2016/2017

STUDENT HANDBOOK

Montessori Education Institute of the Pacific Northwest
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The school is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this or any other private vocational school may be made to the: Washington Workforce Training and Education Coordinating Board, 128 10th Avenue SW, PO Box 43105, Olympia, Washington 98504-3105 (360-709-4600). Website: wtb.wa.gov, Email address: wtecb@wtb.wa.gov.

Selected programs of study at Montessori Education Institute of the Pacific Northwest are approved by the Workforce Training and Education Coordinating Board’s State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

MEIPN admits qualified students to its programs without regard to race, ethnicity, gender, religious affiliation, nationality, handicap, gender, gender identity or sexual orientation.

MEIPN complies with the American Montessori Society Professional Code of Ethics.
Who We Are

Montessori Northwest Teacher Preparation (MNTP) is a nonprofit corporation created by several Montessori teacher trainers who are also practicing classroom teachers and school administrators. MNTP purchased the Montessori Education Institute of the Pacific Northwest (MEIPN) from John and Barbara Chattin-McNichols in April 2004. MNTP is governed by a Board of Trustees including Amy Fujimoto, President; John Moore, Vice President; Betsy Martin, Secretary; and Margaret Holland, Treasurer. Other trustees include Sharon Dunn and Elizabeth Hoyer. Mary Schneider, MEIPN Administrative Director since 1995, continues as Executive Director. Diana Butler is the Director of Training and Practicum.

The primary purpose of MNTP is to continue to develop the excellent Montessori teacher preparation courses offered by MEIPN over its 45 years of existence, first as the Seattle University Montessori Teacher Education Program and then as MEIPN under the direction of Dr. John Chattin-McNichols. Our certification courses lead to Montessori credentials at the following levels: Infant and Toddler for ages Birth – 3; Early Childhood for ages 2 ½ - 6; Elementary I for ages 6-9; and Elementary I-II for ages 6 – 12.

A second purpose is to expand the availability of continuing professional development opportunities for teachers, support staff, administrators and others involved with Montessori schools.

Mission Statement

We are a Montessori community committed to educating, preparing and supporting teachers, professionals and the public.

Program Objectives

Our goals are:

- To provide comprehensive education that gives new teachers the knowledge, curriculum, confidence, and practice to be ready for classroom work.
- To nurture developing skills and provide positive guidance during the intern year via regular communication and site visits.
- To provide opportunities for teachers, administrators and support staff to:
  - continue their ongoing professional development
  - connect with one another
  - deepen their understanding of Montessori philosophy
  - share in exploring and implementing current research
  - build bridges to share the practices and learning from our Montessori classrooms and schools with the greater community.

Things to Consider

Successful Montessori classroom guides are highly skilled and committed professionals. Undertaking a Montessori teacher education program requires a significant commitment of money, time and personal energy. Initial certification is but a single step in a continuing journey of personal development, reflection and ongoing learning. Thus, we will ask that you spend significant time and energy observing or volunteering in Montessori classrooms and talking to Montessori professionals prior to embarking on the training. Understand that Montessori teaching is more than a job; it is about a commitment to a set of ideas and life choices. Carefully consider your decision to make this commitment.

Once you have made the decision to take Montessori training, we recommend that you investigate and evaluate with equal care your possible choice of Montessori teacher preparation programs. Many people are not aware that the word “Montessori” is in the public domain. Just as there are wide variations in programs and quality within Montessori schools, these same variations exist in Montessori teacher education programs and in the national and international recognition granted to the credentials they bestow upon graduates.

Many people are not aware that the word "Montessori" is in the public domain...
MEIPN offers Montessori Teaching Credentials at the Infant and Toddler, Early Childhood and Elementary I and II levels. As a graduate of our program, you will receive an American Montessori Society (AMS) credential. AMS is the largest Montessori organization in the United States. There are over seventy AMS training programs in the U.S. and abroad, and the value of the AMS credential is recognized around the world. AMS also accredits schools and these schools are a source of potential jobs for our graduates. For more information about AMS see www.amshq.org or contact them at 116 E 16th Street, Fl 6., New York, New York, 10003.

All of our teacher credential programs: Infant and Toddler, Early Childhood and Elementary are accredited by the Montessori Accreditation Council for Teacher Education (MACTE). For a teacher preparation program to become MACTE accredited and American Montessori Society-affiliated, a rigorous process of evaluation must take place. Detailed standards are set down as to the length and content of the curriculum, quality of practicum (student teaching) sites, qualifications of faculty, materials, resources, and so on. The offices of MACTE are at 420 Park Street, Charlottesville, VA 22902, 434-202-7793. The website is www.macte.org.

A good Montessori teacher education program has two key facets. First it offers training that is authentic, complete, and prepares you to teach in your own Montessori classroom. Secondly, it provides you with a Montessori diploma that is recognized as broadly as possible. MEIPN provides all of these things in addition to an awareness of contemporary research in the field of learning and education and its relevance to Montessori philosophy and practice. Additional strengths of our program include our commitment to Montessori education and to our students, and the skills and experience of our faculty. We feel strongly that the complexity of the Montessori philosophy and curriculum is best presented via face-to-face instructional methods with ample opportunity for discussion, collaborative practice, observation and exploration.

MEIPN also offers training for classroom assistants that provides MERIT credit required for Washington State professionals assisting in Early Childhood or Infant Toddler Classrooms. MACTE does not accredit the assistants training, nor does AMS affiliate such programs.

MEIPN is licensed under Chapter 28C. 10 RCW of the State of Washington as a private vocational school. Inquiries regarding this or any private vocational school in Washington may be made to the Washington State Workforce Training and Education Coordinating Board, 128-10th Avenue SW, P.O. Box 43105, Olympia, WA 98504-3105 (360) 709-4600.

Careers in Montessori

MEIPN does not guarantee employment, salary, or occupational advancement. The employment prospects for Montessori teachers vary by locale, but are generally very good. In recent years, 100% of our graduates who sought employment found jobs. Since the number of schools at the elementary level is small, those positions sometimes require more travel than at other levels. A majority of graduates are already employed prior to the start of training and are sent by their schools to earn a credential. There is a large unmet need for interns and for teachers especially at the elementary and infant/toddler levels. Those who do not have a position when their course begins have taken positions with independent or public Montessori schools in the Seattle area and across the U.S.

Salaries and benefits vary widely and are dependent on experience, education and type of school. Montessori teachers in smaller independent schools or preschools may earn slightly less than teachers in public school or larger independent schools, but this is not always the case. MEIPN maintains a list of job openings on its website at www.meipn.org. Other sources of job information are the AMS website at www.amshq.org and the Pacific Northwest Montessori Association (PNMA) website at www.pnma.org.

Location, Housing and Student Services

Location

The summer academic phase of the Infant and Toddler, Early Childhood and Elementary programs are held at the North Creek campus of Woodinville Montessori School (WMS) in Bothell. The one toddler, eight preschool, four lower elementary, three upper elementary, and secondary classrooms
provide examples and opportunities to observe and practice the skills of environment preparation, observation, order, and organization that interns are expected to develop. All classes are fully equipped with the full range of Montessori materials. Holding portions of all levels of training in the same location also gives students the opportunity to see environments that precede and follow the level they are studying and to interact with others working at those levels.

The academic year seminars and classes for Toddler, Early Childhood and Elementary are also held at WMS, but the Infant Environmental Design class, and observation sites for fall and winter classes are held in classrooms in Seattle. These classrooms have been set up and are guided by teachers who have their AMS Infant and Toddler credential.

Housing
Students coming from out of town will want to consult our website for links to nearby hotels offering weekly rates. Sometimes students share a room in these facilities to decrease costs. Other students secure housing via VRBO or Air B & B, with families enrolled in local Montessori schools by submitting a “summer housing wanted” ad to that school for inclusion in the school’s newsletter or by placing similar ads in neighborhood newspapers. MEIPN assumes no responsibility for housing arrangements made by third parties and highly recommends students engage in agreements utilizing best business practices such as background checks, written agreements in place, etc.

Student Services
Advising services are available from the course director. Resources for referrals for housing, medical care, counseling, recreation, and job opportunities are maintained in the course office.

“Only a sane rebuilding of the human race can bring about peace.
To set about this task, we must go back to the child.”
Maria Montessori
The Infant and Toddler Credential: Birth to Three-Year-Old Level

The MEIPN Infant and Toddler course is a rigorous study of Montessori philosophy and pedagogy; child development; environmental design, child, family and community; programming, leadership and administration; observation, and personal growth. The academic phase offers the teacher the knowledge, understanding and practical skills needed to prepare an environment that nurtures the physical, spiritual, emotional, cognitive and communicative development of the child from birth to three years old.

Respect for the individual, support of family, and differences in learning style and pace are emphasized. Other aspects of the adult’s role, including parent education and auxiliary staff training, are examined in depth. The nine-month practicum provides the student teacher with an opportunity to practice and refine the learning experienced in the academic phase. Practicum requirements are described in detail in the practicum section of this handbook.

Course Objectives – Infant and Toddler

The Montessori certification course includes two phases: 1) the academic work and 2) the practicum (student teaching). The purpose of both phases is to help students develop the knowledge, understanding, philosophical base, and practical skills necessary to become competent Montessori teachers. The MACTE competencies for the Infant and Toddler Teacher Candidate are the guidelines by which a student’s performance is judged. Failure to complete any component of the course means that a student lacks vital knowledge or skills, and results in temporary or permanent withholding of certification.

The AMS Infant and Toddler credential meets the Washington State MERIT requirement for those supervising infants and toddlers in state licensed facilities.

Academic Phase

The academic portion of the Infant and Toddler course requires at least 210 contact hours of instruction. The 2015 summer phase of the Infant and Toddler course will be a seven-day course that will meet from 8 am to 5 pm each day, Sunday, July 19 through Saturday, July 25. Additional hours will be covered at a series of Saturday and Sunday, or Friday through Monday workshops that meet each day from 8 am to 5 pm over the course of the 2015-2016 academic year.

Students who do not have a MACTE-recognized Early Childhood Credential also have an additional 26-hour overview course in March covering Practical Life, the Role of the Adult, Sensorial, Management for Early Childhood Teachers, Language and Math.

Course Description

The course descriptions, student-faculty contact hours and type of instruction are as follows: (Hours listed are the required minimums.)

Child Development (45 hours)

Focuses on the child’s innate ability to grow and develop from conception to three years. Reviews the latest research in development, including the neuroscience of language, physical and emotional development. The cognitive learning theories of Piaget, the stages of emotional development of Erikson, Mahler and Greenspan, Caplan’s work on physical
and language development, the attachment studies of Ainsworth and the development of positive self-esteem will be discussed. All of these theories will be studied as elements of the overall philosophy of Maria Montessori concerning the child as the ultimate constructor of the self.

Montessori Philosophy (24 hours)
Examines the life and work of Maria Montessori with a focus on the very young child. Students will read and discuss Montessori texts and her views on the nature of the child and the learning process, the goals of education, “planes of development”, the vital concepts of the “absorbent mind” and the “sensitive periods”, the “spiritual embryo”, the role of adults, independence, and the idea of the ‘nido’ as a learning environment.

Environmental Design (38 hours)
Explores the importance of the environment as the basis for growth and development as a key concept of the Montessori approach. Montessori teachers devote great attention to the preparation of environments that will facilitate the physical, social, emotional, spiritual and cognitive development of children from birth to three. The design of environments that nurture infants and toddlers will be addressed with reference to space, aesthetics, furnishings, manipulative materials, age groupings, human interactions, adult-child ratios and safety.

Child, Family and Community (16 hours)
Focuses on the relationships caregivers have with families and the community. Students discuss the emotional bridges built consciously and unconsciously with children and their families. Topics include the psychology of parenthood, interactions with parents, health and nutrition, and community resources.

Montessori Pedagogy (21 hours)
Makes the connection between Montessori philosophy and environmental design as the basis for Montessori pedagogy (the art, science and practice of teaching). This course details “why we do what we do” and “how we do what we do” and includes everything we do with and for the children.

Programming, Leadership and Administration (15 hours)
Provides an understanding of the operation of a childcare center or school from an administrative point of view. Topics include scheduling, staffing, financing and fees, standards, legislation and regulation, as well as the human needs specific to the implementation of full-day care.

Observation Techniques (36 hours)
Develops skill and understanding of informal and formal observation techniques, which Montessori believed to be central to the careful observation which provides the foundation for understanding the nature of the child and the child’s needs. Students practice observing, recording and interpreting the behavior of infants and toddlers in various settings, including part-time and all-day programs.

Personal Growth (15 hours)
Supports the personal and professional growth of students during the academic phase and the student teacher practicum. There will be sessions to prepare for the year’s coursework and the practicum expectations, as well as opportunities for students to express feelings and questions about their role as caregivers of very young children. Goal setting, stress management and personal time management are addressed.

Early Childhood Overview (48 hours, for students without MACTE-recognized Early Childhood Credential only)
This overview course covers Montessori Philosophy, the role of the adult, classroom management, Practical Life, Sensorial, Language and Math as they apply to children in Early Childhood.
“Little he cares about the knowledge of others; he wants to acquire a knowledge of his own.” Maria Montessori

The Early Childhood Credential:
Two-and-a-Half to Six-Year-Old Level

The MEIPN Early Childhood course is a rigorous study of Montessori philosophy and curriculum, and of the developmental and cultural factors that impact a classroom composed of two-and-a-half to six-year-old children. The academic phase offers the teacher the knowledge, understanding and practical skills needed to prepare an environment that nurtures the physical, spiritual, emotional and cognitive development of the young child.

Respect for the individual, support of family, and differences in learning style and pace are emphasized. Other aspects of the teacher’s role, including parent education and auxiliary staff training, are examined in depth. The yearlong practicum provides the student teacher with an opportunity to practice and refine the learning experienced in the academic phase. Practicum requirements are described in detail in the practicum section of this handbook.

Course Objectives – Early Childhood
The Montessori certification course includes two phases: 1) the academic work and 2) the practicum (student teaching). The purpose of both phases is to help students develop the knowledge, understanding, philosophical base, and practical skills necessary to become competent Montessori teachers. The MACTE competencies for the Early Childhood Teacher Candidate are the guidelines by which a student’s performance is judged. Failure to complete any component of the course means that a student lacks vital knowledge or skills, and results in temporary or permanent withholding of certification.

The AMS Early Childhood credential meets the Washington State MERIT requirement for those supervising preschool children in state licensed facilities.

Academic Phase
The academic portion of the Early Childhood course takes 337 contact hours of instruction. (This does not include the Child Development prerequisite of the course.)

During the summer phase students attend class for twenty-nine days from 8 a.m. to 5 p.m. In 2015 class begins on Monday, June 22, at 8 a.m. Classes meet daily, Monday through Friday, through July 31, 2015. (CLASS WILL NOT BE HELD ON JULY 4.) Additional course hours will be covered at a series of nine Saturday or Sunday workshops, each eight hours long. Exam days are scheduled in January and in June. For our out-of-town students, we offer an alternate schedule for the weekend classes held during the school year which condenses those sessions into one week in February and one week in August. There is an additional charge to attend the alternate session and we must have a minimum enrollment.

Course Description
The course descriptions, student-faculty contact hours and type of instruction are as follows: (Hours listed are the required minimums.)

Child Development
A 3-, 4- or 5-credit college course in Child Development, taken within the last five years is required of all students. A grade of B or higher is required. If a student does not have this prerequisite, it can be met by taking a Child Development
course, preapproved by MEIPN, prior to the start of classes. Those whose Child Development course was taken more than five years ago may meet this requirement by completing a reading assignment and take-home exams on books specified by the course director. Ideally, this requirement should be completed before the course begins.

**Montessori Philosophy** (32 hours)
Provides an overview of the basic philosophical ideas of Montessori, including relationships of Montessori’s ideas to those of other educational philosophers. Discusses Montessori’s views of the development of the physical, social, intellectual, moral and spiritual aspects of the child. Peace education as an integral component of Montessori education is examined. This class also includes historical perspectives on Montessori and the Montessori method as well as an overview of the philosophy and practices at the Infant and Toddler level. (Lecture, discussion, practice)

**Practical Life** (36 hours)
Offers an exploration of the application of Montessori philosophy to every-day activities in the child's life with emphasis on appropriate materials. Also includes design of the Montessori classroom environment. (Lecture, discussion, demonstrations, material design, practice)

**Sensorial Exercises** (38 hours)
Shows how the child's senses, learning approaches and pre-academic skills in math are refined and developed through specific materials developed by Montessori. (Lecture, discussion, demonstrations, material design, practice)

**Math Curriculum** (38 hours)
Demonstrates the materials and approach for developing the "mathematical mind" as well as pre-math and arithmetic skills, exploration of the decimal system and place value. (Lecture, discussion, demonstrations, material design, practice)

**Language Curriculum** (40 hours)
Explores the approach and materials developed for facilitating young children's growth in language skills, including writing and reading. (Lecture, discussion, demonstrations, material design, practice)

**Observation** (45 hours)
Offers techniques and guided practice in classroom management, including overview, observation of children, record keeping, identifying and working with special needs students. Includes 29 hours of field observation which students complete independently outside of class. (Lecture, discussion, demonstrations, field observations, videotape)

**Classroom Leadership/Parent Involvement/Education** (34 hours)
Provides a discussion of the many activities required for effective leadership of a classroom and a school, including: conflict resolution, discipline, planning, staffing, health and safety issues, parent relations and parent education programs, record keeping and communication through parent conferences, and relations with government agencies. An overview of the practicum experience is included in this area.

**History and Geography** (18 hours)
Demonstrates Montessori’s concept of "Cosmic Education", including philosophy and hands-on use of materials, with material making. Discussion and presentation of materials for anti-bias, multicultural, multi-ethnic curriculum and activities for the classroom are included. (Lecture, discussion, demonstrations, material design, practice)

**Life & Physical Science** (26 hours)
Offers further elaboration on the concept of "Cosmic Education" through presentation of materials and activities for the children in these science areas. (Lecture, discussion, demonstrations, practice)

**Music and Movement** (16 hours)
Gives an introduction to the Montessori music curriculum, as well as suggested activities from other early childhood educators for music and movement. (Lecture, discussion, demonstrations)

**Art** (16 hours)
Provides exploration of numerous art media and techniques, including classroom set-up and general techniques, as well as the Montessori philosophy of art. (Lecture, discussion, demonstrations, practice)
The MEIPN elementary courses offer the opportunity for rigorous study of Montessori philosophy and the developmental needs that impact the classroom community and curriculum offerings for children in the 6-9 or 6-12 age range. The academic phase prepares the teacher for the presentation of Cosmic and basic academic subjects in integrated and individualized programs. The manner in which course subjects are presented emphasizes the development of all aspects of the child: spiritual, emotional, cognitive, social, and physical. Respect for the individual and differences in learning style are emphasized. Likewise, the diversity of teaching strategies these differences necessitate is a focus throughout the course. Other aspects of the teacher’s role are examined in depth. The year-long practicum provides the student teacher with an opportunity to practice and refine the information presented in the academic phase. Students may elect to pursue Elementary I certification to prepare for teaching ages 6-9. They may receive a credential at this level or continue on to earn the Elementary I-II credential. Those with an AMS Elementary I credential are also eligible to join the Elementary II course which prepares for teaching at the 9-12 level. The Elementary I course takes two summers to complete and the Elementary I-II course takes three or sometimes 4 summers. Elementary I courses begin every summer. Only one practicum must be completed at either the 6-9, or 9-12 level, to become certified for 6-12. Students who have completed a practicum for the 6-9 level do not need to do another to obtain their 9-12 credential. Please note that the credentials offered are for six-to-nine or six-to-twelve. There is no credential for the 9-12 level only.

The Elementary I Credential
Six-to-Nine-Year-Old Level

Course Objectives
The Montessori Elementary I certification course includes two phases: 1) the academic course work, which is offered in two consecutive summer sessions, and 2) a one-year practicum (student teaching) in a Montessori classroom. The practicum is usually completed between the two summer sessions. There is also a midyear, two-day seminar in January. The purpose of both phases is to help students develop the knowledge, understanding, philosophical base, and practical skills necessary to become competent Montessori teachers at the six-to-level. The MACTE competencies for the Elementary Teacher Candidate are the guidelines by which a student’s performance is judged. Failure to complete any of the components of the course successfully means that a student would lack vital knowledge or skills, and would result in temporary or permanent withholding of certification.

Academic Phase
The academic portion of the training to become a teacher of six-to-nine-year children takes 344 contact hours of instruction. (This does not include the required introductory course work in Child Development. See the following Course Descriptions.)

During the summer phases, students attend class for four to five weeks from 8 a.m. to 5 p.m. In addition, there will be a two-day, midwinter seminar in January. Course participants at the Elementary level are also expected to participate in online course work.
#### Course Description

The course descriptions, student-faculty contact hours and type of instruction are as follows: (Hours listed are the required minimums.)

**Child Development**

A 3-to 5-credit (quarter hours) college course in Child Development, taken within the last five years is required of all students. A grade of B or higher is required. If a student does not have this prerequisite, it can be met by taking a Child Development course, preapproved by MEIPN, prior to the start of classes.

Those whose Child Development course was taken more than five years ago may meet this requirement by completing a reading assignment and take-home exams on books specified by the course director. This requirement should ideally be completed before the course begins. Students who enroll too late to do so will have their certification withheld until the requirement is met.

**Montessori Philosophy** (16 classroom hours)

Provides an overview of the basic philosophical ideas of Montessori, including relationships of Montessori’s ideas to those of other educational philosophers. This class also includes historical perspectives on Montessori and the Montessori method, and the unique qualities of the 6 - 9 children. (Lecture, discussion, online participation)

**Mathematics Curriculum** (60 hours)

Demonstrates the materials and approach for developing the "mathematical mind", as well as pre-math and arithmetic skills, exploration of the decimal system and place value. Also includes work with all four operations, fractions and decimals, number bases, operations with fractions, and pre-algebra. Activities for problem solving, probability and statistics, estimation, measurement, money, time, and data collection and display are evaluated. (Lecture, discussion, demonstrations, small group work, practice)

**Geometry Curriculum** (20 hours)

Demonstrates the materials and teaching methods for Geometry; includes plane and solid figures, angles, similarity, equivalence, and congruence. (Lecture, discussion, demonstrations, practice)

**Language Curriculum** (52 classroom hours, 8 online)

Explores the approach and materials developed for facilitating elementary children's learning in language skills, including writing and reading, literature appreciation grammar, spelling, research skills and language arts. (Lecture, discussion, demonstrations, practice, online participation)

**Classroom Leadership & Observation** (32 classroom hours, 4 online)

Offers techniques and guided practice to prepare a teacher to direct a 6 - 9 classroom including preparing the physical, spiritual and psychological environment, observation, initiating activity, record keeping, parent education, administration, learning differences, professionalism, and stress management for teachers. Includes eight hours devoted to children with special needs. (Lecture, discussion, demonstrations, field observations, videotape, and online participation)

**Curriculum Design and Strategies** (8 hours)

Offers a variety of methods for integrating the various aspects of the 6 - 9 curriculum, explores different strategies for presenting the curriculum, and investigates a broad array of teaching strategies suitable for a variety of learning styles. (Lecture, demonstration, practice)

**INTEGRATED CULTURAL** consists of:

**History and Geography** (36 classroom hours, 4 online)

Demonstrates Montessori's concept of “Cosmic Education", including philosophy and hands-on uses of materials and material making. This includes discussion and presentation of materials for multicultural, multiethnic curriculum and activities for the classroom. Timelines, the Montessori map materials, and other resources are covered. (Lecture, discussion, demonstrations, practice, online participation)

**Biological Sciences** (24 hours)
Further elaborates Montessori’s ideas of “Cosmic Education” through materials and presentations in Botany and Zoology. We use the Five Kingdom-based materials to supplement the classic Montessori presentations. (Lecture, discussion, demonstrations, practice)

**Earth and Physical Sciences (32 hours)**
Materials, experiments and presentations in the physical sciences including geology, chemistry, astronomy, physics, atmospheric and climate study, and simple machines. (Lecture, discussion, material making, demonstrations, practice)

**Movement and Physical Education (8 hours)**
Appropriate movement education activities for both inside and outside the classroom. Using movement across all curriculum areas. Specific sports skills and group games.(Lecture, demonstrations, participatory activities)

**Fine Arts (24 hours)**
Provides exploration of numerous activities designed to help children experience and appreciate music, drama and the visual arts. Use of arts activities to integrate all curriculum areas. (Lecture, discussion, participatory activities)

**Practical Life (8 hours)**
Offers an exploration of the application of Montessori philosophy to every-day activities in the elementary child’s life with emphasis on appropriate materials. (Lecture, discussion, demonstration)

**Peace Education (4 hours)**
Nourishing the spiritual life of the child, developing strong values, and promoting respect for self, others and the environment will be the focus of this course segment. (Discussion, lecture, activities)

**Information Literacy (4 hours)**
What is the appropriate use of technology in Montessori classrooms? How can these tools be utilized to assist the work of teachers and of students? What are the skills that students need to develop to live in the world of technological innovation? (Lecture, discussion, activities, demonstration)

**Early Childhood Overview (50 hours) (For Students without MACTE-recognized Early Childhood Credential Only)**
This overview course covers Early Childhood Montessori Philosophy, Practical Life, Sensorial, Math and Language.

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**The Elementary I-II Credential**

**Six-to-Twelve-Year-Old Level**

**Course Objectives**
The Montessori Elementary I-II certification course includes an additional academic phase following the Elementary I course. It is offered in two consecutive summer sessions with a two-day, midyear seminar in January and online course participation during the academic year for a total of 232 hours. If a student did not complete a practicum at the six-to-nine level, they will need to complete one at the nine-to-twelve level. Students do not need to do a practicum at both levels. The purpose of this course is to help students to develop the knowledge, understanding, philosophical base and practical skills necessary to become competent Montessori teachers at the nine-to-twelve level.

**Academic Phase**
The academic portion of the training to extend the Elementary I certificate to age twelve takes 232 contact hours of instruction following the Elementary I course. Summer phase classes are held for 5 ½ weeks total from 8 a.m. to 5 p.m. with one hour for lunch. Midwinter seminars follow the same schedule. The total of the academic phase hours for Elementary I-II is 576.
**Course Description**

The course descriptions, academic contact hours and type of instruction include: (Hours listed are the required minimums.)

**Montessori Philosophy and Child Development (8 hours)**
Provides a brief review of the basic philosophical ideas of Montessori, including relationships of Montessori’s ideas to those of other educational philosophers. The class emphasizes both Montessori’s view and Developmental Psychology theories regarding the unique qualities of the 9 - 12 child. (Lecture and discussion)

**Mathematics Curriculum (52 hours)**
Demonstrates the materials and approach for developing the "mathematical mind" including improper fractions, decimals, ratio, percentage, squaring and square root, cubing and cube root, number bases, and pre-algebra activities. Activities for problem solving, probability and statistics, estimation, measurement, and data collection and display are evaluated. The connection of math to the science and cultural areas is explored. (Lecture, discussion, demonstrations, small group work)

**Geometry Curriculum (24 hours)**
Discusses the philosophy and demonstrates the materials and teaching methods for Geometry at the 9 - 12 level; includes equivalent and congruent figures, the study of area and volume and the Pythagorean Theorem. (Lecture, discussion, demonstrations)

**Language Curriculum (34 classroom hours, 2 online)**
Explores the approach and materials developed for facilitating upper elementary children’s learning in language skills, including writing and reading, literature appreciation, grammar, spelling, research skills including the use of technology and the development of information literacy and language arts. This subject area is also integrated into the cultural areas. (Lecture, discussion, demonstrations, online discussions)

**Classroom Leadership, Observation and Curriculum Strategies (12 classroom hours, 4 online)**
Offers techniques to prepare a teacher to direct a 9 - 12 classroom including preparing the physical, spiritual and psychological environment, observation, initiating activity, record keeping, parent education, administration, use of technology and development of information literacy, professionalism and stress management for teachers. Discussion of the preparation of the child and parents for leaving the Montessori environment is included. (Lecture, discussion, demonstrations, field observations, videotape, online discussion)

**INTEGRATED CULTURAL** consists of:

**History and Geography (26 classroom hours, 2 online)**
This course reviews Montessori’s concept of “Cosmic Education”, including philosophy and hands-on uses of materials and material making. This includes discussion and presentation of materials for multicultural, multiethnic curriculum and activities for the 9 - 12 classroom. Timelines, the Montessori map materials, student research projects, and additional content formats and learning experiences are covered. (Lecture, discussion, demonstrations, online discussions)

**Life Sciences (20 hours)**
Further elaboration on Montessori’s ideas of “Cosmic Education” is offered through materials and presentations in Botany and Zoology. We present the Tree-of-Life-based view of the life sciences emphasizing internal functions of the living world. Human anatomy and physiology is also covered. (Lecture, discussion, demonstrations)

**Functional Geography/ Physical Sciences (28 hours)**
Materials and presentations for the 9 - 12 class include geology, chemistry, astronomy, the solar system, meteorology, physics and other key areas. (Lecture, discussion, material making, demonstrations)
**Fine Arts** (16 hours)
Provides exploration of numerous activities designed to help upper elementary children experience and appreciate music, movement, dance, drama and the visual arts. Importance of using arts activities across all curriculum areas. (Lecture, discussion, practice, participatory activities, demonstrations)

**Practical Life/Spirituality** (4 hours)
Offers an exploration of the connections between spirituality, practical life and the cosmic curriculum. Discusses ways in which Practical Life activities at this level help develop and nurture the spiritual life of the child through care of the environment, self and community/service learning. (Lecture, discussion, demonstrations)

“Education should no longer be mostly imparting knowledge, but must take a new path, seeking the release of human potentials.”
*Maria Montessori*
Practicum Phase – All Levels

The practicum experience is important because it allows the adult learner to observe a good model of the Montessori method in action. Students who have worked in Montessori schools often ask if they can count prior experience toward the practicum requirement. The requirement is that the major part of the academic section must be completed prior to starting the practicum so that you can practice the Montessori techniques and lessons presented in the academic courses. The practicum offers a constant source of feedback to student teachers from the children as well as the head teacher.

The practicum is a complicated process, since it involves the student teacher acting in the dual roles of being a student from our program (with a supervisor and forms to be completed, etc.), and acting as an employee of a Montessori school (with responsibilities to the head teacher, the administrator, and the children).

During the summer academic phase of the program, you will receive additional information on the practicum.

Choosing a Practicum Site

It is wise to make arrangements for your practicum site as soon as possible, since schools often do their hiring in the spring. Choosing a practicum site will present different challenges to each student. Some students may already have agreed to do their practicum year at a certain school. Other students may have visited several schools and have a clear idea of their first, second, and third choices for Head Teachers. Still other students, such as students coming from out of the Puget Sound area, may not know the name of a single school. After familiarizing yourself with the requirements for a practicum site listed below, consult MEIPN for a list of approved schools or the phone book for Montessori schools in your area. NOTE: Students who select a practicum site located more than fifty miles from the nearest qualified field consultant will be charged an additional fee (mileage, bridge and ferry tolls, overnight lodging and meals) to cover reasonable transportation expenses.

The responsibility of contacting schools and locating a qualifying practicum site is the student’s. MEIPN does not operate any Montessori schools. If you are having difficulty, contact the Director or Administrative coordinator.

Practicum Site Requirements

The basic requirements for the practicum site are that the school be financially stable, hold appropriate state licenses, have a nondiscrimination policy. It is recommended that the practicum site is an AMS member, and that the school and head teacher be willing to take on the extra responsibilities of a practicum site. The Head Teacher under whom you will work should be AMS or MACTE-certified for the correct age group, and be in at least the second year of teaching following receipt of credential. For a list of AMS-affiliated schools, contact MEIPN.

Additional requirements:
The practicum site must have the full age range for which the student is seeking certification. Kindergarten age children must be included with 2½ to 4 year olds, not separated in their own class or included in Elementary I. The Toddler class must have children from 18-36 months of age.

- A minimum of 12 students, although a group of 20-25 is preferred. Infant and Toddler classes should follow state ratios.
- The classroom should have the full complement of Montessori materials, purchased and teacher-made, appropriate to the age level.
- The school administrator must understand the responsibilities of the school and the head teacher. For example, interns are required to assist their head teachers in classroom maintenance, clean-up, preparation (such as filling paint jars, etc.), but are not expected to perform all the janitorial work for the school. Interns are not allowed to take full responsibility for a class to cover absences of the head teacher.
• Schools must permit students to take time off from their classrooms to complete required program responsibilities, such as seminars and observations.

In cases which warrant it, exemptions to the requirements for AMS/MACTE training for the head teacher may be applied for to the Director. In general, only circumstances such as remote location or personal hardship would warrant exemptions.

The relationship between the school and the intern is an employer-employee relationship, which should be spelled out in full in a written contract. The contract should cover salary and benefits, responsibilities (including supervision times, such as recess or lunch, and participation in after-school activities, if expected), illness policy, material-making policy, etc. The internship is a paid position, ordinarily taxable. The salary should be negotiated between the two parties, based on the amount of time to be worked and the responsibilities assigned to the intern.

Duration – Infant and Toddler
The practicum phase entails at least three to four hours per day, five days per week, of Montessori Infant and/or Toddler classroom experience for at least a nine-month period. The practicum must provide at least 540 classroom hours over the nine-month period. This includes class preparation work, teaching, clean-up, meetings, parent conferences, etc.

Duration – Early Childhood
The practicum phase entails at least 3 hours and 45 minutes per day, five days per week, of Montessori Early Childhood classroom experience for the entire school year. This totals approximately 675 hours of class preparation work, teaching, clean-up, meetings, parent conferences, etc.

Duration – Elementary I and II
The practicum phase entails at least 7 hours per day, five days per week, of Montessori Elementary Level I or Level II (6-9 or 9-12) classroom experience for an entire school year. Only one practicum year is required for the 6-12 certificate. This totals approximately 1266 hours of class preparation work, teaching, clean-up, meetings, parent conferences, etc.

Supervised and Self-directed Interns
Many students will work in the classroom as interns under the supervision of a certified teacher with three supervisory visits from a field consultant. Highly qualified individuals will be allowed to choose a self-directed internship. These individuals work without the benefit of a supervising teacher in the classroom. Self-directed internships for Elementary and Early Childhood are automatically two academic years in length. This will require three additional visits from a field consultant. Self-directed internships for Infant and Toddler last one year and require one additional visit from a supervisor at an additional charge to the student. The course director will determine eligibility for a self-directed internship.

Practicum Visits
Students will receive an on-site visit from a field consultant at least three times during the academic year as well as monthly contact. These visits are intended to provide support and feedback to the student. Students should view these visits as opportunities to ask questions and discuss concerns with an experienced Montessori professional. In our experience, most students feel somewhat apprehensive about the visits before the practicum begins, but during the actual practicum, they are glad to get the help and support of program supervisors! You may also get shorter contacts from the program, in the form of brief, "drop-in" visits, and telephone calls. Self-directed Early Childhood and Elementary interns receive six visits over two years. Self-directed Infant/Toddler interns receive four visits over one intern year.
Faculty

Our core faculty is listed below. MEIPN's program is also enriched by visiting faculty members from other Montessori courses, as well as by specialists in a variety of related fields.

Aruna Aiyar, M.A., Instructor, holds an AMS Early Childhood credential and has worked in Montessori schools since 2004 as an assistant, then lead teacher. Her Masters is in Applied Psychology and she is currently a teacher at Issaquah Montessori School.

Aimee Allen, M.A., Instructor, holds an AMS Elementary I credential from MEIPN. Aimee has a Master’s of Education Degree in Montessori Integrative Learning from Endicott College. Her Bachelor of Arts in Elementary Education and Sociology was completed at the University of Massachusetts. Aimee has worked in a Montessori environment for 18 years. Currently, she is a Head of School at Harbor Montessori in Gig Harbor, Washington.

Lea Aemisegger, Instructor, holds an AMI Infant Toddler certification and Early Childhood credential from MIA. Lea’s Bachelor’s degree is in Linguistics from Georgetown University. She worked in Early Childhood classrooms for many years before starting her own toddler program. Currently, she is Program Director for Toddlers and Early Childhood at the Woodinville Campus of Woodinville Montessori School.

Kim Berude, M.A., Instructor, holds an AMS Infant and Toddler credential from MEIPN. Kim has a Master’s Degree in Education and Human Development with a minor in Infant Special Education from George Washington University. Her Bachelor of Science Degree was completed at Utah State University with a major in Special Education. She is certified to teach in Washington State. Currently, she is a lead teacher in the Infant/Toddler program at Montessori Children’s house in Redmond, Washington.

Angie Burrell, M.Ed., Instructor, holds an AMI Infant and Toddler certification from The Montessori Institute in Denver. Her bachelor’s degree is from the University of Memphis. Angie has worked in various positions in the field of education for over 25 years. She is in the process of opening a non-profit Montessori school to serve low-income and homeless children in Bellingham, WA.

Carrie Butler, Instructor, received her AMS Early Childhood credential from MEIPN in 1995 and has been teaching in Montessori Early Childhood environments ever since. She has a BA from Evergreen College focused on learning, child development, and brain research. She is currently a consultant and tutor for New Learning Pathways as well as a head teacher at Harbor Montessori School in Gig Harbor.

Diana Butler, M.Ed., Training and Practicum Director, holds an AMS Early Childhood credential from Seton Montessori Institute and an Elementary I- II credential from the Institute for Advanced Montessori Studies. She is founding Educational Director of Council Oak Montessori School in Chicago, and has more than twenty-five years of Montessori classroom experience in public and private Montessori programs from Toddler through Elementary.

Nicole Champoux, Instructor, holds AMS Early Childhood and Elementary I credentials from MEIPN. Nicole graduated cum laude from Georgetown University with a Bachelor’s Degree in English. She has taught at Montessori Children’s House for ten years, first in the Early Childhood Program and then as the founder of the Elementary Program. She is currently the Elementary Program Head and Elementary lead teacher at MCH in Redmond, Washington.

Leslie Delorenzi, M.S., Instructor, is a licensed Speech and Language pathologist with extensive additional training in therapy for reading and related disorders. She worked for eleven years at the Shelton School and Evaluation Center in Dallas doing collaborative therapy for students. She currently applies those skills as a member of the Learning Support Team at Woodinville Montessori School.
Kim Feerer, M.Ed., Instructor, holds AMS Early Childhood and Elementary I credentials from MEIPN. Kim has a Master’s Degree in Teaching Languages. Her Bachelor of Arts Degree was completed at the University of California, Irvine. Kim began working in an Elementary I classroom at the American School in Mexico City in 1979. She is the founder and director of Cedar Tree Montessori School in Bellingham, Washington where she also teaches an Elementary I class.

Amy Fujimoto, Instructor, has AMS Early Childhood and Elementary I credentials from MEIPN. She holds a Bachelor of Arts in English from the University of Washington. Amy taught in Early Childhood classrooms for many years before joining the Elementary I staff at Woodinville Montessori School.

Clary Gasper, M.Ed., Instructor, holds an AMS Elementary I credential from MEIPN. Clary has a Master’s Degree in Elementary Education with a focus on Montessori from Plymouth State University. Her Bachelor of Arts Degree was completed at Michigan State University. She also attended a Montessori certification course at the early childhood level. Clary began working in an Elementary I classroom in 2004. Currently she teaches in an Elementary I classroom at Living Montessori Academy in Bellevue, Washington.

Robin Held, Instructor, holds AMS Early Childhood and Elementary I credentials from MEIPN. She received her Bachelor of Science in Psychology from the University of Washington. She completed the Montessori Applied to Children at Risk training. Robin teaches in a lower elementary classroom at Woodinville Montessori School and also spent several years working in an early childhood classroom there.

Elizabeth Hoyer, M.Ed., Instructor, holds an AMS Elementary I-II credential from MEIPN. Elizabeth has a Master’s Degree in Teaching. Her Bachelor of Arts Degree was completed at Villanova University. Elizabeth began working in an Elementary I classroom in 2005. Currently, she teaches a 9-12 class at Daniel Bagley School in the Seattle Public School District.

Anita Lasek-Czerwonka, M.A., Instructor, holds an AMS Early Childhood credential. She has degrees in Linguistics and Polish Literature with a focus on education. She founded and taught in her own Polish language school in the Pacific Northwest, and has worked in Montessori Early Childhood environments since 2002.

John Moore, M.A., Instructor, holds an AMS Elementary I-II credential from MEIPN. He has Washington State Teaching Certification (elementary & secondary) and a B.A. & M.A. in history from Western Washington University. He currently teaches sixth grade science and social studies at Woodmoor Elementary School in the North Shore School District.

Sunita Pailoor, M.A., Instructor, holds AMS Elementary I-II certification from MEIPN. Her master’s degree is from Plymouth University; she has a B.A. in Psychology, Economics, and English. Currently she is Director of the Middle School Program at Woodinville Montessori School.

Nichol Schaffer, Instructor, holds AMS credentials for Infant and Toddler and for Early Childhood from MEIPN. Nichol has a Bachelor’s Degree in Philosophy from Seattle University. She has worked in Montessori environments for 15 years. Currently she teaches an Early Childhood class at Small World Montessori in Everett where she also directs the Early Childhood Program.

Mary Schneider, M.S., Executive Director, holds AMS credentials at the Early Childhood and Elementary I levels. She has over twenty years of teaching experience at both levels. She is cofounder and Head of School at Woodinville Montessori School. She is chair of the AMS Teacher Education Section, and a member of the AMS Board of Trustees.

Pamela Stackhouse, Instructor, holds AMS Early Childhood and Elementary I-II credentials from MEIPN. Her Bachelor of Arts in Education was granted by Goddard College. She has taught in both Early Childhood and Elementary I classrooms. Pamela is a Washington State Certified Teacher, currently teaching at Daniel Bagley Elementary School, a public Montessori program in Seattle.
Tamara Ulrich, M.A., Instructor, holds an AMI Early Childhood credential. She is the founder and administrator of Child’s View Montessori School in Portland, OR. Her degrees are in Child Development and Human Studies. She has more than thirty years of teaching experience with children and adults as well as extensive community service activity.

In addition to the above faculty members, MEIPN contracts with several highly-skilled Montessori professionals to assist with field consultations for interns.

“Through new education, we must enable children to grow up with a healthy spirit, a strong character, and a clear intellect, so that as adults they will not tolerate contradictory moral principles but will gather human energies for constructive purposes.” Maria Montessori

General Information - All Levels

Admission Requirements
The following are general admission requirements. Additional requirements for specific courses follow. The program is open to qualified applicants regardless of ethnicity, sex, national origin, religion, sexual orientation, or being differently-abled. Applicants must provide evidence of a sincere desire to work with children and the necessary interest, maturity, responsibility, and academic competence to master the Montessori method and handle the demands of the teacher preparation course and leading a class at the appropriate level. A Bachelor’s degree is required for all course levels though an Associate credential is available for those who do not have their degree at the Infant Toddler and Early Childhood levels as described below.

Evidence to be provided includes a completed MEIPN application (download from website) along with the following:

1. A typed statement (300 to 500 words) describing why you are interested in Montessori education, why you have decided to become a Montessori professional and why you have selected this training.

2. Two observation reports, consisting of one to two pages typed descriptions per site, of your observations regarding students, environment, and teachers in two Montessori classrooms at the level you are applying to study. If currently working in a Montessori school at least one of the observations must be at a different school.

3. For Early Childhood and Elementary levels only: completion of a 3 to 5 credit college level course in Child Development within the past five years verified by college transcript. For further details on this requirement see “Child Development” under Course Descriptions.

4. Three letters of recommendation from persons who can attest to the qualities in item 1 as well as other personal strengths. At least two of these should be professional recommendations.

5. Official transcript of highest level of education. Students whose bachelor’s degree was awarded in a foreign country will need to have their degree evaluated for equivalency to a US degree. Please contact MEIPN for more information on this process.

6. Applicants who received most of their high school and college education outside the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom are required to take the Test of English as a Foreign Language (TOEFL). Passing scores are as follows: TOEFL iBT (Internet based): 92 or higher, TOEFL PBT (Paper-based): 580 or higher. The applicant is responsible for registering, taking and the cost of the TOEFL. Test results must be less than 2 years old.

7. All students will also need access to a computer and internet connection, an e-mail account, basic computer skills, including e-mail, internet usage, facility with downloading and uploading documents, word processing, and presentations. Some assignments will require video recording.
8. Infant and Toddler and Elementary Students who do not hold an approved Early Childhood credential must also take the Early Childhood Overview at an additional cost.

Infant and Toddler: Admission requirements for those without a B.A.
Students may also be admitted without a four-year degree if they meet the other qualifications. They must submit a copy of their high school transcript (or GED) and diploma. When they complete the course, they will be offered an Associate Infant and Toddler credential. Should they later complete a bachelor’s degree they may obtain a full credential by submitting an official transcript to AMS with the required fee. AMS strongly encourages holders of the Associate credential to obtain a bachelor’s degree within seven years of receiving credential.

Early Childhood: Admission requirements for those without a B.A.
Students may also be admitted without a four-year degree if they meet the other qualifications. They must submit a copy of their high school transcript and diploma. When they complete the course, they will be offered an Associate Early Childhood credential. Should they later complete a bachelor’s degree they may obtain a full credential by submitting an official transcript to AMS with the required fee. AMS strongly encourages holders of the Associate credential to obtain a bachelor’s degree within seven years of receiving credential.

Elementary: Additional Admission Requirements
1. Possession of a four-year college degree (baccalaureate) from an accredited college or university.
2. Completion of the Early Childhood credential, from our program or a comparable one, or attendance at an introductory course for the Early Childhood level. If you have a credential from any MACTE-accredited Early Childhood course, you will have satisfied this requirement. If you have had a non-MACTE accredited course, an assessment of your background will be made by the Director. If you do not have this training, you must attend the Early Childhood Overview course at an additional cost (see fee schedule) prior to taking the Elementary I training.
3. Students applying for Elementary II must have completed Elementary I training.

PLEASE NOTE THAT ALTHOUGH IT IS NOT AN ADMISSION REQUIREMENT, WASHINGTON STATE LAW REQUIRES THAT TEACHERS OF ELEMENTARY AGE CHILDREN IN ALL PUBLIC SCHOOLS HOLD A VALID TEACHING CREDENTIAL FOR THE AGE LEVEL AND SUBJECT THEY TEACH. MEIPN DOES NOT OFFER A PROGRAM LEADING TO WASHINGTON STATE TEACHING CERTIFICATION.

This has consequences for you both in looking for legal internship sites, and in your job search. If you plan to teach in Washington state public schools and are not a state-certified teacher, you will either need to get that additional schooling, or limit yourself to co-teaching with a certified teacher or teaching in a private school that does not require a state credential. In the state of Washington, the Montessori elementary credential is accepted in lieu of a state credential in determining approved student teacher ratios. Nonetheless, some private schools will require that you have a state credential in addition to your Montessori credential.

International Students: Additional Admission Requirements
The institute is authorized under federal law to enroll nonimmigrant alien students. MEIPN can issue I-20s to foreign national students who enroll: however, once an I-20 is issued these students must obtain their own student visa.

All admission decisions for international students are based on each student’s individual application, their ability to secure an approved practicum site and their ability to complete the course without additional support for English Language Learning which MEIPN does not provide. (See TOEFL score requirement under General Admission requirements.) Students whose college degrees were obtained outside the U.S. must have their degrees evaluated by an organization such as World Education Services. Upon initial acceptance in the MEIPN program, international applicants who require a student visa to enter the United States will be required to submit additional documentation to apply for the visa. Contact the office for more information about this process.
Ability to Benefit Policy

Student ability to benefit from this training is evaluated by reviewing references, letters of recommendation, academic transcript, observation reports, written statement of purpose and finally by interview. We attempt to fully inform students about the intense nature of the course, the significant work load of the course, and the high demands and low pay of the teaching profession. Students are required to observe in classrooms and are encouraged to talk to other teachers and school directors before entering the training. They are also counseled against incurring excessive debt.

Application Process

**NOTE: The quantity of pre-reading assignments makes early registration highly advantageous to the student. You will be able to get started on summer work as soon as your registration is completed.**

- Submit all required materials with the registration fee.
- An interview with the Program Director or the Training and Practicum Director will be conducted on receipt of these materials. These interviews may be conducted over the telephone.
- Students who are admitted will be sent enrollment contracts, an acceptance letter, the book *Maria Montessori: Her Life and Work*, by E. M. Standing and a reading quiz to complete prior to the start of the course.
- The enrollment contract is due immediately.
- Tuition is due no later than the first day of class.
- See also the comments under Child Development in the academic course descriptions for each level.

Auditors

MEIPN classes are open to auditors if space is available and advance arrangements are made with the Academic Coordinator and an entire course component is audited. See current audit fees on the Tuition and Fees page in the back of this handbook. Books are not provided, but may be available at an additional cost. Auditing half days or partial sections of a course is not allowed. Auditors are not eligible for Seattle University credit.

Cancellation and Refund Policy

1. A full refund of all money paid if the applicant is not accepted by the school.
2. A full refund of all money paid if the applicant withdraws not later than midnight on the fifth business day (excluding Saturdays, Sundays and holidays) after signing this contract or making an initial payment, provided the applicant has not commenced training.
3. After five business days (excluding Sundays and holidays), the school may retain an established registration fee equal to ten percent of the total tuition cost, or one hundred dollars, whichever is less. "Registration fee" refers to any fee, however named, covering those expenses incurred by an institution in processing student applications and establishing a student records system.
4. If training is terminated after the student enters classes, the school may retain the registration fee established under (3) plus a percentage of the total tuition as described in the following table:

(Note: All refunds will be issued within 25 days.)

<table>
<thead>
<tr>
<th>If student completes this amount of training (academic contact hours):</th>
<th>The school may keep this percentage of the tuition cost:</th>
</tr>
</thead>
</table>

22
| One week or up to 10%, whichever is less | 10% |
| More than one week or 10%, whichever is less but less than 25% | 25% |
| 25% through 50% | 50% |
| More than 50% | 100% |

When calculating refunds, the official date of a student’s termination is the last date of recorded attendance.

1. When the school receives notice of the student's intention to discontinue the training.
2. When the student is terminated for a violation of a published school policy which provides for termination.
3. When a student, without notice to the institution, fails to attend classes for 30 calendar days.

Discontinued Programs
If the school discontinues instruction in any program after students enter training, including circumstances where the school changes its location, students must be notified in writing of such events and are entitled to a pro-rata refund of all tuition and fees paid unless comparable training is arranged for by the school and agreed upon, in writing, by the student. A written request for such a refund must be made within 90 days from the date the program was discontinued or relocated and the refund must be paid within 30 days after receipt of such a request.

Termination By The School
A student who fails to maintain satisfactory progress, violates safety regulations, interferes with other students' work, is disruptive, obscene, under the influence of alcohol or drugs, or does not make timely tuition payments is subject to immediate termination.

Cancellation of Classes
The school reserves the right to cancel a starting class if the number of students enrolling is deemed insufficient. Such cancellation will be considered a rejection by the school and the student is entitled to a full refund of all money paid.

Transfer of Credits from MACTE Accredited Programs
Students who started their training at other AMS-affiliated/MACTE-accredited institutions and wish to complete it with MEIPN will need to submit transcripts and syllabi that demonstrate the hours and content of courses previously completed for evaluation of transferability. They may also be asked to submit albums, papers and other evidence of work. MEIPN reserves the right to accept or reject these credits based on its own course requirements and standards. There is a charge for this evaluation which varies according to the time required.

Transfer between AMS Programs
For transfer of a current adult learner from one AMS-affiliated teacher education program to another AMS-affiliated teacher education programs:

**The candidate must:**
- Be within the three-year time limit following the original academic phase
- Be a current member of AMS

**The new TEP must:**
- Review and evaluate previously completed academic and practicum work, and consider the cost of the review
• Notify the prospective adult learner in writing with the fees and time required to complete all transfer requirements
• Contact the original program to determine if the adult learner is in good standing including fulfillment of financial obligations [9/09]
• Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form

Transfer from other teacher education programs recognized by AMS
Transfer of contact hours and/or credits from teacher education programs recognized by AMS (AMI, NCME, and MACTE accredited programs) will be considered with verification of the following documentation. This procedure is only available to those who enroll and attend an AMS Full Affiliate program at its main site or its AMS-affiliated/MACTE-accredited additional location(s).

The candidate must:
• Have a degree in keeping with AMS credential requirements
• Be a current AMS member or register as an adult learner

Transfer of credits, including distance education credits, from Montessori programs not recognized by AMS will not be accepted.

MEIPN will:
• Review and evaluate the credential and portfolio of the candidate; utilize proficiency pretesting to plan a program of study. There will be a charge for this review which varies according to the time required.
• Determine the minimum requirement of the academic phase that the candidate must take to fulfill AMS qualifications
• Require all candidates take Montessori philosophy and theory from the program that will issue the credential recommendation
• Determine that practicum requirements of the candidate meet the requirements of an AMS-affiliated teacher education course practicum
• Assess and evaluate proficiency as required by the AMS-affiliated teacher education program
• Ensure that all the requirements of the AMS-affiliated teacher education program issuing the credential are met
• Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form

University Credit
Students enrolled in the Infant and Toddler, Early Childhood, or Elementary I or Elementary I-II who wish University credit for the MEIPN course may arrange this early in the summer academic phase. Students may receive either clock hours or 900 level Continuing Education credits through Seattle University. These credits are an optional, extra-cost part of the MEIPN program. The number of credits available varies by the hours contained in each course. The cost in 2015 was $40.00 per credit hour. Students may elect to take these credits pass/fail or for a grade. Please note: the option to take the course for credit is offered only at the beginning of each course; it is not possible to grant credit later in your career for the programs already completed. In addition, several University programs around the country now offer articulation agreements which allow MEIPN graduates the opportunity to apply that credential towards requirements for a Master’s Degree. See the course director for more information.

Standards of Progress, Evaluation and Recommendation for Certification
Students are expected to demonstrate continuous and steady progress towards completion of their course. Plagiarism is unacceptable and students participating in online discussions must be the student enrolled in the course. Failure to submit more than two assignments by due dates, to participate in online discussions, to produce your own work or to function satisfactorily in a practicum position will result in filing of Notice of Academic Concern. This will outline a plan for improvement. If students do not fulfill this plan by agreed-upon dates, they may be dismissed from the course.

Evaluation of the student’s academic performance is made by the faculty member in charge of that curriculum area, in consultation with the Director. Assignments (in-class tests as well as year-long projects, and written and practical exams) will be evaluated on quality, completeness and the extent to which they demonstrate students’ mastery of the MACTE course competencies for their level. A student’s understanding of the material will also be evaluated by participation in class and in some courses, online activities. Rubrics are used for grading and work which does not meet an instructor’s standards for quality and completeness will be returned to be redone and resubmitted. Students who do not submit assignments will not be allowed to take exams. Additional penalties in the form of late fees will be imposed for work which is submitted late or incomplete and for taking exams outside scheduled times.

In the practicum phase, student evaluation is based on informal and formal observations by the field consultant, written evaluations by the head teacher and the student teacher’s self-evaluations. Each faculty member is responsible for determining satisfactory completion of the work assigned and will recommend the successful student to the Director for certification. Only upon successful completion of all summer and workshop sessions, all assignments, a fully approved practicum experience, and payment of all fees will a student be recommended for certification.

**Attendance Policy**

The nature of Montessori teacher education programs is such that a great deal of material must be covered in a short period of time. The presentation of materials, the discussions that help students relate Montessori’s writings to classroom practices, and other parts of the experience of the summer academic phase are simply not easily "picked up" from notes of other students. Instructors will be busy preparing materials for their next teaching assignment and will be unable to spend time with students who have missed a session. Because of this, full attendance at all class meetings is required. Late arrivals will disrupt the work of the instructor and your classmates, so please arrive at least five minutes before the scheduled class time. Any absences or noticeable late arrivals will require notification of the teacher along with a written proposal for making up missed time. A pattern of late arrivals or absence of more than three class days will require a conference with the Director and attendance at the following year’s course to make up the content missed. This will be at the student’s expense, at a cost equivalent to that year’s tuition, prorated for the number of days. Recommendation for certification can be withheld for failure to attend the full course. This applies to the practicum phase as well, where excessive absences will jeopardize both the student teacher’s progress and the children in the class. Student teachers can be asked to leave the placement site and the program in cases where either site personnel or the MEIPN Practicum Coordinator are dissatisfied with the student teacher’s progress.

**Dismissals**

Students are expected to maintain a mature and professional attitude, as shown by their behavior during both the academic phase and the practicum phase. Faculty members have been instructed to give clear feedback to a student whose behavior is unlikely to result in his/her mastery of the material, or is interfering with other students’ learning. In the event that a student seems unable to meet the standards of progress and participation common to post-secondary professional instruction, the student will be asked to meet with the Director to discuss withdrawal or dismissal. Dismissal will usually occur only after the student has failed to meet criteria listed in a performance improvement plan that includes issues to be addressed and a time frame for addressing them. Some examples of cause for dismissal include: lack of commitment to the training demonstrated by any of the following: inattention, late arrivals or absences, inability to interact with faculty or fellow students in a respectful manner, inability to grasp the concepts presented, failure to complete satisfactory work on time, or failure to maintain professional conduct and attendance during the practicum phase. A student who violates safety regulations, interferes with other
students’ work, is disruptive, obscene, under the influence of alcohol or drugs, or does not make timely tuition payments is subject to immediate termination. Refunds at dismissal will follow the schedule shown on the Enrollment Agreement Form.

Grievance Policy

The student who feels that he or she has a legitimate complaint should first bring it to the attention of the person involved, such as an instructor, the practicum supervisor (in the case of a problem with the conduct of a mentor teacher or Director (in the case of a problem with a more general nature).

If discussion at this level does not resolve the problem, the next avenue is a meeting with the MEIPN Director or Administrative Coordinator. The Director may wish to involve other parties in the discussion of the perceived problem. If the problem is not resolved to the student's satisfaction, she or he may request a formal grievance hearing. A student representative (elected by the group) the Director, and the person(s) concerned will be invited to discuss the matter. Students who still feel that they have a grievance have the right of appeal to AMS at 116 East 16th Street, Fl 6, New York, NY 10003-2163, or to MACTE at 108 Second St. SW, Suite 7, Charlottesville, VA 22902 434-202-7793. They may also contact the Washington Workforce Training and Education Coordinating Board, 128 Tenth Avenue SW, PO Box 43105, Olympia, WA 98504-3105 (360-709-4600).

Records

All records are kept confidential. Faculty members keep the records for each student for their course until the student has completed their requirements. Active and graduate files are maintained at the MEIPN office for fifty years. The credentialing agency maintains records of students who have been granted credentials. Students may have access to their records by submitting a written request to the director. Copies of credentials must be obtained from the credentialing agency (AMS).

Time Limits

Students must complete all course requirements—academic, practicum, and financial within one year following the official end of the academic phase for which they enrolled, or certification will be denied. If students elect to petition to pursue completion at a later date they will need to submit the request in writing, and will need to re-enroll in courses that were not completed and pay additional fees.

Professional Development

To facilitate the continued professional development of our graduates, we allow them to attend any of our courses at their level of certification at no charge. Contact the Academic Coordinator or the Director to make arrangements.

Those receiving a credential on July 1, 2013 or later will need to document fifty hours of professional development every five years; the first five-year period begins with the date of credential. The AMS Montessori teacher credential is issued for life. Beginning with the 2013 adult learner cohorts, everyone must complete the required number of accepted professional development hours to keep the credential active. Failure to complete the required number of hours in the prescribed five-year period will result in a credential with inactive status. The process repeats every five years. Reporting information is available at www.amshq.org.

Materials for Early Childhood and Elementary

Below is a partial list of the materials needed for the summer academic phase.

- Note taking materials, many students choose to bring a laptop for this purpose
- At least 7 sturdy three ring binders (2½–3 inch) for 3 to 6; for 6 to 9, you will need 12 - 15; and for 9–12 approximately 10 - 12. The number required varies according to personal preference and degree of illustration. It is recommended that you purchase only 3 two-inch binders until you see what size you prefer.
- Clear plastic sheet protectors for album pages are optional for elementary but advised for Early Childhood albums.
- A large quantity of section dividers for notebooks (5 to 15 per album)
• One set of quality colored pencils or pens for illustrations, and two fine-line pens (red & black) for lettering.
• White and colored construction paper or fadeless paper and tag board for mounting pictures.
• Large glue stick, such as Uhu or Dennison.
• Good quality scissors and a razor type cutter or Exacto knife for cutting pictures.
• Ruler or straight edge.
• File folders and boxes for picture collection.

You will be asked to create materials for many classes which will involve expenses for materials, photocopies, and containers.

The estimated cost of books and materials needed throughout the year is approximately $500.00 - $900.00.

To illustrate your albums, you may use photographs, hand-illustrations, or a combination.

Materials for Infant and Toddler
- Note-taking material
- At least 5 sturdy three-ring (D-ring) binders (3-inch) and 3 that are 1-1/2 – 2 inches
- Clear protectors are recommended, but not required. If you use sheet protectors, be sure to buy dividers that are 9 x 11 and not 8-1/2 x 11. You will need several sets of dividers. Get the cheapest, light-weight sheet protectors; the other weights will make your album too heavy.
- You will have supply expenses. The estimated cost of materials needed throughout the year is approximately $200 to $500.

Frequently Asked Questions

I'm working as an assistant in a Montessori classroom now. Can I use this time for my internship?

No. AMS policy is that internship must follow or come at the same time as the academic work. The reason for this is that the internship must be a time of making use of your Montessori skills and knowledge. If you don't have the academic portion, you can't practice these skills.

What if I would like to teach in other parts of the U.S. or even abroad?

The AMS credential is recognized throughout the United States and in many countries throughout the world. Montessori schools are primarily independent, both here and worldwide though there are more and more public school Montessori programs in the US. Pay for teachers can be low in many countries, especially pay for working with preschool-aged children. You will probably need to be fluent in the language of the country, unless you are hired as an English teacher.

Do you offer care for my child(ren) while I'm in class?

No, we do not. Please make arrangements for your child to be cared for either at home, or summer camp at your local Montessori school. We strongly suggest that you also have a plan in place for back-up childcare in case your child becomes sick or your primary care provider is not available. Our host school, Woodinville Montessori, also runs a summer camp during the course; see www.woodinvillemontessori.org for information.

What if my practicum site does not have the full age range for my credential?

MEIPN strongly encourages interns to seek out internships that offer the full age range of children for the credential they are seeking. For Early Childhood, this includes children from three years through their kindergarten year. If this is not available, adult learners will need to make arrangements to spend time away from their practicum site in an environment that does offer the experience of the full age range.
**MEIPN Course Dates 2016**

### Infant and Toddler Course Schedule 2016 – 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Date Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term</td>
<td>July 17-23, 2016</td>
</tr>
<tr>
<td></td>
<td>August 6-7, 2016</td>
</tr>
<tr>
<td>Midyear Term</td>
<td>September 24-25, 2016</td>
</tr>
<tr>
<td></td>
<td>October 15-16, 2016</td>
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<tr>
<td></td>
<td>November 5-6, 2016</td>
</tr>
<tr>
<td></td>
<td>January 14, 15, &amp; 16, 2017</td>
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<tr>
<td></td>
<td>February 4-5, 2017</td>
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<tr>
<td></td>
<td>February 25-26, 2017</td>
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<tr>
<td></td>
<td>March 18-19, 2017</td>
</tr>
<tr>
<td></td>
<td>April 22, 2017 (I&amp;T weather make-up day, if needed)</td>
</tr>
<tr>
<td>I&amp;T Early Childhood Overview</td>
<td>June 19 - 26, 2017 (for those without an Early Childhood credential)</td>
</tr>
</tbody>
</table>

### Early Childhood Course Schedule 2016 - 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Date Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer term</td>
<td>June 20 – July 29, 2016</td>
</tr>
<tr>
<td>Midyear term</td>
<td>September 24, 2016</td>
</tr>
<tr>
<td></td>
<td>October 15, 2016</td>
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<tr>
<td></td>
<td>November 5, 2016</td>
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<td>November 19, 2016</td>
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<td>January 14 - 15, 2017</td>
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<td>February 4, 2017</td>
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<td>February 25, 2017</td>
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<tr>
<td></td>
<td>April 8, 2017</td>
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<tr>
<td></td>
<td>April 22, 2017 (EC weather make-up day, if needed)</td>
</tr>
<tr>
<td></td>
<td>May 6, 2017</td>
</tr>
<tr>
<td></td>
<td>June 10, 2017</td>
</tr>
</tbody>
</table>

### Elementary Course Schedules 2016 – 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Date Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Overview</td>
<td>June 20-27, 2016 (for those without an Early Childhood Credential)</td>
</tr>
<tr>
<td>Elementary I Phase 1</td>
<td>June 28 – July 29, 2016</td>
</tr>
<tr>
<td>Elementary I Phase 2</td>
<td>June 20-July 13, 2016</td>
</tr>
<tr>
<td>(Class of 2015)</td>
<td></td>
</tr>
<tr>
<td>Elementary II Phase 1</td>
<td>August 1 – 19, 2016</td>
</tr>
<tr>
<td>EL I/EL II Midwinter seminar</td>
<td>January 14 - 15, 2017</td>
</tr>
<tr>
<td></td>
<td>April 22, 2017 (EL I/EL II weather make-up day, if needed)</td>
</tr>
</tbody>
</table>
# Tuition and Fees 2016

## Infant and Toddler Credential
- **Registration fee**: $200 (by May 30)
- **Early Childhood Overview**: $700
  - Required for students who do not have an EC credential
- **Tuition and Books**: $5500
  - Includes $380 AMS and MACTE Student fees and a non-refundable $400 book fee

## Early Childhood Credential
- **Registration fee**: $200 (by May 30)
- **Tuition & books**: $6300
  - Includes $380 AMS and MACTE Student fees and a non-refundable $500 book fee
- **Alternate schedule**: $1000
  - Minimum enrollment required

## Elementary I Credential
- **Registration fee**: $200 (by May 30)
- **Early Childhood Overview**: $700
  - Required for students who do not have an EC credential
- **Tuition & books**: $6400
  - Includes $380 AMS and MACTE Student fees and a non-refundable $500 book fee

## Elementary II Credential
- **Registration fee (by May 30)**: $200
  - Waived if registered for Elementary I-II consecutively.
- **Tuition and books**: $4600
  - Includes $380 AMS and MACTE Student fees and a non-refundable $400 book fee

## Elementary I-II Credential
- **Registration fee**: $200 (by May 30)
- **Tuition and books**: $10,200
  - Rate for students who register for Elementary I-II consecutively.
  - Includes $380 AMS and MACTE Student fees and a non-refundable $900 book fee

## Other fees
- **Seattle University Credits**: $40
  - Per credit, optional fee payable directly to Seattle University.
  - Rate quoted is 2015
- **Child Development Refresher Work**: $50
  - For those whose Child Development course is over 5 years
- **Self-directed practicum fee I&T**: $250
  - For students interning without an approved head teacher
- **Self-directed practicum fee EC, EL**: $700
  - For students interning without an approved head teacher
- **Late registration fee**: $300
  - After May 30
- **Payment plan fee**: $200
  - If payment plan is chosen
- **Audit fee**: $200
  - Per day
- **Field Consultant travel fees**: Varies
  - If more than 50 miles from field consultant
Payment Plan 2016

Due the first day of class:                  Rest of school year:
Infant and Toddler                      $3420                      Eight payments of $285, first of Oct.-May
Early Childhood                         $3900                      Eight payments of $325, first of Oct.-May
Elementary I                            $3960                      Eight payments of $330, first of Oct.-May
Elementary II                           $2880                      Eight payments of $240, first of Oct.-May

- Self-directed practicum and Early Childhood Overview fees are not included in the payment plan, and must be paid on the first day of coursework.
- Payment plan fee is included in payment plan, late payments are subject to late fees and may result in dismissal from the course.

Financial Aid
The American Montessori Society offers four to six partial scholarships annually to students who show both particular merit as a potential teacher and limited financial resources. If you wish to apply for an AMS Scholarship, you must contact AMS to obtain information and forms. Then, you must be enrolled and accepted by MEIPN, and submit AMS scholarship forms to MEIPN for required approval no later than April 15 of the year in which you will take the program. Students from Alaska may contact the Alaska Commission on Post-secondary Location for loan information. MEIPN programs are not eligible for federal student loans because we are not large enough to fund a financial aid office. You may, however, choose to defer payment on current loans. See the following Title IV Funds paragraph.

Title IV Funds
MEIPN is an eligible educational institution with “Approval for Deferment Only.” This means that any student who is enrolled with MEIPN may receive deferments on FSA program loans, or be eligible for the HOPE/Lifetime Learning Scholarship tax credits or other non-FSA programs that require that the school be FSA-eligible. Please contact your student loan officer for details on requesting a student loan deferment. Please contact your accountant for details on the tax credits you may be eligible to receive.

VA Funds
MEIPN’s certificate programs are approved for the enrollment of veterans and other eligible beneficiaries under Chapters 30, 32, 33, and 35, Title 38; and Chapters 1606 and 1607, Title 10; US Code.

Course Contact Information

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