



montessori

NORTHWEST

A non-profit organization since 1979

Student Handbook

Bay Area AMI Primary Course

Portland AMI Primary Course

Portland AMI Elementary Course

Academic Year 2019 - 2020

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www.montessori-nw.org

TABLE OF CONTENTS

ABOUT MONTESSORI NORTHWEST	4
MISSION STATEMENT	5
ACCREDITATIONS, AFFILIATIONS, AND LICENSES	8
STAFF AND FACULTY	8
<i>ADMINISTRATIVE</i>	8
<i>ASSISTANTS TO INFANCY</i>	8
<i>ELEMENTARY</i>	8
<i>PRIMARY</i>	8
<i>BOARD OF DIRECTORS</i>	8
<i>BIOS</i>	8
FACILITIES	12
<i>LOCATIONS</i>	12
<i>HOURS OF OPERATION</i>	13
<i>ENTRANCES AND EXITS</i>	13
<i>TRANSPORTATION AND PARKING</i>	15
<i>COMMUNICATING WITH MNW</i>	15
<i>PERSONAL CARE</i>	15
<i>VISITORS</i>	15
<i>CHILDREN AT THE TRAINING CENTER</i>	15
<i>STUDENT LOUNGE</i>	15
<i>TECHNOLOGY AT MNW</i>	16
<i>LECTURE AREA AND CLASSROOMS</i>	16
<i>MEDIA RELEASE</i>	16
<i>FLOOR PLAN AND EMERGENCY EXITS</i>	17
STUDENT RESOURCES	20
<i>PROFESSIONAL DEVELOPMENT ORGANIZATIONS</i>	20
<i>MNW OFFICE</i>	20
<i>CAREER INFORMATION</i>	20
<i>HOUSING</i>	21
<i>ACADEMIC AND NON-ACADEMIC COUNSELING</i>	21
<i>INCLEMENT WEATHER AND EMERGENCY CLOSURE POLICY</i>	21
<i>EMERGENCY PROCEDURES & CONTACTS</i>	22
POLICIES	24
ADMISSION POLICIES	24
<i>CRITERIA FOR ADMISSION</i>	24
<i>NON-NATIVE SPEAKERS OF ENGLISH</i>	24
<i>STUDENTS WITH DISABILITIES</i>	25
<i>NON-DISCRIMINATION POLICY</i>	25
FINANCIAL POLICIES	27
<i>TUITION PAYMENTS</i>	27
ADMINISTRATIVE POLICIES	42

EDUCATION RECORDS	42
REFERENCES	42
BACKGROUND CHECKS FOR OBSERVATION AND PRACTICE TEACHING	43
ADMINISTRATIVE REQUIREMENTS	44
CONDUCT REQUIREMENTS	44
STUDENT DISCIPLINE PROCESS	45
GRIEVANCE PROCESS	46
ACADEMIC POLICIES	48
ACADEMIC REQUIREMENTS FOR RECEIVING THE AMI DIPLOMA	48
ATTENDANCE	49
GRADING POLICY	49
ACADEMIC PROGRESS AND ACADEMIC PROBATION	49
STUDENT WELLNESS	54
COURSE GUIDELINES	58
BAY AREA PRIMARY COURSE SCHEDULE	58
PORTLAND PRIMARY COURSE SCHEDULE	60
PORTLAND ELEMENTARY COURSE SCHEDULE	62
COURSES	64
ACADEMIC REQUIREMENTS FOR AMI DIPLOMAS	66
PRIMARY COURSE DESCRIPTION	67
PRIMARY THEORY ALBUM	70
PRIMARY REFERENCE ALBUM	74
PRIMARY READING SEMINARS	76
PRIMARY MATERIAL MAKING: PRACTICAL LIFE AND SENSORIAL	78
PRIMARY MATERIAL MAKING: LANGUAGE	80
PRIMARY SUPERVISED PRACTICE	83
PRIMARY OBSERVATION	85
PRIMARY PRACTICE TEACHING	88
PRIMARY WRITTEN EXAMINATIONS	91
PRIMARY ORAL EXAMINATIONS	83
ELEMENTARY COURSE DESCRIPTION	94
ELEMENTARY THEORY ALBUM	95
ELEMENTARY REFERENCE ALBUMS	97
ELEMENTARY MATERIAL MAKING: CHARTS AND TIMELINES	101
ELEMENTARY STUDENT TIMELINE ACTIVITY	103
ELEMENTARY SUPERVISED PRACTICE	105
ELEMENTARY OBSERVATION	108
ELEMENTARY PRACTICE TEACHING	110
ELEMENTARY WRITTEN EXAMINATIONS	114
ELEMENTARY ORAL EXAMINATIONS	117

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.

MISSION STATEMENT

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

ACCREDITATIONS, AFFILIATIONS, 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, and the Washington Training and Education Coordinating Board (WTB). 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 Loyola University Maryland and 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 which 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	June 29, 2015
Bay Area Primary/Early Childhood	June 27, 2016
Portland Assistants to Infancy/Infant and Toddler	June 29, 2015
Portland Primary/Early Childhood	October 22, 1996
Portland Elementary	December 2, 2015
Seattle Primary/Early Childhood	July 29, 2019

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. 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

P.O. Box 980818
West Sacramento, CA 95798-0818
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

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
Angelika Steinberg, Administrative Director
Robyn Ellis, Finance Director
Emily Daggett, Communications and Outreach
Amy Eshelby, Administrative Assistant
Ilana Newman, Administrative Assistant

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ASSISTANTS TO INFANCY

Nancy Lechner, Director of Assistants to Infancy Training
Jenny Tilson, Faculty

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ELEMENTARY

Elise Huneke-Stone, Director of Elementary Training
Amy Eshelby, Faculty
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Jen Wyld, PhD, Faculty

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PRIMARY

Polli Soholt, Director of Primary Training, Bay Area
Sarah Werner Andrews, Director of Primary Training, Portland
Michelle Becka, Director of Primary Training, Portland
Rochelle Holmberg, Faculty

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BOARD OF DIRECTORS

Merri Whipps, President
Lee Daggett, Treasurer
Daniel Bissonnette, Board Member
Jacqueline Cossentino, Board Member
Courtney McWilliams, Board Member
Kathryn Picanco, Board Member
Ieda Torres, Board Member
Ana Vanderpol, Board Member

merri@montessori-nw.org

BIOS

AMY ESHELBY

Amy Eshelby received her AMI Elementary Diploma from Washington Montessori Institute. She has a Bachelor of Arts in Cultural Anthropology from Portland State University and a Master in Education from Loyola University Maryland. Amy has been working in Montessori since 1998, first as a classroom assistant, then as a guide for ages 6 - 9 for 16 years, and ages 9 - 12 for 3 years. She is a former board member and president of the MNW Board of Directors.

ELISE HUNEKE-STONE

Elise Huneke-Stone is originally from Connecticut and came to Portland in 1980 to attend Reed College where she graduated with a Bachelor of Arts in Psychology. She earned her AMI Elementary diploma in 1987 and her AMI Primary diploma in 2010. She has a Master of Education degree from Loyola University Maryland. Elise has 21 years of classroom experience, teaching both lower and upper elementary. She is an Oregon Registry Master Trainer. She helped develop then taught at the Montessori Adolescent Project NW. In Ohio at the Hershey Montessori Farm School, she was a resident faculty member for 3 years. Additionally, she works at the AMI-NAMTA Orientation to Adolescent Studies and served on the Oregon Montessori Association board for 6 years.

JEN WYLD, PHD

Jen Wyld has a PhD in Science and Math Education, with an emphasis on Free Choice Learning, an M.Ed. from Loyola University Maryland, an AMI Elementary Diploma, an AMS Secondary I diploma and has completed the NAMTA Orientation to Adolescence. In 1987, Jennifer began her work in Montessori education as an assistant in a primary class. She has worked with all ages, from toddlers to adults, in private, public charter, and university settings. She is currently on the Mt. St. Helen's Institute Board of Directors.

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 and has a M.Ed. from Loyola University Maryland. Michelle was a Primary teacher for 17 years at Childpeace Montessori and became a Primary Trainer in 2017 at MNW; as of 2018, she is the Director of Training for MNW's summer courses. Over the years, she has led workshops on non-violent communication, positive phrasing, helping children solve conflicts, and yoga with children.

NANCY LECHNER

Nancy Lechner has worked with young children since 1977. She has AMI diplomas for Assistants to Infancy, Primary, and Special Education. She has presented to parents and staff in California, Oregon, Texas, Australia, and Europe. She co-founded Parent and Child Together, an education-based service offering parent coaching, private consultations, workshops and staff development.

PAULA GIBSON SMITH

Paula Gibson-Smith holds an AMI diploma for the Primary and Elementary levels. She has a Bachelor of Arts in Childhood Development and Elementary Education from Eastern Washington. She received a Master Degree in Education, Curriculum, and Instruction with a Montessori emphasis from the Cleveland State University. She began teaching in 1986; since 1990, she has been working in the Spokane Public School Montessori program. Additionally, she served on the board of the AMI - Elementary Alumni Association as Publications Coordinator and Chair.

POLLI SOHOLT

Polli Soholt is an AMI Primary Trainer and Consultant, who has let AMI Montessori courses all over the world. She is a highly regarded author and Montessorian with over 40 years 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.

ROCHELLE HOLMBERG

Rochelle Holberg graduate 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 2015, she graduated from Montessori Northwest with an AMI diploma then completed her Master in Education from Loyola University Maryland.

SARAH WERNER ANDREWS

Sarah Werner Andrews is the Program Director of Montessori Northwest, AMI Director of Training, consultant, examiner, and presenter at local, national, and international conferences. She 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, and in administration. 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 course shares space with DayStar Montessori, located at 215 Dempsey Road, Milpitas, CA 95035. The MNW AMI Primary course uses three rooms: one as a model classroom, one for lecture, and one as a student lounge. 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.

SEATTLE

Montessori Northwest's Seattle AMI Primary course shares space with Pacific Crest School, located at 600 NW Bright Street, Seattle, WA 98117. The MNW AMI Primary course uses the auditorium, 3 rooms, 3 offices, the kitchen, and other spaces as needed. Pacific Crest School offers a learning environment for children 3 years of age through 8th grade.

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 is shared with Day Star Montessori. During the course, MNW students have full access to these classrooms Monday through Friday, 12:00pm to 6:00pm. Business may be conducted by calling Montessori Northwest at 503.963.8992 on Monday through Friday, between 8:00am and 4:00pm.

PORTLAND

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

SEATTLE

The training facility is open to students from 8:00 AM to 6:00 PM and occasionally weekends. Students will be informed of additional hours in Advance. Business may be conducted by calling Montessori Northwest at 503.963.8992 on Monday through Friday, between 8:00am and 4:00pm.

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-Thursday: 8:00am-8:00pm
Friday: 8:00am-5:30pm
Saturday: 10:00am-4:00pm
Sunday: closed

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 north of the U.S. Bank ATM, 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.)

SEATTLE & SPOKANE

Please inquire with local MNW staff about entrances and exits.

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.

SEATTLE

Bike

To find bike routes visit

<http://www.seattle.gov/transportation/projects-and-programs/programs/bike-program/online-bike-map>.

Car

Please inquire with local MNW staff about parking options.

Public Transportation

Public transportation information can be accessed at <https://kingcounty.gov/depts/transportation/metro/schedules-maps.aspx>

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 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, SEATTLE, AND SPOKANE

Montessori Northwest staff welcomes your communication with the goal of enhancing your experience at MNW. Some staff 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, SEATTLE, & SPOKANE

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

CHILDREN AT THE TRAINING CENTER

BAY AREA, PORTLAND, SEATTLE, & SPOKANE

Visitors 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; this is true for cases of sickness and school closure. Portland only: there are books and materials in the library for children's use. If additional materials are needed, please ask a staff member.

STUDENT LOUNGE

BAY AREA

A kitchen space and a staff lounge is shared by Montessori Northwest students and Day Star Montessori. 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 locker 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.*

SEATTLE

A kitchen space is available with a refrigerator, microwave, dishwasher, dishware, and flatware are available for student use. A portion of the auditorium is set up to be a comfortable environment for students to relax, eat, and socialize. Students, as a community, are responsible for maintaining the cleanliness of the common areas and all shared spaces at Pacific Crest School.

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 set ups 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 before and after class, and during breaks. Laptops and cell phones may *not* be used in the practice classroom at any time. Laptops can *not* be used during class unless otherwise specified. Laptops may be used in the lecture area outside of class time and at the discretion of the Director of Training. During class, laptops must be stored in lockers (*not* in the lecture area). 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. Photography is *not* permitted during the lecture or practice time unless otherwise indicated by the Director of Training.

LECTURE AREA AND CLASSROOMS

BAY AREA, PORTLAND, SEATTLE, & 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.

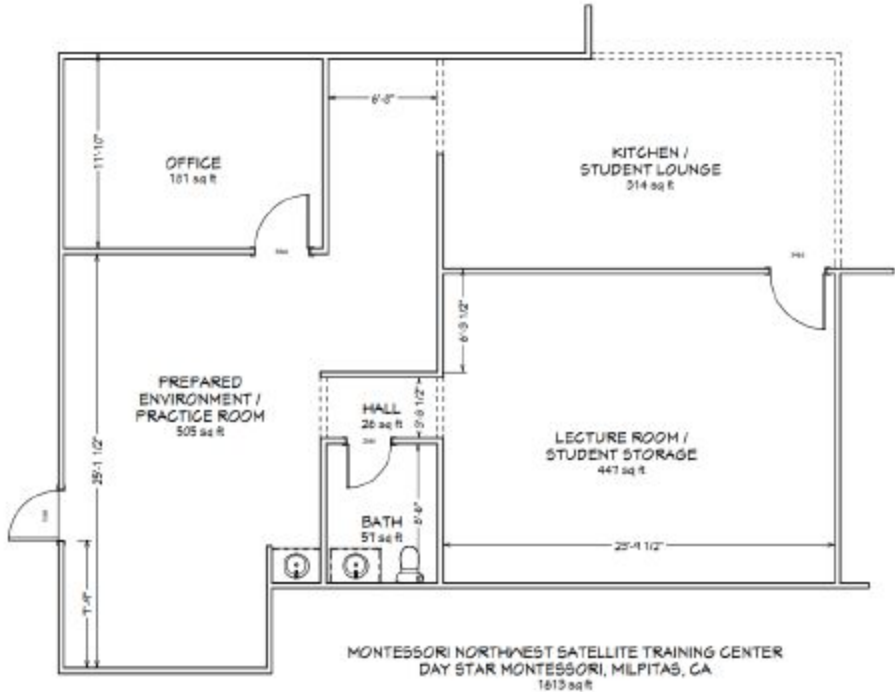
MEDIA RELEASE

BAY AREA, PORTLAND, SEATTLE, & SPOKANE

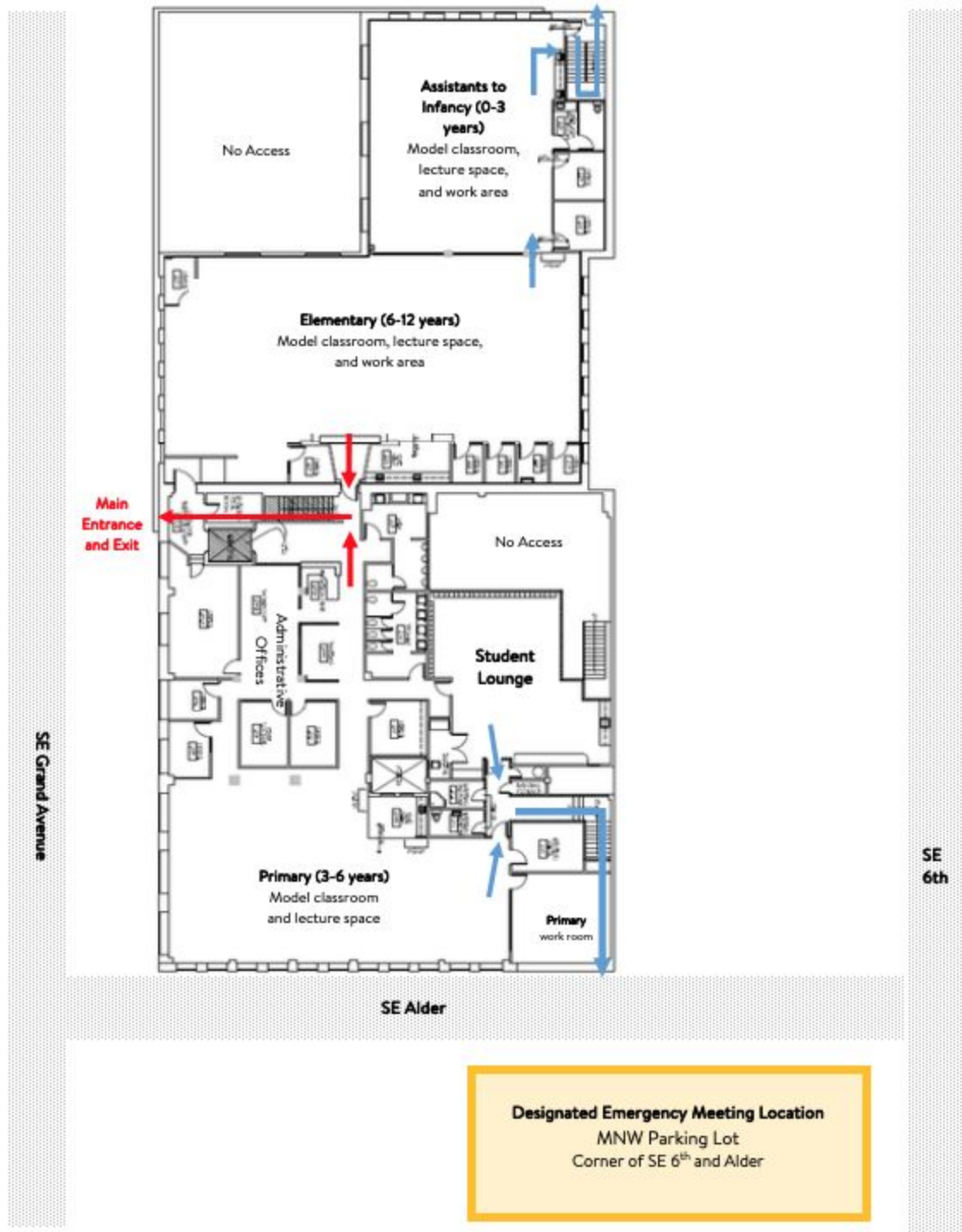
Montessori Northwest, and any of its successors, has the right to use names, photographs or other recordings that MNW has taken of students for advertising or publications. MNW is the sole owner of all rights to these materials. If you choose not to release all claims in connection with the use of photographs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

FLOOR PLAN AND EMERGENCY EXITS

BAY AREA



PORTLAND



SEATTLE

STUDENT RESOURCES

PROFESSIONAL DEVELOPMENT ORGANIZATIONS

All current Montessori Northwest students will have a one year membership to AMI-USA during enrollment. Elementary course students will have the Elementary Alumni Association (EAA), including the newsletter and access to the member website) for the training year and the first year after 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 business concerns may be conducted between 8:00am and 4:00pm Monday through Friday by calling the administrative office in Portland, OR at 503.963.8992. As a non-profit organization, Montessori Northwest has limited resources and does not have office supplies for student use.

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 are not permitted except in the case of an emergency.

PORTLAND

Administrative hours are Monday through Thursday 8:00am to 5:00pm and Friday 8:00am to 4:00pm. As a non-profit organization, Montessori Northwest has limited resources and does not have office supplies for student use.

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.

STUDENT PRINTER

Portland

Optionally, students can purchase a printing package for the courtesy service of printing onsite. There are a few printing packages available. Students have been notified 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 thumb drive; all documents (saved as PDF files) will be transferred with the thumb drive from their own personal computers to the MNW printer. Any prints not used by oral examinations will be forfeited.

CAREER INFORMATION

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

HOUSING

Montessori Northwest does not provide dormitories for students and does not provide housing assistance for prospective students. Many students find rentals available within walking or biking distance of MNW or along bus lines. Students may choose to join the 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>

PORTLAND: HELPFUL HOUSING WEBSITES

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

SEATTLE: HELPFUL HOUSING WEBSITES

- <http://seattle.craigslist.org>
- <https://www.zillow.com/seattle-wa/rent-houses/>
- <https://hotpads.com/seattle-wa/houses-for-rent>
- <https://www.rent.com/washington/seattle-houses>

SPOKANE: HELPFUL HOUSING RESOURCES

- <http://spokane.craigslist.org>
- <http://www.apartmentguide.com/apartments/Washington/Whitworth-University>
- <http://movetospokane.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.

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 Portland Public School District is closed, MNW is closed. If 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.

SEATTLE

Montessori Northwest staff will activate a phone tree to contact course participants in the case of inclement weather or other emergency closure. In case of any emergency, 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. An emergency contact 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.
 - SEATTLE - The parking lot of the west side of Pacific Crest School. Refer to the Floor Plan in this handbook.
 - 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 complete before it can be reviewed by the Admissions Committee. Applicants are notified in writing of their acceptance status within ten business days of MNW's receipt of their application. An applicant who is denied entrance to the course based on the criteria of admission may request more information from the Admissions Director as to the reason for their denial. A denied applicant may reapply again for the next course cycle. Admission does not guarantee successful completion of the course.

Any veteran receiving GI Bill benefits while attending Montessori Northwest is required to obtain transcripts from all previously attended schools and submit them to the VA School Official for review of prior credit. Transcripts can be turned in with the completed application.

NON-NATIVE SPEAKERS OF ENGLISH

Proficiency in English is critical to success in Montessori Northwest courses. 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 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 services. Students with a new diagnosis 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

In general, MNW does not have 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 burdens. Any student participating in a cooperative program has the option to register with the Disability Support Services Department or Educational Support Services.

- Loyola University Maryland <http://www.loyola.edu/department/dss/services/resources.aspx>
- Whitworth University <https://www.whitworth.edu/cms/administration/educational-support-services/>

NON-DISCRIMINATION POLICY

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.

SEATTLE & 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 PAYMENTS

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 turned in 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 current information related to tuition, fees, estimated materials and supplies costs, payment due dates, and tuition payment schedules. If you have registered, please refer to your copy of the enrollment agreement for information about fee schedules, tuition payment options, and due dates.

PAYMENT METHODS

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

STUDENTS RECEIVING FINANCIAL AID

The Learning to Leading Fund offers tuition assistance to students enrolled in teacher training courses at Montessori Northwest. This fund supports applicants who have committed to work in public or tuition-free Montessori programs in Oregon, Washington, or California. By offering financial assistance to these teachers, this fund will help provide highly qualified teachers to the Montessori programs that are actively serving economically diverse communities.

Learning to Leading Fund applicants must be accepted into a Teacher Training Course prior to May 1, 2019. Successful candidates will be awarded a tuition credit toward their final tuition credit payment and must be a student in good standing at that time. Please refer to <https://www.montessori-nw.org> for additional information.

RETURNED CHECK FEE

Students will be charged a \$20 non-sufficient funds fee for any returned check. Montessori Northwest will notify the student of a returned check as soon as possible. To avoid additional late fees, the 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 a 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 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 Prior to the Commencement of Classes

If participation is terminated prior to entering classes:

- The student must submit 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:

<i>Percentage of Course Completed</i>	<i>MNW retains this percentage (%) of Tuition</i>
Cancellation at end of first class session	All paid tuition refunded (Registration fees and fees are non-refundable)
Student Tuition Recovery	
Second day of lecture classes through January 30th	25% Tuition retained
25% through 50% of the course	50% Tuition retained
More than 50% of the course	100% Tuition retained

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.

Student Tuition Recovery Fund (STRF)

The State of California created the STRF to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or the Division within 30 days before the school closed, or if material failure began earlier than 30 days prior to the closure, the period determined by the Bureau.
- An inability after diligent efforts to prosecute, prove, and collect on a judgement against the institution for a violation of the Act.

You must pay the state-imposed assessment for the STRF if all of the following applies to you:

- 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 either by cash, guaranteed student loans, or personal loans, and
- Your total charges are not paid by a third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.
- You are not a California resident, or are not enrolled in a residency program, or
- Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

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. Refunds will be made via cash or check. 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 check.

Montessori Northwest: California Enrollment Agreement
215 Dempsey Road, Milpitas, CA 95035
AMI Montessori Primary Course - Academic Year Format - 625 Hours
Start Date/End Date: August 28, 2019 - June 6, 2020

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
Tuition Cost	\$12,350
Exam Fee	\$350
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$12,700
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$12,700

Additional Program Costs

Students can expect to spend additional funds up to \$900 on paper, binders, printing ink, and classroom materials for their portfolio, and \$250 on transportation (to and from observation & practice teaching, parking, etcetera). California students: Fees for the Student Tuition Recovery Fund are included in the program tuition.

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 including Exam Fee
- | | |
|---------------------|--------------------------------|
| Due upon enrollment | \$500 Tuition Deposit |
| August 23, 2019 | \$12,200 Tuition II & Exam Fee |
- _____ Option B. Three Payments including Exam Fee
- | | |
|---------------------|--------------------------------|
| Due upon enrollment | \$500 Tuition Deposit |
| August 23, 2019 | \$6,200 Tuition II |
| January 6, 2020 | \$6,000 Tuition III & Exam Fee |
- _____ Option C. Monthly Payments
- \$500 Tuition Deposit plus 10 Monthly payments of \$1,240 due by the 23th of August 2019 then the 23th of each month. The concluding payment must be made by May 23rd, 2020. Monthly payments include a \$200 finance charge.
- | | |
|--|-------------------------------|
| Due upon enrollment | \$500 Tuition Deposit |
| August 23, 2019 | \$1,240 Tuition II |
| Monthly payments due by the 23rd of each month | \$1,240 x 10 Tuition III - XI |
- _____ Option D. Financial Aid through University Partnership
- Please submit award letter verifying that you will be granted financial aid. Tuition payments will be due upon receipt of financial aid disbursement.
- | | |
|---------------------|--------------------------------|
| Due upon enrollment | \$500 Tuition Deposit |
| December 2, 2019 | \$6,200 Tuition II |
| April 6, 2020 | \$6,000 Tuition III & Exam Fee |

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 Manager, Robyn Ellis, robyn@montessori-nw.org. Payment Methods: Cash or check only.

See reverse for additional policies.

Montessori Northwest

Late Fees

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

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.

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.

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 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:

<i>Percentage of Course Completed</i>	<i>MNW retains this percentage (%) of Tuition</i>
Cancellation at end of first class session	All paid tuition refunded (Registration fees and fees are non-refundable)
Student Tuition Recovery	
Second day of lecture classes through January 30th	25% Tuition retained
25% through 50% of the course	50% Tuition retained
More than 50% of the course	100% Tuition retained

See the following pages for additional policies.

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.

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 Primary Course.
- I have read the 2018-2019 MNW Student Handbook (available online) and have received an exact copy of this 2019-2020 Enrollment Agreement.
- I hereby agree to abide by all policies set forth by Montessori Northwest.

Print Name _____ Date _____

Signature _____

Social Security Number _____ - _____ - _____

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

For the Montessori Northwest _____



Director of Training, Primary

Montessori Northwest: Oregon Enrollment Agreement, Student Loan (ORS 345.113)
622 SE Grand Avenue, Portland, OR 97214
AMI Montessori Primary Course - Academic Year Format - 850 Hours
Start Date/End Date: August 23, 2019 - June 1, 2020

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
Primary Course Tuition including required books	\$12,700
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$12,700
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$12,700

Additional Program Costs

Students can expect to spend additional funds up to \$900 on paper, binders, printing ink, and classroom materials for their portfolio, and \$250 on transportation (to and from observation & practice teaching, parking, etcetera). California students: Fees for the Student Tuition Recovery Fund are included in the program tuition.

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 |
| August 23, 2019 | \$12,200 Tuition II |
- _____ Option B. Three Payments
- | | |
|---------------------|-----------------------|
| Due upon Enrollment | \$500 Tuition Deposit |
| August 23, 2019 | \$6,200 Tuition II |
| January 6, 2020 | \$6,000 Tuition III |
- _____ Option C. Monthly Payments
- \$500 Tuition Deposit plus 10 Monthly payments of \$1,240 due by the 23th of August 2019 then the 23th of each month. The concluding payment must be made by May 23rd, 2020. Monthly payments include a \$200 finance charge.
- | | |
|--|--------------------------|
| Due upon Enrollment | \$500 Tuition Deposit |
| August 23, 2019 | \$1,240 Tuition II |
| Monthly payments due by the 23rd of each month | \$1,240 Tuition III - XI |
- _____ Option D. Financial Aid through University Partnership
- Please submit award letter verifying that you will be granted financial aid. Tuition payments will be due upon receipt of financial aid disbursement.
- | | |
|---------------------|-----------------------|
| Due upon Enrollment | \$500 Tuition Deposit |
| December 2, 2019 | \$6,200 Tuition II |
| April 6, 2020 | \$6,000 Tuition III |

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 Manager, Robyn Ellis, robyn@montessori-nw.org. Payment Methods: Cash or check only.

See the following pages for additional policies.

Late Fees

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

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.

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.

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 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:

<i>Percentage of Course Completed</i>	<i>MNW retains this percentage (%) of Tuition</i>
Cancellation at end of first class session	All paid tuition refunded (Registration fees and fees are non-refundable)
Student Tuition Recovery	
Second day of lecture classes through January 30th	25% Tuition retained
25% through 50% of the course	50% Tuition retained
More than 50% of the course	100% Tuition retained

See the following pages for additional policies.

Montessori Northwest
622 SE Grand Avenue, Portland, OR 97214
Enrollment Agreement Cont. Page 3

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.

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 Primary Course.
- I have read the 2018-2019 MNW Student Handbook (available online) and have received an exact copy of this 2019-2020 Enrollment Agreement.
- I hereby agree to abide by all policies set forth by Montessori Northwest.

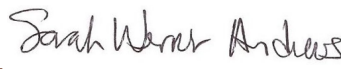
Print Name _____ Date _____

Signature _____

Social Security Number _____ - _____ - _____

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

For the Montessori Northwest _____



Director of Training, Primary

Montessori Northwest: Oregon Enrollment Agreement, Student Loan (ORS 345.113)

622 SE Grand Avenue, Portland, OR 97214

AMI Montessori Elementary Course - Academic Year Format - 1200 Hours

Start Date/End Date Primary Foundation Course: August 23, 2019 - August 30, 2019

Start Date/End Date Elementary Course: September 4, 2019 - June 1, 2020

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
Required Primary Foundation Course Tuition	\$2,000
Elementary Course Tuition including required books	\$14,300
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$16,300
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$16,300

Additional Program Costs

Students can expect to spend additional funds up to \$1000 on paper, binders, printing ink, and classroom materials for their portfolio and \$250 on transportation (to and from observation & practice teaching, parking, etcetera). California students: Fees for the Student Tuition Recovery Fund are included in the cost of program tuition.

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. Three Payments
- | | |
|---------------------|-----------------------|
| Due upon Enrollment | \$500 Tuition Deposit |
| July 1, 2019 | \$2,000 Tuition II |
| September 4, 2019 | \$13,800 Tuition III |
- _____ Option B. Four Payments
- | | |
|---------------------|-----------------------|
| Due upon Enrollment | \$500 Tuition Deposit |
| July 1, 2019 | \$2,000 Tuition II |
| September 4, 2019 | \$7,000 Tuition III |
| January 6, 2020 | \$6,800 Tuition IV |
- _____ Option C. Monthly Payments
- Tuition deposit plus 10 monthly payments of \$1,400 due by the 23th of August 2019 then the 23rd of each month. The concluding payment must be made by May 23rd, 2020. Monthly payments include a \$200 finance charge.
- | | |
|--|--------------------------------|
| Due upon Enrollment | \$500 Tuition Deposit |
| July 1, 2019 | \$2,000 Tuition II |
| Monthly payments due by the 23rd of each month | \$1,400 x 10 Tuition III - XII |
- _____ Option D . Financial Aid through University partnership
- Please submit award letter verifying that you will be granted financial aid. Tuition payments will be due upon receipt of financial aid disbursement.
- | | |
|---------------------|-----------------------|
| Due upon Enrollment | \$500 Tuition Deposit |
| July 1, 2019 | \$2,000 Tuition II |
| December 2, 2019 | \$7,000 Tuition II |
| April 6, 2020 | \$6,800 Tuition III |

See the following pages for additional policies.

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 Manager, Robyn Ellis, robyn@montessori-nw.org. Payment Methods: Cash or check only.

Late Fees

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

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.

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.

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 written notice of such cancellation to MNW at its Portland address.
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<i>Percentage of Course Completed</i>	<i>MNW retains this percentage (%) of Tuition</i>
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Student Tuition Recovery	
Second day of lecture classes through January 30th	25% Tuition retained
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See the following pages for additional policies.

Montessori Northwest
622 SE Grand Avenue, Portland, OR 97214
Enrollment Agreement Cont. Page 3

Official Date of Termination

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- 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.

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

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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 Elementary Course.
- I have read the 2018-2019 MNW Student Handbook (available online) and have received an exact copy of this 2019-2020 Enrollment Agreement.
- I hereby agree to abide by all policies set forth by Montessori Northwest.

Print Name _____ Date _____

Signature _____

Social Security Number _____ - _____ - _____

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

For Montessori Northwest _____

Director of Training, Elementary _____

Montessori Northwest
300B Hawthorne Road, Spokane, WA 99251
600 NW Bright Street, Seattle, WA 98107
Washington students: Addendum A

Notice of Financial Obligation

Washington students: Washington law requires the following information be supplied to each student enrolling in a private school licensed under Chapter 28.C.10RCW. One copy of this notice bearing original signatures must be attached by the school as addenda to that individual's enrollment agreement, as well as a copy provided to the enrollee by the school.

Acknowledgement by Enrollee

- I understand and accept that any contract for training I enter into with Montessori Northwest contains legally and binding obligations and responsibilities.
- I understand and accept that repayment obligations will be placed upon me by any loans or other financial agreements I enter into as a means to pay for my training.
- I understand that any enrollment contract I enter into will not be binding or take effect for at least five days, excluding Sundays and holidays, and following the last date such a contract is signed by me, provided that I have not entered classes.

Print Name _____ Date _____

Signature _____

Acknowledgement by School

Prior to being enrolled in this school, the applicant whose name and signature appears above has been made aware of the legal obligations he/she takes on by entering a contract for training. These discussions included cautions by the school about acquiring an excessive debt burden that might become difficult to repay given employment opportunities and average starting salaries in her/his occupation.

Print Name _____ Title _____

Signature _____ Date _____

Washington students: Addendum B

How to file a complaint

Washington law requires private vocational schools to inform students how to file a complaint. By signing this form you acknowledge this process has been explained to you. Below are the next steps the school must take in discussing this policy with you, along with information about the complaint process.

This school is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to: Workforce Training and Education Coordinating board, 128 - 10th Avenue SW, Olympia, Washington 98504. Phone: 360.709.4600. Email: pvs@wtb.wa.gov.

Discussion about complaint policy required

First, a school representative must discuss the school's complaint policy with you. Following this discussion, you will be provided with this attachment to sign. After you sign this form, the school will give you a copy for your personal records. The school will also keep a copy on file.

See the following pages for additional policies.

Acknowledgement of complaint process by student

1. The school has described the grievance and/or complaint policy to me.
2. I understand that the policy can also be found in the Student Handbook.
3. I know I should first try to resolve a complaint or concern with my Trainer or Administrative Director.
4. I understand nothing prevents me from contacting the Workforce Board at 360.709.4600 at any time with a concern or complaint, and complaint forms are available at <http://wtb.wa.gov/PCSComplaints.asp>.
5. I understand that I have one year to file a complaint from my last date of attendance.
6. I further understand that in the event of a school closure, I have 60 days to file a complaint.
7. I also understand that complaints are public records.
8. Finally, I acknowledge that details about the complaint process, my rights, and any restrictions on the time I have filed a complaint can be found at <http://wtb.wa.gov/PCSComplaints.asp>.

Acknowledgement by school

Prior to being enrolled in this school the applicant, whose name and signature appear above, has been made aware of the school's complaint policy.

Print Name _____ Title _____

Signature _____ Date _____

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. Loyola University Maryland courses) or any specialized document which might be necessitate 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. Executive Director has sole authority to correct or change any information in the Education Records, although the student may be permitted to add a statement to 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. Copies will be released to the individual upon receipt of the written request at a charge of \$38 for the first page, \$48 for 2 - 5 pages, \$68 for 6+ pages. Education Records mailed internationally are \$65 for the first page, \$75 for 2 - 5 pages, \$95 for 6+ pages. (Price is subject to change.) Each page will be marked "Copy: Issued to Student." Information or content in any particular document that refers to a person or topic not related to the individual making the request will be blacked out on the copy. Requests will be filled as soon as possible but no longer than 45 days after the date of the written request.

AMI DIPLOMA

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

ACADEMIC TRANSCRIPTS

Academic transcripts reflect the Pass/Fail nature of the AMI course. Official transcripts must be requested in writing through the Alumni section of montessori-nw.org and will be sent in sealed envelopes to the graduate or to a third party as requested by the graduate. The charge is \$38 per official transcript and \$65 if mailed internationally. (Price is subject to change.)

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 practice 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 practice 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."

Step 1

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

Step 2

Students bring proof of enrollment or conditional enrollment to MNW and show it to the course assistant. It will be noted that the student can be placed for Observation and Practice Teaching.

Step 3

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

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."

Step 1

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

Step 2

Students bring proof of enrollment or conditional enrollment to MNW and show it to the course assistant. It will be noted that the student can be placed for Observation and Practice Teaching.

Step 3

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

SEATTLE & SPOKANE

Washington students can refer to www.k12.wa.us/ProfPractices/pubdocs/DEI.fingerprinstructions.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 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.

- Behave ethically and follow the highest standards of honesty and integrity. This includes but is not limited to:
 - Discussing confidential information with authorized persons only.
 - Respecting the privacy of others.
 - Not knowingly falsifying or misrepresenting records or facts about MNW, other students, children, colleagues or self, and working to actively avoid or suppress gossip and other harmful behaviors.
 - Seeking to resolve conflict in a fair and responsible manner. Submitting work that represents the student's own efforts and originality.
- Demonstrate respect for self, others, and the environment.
- Maintain professional conduct.
- Maintain a level of physical and emotional health which, in the judgment of appropriate clinical and administrative officials, permits participation in MNW's community and performance of academic work without pronounced risk to the student's own health or welfare of others.
- Promptly notify MNW in writing of any changes in contact information or name changes.
- Respond promptly to all communications; provide all officially requested information; appear for appointments when required for administrative or academic purposes.
- Comply with official requests of MNW staff and board members and obey regulations governing the use of MNW 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 when students are onsite at Montessori Northwest, engaging in online activities including social media, during observation 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. Knowingly withholding information regarding a violation will also result in the Student Discipline Process. Prohibited activities which may result in the Student Discipline Process:

- Plagiarism, cheating, or academic dishonesty. This includes:
 - Submission of any unoriginal work.
 - Failing to cite a source
 - Soliciting someone to complete your assignments
 - Allowing another student to submit your work as their own
 - Cheating during examinations.
- Dishonesty, including:
 - Provision of false information.
 - Alteration or misuse of documents, impersonation, misrepresentation, or fraud.
- Undisclosed recording, audio or video, on MNW premises. Written permission must be obtained from the Executive Director prior to any recording.
- Physical or verbal abuse, intimidation, persecution, or sexual harassment of another person or group of persons is strictly prohibited. Sexual harassment includes unwelcome physical touching or sexually offensive language, which interferes with an employee or student's performance.

- Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of specific safety regulations; failure to render reasonable cooperation in any emergency; possession or use of firearms, knives (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 of position or is explicitly assuming responsibility on behalf of MNW in the absence of a particular official. (Emergency orders may supersede some written regulations.) Students who receive orders which they consider unreasonable although not illegal must obey them at the time and may bring a formal complaint 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.

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

GRIEVANCE PROCESS

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

STAGE 1: ATTEMPTED RESOLUTION WITH THE 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 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 griever, the grievance process continues as follows:

STAGE 3: APPEAL TO THE BOARD OF DIRECTORS

The griever 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 griever, 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:

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 Primary Diploma.

PRIMARY

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 and Oral Examinations
- 850 Course hours

Completion of 850 course hours Early Childhood Education

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
- 1225 Course hours

Completion of 1225 course hours Early Childhood Education

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 – Supervised Practice and Implementation
- 110 Hours – Observation
- 120 Hours – Practice Teaching

ATTENDANCE

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

Each student's attendance is periodically reviewed by Pedagogical Staff and students are informed as to their attendance totals. A student may also request an attendance summary. A pattern of lateness will be noted on the student's 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.

DEFERRAL

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.

Attendance in Lecture or Supervised Practice	\$25 per day
Review of Theory Album or Reference Album (first submission)	\$200 per album
Review of previously submitted Theory or Reference Album	\$100 per album
Review of Material Making (first submission)	\$100 per submission
Review of previously submitted Material making	\$50 per resubmission
Practice Teaching Visit	\$250 per MNW staff visit
Review of Observation or Practice Teaching Written Assignment	\$100 per assignment
Deferred or Re-sitting for Written Exams	\$300
Deferred or Re-sitting for Oral exams	\$400
Timelines and/or charts	\$200

Deferred 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, Supervised 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

3 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 Summer Course

3 Summers (mid-June to early August for three consecutive summers, exact dates vary with each course), with observation and practice teaching completed during the intervening academic years.

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.

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

BAY AREA PRIMARY COURSE SCHEDULE

Wednesday, August 28, 2019	BA Student Orientation
Thursday, August 29, 2019	BA Primary Class Begins
Monday, September 2, 2019	Labor Day - MNW Closed
Monday, October 21 - Friday, November 8, 2019	BA Observation
Monday, November 11, 2019	Veteran's Day - MNW Closed
Tuesday, November 12, 2019	BA Classes Resume
Wednesday, November 27 - Friday, November 29, 2019	BA Thanksgiving Break - MNW Closed
Monday, December 2, 2019	BA Classes Resume
Wednesday, December 18, 2019 - Wednesday, January 1, 2020	BA Winter Break - MNW Closed
Thursday, January 2, 2020	BA Classes Resume
Monday, January 20, 2020	Martin Luther King Jr. Day - MNW Closed
Thursday, February 13 - Tuesday, February 18, 2020	BA Mid-Winter Break - MNW Closed
Wednesday, February 19, 2020	BA Classes Resume
Monday, March 16 - Friday, April 17, 2020	BA Practice Teaching
Monday, April 20, 2020	BA Classes Resume
Monday, May 11, 2020	BA Written Examinations - Paper A
Tuesday, May 12, 2020	BA Written Examinations - Paper B
Monday, May 25, 2020	Memorial Day - MNW Closed
Monday, June 1 - Wednesday, June 3, 2020	BA Oral Examinations*
Wednesday, June 3, 2020	BA Graduation*

TYPICAL DAILY SCHEDULE

1:00PM	Class Begins
6:00PM	Class Dismissed
To Be Determined	Break

Montessori Northwest - Bay Area is open to students Monday through Friday, 12:00pm to 6:00pm to allow for additional studying and practice. During Observation and Practice Teaching, students schedules align with the Host School's hours and will be approximately 6 hour days.

* Proposed dates - Final dates to be determined by AMI

PORTLAND PRIMARY COURSE SCHEDULE

Friday, August 23, 2019	PDX Primary Student Orientation
Monday, August 26, 2019	PDX Primary Class Begins
Monday, September 2, 2019	Labor Day - MNW Closed
Monday, October 21 - Friday, November 1, 2019	PDX Primary Practicum 1 Observation
Monday, November 11, 2019	Veteran's Day - MNW Closed
Tuesday, November 12, 2019	PDX Primary Classes Resume
Wednesday, November 27 - Friday, November 29, 2019	PDX Primary Thanksgiving Break - MNW Closed
Monday, December 2, 2019	PDX Primary Classes Resume
Monday, December 23, 2019 - Wednesday, January 3, 2020	PDX Primary Winter Break - MNW Closed
Closed	
Monday, January 6, 2020	PDX Primary Classes Resume
Monday, January 20, 2020	Martin Luther King Jr. Day - MNW Closed
Monday, February 10 - Friday, February 28, 2020	PDX Primary Practicum 2 - Observation & Practice Teaching
	PDX Primary Classes Resume
Monday, March 2, 2020	PDX Primary Spring Break
Monday, March 23 - March 27, 2020	PDX Primary Practice Teaching Practicum 3 - Practice Teaching
Monday, March 30 - Friday, April 24, 2020	PDX Primary Classes Resume
	PDX Primary Written Examinations - Paper A
Monday, April 26, 2020	PDX Primary Home Exam Prep - MNW Closed
Wednesday, May 6, 2020	PDX Primary Written Examinations - Paper B
Thursday, May 7, 2020	Memorial Day - MNW Closed
Friday, May 8, 2020	PDX Primary Oral Examinations*
Monday, May 25, 2020	PDX Primary Graduation*
Tuesday, May 26 - Friday, May 29, 2020	
Saturday, May 30, 2020	

TYPICAL DAILY SCHEDULE

8:30AM	Class Begins
11:30 - 12:30PM	Lunch Hour
2:30PM	Class Dismissed

Montessori Northwest - Portland is open to students Monday through Thursday, 8:00am - 5:00pm and Friday 8:00am - 4:00pm to allow for additional studying and practice. During Observation and Practice Teaching, students schedules align with the Host School's hours and will be approximately 6 hour days.

* Proposed dates - Final dates to be determined by AMI

PORTLAND ELEMENTARY COURSE SCHEDULE

Friday, August 23, 2019	PDX Elementary Student Orientation
Monday, August 26, 2019	PDX Elementary Class Begins
Monday, September 2, 2019	Labor Day - MNW Closed
Thursday, October 17 - Friday, October 18, 2019	PDX Elementary Practicum 1 Observation in Primary Classrooms
Monday, October 21 - November 1, 2019	PDX Elementary Practicum 1 Observation in Elementary Classrooms
Monday, November 11, 2019	Veteran's Day - MNW Closed
Tuesday, November 12, 2019	PDX Elementary Classes Resume
Wednesday, November 27 - Friday, November 29, 2019	PDX Elementary Thanksgiving Break - MNW Closed
Monday, December 2, 2019	PDX Elementary Classes Resume
Monday, December 23, 2019 - Wednesday, January 3, 2020	PDX Elementary Winter Break - MNW Closed
Monday, January 6, 2020	PDX Elementary Classes Resume
Monday, January 20, 2020	Martin Luther King Jr. Day - MNW Closed
Monday, February 10 - Friday, February 28, 2020	PDX Elementary Practicum 2 - Observation & Practice Teaching
Monday, March 2, 2020	PDX Elementary Classes Resume
Monday, March 23 - Friday, March 27, 2020	PDX Elementary Spring Break
Wednesday, April 15, 2020	PDX Elementary Written Exams Day 1
Thursday, April 16, 2020	PDX Elementary Home Exam Prep - MNW Closed
Friday, April 17, 2020	PDX Elementary Written Exams Day 2
Monday, April 20, 2020	PDX Elementary Written Exams Day 3
Wednesday, April 22 - Friday, May 15, 2020	PDX Elementary Practicum 3 - Practice teaching
Monday, May 18, 2020	PDX Elementary Classes Resume
Monday, May 18 - Friday, May 22	PDX Elementary Synthesis and Review - 100% Attendance Required
Monday, May 25, 2020	Memorial Day - MNW Closed
Tuesday, May 27 - Friday, May 29, 2020	PDX Elementary Oral Examinations*
Saturday, May 30, 2020	PDX Elementary Graduation*

TYPICAL DAILY SCHEDULE

8:30AM	Class Begins
12:30PM - 1:30PM	Lunch Hour**
3:30PM	Class Dismissed

Montessori Northwest - Portland is open to students Monday through Thursday, 8:00am - 5:00pm and Friday 8:00am - 4:00pm to allow for additional studying and practice. During Observation and Practice Teaching, students schedules align with the Host School's hours and will be approximately 6 hour days.

* Proposed dates - Final dates to be determined by AMI

**Subject to change

COURSES

ACADEMIC REQUIREMENTS FOR AMI DIPLOMAS

ACADEMIC REQUIREMENTS FOR THE AMI PRIMARY 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 supervised practice.	
Theory Album	Compilation and submission of an acceptable Theory Album.	
Reference Albums	Compilation and submission of acceptable and original Reference Albums in all areas.	
Reading Seminars	90% participation in Reading Seminars.	
Material Making	Submission of acceptable Material Making Assignments.	
Supervised Practice	90% attendance and competent practice level.	
Observation	90 hours of Observation Training in an AMI Primary classroom.	
Practice Teaching	120 hours of Practice Teaching in an AMI Primary classroom.	
Written Examinations	Passing marks of 50% or higher on the Written Examinations.	
Oral Examinations	Passing marks of 50% or higher on each area of the Oral Examinations.	

ACADEMIC REQUIREMENTS FOR THE AMI ELEMENTARY 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 Elementary Diploma at the end of the course, 1225 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.	
Theory Album	Compilation and submission of an acceptable Theory Album.	
Reference Albums	Compilation and submission of acceptable and original Reference Albums in all areas.	
Material Making	Submission of acceptable Material Making Assignments.	
Supervised Practice	Daily practice with the materials after seeing and taking notes on the demonstration. Staff and students will track hours.	
Observation	90 hours of Observation Training in an AMI Elementary classroom and 10 hours in an AMI Primary classroom.	
Practice Teaching	120 hours of Practice Teaching in an AMI Montessori classroom.	
Written Examinations	Passing marks of 50% or higher on the Written Examinations.	
Oral Examinations	Passing marks of 50% or higher on each area of the Oral Examinations.	

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 3 - 6, in Montessori Primary environments. During 850 hours of teacher preparation, students are trained in Montessori philosophy, human development, Montessori Primary materials and curriculum, and professional expectations. The AMI Primary Course is part of an oral tradition and the information presented in the course is not readily available in other formats or published works. The use of recording devices is prohibited.

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

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

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

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

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

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

End of course comprehensive Written and Oral Examinations verify that each student has met AMI's standards.

PRIMARY THEORY ALBUM

DUE DATE

To be announced and/or 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.

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 before class, and be prepared to discuss the topic in class. Theory lectures are available for download on Populi.
- *Mind Map.* The mind map represents each student's engagement with the theory text. The process of creating a 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.

Bay Area Assessments and Grading

- These assignments are graded on a pass/no pass basis.
- The 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 *Primary Theory Album Assessment Criteria* for the entire assignment to be accepted.
- Students receive feedback about their Theory Album, including any areas that need improvement or correction.
- See *Assignment Submission* (found in the handbook section titled *Academic Policies*).

Portland Assessments and Grading

- These assignments are graded on a pass/no pass basis.
- The 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 *Primary Theory Album 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	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	Assignments and album reflect the order and content listed on the Theory Album check sheet.	Pass / No pass
“	The Theory Album check sheet is filled out and accompanies each submission.	Pass / No pass
“	The table of contents lists each theory topic and accurately corresponds to the order of topics in the album.	Pass / No pass
“	Labeled tab dividers separate each theory topic.	Pass / No pass
“	Album is submitted in a three-ring binder with student’s name and album title on the spine.	Pass / No pass
“	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	Information is stated in clear language that is concise and accurate.	Pass / No pass
“	Information reflects attention to the topic and understanding of the content.	Pass / No pass
“	There is sufficient detail to express key concepts.	Pass / No pass
Usefulness	Information is accessible and easy to follow.	Pass / No pass
“	Information would provide a sufficient basis to present in another context, for example, a parent night or essay.	Pass / No pass
Completeness	All components are present (as described on the Theory Album check sheet).	Pass / No pass
“	All components of each theory topic are present.	Pass / No pass
Neatness	Pages are unblemished and clean without handwritten corrections.	Pass / No pass
“	Print quality is crisp, clear, and in a consistent and readable font.	Pass / No pass
“	Spines and cover are clear, neat, and indicate the student’s name and the album title.	Pass / No pass
Professional Appearance	Text is free of typographical and grammatical errors	Pass / No pass
“	Formatting is consistent and streamlined.	Pass / No pass
Originality	Outlines, reflections, essays, mind maps and summaries (if assigned) are the original work of the student and reflect the content and organization of the course.	Pass / No pass

PRIMARY REFERENCE ALBUM

DUE DATES

To be determined and/or on Populi.

DESCRIPTION

A student creates 4 albums 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 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 to other students in the training course, who stand in for real children.
- 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 illustrations 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 Supervised 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 on Populi and each *Check Sheet*:

- *Introductions* provide detailed information about each Area. They are available for download on Populi.
- *Student Mind Map* of an Area Introduction, providing a useful "at-a-glance" overview. The process of creating a mind map 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 support 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 illustrations* 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*).

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 at 8:30 am 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	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	Assignments and album reflect the order and content listed on the Reference Album check sheet.	Pass / No pass
“	The Reference Album check sheet is filled out and accompanies each submission.	Pass / No pass
“	The table of contents lists each theory topic and accurately corresponds to the order of topics in the album.	Pass / No pass
“	Labeled tab dividers separate each theory topic.	Pass / No pass
“	Album is submitted in a three-ring binder with student’s name and album title clearly, neatly and consistently indicated on the spine.	Pass / No pass
“	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	Information is stated in clear language that is concise and accurate.	Pass / No pass
“	Information reflects attention to the topic and understanding of the content.	Pass / No pass
“	There is sufficient detail to express key concepts.	Pass / No pass
Usefulness	Information is accessible and easy to follow.	Pass / No pass
“	Information would provide a sufficient basis to present in another context, for example, a parent night or essay.	Pass / No pass
“	<i>Works Cited</i> page is present for quotations.	Pass / No pass
Completeness	All components are present (as described on the Reference Album check sheet).	Pass / No pass
“	Material lists, age, purposes, and preparations are included for each presentation.	Pass / No pass
“	All key steps, prompts, and interactions are present.	Pass / No pass
“	Any related activities and/or following activities are present.	Pass / No pass
Annotated Illustrations	Illustrations accurately reflect the descriptions in the presentations.	Pass / No pass
“	Illustrations are neat, show color coding, and of sufficient size that all relevant details can be clearly seen.	Pass / No pass

“	The annotated illustrations either face or are embedded near the relevant text. Illustrations are labeled with the name of the activity, and notes are clear and logically accompany the illustration.	Pass / No pass
Neatness	Pages are unblemished and clean without handwritten corrections.	Pass / No pass
“	Print quality is crisp, clear, and in a consistent and readable font.	Pass / No pass
Professional Appearance	Text is free of typographical and grammatical errors	Pass / No pass
“	Presentation notes and annotated illustrations reflect the activity as demonstrated in the course.	Pass / No pass
Originality	Student introductions, syntheses, quotations, mind maps and summaries (if assigned) are the original work of the student and reflect the content and organization of the course.	Pass / No pass
“	Presentation text is a summary of the student’s own perfected set of analyzed movement for each activity.	Pass / No pass
“	Images are the original work of the student.	Pass / No pass



PRIMARY READING SEMINARS

DUE DATES

Reading Seminars are held throughout the course, dates to be announced and/or 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/lead discussions during Reading Seminars. In this role, the facilitator ensures that all group members have the opportunity to contribute their ideas, allowing them to practice leadership skills such as redirection, diplomatic enforcement of guidelines, and neutral observation.

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*).

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 at 8:30 am 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	Student participates in at least 90% of the Reading Seminars.	Pass / No pass
Submits answers to Reading Seminar Questions	Student answers the questions assigned for each Reading Seminar.	Pass / No pass
"	Answers demonstrate engagement with the required reading.	Pass / No pass
"	Answers are comprehensible.	Pass / No pass
Discusses Reading Seminar Questions in Small Groups	Student participates in small group discussions.	Pass / No pass
"	Student's participation demonstrates engagement with the required reading.	Pass / No pass
"	Student behaves courteously and respectfully to others during group discussions.	Pass / No pass
Originality	Responses are the original work of the student.	Pass / No pass

PRIMARY MATERIAL MAKING: PRACTICAL LIFE AND SENSORIAL

DUE DATES

To be announced and/or 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)

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*).

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	Material is on time, complete, and displayed by the start of class on the due date.	Pass / No pass
Self-Evaluation	The Self-Evaluation sheet is present and is filled out completely.	Pass / No pass
Color Coding	Color coding is consistent and logical.	Pass / No pass
Durable construction	All components of the material are sturdy and can withstand regular classroom use.	Pass / No pass
Developmentally Appropriate	Difficulty or challenge offered by the material is appropriate to the target age group.	Pass / No pass
“	Each activity’s component’s weight and size is developmentally appropriate.	Pass / No pass
“	The activity corresponds to the purposes of the area to which it belongs.	Pass / No pass
Aesthetically pleasing	Material would be attractive and appealing to a young child.	Pass / No pass
Natural materials	Natural materials (wood, fiber, metal, etcetera) are present in the activity.	Pass / No pass
Complete (resupply not required)	Human-made materials (plastics, etcetera) are kept to a minimum and used only when a natural alternative is not appropriate or available.	Pass / No pass
“	All components needed to successfully complete the activity are present.	Pass / No pass
Allows for natural consequences	Material contains breakable (but not fragile) components.	Pass / No pass
“	Material offers opportunities for error and error correction.	Pass / No pass
Originality	Material is the original work of the student.	Pass / No pass

PRIMARY MATERIAL MAKING: LANGUAGE

DUE DATES

To be determined and/or on 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
- Basic sets of Picture Cards and Three-Part Cards: in a single familiar classification for a young child
- Complete Set (Picture Cards, Three Part Cards, Definition Booklet, Definitions in Three Stages) in a second classification
- Poetry Book bound with a front and back cover, includes 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 handbook section titled Academic Policies).

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

PRIMARY SUPERVISED PRACTICE

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

DESCRIPTION

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

During Supervised Practice, students follow these procedures:

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

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

Primary Supervised Practice Assessment Criteria

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

<i>Criteria</i>	<i>1 - Practice Level</i>	<i>2 - Competent Level</i>	<i>3 - Proficient Level</i>
Planning and Preparation	Student does not have a prepared plan for practice. Student does not check the material prior to the presentation. Student does not invite the child before the presentation..	Student has a plan for practice and is able to present after brief consultation of notes or album. Student generally checks the material prior to the presentation. Student provides an age-appropriate invitation before the presentation.	Student consistently has a prepared plan for practice, reflecting accurate self-evaluation. Student habitually checks the material prior to the presentation. Student offers enticing, varied, and age-appropriate invitations before the presentation. The level of proficiency demonstrated by the student indicates extensive practice with the presentation.
Presentation	Student frequently checks notes to clarify the steps. Students makes significant errors during the presentation. Student does not demonstrate awareness of the children’s abilities. Student is primarily an observer while another student presents. Student rarely offers points of interest.	Student can present at a basic level of accuracy without checking notes. Some minor errors may be present. Student incorporates awareness of the children’s abilities into the presentation. Student often emphasizes appropriate points of interest.	Student consistently presents even complex presentations with a high degree of accuracy without checking notes. Errors are generally absent. Student incorporates a high level of awareness of the children’s abilities into the presentation. Student habitually emphasizes appropriate points of interest.
Confidence and Enthusiasm	Student is consistently hesitant and unsure. Student shows a consistent lack of enthusiasm for the presentation.	Student is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Student is generally enthusiastic throughout the presentation.	Student is confident and poised, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the children. Enthusiasm is conveyed to the children.
Modeling	Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant. Analyzed movements are absent, too fast, or otherwise inconsistent.	Student models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment (including materials and supplies). Lapses in appropriate modeling are minor and infrequent. Analyzed movements are present.	Student models appropriate behavior habitually. Physical movements are graceful and mindful, social interactions are confident and generous, and interactions with the materials are precise and respectful. Lapses in modeling are absent. Analyzed movements are habitual, accurate, and thoughtful.
Rapport and Respect	Student does not establish rapport with the children. Interactions with children lack	Student establishes sufficient rapport with the children to successfully accomplish the presentation. Student	Student conveys a warm and welcoming manner, inviting joyful rapport with the children. Strong rapport contributes to a

	warmth or are not age-appropriate. Interactions do not convey respect. When playing the role of the “child,” student is not respectful of the student presenter, or does not engage in the work.	generally shows respect towards the children.	successful presentation. Student respects the children’s experiences, ideas, and contributions.
Professional Attitude	Student demonstrates significant lapses in professionalism. Student may interact inappropriately with other students. Voice volume may be loud or poorly modulated. Feedback to other students is inappropriate, harsh, judgmental, or negatively-focused.	Student maintains a generally professional demeanor, interacting respectfully with other students, with few lapses. Feedback to other students is generally helpful and courteous.	Student’s interactions with other students are consistently professional and courteous. Student’s overall demeanor is habitually professional. Voice volume is appropriately modulated. Feedback to other students is useful, balanced, and brief.
Reflection and Self-Evaluation	Student does not reflect on the strengths and weaknesses of their presentation. Self-evaluation is unbalanced, being either too permissive or too harsh. Student is unable to formulate a plan for future improvement of the presentation. Practice Log is not used effectively.	Student reflects on the strengths and weaknesses of their presentation. Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. Student can formulate a basic plan for future improvements of the presentation. Practice Log is used inconsistently.	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.



PRIMARY OBSERVATION

DUE DATES

See *Primary Course Schedule* and/or *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 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.

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/ correction*.
- See also *Assignment Submission (found in the handbook section titled Academic Policies)*.

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/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	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 on the student's Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation.)	Not rated
Attendance	Student accrues a minimum of 90 hours of Observation.	Pass / No pass
"	Student accurately records hours on the Hours Sheet, which is totaled by the student and signed by the AMI host teacher.	Pass / No pass
Writes Responses According to Observation Guidelines	Student uses a notebook to record responses to daily tasks.	Pass / No pass
"	Student's handwriting is legible.	Pass / No pass
"	Student writes out each day's daily tasks, beginning a new section in the notebook.	Pass / No pass
"	Student's responses include narrative descriptions and interpretive responses.	Pass / No pass
"	Student's responses show understanding of, and engagement with, the daily tasks..	Pass / No pass
Maintains a Professional Presence in the School Community	Student completes a background check in a timely manner.	Not rated
"	Student behaves courteously and respectfully to all staff, parents, and children.	Pass / No pass
"	Student interacts minimally with children during Observation	Pass / No pass
"	Student demonstrates a calm, neutral, and appropriate demeanor suited the observation settings.	Pass / No pass
"	Student maintains confidentiality at all times	Pass / No pass

PRIMARY PRACTICE TEACHING

DUE DATE

See *Primary Course Schedule* and/or 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 he/she selects in collaboration with the host teacher. Students also consult with their host teacher when choosing appropriate lessons to present to the selected children. Montessori Northwest provides specific Practice Teaching Tasks to enhance and direct the classroom experience in purposeful ways. Students are given these tasks prior to Practice Teaching. Please note that it is of utmost importance that students keep their observations of the children and the school community confidential. Breaches of confidentiality may initiate Non-Academic Probation.

Standards for Practice Teaching host classrooms are as follows:

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

Practice Teaching Process

A minimum of 120 hours of Practice Teaching is required. Practice Teaching takes place during 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 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 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 Field Supervisor.

Bay Area and 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 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

<i>Criteria</i>	<i>1 - Below Expectations</i>	<i>2 - Meets Expectations</i>	<i>3 - Exceeds Expectations</i>
Planning and Preparation	Student does not appear prepared for the lesson. Student invites child/children for whom the lesson is inappropriate or poorly timed. Student needs to confer with pedagogical staff or host teacher prior to presenting the material.	Student is prepared for the lesson. The level of proficiency demonstrated by the student indicates adequate practice of the presentation. The child/children selected for the lesson seem generally ready for and receptive to the lesson.	Student is prepared for the lesson. The level of proficiency 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	Student makes significant errors in the presentation. The student fails to connect the children to the material.	Student presents the lesson with a basic level of accuracy. Some minor errors are present. The lesson creates a solid initial connection between the children and the material.	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	Student frequently loses control of situation. Student cannot manage interruptions by other children. Student needs assistance from host teacher to create and sustain a working environment for the lesson. Student does not maintain clear boundaries for children.	Student creates and sustains a working environment for the lesson. Student delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. Student maintains boundaries regarding the children's behavior.	Student assumes and maintains a welcoming and adult demeanor throughout the presentation, inviting cooperation from the child. Student sets and maintains clear boundaries for the children's behavior.
Observation and Follow-up	Student does not observe the children following a presentation. Student does not follow up with the children as needed following a presentation.	Student observes a transfer to the children, allowing them to continue the work independently. Student observes the children following the presentation. Student may follow up with some additional assistance to the children.	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	Student is consistently hesitant and unsure. Student shows a consistent lack of enthusiasm for the presentation.	Student is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Student is generally enthusiastic throughout the presentation.	Student is confident and posed, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children.
Modeling	Student does not consistently model	Student models appropriate behavior most of the time,	Student models appropriate behavior habitually. Physical

	appropriate behavior. Lapses in appropriate modeling are frequent and significant.	including physical movements, social interactions, and interaction with the environment. Lapses in appropriate modeling are minor and infrequent.	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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PRIMARY WRITTEN EXAMINATIONS

See *Primary Course Schedule* for dates.

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.*

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.

Bay Area and Portland 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.

Paper A

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

Paper B

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

The Assessment Criteria on the following page describes the level of achievement that constitutes a passing score for each paper. A student who does not pass Paper A and/or Paper B can re-sit the failed portion of the exam within 12 months. 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

<i>Criteria</i>	<i>0 - 12 Points</i>	<i>12.5 - 15 Points</i>	<i>16 - 20 Points</i>	<i>21-25 Points</i>
Answers All Parts of the Question	Student does not address all parts of the question.	Student addresses all parts of the question with sufficient but minimal detail.	Student address all parts of the question in moderate detail, offering some additional information to expand on key points.	Students addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points.
Identifies and Defines Key Terms	Student does not identify or define key terms.	Student identifies key terms and gives a brief definition.	Student identifies key terms and provides clear and accurate definitions for each. Explanations show a solid understanding of key terms.	Student identifies key terms and provides clear and accurate definitions for each. Explanations of key terms show a high level of integration and understanding.
Shows Relevance	Student does not stay on topic; information provided is not relevant to the question.	Student provides information that is relevant to the question. Student occasionally strays off topic.	Student provides information that is relevant to the question and rarely strays off topic.	Student provides information that is relevant to the question and consistently stays on topic.
Shows Coherence	Student's writing lacks organization and clarity, and is difficult to follow	Student's writing shows a basic level or organization and clarity.	Student's writing shows logical organization and significant clarity. Most arguments, statements, or explanations are clearly expressed and are easy to follow.	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	Student does not accurately define the concepts being discussed. Major conceptual errors are present. Student cannot identify basic connections between key concepts.	Students can accurately define the concepts being discussed. No major conceptual errors are present. Student can identify basic connections between key concepts.	Student can accurately define and elaborate on the concepts being discussed. No conceptual errors are present. Student can identify connections between key concepts and provide useful elaboration and examples.	Student can accurately define and eloquently elaborates on the concepts being discussed. Student demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them.
Offers Supporting Examples	Student provides no supporting examples.	Student provides few supporting examples. Examples are	Student provides frequent supporting examples, described with sufficient detail,	Student provides frequent details supporting examples that strengthen the student's argument or

		minimally described and are generally relevant to the topic.	and which are always relevant to the topic.	explanation to a significant degree. Examples are always relevant to the topic, and offer an alternate lens through which to explore the topic.
Offers Elaboration	Student offers no elaboration.	Student offers some basic elaboration.	Student offers some useful elaboration to support arguments or strengthen key points.	Student offers extensive, relevant, and sophisticated elaboration that strongly supports arguments of strengthens key points.



PRIMARY ORAL EXAMINATIONS

See *Primary Course Schedule* for dates.

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

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

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

During the 3 hour period of the examination, the student rotates between Examiners, taking approximately 30 minutes in each area to present the material and answer questions. Between each area, the student is asked to step outside the exam room so that the Examiner can write notes. At the end of each day, the Exam Team meets to discuss the results of each student’s examination and participation in the course. After this meeting, Montessori Northwest pedagogical staff contacts students by phone to inform them of their exam results.

Bay Area and Portland Assessment and Grading

The Assessment Criteria on the following page describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area. A student who does not pass an area can re-sit the failed portion of the exam within 12 months. A student who does not pass Paper A and/or Paper B can re-sit the failed *portion of the exam within 12 months*. 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*).

- Oral Examinations are graded on a pass/no pass basis.
 - Four areas are examined: Practical Life, Sensorial, Language, and Mathematics. Each area is worth 25 points.
 - The student must pass 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.
-

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.

<i>Criteria</i>	<i>0 -12 Point</i>	<i>12.5 - 15 Points</i>	<i>16 - 19 Points</i>	<i>20 -25 Points</i>
Presentation	Student is unable to present the activity to a basic level of proficiency. Major errors in sequencing or use of the materials are apparent. Clear movements and accurate explanations to the child are absent.	Student presents selected material to a basic level of proficiency. No major errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are sporadic.	Student presents selected material accurately and confidently, with no errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are present but not habitual.	Student presents the material accurately and confidently, with no errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are habitual.
Rapport	Student shows little awareness of, or connection to, the child.	Student shows a basic awareness of, and connection to, the child.	Student shows a moderate awareness of, and connection to, the child. Interactions are warm and age-appropriate.	Student is strongly attuned to the child. Student responds appropriately and flexibly to the child’s interest. Interactions are warm, age-appropriate and help to stimulate the child’s interest in the activity.
Knowledge of Developmental Norms Regarding the Activity	Student cannot accurately identify how to recognize the child’s readiness for the activity and direct purposes of the activity.	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.	Student can identify how to recognize the child’s readiness for the activity and elaborate on the direct purposes of the activity.	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	Student is not able to identify which materials would precede and follow this activity, and other activities that could be done with this material.	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.	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.	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	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.	Student is able to accurately identify the purposes of the area, its application to child development, and its relationship to other	Student is able to accurately identify and elaborate on: the purposes of the area, its application to child development, and -its relationship to other	Student is able to accurately identify, elaborate, and offer theoretical explanations for the purposes of the area, its application to child development, and

		areas in the environment.	areas in the environment.	its relationship to other areas in the environment.
Synthesis	Student is unable to identify connections between practical activities and applicable Montessori theories and concepts, even with frequent prompting.	Student is able to identify basic connections at the rote level between practical activities and applicable Montessori theories and concepts, with frequent prompting.	Student is able to identify connections between practical activities and applicable Montessori theories and concepts, with minimal prompting	Student is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories and concepts, without prompting.

ELEMENTARY COURSE DESCRIPTION

Note: Any assignment/requirement referenced on this page is also described in more detail later in this document. All handouts and note taking templates will be made available for download via Populi.

The Association Montessori Internationale Elementary Diploma Course offers comprehensive study of Montessori theory and practice for individuals who aspire to work with children, ages 6 - 12, in Montessori Elementary environments. During 1200 hours of teacher preparation, students are trained in Montessori philosophy, human development, Montessori Elementary materials and curriculum, and professional expectations. AMI Elementary Diploma holders are eligible to teach at private and public Montessori schools around the world and are often Montessori school administrators or owners. The AMI Elementary Course is part of an oral tradition and the information presented in the course is not readily available in other formats or published works. Students take notes throughout the course, then transcribe and process these notes into typed format. 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, educational theory, practical implementation, and classroom management from the Montessori perspective. Students compile a Theory Album reflecting content given during the course. .

The majority of class time is dedicated to demonstrations of the materials and stories that comprise Cosmic Education, the Montessori approach to elementary education. In addition, students receive demonstrations on early childhood materials and activities that create foundations for learning in Montessori Primary classrooms. Students observe a demonstration on how to present each Montessori material to children. Demonstrations can include related theory, such as the prior or parallel experiences of the children, purposes of the material, other activities with the material, and how the material fits into the children's experiences as a whole. Students take notes of 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, along with illustrations for each presentation. The completed notes are then typed up and become the text of the student's original Reference Albums, which serve as teaching manuals for future work with children. Students are expected to supplement course content through readings in the published Montessori literature and find quotations for use in their reference albums.

Students participate in Material Making, creating charts/posters, timelines, and other materials. Through the creation of these materials, students are able to apply Montessori principles to materials used in everyday classroom practice. Students may also participate in a Timeline Activity, which will allow them to experience what a child might encounter when working on timeline work in the classroom. Additional activities related to material making and follow up work experiences are offered during the outside of class time, according to the needs of the students and the availability of the staff.

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

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 Observation Guidelines provided prior to each Observation block. In Practice Teaching, students spend a minimum of 120 hours in their host classrooms, presenting lessons to children under the supervision of an AMI Elementary-trained host teacher.

End of course comprehensive Written and Oral Examinations verify that each student has met the AMI's standards. Students will prepare for these exams through practice exam questions and mock orals given throughout the course.

ELEMENTARY THEORY ALBUM

DUE DATES

See Course Due Dates sheet

DESCRIPTION

The Elementary 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 Foundations material provides background material about self-construction, adaptation, and the adult's role for children in the first plane of development. The completed Theory Album will become a useful resource for parent information nights, for school newsletter articles, to refresh and deepen understanding, to guide participation in educational research, and as a study resource for Written and Oral Examinations at the end of the course.

Theory lectures are presented throughout the course. The exact requirements for the Theory Album are listed on the Theory Topics handout. Appendices to the Theory Album are included in the course at the discretion of the Director of Training. Foundations lectures are usually presented in the first term of the course. Other Foundations materials are included as appendices to the pertinent Elementary Reference Albums. For example, presentations about the development of literacy in the Children's House are included in the Elementary Language Album.

Components

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

- Lecture Handouts. Created by the Director of Training, give detailed information about the theory topic. They are available for download from Populi.
- Student Outline. Reduction 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. Consideration of a lecture topic, designed to deepen engagement. It may include anecdotes, opinions, and ideas for further reflection.
- Supplementary Handouts. Additional information provided to enhance understanding. They are available digitally or will be distributed in class.
- Supplementary Notes. Clearly written, detailed, typed, edited summaries of class notes from discussions, lectures and other learning activities (parent nights, administrators' lunches, workshops, etc.), as assigned. These can be submitted in a pocket organizer within the Theory Album or as an appendix in the back.

Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- Students in cooperative programs will be evaluated additionally as per the guidelines of the cooperating institution; details of those assessment criteria will be provided during orientation.
- The 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 Elementary Theory Album 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 required to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

Elementary Theory Album Assessment Criteria

<i>Criteria</i>	<i>Description</i>	<i>Rating</i>
On-time submission	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	Assignments and album reflect the order and content listed on the Theory Album Table of Contents.	Pass / No pass
“	The table of contents lists each theory topic and accurately corresponds to the order of topics in the album.	Pass / No pass
“	Labeled tab dividers separate each theory topic.	Pass / No pass
“	Album is submitted in a three-ring binder with student’s name and album title on the spine.	Pass / No pass
“	The three-ring binder is neither over- nor under-filled; it holds the body of assignments easily and appropriately. Staples and paperclips are not permitted.	Pass / No pass
Clarity	Information is stated in clear language that is concise and accurate.	Pass / No pass
“	Information reflects attention to the topic and understanding of the content.	Pass / No pass
“	There is sufficient detail to express key concepts.	Pass / No pass
Usefulness	Information is accessible and easy to follow.	Pass / No pass
“	Information would provide a sufficient basis to present in another context, for example, a parent night or essay.	Pass / No pass
Completeness	All components are present (as described on the Theory Album Table of Contents).	Pass / No pass
“	All components of each theory topic are present.	Pass / No pass
Neatness	Pages are unblemished and clean without handwritten corrections.	Pass / No pass
“	Print quality is crisp, clear, and in a consistent and readable font.	Pass / No pass
“	Spines and cover are clear, neat, and indicate the student’s name and the album title.	Pass / No pass
Professional Appearance	Text is free of typographical and grammatical errors	Pass / No pass
““	Formatting is consistent and streamlined.	Pass / No pass
Originality	Outlines, reflections, essays, mind maps and summaries (if assigned) are the original work of the student and reflect the content and organization of the course.	Pass / No pass

ELEMENTARY REFERENCE ALBUMS

DUE DATES

See Course Due Dates Sheet. Album pages are to be submitted weekly for review, according to the lecture schedule.

DESCRIPTION

In the AMI Elementary training, students create 8 Reference Albums. These albums are teaching manuals, offering an invaluable resource for future work. The albums are Geography, Biology, History, Language, Math, Geometry, Music, and Art.

Each album is a compendium of information that describes principles of and activities in the Elementary classroom and explains how to present these activities to children. Students observe the Trainers demonstrating these materials/activities. Students make notes about the key demonstrations and language that successfully introduce the child to the material or concept. Questions should be held until the end of the sequence of presentations. The Trainers will answer questions or clarify steps after the entire sequence has been demonstrated, time permitting. Students may also ask questions of the Trainers or Pedagogical Staff during the regularly scheduled practice sessions in which students explore the material and present to each other. After sufficient practice, each student will type his/her notes into polished final form, and create original illustrations to accompany each presentation. These clear descriptions of how to present the materials—and any required photos, illustrations, or diagrams—will form the bulk of the Reference Albums.

In addition to collaboration during practice, at times in the course all students participate in weekly peer review of album work prior to turning in assignments for assessment by staff and/or other AMI-trained elementary teachers. Peer reviewers and album readers review the students' reference album work weekly, and offer strategies, feedback, and assistance to help students achieve accurate, comprehensive, yet succinct albums. Students are required to make necessary corrections and show the assisting staff member these corrections when assigned to maintain good standing in the course.

Ultimately, the accuracy of the Reference albums is the student's responsibility.

Students receive Introduction handouts for each album, describing each area's basis in Montessori theory, its organization, its relevance to child development, and the origins and interrelationships of the materials within it. Reference Albums may also include a student synthesis of the developmental purposes of this area's activities, and will include a selection of relevant quotations (see below for description). Other handouts and related materials may also be a required part of each album, and supplementary material may be required as appendices.

Reference Albums must be complete and accepted (through a final album review) prior to the student's AMI oral examinations. Permission to sit for the AMI oral examinations without complete albums can be granted only in exceptional cases at the discretion of the Director of Training. In such a case, the AMI diploma would be withheld pending completion of the albums.

Components

Each Reference Album is composed of the following elements:

- Table of Contents. Generated by students and contain the titles of all chapters, sections, and presentations located in the album, labeled with corresponding page numbers. An outline of chapter and section titles—listed in the order in which they should appear in the album—is provided to the student. Presentation titles are provided throughout the course.
- Introductions. Detailed information about each area within Cosmic Education.
- Quotations. Submission of a minimum of 10 detailed quotations from at least 2 Montessori primary sources related to the area reflecting a comprehensive review of Montessori’s writings on the area.
- Primary Foundations Course Material. Modified presentations for foundational materials and activities presented and discussed during class. This foundational material will be in its own section, usually an appendix or appendices, within each corresponding Reference Album; or will be contained in its own album. Students already holding an AMI Primary diploma are not required to prepare or submit Foundations materials.
- Presentations. Descriptions of how to present each material, typed and edited, created from the student’s own notes and refined through Supervised Practice. See Guidelines for Weekly Album Work for guidance on the design of presentations. Synthesis and review activities and assignments may be assigned at the end of chapters or as an appendix to the album.
- Illustrations. Enhancements to the presentations by providing visual cues and a quick visual reference. All presentations, unless otherwise specified by the Director of Training, require at least one illustration. See Guidelines for Weekly Album Work for more details about illustrations.

Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- Students in cooperative programs will be evaluated additionally as per the guidelines of the cooperating institution; details of those assessment criteria will be provided during Orientation.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of the Reference Albums. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their Reference Albums, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

Elementary Reference Albums Assessment Criteria

<i>Criteria</i>	<i>Description</i>	<i>Rating</i>
Requirements for the album pages submitted weekly are as follows:		
On-time submission	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
Clarity	Headings and subheadings are clear and emphasized using different font sizes or highlighting for emphasis.	Pass / No pass
“	Theoretical discussion, action, and dialogue are clearly differentiated.	Pass / No pass
“	Information reflects attention to the topic and understanding of the content.	Pass / No pass
“	There is sufficient detail to express key concepts.	Pass / No pass
“	Information is accessible, easy to follow, and stated in clear language that is concise and accurate.	Pass / No pass
Neatness	Print quality is crisp, clear, and in a consistent and readable font.	Pass / No pass
Accuracy	Headers contain chapter and section titles that match those outlined in the <i>Topics</i> handout for each area; presentation titles match those given on lecture handouts.	Pass / No pass
“	Purposes, materials, and preparations are described for each presentation.	Pass / No pass
“	Important terms, vocabulary, and key language is present, accurate, and appropriately highlighted.	Pass / No pass
Illustrations	Illustrations are in color and if scanned, they are sufficiently visible for easy reference.	Pass / No pass
“	Illustrations work with the text to provide visual cues for the steps and layout of each presentation; when possible, each illustration is located on the page near the text it accompanies.	Pass / No pass
“	Illustrations are clear, sized so that the necessary details can be seen, and are representative of the material.	Pass / No pass
The following are additional requirements for each final album; all requirements stated above are also applicable:		
Table of Contents	The <i>Table of Contents</i> is complete and contains all chapters, sections, and presentations given on the course.	Pass / No pass
“	The order is consistent with the order listed on the <i>Album Topics</i> handout provided for each album.	Pass / No pass
“	The <i>Table of Contents</i> lists each presentation and accurately corresponds to page numbering throughout the album.	Pass / No pass
“	Chapter, section, and presentation titles are clearly differentiated.	Pass / No pass

Organization	Assignments and album reflect the order and content listed on the Theory Album Table of Contents.	Pass / No pass
“	Presentations are distinct from one another and are easy to locate.	Pass / No pass
“	Album is submitted in a three-ring binder with student’s name and album title on the spine.	Pass / No pass
Completeness	All components are present; each presentation contains one or more illustrations.	Pass / No pass
“	All quotations and additional notes provided for lecture topics are present.	Pass / No pass
Professional Appearance	Pages are unblemished and clean.	Pass / No pass
“	Text is formatted consistently using a non-decorative font.	Pass / No pass
Professional Appearance	Text is free of typographical and grammatical errors	Pass / No pass
“	Formatting is consistent and streamlined.	Pass / No pass
Originality	Presentations are the original work of the student.	Pass / No pass
“	Illustrations are the original work of the student.	Pass / No pass

ELEMENTARY MATERIAL MAKING: CHARTS AND TIMELINES

DUE DATES

See *Course Due Dates* Sheet.

DESCRIPTION

Acceptance of charts, timelines, and materials is an AMI diploma requirement. The charts and timelines are routinely used in the Elementary environment. Through the creation of these materials, students are able to apply Montessori principles to materials that they will use in their everyday classroom practice.

Components

For these assignments, students must accurately color all charts, timelines, and loose pieces. Examples will be provided to guide the coloring of all materials. All charts and timelines must be appropriately labeled prior to submission with the student's name and number or title of the chart. To avoid errors, charts should not be colored before they have been presented on the course.

It is recommended that prior to their use with children, all charts and timelines be laminated using high-quality laminate to produce a material that will stand up to frequent classroom use. Charts should not be laminated prior to acceptance on the course, and students should be aware that lamination adds to the production and transportation costs.

Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- Students in cooperative programs will be evaluated additionally as per the guidelines of the cooperating institution; details of those assessment criteria will be provided during Orientation.
- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of Charts and Timelines 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 making, 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.

Elementary Material Making: Charts and Timelines

<i>Criteria</i>	<i>Description</i>	<i>Rating</i>
On-time submission	All charts and timelines must be submitted, corrected, and accepted prior to Oral Examinations. See <i>Course Due Dates</i> sheet for specific dates. Note: Charts and timelines require a significant time commitment, and adherence to the recommended schedule for completion is strongly recommended. Staff will monitor student submissions. A pattern of late, incomplete, or absent submissions will be addressed by staff.	Not rated
Labeling	All materials are appropriately labeled.	Pass / No pass
Durable Construction	All components of the material are sturdy and would stand up to regular use.	Pass / No pass
Complete	All accompanying loose pieces are present.	Pass / No pass
"	Any necessary containers or packets are present and are appropriately sized and colored.	Pass / No pass
Aesthetically pleasing	Material would be attractive and appealing to children.	Pass / No pass
Realistic Appearance	Images of animals, plants, or other natural objects reflect their real or likely appearance, or are colored specifically to isolate one aspect of the image, in accordance with materials in the practice classroom.	Pass / No pass
Professional Appearance	All aspects of materials have a polished and professional appearance.	Pass / No pass
"	Coloring is even, accurate, and neatly applied.	Pass / No pass
"	Papers, cards, and charts are unblemished and clean.	Pass / No pass

ELEMENTARY STUDENT TIMELINE ACTIVITY

DUE DATE

See *Course Due Dates* sheet. The timelines will be presented in a *Guided Practice*.

DESCRIPTION

When the course schedule allows, at the discretion of the Director of Training, students participate in a Timeline Activity. Each student, working in a team of two or three students, will create a timeline similar to the timelines that might be created by the students in their elementary classrooms or that might be created and presented by the adult as a lesson for children. The student(s) may make an appointment with Pedagogical Staff for assistance in refining their topic.

Components

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

- At least three sources of information (no more than 25% of the sources can be from the internet).
- Original illustrations and written entries on the timeline.
- Increments of time appropriate to the topic chosen.

Assessment and Grading

- These assignments are graded on a pass / no pass
- Students in cooperative programs will be evaluated additionally as per the guidelines of the cooperating institution; details of those assessment criteria will be provided during Orientation.
- The *Elementary Student Timeline Activity Assessment Criteria* will be used to determine if a student has met the learning objectives of the Student Timeline Project. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- 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.

Elementary Student Timeline Activity Assessment Criteria

<i>Criteria</i>	<i>Description</i>	<i>Ratings</i>
Attendance and Participation	Student participates in at least 90% of the Timeline Activity as determined by the group.	Pass / No pass
“	Students participate in research, timeline construction, and presentation of the timeline.	Pass / No pass
Research and Timeline Entries	Student accesses at least 3 sources of information; no more than 25% of the sources can be internet sources.	Pass / No pass
“	Entries on the timeline are original writing that demonstrates synthesis of the source materials.	Pass / No pass
“	Entries are clear and legible; increments of time are appropriate to topic.	Pass / No pass

ELEMENTARY SUPERVISED PRACTICE

DUE DATE

No specific due date, ongoing. Supervised Practice is scheduled, usually daily, throughout the course so that students can practice with the materials after seeing and taking notes on the demonstration. 90% attendance is required for all available hours of Supervised Practice. MNW staff and students together track Supervised Practice hours.

DESCRIPTION

Supervised Practice is scheduled time during course 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.

During Supervised Practices, students work with other students to refine their technique and deepen understanding of the materials. In general, students will work in small groups or in pairs, with one student acting as the “teacher,” presenting the material to another student or students, who act as the “children.” Other students in the group may observe and give constructive and respectful feedback to the presenter. This collaborative environment supports effective practice.

Although Supervised Practice is an opportunity to refine one’s notes prior to compilation into the Reference Albums, production and illustration of the Albums is not the purpose of Supervised Practice and is prohibited except in a few announced cases in which the practice involves paper-and-pencil work that can result in an album illustration. All other album work can happen in the practice classroom breaks, after scheduled class hours, or in sessions specifically designated as Album Work by the pedagogical staff.

At the discretion of the pedagogical staff, some practice sessions will be designated for giving presentations only; no notes or album pages will be permitted in that practice session. In these sessions without notes, student may be observed by pedagogical staff and offered feedback about their presentations.

Supervised 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 Supervised Practice is also a real-life experience of a cooperative learning community based on Montessori principles, the very same kinds of communities that MNW students are preparing to lead. Full participation in Supervised Practice is an essential component of students; preparation for their roles as Montessori adults.

Assessment and Grading

- Students are expected to conduct frequent self-evaluation using the *Elementary Supervised Practice Assessment Criteria*, noting any areas of challenge and seeking assistance when needed.
- During Supervised Practice, MNW pedagogical staff members observe students while they practice with the materials and each other. Staff members offer constructive feedback on how the student can improve their performance.
- It is expected that students have achieved Proficient Level (3) in all materials and activities of concept lessons (those chosen to represent the student’s work for any given slip in the Oral Examinations) and a Competency Level (2) for other presentations on the course. Because of the scope of Cosmic Education, it is not expected that students can present every lesson perfectly without consulting their albums, but students are expected to be able to demonstrate familiarity with the purposes and techniques of all materials and activities on the course. 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.

Elementary Supervised Practice Assessment

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.

<i>Criteria</i>	<i>1 - Practice Level</i>	<i>2 - Competent Level</i>	<i>3 - Proficient Level</i>
Planning and Preparation	Student interacts with the materials at an exploratory level.	Student has a plan for practice and is able to present after brief consultation of notes or album. Student generally checks the material prior to the presentation. Student provides an age-appropriate invitation before the presentation, which clearly describes the purpose of scope of the presentation, when appropriate.	Student consistently has a prepared plan for practice, reflecting accurate self-evaluation. Student habitually checks the material prior to the presentation. Student offers enticing, varied, and age-appropriate invitations before the presentation. The level of proficiency demonstrated by the student indicates extensive practice with the presentation.
Presentation	Student frequently checks notes to clarify the steps. Student makes significant errors during the presentation. Student does not demonstrate awareness of the children’s abilities. Student is primarily an observer while another student presents.	Student can present at a basic level of accuracy without checking notes. Some minor errors may be present. Student incorporates awareness of the children’s abilities into the presentation.	Student consistently presents even complex presentations with a high degree of accuracy without checking notes. Errors are generally absent. Student incorporates a high level of awareness of the children’s abilities into the presentation.
Confidence and Enthusiasm	Student is consistently hesitant and unsure. Student shows a consistent lack of enthusiasm for the presentation.	Student is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Student is generally enthusiastic throughout the presentation.	Student is confident and poised, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the children. Enthusiasm is conveyed to the children.
Modeling	Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant.	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.	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.
Rapport and Respect	Student does not establish rapport with the children. Interactions with children lack warmth or are not age-appropriate. Interactions do not convey respect. When	Student establishes sufficient rapport with the children to successfully accomplish the presentation. Student generally shows respect towards the children.	Student conveys a warm and welcoming manner, inviting joyful rapport with the children. Strong rapport contributes to a successful presentation. Student respects the children’s experiences, ideas, and contributions.

	playing the role of the “child,” student is not respectful of the student presenter, or does not engage in the work.		
Professional Attitude	Student demonstrates significant lapses in professionalism. Student may interact inappropriately with other students. Voice volume may be loud or poorly modulated. Feedback to other students is inappropriate, harsh, judgmental, or negatively-focused.	Student maintains a generally professional demeanor, interacting respectfully with other students, with few lapses. Feedback to other students is generally helpful and courteous.	Student’s interactions with other students are consistently professional and courteous. Student’s overall demeanor is habitually professional. Voice volume is appropriately modulated. Feedback to other students is useful, balanced, and brief.
Reflection and Self-Evaluation	Student does not reflect on the strengths and weaknesses of their presentation. Self-evaluation is unbalanced, being either too permissive or too harsh. Student is unable to formulate a plan for future improvement of the presentation.	Student reflects on the strengths and weaknesses of their presentation. Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. Student can formulate a basic plan for future improvements of the presentation.	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.

ELEMENTARY OBSERVATION

OBSERVATION DATES AND ASSIGNMENT DUE DATES

See *Course Due Dates* sheet. Observation documents (described below) are due by 8:30am on the first day back at Montessori Northwest after each session.

DESCRIPTION

Observation allows students to continue their studies in Montessori classrooms with children. Students observe children in qualifying Montessori classrooms. AMI and MACTE standards for Elementary Observation host classrooms are as follows:

- A teacher who holds an AMI diploma at the Elementary (ages 6 - 12) level.
- A classroom equipped with Montessori elementary (ages 6 - 12) materials.
- A multi-age group of elementary children.

The standards for other Montessori classrooms are the same, but adjusted for the appropriate age level.

Interaction with children is kept to a minimum, giving students the opportunity to silently observe children and their behavior. When possible, students observe in both lower (6-9) and upper (9-12) elementary communities, or in 6-12 communities.

During each day of Observation, students observe the classroom through the lens of the Observation Guidelines. These Guidelines are designed to focus the student's attention on a particular aspect of child development or Montessori theory. Students record their responses to these daily tasks in the form of narrative descriptions and 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?"

Following the Observation, the students summarize their experiences in accordance with the Observation Guidelines.

Observation Placements

Elementary staff make Observation placements by contacting schools on behalf of Montessori Northwest students. If a student wishes to observe out of the local area for one observation block, the student can request a distance placement from the staff. Students should discuss their plans with pedagogical staff. The actual request must be made in writing by email, and include the student's name; dates of requested distance observation; and name, address, and contact information for the school (and host teacher, if known). Distance placements must meet all the criteria described above. If a student is unable to complete a planned distance placement, a substitute local placement is not guaranteed.

Distance observation placements are granted at the discretion of the Director of Training and are not guaranteed. Students assume all travel and lodging costs for a distance placement. Requests for a distance placement must be made in advance. See the *Course Due Dates* sheet for deadline dates for submitting requests for distance placements.

Observation Guidelines and Documents

Prior to the first Observation session, students are provided with several useful documents. Observation Guideline assignments and the signed and totaled Hours Sheet are due the first day back at MNW after each observation session. They will be reviewed and returned to students with feedback, if needed.

- *Observation Guidelines.* A detailed description of the tasks students will undertake during each day of observation, and a detailed description of the summarizing tasks to be undertaken at the end of each observation block.
- *Useful Information.* A clear outline of MNW's professional expectations of students, and the requests that we make of the host teacher.
- *Hours Sheet.* A log to record observation hours. The host teacher will sign this as a confirmation of attendance.

Assessment and Grading

- The assignment is graded on a pass/no pass basis.
- Students in cooperative programs will be evaluated additionally as per the guidelines of the cooperating institution; details of those assessment criteria will be provided during orientation.
- The assessment criteria below 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.

Elementary Observation Criteria Assessment

<i>Criteria</i>	<i>Description</i>	<i>Rating</i>
On-time Submission	Observation assignments are submitted by 8:30am on the first day back at MNW after each observation session. (Note: Late submissions are recorded on the student’s Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation.)	Not rated
Attendance	Student accrues a minimum of 90 total hours of Elementary Observation and 10 hours of Primary Observation if completing the Foundations course.	Pass / No pass
“	Student accurately records hours on the Hours Sheet, which is totaled by the student and signed by the AMI host teacher.	Pass / No pass
Writes Responses According to Observation Guidelines	Student uses a notebook to record responses in accordance with Observation Guidelines.	Pass / No pass
“	Student’s handwriting is legible.	Pass / No pass
“	Student’s responses show understanding of, and engagement with the Observation Guidelines.	Pass / No pass
“	Students responses include narrative descriptions and interpretive responses.	Pass / No pass
“	Students type required summaries in accordance with Observation Guidelines.	Pass / No pass
Accurate Recording	Student’s records are detailed enough for patterns and themes to emerge.	Pass / No pass
“	Student records the name, date, time, and location of each observation.	Pass / No pass
Maintains a Professional Presence in the School Community	Student behaves courteously and respectfully to all staff, parents, and children.	Pass / No pass
“	Student interacts minimally with children during Observation	Pass / No pass
“	Student demonstrates a calm, neutral, and appropriate demeanor suited the observation settings.	Pass / No pass

ELEMENTARY PRACTICE TEACHING

DUE DATES

Subject to change. See *Course Due Dates* sheet or *Elementary Course Schedule*. Practice Teaching assignments and paperwork are due the first day back at Montessori Northwest after each session.

DESCRIPTION

Practice Teaching allows students to directly apply their knowledge of the Montessori materials and child development to work with real children in authentic Montessori classrooms. Students will have two opportunities to practice teach, usually each session in a different classroom. Although the student may lead appropriate whole class activities if both student and host are comfortable with this, the student is not expected to be in charge of the entire classroom; instead, the student works with groups of children selected for lessons in collaboration with the host teacher. MNW provides specific Practice Teaching Tasks to enhance and direct the classroom experience in purposeful ways. Students are given these tasks in advance of Practice Teaching.

The standards for practicum sites are set by AMI and MACTE, and are as follows:

- A mixed age classroom (6-9, 9-12, or 6-12 in the case of a combined upper and lower elementary).
- A full set of the Montessori materials for the elementary classroom.
- An AMI elementary-trained teacher who has completed at least one year of teaching after receiving an AMI diploma at the elementary level.

Practice Teaching Process for Academic Course Students

A minimum of 120 hours of Practice Teaching is required by AMI. Students who do not achieve the required hours due to absence or illness should meet with pedagogical staff to discuss alternative options for achieving the required 120 hours. If a student is unable to complete Practice Teaching prior to exams, they may defer completion of this course requirement until the next course cycle; the AMI diploma is contingent on the successful completion of Practice Teaching.

Practice Teaching placements are made by the pedagogical staff, who contact the school on behalf of MNW students. MNW students must be prepared for changes to their schedule and transportation arrangements during Observation and Practice Teaching sessions. Please plan and budget accordingly for childcare or transportation expenses that may result from these placements.

If a student wishes to practice teach out of the local area for one practice teaching block, the student can request a distance placement. Students should discuss their plans with pedagogical staff, who are familiar with the network of AMI teachers and schools who are eager to host. The request must be made in writing (email) and include student's name; dates of requested distance observation and practice teaching; name, address, and contact information for school (and host teacher, if known). Distance placements must meet all the criteria described above. If a student is unable to complete the planned distance placement, a substitute local placement is not guaranteed.

Distance placements for practice teaching are granted at the discretion of the Director of Training and are not guaranteed. Students assume all travel and lodging costs for a distance placement. Requests for a distance placement must be made in advance. See the Course Due Dates Sheet for deadline dates for submitting requests for distance placements.

Prior to each Practice Teaching session, students will receive the following documents:

- *Observation/Practice Teaching Requirement.* A summary of what is required by AMI, MNW, and MACTE, as described in this handbook, for easy reference.
- *Expectations of Students and Requests of the Host Teacher.* Clear outlines of MNW's professional expectations of the students, and the requests that we make of the host teachers.
- *Samples of Lesson Plans and Record Keeping.* Some ideas for keeping accurate records during Practice Teaching.
- *Host Teacher Report (blank).* A copy of the report and assessment criteria that the host teacher uses to assess the student's performance during Practice Teaching.
- *Field Supervisor Report (blank).* Each student must be observed a minimum of three times during the Practicum Phase (which includes Supervised Practice) by a member of the elementary pedagogical staff or other designated Field Supervisor. The Field Supervisor Report is the form used by this person to record their observations of the student's performance.
- *Class List.* A sheet for Host Teachers to fill out, listing the names and ages of children in their classroom. Host Teachers may substitute their own record for this form.
- *Record of Presentations Given.* A required record of lessons given to children with each page initialed by the host teacher.
- *Hours Sheet.* A log to record Practice Teaching hours. The host teacher signs it as a confirmation of attendance.

Students are observed a minimum of three times during the practicum phase by the trainer or designated field supervisor. The trainer or field supervisor records her/his observations on the Field Supervisor's Report. A copy of this report is given to the student upon return to MNW, offering feedback on the student's performance including areas of accomplishment, and any areas that need improvement or correction. Staff members observe students in local placements only; for those students who are Practice Teaching out-of-town, MNW will assist in arranging a suitably-qualified person to act as the Field Supervisor at the host school. Students also receive a written assessment by the host teacher at the end of each Practice Teaching session. That assessment is based on the scoring guide on the next page.

Assessment and Grading

- During Practice Teaching, a MNW pedagogical staff member or a representative observe students while they work with children. Students achieving a score of 1 in any category must meet with the Trainers to discuss strategies to improve the requisite skills. It is expected that by the end of Practice Teaching, the students will have implemented strategies discussed to improve their performance and consistently achieve 2 or higher.
 - Host teachers also use the Assessment Criteria below when filling out their own Host Teacher report.
 - Students are expected to conduct frequent self-evaluations during Practice Teaching using the assessment criteria, noting any areas of challenge and seeking assistance when needed.
 - Students receive feedback about submitted Practice Teaching assignments, including any areas that need improvement/correction.
 - Practice Teaching assessments from Host Teachers and Field Supervisors may be used as part of the grading rubrics for students in cooperative programs.
-

Elementary Practice Teaching Assessment Criteria

<i>Criteria</i>	<i>1 - Practice Level</i>	<i>2 - Competent Level</i>	<i>3 - Proficient Level</i>
Planning and Preparation	Student does not appear prepared for the lesson. Student invites child/children for whom the lesson is inappropriate or poorly timed. Student needs to confer with pedagogical staff or host teacher prior to presenting the material.	Student is prepared for the lesson. The level of proficiency demonstrated by the student indicates adequate practice of the presentation. The child/children selected for the lesson seem generally ready for and receptive to the lesson.	Student is prepared for the lesson. The level of proficiency 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	Student makes significant errors in the presentation. The student fails to connect the children to the material.	Student presents the lesson with a basic level of accuracy. Some minor errors are present. The lesson creates a solid initial connection between the children and the material.	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	Student frequently loses control of situation. Student cannot manage interruptions by other children. Student needs assistance from host teacher to create and sustain a working environment for the lesson. Student does not maintain clear boundaries for children.	Student creates and sustains a working environment for the lesson. Student delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. Student maintains boundaries regarding the children's behavior.	Student assumes and maintains a welcoming and adult demeanor throughout the presentation, inviting cooperation from the child. Student sets and maintains clear boundaries for the children's behavior.
Observation and Follow-up	Student does not observe the children following a presentation. Student does not follow up with the children as needed following a presentation.	Student observes a transfer to the children, allowing them to continue the work independently. Student observes the children following the presentation. Student may follow up with some additional assistance to the children.	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	Student is consistently hesitant and unsure. Student shows a consistent lack of enthusiasm for the presentation.	Student is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Student is generally enthusiastic throughout the presentation.	Student is confident and posed, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children.

Modeling	Student does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant.	Student models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment. Lapses in appropriate modeling are minor and infrequent.	Student models appropriate behavior habitually. Physical movements are graceful and mindful, social interactions are confident and generous, and interactions with the environment are precise and respectful. Lapses in modeling are absent.
Rapport and Respect	Student does not establish rapport with the children. Interactions with children lack warmth or are not age-appropriate. Interactions do not convey respect.	Student establishes sufficient rapport with the children to successfully accomplish the presentation. Student generally shows respect towards the children.	Student conveys a warm and welcoming manner, inviting joyful rapport with the children. Strong rapport contributes to a successful presentation. Student respects the children's experiences, ideas, and contributions.
Professional Attitude	Student demonstrates significant lapses in professionalism including, but not limited to, problematic attendance or breeches in confidentiality. 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. Cell phone use in the presence of children.	Student maintains a generally professional demeanor, interacting respectfully with others. Student's attire, grooming, expressions, voice volume, and gestures are generally professional, with few lapses. The student is rarely late and notifies MNW or the host of any anticipated absences. Use of prepared environment, outdoor spaces, and staff spaces is respectful. Feedback to other students is generally helpful and courteous.	Student's interactions with other students are consistently professional and courteous. Student's overall demeanor and physical appearance including attire, grooming, facial expressions, and gestures demeanor is habitually professional. Voice volume is appropriately modulated. Feedback to other students is useful, balanced, and brief. The student is always on time.
Reflection and Self-Evaluation	Student does not reflect on the strengths and weaknesses of their presentation. Self-evaluation is unbalanced, being either too permissive or too harsh. Student is unable to formulate a plan for future improvement of the presentation.	Student reflects on the strengths and weaknesses of their presentation. Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. Student can formulate a basic plan for future improvements of the presentation.	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.

ELEMENTARY WRITTEN EXAMINATIONS

See *Course Due Dates* sheet or *Elementary Course Schedule*.

DESCRIPTION

Throughout the course, students participate in written activities to orient to the exam experience. Pedagogical staff will offer suggestions and guidance to support study efforts. Written Examinations are divided into two parts: Paper A and Papers B1 and B2.

There are three days of Written Examinations. Paper A is completed on the first day of Written Exams. In Paper A, students are given 3 hours to answer questions on Montessori theory topics. Students will primarily use their Theory Album to study for Paper A. Students are given seven questions on Montessori theory topics; from these questions, they choose four to answer.

Papers B1 and B2 are completed on the second and third days of Written Exams. In Paper B1, students will answer questions that reflect the basic theoretical principles and how these principles are applied in the Elementary classroom. To study for Papers B1 and B2, students use all their Reference Albums (except Music and Art) as study resources. On each day of Paper B, students are given 2.5 hours to answer questions from 3 areas. On the first day of Paper B1, they answer questions on Language, Mathematics, and Geometry. For each topic (Language, Mathematics, etc.) the student is given a choice of two questions, from which they choose only one to answer, for a total of three questions per day. The second day of Paper B2 follows the same pattern, with questions on Geography, History, and Biology.

No extra credit is given for answering more than the required number of questions on each paper. 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).

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

All previously due Reference, Theory, and Foundations Albums must be accepted for the student to be eligible to sit for Written Examinations. Some lectures about implementation and some presentations not related to the written exams may be offered at the end of the course, which will usually be added to the albums as appendices after the written examinations.

Assessment and Grading

- Written Examinations are graded on a pass/no pass basis. A minimum of 50% is required to pass.
- Paper A, Each question has a maximum possible score of 25, giving a maximum possible total of 100 points for Paper A. 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.
- Papers B1 and B2, Each question has a maximum possible score of 25, giving a maximum possible total of 150 points for Paper B. The total score obtained will be converted to a percentage to obtain a pass/fail result. A minimum of 50% (75 points) is required to pass.
- In each paper, the student's cumulative percentage must be 50% or greater; the student does not have to achieve 50% on every exam question. Any student who does not achieve a minimum of 50% will be required to retake the written examination within the following 12 months.
- The *Elementary Written Exam Assessment Criteria* describes the level of achievement that constitutes a passing score in each area.

Elementary Written Examinations Assessment Criteria

<i>Criteria</i>	<i>0 - 12 Points</i>	<i>12.5 - 15 Points</i>	<i>16 - 20 Points</i>	<i>21-25 Points</i>
Answers All Parts of the Question	Student does not address all parts of the question.	Student addresses all parts of the question with sufficient but minimal detail.	Student address all parts of the question in moderate detail, offering some additional information to expand on key points.	Students addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points.
Identifies and Defines Key Terms	Student does not identify or define key terms.	Student identifies key terms and gives a brief definition.	Student identifies key terms and provides clear and accurate definitions for each. Explanations show a solid understanding of key terms.	Student identifies key terms and provides clear and accurate definitions for each. Explanations of key terms show a high level of integration and understanding.
Shows Relevance	Student does not stay on topic; information provided is not relevant to the question.	Student provides information that is relevant to the question. Student occasionally strays off topic.	Student provides information that is relevant to the question and rarely strays off topic.	Student provides information that is relevant to the question and consistently stays on topic.
Shows Coherence	Student's writing lacks organization and clarity, and is difficult to follow	Student's writing shows a basic level or organization and clarity.	Student's writing shows logical organization and significant clarity. Most arguments, statements, or explanations are clearly expressed and are easy to follow.	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	Student does not accurately define the concepts being discussed. Major conceptual errors are present. Student cannot identify basic connections between key concepts.	Students can accurately define the concepts being discussed. No major conceptual errors are present. Student can identify basic connections between key concepts.	Student can accurately define and elaborate on the concepts being discussed. No conceptual errors are present. Student can identify connections between key concepts and provide useful elaboration and examples.	Student can accurately define and eloquently elaborates on the concepts being discussed. Student demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them.
Offers Supporting Examples	Student provides no supporting examples.	Student provides few supporting examples. Examples are	Student provides frequent supporting examples, described with sufficient detail,	Student provides frequent details supporting examples that strengthen the student's argument or

		minimally described and are generally relevant to the topic.	and which are always relevant to the topic.	explanation to a significant degree. Examples are always relevant to the topic, and offer an alternate lens through which to explore the topic.
Offers Elaboration	Student offers no elaboration.	Student offers some basic elaboration.	Student offers some useful elaboration to support arguments or strengthen key points.	Student offers extensive, relevant, and sophisticated elaboration that strongly supports arguments of strengthens key points.



ELEMENTARY ORAL EXAMINATIONS

DATES

See *Course Due Dates or Elementary Course Schedule*. Students attend only one exam session that is approximately 3.5 hours in duration.

DESCRIPTION

Throughout the course, students prepare extensively for oral examinations. Montessori Northwest pedagogical staff offers mock examinations during Supervised Practice, giving students specific feedback including aspects that need improvement. These mock examinations are similar to an actual exam experience, giving students a sense of what can be asked. Students also participate in comprehensive reviews after each reference album is completed, as well as prior to oral examinations.

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 are examined individually, presenting one lesson from each of six areas of the Elementary classroom (Biology, Geography, Geometry, History, Language, and Mathematics) while being observed by one Examiner. Each Examiner questions each student. The choice of lesson is made through a blind draw, and students have several minutes to consider their lessons before the examination begins. AMI Elementary-trained teachers and staff from the Montessori community stand in as “the child,” and maintain a neutral and cooperative demeanor in this role.

At the beginning of each exam, the student is formally introduced to both the examiner and the “child.” The student then begins the presentation of the material, entirely in the character of the teacher. The examiner may halt the presentation at any time if he/she believes they have enough information to assess the student’s abilities. A conversation between the examiner and the student follows each presentation focusing on the lesson, the materials used, the relation to other materials and lessons, the 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 the sessions with each examiner, the student is asked to step outside the exam area so that the examiner can write notes.

At the end of each day, the examiners and Director of Training meet to discuss the results of each student’s examination and participation in the course. After this meeting, a MNW pedagogical staff member contacts students by phone to inform them of their exam results.

Assessment and Grading

- Oral Examinations are graded on a pass/no pass basis. A minimum of 50% is required to pass.
 - Six areas are examined: Biology, Geography, Geometry, History, Language, and Mathematics. Each area is worth 25 points.
 - A student must pass in each area; a minimum score or 12.5 points is required in each of the six areas to satisfy the AMI requirement for oral examinations.
 - Any student who does not achieve the 50% minimum in an area will be required to retake the oral examination in that area within 12 months.
 - The *Elementary Oral Examination Assessment Criteria* describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.
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Elementary Oral Examinations Assessment Criteria

<i>Criteria</i>	<i>Result</i>
<p>Student cannot give a reasonable presentation based on the slip chosen.</p>	Deferred
<p>The student's presentation is average or adequate but has some notable errors.</p> <p>Layout of the material may be disorderly.</p> <p>Handling of the materials may be poor.</p> <p>Student answers at a recall level.</p> <p>Student's answers are in direct response to questions, but spontaneous relevant elaboration is missing.</p> <p>Student gives general purpose(s).</p> <p>Student can provide approximate age range for which the presentation is generally suitable. (e.g., Younger children [6-8 years], middle group [8-10 years], older group [10-12 years])</p> <p>Places the presentation within the sequence of the topic. (What comes before? What comes after?)</p> <p>Student can discuss some general Montessori theory.</p>	12.5 - 15 Points
<p>The student gives a better than average presentation, generally correct but may have some minor errors in delivery (language used, movements, sequence, etc.).</p> <p>Order of layout acceptable.</p> <p>Handling of material is adequate.</p> <p>Student is able to answer beyond a recall response, answering questions with more detail.</p> <p>Student is able to clearly and accurately articulate aspects related to presentation, providing details of presentation sequences, extensions, etc.</p> <p>Student is able to discuss some Montessori theory topics to an above average depth.</p> <p>Student verbalizes how this material will help children's development.</p>	16 - 18 Points
<p>The student gives an impressive presentation, accurate and without hesitation or uncertainty.</p> <p>Layout of materials is orderly.</p> <p>Handling of material is careful and controlled.</p> <p>Student expressed ideas with fluency and sophistication.</p>	19 - 21 Points

<p>Student demonstrates knowledge of connections to other areas.</p> <p>Student answers questions on aspects of child’s development and pedagogical practice with apparent ease.</p>	
<p>The student’s presentation is outstanding and flawless.</p> <p>Student demonstrates material with clarity and attention to “child.”</p> <p>Student lays out materials flawlessly.</p> <p>Student handles material with confidence and notable expertise.</p> <p>Student demonstrates a deep understanding of principles.</p> <p>Student answers questions with responses that reveal a developed understanding and is able to identify relationships between materials, presentations, and Montessori principles.</p> <p>Student demonstrates the ability to relate this presentation to other areas, reveals a mastery of the subject material at hand, is able to respond to questions of the child’s development according to Montessori pedagogy in own words and not simply from recall.</p>	<p>22 - 24 Points</p>
<p>Student gives an exceptional presentation. All aspects of the presentation are flawless.</p> <p>Student demonstrates exceptional ability to discuss Montessori principles and practice within and perhaps outside the classroom environment.</p> <p>Student is able to connect principles and practice to multiple subject areas.</p> <p>Student provides original/unique contributions to the presentation based on an extraordinary understanding of Montessori’s pedagogical principles and practice.</p>	<p>25 Points</p>

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 2019 - 2020 AMI _____
- I have received a copy of the 2019 - 2020 _____ Student Handbook.
- I have read and understand the contents of the 2019 - 2020 _____ Student Handbook.

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

Student's Printed Name _____

Student's Signature _____

Date _____