All interested parents and educators are welcome to attend
Register by February 2, 2017

A NAMTA Event at the AMI/USA Refresher Course
Austin, TX • February 17–20, 2017
Renaissance Austin Hotel

Positive Adolescent Psychology:
What Can Be Seen Beyond the Calculating Mind
As the 12–18 model becomes more coherent, the universal turning points of adolescent psychology need to be clarified. Program universals must include sophisticated content that is worthy of adults and up-to-date disciplines that correspond to the psychological strictures of the adolescent. This professional development course will examine program universals and will explore the potential for rich, diverse content development.

Friday, February 17, 2017

8:30–11:00 a.m., 12:30–2:00 p.m., 4:00–6:30 p.m.

NAMTA Registration Times

4:00–5:00 p.m.
AMI/USA Special Event: Open to All
State Advocacy Gathering

7:00–8:30 p.m.
AMI/USA Special Event: Open to All
Welcome & Keynote

8:30–10:00 p.m.
AMI/USA Special Event: Open to All
AMI/USA Fruit & Cheese Reception
Positive Adolescent Psychology: What Can Be Seen Beyond the Calculating Mind

Saturday, February 18, 2017

7:15–8:45 a.m.  
Registration

8:00–9:00 a.m.  
AMI/USA Special Event: Open to All  
Morning Yoga

8:00–9:00 a.m.  
AMI/USA Special Event: Open to All  
Parent-Infant Class Observation

9:00–10:15 a.m.  
Revisiting Valorization as a Positive Adolescent Psychology for Montessori’s Century of the Adolescent (21st Century Optimism)  
Jenny Höglund

Valorization gives meaning to all of the intellectual wisdom and psychological forces of the Montessori adolescent. It includes the personality of the student, their work, and their independence in a social setting. The personality is the total of a person’s individualities and potentialities. Intelligence develops through activity. Being able to do something well (competency) is important, as is feeling capable of work within a responsive community. Personality needs to be allowed spontaneous activities in a prepared environment that is conducive to independence. The healthy and positive development of the adolescent personality is character. Montessori writes, “The first duty of the educator is to recognize and respect the personality of the young adult.” Education for life requires self-respect and personality development from tasks of increasing importance to reality and increasing challenge to the individual. If we do not allow this rising challenge in adolescent life, the child will stop seeking out more difficult challenges.

10:15–10:45 a.m.  
Break
10:45 a.m.–Noon
Cognitive Development During the Adolescent Years: Implications for Growth in Executive Functions, Social Cognition, and Perspective Taking
Steven Hughes

New research shows the continued development of brain regions affects the demonstration of executive functions, which bring new abilities in perspective taking and social cognition. Just as a child is driven to experiment with emerging motor abilities, the developing adolescent is driven to experiment with these new capabilities through more sophisticated engagement in the social world. Increasingly, these experiments include the effort to earn respect through acceptance within a social group that shares special interests. The needs and drives of the third plane shift, especially during the second half, and the adolescent guide can facilitate these new urges. Understanding these new stages of cognitive and social developments can help the adolescent as they seek to exercise agency in a wider, more adult social world.

Noon–1:30 p.m.
Lunch

1:30–3:00 p.m.
How the Mathematical Mind of the Adolescent Develops from Early Adolescence to Late Adolescence
Michael Waski

Michael takes his in-depth understanding of the mathematics prepared environment and the developing adolescent and shows interactional high points for the whole of Montessori high school mathematics content, from algebra to calculus. The workshop emphasizes the maturing mathematical mind and explores the psychology of the adolescent in the context of a complete discipline that is embodied by a materialized prepared environment.

3:00–3:30 p.m.
Break

3:30–5:00 p.m.
Small Group Breakout Sessions (Adolescent Brain)
Digital humanities allows adolescent practitioners to implement approaches to history that provide data-based creative thinking for research. This presentation will include an explanation of how and why digital humanities is developmentally appropriate for the adolescent mind and will include examples of successful projects and suggestions for how to think about creating digital humanities projects. It will also tackle some common pitfalls for digital humanities projects and misconceptions about the role and implementation of technology in a Montessori prepared environment.

10:15–10:30 a.m.
Break

10:30 a.m.–Noon
From Cosmic Task to Moral and Social Civic Responsibility
Judith Cunningham and Elizabeth Henke
Montessori education provides a path from cosmic task to moral and social responsibility and leads to the development of the new humanity that is capable of creating and sustaining a peaceful world. In their social embryo stage, adolescents are much more attuned to the problems of society; they no longer continued on the following page
gather facts for information and intellectual knowledge as much as social understanding. On the verge of entering adulthood, the adolescents are much more aware of local, national, and international social justice from a community perspective. They are propelled to better understand human society and to develop a sense of civic responsibility as they recognize that the community’s problems are their problems. As Montessori educators, we are being called upon to do more for humanity: We convey a vision for each child to become a global citizen and social activist.

Noon–1:30 p.m.

Lunch

1:30–3:30 p.m.

Designing Montessori Discipline Frameworks for All Settings

*Michael Waski, Marta Donahoe, Ben Moudry, and Katy Myers*

Every Montessori high school design must define its frameworks for the disciplines (specialists) for their particular settings, scope, sequence, and Montessori characteristics. In this session, each speaker represents a different perspective respectively: full Montessori development (Waski), farm-based high school (Moudry), high school frameworks (Donahoe), and public sector (Myers). Montessori high schools must decide what makes them Montessori, and the development of challenging content must align with Montessori psychology. The Montessori discipline framework must develop universal methodology to create a curriculum document that uses a few universal practices and avoids one-way solutions. Framework starting points include:

- preparing the student for adult life;
- making the curriculum relevant by using natural tendencies and interests;
- preparing students intellectually with articulate key experiences, key skills, and key concepts that maximize independent study outside of the classroom;
- flexibility to allow students to pursue areas of interest;
- using the three-period lesson in its design; and
- using an external assessment or framework that will support Montessori high schools and be acceptable to the university and state community.

3:30–5:00 p.m.

Open Panel Discussion of the Whole Program and Its Universal Import

5:00–7:00 p.m.

Meet and Greet/Networking
Mr. Kahn will present on how the adolescent program and studies are integrated into, and are in fact crucial to, the development of the whole school. He will discuss universal adolescent teacher preparation that is appropriate for all varieties of programs, from urban to rural, and all forms of Montessori pedagogy. Based on the NAMTA/AMI 16-year record of adolescent teacher training and 30 years of whole-school research and design, he will discuss how an integrated Montessori design can be successfully achieved. Audience input on future adolescent training will be solicited at this event.

**Conference Speakers**

**Tina Booth** is currently a humanities and ethics teacher and associate pedagogical director at the Montessori High School at University Circle (Cleveland, OH). She holds the AMI elementary diploma from Bergamo, a BA in archaeological studies from Boston University, and an MA in anthropology from Northern Arizona University.

**Judith Cunningham** is the executive director of Montessori Model UN. As a Montessori teacher and administrator, Judith, along with Ambassador Francis Lorenzo, conceived of the MMUN in 2006. She founded MMUN to help students find their voices, take action, and build peace as a way of honoring Maria Montessori’s legacy and implementing her dream of world peace.

**Marta Donahoe** is the co-director of Cincinnati Montessori Secondary Teacher Education Program (CMStep). She was the founder of and program coordinator for Clark Montessori Jr & Sr High School. Marta holds AMS credentials for ages 6–18, a master’s degree in education from Xavier University, and has studied organizational development with Peter Block. For 18 years Marta coordinated the development and implementation of the middle and high school Montessori program at Clark Montessori and for 34 years she has taught ages 6–adult. She consults with Montessori schools all over the country and is on the editorial board of Montessori Life. She is a frequent presenter at Montessori conferences, has published a dozen articles in Montessori journals, and is a certified instructor with Mindful Schools.

**Elizabeth Henke** is the co-founder and program director of the Montessori Institute for the Science of Peace where she works for the realization of Montessori’s constructive vision of peace through education in Washington, D.C. She graduated from St. Olaf College with a triple major in studio art, peace studies, and education. After teaching studio art at Kodaikanal International School in Tamil Nadu, India, she obtained the AMI elementary diploma in Bergamo, Italy and went on to pioneer the upper elementary program on the tiny South Pacific island of Saipan for two years. She taught in the humanities department at the Montessori High School at University Circle (Cleveland, OH) for two years prior to receiving her master’s in peace education from the United Nations mandated University for Peace in Costa Rica in 2012.
Jenny Höglund is an AMI elementary trainer. She holds AMI primary and elementary diplomas. Jenny co-founded the Montessoriskolan Lära för livet in Sweden in 1995 and has taught elementary and adolescent students for over 24 years as well as serving as head of school since 2006. She has also lectured at the Bergamo Center in Italy since 2006.

Steve Hughes is president of the American Board of Pediatric Neuropsychology and chair of the AMI Global Research Committee. Steven completed his PhD in clinical psychology at the University of Minnesota and his post-doctoral fellowship in pediatric neuropsychology at the University of Minnesota Medical School, where he joined the faculty of the division of pediatric neuropsychology in 2001. He specializes in the neuropsychological assessment of children and adolescents with a wide range of developmental and medical disorders and assists in the supervision and training of future neuropsychologists. His research interests include measurement of attention and executive functioning in young children, the effects of living in poverty on child development, and the neurodevelopmental benefits of classical Montessori education.

David Kahn has been the executive director of the North American Montessori Teachers’ Association for more than 40 years. David was founding program director of the Hershey Montessori School’s Adolescent Community (Huntsburg, OH) and is founding executive director emeritus of the Montessori High School at University Circle (Cleveland, OH). He has played a key role in starting a public-private partnership for Stonebrook Montessori school, serving ages eighteen months through eighteen years in Cleveland. Mr. Kahn holds a BA in fine arts and classics from the University of Notre Dame (IN) as well as the AMI elementary diploma from Bergamo.

Ben Moudry is the head of school at The Grove School in Redlands, CA. He holds an AMI primary diploma, the certificate from the NAMTA/AMI Montessori Orientation to Adolescent Studies, a BA in sociology, and an M.Ed. He was the start-up 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, and guiding schools in start-up.

Katy Myers is currently the founding principal of Denver Montessori Junior/Senior High School located in Denver, CO. Katy holds an AMI diploma, the NAMTA/AMI Montessori Orientation to Adolescent Studies certificate, a bachelor’s in speech and economics from Northwestern University, and an M.Ed from Arizona State University in education administration and supervision. Katy was a founding parent of Compass Montessori, a pre-K through 12th grade public Montessori charter school in Golden, CO where she served as the business manager and assistant head of school for four years and head of school for six years. Katy consults with schools throughout the U.S.

Michael Waski is a math teacher at the Montessori High School at University Circle (Cleveland, OH). 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.
Renaissance Austin Hotel
9721 Arboretum Boulevard
Austin, TX 7875
Reservations: 512-343-2626

Register by **January 23, 2017** to receive the room rate of $159. **Please mention AMI/USA – 2017 Refresher Course when reserving your room.**

The Renaissance Austin Hotel is near the Arboretum at Great Hills Mall with convenient proximity to Downtown Austin, University of Texas, 6th Street, and the Domain Shopping Center.

The closest airport to the hotel is the Austin-Bergstrom International Airport (AUS). The Renaissance Austin Hotel does not offer shuttle service to/from the airport.

Alternate transportation: Super Shuttle 800-258-3826; fee: 20 USD (one way); on request. Estimated taxi fare: 45 USD (one way).

Driving Directions: Turn left onto E State Hwy 71 Service Rd. Take the ramp on the left onto TX-71 W. Take the ramp onto US-183 N. Take the ramp to US-183 N/Lampasas. Slight left onto US-183 N/Ed Bluestein Blvd. Continue to follow US-183 N. Take the exit toward TX-360 Loop/Capital of TX Hwy/Great Hills Trail. Merge onto Research Blvd. Turn left onto TX-360 Loop S. Turn right onto Arboretum Blvd. Destination will be on the right. On-site parking is $10 per day.

More details may be found at the hotel website: http://www.marriott.com/hotels/hotel-photos/aussr-renaissance-austin-hotel/

---

**February 17–20, 2017 • Register before January 23, 2017**
Adolescent Event at the AMI/USA Refresher Course
Austin, TX

Registration
Register by February 2, 2017 for early registration rates!

NAMTA member conference fee: ☐ $375 (☐ $390 after February 2)
Non-member conference fee: ☐ $400 (☐ $415 after February 2)

Conference fees include Friday and Saturday luncheons.
Choose one:  ☐ Non-Vegetarian  ☐ Vegetarian

Name: __________________________________________________________
Phone: ___________________________ Email: ____________________________
Address: ___________________________________________________________________
City: ___________________________
State/Province: _______________________ Postal Code: _______________________
Country: _____________________________
Name of Your School: ____________________________________________

Payment Options
☐ Check or money order: payable in U.S. currency and drawn on a U.S. bank.
☐ Visa ☐ MasterCard ☐ AmEx ☐ Discover (complete the information below)
Card Number: ___________________________________________________________________
Name on Card: ___________________________________________________________________
Expiration Date (month/year): _______________________________________________________
3- or 4-digit Authorization Code: ____________________________________________________
(Found on front of AmEx, back of other cards)
Address: ____________________________ Street Address where credit card bills are sent.
City: _____________________________ State/Province: ___________
Postal Code: _________________________ Country: _______________________

Register online at www.montessori-namta.org/Austin-Registration

Not a NAMTA member? It’s more economical to purchase a registration and a membership than it is to pay the non-member rate. Become a NAMTA member today by sending in the membership form along with your registration and enjoy all the benefits of NAMTA membership!

Join NAMTA and register for the conference online at www.montessori-namta.org!

Renaissance Austin Hotel • 512-343-2626
Use this form to join NAMTA or renew your membership.
Membership is for individuals only. No schools, please. Please furnish your home mailing address. You must provide an e-mail address to receive The NAMTA Bulletin and member mailings.

- U.S. Resident ................................................................................... $50
- Outside U.S. .................................................................................. $60
- Lifetime .......................................................................................... $600
- The NAMTA Directory (not included with membership) ............ $18
- NAMTA Montessori Archive (see description below) ............... $10
- Total Enclosed .............................................................................

- Return by January 17, 2017, to have your name listed in The NAMTA Directory.
  - Check here if you do not want your name listed.
- The NAMTA Montessori Archive is a searchable database of Montessori articles. Copies of articles are available for a fee.

Last Name: ______________________  First Name: ______________________
Address: _________________________________________________________
City: _____________________________________________________________
State/Province: __________ Postal Code: _________ Country: __________
Name of Your School: ______________________________________________
Phone: __________________________ Email: __________________________

If you are a new member, please list your Montessori training information:
Location: _________________________________________________________
Affiliation: ______
Date of Diploma: __________________________ Level of Course: ______

Current Montessori Status:
- Administrator
- Guide (Teacher)
- Trainee
- Assistant
- Parent
- Program Coordinator

Payment Options
- Check or money order: payable in U.S. currency and drawn on a U.S. bank.
- Visa
- MasterCard
- AmEx
- Discover (complete the information below)
Card Number: _____________________________________________________
Name on Card: ____________________________________________________
Expiration Date:_________________________ 3- or 4-digit Authorization Code: ________
(month/year) (found on front of AmEx, back of other cards)
Address: __________________________________________________________
  Street Address where credit card bills are sent.
City: _____________________________________________________________
State/Province: __________
Postal Code: __________________________Country: _________________
North American Montessori Teachers’ Association
13693 Butternut Road
Burton, OH  44021

Make your hotel reservations by February 2, 2017
to receive the NAMTA conference rate!

NAMTA’s Adolescent Event at the AMI/USA Refresher Course

Positive Adolescent Psychology:
What Can Be Seen Beyond the Calculating Mind