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WELCOME TO MONTESSORI NORTHWEST

As a student here you will become a member of the Montessori community. This handbook will provide you with the established policies and protocols maintained by Montessori Northwest (MNW). Please review this handbook thoroughly and familiarize yourself with its content.

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

ACCREDITATIONS, AFFILIATIONS, LICENSES
Student policies are established by Montessori Northwest in accordance with the Association Montessori Internationale (AMI), the Montessori Accreditation Council for Teacher Education (MACTE), and the Washington Department of Education (WDE).

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

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

Montessori Accreditation Council for Teacher Education (MACTE)
The Elementary course at Montessori Northwest has been fully accredited by MACTE since 2015. 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, and credentialed staff, and one that offers an array of services that respond to students’ needs. The Spokane course MACTE accreditation is in process.

MACTE, Suite 202 Monument Square, 524 Main Street, Racine, WI 53403, Phone: 262.898.1846 information@macte.org, www.macte.org

Washington State Workforce Board
Montessori Northwest is licensed through the Workforce Training and Education Coordinating Board in Washington State to offer postsecondary education and training.

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

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

Administrative Staff
Sarah Werner Andrews, Interim Executive Director ..............................................................sarah@montessori-nw.org
Robyn Ellis, Finance Manager ..............................................................................................robyn@montessori-nw.org
Angelika Steinberg, Office Manager ....................................................................................angelika@montessori-nw.org

Elementary Faculty
Elise Huneke-Stone, Director of Elementary Training............................................................elise@montessori-nw.org
Ellen Lebitz, Elementary Trainer ............................................................................................ellen@montessori-nw.org

Elise Huneke-Stone is originally from Connecticut and came to Portland in 1980 to attend Reed College, graduating with a B.A. in Psychology. She earned her AMI Elementary diploma in 1987 and her Primary diploma in 2010, and has a Master of Education degree from Loyola University, Maryland. With twenty-one years of classroom experience, Elise has taught at both lower and upper elementary levels, and is an Oregon Registry Master Trainer. Additionally, Elise was part of the program development team and teacher for the Montessori Adolescent Project NW in Portland, and spent three years as resident faculty at the Hershey Montessori Farm School in Ohio. Elise also works at the AMI-NAMTA Orientation to Adolescent Studies, and served for six years on the board of the Oregon Montessori Association.

Ellen Lebitz holds AMI diplomas for Primary and Elementary levels as well as a B.A. in Fine Art and M.A. in Studio Art from the University of Albany, State University of New York. She has 18 years of classroom experience at the Primary level and in six-to-twelve, six-to-nine and nine-to-twelve classrooms. Ellen has served as Education Director at two schools and had 17 years of experience mentoring teachers during that tenure. Ellen has also served on the boards of private Montessori schools and a training center as well as several other nonprofit organizations. She is currently in Elementary Training of Trainers at Montessori Northwest.

Elementary Staff
Paula Gibson Smith, Course Facilitator & Lecturer ...............................................................paula@montessori-nw.org

Paula Gibson-Smith holds an AMI diploma for the Primary and Elementary levels as well as a B.A. Child Development and Elementary Education from Eastern Washington University. She received a Master degree in Education, Curriculum and Instruction, with a Montessori emphasis from the Cleveland State University. She began teaching in 1986 and has worked in the Spokane Public Schools Montessori program since 1990. She has served on the board of the AMI- Elementary Alumni Association as Publications Coordinator and Chair.

Montessori Northwest Board of Trustees
Courtney McWilliams, Co-Chair
Sarah Louderbough, Co-Chair
Amy Eshelby, Secretary
Lee Daggett, Treasurer
Jacqueline Cossentino, Board Member

Emily Daggett, Board Member
Kathryn Piccano, Board Member
Deborah Pratt, Board Member
Rob Stewart, Board Member
Merri Baehr Whipps, Board Member
FACILITIES

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

The Harriet Cheney Cowles Memorial Library includes three large computer labs, instructional-media and technology service area, six rooms for group study, the Whitworth Composition Commons, the Leonard Martin Music Library, and a curriculum lab. The regular summer library hours are:

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

Hours vary for reference service, instructional media, and computer labs. Reduced operating hours may also be in effect during the summer for holidays. For details, call 509.777.3260.

Location

Whitworth University is located at 300 W. Hawthorne Road, Spokane, WA 99251. Our 200-acre campus of red-brick buildings and tall pines offers a beautiful, inviting and secure learning environment.

Transportation and Parking

Whitworth University can easily be accessed by bike, public transportation, and car.

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

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

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

Parking on campus is permitted only in marked parking spaces in designated areas. Areas immediately adjacent to some buildings and marked as such by signs are reserved for service and delivery vehicles only. Parking spaces marked “Visitors” are to be used by visitors only. All other vehicles parked in these areas may be cited and/or towed away at owner/operator’s expense.

Parking along streets on campus—fire lanes—is not permitted.

Personal care

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

Visitors

Check in with a staff member prior to inviting a visitor to MNW’s satellite location. All visitors should check in with staff upon arrival, and will sign in and receive a visitor’s badge.
Children at MNW
Visitors under the age of 12 should always be accompanied by an adult. Ask a staff member before inviting a child to use any materials in the Montessori prepared environment.

MNW’s satellite location 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, such as in the case of sickness or school closure.

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

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

Technology at MNW
Laptops and cell phones may not be used in the practice classroom at any time. Laptops may be used in the lecture area outside of class time, and for course activities at the discretion of the Director of Training. Texting, cell phone use, browsing the internet, and undisclosed recording are not permitted during class.

When using cell phones, students are asked to keep the volume, location, and discussion appropriate to the professional atmosphere of our building. During class time cell phones are turned off. If needed, a student may use the MNW phone number as an emergency contact and a staff member will convey a message to the student.

Lecture Area and Practice Classrooms
The lecture areas and the practice classrooms are designed to support a professional working atmosphere. Students care for the materials and shelves in the practice classrooms, the lecture area, and the common areas as preparation for Montessori teaching. Each classroom accommodates up to 40 students with a student teacher ratio of 40:1 with additional course assistants for support.

Our practice classroom is fully equipped with Montessori materials and require responsible care taking. Food, drinks, and gum are not permitted in the practice classrooms 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 classrooms, and with respect to other learners in the buildings, we ask that socializing and casual conversations are conducted in the student lounge or outdoors.

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

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

AMI and Elementary Alumni Association (EAA)
Students’ membership to AMI and EAA (including newsletter and access to member website) is sponsored by MNW for the training year. Membership is free for the first year after receiving diploma.

MNW Office Space
Business with MNW’s Portland office may be conducted by phone or email between 8:00am and 4:00pm Monday through Friday. Administrative hours for MNW at the Whitworth campus will be posted. Due to our operation as a non-profit organization, MNW does not have office supplies available for student use. Whitworth’s printing services are located within Hawthorne Hall, and Whitworth also provides some student access to a copier, paper cutter, stapler, hole punch, etc.

Career Information
General information regarding employment within the Montessori education field as well as specific employment advertisements are available to students and alumni via the MNW Job Board on montessori-nw.org. Students may also monitor the AMI, NAMTA, and other websites for the most current information regarding employment opportunities within the field.

Housing
Many students find house or apartment rentals within walking or biking distance of Whitworth University. The public transportation system is very accessible and many students find housing along convenient bus lines www.spokanetransit.com

Some campus housing is available. Contact Alan B. Jacob, Associate Director of Housing for details, ajacob@whitworth.edu or 509.777.3250. The following websites may be helpful for housing:

- http://spokane.craigslist.org
- http://movetospokane.com
- http://forrentuniversity.com/Whitworth-University

Students may also join the Whitworth Off Campus Housing Search Group on Facebook.

Emergency Closure Policy
For weather-related closures, students should check the local news regarding school closures. While at Whitworth students participate in the campus information systems and will receive notifications via texts of emergencies or closures. For any other emergency closure, MNW staff will activate a telephone tree. Please ensure that our records always include your current telephone contact number. An emergency contact for MNW staff while in residence at Whitworth will also be provided.
POLICIES

ADMISSIONS POLICIES

CRITERIA FOR ADMISSION
Successful candidates will demonstrate qualifications and suitability for successful participation in Montessori Northwest teacher training courses include:

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

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

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

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

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

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

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

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

Documentation must be current, completed and signed by a licensed professional, verify the disability, and suggest appropriate accommodation. MNW will provide academic accommodations that do not result in a fundamental alteration of the program or undue financial or administrative burdens. To allow time for appropriate action to be taken, we urge students to provide MNW with early notice of their specific accommodation requests. Any student also participating in the Whitworth University Cooperative program has the option to register with the Disability Support Services Department: http://www.whitworth.edu/EducationalSupportServices
NON-DISCRIMINATION POLICY

MNW does not discriminate against students or potential students on the basis of race, religion or creed, age, color, national or ethnic origin, sex or gender, gender identity, sex, veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or the 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. 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/. Students may also file a grievance using our Grievance Process.
FINANCIAL POLICIES

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

Tuition for the MNW Elementary Training Course 10:

- Enrollment fee $150
- Primary Foundations Course $2,000
- Elementary Course Tuition $13,500
- Exam fee $350

Various payment options are available. Please contact MNW for more information.

Course-Related Expenses: Students should budget between $1,500 to $2,500 to cover books, stationery supplies, transportation to and from observation and practice teaching host school, album and material making costs.

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

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

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

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

Returned Check Fee
Students will be charged a $20.00 non-sufficient funds fee for any returned check. MNW will notify the student of a returned check as soon as possible. To avoid additional late fees, the non-sufficient funds fee and the original amount due must be paid to MNW within two weeks of notification.

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

The following policies and charges apply to all installment due dates:
• If a tuition installment is not received on or before the due date, that installment will be subject to a $35 late fee.

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

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

CANCELLATIONS AND REFUNDS

Withdrawal Prior to the Commencement of Classes
A student may cancel enrollment by submitting written notice to MNW. Unless MNW has discontinued the program, the student is financially obligated to the school according to the following:

• If cancellation occurs within five days of the date of enrollment, and before the commencement of classes, the registration fee and any tuition payments shall be refunded.
• If cancellation occurs after five days of enrollment, and before the commencement of classes, MNW will retain the student’s registration fee. Any tuition payments will be refunded.

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

• Termination after the commencement of classes and before completion of 50 percent of the course, the student shall be issued a pro rata refund according to the published schedule of classes.
• Termination after completion of 50 percent or more of the program, the student shall be obligated for the full tuition of the program and shall not be entitled to any refund.

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

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

Discontinuance of the Course
If MNW continues to operate under its license but discontinues instruction in any program after the course has begun, the students enrolled in the discontinued course are entitled to a pro rata refund of all tuition paid unless a comparable course is arranged by MNW to be provided at another private vocational school, and such arrangements are agreed to in writing by the student. Notice in advance of the discontinuance will be provided to students in writing. Requests for refunds pursuant to this provision must be made in writing by the enrolled student within thirty calendar days following discontinuance of the program. Money due the applicant/student will be refunded within thirty calendar days after receipt of the request.

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

Charts and timelines materials purchased from MNW may be returned within seven days if they are in original, unused condition. Refunds will be made via cash or check. Books, charts, and timelines purchased from elsewhere are subject to the refund policies of the seller.

ADMINISTRATIVE POLICIES

EDUCATION RECORDS

At the time of a student’s withdrawal or upon the completion of the course, a student’s Education Records are filed in MNW archives. These files are maintained for a minimum of 50 years in a fireproof safe. Education Records include:

- The original application form for admission
- A MNW course participation report (includes pass/fail status for Written and Oral examinations)
- A copy of the signed and dated AMI Diploma and Award Letter
- The original field supervisor and host teacher’s reports from Practice Teaching (if applicable)

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

Copies of Education Records

Current students or MNW graduates may submit a written request for copies of their Education Records. Copies will be released to the individual upon receipt of the written request at a charge of $5.00 per page. Each page will be marked “Copy: Issued to Student.” Information or content in any particular document that refers to a person or topic not related to the individual making the request will be blacked out on the copy. Requests will be filled as soon as possible but no longer than 45 days after the date of the written request.

AMI Diploma

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

Academic Transcripts

Academic transcripts reflect the Pass/Fail nature of the AMI course. Official transcripts must be requested in writing through the Alumni section of montessori-nw.org and will be sent in sealed envelopes either to the graduate or to a third party as requested by the graduate. The charge is $12.00 per official transcript.

REFERENCES

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

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

Students and graduates may request copies of any documents in their Education Records for employment or academic applications.
BACKGROUND CHECKS FOR OBSERVATION AND PRACTICE TEACHING
During Observation and Practice Teaching sessions students are present in host schools with children for several weeks. Dates and placements must be confirmed with MNW staff no later than November 1, 2018. Prior to placement, a student must initiate and complete a background check and is responsible for all associated costs and paperwork. Whitworth School of Education Certification Office requires that all students who plan to observe and practice teach in Washington State must be fingerprinted through the FBI. Students need to contact Whitworth at 509.777.4406 for Background Registry guidelines to follow. All other students who are not observing and practice teaching in WA, must confirm with their host school what guidelines to follow for background registry requirements. Students are responsible to be fully registered with their respective state registry requirements no later than November 1, 2018.

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

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

STUDENT DISCIPLINE PROCESS

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

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

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

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

Levels of Disciplinary Action

**Non-Academic Probation:** The student will be placed on Non-Academic Probation for four weeks. If there are any further violations of the Administrative or Conduct Requirements during this period the student discipline process moves to suspension or dismissal at the discretion of the Executive Director.

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

**Dismissal:** This student will be dismissed from MNW and may no longer attend the course. MNW’s Cancellation and Refund Policy will apply.

Final Notification of Disciplinary Action

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

A grievance is defined as a written statement which alleges a specific violation of procedures, rules or regulations infringing on the personal and professional rights of the griever. Nothing in this policy prevents the student from contacting the Workforce Board (the state licensing agency) at 360.709.4600 at any time with a concern or a complaint, workforce@wtb.wa.gov. A grievance will be addressed according to the following process:

Stage 1: Attempted Resolution with the Executive Director

1.1: Letter to the Executive Director
This letter must include:
• A full description of the alleged violation, with specific facts and all extenuating circumstances,
• The policies, rules or regulations which are the basis for the grievance,
• The name or names of the individual or individuals involved, and
• A request for a meeting with the Executive Director.

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

Stage 2: Appeal to the Executive Director

2.1: Letter of Appeal to the Executive Director
This letter must include:
• A request for a formal hearing to address the grievance.

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

2.2: Formal Hearing
The formal hearing must be held within 30 days. The following individuals must be present:
• One member of the Board of Directors, or the designee of the Board of Directors.
• The Executive Director or the designee of the Executive Director.
• The Griever.
• One representative or support person of the Griever.
• Any witnesses whose testimony is to be considered.

The formal hearing will be governed by procedures set by the Board of Directors and administered by the Executive Director or designee of the Executive Director. The formal hearing will follow Robert's Rules of Law and Order and will be recorded to provide a record of the hearing. The recording will be kept in the office of the Executive Director until 1 year following the completion of the appeal process. If the resolution reached at the formal hearing is unacceptable to the griever, the grievance process continues as follows:
Stage 3: Appeal to the Board of Directors

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

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

Stage 4: Appeal to affiliated organizations

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

Washington State Board of Education
Student Achievement Council
360-753-7800
sbe@k12.wa.us

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

Montessori Accreditation Council for Teacher Education (MACTE)
Suite 202 Monument Square
524 Main St
Racine, WI 53403
Phone: 262.898.1846
Fax: 262.898.1849
information@macte.org

Workforce Board,
128-10th Ave. SW, Box 43105
Olympia Washington 98504
Web: wtb.wa.gov
Phone: 360-709-4600
E-mail Address: pvsa@wtb.wa.gov

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

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

- 90% attendance in course lectures and practice
- Compilation and submission of acceptable and original Reference Albums in all areas
- Compilation and submission of an acceptable Theory Album
- Submission of acceptable Material Making assignments
- 90 hours of Observation Training – on site and in Montessori classrooms
- 120 hours of Practice Teaching in approved Montessori classrooms
- A 50% mark for Paper A
- A 50% mark for Paper B
- A 50% mark for Paper B1 and B2 combined
- A 12.5% mark in each of the Oral areas
- Course Hours: 1200

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

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

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

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

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

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

Students who are also enrolled in a cooperative program with Whitworth University will receive additional information for the program including specific requirements and grading criteria. The Director of Training serves as an adjunct professor for the cooperative program.

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

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

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

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

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

Outcomes of Academic Probation:

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

Deferred Course Requirements

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

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

According to AMI policies all requirements must be satisfactorily completed within 12 months after the graduation date of the original course cycle. The Director of Training’s prescribed timeline for deferred course requirements will reflect this policy.
Fees for Deferred Course Requirements
Fees for Deferred Course Requirements must be paid prior to the assigned due date or must accompany the assignment submission. Work submitted without a required fee will be considered late and will not be reviewed.

Attendance in Lecture or Supervised Practice................................................................. No Charge
Review of Theory Album or Reference Album (first submission) ................................ $200 per submission
Review of previously submitted Theory or Reference Album ..................................... $100 per resubmission
Review of Material Making/Charts (first submission).................................................. $100 per resubmission
Review of previously submitted Material Making/Charts........................................... $50 per resubmission
Practice Teaching Visit.................................................................................................. $200 per MNW staff visit
Review of Observation, Practice Teaching, or other written assignment...................... $100 per submission
First time sitting for Examinations (summer courses)................................................ $350.00
Re-sitting for Written Examinations ............................................................................. $250.00
Re-sitting for Oral Examinations.................................................................................... $350.00

Deferred Exams
Students who do not score 50% or more on either one or two parts of Paper A, Paper B, or Oral Examination will be deferred for that/those part(s) of the examination. In view of the extensive content of the Course at the Elementary levels of training, a candidate will re-sit only those subjects for which s/he has been deferred.

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 variance to this regulation has to be referred to AMI.

Failure
Criteria for a failed exam:

- A student who has been unsuccessful in all three parts of the examination – written and oral;
- A student who has failed to pass a written paper and/or oral examination after a deferral; or
- A student who has failed to complete the AMI Requirements for Certification within the agreed time frame - no later than 12 months from the declaration of the original result.

Students who fail in Paper A, Paper B, and any three areas of the Oral examinations is a total fail. A candidate who fails will need to retake an entire course in order to appear for the examinations in the future.

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

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

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

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

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

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

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

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

Maximum time allowed for completion of course

The MNW course is designed for qualified students to be able to successfully complete the course within the time frame allotted. Elementary summer course is 3 summers (mid-June to early August for three consecutive summers, exact dates vary with each course), with additional coursework, observation and practice teaching completed during the intervening academic years.

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

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

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

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

Center for Disease Control and Prevention - Influenza Recommendations

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

Sick students are advised to go home
CDC recommends that individuals who appear to have an influenza-like illness upon arrival or become ill during the day be promptly separated from others and be advised to go home until at least 24 hours after they are free of fever (100° F or greater), or signs of a fever, without the use of fever-reducing medications. Those who become ill with symptoms of an influenza-like illness during the day should be:
- Separated from others and asked to go home promptly.
- When possible and if they can tolerate it, students with influenza-like illness should be given a surgical mask to wear before they go home if they cannot be placed in an area away from others.
- Students exposed to a sick person should monitor themselves for symptoms of influenza-like illness and stay home if they are sick.

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

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

Clean surfaces and items that are more likely to have frequent hand contact
- Frequently clean all commonly touched surfaces, such as workstations, countertops, and doorknobs. Use the cleaning agents that are usually used in these areas and follow the directions on the label.
• No additional disinfection beyond routine cleaning is required.

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

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

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

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

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

One-Stop Access to U.S. Government Information on Pandemic Influenza:
• www.flu.gov
• Worker Safety and Health Guidance for a Pandemic www.osha.gov/dsg/topics/pandemicflu/index.html
• OSHA’s Guidance on Preparing Workplaces for an Influenza Pandemic www.osha.gov/Publications/influenza_pandemic.html
• CDC/NIOSH Occupational Health Issues www.cdc.gov/niosh/topics/h1n1flu/
COURSE CALENDAR

[subject to change]

Fall 2017 – June 2018  Enrollment Period

First Summer, 2018

June 25  Course Commences (Monday – Friday, 8:30am to 5:00pm)
June 25 – July 20  Foundations Course
July 23  Elementary Lectures Begin
August 10  Final Day of First Summer

Second Summer, 2019

June 24  Course Resumes
July 4  No Classes – Independence Day
August 2  Final Day of Second Summer

Third Summer, 2020

June 19  Course Resumes
July 17, 20, 22  Written Exams
July 23 – July 28  Synthesis and Review (mandatory for all examining students)
July 29-August 3*  Oral Exams (Each student sits one 3-hour exam)
August 4*  Graduation

*Proposed dates. Final dates determined by AMI in January 2020. MNW is not responsible for travel arrangements or students’ other commitments made in advance of each summer’s confirmation of this calendar. Each student (with consultation from the staff) is responsible for finding suitable AMI trained host teachers for observation and practice teaching during the academic years between each summer. Refer to www.montessori-nw.org for final date of enrollment information.

TYPICAL DAILY SCHEDULE

8:30am  Class begins. Students should aim to arrive and be ready to begin by 8:30am.
8:30am to 12:30pm  Morning Presentations, Lectures, and Learning Activities
12:30pm to 1:30pm  Lunch break
1:30pm to 5pm  Afternoon Presentations, Lectures, and Learning Activities, Student Practice
5:00pm  Class dismissed
COURSE DESCRIPTION

Note: Any assignment/requirement referenced on this page (in bold) is also described in more detail later in this document.

The Association Montessori Internationale Elementary Diploma Course offers comprehensive study of Montessori theory and practice for individuals who aspire to work with children ages six to twelve in Montessori Elementary environments. In a minimum of 1200 hours of teacher preparation, students are trained in Montessori philosophy and practice, human development, Montessori Elementary materials and curriculum, and professional expectations.

The AMI Elementary Course is part of an oral tradition and the information presented in the course is not readily available in other formats or published works. Students take notes throughout the course, then transcribe and process these notes into typed format. The use of recording devices is prohibited. All handouts and note taking templates will be made available for download via Google Drive and/or Blackboard.

Theory lectures provided throughout the course create the foundation for a Montessori teacher’s practical work and are constant reference points for the student’s understanding. They focus on early childhood, elementary years, and adolescent development; educational theory; practical implementation and classroom practice from the Montessori perspective. Students compile a Theory Album reflecting content given during the course.

The majority of class time is dedicated to demonstrations of the materials and stories that comprise Cosmic Education, the Montessori approach to elementary education. In addition, students receive demonstrations on early childhood materials and activities that create foundations for learning in Montessori Primary classrooms. 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 this material fits into the children’s experiences as a whole. Students take notes on the technique of the presentation and all related information for each demonstrated material. These notes form the basis for the student’s own daily practice with the materials. Refinement and completion of these notes, along with illustrations of each presentation, form the basis for the student’s original Reference Albums, which become their teaching manuals for future work with children.

Students are expected to supplement course content through readings in the published Montessori literature. Additionally, webinars and other individual assignments and group activities are held occasionally throughout the year for specific topics, chapters in Montessori’s writings, or published articles by Montessori trainers or scholars. During these webinars, students share projects and research or engage in group discussions stimulated by a series of questions or discussion points related to the target reading. Students also collect relevant quotations from source material to supplement their Reference Albums. A schedule of webinars will be provided at the start of each summer.

Students participate in Material Making, creating charts, timelines, and other materials. Through the creation of these materials, students are able to apply Montessori principles to materials that they will use in their everyday classroom practice. Additional activities related to material making and follow up work experiences are offered during and outside of class time, according to the needs of the students and the availability of the staff.

Students practice with the Montessori materials during Supervised Practice, which is scheduled time during class hours when students practice under staff supervision – and without children – in our model classrooms to refine their technique in presenting the materials, often standing in as children for each other. The supervising staff member is available to clarify points and assist the students’ progress. Students will document their Supervised Practice as a record of their supervised work with the materials. Unsupervised practice is the time that students work with the materials outside of class hours. The classroom is available for unsupervised practice before class, after class, during lunch, and during other announced periods.
Observation and Practice Teaching are essential components of the course, and allow students to continue their study of the child in AMI Montessori classrooms. In Observation, students observe the children’s interactions with the materials and each other, directing their observation through the lens of Observation Guidelines provided prior to each Observation block. In Practice Teaching, students spend a minimum of 120 hours in their host classrooms, presenting lessons to children under the supervision of an AMI Elementary-trained host teacher.

Comprehensive Written and Oral Examinations at the end of the course verify that each student has met the standards of the Association Montessori Internationale. Students will prepare for these exams through practice exam questions and mock orals given throughout the course, and in a period designated for Synthesis and Review.

About Laptops
Laptops and cell phones may not be used in the practice classroom at any time. Laptops may be used in the lecture area outside of class time, and for course activities at the discretion of the Director of Training. Photographing at MNW may take place only during breaks or outside of regular school hours. Photographing is not permitted in lecture or practice time.

Academic Requirements for Receiving the AMI Elementary Diploma
In order to receive the AMI Elementary Diploma at the end of the course, the following academic requirements must be met:

<table>
<thead>
<tr>
<th>Requirement Name</th>
<th>Requirement</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>90% minimum attendance in course lectures and activities, including supervised practice.</td>
<td>16, 32</td>
</tr>
<tr>
<td>Theory Album and Foundations Album</td>
<td>Compilation and submission of an acceptable Theory Album and Foundations Album</td>
<td>25</td>
</tr>
<tr>
<td>Reference Albums</td>
<td>Timely compilation and submission of acceptable and original Reference Albums in all areas</td>
<td>27</td>
</tr>
<tr>
<td>Material Making</td>
<td>Submission of acceptable Material Making Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Observation</td>
<td>Minimum of 90 hours of Observation in Montessori classrooms plus Foundations Observation as assigned</td>
<td>34</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>Minimum of 120 hours of Practice Teaching in Montessori classrooms</td>
<td>36</td>
</tr>
<tr>
<td>Written Examinations</td>
<td>Passing marks of 50% or higher on Written Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Oral Examinations</td>
<td>Passing marks of 50% or higher on Written Examinations</td>
<td>42</td>
</tr>
</tbody>
</table>

Course Hours: 1200

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

For those students without an AMI Primary Diploma, a Foundations Course album is also required.

Description
The Theory Album is a compendium of information that describes and explains Maria Montessori’s theory of child development and its application to work with children. The Foundations material provides background material about self-construction, adaptation, and the adult’s role for children in the first plane of development. The completed Theory Album will become a useful resource for parent information nights, for school newsletter articles, to refresh and deepen understanding, to guide participation in educational research, and as a study resource for Written and Oral Examinations at the end of the course.

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

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

- Lecture Handouts, created by the Directors of Training, give detailed information about the theory topics, including Primary Foundation Course content.
- Student Outline of a theory topic, providing a useful “at-a-glance” overview. The process of outlining the information supports the student’s engagement with it.
- Student Reflection/Response on the lecture topic, designed to deepen engagement. It may include anecdotes, opinions and ideas for further reflection.
- Supplementary Handouts provide additional information to enhance understanding. They include webinar readings and relevant support material.
- Supplementary Notes taken during other learning activities (parent nights, administrators’ lunches, workshops, etc.) as assigned. These can be typed or submitted in a pocket organizer within the Theory Album, or as an appendix in the back.

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

### Assessment Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-time submission</strong></td>
<td>The album is submitted by <strong>8:30am</strong> on the due date. (Note: Late submissions are recorded on the student’s record. A pattern of late submissions (and/or late corrections) may result in the student being placed on Academic Probation).</td>
<td>not rated</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The album reflects the order &amp; content listed on the Theory Album Table of Contents. The Theory Album Table of Contents is prepared and accompanies each final album submission. The table of contents lists each theory topic and accurately corresponds to page numbering throughout the album. Labeled tab dividers or equivalent are used to facilitate use of the album. Album is submitted in a three-ring binder with student’s name &amp; album title on spine. The three-ring binder is neither over- nor under-filled; it holds the contents appropriately and pages turn freely (no staples)</td>
<td>pass / no pass</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Information is stated in clear language that is concise and accurate. Responses/reflections demonstrate attention to the lecture and understanding of the lecture content. There is sufficient detail to express key concepts.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td><strong>Usefulness</strong></td>
<td>Information is accessible and easy to follow. Information would provide a sufficient basis to present in another context – as a parent night, for example, or a written essay.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>All components are present (as described on the Theory Album Table of Contents). All key concepts of each Theory lecture are present.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>Pages are unblemished and clean. Text is formatted consistently using a readable (non-decorative) font. Print quality is crisp and clear.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td><strong>Professional Appearance</strong></td>
<td>Text is free of typographical and grammatical errors. Formatting is consistent and streamlined.</td>
<td>pass / no pass</td>
</tr>
</tbody>
</table>
REFERENCE ALBUMS

Album pages are to be submitted weekly for review, according to the lecture schedule.

Due Dates for Assignments and Final Albums will be provided at the start of each summer.

Description

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

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

In addition to collaboration during practice, all students participate in scheduled peer review of album work prior to turning in assignments for assessment by staff and/or other AMI-trained elementary teachers. Peer reviewers and album readers review the students’ reference album work and offer strategies, feedback, and assistance to help students achieve accurate, comprehensive, yet succinct albums. Students are required to submit work on time, to make necessary corrections when asked, and to complete final albums according to schedule to maintain good standing in the course.

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

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

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

Components
Each Reference Album is composed of the following elements:

- **Table of Contents** 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 student. Presentation titles are provided throughout the course.

- **Introductions** provide detailed information about each area within Cosmic Education.

- **Student Synthesis.** Students may create their own description of how each area of Cosmic Education supports child development. Each student’s original synthesis reflects understanding of developmental purposes, combined with their own observations, connections and insights. The process of creating the student synthesis deepens the students’ understanding of how Montessori theory directly informs classroom practice and is preparation for written exams. To create the student synthesis, students are given prompts for discussion of how developmental principles are supported throughout the area, and students provide examples of materials/activities in the area that support these developmental principles. This work is often done as part of Synthesis and Review (in the third summer).

- **Quotations.** Students submit at least ten (10) detailed quotations from at least two (2) Montessori primary sources related to the area reflecting a comprehensive review of Montessori’s writings on the area.

- **Presentations.** These are descriptions of how to present each material, typed and edited, created from the student’s own notes and refined through Supervised Practice. See Guidelines for Weekly Album Work guidance on the design of presentations.

- **Illustrations.** Illustrations enhance the presentations by providing visual cues and a quick visual reference. All charts and materials used in a presentation must be illustrated, unless otherwise specified by the Director of Training. See Guidelines for Weekly Album Work (provided at start of course) for more details about illustrations.

Assessment and Grading
- These assignments are graded on a pass/no pass basis for Montessori Northwest / AMI. Students in cooperative programs will be evaluated additionally as per the guidelines of the cooperating institution; details of those assessment criteria will be provided during Orientation.

- The assessment criteria on the next page will be used to determine if a student has met the learning objectives of the Reference Albums. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.

- Students receive feedback about their Reference Albums, including any areas that need improvement or correction.

- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
# REFERENCE ALBUMS

## Assessment Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-time submission</strong></td>
<td>Album work is submitted by 8:30am on the due date. (Note: Late submissions are recorded on the student's record. A pattern of late submissions (and/or corrections) may result in the student being placed on Academic Probation)</td>
<td>not rated</td>
</tr>
</tbody>
</table>
| **Clarity**        | Font and format are easily readable and consistent throughout the work  
Headings and subheadings are highlighted  
Theoretical discussion, action, and dialogue are clearly differentiated  
Information is accessible, easy to follow, and stated in clear language that is concise and accurate; there is sufficient detail to describe each presentation | pass / no pass |
| **Accuracy**       | 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  
Purposes, materials, and preparations are described for each presentation.  
Important terms, vocabulary, and key language is present, accurate, and appropriately highlighted | pass / no pass |
| **Illustrations**  | Illustrations are in color  
Illustrations work with the text to provide visual cues for the steps and layout of each presentation; illustrations are located (or referenced) on the page near the relevant text.  
Illustrations are clear, sized so that necessary detail can be seen, and represent the material | pass / no pass |
| **Table of Contents** | The table of contents is complete and contains all chapters, sections, and presentations given on the course  
The order is consistent with the order listed on the Table of Contents Outline  
The table of contents accurately corresponds to page numbers for each chapter and section; providing page numbers in the table of contents for the individual presentations is optional, but any sections longer than 10 pages should be otherwise subdivided.  
Chapter, section, and presentation titles are clearly differentiated | pass / no pass |
| **Organization**   | The album reflects the order and content listed in the Table of Contents; all pages are numbered.  
Presentations are distinct from one another and are easy to locate; permanent tabs are used to separate chapters or sections as needed to enhance usability of the album for reference.  
Album is submitted in a three-ring binder with student’s name and album title on spine; three-ring binder is sized appropriately and fits the contents of the album. | pass / no pass |
| **Completeness**   | All components are present; each presentation contains one or more illustrations  
Any quotations or additional notes provided for each lecture topic are present | pass / no pass |
| **Professional Appearance** | Pages are unblemished and clean  
Text is formatted consistently throughout the final album using a readable (non-decorative) font | pass / no pass |
| **Originality**    | Presentations and illustrations are the original work of the student. | pass / no pass |
MATERIAL MAKING: CHARTS AND TIMELINES

Due Dates
A schedule of completion for all charts, timelines, and other materials will be given at the start of each summer. All timelines and charts must be accepted before the start of Synthesis and Review in the third summer. Acceptance of charts, timelines, and materials is an AMI diploma requirement.

Directions
The charts (posters) and timelines are routinely used in the Elementary environment. Through the creation of these materials, students are able to apply Montessori principles to materials that they will use in their everyday classroom practice.

For this assignment, students must accurately color all charts, timelines, and loose pieces. Examples will be provided to guide the coloring of all materials. All charts and timelines must be appropriately labeled prior to submission with the student’s name, course name, year, and number or title of the chart.

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

Assessment and Grading

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

<table>
<thead>
<tr>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>On time submission</td>
<td>All timelines and charts must be accepted prior to Synthesis and Review before Oral Examinations in the third summer. Please note: Timelines and charts require a significant time commitment, and adherence to the recommended schedule for completion is strongly recommended. Staff will monitor student submissions. A pattern of late, incomplete or absent submissions will be addressed by staff.</td>
<td>not rated</td>
</tr>
<tr>
<td>Labeling</td>
<td>All materials are appropriately labeled with student name.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td>Durable construction</td>
<td>All components of the material are sturdy and would stand up to regular classroom use</td>
<td>pass / no pass</td>
</tr>
<tr>
<td>Complete</td>
<td>All accompanying loose pieces are present</td>
<td>pass / no pass</td>
</tr>
<tr>
<td></td>
<td>Any necessary containers or packets are present and are appropriately sized and colored</td>
<td></td>
</tr>
<tr>
<td>Aesthetically pleasing</td>
<td>Material would be attractive and appealing to children</td>
<td>pass / no pass</td>
</tr>
<tr>
<td>Realistic Appearance</td>
<td>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 sample materials in the practice classroom.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>All aspects of materials have a polished and professional appearance Coloring is even, accurate, and neatly applied Papers, cards, and charts are unblemished and clean</td>
<td>pass / no pass</td>
</tr>
</tbody>
</table>
SUPERVISED PRACTICE

Supervised Practice is scheduled daily throughout the course so that students can practice with the materials after seeing the demonstration. 90% attendance is required for all available hours of Supervised Practice. MNW staff and students together track Supervised Practice hours.

Directions

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

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

Students may keep track of their practice with the materials in their Learning Journals. This journal, modeled on the journals that are used by elementary students in Montessori communities, allows students to track their work, record their insights, and self-evaluate their progress towards mastery with each material. It also allows pedagogical staff to review students' practice habits and give feedback as needed. During Oral Examinations, Learning Journals may be reviewed by Examiners to determine the amount of practice a student undertook with each material.

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. Album work can happen in the practice classroom on breaks, after scheduled class hours, or in sessions specifically designated as Album Work by the pedagogical staff. As the course progresses, Supervised Practice without notes will be encouraged & sometimes required.

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

Assessment

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

**Assessment Criteria**

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

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

Observation Dates (45 hours must be done by Dec. 1, 2018; all observation should be completed before 2nd summer). AMI requires a minimum of 10 hours of observation in primary classrooms led by an AMI primary diploma holder and 90 hours of observation in elementary classrooms led by an AMI elementary diploma holder. These observations are conducted during the interim academic year after the first summer session. Dates and placements must be confirmed with MNW staff no later than November 1, 2018 and must not conflict with the observation dates of any AMI academic year course.

Observations documents (described below) will be on the schedule of Due Dates provided the first summer.

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

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

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

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

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

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

Observation Placements
Observation placements are made by the student in cooperation with the elementary staff, who then contact the schools on behalf of MNW students.

Observation Guidelines and Documents
Prior to the first Observation, students are provided with several useful documents:

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

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

**Assessment Criteria**

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</tr>
</thead>
<tbody>
<tr>
<td>On time submission</td>
<td>Student submits all required documents by or on the due date. (Note: Late submissions are recorded on the student’s record. A pattern of late submissions may result in the student being placed on Academic Probation)</td>
<td>not rated</td>
</tr>
<tr>
<td>Attendance</td>
<td>Student accrues a minimum of 90 total hours of Elementary Observation and Observation at additional levels as scheduled. Student accurately records their hours on the Hours Sheet, which is totaled by the student and signed by the AMI Host Teacher.</td>
<td>pass / no pass</td>
</tr>
</tbody>
</table>
| Write responses in accordance with Observation Guidelines | Student uses a notebook to record responses in accordance Observation Guidelines  
Student’s handwriting is legible  
Student’s responses show understanding of, and engagement with, the Observation Guidelines.  
Student’s responses include narrative descriptions and interpretive responses  
Students type required summaries in accordance with Observation Guidelines | pass / no pass   |
| Maintain a professional presence in the classroom | Student behaves courteously and respectfully to all school staff and children  
Students follow MNW and host school guidelines for professional appearance and behavior, including guidelines for appearance, cell-phone use, and confidentiality.  
Student interacts minimally with children during Observation  
Student demonstrates a calm, neutral, and professional demeanor | pass / no pass   |
PRACTICE TEACHING

Practice Teaching Dates
All practice teaching occurs between 2nd summer and 3rd summer. Practice Teaching assignments and paperwork are due upon arrival in the third summer, June 2020.

AMI requires a minimum of 120 hours of practice teaching in elementary classrooms led by an AMI elementary diploma holder. This practice teaching is conducted during the interim academic year after the second summer session. Dates and placements must be confirmed with MNW staff no later than November 1, 2019 and must not conflict with the practice teaching dates of any AMI academic year course.

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

AMI standards for Practice Teaching host classrooms are as follows:

- A teacher who holds an AMI diploma at the Elementary Level (ages 6-12)
- A classroom equipped with a complete set of elementary materials
- A multi-age group of elementary children

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

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

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

- Useful Information, a clear outline MNW’s professional expectations of students, and the requests that we make of the host teacher.
- Practice Teaching Tasks, a description of what the student will be doing during Practice Teaching.
- Samples of Lesson Plans and Record Keeping, some ideas for keeping accurate records during Practice Teaching.
- Host Teacher Report (sample), a sample copy of the report that the host teacher uses to assess the student’s performance during Practice Teaching.
- Host Teacher Report (blank), a blank version of the Host Teacher Report for the host teacher to fill out.
- Field Supervisor Report (sample), Each student must be observed twice during Practice Teaching for 30 minutes by a member of the Elementary pedagogical staff or other designated Field Supervisor. The Field Supervisor Report is the form used by this person to record their observations of the student’s performance.
- Class List, a sheet for Host Teachers to fill out, listing the names and ages of children in their classroom. Host Teachers may substitute their own record for this form.
- Lesson Log, a required record of lessons given to children.
• *Hours Sheet*, a log to record Practice Teaching hours. The host teacher signs it as a confirmation of attendance.

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

Assessment and Grading

• During Practice Teaching, MNW pedagogical staff members observe students while they work with children. Students achieving a score of 1 in any category must meet with the Trainers to discuss strategies to improve the requisite skills. It is expected that by the end of Practice Teaching, the student will have implemented the strategies discussed to improve their performance and consistently achieve 2 or higher.

• Host Teachers also use the Assessment Criteria below when filling out their own Host Teacher report.

• Students are expected to conduct frequent self-evaluations during Practice Teaching using the Assessment Criteria, noting any areas of challenge and seeking assistance when needed.

• Practice Teaching assessments from Host Teachers and Field Supervisors may be used as part of the grading rubrics for students in cooperative programs.
## Assessment Criteria

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

Written Examination Dates (proposed dates: July 17, 20, 22, 2020. To be confirmed by AMI).

Written Examination – Paper A: 3 hours.
Written Examination – Papers B1 and B2: 2.5 hours each.

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

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

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

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

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

All previously due Reference, Theory, and Foundations Albums must be accepted for the student to be eligible to sit for Written Examinations; exceptions can be made at discretion of Director of Training. Some classroom practice lectures and extensions not related to the written exams may be offered at the end of the course, which will 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.

**Paper B:** Each question has a maximum possible score of 25, giving a maximum possible total of 150 points for Paper B. The total score obtained will be converted to a percentage to obtain a pass/fail result. A minimum of 50% (75 points) is required to pass.

In each paper, the student’s cumulative percentage must be 50% or greater; the student does **not** have to achieve 50% on every exam question. Any student who does not achieve a minimum of 50% will be required to re-take the written examination within the following 12 months.
## Assessment Criteria

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

Oral Examination Dates (subject to change)
Oral examinations are held after Synthesis and Review at the end of the third summer. Students attend only one exam session that is approximately 3 hours in duration.

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

Oral examinations are held at the end of the course. They are conducted by a team of external AMI examiners who represent the Association Montessori Internationale. Students take the oral examination individually, presenting lessons from each of six areas of the Elementary classroom (Biology, Geometry, Language, History, Geography, and Mathematics) while being observed by one Examiner. Each Examiner questions each student. The lessons to be presented from each area are made through a blind draw, and students have several minutes to consider their lessons before the examination begins. AMI Elementary-trained teachers and staff from the Montessori community stand in as ‘the child’, and maintain a neutral and well-behaved demeanor in this role.

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

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

At the end of each day, the examiners and Director of Training meet to discuss the results of each student’s examination and participation in the course. Students are informed of their results by a pedagogical staff member when orals are complete.

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, Geometry, Language, History, Geography, and Mathematics. Each area is worth 25 points.
- The student must pass in each area: a minimum score of 12.5 points is required in each of the six areas to satisfy the AMI requirement for oral examinations.
- Any student who does not achieve the 50% minimum in an area will be required to re-take the oral examination in that area within 12 months.
- The Assessment Criteria on the following page describes the level of achievement that constitutes a passing score of 12.5 points or greater in each area.
### ORAL EXAMINATIONS

**Note:** the use of the term “children” in the rubric below always refers to an AMI Elementary-trained teacher or staff from the Montessori community who take the place of real children during examinations.

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>16 – 20 points</th>
<th>20 – 25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Student is unable to present the activity to a basic level of proficiency. Major errors in sequencing or use of the materials are apparent. Clear movements and accurate explanations to the child are absent.</td>
<td>Student presents selected material to a basic level of proficiency. No major errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are present but not habitual.</td>
<td>Student presents selected material accurately and confidently, with no errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are habitual.</td>
<td>Student presents the material accurately and confidently, with no errors in sequencing or use of the materials. Clear movements and accurate explanations to the child are habitual.</td>
</tr>
<tr>
<td><strong>Rapport</strong></td>
<td>Student shows little awareness of, or connection to, the child.</td>
<td>Student shows a basic awareness of, and connection to, the child.</td>
<td>Student shows a moderate awareness of, and connection to, the child. Interactions are warm and age-appropriate.</td>
<td>Student is strongly attuned to the child. Student responds appropriately and flexibly to the child’s interest. Interactions are warm, age-appropriate and help to stimulate the child’s interest in the activity.</td>
</tr>
<tr>
<td><strong>Knowledge of developmental norms regarding the activity</strong></td>
<td>Student cannot accurately identify: - how to recognize the child’s readiness for the activity - direct purposes of the activity</td>
<td>Student can identify the following at a rote level, with no elaboration: - how to recognize the child’s readiness for the activity - direct purposes of the activity</td>
<td>Student can identify and elaborate on the following: - how to recognize the child’s readiness for the activity - direct purposes of the activity</td>
<td>Student can identify and elaborate on the following, showing a strong understanding between these points and other Montessori theories: - how to recognize the child’s readiness for the activity - direct purposes of the activity</td>
</tr>
<tr>
<td><strong>Knowledge of the activity in a wider context</strong></td>
<td>Student is not able to identify: - which materials would precede and follow this activity - other activities that could be done with this material</td>
<td>Student is able to identify the following at a basic, rote level: - which materials would precede and follow this activity - other activities that could be done with this material</td>
<td>Student is able to identify and elaborate on the following, showing some knowledge of the material in a wider context: - which materials would precede and follow this activity - other activities that could be done with this material</td>
<td>Student is able to identify and elaborate extensively on the following, showing a deep understanding of the material in a wider context: - which materials would precede and follow this activity - other activities that could be done with this material</td>
</tr>
<tr>
<td><strong>Knowledge of the area</strong></td>
<td>Student is unable to accurately identify: - the purposes of the area - its application to child development - its relationship to other areas in the environment.</td>
<td>Student is able to accurately identify: - the purposes of the area - its application to child development - its relationship to other areas in the environment.</td>
<td>Student is able to accurately identify and elaborate on: - the purposes of the area - its application to child development - its relationship to other areas in the environment.</td>
<td>Student is able to accurately identify, elaborate, and offer theoretical explanations for: - the purposes of the area - its application to child development - its relationship to other areas in the environment.</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Student is unable to identify connections between practical activities and applicable Montessori theories/ concepts, even with frequent prompting.</td>
<td>Student is able to identify basic connections at the rote level between practical activities and applicable Montessori theories/concepts, with frequent prompting.</td>
<td>Student is able to identify connections between practical activities and applicable Montessori theories/concepts, with minimal prompting.</td>
<td>Student is able to make many sophisticated and insightful connections between practical activities and applicable Montessori theories/concepts, with no prompting.</td>
</tr>
</tbody>
</table>
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128-10th Ave. SW, Box 43105, Olympia Washington 98504
Web: wtb.wa.gov
Phone: 360.709.4600
E-mail Address: pvsa@wtb.wa.gov

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