

The Complete Classroom

Preparing the Intangible Environment

Refresher Course and Workshops

Phoenix, Arizona

February 16-19, 2018



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LOYOLA
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www.montessori-ami.org



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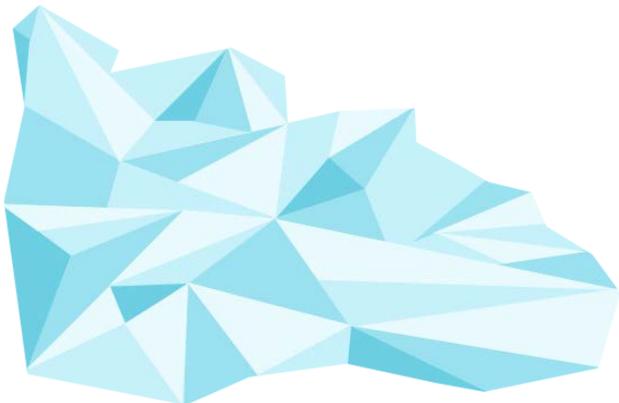


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The Complete Classroom Preparing the Intangible Environment

“Education should not limit itself to seeking new methods for a mostly arid transmission of knowledge: its aim must be to give the necessary aid to human development.”

—Maria Montessori, *From Childhood to Adolescence*

“Plainly, the environment must be a living one, directed by a higher intelligence, arranged by an adult who is prepared for his mission.”

—Montessori, *The Absorbent Mind*

Before children first enter a Montessori classroom, the environment is lovingly prepared. Color-coded cloths are folded, artwork placed just at eye level on the walls, and rakes and shovels are hung on hooks for gardening and excavation. The corners of the red rods shine with freshly applied paint, and new objects are found to entice the emerging reader. However, a Montessori classroom is so much more than a prepared environment. At this year’s Refresher Course and Workshop, we will examine that which sets AMI Montessori apart: the intangible environment – freedom and discipline, grace and courtesy, observation, and so much more – elevates the classroom into an ecosystem for the child’s development. It enables children to normalize, to engage in purposeful activity that calls to them, and prepares them for life by meeting them where they are and offering them a society of their own. The preparation of the adult, finely honed in our AMI training, enables the classroom to transcend its materials. The directress, whose title suggests the importance of her behind-the-scenes work, gives life to the intangible aspects of the prepared environment and creates a truly complete classroom.

Schedule

Friday February 16

9:00 a.m. - 12:00 p.m.
Special Interest Workshop A*

10:00 a.m. - 12:00 p.m.
Special Interest Workshop B*

1:00 - 4:00 p.m.
Special Interest Workshop C*

3:00 - 5:00 p.m.
Special Interest Workshop D*

7:00 - 8:30 p.m.
Opening Keynote

8:30 - 10:00 p.m.
Welcome Reception

Saturday, February 17

7:00 - 8:00 a.m.
Morning Yoga

9:00 a.m. - 5:00 p.m.
Lecture Sessions**
Break: 10:15 - 10:45 a.m.
Lunch: 12:00 - 1:30 p.m.
Break: 3:00 - 3:30 p.m.

5:00 - 6:00 p.m.
Open Meeting with the AMI/USA Board

6:00 - 8:00 p.m.
Local School Tours

Sunday February 18

7:00 - 8:00 a.m.
Morning Yoga

9:00 a.m. - 5:00 p.m.
Lecture Sessions**
Break: 10:15 - 10:45 a.m.
Lunch: 12:00 - 1:30 p.m.
Break: 3:00 - 3:30 p.m.

5:00 - 7:00 p.m.
Meet & Greet/Networking

Monday, February 19

9:00 - 10:30 a.m.
Special Interest Workshops

10:30 a.m. - 12:00 p.m.
Bold Goal/Closing

Registration Times

Friday
8:00 a.m. - 6:30 p.m.

Saturday
7:30 - 9:00 a.m.

*Attendance required to obtain certificate - sign in as indicated on-site

**Attendance required to obtain certificate and/or CEUs - sign in as indicated on-site

Keynote Address



Slow Food Values in a Fast Food World

How the values of our fast-food world—efficiency, availability, and cheapness—have influenced our society. Are Slow Food values the antidote to our current culture of convenience? Alice will discuss the principles of Slow Food—sustainability, seasonality, and community—in creating a “delicious revolution.”



Alice Waters

**Alice Waters will sign copies of her new book, *Coming to My Senses: The Making of a Counterculture Cook*, following the Keynote Address. **

Assistants to Infancy



Maria Teresa “Chacha”
Vidales

The Importance of the Adult in the Prepared Environment

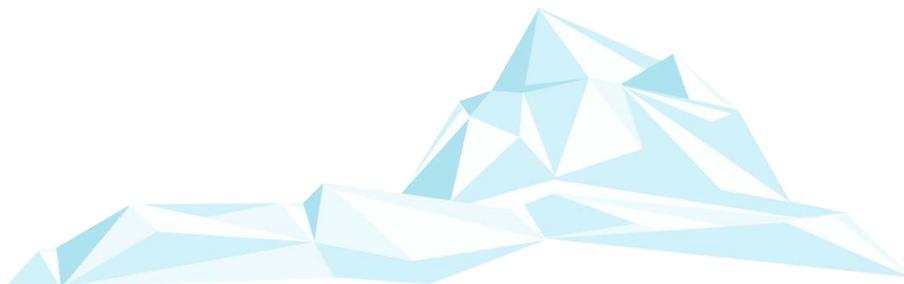
At the moment of birth, we are born with the potential of developing fully as human beings; who we become, or up to which point we will develop, will be in close connection with the kind of experiences that we have in our environment.

It is our responsibility as Educators to give the child the best opportunities for his development, by discovering who is this child in front of us with his unique needs and characteristics, so that we can prepare the environment. This way we will be working hand by hand with the nature of the child giving him the best tools that he will need to become the human being that he is meant to become.

We must understand that the manifestation of the love that the adult has for the child is made visible through the preparation of the environment and that we as adults at this period are the most important part of the environment because we are the role model for the child for what it means to be human.

If we want a better world for our children we need to give them the best opportunities to develop fully, so they can become people that are willing to be better human beings every moment of their lives.

Keeping in mind that with each child, a new hope and promise for all of us is born.



Primary



Jennifer Shields

Creating an Atmosphere of Harmony

What does it mean to live with children in a Montessori environment? Is it a matter of filling low shelves with the materials listed in our albums? Is it about having the right number of children and a three-hour work cycle? Can we have all these elements, but ignore the spirit of Maria Montessori's discovery of the child?

Montessori described the psychic development of the young child as parallel to physical development in the womb—but now, in the first plane, “another kind of gestation in the outside world, incarnating a spirit whose seeds are latent and unconscious within him.” *Education and Peace* (Clio, p. 16) The adult must be sensitive to this, providing “delicate care” to the child who is “following rhythms of activity that do not have the slightest resemblance to those of the aggressive adult bent on conquest.”

Too often, we struggle to connect children to work and we get stuck in our traditional vision of ourselves as teachers who give children knowledge. The spirit of Montessori's work, however, is to guide the child who is motivated by innate needs and drives. If we can reconnect with the essence of the characteristics of the children in our care, we can revitalize our environments so we can live joyously with them rather than forcing them to do the work we think is appropriate/challenging. If the child's main work is to create herself, to form her personality, what does that mean for our role as adults in her company?

In this two-day workshop, Jennifer will explore how a guide successfully integrates the core ideals of respectful and joyous teaching into a modern Montessori casa, with practical ideas for implementing best practices. This will include:

- Exploring the adult's role in protecting the necessary freedoms that children by birth deserve and how to balance these freedoms with the limits required by living in community.
- Meaningfully connecting children with the outdoors and nature—beyond vocabulary cards.
- Creating relevant, compelling, real practical life activities that can progress over time, nourishing the child's hand and mind.
- Building a spoken language environment that will support a child's delight in the world, bond the child to the adult, and contribute to eventual success with writing and reading
- Offering moral development through the brilliant technique of grace and courtesy. We will review the elements of this strategy, watch examples of the lessons, and create and practice these essential lessons
- Imagining all-day Montessori—how can we live in a Montessori way during arrival, snack, lunch, naptime, and “after school”?

“The joy of life, the optimism of hope, freedom and independence, love amongst men, are the spontaneous and natural consequences of an education based on life.” - Maria Montessori, “A New World and Education.” 1946 speech in Scotland. 2013 AMI Journal.

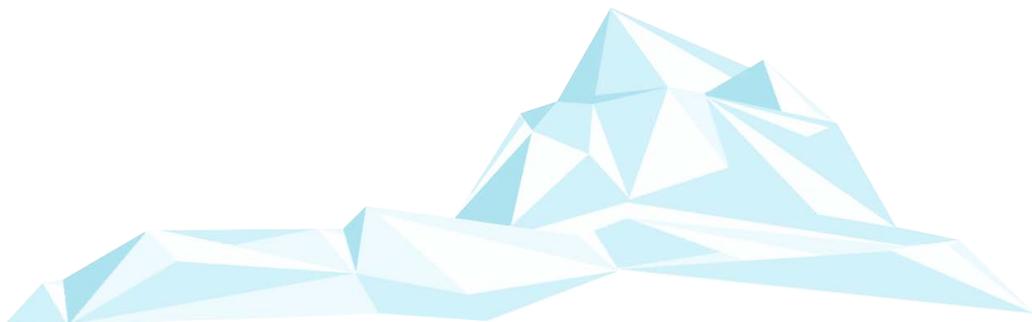
Elementary



Cultivating Freedom and Responsibility in the Montessori Elementary Environment

Jamie Rue

The ability to exercise freedom and responsibility is essential to cultivating a culture of work in a Montessori elementary classroom. When freedom and responsibility are present in a classroom, that classroom will be able to function the way it should, with children choosing their work and respectful of their community. Ultimately, freedom and responsibility make it possible to develop a more peaceful world of people who know how to care for themselves and each other. However, sometimes freedom and responsibility can seem like impossible ideals to achieve in a Montessori 6-12 environment. How can we help all children to develop the tools needed to support their emerging freedom and responsibility? How do we avoid turning freedom and responsibility into a system of reward and punishment? In this workshop, we will reaffirm our trust in children's capacity for freedom and responsibility. After re-examining Dr. Montessori's thoughts on these concepts, participants will develop clear and practical strategies for nurturing freedom and responsibility in all children in all areas of the classroom.



Adolescent

Featured Speakers

SATURDAY 9:00 - 10:15 a.m.

The Permaculture Classroom - A Systems-Based Approach

Teaching Occupations is a complex task as guides work to integrate a rigorous science curriculum with meaningful hands on work. Permaculture is a design system for developing sustainable human settlement, while increasing biodiversity, resilience, and local economy. For the last eleven years -- through the Food and Conservation Science Program (FACS) -- Michael and his students at Hood River Middle School have been designing, building, and operating a permaculture-inspired system that allows the depth, complexity, and ownership required to move from a linear pedagogy to a systems-based approach. The permaculture design principles are a filter for developing more strategic outcomes that contain rich academic rigor and an increased understanding of students' tremendous potential as change makers in their communities.



Michael Becker

SATURDAY 10:45 - 11:45 a.m.

A Theoretical Basis for Occupations - Integrated Projects for Study and Work

Montessori is a pedagogy - theory *and* practice. What are the elements of theory of 3rd plane development that inform the practice of Occupations? Occupations can be seen as a material in the prepared environment for the 3rd plane, designed to “materialize” the abstractions of the Plan for Study and Work outlined in the Appendices. They provide a means for implementing portions of the Plan for Study and Work that combines and integrates academic studies and practical work endeavors. Thus, Occupations reach “the head and the hand,” on the path to developing integrated and whole adults. The Occupations framework also materializes the abstraction of the Practical Considerations for social organization described in the Appendices. By providing adolescents with real and varied roles, opportunities to work collaboratively toward a common goal, and tasks that make an authentic contributions to the community, Occupations appeal to the adolescent’s developmental needs and their sensitivity toward social justice and personal dignity.



Jacqui Miller

SUNDAY 9:00 - 10:15 a.m.

Purposeful Work for Adolescents: Experiencing Value and Developing Agency in the World

If real, purposeful work is the medium for developmental growth, and self-chosen activity is the key that unlocks engagement and potential, what can we say about what is proving to be “purposeful” for adolescents? What do they choose as work? What engages them? If the developmental goal of adolescence is to emerge as a fully functioning, whole, productive, adaptive adult, work becomes purposeful when it successfully merges the power of the constructing self into the collective work of the social group. Each individual must experience both individual value and agency in the world to mature. What does that look like throughout the entirety of the third plane? How do we get there? What are the obstacles?



Laurie Ewert-Krocker

Saturday Breakouts 1:30 - 3:00 p.m.

Breakout 1 - Mathematics: The Theory and Practice of using Montessori Math Materials in the Adolescent Classroom

Michael Waski

Hands-on materials based mathematics does not have to stop after elementary. By understanding the principles of the mathematical mind and the needs of the adolescent, the beauty of Montessori mathematics can be extended throughout adolescence. In this workshop we will explore how these principles inform practice, and participants will see this first hand by doing sample lessons where elementary materials are repurposed and expanded upon to teach advanced algebraic concepts.



Breakout 2 - Occupations: Using Permaculture Systems Design when planning Occupations

Michael Becker and Jacqui Miller

Michael and Jacqui will co-facilitate an Occupation oriented workshop to use the Permaculture platform as a framework for teachers to build more complex and interdisciplinary lessons that follow a Montessori approach to hands on work.



Breakout 3 - Peace Education and Spiritual Development

Pat Ludick

Pat will speak to the holistic role of the adult within a Montessori adolescent program, one that embraces both the implicit and explicit aspects of Peace Education. The workshop will also include the practical components of a humanities project-based outreach that provides a framework wherein Peace Studies are framed. Participants will review the dynamic developmental characteristics that define the adolescents we serve, as well as the practical responses needed as the adult partners with the young person in aiding self-construction in the area of global citizenship. They will investigate the power of authentic community life, and identify specific activities and meaningful experiences that enable civic life within that society. The workshop will also address the importance of the teachers' care of self as they embrace their vocations of generous service.



Breakout 4 - High School Roundtable

Ben Moudry and Laurie Ewert-Krocker

The High School Roundtable is a forum for Montessori teachers working with older adolescents to engage in deep dialogue about specific topics that are specific to working with 15-18 year-olds. The topics can relate to whole school issues, subject areas, and/or Montessori teaching methods. The Roundtable will include a few short presentations by experienced practitioners in order to stimulate a rich dialogue about putting Montessori theory into practice. There will also be time to meet in subject areas to share practices that work well to meet the developmental needs and tendencies of the 15-18 year old and discuss other topics specific to a subject area.



Sunday Breakouts 1:30 - 3:00 p.m.

Breakout 1 – Creative Tools for Teaching Humanities

Susan Holmes-Glazier

The primary task of adolescents is to prepare to enter into society as individuals. When we approach Humanities with this developmental purpose in mind we help adolescents not only make sense of the past but also understand their individual gifts and how they will contribute to the world. Join us as we dive deeply into the theory and practice of Humanities in Montessori Adolescent programs. You will take away practical techniques to use with your students such as innovative uses of timelines and public “street-theater” performances.

Breakout 2 - Micro-Economy in the Adolescent Program: Purpose and Practice for Today’s Adolescents

Hannah Ewert-Krocker

Dr. Montessori’s vision for adolescent education emphasizes that, as part of their journey into adulthood and societal participation, young people must experience themselves as members of a community of economic exchange. Why is economic participation such an essential component of a Montessori adolescent program, and how does the micro-economy serve adolescents developmentally? This session will offer one example of how a large public adolescent program has developed a community-wide micro-economy and will provide an opportunity for practitioners to think broadly, creatively, and collaboratively about economic possibilities in their own school settings.

Breakout 3 – Creating a Successful Whole School Framework for a Montessori Adolescent Community

Ana Maria Martinez, Juan Cordova and Eder Cuevas

Ana Maria, Juan and Eder will take you through the journey of their experiences in creating the adolescent community of Montessori de Chihuahua. Through this workshop, participants will reflect on how to evolve an adolescent program looking for integration of contents and structure into the class schedule. In addition, we will analyze the importance of the preparation of the adult (teachers and parents) as a key component of the school culture and how it is constructed.

Breakout 4 - High School Roundtable

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Adolescent

Monday Panel Discussion
9:00 - 10:30 a.m.

Panel Discussion: *The Adolescent Initiative*

Moderator: Brian Sense

Panel: David Kahn, Jenny Hogle, Ben Moudry, Michael Waski, Laurie Ewert-Krocker

Emerging from the current Orientation to Adolescent Studies, the goal of the Adolescent Initiative is an extensive scientific review of international universal principles of Montessori in the 3rd plane. Its purpose is to develop those into school frameworks, the creation of a full 12-18 AMI Adolescent Diploma Teacher Training and to clearly identify a path to become an adolescent trainer and serve in other leadership roles in adolescent trainings.

This panel discussion will report on the progress of the work so far, answer questions and provide opportunities for you to get involved.



Register for adolescent workshops online at www.montessori-namta.org

Administrative Workshops



Saturday

The Administrator's Guide to Preparing the Adult Environment - Making the Intangible Real!

Like the Montessori Guide in the child's prepared environment – built and/or intangible – an administrator of an adult staff prepares the intangible environment for the adults so that this prepared environment can activate within each person and within the adult community the qualities that fulfill the Montessori mission and vision of a place for life to thrive. The role of the administrator in this way acts as a guide, connecting the adult to those prepared intangible environments. Staff that engage intentionally in personal and interpersonal wellbeing, for example, can more fully support the child. Creating a prepared intangible adult environment requires real know-how both in theory and in practice, and it is intriguingly congruent to the Montessori pedagogy. It aids human potential and completes the circle of child and adult in our Montessori work.



Kathy Minardi

Morning Session

We will explore and ground ourselves in the theory and practices of this work of preparation of the adult environment, understand the rationale for doing so, and learn how to sustain and guide this effort. We will look at the Montessori pedagogical congruencies inherent in this work. We will compare this work with conventional management systems and other ways to work with adults.

Afternoon Session

We will create a comprehensive toolkit for implementation using practical modalities designed to activate the qualities we hope to foster in the adult community - to aid individual and community life, and to aid social cohesion. Come prepared to be energized and to learn how to be successful in leading such an effective and natural way of being with adults.

Administrative Workshops



Sunday
A.M.

The Tangible and Intangible Aspects of the Prepared Environment

The “prepared environment” is the term used by Dr. Montessori to describe a unique environment that is specifically designed to meet the developmental needs of the individuals placed in it. Such environments support independent activity and spontaneous exploration in an atmosphere of freedom. Montessori “prepared environments” are well known for their iconic materials, such as the pink tower and the checkerboard, as well as for their order, beauty and simplicity. These physical aspects of the environment are easy to recognize and appreciate.



Gretchen Hall

While the tangible aspects of the prepared environment are important, equally important are the intangible aspects. The psychological environment created by adults has specific characteristics that must be in place for optimum development to occur. Aspects such as acceptance, empowerment, trust, respect and safety are not as easily recognized or appreciated.

This session will explore all aspects of the prepared environment, both the tangible and the intangible, through the planes of development. In addition, Gretchen will delve into the importance of regular observation by administration to support the evolution of both the physical and psychological aspects of their prepared environments and provide strategies and guidance to support this responsibility.

Sunday
P.M.

The MAA Google Group Live in Phoenix!



Plan on joining experienced MAA administrators in open round table groups for this information sharing afternoon session. It’s for everyone—new and experienced administrators, small schools or large, public or private. A face to face chance to learn from each other and share expertise and knowledge. We encourage you to come and add your voice. Topics that have already been suggested are Communication and Marketing, Adolescent Programs, Parent Relations and The Business side of Running a School. More groups will be created as interest develops. See you there!

Assistants' Workshop



Coral Ruiz

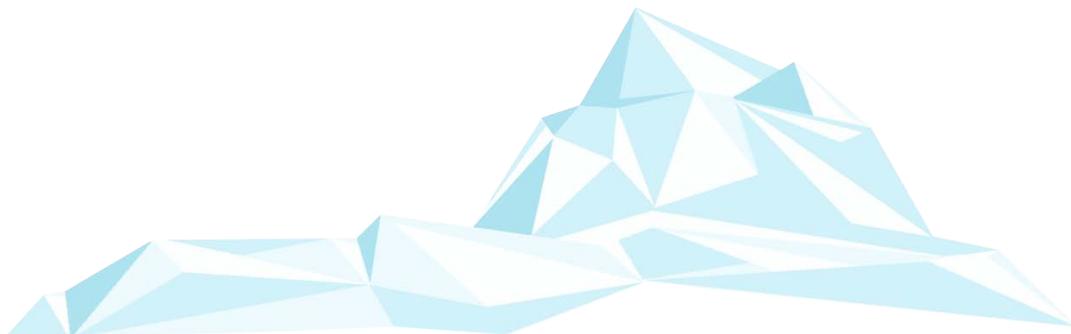
Aiding Development Mindfully

“The only possible way to educate them is to make use of the energies that lie dormant in each individual child.”

—Maria Montessori

During the workshop, we will review the main characteristics of the First Plane of Development and work on regaining the ability to observe and discover the power of nature in Human Development, as the foundation to a mindful Montessori practice.

We will explore Dr. Montessori’s proposal provided in her Scientific Pedagogy. Systematic objectivity with no expectations and prejudices will allow us to provide a supportive, emotional interference free environment that fulfills children’s needs and enables them to achieve the greatness hidden in their inner self.



Parents' Workshop



Parenting With Vision Saturday, A.M.

Just like in the Montessori classroom, the child's experience at home is influenced both by the prepared physical environment and the prepared adult. As adults, we often focus on the environment. Why? Honestly, it is easier. Once we move those cups down to the lower cabinet, they (mostly) stay there. The work as parents to "learn to live better" and to undergo the "spiritual transformation" Dr. Montessori spoke of is hard—very hard.



Kristi McAlister

This morning will be dedicated to preparing ourselves to work with these amazing human beings who truly are the future. What an awesome task! Let's give ourselves time to think consciously about our intentions and our work.

This workshop is appropriate for parents of children from birth through high school. It will give you practical examples and hopefully provide you with the scaffolding to create your own unique parenting vision. Working from a vision will help us respond, rather than react. With this foundation, we will address common questions that interest the group such as:

How can we parent in a Montessori way when society's norms do not always support it?

How can we respond positively to tantrums?

What is a Montessori-consistent approach to allowance?

How do we give freedom to the older child as well as the physical independence of the younger child?

How do we help siblings live peacefully together?

Come with your questions and your thoughts! Working with parents as they navigate the conflicting pressures of society and the deep convictions of how they want to raise their children is my passion. As a mother of three girls and two boys ranging in age from 3 to 16 and as a Primary AMI trained Head of School for 12 years, I hope to have much to offer, learn and share.

Special Interest Workshops



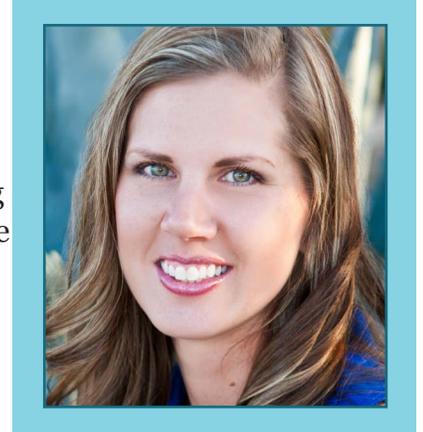
FRIDAY

WORKSHOP A - 9:00 a.m. - 12:00 p.m.

Mindfulness & Montessori: A Focus on Teacher Well-being and Stress Relief

Teachers are pulled in a million directions in order to meet the ever-changing needs of children and their families. The mind can feel like a sandstorm at the end of a jam-packed school day. This is where mindfulness comes in.

Learn how mindfulness can quiet a busy mind, help teachers respond to challenging situations with greater ease, and serve as an energy boost throughout the day. The class will include an overview of what mindfulness is and how it relates to teacher well-being + classroom behavior. Teachers will take home research-based, practical tools, including short guided mindfulness meditations, that help them incorporate mindful breaks at work and home.



Breon Michel

WORKSHOP B - 10:00 a.m. - 12:00 p.m.

Support Services and Interventions for Children in AMI Elementary Environments

Increasingly high percentages of children are experiencing levels of challenge and crisis significantly detrimental to their ability to access all that our environments have to offer. How do we approach supporting all children in the AMI school setting? With whom do we collaborate? How do we better prepare our selves and our environments for this essential work? Grounded in the context of Montessori pedagogy and contemporary research, we'll delve into case studies as we consider these questions. By doing so, our point of departure in responding to a child in crisis or with significant challenges is from a place of deeper knowledge, understanding, and compassion, affording every child increased access to a richer and more meaningful education.



Liesl Taylor

Friday workshops continued on next page

Special Interest Workshops



FRIDAY

WORKSHOP C - 1:00 - 4:00 p.m. **Advocacy Training for Montessori Public Policy**

This workshop will provide information for advocates for excellence in Montessori education. You will learn about legislative and regulatory processes germane to the education policy world, and how to build strong coalitions for action. You will also learn about the Montessori Public Policy Initiative—a collaboration between AMS and the Association Montessori International/USA—and the exciting progress the organization is making to support effective policies to protect authentic Montessori implementation.



Ashley LiBetti Mitchel

WORKSHOP D - 3:00 - 5:00 p.m. **Introduction to Montessori for Ageing and Dementia**

Montessori for Ageing and Dementia is an innovative approach to dementia care that can be adopted for individuals or groups as a philosophy of care. The goal of the Montessori program is to support older adults and people living with dementia by creating a prepared environment, filled with cues and memory supports, that enables individuals to care for themselves, others, and their community. We strive to develop communities that treat individuals with respect and dignity and honor their choices so that they may live as independently as possible. In 2014, AMI invited Montessori and Dementia experts from across the globe to form the first Advisory Group for Montessori for Ageing and Dementia (MAGAD). MAGAD is the main advisory board to AMI on all matters concerning the application of the Montessori approach for older people and persons living with dementia. To date, the Group has created a charter, standards, and quality indicators for aged care communities, developed a workshop curriculum and has established specific guidelines for obtaining a Practitioner's Certificate in Montessori for Ageing and Dementia. This presentation will provide an overview of this innovative program.



Jennifer Brush



Gail Elliot



Michelle Bourgeois



Anne Kelly

Special Interest Workshops

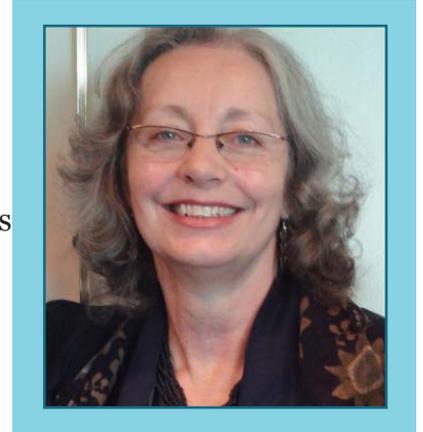


MONDAY

WORKSHOP A - 9:00 - 10:30 a.m.

Educateurs sans Frontières

Lynne Lawrence and EsF Assembly participants will present an overview of the history of EsF with highlights from past assemblies. Special presentations will feature the diversity and reach of initiatives that have been inspired by the mission and vision of Educateurs sans Frontières. We will also present a preview of upcoming EsF assemblies, beginning with the 2018 assembly to be held in Cape Town, South Africa, August 4-18, 2018. Please join us if you want to learn more about how you can become involved in this exciting outreach programme of AMI.

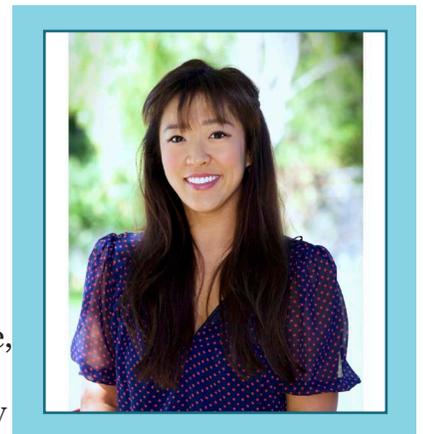


Lynne Lawrence

WORKSHOP B - 9:00 - 10:30 a.m.

Embracing Equity

Peace education and social justice are cornerstones of the Montessori Philosophy. For adults to effectively talk with children about race and prejudice, we need to explore our own biases and beliefs. This presentation addresses human issues that everyone faces and helps participants recognize how they can better understand and work toward solving, or at least improving, these issues. Participants will personally reflect in a “spiritual preparation of self” to confront socialized and entrenched notions of privilege, identity and social justice. Participants should feel better equipped with newfound knowledge and empathy, and be prepared to apply the lessons they learned in their own lives, teaching practice, and communities.



Daisy Han

Closing Session



AMI's Bold Goal in Action

In this presentation, Lynne Lawrence, AMI's Executive Director, will share what we have learned and what we intend to achieve through AMI's Bold Goal project. AMI inaugurated its Bold Goal in 2016 to create a sustainable strategy for tripling the number of AMI trainees within five years and to increase our social impact in the U.S. Please join Lynne as she closes this year's Refresher Course and calls upon all of the AMI community to help lead our vision for increased impact in the U.S. in the next five years and beyond.



Lynne Lawrence

Special Event



Morning Yoga

Saturday & Sunday

7:00 - 8:00 a.m.

Primary teacher and certified Yoga instructor Sarah Dosmann will be leading early morning Yoga sessions in the hotel to help fellow participants become focused and centered in anticipation of the busy day ahead.



Sarah Dosmann



Speaker Bios

Michael Becker

Michael Becker is a certified permaculture designer and teacher who has conducted permaculture design courses through the United States and Canada, and has collaborated closely with the pioneers of the permaculture movement. He has also been a public school teacher for 15 years. Before receiving his teaching license, he worked in a variety of field science programs including Outdoor School, Outward Bound and OMSI. While spending time in the field with students, he developed a sense of the value for hands-on work to deeply engage students. He used his permaculture mindset and expertise to create a systems-based approach to his work in a public school classroom. For the last eleven years at Hood River Middle School he has been developing the Food and Conservation Science (FACS) Program, a permaculture inspired integrated approach to teaching science while accelerating through the Oregon State Standards.

Michelle Bourgeois

Michelle Bourgeois is a Professor in the Department of Communication Sciences and Disorders, University of South Florida. She has received numerous grants from the National Institutes of Aging (NIA) and the Alzheimer's Association to investigate interventions for spousal and nursing home caregivers designed to improve the quality and quantity of communicative interactions with residents with dementia, to evaluate memory aids and interventions for persons with dementia and traumatic brain injury, and to develop training programs for institutional caregivers. A clinical researcher, Dr Bourgeois has published numerous research articles, training manuals and CDs, and books. She was the recipient of the 2007 Barry Reisberg Award for Non-Pharmacologic Research, Theory, and Clinical Practice and a 2013 Erskine Fellowship at the University of Canterbury, New Zealand.

Jennifer Brush

Jennifer Brush, MA, CCC/SLP is an award-winning Dementia Educator, author and consultant. Passionate about enriching the lives of people with dementia, Jennifer is on a mission to put the focus of care on the person's preferences, interests and abilities. With her 25 years of industry experience, including leading countless live national and international trainings, facilitating ground-breaking research, and managing innovative person-centered care projects for The Mayer-Rothschild Foundation, Jennifer flawlessly bridges the gap between care communities and the individuals they serve. Jennifer serves on the Association Montessori Internationale Advisory Board for Montessori for Ageing and Dementia. Jennifer is the author of 5 nationally recognized books on dementia including the silver-medal winning Creative Connections in Dementia Care and I Care, the gold-medal winning work that also received a 5-star rating as a Reader Favorite. Jennifer is widely known for her revolutionary work in the Spaced Retrieval memory intervention, pioneering this area of study and publishing 2 books on the subject.

Juan Manuel Cordova

Juan Manuel Cordova holds a BA in Arts from University of Chihuahua. He took the AMI training in Bergamo, Italy and NAMTA Orientation to Adolescent Studies in Ohio. Almost twenty years of experience, working with elementary and adolescents through humanities. He is currently coordinator of humanities and arts in the Montessori de Chihuahua School in Mexico. Juan Manuel has been working in the AMI-NAMTA Orientation since 2014 in Hershey, Mexico, and Sweden.

Eder Cuevas

Eder Cuevas is currently administrator director in Montessori de Chihuahua, Mexico, and is teaching math in the adolescent program. He holds the AMI training from Bergamo, Italy, and the AMI-NAMTA Orientation to Adolescent Studies in Ohio. He has almost fifteen years of experience working in Montessori. He holds a BA in Education and Physical Education & Sports, and Master's degrees in Education and Science of Sport Psychology. Eder has worked in two AMI-NAMTA Orientations in Mexico and Ohio.

Gail Elliot

Gail Elliot is Gerontologist & Dementia specialist and the Founder and CEO of Dementiability Enterprises Inc. She retired from McMaster University, Ontario, Canada, in 2012 with the purpose of focusing on dementia education. She is passionate about changing the face of dementia, and dementia care. Over the past 30 years she has gained the reputation as a leading expert in the field of aging, with a focus on interventions for dementia. She has worked in academic settings and in the community. In her role as an educator she has delivered workshops, presented at conferences and taught at the college and university level on a variety of topics in the field of aging both locally, nationally and internationally. Gail is the author of a number of publications, including Montessori Methods for Dementia™: Focusing on the Person and the Prepared Environment (2011).

Hannah Ewert-Krocker

Hannah Ewert-Krocker is Farm School Program Director at Denver Montessori Junior/Senior High School, a public school in Denver, CO. In her work at Denver Montessori, Hannah supports a team of 10 full-time adolescent practitioners to implement a program for 130 young adolescents (age 12-15), and she guides an Occupation focused on the development of the community's Micro-Economy. She was a founding teacher when the school opened in 2013 and has served in the Program Director role since 2015. A Montessori child from ages 2 - 15, Hannah holds an AMI diploma at the Assistants to Infancy level, a certificate from the AMI Orientation to Adolescent Studies, a B.A. in Geography-Anthropology from Vassar College, and a M.Ed. in Montessori Education from Loyola University Maryland.

Laurie Ewert-Krocker

Laurie Ewert-Krocker is Upper School Director and Pedagogical Advisor at Hershey Montessori School in Huntsburg, Ohio. She holds AMI diplomas at 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 Hershey Montessori School's Adolescent Community, a Montessori farm school model, and she works as a consultant to Montessori adolescent programs around the world.

Gretchen Hall

Gretchen Hall serves as the director of training at the Montessori Training Center of New England (MTCNE). Gretchen holds a B.S. in electrical engineering from Michigan State University. She received her AMI primary diploma from Washington Montessori Institute and an M.Ed. from Loyola University Maryland. She is the director of the Montessori Magnet School, a urban public Montessori school in Hartford CT. Gretchen brings 18 years of Montessori experience to her role as president of the AMI/USA board.

Daisy Han

Growing up the child of immigrants in low income and underrepresented communities, Daisy Han has experienced the harmful effects of segregation and ignorance firsthand; she has also experienced the power of education in nurturing resistance and dismantling systems of oppression. For over 10 years teaching in public and private Montessori classrooms and serving as a socio-emotional learning facilitator, Daisy believes in the power of uniting people from diverse backgrounds (as young as possible) and providing experiential opportunities for meaningful community building. Daisy is a partner at The Wildflower Foundation and is a co-founder and Director of Curriculum at DEEP (Disruptive Equity Education Project). She has her training in lower and upper elementary and secondary I and secondary II Montessori education.

Jenny Höglund

Jenny Hoglund is an AMI Elementary (6-12) Trainer. She holds AMI Primary (3-6) and Elementary diplomas. Jenny co-founded the Montessoriskolan Lara for livet in Sweden in 1995 and has taught elementary and adolescent students for over twenty-three years, as well as serving as head of school since 2006. She has also lectured at the Bergamo Centre in Italy since 2006.

Susan Holmes-Glazier

Susan Holmes-Glazier has been involved in Montessori from the age of two as a student, teacher, and parent. She became an adolescent guide in 2003 at Hershey Montessori School. She served as Director of Mountain Laurel Montessori's Jr. High and founded the adolescent program at The Children's House in Traverse City, MI. Susan holds an AMI elementary diploma from the Washington Montessori Institute and an M.Ed in Montessori education from Loyola University. Susan also has a background in Natural Resources and Environmental Education with a BS and MS from the University of Michigan and the University of Vermont. Susan attended the first NAMTA Montessori Orientation to Adolescent Studies in 2003 and has served on the Orientation faculty in various capacities since 2005. She has a particular interest in the transformative 1st and 3rd planes of development and is helping create an arts education program for 3-6 year old children.

David Kahn

David Kahn has been the executive director of the North American Montessori Teachers' Association for more than 40 years. Kahn was the founding program director of the Hershey Montessori School's Adolescent Community in Huntsburg, Ohio and is founding executive director emeritus of the Montessori High School at University Circle in Cleveland, Ohio. He is now working on the leadership committee for an adolescent study initiative under the auspices of Great Work Incorporated (CO), AMI, and NAMTA.

Anne Kelly

Anne Kelly is a Montessorian Dementia Consultant who has worked extensively in dementia care both residential and community for the past 30 years. She is currently the Managing Director of Montessori Ageing Support Services and is considered an Australian leader in Montessori methods for aged care. In 2009 she was awarded a Churchill Fellowship to study Montessori methods for Dementia Care which enabled her to work alongside world experts in this area including Dr. Cameron Camp, Professor Michelle Bourgeois and Gail Elliott, author of *Montessori Methods for Dementia*, a textbook that uses examples of Anne's work in Australia and for which Anne wrote a foreword. Since her return from overseas Anne has been sharing the magic of Montessori Methods for Dementia around the country.

Lynne Lawrence

Lynne Lawrence has been the Executive Director of AMI since June 2008, and prior to this held the position of AMI General Secretary ad interim (2007). She was also head of the AMI Human Resources Committee. Lynne was Director of Training and Schools at the Maria Montessori Training Organisation (MMTO), now known as the Maria Montessori Institute, since 1989. In her role as AMI Executive Director, Lynne actively promotes AMI's involvement in Montessori educational projects in developing countries, alongside the many other areas of the association's work, including teacher training programmes globally and ancillary Montessori programmes, research and development supported by the AMI board, committees and staff.

Ashley LiBetti Mitchel

Ashley LiBetti Mitchel conducts research and policy analysis with Bellwether Education Partners in the Policy and Thought Leadership practice area. Since joining Bellwether in 2013, Ashley has developed deep expertise in early childhood education, teacher preparation, and charter schools. Her research and analysis have been featured by C-SPAN, U.S. News & World Report, Huffington Post, The Washington Post, The 74, Hechinger Report, and elsewhere. Prior to joining Bellwether, Ashley worked for the U.S. Department of Education, Baltimore Education Research Consortium, Baltimore City Public Schools, Urban Teachers, and City Year Los Angeles.

Pat Ludick

Patricia Ludick was one of the planners and contributors in the early Montessori adolescent movement in the 1980s and continues to serve the needs of teachers, adolescents, and parents as the work progresses. Pat accomplished a decade of extensive adolescent program development at Ruffing Montessori East in Cleveland Heights (OH) and then served as the founding directress of the adolescent program at the Montessori School of Raleigh in North Carolina. She began the middle school at Hudson Montessori School in Hudson (OH) where she served as the program director and humanities guide for ten years. Pat is active in doing consultation work with new and existing Montessori programs, both private and public. Pat holds an AMI diploma, a certification in Special Education, as well as a Masters degree in Curriculum and Instruction. Pat has recently returned to graduate school at John Carroll University as a participant in a two-year program focused upon counseling and spiritual direction. She has been an active presenter at NAMTA conferences, a contributor to the NAMTA Journal and guides teachers every summer at the AMI-NAMTA Orientation to Adolescent Studies. Pat is presently in her 32nd year of active Montessori work. She and her husband, Tom, are the parents of five grown children and have ten grandchildren.

Ana Maria Martinez

Ana Maria Martinez is currently Academic director at Montessori de Chihuahua School in Mexico with almost forty years of experience in Montessori teaching elementary and adolescent. She received her AMI Elementary diploma in Bergamo, Italy and Adolescent NAMTA Orientation in Ohio. She holds a BA in communication from University of El Paso. Ana Maria has two Orientation experience in Sweden and Mexico. She holds also a certificate in Positive Psychology.

Kristi McAlister

Kristi McAlister is the founder and Head of School at Centennial Montessori School, an AMI environment serving children from birth to 12 years old. She holds the AMI Primary diploma from the Maria Montessori Institute in London and a Masters in Urban Education from Kings College, University of London. Kristi began her career as a researcher at the National Institute of Child Health and Human Development and has taught children at the Children's House, Elementary, Middle and High School level in both traditional and Montessori settings. She has published articles in Montessori journals in the US, Australia, India, and the UK, many of which are particularly focused on Montessori Parenting. Most importantly, Kristi is the mother of five Montessori children ranging in age from 2 years old to 15 years old. This year she happens to have one in every plane of development under 18! She was a Montessori child, and though she loves all aspects of her Montessori work from Head of School to work with AMI's Educateurs sans Frontières, she is particularly passionate about supporting families in their own great work of supporting the child.

Breon Michel

Breon Michel, MAPP, ACC has a private practice in Phoenix, AZ, teaching corporate and community mindfulness programs. Breon facilitates a world-renowned program developed by Jon Kabat-Zinn called Mindfulness-Based Stress Reduction. Her passion is to support leaders to use the science of mindfulness to overcome stress, avoid burnout, and achieve optimal wellness in their personal and professional lives. Breon's professional experience includes: training resilience programs to U.S. Army senior leaders; facilitating corporate mindfulness programs for eMindful, a leading provider of online mindfulness programs; and delivering Mindfulness-Based Stress Reduction to patients and staff at Arizona's top medical institutions. Breon has a Master's in Applied Positive Psychology from the University of Pennsylvania. She's also completed advanced training in Mindfulness-Based Stress Reduction under Jon Kabat-Zinn and Saki Santorelli at the U Mass Medical Center for Mindfulness. Learn more about Breon at www.breonmichel.com.

Jacqui Miller

Jacqui Miller is the Founding Principal of Stonebrook Montessori, a public charter school in Cleveland, Ohio, in its 3rd year. The school currently serves children in preschool (age 3) through 4th grade, and will continue to grow through middle school. Jacqui was a Montessori teacher for 20 years at the elementary and middle school levels in Atlanta, GA. She moved to Cleveland in 2013 to participate in the development of Stonebrook Montessori, making the move from teaching to administration and from private to public sector. Jacqui is dedicated to education as a means to social change and community development, and to visionary, collaborative, servant leadership. She holds a Montessori (AMI) Elementary Diploma from the Washington (DC) Montessori Institute, has a BA from the University of Pennsylvania, and was a presenter at the NAMTA/AMI Orientation to Adolescent Studies for 10 years.

Kathy Minardi

Kathy Minardi is Senior Consultant with Whole School Leadership, founded to help Montessori administrators around the world guide healthy communities of children, families and school staff. She has forty years of experience as a Montessori school leader. She recently retired from Aidan Montessori School in Washington, D.C., one of the oldest Montessori schools in the US. She holds a BA from St. Olaf College, an MA from the University of Wisconsin, and holds transformational leadership and facilitation credentials from Georgetown University, Harvard University and M.I.T. Her strong focus throughout her career has been on creating socially and emotionally healthy school communities where adult interactions are congruent with Montessori principles and the school's mission and values. She is a member of Margaret Wheatley's "Warriors for the Human Spirit" and a leadership coach for school administrators through the Yale Center for Emotional Intelligence at Yale University. She was a founding board member and officer for Montessori Administrators Association (MAA). She is a trainer for NAMTA's Whole School Management programs, teaching courses in whole school management and strategic leading and planning.

Ben Moudry

Ben Moudry, Head of School, The Grove School, Redlands, CA. He holds an AMI primary diploma, certificate from the NAMTA Orientation to Adolescent Studies, and a BA in Sociology and Masters of Education. He was the startup project manager, then founding head teacher and Montessori Director of Great River School, St. Paul, MN. He is an educational consultant for Montessori schools (district, charter, private) in teacher professional development, parent education, strategic planning, board retreats, development of environments, guiding schools in startups and improving an overall program.

Jamie Rue

Jamie Rue is the Director of Elementary Training at Washington Montessori Institute at Loyola University Maryland. During her ten years teaching in Montessori elementary classrooms, she served as a guide for children aged 6-9, 9-12, and 6-12. She holds AMI Primary and Elementary diplomas, and earned a B.A. in English and Religion from Augustana College (Sioux Falls, S.D.) and an M.Ed. from Loyola University Maryland. Jamie is a past treasurer of the AMI/USA Board of Directors and a past vice-chair/treasurer of the AMI Elementary Alumni Association. Jamie presents at workshops and conferences around the world, but is happiest when at home with her husband and two teenage daughters.

Coral Ruiz

Maria del Coral received her AMI primary diploma from the Centro Internazionale Maria Montessori, Perugia, Italy. She is a primary trainer, examiner and lecturer with AMI, and has over 25 years of Montessori experience as head of school in Puebla, and Monterrey, México. She has had training responsibilities in Puebla, México, Hang Zhou, China, Houston, Texas, U.S.A, San José, Costa Rica, Quito, Ecuador, Murcia, Spain and Montpellier, France. She spent many years working with abandoned and living in the street children in Puebla by providing Montessori experiences on different environment sets.

Jennifer Shields

Jennifer Shields is a director of AMI primary training for the Washington Montessori Institute at Loyola University Maryland. Jennifer holds both the AMI Primary and Assistants to Infancy diplomas. She earned a B.A. in English Literature from Georgetown University and an M.Ed. from Cleveland State University. Since her lucky start as an assistant in an AMI class in 1990, Jennifer has participated in the Montessori community in a variety of roles. She is an examiner and consultant for AMI. Jennifer loves observing in classrooms, coaching teachers and teacher trainees, working with parents, and spreading the insights made by Dr. Montessori to anyone willing to listen, most recently to primary teacher trainees in Geneva, Switzerland. Jennifer delights in her three young-adult children, and in her wonderful husband. She relishes a daily ramble (especially with her German shepherd), reads novels and newspapers religiously, and cooks vegetarian meals in her free time.

Liesl Taylor

Liesl Heide Taylor is Head of School of the Cornerstone Montessori Schools in partnership with the Montessori Center of Minnesota. She came to Cornerstone as a guide with ten years experience in public charter Montessori environments, to join the team founding the elementary program in 2011. Liesl holds her AMI Elementary Certificate from the Montessori Center of Minnesota and her Elementary State Teaching license with a specialty in 5-8 Science, from St. Scholastica. Liesl's undergraduate degree is in Psychology and Family Studies from St. Olaf College. Prior to her Montessori career, Liesl worked in Early Intervention as a Cognitive Development Specialist and, later, in Parent Education. Liesl found Montessori through her three now-grown Montessori children, who are boundless inspiration to her and who fuel her passion to increase access for all children to high quality Montessori programs.

Maria Teresa (Chacha) Vidales

Maria Teresa (Mexico) is an AMI Director of Training at the Assistants to Infancy Level. She has directed courses in Dallas, Texas, China and Australia. She also co-directed the Assistants to Infancy in Japan and San Diego, and collaborated with the course in Denver. Maria Teresa serves as AMI examiner, consultant, lecturer, and workshop leader. Maria Teresa also holds the AMI Primary diploma. She has operated a school in Mexico since 1989, and has been working with children close to thirty years.

Michael Waski

Michael Waski is a math teacher at Montessori High School at University Circle in Cleveland, Ohio. He holds the AMI elementary diploma from Bergamo, Italy, a BS from Kent State University (OH), and an MA in educational administration from California State University, San Bernardino. Michael has been teaching for fifteen years, eleven of which have been at the adolescent level. In addition, Mike is a member of the visiting faculty on the NAMTA/ AMI Montessori Orientation to Adolescent Studies program as well as a frequent NAMTA presenter. If you have been fortunate enough to see him speak, you know that his passion for math is infectious and his knowledge of how to teach it is inspiring. Mike is also the author of Montessori Algebra for the Adolescent, truly the holy grail of advanced Montessori math for the adolescent. This book is available for purchase through the NAMTA website, www.montessori-namta.org.

Alice Waters

Over the course of 40 years, Alice Waters has created and passionately supported a culinary philosophy that maintains that food should be organic, sustainable and locally sourced. Opening her restaurant Chez Panisse in Berkeley in 1971, which has ranked among the "World's 50 Best Restaurants" for the last four decades, her commitment to finding the highest-quality, seasonal ingredients has created a network of local farmers and purveyors dedicated to sustainable agriculture. Her focus on education further led to the creation of the Edible Schoolyard Project in 1996, which is committed to transforming public education and supports projects that incorporate gardening and preparing healthy meals into the school curriculum. Waters' influence is extensive: she is vice president of Slow Food International, a nonprofit organization that promotes and celebrates local artisanal food traditions and has more than 100,000 members in over 130 countries. Her other numerous honors include being co-recipient, with Kofi Annan, of the Global Environmental Citizen Award from Harvard Medical School in 2008, and being named to the French Legion of Honor in 2009. Her speaking engagements include, among others, lecture series and university talks related to food ethics and values, just and sustainable agriculture, and the transformative power of growing, cooking, and sharing food. Alice Waters is the author of ten books, including *The Art of Simple Food: Notes and Recipes from a Delicious Revolution*, *In the Green Kitchen*, *40 Years of Chez Panisse: The Power of Gathering*, and her most recent book, *The Art of Simple Food II: Recipes, Flavor, and Inspiration from the New Kitchen Garden*.

For more information on Alice Waters, please visit www.prhspeakers.com.

What to do in Phoenix



Desert Botanical Garden

The Desert Botanical Garden teaches and inspires visitors with exhibits designed to help people understand, protect and preserve the desert's natural beauty.

Address:

1201 N. Galvin Parkway
Phoenix, AZ 85008

Contact:

480 941.1225
contact@dbg.org

Hours:

Open Daily 8 A.M. - 8 P.M.

Heard Museum

The Heard Museum provides exhibits, collections, education programming and festivals dedicated to the advancement of American Indian art. The Heard presents the stories of American Indian people from a first-person perspective.

Address:

2301 North Central Avenue
Phoenix, AZ 85004

Contact:

602.252.8840

Hours:

Monday to Saturday 9:30 a.m. to 5 p.m.
Sunday 11 a.m. to 5 p.m.

Mesa Arts Center

The Mesa Arts Center is a performing and visual arts complex in downtown Mesa. Home to four theaters, five art galleries, and 14 art studios, visitors can enjoy live entertainment, art exhibitions, and partake in arts education classes.

Address:

One East Main St
Mesa, AZ 85201

Hours:

M-F: 10A-7P
SAT: 10A-5P
SUN: 12P-4P

Heritage Square

The original Phoenix town site, with some historic homes, including an 1895 Victorian home, open for tours.

Address:

113 N. Sixth St.
Phoenix, AZ 85004

Contact:

602-261-8063

Hours:

Wednesday – Saturday: 10am – 4pm
Sunday: Noon – 4pm

Accommodations



Arizona Grand Resort
8000 Arizona Grand Pkwy
Phoenix, AZ 85044
(602) 438-9000



Book your room before **January 20, 2018** to get the AMI/USA group rate of \$179/night.

To book using the AMI/USA group rate:

- Call 877-800-4888, or
- Go online to <http://bit.ly/2xaNo3y>

Amenities:

- Just 6.3 miles away from the Phoenix Sky Harbor International Airport
- Complimentary WiFi
- Athletic Club
- All-Suite Comfort
- 7-acre Oasis Pool



Registration Information



Options

KEYNOTE

Open to all. An AMI diploma is not required.

REFRESHER COURSE

(A to I, Primary, Elementary)

An AMI diploma is required at the level attending.

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 216-721-3773.

ADMINISTRATIVE WORKSHOP

Open to all administrative staff and school board members. An AMI diploma is not required.

ASSISTANTS' WORKSHOP

Open to classroom assistants at the primary, elementary, and A to I 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.

SPECIAL INTEREST WORKSHOPS (Friday & Monday)

Open to all. An AMI diploma is not required.

Registration Deadlines

Friday, December 15, 2017

Early Bird Deadline

Registrations must be postmarked (or time stamped for online registrations) by December 15 to receive the early bird rate.

Tuesday, January 16, 2018

Regular Deadline

All advance registrations must be postmarked by January 16th. After this date, registration will only be accepted on-site.

A higher fee will apply for walk-in registrations.

Registration Times

Friday, February 16

8:00 a.m. – 6:30 p.m.

Saturday, February 17

7:30 – 9:00 a.m.

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

RATES	EARLY BIRD*	REGULAR	WALK-IN	SPECIAL RATES
REFRESHER COURSE	\$420	\$450	\$500	\$200 (TRAINER/CONSULTANT)
ADMINISTRATIVE WORKSHOP	\$420	\$450	\$500	\$200 (TRAINER/CONSULTANT)
SINGLE DAY ADMINISTRATIVE	\$300	\$350	\$375	
ASSISTANTS' WORKSHOP	\$420	\$450	\$500	\$300 (TRAINEE)
ADOLESCENT WORKSHOP	Please register for the adolescent workshop through NAMTA.			
MONDAY WORKSHOPS	No Cost			
FRIDAY WORKSHOPS	A: \$125, B: \$100, C: \$50, D: \$100			
PARENTS' WORKSHOP	\$75 (workshop) / \$125 (workshop, lunch) / \$175 (workshop, lunch, keynote, and reception)			

Discounts

AMI School Discount: AMI recognized schools sending three or more staff members may deduct \$25 from each registration. For Refresher Course, full Administrative Workshop and Assistants' Workshops only.

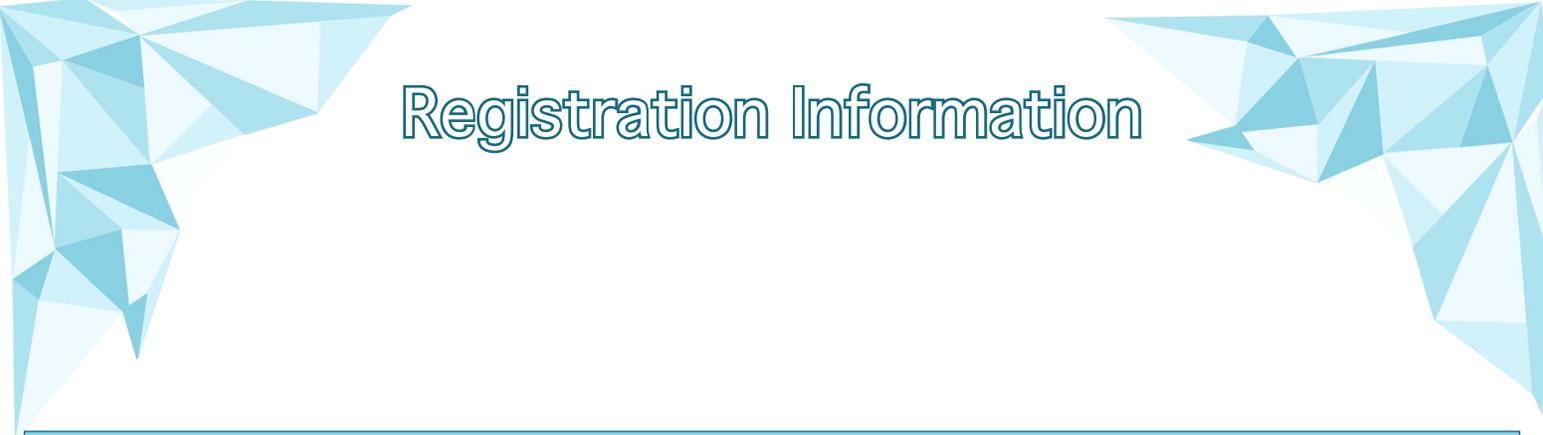
School Volume Discount: Non-AMI schools submitting five or more registrations may deduct \$20 from each registration. For Refresher Course, full Administrative Workshop and Assistants' Workshops only.

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 and volume discounts 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 discounted rate. Please include the name of your training center on your registration form. The AMI school discount and volume discounts cannot be deducted from the trainee rate.

****Only one discount may be applied per registration****





Registration Information

POLICIES

Cancellation/Refund Policies

Requests made in writing (email is acceptable) and received by January 16, 2018 will be refunded 75% of the registration fee paid, excluding non-refundable deposits. Requests made between January 16 and February 6, 2018 will be refunded 50% of the registration fee paid, excluding non-refundable deposits. There will be no refunds issued for requests made after February 6, 2018.

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 Tuesday, January 16, 2018.

Meal Preference

Changes to meal preference are permitted until Tuesday, January 16, 2018.

Certificates

Certificates will be available by request at amiusa.org following the conclusion of the Refresher Course & Workshops. Refresher Course attendees must attend the full day on both Saturday and Sunday to receive a certificate (sign-in required).

College Credit

College credit from Eastern Washington University is available for Refresher Course participants (A to I, Primary, Elementary). To receive your credit, you must pay \$47.50, attend all sessions (sign-in required), and complete a registration form, course evaluation, and write a short paper. For more information, please contact Anna Discenzo at publications@ami-aaa.org.

Continuing Education Credits

Continuing Education Credits (CEUs) are available through Loyola University Maryland's Center for Montessori Education. To receive CEUs, you must pay a \$25 fee, and attend all sessions (sign-in required).

Memberships

AMI and EAA memberships must be current through Monday, February 19, 2018.

On-Site Registration

Fees for on-site registration will be accepted by credit card or check only.

Special Accommodation Request

Requests regarding ADA needs must be made one month in advance. Please contact Alyssa Schwartz, alyssa@amiusa.org, with details of your needs.

Photo Use

Your photo may be taken during the 2018 Refresher Course and may be posted online or in printed material. Attendance at the Refresher Course is consent for photo release.

*Video recording of sessions is NOT permitted.

*Not all vendors are AMI-approved manufacturers.

Registration Form

Online registration available at amiusa.org

Name: _____
 Street Address: _____
 City, State, Zip: _____
 Phone: _____
 Email: _____
 School/Training Center: _____

Meal Preference:
 Standard Vegetarian

Refresher Course

Select only one level:

A to I Primary Elementary

Early Bird (by 12/15/17) \$420 _____(a)
 Regular (by 1/16/18) \$450 _____(b)
 On-site \$500 _____(c)
 AMI Trainer/Consultant \$200 _____(d)

Diploma Information:
 Training Center: _____
 Diploma Number: _____
 Year of Graduation: _____

Diploma information must match age level attending

Assistants' Workshop

Early Bird (by 12/15/17) \$420 _____(e)
 Regular (by 1/16/18) \$450 _____(f)
 On-site \$500 _____(g)
 Trainee \$300 _____(h)

Parents' Workshop

Workshop only (half day) \$75 _____(i)
 Workshop and lunch \$125 _____(j)
 Workshop, lunch, keynote \$175 _____(k)

Continuing Education Credits

Do you need CEUs? \$25 _____(l)

**CEUs are available for Sat/Sun participants only. You must sign in at all sessions to receive CEUs. Please visit amiusa.org for more information.*

Registration Form

Administrative Workshop

Select one:

Full Workshop Saturday Only Sunday Only

Early Bird (by 12/15/17) \$420 _____(m)
 Regular (by 1/16/18) \$450 _____(n)
 On-site \$500 _____(o)
 Single Day Early Bird \$300 _____(p)
 Single Day Regular \$350 _____(q)
 Single Day Walk-in \$375 _____(r)

I want to learn more about the School Meet & Greet.

You may share my email with other attendees of the Administrative Workshop.

Friday Workshops

Friday Workshop A \$125 _____(s)
 Friday Workshop B \$100 _____(t)
 Friday Workshop C \$50 _____(u)
 Friday Workshop D \$100 _____(v)

Monday Workshops

Choose one:

Workshop A Workshop B

Membership

AMI Membership:

Add/Renew Membership \$75 _____(w)

EAA Membership:

Add/Renew Membership \$50 _____(x)

Payment

I have enclosed a check or money order

Charge the amount indicated to my credit card

AMI school discount (3 or more staff) - or - -\$25 (y)

Volume Discount (5 or more staff) -\$20 (z)

Total lines (a) through (x) minus (y) or (z) _____

Full Payment \$100 **non-refundable** deposit

Card Number: _____

Exp. _____

Signature: _____

Registration includes: Friday keynote and reception, lunches on Saturday and Sunday, and one Monday workshop.*

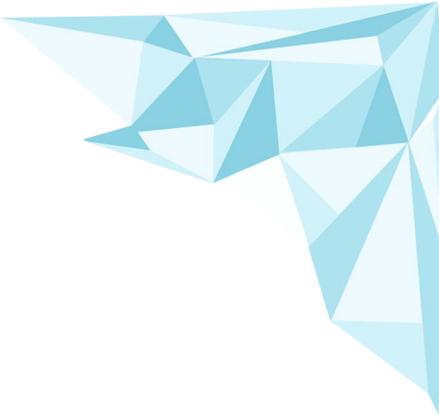
*Single Day Administrative Workshop includes lunch only on the day selected.

*Friday and Monday workshops do not include lunch.

Outstanding balances will be automatically charged starting the week of January 16, 2018.



Announcements



Open Meeting with the AMI/USA Board

Saturday, February 17, 5:00 - 6:00 p.m.

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

Local School Tours

Saturday, February 17, 6:00 - 8:00 p.m.

School tours are optional and available to all. Please visit amiusa.org for more information.

Meet and Greet/Networking Opportunity

Sunday, February 18, 5:00 - 7:00 p.m.

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

Scholarships Available

AMI/USA is thrilled to announce that up to ten scholarships are available for teachers and administrators to attend the 2018 Refresher Course. Visit amiusa.org for more information.

Send your registration to:

AMI/USA
206 N. Washington St., Ste. 330
Alexandria, VA 22314

Or register online at amiusa.org.

If you have questions, please contact montessori@amiusa.org.