The school is licensed under Chapter 28C.10 RCW. Inquiries, concerns, or complaints regarding this school can be made to the: Workforce Board, 128 - 10th Avenue SW, Box 43105, Olympia, Washington 98504
Web: wtb.wa.gov
Phone: 360-753-5662
Email address: wtecb@wtb.wa.gov

MEIPN does not discriminate against students or potential students on the basis of race, creed, color, national origin, sex, veteran or military status, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability.

All MEIPN courses are accredited by the Montessori Accreditation Council on Teacher Education (MACTE).

MACTE reviews complaints that relate to a program’s compliance with the Quality Principles and Standards. MACTE is interested in the sustained quality and continued improvement of Montessori teacher education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or adult learners. MACTE does not investigate anonymous complaints. A copy of the appropriate Standards and/or the MACTE policy and procedure for submission of complaints may be obtained by contacting the MACTE office at 420 Park Street, Charlottesville VA 22902, Phone: 434-202-7793, Fax: 888-525-8838, E-mail: info@macte.org, website: www.macte.org

MEIPN is affiliated with the American Montessori Society (AMS) and complies with the AMS Professional Code of Ethics.

In this Student Handbook, the terms intern, student and adult learner may be used interchangeably.
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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. Mary Schneider, MEIPN's Administrative Director since 1995, continues as Executive Director. Lea Aemisegger is Infant and Toddler Coordinator.

The primary purpose of MNTP is to continue to develop the excellent Montessori teacher preparation courses offered by MEIPN over its 46 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 of MNTP 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.

CHOOSING A MONTESSORI TEACHER TRAINING PROGRAM

Successful Montessori classroom teachers 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 recommend that you spend significant time and energy observing or volunteering in Montessori classrooms and talking to Montessori professionals prior to embarking on the training. Montessori teaching is more than a job; it is a commitment to a set of ideas, principles, 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 carefully investigate and evaluate your possible choices 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.

MEIPN offers Montessori Teaching Credentials at the Infant and Toddler, Early Childhood, Elementary I and Elementary I-II levels. As a MEIPN graduate, 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](http://www.amshq.org) or contact them at 116 East 16th Street, New York, New York, 10003.

All of MEIPN’s 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). MACTE’s website is [www.macte.org](http://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, supervised and collaborative practice with Montessori materials, observation, and exploration.

MEIPN also offers training for classroom assistants that provides STARS credit required for Washington State professionals assisting in Montessori 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 did not have a position when their course began have taken positions with independent or public Montessori schools in the Seattle area and across the U.S. Public schools require state certification in addition to Montessori certification.

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 does not offer job placement assistance. We maintain a Job Board on our website at [www.meipn.org](http://www.meipn.org), listing current openings submitted by regional Montessori schools. Other sources of job information are the AMS website at [www.amshq.org](http://www.amshq.org) and the Pacific Northwest Montessori Association (PNMA) website at [www.pnma.org](http://www.pnma.org).
Location, Housing And Student Services

Location
The academic phases of all programs are held at the North Creek campus of Woodinville Montessori School (WMS) in Bothell. The school’s environments for toddlers through secondary students provide examples and opportunities for interns to observe and practice the skills of environment preparation, observation, order, and organization they are expected to develop. All WMS classes are fully equipped with the full range of Montessori materials, and are guided by teachers who hold Montessori credentials. Holding all levels of training in the same location gives students the opportunity to see the environments that precede and follow the level they are studying, and to interact with others working at those levels. Classes are occasionally held off site to provide specialized learning experiences for MEIPN students.

Housing
Students coming from out of town will want to research housing options on the Internet including nearby hotels offering weekly rates, VRBO.com or AirBnB.com. Sometimes students share a room in these facilities to decrease costs. Occasionally students place “summer housing wanted” ads at Woodinville Montessori School or other nearby Montessori schools for inclusion in the school’s newsletter, or place 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, signed written agreements, etc.

Student Services
Advising services are available from the course director. Resources for housing, medical care, counseling, recreation, and job opportunities best obtained via careful research on the Internet.

“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
“This inner-directed life of the child has its own characteristics and ends, different from those of the adult.”
~ Maria Montessori

THE INFANT AND TODDLER CREDENTIAL: BIRTH TO THREE-YEARS OF AGE
The MEIPN Infant and Toddler course is a rigorous study of Montessori philosophy and pedagogy; child development; environmental design for both infants and toddlers; child, family and community; programming, leadership and administration; observation; and personal growth. The academic phase offers the student 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 Phase 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 212 contact hours of instruction. (This does not include the 40-hour Early Childhood Overview course for those without a MACTE-issued Early Childhood certificate.)

The 2019 summer phase of the Infant and Toddler course is a seven-day course that meets from 8 a.m. to 5 p.m. each day. Additional hours will be covered at a series of Saturday and Sunday workshops that meet from 8 a.m. to 5 p.m. from August through May, 2019-2020. See the annual schedule on page 30 for specific dates.

Students who do not have a MACTE-recognized Early Childhood Credential also have an additional 40-hour overview course in June, 2020 to provide understanding of the philosophy, curriculum and materials which follow the Infant and Toddler program, as well as learning activities for older Toddlers who are not ready for the Early Childhood classroom.

Class Descriptions
The class descriptions, student-faculty contact hours and type of instruction are as follows:

Montessori Philosophy (28 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. (Lecture, discussion, small group activities)

Montessori Pedagogy (27 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. (Lecture, discussion, practice)

**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. (Discussion, observation, practice, presentations)

**Child, Family and Community** (19 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. (Lecture, discussion, role-play)

**Observation** (28 hours) Offers techniques and guided practice in formal and informal observation of children, record keeping and interpreting the behavior of infants and toddlers in various settings, including part-time and all-day programs.) Includes 12 hours of independent field observations completed outside of class time. (Lecture, guided practice, independent work, videotape)

**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 ask questions about their role as caregivers of very young children. Goal setting, stress management and personal time management are addressed. (Lecture, practice, discussion, video)

**Program Leadership** (16 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. (Lecture, discussion, role-play)

**Child Development** (45 hours) Focused on the child’s innate ability to grow and develop from conception to three years. Review 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. (Lecture, discussion, small group activities)

**Early Childhood Overview** (40 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. Students will observe Early Childhood settings. They will receive instruction in application of this knowledge to older children in the Toddler program.

“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-OLDS

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 adult learner 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 Phase section of this handbook.

Course Objectives – Early Childhood
This 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 encompasses 336 contact hours. This does not include the prerequisite Child Development requirement for the course.
During the summer phase students attend class for thirty days from 8 a.m. to 5:00 p.m. (Class on July 4th is half day, 8 a.m. to 12 p.m.). Additional course hours are covered at a series of nine Saturday or Sunday workshops, each eight hours long. Exam days are scheduled in January and in June. For 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 to offer this option.

Class Descriptions
Class descriptions, student-faculty contact hours and types of instruction are as follows:

Child Development Prerequisite A 3- to 5-credit (quarter hours) college course in Child Development is required of all students. The course must cover physical, emotional, social and cognitive development of children from the pre-natal phase through at least pre-puberty, and preferably through adolescence. A grade of B or higher is required. Ideally this requirement is completed before the MEIPN training course begins. If a student does not have this course, it can be obtained by taking a Child Development course, preapproved by MEIPN, prior to the start of classes. Certification cannot be granted until this requirement is met. Washington State community colleges offer a course, EDUC& 115 Child Development, which meets the requirement. This course is often offered online.

Practical Life (36 hours) How Everyday Living activities develop the order, coordination, concentration and independence which are foundations for executive skills which support academic achievement. Emphasis is on use of Montessori principles in designing and facilitating activities the design of the Montessori classroom environment. (Lecture, discussion, demonstrations, material design, practice)
Sensorial (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)

Language (40 hours) Explores the many aspects of a language-rich environment that facilitates young children's language growth, including reading aloud to children, vocabulary development, oral language, phonemic awareness, phonics, writing and early reading. (Lecture, discussion, demonstrations, material design, practice)

Mathematics (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)

Physical and Life Science (24 hours) Includes the philosophy and rationale for introducing these subjects to young children with the goal of developing awe, wonder, and respect for the natural world. Introduces the nomenclature and observation of the plant and animal worlds, as well as the features of earth and physical world. These areas also lay the foundation for deeper cosmic education in the elementary years.

Social Studies (16 hours) Includes geography, history, Montessori's concept of "Cosmic Education", 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)

Classroom Leadership/Learning Differences (28 hours) Introduction to the many activities required for effective leadership of a classroom and a school, including: preparation of the environment, scheduling, evaluation of children, techniques for discipline, communication with staff, conflict resolution, planning, health and safety issues, and relations with government agencies. Includes eight hours devoted to children with special needs. An overview of the practicum experience is included in this area. (Lecture, discussion, role-play)

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 methods as well as an overview of the fundamental philosophical and theory aspects of the Early Childhood and Toddler level. (Lecture, discussion, practice)

Observation (36 hours) Offers techniques and guided practice in observation of children, record keeping, identifying and supporting special needs students. Includes 24 hours of independent field observations completed outside of class. (Lecture, discussion, demonstrations, field observations, videotape)

Child Development (8 hours) Provides a review of recent research on key aspects of development focused on this age range as they relate to Montessori's writings about the plane and impact practice in the classroom.

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)

Music (8 hours) Provides exposure to teaching rhythm, singing, instruments, and the Montessori bells. (Lecture, demonstration, whole class creative work)

Movement (8 hours) Introduces movement, including line activities, basic skills, and physical education, to develop gross and fine motor coordination of younger students. (Lecture, demonstration, practice, creative work)
**Parent Involvement/Education** (6 hours) Provides an in-depth look at the parent-teacher partnership, and its critical role in supporting the child in a Montessori environment. Topics include establishing and maintaining trust, communication essentials, and providing information on progress via informal updates, conferences, and progress reports. Effective collaboration methods, parent education techniques, and the teacher’s role in student retention will be included. Finally, understanding and supporting children and parents through challenging life events will be addressed. (Lecture, discussion, demonstrations, role play, field observations, videotape)

**Early Childhood Year-long Project** (4 hours) The Year-long Project involves the intern in independent research, curriculum development, design and creation of materials for a unit in support of the Early Childhood curriculum in all areas. The Unit focuses on the science and/or cultural area and is implemented in the intern’s classroom during Spring of the internship year. The Unit is presented to the instructor and cohort on the last day of class in June.

> “The secret of good teaching is to regard the child’s intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination. Our aim therefore is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his inmost core.” ~ Maria Montessori

**THE ELEMENTARY CREDENTIALS: LEVEL I AND LEVEL I-II**

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 adult learner 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. 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.

Adult learners 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-Olds**

**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 Elementary I or six-to-nine 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 Elementary I course consists of 352 contact hours of instruction. This does not include the Child Development prerequisite or the Early Childhood Overview required for adult learners without a MACTE-issued Early Childhood credential. During the summer phases, students attend class for six weeks from 8 a.m. to 5 p.m. There is a two-day seminar in January. Students at the Elementary level also participate in online course work during the school year.

**Class Descriptions**  Class descriptions, student-faculty contact hours, and types of instruction are as follows:

**Child Development Prerequisite** A 3- to 5-credit (quarter hours) college course in Child Development is required of all students. The course must cover physical, emotional, social and cognitive development of children from the pre-natal phase through at least pre-puberty, and preferably through adolescence. A grade of B or higher is required. Ideally this requirement is completed before the MEIPN training course begins. If a student does not have this course, it can be obtained by taking a Child Development course, preapproved by MEIPN, prior to the start of classes. Certification cannot be granted until this requirement is meant. Washington State community colleges offer a course, EDUC& 115 Child Development, which meets the requirement.

**Mathematics** (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 demonstrated and evaluated. (Lecture, discussion, demonstrations, small group work, practice)

**Geometry** (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** (60 hours--52 classroom hours, 8 online hours) Explores approaches and materials developed for facilitating elementary children's language learning, including oral language, development of the classroom library, literature appreciation, grammar, word study, spelling, and research skills. The Workshop Model is used to foster writing and reading skills. (Lecture, discussion, demonstrations, practice, online participation)

**Integrated Cultural** These classes explore topics in Montessori’s concept of Cosmic Education that are most appropriate for the Lower Elementary student. Classes will include philosophy, subject-related content, experience with integrating curriculum, hands-on uses of materials and material making. Materials and presentations for the 6–9 class include timelines, Montessori map materials, geology, chemistry, astronomy, the solar system, meteorology, physics, multicultural, and multiethnic curriculum. (Lecture, timelines, charts, discussion, demonstrations, experiments, practice)

**History** (18 hours plus 2 online) Introduces the story of the universe including creation stories, the Geologic Timeline, History of Life on Earth and the History of Early Humans using the Great Lessons and follow-up activities. Calendar study and pre-timeline activities are also part of this course. (also includes online participation)

**Geography** (20 hours) Demonstrates Montessori’s concept of “Cosmic Education,” including philosophy, uses of hands-on of materials, and material making, discussion and presentation of materials for multicultural, multiethnic curriculum and activities for the classroom. Timelines, the Montessori map materials, and other resources are covered.
**Physical Sciences** (32 hours) Materials, experiments and presentations in the physical sciences including geology, chemistry, astronomy, physics, atmospheric and climate study, and simple machines.

**Biology** (22 hours) The place of Botany and Zoology in cosmic education along with materials and presentations introducing including classification of the living world and phylogenetic charts, classic Montessori nomenclature and who am I stories, hands-on experiments and field observation techniques.

**Curriculum Design** (8 hours) Offers a variety of methods for integrating the strands of the 6 - 9 curriculum, and investigates teaching strategies suitable for a range of learning styles and this very expansive curriculum. Material-making, real world learning ++experiences, and community service are also covered. (Lecture, demonstration, practice)

**Classroom Leadership** (30 hours--26 classroom hours, 4 online hours) Offers techniques and guided practice to prepare a teacher to direct a 6 - 9 classroom including preparing the physical, spiritual and psychological environment, planning, assessment, record keeping, learning differences, anti-bias curriculum, professionalism, and parent involvement. Includes eight hours devoted to children with special needs. (Lecture, discussion, demonstrations, field observations, videotape, and online participation)

**Philosophy** (20 hours in class plus 8 hours of observation outside of class) An overview of the inner preparation of the teacher and of the creation of the physical, spiritual and psychological environment to support the unique qualities of the child in the second plane of development. Explores approaches to the integrated curriculum of cosmic education via the Great lessons. Also examines techniques of observation and provides practice applying them as the basis of Montessori teaching. The class also focuses on nurturing the spiritual life of the child, developing strong values, and promoting respect for self, others and the environment as part of education for peace. (Discussion, lecture, activities) (Lecture, discussion, small group activities)

**Child Development** (8 hours) Provides a review of recent research on key aspects of development for this age range as they relate to Montessori's writings about the plane and impact practice in the classroom

**Practical Life** (16 hours) An exploration of the application of Montessori philosophy to every-day activities in the elementary child's life with emphasis on age-appropriate activities and materials for self-care, care of the environment, and independent living skills. The information literacy section of the course includes uses of digital technology and instruction in the use of library and internet resources for students. (Lecture, discussion, demonstration, material making)

**Movement and Physical Education** (8 hours) Examines movement education activities for both inside and outside the classroom, and uses of movement across all curriculum areas to integrate mind and body. (Lecture, demonstrations, participatory activities)

**Visual Arts** (16 hours) Examines how to create and maintain an art area in the classroom as well as exploration of numerous activities designed to help children develop skills and appreciation of the visual arts. The use of arts activities to integrate all curriculum areas and demonstrate learning is explored. (Lecture, discussion, participatory activities)

**Music** (8 hours) Music for elementary children including singing, simple instruments, and music of other cultures.

**Year-long Project** During the practicum, adult learners create and teach an original unit in an area of the cultural studies, culminating in a polished written piece by each of their students. The year-long project also incorporates original workshops in reading skills and in writing skills that support the written piece. This work is documented and then presented in Phase 2 of the training.
**Early Childhood Overview** (40 hours) (For students without MACTE-recognized Early Childhood Credential only) The overview course covers Early Childhood Montessori Philosophy, Practical Life, Sensorial, Math and Language.

The Elementary II Credential: Nine-To-Twelve-Year-Olds

Course Objectives
The Montessori Elementary I-II certification course consists of the Elementary I academic course, followed by the Elementary II academic course, whose purpose is to help students to develop the knowledge, understanding, theoretical base and practical skills necessary to become competent Montessori teachers at the nine-to-twelve level. 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 234 additional 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.

Academic Phase
The academic portion of the Elementary II training consists of 234 contact hours of instruction following the Elementary I course. Elementary II classes are held for 3 weeks from 8 a.m. to 5 p.m. the first summer, and again for 3 weeks in the second summer. There is a one-hour break for lunch each day. There are online classes during the academic year. The total of the academic phase hours for Elementary I-II is 586.

Class Descriptions - The class descriptions, academic contact hours and type of instruction include:

**Mathematics** (64 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** (20 hours) Presents the philosophy, 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** (36 hours--34 classroom hours, 2 online) Explores the History of Writing followed by the language materials and curriculum for facilitating upper elementary children's writing; including creative, persuasive and expository writing, genres, poems and research; reading; including comprehension and literature appreciation; and their research and presentation skills. Advanced sentence analysis, verb study and word study are also covered.

**Integrated Cultural** These classes explore topics in Montessori's concept of Cosmic Education that are more appropriate for the Upper Elementary student. Classes will include philosophy, subject-related content, experience with integrating curriculum, hands-on uses of materials and material making. Materials and presentations for the 9-12 class include timelines, Montessori map materials, geology, chemistry, astronomy, the solar system, meteorology, physics, multicultural, and multiethnic curriculum. (Lecture, timelines, charts, discussion, demonstrations, experiments, practice)
  - **Geography** (18 hours) Economic geography, advanced landforms, biomes, cultural studies
  - **History** (22 hours) Further study of the time line of humans, including ancient civilizations, explorations and migrations, national and local history, and government.
  - **Physical Science** (20 hours) Topics in geology, chemistry, meteorology, astronomy, and physics Laboratory
  - **Biology** (20 hours) Presents the Tree-of-Life-based view of the life sciences emphasizing internal functions, interrelationships and interdependencies of the living and non-living world. The water, carbon and nitrogen
cycles and food chains are presented with a focus on ecological impact of human actions. The microscopic world is studied. Human anatomy and physiology (The Great River) are also covered.

Curriculum Design (4 hours) Guidance in designing and making materials for the Upper Elementary student; considerations in setting up real-world experiential learning, and community service. (Lecture, discussion, demonstrations)

Classroom Leadership (12 hours--8 classroom hours, 4 online hours) Offers techniques to prepare a a 9 - 12 classroom including the physical, spiritual and psychological environment, planning, record keeping, parent education, professionalism and stress management for teachers. Community building and conflict resolution are included. Discussion of the preparation of the child and parents for leaving the Montessori environment is included. (Lecture, discussion, demonstrations, field observations, videotape, online discussion)

Montessori Philosophy (4 hours) Provides a brief review of the basic philosophical ideas of Montessori as relevant to the 9 - 12 child along with a look forward to adolescence (Lecture, participatory activities and discussion)

Child Development (4 hours) Reviews recent research on key aspects of physical, cognitive & social-emotional development of 9-12 year olds and an overview of the changes that begin to appear with adolescence. (Lecture, discussion, participatory activities, demonstrations)

Practical Life (16) Discusses ways in which Practical Life activities at this level help develop and nurture independence and the spiritual life of the child through care of the environment, self and community/service learning. Activities for self-care, hygiene, health, and safety, gardening, sewing, woodworking, information technology, and grace, courtesy and safety in the digital world. Models for studio or maker spaces, including equipment, tools and activities are introduced. (Lecture, discussion, participatory activities, demonstrations)

Movement and Physical Education (4 hours) Examines age-appropriate exercise, games and sports. (Lecture, discussion, demonstrations) (Lecture, discussion, participatory activities, demonstrations)

Art (4 hours) Explores activities in drawing, painting, and sculpture to promote additional skill development and appreciation on the visual arts with an emphasis on the use of the arts to integrate the science and cultural subjects. (Lecture, discussion, participatory activities, demonstrations)

Music (4 hours) An overview of options to bring music into the older elementary curriculum via singing, musical instruments and music appreciation. (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 allows the adult learner to observe a good model of the Montessori method in action, and to practice the many skills required of a Montessori teacher under the direction of an experienced head teacher. MEIPN requires a significant portion of the academics content of the course 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 a MEIPN student (with a field consultant, assignments, observations, etc.), and acting as an employee of a Montessori school (with responsibilities to the head teacher, the administrator, the children, etc.). During the summer academic phase of the program, you will receive additional information on the practicum.

Choosing a Practicum Site
It is the adult learner’s responsibility to contact schools and choose a practicum site. MEIPN does not operate any Montessori schools or place students in schools. If you are having difficulty, contact the Training and Practicum Director. It is wise to make arrangements for your practicum site before you begin your coursework, 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 particular 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 outside 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 internet for Montessori schools in your area. NOTE: Students whose practicum site is located more than fifty miles from the nearest qualified field consultant will incur additional charges to cover reasonable transportation expenses (mileage, bridge and ferry tolls, overnight lodging and meals).

Practicum Site Requirements
The requirements for the practicum site include that the school be financially stable, hold appropriate state licenses, have a written nondiscrimination policy, a full complement of Montessori materials, and full age range of students in the classroom. It is recommended, but not required, that the practicum site be on the AMS Pathway of Continuous School Improvement or AMS Accredited. For a list of such schools in the area, contact MEIPN or consult the American Montessori Society website at www.amshq.org. The school and head teacher must be willing to take on the extra responsibilities of serving as a practicum site. The Head Teacher under whom you will work must be MACTE-certified for the correct age group, and be in at least the second year of teaching following receipt of credential. We prefer that head teachers have AMS credentials. In cases which warrant it, exemptions to the requirements for AMS/MACTE training for the head teacher may be applied for to the Executive Director. In general, only circumstances such as remote location or personal hardship would warrant exemptions.

Additional requirements:
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. The practicum site must have the full age range for which the student is seeking certification. Kindergarten age children must be included with 2 ½ 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.

**Duration – Infant and Toddler**
The practicum phase entails at least 3 to 4 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 do 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. Field consultant visits beyond the minimum three will generate additional fees billed to the student. The course director will determine eligibility for a self-directed internship.

**Practicum Visits**
Students will receive on-site visits from their field consultant at least three times during the academic year. They will also receive a 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 their help and support. 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.

Lea Aemisegger, B.A., Instructor, holds an AMI Infant Toddler certification and Early Childhood credential from Montessori Institute of America. Lea’s bachelor’s degree in Linguistics is from Georgetown University. Lea is retired after a long career in Montessori Early Childhood and in her own Toddler program.

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 master’s is in Applied Psychology. She is currently a teacher at Issaquah Montessori School.
Aimee Allen, M.Ed., Instructor, holds an AMS Elementary I credential from MEIPN. Aimee’s Masters of Education in Montessori Integrative Learning is 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. She is a Head of School at Harbor Montessori in Gig Harbor, Washington.

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. Kim is the Infant/Toddler program director 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 co-founder and director of Montessori Peace Centers in Bellingham, WA.

Carrie Butler, B.A., Instructor, received her AMS Early Childhood credential from MEIPN, and her Bachelor of Arts from Evergreen College where she focused on learning, child development, and brain research. Carrie taught Early Childhood classes for years and is completing her Elementary I credential. She is a head teacher in a Lower Elementary class at Harbor Montessori School in Gig Harbor, Washington.

Marjie Butler, B.A., Instructor, has a bachelor’s degree in Recreation and Outdoor Education from Graceland University, Lamoni, Iowa. Marjie teaches physical education and social studies at Eton School, Bellevue, Washington.

Nicole Champoux, B.A., Instructor, holds an 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.

Joshua Chisholm, B.A., Instructor, holds an AMS elementary I-II credential from MEIPN. He received his Bachelor of Arts from the University of Portland. In addition to experience with management of community-based social action organizations, Josh taught Upper Elementary at Woodinville Montessori School before taking his present position at Willistown Country Day Montessori in Malvern, PA.

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.

Carol Harshaw, B.A., Instructor, has an Early Childhood Montessori certificate from Montessori Institute of America. She holds a bachelor’s degree from Ashford University. Carol teaches Early Childhood at Woodinville Montessori School, and co-leads MEIPN’s Assistant Teacher Training Workshops.

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.

Sarah Kerr, B.A., Instructor, holds AMS credentials for Infant and Toddler and Early Childhood, both earned at MEIPN. Her Bachelor of Fine Arts is from Purchase College in New York where she majored in Visual Arts. Sarah has taught at UW Children’s Center Radford Court, and currently teaches at The Learning Tree Montessori School in Seattle.
Jenifer Lancaster, B.A., Instructor, holds an AMS Elementary I-II credential from MEIPN. Her B.A. is from Western Washington University where she majored in Cultural Anthropology. Jeni teaches Upper Elementary at Woodinville Montessori School.

Matthew Long, M.S. Ed Instructor, holds AMS Elementary I and II credentials from the Montessori Education Center of the Rockies. He received a master’s degree in K-12 Literacy from the University of New England. Matt taught Lower and Upper Elementary in Colorado and South Dakota, and directed a Montessori school in South Dakota. He currently teaches Upper Elementary at Woodinville Montessori School.

Connie Messom, B.A., Instructor, holds an AMS Elementary I credential from MEIPN. She has Washington State Teaching Certification. Her bachelor’s degree in anthropology is from Western Washington University. She teaches Lower Elementary in the Montessori program at Daniel Bagley Elementary School in the Seattle Public Schools.

Ally Noble, B.A., Instructor, holds an AMS Early Childhood credential from MEIPN. Her B.A. in Sociology and Anthropology is from the University of the Redlands. Ally teaches at Woodinville Montessori School.

Amanda Richeson, B.A. Instructor, holds an AMS Elementary I-II certificate from MEIPN. She has a bachelor’s degree in Elementary Education from the University of Illinois at Chicago. She is the Upper Elementary head teacher at Cedar Tree Montessori School in Bellingham, Washington.

Nichol Schaffer, B.A., 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, is cofounder of Woodinville Montessori School and recently retired as Head of School there. She served six years as a member of the AMS Board of Trustees and chair of the AMS Teacher Education Section.

In addition to the above faculty members, MEIPN contracts with 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

APPLYING TO MEIPN

Registration Timeline
Registration begins January 3, 2019. Registrations for the Early Childhood and Elementary courses are accepted until June 7, 2019. Registrations for the Infant and Toddler course are accepted until June 28, 2019. MEIPN recognizes that emergency needs may necessitate late registration; there is an additional $100 fee charged for registrations after the stated dates. Applicants are urged to complete their registration well before the start of the course so they may begin to complete reading assignments.
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, dispositions, 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. Elementary candidates must hold a B.A.
- All students will also need access to a computer and Internet connection, an e-mail account, basic computer skills, including e-mail, Internet usage, skill with downloading and uploading documents, word processing, and presentations. Some assignments will require video recording.
- 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.
- A Child Development class is required for Early Childhood and Elementary levels. This is a 3-to-5 credit college level course in Child Development passed with a grade of B or higher, and verified by college transcript. If you don’t have this class, it is best to take it before the training program begins. For further details on this requirement see “Child Development” under Course Descriptions.

Infant and Toddler: Admission requirements for those without a B.A.
Students may 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 hold 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 hold 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
Students applying for Elementary II must have completed Elementary I training.

PLEASE NOTE: 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 both in looking for internship sites, and in a 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
All admission decisions for international students are based on the application materials, ability to secure an approved practicum site, and ability to complete the course without additional support for English Language Learning (which MEIPN does not provide).
TOEFL: 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). TOEFL passing scores are a minimum of 92 for the iBT (Internet-based) and a minimum of 580 for the PBT (paper-based). The applicant is responsible for registering, paying for and taking the TOEFL. The official TOEFL score report must be sent directly from the TOEFL organization and received by MEIPN 2 weeks prior to the beginning of the course. Test results must be less than 2 years old.

Transcript Evaluation: Students whose college degrees were obtained outside the U.S. must have their degrees evaluated by an organization such as the Foundation for International Services at http://www.fis-web.com or International Education Consultants at http://www.jsilny.com. Official transcript evaluations must be received in the MEIPN office 2 weeks prior to the beginning of the course.

I-20 (F-1) Visa and CPT Authorization: MEIPN is authorized under federal law to enroll nonimmigrant alien students. Upon initial acceptance to the program, MEIPN will request additional information in order to complete the application for the Form I-20 (F-1) visa. The student visa can be issued for international students who plan to return to their home country to complete their practicum. MEIPN can request CPT status for international students who wish to remain in the United States to do their internship at a qualified site. The practicum must be completed within one academic year (September to June). Visit https://studyinthestates.dhs.gov or contact the office for more information. International students who do not meet these requirements by the deadlines will not be accepted into the program, and the applicable fees will be refunded.

Application Process
Submit required materials all together or as you gather them. Your registration is not complete until all materials and the registration fee have been received at the MEIPN office. After all components are received, your file will be reviewed and an interview will be scheduled with the Executive Director or the Training and Practicum Director. The interview may be done by phone or in person.

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. If your school is responsible for your tuition, please inform MEIPN as part of the application process. Tuition is due no later than the first day of class.

NOTE: The length of pre-reading assignment and quiz makes early registration highly advantageous to the student. You will be able to get started on this work as soon as your registration is completed.

Application Components
1. MEIPN application (Download form from website.)
2. Three letters of recommendation from persons who can attest to your qualities and personal strengths. At least two of these should be professional recommendations. (Download form from website.)
3. 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.
4. Two observation reports in two Montessori classrooms at the level you are applying to study. Observations should be for one to two hours during which you will take notes on the students, the environment and the teachers. Reports are two to three typed pages per site, describing your observations of students, environment, and teachers. If you are currently working in a Montessori school, at least one of the observations must be at a different school.
5. Official transcript of highest level of education. Students whose bachelor’s degree was awarded in a foreign country must have their degree evaluated for equivalency to a U.S. degree. Please see “International Students: Additional Admission Requirements” above.
MATERIALS NEEDED
Assignments involve assembling and illustrating albums, writing papers, making photocopies, creating materials, and other activities requiring specific equipment and supplies. The following is a general outline of what will be needed. Instructors will provide further specifics.

Materials for Infant and Toddler Course
- Note-taking materials including a highlighter. Some students choose to bring a laptop for this purpose.
- Sturdy three-ring (D-ring) binders--at least five that are 3-inch and three that are 1 ½ – 2 inches.
- Clear lightweight page protectors are recommended, but not required. Use only lightweight page protectors; the other weights will make the albums too heavy.
- Several sets of dividers. When using page protectors, be sure to get dividers that are 9 x 11 and not 8-1/2 x 11.
- Expenses for supplies and other requirements are approximately $200 to $500 for the course.

Materials for Early Childhood Course and Elementary Course
- Note taking materials including a highlighter; some students choose to bring a laptop for this purpose.
- Sturdy 3-ring binders:
  - For Early Childhood, at least 10 three-ring binders (size varies from 1 ½” to 4”)
  - For Elementary I, at least 10
  - For Elementary II, at least 10
- Clear lightweight page protectors for album pages are optional for Elementary but advised for Early Childhood albums. Use only lightweight page protectors; the other weights will make the albums too heavy.
- Dividers or divider flags for albums (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.
- Expenses for supplies and other requirements are approximately $400 to $1,000 for the course.

GENERAL INFORMATION

Ability to Benefit Policy
MEIPN admits applicants demonstrating their ability to benefit from this training by reviewing references, letters of recommendation, academic transcript, observation reports, written statement of purpose and finally by interview. Applicants are required to observe in classrooms and are encouraged to talk to other teachers and school directors before entering the training. We attempt to fully inform students about the intense nature of the course, the significant workload of the course, and the high demands and low pay of the teaching profession. They are also counseled against incurring excessive debt.

Affiliated Degree Programs
Several university programs around the country now offer articulation agreements with AMS programs, allowing MEIPN graduates the opportunity to apply their credential towards requirements for a Bachelor or Master’s Degree. See the
American Montessori Society’s website [https://amshq.org/Teacher-Resources/Montessori-Institutions-of-Higher-Learning](https://amshq.org/Teacher-Resources/Montessori-Institutions-of-Higher-Learning) for a list of these organizations and contact information.

**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 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 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 will 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.

**Auditors**
MEIPN classes are open to auditors if space is available. Advance arrangements are made with the Training and Practicum Director. 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 class is not allowed. Auditors are not eligible for Seattle University credit.

**Cancellation of Classes**
The school reserves the right to cancel a training course 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.

**Refund Policy**
Applicants and adult learners are entitled to the following:

1. A full refund of all money paid (except $100 of the application/registration fee) if the school does not accept the applicant.
2. A full refund of all money paid (except $100 of the application/registration fee) 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) above, 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>
<tbody>
<tr>
<td>One week or up to 10%, whichever is less</td>
<td>10%</td>
</tr>
</tbody>
</table>

24
| 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 determined in one of the following ways:
1. The last date of recorded attendance.
2. When MEIPN receives written notice of the student’s intention to discontinue the training.
3. When the student is terminated for violation of a published school policy which provides for termination.
4. When a student, without notice to MEIPN, fails to attend classes for 30 calendar days.

**Clock Hours and Continuing Education Credit**

Students enrolled in the Infant and Toddler, Early Childhood, Elementary I or Elementary I-II courses may receive either Washington State 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 class, and are available only for classes taught by instructors with master’s degrees or higher. Students may elect to take these credits as pass/fail or for a grade.

The option to take classes for credit is offered only at the beginning of each course; it is not possible to be granted continuing education credits after the course is completed.

Please note: These are not Seattle University academic credits.

**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-rated 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.

**Dismissals**

Students are expected to maintain a mature, respectful, 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, plagiarism, or failure to maintain professional conduct and attendance during the practicum phase.

**Grievance Policy**

MEIPN takes students’ concerns seriously and works to find equitable solutions to problems. Enrolled students will receive more information during Orientation and in their Course Handbook. A student who feels he or she has a legitimate complaint should first bring it to the attention of the person most directly involved. This may be a fellow student, an instructor, or someone at the student’s practicum site. If this fails to resolve the issue, the Training and Practicum Director should be consulted.

If these discussions do not resolve the problem, the next step is meeting with MEIPN’s Executive Director. The Executive Director may wish to involve other parties in the discussion of the 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 course 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 420 Park Street, Charlottesville, VA 22902 (434-202-7793). MACTE reviews complaints that relate to a program’s compliance with the Quality Principles and Standards. MACTE is interested in the sustained quality and continued improvement of Montessori teacher education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or adult learners. MACTE does not investigate anonymous complaints. A copy of the appropriate Standards and/or the MACTE policy and procedure for submission of complaints may be obtained by contacting the MACTE office at 420 Park Street, Charlottesville VA 22902, Phone: 434-202-7793, Fax: 888-525-8838, E-mail: info@macte.org, website: [www.macte.org](http://www.macte.org).

Students 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). The student will be informed about how to file a complaint and given a form to sign. Nothing in this policy prevents the student from contacting the Workforce Board (the state licensing agency) at 360-709-4600 at any time with a concern or a complaint, [workforce@wtb.wa.gov](mailto:workforce@wtb.wa.gov).

**Professional Development**

To facilitate continued professional development, MEIPN graduates may attend any of our courses at their level of certification at no charge. Contact the Training and Practicum Director to make arrangements. The AMS Montessori teacher credential is issued for life but must be kept active with 50 hours of documented professional development every five years. The first five-year period begins with the date of credential. Failure to complete the required number of hours in the 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](http://www.amshq.org).

**Records**

All records are confidential. Faculty members keep the records for each student for their class until the student has completed their requirements. Active and graduate files are maintained at the MEIPN office for fifty years. AMS, 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 MEIPN’s director. Copies of credentials must be obtained through an online request to the American Montessori Society.

**Termination By The School**

A student who fails to maintain satisfactory progress, violates safety regulations, interferes with other students' work, is disruptive, obscene, uses alcohol or drugs on school grounds, is 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.

**Time Limits**

Students must complete all course requirements—academic, practicum, and financial—by the end of their scheduled course or file a written request to extend enrollment for an additional year. This request must include a timeline for completion of remaining assignments course work. If a student does not make progress toward this plan in the second year, they may be required to pay additional ongoing enrollment fees. After three years, students who have not completed the requirements will have to pay AMS and MACTE fees again in order to be credentialed. They may also be required to re-enroll in incomplete classes.
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 of credits, including distance education credits, from Montessori programs not recognized by AMS will not be accepted.

The candidate must:
- Be within the three-year time limit following the original academic phase
- Have a degree in keeping with AMS credential requirements
- Be a current member of AMS

MEIPN will:
- Contact the original program to determine if the candidate is in good standing, including fulfillment of financial obligations.
- Review and evaluate credentials, portfolio and proficiency of the candidate for fulfillment of MEIPN requirements and charge the candidate for time required for the evaluation.
- Plan a program of study allowing the candidate to fulfill AMS requirements for academic and practicum phases.
- Require that the adult learner take Montessori philosophy and theory from MEIPN since this is the TEP issuing the credential.
- Notify the candidate in writing of the fees, course components, and time required to complete all requirements.
- Submit the AMS Transfer Form in addition to the AMS Credential Recommendation Form.
Standards Of Progress, Evaluation And Recommendation For Certification

Students are expected to demonstrate continuous and steady progress towards completion of their course. Failure to submit more than two assignments by due dates, to participate in online discussions, 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.

Work which does not meet standards for quality and completeness will be returned to the student to be redone and resubmitted. Students who do not submit assignments will not be allowed to take exams. Late fees will be charged for work which is submitted outside scheduled evaluation periods, and for taking exams outside scheduled times.

Plagiarism is unacceptable and may result in dismissal from the course. Students participating in online discussions must be the student enrolled in the course.

Evaluation of practicum performance is based on informal and formal observations by the field consultant, feedback from supervising teacher and the head of school including written evaluations by the head teacher, and the student teacher's self-evaluations. Only upon successful completion of all class sessions, all assignments, a fully approved practicum experience, and payment of all fees will a student be recommended for certification.

Frequently Asked Questions

I'm working as an assistant in a Montessori classroom now. Can I use this time for my internship?
No. AMS requires the internship to follow or to occur at the same time as academic work since the internship is a time of making use of the academic work in Montessori skills and knowledge.

Do you offer care for my child/children while I'm in class?
No, we do not. Please make childcare arrangements for your child, e.g., at home, or at summer camp at your local Montessori school. Please 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, 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. For Elementary I this includes first through third grades. For Elementary II this includes fourth through sixth grades. If this is not available, interns 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.

How do I know if the school or classroom where I want to intern meets MEIPN and AMS requirements?
There are a number of qualifications for being an approved internship site. Among them, the classroom must include the full age range of students at the level for which you are seeking certification and have a full complement of Montessori materials for that level. The school must be appropriately licensed, give you a written contract, and allow you time off to do the observations you are required to complete.
I know the teacher I want to do my internship with. What are the qualifications for being a supervising teacher? Your supervising teacher must be MACTE certified for the level at which you will be interning, in at least his/her second year of teaching after receiving certification and be in the classroom with you throughout the year.

Can I start a course at MEIPN in the fall or the winter? All our courses begin with intensive introductions in the summer. It is not possible to begin at any other time.

Can I be admitted before you receive my TOEFL score? No. We must have your TOEFL score to evaluate your ability to benefit from the MEIPN program. We offer English-only courses at an undergraduate or graduate level of instruction. All students are expected to have communication skills at that level. We have no ability to provide support for English Language Learners.

*What salary can I expect as a Montessori teacher?* Teaching is not a highly paid profession. In general teachers in public schools earn more than teachers in independent schools and teachers of older children earn more than teachers of younger children. Pay for teachers can be low in many countries, especially pay for working with preschool-aged children.
Infant and Toddler Course Schedule 2019 – 2020

Summer Term
- July 14-20, 2019
- August 10-11, 2019

Midyear Term
- September 14-15, 2019
- October 19-20, 2019
- November 16-17, 2019
- January 11-12, 2020
- February 22-23, 2020
- March 21-22, 2020
- April 18-19, 2020
- April 25, 2019 (I&T weather make-up day, if needed)
- May 16-17, 2020

I&T Early Childhood Overview
- June 22 - 26, 2020 (for those without an Early Childhood credential)

Early Childhood Course Schedule 2019 - 2020

Summer term
- June 24– August 2, 2019

Midyear term
- September 21, 2019
- October 12, 2019
- November 2, 2019
- November 16, 2019
- January 11 - 12, 2020
- February 8, 2020
- February 22, 2020
- March 28, 2020
- April 25, 2020 (EC weather make-up day, if needed)
- May 2, 2020
- June 6, 2020

Elementary Course Schedules 2019 – 2020

Early Childhood Overview
- June 24-June 28, 2019 (If you lack an Early Childhood Credential)

Elementary I Phase 1
- July 1 – August 2, 2019

Elementary I Phase 2
- July 1 – July 19, 2019

Elementary II Phase 2
- August 5- 23, 2019 (Next E-II Phase 1 course begins in 2020)

EL Midwinter seminar
- January 11 - 12, 2020

April 25, 2020 (EL I/EL II weather make-up day, if needed)
Tuition and Fees 2019

Infant and Toddler Credential
Registration fee: 200 Until June 20 ($300 for international students)
Early Childhood Overview: 700 Required for students who do not have an EC credential
Tuition and books: 5900 Includes a non-refundable $500 book fee
AMS and MACTE Fees: 401

Early Childhood Credential
Registration fee: 200 Until June 7 ($300 for international students)
Tuition and books: 7600 Includes non-refundable $500 book fee
AMS & MACTE Fees: 401
Alternate schedule: 1000 For out-of-town students. Minimum enrollment required

Elementary I Credential
Registration fee: 200 Until June 5 ($300 for international students)
Early Childhood Overview: 700 Required for students who do not have an EC credential
Tuition and books: 7800 Includes a non-refundable $500 book fee
AMS & MACTE Fees: 401

Elementary I-II Credential
Registration fee: 200 Until June 5 ($300 for international students)
Early Childhood Overview: 700 Required of those who do not have an EC credential
Tuition and books: 12,200 Includes a non-refundable $900 book fee
AMS & MACTE Fees: 401

Elementary II Credential
Registration fee: 200 Until May 31 ($300 for international students)
Tuition and books: 5300 Includes a non-refundable $400 book fee
AMS fee: 70 Upgrade AMS credential to E I – E II
Other fees:
Clock hours or continuing education credits: 40 Per credit, optional fee payable directly to Seattle University. (Rate quoted is 2018)
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 June 5 (Late registration is not possible for international students)
PAYMENT PLAN 2019

Due the first day of class:  
<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
<th>Rest of school year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant and Toddler</td>
<td>$3916</td>
<td>Eight payments of $363.75, first of Oct.-May</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>$4936</td>
<td>Eight payments of $411.25, first of Oct.-May</td>
</tr>
<tr>
<td>Elementary I</td>
<td>$5056</td>
<td>Eight payments of $421.25, first of Oct.-May</td>
</tr>
<tr>
<td>Elementary II</td>
<td>$3377</td>
<td>Eight payments of $277.25, first of Oct.-May</td>
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</tbody>
</table>

- 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 or a custom payment plan created.
- Payment plan fee is included in payment plan, late payments subject to late fees.

Financial Aid
MEIPN does not offer financial aid or scholarships. One privately funded partial scholarship is available to Elementary I or Elementary I-II students with aptitude, interest and experience in science education. Please contact the Training and Practicum Director for information.

The American Montessori Society offers four to six annual partial scholarships nationally 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. 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.**

Washington State’s Department of Early Learning offers tuition assistance to students in the Infant and Toddler and the Early Childhood courses who meet requirements. See [https://del.wa.gov/professional-development/financial-support](https://del.wa.gov/professional-development/financial-support)

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.

COURSE CONTACT INFORMATION

<table>
<thead>
<tr>
<th>MEIPN Official Address</th>
<th>MEIPN Phone: 425 486–5092</th>
</tr>
</thead>
<tbody>
<tr>
<td>19102 North Creek Parkway</td>
<td></td>
</tr>
<tr>
<td>Bothell, WA  98011</td>
<td></td>
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<tr>
<td><a href="mailto:info@meipn.org">info@meipn.org</a></td>
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<table>
<thead>
<tr>
<th>Executive Director</th>
<th>Mary Schneider</th>
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<tr>
<td></td>
<td><a href="mailto:mschneider@meipn.org">mschneider@meipn.org</a></td>
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<thead>
<tr>
<th>Infant and Toddler Coordinator</th>
<th>Lea Aemisegger</th>
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<tr>
<td></td>
<td><a href="mailto:laemisegger@meipn.org">laemisegger@meipn.org</a></td>
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<thead>
<tr>
<th>Administrative Assistant</th>
<th>Carolyn Norton</th>
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<tr>
<td></td>
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