

## **The State of Montessori Report**

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### **A. Research**

#### **Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study,'**

Dr. Angeline Lillard shared her 3- year study and conclusions in her most recent work 'Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study,' published in the Journal of Frontiers in Psychology October, 2017. This is the first study demonstrating an early childhood model of education that mitigates the income achievement gap.

Read the entire study here. <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01783/full>

**The Riley Institute at Furman University** in South Carolina published its 5-year longitudinal study of public Montessori programs in the state and found positive outcomes for students in the Montessori classrooms on measures of proficiency, growth, executive functioning and positive social behavior. [Read Executive Summary.](#)

**The Brady Foundation**, located in Chapel Hill, NC, is seeking to replicate the results of these studies, in particular as regards the achievement gap, with a study of Montessori public programs which meet specific criteria, including Montessori credentialed teachers, and serving the full age range, including 3- year olds. The Foundation will be working with Child Trends, the Riley Institute, and the University of Kansas Center for Montessori Research as they identify sites across the US. <http://www.bradyeducationfoundation.org/montessoriinitiative.html>

#### **Students of Color and Public Montessori Schools: A Review of Literature**

Mira Debs and Katie Brown of the National Center for Montessori in the Public Center  
The Journal of Montessori Research 2017, Volume 3, Issue, 1

A review of research on the experience of students of color in public Montessori schools. Data indicates that there are both opportunities and challenges for this demographic. Positives include higher outcomes in reading, slightly less in math, and fewer suspensions than traditional education programs. Challenges include higher placement rate in special education classes

than white peers (consistent with over all data in all schools in US) and a continuing achievement gap. [Read more.](#)

## **B. State Validation Projects**

As is known, there is no trademark on the use of “Montessori.” Any school or program may bear the name ‘Montessori,’ but may actually lack any of the elements that would be considered necessary to implement the philosophy and curriculum, as taught in accredited Montessori teacher preparation programs.

A State Montessori Validation Project, based on a model created and implemented by the Montessori Schools of Maryland, is one answer to the question, “What is Montessori?” By determining baseline, threshold components for participating Montessori schools in a state, a state Montessori group can establish a Validating Organization that is self-regulating and which provides a level of accountability to state agencies, policy makers, funders and families. A state Validation gives meaning to the name Montessori.

There are five states with an active Validation Project, several resulting in waivers and variances for validated schools which allow for high fidelity practice. These are Maryland, Tennessee, Colorado, Washington and Indiana. There are two states that are close to implementation. Each state identifies those components it determines to meet a threshold of fidelity in its state (consistent with the Essential Standards of the MPPI<sup>1</sup>) but individualized to meet their particular Montessori landscape.

The state Montessori organizations who have collaboratively engaged in this effort have found it to be a doable, manageable, and valuable project for their state Montessori community with the help of the guidance of informed consultants.

## **C. Recognition of the Montessori Teacher Credential**

This important work has been successful in a number of states. The Montessori credential from a MACTE accredited Teacher Preparation Program is recognized for a state teaching license by the departments of education in South Carolina, Wisconsin, and Indiana. Individuals must have a minimum of a bachelor’s degree and pass the state designated licensure exam. In Wisconsin, teachers are required to take a 3- credit course in special education as well.

A number of states recognize the Montessori credential in their Professional Registry. These include Oregon, New Hampshire, Massachusetts, and several others.

The Montessori Partnerships for Georgia, chaired by Annie Frazer, has worked collaboratively with the Professional Standards Commission to write a recognition of the credential for licensure in their state. Working together, the Partnership and the Commission have crafted a policy that benefits them both. MACTE Executive Director, Rebecca Pelton met with the Commission to explain how this nationally accredited organization, recognized by the USDE, provides the

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<sup>1</sup> Essential Standards. 11.13.15. [www.montessoriadvocacy.org/resources](http://www.montessoriadvocacy.org/resources)

accountability the state needs to recognize the Montessori credential. The policy is up for final vote in May.

#### **Update: Montessori Teacher Credential Recognized for State Teaching License in GA.**

Beginning July 1, teachers with a Bachelor's degree and a Montessori credential from a teacher education program accredited by MACTE can apply for a state teaching license. Additional requirements are a 3 credit or 5 CEU course in exceptional children and passing two state exams. [Read more.](#)

#### **D. First Regional Montessori Organization in the US focuses on Southeast US**

The Southeast Montessori Collective (SEMC) adheres to the mission of bringing together Montessori educators, state organizations, and advocates from across the southeast region of the United States. The organization provides a space for information, resources, concerns, and support for the efforts of each state. With a first annual conference held in Raleigh on Aug. 4<sup>th</sup>, participants will gather to discuss Diversity and Equality in the region through a variety of workshops and an Open Table discussion of concerns, issues, and successes to share.

"Montessori teachers who can't travel to the large national conferences, including many of the public Montessori teachers that are part of our network, need options for professional development closer to home. I'm excited at the thought that the Southeast Montessori Collective could help spread the word about Montessori workshops and conferences in our neighboring states," Annie Frazer, Executive Director, Montessori Partnerships for Georgia.

#### **E. Montessori Alliance of Tennessee Holds its Second Annual Glass Classroom**

The Montessori Alliance of Tennessee (MAT) sponsored its second annual [Glass Classroom](#) recently in Nashville. MAT Montessori teachers and board members set up a Toddler Classroom and an Early Childhood classroom under shelters at a public park. Visits by Montessori students and those new to Montessori gave families and observers the opportunities to see the joy their children experience in a Montessori classroom. [Read more](#) about creating a Glass Classroom.

#### **F. Training and Professional Development Opportunities**

**The Institute for Guided Studies** hosts a 2018 Summer residency in South Carolina, North Carolina and more. [Read more.](#)

**The Center for Guided Montessori Studies** hosts 2018 Summer residencies in Louisiana, North Carolina, Florida, Virginia and more. [Read more.](#)

**Southeast Montessori Collective** is accepting proposals and registration for its first annual conference in Raleigh, NC, on August 4<sup>th</sup>. With the theme of Diversity and Equality in the Montessori Community, the conference will feature Annie Frazer's keynote address, 'Say Yes!

Opening Doors to Montessori,' as well as a variety of workshops, including a multi-session presentation and shared conversation on working with students with challenges in behavior and learning. An afternoon Open Table discussion will give opportunity for networking and supporting concerns and needs in support of high quality Montessori education in the southeast region. [Read more.](#)

**The Montessori Alliance of Tennessee** is now accepting proposals for its sixth annual conference in Nashville on Sep. 29<sup>th</sup>. [Read more.](#)

**The South Carolina Montessori Alliance** is accepting proposals for its conference Oct. 19<sup>th</sup> and 20<sup>th</sup>. [Read more.](#)

## **G. Call to Action**

April 28 marked the final date to act in the MMPI ask for signatures in response to the Power to the Profession Initiative. National Association for the Education of Young Children has published an initiative draft entitled [Power to the Profession Initiative](#), which "is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge, competencies, qualifications, standards and compensation...The initiative aims to establish a shared framework...which will lead to a comprehensive policy and financing strategy..."

In response to the invitation for public comment, Montessori Public Policy Initiative [drafted a letter](#) to NAEYC that requests that the rubric be expanded "so that Montessori teacher training will be appropriately recognized," and that the current classification of Montessori training simply as a specialization, "does not accurately reflect that Montessori teacher training is a complete, generalist teacher preparation for a Montessori classroom." MPPI urged Montessori educators and advocates to join in signing their support of the response letter by April 28, 2018 by clicking to access [Power to the Profession Feedback Form](#)

[SoutheastMontessoriCollective.org](http://SoutheastMontessoriCollective.org)

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