



Montessori Accreditation Council for Teacher Education

A POLICY MAKER'S GUIDE TO MONTESSORI TEACHER RECOGNITION: Becoming Policy Inclusive in Early Childhood Education Workforce Registries & Career Pathways

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A RESOURCE FOR POLICY MAKERS

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Purpose

The purpose of this document is to build a better understanding, within each state, of the breadth of education that Montessori teachers receive from programs accredited by the Montessori Accreditation Council for Teacher Education (MACTE) and their affiliations. The following Policy Maker Guide to Montessori Teacher Recognition is a resource, intended to inform policy makers' efforts to guide state systems in becoming policy inclusive of diversity in the workforce. It is a resource, providing a consistent message across all affiliations, states, varying policy systems, advocates, and agencies. The intended outcome is to expedite communication efforts by making language consistent and providing continuity across the country, diverse communities, and in cases of turnover. This comprehensive resource is designed to encourage policy inclusion and recognition of accredited Montessori teacher education.

Current research demonstrates credentialed* Montessori Teachers struggle for inclusion in State Career Pathways and their professional commitments are often not recognized in Workforce Registries. Due to narrow definitions and policy exclusion, many states do not recognize Montessori prepared teachers at all. Some states recognize at levels that do not articulate to the professional commitment achieved. MACTE serves as an expert source on quality in teacher education, Montessori teacher preparedness, policy research on recognition of Montessori Teachers, and is entitled and prepared to speak with authority in this context. Using Ramey and Ramey's (2006) 'simpler is better' model of quality we too deduce a widely generalizable acknowledgment of quality preparation is not only logical, it also more readily follow teachers as they travel across state lines and increasingly contributes to healthy child development.

The Montessori Accreditation Council for Teacher Education (MACTE) is recognized by the U.S. Department of Education as the national accreditor for Montessori Teacher Education Programs and acts on behalf of those programs which demonstrate their commitment to quality by meeting or surpassing the threshold for quality teacher education. As an accreditor, MACTE represents accountability and diversity in the Montessori Community by encompassing a variety of program affiliations. As the U.S. Department of Education recognized accrediting body for Montessori Teacher Education Programs, free-standing institutions and distance learning, MACTE is working with state policy makers to increase recognition of the MACTE Accredited Teacher Education Programs' Credentials (TEP). The effort aligns with and supports White House and U.S. Department of Education efforts to ensure teachers graduate from quality Teacher Education Programs with specialized pedagogical knowledge and skills needed to increase quality in Early Learning.



Glossary

- **Affiliation** – All Montessori Teacher Education Programs (whether in a college/university, freestanding institution, or distance education program) must be aligned with an affiliate organization who guides their philosophical interpretations, curriculum and application of knowledge, as well as the preparation of their teachers. MACTE sets a common threshold for all accredited programs; affiliations extend the requirements and guidance unique to their community of adult learners. MACTE recognizes six affiliations (see pages 9, 16, 36, 37, and 44 for full listings and more information).
- **Freestanding Institution** – Teacher Education Programs not affiliated with, housed by, or operated in partnership with an institution of higher education. The majority of MACTE Accredited Programs are in Freestanding Institutions.
- **Institution of Higher Education (IHE)** – A traditional college or university setting.
- **MACTE – Montessori Accreditation Council for Teacher Education** – A U.S. Department of Education Recognized Accreditor for Montessori Teacher Education Programs in Colleges/Universities, Freestanding Institutions, and Distance Education Programs.
- **Montessori Teacher Education Programs (TEP)**- Based on Maria Montessori’s lifework; a philosophy, theory, methodology, and curriculum (complete with materials and training) that focuses on development of the whole child (physical, mental, spiritual, psychological, and academic). Overarching rationale is to cultivate a better hu-man (a complete being) who elevates society’s consciousness, making positive peace accessible. MACTE Accredited Teacher Education Programs complete a minimum of 200 hours of academic training and 400 hours of practicum. Depending on the affiliation, it is often more. The graduate of a MACTE Accredited Teacher Education Program completes at least 1,200 cumulative hours of teacher education.
- **Pedagogy** – The cumulative objective of five educational components: philosophical foundation, educational theory, curriculum, methodology, and socializing/normalizing of teachers and children. Alternative Pedagogies in Adult Education use a set course of systematic instruction and training of specialized knowledge which include adult coursework from a set curriculum, coving philosophical, theoretical and methodological content, child and classroom observation and recordkeeping, and a practicum or classroom practice.
- **Preparation Equivalency** – A comparative framework for Teacher Education Programs, with varying adult learner methodologies, yet maintaining similar objectives of readiness by identifying acquisition of skills, internalized theory, and research required to qualify for or be recognized in the composition of high quality care and education.
- **Policy Maker** – A person involved in policy defining, enforcing, evaluating, and modifying.

*This glossary is not definitive and remains open to suggestion;
please contact MACTE to propose additional terminology to be added.*



Background on Montessori Teachers in Quality and Accountability Policy

In the spring of 2001, President George W. Bush implemented an additional element to the No Child Left Behind Act; it was called the Good Start/Grow Smart Early Childhood Initiative (GSGS). According to The White House (2012), the GSGS Initiative was designed to address several key concerns for the Federal Government: increase quality and access of early childhood programs for children and families served by low-income initiatives, address limited alignment between preschool and K-12 skill development, assess program efficacy, and increase child care provider knowledge. Virtually all policy related to the GSGS initiative falls into three major categories: a) strengthening Head Start, b) partnering with states to improve early childhood education (ECE), and c) providing information to teachers, caregivers, and parents. Accredited Montessori Teacher Education Programs (TEP) support and strengthen these goals.

The policy section of interest to MACTE's Montessori Teacher Recognition Effort is related to "partnering with states." That domain has advanced into two policy systems; Quality Rating and Improvement Systems (QRIS), which is the overarching system for measuring, tracking and increasing quality. Within the QRIS framework is the ECE Professional Development System (PDS). Both are systematized efforts to identify, recognize and reward professional investments in early learning and have become synonymous with realizing high quality child care (National Center on Child Care Quality Improvement, 2015; Barnett, 1995, 2002).

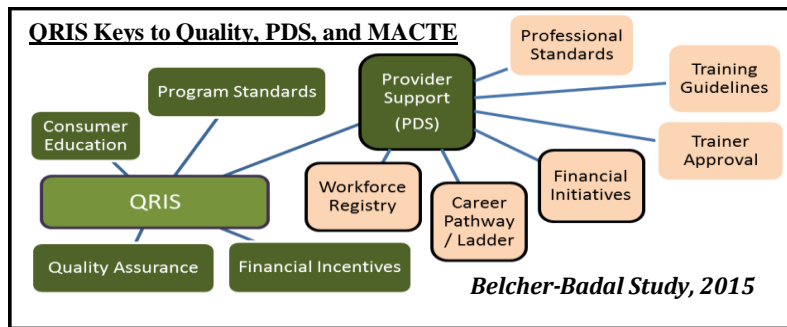
The QRIS Network's Resource Guide (2011/2014) identifies five components of a QRIS as (pp. 2-3): a) standards used to assign rating to programs; b) accountability based on benchmarks for self-improvement; c) provider support through a Professional Development System; d) financial incentives for positive growth; and e) a framework for consumer education. The QRIS area of primary interest to this Montessori Teacher Recognition Effort is 'provider support,' in the context of the PDS. The connection, however, from the PDS back to QRIS, in the form of child care program ratings, is critical to appreciate because, essentially, it links definitions of recognition for professional investments directly to formulas used to rate child care programs; in other words, teacher recognition levels directly influence school ratings.

As previously described, the Professional Development System is an expanded support network addressing one of five keys to QRIS. Informed by the National Association for the Education of Young Children (NAEYC, 2010), the six common elements of an ECE Professional



Development System include:

- Professional Standards (core knowledge areas for professionals)
- Training Guidelines, Competencies, and Opportunities (access/outreach)
- Trainer Approval (quality assurance)
- ECE Workforce Registries (data collection)
- Career Pathway or Ladders (qualifications and recognition thresholds)
- Teacher Recognition, Compensation and Retention Incentives (funding)



Due to narrowly defined quality measures, teachers prepared in government recognized, accredited Montessori TEPs are not readily acknowledged in many states' ECE PDSs. It is problematic for the Montessori community, when their teachers' preparation is not appropriately recognized because it negatively impacts the quality ratings of their schools. Limitations, due to policy exclusion, make it difficult for Montessori teachers and schools to meet qualifications or obtain scores that count for quality. This is exacerbated by restrictive interpretations and applications of "quality," particularly regarding dialogue and policies linked to "national vs regional vs programmatic accreditation" in Teacher Education.

The U.S. Department of Education recognized accreditor, MACTE, provides assurances related to Professional Standards, Training Guidelines and Trainer Approval; MACTE accredited program graduates simply need access to recognition in the PDS. Becoming policy inclusive makes space in Career Ladders for alternative pathways and specialized professional preparation. When Montessori Teachers are recognized in a Career Pathway, they can be tracked in Workforce Registries; data collected on these teachers informs policy makers and researchers. It also allows specialized teachers to receive advanced recognition, participate in quality counts and access initiatives. Inclusive policy efforts assure diversity in workforce development, teacher education, and early care options; as well as protect the right of the adult learner to choose the Professional Preparation that best reflects their values and philosophical perspective.



The Importance of Specialized Accreditation

Important Information for All Montessori Teacher Education Programs!

Reliance on Accreditation:

Higher education in America is unique in the world because of its reliance on accreditation to ensure quality and to foster a culture of continuous improvement.

The universe of recognized accrediting bodies by the U.S. Department of Education (USDE) is divided into two groups: one which is comprised of six regional agencies and accredits colleges and universities as whole institutions, and another group of accrediting bodies, which focus on professional, specialized, and free-standing institutions. The Montessori Accreditation Council for Teacher Education (MACTE) is the nationally recognized accreditor for Montessori teacher education programs and part of the second group mentioned above, along with the Council for the Accreditation of Educator Preparation (CAEP) for traditional teacher education programs. The goal of accreditation is to ensure that education provided by programs and institutions of higher education meet acceptable levels of quality.

http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html#ed

Functions of Accreditation:

As well as improvement in educational quality, identified functions of accreditation, by the USDE, include: protection of students, the public, and the institution/program. In addition to certifying that an institution/program has met established standards, accreditation assists prospective students in identifying acceptable institutions/programs; assists institutions/programs in determining acceptability of transfer credits; and identifies institutions/programs for the investment of public and private funds.

Recognition of accrediting agencies by the USDE is one of several considerations used as a basis for determining eligibility for federal student assistance, including Title IV programs, and for state and national recognition of Montessori teacher education credentials.

Principles of MACTE:

- Promote quality and integrity in accreditation
- Address accrediting issues in educational, governmental, and public policy contexts
- Facilitate collaboration among agencies, affiliations, programs and institutions
- Advocate for the recognition of the credential from a MACTE accredited program by state agencies
- MACTE is the policy vessel that insure accountability allowing for diversity within Montessori teacher education programs
- As a national recognized accreditor MACTE requires four components of the TEP: academic, practicum, student teaching, and observation. All components require supporting evidence to demonstrate student competency.



Process Principles Include:

Application and Eligibility

Submission of a Self Study

On-Site Visit for verification of the Self Study

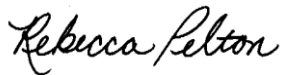
Submission of all documentation and On-Site report to the Accreditation Board for deliberation and accreditation determination.

The Investment in Accreditation:

As part of accreditation, institutions and programs must demonstrate their ability to manage broad and complex educational purposes and to balance resources in serving their missions and goals.

This means that a program or institution accredited by MACTE asserts that well-applied accreditation distinguishes and recognizes quality in many forms and formats of education.

We believe the support of higher education should be viewed expansively, bringing into the universe of recipient programs and institutions those that, through accreditation, demonstrate that they offer programs of quality, designed to help students acquire the skills and knowledge needed to become productive members of the Montessori Community.



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MACTE Overview, Eligibility, & Principles

OVERVIEW OF MACTE - 2015



Montessori Accreditation Council for Teacher Education (MACTE):

- MACTE is recognized by the United States Department of Education as the accrediting body for Montessori Teacher Education programs/institutions, which adhere to the standards, and Quality Principles established by MACTE.
- MACTE, along with the National Council for Accreditation of Teacher Education (NCATE), and the Teacher Education Accreditation Council (TEAC) (NCATE and TEAC have unified to become the Council for Accreditation of Education Preparation, CAEP) are the only three organizations recognized by the United States Department of Education to accredit Teacher Education Programs.
Please see our scope of recognition listed on the USDE website:
http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html#ed .
- MACTE is a member of the Council for Higher Education Association (CHEA) and of the Association of Specialized Professional Accreditors (ASPA), National Association of State Directors of Teacher Education and Certification, (NASDTEC), International Network for Quality Assurance in Agencies in Higher Education (INQAAHE), and the National Workforce Registry Alliance (NWRA).
- MACTE is a national accrediting agency committed to the effective preparation of Montessori teachers. Its mission is to recognize, assure and promote the high quality of that preparation, in free standing institutions and programs within universities and colleges through its system of accreditation and for the ultimate purpose of advancing Montessori student learning Infant/Toddler through Secondary education.
- MACTE accredits Teacher Education Programs, free standing Institutions, and Distance Education Programs affiliated by several professional organizations including the American Montessori Society (AMS), which mandates MACTE accreditation for its TEPs, the Association of Montessori International USA (AMI/USA), International Association of Progressive Montessori (IAPM), International Montessori Council (IMC), Montessori Educational Programs International (MEPI), and Pan American Montessori Society (PAMS). Programs can also choose affiliation with the Independents (IND) not in a consortium.
- Affiliations listed above may also create additional standards, policies and curriculum according to their organizations Montessori philosophy. The affiliate requirements and clock hours may be more than the threshold set out by MACTE.

The Goals and Function of Accreditation:

- Accreditation provides acceptable levels of quality.
- Accreditation functions to: protect students, protect of the public, protect Teacher Education Programs, and protect the investment of public and private funds.
- MACTE requires accredited Teacher Education Programs to provide evidence in their Self-Study that their graduates are competent, caring and qualified. Thereby giving state agencies,



schools, and the public a reasonable means of assessing the quality of those graduates from MACTE accredited Teacher Education Programs.

The Process of Accreditation:

Each Montessori Teacher Education program applying for accreditation by MACTE demonstrates adherence to the MACTE Quality Principles through a process of:

- Preparing an extensive Self Study
- Submission of the Self Study to MACTE - Preparation of a Staff Analysis
- An On-Site visit establishing the veracity of that Self Study
- Completing of Final Documents
- Final decision of the MACTE Board
- Accreditation is for a period of 7 years and requires an Annual Report be submitted to MACTE

MACTE Quality Principles include:

- 1.Evidence of Candidate Learning
- 2.Evidence of Faculty Learning and Inquiry
- 3.Evidence of Program Capacity

Evidence of Candidate Learning:

A MACTE accredited Montessori Teacher Education Program offers a comprehensive set of certification course levels which provide academic and practicum experiences intended to qualify the graduate for certification in Montessori teaching with a specific child age range from birth to 18 years.

At a minimum, accredited Teacher Education Programs must provide:

- Infant/Toddler- 0-3 years: 600 total clock hours 200 academic hours 400 practicum hours
- Early Childhood- 2 ½ - 6 years: 600 total clock hours 200 academic hours 400 practicum hours
- Elementary- 6 -12 years: 1200 total clock hours 375 academic hours 825 practicum hours

Each affiliated professional organization, and each Teacher Education Program may require additional academic and practicum hours beyond the threshold standards established by MACTE. Therefore, a range in hours for the academic and practicum components of Montessori Teacher Education Programs does exist.

Each accredited Montessori Teacher Education Program must have a clearly defined syllabus for each course component, which includes academic clock hours, expected graduate competencies, learning experiences, assignments, readings, and assessment and evaluation requirements. Each program establishes standards for supervised student teaching in compliance with MACTE Standards and Quality Principles.

Each program determines those student assessments and evaluations necessary to present evidence of candidate learning and competency as outlined in MACTE Quality Principle I and the MACTE Competencies for Montessori Teacher Candidates.

Evidence of Faculty Learning and Inquiry:

MACTE accreditation assures Montessori Teacher Education Program qualifications for program directors and faculty. These requirements include education, teaching experience, ongoing professional development, inquiry and evidence of competencies in teaching adults. The program must demonstrate their commitment to continuous improvement of the program.



Evidence of Program Capacity:

MACTE accredited Montessori Teacher Education Programs demonstrate they have resources and practices in place to support Adult learners and demonstrate sound management practices. The Montessori Accreditation Council for Teacher Education (MACTE), recognized by the US Department of Education in 1995 as the national accreditor for Montessori Teacher Education Programs (http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html#ed), is dedicated to improving academic degree and certificate programs for Montessori professional educators – those who teach and lead in schools, Infant and Toddler through Secondary II -- and to assure the public of their quality.

MACTE accredits certification course levels based on (1) the evidence they have that they prepare competent, caring, and qualified professional Montessori educators and (2) their capacity to monitor and improve the program's quality. MACTE believes this is the soundest way to assure the public about the quality of these programs. The Montessori teacher education program, not the college, school, department, or other administrative unit of the institution or school, receives MACTE accreditation.

MACTE's unique approach to accreditation helps programs improve and be accountable for their quality. MACTE's accreditation process starts with the evidence, quantitative and/or qualitative, the faculty truly relies on to convince themselves that the graduates are competent Montessori professionals. The program writes a scholarly paper, called a *Self-Study*, which makes the case that the claims the program makes about its graduates are warranted. MACTE's on-site visit, called the OSVT, verifies that the evidence cited in the *Self-Study* is accurate and trustworthy and that the program/institution is committed to the certification course level program. MACTE's Board determines if the evidence is convincing and of sufficient magnitude to support the program's claims that its graduates are competent, caring, and qualified Montessori teachers.

MACTE's constituency represents a broad range of programs/institutions offering certification courses at different levels. They are not limited to operating within the United States. Programs offering certification courses with a blend of residential and distance education, which satisfy MACTE's requirements, may also be considered for accreditation by MACTE.

As its Quality Principles suggest, MACTE is an advocate for program improvement based on evidence and confirmed scholarship. To that end, MACTE shares information about factors it has discovered in its accrediting work that influence the evidence programs rely on to support their claims. MACTE also conducts meetings and workshops on its innovative approach to accreditation for constituents, affiliations, state groups, and consortia.

MACTE is a member of the Association of Specialized and Professional Accreditors (ASPA), Council on Higher Education Association (CHEA), National Association of State Directors of Teacher Education and Certification (NASDTEC), and is recognized by the United States Department of Education (USDE) as an accreditor.

MACTE has its principal office at Charlottesville, Virginia, with board members serving worldwide. Additional information about MACTE's accreditation activities and events are available on MACTE's website (www.MACTE.org)



The Montessori Accreditation Council for Teacher Education (MACTE) is a nonprofit organization of providers of programs for the training of Teachers of the Montessori system of education. Some of these providers are in institutions of higher education, but most are independent Montessori schools or groups and individuals devoted to providing the next generation of Montessori Teachers. MACTE is devoted to the accreditation and the improvement of these programs for professional Montessori educators. MACTE's primary work is to assure the public about the quality of the professional teacher education programs it accredits. It provides this assurance through a system of accreditation that verifies and evaluates the evidence program providers rely on for their claim that they prepare competent, caring, and qualified professional Montessori educators.

Like all accreditors, MACTE requires program providers to meet some traditional standards of eligibility and capacity. However, MACTE requires much more, and much less, than most accreditors. It requires *more* in the sense that the program seeking accreditation must satisfy three quality principles that require:

1. **Evidence** that the graduates are competent in the Montessori system of education
2. **Evidence** that the program has a way to monitor and enhance the quality of the Montessori teacher education program
3. **Evidence** that the program has the capacity to offer a quality program

MACTE requires *less* in the sense that the faculty members need only submit a *Self Study* in which they present the evidence and argument upon which they rely to support their claim that the three basic principles of evidence are satisfied.

The MACTE Board verifies the evidence presented in the *Self-Study* and evaluates whether the evidence supports the claim that the program prepares competent, caring, and qualified Montessori educators. Based upon its evaluation of the evidence for the three Quality Principles, the MACTE Board accredits professional teacher education programs in Montessori education.

MACTE also conducts meetings for its constituents in which innovations in program design and evidence of program effectiveness are studied. In addition, MACTE is an advocate for improvements in Montessori education.

Eligibility Requirements

To be eligible for candidate status in MACTE, an attestation included with the application from the program administrator to the following three items is required:

1. The program's commitment and intent to comply with MACTE's Quality Principles and Criteria and requirements (fees, annual reports, etc.)
2. An understanding and agreement that, MACTE, at its discretion, may make known the nature of any action, positive or negative, regarding the program's status with MACTE.
3. The program's agreement to disclose to MACTE, at any time, all such information as MACTE may require to conduct its accrediting functions.



Guiding Principles of MACTE Accreditation

MACTE's accreditation system helps Teacher Education Program Providers improve their programs while enabling program accountability for quality. To achieve this goal, the accreditation process follows four basic *process* principles. The system is, first, grounded in a belief that improvement is a continuous process through which each step helps define the next and moves it forward. Second, the process is inquiry driven, building up from the questions the program faculty has asked in setting its own mission. Third, the process draws evidence from the on-site visit that examines whether candidate learning meets high expectations and whether the program follows processes that produce quality. Finally, the process is intended to be frugal, not burdening the program and institution with unnecessary activities, or costs in paperwork, personnel, time, and money.

Process Principle One: Continuous Improvement to Advance Quality.

The three MACTE quality principles – evidence of candidate learning, provider learning and capacity for quality -- constitute a dynamic cycle in which the provider formulates goals for candidate achievement, allocates needed resources, assesses candidate performance, and uses the evidence from the assessment to improve program quality.

The MACTE quality principles and criteria must be complemented with an accreditation process that incorporates practices of continuous improvement. Hence, MACTE's approach to accreditation relies on the following ideas from the continuous improvement literature:

- Create constancy of purpose for improvement
- Balance constancy of purpose and continual improvement, short-term and long-term results, and knowledge of action
- Link program improvement to candidate learning
- Improve every system in the program to enhance the quality of MACTE learning, inquiry, service activities, and outcomes
- Eliminate misleading and superficial numerical quotas, check lists and indicators.

MACTE's approach is not based on a single model or template. Rather, it reflects an understanding that continuous improvement is an energetic process that offers many different paths to excellence in professional Montessori teacher education in much the same way as the Montessori respects the child and enables the child's unique development.

Process Principle Two: Inquiry Driven.

MACTE believes that accreditation of professional Montessori education programs should be grounded in inquiry. The questions driving the inquiry should be interesting and important to the professional program faculty. The questions should take into account teaching, candidate learning, important indicators of quality, and not simply be designed to comply with the external demands of accrediting bodies and state agencies. The questions also should reflect the unique mission of the program and be responsive to MACTE's three principles of quality.

Process Principle Three: On-Site Visits to Ensure Quality.

An on-site visit for accreditation provides an external verification of the program's internal quality assurance mechanisms and the evidence they produce. Such on-site visits are essentially



investigative reviews of the ways professional education programs are producing candidate learning, assessing the outcomes of instruction, making improvements in the program, and gaining support for the program. Academic on-site visits do not evaluate quality itself, but focus on the verification of the processes that are intended to produce quality. MACTE has modified the standard on-site visit approach to emphasize both the quality processes *and* the evidence of the student learning and accomplishment.

The approach requires the program faculty to live up to their publicly proclaimed high expectations for their program and its improvement. This is accomplished when the program demonstrates accountability to the public for those high expectations through the display of solid evidence of candidate accomplishment.

Process Principle Four: Frugality.

The accreditation process should be efficient and use the minimum resources necessary to reach timely decisions. The process should be a part of the normal quality assurance system the program employs. The *Self Study*, in other words, should contain only information and analysis that makes the case that the program prepares competent, caring, and qualified Montessori professionals. The *Self Study* should be important to the program and contain information the program feels it should have, or should have had, to properly and responsibly administer and improve the program. It should be *brief* and it should be about *inquiry*. The MACTE process is weakened to the extent that a program faculty takes steps *solely* for the purpose of satisfying a MACTE requirement. The production of the *Self Study*, in other words, should be a seamless part of the normal collective activity of the program faculty members to improve their program.

MACTE established a set of three principles for a program, which if followed, would signify that the program was a quality teacher education program. The first principle was that the program's graduates should have the knowledge regarding the level they will be teaching, the pedagogical literature related to it, and be able to teach in a caring and effective manner. The second principle was that the program faculty would undertake systematic inquiry that would yield results that would support the first principle in ways that could be interpreted validly and reliably and would continuously improve the program by enhancing the first principle. The third principle was that the program faculty should have the capacity to offer and give a program that fulfilled the first two principles in a fair, decent, orderly and responsible manner.

The MACTE standards, in contrast to its principles, tell us whether or not these principles were followed. The standards state or name the operation or procedure used to measure or to produce what is being defined in the principle. In MACTE, some standards name the actions that would produce the principle, while other standards name actions that would establish the principle's presence (or absence) by measurement. For example, MACTE has the principle that the students should understand the Montessori philosophy of education and the operations that produces this understanding are a standard set of courses and experiences. The measurement standard was that the point at which the preponderance of the evidence across multiple measures of the students' understanding signified that the material covered in the curriculum was understood.

The standards for the common sense principle that new teachers should know the Montessori curriculum and principles were both measurement and production standards. They were the assessments or measurements (qualitative and/or quantitative) that showed the candidates'



sufficient professional understanding coupled with how the faculty produced this understanding through the candidates' completion of a course of study in Montessori education that was planned and fairly administered to yield that understanding. Meeting the measurement standard was taken as more persuasive evidence that the principle was followed than the production standard, but both were required.

To be more precise, the standard in MACTE is a point on a dimension or scale, which had a pole at one end where the evidence was inconsistent with the principle and at the other where the evidence was consistent with the principle. The points in between the poles were degrees or balances of consistent and inconsistent evidence with the standard being the point at which the preponderance of the available evidence the faculty relied was consistent with the principle. The heuristic for *preponderance* was that at least 75% of the evidence had to be consistent with the principle *and* that there was no other evidence that disproved the principle. In this sense there were two MACTE scales – a consistency scale and a conclusiveness scale (proven/not proven) with the consistency scale used by the On-site Verification Team and the conclusiveness scale used by the Board should it reject the OSVT's conclusion. For the Board to alter the OSVT's findings, it had to find something in the record that either disproved the evidence in question or proved its opposite. So, if the OSVT found that the preponderance of the evidence (grades, surveys, ratings, etc.) was consistent with a the principle that the students understood the Montessori teacher education curriculum, the Board, if it were to come to a different conclusion about the principle, would have to find that there was evidence in the record that either disproved the fact that the students understood their subject or proved that they didn't know their subject.

The precise measurement standard for MACTE's view of reliability and validity is that percent of agreement between evaluators would be no lower than 75%. The standard for other measures, like grades and ratings were that the program means were no less than 75% of the maximum score.

MACTE's principles are thought to be necessary conditions for a quality program and while they are set out as the very definition of a quality program, there is only one principle that is both necessary and sufficient for quality and that is the principle that has a standard that the preponderance of the program's graduates can teach effectively and caringly. The evidence for this principle is evolving in the field. At one time, it was only the content named in the clinical course syllabus and recently it has become the ratings by the teachers or mentors and program supervisors give of the adequacy of the student's teaching proficiency. Obviously, the most compelling evidence would be that the students of the student teacher actually learned what was taught in the Montessori lessons and units. Of course, this standard is difficult to implement and currently is beyond the reach of many programs. The other MACTE principles are thought to be connected to this principle, but absent empirical evidence, this connection is a matter only of informed speculation.



Section C: Quality Principles and Criteria for the Accreditation Programs that Offer a Certification Course Level/Levels

C.1. Definitions of Quality Principles

Quality Principles

The term “Quality Principles” refers to the three principles by which certification programs of Montessori teacher education are evaluated for purposes of accreditation. The Quality Principles state the evidence each applicant must have to achieve “accredited” status. Quality Principles permit many kinds of evidence and are widely applicable to a variety of Montessori programs, and yet avoid provisions that may be seen as arbitrary. They encourage qualitative and quantitative evidence and do not prescribe or proscribe any kind of evidence that can be reliably and validly interpreted. They are designed to promote quality and stability, while accommodating reasonable variations and special characteristics. Quality Principles are intended to acknowledge and respect the evidence the program truly relies on to convince itself that it is of high quality.

Additional Requirements

There are some additional requirements for the program’s capacity about which there is consensus in the Montessori community and substantial compliance with these requirements is required for accreditation. The evidence for residential and distance education certification courses and components must satisfy the same Quality Principles, criteria, policies, and procedures. Guidelines for review of distance education certification courses are available on the MACTE website. No program may offer a completely distance education program, because there must be a minimum of 120 hours of residency in every program. If the Program offers both an EL-I and EL-II there is an additional requirement of 60 hours of residency on top of the 120 hours.

Applicants for accreditation should use the revised 2015 Guide to Accreditation and Quality Principles and Criteria found on the website.

Each program is also required to be affiliated with one of the organizations below:

American Montessori Society (AMS) *mandates accreditation* www.amshq.org

Montessori Educational Programs International (MEPI) www.mepiforum.org

The Pan American Montessori Society (PAMS) www.montessori-pams.org

Association Montessori International (AMI) www.amiusa.org

International Association of Progressive Montessori (IAPM) www.montessori-iapm.org

International Montessori Council (IMC) www.montessori.org

Independent (IND) kayihang@springvalley.org



Quality Principles

“It’s not what the data tells us, it’s what we do with it that counts.”

Quality Principle I

Evidence of Candidate Learning: Understanding and Teaching Montessori Principles.

The core outcome of the programs that MACTE accredits is evidence that the program’s graduates are competent, caring and qualified educators. MACTE accreditation is based on the validity of the interpretation of the evidence that the program faculty relies on to support its claims about its graduates’ understanding of their subject matter, knowledge, and the level they will teach. The essential idea of this principle is the program’s ability to produce graduates who demonstrate knowledge for effective work in Montessori Education.

Quality Principle II

Faculty Learning and Inquiry

The core activity of the programs MACTE accredits is the faculty’s learning and inquiry. MACTE accreditation is based in part on the faculty’s system of quality control. This system is the means by which the faculty finds the evidence for Quality Principle I, regularly inquires into ways to improve the program’s quality, makes decisions based on the evidence, and monitors and enhances the program’s capacity for quality.

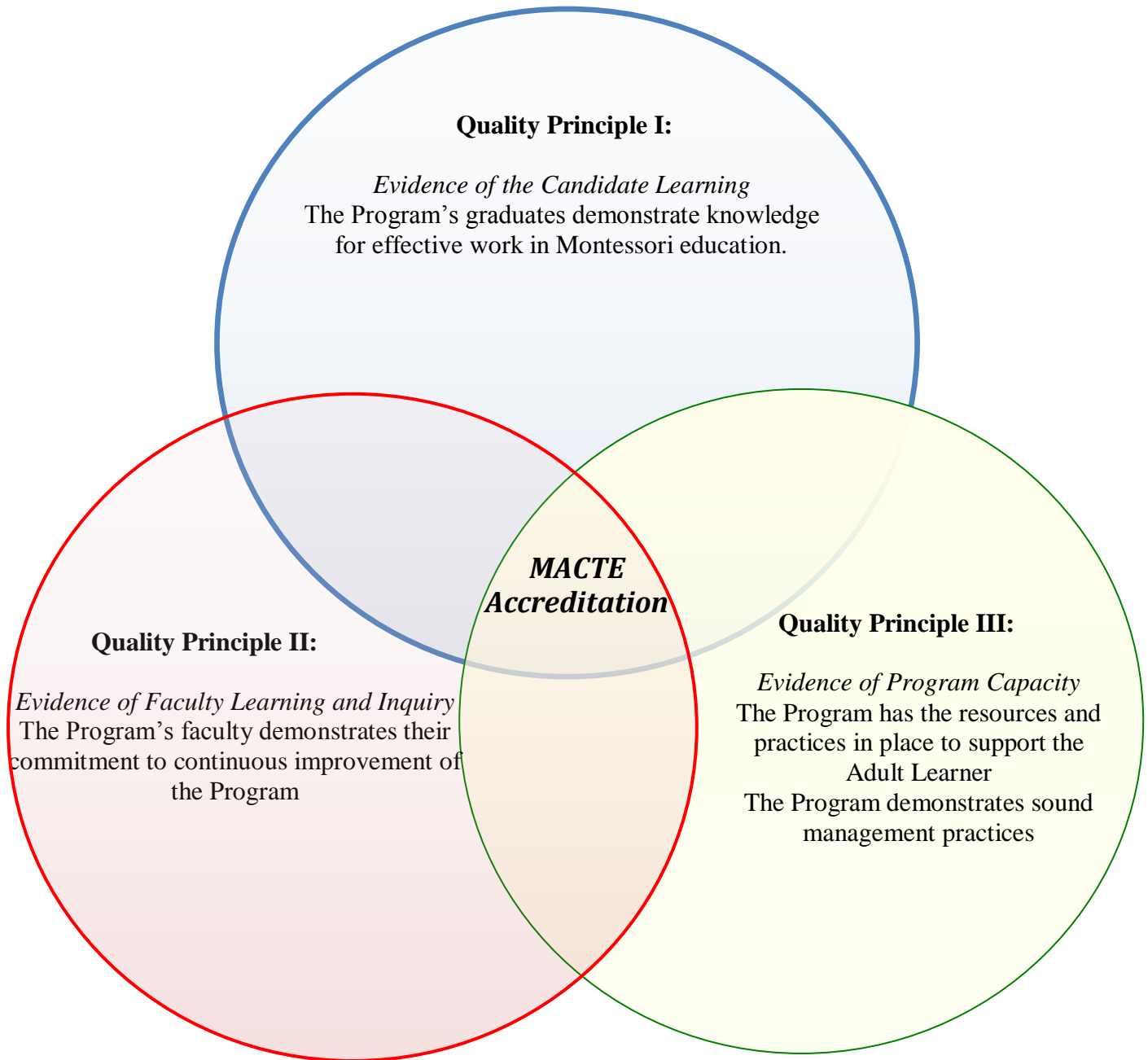
Quality Principle III

Program Capacity

MACTE defines a quality program as one that has credible and consistent evidence that the program has the capacity to operate. The essential idea of this principle is a program’s ability to demonstrate sound management practices within the program, which will support ongoing candidate learning.



Detailed information regarding the accreditation process can be found in the MACTE Guide to Accreditation



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**SECTION D: QUALITY PRINCIPLE I COMPETENCIES FOR MONTESSORI
TEACHER CANDIDATES**

Categories of competency	As relates to each level, the candidate for certification understands:	Examples of Possible Evidence
I. Knowledge		Evaluations of written and oral assignments
	1a. Montessori Philosophy	Examination results
	1b. Human Growth and Development	Mentor evaluations of teaching
	1c. Subject matter for each Course Level* to include but not limited to: cosmic education, peace education, practical life, the arts, fine and gross motor skills. Review your affiliate's requirements.	
	1d. Community resources for learning	
II. Pedagogy		Evaluations of written and oral assignments
	2a. Correct use of Montessori materials	Examination results
	2b. Scope and sequence of curriculum (spiral curriculum)	Mentor evaluations of teaching
	2c. The prepared environment	Evaluations of demonstrations
	2d. Parent/Teacher/ family /community partnership	
	2e. The purpose and methods of observation	
	2f. Planning for instruction	
	2g. Assessment & documentation	
	2h. Reflective practice	
	2i. Support and intervention for learning differences	
	2j. Culturally responsive methods	
III. Teaching with Grace and Courtesy (caring manner)	As relates to each level the candidate for certification demonstrates and implements with children/adolescents:	Employer, field consultant, supervising teacher observation and evaluation
	3a. Classroom leadership	Children's learning and progress
	3b. Authentic assessment	



	3c. The Montessori philosophy and methods (materials)	Post-graduate professional performance
	3d. Parent/teacher/ family partnership	Surveys of employers and alumni
	3e. Professional responsibilities	
	3f. Innovation and flexibility	

*** Targeted Subject Matter areas by instructional level include, but are not limited to:**

- Infant Toddler: sensory and motor experiences, language experiences; positive social experiences; self-care, art and music.
- Early Childhood: practical life, sensorial, mathematics, language, science, physical geography, cultural studies, physical education, music, and arts education.
- Elementary: language arts, mathematics, sciences, social studies, arts education, health and physical education, history. Geometry, geography, biological sciences, physical sciences, music.
- Secondary: mathematics, language arts, economic experiences, mathematics, sciences, social studies, arts education, health and physical education, history, outdoor education, service learning, career education, college admissions/career readings

Definition of Instructional LEVEL:

Infant Toddler =	Birth through three years of age
Early Childhood =	Three through six years of age
Elementary I =	Six years through nine years of age
Elementary II =	Nine years through twelve years of age
Secondary I =	Twelve years through fifteen years of age
Secondary II =	Fifteen years through nineteen years of age



Accredited Montessori Teacher Education Program: Infant and Toddler Credential (Birth-3 years)

Academic and Practicum Hours: 600

SAMPLE Academic Coursework (includes, not limited to): min. requirement is 200 clock hours

- **Montessori Philosophy** – Study of Montessori philosophy of the nature of the young child. Research base for the analysis of how to nurture and assist development; Montessori theory of learning and teaching.
- **Pedagogy**- The physical and psychological needs; daily routines, curriculum; positive communication and interaction; developmental assessment, record keeping; special needs.
- **Child Development** – Study of contemporary theorists and understanding of Montessori Planes of Development and Sensitive Periods; physical, cognitive, neurological, social and emotional development; development of language, movement, gross and fine motor, self-care, enhancement of senses, independence.
- **Observation**- Techniques of observation, developmental assessment techniques, environmental assessment, record keeping.
- **Environmental Design and Curriculum**- The Prepared Environment including design, group size, materials and activities to meet development needs. Health and Safety, knowledge of state and federal regulation.
- **Child, Family and Community**- Knowledge and understanding of cultural diversity; relationships and communication with families including parenthood, child rearing, parent involvement and education, conferences; Health and Nutrition; Community Resources.
- **Classroom Leadership and Program Administration**- Classroom management techniques, daily schedules for children and staff; Effective program management including financial, personnel, state and federal rules and regulations.
- **Professional Growth**- Professionalism, ethical behavior and practice; Reflective teaching practice and professional development.

SAMPLE Student Teaching Practicum Requirements: minimum requirement is 400 hours

- **Practicum**- Supervised practice teaching, classroom observation, environmental design, curriculum planning, record keeping, family communications, and program administration.
- Documented observation of children from birth to age three in a variety of settings

SAMPLE Assessment of Teacher Candidates:

- Candidate must demonstrate competencies as determined by MACTE and observed by program faculty in the areas of Knowledge, Pedagogy and Teaching.
- MACTE suggests that written and oral assignments, examination results, demonstrations by candidate, and documented observation by supervising teacher and program Field Consultant be used to verify the competencies for Montessori teacher candidates.
- Candidate will complete a portfolio of lessons/activities and materials used in each curriculum area.
- Candidate will demonstrate the ability to create original materials to teach a given lesson or concept and/or meet the needs of an individual child
- Candidate will complete a yearlong project focused on a case study of the development of one child.

Reference: Montessori Accreditation Council for Teacher Education (MACTE).



Accredited Montessori Teacher Education Program: Early Childhood Credential (2 ½- 6 years)

Academic and Practicum Hours: 600

SAMPLE Academic Courses (includes but is not limited to): minimum requirement is 200 hours

- **Montessori Philosophy, Pedagogy, and Methodology** - a historical review of the development of the method; foundations and key concepts and principles of the method providing a philosophical framework; design of the Prepared environment; interaction and communication techniques; classroom management through integrated, multi-disciplinary curriculum.
- **Child Development**-Theories of development; physical, cognitive, emotional, and social developmental stages- typical and atypical; brain development; current research in child development and neuroscience; natural process of human development.
- **Observation**- Techniques and strategies; interpretative, and formative assessment; rationale and record keeping; communication.
- **Community Involvement and Partnership with Families**- Parent relationships, partnership, communication, and involvement; collaboration strategies; community awareness and resources; understanding, respect, and responsiveness to cultural diversity.
- **Classroom Leadership and Program Administration**- Classroom management techniques and strategies; positive interactions; communication and problem solving; classroom design, curriculum planning, daily scheduling; providing for cultural diversity and special needs learners; alignment with standards and regulations
- **Practical Life**- Rationale and developmental aims; development of executive functioning; grace and courtesy; materials and lessons for self-care, gross and fine motor skills, care of the environment; differentiated instruction.
- **Sensorial**- Rationale and developmental aims; development of sensory discriminations (sorting, grading, memory, attention); materials and lessons in the education of the senses.
- **Language and Literacy**- Rationale and developmental aims; materials and lessons in receptive and expressive language; phonics and word analysis; vocabulary development; grammar; handwriting; composition; literature; and reading.
- **Mathematics**- Rationale and developmental aims; materials and lessons in number concepts, linear counting, basic number processes, whole and fractional numbers, measurement, time, money, and math applications.
- **Science**- Rationale and developmental aims; materials and lessons in biology- botany and zoology, physical science, earth science, ecology; supervised lab work.
- **Cultural Studies**- Rationale and developmental aims; materials and lessons in physical geography, cultural geography, history- time, calendars, seasons; understanding and respect for cultural diversity.
- **Art, Music, Movement**- Rationale and developmental aims; materials and lessons for skill development, history, appreciation and awareness.

SAMPLE Student Teaching Practicum Requirements: minimum requirement is 400 hours

- **Practicum**- Supervised practice teaching, classroom observation, environmental design, curriculum planning, record keeping, family communications, and program administration.
- Documented observation of children from 2 ½-6 years of age in a variety of settings.



SAMPLE Assessment of Teacher Candidates:

- Candidate must demonstrate competencies as determined by MACTE and observed by program faculty in the areas of Knowledge, Pedagogy and Teaching.
- MACTE suggests that written and oral assignments, examination results, demonstrations by candidate, and documented observation by supervising teacher and program Field Consultant be used to verify the competencies for Montessori teacher candidates.
- Candidate will complete a portfolio of lessons/activities and materials used in each curriculum area.
- Candidate will demonstrate the ability to create original materials to teach a given lesson or concept and/or meet the needs of an individual child
- Candidate will complete a yearlong project focused on a case study of the development of one child.

Reference: Montessori Accreditation Council for Teacher Education (MACTE).

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MACTE Clock Hour to Credit Hour Teacher Education Equivalency Formula

The following translation should be used to indicate the MACTE Free Standing Institute's Teacher Education Equivalency (teacher education not taken for college credit) based on MACTE's threshold of required hours for accreditation; many affiliations exceed this standard.

Using the formula provided by the Accrediting Council for Independent Colleges and Schools (ACICS, 2011), the prepared equivalency should be used to help clarify the college credit comparability of the following Teacher Education levels.

This in no way indicates students from these institutions are entitled to or will receive equivalent transfer credits but simply equates the work completed to more traditional college credit equivalency for the purposes of Teacher Education recognition relevant to State Registries and/or Teacher Licensure Pathways.

According to the ACICS (2011) formula for translating clock hour into college credit equivalency, 37.5 hours are required for every credit hour.

MACTE Teacher Education Level Cumulative Hours breakdown: total direct instruction required, break-down for in and out of class, and equivalency totals.

Clock Hours By Program Level	Ages	Total Min. Direct Hours of Instruction Required	Academic In Class	Academic Out of Class	Practicum In Class	Practicum Out of Class	Additional Req. Hours	Additional Out of Class	Cumulative Total	Divided by 37 hr req. min	College Credit Preparation Equivalency
Infant/Toddler	0--3	600	200	400	400	240	0		1240	33	CCPE
ECE	3--6	600	200	400	400	240	0		1240	33	CCPE
Elementary I	6--9	800	200	400	400	240	200	120	1560	42	CCPE
Elementary I-II	6--12	1200	375	750	400	240	425	255	2445	65	CCPE
Secondary I	12--15	1200	200	400	1000	600	0		2200	59	CCPE
Secondary I-II	12--18	1500	500	1000	1000	600	0		3100	83	CCPE

*Out of Class Clock Hours, based on the ACICS definition, include work related to: Reading and Writing Assignments, Projects, Practical Application, Practice and Other Related Learning Experiences.

**In the MACTE Teacher Education Program, out of class work will include: independent research, material making, album preparation, and practice with materials. Out of Class Clock Hours, based on the MACTE definition, do not include Oral or Written Exams.

<http://www.acics.org/news/content.aspx?id=4419>

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2/9/2015 Final



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**2015 Belcher-Badal Nationwide Research on
ECE Workforce Registry Recognition & Accredited Montessori Teacher Preparation:
Policy Related Findings and Recommendations**

1. Finding: Evidence of MACTE Accredited Montessori Teacher Registry Recognition

Montessori Recognition in a Career Ladder/ Registry was offered in 19 states and DC. There were 17 State Registries recognizing Montessori Preparation publicly in print. Roughly 19 states indicated a willingness to work on Montessori Recognition and Policy Inclusion.

– *Recommendation 1*

Address issues of recognition for MACTE Accredited Montessori Teacher Education Graduates in all state registry systems and career ladders/lattices/pathways to become comprehensive workforce registries and recognition systems.

2. Finding: Entry-Level Montessori Recognition Trends in ECE Workforce Registries

Of the 19 states recognizing Accredited Montessori Teacher Preparation, 21% (4) recognized training at levels below that of the CDA (Child Development Associate Credential, a 120 hour training program vs MACTE's 600 hours). Another 47% (9) recognized the Montessori Credential at levels equal to the CDA. Finally, 32% of state PDSs recognized Montessori Teachers (6) at a level above the CDA, typically a level right below an Associate Degree (DE, GA, MN, NV, OR, WA).

Georgia had the highest recognized entry-level preparation-equivalency career ladder placement level in the country, with MACTE Accredited Training (without college credit) recognized at the same level as the Associate Degree. Nevada and Oregon both provided a level of recognition one level below the Associate Degree, but above the CDA, and allowed the Montessori Credential to be used in conjunction with a degree in any field for higher levels of recognition.

– *Recommendation 2*

Re-evaluate current Montessori Recognition levels, to address giving Accredited Montessori Teacher Education (obtained without college credit) a designated recognition level higher than the CDA. A generalizable Montessori Recognition Table is included for policy maker reference, in this resource, to facilitate policy evolution in every state.

3. Finding: Registry Consultation on Accredited Montessori Teacher Preparation

When asked who Registry Offices consult with on Montessori Certificates: 12 participants reported using a Non-Montessori Agency such as NAEYC, National Workforce Registry Alliance (NWRA), Regional Technical Assistance (TA), and the State Early Learning Advisory Council. ***Only one registry office indicated they used the MACTE Accredited Montessori training program in their state for consultation; no state indicated consulting with MACTE.***

– *Recommendation 3*

Utilize the MACTE Montessori Accreditation Council for Teacher Education as the foremost resource and authority on quality preparation principles for consultation on issues related to or in the recognition of a Montessori Teacher Education Programs. In response to this study and to facilitate more cohesive communication, MACTE has an alignment designed for State Workforce Registries and Career Ladder articulation available for every state.



4. **Finding: WHO Informs Policy Decisions Regarding Specialized Populations**

Asked if anyone representing the Registry Office had Montessori Teacher Education knowledge, training, experience, or education: 12 states reported they had Montessori knowledgeable representation (6 indicated Registry Directors; 7 said Registry Staff; 5 reported a Registry Advisory Committee Member).

– *Recommendation 4*

Consult with states that already have a framework to support the capacity for Montessori Teacher Credential Recognition. A current list of states and points of contact is available for state policy makers to connect with from the author of this study. (kimberlee@macte.org)

5. **Finding: No Recognition, No Data**

In 2014, there were 184 MACTE Accredited Teacher Education Programs across the US, in roughly 36 states. Fifteen of these programs were located in conjunction with a university, college or access to college credit. MACTE had three accredited Distance Education Programs. The American Montessori Society (AMS), an affiliate of MACTE, reports having 13,000 members; yet, very few Montessori teachers are being identified in workforce registry systems. When asked about tracking Montessori Teachers in the Registry, 6 states provided actual numbers (2 reported over 100, 3 reported 60 or less, and 1 said there were 10 or less). Data on these teachers and information regarding their role in the field is important for policy makers and researchers alike. It is also a valuable tool for the Montessori Community.

– *Recommendation 5*

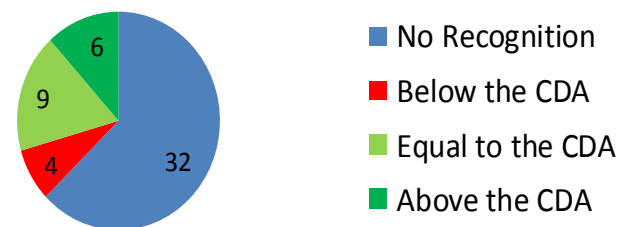
Consider reaching out to the Montessori Community (*Teacher Education Programs and Schools*) in your state with a customized invitation to join the professional development movement or Registry effort in your state, expanding the opportunity for collaboration and increasing the pool of quality recognized teachers in each state.

Nationwide Registry Survey Participants' Perspectives:

“We have had numerous discussions about how to best quantify Montessori training and recently changed the descriptors on the Career Pathways to better recognize those individuals.”

“When an applicant with a degree in another field also submits a Montessori diploma, the highest level of formal education obtained will be granted (the Montessori diploma is viewed in the same light as an ‘ECE Endorsement’).”

**States and D.C. Providing
Montessori Professional Recognition**



2014-2015 reporting from Belcher-Badal Study, 2015.



Adaptable Montessori Teacher Recognition Framework, Recommended by MACTE

*This framework is for MACTE Accredited Teacher Education Graduates who have no college credit or did not take MACTE Accredited Teacher Education for college credit. For graduates who took their training for college credit, the credit is recognized as ECE specific college credit rather than a “plus” preparation.

1. Entry Level Recognition

No College Credit, Credential from a MACTE Accredited Teacher Education Program

Entry Level Montessori Recognition, a place for graduates from MACTE Accredited Teacher Education Programs (TEP) to step on to Registry Frameworks and State Career Ladders/Lattices. It allows an individual with no college credit to receive recognition as a novice professional in the field of Early Childhood Education. The graduate from a MACTE Accredited TEP completes significantly more Teacher Education than graduates with the CDA. Teacher recognition should demonstrate this extended effort, with recognition going beyond the CDA but before the Associate Degree. Preparation equivalence is comparable to 33 credits in an ECE program.

2. General Professional

Associate Degree AND Credential from a MACTE Accredited Teacher Education Program

This is the second level of recognition for individuals who graduated from a MACTE Accredited TEP. These individuals have acquired higher education resulting in an Associate Degree and additional Teacher Education with an equivalency comparable to a 33 credit hour program specializing in Early Childhood Education. Recognition should be provided for an Associate Degree PLUS the preparation equivalency of 33 college credits in Early Childhood Education.

3. Advanced Professional

Bachelor Degree AND Credential from a MACTE Accredited Teacher Education Program

This is the third level of recognition for individuals with Credentials from MACTE Accredited Teacher Education Programs. This individual has obtained a Bachelor Degree and a credential from a MACTE Accredited Montessori Teacher Education Program. These individuals are considered advanced professionals due to their possession of a degree from an Institution of Higher Education and Endorsement in Early Childhood through their Montessori Credential/Diploma which, in many states, can be used in combination to apply for Department of Education Alternative Pathway Teacher Licensure (particularly for use in Publicly Funded Montessori Schools). For individuals at this level, who acquired the a Montessori Credential from a MACTE Accredited Teacher Education Program, without college credit, they are recognized as having the Degree PLUS the additional preparation equivalency of a 33 college credit hour ECE program.

4. Specialized Professional

Master’s Degree AND Credential from a MACTE Accredited Teacher Education Program

The fourth level of recognition for individuals with a Montessori Credential from a MACTE Accredited Teacher Education Program is the Specialized Professional recognition level. These are individuals who completed a Master’s Degree from an Institution of Higher Education and hold a Montessori Credential from a MACTE Accredited Teacher Education Program resulting in an Early Childhood Endorsement equivalent. These individuals are recognized as having a Master’s Degree PLUS the Early Childhood Preparation Equivalency of a 33 credit hour ECE preparation program.

5. Expert Professional

Doctorate Degree AND Credential from a MACTE Accredited Teacher Education Program

These individuals have either an Ed.D. or Ph.D. degree and hold a Credential from a MACTE Accredited Teacher Education Program. An individual at this level should be recognized as having obtained the Institution of Higher Education Standing PLUS the equivalency in Early Childhood preparation of a 33 college credit program specializing in Early Childhood Education.



2015 Examples of States with MACTE Montessori Policy Inclusion

1. **Washington** - Example of recognition levels and appropriate policy language
2. **Georgia** - Example of recognition levels, policy language needs *clarification*
3. **Minnesota**- Example of recognition levels, policy language needs *modification*
4. **Delaware**- Example of recognition levels, policy language needs *clarification*

Additional States not included in this document with inclusive policies or policy language:

5. **New Hampshire** Example of recognition levels, and appropriate policy language
6. **Oregon** Example of recognition levels, *needs some modification in matrix*
7. **Nevada** Example of recognition levels, *needs language modification in matrix*

*Clarification is related to policy language adequately defining the Montessori Credential is from an Accredited Montessori Teacher Education Program.

*Modification refers to policy changes required to differentiate the recognition level from the CDA, a 120 hour program, as opposed to the 1,200 hours completed for a Montessori Credential.

*Montessori relevant, sample policy language has been outlined in **RED** in the examples provided.

While an adaptable policy framework is provide for the convenience of the policy team in each state, it is important to note that policy makers have the opportunity to add further requirements or policy language to the articulation to make the fit right for their state's policy framework. For example, in South Carolina, the MACTE Accredited Teacher Education Program Graduate's qualifications are accepted for Public School Teaching Credentials with the additional requirement that the individual must pass the Praxis, have a Bachelor's Degree, etc.



Washington State Career Lattice Early Care and Education Professionals and School-Age Care Professionals

Revised November 2012

Step	Requirements	Education Mastery	Core Competency Level	Career opportunities
1.	Meets minimum child care licensing standards or registered apprentice in high school	Entry-Level Professional	1	FCC Assistant CCC Assistant School-Age Care Assistant
2.	High school or equivalent and 20 Hour Basic STARS training or 2 college credits in Basics of Child Care course			FCC Owner/Primary Provider
3.	At least two hours of training in each of the Core Competency areas (level 1 trainings) OR Introduction to Early Childhood Education five-credit class OR MACTE Montessori Teacher Course Certificate			CCC Lead Teacher School-Age Lead Teacher Montessori Student Internship
4.	80 hours of approved training toward the Child Development Associate (CDA) OR Eight approved ECE or school-age college credits			
5.	CSEFEL Training – Completion of 1 module training for infant/toddler or Preschool and Initial State Certificate ECE (12 credits) OR Child Development Associate (CDA) OR Apprentice Journey-Level Associate I		2	Head Start Teacher Assistant ECEAP Assistant Teacher CCC Director
6.	CSEFEL Training – Completion of 2 module trainings for infant/toddler OR Preschool and Short-term State Certificate ECE (20 credits)			CCC Program Supervisor Montessori IT (A to I) or ECE (Primary) Teacher
7.	CSEFEL Training – Completion of 3 module trainings for infant/toddler or Preschool and State Credential in ECE (47 credits) OR MACTE accredited IT OR ECE Teacher Credential OR AMI diploma in A to I and/or Primary	Statewide Credential		
8.	65 college credits with 30 approved ECE or school-age college credits			CCC Director (without program supervisor) CCC Program Supervisor School-Age Program Director School-Age Site Coordinator
9.	ECE or related Associate degree with 30 or more approved ECE or school-age college credits OR AA with MACTE accredited IT or ECE Teacher Credential OR AA with AMI diploma in A to I and/or Primary OR Apprentice Journey Level Associate II	Associate Degree	3	ECEAP Lead Teachers ECEAP Family Support Specialist Head Start Lead Teacher (alternative pathway) Apprentice Trainer Montessori IT (A to I) or ECE (Primary) Teacher
10.	120 credits towards Bachelor's degree with 20 or more approved ECE or school-age college credits			Head Start Teachers Head Start/ECEAP Education Coordinators
11.	150 credits towards Bachelor's degree with 30 or more approved ECE or school-age college credits			CC Licensor
12.	ECE or related Bachelor's degree with 30 or more approved ECE or school-age college credits OR BA with MACTE accredited IT or ECE Teacher Credential OR BA with AMI diploma in A to I and/or Primary	Bachelor's Degree	4	Intermediate Trainer Montessori IT (A to I) or ECE (Primary) Teacher
13.	20 credits towards master's degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework			Administrator/Manager
14.	40 credits towards master's degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework		5	
15.	Master's or higher degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework OR MACTE accredited IT OR ECE Teacher Credential OR AMI diploma in A to I and/or Primary	Graduate degree		ECE College Instructor/Professor Advanced Trainer Montessori IT (A to I) or ECE (Primary) Teacher

* Minimum requirements for the aligned positions.

o Roughly halfway to education mastery. These qualifications can help employers identify position descriptions; quality assurance programs (such as CRIS); communicate staff qualifications; preparation of professional development plans.

o Mastery of competencies commensurate with and aligned with formal education.

Acronyms

FCC: Family Child Care

CCC: Child Care Center

ECE: Early Childhood Education

ECEAP: Early Childhood Education Assistance Program

CSEFEL: Center on the Social and Emotional Foundations of Early Learning

View the Core Competencies for Early Care and Education Professionals

View DEL-approved ECE or school-age related credits

CAREER LEVELS



Professional preparation is vital to improving the quality of early care and learning environments. Professional development in the *Georgia Early Care and Education Professional Development System* takes into account training, education, and experience. By noting your achievements and number of years experience in working with young children, you can mark your professional accomplishments using the following chart.

Level I Professionals beginning their career in early care and education: <ul style="list-style-type: none"> High school diploma or GED; and 0 to 3 years of Early Childhood Education experience with young children; and 0 to 30 clock hours of state approved/accepted training 	Level V Professionals beginning their formal education in the early care and education field: <ul style="list-style-type: none"> Technical Certificate of Credit (TCC) in Early Childhood Education or Child Development 	Level IX Professionals with a Georgia Professional Standards Commission (PSC) teaching certificate in the Early Care / Early Education field
Level II Professionals who have been in the early care and education field for a few years: <ul style="list-style-type: none"> High school diploma or GED; and 2 or more years of Early Childhood Education experience with young children; and 31 to 60 clock hours of state approved/accepted training 	Level VI Professionals who have earned formal education credit in the early care and education field: <ul style="list-style-type: none"> Technical College Diploma (TCD) in Early Childhood Education or Child Development 	Level X Professionals with a graduate degree in the early care and education field: <ul style="list-style-type: none"> Masters degree (MA/MS/MEd) in Early Childhood Education or Child Development or Non-ECE Masters, with one of: Associate ECE, TCD, ECE/ECE-related coursework (15 sem or 25 qtr hours) or PSC Cert Level 4 with one of FLD702, 708, 808 or 870
Level III More experienced professionals in the early care and education field: <ul style="list-style-type: none"> High school diploma or GED; and <ul style="list-style-type: none"> 3 or more years of Early Childhood Education experience with young children; plus 61 or more clock hours of state approved/accepted training or <ul style="list-style-type: none"> 15 semester or 25 quarter hours in ECE coursework 	Level VII Professionals with a two-year degree in the early care and education field: <ul style="list-style-type: none"> Associate degree (AA/AS or AAS/AAT) in Early Childhood Education or Child Development or Montessori Diploma 	Level XI Professionals with a Specialist degree in the early care and education field: <ul style="list-style-type: none"> Specialist Degree (EdS) in Early Childhood Education or Child Development or Non-ECE Specialist, with one of: Associate ECE, TCD, ECE/ECE-related coursework (15 sem or 25 qtr hours) or PSC Cert Level 5 with one of FLD702, 708, 808 or 870
Level IV Professionals with a credential in the early care and education field: <ul style="list-style-type: none"> Unrelated Degree (Associate, Bachelor, Masters or Doctorate in non-ECE-related field) or Current Child Development Associate (CDA) or PSC-certified ParaProfessional (FLD691) 	Level VIII Professionals with a four-year degree in the early care education field: <ul style="list-style-type: none"> Bachelor Degree (BA/BS) in Early Childhood Education or Child Development or Bachelor in Psychology or Social Work with one of: Associate ECE, ECE TCD, ECE/ECE-related coursework (15 sem or 25 qtr hours), Montessori, TCC or CDA or Non-ECE Bachelor, with one of: Associate ECE, ECE TCD, or ECE/ECE-related coursework (15 sem or 25 qtr hours) 	Level XII Professionals with a Doctoral degree in the early care and education field: <ul style="list-style-type: none"> Doctoral Degree (PhD/EdD) in Early Childhood Education or Child Development or Non-ECE Doctorate, with one of: Associate ECE, TCD, ECE/ECE-related coursework (15 sem or 25 qtr hours) or PSC Cert Level 6 with one of FLD702, 708, 808 or 870

Training, credentials, degrees, and coursework for the Career Levels must be in the field of Early Childhood Education (ECE), Child Development (CD), or related areas of study. ECE-related credits and coursework reflect the body of knowledge valued in the early care and education field. While many professionals may have a degree in a field outside of ECE, the Career Levels recognize specific academic preparation in ECE. If a degree major is not ECE or CD, the transcript will be reviewed by the Georgia Professional Standards Commission for ECE-related credits or coursework. Degrees are considered ECE-related if the transcripts document a minimum of 15 semester hours or 25 quarter hours of ECE-related coursework.

As of 2/18/2013



Montessori Accreditation Council for Teacher Education
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For more information
visit www.mncpd.org
or contact us at:
support@mncpd.org

Minnesota Career Lattice

for Early Childhood and School-age Care Practitioners

The Minnesota Center for Professional Development (MNCPD) Career Lattice recognizes the professional development of early childhood and school-age practitioners as they move forward in their careers. Practitioners are awarded a Career Lattice Step based on a combination of MNCPD approved training hours, credentials, college credits and degrees earned. A Career Lattice Step certificate is issued after an individual completes the application process and becomes an Individual Member. Career Lattice Steps will be reviewed and reassigned with each Individual Membership annual renewal.

Career Lattice Steps

Requirements for each step are listed under the step number. Recommendations are provided to meet the 120 hours of training required for the National Child Development Associate (CDA) Credential. Steps 1 to 5 may be achieved through the accumulation of approved clock hour training. Step 5 can also be achieved by completing the Minnesota Child Care Credential.

Awareness	Foundational Awareness	This step is open to anyone who works directly with or on behalf of children and youth in Minnesota. Some examples include licensed family child care providers; child care center-based staff; licensed teachers, Family, Friend, and Neighbor (FFN) caregivers; or legally unlicensed child care providers. To qualify, complete the Individual membership application and submit the required documentation.
	Noncredit Training	
	1 10 hours of MNCPD-approved training	10 clock hours of training related to the Minnesota Core Competencies, including: 4 clock hours in Child Growth and Development; 4 clock hours in Health, Safety and Nutrition; and 2 clock hours in Interactions with Children.
	2 25 hours of MNCPD-approved training	15 clock hours of training related to the Minnesota Core Competencies, including: 6 clock hours in Child Growth and Development; 6 clock hours in Health, Safety and Nutrition; and 3 clock hours in Interactions with Children.
	3 55 hours of MNCPD-approved training	30 clock hours of training related to the Minnesota Core Competencies, including: 5 clock hours in Learning Environment and Curriculum; 5 clock hours in Assessment and Planning for Individual Needs; 5 clock hours in Interactions with Children; 5 clock hours in Families and Communities; 5 clock hours in Program Planning and Evaluation; and 5 clock hours in Professional Development and Leadership.
	4 90 hours of MNCPD-approved training	35 clock hours of training related to the Minnesota Core Competencies, including: 10 clock hours in Child Growth and Development; 5 clock hours in Health, Safety and Nutrition; 5 clock hours in Interactions with Children.
	5 120 hours of MNCPD-approved training	30 clock hours of training related to the Minnesota Core Competencies, including: 5 clock hours in Learning Environment and Curriculum; 5 clock hours in Assessment and Planning for Individual Needs; 5 clock hours in Interactions with Children; 5 clock hours in Families and Communities; 5 clock hours in Program Planning and Evaluation; and 5 clock hours in Professional Development and Leadership; OR completion of the Minnesota Child Care Credential.



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Noncredit Credential and/or College Credits	6	8 approved semester credits OR Child Development Associate (CDA) from the Council for Early Childhood Professional Recognition OR National Association for Family Child Care (NAFCC) Accreditation.		
	7	16 approved semester credits OR 2 approved semester credits and a diploma from Association Montessori International or preprimary credential, primary diploma, or provisional certificate from the American Montessori Society OR Certificate in Child Development or Early Childhood Education from A Minnesota Community or Technical College OR MNAEYC Director's Credential with approved semester credits.		
College Credit	8	30 approved semester credits OR Diploma in Child Development or Early Childhood Education from a Minnesota Community or Technical College.		
	9	A. Associate degree with 6-23 approved semester credits OR 60 semester credits with 6-23 approved semester credits.	B. Associate degree with 24-29 approved semester credits OR 60 semester credits with 24-29 approved semester credits.	C. Associate degree with 30 approved semester credits OR 60 semester credits with 30 approved semester credits.
	10	A. Baccalaureate degree with 6-23 approved semester credits.	B. Baccalaureate degree with 24-35 approved semester credits.	C. Baccalaureate degree with 36 approved semester credits.
	11	A. Master's degree with 6-23 approved semester credits.	B. Master's Degree with 24-35 semester credits.	C. Master's degree with 36 approved semester credits.
	12	A. Doctoral degree with 6-23 approved semester credits.	B. Doctoral degree with 24-35 approved semester credits.	C. Doctoral degree with 36 approved semester credits.

Eligibility: To be eligible for a placement above the Foundational Awareness Step, you must be 18 years old and have completed a high school diploma or GED. Direct care providers are encouraged to have current training in CPR and First Aid.

03-2015



Delaware Early Childhood Career Lattice

A listing of educational requirements and corresponding career opportunities for employment in the early childhood field

Educational Steps	Career Options
Step 1: <ul style="list-style-type: none"> ❖ Completed <i>Introduction</i> course: 12-15 hours Family Child Care; 15-18 hours Early Care and Education or School Age Centers; or 3 ECE credits; OR ❖ Delaware First (DPEC) or DelaCare qualified 	Family Child Care Level I Licensee (old rules-grandfathered position); Large Family Child Care Assistant; Early Childhood Caregiver (grandfathered position); Early Childhood Intern; School -Age Intern; School-Age Site Assistant
Step 2: <ul style="list-style-type: none"> ❖ High School Diploma or GED certificate; OR ❖ Delaware First (DPEC) or DelaCare qualified 	Family Child Care Level I Licensee (2009- new Rules)
Step 3: <ul style="list-style-type: none"> ❖ Successful completion of Training for Early Care & Education (TECE) I; or 6 ECE credits; or 60 clock hours**; or equivalent as determined by DPEC; OR ❖ Delaware First (DPEC) or DelaCare qualified 	Early Childhood Assistant Teacher; Level II Family Child Care Licensee**; School-Age Site Assistant
Step 4: <ul style="list-style-type: none"> ❖ Successful completion of Training for Early Care and Education (TECE) I & 2; or 9 ECE credits or Valid CDA; or 9 SA related credits; or equivalent as determined by DPEC; OR ❖ Delaware First (DPEC) or DelaCare qualified 	Early Childhood Teacher; Large Family Child Care Licensee; Head Start Teacher/Assistant Teacher (CDA or 12 ECE credits); <i>CDA Advisor; Family Child Care Accreditation Validator</i>
Step 4.5: <ul style="list-style-type: none"> ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration) ❖ Early Childhood Journey person (completed two year EC Apprenticeship) 	
Step 5: <ul style="list-style-type: none"> ❖ 15 ECE credits; or 12 SA related credits; OR ❖ Delaware First (DPEC) or DelaCare qualified; OR ❖ Montessori Associate Credential (infant toddler or early childhood) 	Curriculum Coordinator (without a degree-grandfathered position); Early Childhood Administrator (without a degree-grandfathered position); Montessori Assistant Teacher; School-Age Site Coordinator
Step 5.5: <ul style="list-style-type: none"> ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration) 	
Step 6: <ul style="list-style-type: none"> ❖ 30 college credits, must include 15 ECE or 12 SA credits 	
Step 6.5: <ul style="list-style-type: none"> ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration) 	
Step 7: <ul style="list-style-type: none"> ❖ AA/AS, must include 15 ECE or 12 SA credits; OR ❖ Delaware First (DPEC) qualified <p>-----</p> <ul style="list-style-type: none"> ❖ <i>Additional training or education may be required for these positions related to ECE or SA field; may not need 15 credits in ECE or SA</i> 	Head Start Teacher; Early Head Start Home Visitor; Early Childhood Administrator; Early Childhood Curriculum Coordinator; School-Age Administrator ----- <i>Basic Instructor; Parent Educator; Family Service Worker; Home Visitor; Therapy Assistant; Para-Educator; POC Monitor; CACFP Monitor</i>
Step 7.5: <ul style="list-style-type: none"> ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration) 	
Step 8: <ul style="list-style-type: none"> ❖ BA/BS, must include 15 ECE or 12 SA credits; OR ❖ Montessori Credential (infant toddler, early childhood, or administration) <p>-----</p> <ul style="list-style-type: none"> ❖ <i>Additional training or education may be required for these positions related to ECE or SA field; may not need 15 credits in ECE or SA</i> 	Montessori Lead Teacher (IT, SA or EC); Head Start Program/Center Coordinator; Early Head Start Program Coordinator; Early Head Start Director; Montessori Administrator; <i>Early Head Start Family Advocate; CDA Representative</i> ----- <i>Intermediate or Master Instructor; Mentor; Coach; Technical Assistant; Assessor; Preschool Special Education Teacher; Early Childhood Special Educator; Public School Teacher; Resource and Referral Specialist; Licensing</i>

5/4/12



	<i>Specialist; Community College Instructor; Child Life Specialist; Career Advisor; NAEYC Accreditation Validator; Child Development Specialist; Child Care Health Consultant; Early Intervention Service Coordinator</i>
Step 8.5: ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration)	
Step 9: ❖ MA/MS/MEd, must include 15 ECE or 12 SA credits ----- ❖ <i>Additional training or education may be required for these positions related to ECE or SA field; may not need 15 credits in ECE or SA</i>	<i>Occupational Therapist; Physical Therapist; Speech Language Pathologist; Advanced Practical Nurse; Higher Education Faculty; School Administrator; Special Education Coordinator; Public Policy Administrator; Researcher; Counselor; Children's Librarian</i>
Step 10: ❖ PhD/EdD, must include 15 ECE or 12 SA credits ----- ❖ <i>Additional training or education may be required for these positions related to ECE or SA field; may not need 15 credits in ECE or SA</i>	<i>Higher Education Faculty; School District Superintendent; Psychologist</i>

Note:

- *Steps 3 & 4 require documentation of High School Diploma or GED certificate.*
- *Attainment of more than one Credential does not automatically increase your Step. Completion of additional college coursework is required to move to the next full Step. For example: at Step 4.5 with successful completion of TECE 1 & 2 and an Inclusion Credential, the early childhood professional cannot move to Step 5.5 without completing the educational requirements of Step 5 and successfully completing another credential.*
- *Continued employment in a licensed early care and education or school-age center or a family/large family child care will depend on completing required annual training hours; a valid CPR and first aid; and a professional development plan.*
- *The Career Options list at each Career Lattice Step does not guarantee eligibility for employment as other conditions may apply, such as minimum age, experience and/or advanced education.*

Acronyms:

- DPEC – Delaware Practitioners in Early Childhood
- GED – General Education Diploma
- TECE – Training for Early Care and Education
- ECE – Early Care and Education
- CDA – Child Development Associate Credential
- SA – School-Age
- EC – Early Childhood
- POC – Purchase of Care
- CACFP – Child and Adult Care Food Program
- IT – Infant Toddler

Developed by Delaware Department of Education in collaboration with the Delaware Institute for Excellence in Early Childhood and approved by the Professional Development Committee of the Delaware Early Childhood Council, December 2011.

5/4/12



Frequently Asked Questions for MACTE

*A Guide for State Policy Makers to common questions regarding
MACTE Accreditation Authorization*

1. What is MACTE's capacity as an Accreditation Authority?

The Montessori Accreditation Council for Teacher Education serves as a government recognized unbiased, accreditor of Montessori Teacher Education Program's quality and accountability. MACTE serves the wider Montessori Community by representing the diversity of Montessori Teacher Education, while holding a threshold for quality principles and standards.

2. Who authorizes or oversees MACTE; who is MACTE accountable to?

The Department of Education recognizes MACTE as a Specialized Accreditor to oversee program quality and accountability measures for Montessori Teacher Education Programs in Colleges/Universities, Freestanding Institutions, and Distance Education. While recognition comes from the Federal Government, MACTE is also accountable to the public, serving as a layer of added protection for students enrolling in programs, schools hiring graduates of accredited programs, the Federal Government in terms of access to financial incentives, and affiliations seeking to be validated for quality services. MACTE is also accountable to its affiliates, AMI, AMS, PAMS, MEPI, IAPM, IMC, and IND.

3. How is MACTE's Accreditation similar to Regional Accreditation?

Regional Accreditation, pertains to a college or universities institutional and programmatic soundness and accountability factors. It is similar to MACTE's accreditation of Freestanding Institutions. Both agencies of accreditation assess the accountability factors and quality indicators as evidence of their capacity to serve students, in terms of infrastructure, financial practices, resources, institutional soundness.

4. How is MACTE's Accreditation different from Regional Accreditation?

MACTE's scope of accreditation includes freestanding institutions and also programs at a distance. For all freestanding institutions, MACTE fulfills the role of the regional accreditor by verifying the institutional soundness. See diagram on page 38.

http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html#ed



5. How does MACTE ensure quality in Montessori Teacher Education Programs?

MACTE provides a framework for the application of quality principles through the Self-Study process, accountability mechanisms through an on-site visit, and a platform for continuous improvement. MACTE is the vehicle for unbiased assessment of accountability; measuring whether programs do what they say they will do and holding a minimum threshold for quality indicators.

6. What is required to become a MACTE Accredited Montessori Teacher Education Program?

The Teacher Education Program seeking MACTE Accreditation first determines if they are eligible and submits an application. The Teacher Education program then writes a Self-Study. After the Self-Study is submitted and reviewed for completeness and declared auditable, an on-site verification visit is planned and conducted. The full record of documentation is then submitted to the MACTE Accreditation Board for deliberation and an accreditation determination. The process from initiation to accreditation decision can average two years or less.

7. What is an *Affiliation* and how is it different from *Accreditation*?

In the universal realm of teacher education, all programs (regardless of setting) emphasize knowledge domains differently. Similarly, within the Montessori Community, several organizations provide diverse interpretations or emphasize components of Montessori Teacher Education uniquely. MACTE Accreditation is the umbrella for diversity in the domain of Montessori teacher education, providing a common set of standards, competencies, and a threshold for quality preparation across the community.

In Teacher Education there are many domains of knowledge that define preparedness: Philosophical, Theoretical, Core Content, Delivery Methods, and Environment are examples of this. These variables of knowledge are comprised differently for each affiliate, just as in universities and colleges (Bowman, 2011, p. 56). Some programs prefer to focus more heavily on philosophical underpinnings and critical thinking around rationales for practice, others on content and curriculum, and still another on delivery methods related to individual preparation of the teacher. The exact formula for program preparation is determined by the affiliation, after meeting threshold standards provided by MACTE.

All MACTE Accredited Teacher Education Programs must have an affiliation; MACTE recognizes seven different affiliations. Affiliates set their own additional standards, which Montessori Teacher Education Programs are required to meet in order to be *affiliated* by that organization. The affiliations consist of the Association Montessori International/USA



(AMI/USA), American Montessori Society (AMS) which mandates accreditation by MACTE, International Association of Progressive Montessori (IAPM), International Montessori Council (IMC), Montessori Educational Programs International (MEPI), Pan American Montessori Society (PAMS), and the Independents not in a consortium (IND).

8. Are MACTE's requirements lower than the affiliations?

MACTE's requirements are the same across all affiliations. MACTE's set of standards are the **threshold** required to be considered for accreditation. Beyond MACTE's requirements, **no** affiliation has higher or lower standards, but, affiliates **may** set their own **additional requirements** which may be the same as or more than MACTE's or any other affiliation. Additional requirements are set and monitored by the affiliation.

9. Why does MACTE language show up in state policies related to ECE Workforce Registries? What does MACTE have to do with the policy community or work that represents Montessori Teachers?

MACTE recognizes seven affiliations in the Montessori Community. When MACTE engages with policy makers on teacher recognition efforts it is through national accreditation authority and recognition from the Department of Education. While MACTE assumes responsibility for programs it accredits, it also functions to protect and advocate for their place in policy and research. MACTE is uniquely qualified to both speak as an authority in the field of high-quality teacher education, encompasses the full spectrum of diversity in the Montessori community through recognized affiliates, and works to ensure the highest possible recognition levels are achieved consistently across the country. This both ensures protection for all MACTE accredited program graduates regardless of their residency and affiliation but increases access to quality Montessori teachers by protecting their portability.

10. What kind of work is MACTE collaborating on with State Departments of Education?

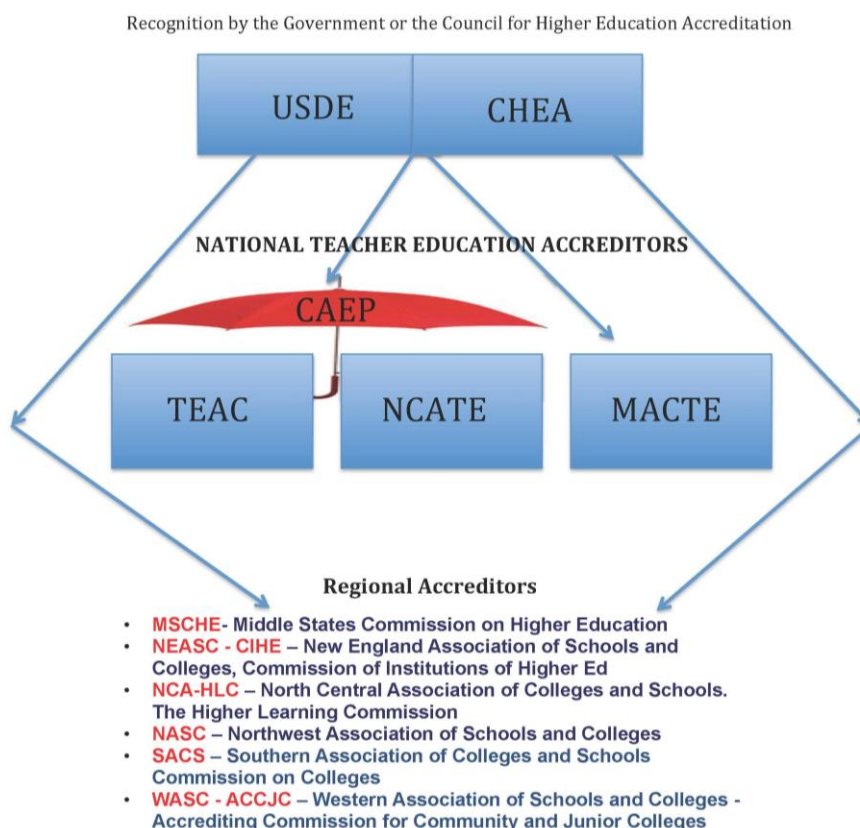
MACTE is working in collaboration with national organizations (National Center for Montessori in the Public Sector (NCMPS), Montessori Leaders Collaborative (MLC), Montessori Public Policy Initiative (MPPI), state advocacy groups, individuals, and policy makers in every state. MACTE is initiating or evolving Alternative Pathways to teacher licensure or certification in many states and supporting existing efforts in others. MACTE has set a goal to have all states in an articulation and protocol agreement for Alternative Pathways and Teacher Recognition for Montessori teacher licensure/certification for people serving in the public/private Montessori school sector. To learn more about this effort follow our policy updates on our website, check out the *Constant Contact* Newsletter, or contact us directly with questions.



11. What is MACTE's standing relative to National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or Council for the Accreditation of Educator Preparation (CAEP)?

NCATE and TEAC have unified under CAEP. MACTE and CAEP are equivalent to one another, serving different communities.

DIAGRAM OF RELATIONSHIP BETWEEN NATIONAL TEACHER ACCREDITORS AND REGIONAL ACCREDITORS



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12. Who and what does MACTE represent?

MACTE represents Accredited Montessori Teacher Education Programs; High Quality and Accountability policy and research in Teacher Education Programs; Graduates of MACTE Accredited Teacher Education Programs; schools and parents seeking accredited Teacher Education Program graduates; policy makers; and investments/initiatives in continuous improvement in teacher education.



13. Does MACTE accredit Montessori schools?

No, MACTE is authorized to provide accreditation for Teacher Education Programs, institutions, and distance education. For example: Montessori Teacher Education Programs (in both colleges/universities and freestanding institutions), institutional accreditation for freestanding institutions providing Montessori Teacher Education Programs, and Montessori distance education programs. Montessori school accreditation is provided directly by the affiliations such as the American Montessori Society and the Association Montessori International-USA, for example.

14. Is child development included in MACTE Teacher Education Programs?

Yes, child development is included in accredited Montessori Teacher Education Programs under Standard 1b of the Teacher Competencies related to Knowledge. Outside of the competency standards, MACTE does not dictate what curriculum content a program must use; MACTE verifies that the content indicated by the program is taught. The affiliation dictate the curriculum.

Over one hundred years ago, Maria Montessori used “Planes of Development” to discuss the developmental phases of the human being; the planes of development are the framework in which her philosophy, theory, curriculum, delivery methods and normalizing domains are applied. These planes are developmental increments spanning from before birth through adulthood. The planes are studied in depth, relative to Teacher Education levels, with an understanding that all planes of development are interconnected and require understanding about where a child has been and is going.

15. How does Montessori Teacher Education reflect current research on Teacher Education quality?

Current research on Teacher Education indicates Higher Education alone is not a consistent indicator of quality as it translates into practice. The research conversation on Teacher Education emphasizes balancing both general and pedagogical preparation, with a strong emphasis on time and place to practices skills. MACTE Accredited Teacher Education Programs specifically align with this definition. Research acknowledges a place for degrees, certificates and programs of specialized training specific to roles and responsibilities. Pianta (2011) wrote, “Professional Development should focus on supporting teachers to skillfully use instructional interactions, implement curricula effectively and intentionally through teacher-child interactions, and provide language-stimulation supports in real-time dynamic interactions that operate at the interaction of the child’s developing skills and the available instructional materials or activities; ...aligning with the requisite knowledge of desired skill targets and developmental skill progressions in a particular domain:



- Observation of high-quality instructional interaction through analysis
- Skills training in identifying appropriate and inappropriate responses
- Skills training in how responses contribute to literacy and language growth
- Repeated opportunities for individualized feedback” (Pianta, 2011, p.66)

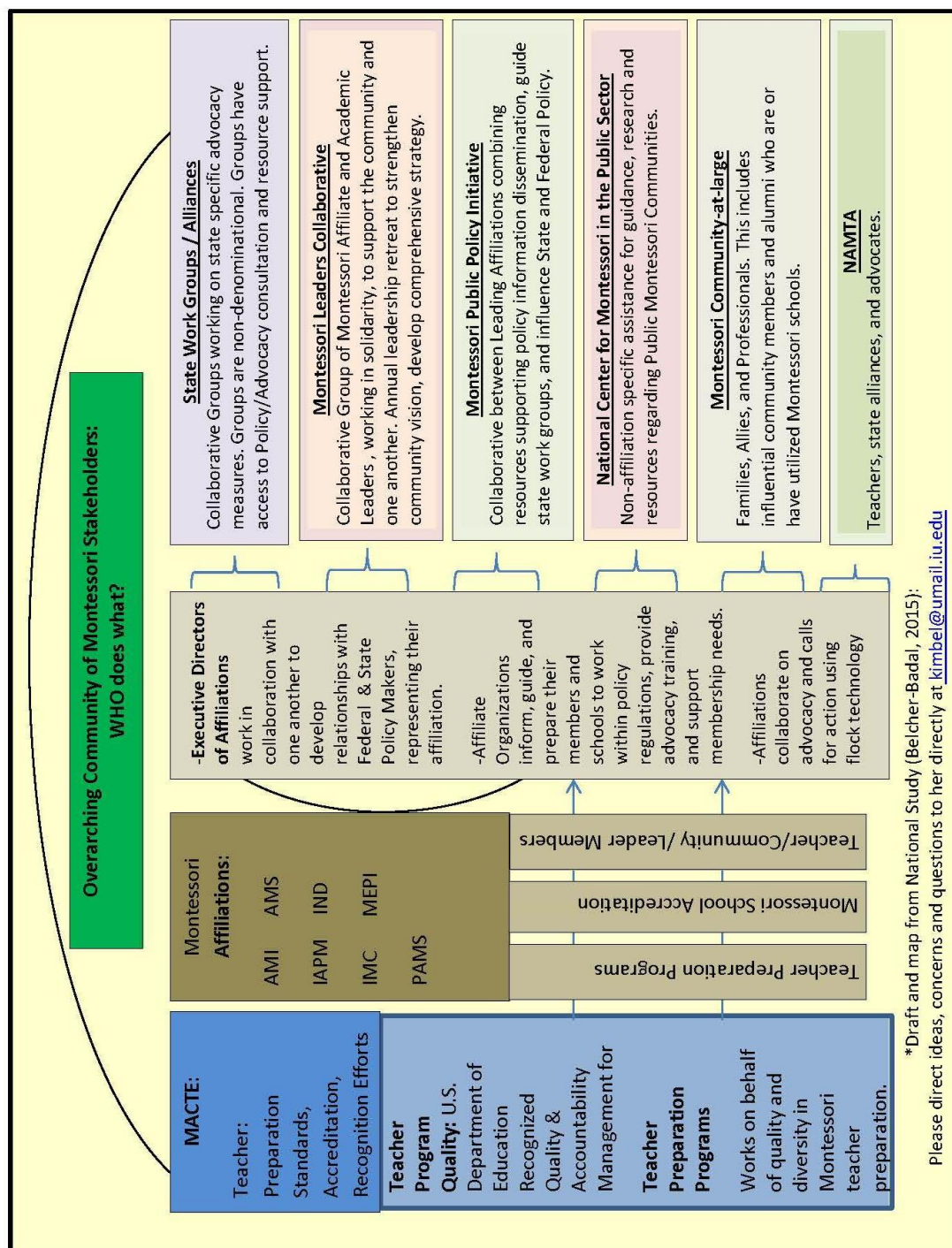
This application strengthens the professional development system output by “providing a direct path of teacher input, to child input, to child output.” It is the basis for the Classroom Assessment Scoring System (CLASS). In the education of Montessori Teachers a comparable model is utilized where, Teacher Education emphasizes internalized knowledge; demonstrated application of the knowledge; an extended, mentored student teaching experience; and a set of observable competencies in the adult learner prior to graduation. This quality alignment between the Montessori Teacher Education Model and the CLASS framework for quality provide an example of how MACTE Teacher Education Programs are reflecting current research in quality conversations.

16. Who does MACTE collaborate with?

MACTE being the accreditor must remain objective to support all of its affiliates, and all programs. MACTE is the umbrella organization. See the diagram on page 41 for more information.



Map of Montessori Collaborative Populations



Collaboration with Key Communities

“Alone we can do so little; together we can do so much.” ~ *Helen Keller*

In 2013, the Montessori Leaders Collaborative identified MACTE as the appropriate agency lead to address policy obstacles related to Credentialed Montessori Teacher Recognition nationwide. MACTE looks forward to working in solidarity with the Montessori Community and State Policy Makers to construct policy that both strengthen the quality and accountability movement and embrace diversity in Teacher Education; ultimately, “we all want the best for the little people for whom we care” (Cynthia Aldinger, 2015).

Montessori Teacher Education Programs-

- 184 MACTE Accredited Teacher Education Programs, across 36 states, in the U.S.
- 26 MACTE Accredited International Teacher Education Programs in 17 countries.
- Of the 184 MACTE Accredited Teacher Education Programs in the U.S., 13 are located in conjunction with a university or college. A total of 39 offer their programs for college credit.*

Montessori state advocacy groups, schools, and teachers/directors-

- In 2013, there were over 2,000 graduates from MACTE Accredited Montessori Teacher Education Programs (MACTE, 2013).
- The North American Montessori Teachers Association estimated there were over 4,500 Certified Montessori Schools in the U.S. and over 20,000 worldwide (2014).
- According to the National Center for Montessori in the Public Sector, there are at least 485 documented Public Montessori Schools (2015).
- The Montessori Public Policy Initiative is supporting and connecting existing advocacy groups in more than 30 states and encouraging advocacy group development in all states (2015).

National Organizations-

- MACTE Affiliations
 - American Montessori Society (AMS)
 - Association Montessori International/USA (AMI/USA)
 - Independents Not in a Consortium (IND)
 - International Association Progressive Montessori (IAPM)
 - International Montessori Council (IMC)
 - Montessori Educational Programs International (MEPI)
 - Pan American Montessori Society (PAMS)
- Montessori Leaders Collaborative
- Montessori Public Policy Initiative
- National Center for Montessori in the Public Sector
- North America Montessori Teachers Association

State Agencies-

- Department of Education
- Department of Children and Family Services
- Day Care / Child Care Licensing Offices
- Office of Child Care & Early Learning
- Professional Early Childhood Workforce Registries
- State Early Childhood Advisory Councils



Summary of Montessori Teacher Recognition Effort:

Vision:

To create a policy framework, in all states, that not only accepts and promotes the inclusion of Montessori Teachers but protects their portability across states and increases access to the qualified pool of Montessori Teachers available to public and private Montessori Schools, thereby contributing to quality and accountability efforts nationally and in all states.

Mission:

MACTE works with state and national policy makers, affiliations, individuals and group advocates, and state and national organizations to ensure policies related to Teacher Recognition in Early Childhood, Elementary, Secondary, and Adult Education are widely recognized, universally accepted and adequately translated through specialized policy analysis, research, consulting and advising in each state.

Objectives:

- A. Ensuring Montessori Teachers have access to public recognition, incentives, and count in Quality and Accountability measures (ratings), Early Childhood Workforce Registries' Career Ladders/Lattices/Pathways, and State Department of Education Systems.
- B. Add to, support, or evolve policy language in all State Departments of Education to provide Alternative Pathways for graduates of MACTE Accredited Teacher Education Programs.
- C. Increase MACTE Accredited Montessori Teacher Education Programs visibility, value, and support for preparing highly qualified teachers.

Outcomes:

- A. Nationwide Recognition
 - 1. All 50 State Registries and Career Ladders/Lattices/Pathways will adequately and consistently recognize MACTE Accredited Teacher Education Program Graduates.
 - 2. All 50 State Departments of Education will provide an alternative pathway to endorsements or teacher certification/credential/license for MACTE Accredited Teacher Education Program Graduates.
- B. Recognition levels for graduates of MACTE Accredited Teacher Education Programs will be articulated at the highest possible preparation equivalency, through protocol agreements, in all 50 states.
- C. MACTE Teacher Education Program Graduates have access to public incentives related to quality Teacher Education and recognition in every state.

MACTE invites questions, feedback, and input toward collaboration and understanding. All written requests will be considered and added to revised editions, where applicable.



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Visit our website at www.MACTE.org or visit us on Facebook!



Listing of MACTE Recognized Affiliations (with website links):

American Montessori Society (AMS)

Abbie Kelly, Director of Teacher Education Services
Doris Sommer, Senior Director of Teacher Education
Richard Ungerer, Executive Director

Association Montessori International (AMI)

Philip D. O'Brien, President
Lynne Lawrence, Executive Director

Association Montessori International - USA (AMI-USA)

Bonnie Beste, Executive Director

Independents not in a Consortium (IND)

Gulsevin Kayihan, Executive Director

International Association of Progressive Montessori (IAPM)

Ann Balasuriya, Executive Director

International Montessori Council (IMC)

Margot Garfield-Anderson, Membership Director
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