



# montessori

## NORTHWEST

A non-profit organization since 1979

## Learner Handbook

June 18, 2022 - August 7, 2025

### Programs

2023-2024 AMI Assistants to Infancy – Portland, OR

2024-2025 AMI Assistants to Infancy – Portland, OR

2023-2024 AMI Primary (18m) – Portland, OR

2023-2024 AMI Primary – Portland, OR

2024-2025 AMI Primary – Portland, OR

2023-2024 AMI Primary – Pleasanton, CA

2024-2025 AMI Primary – Pleasanton, CA

2022-2024 AMI Elementary (2y) – Spokane WA

2023-2024 AMI Elementary – Spokane, WA

2024-2025 AMI Elementary – Spokane, WA

### Locations

610 SW Alder Street, Suite 700, Portland, OR 97205 (Assistants to Infancy)

610 SW Alder Street, Suite 721, Portland, OR 97205 (Primary)

3410 Cornerstone Ct., Pleasanton, CA 94566 (Primary)

300 W. Hawthorne Road, Spokane, WA 99251 (Elementary)

Phone: 503.963.8992

[info@montessori-nw.org](mailto:info@montessori-nw.org) | [www.montessori-nw.org](http://www.montessori-nw.org)

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# ABOUT MONTESSORI NORTHWEST

Montessori Northwest (MNW), a non-profit 501(c)(3) organization guided by a Board of Directors, provides teacher training at the Assistants to Infancy (ages 0 - 3), Primary (ages 3 - 6), and Elementary (ages 6 -12) levels, and serves as a hub of activity within the Montessori community. As a learner, you will become a member of the Montessori community.

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

## MISSION STATEMENT

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

## COMMITMENT TO ANTI-BIAS ANTI-RACIST (ABAR) AND JUSTICE, EQUITY, DIVERSITY, INCLUSION, AND BELONGING (JEDIB) PRACTICES

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

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

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

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

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

## ACCREDITATIONS, AFFILIATIONS, AND LICENSES

Learner policies are established by Montessori Northwest in accordance with the Association Montessori Internationale (AMI), the Montessori Accreditation Council for Teacher Education (MACTE), California's Bureau for Private Postsecondary Education (BPPE), the Higher Education Coordinating Commission (HECC) of Oregon, the Oregon Center for Career Development in Childhood Care and Education (OCCD), and the Washington Training and Education Coordinating Board (WTB).

As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are encouraged to review the School Performance Fact Sheet (found online at <https://montessori-nw.org/cadislosures>), which must be provided to you before signing an enrollment agreement (ECE § 94909.3B).

Questions regarding the policies in the MNW Learner 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 learner policies of Whitworth University will apply to learners 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 learner's successful completion of the teacher education program leads to an Association Montessori Internationale diploma.

### ASSOCIATION MONTESSORI INTERNATIONALE

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1075 CN Amsterdam, The Netherlands  
Phone: 011.31.20.679.8932  
[Info@montessori-ami.org](mailto:Info@montessori-ami.org), [www.ami-global.org](http://www.ami-global.org)



## MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)

MACTE is an internationally recognized accrediting body for Montessori teacher education. An accredited program is one that meets the MACTE standards for financial stability, comprehensive curriculum, credentialed staff, and offers an array of services that respond to learners' 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 programs are accredited:

- Portland Assistants to Infancy/Infant and Toddler/0-3 June 29, 2015
- Bay Area Assistants to Infancy/Infant and Toddler/0-3 June 29, 2015
- Bay Area Primary/Early Childhood/3-6 June 27, 2016
- Portland Primary/Early Childhood/3-6 October 22, 1996
- Spokane Elementary/6-12 December 2, 2015/September 28, 2020

### MACTE

420 Park Street

Charlottesville, VA 22902

Phone: 434.202.7793

[information@macte.org](mailto:information@macte.org), [www.macte.org](http://www.macte.org)

## BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

Montessori Northwest is a private institution operating as a non-profit 501(C)(3) and is approved to operate in the state of California by the Bureau for Private Postsecondary Education. Approval to operate means compliance with the standards as set forth in the CEC and 5, CCR. Any questions a student may have regarding this handbook that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education. (ECE § 94909.3A). The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling the toll-free telephone number or by visiting internet website address listed below: (ECE § 94909.3D).

### BPPE

1747 North Market Boulevard Suite 225

Sacramento, CA 95835

Phone: 888.370.7589, 916.431.6959

Fax: 916.263.1897

[www.bppe.ca.gov](http://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 learners in Montessori principles and practice.

### HECC

3225 25th Street SE

Salem OR 97302

Phone: 503.947.5716

[info.hecc@state.oregon.gov](mailto:info.hecc@state.oregon.gov)

[www.oregon.gov/highered](http://www.oregon.gov/highered)

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

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

### OCCD

527 SE Hall, Suite 300

Portland, OR 97201

Phone: 503.725.8535

[enterline@pdx.edu](mailto:enterline@pdx.edu)

## WASHINGTON TRAINING AND EDUCATION COORDINATING COMMITTEE (WTB)

Montessori Northwest is licensed under Chapter 28C.10 RCW. Inquiries and complaints regarding this private vocational school may be made to the:

### WTB

128-10th Avenue SW

P.O. Box 43105

Olympia, Washington 98504

Phone: 360.709.4600



# BOARD, STAFF, AND FACULTY

## BOARD OF DIRECTORS

Ana Vanderpol, President  
Eric Alexander, Treasurer  
Krithika Rangan, Board Member  
Jean Dunkirk, Board Member  
Aarti Jesrani, Board Member  
Keinya Kohlbecker, Board Member

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Robyn Ellis, Finance Director  
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## FACULTY - ASSISTANTS TO INFANCY/0-3

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## FACULTY - PRIMARY/3-6

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Jess Fraley, Trainer in Training, Portland  
Rochelle Holmberg, Course Assistant  
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## FACULTY - ELEMENTARY/6-12

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Andrea Fleener, Director of Elementary Training, Spokane (18m)  
Yvonne Froehlich, Program Assistant  
Brandon Kuczma, Program Assistant (18m)  
Ellen Lebitz, Director of Elementary Training, Spokane  
Eric Matthews, Program Assistant (18m)

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## FACULTY BIOS

### SARAH WERNER ANDREWS

Sarah Werner Andrews is the Pedagogical Advisor, AMI 3-6 Director of Training, AMIUSA consultant, and an AMI Global Examiner. Sarah is also a sought-after presenter at local, national, and international conferences. Her most recent project was to compile and edit *The Montessori Approach to Music*, the newest book published by the Montessori-Pierson Publishing Company. Sarah holds a Bachelor's Degree in Music Performance, an M.Ed. from Loyola University Maryland, AMI Primary and Elementary diplomas, and is an Oregon Registry Master Trainer. Sarah began her work in Montessori education in 1987; she has many years of teaching experience at the primary and elementary levels. She is currently on the North American Montessori Teachers Association and Montessori Northwest Board of Directors. She is a recipient of the Oregon Montessori Association's Susie Huston Memorial Award for Outstanding Teaching, and a former OMA board member.

### ELISE AREVALO

Elise Arevalo is a 0-3 Auxiliary Trainer for the Association Montessori Internationale (AMI). She specializes in Montessori education in the first three years of life and has been guiding infants and toddlers since 2011. Elise provides parent and teacher education through Montessori Northwest (MNW) in Portland, Oregon. She earned her Assistants to Infancy (age 0-3) and Primary (age 3-6) diplomas from MNW and completed a Masters in Education degree from Loyola University. Her Bachelor of Arts degree in Interdisciplinary Studies: Women & Environment with Ethnic Studies and Social Advocacy minors provided a wonderful foundation for the work in Montessori education.

Elise's other passions include educating caregivers on the practice and benefits of Infant Massage and Infant Craniosacral therapy. Elise considers herself a lifelong learner and truly enjoys working with teachers, children and families. She is based in Northern California and also works at Santa Cruz Montessori School supporting the Young Children's Community as a Lead Guide and Site Supervisor. In her free time she enjoys hiking in the Redwoods and exploring Monterey Bay.

### ANDREA FLEENER

Andrea Fleener is an AMI Elementary Trainer and is currently training adult learners at the undergraduate, degree completion, and graduate levels through partnerships with Alverno College and the Montessori Training Center of St Louis. Andrea holds AMI diplomas at both the Primary and Elementary levels, a B.A. in Germanic Languages and Literatures from the University of Kansas and a M.Ed. in Montessori Education from Loyola University in Maryland.

## JESS FRALEY

Jess Fraley is a 3-6 Primary Trainer in Training. She holds a Bachelor's Degree in Studio Art from William Paterson University, an M.Ed from Loyola University, and an AMI Primary Diploma. Jess began her work in Montessori education in 2009 and has enjoyed nearly 10 years of classroom experience, first as an assistant in Toddler and Primary classrooms, and then as a lead guide. As part of her experience in Training of Trainers, Jess has enjoyed participating in a year-long pilot program focused on awareness practice. She lives in the Pacific Northwest with her husband, two children, and beloved dogs, Mike and Mable.

## CHELSEA FIELDS

Chelsea Fields is a Montessori elementary guide with 10 years of classroom experience. She earned her AMI elementary diploma in 2018 after training at Montessori Northwest. She holds a BS in Childhood Education from SUNY College at Oneonta and a M.Ed from Loyola University Maryland. Chelsea lives in upstate New York with her husband, daughter, and gaggle of family and friends. She enjoys hiking, reading, and rolling fresh spring rolls.

## YVONNE FROEHLICH

Yvonne holds an AMI diploma for the 6-12 level, an AMI certificate in Inclusive Education, and an AMI CORE Principals certificate. She holds a B.A. in History from Anglia Ruskin University in the United Kingdom, and an MEd in Montessori Education from Loyola University in Maryland. She has 15 years classroom experience at the 6-12, and 6-9 levels. Yvonne is a former member of the board of directors for the AMI Elementary Alumni Association (AMI-EAA), and continues to support adult learners through album reading for national and international AMI Elementary courses. Yvonne is passionate about traveling to explore other cultures, being in nature, walking her 4 Bassett hounds, cooking, and knitting.

## ROCHELLE HOLMBERG

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

## IEDA TORRES HOLYOAK

Ieda is a 3-6 AMI Trainer. She is from Puerto Rico and currently lives in Portland, OR in the company of her husband and two young sons. She came to Portland, OR to work at Montessori Northwest as part of the AMI Primary Training of Trainers Programme. Ieda completed a bachelor's degree in Business Administration with a major in Finance at the University of Puerto Rico. In 2005, Ieda moved to Phoenix, AZ to take the academic Primary Montessori and in 2007, she attended the summer Elementary course in St. Paul, MN. Ieda spent twelve years working in well established Montessori schools in Puerto Rico, Arizona and Oregon. She is passionate about Montessori philosophy and an advocate to fully support the child's development in their early years. Ieda enjoys spending time with her family, loves being a mom to her two boys and traveling to her hometown, Puerto Rico.

## BRANDON KUCZMA

Brandon holds an AMI diploma at both the 6-12 and adolescent level. His experience in Montessori was with starting and growing a 6-9 class along with developing and growing an adolescent program, both at the same school. After leaving the classroom he worked on a small organic farm for two years. Brandon enjoys listening to music, going to concerts and most things food related.

## ELLEN LEBITZ

Ellen Lebitz is an AMI elementary trainer as well as mentor and support to schools and teachers throughout the US and the world. She earned her AMI primary diploma in 1993 and elementary diploma in 1996. Ellen has 18 years of classroom experience at both the primary and elementary levels as well as 17 years administrative experience as an education director. She has served on the boards of schools, training centers, as well as several community nonprofit organizations. She holds a BA in Fine Art and an MA in Studio Art from the University at Albany (NY). Ellen enjoys exploring the arts and human creativity in regards to handcrafts and cookery. She lives with her family in rural northwest Washington State.

## ERIC MATTHEWS

Eric holds an AMI Diploma at the 6-12 level and is currently completing an AMI Diploma at the 3-6 level. He has over 30 years of adult education experience, coupled with 7 years of teaching in a Montessori elementary program at the 9-12 and 6-12 age groupings. Eric is a subject-matter expert on medical history who enjoys reading, cooking, and traveling.

## POLLI SOHOLT

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

## LISA WEEMS

Lisa holds AMI diplomas at both the Assistants to Infancy and Primary levels from MNW, an Administrators Certificate from the Montessori Institute of Prague and an Orientation to Adolescent Studies Certificate from AMI/NAMTA/Great Works, Denver, as well as a Bachelors in Business Management from Marylhurst University. Lisa has spent 18 years in Montessori working in the classroom with children ages 2-12, as well as 12 years working in administration. Originally from Miami, Lisa lives south of Atlanta with her husband near her three adult sons and one daughter-in-love. When not supporting children in the classroom, studying or working with adult learners, Lisa enjoys crafting, quilting, reading historical fiction and traveling with her family.

## JING ZHANG

Born and raised in Beijing China, Jing Zhang obtained her Masters in Science in Banking and Finance in Stirling University, UK in 2002, and has worked in the banking and finance field for most of her career. She switched directions when she began to look for preschool for my daughter and came across the word "Montessori". She received her AMI Primary diploma from Montessori Teacher Training Center of Northern California in Mountain View, and Assistance to Infancy diploma from The Montessori Institute in Denver. She has been working as Head of School at Olivina Montessori School that she co-founded. She is currently part of the AMI Training of Trainers Program at MNW Satellite Course in the San Francisco Bay Area. She also strives to support the AMI community in China by translating various AMI training courses, workshops, conferences, and articles.

# FACILITIES

## LOCATIONS

### BAY AREA

Montessori Northwest's Bay Area AMI Primary 3-6 program shares space with the Montessori School of Pleasanton, located at 3410 Cornerstone Ct., Pleasanton, CA 94566. Founded in 1979, the school serves children from 18 months to 6 years of age.

### PORTLAND

MNW administration offices and 0-3 and main 3-6 Diploma Program are located at 610 SW Alder Street, Portland, OR 97205. MNW is on the seventh floor of the Selling Building (located on the SW corner of Alder St. and 6th St. There is one main entrance on Alder Street; an elevator is available for learners with mobility challenges.

### SPOKANE

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

## HOURS OF OPERATION

### BAY AREA

The practice classroom and lecture space are located at Montessori School of Pleasanton. During on-site blocks, the classrooms will be available Monday to Friday, 8:00 am - 4:00 pm (PT). During the distance blocks, the practice classroom will be available on Saturdays, 1:00 - 5:00 pm (PT). Most administrative transactions may be conducted by calling Montessori Northwest at 503.963.8992 on Monday through Friday, between 8:00 am and 4:00 pm, or emailing [info@montessori-nw.org](mailto:info@montessori-nw.org).

### PORTLAND

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

### SPOKANE

Montessori Northwest's classrooms at Whitworth University are open to learners Monday through Friday, 8:00am to 9:00pm. MNW faculty is available from 8:00am to 5:00pm. Learners 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 learner meetings, study groups, clubs, and committees. Please reserve these rooms as far in advance as possible by emailing [conferences@whitworth.edu](mailto:conferences@whitworth.edu).

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

## ENTRANCES AND EXITS

### BAY AREA

Montessori Northwest learners have a direct, keyed entrance to the classroom from the parking lot. Only the instructor will have access to the key. There is also a coded door accessible from the playground side and learners will be given the code. You may access the playground through a coded gate. The lecture and classroom spaces each have 2 exits one to the parking lot and one to the playground.

### PORTLAND

Montessori Northwest's glass door entrance on SW Alder Street is the main entrance and exit point. The glass door entrance is locked at all times. At the beginning of the program, learners are provided access to the building which will permit entry during operation hours. Learners can also use the silver callbox at the front door to call MNW for admittance into the building.

### SPOKANE

Please inquire with local MNW staff about entrances and exit.

## TRANSPORTATION AND PARKING

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

### BAY AREA

Bike

To find bike routes near the Montessori School of Pleasanton, visit [Bikeways and Trails Map](#). There is no a bike rack at the school, but there are several places to lock your bike. MNW assumes no responsibility for stolen bikes.

**Car**  
Free parking is available onsite.

**Public Transportation**  
Pleasanton is fortunate to be served by numerous public transportation agencies that help residents and employees get to their work or home destination whether it is in Pleasanton or miles away. Visit [Getting Around Pleasanton](#) and the Pleasanton Chamber of Commerce [Transportation](#) web page for more details.

## PORTLAND

**Bike**  
Bike routes can be found at [Bike & Walk Maps Portland](#) and [Google Maps](#). A locked bike room is available in the basement of the building (we still recommend locking your bike). Learners must complete a [Selling Building Bike Room Liability Release and Use Agreement](#) then submit it to [janet.bloom@schlesinger.com](mailto:janet.bloom@schlesinger.com). Please note: Bikes are *not* permitted in MNW.

**Car**  
There is limited short-term street parking for vehicle parking around MNW. There are several paid parking options with public and privately owned parking garages within a five block radius, including a garage across from the Selling Building on the north side of Alder Street. Sunstone Montessori has a parking along the north fence of their lot for MNW learners.

**Public Transportation**  
Public transportation information can be accessed at [www.trimet.org](http://www.trimet.org). Streetcar, bus, and MAX stops are all located within a short walking distance of MNW.

## SPOKANE

**Bike**  
Learners 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 learners, the campus bookstore sells bicycle locks at a substantially reduced price. Please note that bikes are not permitted in campus buildings.

**Car**  
Vehicle registration is not required through Whitworth University during summer months only. It is advised to contact Whitworth's Facility Services at [fsadmin@whitworth.edu](mailto:fsadmin@whitworth.edu) or 509.777.3254 to confirm parking policies prior to each summer session.

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

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

## COMMUNICATING WITH MNW

### BAY AREA, PORTLAND, AND SPOKANE

Montessori Northwest staff welcomes your communication with the goal of enhancing your experience at MNW. Some staff members have posted office hours, provide the opportunity to leave notes, or communicate via email. These methods are individual to each staff member and reflect the demands of their position. When in doubt, learners should send the staff member an email. Each MNW faculty member will inform learners about methods of communication specific to their program.

## 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 learners. Please be mindful of others' sensitivities including the use of strong perfumes.

## VISITORS

### BAY AREA & 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 on MNW's website <https://montessori-nw.org/contact-us>. Upon arrival to our building, visitors should use the silver callbox at the entrance to call MNW for admittance into the building. Visitors will check in with staff in our lobby on the seventh floor.

## CHILDREN AT MNW

### BAY AREA, PORTLAND, & SPOKANE

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

## LEARNER LOUNGE

### BAY AREA

There is a breakroom/cafe room where learners can take breaks and eat lunch. As a community, learners are responsible for maintaining the cleanliness of the learner lounge. A refrigerator, microwave, dishwasher, coffee pot, dishware, and flatware are available for learner use. Learners may bring in their own coffee and tea. A refrigerator is available only for daily food storage. Food must be sealed in airtight containers. *MNW is not liable for learners' personal possessions.*

### PORTLAND

The learner lounge is set up to be a comfortable environment for learners to relax, eat, and socialize, and is available for use before and after class and during breaks. Learners, as a community, are responsible for maintaining the cleanliness of the learner lounge. A refrigerator, microwaves, dishwashers, coffee pot, dishware, and flatware are available for learner use. Learners may bring in their own coffee and tea. A refrigerator is available *only* for daily food storage. Food must be sealed in airtight containers. 12" x 12" cubbies are available for small personal items. Learners are encouraged to bring the minimum supplies to ensure ample storage space for all learners. *MNW is not liable for learners' personal possessions.*

### SPOKANE

The learner lounge in Hawthorne Hall is set up to be a comfortable environment for learners to relax, eat, and socialize. It is available for use before and after class and during breaks. Learners, as a community, are responsible for maintaining the cleanliness of the learner lounge. Microwaves and vending machines are available for learner use. Some additional office workspace is available full-time for staff and part-time for learner use; times for learner use will be posted. If refrigerators and/or hot beverage setups are available, their daily maintenance is the learners' responsibility. Refrigerators are for daily food storage only. Food must be sealed in airtight containers. *MNW is not liable for learners' personal possessions.*

## TECHNOLOGY AT MNW

Texting, cell phone use, browsing the internet, and undisclosed recording are *not* permitted during class. Laptops may be used at the discretion of the Director of Training; there might be some points when learners are asked to take notes by hand (without using a laptop). When using cell phones, in designated areas, learners 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 where directed by the local staff. If needed, a learner may use the MNW phone number as an emergency contact and a staff member will convey a message to the learner.

Learners use Populi, a Learning Management System, to deliver, track, and report educational courses, programs, and outcomes. Populi supports traditional face-to-face instruction, as well as blended and distance learning. At the beginning of each program, learners receive unique and secure logins and passwords.

## LECTURE AREA AND CLASSROOMS

### PORTLAND & SPOKANE

The lecture areas and the practice classrooms are designed to support a professional working atmosphere. Learners 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 learner lounge. Each classroom accommodates up to 40 learners with a learner teacher ratio of 40:1 with additional faculty for support.

### BAY AREA

The lecture areas and the practice classrooms are designed to support a professional working atmosphere. Learners 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. Each classroom accommodates up to 24 learners with a learner teacher ratio of 24:1 with additional faculty for support

## MEDIA RELEASE

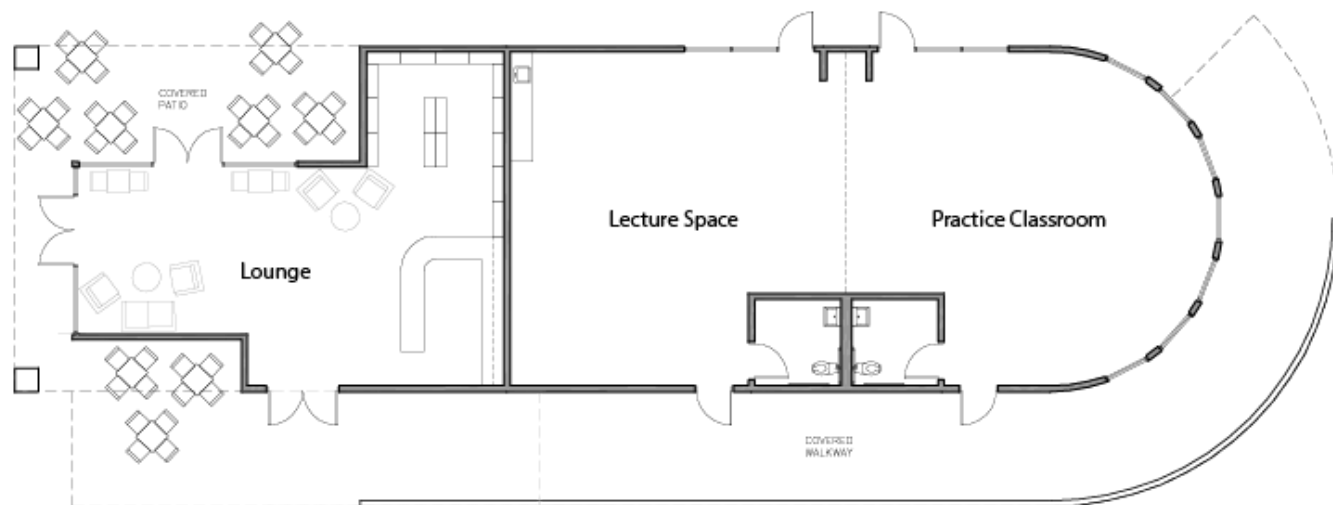
### BAY AREA, PORTLAND, & SPOKANE

Montessori Northwest, and any of its successors, has the right to use names, photographs, or other recordings that MNW has taken of learners 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 PLANS AND EMERGENCY EXITS

### PLEASANTON: 3-6 Program

Montessori School of Pleasanton  
3410 Cornerstone Ct, Pleasanton, CA 94566

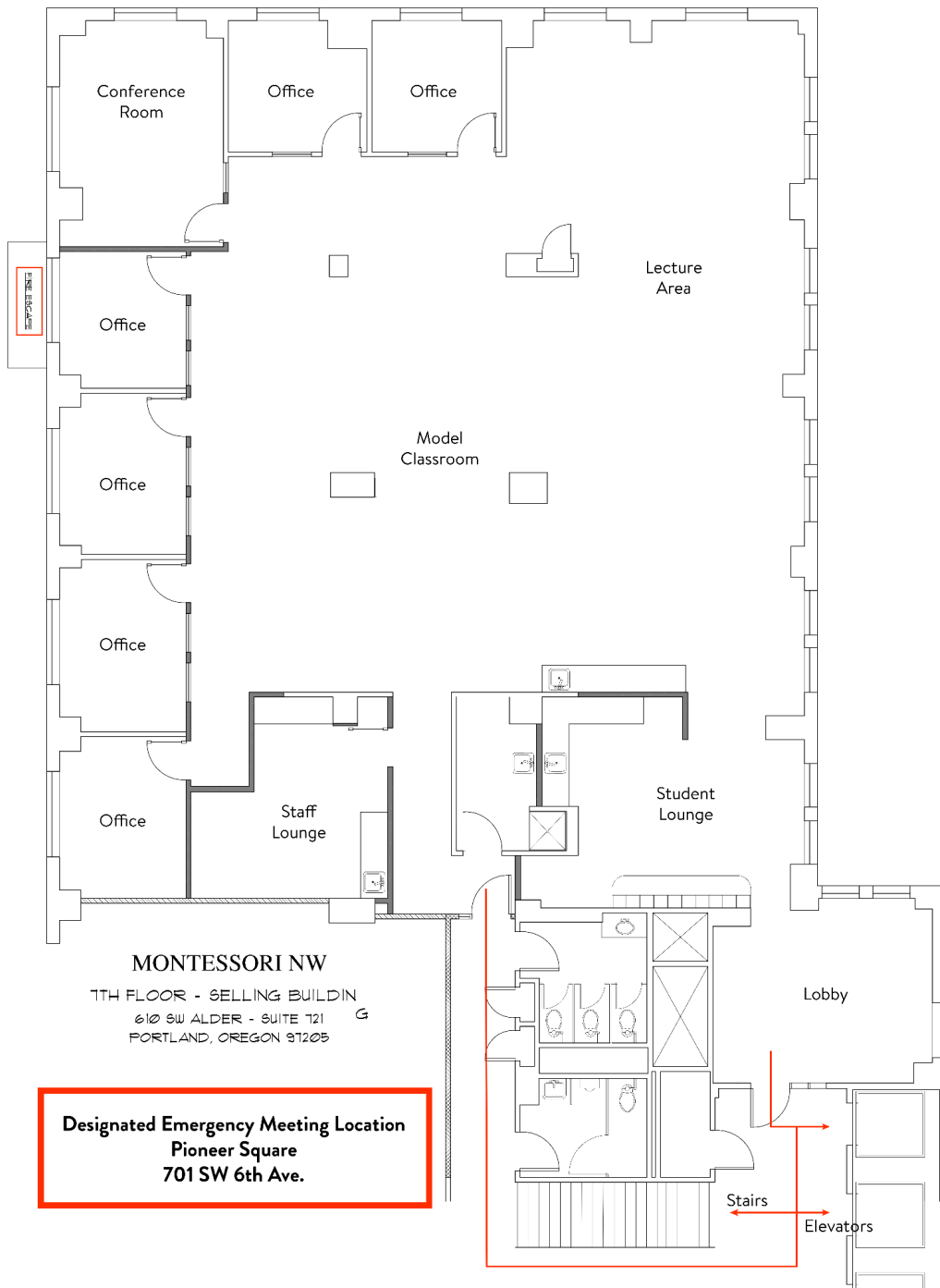


Designated Emergency Meeting Location  
Garden at Ironwood 3431 Cornerstone Ct., Pleasanton CA 94566



## PORTLAND: 3-6 Program

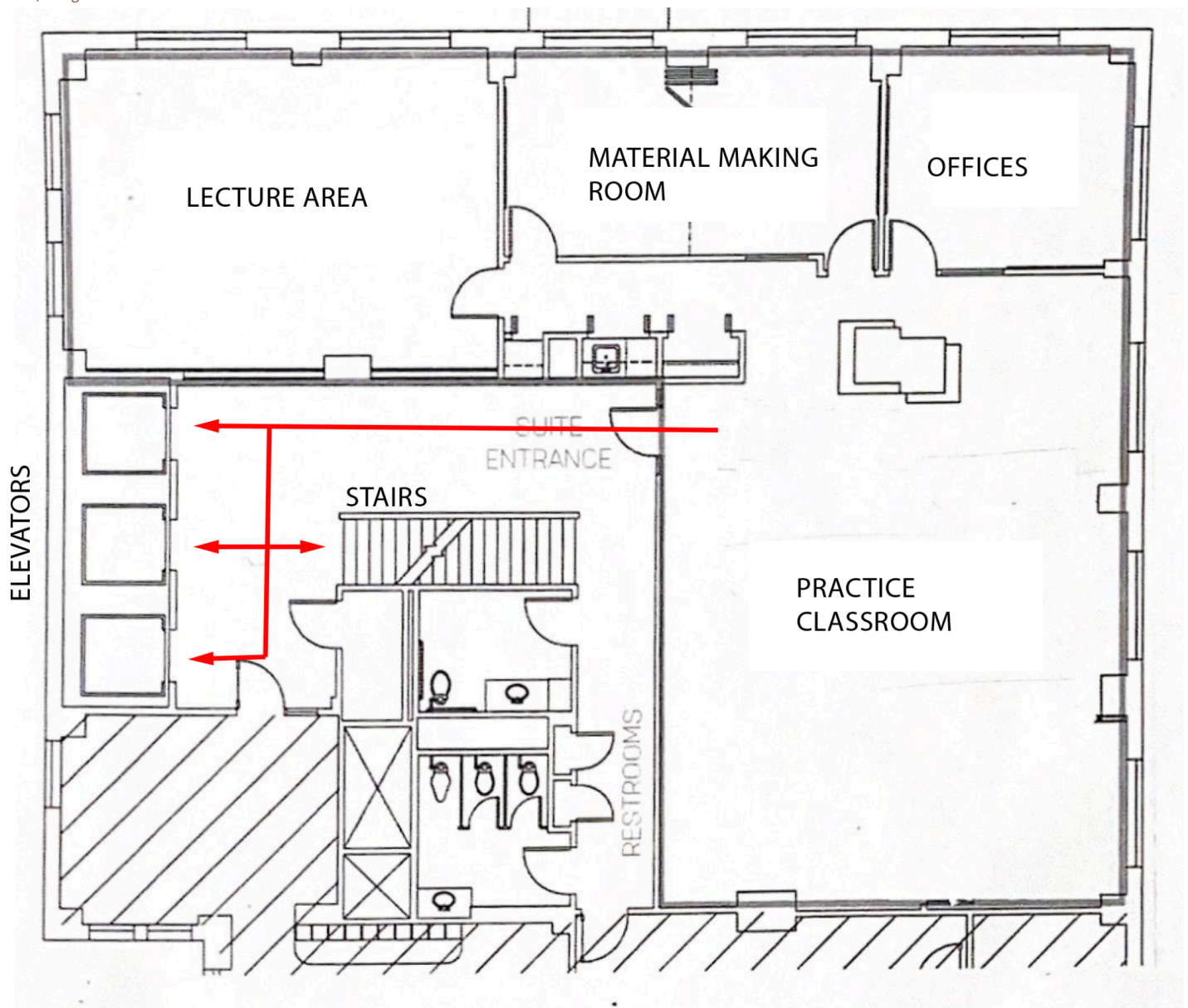
Montessori Northwest  
610 SW Alder St., Suite 721  
Portland, Oregon 97025



Designated Emergency Meeting Location  
Pioneer Square 701 SW 6th Ave.  
Portland, OR 97205

## PORTLAND: 0-3 Program

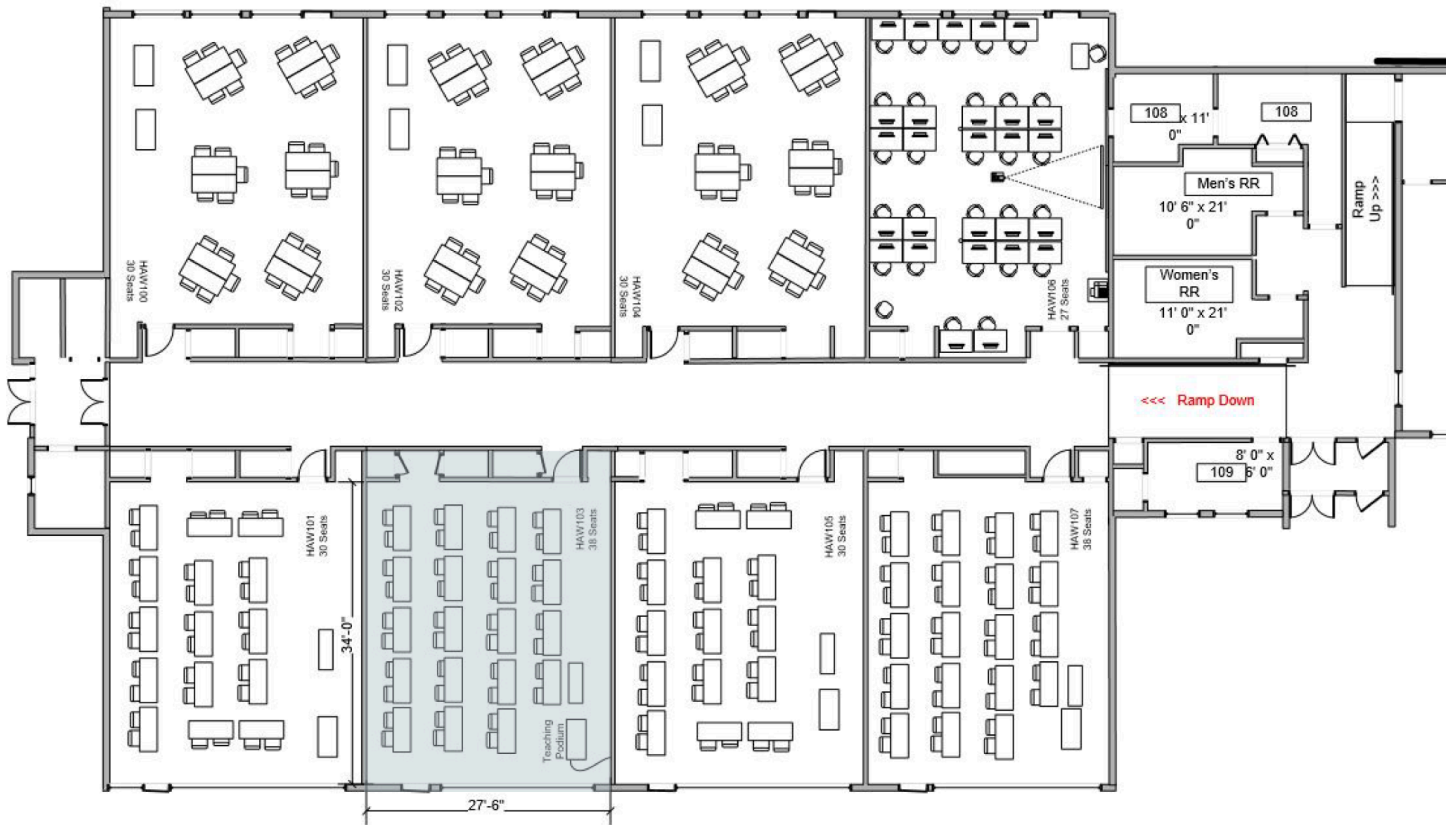
Montessori Northwest  
610 SW Alder St., Suite 721  
Portland, Oregon 97205



Designated Emergency Meeting Location  
Pioneer Square 701 SW 6th Ave.  
Portland, OR 97205

## SPOKANE: 2022-2024 6-12 Program

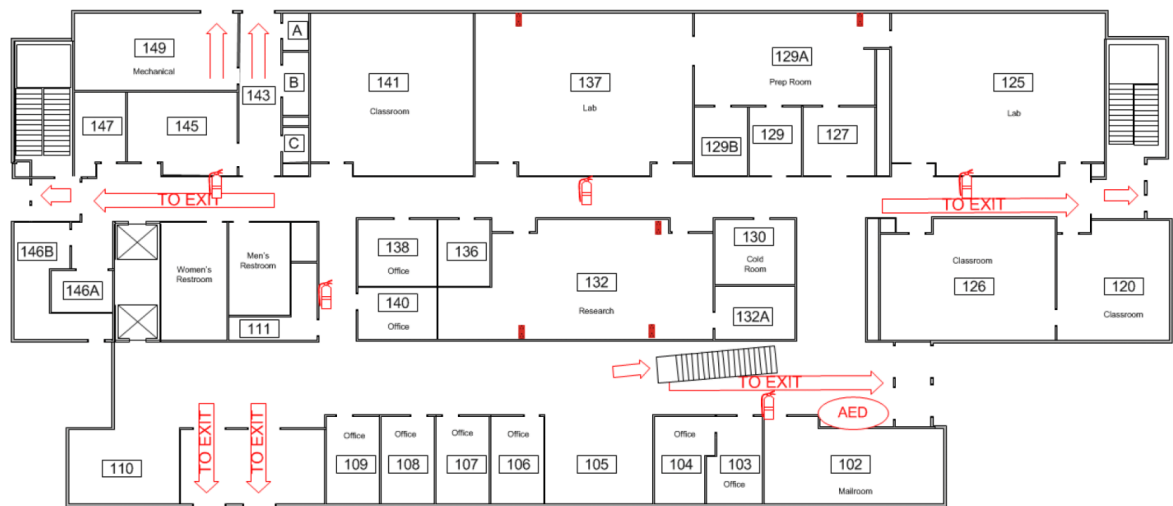
Montessori Northwest  
300 W. Hawthorne Rd.  
Spokane, WA 99251



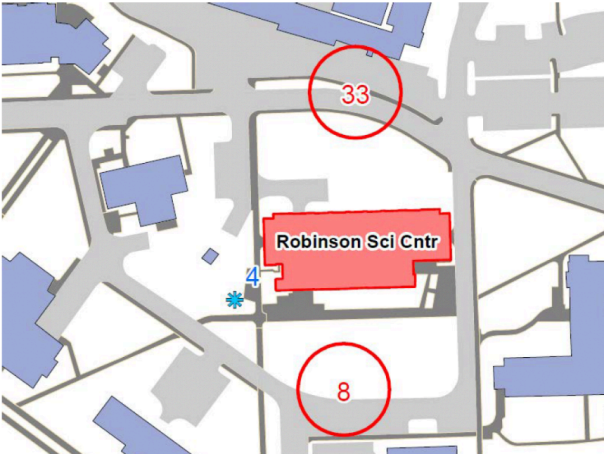
**Whitworth University | Hawthorn Building | Room 103**  
300 W. Hawthorne Road, Spokane, WA 99251

Montessori Northwest  
300 W. Hawthorne Rd.  
Spokane, WA 99251

# Robinson Evacuation Plan and Assembly Area



Whitworth University  
Robinson Science Hall First Floor  
Emergency Evacuation Routes & Information



# STUDENT RESOURCES

## PROFESSIONAL DEVELOPMENT ORGANIZATIONS

Learners are encouraged to become members of the [Association Montessori Internationale](#) (AMI). Other professional organizations include the Elementary Alumni Association (EAA), North American Teachers' Association (NAMTA), the Pacific Northwest Montessori Association (PCNA), and the Oregon Montessori Association (OMA).

## MNW OFFICE

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

### BAY AREA

Please note, the administrative office area at Montessori School of Pleasanton is private and office supplies are not available for learner use.

### PORTLAND

Administrative hours are Monday through Thursday from 8:00am to 5:00 pm and Friday from 8:00 am to 4:00 pm. Please note: Administrative offices are private and learners may enter upon invitation only.

### SPOKANE

Administrative hours for Montessori Northwest at the Whitworth University campus will be communicated to the learners. 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 (CCR § 71740 and C § 71810)

### BAY AREA, PORTLAND, SPOKANE

Books and resources in the library are for learner and alumni use while on-site *only*. These items include primary and secondary Montessori and Childhood Development texts and may be used to pursue inquiries, searches for information and documentation, and assignments. All items, marked "Do Not Circulate" or not, should remain at Montessori Northwest. Additional resources can be found in Populi, the online Course Management System, throughout the duration of the program.

## CAREER INFORMATION

General information regarding employment within the Montessori education field as well as specific employment advertisements are available to learners and alumni via the MNW Jobs Board on [montessori-nw.org](https://montessori-nw.org). Learners may also monitor the AMI, and other websites for the most current information regarding employment opportunities within the field. During the school year, staff will indicate additional resources pertinent to working in Montessori professional environments. A Job Classification Reference Sheet, BPPE Annual Reports, and School Performance Fact Sheets can be found on our website. <https://montessori-nw.org/cadisclosures>

## HOUSING

Montessori Northwest does not provide dormitories for learners and does not provide housing assistance for prospective learners. Many learners find rentals available within walking or biking distance of MNW or along bus lines. 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

- [Airbnb Pleasanton](#)
- [VRBO Pleasanton](#)
- [Apartments Pleasanton](#)
- [Trulia Pleasanton](#)
- [Nestpik Pleasanton](#)
- [Furnished Finder](#)

#### Approximated Median Costs

- Single rented room in home \$800-\$1,500 [Craigslist](#)
- One-bedroom apartment \$2,510 [Zumper](#)
- Home \$1,460,00 [Redfin](#)

### PORTLAND

#### Helpful Housing Websites

- Airbnb Portland
- VRBO Portland
- Craigslist Portland
- Apartments Portland
- Trulia Portland
- Nestpik
- Portland State University | Summer 2023 Rates & Details
- Hosting International
- College Housing Northwest
- American Campus
- Furnished Finder

#### Approximated Costs

- Single rented room in a home \$650-1,000 [Craigslist](#)
- One-bedroom apartment \$1,450 [Zumper](#)
- Home \$557,948 [Zillow](#)

## SPOKANE

#### Helpful Housing Websites

- On Campus housing available to all learners
- Zillow Spokane
- Apartments Spokane
- Craigslist Spokane
- VRBO Spokane
- AirBNB Spokane

#### Approximated Costs

- Single rented room in home \$500 [Craigslist](#)
- One-bedroom apartment \$1,100 [Zumper](#)
- Home \$248,501 [Zillow](#)

## ACADEMIC AND NON-ACADEMIC COUNSELING

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

## INCLEMENT WEATHER AND EMERGENCY CLOSURE POLICY

For weather-related closures, learners 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

Learners will be notified by MNW Pleasanton Faculty regarding weather related closures.

### PORTLAND

For weather-related closures, learners should check the local news regarding public school closures. Online sources for current information about school closures include [www.oregonlive.com](http://www.oregonlive.com) and [www.pcc.edu](http://www.pcc.edu). If the Portland Public School District is closed, MNW is closed. If the Portland Public School District is starting 2 hours late, MNW is starting 2 hours late. For any other emergency closure, MNW staff will activate a telephone tree. Please ensure that our records always include your current telephone contact number. During the summer, when PPS is not in session, we track inclement weather daily, namely air quality, and send out an email accordingly.

### SPOKANE

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

## EMERGENCY PROCEDURES & CONTACTS

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

- Become familiar with the location of fire extinguishers in the building.
- Become familiar with the location of the emergency exits by locating them in the building.
- Alert MNW staff as to the nature and location of the emergency.
- Exit the building by walking, do *not* run, to the nearest exit.
- Gather in the designated evacuation area as defined.
  - BAY AREA - Garden at Ironwood 3431 Cornerstone Ct., Pleasanton CA 94566
  - 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 demonstrate the following qualifications for program participation in Montessori Northwest teacher training programs.

- Academic skills for success in a comprehensive program of study
- Clear oral and written communication
- Organization, time management, and attention to detail
- Ability to collaborate within a community
- Commitment to alternative education
- Confidently operate personal computers, Google Shared Drives, Google Calendar, and Zoom
- Desire to support human development in positive and life-affirming directions including with Anti-Bias Anti-Racism and Justice, Equity, Diversity, and Inclusion work

The educational requirement for entry to all Montessori Northwest programs is a Bachelor's degree. Exceptions can be considered on an individual basis. Applicants must be 18 years of age or older. A submitted application and \$150 application fee (used to cover the cost of processing) must be completed before it can be reviewed by the Admissions Committee. Applicants are notified in writing of their acceptance status within fourteen business days of MNW's receipt of their application. An applicant who is denied entrance to the program 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 program cycle. Admission does not guarantee successful completion of the program.

### CONDITIONAL ACCEPTANCE

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

### I-20 & M-1 VISA

Montessori Northwest (MNW) is certified through the Student and Exchange Visitor Program (SEVP) to offer I-20's for M-1 learner visas for our Portland academic year programs. We are not certified to offer visas at this time to any other programs. SEVP requires all learners to be fully accepted into a program in order for MNW to assist the learner with an I-20; conditionally accepted learners cannot receive assistance with an I-20 from MNW.

### NON-NATIVE SPEAKERS OF ENGLISH

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

- Test of English as Foreign Language (TOEFL) with an Internet-Based total of 80, or a Computer-Based total of 213, or a Paper-Based total of 550.
- International English Language Testing System (IELTS) with a minimum score of 6.4.
- Transcript from an institution of higher learning wherein programwork 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 learner will not be granted any accommodations for English as a second language. English Language services are not provided.

### LEARNERS WITH DISABILITIES

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

Once admitted and prior to the first day of the program, the learner is responsible for disclosing their disability to the Director of Training in order to receive accommodations. Learners with a new diagnosis or existing disabilities who are requesting accommodations must schedule an appointment with the Director of Training, within three weeks of the new diagnosis, to discuss program requirements and possible accommodations. If the nature or extent of the disability is not apparent, the learner 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 learner submits must provide information about their disability and substantiate the need for each requested accommodation or modification. Documentation must meet the following criteria:

- current



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

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

Montessori Northwest does not discriminate against learners or potential learners 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. Learners may file a grievance using MNW's Grievance Process.

## BAY AREA

Any person unlawfully discriminated against, as described in CAL. EDC. Code 220, may file a complaint under California Code-Section 220 with the Commissioner of the Bureau of Labor and Industries.

## PORTLAND

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

## SPOKANE

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

# FINANCIAL POLICIES

## TUITION

Tuition payments must be received on or before the due date. Any learner who fails to make a payment by the due date may be asked to discontinue attendance in the program until after payment has been remitted. Late fees will be charged for payments received after the due date. Payments can be made online or submitted at the front desk during business hours.

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

### SPOKANE, WA - 2022-2024 Elementary 6-12 (2y)

<u>TOTAL CHARGES THE LEARNER IS OBLIGATED TO PAY UPON ENROLLMENT</u>	\$1,000
Elementary Program Tuition	\$16,500
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$16,500
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$16,500

### PORTLAND, OR - 2023-2024 Primary 3-6 (18m)

<u>TOTAL CHARGES THE LEARNER IS OBLIGATED TO PAY UPON ENROLLMENT</u>	\$1,000
Elementary Program Tuition	\$13,500
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$13,500
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$13,500

### PORTLAND, OR - 2023-2024 Assistants to Infancy 0-3 (13m)

<u>TOTAL CHARGES THE LEARNER IS OBLIGATED TO PAY UPON ENROLLMENT</u>	\$1,000
Elementary Program Tuition	\$12,000
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$12,000
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$12,000

### SPOKANE, WA - 2023-2024 Elementary 6-12 (13m)

<u>TOTAL CHARGES THE LEARNER IS OBLIGATED TO PAY UPON ENROLLMENT</u>	\$1,000
Elementary Program Tuition	\$16,500
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$16,500
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$16,500

### BAY AREA - PLEASANTON, CA - 2023-2024 Primary 3-6 (13m)

<u>TOTAL CHARGES THE LEARNER IS OBLIGATED TO PAY UPON ENROLLMENT</u>	\$1,000
Primary Program Tuition	\$13,500
<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$13,500



<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$13,500
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PORTLAND, OR - 2023-2024 Primary 3-6 (13m)

<u>TOTAL CHARGES THE LEARNER IS OBLIGATED TO PAY UPON ENROLLMENT</u>	\$1,000
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Primary Program Tuition	\$13,500
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<u>TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE</u>	\$13,500
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<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>	\$13,500
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## PAYMENT METHODS

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

## FINANCIAL AID AND LOANS

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

### FEDERAL AND STATE FINANCIAL AID

Montessori Northwest learners enrolled at Whitworth University may apply for federal and state and state financial aid at [FAFSA](#). Montessori Northwest learners do not receive federal or state financial aid. Learners attending a MNW program in California are not eligible to receive federal financial aid through our Whitworth University M.Ed & Teaching Cert cooperative programs.

### MONTESSORI NORTHWEST EQUITY IN EDUCATION SCHOLARSHIP

The Montessori Northwest Foundation awards annual scholarships to learners who self-identify as Black, Hispanic, and/or Indigenous to increase access and expand representation in Montessori education.

Montessori Northwest will offer five \$4,000 Equity in Education Scholarships. To be eligible for this scholarship you must:

- Self-identify as Black, Hispanic, and/or Indigenous
- Be accepted into the Portland Primary (3-6) Blended Program starting July 2023
- Remain in good academic standing during the program at MNW

The form includes three short-response questions, answers should be approximately 300 words in length. (We encourage you to prepare your responses prior to starting the form.)

- Do you self-identify as Black, Hispanic and/or Indigenous?
- Why did you choose an AMI Diploma Program? Why did you choose to apply to Montessori Northwest's program?
- Tell us about a personal accomplishment of which you are proud.

Please note:

- Scholarship form will be available March 15, 2023.
- Completed forms will be reviewed on a rolling basis
- We will accept forms until all of the scholarships have been awarded
- The information requested on the scholarship form is confidential
- Incomplete forms will not be considered
- Scholarships are only available to United States citizens

## INSUFFICIENT FUNDS FEE

Learners will be charged a \$50 non-sufficient funds fee for any returned payment. Montessori Northwest will notify the learner of a returned payment as soon as possible. To avoid additional late fees, an insufficient funds fee and the original amount due must be paid to MNW within two weeks of notification.

## LATE PAYMENTS AND INTEREST CHARGES

A learner who owes 50% or more tuition and is 60 days or more past due will be asked to suspend their participation in the program until payment has been made. Failure to meet financial obligations to MNW will result in withholding of the AMI Diploma, academic transcripts, admittance to oral examinations, or withholding the privilege of attendance in the remaining parts of the program. 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 learner with an unpaid balance at the time of oral examinations will not be permitted to sit for oral examinations. Learners must wait until the following program 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 program, any remaining balance will be subject to a 10% interest per annum payable to MNW. The learner's original diploma and transcripts, and copies of the diploma and transcripts, will be held until tuition is paid in full.
- \$50 non-sufficient funds fee for any returned payment.
- If payments are repeatedly late, MNW may request the remaining balance paid in full due immediately.

## CANCELLATION AND REFUND POLICY (CEC § 94909.A, CEC § 94909.B, EDC § 94920)

### TERMINATION BEFORE THE COMMENCEMENT OF CLASSES

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

- California learners: A learner 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 learners: The notice must be postmarked no later than midnight of the fifth business day (excluding Sundays and holidays) following your signing this contract.
- The learner must submit a written notice of such cancellation to MNW at its Portland address or via email to the Executive Director and Director of Training. A withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.
- The written notice can be personally or otherwise delivered during the aforementioned time.
- In the event of a dispute over timely notice, the burden to prove service rests on the applicant.
- All monies paid by the learner shall be refunded if the learner does not sign an enrollment agreement and does not commence participation in the program.
- If the learner has signed an enrollment agreement and paid the tuition deposit, the \$150 Registration Fee will be charged.

### TERMINATION AFTER THE COMMENCEMENT OF CLASSES

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

- |   |  |
|---|--|
| • Oregon and Washington learners:<br><i>Percentage of Program Completed</i><br>1st class session or 5th day after enrollment, whichever is later<br>Completed 50% or less (but more than above)<br>Completed 51% or more                                  | <i>MNW retains this percentage (%) of Tuition</i><br>All paid tuition refunded<br>Pro rata refund<br>No refund |
| • Refunds will be issued within thirty business days after notification of termination is received by MNW.  |  |
| • California learners: The \$150 Registration Fee will be charged.<br><i>Percentage of Program Completed</i><br>1st class session or 7th day after enrollment, whichever is later<br>Completed 60% or less (but more than above)<br>Completed 61% or more | <i>MNW retains this percentage (%) of Tuition</i><br>All paid tuition refunded<br>Pro rata refund<br>No refund |

### OFFICIAL DATE OF TERMINATION

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

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

### DISCONTINUANCE OF THE PROGRAM

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

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

### FEDERAL STUDENT FINANCIAL AID FUNDS

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

### STUDENT TUITION RECOVERY FEE (STRF) (5 CCR § 76215.a, CCR § 76215.b, and CEC § 94909.a.14)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a learner in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents (@.50 per one thousand dollars (\$1,000.00) of institutional charges to zero dollars (\$0.00) per one thousand dollars (1,000.00) of institutional charges. As of this date, institutions will no longer be required to collect STRF assessments from students.

It is important that you keep copies of your enrollment agreement, financial aid documents, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Boulevard, Suite 225, Sacramento, CA 95834, 916.574.8900 or 888.370.7589. To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

- You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
- You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- You have been awarded restitution, a refund, or other monetary awards by an arbitrator or court, based on a violation of this chapter by an institution or representation of an institution, but have been unable to collect the award from the institution.
- You sought legal counsel that resulted in the cancellation of one or more of your learner loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

## REFUNDS FOR BOOKS AND MATERIALS (CEC § 94909.a.8.B and CEC § 94920)

MNW's Refund Policy applies to all books, charts, and timelines purchased.

# ADMINISTRATIVE POLICIES

## EDUCATION RECORDS

At the time of a learner's withdrawal or upon the completion of the program, a learner's Education Records are filed in Montessori Northwest archives. These files are maintained for a minimum of 25 years; transcripts are kept for 50 years. 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 program descriptions (i.e. Whitworth University programs) or any specialized document which might be necessitated by an Alumni request.

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

## COPIES OF EDUCATION RECORDS

Current learners 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](http://www.montessori-nw.org/alumni-community). See Montessori Northwest's website for pricing. Information or content in any particular document that refers to a person or topic not related to the individual making the request will be blacked out on the copy. Requests will be filled as soon as possible but no longer than 45 days after the date of the written request.

## AMI DIPLOMA

AMI does not issue duplicate diplomas under any circumstances. Instead, if a diploma is lost, damaged, or the graduate has a name change, the AMI can provide a letter containing an official statement bearing the AMI seal. Contact the AMI Head Office for more information about how to request this statement. Learners who do not receive their original AMI Diploma at Graduation are responsible for the costs of mailing their diploma.

## ACADEMIC TRANSCRIPTS

Academic transcripts reflect the Pass/Fail nature of the AMI program. Official transcripts must be requested in writing through the Alumni section of [montessori-nw.org](http://montessori-nw.org) and will be e-mailed and/or sent in sealed envelopes to the graduate or to a third party as requested by the graduate. See Montessori Northwest's website for pricing. [www.montessori-nw.org/alumni-community](http://www.montessori-nw.org/alumni-community).

## REFERENCES

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

- The current learner's standing in the program or the learner's projected date of graduation.

- The graduate's attendance in the program 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. Learners 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 learners are present in schools with children for several weeks. Prior to entering a school, learners practicing teaching and/or observing must refer to the state's background check as well as the host school's background registry requirements.

Learners must complete any 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. Learners should allow 2-3 months time for the state's background check process to be completed.

### BAY AREA

California learners can refer to [www.oag.ca.gov/fingerprints/publications/contact.php#sanfrancisco](http://www.oag.ca.gov/fingerprints/publications/contact.php#sanfrancisco) for fingerprinting information and the online enrollment process. Learners 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. Learners are encouraged to begin this process as soon as possible. Learners:

- will select the option, "I am applying for work, plan to volunteer or be associated with a licensed child care facility or requesting agency."
- begin the enrollment process as soon as possible, so that it is completed in a timely manner.
- Learners bring proof of enrollment or conditional enrollment to MNW and show it to the program assistant. It will be noted that the learner can be placed for Observation and Practice Teaching.
- Learners retain the proof of enrollment and provide it to the host school upon request.

### PORTLAND

Oregon learners can refer to the Office of Child Care's Central Background Registry, [www.oregon.gov/OCC/Pages/On-line\\_application\\_informationpage.aspx](http://www.oregon.gov/OCC/Pages/On-line_application_informationpage.aspx), for fingerprinting information and the online enrollment process. Learners 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. Learners are encouraged to begin this process as soon as possible. Learners

- will select the option, "I am applying for work, plan to volunteer or be associated with a licensed child care facility or requesting agency."
- Learners begin the enrollment process as soon as possible, so that it is completed in a timely manner.
- Learners bring proof of enrollment or conditional enrollment to MNW and show it to the program assistant. It will be noted that the learner can be placed for Observation and Practice Teaching.
- Learners retain the proof of enrollment and provide it to the host school upon request.

### SPOKANE

Washington learners can refer to <https://www.k12.wa.us/certification/fingerprints-background-checks> for fingerprinting information. All learners 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 learners who plan to observe and practice teaching in Washington State must be fingerprinted through the FBI. Learners need to contact Whitworth University at 509.777.4406 for Background Registry guidelines to follow.

## ADMINISTRATIVE REQUIREMENTS

These standards of behavior apply when learners 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 Learner Discipline Process.

- Promptly notify MNW in writing of any changes in contact information or name changes.
- Respond promptly to all communications; provide all officially requested information; appear for appointments when required for administrative or academic purposes.
- Comply with official requests of MNW staff and board members and obey regulations governing the use of MNW satellite site facilities.
- Remit tuition, fees, and other debts owed to MNW within a timely manner.
- Return borrowed MNW property when due and/or upon request.
- Attend all meetings, program-related activities, scheduled appointments and examinations to display a definite intention of meeting the requirements for the AMI Diploma.
- If withdrawing from your program at MNW, follow the formal procedure by submitting your withdrawal request in writing.
- A learner may act as an official representative of MNW only with authority from the Executive Director; MNW endorsement of private endeavors may not be implied.
- No learner 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 learner organization activity. (Exceptions: Learners may charge for typing, tutoring, and similar educational services rendered solely themselves as individuals. Non-profit political and charitable fundraising must be similarly approved.)

## CONDUCT REQUIREMENTS

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

### EXPECTED BEHAVIORS

- Behave ethically and follow the highest standards of honesty and integrity. This includes but is not limited to:
  - Discuss confidential information with authorized persons only.

- Respect the privacy of others. Being part of this group requires mutual trust. Authentic, expressive discussions may also be sensitive and private; what is shared in the group should stay in the group.
- Seek to resolve conflict in a fair and responsible manner. Respect that everyone is on their own journey and address issues with compassionate accountability.
- Submit work that represents one's own efforts and originality.
- Maintain an open, reflective practice of recognizing and increasing awareness of inherent biases and microaggressions in ourselves, culture, and institutions which results in harm.
- Demonstrate respect for self, others, and the environment; be kind and courteous. Collectively, we create a welcoming environment.
- Maintain professional conduct.
- Maintain a level of physical and emotional health which, in the judgment of appropriate clinical and administrative officials, permits participation in MNW's community and performance of academic work without pronounced risk to the learner's own health or welfare of others.
- Give more than you take to this group. Self-promotion, spam and irrelevant links are not allowed.
- Anti-Bias Anti-Racist (ABAR) and Diversity, Equity, and Inclusion (DEI) Practices.

## PROHIBITED BEHAVIORS

- Plagiarism, cheating, or committing academic dishonesty, including:
  - Submission of any unoriginal work.
  - Failing to cite a source.
  - Soliciting someone to complete your assignments.
  - Allowing another learner to submit your work as their own.
  - Cheating during examinations.
- Dishonesty, including:
  - Provision of false information.
  - Alteration or misuse of documents, impersonation, misrepresentation, or fraud.
  - Not knowingly falsifying or misrepresenting records or facts about MNW, other learners, children, colleagues or self, and working to actively avoid or suppress gossip and other harmful behaviors.
- Undisclosed recording, audio or video, on MNW premises. Written permission must be obtained from the Executive Director prior to any recording.
- No Promotions or Spam. Learners may not sell or promote their own industry while a learner at MNW.
- Physical or verbal abuse, intimidation, persecution, or sexual harassment of another person or group of persons is strictly prohibited. Sexual harassment includes unwelcome physical touching or sexually offensive language, which interferes with an individual's performance.
- Deliberate or careless endangerment; tampering with safety alarms or equipment; violation of specific safety regulations; failure to render reasonable cooperation in any emergency; possession or use of firearms, knives (except non-spring pocket knives), other weapons, explosives, or fireworks on site.
- Obstruction or forcible disruption of regular MNW activities; refusal to identify oneself when requested or to obey any other lawful instructions from the Executive 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 learner events.
- Failure to comply with the lawful directions of any MNW official, or staff member who is acting in performance of duties or is explicitly assuming responsibility on behalf of MNW in the absence of a particular official. (Emergency orders may supersede some written regulations.) Learners 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 Executive Director.
- Deliberate incitement of others to commit any of the prohibited acts by providing assistance or encouragement to others engaged in them, or by failure to separate oneself clearly from a group in which others are engaged when there is sufficient time and opportunity.
- Each learner is responsible for the conduct of guests. While on site learners and visitors must comply with applicable building or grounds regulations.

## ONLINE BEHAVIOR

- Please review the videos [MNW Zoom Basics Video](#).
- Be aware of your physical environment to protect your privacy, if you are in a school setting, the privacy of others.
- Arrive five minutes before the start of the session; this provides time to practice using Zoom features and is a courtesy to other participants.
- Mute your microphone upon entering the meeting; always have your microphone muted to avoid feedback and limit background noise.
- Change your screen name in Zoom to match the name used in your Populi profile to receive attendance for a MNW program. (Learn how to customize your profile in [Zoom](#).)
- Use the *Reactions* button to raise your hand or utilize the *Chat* feature to type in your questions.
- Respectful dialogue, where you express your opinions and ideas in an open and mindful, courteous, and civility, is required. We all have something to offer, and all perspectives are welcome.
- If you experience technical difficulties send a direct message to the co-host in the chat box.
- In the *Chat* feature, use full sentences to help convey your message and thoughts. Foster respectful dialogue, where you express your opinions and ideas in an open and mindful, courteous, and civility, is required. We all have something to offer, and all perspectives are welcome. To prevent misunderstandings, avoid using abbreviations. Review *Netiquette* for more information.
- Demonstrate engagement with the faculty and other learners; please keep your camera on and maintain eye contact with your camera. If you need to temporarily turn your camera off, please explain the chat.
- Maximize your session by taking notes.
- Utilize discussion boards and online discussions. Refer to the faculty's requirements. An example requirement for the discussion board: write one well developed entry for each discussion item and respond to a minimum of two other class members. Responses should be approximately four to seven

sentences of thoughtful content that causes one to reflect, respond, and inspire participation. Responses should demonstrate absorption of the content/materials. We encourage the use of video, audio, and visual images/drawings as additional ways to respond in posts.

## Netiquette

*Guiding Principles created by Ingrid Anderson*

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

## LEARNER DISCIPLINE PROCESS

Violation of the Administrative Requirements or Conduct Requirements of Montessori Northwest will result in the Learner Discipline Process. When a violation occurs, the Executive Director will notify the learner of the violation orally or in writing. If notified orally, the learner may request a written notice. The learner may issue a statement to the Director immediately after notification, or the learner 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 learner, or both, and can be submitted in oral or written form.

The Director will review the statements of the learner 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 learner wishes to appeal the decision of the Director, the learner must follow the MNW Grievance Process.

### LEVELS OF DISCIPLINARY ACTION

#### Non-Academic Probation

The learner 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 learner discipline process moves to suspension or dismissal at the discretion of the Director.

#### Suspension

The learner will be suspended from MNW and from Observation and Practice Teaching sites for five days. If the behavior remains unchanged after suspension the learner discipline process escalates to dismissal.

#### Dismissal

This learner will be dismissed from MNW and may no longer attend the program. 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 learner's statements, and the level of disciplinary action taken. A copy of this final notification will be kept in the learner'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. Montessori Northwest will maintain the Grievance records for a minimum of 5 years. A grievance will be addressed according to the following process:

### STAGE 1: ATTEMPTED RESOLUTION WITH THE EXECUTIVE DIRECTOR

#### 1.1: Letter to the Director

*This letter must include:*

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

#### 1.2: Meeting with the Director

- The goal of this meeting is to resolve the problem caused by the alleged violation.
- A scribe may be present at this meeting.
- This meeting must be held before the grievance process can continue to Stage 2. If no resolution is reached at this meeting, or if an appeal is requested, the grievance process continues:

### STAGE 2: APPEAL TO THE PROGRAM OR ADMINISTRATIVE DIRECTOR

#### 2.1: Letter of Appeal to the Director

*This letter must include:*

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

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

## 2.2: Formal Hearing

*The formal hearing must be held within 30 days. The following individuals must be present:*

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

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

Learners aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail learners 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](http://wtb.wa.gov)  
Phone: 360.709.4600  
[pvs@wtb.wa.gov](mailto: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](mailto:info@montessori-ami.org)

### Montessori Accreditation Council for Teacher Education (MACTE)

420 Park Street  
Charlottesville, VA 22902  
Phone: 434.202.7793  
[info@macte.org](mailto: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.

Learners in California programs: (EDC § 94909.3C)

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](http://www.bppe.ca.gov).

# ACADEMIC POLICIES

## ATTENDANCE

A learner who registers for a course must be the same learner who participates in and completes the course and receives the academic credit. MNW will verify the identity of the learner who participates in a course by using methods such as secure logins and passcodes, protected examination, and other technologies and practices that are effective in verifying an learner's identity. MNW will use processes that protect learner privacy and will notify learners if of any additional charges associated with verification of the learner's identity at the time of registration.

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



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

A learner 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 learner being marked as absent for that session. Time missed due to late arrivals or early departures will be deducted from the learner's attendance, rounded up to the nearest quarter hour. Learners will complete a form, provided by the faculty, to account for time missed.

A learner who expects to be late, who is ill, or who cannot attend a class is expected to email the Director of Training prior to the start of that day's class. Please leave a message if a staff person is not available. An absent learner is responsible for obtaining the information given in the missed class and should make arrangements to get the missed information from two or more learners. 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 program is a Pass/Fail program. Learners must meet all academic requirements for receiving the AMI Diploma in order to pass. No letter grades are assigned to any component of the program.

Learners 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 learner's participation in the program is periodically reviewed and evaluated on a regular basis. Learners can keep informed of their progress in the program through accessing Populi. It is the learner'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, learners are welcome to schedule a meeting with the Director of Training to discuss their progress in the program.

### LEARNERS IN GOOD STANDING

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

### ASSIGNMENT SUBMISSION

It is the learner'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. Learners 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 learner with feedback from a staff member. The learner will make all required revisions and resubmit the work promptly.

### ACADEMIC PROBATION

A learner may be placed on Academic Probation under the following circumstances:

- A learner submits three out of the previous five assignments late or in a format that does not fulfill the program requirements.
- A learner 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 learner's attendance percentage drops below 90% for more than two weeks.
- A learner displays other academic behavior that is an obstacle to successful completion of the program.

Under these circumstances the Director of Training will notify the learner 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 learner is returned to Good Standing.

#### *Deferred Program Requirements*

The learner 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 Program Requirements for more information.

#### *Dismissal*

Insufficient change in academic behavior is made within the four-week Academic Probation. The learner will be dismissed from Montessori Northwest and can no longer attend the program. MNW's Cancellation and Refund Policy will apply.

## LEAVE OF ABSENCE / DEFERRAL

### Leave of Absence Policy

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

### Deferred Program Requirements

The deferral policies listed below apply only to the AMI certificate and diploma programs offered at Montessori Northwest. Learners enrolled in a cooperative program should consult with the institution directly regarding their specific deferment policies. In general, learners enrolled in a cooperative program must complete all program requirements within their original program cycle and are not eligible for deferral except in extreme extenuating circumstances.



The Director of Training can defer a learner's course or program requirements as a result of extraordinary circumstances. In the event of deferred course or program requirements, the Director of Training will notify the learner 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 learner's dismissal from the course or program.

According to AMI policies, all requirements must be satisfactorily completed within the 12 month period after the graduation date of the original program cycle. The Director of Training's prescribed timeline for deferred program requirements will reflect due dates within the 12 month period. Please note, due dates for deferred requirements may be *earlier* than 12 months, but may not *exceed* 12 months.

## Fees for Deferred Program Requirements

Fees for Deferred Program Requirements must be paid prior to the assignment submission. Work submitted without the required fee will be considered late and will not be reviewed. Fees for:

Album or 5+ Assignments for Theory or Reference Albums	\$250 per album
Material Making	\$75 per assignment/area
Guided Practice Meetings	\$200 per area
Practice Teaching / Field Supervision Visit (Video or In-person)	\$100 per MNW staff visit
Exam Preparation (required for exams)	\$50 per day
Review of Observation Written Assignment	\$75 per assignment
Review of Practice Teaching Written Assignment	\$75 per assignment
First time or Re-sitting for Written Exams	\$200
First time or Re-sitting for Oral exams	\$500
Populi Fees	\$25 initial, \$18 monthly, or \$200 annually
Program Attendance	\$50 per day

## Re-sitting Exams

Learners 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. 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

Learners who fail both Written Examinations Paper A, and Papers(s) B, and any two areas of the Oral Examinations fail the program. Learners deferred for program requirements who do not fulfill one or more requirements, fail the program. To achieve the AMI Diploma a failed learner must retake the entire program.

## 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 learner 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 learner'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 Education Program

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 learner 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 LEARNERS

Association Montessori Internationale training programs are designed to be an integrated program of study and transfer learners 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 learner's attendance at MNW and are assessed on a case-by-case basis. Montessori Northwest can accept transfer learners from other AMI training centers according to the following criteria:

- Transfer learners must be in Good Standing at their original training center.
- Transfer learners must pay a \$250 Transfer Fee to cover the administrative costs of a transferring learner.
- Transfer learners must pay the MNW Application Fee and submit a complete application packet addressing Montessori Northwest's Criteria for Admission from their former AMI training center, or by completing MNW's application.
- The practicum phase (Observation, Guided Practice, or Practice Teaching) may *not* be satisfied unless the learner is transferring directly from a MACTE accredited training program with no time gap in the training.
- Transfer learner program work will be evaluated and credit given for any work completed at the previous center.
- All past learner records will be transferred to Montessori Northwest.
- Receipt of AMI Alternative Exam Center Request Form.
- Receipt of AMI Program Transfer Request.
- Transfer learners must pay AMI (5% of Tuition), MACTE (annual fee), and Populi Fees (initial and monthly, or annual).

## 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 program 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. (ECE § 94909.15)

## MAXIMUM TIME ALLOWED FOR COMPLETION OF PROGRAM

The Montessori Northwest program is designed for qualified learners to be able to successfully complete the program within the time allotted. With rare exceptions, learners are able to successfully complete the program within the given format, exact dates are listed online [www.montessori-nw.org](http://www.montessori-nw.org). Per AMI policy, learners 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. Learners failing to complete any part of the other program requirements must fulfill that part the subsequent year (within 12 months). This extends the maximum time allowed for completion of the program by 12 months.

## ASSISTANTS TO INFANCY

Admission to the course does not guarantee certification. Completion of the course does not guarantee employment, salary, or occupational advancement. In order to receive the AMI Assistants to Infancy Diploma at the end of the course, the following requirements must be met:

- 90% Attendance in course lectures and activities.
- Compilation and submission of acceptable and original Reference Albums in all areas.
- Compilation and submission of an acceptable Theory Album.
- Submission of an acceptable and original Theory paper.
- Submission of acceptable Material Making assignments.
- 195 hours of Observation Training, on site and in Montessori classrooms.
- 55 hours of Practice Teaching, on site and in home or infant communities.
- Passing marks of 50% or higher on Written and Oral Examinations.

## COMPOSITION OF INFANT TODDLER/ASSISTANTS TO INFANCY, 645 COURSE HOURS

### *Infant and Toddler Education*

- 89 Hours - Montessori and Methods

### *Assistants to Infancy Curriculum*

- 89 Hours – Montessori Theory and Methods
- 36 Hours – Foundations of Personality
- 30 Hours – Psycho-Sensory Motor Development
- 19 Hours – The Home Environment
- 63 Hours – Community Environments
- 31 Hours – Working with Parents and Families of Young Children
- 84 Hours – Supervised Practice and Implementation

### *Practicum*

- 195 Hours – Observation
- 55 Hours – Practice Teaching

## PRIMARY

Admission to the program does not guarantee certification. Completion of the program does not guarantee employment, salary, or occupational advancement. Receiving an AMI Primary Diploma will prepare you for the following job classifications: 252012, 252021. In order to receive the AMI Primary Diploma at the end of the program, the following requirements must be met:

- 90% Attendance in program 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

## COMPOSITION OF EARLY CHILDHOOD CERTIFICATION, 850 PROGRAM HOURS

### *Early Childhood Education*

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

### *Curriculum Development*

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

- 220 Hours – Implementation and Classroom Methods

#### Practicum - 400 Hours

- Minimum of 90 Hours – Observation
- Minimum of 120 Hours – Practice Teaching
- Minimum of 140 Hours - Guided Practice

## ELEMENTARY

Admission to the program does not guarantee certification. Completion of the program does not guarantee employment, salary, or occupational advancement. In order to receive the AMI Primary Diploma at the end of the program, the following requirements must be met:

- 90% Attendance in program 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
- 100 hours of Observation Training, on site and in Montessori classrooms
- 120 hours of Practice Teaching, on site in approved Montessori classrooms
- Passing marks of 50% or higher on Written Paper A
- Passing marks of 50% or higher on Written Paper B
- Passing marks of 50% or higher on Written Paper B1 and Paper B2 combined
- A 50% mark in each of the Oral Examinations

#### COMPOSITION OF ELEMENTARY, 1200 PROGRAM HOURS

##### Elementary Childhood Education

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

##### Elementary Curriculum

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

##### Other Requirements

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

##### Practicum

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

## LEARNER WELLNESS

### MONTESSORI NORTHWEST

Montessori Northwest values every individual's health and wellbeing, encouraging all learners to achieve a balance of work and relaxation supported by healthy habits of nutrition, exercise, and sufficient rest. When a learner becomes unwell, MNW staff members can offer suggestions for local healthcare resources. Learners with health insurance should contact their insurance company for information regarding local providers.

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

#### COVID-19

COVID-19 is extremely contagious and spread mainly from person-to-person contact, MNW has put in place preventative measures to reduce the spread of COVID-19. However, MNW cannot guarantee that its participants, volunteers, partners, or others in attendance will not become infected with COVID-19.

#### What is an exposure?

Note: This is irrespective of whether the person with COVID-19 or the contact was wearing a mask or whether the contact was wearing respiratory personal protective equipment (PPE).

- Person with COVID-19 who has [symptoms](#) (in the period from 2 days before symptom onset until they meet criteria for [discontinuing home isolation](#); can be laboratory-confirmed or a clinically compatible illness)
- Person who has tested positive for COVID-19 (laboratory confirmed) but has not had any [symptoms](#) (in the 2 days before the date of specimen collection until they meet criteria for [discontinuing home isolation](#)).

## Stay home if you

Individuals who fall within any of the categories below should *not* practice or engage in face to face activities at MNW. By your presence at MNW, you certify that you do *not* fall into any of the following categories:

- Have any symptoms associated with COVID-19, which include fever, cough, and shortness of breath among **others**;
- You have tested positive for COVID-19.

## Duty to Self-monitor

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

## CENTER FOR DISEASE CONTROL AND PREVENTION – INFLUENZA RECOMMENDATIONS

### Sick learners should stay home

- Learners 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. Learners 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 learners can expect to be out for 3 to 5 days in most cases, even if antiviral medications are used.
- Learners who are well but who have an ill family member at home with influenza may attend MNW as usual. However, these learners should monitor their health every day, notify the staff, and stay home if they become ill.

### Sick Learners 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, learners 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.
- Learners 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.
- Learners 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: <https://www.cdc.gov/flu/prevent/keyfacts.htm>.

### Higher risk learners

- 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 learners 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.
- Learners who become ill and are at increased risk of complications from influenza and ill learners 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

Learners should check themselves for fever and any other signs of influenza-like illness before starting travel and stay home if ill. Learners 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](http://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](http://www.flu.gov/plan/workplaceplanning/index.html).

### FREE, LOW-COST OR SLIDING SCALE HEALTH CARE

[www.healthcare.gov/young-adults/college-students/](http://www.healthcare.gov/young-adults/college-students/)

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

<https://coalitionclinics.org/find-a-clinic/find-a-clinic-tool>

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](http://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.

<https://patientphysiciancoop.com/provider-directory/>

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](http://www.workingclassacupuncture.com)

Acupuncture clinic offering treatment on a sliding scale.

[www.pacificu.edu/optometry/patients/clinics/portland.cfm](http://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](http://www.plannedparenthood.org)

A network of reproductive health.

### US GOVERNMENT INFORMATION ON PANDEMIC INFLUENZA

<https://www.cdc.gov/flu/index.htm>

Center for Disease Control and Prevention

[www.osha.gov/dsg/topics/pandemicflu/index.html](http://www.osha.gov/dsg/topics/pandemicflu/index.html)

Worker Safety and Health guidance for a Pandemic

<https://www.osha.gov/sites/default/files/publications/OSHA3327pandemic.pdf>

Preparing Workplaces for an Influenza Pandemic

[www.cdc.gov/niosh/topics/h1n1flu/](http://www.cdc.gov/niosh/topics/h1n1flu/)

CDC/NIOSH Occupational Health Issues

# PROGRAM GUIDELINES

## ACADEMIC REQUIREMENTS FOR AMI DIPLOMA

### ACADEMIC REQUIREMENTS FOR THE AMI ASSISTANTS TO INFANCY DIPLOMA

Please see the page number listed in the table below for detailed descriptions of each assignment/requirements, including general information and assessment criteria. In order to receive the AMI Assistants to Infancy Diploma at the end of the course, 645 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.	30
Theory Album	Compilation and submission of an acceptable Theory Album.	36-37
Reference Albums	Compilation and submission of acceptable and original Reference Albums in all areas.	37-38
Material Making	Submission of acceptable Material Making Assignments.	39-48
Theory Paper	Submission of an acceptable and original Theory paper	38
Observation	195 hours of Observation Training, on site, in home or infant communities	31, 47-48
Practice Teaching	55 hours of Practice Teaching in a AMI Montessori Environment	31, 48-50
Written Examinations	Passing marks of 50% or higher on the Written Examinations.	31, 50-51
Oral Examinations	Passing marks of 50% or higher on each area of the Oral Examinations.	31, 51-53

### ASSISTANTS TO INFANCY PROGRAM DESCRIPTION

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

The Association Montessori Internationale Assistants to Infancy diploma course offers a comprehensive study of Montessori theory and practice to work with children from birth to three years in home, infant and toddler classroom environments. During 645 hours of teacher preparation, learners thoroughly explore Montessori philosophy, human development, Montessori infant and toddler activities/materials, implementation, ABAR (Anti-Bias Anti-Racist) awareness, and expectations for Montessori professional communities. The AMI Assistants to Infancy Course is part of an oral tradition and the information presented in the course is not readily available in published works. The use of recording devices is prohibited.

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

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

Learners produce comprehensive reference albums to support their work with children and families in the areas of Theory, Medicals, Foundations of Personality Development, Home Environments, Psycho-Sensory Motor Development, and Community Environments. These teaching manuals form a large component of the learners' work throughout the course and are based on demonstrations and lectures given by the trainer.

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

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

Observation is at the core of the Montessori guide's work. During 250 hours of observation and practice teaching with children from birth to three years, learners take detailed notes about what they see and interpret these observations through the lens of Montessori theory and practice.

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

Comprehensive written and oral examinations at the end of the second summer verify that each learner has met the standards of the Association Montessori Internationale and is ready to begin their work with children.

## 2024-2025 ASSISTANTS TO INFANCY PROGRAM SCHEDULE - PORTLAND, OR\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Onsite Block #1	June 10 - July 12, 2024	Monday-Friday, 8:30 am - 5:00 pm (PT)
Distance Block #1 (zoom)	September 19 - October 17, 2024	Thursdays, 4:00 - 7:00 pm (PT)
Distance Block #2 (zoom)	March 6 - May 15, 2025	Tuesdays, 4:00 - 7:00 pm (PT)
Onsite Block #2	June 9 - July 11, 2025	Monday-Friday, 8:30 am - 5:00 pm (PT)
Written Exams	June 25 & 27, 2025**	TBD
Oral Exams	July 8-10, 2025**	TBD
Graduation	July 11, 2025**	TBD

[View Sample Enrollment Agreement](#)

## 2023-2024 ASSISTANTS TO INFANCY PROGRAM SCHEDULE - PORTLAND, OR\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Onsite Block #1	July 5 - August 11, 2023	Monday-Friday, 8:30 am - 4:00 pm (PT)
Distance Block #1 (zoom)	September 16 - 30, 2023	Saturdays 9:00 am - 12:00 pm (PT)
Distance Block #2 (zoom)	January 9 - March 12, 2024	Tuesdays, 4:00 - 7:00 pm (PT)
Onsite Block #2	July 15 - August 16, 2024	Monday-Friday, 8:30 am - 4:00 pm (PT)
Written Exams	July 30 & August 2, 2024**	TBD
Oral Exams	August 12-15, 2024**	TBD
Graduation	August 16, 2024**	TBD

[View Sample Enrollment Agreement](#)

*\*Throughout all programs, learners should plan to complete program work for 10-15 self-scheduled hours per week*

*\*\*Tentative dates - subject to change*

## ASSISTANTS TO INFANCY THEORY ALBUM

### Description

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

Theory lectures are presented throughout the course. An appendix will include quotations from Maria Montessori's writings related to the subjects of the newborn, movement, and language. The exact requirements for the Theory Album are listed on the Theory Album Topic Sheet.

### Components

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

- [Book List](#)
- *Outline or Mind Map.* Reduction of a theory topic, providing a useful "at-a-glance" overview, reflecting learner's engagement with the theory topic. The process of creating a mind map supports the learner's ability to understand key and related points within the text, and make cross connections between points.
- *Theory Essays.* These essays are each learner's own original writing, and are intended to support the learner in explaining main points and supporting points and making connections between theory topics. It may include anecdotes, opinions, and ideas for further reflection.
- *Supplementary Handouts.* Additional information provided to enhance understanding. They are available digitally on Populi.

- *Quotations* are submitted, a minimum of twenty (20) quotations, for each topic from at least three (3) Montessori primary sources relating to the newborn, movement, and language (minimum 60 quotations in total). Quotations on a particular aspect of development are found within Dr. Montessori's books, and reflect the learner's engagement with the required reading literature. Quotations will include accurate citations using APA or MLA style.

#### Assessments and Grading

- These assignments are graded on a pass/no pass basis.
- The *Assistants to Infancy Theory Album Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Theory Album. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Theory Album, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

#### Assistants to Infancy Theory Album Assessment Criteria

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

#### ASSISTANTS TO INFANCY REFERENCE ALBUMS

##### Description

In the AMI Assistants to Infancy training, learners create Reference Albums. These albums are teaching manuals, offering an invaluable resource for future work. The albums are Medical Texts, Home Environment, Community Environments, Foundations of Personality Development, Psycho-Sensory-Motor Development, and Observation.

Each album is a compendium of information that describes principles of and activities in the Assistants to Infancy classroom and explains how to present these activities to children. Learners observe the Trainer demonstrating these materials/activities to other learners. After the demonstration, learners make notes regarding the steps, verbal prompts and interactions that successfully introduce the child to the material or concept. The Trainer will answer questions or clarify steps after the entire presentation has been demonstrated. Learners will then practice with the material. After sufficient practice, each learner will type their notes into polished final form. These clear descriptions of how to present the materials—and any required photos, images, or diagrams—will form the bulk of the Reference Albums.



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

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

#### Components

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

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

#### Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Assistants to Infancy Reference Album Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Reference Albums. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Reference Albums, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

#### Assistants to Infancy Reference Albums Assessment Criteria

Criteria	Description	Ratings
On-time submission	<ul style="list-style-type: none"> <li>• Assignments and final Reference Album are submitted on time and complete by the start of class on the due date.</li> <li>• Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the learner being placed on Academic Probation.</li> </ul>	Not rated
Organization	<ul style="list-style-type: none"> <li>• Assignments and albums reflect the order and content listed on the Reference Album check sheet.</li> <li>• The Reference Album check sheet is filled out and accompanies each submission.</li> <li>• The table of contents lists each theory topic and accurately corresponds to the order of topics in the album.</li> <li>• Labeled tab dividers separate each theory topic.</li> <li>• Albums are submitted in a three-ring binder with the learner's name and album title on the spine.</li> <li>• The three-ring binder is neither over- nor under-filled; it holds the body of assignments easily and appropriately.</li> <li>• The digital album is included in the learner's digital portfolio and follows organization and design as assigned.</li> </ul>	Pass / No pass
Clarity	<ul style="list-style-type: none"> <li>• Information is stated in clear language that is concise and accurate.</li> <li>• Information reflects attention to the topic and understanding of the content.</li> <li>• There is sufficient detail to express key concepts.</li> </ul>	Pass / No pass
Usefulness	<ul style="list-style-type: none"> <li>• Information is accessible and easy to follow.</li> <li>• Information would provide a sufficient basis to present in another context, for example, a parent night or essay.</li> <li>• <i>Works Cited</i> page is present for quotations.</li> </ul>	Pass / No pass
Completeness	<ul style="list-style-type: none"> <li>• All components are present (as described on the Reference Album check sheet).</li> <li>• Material lists, age, purposes, and preparations are included for each presentation.</li> <li>• Any related activities and/or following activities are present.</li> </ul>	Pass / No pass
Annotated Images	<ul style="list-style-type: none"> <li>• Images accurately reflect the descriptions in the presentations.</li> <li>• Images are neat, show color coding, and of sufficient size that all relevant details can be clearly seen.</li> <li>• The annotated images either face or are embedded near the relevant text. Images are labeled with the name of the activity, and notes are clear and logically accompany the image.</li> </ul>	Pass / No pass

Neatness	<ul style="list-style-type: none"> <li>Pages are unblemished and clean without handwritten corrections.</li> <li>Print quality is crisp, clear, and in a consistent and readable font.</li> <li>Cover, title page, or homepage are clear, neat, and indicate the learner's name, course number, and the album title.</li> </ul>	Pass / No pass
Professional Appearance	<ul style="list-style-type: none"> <li>Text is free of typographical and grammatical errors.</li> <li>Formatting is consistent and streamlined.</li> <li>Presentation notes and annotated image reflect the activity as demonstrated in the course.</li> </ul>	Pass / No pass
Originality	<ul style="list-style-type: none"> <li>Learner introductions, essays, quotations, outlines, mind maps, and summaries (as assigned) are the original work of the learner and reflect the content and organization of the course.</li> <li>Presentation text is a summary of the learner's own perfected set of analyzed movement for each activity.</li> <li>Images must be approved by MNW staff.</li> </ul>	Pass / No pass

## ASSISTANTS TO INFANCY THEORY PAPER

### Description

The Theory Paper is a 2000 word original essay which explores the symbiotic period, the first 8 weeks after birth. The learners will produce a synthesis of information given in class regarding the symbiotic period combined with their own research. The essay may include additional published sources from outside the Montessori literature at the discretion of the learner.

Each learner's paper will include the following:

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

### Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Theory Paper Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Theory Paper. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Theory Paper, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

### Assistants to Infancy Theory Paper Assessment Criteria

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

## ASSISTANT TO INFANCY MATERIAL MAKING: PRACTICAL LIFE

### Description

Practical Life material making offers learners the opportunity to apply Montessori principles to the creation of real Practical Life activities that they will use in their own classrooms with children. For this assignment, learners create two complete Practical Life activities. The activities can be similar to an activity that is currently on the Practical Life shelf at MNW, or can be an original activity. These activities will include all components necessary for a complete exercise as they would appear on a material list, and should be ready to put on a shelf for use by children.

The complete exercises should reflect the characteristics of the Practical Life materials and the elements of a Practical Life exercise, such as the purposefulness of a real activity, developmental appropriateness, child-size items, color-coding, attractiveness, etc. Resupply for the activities are not required.

### Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making: Practical Life Assessment Criteria* will be used to determine if a learner has met the learning objectives of Practical Life Material Making. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Practical Life material, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

### Assistants to Infancy Material Making: Practical Life Assessment Criteria

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

## ASSISTANT TO INFANCY MATERIAL MAKING: SENSE STIMULATING

### Description

Sense-stimulating material making offers learners the opportunity to apply Montessori principles to the creation of real sense-stimulating activities that will be used in their own work with children. For this assignment, learners create multiple sense-stimulating activities. They will include all the components necessary for a complete exercise as they would appear on a material list, and should be ready for use by children.

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

For the young child in the Home Environment from list provided in Group 1 of Psycho-Sensory Motor Development Album

- 1 visual mobile
- 1 home environment activity

For the older child in the Infant Community

- 1 Stereognostic bag with contents

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

### Assessment and Grading

- This assignment is graded on a pass/no pass basis.

- The *Assistants to Infancy Material Making: Sense-stimulating Assessment Criteria* will be used to determine if a learner has met the learning objectives of Sense-stimulating Material Making. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Sense-stimulating material, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

#### Assistants to Infancy Material Making: Sense-stimulating Assessment Criteria

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

#### ASSISTANT TO INFANCY MATERIAL MAKING: LANGUAGE CARDS

##### Description

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

Each learner will complete

- *Cards only* - one set of cards with pictures (target words)
- One of the following
  - *Cards with Identical Matching Objects* - One set of cards with pictures with real or replica objects that match the pictures exactly. For example, a real object, such as a pink comb can be placed directly on top of the picture card of the pink comb showing that the object and picture match exactly in appearance and size.
  - *Cards with Similar Matching Objects* - one set of cards with pictures with real or replica objects that are non-identical but represent the pictures. For example, a picture card shows a brown cow, but the real object is a black and white cow.

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

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

##### Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making: Language Cards Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Language Card Material Making. Learners must achieve a rating of “pass” in each of the for the entire assignment to be accepted.
- Learners receive feedback about their Language Card material, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

#### Assistants to Infancy Material Making: Language Cards Assessment Criteria

Criteria	Description	Rating
On-time submission	<ul style="list-style-type: none"> <li>• Language Cards are submitted on time and complete by the start of class on the due date.</li> <li>• Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the learner being placed on Academic Probation.</li> </ul>	Not rated
Complete	<ul style="list-style-type: none"> <li>• Each card set contains 4 to 6 images.</li> <li>• Images are within the same classification (eg., clothing, animals, etc).</li> <li>• Each card shows one clear, isolated image (without a background).</li> </ul>	Pass / No pass

Durable construction	<ul style="list-style-type: none"> <li>All materials are printed on cardstock or similar sturdy material.</li> <li>Any containers, such as a basket or tray, would stand up to regular classroom use.</li> </ul>	Pass / No pass
Developmentally appropriate	<ul style="list-style-type: none"> <li>The difficulty or challenge offered by the language is appropriate to the target age group.</li> <li>The activity corresponds to the purposes of the Language area.</li> </ul>	Pass / No pass
Image quality	<ul style="list-style-type: none"> <li>Images are clear, lifelike, have high resolution (no visible pixels), and isolate the target object (no backgrounds).</li> <li>Images are not stretched or compressed to fit the space on the card.</li> <li>If hand-drawn/colored, the images are neat, and are evenly and consistently colored.</li> </ul>	Pass / No pass
Uniform sizes	<ul style="list-style-type: none"> <li>Cards/labels/pages that are grouped together are of the same size.</li> <li>Pictures on cards are in proportion to each other (e.g., in the classification, “Types of Balls,” the soccer ball would be larger than a tennis ball).</li> </ul>	Pass / No pass
Labeled	<ul style="list-style-type: none"> <li>Every card is labeled clearly and neatly on the back with the name of the image, spelled correctly.</li> </ul>	Pass / No pass
Contained together	<ul style="list-style-type: none"> <li>Each set of Language Cards is clearly a cohesive activity, contained together for easy access using a basket, tray, card holder, or similar container.</li> </ul>	Pass / No pass
Aesthetically pleasing	<ul style="list-style-type: none"> <li>Material is attractive and appealing to a young child.</li> </ul>	Pass / No pass

#### Assistants to Infancy Material Making: Cards with Identical Matching Objects

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

## Assistants to Infancy Material Making: Cards with Similar Matching Objects

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

## ASSISTANT TO INFANCY MATERIAL MAKING: GLUING BOX

### Description

The Gluing Box activity offers learners the opportunity to apply Montessori principles to the creation of a real gluing box that they will use with children. For this assignment, the learner assembles all the components needed for a complete gluing box activity, adhering to standards of quality and purposes for the presentation and required materials. The learner also has the option of purchasing a commercially made gluing box. Exact details on the required components of the gluing box will be provided in class. Resupply for the activity is not required.

### Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making: Gluing Box Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Gluing Box Material Making. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Gluing Box, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

## Assistants to Infancy Material Making: Gluing Box Assessment Criteria

<i>Criteria</i>	<i>Description</i>	<i>Rating</i>
On-time submission	<ul style="list-style-type: none"> <li>Gluing Box is complete and submitted by the start of class on the due date.</li> <li>Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the learner being placed on Academic Probation.</li> </ul>	Not rated
Durable construction	<ul style="list-style-type: none"> <li>All components of the material are sturdy and would stand up to regular use.</li> </ul>	Pass / No pass

Developmentally appropriate	<ul style="list-style-type: none"> <li>The difficulty or challenge offered by the material is appropriate to the target age group.</li> <li>The weight and size of each component of the activity is developmentally appropriate.</li> </ul>	Pass / No pass
Aesthetically pleasing	<ul style="list-style-type: none"> <li>Material is attractive and appealing to a young child.</li> </ul>	Pass / No pass
Safety	<ul style="list-style-type: none"> <li>Material meets safety standards discussed in class (e.g., non-toxic).</li> </ul>	Pass / No pass
Complete	<ul style="list-style-type: none"> <li>All components needed to successfully complete the activity are present.</li> <li>Resupply is not needed.</li> </ul>	Pass / No pass

## ASSISTANT TO INFANCY MATERIAL MAKING: TOPPONCINO

### Description

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

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

### Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Topponcino Material Making. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their topponcino, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

### Assistants to Infancy Material Making: Topponcino Assessment Criteria

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

## ASSISTANT TO INFANCY MATERIAL MAKING: PLACEMAT/NAPKIN SET

### Description

The placemat/napkin set is a child sized placemat embroidered with the outline of the fork, spoon, plate, and cup to provide the child with orientation to setting the table for meals. The placemat is accompanied by a small napkin. Other culturally relevant variations are acceptable.

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

### Assessment and Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Placemat/Napkin Set Material Making. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Placemat/Napkin Set, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

### Assistants to Infancy Material Making: Placemat/Napkin Set Assessment Criteria

<i>Criteria</i>	<i>Description</i>	<i>Rating</i>
On-time submission	<ul style="list-style-type: none"> <li>Materials are on time, complete, and displayed by the start of class on the due date.</li> </ul>	Not rated
Durable construction	<ul style="list-style-type: none"> <li>Components and construction of the materials are sturdy and would stand up to regular use, including frequent laundering.</li> </ul>	Pass / No pass
Appropriately sized	<ul style="list-style-type: none"> <li>Materials are sized appropriately for use with a toddler.</li> </ul>	Pass / No pass
Aesthetically pleasing	<ul style="list-style-type: none"> <li>Placemat/Napkin Sets are attractive and appealing.</li> </ul>	Pass / No pass

## ASSISTANT TO INFANCY MATERIAL MAKING: CHARTS

### Description

Chart material making offers learners the opportunity to apply Montessori principles to the creation of pictorial charts that relate the developmental progressions and typical physical/cognitive growth. These charts are used to assist adults in their understanding of child development, and can be employed as visual aids in school parent nights and parent education classes, and displayed prominently in non-classroom areas of a school. For this assignment, learners purchase uncolored charts from MNW. Learners then color the charts neatly and accurately as instructed by pedagogical staff. Learners will complete two charts:

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

### Assessment Grading

- This assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Material Making: Charts Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Chart Material Making. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their charts, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

### Assistants to Infancy Material Making: Charts Assessment Criteria

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

## ASSISTANTS TO INFANCY SUPERVISED PRACTICE

### Description

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

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

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

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



## Assessment

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

## Assistants to Infancy Supervised Practice Assessment Criteria

Learners 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 learners in the class who take the place of real children during practice.

Criteria	1 - Practice Level	2 - Competent Level	3 - Proficient Level
Planning and Preparation	Learner does not <ul style="list-style-type: none"> <li>• have a prepared plan for practice.</li> <li>• check the material prior to the presentation.</li> <li>• invite the child before the presentation.</li> </ul>	Learner <ul style="list-style-type: none"> <li>• has a plan for practice and is able to present after brief consultation of notes or album.</li> <li>• generally checks the material prior to the presentation.</li> <li>• provides an age-appropriate invitation before the presentation.</li> </ul>	Learner <ul style="list-style-type: none"> <li>• consistently has a prepared plan for practice, reflecting accurate self-evaluation.</li> <li>• habitually checks the material prior to the presentation.</li> <li>• offers enticing, varied, and age-appropriate invitations before the presentation.</li> <li>• demonstrated level of proficiency indicates extensive practice with the presentation.</li> </ul>
Presentation	Learner <ul style="list-style-type: none"> <li>• frequently checks notes to clarify the steps.</li> <li>• makes significant errors during the presentation.</li> <li>• does not demonstrate awareness of the children's abilities.</li> <li>• is primarily an observer while another learner presents.</li> <li>• rarely offers points of interest.</li> </ul>	Learner <ul style="list-style-type: none"> <li>• can present at a basic level of accuracy without checking notes.</li> <li>• Some minor errors may be present.</li> <li>• incorporates awareness of the children's abilities into the presentation.</li> <li>• often emphasizes appropriate points of interest.</li> </ul>	Learner <ul style="list-style-type: none"> <li>• consistently presents even complex presentations with a high degree of accuracy without checking notes.</li> <li>• Errors are generally absent.</li> <li>• incorporates a high level of awareness of the children's abilities into the presentation.</li> <li>• habitually emphasizes appropriate points of interest.</li> </ul>
Confidence and Enthusiasm	Learner <ul style="list-style-type: none"> <li>• is consistently hesitant and unsure.</li> <li>• shows a consistent lack of enthusiasm for the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Some minor hesitations are present but do not affect the overall outcome of the presentation.</li> </ul> Learner is generally <ul style="list-style-type: none"> <li>• confident.</li> <li>• enthusiastic throughout the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiasm is conveyed to the children.</li> </ul> Learner <ul style="list-style-type: none"> <li>• is confident and poised, moving smoothly through all parts of the presentation.</li> <li>• shows genuine enthusiasm towards both the material and the children.</li> </ul>
Modeling	<ul style="list-style-type: none"> <li>• Learner does not consistently model appropriate behavior.</li> <li>• Lapses in appropriate modeling are frequent and significant.</li> <li>• Analyzed movements are absent, too fast, or otherwise inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment (including materials and supplies).</li> <li>• Lapses in appropriate modeling are minor and infrequent.</li> <li>• Analyzed movements are present.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner models appropriate behavior habitually.</li> <li>• Physical movements are graceful and mindful, social interactions are confident and generous, and interactions with the environment are precise and respectful (including materials and supplies).</li> <li>• Lapses in modeling are absent.</li> <li>• Analyzed movements are habitual, accurate, and thoughtful.</li> </ul>
Rapport and Respect	<ul style="list-style-type: none"> <li>• Learner does not establish rapport with the children.</li> </ul>	<ul style="list-style-type: none"> <li>• When playing the role of the “child,” the learner is respectful of</li> </ul>	<ul style="list-style-type: none"> <li>• When playing the role of the “child,” the learner is very</li> </ul>

	<ul style="list-style-type: none"> <li>Interactions with children lack warmth or are not age-appropriate.</li> <li>Interactions do not convey respect.</li> <li>When playing the role of the “child,” the learner is not respectful of the learner presenter, or does not engage in the work.</li> </ul>	<p>the learner presenter, and does engage in the work.</p> <p>Learner</p> <ul style="list-style-type: none"> <li>establishes sufficient rapport with the children to successfully accomplish the presentation.</li> <li>generally shows respect towards the children.</li> </ul>	<p>respectful of the learner presenter, and does engage in the work.</p> <ul style="list-style-type: none"> <li>Strong rapport contributes to a successful presentation.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>conveys a warm and welcoming manner, inviting joyful rapport with the children.</li> <li>respects the children’s experiences, ideas, and contributions.</li> </ul>
Professional Attitude	<ul style="list-style-type: none"> <li>Feedback to other learners is inappropriate, harsh, judgmental, or negatively-focused.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>demonstrates significant lapses in professionalism.</li> <li>may interact inappropriately with other learners.</li> <li>volume of voice may be loud or poorly modulated.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>maintains a generally professional demeanor, interacting respectfully with other learners, with few lapses.</li> <li>provides feedback to other learners that is generally helpful and courteous.</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume is appropriately modulated.</li> <li>Feedback to other learners is useful, balanced, and brief.</li> </ul> <p>Learner’s</p> <ul style="list-style-type: none"> <li>interactions with other learners are consistently professional and courteous.</li> <li>overall demeanor is habitually professional.</li> </ul>
Reflection and Self-Evaluation	<ul style="list-style-type: none"> <li>Self-evaluation is unbalanced, being either too permissive or too harsh.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>does not reflect on the strengths and weaknesses of their presentation.</li> <li>is unable to formulate a plan for future improvement of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>reflects on the strengths and weaknesses of their presentation.</li> <li>can formulate a basic plan for future improvements of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Learner reflects accurately on the strengths and weaknesses of their presentation, self-evaluating easily and without judgment.</li> <li>Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement.</li> <li>Input from other learners, if elicited, is accepted graciously.</li> </ul>

## ASSISTANTS TO INFANCY OBSERVATION

### Description

AMI requires a minimum of 250 observation and practice teaching hours. Learners are required to make their own observation and practice teaching placements during the intervening academic year to obtain the required hours. Learners who do not complete the observation and practice teaching requirement may not advance in the course to return for the second onsite block. In this case a learner would refer to the Deferment policy.

Observation assignments and paperwork will be started during the first summer, worked on during the intervening academic year, and completed prior to returning for the second summer and submitted as part of the Observation album. Observation allows learners to continue their study of the child in various settings with real children. During observation, interaction with children is kept to a minimum. This provides learners with the opportunity to silently observe children and record observations on movement, language, behavior, and social interactions.

Objectivity is of key importance during observation, and pedagogical staff will instruct learners regarding how to achieve a neutral clinical mindset, resulting in objective observation. Learners will learn how to extract information from their raw notes, identifying themes and patterns in children’s behavior. By identifying these patterns, learners will learn how to better meet the needs of children under their care. During observations, learners take notes about what they observe. These notes are summarized into a typewritten format (the Observation Album) and the child’s behavior is examined through the lenses of movement, communication, food, work with materials, social interactions, toileting, clothing, sleeping/waking time, and relationships.

#### Observation Album

- A section for each child observed.
- A simple diagram of the room or classroom.
- A log of the learner’s observation hours of children of different age groups.
- The learner’s raw notes.
- Photographs of the children observed and/or the environments.

#### Assessment and Grading

- The assignment is graded on a pass/no pass basis.
- The *Assistants to Infancy Observation Assessment Criteria* will be used to determine if a learner has met the learning objectives of Observation. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about Observation assignments, including any areas that need improvement or correction.
- Learners are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.

### Assistants to Infancy Observation Assessment Criteria

Criteria	Description	Rating
On-time Submission	<ul style="list-style-type: none"> <li>Assignments and final Observation Album are submitted on time and complete by the start of class on the due date.</li> <li>Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the learner being placed on Academic Probation.</li> </ul>	Not rated
Attendance	<ul style="list-style-type: none"> <li>Learner accrues a minimum of 195 hours of Observation.</li> <li>Learner accurately records hours on a log sheet.</li> </ul>	Pass / No pass
Objective observations	<ul style="list-style-type: none"> <li>Learner's raw notes and summaries are objective, neutral, and show non-subjective interpretation of the child's behavior.</li> </ul>	Pass / No pass
Accurate recording	<ul style="list-style-type: none"> <li>Learner's records of each child's behavior are detailed enough for patterns and themes to emerge. Learner's handwriting is legible.</li> <li>Learner records the name, date, time, and location of each observation.</li> </ul>	Pass / No pass
Maintains a Professional Presence while observing	<ul style="list-style-type: none"> <li>Learner behaves courteously and respectfully to all staff, parents, and children.</li> <li>Learner interacts minimally with children during Observation.</li> <li>Learner demonstrates a calm, neutral, and appropriate demeanor suited to the observation settings.</li> <li>Learner maintains confidentiality at all times</li> </ul>	Not rated

## ASSISTANTS TO INFANCY PRACTICE TEACHING

### Description

Practice teaching allows learners to directly apply their knowledge of child development and Montessori activities and materials to their work with real children. 55 hours of practice teaching is required as part of the course. Self-directed practice teaching must be arranged by learners in infant or toddler communities and at least 50% in environments led by AMI diploma holders. Up to 50% of practice teaching can be done in a learners own environment. The classrooms must meet AMI standards for appropriately maintained and furnished Assistants to Infancy prepared environments. During self-directed practice teaching, learners will be observed and evaluated by the Lead Guide, MNW pedagogical staff or a MNW representative.

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

### Assessment and Grading

- During Practice Teaching, a MNW pedagogical staff member or representative observes learners twice, while they work with children and provides a written assessment of their observations (called a Practice Teaching Report). Learners achieving a score of 1 in any category should work to improve the requisite skills. It is expected that by the second assessment, learners have implemented strategies discussed to improve their performance and consistently achieve 2 or higher.
- Learners are expected to conduct frequent self-evaluations during Practice Teaching using the *Assistants to Infancy Practice Teaching Assessment Criteria*, noting any areas of challenge and seeking assistance when needed.
- Learners receive feedback about submitted Practice Teaching assignments, including any areas that need improvement or correction.

### Assistants to Infancy Practice Teaching Assessment Criteria

Criteria	1 - Below Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Planning and Preparation	Learner <ul style="list-style-type: none"> <li>does not appear prepared for the lesson.</li> <li>invites a child/children for whom the lesson is inappropriate or poorly timed.</li> <li>needs to confer with pedagogical staff or host teacher prior to presenting the material.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is prepared for the lesson.</li> <li>The level of proficiency demonstrated by the learner indicates adequate practice of the presentation.</li> <li>The child/children selected for the lesson seem generally ready for and receptive to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is prepared for the lesson.</li> <li>The level of proficiency demonstrated by the learner indicates extensive practice with the presentation.</li> <li>The child/children selected for the lesson appear to have received necessary preliminaries and are primed to receive the lesson.</li> </ul>
Presentation	Learner <ul style="list-style-type: none"> <li>makes significant errors in the presentation.</li> <li>fails to connect the children to the material.</li> </ul>	<ul style="list-style-type: none"> <li>Learner presents the lesson with a basic level of accuracy.</li> <li>Some minor errors are present.</li> <li>The lesson creates a solid initial connection between the children and the material.</li> </ul>	<ul style="list-style-type: none"> <li>Learner presents even, complex presentations with a high degree of accuracy.</li> <li>Errors are absent.</li> </ul>

			<ul style="list-style-type: none"> <li>The presentation creates a strong connection between the children and the material.</li> <li>Children engage in follow up work.</li> </ul>
Control of Situation	<p>Learner</p> <ul style="list-style-type: none"> <li>frequently loses control of situations.</li> <li>cannot manage interruptions by other children.</li> <li>needs assistance from the host teacher to create and sustain a working environment for the lesson.</li> <li>does not maintain clear boundaries for children.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>creates and sustains a working environment for the lesson.</li> <li>delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control.</li> <li>maintains boundaries regarding the children's behavior.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>assumes and maintains a welcoming and confident demeanor throughout the presentation, inviting cooperation from the child.</li> <li>sets and maintains clear boundaries for the children's behavior.</li> </ul>
Observation and Follow-up	<p>Learner does not</p> <ul style="list-style-type: none"> <li>observe the children following a presentation.</li> <li>follow up with the children as needed following a presentation.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>observes a transfer to the children, allowing them to continue the work independently.</li> <li>observes the children following the presentation.</li> <li>may follow up with some additional assistance to the children.</li> </ul>	<ul style="list-style-type: none"> <li>After a successful transfer to the children, learner closely observes following the lesson, offering appropriate assistance as needed to enhance children's connection to the material.</li> <li>Learner shows an understanding of when to withhold teacher intervention to support exploration and discovery.</li> </ul>
Confidence and Enthusiasm	<p>Learner</p> <ul style="list-style-type: none"> <li>is consistently hesitant and unsure.</li> <li>shows a consistent lack of enthusiasm for the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Some minor hesitations are present but do not affect the overall outcome of the presentation.</li> </ul> <p>Learner is generally</p> <ul style="list-style-type: none"> <li>confident.</li> <li>enthusiastic throughout the presentation.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>is confident and posed, moving smoothly through all parts of the presentation.</li> <li>shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children.</li> </ul>
Modeling	<ul style="list-style-type: none"> <li>Learner inconsistently models appropriate behavior.</li> <li>Lapses in appropriate modeling are frequent and significant.</li> </ul>	<ul style="list-style-type: none"> <li>Learner models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment.</li> <li>Lapses in appropriate modeling are minor and infrequent.</li> </ul>	<ul style="list-style-type: none"> <li>Learner 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.</li> <li>Lapses in modeling are absent.</li> </ul>
Rapport and Respect	<ul style="list-style-type: none"> <li>Learner does not establish rapport with the child.</li> </ul> <p>Interactions</p> <ul style="list-style-type: none"> <li>with child/children lack warmth or are not age-appropriate.</li> <li>do not convey respect.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>establishes sufficient rapport with the child to successfully accomplish the lesson.</li> <li>generally shows respect towards the child.</li> </ul>	<ul style="list-style-type: none"> <li>Strong rapport contributes to a successful presentation.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>conveys a warm and welcoming manner, inviting joyful rapport with the child.</li> <li>respects the child's experiences, ideas, and contributions.</li> </ul>
Professional Attitude and Appearance	<ul style="list-style-type: none"> <li>Elements of the learner's appearance (including attire, grooming, expressions or gestures) may be inappropriate.</li> <li>Voice volume may be loud or poorly modulated.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>demonstrates lapses in professionalism including, but not limited to, problematic attendance or breeches in confidentiality.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>maintains a generally professional demeanor, interacting respectfully with others.</li> <li>attire, grooming, expressions, voice volume, and gestures are generally professional, with few lapses.</li> <li>rarely late and notifies the MNW or host of any anticipated absences.</li> </ul>	<ul style="list-style-type: none"> <li>Voice volume is appropriately modulated.</li> <li>The learner is always on time.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>interactions with others are consistently professional and courteous.</li> <li>overall physical appearance, including attire, grooming, facial expressions, and gestures are habitually professional.</li> </ul>

	<ul style="list-style-type: none"> <li>may interact inappropriately with others.</li> </ul>		
Reflection and Self- Evaluation	<ul style="list-style-type: none"> <li>Self-evaluation is unbalanced, being either too permissive or too harsh.</li> </ul> Learner <ul style="list-style-type: none"> <li>does not reflect on the strengths and weaknesses of their presentation.</li> <li>is unable to formulate a plan for future improvement of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention.</li> </ul> Learner <ul style="list-style-type: none"> <li>reflects on the strengths and weaknesses of their presentation.</li> <li>can formulate a basic plan for future improvements of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Learner reflects accurately on the strengths and weaknesses of their presentation, self-evaluating easily and without judgment.</li> <li>Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement.</li> <li>Input from other learners, if elicited, is accepted graciously.</li> </ul>
Assignment	<ul style="list-style-type: none"> <li>It is not evident that all tasks have been completed</li> </ul>	<ul style="list-style-type: none"> <li>It is evident that all tasks have been completed.</li> </ul>	<ul style="list-style-type: none"> <li>All tasks have been completed while also demonstrating elevated levels of professionalism, preparation, and reflection.</li> </ul>

## ASSISTANTS TO INFANCY WRITTEN EXAMINATIONS

### DESCRIPTION

Written Examinations occur over two days. On *each* day of exams, learners are given seven questions from which they *choose* four to answer. No extra credit is given for answering more than four questions. Learners are given three hours each day to complete the examination and are expected to plan their time accordingly; to answer four questions in three hours, allot approximately 45 minutes to each question. Prior to Written Examinations, learners participate in Midterm Written Examinations to orient themselves to the exam experience. Pedagogical staff will offer suggestions and guidance to support study efforts. *All Reference Albums and the Theory Album must be accepted for the learner to be eligible to sit for Written Examinations.* Learners are required to pass Written Examinations to be eligible to sit for Oral Examinations.

On the first day of Written Examinations (Paper A), learners answer questions on Montessori theory topics. Learners will use their Theory Album to study for Paper A. On the second day of Written Examinations (Paper B), learners will answer questions that reflect the basic theoretical principles, and how these underpin practical application in the Assistants to Infancy environments. Learners will use their Reference Albums to study for Paper B. A learner's Written Examination is identified by number so that the learner remains anonymous during the grading process. Each learner's identity is revealed only when all Written Examinations have been scored. Any learner who does not achieve a minimum of 50% on Paper A and/or Paper B has 12 months to retake the failed Written Exam.

### Assessment and Grading

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

#### *Assistants to Infancy Written Examinations Assessment Criteria*

Criteria	0 - 12 Points	12.5 - 15 Points	16 - 20 Points	21-25 Points
Answers All Parts of the Question	<ul style="list-style-type: none"> <li>Learner does not address all parts of the question.</li> </ul>	<ul style="list-style-type: none"> <li>Learner addresses all parts of the question with sufficient but minimal detail.</li> </ul>	<ul style="list-style-type: none"> <li>Learner addresses all parts of the question in moderate detail, offering some additional information to expand on key points.</li> </ul>	<ul style="list-style-type: none"> <li>Learners addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points.</li> </ul>
Identifies and Defines Key Terms	<ul style="list-style-type: none"> <li>Learner does not identify or define key terms.</li> </ul>	<ul style="list-style-type: none"> <li>Learner identifies key terms and gives a brief definition.</li> </ul>	<ul style="list-style-type: none"> <li>Learner identifies key terms and provides clear and accurate definitions for each.</li> <li>Explanations show a solid understanding of key terms.</li> </ul>	<ul style="list-style-type: none"> <li>Learner identifies key terms and provides clear and accurate definitions for each.</li> <li>Explanations of key terms show a high level of integration and understanding.</li> </ul>

Shows Relevance	<ul style="list-style-type: none"> <li>Learner does not stay on topic; information provided is not relevant to the question.</li> </ul>	Learner <ul style="list-style-type: none"> <li>provides information that is relevant to the question.</li> <li>occasionally strays off topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides information that is relevant to the question and rarely strays off topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides information that is relevant to the question and consistently stays on topic.</li> </ul>
Shows Coherence	<ul style="list-style-type: none"> <li>Learner's writing lacks organization and clarity, and is difficult to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Learner's writing shows a basic level of organization and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Learner's writing shows logical organization and significant clarity.</li> <li>Most arguments, statements, or explanations are clearly expressed and are easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Learner's writing shows strongly developed organization and a high level of clarity.</li> <li>Arguments and/or explanations are clearly and logically organized.</li> <li>The reader has no difficulty comprehending all arguments, statements, or explanations expressed.</li> </ul>
Shows Depth of Understanding	<ul style="list-style-type: none"> <li>Major conceptual errors are present.</li> </ul> Learner <ul style="list-style-type: none"> <li>does not accurately define the concepts being discussed.</li> <li>cannot identify basic connections between key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>No major conceptual errors are present.</li> </ul> Learners can <ul style="list-style-type: none"> <li>accurately define the concepts being discussed.</li> <li>identify basic connections between key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>No conceptual errors are present.</li> </ul> Learner can <ul style="list-style-type: none"> <li>accurately define and elaborate on the concepts being discussed.</li> <li>identify connections between key concepts and provide useful elaboration and examples.</li> </ul>	Learner <ul style="list-style-type: none"> <li>can accurately define and eloquently elaborates on the concepts being discussed.</li> <li>demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them.</li> </ul>
Offers Supporting Examples	<ul style="list-style-type: none"> <li>Learner provides no supporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides few supporting examples.</li> <li>Examples are minimally described and are generally relevant to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides frequent details supporting examples that strengthen the learner's argument or explanation to a significant degree.</li> <li>Examples are always relevant to the topic, and offer an alternate lens through which to explore the topic.</li> </ul>
Offers Elaboration	<ul style="list-style-type: none"> <li>Learner offers no elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Learner offers some basic elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Learner offers some useful elaboration to support arguments or strengthen key points.</li> </ul>	<ul style="list-style-type: none"> <li>Learner offers extensive, relevant, and sophisticated elaboration that strongly supports arguments of strengthens key points.</li> </ul>

## ASSISTANTS TO INFANCY ORAL EXAMINATIONS

### Description

Oral Examinations are held at the end of the course. They are conducted by a team of external AMI examiners who represent the Association Montessori Internationale. Learners, individually, take the Oral Examination while being observed by one Examiner. Each Examiner questions each learner in several areas. The topic or activity that the learner will present or discuss is made through a concealed draw. Learners have time to inspect the material and consider their presentation before the examination begins. AMI Assistants to Infancy-trained teachers/staff from the Montessori community stand in as 'the child', and maintain a neutral and well-behaved demeanor in this role.

Learners prepare extensively for Oral Examinations. MNW pedagogical staff offers mock examinations during Supervised Practice, giving learners specific feedback on areas of achievement and aspects that need improvement. These mock examinations are similar to an actual exam experience, giving learners a sense for the kinds of

questions they will be asked. Learners are required to complete all Reference Albums, Theory Albums, pass Written Exams, and attendance at 90% or higher to be eligible to sit for Oral Examinations.

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

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

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

#### Assessment and Grading

- Oral Examinations are graded on a pass/no pass basis. A minimum of 50% is required to pass. Four main areas are examined: Home Environment, Medicals, Foundations of Personality Development, and Community Environments. Each area is worth a maximum of 25 points.
- The learner must pass in each area: a minimum score of 12.5 points is required in each of the four areas to satisfy the AMI requirement for Oral Examinations. The Assistants to *Infancy Oral Examinations Assessments Criteria* describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.
- For more information see *Exams* (found in the handbook section titled *Academic Policies*) and *Academic Requirements for Receiving the AMI Primary Diploma* (found in the handbook section titled *Assistants to Infancy Course Description*).

#### Assistants to Infancy Oral Examinations Assessment Criteria

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

Criteria	0 -12 Point	12.5 - 15 Points	16 - 19 Points	20 -25 Points
Presentation	<ul style="list-style-type: none"> <li>• Learner is unable to present the activity to a basic level of proficiency.</li> <li>• Major errors in sequencing or use of the materials are apparent.</li> <li>• Clear movements and accurate explanations to the child are absent.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presents selected material to a basic level of proficiency.</li> <li>• No major errors in sequencing or use of the materials.</li> <li>• Clear movements and accurate explanations to the child are sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presents selected material accurately and confidently, with no errors in sequencing or use of the materials.</li> <li>• Clear movements and accurate explanations to the child are present but not habitual.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presents the material accurately and confidently, with no errors in sequencing or use of the materials.</li> <li>• Clear movements and accurate explanations to the child are habitual.</li> </ul>
Rapport	<ul style="list-style-type: none"> <li>• Learner shows little awareness of, or connection to, the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner shows a basic awareness of, and connection to, the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner shows a moderate awareness of, and connection to, the child.</li> <li>• Interactions are warm and age-appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions are warm, age-appropriate and help to stimulate the child’s interest in the activity.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>• is strongly attuned to the child.</li> <li>• responds appropriately and flexibly to the child’s interest.</li> </ul>
Knowledge of Developmental Norms Regarding the Activity	<ul style="list-style-type: none"> <li>• Learner cannot accurately identify how to recognize the child’s readiness for the activity and direct purposes of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner can identify how to recognize the child’s readiness for the activity and elaborate on the direct purposes of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner 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.</li> </ul>
Knowledge of the Activity in a Wider Context	<ul style="list-style-type: none"> <li>• Learner is not able to identify which materials would precede and follow this activity, and other activities that could</li> </ul>	<ul style="list-style-type: none"> <li>• At a basic, rote level the learner is able to identify which materials would precede and follow this activity, and other</li> </ul>	<ul style="list-style-type: none"> <li>• Showing some knowledge of the material in a wider context, the learner is able to identify which materials would precede</li> </ul>	<ul style="list-style-type: none"> <li>• Showing a deep understanding of the material in a wider context, the learner is able to identify which materials would precede</li> </ul>

	be done with this material.	activities that could be done with this material.	and follow this activity, and elaborate on other activities that could be done with this material.	and follow this activity, and elaborate extensively about other activities that could be done with this material.
Knowledge of the Area	<ul style="list-style-type: none"> <li>Learner is unable to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to accurately identify and elaborate on: the purposes of the area, its application to child development, and -its relationship to other areas in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to accurately identify, elaborate, and offer theoretical explanations for the purposes of the area, its application to child development, and its relationship to other areas in the environment.</li> </ul>
Synthesis	<ul style="list-style-type: none"> <li>Learner is unable to identify connections between practical activities and applicable Montessori theories and concepts, even with frequent prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to identify basic connections at the rote level between practical activities and applicable Montessori theories and concepts, with frequent prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to identify connections between practical activities and applicable Montessori theories and concepts, with minimal prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories and concepts, without prompting.</li> </ul>

## 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 program, the following academic requirements must be met:

<i>Requirement Name</i>	<i>Requirement</i>	<i>Page Number</i>
Attendance	90% minimum attendance in program lectures and activities, including guided practice.	31
Theory Album	Compilation and submission of an accepted Theory Album.	55-56
Reference Albums	Compilation and submission of accepted and original Reference Albums in all areas.	56-57
Reading Seminars	90% participation in Reading Seminars.	31, 58
Material Making	Submission of accepted Material Making Assignments.	58-60
Supervised Practice	140 hours of Supervised Practice, and competent practice level.	60
Observation	90 hours of Observation in an AMI Primary classroom.	31, 62
Practice Teaching	120 hours of Practice Teaching in an AMI Primary classroom.	31, 63
Written Examinations	Passing marks of 50% or higher on the Written Examinations.	31, 64
Oral Examinations	Passing marks of 50% or higher on each area of the Oral Examinations.	31, 66

## BLENDED PRIMARY PROGRAM DESCRIPTION

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

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

Learners engage with Montessori theory topics, which create the foundation for Montessori teachers' practical work, and are constant reference points for the learner's understanding. Topics focus on early childhood development, Montessori educational theory, practical implementation, ABAR and DEI practices, and



classroom management from the Montessori perspective. Learners interact with theory topics in a variety of ways - lectures, discussions, readings, outlining, and writing essays and reflections. Learners compile a Theory Album reflecting content given during the program.

Learners observe video or live demonstrations of the materials in the four areas of the Montessori Primary classroom. Demonstrations include discussion of related theory, such as the age of the child, purposes of the material, other activities with the material, and how this material fits into the curriculum as a whole. Learners take notes on the technique of the presentation and all related information for each demonstrated material. Learners also engage with the materials by creating annotated image for each material. The completed notes and annotated image are included in the learner's Reference Albums, which serve as teaching manuals for future work with children.

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

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

Learners create Montessori materials to demonstrate their ability to apply the principles of Montessori material design to their own classrooms. Material making must meet the criteria described, and reflect the characteristics of the area and of Montessori materials in general.

Observation and Practice Teaching are essential components of the program, and allow learners to continue their study of the child in AMI Montessori classrooms. In Observation, learners 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, learners spend a minimum of 120 hours in a classroom for three to six year olds, observing and presenting lessons to children under the supervision of a primary-trained host teacher and/or MNW faculty.

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

## 2023-2024 PRIMARY PROGRAM SCHEDULE - PORTLAND, OR\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Onsite Block #1	July 10 - August 4, 2023	Monday-Friday, 8:30 am - 4:30 pm (PT)
Distance Block #1 (zoom)	September 7 - December 15, 2023	Thursdays, 4:00 - 7:00 pm (PT)
Onsite Block #2	January 11 - 15, 2024	Monday-Friday, 8:30 am - 4:30 pm (PT)
Distance Block #2 (zoom)	January 16 - May 30, 2024	Thursdays, 4:00 - 7:00 pm (PT)
Onsite Block #3	July 15 - August 9, 2024	Monday-Friday, 8:30 am - 4:30 pm (PT)
Written Exams (zoom)	May 18 & May 20, 2024**	TBD
Oral Exams	August 4 - 8, 2024**	TBD
Graduation	August 9, 2024**	TBD

[View Sample Enrollment Agreement](#)

## 2023-2024 PRIMARY PROGRAM SCHEDULE - PLEASANTON, CA\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Onsite Block #1	July 24 - August 11, 2023	Monday-Friday, 8:00 am - 4:00 pm (PT)
Distance Block #1 (zoom)	September 1, 2023 - January 6, 2024	Saturdays, 9:00 am - 12:00 pm (PT)
Onsite Block #2	January 8 - 19, 2024	Monday-Friday, 8:00 am - 4:00 pm (PT)
Distance Block #2 (zoom)	February 3 - July 6, 2024	Saturdays, 9:00 am - 12:00 pm (PT)
Onsite Block #3	July 10 - July 31, 2024	Monday-Friday, 8:00 am - 4:00 pm (PT)
Written Exams (zoom)	June 29 & July 6, 2024**	TBD
Oral Exams	August 1 - 3, 2024**	TBD
Graduation	August 4, 2024**	TBD

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\*Throughout all programs, learners should plan to complete program work for 10-15 self-scheduled hours per week

\*\*Tentative dates - subject to change

## 2022-2024 PRIMARY PROGRAM SCHEDULE - PORTLAND, OR (18 MOS)\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Onsite Block #1	January 30 - February 10, 2023	Monday-Friday, 8:30 am - 4:30 pm (PT)
Distance Block #1 (zoom)	February 14 - May 16, 2023	Tuesdays, 3:00 - 6:00 pm (PT)
Distance Block #2 (zoom)	June 20 - August 1, 2023	Tuesdays, 3:00 - 6:00 pm (PT)
Onsite Block #2	August 7 - August 18, 2023	Monday-Friday, 8:30 am - 4:30 pm (PT)
Distance Block #3 (zoom)	September 26 - December 5, 2023	Tuesdays, 3:00 - 6:00 pm (PT)
Distance Block #4 (zoom)	January 9 - 23 - December 5, 2024	Tuesdays, 3:00 - 6:00 pm (PT)
Onsite Block #3	January 29 - February 9, 2024	Monday-Friday, 8:30 am - 4:30 pm (PT)
Distance Block #5 (zoom)	February 13 - May 18, 2024	Tuesdays, 3:00 - 6:00 pm (PT)
Onsite Block #4	July 15 - August 9, 2024	Monday-Friday, 8:30 am - 4:30 pm (PT)
Written Exams (zoom)	May 16 & 18, 2024**	TBD
Oral Exams	June 28 - July 3, 2024**	TBD
Graduation	July 4, 2024**	TBD

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## 2024-2025 PRIMARY PROGRAM SCHEDULE - PORTLAND, OR\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Onsite Block #1	June 5 - July 3, 2024	Monday-Friday, 8:30 am - 4:30 pm (PT)
Distance Block #1 (zoom)	September 9 - December 12, 2024	Thursdays, 3:30 - 6:30 pm (PT)
Distance Block #2 (zoom)	January 6 - May 31, 2025	Thursdays, 3:30 - 6:30 pm (PT)
Onsite Block #2	February 24 - 28, 2025	Monday-Friday, 8:30 am - 4:30 pm (PT)
Onsite Block #3	July 14 - August 7, 2025	Monday-Friday, 8:30 am - 4:30 pm (PT)
Written Exams (zoom)	May 29 & May 31, 2025**	TBD
Oral Exams	August 3 - 6, 2025**	TBD
Graduation	August 7, 2025**	TBD

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## 2024-2025 PRIMARY PROGRAM SCHEDULE - PLEASANTON, CA\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Onsite Block #1	August 12 - 30, 2024	Monday-Friday, 8:00 am - 4:00 pm (PT)
Distance Block #1 (zoom)	September 14, 2024 - January 4, 2025	Saturdays, 9:00 am - 12:00 pm (PT)
Onsite Block #2	January 6 - 24, 2025	Monday-Friday, 8:00 am - 4:00 pm (PT)
Distance Block #2 (zoom)	February 8 - May 3, 2025	Saturdays, 9:00 am - 12:00 pm (PT)
Onsite Block #3	June 2 - 24, 2025	Monday-Friday, 8:00 am - 4:00 pm (PT)
Written Exams (zoom)	May 17 & 23, 2025**	TBD
Oral Exams	June 21 - 23, 2025**	TBD
Graduation	June 24, 2025**	TBD

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\*Throughout all programs, learners should plan to complete program work for 10-15 self-scheduled hours per week

\*\*Tentative dates - subject to change

### PRIMARY THEORY ALBUM

#### Description

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

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:

- *Outline or Mind Map.* Reduction of a theory topic, providing a useful "at-a-glance" overview, reflecting learner's engagement with the theory topic. The process of creating a mind map supports the learner's ability to understand key and related points within the text, and make cross connections between points.
- *Learner Reflection.* Consideration of a lecture topic, designed to deepen engagement. It may include anecdotes, opinions, and ideas for further reflection.

- *Theory Essays.* These essays are each learner’s own original writing, and are intended to support the learner in explaining main points and supporting points and making connections between theory topics.
- *Quotes.* Quotations on a particular aspect of development are found within Dr. Montessori’s books, and reflect the learner’s engagement with the required reading literature. Quotations will include accurate citations using APA or MLA style.
- *Supplementary Handouts.* Additional information provided to enhance understanding. They are available digitally on Populi.

### Assessments and Grading

- These assignments are graded on a pass/no pass basis.
- The *Primary Theory Album Assessment Criteria* will be used to determine if a learner has met the learning objectives of the Theory Album. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Theory submissions, including any areas that need improvement or correction. The accuracy of the learners' album is their own responsibility.
- 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

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

### PRIMARY REFERENCE ALBUM

#### Description

A learner creates four Reference Albums to store the information provided in the program and as an invaluable reference for future work as a Montessori Guide. At the Director of Training’s discretion, Reference Albums will be created physically, in 3 ring binders, or digitally, using Google Sites. Learners experience program information in a variety of ways, including visual, auditory, and kinesthetic. Writing involves analytical, linear, and logical expression; the creation of annotated images adds a holistic dimension, and practice with the materials offers hands-on understanding. This experience contributes to the learner’s formation, growth, and deep understanding. Each learner’s album reflects that learner’s participation in the program. The four albums are Practical Life, Sensorial, Language, and Mathematics. Each album reflects the learner’s knowledge and understanding of each activity in the Primary classroom and explains how to present it to children. Learners create Reference Albums using the following sequence:

- Learners observe live or video demonstrations of the materials and/or activities in the training program.
- Learners read/discuss points regarding implementation, extensions, and connections to theory. Learners take notes that will help them successfully introduce the child to the material or concept. Any questions and clarifications are addressed.
- Learners practice with the materials.
- Learners edit and type their notes into the presentations, and make annotated images to support the text.

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

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

### 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 learner has met the learning objectives of the Reference Albums. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Reference Albums, including any areas that need improvement or correction. The accuracy of the learners' album is their own responsibility.
- All assignments are due by 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

### Primary Reference Albums Assessment Criteria

Criteria	Description	Ratings
On-time submission	<ul style="list-style-type: none"> <li>• Assignments and final Reference Album are submitted on time and complete by the start of class on the due date.</li> <li>• Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the learner being placed on Academic Probation.</li> </ul>	Not rated
Organization	<ul style="list-style-type: none"> <li>• Assignments and album reflect the order and content listed on the Reference Album organizational documents.</li> <li>• The Reference Album peer review check sheet is filled out and accompanies the final album.</li> <li>• The table of contents lists each topic and accurately corresponds to the order of topics in the album.</li> <li>• The albums are clearly divided into logical and useful sections.</li> <li>• Physical album is submitted in a three-ring binder with the learner's name, album title, program number, Director of Training, and year.</li> <li>• The three-ring binder (albums only) is neither over nor under-filled; it holds the body of assignments easily and appropriately. Staples and paperclips are <i>not</i> permitted.</li> <li>• The digital album is included in the learner's digital portfolio and follows organization and design as assigned.</li> </ul>	Pass / No pass
Clarity	<ul style="list-style-type: none"> <li>• Information is stated in clear language that is concise and accurate.</li> <li>• Information reflects attention to the topic and understanding of the content.</li> <li>• There is sufficient detail to express key concepts.</li> </ul>	Pass / No pass
Usefulness	<ul style="list-style-type: none"> <li>• Information is accessible and easy to follow.</li> <li>• Information would provide a sufficient basis to present in another context, for example, a parent night or essay.</li> <li>• <i>Works Cited</i> page is present for quotations.</li> </ul>	Pass / No pass
Completeness	<ul style="list-style-type: none"> <li>• All components are present (as described on the Reference Album peer review check sheet).</li> <li>• Material lists, age, purposes, and preparations are included for each presentation.</li> <li>• All key steps, prompts, and interactions are present.</li> <li>• Any related activities and/or following activities are present.</li> </ul>	Pass / No pass

Annotated Images	<ul style="list-style-type: none"> <li>Images accurately reflect the descriptions in the presentations.</li> <li>Images are neat, show color coding, and of sufficient size that all relevant details can be clearly seen</li> <li>The annotated images either face or are embedded near the relevant text. Images are labeled with the name of the activity, and notes are clear and logically accompany the image.</li> <li>Images may be hand drawn, computer generated, or photographs (confer with the faculty for specifics).</li> </ul>	Pass / No pass
Neatness	<ul style="list-style-type: none"> <li>Pages are unblemished and clean without handwritten corrections.</li> <li>Print quality is crisp, clear, and in a consistent and readable font.</li> </ul>	Pass / No pass
Professional Appearance	<ul style="list-style-type: none"> <li>Text is free of typographical and grammatical errors.</li> <li>Presentation notes and annotated images reflect the activity as demonstrated in the program.</li> </ul>	Pass / No pass
Originality	<ul style="list-style-type: none"> <li>Learner introductions, essays, quotations, outlines, mind maps, and summaries (as assigned) are the original work of the learner and reflect the content and organization of the program.</li> <li>Images are the original work of the learner.</li> </ul>	Pass / No pass

## PRIMARY READING SEMINARS AND DISCUSSIONS

### Description

Reading Seminars and/or Discussion Boards stimulate an in-depth examination of Montessori's writings and related topics. Learners prepare ahead of time by reading the required content and writing answers to the target questions provided. During each Reading Seminar, learners engage in group discussions to explore the topic through the alternate viewpoints and opinions expressed by other learners. For Discussion Boards, learners express their viewpoints and respond to those of their peers in such a manner as to expand or further the discussion.

On the day that a Reading Seminar is scheduled, learners will submit their written answers at the start of the day for pedagogical staff to review. The learner will bring a copy of their book, and their written answers to reference during the Seminar. A learner who is absent the day of the seminar can submit their written responses their first day back in class and be credited as participating.

Reading Seminars and Discussion Boards also offer opportunities for professional development. As a group participant, learners 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, learners have the opportunity to facilitate and ensure that all group members have the opportunity to contribute their ideas, allowing them to practice leadership skills such as redirection, diplomatic enforcement of guidelines, and neutral observation.

### Assessment and Grading

- [Portland Book List](#)
- [Pleasanton Book List](#)
- These assignments are graded on a pass/no pass basis.
- The *Primary Reading Seminar and Discussion Board Assessment Criteria* will be used to determine if a learner has met the learning objectives of the assignments. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their participation in Reading Seminars, including any areas that need improvement or correction.
- All assignments are due at 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

### Primary Reading Seminars and Discussion Board Assessment Criteria

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

## PRIMARY MATERIAL MAKING: PRACTICAL LIFE AND SENSORIAL

### Description

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

For this assignment, learners create one complete Practical Life and one complete Sensorial activity. These will be similar to activities currently in the MNW model classroom. Learner 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 learners' album will provide additional details and characteristics relevant to the particular material. If the material is not presented on the program then include the presentation text. See Populi assignment description for more detail.

*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)

*\*Specific materials may change at the discretion of the Director of Training. Please see the assignment description in Populi for details.*

### 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 learner has met the learning objectives of Practical Life and Sensorial Material Making. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners 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 learner's ability to apply Montessori principles to the creation of real activities.
- All assignments are due by 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

### Primary Material Making: Practical Life and Sensorial Assessment Criteria

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

Allows for natural consequences	<ul style="list-style-type: none"> <li>Material contains breakable (but not fragile) components.</li> <li>Material offers opportunities for error and error correction.</li> </ul>	Pass / No pass
Originality	<ul style="list-style-type: none"> <li>Material is the original work of the learner.</li> </ul>	Pass / No pass

## PRIMARY MATERIAL MAKING: LANGUAGE

### Description

Language material making offers learners the opportunity to apply Montessori principles to the creation of real Language activities that may be used in their own classrooms with children. For this assignment, learners create several Language materials. These will be similar to activities currently in the MNW model classroom. Learner 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* and Populi assignment description for more detail.

#### *Language materials created\*:*

- Phonetic Object Box
- Phonogram Object Box
- Classified Card Sets (Picture Cards, Three Part Cards, and/or Definition Booklet, Definitions in Three Stages)
- Little Reading Booklet
- Poetry Book bound with a front and back cover, includes 10-15 poems and images
- Function of Words (optional) Article, Adjective, Logical Adjective, Conjunction, Preposition, Verb, Adverb, Logical Adverb)

*\*Specific materials may change at the discretion of the Director of Training. Please see the assignment description in Populi for details.*

### 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 learner has met the learning objectives of Language Material Making. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners 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 learner’s ability to apply Montessori principles to the creation of real activities.
- All assignments are due by 8:30 am on their due date, unless otherwise instructed. Incomplete assignments are considered late.

### Primary Material Making: Language Assessment Criteria

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



Originality	<ul style="list-style-type: none"> <li>Material is the original work of the learner.</li> </ul>	Pass / No pass
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## PRIMARY SUPERVISED PRACTICE WITH MATERIALS

### Description

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

*During Guided Practice, learners follow these procedures:*

- While onsite, learners work alone or with other learners to refine their technique and deepen understanding of the materials. In general, learners will work in pairs, with one person acting as the teacher, presenting the material to another learner, who acts as the “child.” This collaborative environment supports effective practice. Learners work with a variety of peers throughout the program.
- Staff or the “child” may observe and give constructive and respectful feedback to the presenter after the full presentation is given.
- During distance blocks, learners practice in a three to six prepared environment or at home with borrowed materials. Learners have regular scheduled g sessions on Zoom with a faculty member or peers to demonstrate materials and receive feedback.
- For Zoom sessions, learners are expected to be on time, with cameras ready, and be prepared to present the designated materials.
- Learners regularly track their practice with the materials in their Learner Practice Log. This log and the rubric of Primary Guided Practice Assessment Criteria allow learners to self-evaluate their progress towards proficiency with each material. It also allows pedagogical staff to review learners’ practice habits and give feedback as needed. During Oral Examinations, Learner Practice Logs may be reviewed by Examiners to determine the amount and quality of practice a learner undertook with each material.
- Self-evaluation includes written notes and reflections about practice, and updating practice logs after each practice session.

Supervised Practice is a process of accumulating skills and experience. It is expected that learners will at first be unfamiliar with the materials, and will increase in ability as they progress through the program. An attitude of “friendliness with error” is strongly emphasized, with mistakes seen as opportunities for growth and improvement. The open-ended, self-directed group work during Guided Practice is also a real-life experience of a cooperative learning community based on Montessori principles, the very same kind of communities which learners are preparing to lead. Full participation in Guided Practice is an essential component of learners’ preparations for their roles as Montessori adults.

### Assessment and Grading

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

### Primary Guided Practice Assessment Criteria

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

Criteria	1 - Practice Level	2 - Competent Level	3 - Proficient Level
Planning and Preparation	Learner does not <ul style="list-style-type: none"> <li>yet have a prepared plan for practice.</li> <li>yet check the material prior to the presentation.</li> <li>invite the child before the presentation.</li> </ul>	Learner <ul style="list-style-type: none"> <li>has a plan for practice and is able to present after brief consultation of notes or album.</li> <li>generally checks the material prior to the presentation.</li> <li>provides an age-appropriate invitation before the presentation.</li> </ul>	Learner <ul style="list-style-type: none"> <li>consistently has a prepared plan for practice, reflecting accurate self-evaluation.</li> <li>habitually checks the material prior to the presentation.</li> <li>offers enticing, varied, and age-appropriate invitations before the presentation.</li> <li>demonstrates a level of proficiency indicating extensive practice with the presentation.</li> </ul>
Presentation	Learner <ul style="list-style-type: none"> <li>frequently checks notes to clarify the steps; significant errors during the presentation.</li> <li>does not demonstrate awareness of the children’s abilities.</li> <li>is primarily an observer while another learner presents.</li> <li>rarely offers points of interest.</li> </ul>	Learner <ul style="list-style-type: none"> <li>can present at a basic level of accuracy without checking notes; some minor errors may be present.</li> <li>incorporates awareness of the children’s abilities into the presentation.</li> <li>often emphasizes appropriate points of interest.</li> </ul>	Learner <ul style="list-style-type: none"> <li>consistently presents even complex presentations with a high degree of accuracy without checking notes; errors are generally absent.</li> <li>incorporates a high level of awareness of the children’s abilities into the presentation.</li> <li>habitually emphasizes appropriate points of interest.</li> </ul>



Confidence and Enthusiasm	<p>Learner</p> <ul style="list-style-type: none"> <li>is consistently hesitant and unsure.</li> <li>shows a consistent lack of enthusiasm for the presentation.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>is generally confident; some minor hesitations are present but do not affect the overall outcome of the presentation.</li> <li>is generally enthusiastic throughout the presentation.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>is confident and poised, moving smoothly through all parts of the presentation.</li> <li>shows genuine enthusiasm towards both the material and the children.</li> <li>Enthusiasm is conveyed to the children.</li> </ul>
Modeling	<ul style="list-style-type: none"> <li>Learner does not consistently model appropriate behavior.</li> <li>Lapses in appropriate modeling are frequent and significant.</li> <li>Analyzed movements are absent, too fast, or otherwise inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Learner models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment (including materials and supplies).</li> <li>Lapses in appropriate modeling are minor and infrequent.</li> <li>Analyzed movements are present.</li> </ul>	<ul style="list-style-type: none"> <li>Learner 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.</li> <li>Lapses in modeling are absent.</li> <li>Analyzed movements are habitual, accurate, and thoughtful.</li> </ul>
Rapport and Respect	<ul style="list-style-type: none"> <li>Learner does not yet establish rapport with the children.</li> <li>When playing the role of the “child,” the learner is not respectful of the learner presenter, or does not engage in the work.</li> </ul> <p>Interactions</p> <ul style="list-style-type: none"> <li>with children lack warmth or are not age-appropriate.</li> <li>do not convey respect.</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>establishes sufficient rapport with the children to successfully accomplish the presentation.</li> <li>generally shows respect towards the children.</li> </ul>	<ul style="list-style-type: none"> <li>Strong rapport contributes to a successful presentation.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>conveys a warm and welcoming manner, inviting joyful rapport with the children.</li> <li>respects the children’s experiences, ideas, and contributions.</li> </ul>
Professional Attitude	<ul style="list-style-type: none"> <li>Learner demonstrates significant lapses in professionalism.</li> <li>Learner may interact inappropriately with other learners.</li> <li>Voice volume may be loud or poorly modulated.</li> <li>Feedback to other learners is inappropriate, harsh, judgmental, or negatively-focused.</li> </ul>	<ul style="list-style-type: none"> <li>Learner maintains a generally professional demeanor, interacting respectfully with other learners, with few lapses.</li> <li>Feedback to other learners is generally helpful and courteous.</li> </ul>	<ul style="list-style-type: none"> <li>Learner’s interactions with other learners are consistently professional and courteous.</li> <li>Learner’s overall demeanor is habitually professional.</li> <li>Voice volume is appropriately modulated.</li> <li>Feedback to other learners is useful, balanced, and brief.</li> </ul>
Reflection and Self-Evaluation	<ul style="list-style-type: none"> <li>Self-evaluation is unbalanced, being either too permissive or too harsh.</li> <li>Practice Log is not used effectively</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>does not reflect on the strengths and weaknesses of their presentation.</li> <li>is unable to formulate a plan for future improvement of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention.</li> <li>Practice Log is used inconsistently.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>reflects on the strengths and weaknesses of their presentation.</li> <li>can formulate a basic plan for future improvements of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Learner reflects accurately on the strengths and weaknesses of their presentation, self-evaluating easily and without judgment.</li> <li>Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement.</li> <li>Input from other learners, if elicited, is accepted graciously.</li> <li>Practice Log is used effectively and consistently.</li> </ul>

## PRIMARY OBSERVATION

### Description

Observation allows learners to continue their study of the child in Montessori classrooms with children, or other settings as approved. Learners participate in Observation training and study during the program, and they also observe children in Montessori Primary classrooms. A portion of Observation may be conducted in the learner’s own classroom, with prior approval from the Director of Training.

Standards for Observation host classrooms are as follows:

- Preferably, a classroom led by an AMI Primary teacher.
- A classroom equipped with a complete set of materials for the 3-6 level.
- A multi-age group of children (ages 3-6).

- Learners may also observe in their own classroom for a portion of the required observation hours.

During Observation, learners learn about themselves, the children, and how to prepare observation-based lesson plans. Interaction with children is kept to a minimum, giving learners the opportunity to objectively observe children and their behavior. Optimally, learners observe and practice teach in the same classroom, building familiarity and rapport with the children, the school community, and observing the school year continuum.

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

Throughout Observation, learners are to remain reflective of their own learning experience. This includes ongoing self-assessment using the *Primary Observation Assessment Criteria* and may include some dialog with MNW Primary pedagogical staff. Please note that it is of utmost importance that learners keep their observations of the children and the school community confidential. Breaches of confidentiality may initiate non-Academic Probation.

### 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 learner has met the learning objectives of Observation. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about Observation assignments, including any areas that need improvement or correction.
- All assignments are due by 8:30 on their due date, unless otherwise instructed. Incomplete assignments are considered late.

### Primary Observation Assessment Criteria

Criteria	Description	Rating
On-time Submission	<ul style="list-style-type: none"> <li>• Observation assignments are submitted on on their due date</li> <li>• Note: Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the learner being placed on Academic Probation.</li> </ul>	Pass/ No pass
Attendance	<ul style="list-style-type: none"> <li>• Learner accrues a minimum of 90 hours of Observation.</li> <li>• Learner accurately records hours on the <i>Hours Sheet</i>, which is totaled by the learner and signed by the classroom teacher, or school representative.</li> </ul>	Pass / No pass
Writes Responses According to Observation Guidelines	<ul style="list-style-type: none"> <li>• Learner uses a notebook to record responses to daily tasks.</li> <li>• Learner's handwriting is legible.</li> <li>• Learner writes out each day's daily tasks, beginning a new section in the notebook.</li> <li>• Learner's responses include narrative descriptions and interpretive responses.</li> <li>• Learner's responses show understanding of, and engagement with, the daily tasks.</li> </ul>	Pass / No pass
Maintains a Professional Presence in the School Community	<ul style="list-style-type: none"> <li>• Learner completes a background check in a timely manner (if needed).</li> <li>• Learner behaves courteously and respectfully to all staff, parents, and children.</li> <li>• Learner interacts minimally with children during Observation.</li> <li>• Learner demonstrates a calm, neutral, and appropriate demeanor suited to the observation settings.</li> <li>• Learner maintains confidentiality at all times.</li> </ul>	Pass/ No pass

## PRIMARY PRACTICE TEACHING

### Description

Practice Teaching allows learners to directly apply their knowledge of the Montessori materials and child development to work with real children in Montessori classrooms. It is preferred that learners return to the same classroom as for Observation. A portion of Practice Teaching may be conducted in the learner's own classroom, with prior approval from the Director of Training. If a learner is a classroom assistant, the classroom guide will act as the host teacher/classroom.

During Practice Teaching in a host classroom, learners are not responsible for the entire group of children. Instead, learners work with a limited number of children which they select in collaboration with the host teacher. Learners also consult with their host teacher when choosing appropriate lessons to present to the selected children. If a learner is a lead guide, they will continue their responsibilities to their classroom while also working on the Practice Teaching Tasks.

Whether a learner is already working as a lead guide, or Practice Teaching in a host classroom, Montessori Northwest provides specific Practice Teaching Tasks to enhance and direct the classroom experience in purposeful ways. The goals of these Tasks are to help learners develop the practice observation-based lesson planning, regular observation following a presentation, and ongoing reflection on one's own ability to connect the child with the environment.

Please note that it is of utmost importance that learners keep their observations of the children and the school community confidential. Breaches of confidentiality may initiate Non-Academic Probation. A learner must be in *Good Standing* in order to participate in Practice Teaching.

Standards for Practice Teaching host classrooms are as follows:

- A teacher who holds an AMI diploma (preferably) at the 3-6 (Primary) Level and has guided a classroom for a school year.
- A classroom equipped with a complete set of materials for the 3 - 6 level.
- A multi-age group of children (ages 3 - 6).
- Learners may practice teach in their own classroom if they are working as assistants or lead guides, with prior approval from the Director of Training

#### Practice Teaching Process

A minimum of 120 hours of Practice Teaching is required. Practice Teaching takes place during consecutive weeks at various times during the program, at the discretion of the Director of Training. Learners can find documents related to Practice Teaching on Populi.

During Practice Teaching, learners are guided by a Montessori Northwest pedagogical staff member, with input from the host teacher. During Practice Teaching, learners are observed twice, either in person, or via video. In person observations will be conducted by a MNW staff, or a local representative who holds an AMI 3-6 Diploma, referred to as "Field Supervisors". Learners receive two written assessments of the observations, called *Field Supervisor Reports*. The first written assessment is typically provided during the early days of Practice Teaching, allowing the learner time to refine their practice based on that feedback. The second and final written assessment is conducted towards the end of the Practice Teaching session. During supervision, the learner is expected to demonstrate an individual lesson and a group activity.

Learners will also receive a written assessment by the host teacher at the end of the Practice Teaching session. All assessments are based upon the *Primary Practice Teaching Assessment Criteria* for Practice Teaching. Throughout Practice Teaching, learners 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.

#### Assessment and Grading

- During Practice Teaching, Field Supervisors observe learners twice while they work with children. Learners achieving a score of 1 in any category must work to improve the requisite skills. It is expected that by the second visit, learners will have implemented strategies discussed to improve their performance and consistently achieve 2 or higher.
- Host Teachers also use the *Primary Practice Teaching Assessment Criteria* below when filling out their own Host Teacher report.
- Learners are expected to conduct frequent self-evaluations during Practice Teaching using the assessment criteria, noting any areas of challenge and seeking assistance when needed.
- Learners receive feedback about submitted Practice Teaching assignments, including any areas that need improvement/correction.
- All written assignments, reports, and documentation is due by 8:30am on the due date listed in Populi.

#### Primary Practice Teaching Assessment Criteria

Criteria	1 - Below Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Planning and Preparation	Learner <ul style="list-style-type: none"> <li>• does not appear prepared for the lesson.</li> <li>• invites child/children for whom the lesson is inappropriate or poorly timed.</li> <li>• needs to confer with pedagogical staff or host teacher prior to presenting the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is prepared for the lesson.</li> <li>• The level of proficiency demonstrated by the learner indicates adequate practice of the presentation.</li> <li>• The child/children selected for the lesson seem generally ready for and receptive to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner is prepared for the lesson.</li> <li>• The level of proficiency demonstrated by the learner indicates extensive practice with the presentation.</li> <li>• The child/children selected for the lesson appear to have received necessary preliminaries and are primed to receive the lesson.</li> </ul>
Presentation	Learner <ul style="list-style-type: none"> <li>• makes significant errors in the presentation.</li> <li>• fails to connect the children to the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presents the lesson with a basic level of accuracy; some minor errors are present.</li> <li>• The lesson creates a solid initial connection between the children and the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners presents even complex presentations with a high degree of accuracy; errors are absent.</li> <li>• The presentation creates a strong connection between the children and the material.</li> <li>• Children engage in follow up work.</li> </ul>
Control of Situation	Learner <ul style="list-style-type: none"> <li>• frequently loses control of the situation.</li> <li>• cannot manage interruptions by other children.</li> <li>• needs assistance from the host teacher to create and sustain a working environment for the lesson.</li> <li>• does not maintain clear boundaries for children.</li> </ul>	Learner <ul style="list-style-type: none"> <li>• creates and sustains a working environment for the lesson.</li> <li>• delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control.</li> <li>• maintains boundaries regarding the children's behavior.</li> </ul>	Learner <ul style="list-style-type: none"> <li>• assumes and maintains a welcoming and adult demeanor throughout the presentation, inviting cooperation from the child.</li> <li>• sets and maintains clear boundaries for the children's behavior.</li> </ul>

Observation and Follow-up	Learner does not <ul style="list-style-type: none"> <li>observe the children following a presentation.</li> <li>follow up with the children as needed following a presentation.</li> </ul>	Learner <ul style="list-style-type: none"> <li>observes a transfer to the children, allowing them to continue the work independently.</li> <li>observes the children following the presentation.</li> <li>may follow up with some additional assistance to the children.</li> </ul>	<ul style="list-style-type: none"> <li>After a successful transfer to the children, learner closely observes following the lesson, offering appropriate assistance as needed to enhance children's connection to the material.</li> <li>Learner shows an understanding of when to withhold teacher intervention to support exploration and discovery.</li> </ul>
Confidence and Enthusiasm	Learner <ul style="list-style-type: none"> <li>is consistently hesitant and unsure.</li> <li>shows a consistent lack of enthusiasm for the presentation.</li> </ul>	Learner is generally <ul style="list-style-type: none"> <li>confident. Some minor hesitations are present but do not affect the overall outcome of the presentation.</li> <li>enthusiastic throughout the presentation.</li> </ul>	Learner <ul style="list-style-type: none"> <li>is confident and posed, moving smoothly through all parts of the presentation.</li> <li>shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children.</li> </ul>
Modeling	<ul style="list-style-type: none"> <li>Learner does not consistently model appropriate behavior.</li> <li>Lapses in appropriate modeling are frequent and significant.</li> </ul>	<ul style="list-style-type: none"> <li>Learner models appropriate behavior most of the time, including physical movements, social interactions, and interaction with the environment.</li> <li>Lapses in appropriate modeling are minor and infrequent.</li> </ul>	<ul style="list-style-type: none"> <li>Learner 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.</li> <li>Lapses in modeling are absent.</li> </ul>

## PRIMARY WRITTEN EXAMINATIONS

### Description

Throughout the program, learners 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 assignments must be accepted for the learner to be eligible to sit for Written Examinations.* Learners are required to pass Written Examinations to be eligible to sit for Oral Examinations.

Written Examinations occur over two days. On *each* day, the learner is given three hours to complete the examination. On each day of Written Examinations learners are given seven questions *from which they choose four to answer*. No extra credit is given for answering more than four questions. Learners are expected to plan their time accordingly (i.e., to answer four questions in three hours, learners will allot approximately 45 minutes to each question).

On the first day of Written Examinations (Paper A), learners answer questions on Montessori theory topics. Learners will use their Theory Albums to study for Paper A. On the second day of Written Examinations (Paper B), learners will answer questions focused on materials and activities in the Primary classroom and their purposes. Learners will use their four Reference Albums to prepare for Paper B.

A learner's Written Examination is identified by number so that the learner remains anonymous during the grading process. Each learner's identity is revealed only when all Written Exams have been scored. Any learner who does not achieve a minimum of 50% on Paper A and/or Paper B has 12 months to retake the failed Written Exam.

### Assessment and Grading

- Written Examinations are graded on a pass/no pass basis. The pass mark for each Paper is 50%. Each question is marked out of 25. The *Primary Written Examinations Assessment Criteria* e describes the level of achievement that constitutes a passing score for each paper.
- Paper A - Each question has a maximum possible score of 25, giving a maximum possible total of 100 points for Paper A. A learner 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 learner must achieve a cumulative score of 50 points or more to pass.
- For more information see Exams (*found in the handbook section titled Academic Policies*) and Academic Requirements for Receiving the AMI Primary Diploma (*found in the handbook section titled Primary Program Description*).

### Primary Written Examinations Assessment Criteria

Criteria	0 - 12 Points	12.5 - 15 Points	16 - 20 Points	21-25 Points
Answers All Parts of the Question	<ul style="list-style-type: none"> <li>Learner does not address all parts of the question.</li> </ul>	<ul style="list-style-type: none"> <li>Learner addresses all parts of the question with sufficient but minimal detail.</li> </ul>	<ul style="list-style-type: none"> <li>Learner address all parts of the question in moderate detail, offering some additional information</li> </ul>	<ul style="list-style-type: none"> <li>Learner addresses all parts of the question in significant detail, expanding widely on</li> </ul>

			to expand on key points.	both key points and ancillary points.
Identifies and Defines Key Terms	<ul style="list-style-type: none"> <li>Learner does not identify or define key terms.</li> </ul>	<ul style="list-style-type: none"> <li>Learner identifies key terms and gives a brief definition.</li> </ul>	<ul style="list-style-type: none"> <li>Learner identifies key terms and provides clear and accurate definitions for each.</li> <li>Explanations show a solid understanding of key terms.</li> </ul>	<ul style="list-style-type: none"> <li>Learner identifies key terms and provides clear and accurate definitions for each.</li> <li>Explanations of key terms show a high level of integration and understanding.</li> </ul>
Shows Relevance	<ul style="list-style-type: none"> <li>Learner does not stay on topic; information provided is not relevant to the question.</li> </ul>	Learner <ul style="list-style-type: none"> <li>provides information that is relevant to the question.</li> <li>occasionally strays off topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides information that is relevant to the question and rarely strays off topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides information that is relevant to the question and consistently stays on topic.</li> </ul>
Shows Coherence	<ul style="list-style-type: none"> <li>Learner's writing lacks organization and clarity, and is difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>Learner's writing shows a basic level of organization and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Learner's writing shows logical organization and significant clarity.</li> <li>Most arguments, statements, or explanations are clearly expressed and are easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Learner writing shows strongly developed organization and a high level of clarity.</li> <li>Arguments and/or explanations are clearly and logically organized.</li> <li>The reader has no difficulty comprehending all arguments, statements, or explanations expressed.</li> </ul>
Shows Depth of Understanding	Learner <ul style="list-style-type: none"> <li>does not accurately define the concepts being discussed; major conceptual errors are present.</li> <li>cannot identify basic connections between key concepts.</li> </ul>	Learner <ul style="list-style-type: none"> <li>can accurately define the concepts being discussed; no major conceptual errors are present.</li> <li>can identify basic connections between key concepts.</li> </ul>	Learner <ul style="list-style-type: none"> <li>can accurately define and elaborate on the concepts being discussed; no conceptual errors are present.</li> <li>can identify connections between key concepts and provide useful elaboration and examples.</li> </ul>	Learner <ul style="list-style-type: none"> <li>can accurately define and eloquently elaborates on the concepts being discussed.</li> <li>demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them.</li> </ul>
Offers Supporting Examples	<ul style="list-style-type: none"> <li>Learner provides no supporting examples.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides few supporting examples.</li> <li>Examples are minimally described and are generally relevant to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learner provides frequent details supporting examples that strengthen the learner's argument or explanation to a significant degree.</li> <li>Examples are always relevant to the topic, and offer an alternate lens through which to explore the topic.</li> </ul>
Offers Elaboration	<ul style="list-style-type: none"> <li>Learner offers no elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Learner offers some basic elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>offers some useful elaboration to support arguments or strengthen key points.</li> </ul>	<ul style="list-style-type: none"> <li>Learner offers extensive, relevant, and sophisticated elaboration that strongly supports arguments of strengthens key points.</li> </ul>

## PRIMARY ORAL EXAMINATIONS

### Description

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

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

Oral Examinations are held at the end of the program. They are conducted by a team of external AMI examiners who represent the Association Montessori Internationale. Learners 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 learner in one area. The choice of material is made through a concealed draw, and learners have several minutes to inspect their material and consider their lessons before the examination begins. AMI Primary-trained teachers and staff from the Montessori community stand in as the “child” and serve as a witness; they are expected to maintain a neutral demeanor in this role.

At exams, the learner is formally introduced to both the Examiner and the “child”. The learner then begins the presentation of the material, entirely in the character of the teacher. The Examiner may halt the presentation at any time if they believe they have enough information to assess the learner’s abilities. A conversation between the Examiner and the learner 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 learner rotates between Examiners, taking approximately 30 minutes in each area to present the material and answer questions. Between each area, the learner is asked to step outside the exam room so that the Examiner can write notes. At the end of the day, the Exam Team meets to discuss the results of each learner’s examination and participation in the program. Learners will be notified of their exam results on the day of their examination. A learner who does not pass an area can re-sit the failed portion of the exam within 12 months, or at the next exam cycle.

### Assessment and Grading

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

### Primary Oral Examinations Assessment Criteria

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

Criteria	0 -12 Point	12.5 - 15 Points	16 - 19 Points	20 -25 Points
Presentation	<ul style="list-style-type: none"> <li>• Learner is unable to present the activity to a basic level of proficiency; major errors in sequencing or use of the materials are apparent.</li> <li>• Clear movements and accurate explanations to the child are absent.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presents selected material to a basic level of proficiency; no major errors in sequencing or use of the materials.</li> <li>• Clear movements and accurate explanations to the child are sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presents selected material accurately and confidently, with no errors in sequencing or use of the materials.</li> <li>• Clear movements and accurate explanations to the child are present but not habitual.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presents the material accurately and confidently, with no errors in sequencing or use of the materials.</li> <li>• Clear movements and accurate explanations to the child are habitual.</li> </ul>
Rapport	<ul style="list-style-type: none"> <li>• Learner shows little awareness of, or connection to, the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner shows a basic awareness of, and connection to, the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner shows a moderate awareness of, and connection to, the child.</li> <li>• Interactions are warm and age-appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions are warm, age-appropriate and help to stimulate the child’s interest in the activity.</li> </ul> <p>Learner</p> <ul style="list-style-type: none"> <li>• is strongly attuned to the child.</li> <li>• responds appropriately and flexibly to the child’s interest.</li> </ul>
Knowledge of Developmental Norms Regarding	<ul style="list-style-type: none"> <li>• Learner cannot accurately identify how to recognize the child’s</li> </ul>	<ul style="list-style-type: none"> <li>• Learner can identify the following at a rote level how to recognize the</li> </ul>	<ul style="list-style-type: none"> <li>• Learner can identify how to recognize the child’s readiness for the activity</li> </ul>	<ul style="list-style-type: none"> <li>• Learner can identify how to recognize the child’s readiness for the activity</li> </ul>

the Activity	readiness for the activity and direct purposes of the activity.	child's readiness for the activity, but cannot elaborate on the direct purposes of the activity.	and elaborate on the direct purposes of the activity.	and can elaborate on the direct purposes of the activity showing a strong understanding between these points and other Montessori theories.
Knowledge of the Activity in a Wider Context	<ul style="list-style-type: none"> <li>Learner is not able to identify which materials would precede and follow this activity, and other activities that could be done with this material.</li> </ul>	<ul style="list-style-type: none"> <li>At a basic, rote level the learner is able to identify which materials would precede and follow this activity, and other activities that could be done with this material.</li> </ul>	<ul style="list-style-type: none"> <li>Showing some knowledge of the material in a wider context, the learner is able to identify which materials would precede and follow this activity, and elaborate on other activities that could be done with this material.</li> </ul>	<ul style="list-style-type: none"> <li>Showing a deep understanding of the material in a wider context, the learner 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.</li> </ul>
Knowledge of the Area	<ul style="list-style-type: none"> <li>Learner is unable to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to accurately identify the purposes of the area, its application to child development, and its relationship to other areas in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to accurately identify and elaborate on: the purposes of the area, its application to child development, and its relationship to other areas in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to accurately identify, elaborate, and offer theoretical explanations for the purposes of the area, its application to child development, and its relationship to other areas in the environment.</li> </ul>
Synthesis	<ul style="list-style-type: none"> <li>Learner is unable to identify connections between practical activities and applicable Montessori theories and concepts, even with frequent prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to identify basic connections at the rote level between practical activities and applicable Montessori theories and concepts, with frequent prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to identify connections between practical activities and applicable Montessori theories and concepts, with minimal prompting</li> </ul>	<ul style="list-style-type: none"> <li>Learner is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories and concepts, without prompting.</li> </ul>

## ACADEMIC REQUIREMENTS FOR THE AMI ELEMENTARY PROGRAM

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 program, 1200 hours and the following academic requirements must be met:

Requirement Name	Requirement	Page Number
Attendance	90% minimum attendance in synchronous online classes, mentorship meetings and lecture viewing	31
Material making	Submission of assigned material making	73-75
Reading Seminars	90% participation in Reading Seminars	73
Reference Albums	Compilation and submission of accepted reference albums in all areas	69
Guided Practice	140 hours	75-76
Observation	100 hours	31, 77
Practice Teaching	120 hours	31, 78
Written Examinations	Passing marks of 50% or higher on both paper A and paper B	31, 80-81
Oral Examinations	Passing marks of 50% or higher on each area of the oral examinations.	31, 81-82

## 2022-2024 ELEMENTARY PROGRAM DESCRIPTION (2 YRS)

*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 Program 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, learners 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 Program is part of an oral tradition and the information presented in the program is not readily available in other formats or published works. Learners take notes throughout the program, then transcribe and process these notes into typed format. The use of recording devices is prohibited.

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

The majority of class time is dedicated to demonstrations of the materials and stories that comprise Cosmic Education, the Montessori approach to elementary education, starting with a general overview of the first plane of development.

Learners observe a video demonstration on how to present each Montessori material to children. Demonstrations will be offered in a recorded, asynchronous format. Learners will view approximately 6-8 hours of recorded work, on their own time, prior to class. Learners will follow the schedule provided by the Director of Training. Class time will include at least 2 hours of synchronous work per week, which will be used as an opportunity for clarification, questions, additional examples and further exploration of lessons, and discussions regarding the work due that week.

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. Learners take notes of the technique of the presentation and all related information for each demonstrated material. These initial notes guide the learner during their practice with the materials. During independent practice, learners refine and complete their notes, along with illustrations for each presentation. The completed notes are then typed up and become the text of the learner's original Reference Albums, which serve as teaching manuals for future work with children.

Material making will have three components: stories written for use in the elementary classroom, "fun facts" to ignite the imagination of the child and teacher made materials. Stories and fun facts will be reviewed by faculty then shared among the group. Where there are limited but multiple options, learners will sign up for topics to ensure a robust collection. Learners will be encouraged to write stories that are inclusive and diverse and some stories will be required to meet state or local elementary curriculum standards. Teacher made materials will be created with direction from faculty and will be available for the learner's use upon acceptance.

Learners practice with the Montessori materials and under staff supervision during the summer session. This will allow learners to refine their technique in presenting the materials and in observing lessons given by others. Learners will also be responsible for recording and submitting 40 total hours of independent practice throughout the program.

Observation and Practice Teaching are essential components of the program, and allow learners to continue their study of the child. In Observation, learners 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, learners spend a minimum of 120 hours in classrooms, presenting lessons to children under the supervision and guidance of an AMI Elementary-trained teacher.

End of program comprehensive Written and Oral Examinations allow the learners to express and demonstrate what they have learned throughout the program. They also verify that the program has met AMI’s standards. Learners will prepare for these exams through practice exam questions and mock orals given throughout the program.

2022-2024 ELEMENTARY PROGRAM SCHEDULE - SPOKANE, WA (2 YRS)\*

Class	Date(s)	Time
Distance Block #1 (zoom)	September 8, 2022 - May 18, 2023	Thursdays, 4:00 - 6:00 PM (PT)
Onsite Block #1	July 10 - 28, 2023	Monday - Friday, 8:30 am - 4:00 pm (PT)
Distance Block #2 (zoom)	September 7, 2023	Thursdays, 4:00 - 6:00 PM (PT)
Onsite Block 2	July 15 - August 9, 2024	Monday - Friday, 8:30 am - 4:00 pm (PT)
Written Exams (zoom)	May 2024**	TBD
Oral Exams	August 5 - 9, 2024**	TBD
Graduation	August 9, 2024**	TBD

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*\*Throughout all programs, learners should plan to complete program work for 10-15 self-scheduled hours per week*  
*\*\*Tentative dates - subject to change*

2023-2024 & 2024-2025 ELEMENTARY PROGRAM DESCRIPTION - SPOKANE, WA

*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 Program 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, learners 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 Program is part of an oral tradition and the information presented in the program is not readily available in other formats or published works. Learners take notes throughout the program and use these notes to supplement handouts, to reference for assignments, and to create practice cards for presentation materials. The use of recording devices is prohibited.

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

Class time will include demonstrations of the materials and stories that comprise Cosmic Education, the Montessori approach to elementary education, starting with a general overview of the second plane of development. Learners will also engage in small and large group discussions and collaborative projects.

During in-person modules, presentations of materials are given “live” and s take turns participating as children. Handouts are available before the presentations are given in class and s are expected to review any available written materials prior to class.

During the asynchronous portion of the course, Learners observe a video demonstration on how to present each Montessori material to children. Demonstrations will be offered in a recorded, asynchronous format. Learners will view approximately 6-8 hours of recorded work, on their own time. Learners will follow the schedule provided by the Director of Training, but in many cases can work “ahead.” Synchronous modules and Saturday workshops will be devoted to special topics involving discussions and collaboration.

In addition, during the asynchronous portions of the course, there will be regular “office hours” with the staff in which s can show up (no appointment needed) and ask questions or discuss the work. 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. Learners take notes of the technique of the presentation and all related information for each demonstrated material. These initial notes, in the form of summary presentation cards, guide the learner during their practice with the materials. Presentation handouts, synthesis assignments, reflections, and essays all become part of the original Reference Albums, which serve as teaching manuals for future work with children.

There are many teacher-made materials created by the s as part of the course. Learners will also write many stories—some alone and some with small-group collaboration. Many of the stories will be shared to help build each future-teacher’s story collection. Other materials may include some charts, card materials, and other materials that are traditionally teacher-made. Teacher made materials will be created with direction from faculty and will be available for the learner’s use upon acceptance.

Learners practice with the Montessori materials and under staff supervision during the summer sessions. This will allow learners to refine their technique in presenting the materials and in observing lessons given by others. Learners will also be responsible for recording and submitting a maximum of 10 total hours of independent practice throughout the program. There will be at least 130 hours of supervised practice during the in-person portions of the course.

In addition to in-class hours, during synchronous modules there will be some “extra” hours of supervised practice time available.

## 2024-2025 ELEMENTARY PROGRAM SCHEDULE - SPOKANE, WA\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Distance Block #1 (zoom)	May 1 - 22, 2024	Wednesdays, 4:00 - 7:00 pm (PT)
Onsite Block #1	May 28 - June 18, 2024	Monday - Friday, 8:30 am - 5:00 pm (PT)
Distance Block #2 (zoom)	July 15, 2024 - June 4, 2025	Wednesdays, 4:00 - 7:00 pm (PT)
3 Day Intensive (zoom)	September 16 - 18, 2024	Monday - Wednesday, 4:00 - 7:00 pm (PT)
3 Day Intensive (zoom)	February 10-12, 2025	Monday - Wednesday, 4:00 - 7:00 pm (PT)
Saturday Workshop (onsite)	June 15, 2024	Saturday, 9:00 am - 12:00 pm (PT)
Saturday Workshop (zoom)	November 2, 2024	Saturday, 9:00 am - 12:00 pm (PT)
Saturday Workshop (zoom)	January 25, 2025	Saturday, 9:00 am - 12:00 pm (PT)
Saturday Workshop (zoom)	May 3, 2025	Saturday, 9:00 am - 12:00 pm (PT)
Onsite Block #2	June 30 - August 1, 2025	Monday - Friday, 8:30 am - 5:00 pm (PT)
Written Exams (zoom)	April 7, 9 & 11, 2025**	TBD
Oral Exams	July 29 - 31, 2025**	TBD
Graduation	August 1, 2025**	TBD

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## 2023-2024 ELEMENTARY PROGRAM SCHEDULE - SPOKANE, WA\*

<u>Class</u>	<u>Date(s)</u>	<u>Time</u>
Onsite Block #1	January 3 - February 6, 2024	Monday - Friday, 8:30 am - 5:00 pm (PT)
Distance Block #1 (zoom)	March 4 - 7, 2024	Monday - Thursday, 4:00 - 7:00 pm (PT)
Distance Workshop #1 (zoom)	April 20, 2024	Saturday, 9:00 am - 12:00 pm (PT)
Distance Block #2 (zoom)	April 29 - May 3, 2024	Monday - Thursday, 4:00 - 7:00 pm (PT)
Distance Workshop #2 (zoom)	June 15, 2024	Saturday, 9:00 am - 12:00 pm (PT)
Distance Block #3 (zoom)	September 9 - 11, 2024	Monday - Thursday, 4:00 - 7:00 pm (PT)
Distance Workshop #3 (zoom)	November 9, 2024	Saturday, 9:00 am - 12:00 pm (PT)
Onsite Block #2	January 6 - February 7, 2025	Monday - Friday, 8:30 am - 5:00 pm (PT)
Written Exams (zoom)	January 10, 13 & 15, 2025**	TBD
Oral Exams	February 3 - 6, 2025**	TBD
Graduation	February 7, 2025**	TBD

[View Sample Enrollment Agreement](#)

*\*Throughout all programs, learners should plan to complete program work for 10-15 self-scheduled hours per week*

*\*\*Tentative dates - subject to change*

## ELEMENTARY THEORY ALBUM

### 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 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 program.

Theory lectures are presented throughout the program. The exact requirements for the Theory Album are listed on the Theory Topics handout. Appendices to the Theory Album are included in the program at the discretion of the Director of Training.

### Components

Topics within the Theory Album are composed primarily of handouts, -written reflections, visual summaries and mind-maps, and essays.

- Lecture Notes: Clearly written, detailed, typed, edited summaries of class notes from lecture/discussions/webinar.
- Supplementary Handouts: (provided digitally)
- Supplementary Notes: any additional resources/notes
- Appendices

## Components Specific the 2023-2024 Program

There are two options on this course for the type of albums created:

1. Print all materials required for each album in color (this is necessary for any illustrations for materials featuring color-coding) and assemble these in binders (albums) in each area. This is the "traditional" method of creating albums. There will be ten albums (theory, art, music, geography, biology, history, language, mathematics volume 1, mathematics volume 2, geometry).
2. Create two versions of albums. One version will be electronic versions in which each album is formatted as a searchable e-book, using the same table of contents as for the "traditional" album. All supplementary materials (mind maps, stories, etc.) must also be included. The second version can be a condensed versions of printed albums. Condensed versions can be printed "two pages per sheet" (see photos below of examples). They must be printed and either bound or put into binders or something similar. These condensed albums can be printed in color or black and white so long as the digital version is color.

No matter which choice you make, you will still wind up with one "hard copy" printed version of your albums. The difference will be that one printed version (the "condensed" version) will be less bulky and easier to transport. It is not acceptable to have only digital albums for this course.

## Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- Learners 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 learner has met the learning objectives of the Theory Album. Learners must achieve a rating of "pass" in each of the Elementary Theory Album Assessment Criteria for the entire assignment to be accepted.
- Learners receive feedback about their Theory Album, including any areas that need improvement or correction.
- Learners 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

Criteria	Description	Rating
On-time submission	<ul style="list-style-type: none"><li>• Assignments and the final album are submitted on time and complete by the start of class on the due date.</li><li>• Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the learner being placed on Academic Probation.</li></ul>	Not rated
Organization	<ul style="list-style-type: none"><li>• Assignments and the album reflect the order and content listed on the Theory Album Table of Contents.</li><li>• The table of contents lists each theory topic and accurately corresponds to the order of topics in the album.</li><li>• The digital album follows organization and design as assigned.</li></ul>	Pass / No pass
Clarity	<ul style="list-style-type: none"><li>• Information is stated in clear language that is concise and accurate.</li><li>• Information reflects attention to the topic and understanding of the content.</li><li>• Information reflects attention to the topic and understanding of the content.</li></ul>	Pass / No pass
Usefulness	<ul style="list-style-type: none"><li>• Information is accessible and easy to follow.</li><li>• Information would provide a sufficient basis to present in another context, for example, a parent night or essay.</li></ul>	Pass / No pass
Completeness	<ul style="list-style-type: none"><li>• All components are present (as described on the Theory Album Table of Contents).</li><li>• All components of each theory topic are present.</li><li>• Formatting of headers and footers meet program guidelines.</li></ul>	Pass / No pass
Professional Appearance	<ul style="list-style-type: none"><li>• Text is free of typographical and grammatical errors.</li><li>• Formatting is consistent and streamlined.</li></ul>	Pass / No pass
Originality	<ul style="list-style-type: none"><li>• Outlines, reflections, essays, mind maps and summaries (if assigned) are the original work of the learner and reflect the content and organization of the program.</li></ul>	Pass / No pass

## ELEMENTARY REFERENCE ALBUMS

### Description

In the AMI Elementary training, learners 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. Learners observe the Trainers demonstrating these materials/activities. Learners make notes about the key demonstrations and language that successfully introduce the child to the material or concept. Learners will be given templates that list purpose and material for each lesson and will be responsible for filling in what is said and what is done within the presentation. Learners will be responsible for accurate illustrations. Screenshots of the videos will not be allowed.

Learners may also ask questions of the Trainers or Pedagogical Staff during the regularly scheduled synchronous meetings, in mentorship meetings, or via email.

Ultimately, the accuracy of the Reference albums is the learner's responsibility. Accessibility to multiple views of the videos allows for self evaluation and correction. These clear descriptions of how to present the materials—and any required photos, illustrations, or diagrams—will form the bulk of the Reference Albums.

Reference Albums must be complete and accepted (through a final album review) prior to the learner'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:

- [2023-2024 Book List](#)
- *Table of Contents*. Generated by learners and contains 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 learner. Presentation titles are provided throughout the program.
- *Introductions*. Detailed information about each area within Cosmic Education.
- *Quotations*.
- *Presentations*. Descriptions of how to present each material, typed and edited, created from the learner's own notes and refined through the learner's own practice. See Guidelines for Weekly Album Work for guidance on the design of presentations.
- *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.
- Learners 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 learner has met the learning objectives of the Reference Albums. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their Reference Albums, including any areas that need improvement or correction.
- Learners 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>
On-time submission	<ul style="list-style-type: none"> <li>• Assignments and the final album are submitted on time and complete by the start of class on the due date.</li> <li>• Late submissions are recorded; a pattern of late submissions and/or late corrections may result in the learner being placed on Academic Probation.</li> </ul>	Not rated
Clarity	<ul style="list-style-type: none"> <li>• Headings and subheadings are clear and emphasized.</li> <li>• Theoretical discussion, action, and dialogue are clearly differentiated.</li> <li>• Information reflects attention to the topic and understanding of the content.</li> <li>• There is sufficient detail to express key concepts.</li> <li>• Information is accessible, easy to follow, and stated in clear language that is concise and accurate.</li> </ul>	Pass / No pass
Neatness	<ul style="list-style-type: none"> <li>• Quality is crisp, clear, and in a consistent and readable font.</li> </ul>	Pass / No pass
Accuracy	<ul style="list-style-type: none"> <li>• Headers contain chapter and section titles that match those outlined in the Topics handout for each area; presentation titles match those given on lecture handouts.</li> <li>• Purposes, materials, and preparations are described for each presentation.</li> <li>• Important terms, vocabulary, and key language are present and accurate.</li> </ul>	Pass / No pass
Illustrations	<ul style="list-style-type: none"> <li>• Illustrations are in color and if scanned, they are sufficiently visible for easy reference.</li> <li>• 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.</li> <li>• Illustrations are clear, sized so that the necessary details can be seen, and are representative of the material.</li> </ul>	Pass / No pass

The following are additional requirements for each final album; all requirements stated above are also applicable:

<i>Criteria</i>	<i>Description</i>	<i>Rating</i>
Table of Contents	<ul style="list-style-type: none"> <li>The Table of Contents is complete and contains all chapters, sections, and presentations given on the program.</li> <li>The Table of Contents lists each presentation and accurately corresponds to page numbering throughout the album.</li> <li>Chapter, section, and presentation titles are clearly differentiated.</li> </ul>	Pass / No pass
Organization	<ul style="list-style-type: none"> <li>Assignments and the album reflect the order and content listed on the Theory Album Table of Contents.</li> <li>Presentations are distinct from one another and are easy to locate.</li> <li>Formatting of headers and footers meet program guidelines.</li> </ul>	Pass / No pass
Completeness	<ul style="list-style-type: none"> <li>All components are present; each presentation contains one or more illustrations, unless otherwise indicated by program staff.</li> <li>All quotations and additional notes provided for lecture topics are present.</li> </ul>	Pass / No pass
Professional Appearance	<ul style="list-style-type: none"> <li>Text is formatted consistently using a non-decorative font, following program guidelines.</li> <li>Text is free of typographical and grammatical errors.</li> <li>Formatting is consistent and streamlined.</li> </ul>	Pass / No pass
Originality	<ul style="list-style-type: none"> <li>Presentations are the original work of the learner.</li> <li>Illustrations are the original work of the learner.</li> </ul>	Pass / No pass

## ELEMENTARY READING SEMINARS AND DISCUSSIONS

### Description

Reading Seminars and/or Discussion Boards stimulate an in-depth examination of Montessori's writings and related topics. Learners prepare ahead of time by reading the required content and writing answers to the target questions provided. During each Reading Seminar, learners engage in group discussions to explore the topic through the alternate viewpoints and opinions expressed by other learners. For Discussion Boards, learners express their viewpoints and respond to those of their peers in such a manner as to expand or further the discussion.

On the day that a Reading Seminar is scheduled, learners will submit their written answers at the start of the day for pedagogical staff to review. The learner will bring a copy of their book, and their written answers to reference during the Seminar. A learner who is absent the day of the seminar can submit their written responses their first day back in class and be credited as participating.

Reading Seminars and Discussion Boards also offer opportunities for professional development. As a group participant, learners 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, learners have the opportunity to facilitate and ensure that all group members have the opportunity to contribute their ideas, allowing them to practice leadership skills such as redirection, diplomatic enforcement of guidelines, and neutral observation.

### Description Specific to the 2023-2024 Program

Reading Seminars stimulate an in-depth examination of Montessori's writings and related topics. Learners prepare ahead of time by reading the required content and writing answers to the target questions provided. During each Reading Seminar, learners engage in group discussions to explore the topic through the alternate viewpoints and opinions expressed by other learners.

On the day that a Reading Seminar is scheduled, learners will submit their written answers at the start of the day for pedagogical staff to review. The learner will bring a copy of their book, and their written answers to reference during the Seminar. As a minimum of 90% attendance at all synchronous and in-person class sessions is required, it is important that s avoid missing any synchronous or in-person seminars.

### Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- The *Elementary Reading Seminar and Discussion Board Assessment Criteria* will be used to determine if a learner has met the learning objectives of the assignments. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners 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.

### Elementary Reading Seminars and Discussion Board Assessment Criteria

<i>Criteria</i>	<i>Description</i>	<i>Ratings</i>
Attendance	<ul style="list-style-type: none"> <li>Learner participates in at least 90% of the Reading Seminars and Discussions.</li> </ul>	Pass / No pass

Responses to Reading Seminar Questions	<ul style="list-style-type: none"> <li>• Learner answers the questions assigned for each Reading Seminar.</li> <li>• Answers demonstrate engagement with the required reading.</li> <li>• Answers are comprehensible.</li> </ul>	Pass / No pass
Small Group and Discussion Boards	<ul style="list-style-type: none"> <li>• Student participates in group discussions.</li> <li>• Student's participation demonstrates engagement with the required reading.</li> <li>• Student behaves courteously and respectfully to others during group discussions</li> </ul>	Pass / No pass
Originality	<ul style="list-style-type: none"> <li>• Responses are the original work of the learner.</li> </ul>	Pass / No pass

## ELEMENTARY MATERIAL MAKING

### Description

Acceptance of materials for use in the classroom is an AMI diploma requirement.

### Components

Material making will have three components, stories written for use in the elementary classroom, "fun facts" to ignite the imagination of the child, and teacher made materials. Stories, fun facts, word problems and sentence analysis sentences will be reviewed by faculty then shared among the group.

#### *Story Writing*

History of Spoken Language Story

History of Written Language Story

Geometry Story

Migrations of People Story

River Civilizations Story

Early Civilizations of the Americas Story

Three Phases of History Story

Indigenous Peoples Story to be used with the HQC

People of Different Zones Story

Math or measurement story

Music or Art Story

#### *"Fun Facts"*

Invertebrate Classes

Plants

Body Systems

Climate Zones

3-4 fun facts that offer an entry point into the local/ state history curriculum

#### *Material Making (examples)*

6 interesting sentences for sentence analysis

8 word problems (areas of study assigned) parentheses and brackets

WHM tickets

Number cards and signs

Fraction tickets

Fraction bars

Fraction problems within limits

Fraction overlays

Notation of squares

Notation of cubes

Paper decanomial

Binomial Cube tickets

Trinomial Cube tickets

HTU notation tickets

n/n squared chart

n/2n squared/ n cubed chart

Classification of articles cards

Classification of nouns cards

Classification and comparison of adjectives cards Verb conjugations

Word Study charts (hanging)

History of Language charts

Pronoun charts

Compound and Complex Sentence Material Pronoun cards

Body Function Material

Labels for Body Function Material

Each material making assignment will have instructions, examples, and guidelines provided. When possible, learners will be provided with templates to download and print for their materials. Submissions will be made via photographs.

## Assessment and Grading

- These assignments are graded on a pass/no pass basis.
- Learners 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 learner has met the learning objectives of Material Making. Learners must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about their material making, including any areas that need improvement or correction.
- Learners 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 Assessment Criteria

<i>Criteria</i>	<i>Description</i>	<i>Rating</i>
On-time submission	<ul style="list-style-type: none"><li>• All materials must be submitted, corrected, and accepted prior to Oral Examinations.</li><li>• See Populi for specific dates.</li></ul>	Not rated
Durable Construction	<ul style="list-style-type: none"><li>• All components of the material are sturdy and would stand up to regular use.</li></ul>	Not rated
Complete	<ul style="list-style-type: none"><li>• All accompanying loose pieces are present.</li><li>• Any necessary containers or packets are present and are appropriately sized and colored.</li></ul>	Pass / No pass
Aesthetically pleasing	<ul style="list-style-type: none"><li>• Material would be attractive and appealing to children.</li></ul>	Pass / No pass
Realistic Appearance	<ul style="list-style-type: none"><li>• 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.</li></ul>	Pass / No pass
Professional Appearance	<ul style="list-style-type: none"><li>• All aspects of materials have a polished and professional appearance.</li><li>• Neat, legible handwriting is used when manual writing is required.</li><li>• Papers, cards, and charts are unblemished and clean.</li></ul>	Pass / No pass

## ELEMENTARY GUIDED PRACTICE

### Description

Supervised Practice is scheduled time during program hours when learners 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, learners work with other learners to refine their technique and deepen understanding of the materials. In general, learners will work in small groups or in pairs, with one learner acting as the “teacher,” presenting the material to another learner or learners, who act as the “children.” With agreement, other learners in the group may observe the lesson. As we work in the environment together, constructive and respectful feedback, given with permission, helps create a collaborative environment of effective practice.

Similar to the elementary classroom, three types of work will typically happen during practice: lesson presentations, exploration of materials, and extensions of lessons (or follow-up work). It is the expectation that learners learn, with support from program staff, to balance and manage their time in the classroom and demonstrate an ability to participate in all three types of work.

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. No album work will be due within the summer session, unless previously agreed between the learner and the Director of Training.

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, learners 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 learners will at first be unfamiliar with the materials, and will increase in ability as they progress through the program. 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 learners are preparing to lead. Full participation in Supervised Practice is an essential component of learners; preparation for their roles as Montessori adults.

### Additional Description Specific to the 2023-2024 Program

Supervised practice will be directed practice—that means that you will be split into small practice groups and you will be given guidance about what to practice. What you are practicing are the presentations that we have previously gone over in class—it is not enough to hear about how to present things to the children. It is essential that we rehearse and practice the movements and the discussions.

## Assessment and Grading

- Learners 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 learners while they practice with the materials and each other. Staff members offer constructive feedback on how the learner can improve their performance.
- It is expected that learners have achieved Proficient Level (3) in all materials and activities of concept lessons (those chosen to represent the learner's work for any given slip in the Oral Examinations) and a Competency Level (2) for other presentations on the program. Because of the scope of Cosmic Education, it is not expected that learners can present every lesson perfectly without consulting their albums, but learners are expected to be able to demonstrate familiarity with the purposes and techniques of all materials and activities on the program. It is the learner'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 Guided Practice Assessment Criteria

*Note: Learners 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 learners in the class who take the place of real children during practice.*

Criteria	1 - Practice Level	2 - Competent Level	3 - Proficient Level
Planning and Preparation	Learner interacts with the materials at an exploratory level.	Learner has a plan for practice and is able to present after brief consultation of notes or album. Learner generally checks the material prior to the presentation. Learner provides an age-appropriate invitation before the presentation, which clearly describes the purpose of scope of the presentation, when appropriate.	Learner consistently has a prepared plan for practice, reflecting accurate self-evaluation. Learner habitually checks the material prior to the presentation. Learner offers enticing, varied, and age-appropriate invitations before the presentation. The level of proficiency demonstrated by the learner indicates extensive practice with the presentation.
Presentation	Learner frequently checks notes to clarify the steps. Learners makes significant errors during the presentation. Learner does not demonstrate awareness of the children's abilities. Learner is primarily an observer while another learner presents.	Learner can present at a basic level of accuracy without checking notes. Some minor errors may be present. Learner incorporates awareness of the children's abilities into the presentation.	Learner consistently presents even complex presentations with a high degree of accuracy without checking notes. Errors are generally absent. Learner incorporates a high level of awareness of the children's abilities into the presentation.
Confidence and Enthusiasm	Learner is consistently hesitant and unsure. Learner shows a consistent lack of enthusiasm for the presentation.	Learner is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Learner is generally enthusiastic throughout the presentation.	Learner is confident and poised, moving smoothly through all parts of the presentation. Learner shows genuine enthusiasm towards both the material and the children. Enthusiasm is conveyed to the children.
Modeling	Learner does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant.	Learner 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.	Learner 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	Learner does not establish rapport with the children. Interactions with children lack warmth or are not age-appropriate. Interactions do not convey respect. When playing the role of the "child," learner is not respectful of the learner presenter, or does not engage in the work.	Learner establishes sufficient rapport with the children to successfully accomplish the presentation. Learner generally shows respect towards the children.	Learner conveys a warm and welcoming manner, inviting joyful rapport with the children. Strong rapport contributes to a successful presentation. Learner respects the children's experiences, ideas, and contributions.
Professional Attitude	Learner demonstrates significant lapses in professionalism. Learner may interact inappropriately with other learners. Voice volume may be loud or poorly modulated. Feedback to other learners is inappropriate, harsh, judgmental, or negatively-focused.	Learner maintains a generally professional demeanor, interacting respectfully with other learners, with few lapses. Feedback to other learners is generally helpful and courteous.	Learner's interactions with other learners are consistently professional and courteous. Learner's overall demeanor is habitually professional. Voice volume is appropriately modulated. Feedback to other learners is useful, balanced, and brief.
Reflection and Self-Evaluation	Learner does not reflect on the strengths and weaknesses of their presentation. Self-evaluation is unbalanced, being either	Learner reflects on the strengths and weaknesses of their presentation. Self-evaluation is generally balanced, with	Learner reflects accurately on the strengths and weaknesses of their presentation, self-evaluating easily and without judgment.



	too permissive or too harsh. Learner is unable to formulate a plan for future improvement of the presentation.	achievements and challenges both receiving equal attention. Learner can formulate a basic plan for future improvements of the presentation.	Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement. Input from other learners, if elicited, is accepted graciously.
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## ELEMENTARY OBSERVATION

### Description

Observation allows learners to continue their studies in Montessori classrooms with children. Guidelines for Elementary Observation host classrooms:

- 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 group of multi-aged elementary children.
- When possible, learners observe in both lower (6-9) and upper (9-12) elementary communities, or in 6-12 communities.

There are clear benefits both to observing the practice of others in our community and to learning how to observe in our own teaching environments. With that in mind, 50% of required observation hours could be in the learner's own classroom. Observation in the learners' own school could make up other hours, but would only be acceptable in a classroom with an AMI trained teacher at the elementary level.

If the learner is not employed at a school with an AMI trained elementary teacher, the other 50% of hours would be full days on site in a school with an AMI trained elementary teacher, but could be either two one-week sessions or one two week session.

Regardless of if they are in the classroom, each learner will be required to observe for at least 5 full days in a classroom that is not one in which they work. This will allow for the observation of the work cycle in the elementary classroom. The remaining time could be in increments, no less than 30 minutes at a time. Guidelines will be provided to ensure learners are offered a well-rounded experience in their observations.

### Components Specific to the 2023-2024 Program

90 hours of observation at the 6-12 level is required.

- If the learner is working in a Montessori 6-12 environment:
  - 60 hours observation to take place over two 30 hour sessions in a Montessori second plane environment run by an AMI 6-12 diploma holder
  - 30 hours observation to take place in the Montessori second plane environment in which the learner works
- If the learner is not working in a Montessori 6-12 environment:
  - 90 hours of observation to take place over three 30 hour sessions in a Montessori second plane environment run by AMI 6-12 diploma holder
  - 10 hours observation at the 3-6 level in a 3-6 Montessori environment run by an AMI 3-6 diploma holder (waived if the learner holds an AMI 3-6 diploma)

### Guidelines and Documents

Prior to the first Observation session, learners are provided with several useful documents. Observation Guideline assignments and the signed and totaled Hours Sheet will be reviewed and returned to learners with feedback, if needed.

- Observation Guidelines. A detailed description of the tasks learners will undertake during 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 learners, 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.
- Learners 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 learner has met the learning objectives of Observation. Learners must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Learners receive feedback about Observation assignments, including any areas that need improvement or correction.
- Learners 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 Assessment Criteria

Criteria	Description	Rating
On-time Submission	<ul style="list-style-type: none"> <li>• Observation assignments are submitted on time. (Note: Late submissions are recorded on the learner's Progress Report.</li> <li>• A pattern of late submissions may result in the learner being placed on Academic Probation.)</li> </ul>	Not rated
Attendance	<ul style="list-style-type: none"> <li>• Learner accrues a minimum of 90 total hours of Elementary Observation.</li> </ul>	Pass / No pass

	<ul style="list-style-type: none"> <li>Learner accurately records hours on the Hours Sheet, which is totaled by the learner and signed by the AMI host teacher.</li> </ul>	
Writes Responses According to Observation Guidelines	<ul style="list-style-type: none"> <li>Learner uses a notebook to record responses in accordance with Observation Guidelines.</li> <li>Learner's handwriting is legible.</li> <li>Learner's responses show understanding of, and engagement with the Observation Guidelines.</li> <li>Learners responses include narrative descriptions and interpretive responses.</li> <li>Learners type required summaries in accordance with Observation Guidelines.</li> </ul>	Pass / No pass
Accurate Recording	<ul style="list-style-type: none"> <li>Learner's records are detailed enough for patterns and themes to emerge.</li> <li>Learner records the name, date, time, and location of each observation.</li> </ul>	Pass / No pass
Maintains a Professional Presence in the School Community	<ul style="list-style-type: none"> <li>Learner behaves courteously and respectfully to all staff, parents, and children.</li> <li>Learner interacts minimally with children during Observation.</li> <li>Learner demonstrates a calm, neutral, and appropriate demeanor suited to the observation settings.</li> </ul>	Pass / No pass

## ELEMENTARY PRACTICE TEACHING

### Description

Practice Teaching allows learners to directly apply their knowledge of the Montessori materials and child development to work with real children Montessori classrooms. Learners will have two opportunities to practice teach, usually each session in a different classroom. For this program, 50% of hours could be acquired in the adult learner's own classroom, following the guidelines that will be provided.

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.

### Components Specific to the 2023-2024 Program

120 hours of practice teaching at the 6-12 level is required.

- If the learner is working in a Montessori 6-12 environment \*and\* the learner is in good standing throughout the course:
  - 60 hours of practice teaching in one session in a Montessori second plane environment run by a 6-12 diploma holder
  - 60 hours of practice teaching in the Montessori second plane environment in which the learner works
- If the learner is not working in a Montessori 6-12 environment \*or\* has had difficulty remaining in good standing in terms of academic work on the course::
  - 120 hours of practice teaching to take place over two 60 hour sessions in a Montessori second plane environment run by AMI 6-12 diploma holder

### Practice Teaching Process

A minimum of 120 hours of Practice Teaching is required by AMI. Prior to starting their learner teaching, the learner must have completed all observation hours and have turned in all required assignments. Learners 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 learner is unable to complete Practice Teaching prior to exams, they may defer completion of this program requirement until the next program cycle; the AMI diploma is contingent on the successful completion of Practice Teaching.

Learners are responsible for making their own arrangements, following the guidance and guidelines provided by the pedagogical staff. Learners assume all travel and lodging costs for a distance placement. Learners must fill out a practice teaching placement proposal form and have it approved by the due date given on the program. If a learner does not have prior approval, there can be no guarantee that the practice teaching hours and paperwork will be accepted, thus the AMI requirement would not be met.

Prior to each Practice Teaching session, learners 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.
- Learner Guidelines. Clear outlines of MNW's professional expectations of the learners. A copy of this is also shared with your host teacher.
- Samples of Lesson Plans and Record Keeping. Some ideas for keeping accurate records during Practice Teaching.
- Cooperating Teacher Information (blank). A copy of the information we provide to host teachers.
- Supervisory Observation Procedures and Report (blank). Each learner must be observed a minimum of two times during the Practicum Phase (which includes Supervised Practice) by a member of the elementary pedagogical staff or other designated Field Supervisor. The Supervisory Observation Report is the form used by this person to record their observations of the learner's performance.
- Record of Presentations Given. A required record of lessons given to children with each page initialed by the host teacher.
- Daily Self-Evaluation. The learners will be asked to choose one lesson given per day and fill out a self-evaluation.
- Hours Sheet. A log to record Practice Teaching hours. The host teacher signs it as a confirmation of attendance.

Learners are observed a minimum of two times during the practicum phase by the trainer or designated field supervisor. The trainer or field supervisor records their observations on the Supervisory Observation Report. A copy of this report is given to the learner upon completion of observation, offering feedback on the learner's performance including areas of accomplishment, and any areas that need improvement or correction.

## Assessment and Grading

- During Practice Teaching, a MNW pedagogical staff member or a representative observe learners while they work with children. Learners 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 learners 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.
- Learners are expected to conduct frequent self-evaluations during Practice Teaching using the assessment criteria, noting any areas of challenge and seeking assistance when needed.
- Learners 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 learners 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	Learner does not appear prepared for the lesson. Learner invites child/children for whom the lesson is inappropriate or poorly timed. Learner needs to confer with pedagogical staff or host teacher prior to presenting the material.	Learner is prepared for the lesson. The level of proficiency demonstrated by the learner indicates adequate practice of the presentation. The child/children selected for the lesson seem generally ready for and receptive to the lesson.	Learner is prepared for the lesson. The level of proficiency demonstrated by the learner 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	Learner makes significant errors in the presentation. The learner fails to connect the children to the material.	Learner 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.	Learners 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	Learner frequently loses control of situation. Learner cannot manage interruptions by other children. Learner needs assistance from host teacher to create and sustain a working environment for the lesson. Learner does not maintain clear boundaries for children.	Learner creates and sustains a working environment for the lesson. Learner delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. Learner maintains boundaries regarding the children's behavior.	Learner assumes and maintains a welcoming and adult demeanor throughout the presentation, inviting cooperation from the child. Learner sets and maintains clear boundaries for the children's behavior.
Observation and Follow-up	Learner does not observe the children following a presentation. Learner does not follow up with the children as needed following a presentation.	Learner observes a transfer to the children, allowing them to continue the work independently. Learner observes the children following the presentation. Learner may follow up with some additional assistance to the children.	After a successful transfer to the children, learner closely observes following the lesson, offering appropriate assistance as needed to enhance children's connection to the material. Learner shows an understanding of when to withhold teacher intervention to support exploration and discovery.
Confidence and Enthusiasm	Learner is consistently hesitant and unsure. Learner shows a consistent lack of enthusiasm for the presentation.	Learner is generally confident. Some minor hesitations are present but do not affect the overall outcome of the presentation. Learner is generally enthusiastic throughout the presentation.	Learner is confident and posed, moving smoothly through all parts of the presentation. Learner shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children.
Modeling	Learner does not consistently model appropriate behavior. Lapses in appropriate modeling are frequent and significant.	Learner 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.	Learner 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	Learner does not establish rapport with the children. Interactions with children lack	Learner establishes sufficient rapport with the children to successfully accomplish the	Learner conveys a warm and welcoming manner, inviting joyful rapport with the

	warmth or are not age-appropriate. Interactions do not convey respect.	presentation. Learner generally shows respect towards the children.	children. Strong rapport contributes to a successful presentation. Learner respects the children's experiences, ideas, and contributions.
Professional Attitude	Learner demonstrates significant lapses in professionalism including, but not limited to, problematic attendance or breeches in confidentiality. . Learner may interact inappropriately with other learners. Voice volume may be loud or poorly modulated. Feedback to other learners is inappropriate, harsh, judgmental, or negatively-focused. Cell phone use in the presence of children.	Learner maintains a generally professional demeanor, interacting respectfully with others. Learner's attire, grooming, expressions, voice volume, and gestures are generally professional, with few lapses. The learner 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 learners is generally helpful and courteous.	Learner's interactions with other learners are consistently professional and courteous. Learner'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 learners is useful, balanced, and brief. The learner is always on time.
Reflection and Self-Evaluation	Learner does not reflect on the strengths and weaknesses of their presentation. Self-evaluation is unbalanced, being either too permissive or too harsh. Learner is unable to formulate a plan for future improvement of the presentation.	Learner reflects on the strengths and weaknesses of their presentation. Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. Learner can formulate a basic plan for future improvements of the presentation.	Learner 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 learners, if elicited, is accepted graciously.

## ELEMENTARY WRITTEN EXAMINATIONS

### Description

Throughout the program, learners participate in written activities to orient themselves 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, learners are given 3 hours to answer questions on Montessori theory topics. Learners will primarily use their Theory Album to study for Paper A. Learners 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, learners 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, learners use all their Reference Albums (except Music and Art) as study resources. On each day of Paper B, learners are given 2.5 hours to answer questions from 3 areas.

No extra credit is given for answering more than the required number of questions on each paper. Learners are expected to plan their time accordingly (i.e., to answer four questions in three hours, learners will allot approximately 45 minutes to each question).

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

All previously due Reference and Theory Albums must be accepted for the learner 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 program, 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 learner's cumulative percentage must be 50% or greater; the learner does not have to achieve 50% on every exam question. Any learner 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

Criteria	0 - 12 Points	12.5 - 15 Points	16 - 20 Points	21-25 Points
Answers All Parts of the Question	Learner does not address all parts of the question.	Learner addresses all parts of the question with sufficient but minimal detail.	Learner address all parts of the question in moderate detail, offering some additional information to expand on key points.	Learners addresses all parts of the question in significant detail, expanding widely on both key points and ancillary points.

Identifies and Defines Key Terms	Learner does not identify or define key terms.	Learner identifies key terms and gives a brief definition.	Learner identifies key terms and provides clear and accurate definitions for each. Explanations show a solid understanding of key terms.	Learner 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	Learner does not stay on topic; information provided is not relevant to the question.	Learner provides information that is relevant to the question. Learner occasionally strays off topic.	Learner provides information that is relevant to the question and rarely strays off topic.	Learner provides information that is relevant to the question and consistently stays on topic.
Shows Coherence	Learner's writing lacks organization and clarity, and is difficult to follow	Learner's writing shows a basic level of organization and clarity.	Learner's writing shows logical organization and significant clarity. Most arguments, statements, or explanations are clearly expressed and are easy to follow.	Learner's 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	Learner does not accurately define the concepts being discussed. Major conceptual errors are present. Learner cannot identify basic connections between key concepts.	Learner can accurately define the concepts being discussed. No major conceptual errors are present. Learner can identify basic connections between key concepts.	Learner can accurately define and elaborate on the concepts being discussed. No conceptual errors are present. Learner can identify connections between key concepts and provide useful elaboration and examples.	Learner can accurately define and eloquently elaborates on the concepts being discussed. Learner demonstrates deep insight and sophisticated understanding of key concepts and the relationships between them.
Offers Supporting Examples	Learner provides no supporting examples.	Learner provides few supporting examples. Examples are minimally described and are generally relevant to the topic.	Learner provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic.	Learner provides frequent details supporting examples that strengthen the learner's argument or explanation to a significant degree. Examples are always relevant to the topic, and offer an alternate lens through which to explore the topic.
Offers Elaboration	Learner offers no elaboration.	Learner offers some basic elaboration.	Learner offers some useful elaboration to support arguments or strengthen key points.	Learner offers extensive, relevant, and sophisticated elaboration that strongly supports arguments or strengthens key points.

## ELEMENTARY ORAL EXAMINATIONS

### Description

The stated purpose of the oral exams, per AMI, is that they are "a celebration of all the learners have learned" and we will approach the exams in that way. Throughout the program, learners prepare extensively for oral examinations. Montessori Northwest pedagogical staff offers mock examinations during Supervised Practice, giving learners specific feedback including aspects that need improvement. These mock examinations are similar to an actual exam experience, giving learners a sense of what can be asked. Learners 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 program. They are conducted by a team of external AMI examiners who represent the Association Montessori Internationale. Learners are examined individually, reflecting knowledge of six areas of the Elementary classroom (Biology, Geography, Geometry, History, Language, and Mathematics) Each Examiner questions each learner. 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 end of each day, the examiners and Director of Training meet to discuss the results of each learner's examination and participation in the program. After this meeting, a MNW pedagogical staff member contacts learners 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 learner must pass in each area; a minimum score of 12.5 points is required in each of the six areas to satisfy the AMI requirement for oral examinations.
- Any learner 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.

### Elementary Oral Examinations Assessment Criteria

<i>Criteria</i>	<i>Result</i>
<ul style="list-style-type: none"> <li>• Learner cannot give a reasonable presentation based on the slip chosen.</li> </ul>	Deferred
<ul style="list-style-type: none"> <li>• The learner's presentation is average or adequate but has some notable errors.</li> <li>• Layout of the material may be disorderly.</li> <li>• Handling of the materials may be poor.</li> <li>• Learner answers at a recall level.</li> <li>• Learner's answers are in direct response to questions, but spontaneous relevant elaboration is missing.</li> <li>• Learner gives general purpose(s).</li> <li>• Learner 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])</li> <li>• Places the presentation within the sequence of the topic. (What comes before? What comes after?)</li> <li>• Learner can discuss some general Montessori theory.</li> </ul>	12.5 - 15 Points
<ul style="list-style-type: none"> <li>• The learner gives a better than average presentation, generally correct but may have some minor errors in delivery (language used, movements, sequence, etc.).</li> <li>• Order of layout acceptable.</li> <li>• Handling of material is adequate.</li> <li>• Learner is able to answer beyond a recall response, answering questions with more detail.</li> <li>• Learner is able to clearly and accurately articulate aspects related to presentation, providing details of presentation sequences, extensions, etc.</li> <li>• Learner is able to discuss some Montessori theory topics to an above average depth.</li> <li>• Learner verbalizes how this material will help children's development.</li> </ul>	16 - 18 Points
<ul style="list-style-type: none"> <li>• The learner gives an impressive presentation, accurate and without hesitation or uncertainty.</li> <li>• Layout of materials is orderly.</li> <li>• Handling of material is careful and controlled.</li> <li>• Learner expressed ideas with fluency and sophistication.</li> <li>• Learner demonstrates knowledge of connections to other areas.</li> <li>• Learner answers questions on aspects of child's development and pedagogical practice with apparent ease.</li> </ul>	19 - 21 Points
<ul style="list-style-type: none"> <li>• The learner's presentation is outstanding and flawless.</li> <li>• Learner demonstrates material with clarity and attention to "child."</li> <li>• Learner lays out materials flawlessly.</li> <li>• Learner handles material with confidence and notable expertise.</li> <li>• Learner demonstrates a deep understanding of principles.</li> <li>• Learner answers questions with responses that reveal a developed understanding and is able to identify relationships between materials, presentations, and Montessori principles.</li> <li>• Learner demonstrates the ability to relate this presentation to other areas, reveal a mastery of the subject material at hand, and are able to respond to questions of the child's development according to Montessori pedagogy in their own words and not simply from recall.</li> </ul>	22 - 24 Points
<ul style="list-style-type: none"> <li>• Learner gives an exceptional presentation. All aspects of the presentation are flawless.</li> <li>• Learner demonstrates exceptional ability to discuss Montessori principles and practice within and perhaps outside the classroom environment.</li> <li>• Learner is able to connect principles and practice to multiple subject areas.</li> <li>• Learner provides original/unique contributions to the presentation based on an extraordinary understanding of Montessori's pedagogical principles and practice.</li> </ul>	25 Points

# MNW LEARNER HANDBOOK AGREEMENT

By signing this agreement, you are verifying the following:

- I have received a copy of the MNW 2022-2025 Learner Handbook.
- I have read and understand the contents of the MNW 2022-2025 Learner Handbook.
- Montessori Northwest has described in writing, accurately and completely, the prerequisites and requirements for completing its AMI Assistants to Infancy (0-3), Primary (3-6), and Elementary (6-12) Teacher Training programs.

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

Digitally Sign & submit agreement here: [MNW Learner Handbook Agreement](#)