

Refresher Course 2015

Exploration

Re-examining
the Adult's Role in
the Child's Discovery





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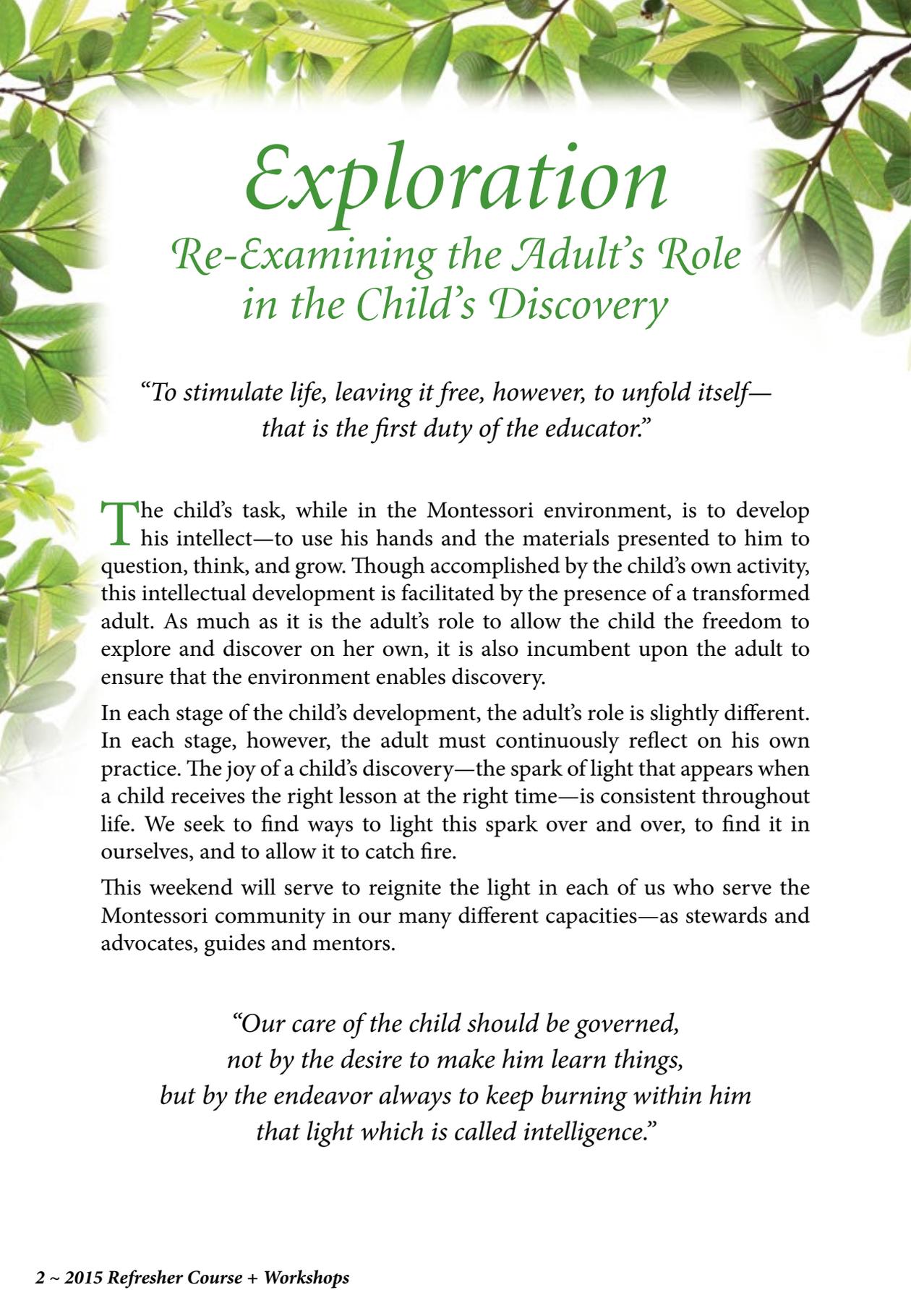


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Exploration

Re-Examining the Adult's Role in the Child's Discovery

*“To stimulate life, leaving it free, however, to unfold itself—
that is the first duty of the educator.”*

The child's task, while in the Montessori environment, is to develop his intellect—to use his hands and the materials presented to him to question, think, and grow. Though accomplished by the child's own activity, this intellectual development is facilitated by the presence of a transformed adult. As much as it is the adult's role to allow the child the freedom to explore and discover on her own, it is also incumbent upon the adult to ensure that the environment enables discovery.

In each stage of the child's development, the adult's role is slightly different. In each stage, however, the adult must continuously reflect on his own practice. The joy of a child's discovery—the spark of light that appears when a child receives the right lesson at the right time—is consistent throughout life. We seek to find ways to light this spark over and over, to find it in ourselves, and to allow it to catch fire.

This weekend will serve to reignite the light in each of us who serve the Montessori community in our many different capacities—as stewards and advocates, guides and mentors.

*“Our care of the child should be governed,
not by the desire to make him learn things,
but by the endeavor always to keep burning within him
that light which is called intelligence.”*

Schedule

Friday, February 13

10:00am – 12:00pm
Leadership Workshop
Optional & Open to All*

10:00am – 12:00pm
Inclusion Workshop
Optional & Open to All*

1:00 – 3:00pm
Advocacy Workshop
Optional & Open to All*

7:00 – 8:30pm
Welcome & Keynote Speaker

8:30 – 10:00pm
Fruit and Cheese Reception

Saturday, February 14

9:00am – 12:00pm
Lecture Session**

12:00 – 1:30pm
Lunch

1:30 – 4:30pm
Lecture Session**

5:00 – 6:00pm
Open Meeting With the AMI/USA Board

6:00pm
School Tours – sign up onsite

Sunday, February 15

8:00 – 8:45am
**AMI/EAA Annual Business Meeting
& Breakfast**

9:00 am – 12:00pm
Lecture Session**

12:00 – 1:30pm
Lunch

1:30 – 4:30 pm
Lecture Session**

5:00 – 7:00pm
Meet and Greet / Networking

Monday, February 16

9:00 – 10:00am
Lecture Session**

10:15 – 11:30am
Closing Session

** See pages 4–14 for descriptions; registration required.*

*** Attendance required for AMI course certificate.*

Keynote Address



Young Children as Explorers

Alison Gopnik, Ph.D.

Friday

7:00 to 8:30pm

When looking at how children solve problems, across three different types of problems and age ranges, a surprising developmental pattern appears: younger learners are better than older ones at learning abstract principles. Given evidence, children are better than adults at being able to deduce causation. Alison will explore two factors that might contribute to these counter-intuitive results. In the first, as we gain knowledge, we appear to become less open to new ideas. The second factor, resulting from both neuroscience and evolution, is that younger minds and brains are intrinsically more flexible and exploratory, although less efficient as a result. Children are more open to new ideas, more flexible, and more creative. Alison will discuss implications of this research in our understanding of early childhood education, and will suggest that adults may have something to learn from this child-like openness.

Assistants to Infancy

Indirect Preparation for Exploration

Judi Orion

**Saturday & Sunday
9:00am to 4:30pm**

**Monday
9:00 to 10:00am**



Embodied in Dr. Montessori's approach as an "aid to life" is the concept of indirect preparation. This Refresher Course will look at the indirect preparations for exploration beginning with conception, prenatal development and birth, followed by physical, cognitive, emotional, and social explorations during the first three years. All of these experiences set the stage for the child to be able to fully utilize the primary sensorial materials for categorizing, organizing and refining those experiences.

Participants will gain a deeper understanding of the child's journey and leave with information to share with parents of young children and information to further expand their Nido or Infant Community.

Primary



Exploration and Self-Construction

Sarah Werner Andrews

Saturday & Sunday
9:00am to 4:30pm

Monday
9:00 to 10:00am

It is well known that children learn best through experimental interaction with their environment — in other words, through exploration. Yet for teachers, exploration is often uncomfortable, messy, and asks us to question what we see and understand. It is much easier for us when children simply repeat what we have shown them, in a manner consistent with the presentation. But, is this exploration, or merely simple imitation? Montessori tells us, *“Our task is to show how an action is done and at the same time, destroy the possibility of imitation.”* Why is this so important? What does this mean for our presentations, our expectations for the children’s activity, and how we guide self-construction?

Haim Ginott writes, *“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather.”* These words, inspired by Goethe, are both an inspiration and a powerful reminder of our responsibility to the children in our communities. We set the tone, we create the limits, and it is we who ultimately support or thwart children’s optimal development.

During this weekend refresher course, we will become explorers ourselves, as we unpack the power of exploration as a tool for self-construction. We will re-examine key responsibilities of the adult: preparing and enriching the environment, connecting the children to the materials and activities, and withdrawing once that connection is made. We will re-imagine how we inspire curiosity, cultivate excitement and joy in learning, and embrace the self-reflection and humility central to our work as “Guides”.

Elementary

Cosmic Education – Behind the Scenes

Kay Baker & Greg MacDonald

Saturday & Sunday, 9:00am to 4:30pm

Monday, 9:00 to 10:00am



“We therefore need to study the conditions necessary for the unfolding of spontaneous individual activities, and develop the art of allowing joy and enthusiasm for work to spread. The interest that drives spontaneous activity is a truly psychological key.” (Montessori, 2011, *Psychogeometry*)

Our success as Guides is greatly influenced by what occurs *behind the scenes*. When we better understand what is important behind the scenes and when we implement Cosmic Education accordingly, Montessori’s vision can come to life in a way that we may never have imagined.

This presentation will highlight behind-the-scenes work that can maximize the success of Guides in their daily work with children. Our time together will include examination of:

- Self construction in the second plane.
- Obstacles to development in the second plane.
- Structures and systems that serve the children in their practice society.
- Planning for the needs of the children, individually and as a group.
- Presentations: Their science and their art.
- Key Montessori theory concepts that enhance our work with children.
- How these ideas are applied to subject matter.
- Nurturing a vibrant “Going Out” program.

Join us for a renewed perspective that will provide techniques and approaches you can put into action in your classrooms. There will be time for presentations, time for exploration of our ideas and assumptions, time for reflection, time for discussion, and time for camaraderie.

Adolescent Workshop



The Adult's Role in Creativity, Collaboration & Discovery

Dr. Keith Sawyer

Saturday, 9:00 to 10:30am

10:30-11:00 am, Book Signing with Keith Sawyer

In the 21st century, the key task for educators is to prepare learners to participate creatively in today's innovation age. The new interdisciplinary science of learning has come to a consensus about how to structure learning environments to result in enhanced skills of creativity, collaboration, and discovery. I begin my talk by explaining how creativity and innovation happen in today's knowledge economy. The core message is that innovation today is always collaborative: deeply embedded in organizations and social networks. I then outline what kind of education is most likely to result in the kinds of knowledge that underlie creative collaborative work. Learners need a deep conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge; the ability to critically evaluate what they read, to be able to express themselves clearly both verbally and in writing, and to be able to understand scientific and mathematical thinking; to acquire integrated and usable knowledge, rather than the sets of compartmentalized and decontextualized facts that all too often result from traditional instructional methods.

11 a.m. to Noon, Small group discussions

Adolescent Workshop

Afternoon Breakout Sessions —
Offered Saturday and Sunday, 1:30 to 4:30pm

Navigating the Intersection between Montessori Education and Informative Data — *Why Record Keeping Matters When Fostering Adolescent Discovery*

Katy Myers



Katy Myers will discuss record keeping at the adolescent level, the use of adaptive on-line assessments, and how, as practitioners, we can use this valuable information to inform individualized instruction. She will also present the innovative record keeping system currently in use at Denver Montessori Junior/Senior High School. This system was created using the free Google Apps for Education platform and can provide a roadmap for schools to design their own record keeping systems suitable to the needs of their unique programs.

Montessori Adolescent Psychology— *The Keys to Successful Interactions with Young Adults*

James Moudry



Have you prepared yourself to be interpersonally effective in your work with teenagers? The role of service to adolescent development is complex and not easy to master. Adolescent psychology demands a steady adult guide and a thoughtful model for the students to build their individual personalities. In this session we'll look at case studies to reveal best practices based on Montessori's pedagogy. Attendees will take away concrete, positive examples of how to be effective in working with teenagers. Participants will have the opportunity to share cases from their own experiences.

Exploring the Adolescent's Creative Pathways throughout Humanities and the Dramatic Arts

David McNees



Nurturing a holistic creative principle within our students brings hope for social change, adaptation and peace. The adolescent is a Seeker on the path of discovering her authentic and personal role and her power to serve the good, recognizing the value of character and how it affects community. Along this path, the adolescent tries on many roles. As Montessori guides we have unique opportunities to coalesce ideas concerning healthy role fluidity and the spark of creative flow as they inform our pedagogy and enhance our students' experience. In this, we may explore how the adult guide can prepare an environment that honors connections between social development, creativity and cognition within Humanities and the Dramatic Arts.

Adolescent Workshop



Flow and Creativity: An Orientation to Fostering Engagement and Self Expression in Montessori Education

Kevin Rathunde

Sunday, 9:00 to 10:30am

Dr. Rathunde's recognition of the value of Montessori education, especially in relation to new applications and extensions of Csikszentmihalyi's optimal experience theory, brings to Montessori a richer context for creativity and deep engagement. Working from a perspective outside the Montessori community, Dr. Rathunde puts Montessori's rich understanding of the prepared environment and adolescent concentration in tandem with contemporary thought in both creativity and developmental psychology.



Following the Adolescent: Keys to Discovery through Observation and Planning for Spontaneous Activity

John McNamara

Sunday, 11:00am to 12:00pm

After 43 years working in the classroom, John reexamines his role in designing an environment that fosters student exploration and discovery. Each year John asks "Who are my students?" Maria Montessori called it "following the child" which is how to allow the nature of the student to provide the plan and direction for the environment. When students are given the freedom to act on their environment they develop their intellect and will. The teacher as observer is always willing to make changes both in himself and in the environment giving student's remarkable and spontaneous learning abilities free rein.



Designing Adolescent Frameworks: The Art of Environment Planning for Student Discovery

Laurie Ewert-Krocker and David Kahn

Monday, 9:00 to 10:00am



Both David and Laurie have collaborated in the universal process of designing adolescent programs which lead adolescents to each make their own connections and discoveries and to subsequently own them through a community process. This presentation will convey the principles behind learning structures that encourage both teachers and their students to find independent site-based projects which are original, involve choice, and contribute to both the adolescent and larger communities while supporting a wide exposure to the disciplines.

Administrative Workshops

Understanding Parents, Understanding Teachers

Michael Thompson, Ph.D.

Saturday, 9:00am to 12:00pm



Ninety-five percent of parents are loving and concerned people who only want their child known and well-taught. Five percent of parents act their difficulties out on the school with an often unintentional but negative impact. In this morning workshop, Michael will help provide suggestions and actionable solutions for managing difficult parents and offer insights for administrators to both support and arm teachers with tools to maintain peaceful communities through his unique perspective of understanding family styles.

Understanding School Culture and the Shadow Life of Organizations

Saturday, 1:30 to 4:30pm

Continuing to build on the theme of the preparation of the adult, Michael will help participants identify the keys to being reflective about the critical elements of Montessori school administration and the importance of strong, quality leadership and what that looks like in practice. Participants will leave with specific strategies for creating positive school culture.

Administrative Workshops



Parent Expectations:

Answers to Common Questions

Dr. Stephen Hughes; Laura Shaw;
James Moudry

Sunday, 9am to 12pm – Panel Presentation



All three panelists will share their review of research and data that can be used to support the benefits of the Montessori method for children, families and the community. Participants will walk away with resources at their fingertips to share with their parents and teachers, to continue to grow confidence of Montessori education.



Teacher Stages of Development

Grae Baker and Maura Joyce

Sunday, 1:30 to 4:30pm



As do the children, teachers also go through stages of development that must be considered and nurtured. Grae Baker, with the support of Maura Joyce, will discuss a framework for school organizational thinking and administrative practice based in the Montessori principles of normalization and community that acknowledges the reality of continual human development. The afternoon will provide an opportunity for participants to learn from the experiences of seasoned administrators around peer observation, meaningful faculty development, and helping teachers reach their full potential.

Assistants' Workshop

Creating a Partnership to Serve the Child

Polli Soholt

Saturday & Sunday
9am to 4:30pm



In the course of our two days together, we will examine several aspects of the assistant position in the Children's House. In fact, the assistant position is very important, even though the assistant is not demonstrating materials to the children. Assistants provide valuable information to the guides through their observations and interactions with the children. In order to provide an optimal environment for the children, the assistant and guide can strive to form a partnership in which both adults can use their talents and skills and support each other in this important work.

To lay the foundation, we will explore Montessori theory so that assistants will be able to understand the importance of observation and why the duties of the guide and the assistant are both very important to the well-being of the children. We will also examine the children's language development, as well as the development of their minds, the magic of the sensitive periods, and Dr. Montessori's view of errors and their correction. This theoretical foundation will also help assistants understand Dr. Montessori's definitions of freedom and discipline, which will help the assistants understand the reasons for the guidelines we give the children. In addition, we will explore and practice ways of communicating with the children that are warm, respectful, and clear.

We will also devote some time for assistants to reflect on the talents and skills they possess which could be used to offer an even richer environment to the children. Additional time will be spent examining ways that the assistant and the guide can stay in constant communication with each other, sharing information about the children which will benefit their daily work with them.

Parents' Workshop



The Core of Montessori

Laura Flores Shaw

Saturday

A.M. SESSION – 9am to 12pm

Parents frequently ask, “What is Montessori education?” Responses to this question vary, but they typically include references to technical aspects of the method, such as the use of hands-on materials or mixed-age classrooms. While such responses are not incorrect, they do not express the most important benefit — the core — of Montessori education and its contribution to children’s self-esteem development. The Core of Montessori connects this benefit to recent research and explains it in terms relevant for parents, giving clearer understanding of how Montessori guides children toward becoming contributing members of society.

P.M. SESSION – 1:30 to 4:30pm

Supporting Our Child’s Montessori Education at Home

This interactive workshop builds upon the information provided in the Core of Montessori, and it debunks some common myths parents believe about development. Using this knowledge as a foundation, parents will develop concrete ways they can effectively support their child’s Montessori education and foster their child’s authentic self-esteem at home. Parents will leave this session with tools for their parenting tool box and research based knowledge (rather than societal opinions) upon which they can base future parenting decisions.

Special Interest Workshops

OPEN TO ALL

LEADERSHIP WORKSHOP

The Pedagogical Lens of Leadership

Gretchen Hall

Friday,
10:00am to 12:00pm



Effective leadership requires a complex set of knowledge, skills, and qualities. For those who lead Montessori schools, pedagogical understanding is an essential component of their knowledge base for it provides a lens which frames procedures and policies and shapes culture and community. This session will examine the foundations of Montessori theory and how it guides the goals and mission of your school. It is appropriate for all school leaders and especially relevant to those who are new to leadership or who are untrained.



INCLUSION WORKSHOP

Montessori and the Child with Special Needs

Monica Smith

Friday, February 13
10:00am to 12:00pm

What did Maria Montessori tell us about children with special needs? What are the Montessori principles and practices that are especially important to consider when working with children who need additional help? Do you have children who do not take to the practical life material and sensorial materials? Join us for a discussion about the children of today who enter our classrooms with greater needs, and learn how to take a deeper look at the Montessori legacy to help you support all of the children who enter your Montessori prepared environment. We will also learn about action research, and how you can use it to enhance your understanding and practice of Montessori.

Advocacy Workshop



Friday,
1:00pm to 3:00pm

Members of the MPPI from both AMI and AMS as well as State Advocacy Coalition representatives will lead a discussion and workshop about the following:

- What are the leading issues affecting Montessori communities at the state level as identified through a Needs-Assessment conducted by the MPPI?
- How can an initiative like the MPPI serve to address these issues and assist states to remove barriers to the provision of authentic Montessori practice?
- How can advocates at the state level aid in designing and implementing issue briefs and advocacy resources, as well as help to identify communication tools for increased collaboration.

Speaker Bios

Sarah Werner Andrews

Sarah Werner Andrews is an AMI Primary Trainer at Montessori Northwest in Portland, Oregon. She holds a Bachelor's Degree in Music Performance, an M.Ed. from Loyola University, AMI Primary and Elementary diplomas, and is an Oregon Registry Master Trainer. In addition to teacher training at MNW, Sarah is an AMI consultant, examiner, and national presenter. Sarah began her work in Montessori education in 1987, enjoyed many years of teaching experience at both the primary and elementary levels, and is a recipient of the Susie Huston Memorial Award for Outstanding Teaching. Sarah has served on the Board of Directors for the Oregon Montessori Association, Montessori (Institute) Northwest, and is currently a board member for NAMTA. Sarah and her husband, Dave, have two teenage sons, Julian and Evan, who are great reminders to listen, keep learning, and not take life too seriously. Sarah enjoys botany, music, croissants, a great book, historical documentaries, and the amazing story of the Bretz Floods.

Grae Baker

Grae Baker is the Head of School at Austin Montessori School in Austin, TX. Grae holds an AMI elementary diploma, a B.A. in political science from the University of North Carolina at Chapel Hill, a M.Ed. in Montessori education from Loyola College, and has attended the AMI Orientation to Adolescent Studies. He began his work in Montessori as a primary classroom assistant. He later served as a guide in upper elementary, 6-12 elementary, and as founding lead teacher of the adolescent program at Omni Montessori School in Charlotte, NC where he went on to serve as Head of School.

Kay Baker, Ph.D.

Kay M. Baker is currently the Director of Training for the AMI Elementary Course for children ages 6–12 at the Montessori Institute of San Diego. Her academic qualifications include a bachelor's degree in mathematics, a master's and Ph.D. in mathematics education and AMI diplomas for children ages 3–6 and 6–12. Dr. Baker is also an AMI consultant for primary and elementary classes. She has given many talks and workshops nationally and internationally on topics ranging from the four planes of development to suitable classroom practices. Dr. Baker is particularly interested in children's thinking, having investigated children's solution strategies for multiplication word problems for her doctoral dissertation. She has spent her career considering the necessity for adults to continue to learn in order to aid the life of the child throughout development.

Laurie Ewert-Krocker

Laurie Ewert-Krocker is pedagogical advisor at Hershey Montessori School's Adolescent Community in Huntsburg, OH. She holds AMI diplomas at both the primary and elementary levels, a BA in English from John Carroll University (OH), and an MA in English from the University of Washington. Ms. Ewert-Krocker was the founding head teacher of the Hershey Montessori School's Adolescent Community, a Montessori farm school model most recently being planned for students ages 12–18 where she continues to innovate through practice, and is able to use the farm as the basis for preparing teachers in the NAMTA orientation.

Speaker Bios

Alison Gopnik

Alison Gopnik is a professor of psychology and affiliate professor of philosophy at the University of California at Berkeley. She received her BA from McGill University and her Ph.D. from Oxford University. She is one of the foremost scientists studying children's learning and development and was the first to argue that children's minds could help us understand deep philosophical questions. She is the author or coauthor of over 100 journal articles and several books including "Words, thoughts and theories" MIT Press, 1997, and the bestselling and critically acclaimed popular books "The Scientist in the Crib" William Morrow, 1999, and "The Philosophical Baby: What children's minds tell us about love, truth and the meaning of life" Farrar, Strauss and Giroux, 2009. She writes the Mind and Matter science column for the *Wall Street Journal*. And she has also written widely about cognitive science and psychology for *Science*, *The New York Times*, *Scientific American*, *The Times Literary Supplement*, *The New York Review of Books*, *New Scientist* and *Slate*, among others. She has frequently appeared on TV and radio including "The Charlie Rose Show" and "The Colbert Report", and her TED talk has been viewed more than a million times. She has three sons and two grand-children and lives in Berkeley, California, with her husband Alvy Ray Smith.

Gretchen Hall

Gretchen Hall is the AMI Primary Director of Training at the Montessori Training Center of New England and the Director of CREC Montessori Magnet School, both located in Hartford Connecticut. Ms. Hall has over 20 years of Montessori experience both public and private schools as a classroom teacher,

administrator, consultant and lecturer. She has a Bachelor of Science degree in Electrical Engineering from Michigan State University and a Master's Degree in Montessori Education from Loyola University.

Stephen Hughes, Ph.D.

Steven J. Hughes, PhD, ABPdN, is Director of The Center for Research on Developmental Education, and past president of the American Academy of Pediatric Neuropsychology. He serves as Chair of the Association Montessori Internationale Global Research Committee, and lectures to Montessori audiences around the world about education, and brain development. Dr. Hughes is a Fellow at the Inamori International Center for Ethics and Excellence at Case Western Reserve University, and has a private pediatric in neuropsychology practice in St. Paul, Minnesota.

Maura Joyce

Maura Joyce has been Head of School at Montessori in Redlands (California) since July 2000. She holds diplomas from the Association Montessori Internationale at both the Primary (3-6) and Elementary (6-12) levels, and a Masters degree in Education from Loyola College. Maura has ten years of classroom teaching experience at the Elementary and Adolescent levels. She has been a featured presenter at AMI/USA's Administrator's Workshop (2004, 2008, 2013) and has been part of the training team for the North American Montessori Teachers Association (NAMTA) annual Whole School Management Workshop since 2008. She also has lectured at the Montessori Institute of San Diego, and various Montessori schools around the country. AMI/USA has published two of her articles: *Creating a Culture of Community Service* (AMI/USA Parenting for a New World, March 2005) and *Give Up the Fight* (AMI/USA

Speaker Bios

Journal, Spring 2013). Maura also contributed a chapter on Montessori Education for the book, *Choosing the Right Educational Path for Your Child* (Roman and Littlefield Education, 2008). Maura serves on the Board of the Montessori Administrator's Association and is the parent of a Montessori student.

David Kahn

David Kahn has served as a director for various non-profit Montessori management organizations over the last 40 years. He has 17 years of Montessori teaching experience, 12 of them as teaching principal at Ruffing Montessori School (Cleveland Heights, OH). Mr. Kahn was founding director of the Hershey Montessori School's Adolescent Community in Huntsburg, OH, an internationally acclaimed Montessori farm school model for adolescent education. He also serves as founding director emeritus of Montessori High School at University Circle (Cleveland, OH), which has quickly emerged as another significant experiment. David developed the summer training institute with Laurie Ewert-Krocker and Jenny Hoglund, The AMI Montessori Orientation to Adolescent Studies, to guide and develop teachers who work with students ages 12–18. Currently the Orientation takes place in United States and Sweden, and next year will be implemented in also in Australia and Mexico.

Greg MacDonald

Greg MacDonald is an AMI Elementary Director of Training who has trained Montessori elementary teachers in the USA, Canada, Italy, Japan, Switzerland, Germany and Mexico. He co-directed the first AMI elementary course to be offered in Japan and in 2013–2014 he directed the first AMI elementary training course to be offered in Mexico. Greg holds AMI 3–6 and

6–12 diplomas, and an elementary teaching diploma from the State College of Victoria in Burwood (Australia). He earned a Bachelor's degree from the University of Southern Queensland (Australia) and a Master's degree in education from Loyola College in Maryland (USA). He has directed Montessori 3–6, 6–9, 9–12 and 6–12 classrooms. He has also worked as an elementary teacher in public schools, and he has served as Principal of both traditional and Montessori schools. Besides conducting his regular course programs in the United States, Greg is an AMI-USA school consultant and he is a regular speaker at Montessori workshops, parent evenings and conferences nationally and internationally.

David McNees

David McNees is a guide at Hershey Montessori's Adolescent Community in Huntsburg, OH. He holds a BA in English from U.C. Berkeley, a Master's degree in Creative Art Therapy, Applied Psychology from New York University in the Steinhardt Graduate School of Education and a certificate from NAMTA's Montessori Orientation to Adolescent Studies.

James Moudry

James Moudry is an author, presenter, and advocate for responsive education for children of all ages. He concentrates on professional development and personal transformation for adults working with children. He focuses on supporting professionals serving teenagers in school environments. James has worked in adolescent programs as a administrator, faculty member, and coach. He presents on adolescent program design and community-centered education nationally and internationally including at the North American Montessori Teachers Association's colloquia and Montessori Orientation to



Speaker Bios

Adolescent Studies. His current position is High School Director at The Post Oak School in Houston, Texas. He also serves on the Board of the Montessori Administrators Association and as a member of the AMI Global Research Group.

Katy Myers

Katy Myers is currently the founding principal of Denver Montessori Junior/Senior High School located in Denver, CO. In addition Katy consults with schools throughout the U.S. Katy was a founding parent of Compass Montessori, a pre-K through 12th grade public Montessori charter school in Golden, CO where she served as the business manager and assistant head of school for four years and head of school for six years. Katy's educational background includes elementary Montessori diploma (AMI), adolescent Montessori certification (NAMTA), a B.S. in speech and economics from Northwestern University, and an M.Ed from Arizona State University in education administration and supervision.

Judi Orion

Judi Orion is a 0-3 and 3-6 trainer and consultant, conducting courses in the US, Europe, Asia and Australia. She began her training career as a 3-6 trainer, was a participant in the first AMI 0-3 course in Rome in 1980/81, has been a 0-3 trainer since 1985 and pioneered AMI's Birth to Six courses. She has worked extensively with parents, implementing Parent/Infant Groups as an early extension of the 0-3 work. She directs the 0-3 training in Denver, Colorado every summer and trains elsewhere around the globe during the US academic year.

Keith Sawyer

Dr. R. Keith Sawyer, a professor of education at the University of North Carolina in Chapel Hill, studies creativity, learning, and collaboration. After receiving his computer science degree from MIT in 1982, he began his career with a two-year stint designing videogames for Atari. His titles included Food Fight, Neon, and Magician. From 1984 to 1990, he was a principal at Kenan Systems Corporation, where he worked as a management consultant on innovation technologies. His clients included Citicorp, AT&T, and U.S. West. In 1990, Dr. Sawyer began his doctoral studies in psychology, where he studied creativity with Dr. Mihaly Csikszentmihalyi (author of bestselling books such as *Flow* and *Creativity*). Since receiving his Ph.D. in 1994, he has dedicated his career to research on creativity, collaboration, and learning. He has been a jazz pianist for over 30 years, and spent several years playing piano with Chicago improv theater groups. Dr. Sawyer has published fourteen books and over 80 scientific articles. His research has been featured on CNN, Fox News, *TIME*, *New York Times*, *Wall Street Journal*, NPR and other media. A popular speaker, he lectures to corporations, associations, and universities around the world on creativity and innovation.

Laura Flores Shaw

Laura Flores Shaw is a former school therapist and Montessori head of school. She has bachelor's and master's degrees in psychology and is currently working towards her doctorate in education, specializing in mind, brain, and teaching, at the Johns Hopkins University School of Education. She is a writer, speaker, and Montessori advocate. Her latest writing project (aside



Speaker Bios

from her dissertation) is a book intended to empower parents with research-based knowledge about child development, freeing them from common, anxiety-inducing development myths.

Monica Smith

Monica Sullivan-Smith holds a master's degree in Inclusive Early Childhood Education, and has New York State certification in Regular Education and Special Education (0 to second grade). She earned her Association Montessori Internationale (AMI) Primary Diploma from the Maria Montessori Training Organization in London. Ms. Smith participated in the first assembly of Educateurs sans Frontières (EsF) in Italy (1999), the second EsF Assembly in Spain (2004), and the third EsF Assembly in Dallas (2011). Ms. Smith is a Primary Teacher in the Montessori Academy in Public School District of Rochester, NY. With Dr. Erhart, Ms. Smith co-founded The Montessori Intervention Programs. Dr. Erhart and Ms. Smith have supported, and lectured at, the new AMI Inclusive Education Course at MISD.

Polli Soholt

Before becoming a Montessori guide, Polli Soholt was a public school teacher. She received her AMI diploma in 1970, and went on to work at the San Jose Montessori School from 1970 to 2010. She contributed 29 years as a guide, 36 years as owner and administrator of the school. She was an editor for Point of Interest for 20 years, and contributes to the AMI-USA newsletter and the NAMTA *Journal*. Her experience as a speaker includes leading NAMTA workshops, and speaking for parent, teacher, and general public workshops.

Michael Thompson

Michael Thompson, Ph.D. is a consultant, author and psychologist specializing in children and families. He is the supervising psychologist for the Belmont Hill School and has worked in more than five hundred schools across the United States, as well as in international schools in Central America, Europe, Africa and Asia. A dedicated speaker and traveler, Dr. Thompson has appeared on The Today Show, The Oprah Winfrey Show, ABC 20/20, CBS 60 Minutes, The Early Show and Good Morning America. He has been quoted in the *New York Times*, *The Washington Post*, *Newsweek*, *Time* and *U.S. News and World Report* and has been a guest on NPR's "Morning Edition" with Susan Stamberg, "Talk of the Nation" with Ray Suarez and the Diane Rhem Show. He wrote, narrated and hosted a two-hour PBS documentary entitled "Raising Cain" that was broadcast nationally in 2006. Dr. Thompson is a past member of the board of the American Camping Association and is on the Advisory Board of *Parent Magazine*. Dr. Thompson lives in Arlington, Massachusetts. He is married to Dr. Theresa McNally, a psychotherapist, is the father of Joanna, 27, and Will, 21, and a recent grandfather of Aubrey, born in February, 2012.

WHAT TO DO IN ATLANTA

Atlanta, with its rich history and energetic atmosphere, has everything that you could want to make the 2015 Refresher Course an unforgettable experience. Atlanta is home to a vibrant nightlife, with excellent restaurants and attractions, and a rich history, from the Civil War to the Civil Rights Movement of the 1960s. With cuisine from all over the world, Atlanta has over 9,000 restaurants to choose from and a plethora of smaller eateries that cater to all dining needs. Attractions include:



Centennial Olympic Park

A walkway made up of 500,000 commemorative bricks raised funds for the 1996 Olympic games, for which Atlanta's Centennial Olympic Park was built. The 21-acre public park hosts millions of visitors annually for its numerous events ranging from music shows to holiday events.

Folk Art Park

The first permanent outdoor tribute to folk art, the Folk Art Park was completed for the 1996 Centennial Olympic Games. The Park reclaims the cement islands created by two freeway bridges in downtown Atlanta. The Park pays homage to the rich and deep tradition of Southern folk art.

Georgia Aquarium

You don't have to travel to the Galapagos or Mozambique to Scuba dive with whale sharks. Nor do you need to head offshore to watch dolphins' antics. You can do it at the world's entire largest aquarium right in Atlanta. More than 120,000 different animals reside in the 8.5 million gallons here, separated into over 60 different habitats.

Mall at Peachtree Center

Peachtree Center's three-tiered mall is located at in the heart of Atlanta and only 0.11 miles away from the Marriott Marquis. It has over sixty retail shops, twenty upscale restaurants and plenty of sights to keep you entertained.

National Center for Civil and Human Rights

The Center for Civil and Human Rights in downtown Atlanta is an engaging cultural attraction that connects the American Civil Rights Movement to today's Global Human Rights Movements. Established in 2007, The Center's groundbreaking 43,000 square-foot facility is located on Pemberton Place, adjacent to the World of Coca-Cola and the Georgia Aquarium.

World of Coca Cola

Coca Cola lovers of the world unite! At the World of Coca Cola in downtown Atlanta, GA, visitors can learn about the history of this beloved drink, as well as sample over 60 different Coke beverages from all over the world. This two-level museum contains exhibits such as the Perfect Pauses Theater, where you can watch Coca Cola advertisements throughout the years, and Bottle Works, a working bottling line.

Zoo Atlanta

Zoo Atlanta is one of Atlanta's biggest attractions and is one of the oldest run zoos in the United States. It encompasses approximately forty acres with two hundred and twenty different species of animals.

ACCOMMODATIONS

Atlanta Marriott Marquis

265 Peachtree Center Avenue
Atlanta, GA 30303
404-521-0000

The Atlanta Marriott Marquis is less than half a mile away from the mall at Peachtree Center with over sixty shops to choose from. The neighboring area has a variety of attractions including an aquarium, various parks and art galleries to keep you entertained.

Hotel offers complimentary:

- Access to fitness and recreation center
- Access to indoor pool
- Newspaper delivered to room upon request
- High-speed wireless Internet access

Getting to Atlanta

The ATL international airport is one of the biggest airports in the nation and is in close proximity to the Atlanta Marriott Marquis hotel.

- Hartsfield-Jackson Atlanta International Airport (ATL) / 12 miles

Transportation Info

For transportation to and from hotel, airport shuttle services are available. The Atlanta Airport Shuttle Service, operated by A-national Limousine provides services from the airport to downtown Atlanta. To reserve a space, visit <http://www.taass.net/>.

Shuttle service is also available through the hotel. Contact the hotel directly to arrange service.

Taxi service is available as well.

Rates and Policies

Single/double: \$139 **Triple/quad:** \$139

Cut-off date: January 20, 2015 5:00 p.m., Central Time

- Rates will be available three days prior and three days after the event dates, subject to availability.
- Reservations must be canceled no later than 6:00 p.m., Central Time, the day before your reservations commence to avoid a one-night penalty.
- An early departure fee equal to one night's room and tax will apply unless you advise the hotel at or before check-in of any change in your planned length of stay

*Every effort has been made to ensure sufficient sleeping room accommodations at the conference headquarters. On occasion, however, the reserved room block fills to capacity before the cut-off date.

Reserve your rooms early! *If the room block fills prior to cut-off date, rate and availability cannot be guaranteed.*

Make Your Reservations

To receive the group rate, register online using the URL provided below, or mention the group name when making your reservations by phone.

Online: <https://aws.passkey.com/event/11956739/owner/321/home>

By phone: 404-521-0000

Registration Information

Options

KEYNOTE ADDRESS

Open to all. An AMI diploma is not required.

REFRESHER COURSE

An AMI diploma is required.

ADOLESCENT WORKSHOP

Open to adolescent educators and those who are interested in adolescent work (an AMI diploma is not required); register at www.montessori-namta.org or call 440-834-4011.

ADMINISTRATIVE WORKSHOP

Open to all administrative staff and school board members at AMI schools and aspiring AMI schools (an AMI diploma is not required).

ASSISTANTS' WORKSHOP

Open to classroom assistants at the primary and elementary levels, as well as support staff and AMI teacher trainees (an AMI diploma is not required).

PARENTS' WORKSHOP

Open to all interested parents. An AMI diploma is not required.

ADVOCACY WORKSHOP

Open to all. An AMI diploma is not required.

LEADERSHIP WORKSHOP

Open to all trained and non-trained heads of school and teachers. An AMI diploma is not required.

INCLUSION WORKSHOP

Open to all. An AMI diploma is not required.

REGISTRATION DEADLINES

Monday, January 5, 2015

Early Bird Deadline

Registrations must be postmarked (or time stamped for online registrations) by January 5th to receive the early bird rate.

Monday, January 26, 2015

Pre-registration Deadline

All advance registrations must be received by January 26th. After this date, registration will only be accepted on-site* (see registration times on page 29).

*Please note: A higher fee will apply for walk-in registrations.

RATES	EARLY BIRD*	REGULAR	WALK-IN	TRAINER/ CONSULTANT	TRAINEE
REFRESHER COURSE	\$395	\$425	\$450	\$200	—
ADMINISTRATIVE WORKSHOP	\$415	\$475	\$500	\$200	—
ASSISTANTS' WORKSHOP	\$395	\$425	\$450	\$200	\$295
ADOLESCENT WORKSHOP	Please register for the adolescent workshop through NAMTA.				
ADVOCACY WORKSHOP	No Cost				
LEADERSHIP WORKSHOP	\$100				
INCLUSION WORKSHOP	\$100				
	HALF-DAY	FULL-DAY	FULL DAY & KEYNOTE SPEAKER		
PARENTS' WORKSHOP	\$50	\$125	\$150		

DISCOUNTS

AMI school discount: AMI recognized schools sending three or more staff members may deduct \$25 from each registration (except as limited by policies—see page 26).

Trainer/consultant discount: AMI trainers and consultants may register for any course/workshop at a special discount rate. Does not apply to the NAMTA Adolescent Workshop, and the AMI school discount cannot be deducted from the trainer/consultant rate.

Trainee discount: People currently enrolled in an AMI training course may register for the assistants' workshop at a special discount rate. Please include the name of your training center on your registration form. AMI school discount cannot be deducted from the trainee rate.

Membership

Participants in the refresher course (A to I, primary, and elementary) must have an AMI membership current through February 17, 2015.

Those attending the elementary refresher course must also have a current EAA membership.

Registration Information

POLICIES

Discount Policies

An AMI school discount of \$25 per registration can be applied to participants of the refresher course, administrative workshop, and assistants' workshop.

The school discount cannot be applied to the parent workshop, Friday workshops, or NAMTA adolescent workshop.

AMI school discount may be applied to full conference registrations only; single-day registrations are not eligible for the school discount.

Only one discount may be applied per registration (i.e., AMI school discount, trainer/consultant discount, or trainee discount).

Cancellation/Refund Policies

75% of the registration fee paid, excluding non-refundable deposits, will be refunded if the follow procedures are followed:

- requests must be made in writing (includes e-mail)
- all requests must be received by Friday, January 30, 2015.

Registration Transfer Policy

Registration may be transferred from one staff member to another within the same school by contacting the AMI/USA office prior to Friday, January 30, 2015.

Meal Preference

Changes to meal preference are permitted until January 30, 2015.

Certificates

A letter documenting the hours of attendance for the administrative and assistants' workshop participants is available upon written request following the conference.

Refresher course certificates are distributed on Monday following the closing panel for those who register prior to January 26, 2015. Unclaimed certificates and certificates for those who registered after January 26, 2015, will be mailed upon written request.

Certificates that are requested more than six months after the course will be charged a \$15 processing fee.

Registration form

REGISTER ONLINE AT www.amiusa.org

Name _____

Address _____

City _____ State/Province _____ Zip Code _____ Country _____

E-mail _____ Phone _____ Cell Phone _____

School/Training Center Name *(required if you are taking the school or trainee discount)*

Meal Preference: Standard Vegetarian

Refresher Course

A to I

Primary

Elementary

Select only one level.
You must hold
an AMI diploma for
the level you select.

Early Bird Rate

postmarked by 1/5/2015

\$395

_____ (a)

Regular Rate

postmarked after 1/5/2015

\$425

_____ (b)

Walk-in Rate

\$450

_____ (c)

AMI Trainer/ Consultant

\$200

_____ (d)

Registration includes keynote & reception, and lunches on Saturday and Sunday.

Diploma Information (provide this information only for the age level that you will attend)

A to I

Primary

Elementary

Training Center _____

Diploma Number _____

Year of Graduation _____

Administrative Workshop (AMI Diploma not required)

Full Workshop Registration

Registration includes keynote & reception,
and lunches on Saturday & Sunday.

Early Bird Rate

postmarked by 1/5/2015

\$415

_____ (e)

Regular Rate

postmarked after 1/5/2015

\$475

_____ (f)

Walk-in Rate

\$500

_____ (g)

Single Day Registration

Registration includes breaks and lunches only
on the day(s) you attend.

Single Day Early Bird Rate

postmarked by 1/5/2015

\$210

_____ (h)

Single Day Regular Rate

postmarked after 1/5/2015

\$235

_____ (i)

Sat Sun

Single Day Walk-in Rate

\$250

_____ (j)

I am interested in learning more about the Meet & Greet/Networking Event

NAMTA—Adolescent Workshop

Registration will be available on the NAMTA (North American Montessori Teachers Association) website:
www.montessori-namta.org, or contact NAMTA by phone: (440) 834-4011.

Assistants' Workshop

Registration includes keynote & reception, and lunches on Saturday & Sunday.	Early Bird Rate postmarked by 1/5/2015	\$395	_____ (k)
	Regular Rate postmarked after 1/5/2015	\$425	_____ (l)
	Walk-in Rate	\$450	_____ (m)
	Trainee Rate	\$295	_____ (n)

Parents' Workshop

Includes Lunch	Full-day	\$125	_____ (o)
Lunch not included	Select One: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Half-day a.m. or p.m.	\$50 _____ (p)
Includes lunch, opening panel, and reception	Full-day & Keynote	\$150	_____ (q)

Advocacy Workshop

Does not include lunch \$0

Leadership Workshop

Does not include lunch \$100 _____ (r)

Inclusion Workshop

Does not include lunch \$100 _____ (s)

AMI Membership

Refresher course participants (A to I, primary, and elementary) must be current AMI members.

- I am a current AMI member through February 17, 2015
- Please add/renew my AMI membership
- \$75 U.S. resident (non-refundable) _____ (t)
- \$95 Non-U.S. resident (non-refundable)
- Not required _____

EAA Membership

Elementary refresher course participants must also be current AMI/EAA members. Download a membership form at www.ami-eea.org.

- I am a current EAA member through February 17, 2015
- Please add/renew my EAA membership
- \$40 U.S. resident (non-refundable) _____ (u)
- \$55 Non-U.S. resident (non-refundable)
- Not required _____

AMI School Discount

AMI recognized schools sending three or more staff members may deduct \$25 from each registration (except as limited by policies) _____ (v)

Payment Method

- I have enclosed a check or money order (made payable to AMI/USA)
- Charge the amount indicated in the grand total (deposit or full payment) to my credit card. I also agree that any balance due, including required membership fees, will automatically be charged to the same card on January 26, 2015 unless I make other arrangements with AMI/USA before that date.

_____ Total lines (a) through (u), minus (v) full payment \$100 non-refundable deposit (balance due 1/26/15)

Card Number

Exp.

Signature

Open Meeting with the AMI/USA board

Saturday, February 14, 5:00 – 6:00pm

Meet AMI/USA board members, discuss current board activities and initiatives, and address questions.

Meet and Greet/ Networking Opportunity

Sunday, February 15, 5:00 – 7:00pm

Visit with school heads to find job opportunities available now and for next year.

Leadership Workshop

Friday, February 13, 10:00 am-12:00pm

Administrative leadership and policy work that supports best practice, effective teaching, and optimal outcomes

Inclusion Workshop

Friday, February 13, 10:00 am-12:00pm

Learn more about how the Montessori legacy can help you support all of the children in the prepared environment.

Advocacy Workshop

Friday, February 13, 1:00-3:00pm

Learn about opportunities for you to contribute to raising Montessori awareness at state and national levels.

School Tours

Saturday, February 14, 6:00pm

Sign up on site

**Fee to be determined and paid on-site*

Registration Times

Friday, February 13

8:30–11:00am

12:30–2:00pm

4:00–6:30pm

Saturday, February 14

7:15–8:45am

To avoid delays, walk-in registration closes 30 minutes before the keynote address on Friday evening.

Send Your Registration To:

AMI/USA

526 King Street, Suite 203

Alexandria, VA 22314

Or register online at
www.amiusa.org

On-site Coordinator

Alison Sherrill

alisons@arbormontessori.org

Executive Assistant

N'deye Ba

ndeye@amiusa.org

**Association Montessori International
of the United States, Inc.**

526 King Street, Suite 203
Alexandria, VA 22314



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