An Oregon non-profit organization since 1979

Student Handbook
Portland AMI Elementary Course
Academic Year 2018 - 2019

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www.montessori-nw.org
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ABOUT MONTESSORI NORTHWEST

Montessori Northwest (MNW), a non-profit 501(c)(3) organization guided by a Board of Directors, provides teacher training at the Assistants to Infancy (ages 0-3), Primary (ages 3-6), and Elementary (ages 6-12) levels, and serves as a hub of activity within the Montessori community. As a 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 to familiarize yourself with its content and save it for your future reference.

MISSION STATEMENT

To provide education honoring the pedagogical principles of Dr. Maria Montessori by offering AMI Montessori teacher education, professional development, parent education, and community outreach for the benefit of children throughout the world.
ACCREDITATIONS, AFFILIATIONS, 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 Oregon Department of Education (ODE), the Oregon Higher Education Coordinating Commission (HECC), and the Oregon Center for Career Development in Childhood Care and Education (OCCD). Questions regarding the policies in the MNW Student Handbook can be directed to MNW staff. If further information is needed, the staff may direct the inquirer to the MNW Board of Directors or to the appropriate affiliated organization. The student policies of Loyola University Maryland will also apply to students simultaneously enrolled in one of the cooperative programs of Montessori Northwest.

THE ASSOCIATION MONTESSORI INTERNATIONALE (AMI)

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

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

MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)

All teacher Montessori Northwest Oregon and California Training Courses are fully accredited by MACTE. (Assistants to Infancy and Elementary since 2015; Primary since 1996), However, our Washington Courses are not yet MACTE accredited. MACTE is an internationally recognized accrediting body for Montessori teacher education. An accredited program meets the MACTE standards for financial stability, comprehensive curriculum, credentialed staff, and offers an array of services that respond to students’ needs. The Montessori Accreditation Council for Teacher Education is recognized by the United States Department of Education as the national accreditor of Montessori teacher education institutions and programs throughout the United States.

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

OREGON DEPARTMENT OF EDUCATION (ODE)

Montessori Northwest is licensed by the Oregon Department of Education to conduct a private school to educate students in Montessori principles and practice.

Oregon Department of Education
775 Court St. NE
Salem, OR 97310
Phone: 503.947.5751
ode.frontdesk@ode.state.or.us
OREGON HIGHER EDUCATION COORDINATING COMMISSION (HECC)

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

Oregon Higher Education Coordinating Commission
255 Capitol Street NE
Salem, OR 97310
Phone: 503.947.5751
info.hecc@state.oregon.gov
www.oregon.gov/highered

THE OREGON REGISTRY

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

Oregon Center for Career Development in Child Care and Education (OCCD)
527 SW Hall, Suite 300
Portland, OR 97201
Phone: 503.725.8535
centerline@pdx.edu
STAFF AND FACULTY

ADMINISTRATIVE STAFF

Sarah Werner Andrews, Program Director
Robyn Ellis, Finance Manager
Angelika Steinberg, Administrations Director
Emily Daggett, Communications Manager

sarah@montessori-nw.org
robyn@montessori-nw.org
angelika@montessori-nw.org
emily@montessori-nw.org

ASSISTANTS TO INFANCY FACULTY

Nancy Lechner, Director of Assistants to Infancy Training
Nadxieli Toledo Bustamante, Course Assistant, Portland

nancy@montessori-nw.org
nadxieli@montessori-nw.org

PRIMARY FACULTY

Sarah Werner Andrews, Director of Primary Training, Portland
Michelle Becka, Director of Primary Training - Summer, Portland
Rochelle Holmberg, Course Assistant, Portland
Polli Soholt, Director of Primary Training, Bay Area
Shriee Srinivas, Course Assistant, Bay Area

sarah@montessori-nw.org
michelle@montessori-nw.org
rochelle@montessori-nw.org
polli@montessori-nw.org
shriee@montessori-nw.org

ELEMENTARY FACULTY

Elise Huneke-Stone, Director of Elementary Training, Portland & Spokane
Ellen Lebitz, Auxilliary Trainer, Portland & Spokane
Jen Wyld, Course Assistant, Portland
Paula Gibson-Smith, Course Assistant, Spokane

elise@montessori-nw.org
ellen@montessori-nw.org
jen@montessori-nw.org
paula@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.
MONTESSORI BOARD OF TRUSTEES

Amy Eshelby, Chair
Merri Whipps, Secretary
Lee Daggett, Treasurer
Sarah Louderbough, Board Member
Deborah Pratt, Board Member
Courtney McWilliams, Board Member
Kathryn Picano, Board Member
Jacqueline Cossentino, Board Member
FACILITIES

LOCATION

The Montessori Northwest is located at 622 SE Grand Avenue, Portland, Oregon 97214. Our space occupies the second floor of the US Bank Building on SE Grand Avenue, between SE Washington and SE Alder. There is one main entrance on SE Grand Avenue. An elevator is available for students with mobility challenges.

HOURS OF OPERATION

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

ENTRANCE AND EXIT

MNW's glass door entrance on SE Grand Avenue, directly next to the US Bank ATM, is the main entrance/exit point (there are two other emergency exits, but these are not for daily use). The glass door entrance is locked at all times. At the start of the course, students are issued an electronic key fob that will allow them to enter the building during office hours. A $40 fee is required if the key fob is lost. Summer students are issued a key fob at the beginning of each summer, it is returned at the end of each summer.

TRANSPORTATION AND PARKING

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

Bike
To find the most appropriate bike route, go to www.ridethecity.com/portland. Bikes should be secured to one of the bike racks installed on MNW's block. Bike theft is not common, but does happen; secure both the front tire and the frame when locking the bike.

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

Car
There are limited free options for vehicle parking around MNW. Short term parking is available on adjacent streets. The parking lot on the corner of SE 6th Ave and SE Alder is reserved for MNW staff and visitors, and is not available for student use. We suggest parking your car in blocks higher than 11th Street which is mostly residential with lots of trees, quirky neighborhood cafes and shops. If you don't want to walk the 6+ blocks, the Trimet bus, #15, travels west on Morrison Street; if using this option, exit the bus at the stoplight on 7th Street and Morrison Street then walk 2 blocks north to MNW.

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 notes. 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. MNW faculty, for each course, will inform students about methods of communications specific to their course.
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. All visitors should check in at the Front Desk upon arrival to sign in and receive a visitor’s badge.

CHILDREN AT MNW

Visitors under the age of 12 should always be accompanied by an adult. Ask a staff member before inviting a child to use any materials in the prepared environment. MNW is not 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 is set up to be a comfortable environment for students to relax, eat, and socialize, and is available for use before and after class and during breaks. Students, as a community, are responsible for maintaining the cleanliness of the student lounge. A refrigerator, microwaves, dishwasher, coffee pot, dishware, and flatware are available for student use. Refrigerators are designated for each course, and should be used only for daily food storage. Food must be sealed in airtight containers.

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

TECHNOLOGY AT MNW

Texting, cell phone use, browsing the internet, and undisclosed recording are not permitted during class. Laptops may be used before and after class, and during breaks. Laptops are not used in class unless otherwise specified. When using cell phones, students are asked to keep the volume, location, and discussion appropriate to the professional atmosphere of our building. During class time cell phones are turned off and left in lockers in the student lounge. If needed, a student may use the MNW phone number as an emergency contact and a staff member will convey a message to the student.

VOLUNTEER OPPORTUNITIES AT MNW

As a student at MNW, there will occasionally be opportunities for you to become involved as a volunteer. Volunteering is completely optional; however, many students enjoy the broader perspective that volunteering affords. Volunteer opportunities come in many forms, from community outreach to local college campuses, to helping out with Information Sessions, or simply helping to stuff envelopes. Whether the task is large or small, your efforts matter and contribute to the strength of the MNW community both in Portland and at satellite course locations.
LECTURE AREAS AND PRACTICE CLASSROOMS

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

Food and gum are not permitted in the lecture area or 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. Food and drinks are not permitted in the practice classrooms areas near the materials at any time.

To preserve the working atmosphere of the lecture area and practice classrooms, we ask that socializing and casual conversations are conducted in the student lounge.

MEDIA RELEASE

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

- Main Entrance and Exit
- SE Grand Avenue
- SE 6th
- SE Alder

No Access

 Assistants to Infancy (0-3 years)
 Model classroom, lecture space,
 and work area

Elementary (6-12 years)
 Model classroom, lecture space,
 and work area

Primary (3-6 years)
 Model classroom and lecture space

Student Lounge

Administrative Offices

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

Montessori Northwest
Student Handbook, Portland AMI Elementary Academic Year Course 2018-2019
STUDENT RESOURCES

LIBRARY

Books in the library are for student and alumni use. To borrow a book or journal, please bring it to the front desk for processing. Most materials are loaned for three weeks, however certain materials (such as individual articles or materials marked “Do Not Circulate”), may only be available for on-site or overnight use. All borrowed materials must be returned prior to oral examinations. A student with outstanding library materials at the time of graduation will not receive his/her diploma until the materials are returned or replaced.

PROFESSIONAL DEVELOPMENT ORGANIZATIONS

Current MNW students are given a free, one year membership to AMI-USA and if enrolled in the Elementary course, the Elementary Alumni Association (EAA). Other professional organizations include the North American Montessori Teachers’ Association (NAMTA), the Pacific Northwest Montessori Association (PCNA), and the Oregon Montessori Association (OMA).

NAMTA

NAMTA publishes quarterly journals and maintains an online Montessori Bibliography and Research Guide for more than 14,000 Montessori citations in English from 1909 to the present. Students wishing to purchase articles will order directly from NAMTA. Please note, students ordering articles from NAMTA should allow for shipping time.

MNW OFFICE

Business may be conducted between 8:00am and 4:00pm Monday through Friday. Please note, the administrative office area is private and students may enter upon invitation only. Due to our operation as a non-profit organization, we do not have office supplies available for student use. Access to office machines such as telephone, fax, and copier are not permitted except in the case of an emergency.

Student Printing Packages

Optionally, students can purchase a printing package for the courtesy service of printing onsite. Printing packages for 2000 black and white prints are $180. After purchasing a package, the student will be issued an ID and PIN number for tracking personal printing. To take part in this service, students will need a thumb drive; all documents (saved as PDF files) will be transferred with the thumb drive from their own personal computers to the MNW printer. Any prints not used by oral examinations will be forfeited. If a student uses the 2000 prints prior to the end of the course, additional page allowances can be purchased during business hours.

CAREER INFORMATION

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

Many students find house or apartment rentals within walking or biking distance of MNW. The public transportation system is very accessible and many students find housing along convenient bus lines (visit http://www.trimet.org/). Students may also join the Montessori Northwest Student Housing group on Facebook, particularly to connect with other students seeking to room together. https://www.facebook.com/groups/MNWHousingResources/

Helpful housing websites
- http://portland.craigslist.org
- http://www.oregonlive.com
- http://www.travelportland.com
- http://www.portlandonline.com

ACADEMIC AND NON-ACADEMIC COUNSELING

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

INCLEMENT WEATHER CLOSURE AND EMERGENCY CLOSURE POLICY

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

EMERGENCY PROCEDURES

Being prepared with the following general emergency information will enhance the safety of yourself and others in the case that evacuation of the MNW satellite site building is necessary due to fire, earthquake, or other serious emergencies.
- Become familiar with the location of fire extinguishers in the building.
- Become familiar with the location of the emergency exits by locating them in the building and referring to the floor diagram posted in your classroom area and included in this handbook (Floor Plan and Emergency Exits).
- Alert MNW staff as to the nature and location of the emergency.
- Exit the building by walking, do not run, to the nearest exit. Use the stairs and avoid the elevator.
- Gather in the designated evacuation area, the MNW parking lot on the corner of SE Alder and 6th. Refer to the Floor Plan and Emergency Exits section of this handbook.

EMERGENCY CONTACTS

Call 911 for life threatening situations, crimes in progress, or situations where an officer or emergency responder is needed immediately. Non-emergency disturbances can be addressed by the Telephone Report Unit (TRU) at 503.823.3333. TRU is staffed by Portland Police Officers who answer calls 24 hours a day, from the Police Bureau’s non-emergency telephone line.
POLICIES

ADMISSION POLICIES

CRITERIA FOR ADMISSION

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

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

The educational requirement for entry to all 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 and $150 application fee (used to cover the cost of processing) must be complete before it can be reviewed by the Admissions Committee. Applicants are notified in writing of their acceptance status within ten business days of MNW’s receipt of their application. An applicant who is denied entrance to the course based on the criteria of admission may request more information from the Admissions Director as to the reason for their denial. A denied applicant may reapply again for the next course cycle. Admission does not guarantee successful completion of the course.

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

NON-NATIVE SPEAKERS OF ENGLISH

Proficiency in English is critical to success in Montessori Northwest courses. One of the following is required if English is not a first language:

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

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

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

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

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

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, veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or use of a trained guide dog or service animal by a person with a disability in its admission policies, educational policies, or any administered programs. Any person unlawfully discriminated against, as described in ORS 345.240, may file a complaint under ORS 659A.240 / ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries. Students may also file a grievance using the MNW Grievance Process.
FINANCIAL POLICIES

TUITION PAYMENT

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

Please refer to the MNW website (www.montessori-nw.org) or contact the MNW Office, at 503.963.8992, for current information related to tuition, fees, estimated materials and supplies costs, payment due dates, and tuition payment schedules. If you have registered, please refer to your copy of the enrollment agreement for information about fee schedules, tuition payment options, and due dates.

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

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

Students obtaining loans will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from the federal student financial aid program funds.

The Learning to Leading Fund offers tuition assistance to students enrolled in teacher training courses at Montessori Northwest. This fund supports applicants who have committed to work in public or tuition-free Montessori programs in Oregon, Washington, or California. By offering financial assistance to these teachers, this fund will help provide highly qualified teachers to the Montessori programs that are actively serving economically diverse communities. Learning to Leading Fund applicants must be accepted into a Teacher Training Course prior to March 1, 2018. Successful candidates will be awarded a tuition credit toward their final tuition credit payment and must be a student in good standing at that time. Please refer to https://www.montessori-nw.org for additional information.

Returned Check Fee
Students will be charged a $20.00 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. Failure to meet financial obligations to MNW will result in withholding of the AMI Diploma, academic transcripts, admittance to oral examinations, or withholding the privilege of attendance in the remaining parts of the course. The following policies and charges apply to all installment due dates:

- If a tuition installment is not received on or before the due date, that installment will be subject to a $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.

CANCELLATION 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 seven days of enrollment and before the commencement of the first class session, the registration fee and any tuition payments shall be refunded within thirty business days after notification of withdrawal is received by MNW.
- If cancellation occurs after seven days of enrollment and before the commencement of the first class session, MNW will retain the student’s registration fee. Any tuition payments will be refunded within thirty business days after notification of withdrawal is received by MNW.

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 the first class session and before completion of 50% of the course, the student shall be issued a pro rata refund according to the published schedule of classes. Refunds will be issued within thirty business days after notification of termination is received by MNW.
- 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.
ADMINISTRATIVE POLICIES

EDUCATION RECORDS

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

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

All Education Records are held in their entirety in the strictest of confidence and are the sole possession of Montessori Northwest. Records are protected in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99). Only the student can access their Education Records. The Executive Director must authorize a verbal or written request for access to Education Records. Education Records may only be viewed at the MNW office in the presence of the Executive Director or a designated staff person. A student may appeal in writing to the Executive Director if questioning or rebutting any documentation in their Education Records. The Executive Director has sole authority to correct or change any information in the Education Records, although the student may be permitted to add a statement to his/her own file.

Copies of Education Records

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

AMI Diploma

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

Academic Transcripts

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

REFERENCES

MNW pedagogical staff does not provide verbal or written references. Instead, with the student’s written permission, staff can verify the following:

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

Although letters of reference cannot be provided for employment purposes, pedagogical staff can create a written reference for an alumni's application for a continuing education program. Students and graduates may request copies of any documents in their Education Records for employment or academic applications using the process outlined above.
BACKGROUND CHECKS FOR OBSERVATION AND PRACTICE TEACHING PLACEMENTS

During Observation and Practice Teaching sessions students are present in host schools with children for several weeks. Placements are made by MNW staff and most MNW students are placed in regional schools. Prior to placement, students practice teaching and/or observing in Oregon must enroll in the Office of Child Care's Central Background Registry. Students are responsible for initiating and completing the background check process in a timely manner as well as all costs and paperwork associated with background checks. Students are encouraged to begin this process as soon as possible. For fingerprinting information and an online enrollment process, please refer to http://www.oregon.gov/OCC/Pages/On-line_application_informationpage.aspx.

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

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

Step 2
Students bring proof of enrollment or conditional enrollment to MNW and show it to the course assistant. It will be noted that the student can be placed for Observation and Practice Teaching.

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

Students interested in completing Observation and Practice Teaching in an out of state school will contact the Course Assistant as soon as possible, and no later than the first few weeks of the course. This allows time to determine if a host school classroom is compatible with this course component as well as allowing time for that state’s background check process to be completed. All other students who are not observing and practice teaching in Oregon, must complete an additional background check after confirming with their host school which guidelines to follow for background registry requirements to meet the background requirements for that state.
ADMINISTRATIVE REQUIREMENTS

These standards of behavior apply when students are onsite at MNW, engaging in online activities including social media, during observation, 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 satellite site 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 fundraising or sales of any type in MNW facilities except as part of an approved student organization activity. Exceptions: Students may charge for typing, tutoring, and similar educational services rendered solely themselves as individuals. Non-profit political and charitable fundraising must be similarly approved.
CONDUCT REQUIREMENTS

These standards of behavior apply when students are onsite at MNW, engaging in online activities including social media, during observation and practice teaching, and at MNW events. MNW students and staff should report any violations of these requirements to the Executive Director immediately. Knowingly withholding information regarding a violation will also result in the Student Discipline Process. Prohibited activities which may result in the Student Discipline Process:

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

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

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

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

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

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

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

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

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

Stage 1: Attempted Resolution with the Executive Director
1.1: Letter to the Executive Director
This letter must include:

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

1.2: Meeting with the Executive Director

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

Stage 2: Appeal to the Executive Director
2.1: Letter of Appeal to the Executive Director
This letter must include:

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

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

2.2: Formal Hearing
The formal hearing must be held within 30 days. The following individuals must be present:

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

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

Stage 3: Appeal to the Board of Directors
The 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:

Higher Education Coordinating Commission (HECC)
255 Capitol Street NE
Salem, OR 97301
Phone: 503.947.5751
info.hecc@state.oregon.gov
After consultation with appropriate staff and if the complaint alleges a violation of Oregon revised Statutes 345.010 to 345.470 or the standards of the Oregon Administrative Rules 715-045-0001 through 715-045-0210, the Commission will begin the complaint investigation process as defined in OAR 715-45-0023 Appeals and Complaints.

Oregon Department of Education
775 Court Street NE
Salem, OR 97310
Phone: 503.947.5751
ode.frontdesk@ode.state.or.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)
420 Park Street
Charlottesville, VA 22902
Phone: 434.202.7793
Fax: 888.525.8838
information@macte.org

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

ACADEMIC REQUIREMENTS FOR RECEIVING THE AMI DIPLOMA

Admission to the course does not guarantee certification. Completion of the course does not guarantee employment, salary, or occupational advancement. In order to receive the AMI 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: 1225

Composition of 1225 Course Hours

Elementary Childhood Education
- 30 Hours – Child Psychology
- 45 Hours – Educational Theory

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

Other Requirements
- 30 Hours - Reading and Discussion
- 80 Hours – Album Preparation
- 20 Hours – Material Making

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

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

Montessori Northwest has not entered into an articulation or transfer agreement with any other college or university. MNW students who are concurrently enrolled in the Loyola University Maryland Master of Education Cooperative program earn credits independently through their university program while completing the 1225 hours for an AMI Elementary Diploma.
ATTENDANCE

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

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

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

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

GRADING POLICY

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

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

ACADEMIC PROGRESS AND ACADEMIC PROBATION

Progress Reports
Each student’s participation in the course is periodically reviewed and evaluated 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 in 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. Students should notify a member of the pedagogical staff as soon as possible if an assignment will be submitted late for any reason. If an assignment is submitted incomplete, it will be recorded as a late submission. Submitted work that does not meet the criteria for acceptance will be returned to the student. The student will make all required revisions and resubmit the work promptly.
ACADEMIC PROBATION

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

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

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

Outcomes of Academic Probation

Good Standing
The change in academic behavior is achieved within the four-week probation. The student is returned to Good Standing.

Deferred Course Requirements
The student does not meet all criteria of the Academic Probation. The requirements can be deferred by the Director of Training. Please refer to the section on Deferred Course Requirements for more information.

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

DEFERRAL

The deferral policies listed below apply only to the AMI diploma courses offered at Montessori Northwest. Students enrolled in cooperative programs should consult with the institution directly regarding their specific deferment policies.

In general, students enrolled in the Loyola M.Ed cooperative program must complete all course requirements within their original course cycle and are not eligible for deferral except in extreme extenuating circumstances.

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

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

Attendance in Lecture or Supervised Practice ............................................................... No charge
Review of Theory Album or Reference Album (first submission) ................................ $200 per submission
Review of previously submitted Theory or Reference Album .................................... $100 per resubmission
Review of Material Making (first submission) ........................................................... $100 per submission
Review of previously submitted Material Making .................................................... $50 per resubmission
Practice Teaching Field Visit ..................................................................................... $200 per Field Supervisor visit
Review of Observation or Practice Teaching Written Assignment ......................... $100 per submission
Deferred or re-sitting Written Examination ............................................................. $250
Deferred or re-sitting Oral Examinations ................................................................. $350

Deferred Exams

Students who do not score 50% or more on either one or two parts of Paper A, Paper B, or the Oral Examinations will be deferred for that/those part(s) of the examination. In view of the extensive content of the Course at the Elementary level 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

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

Appeal against Examination Result

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

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

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

Appeal to the training center

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

Appeal to AMI

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

Montessori Northwest can accept transfer students from other training centers of the Association Montessori Internationale. AMI training courses are designed to be an integrated course of study and transfer students are only admitted under the unusual circumstance that completion at the original center is difficult or impossible. Tuition costs will be pro-rated based on the duration of the student’s attendance at MNW and are assessed on a case-by-case basis. Montessori Northwest can accept transfer students from other AMI training center 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 students’ coursework will be evaluated and credit given for any work completed at the previous center. However, no part of the practicum phase (Observation, Supervised Practice, or Practice Teaching) may be satisfied unless the student is transferring directly from a MACTE accredited training program with no time gap in the training.
- All past student records will be transferred to Montessori Northwest.

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 allotted. With rare exceptions, students are able to successfully complete the course within the time frame allotted (exact dates are listed on the website. Per AMI policy, students deferred for any part of the examinations must retake that part the subsequent year (within 12 months), and may re-sit each examination only once. Students failing to complete any part of the other course requirements must fulfill that part the subsequent year (within 12 months). This extends the maximum time allowed for completion of the course by 12 months.

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

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

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

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

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

MNW

MNW values every individual’s health and wellbeing, encouraging all students to achieve a balance of work and relaxation supported by healthy habits of nutrition, exercise, and sufficient rest. When a student becomes unwell, MNW staff members can offer suggestions for local healthcare resources. Portland 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 or influenza-like illness before reporting to MNW each day, notify the staff, and stay at home if they are ill. Students should not travel while they are ill.
- The CDC recommends that individuals with influenza-like illness remain at home until at least 24 hours after they are free of fever (100° F or greater), or signs of a fever, without the use of fever-reducing medications.
- Sick students can expect to be out for 3 to 5 days in most cases, even if antiviral medications are used.
- Students who are well but who have an ill family member at home with influenza may attend MNW as usual. However, these students should monitor their health every day, notify the staff, and stay home if they become ill.

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

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

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

Higher risk students
- People at higher risk for complications from influenza include pregnant women; children under 5 years of age; adults and children who have chronic lung diseases (such as asthma), heart disease, diabetes, diseases that suppress the immune system and other chronic medical conditions; and those who are 65 years or older.
- If students are at higher risk for complications, they should check with their health care providers if they become ill. Early treatment with antiviral medications is very important for people at high risk because it can prevent hospitalizations and deaths.
- Students who become ill and are at increased risk of complications from influenza and ill students who are concerned about their illness should call their health care provider for advice. Their health care provider may want them to take antiviral medications to reduce the likelihood of severe complications from 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 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 Prepare
Although school dismissals or closures of child care programs are not likely to be generally recommended at this level of severity, they are possible in some jurisdictions. Parents should have a plan in advance in the case of school dismissals or child care program closures. Parents may not bring ill children to MNW.
RESOURCES

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

Free, low-cost or sliding scale health care
https://www.healthcare.gov/young-adults/college-students/
Information, specifically for students, about applying for health insurance through the Marketplace.

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

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

https://pdx.patientphysiciancoop.org
A collective of doctors, including alternative medicine practitioners, in which members pay a flat rate for a fixed number of visits and services.

https://workingclassacupuncture.com
Acupuncture clinic offering treatment on sliding scale.

https://www.pacificu.edu/optometry/patients/clinics/portland.cfm
Pacific EyeClinic Portland offers a variety of reduced fee and other payment options for patients seeking eye care, glasses, or contact lenses.

https://www.plannedparenthood.org
A network of reproductive health.

US Government Information on Pandemic Influenza
https://www.cdc.flu.gov
Center for Disease Control and Prevention

www.osha.gov/dsg/topics/pandemicflu/index.html
Worker Safety and Health guidance for a Pandemic

www.osha.gov/Publications/influenza.pandemic.html
Preparing Workplaces for an Influenza Pandemic

https://www.cdc.gov/niosh/topics/h1n1flu/
CDC/NIOSH Occupational Health Issues
COURSE GUIDELINES

COURSE SCHEDULE

[subject to change]

TYPICAL DAILY SCHEDULE

[subject to change]

8:30am  Class begins
8:30am to 12:30pm  Morning Session
12:30 to 1:30pm  Lunch Break
1:30 to 3:30pm  Afternoon Session
3:30pm  Class Dismissed

*Proposed dates (final dates determined by AMI)
Montessori Northwest is open to students Monday through Thursday, 8:00am to 5:00pm, Fridays 8:00am to 4:00pm to allow for additional studying and practice. MNW is periodically open for extended hours and on weekends for student use. Students will be informed of additional opening times in advance. MNW is not responsible for travel arrangements or students’ other commitments made in advance of confirmation of this calendar.

During Observation and Practice Teaching sessions, students’ schedules align with the Host School’s hours. Host school availability determines placements, commute requirements, and scheduled hours for Observation and Practice Teaching, which are AMI requirements. Please note that placements outside of the greater Portland area may be requested and/or required. Although MNW staff works closely with students to find economical solutions, additional travel and housing expenses incurred as a result of distance placements are the students’ responsibility. Confirmation will be made prior to Observation and Practice Teaching sessions, and upon receipt of final exam dates from AMI.
COURSE DESCRIPTION

Note: Any assignment/requirement referenced on this page 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. During 1200 hours of teacher preparation, students are trained in Montessori philosophy and practice, human development, Montessori Elementary materials and curriculum, and professional expectations. AMI Elementary Diploma holders are eligible to teach at private and public Montessori schools around the world and are often Montessori school administrators or owners. The AMI Elementary Course is part of an oral tradition and the information presented in the course is not readily available in other formats or published works. Students take notes throughout the course, then transcribe and process these notes into typed format. The use of recording devices is prohibited. All handouts and notetaking templates will be made available for download via Populi.

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. Students observe a demonstration on how to present each Montessori material to children. Demonstrations can include related theory, such as the prior or parallel experiences of the children, purposes of the material, other activities with the material, and how the material fits into the children’s experiences as a whole. Students take notes of the technique of the presentation and all related information for each demonstrated material. These 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 and find quotations for use in their reference albums.

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

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 some course activities at the discretion of the Director of Training. During class, laptops may be stored in the student laptop storage area (not in the lecture area). Photographing at MNW may take place only during breaks or outside of regular class hours. Photographing is not permitted during lecture or practice time unless otherwise indicated by the Director of Training.

ACADEMIC REQUIREMENTS FOR RECEIVING THE AMI ELEMENTARY DIPLOMA

Please see the page number listed in the table below for detailed descriptions of each assignment/requirements, including general information, and assessment criteria. In order to receive the AMI Elementary Diploma at the end of the course, 1200 hours and 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>28</td>
</tr>
<tr>
<td>Theory Album</td>
<td>Compilation and submission of an acceptable Theory Album</td>
<td>41</td>
</tr>
<tr>
<td>Reference Albums</td>
<td>Timely compilation and submission of acceptable and original Reference Albums in all areas</td>
<td>43</td>
</tr>
<tr>
<td>Material Making</td>
<td>Submission of acceptable Material Making Assignments</td>
<td>47</td>
</tr>
<tr>
<td>Supervised Practice</td>
<td>Daily practice with the materials after seeing and taking notes on the demonstration. MNW staff and students together track Supervised Practice hours.</td>
<td>51</td>
</tr>
<tr>
<td>Observation</td>
<td>Minimum completion of 90 hours of Observation in AMI Elementary Montessori classrooms and 10 hours minimum in AMI Primary classrooms for Foundations</td>
<td>54</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>Minimum completion of 120 hours of Practice Teaching in AMI Montessori classrooms</td>
<td>57</td>
</tr>
<tr>
<td>Written Examinations</td>
<td>Passing marks of 50% or higher on Written Examinations</td>
<td>61</td>
</tr>
<tr>
<td>Oral Examinations</td>
<td>Passing marks of 50% or higher on Oral Examinations</td>
<td>64</td>
</tr>
</tbody>
</table>
THEORY ALBUM

Due Dates:
See Course Due Dates Sheet

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

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

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

- **Lecture Handouts**—these handouts, created by the Director of Training, give detailed information about the theory topic. They are available for download from Populi.
- **Student Outline**—this is each student’s outline of a theory topic, providing a useful “at-a-glance” overview. The process of outlining the information confirms the student’s engagement with it.
- **Student Reflection/Response**—this is each student’s personal reflection on the lecture topic, designed to deepen engagement. It may include anecdotes, opinions, and ideas for further reflection.
- **Supplementary Handouts**—these handouts provide additional information to enhance understanding. They are available for download from Populi.
- **Supplementary Notes**—students will include 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
- This assignment is graded on a pass/no pass basis for Montessori Northwest and 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. Student 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 required to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-time submission</td>
<td>The album is submitted by 8:30am on the due date. (Note: Late submissions are recorded. A pattern of late submissions [and/or late corrections] may result in the student being placed on Academic Probation.)</td>
<td>not rated</td>
</tr>
<tr>
<td></td>
<td>The album reflects the order and content listed on the syllabus/Theory Album Table of Contents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The table of contents lists each theory topic and accurately corresponds to page numbering throughout the album</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Labeled tab dividers or equivalent separate each topic.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td></td>
<td>Album is submitted in a three-ring binder with student’s name and album title on spine.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The three-ring binder is neither over- nor under-filled; it holds the contents appropriately and the pages turn freely. No staples or paper clips.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>Information is stated in clear language that is concise and accurate.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td></td>
<td>Responses/reflections demonstrate attention to the lecture and understanding of the lecture content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is sufficient detail to express key concepts.</td>
<td></td>
</tr>
<tr>
<td>Usefulness</td>
<td>Information is accessible and easy to follow.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td></td>
<td>Information would provide a sufficient basis to present in another context—as a parent night, for example, or a written essay.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All components are present (as described on the Theory Album Table of Contents).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All key concepts of each Theory lecture are present</td>
<td>pass / no pass</td>
</tr>
<tr>
<td>Completeness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td>Pages are unblemished and clean.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td></td>
<td>Text is formatted consistently using a readable (non-decorative) font.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Print quality is crisp and clear.</td>
<td></td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>Text is free of typographical and grammatical errors.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td></td>
<td>Formatting is consistent and streamlined.</td>
<td></td>
</tr>
</tbody>
</table>
REFERENCE ALBUMS

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

Due dates
See Course Due Dates Sheet

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

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

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

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

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

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

- **Table of Contents** are generated by students and contain the titles of all chapters, sections, and presentations located in the album, labeled with corresponding page numbers. An outline of chapter and section titles—listed in the order in which they should appear in the album—is provided to the student. Presentation titles are provided throughout the course.
- **Introductons** provide detailed information about each area within Cosmic Education.
- **Quotations**, students submit a minimum of 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.
- **Primary Foundations Course Material**—Students include modified presentations for foundational materials and activities presented and discussed during class. This foundational material will be in its own section, usually an appendix or appendices, within each corresponding Reference Album; or will be contained in its own album. Students already holding an AMI Primary diploma are not required to prepare or submit Foundations materials.
- **Presentations**—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* for guidance on the design of presentations. Synthesis and review activities and assignments may be assigned at the end of chapters or as an appendix to the album.
- **Illustrations**—Illustrations enhance the presentations by providing visual cues and a quick visual reference. All presentations, unless otherwise specified by the Director of Training, require at least one illustration. See *Guidelines for Weekly Album Work* for more details about illustrations.

Assessment and Grading
- These assignments are graded on a pass/no pass basis 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>
</table>
| **On-time submission** | The album is submitted by 8:30am on the due date.  
(Note: Late submissions of weekly work and final albums are recorded. A pattern of late submissions may result in the student being placed on Academic Probation.)  | not rated |
| **Clarity**          | Font and format are easily readable and consistent throughout the work.  
Headings and subheadings are clear and highlighted or emphasized in some way.  
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.  
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 |
| **Accuracy**         | Illustrations are in color and if scanned, they are sufficiently visible for easy reference.  
Illustrations work with the text to provide visual cues for the steps and layout of each presentation; when possible, each illustration is located on the page near the text that is accompanies.  
Illustrations are clear, sized so that the necessary detail can be seen, and represent the material. | pass / no pass |
| **Illustrations**    | 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 Album Topics handout provided for each album.  
The table of contents lists each presentation and accurately corresponds to page numbering throughout the album.  
Chapter, section, and presentation titles are clearly differentiated.  
The album reflects the order and content listed in the Table of Contents.  
Presentations are distinct from one another and are easy to locate.  
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. Pages must turn freely.  
All components are present; each presentation contains one or more illustrations. | pass / no pass |
<table>
<thead>
<tr>
<th>Professional Appearance</th>
<th>Text is formatted consistently throughout the final album using a readable (non-decorative) font.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality</td>
<td>Presentations are the original work of the student.</td>
</tr>
<tr>
<td></td>
<td>Illustrations are the original work of the student.</td>
</tr>
</tbody>
</table>

Any quotations or additional notes provided for each lecture topic are present.
MATERIAL MAKING: CHARTS AND TIMELINES

Due dates
See Course Due Dates Sheet

Acceptance of charts, timelines, and materials is an AMI diploma requirement.

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

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

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

Assessment and Grading
- These assignments are graded on a pass/no pass basis 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 Charts and Timelines Material Making. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about their material making, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
### Material Making: Charts and Timelines

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-time submission</td>
<td>All charts and timelines must be submitted, corrected, and accepted prior to Oral Examinations. See Course Due Dates Sheet for specific dates. (Note: Charts and timelines require a significant time commitment, and adherence to the recommended schedule for completion is strongly recommended. Staff will monitor student submissions. A pattern of late, incomplete, or absent submissions will be addressed by staff.)</td>
<td>not rated</td>
</tr>
<tr>
<td>Labeling</td>
<td>All materials are appropriately labeled.</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 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 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>
STUDENT TIMELINE ACTIVITY

Due date
See Course Due Dates Sheet

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

Regardless of the topic chosen, each student’s timeline will include the following:
- At least three sources of information (no more than 25% of the sources can be from the internet).
- Original illustrations and written entries on the timeline.
- Increments of time appropriate to the topic chosen.

The timelines will be presented in a Guided Practice. See Course Due Date Sheet.

Assessment and Grading
- These assignments are graded on a pass/no pass basis for Montessori Northwest and 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 Student Timeline Project. Students must achieve a rating of “pass” in each of the assessment criteria for the entire assignment to be accepted.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
## Student Timeline Activity Assessment Criteria

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

Due Date
No specific due date, ongoing

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

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

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

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

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

Supervised Practice is a process of accumulating 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 and Grading
- Students are expected to conduct frequent self-evaluation using the Assessment Criteria, noting any areas of challenge and seeking assistance when needed.
- During Supervised Practice, MNW pedagogical staff members observe students while they practice with the materials and each other. Staff members offer constructive feedback on how the student can improve their performance.
- It is expected that students have 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 other presentations on the course. Because of the scope of Cosmic Education, it is not expected that students can present every lesson perfectly without consulting their albums, but students are expected to be able to demonstrate familiarity with the purposes and techniques of all materials and activities on the course. It is the student’s responsibility to improve their Supervised Practice performance as needed based on their own self-evaluations, and on feedback received from pedagogical staff members.
Supervised Practice Assessment Criteria

Students should use the rubric below to self-assess and guide improvements to their practice. Note: the use of the term “children” in the rubric below always refers to other adult students in the class who take the place of real children during practice.

<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 plan for practice and is able to present after brief consultation of notes or album. Student generally checks the material prior to the presentation. Student provides an age-appropriate invitation before the presentation, which clearly describes the purpose of scope of the presentation, when appropriate.</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 checks notes to clarify the steps. Students makes significant errors during the presentation. Student does not demonstrate awareness of the children’s abilities. Student is primarily an observer while another student presents.</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 children’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 children’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 environment (including materials and supplies). 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. When playing the role of the “child,” student is not respectful of the student presenter, or does not engage in the work.</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</td>
<td>Student maintains a generally professional demeanor, interacting respectfully with other students,</td>
<td>Student’s interactions with other students are consistently professional and courteous.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Reflection and Self-evaluation</th>
<th>other students. Voice volume may be loud or poorly modulated. Feedback to other students is inappropriate, harsh, judgmental, or negatively-focused.</th>
<th>with few lapses. Feedback to other students is generally helpful and courteous.</th>
<th>Student’s overall demeanor is habitually professional. Voice volume is appropriately modulated. Feedback to other students is useful, balanced, and brief.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection and Self-evaluation</td>
<td>Student does not reflect on the strengths and weaknesses of their presentation. Self-evaluation is unbalanced, being either too permissive or too harsh. Student is unable to formulate a plan for future improvement of the presentation.</td>
<td>Student reflects on the strengths and weaknesses of their presentation. Self-evaluation is generally balanced, with achievements and challenges both receiving equal attention. Student can formulate a basic plan for future improvements of the presentation.</td>
<td>Student reflects accurately on the strengths and weaknesses of their presentation, self-evaluating easily and without judgment. Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement. Input from other students, if elicited, is accepted graciously.</td>
</tr>
</tbody>
</table>
OBSERVATION

Observation Dates and Assignment due dates
See Course Due Dates Sheet

Observation documents (described below) are due by 8:30am on the first day back at MNW after each session.

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

- A teacher who holds an AMI diploma at the Elementary Level (ages 6-12).
- A classroom equipped with Montessori elementary 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 the Observation Guidelines. These Guidelines are designed to focus the student’s attention on a particular aspect of child development or Montessori theory. Students record their responses to these daily tasks in the form of narrative descriptions and interpretive responses. Narrative descriptions are clinical, non-judgmental records of the child’s activities: “What is the child doing?” Interpretive responses are the student’s attempt to interpret the child’s actions within the framework of Montessori theory: “Why is the child doing that?”

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

Observation Placements
Observation placements are made by the elementary staff, who contacts the schools on behalf of MNW students.

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

Distance observation placements are granted at the discretion of the Director of Training and are not guaranteed. Students assume all travel and lodging costs for a distance placement. Requests for a distance placement must be made in advance. See the Course Due Dates Sheet for deadline dates for submitting requests for distance placements.
Observation Guidelines and Documents
Prior to the first Observation session, students are provided with several useful documents. Observation Guideline assignments and the signed and totaled Hours Sheet are due the first day back at MNW after each observation session. They will be reviewed and returned to students with feedback, if needed.

Observation Guidelines
A detailed description of the tasks students will undertake during each day of observation, and a detailed description of the summarizing tasks to be undertaken at the end of each observation block.

Useful Information
A clear outline of MNW's professional expectations of students, and the requests that we make of the host teacher.

Hours Sheet
A log to record observation hours. The host teacher will sign this as a confirmation of attendance.

Assessment and Grading
- The assignment is graded on a pass/no pass basis 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 below will be used to determine if a student has met the learning objectives of Observation. Students must achieve a rating of "pass" in each of the assessment criteria for the entire assignment to be accepted.
- Students receive feedback about Observation assignments, including any areas that need improvement or correction.
- Students are given the opportunity to re-submit any portions of the assignment that do not pass, in order for the entire assignment to be accepted.
## Observation 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>Observation assignments are submitted by 8:30am on the first day back at MNW after each observation session. (Note: Late submissions are recorded on the student’s Progress Report. A pattern of late submissions may result in the student being placed on Academic Probation.)</td>
<td>not rated</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Student accrues a minimum of 90 total hours of Elementary Observation, 10 hours of Primary Observation if completing the Foundations course, and 10 hours Observation at additional levels as scheduled. Student accurately records 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>
<tr>
<td><strong>Write responses in accordance with Observation Guidelines</strong></td>
<td>Student uses a notebook to record responses in accordance with Observation Guidelines. Student’s handwriting is legible. Student’s responses show understanding of, and engagement with, the Observation Guidelines. Students responses include narrative descriptions and interpretive responses. Students type required summaries in accordance with Observation Guidelines.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td><strong>Accurate recording</strong></td>
<td>Student’s records are detailed enough for patterns and themes to emerge. Student’s handwriting is legible. Student records the name, date, time, and location of each observation. Student behaves courteously and respectfully to all staff, parents, and children. Student interacts minimally with children during Observation. Student demonstrates a calm, neutral, and appropriate demeanor suited the observation settings.</td>
<td>pass / no pass</td>
</tr>
<tr>
<td><strong>Maintains a professional presence while observing</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRACTICE TEACHING

Practice Teaching Dates
Subject to change. See Course Due Dates Sheet.

Practice Teaching assignments and paperwork are due of the first day back at MNW after each session.

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 session in a different classroom. Although the student may lead appropriate whole class activities if both student and host are comfortable with this, the student is not expected to be in charge of the entire classroom; instead, the student works with groups of children selected for lessons in collaboration with the host teacher. MNW provides specific Practice Teaching Tasks to enhance and direct the classroom experience in purposeful ways. Students are given these tasks in advance of Practice Teaching.

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

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

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

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

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

Distance placements for practice teaching are granted at the discretion of the Director of Training and are not guaranteed. Students assume all travel and lodging costs for a distance placement. Requests for a distance placement must be made in advance. See the Course Due Dates Sheet for deadline dates for submitting requests for distance placements.
Prior to each Practice Teaching session, students will receive the following documents:

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

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

### Assessment and Grading

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

<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><strong>Planning and preparation</strong></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 pedagogical staff or 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>Students is prepared for the lesson. The level of proficiency demonstrated by the student indicates extensive practice with the presentation. The child/children selected for the lesson appear to have received necessary preliminaries and are primed to receive the lesson.</td>
</tr>
<tr>
<td><strong>Presentation</strong></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>Students presents even complex presentations with a high degree of accuracy. Errors are absent. The presentation creates a strong connection between the children and the material. Children engage in follow up work.</td>
</tr>
<tr>
<td><strong>Control of situation</strong></td>
<td>Student frequently loses control of situation. Student cannot manage interruptions by other children. Student needs assistance from host teacher to create and sustain a working environment for the lesson. Student does not maintain clear boundaries for children.</td>
<td>Student creates and sustains a working environment for the lesson. Student delivers the presentation at the responsive level; responding to, rather than anticipating, possible interruptions or lapses in control. Student maintains boundaries regarding the children’s behavior.</td>
<td>After a successful transfer to the children, student closely observes following the lesson, offering appropriate assistance as needed to enhance children’s connection to the material. Student shows an understanding of when to withhold teacher intervention to support exploration and discovery.</td>
</tr>
<tr>
<td><strong>Observation and follow up</strong></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 a transfer to the children, allowing them to continue the work independently. Student observes the children following the presentation. Student may follow up with some additional assistance to the children.</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><strong>Confidence and enthusiasm</strong></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 posed, moving smoothly through all parts of the presentation. Student shows genuine enthusiasm towards both the material and the children, and conveys this sincere enthusiasm to the children.</td>
</tr>
<tr>
<td><strong>Modeling</strong></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 environment. 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 environment are precise and respectful. Lapses in modeling are absent.</td>
</tr>
</tbody>
</table>
| **Rapport and respect**       | Student does not establish rapport with the children. | Student establishes sufficient rapport with the children to | Student conveys a warm and welcoming manner, inviting joyful rapport with the

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| Professional attitude and appearance | Interactions with children lack warmth or are not age-appropriate. Interactions do not convey respect. | successfully accomplish the lesson. Student generally shows respect towards the children. | children. Strong rapport contributes to a successful presentation. Student respects the children’s experiences, ideas, and contributions. |
| Reflection and self-evaluation | Student demonstrates lapses in professionalism including, but not limited to, problematic attendance or breeches in confidentiality. Student may interact inappropriately with others. Elements of the student’s appearance (including attire, grooming, expressions or gestures) may be inappropriate. Voice volume may be loud or poorly modulated. Cell phone is used in the presence of children. | Student maintains a generally professional demeanor, interacting respectfully with others. Student’s attire, grooming, expressions, voice volume, and gestures are generally professional, with few lapses. The student is rarely late and notifies MNW or the host of any anticipated absences. Use of prepared environment, outdoor spaces, and staff spaces is respectful. | Student’s interactions with others are consistently professional and courteous. Student’s overall physical appearance, including attire, grooming, facial expressions, and gestures are habitually professional. Voice volume is appropriately modulated. The student is always on time. |
| Reflection and self-evaluation | Student is unable to reflect on the strengths and weaknesses of their presentation. Self-evaluation is unbalanced, being either too permissive or too harsh. Student is unable to formulate a plan for future improvement of the presentation. | Student can reflect on the strengths and weaknesses of their presentation. Self-evaluation is balanced, with achievements and challenges both receiving equal attention. Student can formulate a basic plan for future improvements of the presentation. | Student can accurately reflect on the strengths and weaknesses of their presentation, self-evaluating easily and without judgment. Self-assessment is useful and positive, resulting in a clear and focused plan for continual improvement. |
WRITTEN EXAMINATIONS

See Course Due Dates Sheet for Written Examination dates.

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 B1 and B2.

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

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

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

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

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

Assessment and Grading
• Written Examinations are graded on a pass/no pass basis. A minimum of 50% is required to pass.
  • Paper A, Each question has a maximum possible score of 25, giving a maximum possible total of 100 points for Paper A. The total score obtained will be converted to a percentage to obtain a pass/fail result. A minimum of 50% (50 points) is required to pass.
  • Papers B1 and B2, Each question has a maximum possible score of 25, giving a maximum possible total of 150 points for Paper B. The total score obtained will be converted to a percentage to obtain a pass/fail result. A minimum of 50% (75 points) is required to pass.
  • In each paper, the student’s cumulative percentage must be 50% or greater; the student does not have to achieve 50% on every exam question. Any student who does not achieve a minimum of 50% will be required to re-take the written examination within the following 12 months.
  • The Assessment Criteria on the following page describes the level of achievement that constitutes a passing score in each area.
### Written Examinations 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>21 - 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 address all parts of the question in moderate detail, offering some additional information to expand on key points.</td>
<td>Students 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>Students writing shows strongly developed organization and a high level of clarity. Arguments and/or explanations are clearly and logically organized. The reader has no difficulty comprehending all arguments, statements, or explanations expressed.</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>Students 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>Offers elaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides no supporting examples.</td>
<td>Student offers no elaboration.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides few supporting examples. Examples are minimally described and are generally relevant to the topic.</td>
<td>Student offers some basic elaboration.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides frequent supporting examples, described with sufficient detail, and which are always relevant to the topic.</td>
<td>Student offers some useful elaboration to support arguments or strengthen key points.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides frequent details supporting examples that strengthen the student's argument or explanation to a significant degree. Examples are always relevant to the topic, and offer an alternate lens through which to explore the topic.</td>
<td>Student offers extensive, relevant, and sophisticated elaboration that strongly supports arguments of strengthens key points.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ORAL EXAMINATIONS

See Course Due Dates for Oral Examination dates.

Students attend only one exam session that is approximately 3.5 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 are examined individually, presenting one lesson from each of six areas of the Elementary classroom (Biology, Geography, Geometry, History, Language, and Mathematics) while being observed by one Examiner. Each Examiner questions each student. The choice of lesson is made through a blind draw, and students have several minutes to consider their lessons before the examination begins. AMI Elementary-trained teachers and staff from the Montessori community stand in as “the child,” and maintain a neutral and cooperative demeanor in this role.

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

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

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

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

<table>
<thead>
<tr>
<th>Deferred</th>
<th>12.5 – 15 points</th>
<th>16, 17, 18 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student cannot give a reasonable presentation based on the slip chosen.</td>
<td>The student’s presentation is average or adequate but has some notable errors.</td>
<td>The student gives a better than average presentation, generally correct but may have some minor errors in delivery (language used, movements, sequence, etc.).</td>
</tr>
<tr>
<td>When the opportunity to make another presentation with the topic is taken, the student cannot give a reasonable presentation.</td>
<td>Layout of the material may be disorderly.</td>
<td>Order of layout acceptable.</td>
</tr>
<tr>
<td></td>
<td>Handling of the materials may be poor.</td>
<td>Handling of material is adequate.</td>
</tr>
<tr>
<td></td>
<td>Student answers at a recall level.</td>
<td>Student is able to answer beyond a recall response—answering questions with more detail.</td>
</tr>
<tr>
<td></td>
<td>Student’s answers are in direct response to questions, but spontaneous relevant elaboration is missing.</td>
<td>Student is able to clearly and accurately articulate aspects related to presentation, providing details of presentation sequences, extensions, etc.</td>
</tr>
<tr>
<td></td>
<td>Student gives general purpose(s).</td>
<td>Student is able to discuss some Montessori theory topics to an above average depth.</td>
</tr>
<tr>
<td></td>
<td>Student can provide approximate age range for which the presentation is generally suitable.</td>
<td>Student verbalizes how this material will help children’s development.</td>
</tr>
<tr>
<td></td>
<td>(e.g., Younger children [6-8 years], middle group [8-10 years], older group [10-12 years])</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Places the presentation within the sequence of the topic. (What comes before? What comes after?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student can discuss some general Montessori theory.</td>
<td></td>
</tr>
<tr>
<td>19, 20, 21 points</td>
<td>22, 23, 24 point</td>
<td>25 points</td>
</tr>
<tr>
<td>The student gives an impressive presentation, accurate and without hesitations or uncertainty.</td>
<td>The student’s presentation is outstanding and flawless. Student demonstrates material with clarity and attention to “child.”</td>
<td>Student gives an exceptional presentation. All aspects of the presentation are flawless.</td>
</tr>
<tr>
<td>Layout of materials is orderly.</td>
<td>Student lays out materials flawlessly.</td>
<td>Student demonstrates exceptional ability to discuss Montessori principles and practice within and perhaps outside the classroom environment.</td>
</tr>
<tr>
<td>Handling of material is careful and controlled.</td>
<td>Student handles material with confidence and notable expertise.</td>
<td>Student is able to connect principles and practice to multiple subject areas.</td>
</tr>
<tr>
<td>Student expressed ideas with fluency and sophistication.</td>
<td>Student demonstrates a deep understanding of principles.</td>
<td>Student provides original/unique contributions to the presentation based on an extraordinary understanding of Montessori’s pedagogical principles and practice.</td>
</tr>
<tr>
<td>Student demonstrates knowledge of connections to other areas.</td>
<td>Student answers questions with responses that reveal a developed understanding and is able to identify relationships between materials, presentations, and Montessori principles.</td>
<td></td>
</tr>
<tr>
<td>Student answers questions on aspects of child’s development and pedagogical practice with apparent ease.</td>
<td>Student demonstrates the ability to relate this presentation to other areas, reveals a mastery of the subject material at hand, is able to respond to questions of the child’s development according to Montessori pedagogy in own words and not simply from recall.</td>
<td></td>
</tr>
</tbody>
</table>