

***CERTIFICATION STANDARDS AND PRACTICES
ADVISORY COUNCIL MEETING***

February 3rd, 2016

***Board of Public Education Conference Room
46 N Last Chance Gulch, Suite 2B
Helena, MT***

AGENDA

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING

WEDESDAY, FEBRUARY 3RD, 2015

*Board of Public Education Conference Room
46 N Last Chance Gulch, Second Floor
Helena, MT*

Starting at 9:00 A.M.

CALL TO ORDER

- A. Call to Order – Ms. Tammy Lacey
- B. Roll Call
- C. Statement of Public Participation
- D. Approval of the Agenda
- E. Approval of the October 1st, 2015 Meeting Minutes

- ITEM 1 EXECUTIVE COMMITTEE REPORT – Ms. Tammy Lacey**
- Code of Ethics Review
- ITEM 2 BOARD OF PUBLIC EDUCATION REPORT – Mr. Pete Donovan**
- ITEM 3 RECOGNITION FOR LICENSURE OF A CREDENTIAL FROM A MACTE ACCREDITED TEACHER EDUCATION PROGRAM – Rebecca Pelton**
- ITEM 4 UPDATE ON P-3 LICENSURE – Shannon Koenig**
- ITEM 5 PROFESSIONAL ETHICS FOR MONTANA EDUCATORS – Dr. Matthew Schertz, University of Montana**

ACTION

- ITEM 6 APPROVE CSPAC BY-LAWS**

DISCUSSION

- ITEM 7 FUTURE AGENDA ITEMS**

PUBLIC COMMENT

ADJOURN

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Council on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair's discretion.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

MINUTES

CERTIFICATION STANDARDS & PRACTICES ADVISORY COUNCIL MEETING MINUTES

THURSDAY OCTOBER 1ST, 2015

*Phyllis J Washington Education Center Room #241
University of Montana-Missoula
Missoula, MT*

CALL TO ORDER

The meeting was called to order at 9:00 AM by Chair Lacey. Chair Lacey welcomed guests. Ms. Stockton took roll call.

Council members present: Ms. Tammy Lacey, Chair; Dr. Cindy O'Dell, Vice Chair; Mr. Kelly Elder; Ms. Debbie Hendricks; Ms. Sabrina Steketee. Staff present included: Mr. Pete Donovan, Executive Director Board of Public Education; Ms. Kris Stockton, Administrative Assistant. Guests present included: Dr. Linda Peterson, OPI; Ms. Shannon Koenig, OPI; Mr. Steve York, OPI; Mr. Marco Ferro, MEA-MFT; Mr. Robert Miller, UM Western.

Dr. Cindy O'Dell moved to approve the agenda as presented. Ms. Debbie Hendricks seconded the motion. No discussion. Motion passed unanimously.

Ms. Sabrina Steketee moved to approve the July 15th, 2015 Meeting Minutes. Dr. Cindy O'Dell seconded the motion. No discussion. Motion passed unanimously.

ITEM 1 EXECUTIVE COMMITTEE REPORT – Ms. Tammy Lacey

- **Review of Bylaws**

The Council reviewed the revisions to the Bylaws and recommended a few more changes. The changes will be incorporated into the Bylaws and presented to the Council as an Action item in February.

ITEM 2 BOARD OF PUBLIC EDUCATION REPORT – Mr. Pete Donovan

Mr. Donovan reviewed the following items for the Council: The open Specialist position on the Council, redesign of the web page, and the September 23rd meeting of the School Funding Commission. Mr. Marco Ferro, MEA-MFT also updated the Council regarding issues the Commission will be reviewing. Mr. Donovan reviewed SB 345 passed by the 2015 Legislature and discussed how the new Negotiated Rulemaking process will work for the review of the Health and Art Standards. OPI staff members fielded questions from the Council in regards to the new process. Mr. Donovan briefly discussed a lawsuit against the Montana High School Association (MHSA) regarding the HiSet exam and student eligibility for MHSA sanctioned sports.

ITEM 3 UPDATE ON REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT – Dr. Linda Peterson

Dr. Peterson updated the Council on the two bills in Congress, one in the House and one in the Senate, related to the Reauthorization of the ESEA, and reviewed differences between the two bills. The main concern with Reauthorization is that if no agreement can be made by December 2015, it will be delayed again until after the 2016 Election process.

ITEM 4 UPDATE ON MONTANA EPAS – Dr. Linda Peterson

Dr. Peterson reviewed the work to date on the EPAS process, what work remains to be accomplished, upcoming trainings, and timelines. Mr. Steve York also discussed the process and the EPAS program with the Council. Mr. York discussed how other states have created their processes and tied teacher evaluations to student performance, which Montana does not do. Mr. Marco Ferro also gave input for the Council. Dr. Peterson and Mr. York fielded questions from the Council.

ITEM 5 UPDATE ON HB 374 – SUICIDE PREVENTION AND TRAINING ACT – Steve York

Mr. York updated the Council on HB 374 requirements, what OPI has done to date and grant funding OPI has received to address mental health training and emergency planning and training. Mr. York presented a draft website for schools to use for Suicide Prevention training. The website has not been approved by the Superintendent but is awaiting approval. Mr. York answered Council member questions.

ITEM 6 OPI TEACHER LICENSURE REPORT – Shannon Koenig

Ms. Koenig distributed a report on the number of applications in each class from January 2015 to date, and the total number of licenses issued. Discussion ensued amongst the Council regarding perceptions of the degree of difficulty for out of state teachers to be licensed in Montana, how to dispense information about how the process works, and how to overcome the perception that the process is difficult. Chair Lacey requested this item to be an annual report at the Winter Council meeting.

ITEM 7 CLASS 8 LICENSE APPLICATIONS – Shannon Koenig

The Council reviewed 5 applications for Class 8 licensure. Three applications were fully approved. Two applications were approved with the caveat that the applicants complete the Indian Education for All training. Chair Lacey requested for the next meeting a one page document of Class 8 requirements.

ITEM 8 FUTURE AGENDA ITEMS

Approval of By Laws

Class 8 Applications

Presentation on the Standards review process and future standard reviews scheduled

PUBLIC COMMENT

No public comment.

ADJOURN

***Dr. Cindy O'Dell moved to adjourn the meeting. Mr. Kelly Elder seconded the motion.
Meeting adjourned at 12:35 PM.***

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Action may be taken by the Council on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair's discretion.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.

CORRESPONDENCE

From: [Al Hammel](#)
To: [Board of Public Education](#)
Subject: Certification Standards & Practices Advisory Council
Date: Wednesday, January 20, 2016 9:02:57 AM

Dear Certification Standards & Practices Advisory Council:

As a 44 year-old secondary English classroom teacher of 16 years in NY and Vermont who recently moved to the Flathead Valley, to be closer to family, and raise his three young children with Montana values, I am writing to request an amendment to the current certification standards.

It is discouraging to find barriers to working in my field of expertise and has fellow educators, principals, and superintendents baffled as well. Yet, the general consensus is, "That's just the way it's done." Well, that's not OK.

How is it that a veteran secondary English teacher holding maximum endorsements in two states, with:

outstanding classroom/professional observations

documented secondary in-service training--both as a trainee and a trainer

Level 1 in Wilson Language certification

6+1 Traits of Writing certificates

College Board AP Language and Composition endorsements

Experience as a Professional Development Educator for two secondary English graduate student teachers as well as having hosted/mentored secondary teacher candidates from a graduate-level teacher preparation program at Plattsburgh State University in NY

not allowed endorsement in his field of expertise in Montana?

The Montana Office of Public Instruction's answer is simple: I didn't complete a secondary English teacher preparation program. So, again I ask you: How is 16 years of evaluated exemplary teaching, mentoring other teachers and teacher candidates and constant professional development for secondary English not, in effect, an accredited secondary English teacher preparation program?

In researching Montana universities to support my efforts in receiving a Level 1 secondary English endorsement, they were like proverbial sharks on a blood trail. My professional experience and non-collegiate certificates were meaningless in their programs and paying for classes was the only solution.

My solution to this amendment is modeled after many other states:

Have minimum and consecutive time as an endorsed classroom teacher

Present artifacts (licenses, certificates of training, letters of recommendation or professional evaluations, transcripts, etc.) in a professional portfolio

Charge an appropriate administrative fee for increased labor costs (I know OPI is already backlogged with regular applications)

These two links may help your case with amending the Montana Office of Public Instruction's endorsement regulations:

A research paper funded in-part by the United States Department of Education that supports some degree of reciprocity:

<http://www.gtlcenter.org/sites/default/files/docs/NASDTECReportTeachersOnTheMove.pdf>

Please notice in Swarthmore College's list of "State-by-State Chart for Policies on Reciprocity and Out-of-State Teacher Certification," Montana is the only state marked with N/A:

<http://www.swarthmore.edu/Documents/State%20Certification%20Reciprocity.pdf>

I trust that this advisory committee serves in the best interest of Montana's citizens and is not partisan to demands of universities' quest for admissions and tuition.

Thank you for your time and consideration. I am looking forward to the committee's reply.

Sincerely,

Alfred Hammel

Columbia Falls, MT

518.534.1698 (cell)

406.897.2461 (home)

@MrHammel on Twitter

<https://www.linkedin.com/in/ahammel>

CALL TO ORDER

- **Call to Order – Ms. Tammy Lacey**
- **Roll Call**
- **Statement of Public Participation**
- **Approval of the Agenda**
- **Approval of the October 1st , 2015 Meeting Minutes**

ITEM 1

EXECUTIVE COMMITTEE REPORT

- **Code of Ethics Review**

Ms. Tammy Lacey

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior and will be used to judge their actions.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council January 27, 2012

ITEM 2

BOARD OF PUBLIC EDUCATION REPORT

Mr. Pete Donovan

Meetings Attended by Peter Donovan
10/02/2015 – 02/03/2016

October

- | | |
|---|------------|
| 1. Council of Deans Meeting | 10/02/2015 |
| 2. Call with Siri Smillie | 10/08/2015 |
| 3. MCEL Conference – Billings | 10/15/2015 |
| 4. Teacher of the Year Celebration Banquet | 10/15/2015 |
| 5. MEA-MFT Conference - Billings | 10/16/2015 |
| 6. Negotiated Rulemaking Committee – Arts Standards | 10/26/2015 |
| 7. Chapter 57 Amendments Hearing | 10/27/2015 |

November

- | | |
|--|------------|
| 8. Central MASS Meeting – Great Falls | 11/5/2015 |
| 9. STEM Conference – MSU Museum of the Rockies | 11/06/2015 |
| 10. Montana Digital Academy Conference Call | 11/09/2015 |
| 11. TLLC Work Group | 11/10/2015 |
| 12. Board of Education Meeting – Helena | 11/12/2015 |
| 13. Board of Public Education Meeting – Helena | 11/12/2015 |
| 14. TLLC Workgroup Meeting – Helena | 11/17/2015 |
| 15. Montana After School Alliance Meeting | 11/19/2015 |

December

- | | |
|--|------------|
| 16. Northwest MASS – Kalispell | 12/02/2015 |
| 17. OPI Data Collection Activities Meeting | 12/03/2015 |

- | | |
|--|------------|
| 18. Meeting with Eric Feaver | 12/08/2015 |
| 19. Phone call/meeting with Sharon Carroll | 12/08/2015 |
| 20. MSDB Winter Program | 12/17/2015 |

January

- | | |
|--|---------------|
| 21. Negotiated Rulemaking Meeting – Arts Standards | 01/11/2016 |
| 22. School Funding Interim Commission Meeting | 01/11-13/2016 |
| 23. Education & Local Government Interim Committee Meeting | 01/14-15/2016 |
| 24. Call w/Siri Smillie | 01/14/2016 |
| 25. Board of Public Education Meeting | 01/15/2016 |
| 26. Meeting w/Dennis Parman re: Charter School Application Process | 01/21/2016 |
| 27. Meeting w/Reg Hageman re: Health Standards | 01/22/2016 |
| 28. Negotiated Rulemaking – Health Standards | 01/27/2016 |
| 29. Public Meeting in Bozeman re: Charter School Application Process | 01/27/2016 |
| 30. Negotiated Rulemaking – Arts Standards | 01/28/2016 |

ITEM 3

**RECOGNITION FOR LICENSURE OF A
CREDENTIAL FROM A MACTE ACCREDITED
TEACHER EDUCATION PROGRAM**

Rebecca Pelton



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 US Department of Education is divided into two groups, one of six regional agencies, which accredit colleges and universities as whole institutions, and another group of accrediting bodies, which focus on professional, specialized, and also free-standing institutions. The Montessori Accreditation Council for Teacher Education (MACTE) is the nationally recognized accreditor for Montessori teacher education programs and a 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 meets acceptable levels of quality.

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

Functions of Accreditation

Functions of accreditation identified by the USDE include: protection of students, the public, and institution/program, as well as improvement in educational quality. 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; and
- Advocate for the recognition of the credential from a MACTE accredited program by state agencies.
- MACTE is the policy vessel that insures 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 are required to have 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 decision

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 to serve 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.



Further Information on MACTE:
Rebecca Pelton, Ed.D. – President
108 Second St. S.W. Suite 7
Charlottesville, VA 22902
(434) 202 – 7793
rebecca@macte.org

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 preparation 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 (NQAHE), 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 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 Montessorians (IAPM), International Montessori Council (IMC), Montessori Educational Programs International (MEPI), and Pan American Montessori Society (PAMS). Programs can also choose to affiliate with the Independents (IND) not in a consortium.

The Goals and Function of Accreditation:

- Accreditation provides acceptable levels of quality.
- The function of accreditation is: protection of students, protection of the public, protection of teacher preparation programs, and protection for the investment of public and private funds.
- MACTE requires accredited teacher preparation 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 preparation 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:

- I. Evidence of Candidate Learning
- II. Evidence of Faculty Learning and Inquiry
- III. 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 Preparation programs must provide:

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

Each affiliated professional organization, and each Teacher Preparation 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 Preparation 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 must demonstrate that they have the resources and practices in place to support the Adult learner and demonstrate sound management practices.

Affiliations utilizing MACTE Accreditation:

Table 1. MACTE Affiliations, 2013 Figures			
Affiliation	Acronym	# of graduates in 2013	Total # of TPP
American Montessori Society	AMS	1,535	92/5
Association Montessori Internationale	AMI	84	3/5
Independents Not In A Consortium	IND	250	18
International Association of Progressive Montessorians	IAPM	27	3
International Montessori Council	IMC	24	1
Montessori Educational Programs International	MEPI	89	2
Pan American Montessori Society	PAMS	9	2
<i>*TPP figures represent both those who are Current / and Pending</i>			

Conversion of Clock Hours to Credit Hours:

Please see the attachment for further explanation of the conversion.



Rationale for Revisions to the State of Montana's Teacher Licensure Policy:

Current policy regulations do not recognize teachers with a credential from a Montessori teacher education program accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

The Montessori Accreditation Council for Teacher Education (MACTE) serves as a USDE- 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.

Goals:

- To provide all children with authentic, high quality Montessori teachers meeting the standards set by MACTE and
- To provide access to a larger pool of qualified Montessori teachers by recognizing the credential from a MACTE accredited teacher education program for licensure to teach in a public or private Montessori school.

Other states with similar policies include: South Carolina, Wisconsin, Ohio, and New Hampshire, so far. Others - in progress

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 insures accountability allowing for diversity within Montessori teacher education programs.

As a national recognized accreditor, MACTE requires four components: academic, practicum, student teaching, and observation. All components are required to have supporting evidence to demonstrate student competency and student achievement.

Timeline: Effective Date for Adoption of Policy Revisions - 10/2016?

Grandfathering in all Montessori teachers currently holding any type of Montessori certificate. Perhaps removing Praxis requirement for non-public?

If there are questions during this process, Dr. Rebecca Pelton, the president of MACTE, will be present for discussion at our meeting Wednesday, February 3, 2016.

MACTE 2016

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.

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

US Department of Education
(USDE)

Council for the Accreditation
of Higher Education (CHEA)

MACTE is recognized by the US
Department of Education as the National
Accreditor for Montessori Teacher
Education Programs/Institutions

MACTE is a member of the Council for the
Accreditation of Higher Education

Montessori Accreditation Council for
Teacher Education (MACTE)

MACTE Affiliates

Association
Montessori
International
(AMI)

American
Montessori
Society
mandates MACTE
accreditation
(AMS)

International
Association of
Progressive
Montessori
(IAPM)

International
Montessori
Council
(IMC)

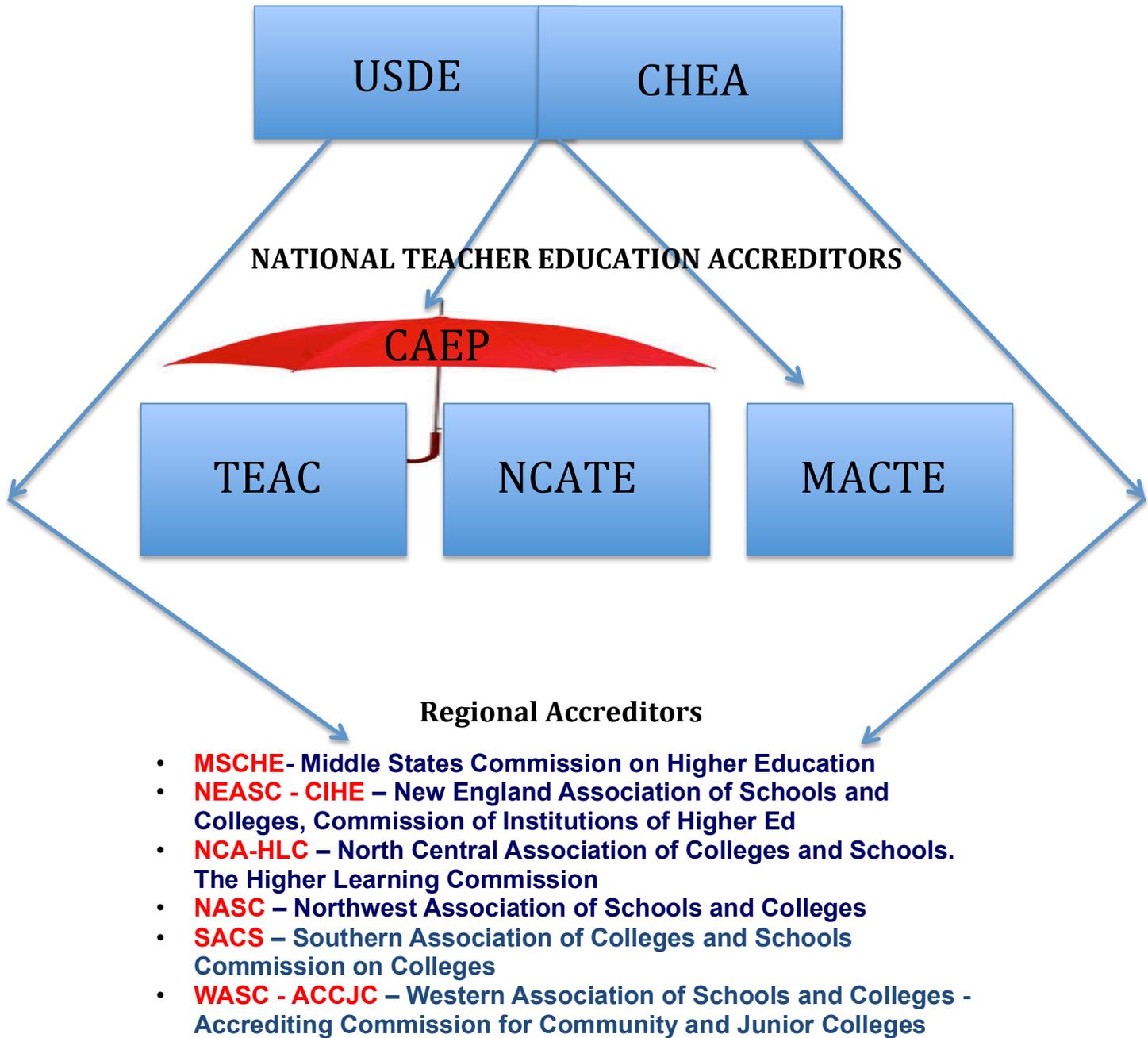
Montessori
Educational
Programs
International
(MEPI)

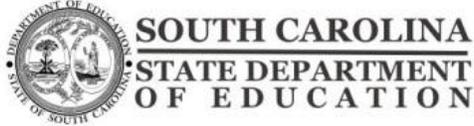
Pan
American
Montessori
Society
(PAMS)

Independent
Montessori
Programs not in
a Consortium
(IND)

DIAGRAM OF RELATIONSHIP BETWEEN NATIONAL TEACHER ACCREDITORS AND REGIONAL ACCREDITORS

Recognition by the Government or the Council for Higher Education Accreditation





Montessori Teacher Certification Proposal (effective July 2010)

The South Carolina Department of Education is pleased to announce that the Montessori Teacher Certification Proposal received approval by the State Board of Education and the General Assembly.

The proposal was introduced to:

- Recognize the specialized training that current Montessori public school teachers have completed
- Establish an alternative pathway to obtain Montessori state certification for persons with a bachelor's degree who have completed a Montessori teacher education program approved by Montessori Accreditation Council for Teacher Education (MACTE).

The intent of the second part of the proposal is to increase the pool of applicants eligible to apply for Montessori teaching positions in public schools in South Carolina. Currently most school districts pay teacher training costs for new programs/positions. This proposal has the potential of greatly reducing such costs. For a reader-friendly version of the proposal in chart form, see the last page of this document.

The proposal was part of a certification amendment that addressed several areas. Below is the rationale for the Montessori section as it appeared in the proposal that was presented to the State Board (Amendments in Regulation 43-62, p .2) It is followed by the actual changes proposed with regard to Montessori which are on page 27 of the same document.

Rationale (from Amendments to Regulations 43-62)

In order to expand programs of choice in South Carolina public schools, a key challenge is the need to address the current shortage of Montessori-trained teachers to fill positions for the growing number of programs. The intent of the proposed certification in Montessori is twofold: 1) amendments in Regulation 43-62 will establish categories of Montessori certification for SC teaching credentials; award certification to those teachers who have met the outlined requirements; and, additionally, create an alternative pathway to Montessori certification for college graduates not otherwise certified as teachers in SC who have completed a MACTE-accredited training program and passed appropriate state certification examinations. These amendments will increase the pool of candidates for Montessori public school positions and, thereby, help decrease the cost to school districts for Montessori training.

Montessori Certification in South Carolina (effective July 2010)
Levels of Certification

Mont. Early Childhood (3k-5k)
Mont. Elementary I (gr. 1-3)
Mont. Elementary II (gr. 4- 6)

Mont. Middle Language Arts (gr. 6-8)
Mont. Middle Math (gr. 6-8)
Mont. Middle Science (gr. 6-8)
Mont. Middle Social Studies (gr. 6-8)

	ADD-ON CERTIFICATION	INITIAL CERTIFICATION
	Bachelor's degree	Bachelor's degree
	Initial or Professional certificate at early childhood, elementary, middle, or pre-K-12. Pre-K-12 certificate holders see shaded boxes below.	
	Certificate of completion from a MACTE-accredited Montessori teacher training program for level(s) listed above that matches the age/grade level of existing state certificate.	Certificate of completion from a MACTE-accredited Montessori teacher training program for level(s) listed above.
	Candidates with pre-K-12 certification, e.g. Special Education or music, must earn a minimum qualifying score on the Praxis II exam below that matches the age/grade level of their Montessori certificate.	Minimum qualifying scores on the Praxis II examinations required by the SCDE as follows:
Mont. EC	5021 Education of Young Children	5621 Principles of Learning and Teaching AND 5021 Education of Young Children
Mont. EI I	5021 Education of Young Children OR 5015 Elementary Education: Instructional Practices and Application	5621 Principles of Learning and Teaching OR 5622 Principles of Learning and Teaching AND 5021 Education of Young Children OR 5015 Elementary Education: Instructional Practices and Application
Mont. EI. II	5015 Elementary Education: Instructional Practices and Application	5622 Principles of Learning and Teaching AND 5015 Elementary Education: Instructional Practices and Application
Mont. Middle	Praxis II: Middle Level Language Arts OR Praxis II: Middle Level Math OR Praxis II: Middle Level Science OR Praxis II: Middle Level Social Studies	Praxis II: Middle Level Language Arts OR Praxis II: Middle Level Math OR Praxis II: Middle Level Science OR Praxis II: Middle Level Social Studies AND 5623 Principles of Learning and Teaching

Questions? Contact Montessori@ed.sc.gov.



Kent Kultgen, Ed.D.
Superintendent

55 South Rodney Street
Helena, Montana 59601
Phone (406) 324-2001
Fax (406) 324-2035

February 5, 2015

To Whom It May Concern:

This letter is written on behalf of the Helena Public Schools Montessori Program. Our district represents three schools that provide the Montessori program serving approximately 176 (K-5) students.

I am writing to provide documentation in support of a request that you consider the Montessori credential awarded by a Montessori Accreditation Council for Teacher Education (MACTE) for a state educator's license to teach in a Montessori school. The accredited Montessori Teacher Preparation Programs graduate educators well prepared with the knowledge and competencies needed to lead a high quality Montessori classroom.

Helena Public Schools currently employs nine teachers in its Montessori public program. The state requires these teachers hold a Montana state teaching license. Public Montessori schools must then enroll these teachers in an accredited Montessori program which will provide them with the needed course work, clinical experience, and competencies to implement a high quality Montessori educational program. The cost of this additional education is approximately \$10,000 per teacher.

Montessori teachers at the elementary level are thoroughly educated in all aspects of the Montessori philosophy and education and are required to engage in a full school year of clinical experience in the classroom under the supervision of a mentor teacher. The graduates of accredited Montessori Teacher Preparation Programs have the course work and the competencies expected of graduates from traditional teacher preparation programs, as outlined in the state requirements, and are uniquely qualified to provide a Montessori education to students and their families.

Should you have questions regarding Helena Public Schools' Montessori program please feel free to contact me. Thank you for your consideration regarding the licensing of the Montessori professional educator to teach our public Montessori programs.

Sincerely,

A handwritten signature in black ink that reads "Kent Kultgen".

Kent Kultgen, Ed.D.
Superintendent



Cottonwood School

Providing a Montessori Public Education
13233 Cottonwood Road Bozeman, MT 59718
Telephone and Fax: (406) 763-4903
Email: cottonwoodscool@gmail.com
Web site: www.cottonwoodelementary.com

January 30, 2015

Dear _____,

I am writing on behalf of the Cottonwood School district of Gallatin County Public Schools. We represent Cottonwood Montessori School serving approximately twenty students in elementary programs and representing forty parents across our district.

We are writing to provide you documentation in support of our request that you consider the Montessori credential awarded by a Montessori Accreditation Council for Teacher Education (MACTE) accredited Montessori Teacher Preparation Program for a state educator's license to teach in a Montessori school.

As you will see, the accredited Montessori Teacher Preparation Programs graduate educators well prepared with the knowledge and competencies needed to lead a high quality Montessori classroom and to provide the Montessori education that parents expect from a fully implemented Montessori program. The district currently employs two teachers in its Montessori public programs. The state currently requires that these teachers hold a Montana state teaching license. These public Montessori schools must then enroll these teachers in accredited Montessori programs which will provide them with the needed course work, clinical experience, and competencies they must have to implement a high quality Montessori educational program. The cost of this additional education is approximately fifteen thousand dollars per teacher. The total annual cost to the district is approximately thirty thousand dollars.

Montessori teachers at both elementary levels are thoroughly educated in all aspects of Montessori philosophy and education and are required to engage in a full school year of clinical experience in the classroom under the supervision of a mentor teacher. The graduates of accredited Montessori Teacher Preparation Programs have the course work and the competencies expected of graduates from traditional teacher preparation programs, as outlined in the state requirements, and are uniquely qualified to provide a Montessori education to students and their families.

We welcome your questions and look forward to further discussion with you regarding the licensing of the Montessori professional educator to teach in our public Montessori programs.

Thank you for your consideration.

Katalin Anderson
Head Teacher
Cottonwood School

ITEM 4

UPDATE ON P-3 LICENSURE

Shannon Koenig

ITEM 5

**PROFESSIONAL ETHICS FOR MONTANA
EDUCATORS**

**Matthew Schertz
University of Montana**

ACTION

ITEM 6

APPROVE CSPAC BY-LAWS

***MONTANA BOARD OF PUBLIC EDUCATION
CERTIFICATION STANDARDS AND PRACTICES ADVISORY
COUNCIL***

B Y L A W S

ARTICLE I. NAME

The name of the organization shall be the Montana Certification Standards and Practices Advisory Council.

ARTICLE II. PURPOSE

The Montana Certification Standards and Practices Advisory Council, hereinafter referred to as the Council, has been formed in accordance with 2-15-1522 MCA, and shall have as its purposes:

- A. To study and make recommendations to the Board of Public Education in the following areas:
1. Teacher licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 2. Administrator licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 3. Specialist licensure standards, including, but not limited to, prelicensure training and education requirements and licensure renewal requirements and procedures;
 4. Standards of professional practices and ethical conduct;
 5. The status and efficacy of approved educator preparation providers in Montana; and
 6. Policies related to the denial, suspension, and revocation of educator licensure and the appeals process. For the purpose of preparing recommendations in this area, the Council is authorized to review the individual cases and files that have been submitted to the Board of Public Education.
- B. To submit a written report with its recommendations annually and at other

appropriate times to the Board of Public Education.

- C. To complete a comprehensive review and adoption of the Professional Educators of Montana Code of Ethics on a five-year cycle beginning January 1, 2012.

ARTICLE III. MEMBERSHIP

- A. **Membership.** The Council shall consist of seven members appointed by a majority vote of the Board of Public Education. The membership must include:

- 1. Three teachers engaged in classroom teaching, including:
 - a. one who teaches within kindergarten through grade 8;
 - b. one who teaches within grade 9 through 12; and
 - c. one additional teacher from any category in subsection (2) (a) or (2) (b) of 2-15-1522 MCA.
- 2. one person employed as a specialist or K-12 specialist;
- 3. one faculty member from an accredited educator preparation provider;
- 4. one person employed as an administrator, with the licensure required in 20-4-106 (1) (c); and
- 5. one school district trustee.

- B. **Tenure.**

- 1. The term of office of an appointed member is three years. If a vacancy occurs on the Council, the Board of Public Education shall appoint a person from the category of membership in which the vacancy occurred to serve the unexpired term. Regular appointments shall begin June 1, and end May 31, of the third year of the term.
- 2. Any member desiring to resign from the Council shall submit his/her resignation in writing to the Council and to the office of the Board of Public Education.

- C. **Compensation.** Council members are entitled to travel expenses incurred for each day of attendance at Council meetings or in the performance of any duty or service as a Council member in accordance with 2-18-501 through 2-18-503 MCA. Eligible Council members are also entitled to per diem for each day of attendance at Council meetings, not to exceed eight days per year, in accordance with 2-15-122 MCA.

- D. In order to receive reimbursement or compensation for out-of-state activities, the Council member must obtain the approval of the Council Chairperson and the Council Administrator in advance of undertaking the activity.

ARTICLE IV. MEETINGS

- A. **Meetings.** The Council shall meet quarterly and at other times as may be required for the proper conduct of the business of the Council at the call of the chairperson. Such business may include, but not be limited to:

1. Information, discussion, and action on matters related to the purposes of the Council described in Article II;
2. Election of officers and appointments to committees as described in Article V;
3. Apprising the Board of Public Education of budgetary needs of the Council and making recommendations on a preliminary budget;
4. Reviewing the Council Budget on an ongoing basis for further recommendations to the Board.

- B. **Quorum.** A quorum for a meeting shall be not less than four Council members.

Each Council member shall be given written notice of the day, time, and location of any regularly scheduled meeting no less than 48 hours prior to the meeting. Notification of the meeting will be delivered via email.

- C. **Absence.** Recognizing the value of his/her contribution to the business of the Council, each Council member shall be responsible to notify the chairperson and the BPE/CSPAC staff in advance of any anticipated absence from a scheduled meeting. If a member is absent from three consecutive scheduled meetings, his/her membership shall be subject to review by the Board of Public Education to determine if the member's office shall be deemed vacant. If deemed vacant, the vacancy shall be filled in accordance with Article III, Section B.

- D. **Special Meetings.** Special meetings may be called by the Chairperson of the Council or by a request in writing of two appointed members. When necessary the Council may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call, electronic or digital means, or by any combination of the above. In the case of a special meeting, the Executive Director shall notify each member by email sufficiently in advance of the meeting to allow all Council members to travel to the meeting site from their principal Montana residence.

In the case of a conference call or an electronic or digital format, forty-eight hours

prior to the meeting shall be deemed sufficient notice.

E. Meeting Procedure.

1. Meetings of the Council shall be governed by the following rules:

- a. The chair or vice-chair shall preside at all meetings. In their absence, a temporary presiding officer shall be selected by the membership.
- b. The presiding officer shall neither introduce nor second a motion.
- c. A motion shall require a simple majority of those present to pass.
- d. Any motion shall be in order as long as no previous motion is on the floor.
- e. Minutes shall be taken at all open sessions of the Council. The minutes shall be made available to the public, subject to reasonable regulation in the time and manner of inspection.
- f. The current edition of Robert's Rules of Order shall prevail on questions of parliamentary procedure.

2. The regular order of business shall be as follows:

1. Call to order
2. Roll Call
3. Approval of the minutes of the preceding meeting
4. Agenda adoption
5. Agenda
6. Date and place of next meeting
7. Adjournment

3. An agenda shall set the structure for meetings of the Council.

- a. A list of future agenda items shall be discussed as the last item of business by the Council at each regularly scheduled meeting.
- b. The proposed agenda shall be included with the written notice of meeting required in Section C of this article.
- c. Persons or organizations desiring to address the Council may make a request using the online Agenda Request process or by notifying the

staff, Chair, or Vice Chair. Requests will be reviewed by the Council Chair and Vice Chair and considered for approval.

- d. The proposed agenda becomes the approved agenda by a majority vote of Council members at the beginning of the meeting.
- e. Whenever possible, support materials for the agenda shall be in electronic form and readily available to the membership.

ARTICLE V. ORGANIZATION

Section A. Officers

- 1. The Council shall select, by majority vote, a chair and vice-chair from its appointed members annually during the spring meeting of each year.
- 2. The term of elective office shall be for one year and an officer may not serve more than six consecutive years.
- 3. The chair shall be the presiding officer and shall preside over all regular, special, and public meetings of the Council. The vice-chair shall perform the functions of the chair in the absence of the chair.

Section B. Committees

- 1. At the beginning of the chair's term, and as vacancies occur, the chair shall, with concurrence of a majority of the Council, appoint the committee chairs.
 - a. The Pre-Professional Preparation and Development Committee will initiate studies and recommendations on prelicensure training and education requirements for teachers, administrators and specialists.
 - b. The Licensure and Endorsement Committee will initiate studies and recommendations on types and alignments of licensure and endorsements.
 - c. The Professional Practices Committee will study and make recommendations to the Board of Public Education on policies related to denial, suspension, and revocation of educator licensure and the appeals process. The Professional Practices Committee will oversee the 5-year review cycle of the Professional Educators of Montana Code of Ethics

2. The Chair may appoint Special Committees as needed that will allow in-depth study of issues that are the responsibility of the standing committees.
3. The Executive Committee shall consist of the chair, vice-chair, and Executive Director. The Executive Committee shall be responsible for presenting budgeting proposals to the Council and to the Board of Public Education. The Executive Committee shall be responsible for performing other duties as assigned by the chair or Council.
4. The committees will meet at times agreed upon by the majority of the committee. The Council Chair and Executive Director of the Board of Public Education shall be informed of the purpose, time and place of all committee meetings.

ARTICLE VI. ASSISTANCE

The Council may request research, administrative and clerical staff assistance from the Board of Public Education.

ARTICLE VII. COMMUNICATIONS

These bylaws may be added to or amended by a two-thirds majority vote of the entire Certification Standards and Practices Advisory Council provided that the proposed amendment is sent in writing to all members of the Certification Standards and Practices Advisory Council at least seven days in advance of the vote to amend the bylaws.

ITEM 7

FUTURE AGENDA ITEMS