

NOTICE OF PROPOSED CHANGES IN STANDARDS

From the Montessori Accreditation Council for Teacher Education
(MACTE)

TO: All Constituents

FROM: Gretchen L. Warner, Ph.D.
MACTE Executive Director

The following proposed additions and changes to MACTE Essential Standards were given preliminary approval by the MACTE Commission at its November, 2008 meeting, to be circulated to all constituents with request for comment. At the Commission's November, 2009 meeting, comments will be reviewed prior to a final vote of acceptance.

Comments should be emailed to warner@macte.org, no later than November 3, 2009.

Additions to Essential Standard 3:

3.15 Transfer of Credit:

The institution must publish a transfer of credit policy. The policy must include a statement of the institution's criteria regarding the transfer of credit earned at another institution, and must describe the institution's policies and procedures for assessing prior learning and incorporating students into the appropriate portion(s) of the certification course.

Documentation

Appendices (handbook/catalog)

- 1) Provide the page number(s) in the student handbook and any other relevant documents where the transfer of credit policy and procedure are published.*

Available for On-Site Evaluation Team

- 1) Provide the on-site evaluation team with evidence that the policy and procedures are followed.*

3.16 "Outsourcing" Courses to Other Institutions:

When the outsourcing of certification course curricula is initiated by an accredited institution/program, the program director must ensure that the outsourced curricula meet relevant MACTE competencies.

Documentation

Appendices (handbook/catalog)

- 1) Provide the outsourcing policy and procedure, indicate where it is*

published, and provide the page numbers.

Additions to Essential Standard 6 (existing language is in black print; additions are noted in green):

6.3. Supervised Teaching:

1. The institution/program documents that practicum sites and personnel meet its stated standards.
2. The institution/program provides an annual listing of projected sites, supervising teachers, and field supervisors.*
3. The institution/program provides verification of a minimum of three (3) on-site visits and performance evaluations of student teachers during the certification course cycle.
4. **The institution/program has monthly contact beyond the three (3) on-site visits (via e-mail, telephone, etc.) with student teachers.**
5. **The supervising teacher* must be in his/her second year of teaching after completion of the Montessori credential.**

***New Glossary Listings:**

Field Supervisor: adult appointed by a teacher education institution or program to observe and mentor students' progress through the practicum in a Montessori environment.

Supervising Teacher: The classroom teacher-mentor for the candidate completing practicum student teaching. The supervising teacher or credentialed designee must be present in the environment on all days for which the student teacher is present.

Changes to Essential Standard 6 (Curriculum):

Changes on the following page are proposed in order to make minimum requirements for each of the certification course levels consistent.

ESSENTIAL STANDARD 6: MINIMUM CURRICULUM REQUIREMENTS
EACH CERTIFICATION COURSE HAS A COMPREHENSIVE CURRICULUM
PLAN TO DEVELOP COMPETENCIES OF THE MONTESSORI TEACHER
APPROPRIATE TO THE AGE RANGE OF CERTIFICATION.

Infant and Toddler (Birth to 3 Years)

The academic portion must contain a minimum of 200 clock hours, and the practicum a minimum of 400 **clock** hours. The practicum must include the following: **student teaching**, observation, interaction between students and materials, interaction between students and children, integration of knowledge with practice, preparation and care of the environment, communications, demonstration of skills, further study, internalizing of theory, and application of theories and methods.

Early Childhood (2 ½ through 6 Years)

The academic portion is composed of lecture, presentation with materials, group process and discussion, and supervised practice with materials. A minimum of 200 **clock** hours ~~of on-site, direct contact between instructor and student~~ **are** required. The practicum is comprised of 400 clock hours to include 120 minimum hours of student teaching, plus observation and supervised practice with materials; and 200 clock hours which must include two or more of the following: additional student teaching hours, additional academic contact hours, material-making, independent research, or album preparation.

Elementary I (6 through 9 Years)

Completion of this level requires a minimum of 800 **clock** hours, comprised of 200 clock hours, 400 clock hours of practicum to include 120 minimum hours of student teaching, plus observation and supervised practice with materials; and 200 clock hours which should include one or more of the following: independent research, material-making, album preparation, additional student teaching hours, or additional academic contact hours.

Elementary I-II (6 through 12 Years)

Completion of this level requires a minimum of 1,200 **clock** hours, comprised of 200 clock hours for Elementary I, 175 academic contact clock hours for Elementary II, 400 clock hours of practicum to include 120 minimum hours of student teaching plus observation and supervised practice with materials; and 425 clock hours which should include one or more of the following: independent research, material-making, album preparation, additional student teaching, or additional academic contact hours.

Secondary I (12 through 15 Years)

Completion of this level requires a minimum of 1,200 **clock** hours, comprised of a minimum of 200 academic contact **clock** hours and a minimum of 1,000 practicum clock hours to include student teaching, observation, independent research, material making and album preparation.

Secondary I-II (12 through 18 Years)

Completion of this level requires a minimum of 1,400 **clock** hours, comprised of a minimum of 400 academic contact **clock** hours and a minimum of 1,000 practicum clock hours to include student teaching, observation, independent research, material making and album preparation.

Relationship of Competencies to Curriculum

Competencies must be the basis for certification course objectives, course descriptions, program planning, and student assessment (see Competencies for Montessori Teacher Candidates).

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Comments should be emailed to warner@macte.org, no later than April 15, 2010.

Addition to Essential Standard 3:

- 1.3. Mission Statement:** The educational goals of both the institution and its programs are clearly stated; educational objectives and outcomes are specified, reasonable, and consistent with the mission. **MACTE consistently applies and enforces standards that respect the institution's stated mission, including religious missions, and that ensure that the institution's certification courses, including distance education courses, are of sufficient quality to achieve the stated objective for which the courses are offered, for the duration of the accreditation period.**

Documentation

Appendices (handbook/catalog)

- 1) *State the overall educational objectives of the institution and specific objectives of each certification course, including distance education or correspondence courses, in relation to the Montessori concept of education.*
- 2) *Provide page numbers and dates of the latest revision of objectives.*