-type: none"> Student does not identify or define key terms. | <ul style="list-style-type: none"> Student identifies key terms and gives a brief definition. | <ul style="list-style-type: none"> Student identifies key terms and provides clear and accurate definitions for each. Explanations show a solid understanding of key terms. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Student does not stay on topic; information provided is not relevant to the question. | <p>Student</p> <ul style="list-style-type: none"> provides information that is relevant to the question. occasionally strays off topic. | <ul style="list-style-type: none"> Student provides information that is relevant to the question and rarely strays off topic. | <ul style="list-style-type: none"> Student provides information that is relevant to the question and consistently stays on topic. |
| Shows Coherence | <ul style="list-style-type: none"> Student's writing lacks organization and clarity, and is difficult to follow | <ul style="list-style-type: none"> Student's writing shows a basic level of organization and clarity. | <ul style="list-style-type: none"> Student's writing shows logical organization and significant clarity. Most arguments, statements, or explanations are clearly expressed and are easy to follow. | <ul style="list-style-type: none"> Student writing shows strongly developed organization and a high level of clarity. Arguments and/or explanations are clearly and logically organized. The reader has no difficulty comprehending all arguments, statements, or explanations expressed. |
| Shows Depth of Understanding | <p>Student</p> <ul style="list-style-type: none"> does not accurately define the concepts being discussed; major conceptual errors are present. cannot identify basic connections between key concepts. | <p>Student</p> <ul style="list-style-type: none"> can accurately define the concepts being discussed; no major conceptual errors are present. can identify basic connections between key concepts. | <p>Student</p> <ul style="list-style-type: none"> can accurately define and elaborate on the concepts being discussed; no conceptual errors are present. can identify connections between key concepts and provide useful elaboration and examples. | <p>Student</p> <ul style="list-style-type: none"> can accurately define and eloquently elaborates on the concepts being discussed. demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them. |
| Offers Supporting Examples | <ul style="list-style-type: none"> Student provides no supporting examples. | <ul style="list-style-type: none"> Student provides few supporting examples. Examples are minimally described and are generally relevant to the topic. | <ul style="list-style-type: none"> Student provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic. | <ul style="list-style-type: none"> Student provides frequent details 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 | <ul style="list-style-type: none"> • Student offers no elaboration. | <ul style="list-style-type: none"> • Student offers some basic elaboration. | <ul style="list-style-type: none"> • offers some useful elaboration to support arguments or strengthen key points. | <ul style="list-style-type: none"> • Student offers extensive, relevant, and sophisticated elaboration that strongly supports arguments of strengthens key points. |
|--------------------|--|--|---|---|

BLENDING PRIMARY ORAL EXAMINATIONS

Description

Throughout the course, students participate in activities to orient them to the exam experience. Pedagogical staff will offer suggestions and guidance to support preparation. To be eligible to sit for Oral Examinations, students are required to:

- *Submit complete and accepted All Reference Albums (Practical Life, Sensorial, Language, & Mathematics)*
- *Submit a complete and accepted Theory Album must be accepted*
- *Have a 90% or higher attendance rate*

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 concealed 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 serve as a witness; they are expected to 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 they believe 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 the day, the Exam Team meets to discuss the results of each student’s examination and participation in the course. Students will be notified of their exam results on the day of their examination. A student who does not pass an area can re-sit the failed portion of the exam within 12 months.

Bay Area and Portland Assessment and Grading

- Any student who does not achieve the 50% minimum will be required to re-take Oral Examinations during the next course cycle.
- Four main areas are examined: Practical Life, Sensorial, Language, and Mathematics.
- Graded on a pass/no pass basis. Each area is worth a maximum of 25 points. A minimum of 50% is required to pass. The *Primary Oral Examinations Assessments Criteria* describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.
- The *Primary Oral Examinations Assessment Criteria* describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.
- For more information see *Exams*, found in the handbook section titled *Academic Policies*, and *Academic Requirements for Receiving the AMI Primary Diploma*, found in the handbook section titled *Primary Course Description*.

Primary 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 Point | 12.5 - 15 Points | 16 - 19 Points | 20 -25 Points |
|---|---|--|---|---|
| Presentation | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Student shows little awareness of, or connection to, the child. | <ul style="list-style-type: none"> Student shows a basic awareness of, and connection to, the child. | <ul style="list-style-type: none"> Student shows a moderate awareness of, and connection to, the child. Interactions are warm and age-appropriate. | <ul style="list-style-type: none"> Interactions are warm, age-appropriate and help to stimulate the child’s interest in the activity. <p>Student</p> <ul style="list-style-type: none"> is strongly attuned to the child. responds appropriately and flexibly to the child’s interest. |
| Knowledge of Developmental Norms Regarding the Activity | <ul style="list-style-type: none"> Student cannot accurately identify how to recognize the child’s readiness for the activity and direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify the following at a rote level how to recognize the child’s readiness for the activity, but cannot elaborate on the direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify how to recognize the child’s readiness for the activity and elaborate on the direct purposes of the activity. | <ul style="list-style-type: none"> Student can identify how to recognize the child’s readiness for the activity and can elaborate on the direct purposes of the activity showing a strong understanding between these points and other Montessori theories. |
| Knowledge of the Activity in a Wider Context | <ul style="list-style-type: none"> Student is not able to identify which materials would precede and follow this activity, and other activities that could be done with this material. | <ul style="list-style-type: none"> At a basic, rote level the student is able to identify which materials would precede and follow this activity, and other activities that could be done with this material. | <ul style="list-style-type: none"> Showing some knowledge of the material in a wider context, the student is able to identify which materials would precede and follow this activity, and elaborate on other activities that could be done with this material. | <ul style="list-style-type: none"> Showing a deep understanding of the material in a wider context, the student is able to identify which materials would precede and follow this activity, and elaborate extensively about other activities that could be done with this material. |
| Knowledge of the Area | <ul style="list-style-type: none"> Student is unable to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify and elaborate on: the purposes of the area, its application to child development, and its relationship to other areas in the environment. | <ul style="list-style-type: none"> Student is able to accurately identify, elaborate, and offer theoretical explanations for the purposes of the area, its application to child development, and its relationship to other areas in the environment. |

| | | | | |
|------------------|---|--|--|---|
| <p>Synthesis</p> | <ul style="list-style-type: none"> • Student is unable to identify connections between practical activities and applicable Montessori theories and concepts, even with frequent prompting. | <ul style="list-style-type: none"> • Student is able to identify basic connections at the rote level between practical activities and applicable Montessori theories and concepts, with frequent prompting. | <ul style="list-style-type: none"> • Student is able to identify connections between practical activities and applicable Montessori theories and concepts, with minimal prompting | <ul style="list-style-type: none"> • Student is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories and concepts, without prompting.` |
|------------------|---|--|--|---|

622 SE Grand Avenue, Portland, OR 97214
 AMI Montessori Assistants to Infancy Course - Infant and Toddler Montessori Teacher Certification
 Summer Format - 625 Hours
 Summer 1 Start - End Date: June 15 - August 7, 2020
 Summer 2 Start - End Date: June 14 - August 6, 2021

This Enrollment Agreement is legally binding when signed by the student and accepted by Montessori Northwest.

Student's Name _____
 Address _____
 Phone Number _____
 Email _____

Terms of Contract

| | |
|--|----------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | \$500 |
| Course Tuition Cost | \$11,000 |
| Exam Fee | \$350 |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | \$11,850 |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | \$11,850 |

Additional Program Costs

Students can expect to spend additional funds up to \$500 on paper, binders, printing ink, and classroom materials for their portfolio, and \$250 on transportation (to and from observation & practice teaching, parking, etcetera). These charges or fees are not paid to Montessori Northwest.

Tuition payment plan options (please initial one)

Students receiving a sponsorship are individually financially responsible to Montessori Northwest and must select one of the following options.

Option A. Two Payments

| | |
|---------------------|-----------------------|
| Due upon enrollment | \$500 Tuition Deposit |
| June 15, 2020 | \$11,350 Tuition II |

Option B. Three Payments

| | |
|---------------------|-----------------------|
| Due upon enrollment | \$500 Tuition Deposit |
| June 15, 2020 | \$6,350 Tuition II |
| January 21, 2021 | \$5,000 Tuition III |

Option C. Monthly Payments

\$500 Tuition Deposit plus 6 Monthly payments of \$1,925 due by the 15th of June 2020 then the 21st of each month. The concluding payment must be made by November 21, 2020. Monthly payments include a \$200 finance charge.

| | |
|--|------------------------------|
| Due upon enrollment | \$500 Tuition Deposit |
| June 15, 2020 | \$1,925 Tuition II |
| Monthly payments due by the 21st of each month (July - Nov.) | \$1,925 x 5 Tuition III - VI |

Option D. University Partnership

Montessori Northwest (MNW) students enrolled in Whitworth University's (WU) cooperative program will pay tuition for MNW and WU directly to WU. WU will pay MNW after 2/3 of the semester has been completed. Please submit proof of enrollment in WU and if applicable, financial aid award, to Montessori Northwest.

Payment Submission

All payments must note the student's name and course. All payments are submitted to Montessori Northwest's Portland address, 622 SE Grand Avenue, Portland, OR 97214. All financial questions can be directed to the Finance Director, Robyn Ellis, robyn@montessori-nw.org. Payment Methods: Cash, check, or credit card (incurs a convenience fee).

Late Fees

A \$50 fee will be assessed monthly for late payments.

See reverse for additional policies.

Notice to the Buyer

Do not sign this agreement before you read it or if it contains any blank spaces. This is a legal instrument. All pages of this contract are binding. Read all pages before signing. You are entitled to an exact copy of the agreement, Student Handbook, and any other papers you may sign and are required to sign a statement acknowledging receipt of those.

California students: Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet (found online at <https://montessori-nw.org/cadislosures>) which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three-year cohort default rate, if applicable, prior to signing this document.

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examinations passage rates, and salary or wage information, and the most recent three-year cohort default rate, if applicable, included in the School Performance Fact Sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

Initials

Unfair Business Practices

It is unfair business practice for the school to sell, discount, or otherwise transfer this contract or promissory note without the signed written consent of the student or her/his financial sponsors if he/she is a minor, and a written statement notifying all parties that the cancellation and refund policy continues to apply.

Loans

If you obtain a loan to pay for an education program, you have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If you default on a federal or state loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against you, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.
- You may not be eligible for any other federal student financial aid at another institution or other government financial assistance until the loan is repaid.

Student's Right to Cancel: Cancellation and Refund Policies

Termination before the Commencement of Classes

If participation in the course is terminated prior to entering classes,

- The student must submit a written notice of such cancellation to MNW at its Portland address.
- California students: A student has the right to cancel and obtain a refund of charges through attendance at the first class session, or the seventh day after enrollment, whichever is later.
- Oregon and Washington students: The notice must be postmarked no later than midnight of the fifth business day (excluding Sundays and holidays) following your signing this contract.
- The written notice can be personally or otherwise delivered during the aforementioned time.
- In the event of dispute over timely notice, the burden to prove service rests on the applicant.
- All monies paid by the student shall be refunded if the student does not sign an enrollment agreement and does not commence participation in the program.

Termination after the Commencement of Classes

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

- Oregon and Washington students: Termination after the commencement of classes and before completion of 50% of the course, the student has the right to cancel and obtain a refund of charges paid. The student shall be issued a pro rata refund according to the published schedule of classes. Refunds will be issued within thirty business days after notification of termination is received by MNW.
- Oregon and Washington students: Termination after completion of 50% or more of the program, the student shall be obligated for the full tuition of the program and shall not be entitled to any refund.
- California students: In all cases, Registration fees and Student Tuition Fund Fees are non-refundable.

Percentage of Course Completed

1st class session or 7th day after enrollment, whichever is later
Completed 60% or less (but more than above)
Completed 61% or more

MNW retains this percentage (%) of Tuition

All paid tuition refunded
Pro rata refund
No refund

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.

See the following page for additional policies.

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 days following discontinuance of the program. Money due the applicant/student will be refunded within thirty calendar days after receipt of the request.

Federal Student Financial Aid Funds

If you have received federal student aid funds, you are entitled to a refund of monies not paid from federal student financial program funds.

Student Tuition Recovery Fee (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

Notice Concerning Transferability of Credits and Credential Earned at Our Institution

The transferability of credits you earn at Montessori Northwest is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the AMI Diploma you earn in Montessori Northwest's course is also at the complete discretion of the institution to which you may seek to transfer. If the credit hours or diploma that you earn at Montessori Northwest are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Montessori Northwest to determine if your credits or diploma will transfer.

Inquiries

Any inquiry a student may have regarding this contract may be made in writing to Montessori Northwest, 622 SE Grand Avenue, Portland, OR 97214. Oregon students: Contact the Oregon Higher Education Coordinating Commission, Private Career Schools Licensing Unit, 255 Capitol St. NE, Salem, Oregon 97310 or by calling 503.947.5751.

California students: 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 and P.O. Box 980818, West Sacramento, CA 95798-0818. 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 website www.bppe.ca.gov

I certify that

- MNW has described in writing, accurately and completely, the prerequisites and requirements for successfully completing the AMI Montessori Course.
- I have read the 2020- 2021 MNW Student Handbook (available online) and have received an exact copy of this 2020 - 2021 Enrollment Agreement.
- I hereby agree to abide by all policies set forth by Montessori Northwest.
- I understand the following charges:

TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT \$500
TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE \$11,850
ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM \$11,850

- I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

Print Name _____ Date _____

Signature _____

Social Security Number _____ - _____ - _____

This is used for financial agreement purposes only and is kept secure.

Signature for Montessori Northwest _____ Date _____

Montessori Northwest Enrollment Agreement
622 SE Grand Avenue, Portland, OR 97214
Early Childhood Certification - AMI Montessori Primary Course Blended - 850 Hours
Start - End Date: July 12, 2021 - July 1, 2022

This Enrollment Agreement is legally binding when signed by the student and accepted by Montessori Northwest (MNW).

Student's Name _____

Address _____

Phone Number _____

Email _____

Terms of Contract

| | |
|--|----------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | \$1,000 |
| Course Tuition Cost | \$13,100 |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | \$13,100 |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | \$13,100 |

Additional Program Costs

Students can expect to spend additional funds up to \$900 on paper, binders, printing ink, classroom materials for their portfolio, and \$250 on transportation (to and from observation & practice teaching, parking, etcetera). These charges or fees are *not* paid to MNW.

Tuition payment plan options (please initial one)

All students, including sponsored students, are individually financially responsible to MNW and must select one of the following options.

Option A. Two Payments

| | |
|---------------------|--|
| Due upon enrollment | \$1,000 Tuition Deposit |
| June 28, 2021 | \$12,100 Tuition II including Exam Fee |

Option B. Three Payments

| | |
|---------------------|--|
| Due upon enrollment | \$1,000 Tuition Deposit |
| June 28, 2021 | \$6,050 Tuition II |
| October 28, 2021 | \$6,050 Tuition III including Exam Fee |

Option C. Monthly Payments

\$1,000 Tuition Deposit plus 8 payments of \$1,537.50 due by the 28th of each month. This payment plan includes a \$200 finance charge.

| | |
|--|--------------------------------|
| Due upon enrollment | \$1,000 Tuition Deposit |
| 8 Payments due by the 28th of each month (June - Jan.) | \$1,537.50 x 8 Tuition II - IX |

Option D. Whitworth University Partnership

MNW students enrolled in Whitworth University's (WU) cooperative program will pay MNW and WU tuition directly to WU. WU will pay MNW after 2/3 of the semester has been completed. Please submit proof of enrollment in WU and, if applicable, financial aid award to MNW.

| | |
|---------------------|--------------------------------|
| Due upon enrollment | \$1,000 Tuition Deposit to MNW |
|---------------------|--------------------------------|

Sponsorship

Sponsored students must select a payment option (A, B, or C) and submit a Third Party Billing Agreement (please request this form).

Sponsor Name _____

Sponsor Email Address _____

Payment Submission

All payments will be processed via an emailed link to secure an electronic funds transfer from a bank account or credit card. Credit card payments will include a 3% processing fee. Cash or checks are not accepted. Email financial questions to the Finance Director, Robyn Ellis, robyn@montessori-nw.org.

Late Fees

A \$50 fee will be assessed monthly for late payments.

See reverse for additional policies.

Notice to the Buyer

Do not sign this agreement before you read it or if it contains any blank spaces. This is a legal instrument. All pages of this contract are binding. Read all pages before signing. You are entitled to an exact copy of the agreement, Student Handbook, and any other papers you may sign and are required to sign a statement acknowledging receipt of those.

Students in California courses: Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet (found online at <https://montessori-nw.org/cadisclosures>) which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three-year cohort default rate, if applicable, prior to signing this document.

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examinations passage rates, and salary or wage information, and the most recent three-year cohort default rate. If applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

Initials _____

Unfair Business Practices

It is unfair business practice for the school to sell, discount, or otherwise transfer this contract or promissory note without the signed written consent of the student or their financial sponsors if the student is a minor, and a written statement notifying all parties that the cancellation and refund policy continues to apply.

Loans

If you obtain a loan to pay for an education program, you have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If you default on a federal or state loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against you, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.
- You may not be eligible for any other federal student financial aid at another institution or other government financial assistance until the loan is repaid.

Student's Right to Cancel: Cancellation and Refund Policies

Termination before the Commencement of Classes

If participation in the course is terminated prior to entering classes,

- The student must submit a written notice of such cancellation to MNW's Portland address.
- Students in California courses: A student has the right to cancel and obtain a refund of charges through attendance at the 1st class session, or the 7th day after enrollment, whichever is later.
- Students in Oregon and Washington courses: The notice must be postmarked no later than midnight of the 5th business day (excluding Sundays and holidays) following your signing this contract.
- The written notice can be personally or otherwise delivered during the aforementioned time.
- In the event of a dispute over timely notice, the burden to prove service rests on the applicant.
- All monies paid by the student shall be refunded if the student does not sign an enrollment agreement and does not commence participation in the program.

Termination after the Commencement of Classes

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

- Students in Oregon and Washington courses: Termination after the commencement of classes and before completion of 50% of the course, the student has the right to cancel and obtain a refund of charges paid. The student shall be issued a pro-rata refund according to the published schedule of classes. Refunds will be issued within 30 business days after notification of termination is received by MNW.
- Students in Oregon and Washington courses: Termination after completion of 50% or more of the program, the student shall be obligated for the full tuition of the program and shall not be entitled to any refund.
- Students in California courses: In all cases, **\$250 of Registration fees and all Student Tuition Recovery Fund Fees are non-refundable.**

Duration of Course Enrollment

1st class session, **July 12, 2021**, or 7th day after enrollment, whichever is later
Completed 60% or less (but more than above)
Completed 61% or more

MNW Refund

All paid tuition refunded
Pro-rata refund
No refund

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 15 consecutive calendar days, without notice to MNW.

See the following page for additional policies.

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 30 days following discontinuance of the program. Money due to the applicant/student will be refunded within 30 calendar days after receipt of the request.

Federal Student Financial Aid Funds

If you have received federal student aid funds, you are entitled to a refund of monies not paid from federal student financial program funds.

Student Tuition Recovery Fee (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

Notice Concerning Transferability of Credits and Credential Earned at Our Institution

The transferability of credits you earn at Montessori Northwest is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the AMI Diploma you earn in Montessori Northwest’s course is also at the complete discretion of the institution to which you may seek to transfer. If the credit hours or diploma that you earn at Montessori Northwest are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Montessori Northwest to determine if your credits or diploma will transfer.

Inquiries

Any inquiry a student may have regarding this contract may be made in writing to Montessori Northwest, 622 SE Grand Avenue, Portland, OR 97214. Students in Oregon courses: Contact the Oregon Higher Education Coordinating Commission, Private Career Schools Licensing Unit, 255 Capitol St. NE, Salem, Oregon 97310 or by calling 503.947.5751.

Students in California courses: 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 1747 North Market Boulevard Suite 225, Sacramento, CA 95835 and/or P.O. Box 980818, West Sacramento, CA 95798-0818. 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 website www.bppe.ca.gov.

I certify that

- MNW has described in writing, accurately and completely, the prerequisites and requirements for successfully completing the AMI Montessori Diploma Course.
- I have read the 2021 - 2022 MNW Student Handbook and have received an exact copy of this 2021 - 2022 Enrollment Agreement.
- I hereby agree to abide by all policies set forth by Montessori Northwest.
- I understand the following charges:

| | |
|---|----------|
| TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT | \$1,000 |
| TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE | \$13,100 |
| ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM | \$13,100 |

- I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities and that the institution’s cancellation and refund policies have been clearly explained to me.

Print Name _____ Date _____

Signature _____

Social Security Number _____ - _____ - _____

This is used for financial agreement purposes only and is kept secure.

Signature for Montessori Northwest _____ Date _____

Montessori Northwest Enrollment Agreement
215 Dempsey Road, Milpitas, CA 95035
Early Childhood Certification - AMI Montessori Primary Course - Blended Format - 850 Hours
 Start - End Date: July 26, 2021 - July 15, 2022

This Enrollment Agreement is legally binding when signed by the student and accepted by Montessori Northwest (MNW).

Student's Name _____

Address _____

Phone Number _____

Email _____

Terms of Contract

| | |
|--|----------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | \$1,000 |
| Course Tuition Cost | \$13,100 |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | \$13,100 |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | \$13,100 |

Additional Program Costs

Students can expect to spend additional funds up to \$900 on paper, binders, printing ink, classroom materials for their portfolio, and \$250 on transportation (to and from observation & practice teaching, parking, etcetera). These charges or fees are not paid to MNW.

Tuition payment plan options (please initial one)

All students, including sponsored students, are individually financially responsible to MNW and must select one of the following options.

Option A. Two Payments

| | |
|---------------------|--|
| Due upon enrollment | \$1,000 Tuition Deposit |
| June 28, 2021 | \$12,100 Tuition II including Exam Fee |

Option B. Three Payments

| | |
|---------------------|--|
| Due upon enrollment | \$1,000 Tuition Deposit |
| June 28, 2021 | \$6,050 Tuition II |
| October 28, 2021 | \$6,050 Tuition III including Exam Fee |

Option C. Monthly Payments

| | |
|---|--------------------------------|
| \$1,000 Tuition Deposit plus 8 payments of \$1,537.50 due by the 28th of each month. This payment plan includes a \$200 finance charge. | |
| Due upon enrollment | \$1,000 Tuition Deposit |
| 8 Payments due by the 28th of each month (June - Jan.) | \$1,537.50 x 8 Tuition II - IX |

Option D. Whitworth University Partnership

MNW students enrolled in Whitworth University's (WU) cooperative program will pay MNW and WU tuition directly to WU. WU will pay MNW after 2/3 of the semester has been completed. Please submit proof of enrollment in WU and, if applicable, financial aid award to MNW.
 Due upon enrollment \$1,000 Tuition Deposit to MNW

Sponsorship

Sponsored students must select a payment option (A, B, or C) and submit a Third Party Billing Agreement (please request this form).

Sponsor Name _____

Sponsor Email Address _____

Payment Submission

All payments will be processed via an emailed link to secure an electronic funds transfer from a bank account or credit card. Credit card payments will include a 3% processing fee. Cash or checks are not accepted. Email financial questions to the Finance Director, Robyn Ellis, robyn@montessori-nw.org.

Late Fees

A \$50 fee will be assessed monthly for late payments.

See reverse for additional policies.

Notice to the Buyer

Do not sign this agreement before you read it or if it contains any blank spaces. This is a legal instrument. All pages of this contract are binding. Read all pages before signing. You are entitled to an exact copy of the agreement, Student Handbook, and any other papers you may sign and are required to sign a statement acknowledging receipt of those.

Students in California courses: Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet (found online at <https://montessori-nw.org/cadisclosures>) which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three-year cohort default rate, if applicable, prior to signing this document.

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examinations passage rates, and salary or wage information, and the most recent three-year cohort default rate. If applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

Initials _____

Unfair Business Practices

It is unfair business practice for the school to sell, discount, or otherwise transfer this contract or promissory note without the signed written consent of the student or her/his financial sponsors if he/she is a minor, and a written statement notifying all parties that the cancellation and refund policy continues to apply.

Loans

If you obtain a loan to pay for an education program, you have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If you default on a federal or state loan, both of the following may occur:

- The federal or state government or a loan guaranty agency may take action against you, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.
- You may not be eligible for any other federal student financial aid at another institution or other government financial assistance until the loan is repaid.

Student's Right to Cancel: Cancellation and Refund Policies

Termination before the Commencement of Classes

If participation in the course is terminated prior to entering classes,

- The student must submit a written notice of such cancellation to MNW at its Portland address.
- Students in California courses: A student has the right to cancel and obtain a refund of charges through attendance at the 1st class session or the 7th day after enrollment, whichever is later.
- Students in Oregon and Washington courses: The notice must be postmarked no later than midnight of the 5th business day (excluding Sundays and holidays) following your signing this contract.
- The written notice can be personally or otherwise delivered during the aforementioned time.
- In the event of a dispute over timely notice, the burden to prove service rests on the applicant.
- All monies paid by the student shall be refunded if the student does not sign an enrollment agreement and does not commence participation in the program.

Termination after the Commencement of Classes

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

- Students in Oregon and Washington courses: Termination after the commencement of classes and before completion of 50% of the course, the student has the right to cancel and obtain a refund of charges paid. The student shall be issued a pro-rata refund according to the published schedule of classes. Refunds will be issued within 30 business days after notification of termination is received by MNW.
 - Students in Oregon and Washington courses: Termination after completion of 50% or more of the program, the student shall be obligated for the full tuition of the program and shall not be entitled to any refund.
 - Students in California courses: In all cases, \$250 of Registration fees and all Student Tuition Recovery Fund Fees are non-refundable.
- | <i>Duration of Course Enrollment</i> | <i>MNW Refund</i> |
|---|---------------------------|
| 1st class session, July 26, 2021, or 7th day after enrollment, whichever is later | All paid tuition refunded |
| Completed 60% or less (but more than above) | Pro rata refund |
| Completed 61% or more | No refund |

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 15 consecutive calendar days, without notice to MNW.

See the following page for additional policies.

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 30 days following discontinuance of the program. Money due to the applicant/student will be refunded within 30 calendar days after receipt of the request.

Federal Student Financial Aid Funds

If you have received federal student aid funds, you are entitled to a refund of monies not paid from federal student financial program funds.

Student Tuition Recovery Fee (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

Notice Concerning Transferability of Credits and Credential Earned at Our Institution

The transferability of credits you earn at Montessori Northwest is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the AMI Diploma you earn in Montessori Northwest's course is also at the complete discretion of the institution to which you may seek to transfer. If the credit hours or diploma that you earn at Montessori Northwest are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Montessori Northwest to determine if your credits or diploma will transfer.

Inquiries

Any inquiry a student may have regarding this contract may be made in writing to Montessori Northwest, 622 SE Grand Avenue, Portland, OR 97214. Oregon students: Contact the Oregon Higher Education Coordinating Commission, Private Career Schools Licensing Unit, 255 Capitol St. NE, Salem, Oregon 97310 or by calling 503.947.5751.

Students in California courses: 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 1747 North Market Boulevard Suite 225, Sacramento, CA 95835 and/or P.O. Box 980818, West Sacramento, CA 95798-0818. 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 website www.bppe.ca.gov.

I certify that

- MNW has described in writing, accurately and completely, the prerequisites and requirements for successfully completing the AMI Montessori Course.
- I have read the 2021 - 2022 MNW Student Handbook and have received an exact copy of this 2021 - 2022 Enrollment Agreement.
- I hereby agree to abide by all policies set forth by Montessori Northwest.
- I understand the following charges:

| | |
|--|-----------------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | <u>\$1,000</u> |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | <u>\$13,100</u> |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | <u>\$13,100</u> |

- I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities and that the institution's cancellation and refund policies have been clearly explained to me.

Print Name _____ Date _____

Signature _____

Social Security Number _____ - _____ - _____

This is used for financial agreement purposes only and is kept secure.

Signature for Montessori Northwest _____ Date _____

Montessori Northwest Enrollment Agreement

622 SE Grand Avenue, Portland, OR 97214

Early Childhood Certification - AMI Montessori Primary Course - Academic Year Format - 850 Hours

Start - End Date: September 7, 2021 - May 20, 2022

This Enrollment Agreement is legally binding when signed by the student and accepted by Montessori Northwest (MNW).

Student's Name _____

Address _____

Phone Number _____

Email _____

Terms of Contract

| | |
|--|----------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | \$1,000 |
| Course Tuition Cost | \$13,100 |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | \$13,100 |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | \$13,100 |

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Tuition payment plan options (please initial one)

All students, including sponsored students, are individually financially responsible to MNW and must select one of the following options.

Option A. Two Payments

| | |
|---------------------|--------------------------------|
| Due upon enrollment | \$1,000 Tuition Deposit |
| August 28, 2021 | \$12,100 Tuition II & Exam Fee |

Option B. Three Payments

| | |
|---------------------|--------------------------------|
| Due upon enrollment | \$1,000 Tuition Deposit |
| August 28, 2021 | \$6,050 Tuition II |
| December 28, 2021 | \$6,050 Tuition III & Exam Fee |

Option C. Monthly Payments

| | |
|---|--------------------------------|
| \$1,000 Tuition Deposit plus 8 payments of \$1,537.50 due by the 28th of each month. This payment plan includes a \$200 finance charge. | |
| Due upon enrollment | \$1,000 Tuition Deposit |
| 8 payments due by the 28th of each month (Aug. - Mar.) | \$1,537.50 x 8 Tuition II - IX |

Option D. Whitworth University Partnership

MNW students enrolled in Whitworth University's (WU) cooperative program will pay MNW and WU tuition directly to WU. WU will pay MNW after 2/3 of the semester has been completed. Please submit proof of enrollment in WU and, if applicable, financial aid award to MNW.

Due upon enrollment \$1,000 Tuition Deposit to MNW

Sponsorship

Sponsored students must select one of the above payment options (A, B, or C) and submit a Third Party Billing Agreement (please request this form).

Sponsor Name _____

Sponsor Email Address _____

Payment Submission

All payments will be processed via an emailed link to secure an electronic funds transfer from a bank account or a credit card. Credit card payments include a 3% processing fee. Neither cash nor checks are accepted. Email financial questions to the Finance Director, Robyn Ellis, robyn@montessori-nw.org.

Late Fees

A \$50 fee will be assessed monthly for late payments.

See reverse for additional policies.

Notice to the Buyer

Do not sign this agreement before you read it or if it contains any blank spaces. This is a legal instrument. All pages of this contract are binding. Read all pages before signing. You are entitled to an exact copy of the agreement, Student Handbook, and any other papers you may sign and are required to sign a statement acknowledging receipt of those.

Students in California courses: Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet (found online at <https://montessori-nw.org/cadisclosures>), which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three-year cohort default rate, if applicable, prior to signing this document.

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examinations passage rates, and salary or wage information, and the most recent three-year cohort default rate. If applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

Initials _____

Unfair Business Practices

It is unfair business practice for the school to sell, discount, or otherwise transfer this contract or promissory note without the signed written consent of the student or her/his financial sponsors if he/she is a minor, and a written statement notifying all parties that the cancellation and refund policy continues to apply.

Loans

If you obtain a loan to pay for an education program, you have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If you default on a federal or state loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against you, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.
- You may not be eligible for any other federal student financial aid at another institution or other government financial assistance until the loan is repaid.

Student's Right to Cancel: Cancellation and Refund Policies

Termination before the Commencement of Classes

If participation in the course is terminated prior to entering classes,

The student must submit a written notice of such cancellation to MNW at its Portland address.

- Students in California courses: A student has the right to cancel and obtain a refund of charges through attendance at the 1st class session or the 7th day after enrollment, whichever is later.
- Students in Oregon and Washington courses: The notice must be postmarked no later than midnight of the 5th business day (excluding Sundays and holidays) following your signing this contract.
- The written notice can be personally or otherwise delivered during the aforementioned time.
- In the event of a dispute over timely notice, the burden to prove service rests on the applicant.
- All monies paid by the student shall be refunded if the student does not sign an enrollment agreement and does not commence participation in the program.

Termination after the Commencement of Classes

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

- Students in Oregon and Washington courses: Termination after the commencement of classes and before completion of 50% of the course, the student has the right to cancel and obtain a refund of charges paid. The student shall be issued a pro-rata refund according to the published schedule of classes. Refunds will be issued within 30 business days after notification of termination is received by MNW.
- Students in Oregon and Washington courses: Termination after completion of 50% or more of the program, the student shall be obligated for the full tuition of the program and shall not be entitled to any refund.
- Students in California courses: In all cases, **Registration fees and Student Tuition Fund Fees are non-refundable.**

| | |
|---|---|
| <i>Percentage of Course Completed</i> | <i>MNW retains this percentage (%) of Tuition</i> |
| 1st class session, September 7, 2021 , or 7th day after enrollment | All paid tuition refunded |
| Completed 60% or less (but more than above) | Pro rata refund |
| Completed 61% or more | No refund |

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 15 consecutive calendar days, without notice to MNW.

See the following page for additional policies.

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 30 days following discontinuance of the program. Money due to the applicant/student will be refunded within 30 calendar days after receipt of the request.

Federal Student Financial Aid Funds

If you have received federal student aid funds, you are entitled to a refund of monies not paid from federal student financial program funds.

Student Tuition Recovery Fee (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

Notice Concerning Transferability of Credits and Credential Earned at Our Institution

The transferability of credits you earn at Montessori Northwest is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the AMI Diploma you earn in Montessori Northwest’s course is also at the complete discretion of the institution to which you may seek to transfer. If the credit hours or diploma that you earn at Montessori Northwest are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Montessori Northwest to determine if your credits or diploma will transfer.

Inquiries

Any inquiry a student may have regarding this contract may be made in writing to Montessori Northwest, 622 SE Grand Avenue, Portland, OR 97214. Oregon students: Contact the Oregon Higher Education Coordinating Commission, Private Career Schools Licensing Unit, 255 Capitol St. NE, Salem, Oregon 97310 or by calling 503.947.5751.

Students in California courses: 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 and P.O. Box 980818, West Sacramento, CA 95798-0818. 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 website www.bppe.ca.gov.

I certify that

- MNW has described in writing, accurately and completely, the prerequisites and requirements for successfully completing the AMI Montessori Course.
- I have read the 2021 - 2021 MNW Student Handbook and have received an exact copy of this 2021 - 2022 Enrollment Agreement.
- I hereby agree to abide by all policies set forth by Montessori Northwest.
- I understand the following charges:

| | |
|--|----------|
| <u>TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT</u> | \$1,000 |
| <u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u> | \$13,100 |
| <u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u> | \$13,100 |
- I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities and that the institution’s cancellation and refund policies have been clearly explained to me.

Print Name _____ Date _____

Signature _____

Social Security Number _____ - _____ - _____

This is used for financial agreement purposes only and is kept secure.

Signature for Montessori Northwest _____ Date _____

COVID-19 SAFETY ACKNOWLEDGEMENT

LIABILITY WAIVER AND RELEASE OF CLAIMS

COVID-19 SAFETY INFORMATION:

While practicing or other activities held at Montessori Northwest (“MNW”), “social distancing” must be practiced and face coverings worn at all times to reduce the risks of exposure to COVID-19. Because COVID-19 is extremely contagious and spread mainly from person-to-person contact, MNW has put preventative measures to reduce the spread of COVID-19. However, MNW cannot guarantee that its participants, volunteers, partners, or others in attendance will not become infected with COVID-19.

In light of the ongoing spread of COVID-19, individuals who fall within any of the categories below should not practice or engage in face to face activities at MNW. By your presence at Montessori Northwest, you certify that you do not fall into any of the following categories:

1. Individuals who currently or within the past fourteen (14) days have experienced any symptoms associated with COVID-19, which include fever, cough, and shortness of breath among others;
2. Non-vaccinated Individuals who have traveled at any point in the past fourteen (14) days and have NOT quarantined for the appropriate amount of time according to the CDC guidelines.
3. Non-vaccinated Individuals who believe that they may have been exposed to a confirmed or suspected case of COVID-19 or have been diagnosed with COVID-19 and are not yet cleared as non-contagious by state or local public health authorities or the health care team responsible for their treatment.

DUTY TO SELF-MONITOR:

Participants and volunteers agree to self-monitor for signs and symptoms of COVID-19 (symptoms typically include fever, cough, and shortness of breath) and contact MNW at info@montessori-nw.org if he/she experiences symptoms of COVID-19 within 14 days after participating or volunteering with MNW.

LIABILITY WAIVER AND RELEASE OF CLAIMS:

I acknowledge that I derive personal satisfaction and a benefit by virtue of my participation and/or voluntarism with MNW. I willingly engage in MNW events and/or other activities (the “Activity”).

RELEASE AND WAIVER.

I HEREBY RELEASE, WAIVE AND FOREVER DISCHARGE ANY AND ALL LIABILITY, CLAIMS, AND DEMANDS OF WHATEVER KIND OR NATURE AGAINST MONTESSORI NORTHWEST AND ITS AFFILIATED PARTNERS, INCLUDING IN EACH CASE, WITHOUT LIMITATION, THEIR DIRECTORS, OFFICERS, EMPLOYEES, VOLUNTEERS, AND AGENTS (THE “RELEASED PARTIES”), EITHER IN LAW OR IN EQUITY, TO THE FULLEST EXTENT PERMISSIBLE BY LAW, INCLUDING BUT NOT LIMITED TO DAMAGES OR LOSSES CAUSED BY THE NEGLIGENCE, FAULT OR CONDUCT OF ANY KIND ON THE PART OF THE RELEASED PARTIES, INCLUDING BUT NOT LIMITED TO DEATH, BODILY INJURY, ILLNESS, ECONOMIC LOSS OR OUT OF POCKET EXPENSES, OR LOSS OR DAMAGE TO PROPERTY, WHICH I, MY HEIRS, ASSIGNEES, NEXT OF KIN AND/OR LEGALLY APPOINTED OR DESIGNATED REPRESENTATIVES, MAY HAVE OR WHICH MAY HEREINAFTER ACCRUE ON MY BEHALF, WHICH ARISES OR MAY HEREAFTER ARISE FROM MY PARTICIPATION WITH THE ACTIVITY.

ASSUMPTION OF THE RISK. I acknowledge and understand the following:

1. Participation includes possible exposure to and illness from infectious diseases including but not limited to COVID-19. While particular rules and personal discipline may reduce this risk, the risk of serious illness and death does exist;
2. I knowingly and freely assume all such risks related to illness and infectious diseases, such as COVID-19, even if arising from the negligence or fault of the Released Parties; and
3. I hereby knowingly assume the risk of injury, harm, and loss associated with the Activity, including any injury, harm, and loss caused by the negligence, fault, or conduct of any kind on the part of the Released Parties.

MEDICAL ACKNOWLEDGMENT AND RELEASE. I acknowledge the health risks associated with the Activity, including but not limited to transient dizziness, lightheaded, fainting, nausea, muscle cramping, musculoskeletal injury, joint pains, sprains, and strains, heart attack, stroke, or sudden death. I agree that if I experience any of these or any other symptoms during the Activity, I will discontinue my participation immediately and seek appropriate medical attention. I DO HEREBY RELEASE AND FOREVER DISCHARGE THE RELEASED PARTIES FROM ANY CLAIM WHATSOEVER WHICH ARISES OR MAY HEREAFTER ARISE ON ACCOUNT OF ANY FIRST AID, TREATMENT, OR SERVICE RENDERED IN CONNECTION WITH MY PARTICIPATION IN THE ACTIVITY.

As a participant, volunteer, or attendee, You recognize that your participation, involvement, and/or attendance at any Montessori Northwest event or activity ("Activity") is voluntary and may result in personal injury (including death) and/or property damage. By attending, observing, or participating in the Activity, You acknowledge and assume all risks and dangers associated with your participation and/or attendance at the Activity. You agree that: (a) Montessori Northwest. (b) the property or site owner of the Activity, and (c) all past, present and future affiliates, successors, assigns, employees, volunteers, vendors, partners, directors, and officers, of such entities (subsections (a) through (c), collectively, the "Released Parties"), will not be responsible for any personal injury (including death), property damage, or other loss suffered as a result of your participation in, attendance at, and/or observation of the Activity, regardless of injuries or losses caused by the negligence of any of the Released Parties (collectively, the "Released Claims"). BY ATTENDING AND/OR PARTICIPATING IN THE ACTIVITY, YOU ARE DEEMED TO HAVE GIVEN A FULL RELEASE OF LIABILITY TO THE RELEASED PARTIES TO THE FULLEST EXTENT PERMITTED BY LAW.

SIGNATURE _____ **DATE** _____

NAME _____

Sign online: <https://signnow.com/s/SY2nwU99>

STUDENT HANDBOOK AGREEMENT

By signing this agreement, you are verifying the following:

- Montessori Northwest has described in writing, accurately and completely, the prerequisites and requirements for completing the _____ Course.
- I have received a copy of the _____ Student Handbook.
- I have read and understand the contents of the _____ Student Handbook.

I hereby agree to abide by all policies set forth by Montessori Northwest.

Student's Printed Name _____

Student's Signature _____

Date _____

Sign online: <https://signnow.com/s/HluTcH2C>