The Montessori Experience: Refresher Course & Workshops

Montessori and the Power of Nature

Seattle, Washington

February 14-17 2020
The Montessori Experience

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The Association Montessori Internationale (AMI) was founded in 1929 by Dr. Maria Montessori to maintain the integrity of her life's work and to ensure that it would be perpetuated after her death. www.montessori-ami.org

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AMI/USA, the U.S. Primary Operational Affiliate, supports AMI objectives through their work in the United States and brings the principles of Dr. Maria Montessori to the education of children, to help them attain their full potential in society. www.amiusa.org

AMI/EAA, a member-run professional association of AMI elementary teachers and trainers, provides a supportive community for the exchange of ideas and promotes the principles of Montessori education. www.ami-eaa.org

Cover illustration and event logo by: Jennifer O’Connell
www.jenniferoconnellart.com

**Location:**
Hyatt Regency Bellevue on Seattle's East Side

For updates, visit: https://amiusa.org/2020-refresher-course

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Table of Contents

05 | Schedule
06 | Keynote Address
07 | Assistants to Infancy
08 | Primary
09 | Elementary
10 | Adolescent
12 | Administrators
14 | Assistants
15 | Equity Workshop
16 | Friday Workshops
20 | Monday Workshops
22 | Closing
23 | Special Events
24 | Speaker Bios
30 | Registration Info
32 | Announcements
33 | Registration Form
35 | Appendix
“A human being is part of a whole, called by us the ‘Universe’ —a part limited in time and space. He experiences himself, his thoughts, and feelings, as something separated from the rest—a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest us. Our task must be to free ourselves from this prison by widening our circles of compassion to embrace all living creatures and the whole of nature in its beauty.”

~ Albert Einstein

There couldn’t be a more perfect place than the Pacific Northwest to hold this year’s event themed “Montessori and the Power of Nature”. I can’t begin to say it better than Einstein’s quote above, but I can add that I hope that your experience over the course of your days together at The Montessori Experience: Refresher Course and Workshops serves to re-awaken and re-connect you to the importance and the beauty of the nature which surrounds us. It is critical, maybe now more than ever, that we show appreciation, gratefulness and protectiveness of this most precious gift.

Enjoy your time together. Gain useful knowledge. Go outside and look…. really look…. and breathe in the gloriousness of your surroundings.

Warm regards,

Debby

Debby Riordan, Executive Director
AMI/USA
### Schedule

#### Friday February 14

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 - 11:00 a.m.</td>
<td><strong>A</strong> Portable Magic: Connecting Children to the World Through Story</td>
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<tr>
<td>9:00 a.m. - 12:00 p.m.</td>
<td><strong>B</strong> Attention Deficit Hyperactivity Disorder (ADHD) and the Support of the Montessori Prepared Environment</td>
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<tr>
<td>1:30 - 4:30 p.m.</td>
<td><strong>C</strong> Continuing the Social Mission of Dr. Montessori</td>
</tr>
<tr>
<td>4:30 - 5:45 p.m.</td>
<td><strong>D</strong> Handling Strong Emotions, the Child’s &amp; Our Own</td>
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<tr>
<td>6:30 - 8:30 p.m.</td>
<td><strong>E</strong> Montessori on the Move: Movement as an Integral Component of Montessori Education</td>
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#### Saturday, February 15

<table>
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<tr>
<th>Time</th>
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| 9:00 a.m. - 5:00 p.m. | **Intensive Sessions**  
  - Refresher Course: A to I, Primary, Elementary  
  - Administrators, Assistants, Equity Intensive Workshop  
  - Adolescent Workshops  
    9 a.m–12p.m. Keynotes  
    1:15–3:30 p.m. Breakouts |

#### Sunday February 16

<table>
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<th>Time</th>
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| 9:00 a.m. - 5:00 p.m. | **Intensive Sessions**  
  - Refresher Course: A to I, Primary, Elementary  
  - Administrators, Assistants, Equity Intensive Workshop  
  - Adolescent Workshops  
    9 a.m–12p.m. Keynotes  
    1:15–3:30 p.m. Breakouts |
| Breaks: 10:15–10:45 a.m. / 3:30–4:00 p.m. | **Lunch: 12:00–1:15 p.m.** |
| 5:00 - 7:00 p.m. | Meet & Greet/Networking                                                 |

**Monday, February 17**

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<th>Time</th>
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<tr>
<td>9:00 - 11:00 a.m.</td>
<td><strong>A</strong> Starting Your Own School - A Path to Empowerment</td>
</tr>
<tr>
<td>11:00 a.m. - 12:00 p.m.</td>
<td><strong>Closing: Who Was Chief Seattle?</strong></td>
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Breaks: 10:15–10:45 a.m. / 3:30–4:00 p.m.  
Lunch: 12:00–1:15 p.m.
We are thrilled to hear from Richard Louv as our keynote speaker. His latest book “The Wild Calling” explores the strong and mysterious bond between humans and other animals, how it can transform our lives and how it can save theirs. As with his other books “Last Child in the Woods: Saving our Children from Nature-Deficit Disorder” and “The Nature Principle and Vitamin N”, Richard Louv’s focus remains on the power and necessity of our connection to nature. We look forward to hearing more from Mr. Louv about his writing and his contributions in launching a movement to connect children, their families and communities to nature.

A book-signing opportunity will immediately follow his keynote presentation.

Richard Louv

Richard Louv is a journalist and author of ten books, including Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder, The Nature Principle: Reconnecting with Life in a Virtual Age, and Vitamin N: The Essential Guide to a Nature-Rich Life: 500 Ways to Enrich Your Family’s Health & Happiness. His books have been translated and published in 24 countries, and helped launch an international movement to connect children, families and communities to nature. He is co-founder and Chairman Emeritus of the Children & Nature Network, an organization helping build the movement.

As a journalist and commentator, Louv has written for The New York Times, The Washington Post, the Times of London, Orion, Outside and other newspapers and magazines. He was a columnist for The San Diego Union-Tribune and Parents magazine. Louv has served as a visiting scholar for Clemson University and Brandeis University’s Heller School for Social Policy and Management. He is a member of the editorial board of the journal, Ecopsychology. With artist Robert Bateman, he serves as honorary co-chair of Canada’s Child in Nature Alliance. He is also on the advisory boards of Biophilic Cities and the International Association of Nature Pedagogy.

Married to Kathy Frederick Louv, he is the father of two young men, Jason and Matthew. He would rather hike than write.
Assistants to Infancy

Understanding the Nature of Human Development to Promote Healthy Patterns of Behavior and Relationship in Children

Alejandra Rosas

María Montessori’s legacy is that of an educational method based on science and understood as an aid for life. Through scientific observation, she realized that the first years of life are the blueprint of the whole personality and therefore, these years require our complete understanding and commitment. As science makes headway in the understanding of brain development, we continue to gain deeper knowledge of human development as a whole. It is now well known that experiences in the first years of life critically shape the child’s behavior and the way in which he will perceive himself and interact with his surroundings for the rest of his life. Because the human brain is innately wired to develop and thrive through social interactions; the first experiences and initial brain wiring will be primarily shaped by the interactions with those around him. According to current research, patterns of healthy attachment and nurturing relationships during the child’s early life lay the groundwork for healthy brain development and have a direct effect in his overall emotional development and the ability to develop deep and meaningful relationships throughout his life.

Because of this, we must understand that our own patterns of behavior, which are present in every interaction we have with the children, impact the way in which their brains are shaped and whether or not they are able to develop healthy patterns of relationship and behavior themselves. This knowledge, along with ongoing personal preparation, can significantly assist us in improving our teaching skills; and developing healthier relationships with children and those around us.

During this refresher course, we will concentrate on deeply understanding the biological basis for brain development during the first three years of life and the influence of social interactions in this development. We will discuss ways to apply this knowledge in our daily work with the children. Ultimately, the goal of this refresher course is to get inspired and to continue to acquire more tools to make our work with children more successful and meaningful.
The Prepared Adult: Poised Between What Is and What’s Possible

A reflection on what it means to be “the prepared adult,” steeped in the theoretical and practical aspects of implementing the Montessori approach to early childhood development. Our connection to Nature plays a pivotal role as we open ourselves to what’s possible. We will examine the challenges of doing this work well and explore solutions as we continue our journey of commitment to putting ourselves in service to the child’s development.
Ensuring the Essentials: Empowering Every Child to Flourish in the Montessori 6–12 Environment

In vibrant Montessori Elementary communities, each child has both strengths and challenges to share. A vital role of the adult is to recognize and honor each child’s individual growth process. Join Ms. Awes for an exploration of the multitude of ways to make room for all of the different learners in our communities by aiding life in accordance with the second-plane child’s true nature. Learn how to help children, including those with a comparatively weak foundation, build the skills necessary for academic, emotional, and social success.

What can Montessori guides do when children continue to have gaps far beyond the transition from Children’s House to Elementary? What are ways to help nine- or ten-year-old children who arrive without knowledge of, for instance, the parts of speech or dynamic subtraction? Beyond academic gaps, how can teachers help children bridge social or emotional gaps?

Applying, on the one hand, the essential keys in our albums, and knowing, on the other hand, when adaptations may be not only appropriate, but necessary, are both crucial to creating a psychological environment that protects self-esteem and provides safety, security, and trust. This type of community ensures that children can take risks in their learning and capitalize on strengths to foster the emergence of new skills.

The session will explore some basics in academics (such as phonemic awareness and the memorization of mathematics combinations), as well as important emotional and social skills. Participants will consider how the exercises of practical life, the correction of errors, the nurturing of social skills through lessons of grace and courtesy, and other elements are essential to support strong Elementary communities that embrace everyone.
**SATURDAY MORNING**

**Keynote 1: Who is the Adolescent?**  
9:00–10:15 a.m.  
Who is this being that is no longer a child, but not yet fully adult? Dr. Montessori says, "In the soul of the adolescent, great values are hidden." Sometimes they seem to be very well hidden! Who is the adolescent really, and how can the communities we create respond deeply and authentically to their nature and their needs?

**Keynote 2: On Which Everything Else Depends: Moral Education and the Adolescent**  
10:45 a.m.–12 Noon  
Moral development is a crucial aspect of adolescence, but are we offering the appropriate aid? How does moral development unfold in adolescence, between the elementary child’s sensitivity for morality and the university student’s passion for the "mission of humankind"? What distinguishes moral development in the third plane, and how must we respond to and support it?

**SATURDAY AFTERNOON BREAKOUTS**  
(SEE APPENDIX FOR DETAILS)

**A** The Three-Period Lesson in High School: Engaging Older Adolescents in Self-Directed Learning  
*Presented by: Leah Bry*

**B** Humanities: A Form of Work and Study Designed to Meet our Adolescents’ Needs  
*Presented by: Tony Losasso*

**C** From Occupations in the City to Work in the Forest (De las ocupaciones en la cuidad al trabajo en el bosque)  
*Presented by: Omar Esparza & Eduardo Talamás*
SUNDAY MORNING

Keynote 1: Peace Literacy: Healing Trauma, Navigating Technology, and Protecting Humanity’s Future
9:00–10:15 a.m.
Peace Literacy overturns Maslow’s hierarchy with a new framework to identify our non-physical human needs, the tangles of trauma that can result when these needs aren’t met, our vulnerability to technology, and the skills needed to survive and thrive in the 21st century.

Special Guest Speaker: Engaging in Our Life Work: The Inner Preparation of the Guide
10:45–11:30 a.m.
Pat will explore Maria Montessori’s directives regarding our inner development as human beings, as professional adults committed to serving life. She will invite us to reflect upon how our diverse interactions with adolescents gifts us with ample opportunities to deepen our spiritual awareness, to nurture aspects of ourselves, and to serve with integrity. Pat will suggest how the art of self-care, the dynamics of community living, meaningful staff teamwork, and a sharpened awareness of the natural world can enable us to fully participate in our life work.

11:30 a.m.–12:00 p.m.: Slide Show and Group Conversations

SUNDAY AFTERNOON BREAKOUTS
(SEE APPENDIX FOR DETAILS)

B  Exploring the Landscape of Our Human Needs  Presented by: Paul Chappell
C  Curriculum Development and the Prepared Environment(s): Identifying and Connecting with Key Resources for Putting the Adolescent in Contact With Nature and Guiding Adults  Presented by: Tina Booth
Montessori Leadership: A Practical Life Approach

School leadership is important work, but when you lead a Montessori school you add a whole new layer of complexity. Come spend the day exploring concepts of Montessori school leadership and practical application. We will look at leadership theories and how they intersect with the Montessori philosophy. That will intern inform our explorations of managing our reactions to tough situations, making tough decisions around staffing, and examining our biases that impact our words and actions. We will spend some time looking at evaluation from a “control of error” perspective - talking about what are those things that tell us when we are doing a good job. You will walk away with new understandings and perspectives, some practical tools for doing your work, and some fantastic stories.

Going-Out: a Fundamental Component of the Elementary Child’s Development

Often dismissed as nothing more than a glorified field trip, Going-Out is instead an indispensable element of the Montessori Elementary Program. There is an intricate link between the elementary child’s natural tendency to explore and Going-Out.

Capitalizing on this vital connection, a robust Going-Out program in the elementary curriculum nourishes the development of the elementary child to participate meaningfully and productively in society; indeed, without Going-Out, the child’s full potential is stymied. Phyllis Pottish-Lewis has vast experience in AMI Elementary Montessori. She is an expert in Going-Out both in theory and in practice. You will learn what Going-Out is, why it is vital, how it is implemented, and how you can help make it work to produce the amazing unique results of a true Montessori Elementary education for children.
Parent Communication & Relationships

As Montessorians, so much of our work goes into communicating with children and with one another as fellow teachers and administrators. But are we as competent and confident with parents as we are with their children and our colleagues?

Many would say or at least feel that the answer is, “No.”

This workshop benefits administrators with a desire to improve their interactions and deepen their connection with parents. It will cover a wide range of topics, for example:

- How to best handle parent complaints and conflicts, like “Do I really need to get to school at 8:30am every morning?” “My daughter Olivia said that another child threw sand in her eyes yesterday; what are you going to do about it?”, etc.

- How to better communicate Montessori pedagogy so that current parents are hungry for our insights and prospective parents are begging to move up the waitlist

- How to convince parents to keep their children for the Third Year

This workshop will have both an interactive portion on a few key principles that actually work in practice and role-playing based on real-world scenarios and questions, including those raised by attendees.
Encouraging the Young Explorer

Children are natural explorers of their environment. They use experiences in nature to build their understanding of the world and develop their sense of reality. No matter the region or season, children’s outdoor exploration must be encouraged and supported. Whether in the desert Southwest, near the Atlantic Ocean, or in an urban setting like Dallas, the wonders of nature are everywhere. Children sense our level of comfort in nature, so we must first develop our own appreciation and understanding of the many systems of the natural world. Our children deserve the rich experiences in nature that will influence the course of their interests and activities and stay with them forever. In this workshop, we will explore how we can encourage and guide children to follow their natural curiosity, to enrich their exploration of the natural environment.
Creating an Equitable, Relevant & Responsive Learning Environment: It is Our Nature

Developing a cultural conscious and vigilant state of mind demands the understanding of the intersectionality of our own identity with all dimensions of equity. During this interactive session, participants will explore key social justice concepts. These concepts will set the foundation to engage in a thoughtful exploration of structural and systemic practices that perpetuate prejudice and injustice. The concept of otherness will be explored as a way to intentionally interrupt and critically interrogate how prejudice and injustice find their way in our culture and in our learning environments.

Together, we will explore how society serves to normalize and replicate injustice through images and ideas. Participants will explicitly exchange perspectives about the cumulative impact of institutionalized practices that perpetuate the devastating effects of racism, exclusion, and prejudice in our children and our communities. A collectively developed action plan to promote and/or enhance personal reflection will serve as the blueprint to create an equitable, relevant and responsive learning environment since it is our nature.
Portable Magic: Connecting Children to the World Through Story

As guides, we so carefully consider every material in our environment… But do books receive the same thoughtful treatment?

In an interactive presentation on the role of books in the Montessori pedagogy, Gaby and Grace will discuss choosing, reading, and using books for children in purposeful ways in keeping with authentic Montessori. Participants will have the opportunity to discuss and explore the process of book selection and expand their approach to reading aloud with children. Equipped with resources to help select and share books with children, participants will be prepared to look at books in a whole new way.

Gaby Brabazon
Grace McKinney
Attention Deficit Hyperactivity Disorder (ADHD) and the Support of the Montessori Prepared Environment

ADHD is one of the most commonly diagnosed neurological conditions in children. Many adults struggle to manage the impulsivity that is a characteristic of the diagnosis. In this workshop, you will come to a better understanding of what ADHD is and its impact on the developing brain. We will look at how the Montessori Primary and Elementary Prepared Environments serve the child’s unique needs based on scientific research-based interventions. You will also be introduced to Montessori-friendly scientific research-based interventions that can be easily incorporated into the classroom. Additionally, time will be spent on fostering partnerships with parents and ways to help them better support their child. You will leave this workshop understanding the depth of the interventions Montessori provides as well as many new tools to try.

Continuing the Social Mission of Dr. Montessori

Maria Montessori is recognized as the founder of peace education. Throughout her life, Dr. Montessori challenged barriers based on 1) mental and physical conditions; 2) economic status; 3) age; 4) gender; 5) ethnicity. This workshop will highlight how Montessori’s life demonstrated that peace means the rejection of violence, exploitation and discrimination, and the creation of the conditions for justice and respect for every kind of diversity.

In the second part of the workshop, we will explore developmentally based applications of Montessori’s work on human rights, education as means of personal and humanitarian development and internationalism. We will discuss, “How can Montessori elementary and adolescent programs follow the developmental trajectory from awareness and understanding of social problems to take responsibility and social action?”
Friday Workshops

FRIDAY AFTERNOON (1:30-4:30 PM)

Handling Strong Emotions, The Child’s & Our Own

Dealing with difficult situations and the strong emotions that can come with them is not always so easy for children, or for us as their guides. Yet we know that when children can do this well they are able to accomplish so much more, and the same is true for us adults.

Whether a toddler (or a ten-year-old) is learning how to use his words instead of his hands, or a teacher is developing the self-discipline to not turn into a nagging parent in the classroom, we all have room for emotional growth as human beings.

In this workshop, we cover ways to help children gain greater understanding of their feelings while we also work on delving deeper into our own. The end result is less stress and more calm, both in children and in ourselves.

Montessori on the Move: Movement as an Integral Component of Montessori Education

In her book *The Secret of Childhood*, Dr. Montessori wrote that “Movement is an essential factor in intellectual growth.” In *The Montessori Method*, she dedicated a whole chapter to what she called “muscular education.” Today, neuroscience recognizes that movement and cognition are closely intertwined. In essence, movement matters for children’s holistic development.

In this presentation, we will revisit the concept of movement as an integral component of the Montessori method, further delving into how it can be implemented and expanded to meet the current need for increased physical activity against the backdrop of a progressively sedentary world. In this line, we will uncover and experience, hands-on, what a physical education class following Montessori principles looks like, working on physical literacy and fundamental athletic skills within a prepared environment that prioritizes natural materials, and supported by a program that emphasizes independence, active learning, purposeful action around sensitive periods, as well as cooperation and peer-learning.
Montessori Public Policy Initiative Meeting

Come learn about the impact of the existing policy landscape on Montessori schools and about current issues, trends, and strategies in policy and advocacy. MPPI staff will give an overview of their work along with examples of how MPPI and state advocacy groups have been effecting change. Learn how you can get involved, become an effective advocate, and help transform the policy landscape so that authentic Montessori education can thrive.
Starting Your Own School - A Path to Empowerment  
(Panel Discussion)

Montessori guides are called to serve children and families. Some guides feel an additional calling - the call to start a school. This may come from a desire for more autonomy and freedom, a desire to practice authentic Montessori or an aspiration to serve communities with limited access to Montessori education. In starting a school, a clear sense of purpose needs to be developed - this can happen through a spiritual preparation similar to the preparation done by guides in Montessori training. An assessment of the skills needed to start a school can allow the guide to see what gifts she brings to the project and where she will need support. Entering the school startup process with clarity and purpose allows for a school creation experience that is more joyful and growth-oriented than stressful and overwhelming.

In this workshop, a diverse panel of Montessori guides who have founded schools will share their stories and learning. The experience of these school founders encompasses the range of Montessori models in the US - large and small independents, charters, micro-schools, in-home programs, independents serving low wealth neighborhoods and independents serving socio-economically and racially diverse families. These schools range from brand new to well-established, from suburban to urban and are located across the US. A roadmap of the school start-up process - from envisioning to opening the door to the first child - will be presented along with timelines and resources. There will be two breakout sessions: one will focus on helping participants determine their purpose in starting a school and the second will give participants the opportunity to do group brainstorming with individual panelists.

Castle O'Neill  
Ayize Sabater  
Maya Soriano  
Tracy Epps  
Jacqui Miller
Monday Workshops

Data Informed Programs: Research and Perspectives from Montessori Higher Education Exchange

In American education, PreK–12 and higher education, we have been in at least a decade-long trend of “data driven” decision making, including a range of test results, marketing data and research data. We live in a world of big data where industry leverages many human interactions. This workshop addresses training/preparation pathways use of data to improve programs, instruction and inform advocacy messages. Please join this workshop intentionally structured as an exchange opportunity to provide ample time for direct questions, to discuss specific data demands, opportunity for data to inform our practice, explore data-driven decision making and suggesting future collaborative efforts.

Workshop Presenters: Trainers, Higher Education Faculty and Directors of AMI & AMS Teacher Training Programs. Dr. Paige M. Bray, Facilitating

What We Learn from the Bonsai

Join Sue Pritzker for a moving presentation about how you can know and nurture your team. Sue will bring to us the story of how she and her team came to know about bonsai, and how the study and practice of bonsai enlightened and engaged them, bringing a challenging year to an end. This is a story about finding the resources in your own community.

AMI Educateurs sans Frontières

Would you like to find out more about the mission and background of AMI Educateurs sans Frontières? Join us for an inspiring journey of EsF initiatives from all parts of the globe - from education for nomadic communities in Kenya, parent education programmes for migrant families in the United States, to support for government early childhood workers in India. Reflections from previous EsF Assemblies will highlight the depth and impact of an EsF Assembly and we will also share more information on the next Assembly, which will be held in Juneau, Alaska from 26 July – 8 August, 2020.
Who Was Chief Seattle?

Chief Seattle wrote nothing down during his life, yet his words—both real and imagined—are known throughout the world. The result is a man made up of both historical and fictional aspects, from which conflicting messages can be gleaned.

David M. Buerge, a biographer and a historian to the Duwamish Tribe, Seattle’s mother’s people, spent more than 20 years exploring the man from a variety of sources to reveal a leader of epic character. He was a warrior, an orator, a benefactor, and a visionary who helped found the city that bears his name, Seattle, the largest city in the world named after a Native American.

Chief Seattle’s vision was ambitious: a prosperous, multiracial city. But toward the end of Seattle’s life, he saw that vision become a tragedy. In the current century, is Seattle the city edging any closer to the vision of Seattle the man? Buerge explores this complex figure to uncover how one man’s story still shapes the identity of the city.

Buerge, a historian, teacher, and writer, has been researching the pre- and early history of the City of Seattle since the mid-1970s. He has published fourteen books of history and biography. Buerge’s latest book, Chief Seattle and the Town that Took His Name, is the first biography of Chief Seattle intended for adults. Buerge lives in Everett.
**Special Events**

**DANCE PARTY**
Saturday  
8:30 - 10:30 p.m.
Join us Saturday night at the Hyatt Regency Bellevue on Seattle’s East Side for a dance party and social event featuring the music of The Highsteppers!

The Highsteppers are a scorching hot classic soul and r&b band led by three powerhouse divas. They play both the hits and deep cuts of the greatest era of music and keep the dance floor moving all night long.

*Sponsored by: Transparent Classroom*

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**CIRCLE OF DISTINCTION PRESENTATION**
Friday (during Keynote)  
6:30 - 8:30 p.m.
AMI/USA has established a “Circle of Distinction” which acknowledges an individual’s lifelong dedication, inspiration, creativity, resilience and passion within the AMI/USA community. While every contribution is invaluable to our mission, there are certain people who have inspired us greatly. The Circle of Distinction allows our community to thank these individuals for the significant personal and professional gifts they’ve bestowed.

Honorees will be acknowledged during the Opening Keynote Address at The Montessori Experience: Refresher Course and Workshops.
Speaker Bios

Kim Altmeyer
Kim holds a Bachelor's Degree in Sociology from the University of Texas at Arlington, the AMI Primary Diploma from the Sydney Montessori Teacher's College in Sydney, Australia, and a Master’s in Education with focus on Montessori from Loyola University in Baltimore, Maryland. She has 14 years of experience as a Course Assistant for AMI Primary teacher training courses, including at the AMI Montessori Training Center of St. Louis and the International Training Center of Montessori Education of China in Hangzhou, China, and in a laboratory school setting in the Kansas City Public School District, where she created eight Primary environments in a public school setting. She has been a Primary guide in AMI Montessori schools in Massachusetts, Illinois, Missouri, and Texas, most recently at The Barbara Gordon Montessori School in Colleyville, Texas (now Waypoint Montessori). She currently serves as Primary Trainer at the Montessori Institute of North Texas (MINT), a AMI teacher training center in Dallas, Texas, while completing her work in the AMI Training of Trainers Program.

Alison Awes
Alison Awes has been the Director of Elementary Training at the Montessori Center of Minnesota since 2010 and serves as an adjunct faculty member for Saint Catherine University, St. Paul. She holds Association Montessori Internationale (AMI) Diplomas for Primary (ages three to six) and Elementary (ages six to twelve) levels, a B.A. in art history from Smith College, an M.A. in Latin-American studies from Tulane University, and an M.Ed. in Montessori education from Loyola University Maryland. She has taught in both six-to-nine and nine-to-twelve Montessori classrooms. Ms. Awes is an AMI examiner and consultant, and has served on the boards of private and charter (public) Montessori schools. A former board member of the AMI Elementary Alumni Association, she currently acts as a pedagogical advisor.

As an international lecturer and keynote speaker, she has given numerous workshops and short courses on a wide variety of topics, including dyslexia, art and the work of the hand, the psychological and physical prepared environment, and moral development in the digital age. She has worked on the faculty at international AMI teacher training centers, including those in Thailand, Australia, and South Africa, and has also directed courses in England and Switzerland. Ms. Awes has worked to advance the philosophy, spirit, and practice of Montessori through regularly mentoring teachers in Montessori classrooms worldwide. An advocate for children with reading challenges, she also holds Level I Orton-Gillingham training. Ms. Awes attended Montessori school until the age of twelve.

Connie Black
Connie Black is Director of Training for the Montessori Training Center Northeast Boston Satellite Course. She holds a B.A. in English and Theatre from the University of Tennessee Martin as well as a M.Ed. from Loyola University Maryland. Connie is an AMI Trainer, guest lecturer, examiner both nationally and internationally, and AMI/USA consultant. She serves on the board of directors of AMI/USA.

Connie also serves on the Outreach Team for the Montessori Center of Minnesota, serving the Montessori Partners Serving All Children initiative. All children, regardless of family income, should have access to high-quality early learning experiences. The mission of the initiative is to open community-led Montessori programs to increase access to the time-tested Montessori approach to those without the opportunity to participate in tuition-based programs.

Tina Booth
Tina Booth has worked in Montessori adolescent communities since 2001. She has worked as a humanities and ethics teacher in private and public Montessori schools, including the Grove School and Montessori High School at University Circle. She holds the AMI elementary diploma from Bergamo, the NAMTA Orientation to Adolescent Studies certificate, a BA in archaeological studies from Boston University, and an MA in anthropology from Northern Arizona University. She has acted as Orientation Leader, advisor, and lecturer for the Orientations in Huntsburg, OH, Redlands, CA, and Golden, CO. Currently, Tina works at Stonebrook Montessori, a public charter Montessori school in Cleveland, as an Upper Elementary teacher. She is committed to better understanding issues of equity, inclusion, accessibility, trauma-informed education, and methods of building resiliency for both children and teachers in Montessori environments.
Gaby Brabazon
Gaby earned a BFA in art history and illustration (2010) and an MFA in creative writing for young people (2017), both from Lesley University in Cambridge, Massachusetts. She holds her AMS Montessori certification at the Primary level (2014) from Northeast Montessori Institute. When not focused on Cosmic pursuits, Gaby continues to think, read, and write about stories for her work with the Joseph Campbell Foundation. She lives in Cambridge, Massachusetts, with her husband and small dog, both of whom do their part to keep her fed on a steady diet of absurd humor, art, nature, and magic.

Paige Bray
Paige M. Bray, USA, is Director of the Center for Montessori Studies and Associate Professor of Early Childhood Education at the University of Hartford, Connecticut, USA. She has worked with colleagues, allies and accomplices in community to address systemic inequities for over three decades. Her teaching expertise focuses on the personal “reflexes” and professional identity transitions fostered through dynamic inquiry and the use of meta-cognitive tools with both undergraduate and graduate level pre-service teachers. Her work focuses specifically on transitions occurring in the first semester, during the clinical experiences and across the career continuum once a credentialed teacher. An advocate for children and families, Dr. Bray’s research is grounded by a community context and consistently emphasizes human capacity as knowledge producers as well as knowledge consumers. She earned her B.A. and M.Ed. from Sarah Lawrence College and her Ed.D. from the University of Massachusetts, Amherst. Bray integrates her research, theory, and practice through the URBAN network by focusing on public scholarship.

Leah Bry
Leah Bry is one of the founding guides at Denver Montessori Jr/Sr High School (a public school). She holds a certificate from the AMI Orientation to Adolescent Studies, a B.A. in Anthropology and Studio Art from Grinnell College, and an M.A. in Sustainable Business and Communities from Goddard College. Leah found her way to Montessori adolescent education through urban farming, and has been delighted by every step of the journey.

Ingrid Canady
An educator for over 20 years, Ingrid M. Canady currently serves as Executive Director of the State Education Resource Center (SERC). Ingrid migrated to the United States from Costa Rica in 1989, and became a U.S. citizen in 1990. Her educational career began as a Head Start educator in the City of Waterbury, and she graduated from Northwestern Connecticut Community College with an Associate’s degree in Early Childhood Education. She earned her Bachelor’s, Master’s and Sixth Year Educational Leadership degrees from Central Connecticut State University.

In 2003, Ingrid joined SERC as a member of the consulting team, becoming an active contributor on SERC’s intentional and strategic journey to examine the hidden realities of institutionalized racism and its impact in today’s classrooms. Unmasking these biases has become an essential priority of Ingrid’s transformational leadership approach.

Paul Chappell
Paul K. Chappell is an international peace educator and the Peace Literacy Director of the Nuclear Age Peace Foundation located in California. A West Point graduate and Iraq war veteran who believes that humanity must become as well-trained in waging peace as soldiers are in waging war, Chappell created Peace Literacy as a universal and practical skillset for surviving and thriving in the twenty-first century. His six books in his seven-part Road to Peace series, shows how positive change happens at the global and personal levels. He lectures internationally, teaches college courses and workshops on peace literacy and peace leadership, and leads a curricular development team for k-12 and higher education. Visit paulkchappell.com or peaceliteracy.org/.

Judith Cunningham
Judith Cunningham is the Founder and Chief Strategy Officer of Montessori Model UN. Judith founded MMUN to help students find their voices, take action and build peace. MMUN is named after Dr. Maria Montessori who said to the UNESCO, “If the world would listen to the children, they would hear new, innovative solutions to the world’s problems”. As a Montessori educator and former head of school, Judith’s experience enabled her to design MMUN to align with the developmental interests of students from 9-18 years of age moving from awareness of the global-local nature of problems to a sense of responsibility to take action to the implementation of student action project.

Judith holds an AMI Elementary Diploma, a M.Ed. and post graduate work in Alternate Dispute and Conflict Management and has worked with students and teachers from 30+ countries since founding MMUN in 2006.
Tracy Epps
Tracy Epps has a passion for giving young children the best start in life with a special interest in promoting healthy relationships between children and their parents, families, and caregivers. Tracy’s preparation for this work includes AMI A-I and primary certification from the Montessori Institute of San Diego, an MEd in Montessori Education from Loyola University, a master's degree in Applied Positive Psychology from the University of Pennsylvania, and a masters and doctorate in Industrial/Organizational Psychology from DePaul University. She is a current fellow at UC Davis in Infant-Parent Mental Health.

Tracy has served as faculty in management and psychology at DePaul University, a personal and executive coach, an organizational consultant, and a research psychologist for the US Army. While on active military duty, she was trained in the Army’s first class of Master Resilience Trainers (MRTs). Tracy has traveled the US training service members, their spouses, and children on ways to promote resilience and enhance mental, physical, social, family, and spiritual well-being.

In Chicago, Tracy started and led a successful home-based birth to 6 Montessori school for 8 years. She is currently creating a home-based program in Pittsburg, CA.

Omar Esparza
Omar Esparza, has fourteen years of experience as a guide in the Adolescent Community of Colegio Montessori de Chihuahua, has participated in the development of the occupations and the Majalca program, in that institution. He has an AMI Diploma for Children’s House (Mexico City 2018). Also the NAMTA Orientation for Adolescent Studies (Cleveland, OH. 2007). He attended a Refresh in Cleveland, OH 2014. He participated as Advisor in The NAMTA/AMI Montessori Orientation to Adolescent Studies 2019, and as an assistant of the same Orientation in 2015, in Chihuahua.

He currently collaborates with some schools in Mexico and abroad, for the development of more Adolescent Communities, and he also has been Summit organizer for Montessori Adolescents in México. He also has the titles of Environmental Chemical Engineer (UACH, 2005) and has a Bachelor of Science in Education (CESES 2016).

Laurie Ewert-Krocker
Laurie Ewert-Krocker has been Upper School Program Director and Middle School Program Director at Hershey Montessori School where she worked for 28 years. She was the founding head teacher of Hershey’s Adolescent Community in 1996. She was a presenter and then Course Director for the AMI-NAMTA Orientation to Adolescent Studies. She currently consults and works with teachers in Montessori adolescent programs around the world. She holds AMI diplomas at the 3-6 and 6-12 levels as well as a BA and an MA in English.

Gabriel Forestieri
Gabriel Forestieri, MMUN Director of Training, holds a Bachelor's Degree from Carnegie Mellon University, MFA from New York University and the AMI Adolescent Credential.

Gabriel began working with the MMUN at the first conference in 2006 in NYC and has worked in a cross section of capacities in support of the organization. Gabriel shares, "As I became more and more inspired by the amazing work of all the delegates I wanted to become more involved. I started to work on the Bureau and then eventually moved into teacher training. Coming from a Montessori background and having been inspired by the work of Montessori, I decided to attend the NAMTA Adolescent Orientation. From this research I developed a deeper understanding and appreciation for how special MMUN is and how perfectly it fits with Montessori’s vision for peace through education. I am honored to continue sharing this work of helping to give voice to the next generation of MMUN participants."

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.
Tony Losasso
Tony Losasso has been with Omni Montessori School’s Adolescent Program as Program Director/Lead Guide since 2017. He has twelve years of experience at the elementary level and has nine years of experience teaching Humanities and Occupations at Hershey Montessori School’s Adolescent Community. Tony has a BA in Zoology from Kent State University and an AMI elementary diploma from Washington (DC) Montessori Institute. He has been both presenter and advisor at the AMI/NAMTA Orientation to Adolescent Studies for many years. In addition to teaching, he enjoys all things outdoors, especially hunting and fishing. He is married to Amy, with whom they have two daughters (Gwendolyn and Julia).

Pat Ludick
Patricia Ludick is in her thirty-fourth year of working in Montessori education and was one of the planners and contributors in the early Montessori adolescent movement in the 1980s. Pat continues to serve the needs of new teachers, children, adolescents, and parents. She actively consults with public and private Montessori adolescent programs, presents at conferences, conducts workshops, and has guided teachers each summer at the AMI Montessori Orientation to Adolescent Studies. Pat holds an AMI diploma, a certification in special education, a Master’s degree in curriculum and instruction, and a certification from John Carroll University in Spiritual Direction.

Jesse McCarthy
Jesse McCarthy, founder of the organization Montessori Education (montessorieducation.com) and host of The Montessori Education Podcast, has over 15 years of combined experience as an elementary and junior-high teacher, a Head of School for infants to 8th graders, an executive with a national group of schools, and a parent and teacher mentor. Jesse earned his undergraduate degree in Psychology from the University of California, Los Angeles and his Children's House diploma from the Montessori Institute of San Diego (MISD).

Grace McKinney
Grace received her BS in early childhood education and language & literacy studies (2015) from Vanderbilt University in Nashville, TN, and her MA in children's literature (2017) from Simmons College in Boston. She is currently working toward her AMI primary diploma through the Montessori Training Center of St. Louis (2020). She works at Chesterfield Montessori School in St. Louis, MO, bakes often, and writes book reviews for the Horn Book Magazine.

Jacqui Miller
Jacquie Miller is the Founding Principal of Stonebrook Montessori, a public charter school in Cleveland, Ohio, in its 5th year. The school currently serves 220 children in preschool (age 3) through 6th grade, and plans to grow through middle school. The school currently serves children in preschool (age 3) through 5th 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.

Denise Monnier
Denise Monnier, Director of State Advocacy, Montessori Public Policy Initiative. Denise Monnier is a Montessori parent, advocate, and advocacy coach, striving for public policy that supports universal access to Montessori education. More than 15 years of teaching in and leading Montessori schools made her deeply aware of the need for equity in and access to high quality education. Denise’s journey into education policy began when she founded an early childhood outreach program. Later, as the head of Fox Valley Montessori School in Aurora, Illinois and through her involvement in the Association of Illinois Montessori Schools where she currently serves as Executive Director, her advocacy efforts turned to statewide and national advocacy. Her work with MPPI is centered around supporting our state advocacy groups and equipping them with the tools and training they need to be effective advocates for children.

Barbara Murphy
Passionate about education, Barbara holds a PhD from Northwestern University. Following her experience in academia, she ventured into the business world, first as an account executive for a global communications agency, and subsequently as an entrepreneur. As the mother of two while living in Italy, Barbara fell in love with the Montessori philosophy. Now the co-creator of Montessori Gym, Barbara is fulfilling her dream of adding value to children’s education and wellness through innovation.
Castle O’Neill
Castle O’Neill has spent over 30 years in Montessori education as a guide, administrator and trainer. AMS certified at the primary and infant and toddler levels, Castle was the founding director of the Virginia Center for Montessori Studies and has taught for AMS training programs throughout the mid-Atlantic, MA and WA. Castle has been a presenter at AMS, MACTE and Montessori for Social Justice national conferences. Currently working with the Wildflower foundation to support Montessori guides in starting their own schools and make Montessori education accessible to all families, Castle has been a co-founder of three Montessori schools: a for-profit toddler - elementary independent school in the suburbs of Richmond, VA, a sliding scale school in a low-wealth neighborhood in Richmond and a shop front microschool in Cambridge, MA. Castle believes in teacher empowerment as a means for supporting access to Montessori education.

Patricia Pantano
Patricia Pantano has over 40 years’ experience in Montessori environments, and holds AMI diplomas at the Primary and Elementary levels. She worked in Children’s House, spent 12 years at the elementary level in both public and private schools, and served on the board of AMI-EAA for six years. She began her work with adolescents as Middle School Coordinator at the St. Alcuin Montessori School in Dallas in 1992. In 2000, she founded the Camino de Paz Montessori Secondary School in New Mexico, a farm-based program for ages 12 – 18. Patricia was a lecturer and advisor since 2013 at the NAMTA-AMI Montessori Orientations to Adolescent Studies in Cleveland and Sweden and Orientation Leader for the 2019 course in Mexico.

Phyllis Pottish-Lewis
Ms. Phyllis Pottish-Lewis holds a Bachelor’s Degree in Zoology from UCLA and a Master’s Degree in Education from Loyola College in Maryland. Also, she holds both primary and elementary diplomas from the Association Montessori Internationale. She has over 37 years of teaching experience with children ranging in ages from three to twelve and 40 years of lecturing and training on AMI elementary courses. To complement her years in the classroom and on training courses, she also has two years of experience administering an AMI school. Presently she is a lecturer on national and international AMI Training Courses and an AMI consultant, as well as a frequent presenter at various workshops, conferences and Refresher Courses.

Sue Pritzker
Sue graduated from the University of California at Berkeley with degrees in Sociology and Spanish. She worked as a teacher and administrator at Marin Montessori School before taking her current position as HoS at Childpeace Montessori, in Portland, in 1988. Sue helped to grow the school from 45 to 360 students. A founding member and Chair of MAA for four years, she also participates as a member of the Montessori Leaders Collaborative. Sue worked on a MLC Task Force on a successful grant proposal to create a network of Montessori Birth-Six Family Centers and has a certificate in Non-Profit Administration from Concordia College. Sue is founder and presenter of Lead Montessori workshop in Prague and has been a speaker and presenter for NAMTA, AMI-USA and Oregon Montessori Organization, Whole School Leadership, and AMI training centers, with a focus in primary classroom and administration practice. A recipient of OMA’s Outstanding Dedication award, Sue has been an AMI-USA school consultant at the Primary level since 1985. Sue enjoys staying active by running with her dog, Minerva, cycling, hiking and dancing and watching her favorite sports teams and conquering jigsaw puzzle challenges.

Alejandra Rosas
Alejandra Rosas is the Assistant to Infancy Director of Training in San Diego, CA and currently serves as an examiner, and consultant at the same level. Alejandra has been part of the Montessori Community for over 20 years. She has worked at both the 0-3 and 3-6 levels, serving countless young children and their families as they navigate their children’s development. Alejandra received her AMI 3-6 diploma in Italy in 1996 and her AMI 0-3 diploma in San Diego in 2004, under the guidance of Dr. Silvana Montanaro. She also holds an A.S. in Puericulture and a B.A. in Early Childhood Education. Alejandra works nationally and internationally offering 0-3 courses and workshops to teachers, parents, and school administrators. Alejandra enjoys the most, traveling and having new experiences with her loving family.

Ayize Sabater
Ayize Sabater is a dynamic social entrepreneur, author and twenty year veteran educator. He has co-founded several non-profits, including an independent school, an award-winning non-profit organization and a Washington D.C. Montessori Public Charter School. Mr. Sabater is an alumnus of Morehouse, the Wesley Theological Seminary and is currently an Urban Education doctoral student at Morgan State University. He also has completed Montessori primary assistant training.

Ayize’s innovative social justice work positioned him to be featured as the Keynote speaker for American University’s freshman class in 2009 and a 2010 recipient of a White House award for his non-profit organization, which was presented by First Lady Michelle Obama. In 2014 he authored a book “Tellin’ Children Our Story: A Fun Technique for Teaching History...” and has lectured internationally on cultural empowerment. He has leadership, financial and grant-writing experience and helped grow his social justice educational non-profit from a $10,000 program into a million-dollar program. “I believe that Montessori education has a great potential to transform education, however it is far too often relegated to the wealthy and the well-to-do. I’d like to work with a cadre of others to bring Montessori to people of color.
Charis Sharp
Charis brings over 25 years of experience in education with a passion for teaching and learning that engages every child. Her idea of fun is helping great educators work better together. She has extensive training and experience in organizational development, leadership, and administration with a focus on Montessori schools and practice. She is Executive Director at Washington DC’s Latin American Montessori Bilingual Public Charter School. She holds degrees in teaching and organizational development and a Doctorate in Leadership and Change from Antioch University. Her Montessori Credential is in Administration from Houston Montessori Center. She has served on several state and national boards and committees including the Washington Federation of Independent Schools, the Pacific Northwest Montessori Association, and Montessori Public Policy Initiative in Washington D.C., where she currently serves as the Board Chair.

Maya Soriano
Maya Soriano's journey started as a TFA corps member where her school placement highlighted the power of women of the global majority to demonstrate innovation and leadership. Maya discovered Montessori while looking for preschool for her son and was deeply moved by the integrity and limitless potential that Montessori guides see in their children. She left the classroom after 7 years teaching Kindergarten and first grade in traditional and dual immersion settings and got her Montessori training in St. Paul for the Montessori Training Center of MN. During training, she connected with Wildflower while and worked for the foundation in their start up years in the Twin Cities. Within two years, she co-founded Lirio Montessori, one of the first Wildflower schools to open under the MN Wildflower Montessori charter. Lirio is a two way immersion program serving primarily families of the global majority in South Minneapolis. Since then, she has been committed to opening up pathways to school leadership and sees WEI's as a pathway to transform the current educational narrative for Black and Brown children and educators.

Wendy Shenk-Evans
As a veteran Montessori school administrator and Montessori parent, Wendy has seen the transformational impact that a Montessori education can have in the lives of children. Her passion for making this invaluable educational approach accessible and available to more children inspires her public policy work with MPPI.

While serving as a head of school in Washington, DC, Wendy successfully advocated for policy changes to help Montessori programs in the District flourish. She became involved in national advocacy efforts early in the life of the Montessori Public Policy Initiative, serving on and chairing the MPPI Council and overseeing MPPI's strategic plan development. Now, as MPPI's first Executive Director, she supports state level advocates, collaborates with leaders across the Montessori community, advocates and builds coalitions with other national education organizations, and offers trainings and workshops to prepare Montessori educators to be effective advocates.

Eduardo Talamás
Eduardo Talamás has more than 12 years of experience working full time in the Adolescent Community of Colegio Montessori de Chihuahua in México, in areas such as occupations and self-expression mainly. He took the NAMTA Orientation for Adolescent Studies in Cleveland, Ohio, in 2008 and in 2018 he obtained his AMI Diploma for Children’s House, in 2015 he participated as an assistant in the first NAMTA/AMI Orientation for Adolescent Studies in México and as Advisor in the NAMTA/AMI Orientation for Adolescent Studies in 2019. He has a Degree in Oceanology and a Masters in Aquaculture.

Megan Tresize
Megan Trezise is an AMI Trainer at the Primary level with 16 years of experience in Montessori. She holds a Primary Diploma from the Montessori Education Center in Phoenix, AZ, a state of Arizona teaching certificate, and a master's degree in Early Childhood Education. Currently, she trains with the Southwest Institute of Montessori Studies, the Montessori Training Center Northeast, and the Montessori Training Center of Poznan.

Megan has spent many years teaching in both private and public Montessori schools. She served as a guide, a Montessori Instructional Coach as well as the data specialist for the school’s Response to Intervention Team working with special needs children. She now specializes in serving children with ADHD and those who have endured childhood trauma within the context of the Montessori Prepared Environment.

Megan has presented workshops nationally, on the AMI Adolescent Orientation, and has had the honor of co-presenting the AMI/USA Refresher Course Assistant’s Course in 2019.

Martin Yaconis
After graduating as an Engineer from the University of Buenos Aires in Argentina, Martin has dedicated his professional career to technology applied to health, sports and rehabilitation. In this line, Martin counts with vast international experience in the areas of evaluation and physiological, biomechanical and cognitive training, collaborating across the United States, Europe and Latin America with institutions such as Olympic committees, universities, professional sports teams, high performance athletes and young players academies, as well as research and rehabilitation laboratories.
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. An AMI membership is required. An EAA membership is also required for Elementary.

ADOLESCENT COURSE
Open to adolescent educators and those who are interested in adolescent work. An AMI diploma is not required.

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

ASSISTANTS COURSE
Open to classroom assistants at the A to I, primary, and elementary, levels, as well as support staff and AMI teacher trainees. An AMI diploma is not required.

EQUITY INTENSIVE WORKSHOP
Open to all. An AMI diploma is not required.

FRIDAY & MONDAY WORKSHOPS
Open to all. An AMI diploma is not required.

Registration Deadlines

Friday, December 15, 2019
Early Bird Deadline
Registrations must be postmarked (or time stamped for online registrations) by December 15 to receive the early bird rate.

Wednesday, January 15, 2020
Advance Purchase Deadline
All advance registrations must be postmarked by January 15. After this date, registration will only be accepted on-site.

Wednesday, January 15, 2020
Meal Changes/Registration Transfer Deadline
A higher fee will apply for walk-in registrations.

Registration Times

Friday, February 14
8:00 a.m. – 6:00 p.m.

Saturday, February 15
7:30 – 9:00 a.m.

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

Cancellation/Refund Policies
Requests made in writing (email is acceptable) and received by January 15, 2020 will be refunded 50% of the registration fee paid. Requests made between January 15 and February 5, 2020 will be refunded 25% of the registration fee paid. There will be no refunds issued for requests made after February 5, 2020. Membership fees are non-refundable.

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 Wednesday, January 15, 2020. Membership fees are non-transferable.

Meal Preference
Changes to meal preference are permitted until Wednesday, January 15, 2020.

Certificates
Certificates will be available by request at amiusa.org following the conclusion of the The Montessori Experience. Attendees must attend the full session in order to receive their certificate (some sessions will require sign-in).

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 $56, attend all sessions (sign-in required), and complete a registration form, course evaluation, and write a short paper. For more information, please contact Yvonne Froehlich at publications@ami-eaa.org.

Continuing Education Credits
Continuing Education Credits (CEUs) are available through Loyola University Maryland's Center for Montessori Education for Sat/Sun Intensive Sessions. To receive CEUs, you must pay a $25 fee ($30 for non members), and attend all sessions. A Participant Reflection document must be filled out and returned to Loyola to receive credit. A link will be available on amiusa.org.

Memberships
AMI and EAA memberships must be current through Monday, February 17, 2020.

**If your membership needs to be renewed in order to attend the Refresher Course, or to receive the member rate for the Administrators, Assistants, Adolescent or Equity Intensive Workshops, and you do not indicate this on your registration form, your card will be automatically charged for the renewal the week of January 15, 2020.

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 Sarah Kozicki, sarah@amiusa.org, with details of your needs.

Photo Use
Your photo may be taken during The 2020 Montessori Experience: Refresher Course and Workshops and may be posted online or in printed material. Attendance at the The Montessori Experience is consent for photo release.

*Video recording of sessions is NOT permitted.
*Not all vendors are AMI-approved manufacturers.
Open Meeting with the AMI/USA Board  
**Saturday, February 15, 5:00 - 6:30 p.m.**  
Meet AMI/USA board members, discuss current board activities and initiatives, and ask questions.

Dance Party  
**Saturday, February 15, 8:30 - 10:30 p.m.**  
AMI/USA and Transparent Classroom present a night of great music and socializing.

Meet and Greet/Networking Opportunity  
**Sunday, February 16, 5:00 - 7:00 p.m.**  
Visit with school heads to find job opportunities available now and for next year. Contact [denise@amiusa.org](mailto:denise@amiusa.org) to request a table.

Adolescent Exemplary Speakers  
**Saturday and Sunday, 3:30-5:00 p.m.**

Scholarships Available  
AMI/USA is thrilled to announce that up to fourteen scholarships are available for those wishing to attend the The 2020 Montessori Experience: Refresher Course and Workshops. Click here to apply: [https://bit.ly/2qeYsZK](https://bit.ly/2qeYsZK). Applications are due by November 20, 2019.

Amsterdam Raffle  
AMI/USA will be raffling three hotel nights, registration, and round-trip coach airfare to the AMI Annual General Meeting in Amsterdam, April 16-20, 2020. The winner will be drawn and announced during the Closing Ceremony!
Registration Form

Name: ________________________________
Address: ________________________________
School/Training Center: ____________________ (if applicable)

Email: ________________________________
Phone: ________________________________

Lunch Preference:
☐ Standard  ☐ Vegetarian  ☐ Vegan  ☐ Gluten-Free  (check all that apply)

SATURDAY-SUNDAY INTENSIVE SESSIONS

Refresher Course
AMI and EAA (Elementary only) membership required

Select only one level:
☐ A to I  ☐ Primary  ☐ Elementary

Early Bird (by 12/15/19) $470  ___(a)
Regular (by 1/15/20) $515  ___(b)
On-site $590  ___(c)

Diploma Information:
Training Center: ________________________________
Diploma Number: ________________________________
Year of Graduation: _____________________________

*Diploma information must match age level attending*

Choose Your Experience
(Select only one)

☐ Administrators  ☐ Assistants  ☐ Adolescent  ☐ Equity Intensive Workshop

MEMBER RATES
Early Bird (by 12/15/19) $470  ___(d)
Regular (by 1/15/20) $515  ___(e)
On-site $590  ___(f)

NON MEMBER RATES
Early Bird (by 12/15/19) $585  ___(g)
Regular (by 1/15/20) $630  ___(h)
On-site $695  ___(i)

Saturday-Sunday Intensives include:
• Opening keynote address (Friday evening)
• Dance Party (Saturday evening)
• Lunch on Saturday and Sunday
• One Monday workshop (excluding panel discussion)

Friday and Monday workshops don’t include lunch.
## Registration Form

### MEMBER RATES

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<tr>
<th>Workshop</th>
<th>Non-Member Rate</th>
<th>Member Rate</th>
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<tbody>
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<td>Friday Workshop F (MPPI)</td>
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### NON MEMBER RATES

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### Add-ons

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<td>CEUs (Sat/Sun)</td>
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### Payment

- [ ] I have enclosed a check or money order
- [ ] Charge the amount indicated to my credit card

*To be applied to intensive sessions only:*
- AMI school discount (3 or more staff) - or - $25 (al)
- Volume Discount (5 or more staff) - $25 (am)
- AMI Trainers/Active Consultants -50% (an)
- AMI Trainees & TOT -25% (ao)

**Total**

Card Number: ____________________________
Exp.__________________________
Signature: ____________________________

Send your registration to:
AMI/USA
206 N. Washington St., Ste. 330
Alexandria, VA 22314


If you have questions, please contact montessori@amiusa.org.
The Three-Period Lesson in High School: Engaging Older Adolescents in Self-Directed Learning

The Montessori three-period lesson - key lesson, independent work, and culminating presentation - can occur over many time scales, from a brief lesson and its follow-up work and evaluation, to long-term group projects with multiple phases. This interactive workshop will include concrete examples of three period lessons across multiple disciplines, used in a High School setting with students ages 15 - 18. We will discuss applying the pedagogy behind the three-period lesson in a context with older adolescents, and then work together to design lesson plans and materials. The goal for this workshop is that you’ll leave with concrete tools and lessons to use in your environment.

Humanities: A Form of Work and Study Designed to Meet our Adolescents’ Needs

Join us as we explore the topic of Seafaring as a vehicle or means to meet the developmental needs of the adolescent in the context of a Humanities Study. We will look at our species relationship with our planet’s greatest and most diverse natural area, the sea, over the millennia, and its use for transportation, as well as food, a dumping ground, and a source for creative and spiritual inspiration. Attendees will revisit what Dr. Montessori said about how adolescents need the combination of history and creative expression to best create themselves. Activities will include creative and seminar opportunities as well as sharing keys to building their own Study.

From Occupations in the City to Work in the Forest

An urban model with farm activities can provide valuable work, production and exchange experiences, as well as community life situations.

However, when adolescents work in a forest, they develop other personal and responsibility skills, that is, contact with nature leads them to want to be partakers in society, to find the solution to environmental and social problems that affect a population.

This presentation seeks to share some ideas of work and contact with nature that have worked satisfactorily in an urban model and that over time implemented monthly outings to the forest, as an alternative to residential life. In addition, it is considered how the benefits of this real work, contribute to adolescents to carry out activities that allow them to accomplish valorization and deeply improve their moral education.
A Seminar on Montessori’s “The Four Planes of Education” and “Reconstruction in Education” in Citizen of the World

Laurie Ewert-Krocker will facilitate a seminar on selected readings from the new volume of Montessori lectures entitled Citizen of the World: Key Montessori Readings published by Montessori-Pierson in February of 2019. In this collection, says Ginni Sackett, Montessori “repeatedly brings our attention back to the vital role of a radically transformed education in human society...to this new concept of education for life rather than education as simply a transfer of information from one generation to the next.” (Participants should bring a copy of the book with them.)

Exploring the Landscape of Our Human Needs

The Landscape of Our Human Needs, an Allegory and Pictorial, provides us with a journey through the metaphors of natural spaces for us to reach our full potential.

Curriculum Development and the Prepared Environment(s): Identifying and Connecting with Key Resources for Putting the Adolescent in Contact With Nature and Guiding Adults

The task of adolescent is to imagine how they will take their place in society. The task of the guiding adult is to prepare the environment by helping the adolescent connect with the adults whose roles the adolescents will one day fill. This workshop is a practical exploration of thinking about, and connecting to, community members and resources who can help support this process. We will also discuss strategies for helping adolescents themselves establish these connections.