

**MONTESSORI ACCREDITATION COUNCIL FOR TEACHER EDUCATION (MACTE)  
APPLICATION FOR ACCREDITATION (ver 9/09)**

New Application

Renewal

Name of Institution/Program \_\_\_\_\_  
Street Address of Office \_\_\_\_\_  
City, State, Zip Code \_\_\_\_\_  
Website Address \_\_\_\_\_

Mailing Address if different than above

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Program Director \_\_\_\_\_  
Phone # \_\_\_\_\_ cell phone \_\_\_\_\_  
Fax # \_\_\_\_\_  
Email Address \_\_\_\_\_

Other Contact Person if applicable:

Name \_\_\_\_\_  
Position \_\_\_\_\_  
Phone # \_\_\_\_\_  
Fax # \_\_\_\_\_  
Email Address \_\_\_\_\_

Level of Program \_\_\_\_\_  
(use titles as found in Essential Standard 6 of the MACTE Handbook, Infant and Toddler, Early Childhood, Elementary I, Elementary I-II, Secondary I, and Secondary II)  
A separate application is required for each level.

Starting date of current group of students \_\_\_\_\_  
Number of students enrolled in this group \_\_\_\_\_  
Length in months of their cycle (includes practicum) \_\_\_\_\_  
Starting date of next cycle \_\_\_\_\_  
Starting date of next practicum \_\_\_\_\_

*Office Only*

Date Application Rec'd/IN \_\_\_\_\_  
Date Fee Rec'd/IN \_\_\_\_\_  
Amount \_\_\_\_\_  
Check # \_\_\_\_\_

1. Name of registered ownership \_\_\_\_\_  
State of Registration \_\_\_\_\_ Date Registered \_\_\_\_\_  
The program is operated:

within a single-purpose (Montessori teacher education) institution

as a separate enterprise within a multi-purpose educational organization

Describe other enterprises:

as part of an accredited college/university:

Institution \_\_\_\_\_

Department \_\_\_\_\_

2. The program is currently                      non-profit                      profit
3. Other accreditation(s) held by the institution/program. List accreditation agency, accreditation status and date granted. Place certificates/documentation in Appendix D, pg \_\_\_\_\_

4. Within the last two (2) years, have any of the programs accreditations been denied or revoked?

No

Yes. List which agency, date and reason of denial or revocation and attach documentation. Place in Appendix D, pg \_\_\_\_\_

5. List the sites if the program also offers certification courses as: additional locations, branch campus, contract site, mobile site, or teaching site (see pg 59 of handbook for definitions)

1. Type \_\_\_\_\_ Address \_\_\_\_\_

If more than 1 use separate page and include all of the sites on that page. Place in Appendix A, pg \_\_\_\_\_

6. The program is applying for affiliation with: \_\_\_\_\_ (See MACTE website for current listings of AMI, AMS, IAPM, IMC, IND, MEPI, MIA, PAMS, N/A etc)  
Note: MACTE will forward an acknowledgement letter to those affiliates requesting a copy when the program makes application with MACTE.

7. Date of the MACTE Handbook used in preparation of the Application \_\_\_\_\_

8. Have you included in your application any components that include distance learning methods of delivery?

Yes                      No

If yes identify what components, aspects of and methods used (see definitions pg 101 in handbook). Place in Appendix K, pg \_\_\_\_\_

9. Are any of your components provided by another program (outsourced)?

Yes                      No      If yes, identify which component and by whom this is provided. Place in Appendix A, pg \_\_\_\_\_

WE ATTEST THAT our institution/program meets the Basic Eligibility Requirements. All information contained in this Application for Accreditation is true and accurate.

**BASIC ELIGIBILITY REQUIREMENTS FOR ACCREDITATION**

- The Montessori teacher education institution or program offers postsecondary instruction designed to (1) develop expertise in the educational system designed by Dr. Maria Montessori, including its philosophies, teacher roles, and design of curricula and environments; (2) assure basic knowledge of child development; and (3) lead to certification in Montessori teaching with a specified child age range within the period from birth through age 18.
- The institution/program affirms and complies with MACTE Essential Standards and Criteria.
- The institution/program is affiliated with an organization, consortium, or group of independent institutions/programs recognized by MACTE for administration of its accreditation process.

Date Mailed \_\_\_\_\_

Program Director \_\_\_\_\_

Signature/Date \_\_\_\_\_

Chief Executive \_\_\_\_\_

Title \_\_\_\_\_

Signature/Date \_\_\_\_\_

OVERALL SUMMARY AND EVALUATION BY THE INSTITUTION/PROGRAM

*Instructions:*

- Summarize the procedures used in developing the Self-Study Report.

- Evaluate the effectiveness of the institution/program in relation to the information supplied in response to each Standard and its Criteria. Include the following in each section below.

- A. Identify major strengths in the area.
- B. Identify limitations that remain to be addressed.
- C. Explain plans for the future that relate to the Essential Standard and/or to improving effectiveness in an area of limitation.

Attach extra pages as necessary in making a full response to each Standard.  
(Place these pages in App. A)

**ESSENTIAL STANDARD 1: MISSION AND MANAGEMENT**

A.

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B.

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C.

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**ESSENTIAL STANDARD 2: FINANCIAL MANAGEMENT**

A.

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ESSENTIAL STANDARD 2: FINANCIAL MANAGEMENT Cont'

B.

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C.

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ESSENTIAL STANDARD 3: FAIR PRACTICES, PUBLISHED POLICIES AND PROCEDURES

A.

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B.

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C.

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ESSENTIAL STANDARD 4: INSTRUCTIONAL PERSONNEL

A.

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B.

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C.

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ESSENTIAL STANDARD 5: MATERIAL RESOURCES

A.

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B.

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C.

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ESSENTIAL STANDARD 6: CURRICULUM

A.

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B.

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C.

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ESSENTIAL STANDARD 7: STUDENT ASSESSMENT AND EVALUATION

A.

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B.

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ESSENTIAL STANDARD 7: STUDENT ASSESSMENT AND EVALUATION cont'

C.

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ESSENTIAL STANDARD 8: OTHER EDUCATIONAL ACTIVITIES

A.

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B.

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C.

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ESSENTIAL STANDARD 9: TITLE IV COMPLIANCE

A.

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B.

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C.

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## Application ver. 9/09

### SECTION 2: THE ESSENTIAL STANDARDS AND CRITERIA FOR ACCREDITATION OF MONTESSORI TEACHER EDUCATION INSTITUTIONS AND PROGRAMS

#### 2.1. DEFINITIONS

##### 2.1.1. Essential Standards

The term “Essential Standards” refers to the nine (9) standards by which certification courses of Montessori teacher education are evaluated for purposes of accreditation. The Essential Standards indicate mandatory conditions or actions, and each applicant must achieve *substantial compliance* (see definition in Glossary) with each of them in order to be granted accredited status. Essential Standards are general statements. They are widely applicable to a variety of Montessori institutions, and yet avoid provisions that may be seen as arbitrary. They are qualitative, rather than quantitative; and prescriptive, rather than proscriptive. They are designed to promote quality and stability, while accommodating reasonable variations and special characteristics. Essential Standards are intended to acknowledge, respect, and complement the rights of institutions, programs and organizations to be self-defining and self-determining.

##### 2.1.2. Criteria

Criteria accompanying each Essential Standard define the ways in which institutions and programs seeking accreditation are required to meet that Standard. *Substantial compliance* with each of the Criteria is required for accreditation. (See definition in Glossary). PLEASE NOTE: On-site and distance education course components are evaluated using the same Standards, Criteria, policies, and procedures.

##### 2.1.3. Documentation Requirements

Documentation requirements are provided with each Criterion to assist applicants in documenting compliance with the Essential Standards. The documentation is provided 1) within the text of the Application/Self-Study, 2) in the appendices, or 3) will be viewed by the on-site evaluation team (OSET) during its visit. The reference to an appendix must name the specific appendix, as well as the document page number. There is a space provided on the form for this information. For example, if an item from the institution’s handbook/catalog is required, it must be placed in Appendix B, and must be referenced by the page number on which it can be located.

The Application/Self Study form is obtained on CD from the MACTE Office. After completing the Application/Self Study, one (1) hard copy and one (1) digital copy (on CD) of the Application/Self-Study and Appendices is sent to the MACTE Office. The digital copy may be sent as a PDF document (preferred) or as a Word document.

As revisions or additions are made (either as requested by MACTE staff members or resulting from the OSET visit), they may either be emailed or sent on CD (PDF documents are preferred). These revised files must be labeled “revision” or “addition,” and dated. *Example: ES 6.1 Revision Feb 09 2009.doc*. The document itself must also be labeled as “revised,” and dated within the text at the top of the appropriate page. The page

numbering and order of pages must not be changed from the original. Additions must be numbered with the same number as the original page, but with an alpha suffix (for example 2a, 45a and b). If the number of pages is reduced, blank pages must be inserted to ensure that pagination remains constant. Changes or additions to the office copy must be made at the same time. A cover sheet must be included within each revised file (similar to a fax), indicating how many pages are included in each particular attachment.

In preparation for the OSET visit, three (3) additional CDs, containing the Application/Self-Study, Appendices, and any revisions or additions made after the original submission, are requested when the OSET is scheduled. Evaluators are required to destroy the copies they reviewed once the institution is placed on the Commission meeting agenda.

At the conclusion of the on-site evaluation visit, the MACTE Office issues a written request entitled "Instructions for Final Review." When this is received, the director is instructed to send two (2) CDs, each containing the complete Application/Self-Study, Appendices, and any corrections or additions made during the on-site evaluation review (one (1) CD for each level if the institution offers multiple certification levels) to the MACTE Office. The director also sends two (2) copies of the OSET Report received from the OSET leader (either on CD or as hard copy), along with two (2) copies of the completed director response form.

Following review and action by the MACTE Commission, the completed CDs and one (1) copy of all final hard copy materials are filed for archival purposes. The review copies are destroyed. Please see the chart in Section 4.3.2. for a step-by-step diagram of the application process.

If applications are submitted for multiple levels (e.g., EC and EI-II), materials for each level must be presented as a separate Application/Self-Study and on separate CDs for each level. All page numbers for the Application/Self-Study must be in consecutive order throughout the report. Appendices for each level may be submitted on the same CD. Revisions or additions may also be added to the same CD. Page numbers within each appendix must be in consecutive order.

Please Note: If an institution offers both Elementary I and Elementary I-II certification courses, or both Secondary I and Secondary I-II certification courses, separate Applications/Self-Studies must be submitted.

### Appendices

A Attachments to the application, ordered by standard number (policies, narratives, etc.)

B Student handbook (as the student would receive it)\*

*Note: Some organizations (for example, colleges or universities) publish comprehensive catalogs, while others may use a handbook specifically written for Montessori teacher education institutions.*

C Practicum handbook, practicum forms used\*

D Financial, governmental, legal, institutional materials, job descriptions and contracts

E Faculty Handbook, director's resume, faculty information

F Syllabi, competency chart

G Materials, library, equipment, facilities information

H Publications, advertisements, admission application

*Note: If these materials are not written in English, a translated copy must accompany the original, and the name and contact information for the translator must be provided.*

I Evaluation of curriculum, program (student) outcomes, copies of forms used

J Other activities

K Alternative delivery/distance education

L Copies of all current website pages

*Note: If these are not written in English, a translated copy must accompany the original, and the name and contact information for the translator must be provided.*

M Any other categories that support the institution's compliance (listed in the table of contents in front of the binder)

\*If student and practicum handbooks are combined, only one needs to be included (with reference to the other in the Appendices)

C = Compliance  
P = Partial Compliance  
N = Non Compliance

2.2. THE ESSENTIAL STANDARDS AND CRITERIA		Page	OFC	OSET	CR
PREAMBLE					
<p><i>A Montessori teacher education institution offers a comprehensive certification course which provides integrated academic and practicum experiences qualifying the graduate for certification in Montessori teaching with a specified child age range within the period from birth through age 18. Each institution must achieve substantial compliance with the following Essential Standards, as defined in the accompanying Criteria. Note: For purposes of consistency and simplicity, the term “institutions” is used throughout this Handbook to apply to both institutions and programs.</i></p>					
ESSENTIAL STANDARD 1 MISSION AND MANAGEMENT					
ORGANIZATIONAL STRUCTURE AND ADMINISTRATIVE PRACTICES ENSURE ETHICAL PRACTICE, STABILITY, AND CONTINUITY IN THE OPERATION OF THE INSTITUTION					
CRITERIA					
<p><b>1.1.</b> Institutional Identity: The institution is legally authorized and/or registered within the state(s), province(s), or country(ies) of operation, where required, with a discrete name and designated governing authority. <u>For college and university-based programs</u>, Essential Standards 2, 8, and 9 need not be addressed within the Application/Self-Study, but must be documented in the Appendices.</p> <p>1) <u>Within the U.S.</u>; the institution must provide evidence of state legal authorization or registration. If the institution holds accreditation or equivalent approval from another agency, evidence must be provided.</p> <p>2) <u>International</u>: the institution must provide evidence of legal authorization, registration, accreditation, or approval from a governmental agency.</p>					
<p><u>Documentation</u></p> <p><i>Text</i></p>					
<p><i>TI.1.1) State legal name and address of institution.</i></p>	Appx D	_____	_____	_____	_____
<p><i>TI.1.2) State name that is used for doing business.</i></p>	Appx D	_____	_____	_____	_____
<p><i>TI.1.3) List name(s) and address(es) of proprietor/corporate officers.</i></p>	Appx D	_____	_____	_____	_____
<p><i>TI.1.4) Describe legal organization and governing structure (sole proprietorship, corporation, non-profit).</i></p>	Appx D	_____	_____	_____	_____
<p><i>Appendices</i></p>					
<p><i>AI.1.1) Provide evidence of accreditation or equivalent approval.</i></p>					
<p><i>a. <u>Within the US</u>: if the institution holds accreditation or equivalent approval from another USDE-recognized agency, provide documentary evidence (e.g., listing in a college or university publication).</i></p>	Appx D	_____	_____	_____	_____
<p><i>b. <u>International</u>: if the institution holds accreditation/approval from an agency which has a process comparable to that of a USDE-recognized accrediting agency, provide documentation of the approval and the requirements for obtaining it.</i></p>	Appx D	_____	_____	_____	_____

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		Page	OFC	OSET	CR
A1.1.2) Provide evidence of legal authorization to operate (e.g., tax receipt, certification, registration).	Appx D	_____	_____	_____	_____
A1.1.3) For non-collegiate institutions, provide articles and/or bylaws.	Appx D	_____	_____	_____	_____
<b>1.2.</b> Certification Course Identity: Characteristics of the certification course(s) are clearly stated.					
<u>Documentation</u> Appendices (handbook/catalog)					
A1.2.1) Provide a brief description of the certification course(s).	Appx B	_____	_____	_____	_____
A1.2.2) State the child age range for which the course(s) prepare.	Appx B	_____	_____	_____	_____
A1.2.3) Give the length of one (1) cycle and time frame for completion of each certification course.	Appx B	_____	_____	_____	_____
A1.2.4) State the educational level (e.g., graduate, undergraduate) of the certification course; units or credits (if offered); degrees (if offered) and/or any other certifications issued.	Appx B	_____	_____	_____	_____
<b>1.3.</b> 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.					
<u>Documentation</u> Appendices (handbook/catalog)					
A1.3.1) State the overall educational objectives of the institution and specific objectives of each certification course, including distance education courses, in relation to the Montessori concept of education.	Appx B	_____	_____	_____	_____
A1.3.2) Provide page numbers and dates of the latest revision of objectives.	Appx B	_____	_____	_____	_____
<b>1.4.</b> Governmental Requirements: The institution complies with all institutional, local, and state laws and regulations governing it.					
<u>Documentation</u> Appendices					
A1.4.1) <u>Within the U.S.:</u> if the institution is non-collegiate and state authorization is not required, provide official written verification of exemption from state authorization or from the state's postsecondary licensing agency. This letter of exemption must be current (issued within the last five (5) years). An expired authorization will necessitate submission of a copy of the current written request for authorization. a) In the event that an accredited institution begins to operate in a state outside of the state of its permanent location and that state does not require licensure/approval and will not provide a letter exempting the institution from licensure/approval, then an affidavit executed by the director so stating will suffice to satisfy the intent of Criterion 1.4. [Rev. 05/02]	Appx D	_____	_____	_____	_____
A1.4.2) <u>International:</u> if there is no local, regional, or governmental agency to give verification of compliance or an exemption, the institution must provide letters of explanation from three (3) different sources (e.g., postsecondary institutions, legal or other authoritative sources) from within the country in which it operates. [Rev. 11/98]	Appx D	_____	_____	_____	_____

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		Page	OFC	OSET	CR
<p>AI.4.3) <u>All institutions:</u> provide applicable state or local governmental requirements regarding background checks for administrative and instructional personnel. If no such requirements exist, provide a statement to this effect. [Rev. 11/07]</p> <p>Available for OSET</p>	Appx D	_____	_____	_____	_____
<p>OI.4.1) Provide originals of all licenses and permits, if required for operation (e.g., business, fire/safety). [Rev. 11/04]</p>	OSET			_____	
<p><b>1.5.</b> Hierarchy: The relationship of the certification course to its institution, and the institution to its organization (if applicable) is defined. The organization of personnel within the certification course and within the administrative structure is defined.</p> <p><u>Documentation.</u> Text</p>					
<p>TI.5.1) Submit an organizational chart showing the certification course, and indicating the place of all institutional personnel within the hierarchy.</p>	Appx D	_____	_____	_____	_____
<p>TI.5.2) If the institution is contained within a larger or umbrella organization, submit a second organizational chart illustrating this relationship.</p>	Appx D	_____	_____	_____	_____
<p><b>1.6.</b> Contracts: The institution maintains effective job descriptions and written agreements with personnel and other institutions that participate in the preparation of its candidates.</p> <p><u>Documentation</u> Appendices</p>					
<p>AI.6.1) Provide job descriptions for all positions in the organizational chart pertaining <u>only</u> to the teacher education institution.</p>	Appx D	_____	_____	_____	_____
<p>AI.6.2) Provide sample copies of agreements with:</p> <ul style="list-style-type: none"> <li>• faculty;</li> <li>• practicum sites; and</li> <li>• any other institutions or individuals involved in the teacher education institution.</li> </ul> <p>Faculty agreements must include roles and responsibilities in the areas of planning, budgeting, and evaluation; job title; hours; rights and arbitration procedures. Include statements of responsibilities of site, institution, certification course, and organization, as applicable.</p>	Appx D	_____	_____	_____	_____
<p>ESSENTIAL STANDARD 2  FINANCIAL MANAGEMENT</p> <p>THE INSTITUTION IS FINANCIALLY RESPONSIBLE  FOR ITS CERTIFICATION COURSE(S).</p> <p>CRITERIA</p>					
<p><b>2.1.</b> Commitment and Capacity: In order to ensure that obligations to enrolled students will be met, the institution provides documents demonstrating its financial viability and responsibility for its certification course(s).</p>					



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CRITERIA		Page	OFC	OSET	CR
<b>3.1.</b>	Description of Certification Course: For each certification course offered, the description of content is clear, with a published academic schedule, educational goals and objectives, competencies, and performance and completion standards.  [Rev. 11/98]				
	<u>Definition</u> <i>The academic schedule lists, as a minimum, the starting and ending dates of each certification course, proposed dates for examinations, and any dates (such as holidays) on which classes will not be in session, in chronological order. Complete Chart 3.1 found at the end of the application.</i>	Appx A	_____	_____	_____
	<u>Documentation</u> <i>Text</i>				
	T3.1.1) <i>State how students and staff are made aware of this information. Appendices (handbook/catalog)</i>	Appx A	_____	_____	_____
	A3.1.1) <i>Provide the page numbers in the student handbook that contain the academic schedule (above), with a total of contact hours.</i>	Appx B	_____	_____	_____
	A3.1.2) <i>Provide the page numbers that contain descriptions of content, competencies, and any other objectives.</i>	Appx B	_____	_____	_____
	A3.1.3) <i>Provide the page numbers that contain descriptions of expected performance and standards for completion.</i>	Appx B	_____	_____	_____
	A3.1.4) <i>Provide a copy of the page signed by students to acknowledge receipt of the handbook/catalog, and the page number on which it can be found. See the MACTE website for an example.</i>	Appx B	_____	_____	_____
<b>3.2.</b>	Student Support Services: The institution either provides or maintains resources for referral to meet student needs, including academic advising, non-academic counseling, and health care.				
	<u>Documentation</u> <i>Appendices (handbook/catalog)</i>				
	A3.2.1) <i>Describe student services provided by the institution. For services Not directly provided indicate how resources for referral are made available to students in need of academic advising, non-academic counseling, and health care.</i>	Appx B	_____	_____	_____
<b>3.3.</b>	Career Information and Opportunities: Published materials and recruiting personnel make only justifiable and provable claims regarding the nature of the coursework, occupational placement, advancement, salaries, and other benefits relevant to Montessori teaching and applicable career fields.				
	<u>Documentation</u> <i>Appendices (handbook/catalog)</i>				
	A3.3.1) <i>Define placement services, if available. Indicate page number(s) in publication(s) where it is stated that employment, salary, and occupational advancement are not guaranteed.</i>	Appx B	_____	_____	_____
<b>3.4.</b>	Admission Requirements and Selection Procedures: Admission criteria are clearly defined, consistent with the levels of certification granted, comply with applicable laws, and are published. Institutions admitting				

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		Page	OFC	OSET	CR
students on the basis of ability to benefit (students who do not meet one (1) or more published admission requirements) employ appropriate methods for determining that such students are, in fact, capable of benefiting from the education offered.					
<u>Documentation</u> Appendices (handbook/catalog) Place promotional and application materials in Appendix H					
A3.4.1) Provide the page number that contains a description of methods used (such as preadmission testing or evaluation) to determine that a student admitted who does not meet one (1) or more of the published admission requirements has the ability to benefit from the education offered.	Appx B	_____	_____	_____	_____
A3.4.2) For each certification course offered, provide the page number on which clearly defined admission criteria and procedures consistent with the level of certification can be found.	Appx B	_____	_____	_____	_____
A3.4.3) Described selection procedures (ie. interview, testing, decision).	Appx B	_____	_____	_____	_____
<b>3.5.</b> Financial Information: All student fees and expenses are published, included and identified; refund policies are fair and comply with all applicable laws. Policies regarding payment schedules and financial aid are clear and published. The institution demonstrates that the tuition and fees charged are reasonable given the length and content of the certification course and objectives of the credentials offered.					
<u>Documentation</u> Appendices (handbook/catalog)					
A3.5.1) Provide a copy of all policy statements (and the page numbers on which they can be found) and printed website pages concerning tuition costs, payment schedule, refund policy, non-refundable fees, certification fees, costs for books, supplies, housing (if available through the institution), fees for enrollment extended beyond the period normally covered by tuition, and any other fees or costs associated with the certification course.	Appx B	_____	_____	_____	_____
A3.5.2) (If applicable) State fees for optional units or credits available through another institution, and the page numbers on which this information can be found).	Appx B	_____	_____	_____	_____
A3.5.3) Provide published information concerning financial aid, if available. [Rev. 5/00]	Appx B	_____	_____	_____	_____
<b>3.6.</b> Code of Ethics: The institution supports a commitment to integrity and ethical practices on the part of all participants.					
<u>Documentation</u> Appendices (handbook/catalog)					
A3.6.1) Provide the page number on which the policy can be found concerning commitment to principles of integrity, ethical practice, and equitable treatment in the relationship of students and faculty to the institution, with date of last revision. See the MACTE website for an example.	Appx B	_____	_____	_____	_____
<b>3.7.</b> Attendance Policies: Attendance and absences are recorded, and the number of clock hours missed indicated; minimum attendance levels are defined for both academic and practicum experiences; policies for make-up work are published, and have a direct relationship to content missed.					

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		Page	OFC	OSET	CR
<u>Documentation</u>					
Text					
T3.7.1)	Describe the system used for recording absences, in clock hours, in the student file	Appx A	_____	_____	_____
Appendices (handbook/catalog)					
A3.7.1)	Provide the minimum attendance level policy (no lower than 90% of total clock hours), and the page number on which the policy can be found.	Appx B	_____	_____	_____
A3.7.2)	Identify and cite published policy regarding provisions for satisfying requirements not met due to absence, and for their direct relationship to content or experiences missed.	Appx B	_____	_____	_____
A3.7.3)	<u>For institutions offering distance education course components:</u> provide the page number on which the policy can be found to ensure that the student who registers in a distance education course is the same student who participates in, and completes the course and receives the academic credit.	Appx B	_____	_____	_____
<b>3.8.</b>	Dismissal and Withdrawal of Students and Cancellation of Certification Course: The policies and procedures clearly define all conditions, terms, and processes, including time frame for settlement in the event of refund.				
<u>Documentation</u>					
Appendices (handbook/catalog)					
A3.8.1)	Provide the page number on which policies and procedures for dismissal can be found. Refund settlement time must be included.	Appx B	_____	_____	_____
A3.8.2)	Provide the page number on which policies and procedures for withdrawal can be found. Refund settlement time must be included.	Appx B	_____	_____	_____
A3.8.3)	Provide the page number on which policies and procedures for cancellation can be found. Refund settlement time must be included.	Appx B	_____	_____	_____
<b>3.9.</b>	Clock Hours and Grading: Systems are clearly defined and published.				
<u>Documentation</u>					
Appendices (handbook/catalog)					
A3.9.1)	Provide the page number(s) on which information concerning clock hours can be found.	Appx B	_____	_____	_____
A3.9.2)	Provide the page number(s) on which information concerning the grading system can be found.	Appx B	_____	_____	_____
<b>3.10.</b>	Nondiscrimination: The institutional statement ensures that policies and procedures relating to student selection and retention, and to personnel practices, are based on appropriate and equitable criteria and conform to applicable law and nondiscriminatory policies.				
<u>Documentation</u>					
Appendices (handbook/catalog)					
A3.10.1)	Provide the page number(s) on which the policy of nondiscrimination can be found.	Appx B	_____	_____	_____
<b>3.11.</b>	Grievance: Procedures and policies are equitable, comprehensible, and offer timely resolution. The published policy of the accredited institution includes the name, telephone number, and address of the MACTE Office.				

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<p><u>Documentation</u>  Appendices (handbook/catalog)</p> <p>A3.11.1) Provide the page number(s) on which the grievance procedures for students are published. For accredited institutions only, this document must include the name, address, and telephone number of the MACTE Office. For applicant institutions, see Section 4.4. (2). See the MACTE website for an example.  Available for OSET</p>	Appx B	_____	_____	_____	_____
<p>O3.11.2) If applicable, provide the OSET with copies of all formal, written student complaints received by the institution within the past five (5) years relative to the institution's compliance with MACTE Essential Standards and/or policies, and briefly describe the resolution of each.  [Rev. 05/02]</p>	OSET			_____	
<p><b>3.12.</b> Facilities: The institution makes only justifiable claims regarding its facilities and their locations.</p>					
<p><u>Documentation</u>  Appendices (handbook/catalog)</p> <p>A3.12.1) Provide the page number(s) and any other relevant documents, including web site pages, where facilities and their locations are described.  Available for OSET</p>	Appx B	_____	_____	_____	_____
<p>O3.12.1) Verify the address of each facility visited (including practicum sites).</p>	OSET			_____	
<p><b>3.13.</b> Accreditation: Status with MACTE is accurately published. (See Section 4.4.)</p>					
<p><u>Documentation</u>  Appendices</p> <p>A3.13.1) Provide a copy of the documents which verify the accreditation status of the institution and its certification course(s).</p>	Appx A	_____	_____	_____	_____
<p><b>3.14.</b> Advertising and Promotion: Announcements and advertising accurately reflect the certification course(s) offered and do not mislead.</p>					
<p><u>Documentation</u>  Appendices</p> <p>A.3.14.1) Provide printed copies of all media/written advertising, including copies of all current web site pages.</p>	Appx H	_____	_____	_____	_____
<p><b>3.15.</b> 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 process for assessing prior learning and incorporating students into the appropriate portion(s) of the certification course.</p>					
<p><u>Documentation</u>  Appendices (Handbook/Catalog)</p> <p>A.3.15.1) Provide the page number(s) in the student handbook and any other relevant documents where the transfer of credit policy and process are published.</p>	Appx B	_____	_____	_____	_____



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T4.1.3) <i>Identify the plan for supervision during an absence of the director for thirty (30) days or longer.</i>	Appx E	_____	_____	_____	_____
T4.1.4) <i>Provide a resume for the replacement (a Substantive Change application must be submitted to MACTE within sixty (60) days during any absence of the director: see MACTE website).</i>	Appx E	_____	_____	_____	_____
<p><b>4.2.</b> Instructors must have the following qualifications:</p> <ol style="list-style-type: none"> <li>1). within the U.S.: at a minimum, a Bachelor’s degree from an accredited institution; international: the nationally recognized educational standard applied in each country. If neither criterion is met, a Professional Portfolio (see MACTE website for required professional portfolio elements) can be used in the interim until 2014 (when a Bachelor’s degree will be required).</li> <li>2). evidence of continuing professional growth (required both within the U.S. and internationally);</li> <li>3). teaching experience: <ul style="list-style-type: none"> <li>• with adults: a minimum of five (5) years’ experience, participation in a mentorship program, or completion of an adult education program;</li> <li>• with children: for Montessori core curriculum, a minimum of five (5) years’ experience after completion of Montessori certification; experience at the age level of instruction in a Montessori environment (takes effect on January 1, 2014);</li> </ul> </li> <li>4). for Montessori Philosophy, a Montessori certificate;</li> <li>5). for Montessori core curriculum, a Montessori certificate for the age level at which the individual is teaching.</li> </ol> <p><u>Documentation</u>  Text</p>					
T4.2.1) <i>Complete Chart 4.2 for all faculty members including field supervisors/consultants.. See charts at end of application. Available for OSET</i>	Appx E	_____	_____	_____	_____
<p>O4.2.1) <i>Submit resumes for all faculty. Faculty files must include the following information and format:</i></p> <ul style="list-style-type: none"> <li>• <i>Resume;</i></li> <li>• <i>Transcripts for all degrees earned;</i></li> <li>• <i>Copies of all teaching certificates/credentials;</i></li> <li>• <i>Records of employment experience, including contracts (see Criterion 4.1(4));</i></li> <li>• <i>Records of professional development hours (see Criterion 4.7);</i></li> <li>• <i>Background checks, per state or local governmental requirements (see Criterion 1.4(4));</i></li> <li>• <i>Contracts/agreements (see Criterion 1.6);</i></li> </ul>	OSET			_____	
O4.2.2) <i>Portfolios, if required, are to be available for viewing and verification (see MACTE website for an example).</i>	OSET			_____	

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<p><b>4.3.</b> Field Supervisors/Field Consultants employed by the institution must have the following qualifications:</p> <ol style="list-style-type: none"> <li>1). within the U.S.: at a minimum, a Bachelor’s degree from an accredited institution; international: the nationally recognized educational standard applied in each country. If neither criterion is met, a Professional Portfolio (see MACTE website for required professional portfolio elements) can be used in the interim until 2014 (when a Bachelor’s degree will be required).</li> <li>2). evidence of continuing professional growth (required both within the U.S. and internationally);</li> <li>3). a minimum of five (5) years of experience after completion of Montessori certification, in a Montessori classroom with children at the age level of supervision;</li> <li>4). a Montessori certificate for the age level of supervision.</li> </ol> <p style="text-align: right;">[Rev. 11/08]</p> <p><u>Documentation</u>  Text</p> <p>T4.31) <i>Include field supervisors/consultants in Chart 4.2 for all faculty members. See charts at end of application.</i>  Available for OSET</p> <p>O4.3.1) <i>Same as for O4.2.1 above (files)</i>  O4.3.2) <i>Same as for O4.2.2 above (portfolio)</i></p>					
	Appx E	_____	_____	_____	_____
	OSET			_____	
	OSET			_____	
<p><b>4.4.</b> Guest Lecturers must provide evidence of their expertise by submitting:</p> <ol style="list-style-type: none"> <li>1). resume;</li> <li>2). letter from the director.</li> </ol> <p>(Note: A guest lecturer completes a maximum of eight (8) clock hours of a portion of a Course component).</p> <p><u>Documentation</u>  Available for OSET</p> <p>O 4.4.1 <i>Resumes and letters of recommendation for guest lecturers who teach no longer than eight (8) hours.</i></p>					
	OSET			_____	
<p><b>4.5.</b> Teaching Responsibilities: Teaching hours and student-instructor ratios permit adequate supervision and high quality of instruction.</p> <p><u>Documentation</u>  Text</p> <p>T4.5.1) <i>Complete Chart 4.5. List the teaching hours, faculty-student ratio, number of hours of practicum supervision per supervisor, and number of hours of advising. See charts at end of application.</i></p> <p>T4.5.2) <i>Complete Chart 4.5. List responsibilities and number of teaching hours of each staff member for all parts of the certification course cycle. See charts at end of application.</i></p>					
	Appx E	_____	_____	_____	_____
	Appx E	_____	_____	_____	_____
<p><b>4.6.</b> Curriculum Responsibilities: The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives, plans, and specific experiences; and in the provision of an appropriate learning environment.</p> <p><u>Documentation</u>  Text</p> <p>T4.6.1) <i>Describe the means by which academic policies are established,</i></p>					
	Appx E	_____	_____	_____	_____

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<p><i>assessed, and enforced.</i>  <i>Available for OSET and Appendices (i.e., provide page numbers in faculty handbook, or provide copy of job description/agreement)</i></p> <p>O4.6.1) <i>Provide a copy of the document which specifies faculty responsibility for development, implementation, evaluation of curriculum objectives, and for preparation of the learning environment.</i></p>	OSET			_____	
<p><b>4.7.</b> Assessment: An ongoing program of faculty evaluation and professional development is designed to maintain and improve the effectiveness of each instructional staff member.</p> <p><u>Documentation</u>  Appendices and OSET</p>					
<p>A4.7.1) <i>Provide a copy of the documents which describe the process of faculty evaluation;</i></p> <p>O4.7.1) <i>Same as above.</i></p>	Appx E	_____	_____	_____	_____
<p>A4.7.2) <i>Provide a copy of the documents which describe the provision by the institution for professional development opportunities, or the page number(s) on which they can be found.</i></p> <p>O4.7.2) <i>Same as above.</i></p>	OSET Appx E	_____	_____	_____	_____
<p>A4.7.3) <i>Complete Chart 4.7 (with comments) professional development activities of faculty for the past two years (e.g., clock hours, variety); chart at the end of the application.</i></p> <p>O4.7.3) <i>Same as above.</i></p>	OSET Appx E	_____	_____	_____	_____
	OSET			_____	
<p>ESSENTIAL STANDARD 5  MATERIAL RESOURCES</p> <p>THE INSTITUTION PROVIDES FACILITIES, EQUIPMENT,  AND LEARNING RESOURCES APPROPRIATE TO ITS OBJECTIVES.</p> <p>CRITERIA</p>					
<p><b>5.1.</b> Environment: Facilities for instructional, administrative, and supportive activities are adequate and available as required by the institution.</p> <p>1) <u>Instructional space for on-site academic and practice sessions:</u> One (1) or more rooms of adequate size are provided for scheduled use during academic sessions, practice with materials, and for seminars or other classes. An actual classroom or model thereof which exemplifies the Montessori environment of the child age range(s) of the certification course(s) offered must be available for student practice at specified times. Other factors which affect the amount of classroom space necessary are number of students, number of concurrent sessions, and format of classes (e.g., seminar, lecture, practice with materials, etc.). Bathrooms and space for student personal items, equipment, and teaching aids are available in or near the instructional areas.</p> <p>2) <u>Student support services:</u> Resources including academic advising, counseling, and health care are available on-site or through referral. (See Criterion 3.2)</p> <p>3) <u>Office space:</u> Space for faculty provides adequately for storing records and materials, preparing instructional materials, consulting with students, and enabling staff members to function effectively and efficiently.</p> <p>4) <u>Maintenance:</u> All spaces are maintained in good repair and are</p>					

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clean and attractive, with adequate lighting, ventilation, power and water supplies, waste disposal, and adult furnishings.					
<u>Documentation</u>					
<u>Appendices</u>					
A5.1.1) Prepare a scaled drawing (and define the scale or give dimensions) of the facilities used by the institution.	Appx G	_____	_____	_____	_____
A5.1.2) Describe, using text and/or photographs, the physical facilities used for classrooms.	Appx G	_____	_____	_____	_____
Available for OSET					
O5.1.1) Verify the physical facilities used for classes, practicum, office, and storage. Include number and use of rooms, schedule of use for each room, and responsibility for maintenance of environment.	OSET			_____	
O5.1.2) Provide a copy of the rent/lease agreement (if applicable). This is required for all institutions or organizations which do not own the facility.	OSET			_____	
<b>5.2. Resource Material:</b>					
1) Montessori apparatus, supplies, and equipment are available in good condition and adequate quantity to enable accomplishment of the curriculum plan relative to the number of enrolled students.					
2) The materials exemplify those used in Montessori practice.					
3) Supplies and equipment for supportive activities are adequate in quantity and quality for effective development and production of instructional and administrative materials, and for special projects.					
4) Library resources include a range of materials pertinent to child development and teacher preparation, as well as those specific to the Montessori approach. Library resources are available within reasonable proximity of the instructional space, in an environment conducive to their use, and at time periods allowing adequate accessibility for students and staff.					
<u>Documentation</u>					
<u>Appendices</u>					
A5.2.1) Submit (in the form of a checklist) a list of available materials specified in the syllabus for each curriculum area, stating quality and quantity of each material listed.	Appx G	_____	_____	_____	_____
A5.2.2) Indicate (in the form of a checklist) new materials to be acquired and plans for acquisition.	Appx G	_____	_____	_____	_____
Available for OSET					
O5.2.1) Provide a copy of rent/lease agreement for materials and equipment, if applicable (this is required for institutions/organizations which do not own the materials or equipment).	OSET			_____	
O5.2.2) Provide materials on the checklist (see MACTE website) for verification.	OSET			_____	

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<p style="text-align: center;"><b>ESSENTIAL STANDARD 6: CURRICULUM</b></p> <p style="text-align: center;"><b>EACH CERTIFICATION COURSE HAS A COMPREHENSIVE CURRICULUM PLAN TO DEVELOP COMPETENCIES OF THE MONTESSORI TEACHER APPROPRIATE TO THE CHILD AGE RANGE OF CERTIFICATION.</b></p> <p style="text-align: center;"><b>MINIMUM REQUIREMENTS FOR EACH CERTIFICATION COURSE LEVEL</b></p> <p style="text-align: center;"><b>Infant and Toddler (Birth to 3 Years)</b></p> <p>Completion of this level requires a minimum of 600 clock hours. 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.</p> <p style="text-align: center;"><b>Early Childhood (2 ½ through 6 Years)</b></p> <p>Completion of this level requires a minimum of 600 clock hours. The academic portion must include lecture, presentation with materials, group process and discussion, and supervised practice with materials. A minimum of 200 academic clock hours are required. The practicum is comprised of 400 clock hours, including 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.</p> <p style="text-align: center;"><b>Elementary I (6 through 9 Years)</b></p> <p>Completion of this level requires a minimum of 800 clock hours, comprised of 200 academic 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 must include one or more of the following: independent research, material-making, album preparation, additional student teaching hours, or additional academic contact hours.</p> <p style="text-align: center;"><b>Elementary I-II (6 through 12 Years)</b></p> <p>Completion of this level requires a minimum of 1,200 clock hours, comprised of 200 academic clock hours for Elementary I; 175 academic 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 must include on or more of the following: independent research, material-making, album preparation, additional student teaching, or additional academic contact hours.</p> <p style="text-align: center;"><b>Secondary I (12 through 15 Years)</b></p> <p>Completion of this level requires a minimum of 1,200 clock hours, comprised of a minimum of 200 academic clock hours and a minimum of 1,000 practicum clock hours to include student teaching, observation, independent research, material making and album preparation.</p> <p style="text-align: center;"><b>Secondary I-II (12 through 18 Years)</b></p> <p>Completion of this level requires a minimum of 1,400 clock hours, comprised of a minimum of 400 academic clock hours and a minimum of 1,000 practicum clock hours to include student teaching, observation, independent research, material making and album preparation.</p> <p style="text-align: center;"><b>Relationship of Competencies to Curriculum</b></p> <p>Competencies must be the basis for certification course objectives, course descriptions, program planning, and student assessment (see Section Three, Competencies for Montessori Teacher Candidates).</p>					
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Course level	Academic	Practicum	Additional
Infant & Toddler	200	400	-
Early Childhood	200	400	-
Elementary I (6-9)	200	400	200*
Elementary I-II (6-12)	375	400	425*
Secondary I (12-15)	200	1,000	-
Secondary I-II (12-18)	400	1,000	-

\* To include independent research, material-making, album preparation, additional student teaching, or academic contact hours.

A6) Documentation  
Complete Chart 6 at end of application.

Appx A

CRITERIA

**6.1.1** Plan: For each certification course offered, the institution documents that its plan of integrated educational experiences develops the competencies necessary for Montessori teacher certification.  
[Rev. 05/02]

Completion of a full course cycle requires at least one (1) academic year, and includes both an academic preparation and a period of supervised teaching. No part of the student teaching practicum may precede the student's entry into academic coursework, and student teaching must be preceded by sufficient and appropriate coursework to prepare the student for a successful experience.

Documentation for each certification course evaluated  
Appendices (handbook/catalog)

A6.1.1) Provide the page number of the document in which the policy that regulates entry into the practicum student teaching experience is published.

Appx B

A6.1.2) Explain/describe the course cycle (the minimum period in which all academic and practicum experiences are offered by the institution, which may be completed by the student with a reasonable workload).

Appx B

A6.1.3) Submit a block calendar by month of the schedule found in Essential Standard 3, Criterion 3.1 for all sessions of the current cycle.

Appx B

**6.2.** Description of Course Components: The institution defines its educational task with a clearly written syllabus for each component of each certification course, which must include all of the following:

- 1) title of course component and number (if applicable);
- 2) instructor(s);
- 3) academic clock hours;
- 4) competencies to be achieved (designated with numbering used in Section 3 of this handbook);
- 5) outline of content and learning experiences (designated with numbering used in Section 3 of this handbook);
- 6) assignments, evaluation requirements, and/or performance assessments;
- 7) objectives, other than MACTE competencies (see Section 3 of this handbook);

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8) required textbooks/readings (see the chart below for clarification).					
<u>Documentation</u>					
<u>Text</u>					
T6.2.1) Complete Chart 6.2. Show the relationship of the component objectives, and evaluation of student performance to the competencies defined by MACTE for the child age range of the student's preparation (charts are at the end of application). <u>NOTE:</u> For new institutions, this material constitutes Item #1) of the Interim Report.	Appx F	_____	_____	_____	_____
<u>Appendices</u>					
A6.2.1) Provide the syllabus for each course component. Number the objectives for ease of reference. Objectives should relate directly to the competencies and to evaluation. Include sufficient information to show support of the objectives, competencies, and achievement of successful evaluation.	Appx F	_____	_____	_____	_____
<b>6.3. Supervised Teaching:</b>					
1) The institution documents that practicum sites and personnel meet its stated standards.					
2) The institution provides an annual listing of projected sites, supervising teachers, and field supervisors/consultants.					
3) The institution 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 has monthly contact beyond the three (3) on-site visits (via e-mail, yahoo group, Skype conference call, telephone, etc.) with student teachers.					
5) The supervising teacher (who may also have the title "practicum supervisor," and who is employed by a children's school) must be in her/his second year of teaching after completion of the Montessori credential.					
<u>Documentation</u>					
<u>Appendices (handbook/catalog)</u>					
A6.3.1) State the standards for practicum sites and for supervising teachers, and describe how these are monitored.	Appx C	_____	_____	_____	_____
A6.3.2) Describe the method(s) by which student teachers are observed and evaluated, along with the page number(s) of the document in which evaluation forms are found.	Appx C	_____	_____	_____	_____
A6.3.3) For each certification course offered, submit a list of projected practicum student teaching sites with school name and address, director's name and telephone number, web site URL and email address. Include supervising teacher and year of credential.	Appx C	_____	_____	_____	_____
A6.3.4) Provide a copy of the form used to verify the required number of visits by field supervisors from the certification course.	Appx C	_____	_____	_____	_____
<b>6.4. Curriculum Effectiveness:</b>					
The institution uses appropriate measures to evaluate the effectiveness of the certification course. This is accomplished through examination of student coursework.					
<u>NOTE:</u> For new institutions, this material constitutes Item #2 of the Interim Report.					

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<p><u>Documentation</u>  Text and Appendices (student handbook)</p>					
T6.4.1)	Complete Chart 6.4 at the end of application. List the forms and methods used to evaluate academic work, practicum, and instruction.	Appx I	_____	_____	_____
A6.4.1)	Provide copies of forms used.	Appx I	_____	_____	_____
T6.4.2)	Describe the methods by which these forms and methods are used in the process of continuous review and evaluation of the curriculum.	Appx I	_____	_____	_____
T6.4.3)	What is the policy and procedure for determining curriculum effectiveness? List the page number(s) on which the policy and procedure can be found.	Appx I	_____	_____	_____
T6.4.4)	Give an example of how this process has affected the certification course(s) offered. Example: Have courses been lengthened, resource materials or instructors changed?	Appx I	_____	_____	_____
O6.4.1	Provide the actual materials used in this process.			_____	
<p>ESSENTIAL STANDARD 7  STUDENT ASSESSMENT AND EVALUATION</p> <p>THE INSTITUTION ADEQUATELY EVALUATES AND REVIEWS  INDIVIDUAL CANDIDATES FOR CERTIFICATION,  AND DOCUMENTS THAT EACH CANDIDATE POSSESSES THE  COMPETENCIES  CONTAINED IN SECTION 3 (COMPETENCIES FOR MONTESSORI  TEACHER CANDIDATES).</p> <p>CRITERIA</p>					
7.1.	<p>Process: The process of continuing and final evaluation of each candidate assures that:</p> <ol style="list-style-type: none"> <li>1) fair and objective consideration is given to each candidate;</li> <li>2) certification is recommended or granted only after each candidate has achieved the Montessori teacher competencies and has successfully completed all program requirements;</li> <li>3) final assessment includes written evaluations from practicum personnel and a final recommendation from the director for certification.</li> </ol>				
<p><u>Documentation</u>  Text or Appendices</p>					
T7.1.1)	List dates of evaluations during present course cycle.	Appx A	_____	_____	_____
A7.1.1)	Same as above(student handbook or calendar) Appendices (handbook/catalog)	Appx B	_____	_____	_____
A7.1.2)	Describe the process for evaluating student progress leading to successful completion of each component, as well as the entire certification course beyond the descriptions provided in the response to Criterion 3.8;	Appx B	_____	_____	_____
A7.1.3)	Describe the ways in which students are informed of their performance and results of evaluations. Indicate the page (s) on which this information is published.	Appx B	_____	_____	_____
7.2.	Records: The institution maintains records for student admission, attendance, and evaluation, including a permanent transcript that documents student progress.				

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1) The transcript contains information which conveys the substance of the preparation and indicates clearly the status of the student upon termination of enrollment.					
2) The institution guarantees confidentiality and access to records in accordance with the Family Educational Rights and Privacy Act and international privacy laws.					
<u>Documentation</u>					
<u>Text</u>					
T7.2.1) Indicate where and by whom transcripts are maintained.	Appx A	_____	_____	_____	_____
T7.2.2) Indicate the applicable privacy policy that the institution is required to meet, as determined by state, regional, or provincial law.	Appx A	_____	_____	_____	_____
T7.2.3) Submit a sample student transcript for the entire certification course. Appendices (handbook/catalog)	Appx A	_____	_____	_____	_____
A7.2.1) Submit the page number(s) on which the policy that guarantees confidentiality and access to records can be found.	Appx B	_____	_____	_____	_____
[Rev.11/99]					
<u>Available for OSET</u>					
O7.2.1) The following items must be verified by the on-site evaluation team from student files:	OSET			_____	
<ul style="list-style-type: none"> <li>• application to institution and student contract/agreement;</li> <li>• transcript(s);</li> <li>• copy of high school diploma and/or prior certification, including bachelor's degree if appropriate;</li> <li>• resume listing complete employment history;</li> <li>• background check of applicant (if required);</li> <li>• testing, writing sample, or essay (if required)</li> <li>• letters of recommendation (if required).</li> </ul>					
<b>7.3.</b> Outcomes Assessment: The institution utilizes a well-defined and ongoing system for evaluating program outcomes and achievement in relation to both its mission, and the competencies listed in Section 3. The institution incorporates the results into documented plans for program improvement. NOTE: For new institutions, this material constitutes Item # 3 of the Interim Report.					
<u>Documentation</u>					
<u>Text</u>					
T7.3.1) Complete Charts 7.3A and 7.3B at the end of the application. List the forms and methods used to evaluate student outcomes under the categories identified as indicators of program effectiveness.  The following indicators are required: graduation rates, placement rates, employer evaluations, and graduate surveys. Applicants for renewal of accreditation must provide records and rates for at least Five (5) years; applicants for initial accreditation must provide data for each year of operation. The following Indicators Chart must be used to illustrate annual data or data compiled from the past five (5) years.	Appx I	_____	_____	_____	_____
T7.3.2) Describe how these forms and methods are used for program improvement in a summary of the data collected. Explain how they relate to the success of the institution.	Appx I	_____	_____	_____	_____

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T7.3.3) <i>For institutions with multiple levels, explain how this system has worked to improve each certification course level offered.</i> <i>Appendices</i>	<i>Appx I</i>	_____	_____	_____	_____
A7.3.1) <i>Provide copies of forms and methods used.</i> <i>Available for OSET</i>	<i>Appx I</i>	_____	_____	_____	_____
O7.3.1) <i>Provide the actual materials used in this process.</i>	<i>OSET</i>			_____	
<p><u>Important note below for Initial Applicants:</u>  Institutions applying for initial accreditation submit, as part of the Application/Self-Study, a plan for assessing student outcomes and state how information gathered is to be used for program improvement, as referenced in 1) above. If the data/information collected are <u>not</u> used for program improvement, an explanation must be included. Actual results are to be included in the Interim Report submitted at the end of the third year of operation.</p>					
<p>ESSENTIAL STANDARD 8</p>					
<p>OTHER EDUCATIONAL ACTIVITIES OFFERED BY THE INSTITUTION, SUCH AS SPECIAL CLASSES OR WORKSHOPS, MAINTAIN STANDARDS OF QUALITY AND DO NOT INTERFERE WITH THE IMPLEMENTATION OF ITS CERTIFICATION COURSE(S).</p>					
<p>CRITERIA</p>					
8.1. Scheduling: The institution schedules the activities so that they do not compete for resources necessary to maintaining its certification course(s).					
8.2. Finances: Financial resources are adequate to support the activities.					
8.3. Policies and Procedures: Standards relating to fair practice, disclosure, and publication are maintained for the other educational activities offered.					
8.4. Personnel: The activities are supervised by the director and utilize qualified instructional faculty and appropriate total teaching load.					
8.5. Material Resources: Facilities and resource materials required for the activities are adequate, appropriate, and without conflict with needs of the certification course(s).					
8.6. Curriculum: Content of the activities offered is defined and documented by the institution.					
8.7. Evaluation: If credits or certificates are granted for the activities, the institution evaluates the student appropriate to the stated objectives and maintains permanent records for the student.					
<p><u>Documentation</u>  Text</p>					
T8.1) <i>List and describe all other educational activities offered by the</i>	<i>Appx J</i>	_____	_____	_____	_____

C = Compliance  
P = Partial Compliance  
N = Non Compliance

institution within the past two (2) years, and give the inclusive dates when each was offered.		Page	OFC	OSET	CR
T8.2) Explain which line items in the program budget (see Essential Standard 2) relate to each of the other educational activities, and provide a chart showing income versus expense for each.	Appx J	_____	_____	_____	_____
T8.3) Document the policies and procedures which assure fair practice, disclosure, and publication with regard to the activities. Available for OSET)For each of the educational activities listed in item 1, above, provide the following:	Appx J	_____	_____	_____	_____
O8.4) instructional personnel; reference vitae and page number for core staff; include vitae if not already provided;	OSET			_____	
O8.5) list of resource materials and facilities plan (Standard 5) or floor plan and information for any adjunct facility used;	OSET			_____	
O8.6) brief curriculum outline of content and list of required reading;	OSET			_____	
O8.7) list of evaluation requirements, with indication as to whether clock hours or a certificate are granted;	OSET			_____	
O8.3) a sample of publicity materials disseminated for the activity;	OSET			_____	
O8.1) clock hours for the activity.	OSET			_____	
[11/08]					
<p>ESSENTIAL STANDARD 9  TITLE IV COMPLIANCE</p>					
<p>AN INSTITUTION AUTHORIZED UNDER TITLE IV OF THE U.S.  HIGHER EDUCATION ACT COMPLIES WITH ITS RESPONSIBILITIES  UNDER TITLE IV OF THE ACT.</p>					
<p>CRITERIA</p>					
<p><b>9.1.</b> Default Rates: The institution’s default rates in its Title IV student loan programs are below the thresholds established by the U.S. Department of Education (USDE) for follow-up action.</p>					
<p><b>9.2.</b> Financial/Compliance Audits: The institution’s financial and compliance audits indicate no areas of significant noncompliance with the USDE requirements.</p>					
<p><b>9.3.</b> Fines/Liabilities: The institution has not been assessed any fines or liabilities by the USDE.</p>					
<p><u>Documentation</u>  Text</p>					
<p>T9.0) State the date on which Title IV authorization was initially granted by the USDE, and the current term of authorization.</p>	Appx A	_____	_____	_____	_____
<p>T9.1) Give annual default rates for the past five (5) years. Available for OSET</p>	Appx A	_____	_____	_____	_____
<p>O9.2.1) Provide a copy of results of the most recent financial or compliance audit and program review by the USDE. [Rev. 05/02]</p>	OSET			_____	
<p>Institutions considering application to, or withdrawal from, Title IV programs are required to contact the MACTE office prior to initiating such application or withdrawal. [Rev. 11/04]</p>					

IMPORTANT NOTES: If Standard 9 does not apply to the institution, please indicate “not applicable” in the Application/Self-Study.

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The following tables are templates. Please create your own using Word or Excel using the same headings and labels we show here.

Chart 3.1

<i>Specific dates</i>	<i>Curriculum area</i>	<i>Instructor</i>	<i>Contact hours</i>	<i>Class times</i>
<i>Ex: 1-1-10</i>	<i>Practical life</i>	<i>Jane Doe</i>	<i>4</i>	<i>8-12am</i>
<i>1-2-10</i>	<i>Exam-PL</i>	<i>Jane Doe</i>	<i>0</i>	<i>9am</i>
<i>1-3-10</i>	<i>Holiday(new moon)</i>			

Chart 4.2  
RESUME SUMMARY

Staff Member (Director, Instructor, Field Supervisor/Consultant)	Teaching Responsibility (List all that apply)		College Degree(s) (List all that apply)			Montessori Credential (s) (List all that apply)			Experience teaching children in a Montessori environment Level – I&T, EC, E-I, E-II, S-I, S-II (List each level separately)		
	Course(s)	Hours	Degree Name	Institution	Date Earned	Level	Date	Institution	Level	Dates	School Name, City, State, Province, Region
Sally Rogers, Director, Instructor	Admin Phil Observ	230 24 18	MA BA	Atlantic College, MA UCLA, CA	2000 1984	AMS IT AMI EC	1993 2006	XX Chicago, IL	IT	2000- 2007	Z Montessori School, Chicago IL
								Montesso ri Institute Denver, CO	EC	1993- 2007	
									Admin	1993- 2008	
Instructor's Total Hours		272									
Frances Skylar, Instructor	Child Developm ent	45	PhD	U of MD	1995	EC	1967	Boston TEP	EC	1965-79	XX Montessori School, Boston, MA
									Admin	1965-1979	XX Montessori School, Boston, MA
									Admin	1979-2007	XX Montessori School, Boston, MA
Instructor's Total Hours (etc.)		45									

Chart 4.5

Staff Member	Teaching Responsibilities Component	Teaching Hours	Faculty / Student Ratio	Practicum Supervision Hours	Advising
Sally Rogers	Philosophy Observation	24 18	1:20	Maximum of 35 hours	4 hours
Frances Sklar	Child Development	45	1:20	0 hours	0 hours
(etc.)					

Chart 4.7

Professional Development Activity Type and Clock Hours

Staff Member	Seminar/Workshop Name, Presenter, Hours, Date	Certification Course, Date	Research Project Name and Date Published	Other/Date	Total Hours
McDonel, Mary C.	<u>Working with children with OT issues</u> (Joan Avallone, OT) 4/4/08 9am-12pm 3 hours	<u>First Aid/CPR training</u> (NYC DOH personnel) 11/8/07 8am-5pm 8 hours	<u>Relationship of expansion of music curriculum to the understanding of math concepts.</u> Masters thesis, UCLA Fall-spring 2007 40 hours	<u>How to discuss math area with parents</u> (Sarah Jones) 2/28/08 1-2pm 1 hour	64
	<u>Workshop on Block Building</u> (Arista Preschool Consultation Service: Joan Smith) 11/8/07 2-5 pm 3 hours				
	<u>How to be a Dynamic Trainer</u> (National Seminars Training workshop) 2/22/07 9am-4pm 6 hours				
	SUBTOTAL 15 hours				
Smith, Jennifer	<u>Workshop on Block Building</u> (Arista Preschool Consultation Service: Joan Smith) 11/8/07 2-5 pm 3 hours		<u>How do teachers' choices of books in two Montessori early childhood classrooms present gender stereotypes?</u> Masters Thesis, College of Notre, Summer and fall 2007, 35 hours		44
	<u>How to be a Dynamic Trainer</u> (National Seminars Training workshop) 2/22/07 9am-4pm 6 hours				
	SUBTOTAL 9 hours				
(etc.)					

[Rev. 11/08]

Chart 6

<i>Total Academic Hours</i>	<i>Total Practicum Hours</i>	<i>Additional Hours</i>

Chart 6.2

Competency	Certification Course Component Title	Objective #	Means of Evaluation for Objective/Competency

Chart 6.4

Chart of Evaluation and Review

Key: A = Academic Phase P = Practicum Phase

Phase	Task	Who Performs?	Who Evaluates?	How?	When?
A	Albums	Student	Faculty	Form B	Dec/May
P	3 Visits	Field Supervisor/ Consultant	Director	Form E	3 x yr
Orientation Phase (If applicable)					

Chart 7.3 A - Indicators

REQUIRED INDICATORS	Who performs?	Who evaluates?	When are the evaluations done?	How many forms were returned out of how many forms distributed? (# ___ out of # ___)
Graduation rates *				
Placement rates of graduates *				
Employer evaluations of graduates**				
Surveys of graduates**				

Examples for key: S = Student F = Faculty ES = Each Session 2X = Twice per year

\* Data reported in the MACTE Annual Report

\* Five years of data required for renewal of accreditation; data for number of years of operation required for initial accreditation

\*\*Use Competencies (Section 3 of Handbook) from appropriate certification course level

Chart 7.3 B - Indicators

A minimum of one (1) other measure is required, and may be chosen from those listed below to demonstrate attainment of the competencies.

INDICATORS	Who performs?	Who evaluates?	When are the evaluations done?	How many forms were returned out of how many forms distributed? (# ___ out of # ___)
Grade summaries				
Standardized tests				
Portfolio reviews				
School district requirements				
Other				

Institutions are initially accredited for a maximum of four (4) years, with extension to a maximum of seven (7) years upon documentation of positive student outcomes and a satisfactory Interim Report. This documentation is due at the end of the third year of operation.