

Requirements for Administrator Course

Accredited programs are required to incorporate MACTE competencies into their course syllabi. The program must demonstrate how the competencies are being met. Each course level must target all of the MACTE Competencies. It is likely that certain competencies will be targeted multiple times in different course components. Each category of competencies allows the program to demonstrate how they are training the adult learners to be competent, caring, and qualified leaders.

Important reminder: each certification course level offered by a program must be MACTE accredited. Programs with existing MACTE accredited levels who currently offer the Administrator credential will have until June 2026 to submit an application for accreditation.

MACTE Administrator Credential Competencies The adult learner understands theory and content related to competency categories, subcategories, and demonstrates appropriate evidence.		
<i>Competency Categories</i>	<i>Competency Subcategories:</i>	<i>Examples Evidence of the Competencies The adult learner will be able to . . .</i>
1. Leadership Skills	1a. Montessori Leadership Principles	Demonstrate how Montessori principles are actualized in school leadership.
	1b. Personal and Professional Growth	Engage in personal and professional growth to support staff, faculty, and student success.
	1c. Equity, Inclusiveness, and Cultural Responsiveness	Understand and cultivate equitable practices, resources, and services that support equity.
	1d. Ethics	Model ethical behavior in personal conduct and advocate for ethical and legal decisions.
2. Faculty & Staff Management	2a. Onboarding Faculty & Staff	Understand and implement a system to develop the school’s professional capacity through recruitment, hiring, and orientation of faculty & staff.
	2b. Support for Faculty & Staff	Engage in mentoring and professional learning that is aligned to the school’s philosophy to promote continuous improvement.
	2c. Management of Faculty & Staff	Develop systems of evaluation, observation, support, and ongoing guidance of faculty & staff designed for school improvement and student success.

3. Educational Program	3a. Montessori Philosophy	Demonstrate an understanding of Montessori philosophy, methodology, and educational practice based on the developmental needs of children.
	3b. Montessori Curriculum	Demonstrate an understanding of the Montessori curriculum at each age level, its implementation, and expectations for Montessori teachers.
	3c. Educational Identity, Culture & Policies	Implement and develop systems, policies, and procedures that support high-fidelity Montessori programs at all levels.
	3d. Community Engagement	Engage and cultivate relationships with community members, partners, and families to enhance the school climate and culture.

4. Operations and Management	4a. Finances and Fundraising	Demonstrate knowledge of effective utilization of resources and fiscal management practices.
		Demonstrate an understanding of the principles and practices in effective fundraising (annual fund, capital campaign) within a public, charter, or private Montessori school.
	4b. Facility Management and Environment Design	Demonstrate an understanding of how indoor & outdoor environments are organized to support Montessori philosophy and support faculty to create and maintain positive Montessori learning environments.
	4c. Marketing, Enrollment and Retention	Demonstrate the ability to develop and implement an effective and affordable plan to recruit and orient prospective families to the school's Montessori culture.
		Demonstrate the ability to develop and implement a system to encourage family retention.
	4d. Educational Law	Demonstrate knowledge of school/child-care governmental regulations and policies.
	4e. Principles and Leadership of Governance	Demonstrate knowledge of the different types of school governance (public, private for-profit, private nonprofit) and the role of an administrator within each governance structure.
	4f. Strategic Planning	Demonstrate an understanding of the role of strategic planning and the ability to utilize it for school improvement.

Course Hour Requirements

Administrator Course

Completion of this level requires a minimum of 950 clock hours. A minimum of 250 academic clock hours is required, covering but not limited to the topics of leadership skills, faculty and staff management, educational programs, and operations and management. The practicum is comprised of 700 clock hours. At least 80 academic clock hours of instruction must be offered face-to-face; 40 of those 80 hours may occur through synchronous online instruction.

For all Course Levels

Academic and practicum clock hours exclude written and oral exams, lunches and other breaks, and translation time if the teacher education course is offered in one language and translated into another.

Practicum hours are defined as active participation and/or observation. The practicum must include the following: observation, integration of knowledge with practice, communications, demonstration of skills, and supervised field visits. Practicum hours do not include independent research. Each program should refer to its affiliating organization's requirements with regard to active participation and observation requirements.

Faculty Requirements

Program Director

The program director is responsible for providing continuity and coordination of all program activities. The program is directed by an individual or individuals trained and experienced in the field with the following qualifications:

- If the teacher education program is within the U.S., at a minimum, a bachelor's degree. If the degree is from a non-U.S. regionally accredited college or university, a transcript must be submitted to a U.S. credentialing agency (an agency that is a member of the National Association of Credential Evaluation Services [NACES - www.naces.org]) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a bachelor's degree or higher in the U.S., this requirement has been met. If the teacher education program is outside the U.S., the nationally recognized education post-secondary standard applies in each state, province or its equivalent.
- A recognized Montessori credential at any level of instruction and three years of experience as an administrator in a Montessori school, after receipt of Montessori credential. If the director does not have three years of experience as an administrator, a level coordinator must be assigned. Qualifications for a level coordinator are the same as a director.

- Evidence of competence in teaching adults, educational administration, and curriculum development (e.g., evaluations, letters of recommendation, projects developed, workshop facilitation or curricula designed).
- Evidence of continuing professional growth within the last three years (required both with the U.S. and internationally).
- Interim directors must possess these same qualifications.

Instructors/Field Supervisors

Instructors must have the following qualifications:

If the teacher education program is within the U.S., at a minimum, a bachelor's degree from a regionally accredited U.S. college/university or its equivalent. If the degree is from a non-U.S. regionally accredited College or University, a transcript must be submitted to a U.S. credentialing agency (an agency that is a member of the National Association of Credential Evaluation Services [NACES - www.naces.org]) for credit equivalency evaluation. Accredited colleges and universities in the U.S. may also make such evaluations. If the evaluation determines that the non-U.S. transcript is equivalent to a bachelor's degree or higher in the U.S., this requirement has been met. In addition, there must be evidence of continuing professional growth for the last three years. If the teacher education program is outside the U.S., the nationally recognized education post-secondary standard applies in each state, province or its equivalent.

- Evidence of continuing professional growth within the last three years (required both with the U.S. and internationally).
- For administrator core course components, a recognized Montessori credential at any level and three years of experience as an administrator at a Montessori school after receipt of Montessori credential.
- For administrator other course components, faculty must have three years of experience in their respective field.
- Field supervisors must have either three years of Montessori school administrative experience or be a member of the program's administrator faculty.
- Teaching experience with adults (e.g., parent education presentation, presentations at conferences, workshops for Montessori schools, participation in mentorships).

Guest Lecturers

A guest lecturer has a maximum of 50% of instructor responsibilities for any affiliate defined core course component or over 50% for a non-core course. The program director is responsible for ensuring the content of the guest lecturer's presentation is aligned with the MACTE Competencies. Guest lecturers must be recognized experts in the area of instruction and must provide evidence of their expertise by submitting:

- resume
- two letters of professional reference

Professional Portfolio Criteria for Program Faculty Without a Recognized Montessori Credential

The professional portfolio is to be submitted with the Self-Study for initial application and renewal of accreditation and affiliation. A rubric will be used to review the portfolio.

Professional Portfolio Criteria:

- Present your philosophy of education.
- Describe how your skills, teaching, and life experiences have contributed to your teacher education program position/responsibilities and your own professional growth.
- Present a personal statement on how your professional experiences, career goals, and beliefs in Montessori education will inspire future Montessori teachers.
- current resume
- college degree/transcript (if applicable)
- credentials/certificates/licenses
- evidence of a practicum to include the length and structure of the practicum (transcript, student handbook, testimonial, etc.)
- affiliations/memberships
- professional development
- professional achievements (publications, workshops, lectures, etc.)
- awards and honors
- three letters of support/recommendation: one from a peer professional, one from an adult learner, and one other

Professional Development

The faculty participates in ongoing development, implementation, and evaluation of curriculum objectives, plans, and in the provision of an appropriate learning environment. MACTE requires an average of 10 hours of professional development per year for program faculty over the three previous years.