



**OREGON'S STORY
ARTICULATING MONTESSORI INTO
OREGON'S PROFESSIONAL CAREER
LATTICE**

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OREGON'S EARLY LEARNING PROFESSIONAL DEVELOPMENT

- Goals
 - To create portable and stackable credentials and provide opportunities for all the ways professionals are educated to work with and on behalf of children in Oregon
 - Unique characteristics
 - Recognition of Oregon as a rural and urban state
 - Acknowledgement of the individuals who work in early childhood come from a variety of backgrounds and experience
 - Development of many pathways for professional development (community based, college, certificate & degrees)
 - Over 120 Office of Child Care licensed family homes and center based programs
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HISTORY OF MONTESSORI IN OREGON

- The Oregon Montessori Association (OMA) was founded in 1978 by Nancy Hildick and Susan Erceg
 - The OMA was instrumental in bringing Montessori training to Portland, OR in 1979
 - OMA worked with the Child Care Division in the late 1970's to establish the 'Montessori Exception' which outlined parameters for Montessori Early Childhood classrooms to function outside licensing regulations
 - The OMA represents over 80 schools and thousands of Montessori professionals in the state of Oregon
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HOW WE STARTED OUR DISCUSSIONS

- Stacey's Story
 - Mercedes's Story
 - Ingrid's Story
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ARTICULATION OF PROGRAMS OF STUDY

- Oregon had experience in articulating individual programs of studies.
 - MACTE was the first Accreditation Agency
 - Montessori Northwest was the first Montessori articulation in Oregon
 - Benefits of MACTE Accreditation
 - All individuals who attended MACTE Training Centers could apply
 - Anyone who received their credential from any state or country could apply
 - Allowed for tiers to connect to different levels of accreditation
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DESIGNING THE ARTICULATION MODEL

- We knew that we needed to both collect documents and create crosswalks between the Oregon Registry & MACTE
 - Developing shared language
 - Deciding on the documents needed
 - Pulling together a portfolio
 - Creating an infrastructure for reviewing materials
 - Sharing the Good News
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HOW WE DID IT

- Developing a Shared Language
 - Both Montessori and Oregon's Professional Development System had unique language, acronyms, and standards
 - Montessori language is specific
 - The Core Body of Knowledge, Oregon's professional development standards, are broad
 - We worked to determine where Montessori would articulate and MACTE made that request (handout)
 - What we did
 - Cross-walked the language and matched the intent of each
 - Developed a vocabulary list of key Montessori terms
 - Looked at different MACTE programs nationally and created a key elements document that highlighted content from MACTE requirements by each training center
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HOW WE DID IT

- Deciding on the documents needed
 - State Documents
 - Core Body of Knowledge
 - Oregon Registry Steps
 - Crosswalk between Oregon's Career lattice requirements for beginning, intermediate and advanced professional activities and how MACTE accredited training center requirements would match nationally "The Analysis for Set Language"
 - A meta level articulation analysis "The Articulation Analysis"
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HOW WE DID IT

- Deciding on the documents needed
 - MACTE Documents
 - Request from Montessori Accreditation Council for Teacher Education (MACTE), with the support of the Oregon Montessori Association to articulate MACTE accredited programs to the Oregon Registry in a tiered process.
 - OMA Analysis of minimum standards of MACTE Accredited program content cross-walked to the Oregon Registry for infant and toddler (prenatal to three years) and primary (ages three to six years), and Elementary I & II
 - BA/MA Crosswalk of MACTE Training Centers
 - MACTE 2013 Guide to Accreditation
 - 2011 MACTE Handbook for Accreditation Requirements
 - Interview with MACTE Executive Director
 - MACTE Website materials
 - Department of Education Website materials
 - Analysis of MACTE Accredited Programs articulations to State Career Lattice for other state registries
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HOW WE DID IT

- Pulling together a portfolio
 - The OMA team developed a portfolio (with list from previous slide)
 - Rebecca Pelton, video conferenced through the process and provided all MACTE materials
 - The most work was developing the Key Elements Document of MACTE programs nationally that highlighted content from MACTE requirements by each training center for
 - Infant and Toddler Program
 - Primary (handout)
 - Elementary I & II
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HOW WE DID IT


- Creating an infrastructure for reviewing materials
 - Development of internal documents “The Articulation Analysis” that aligned standards documents (Oregon Registry Steps and Core Body of Knowledge) with the portfolio (handout)
 - Development of “The Analysis for Set Language” (handout)
 - Review Packets (handout)

- Considerations for Review Teams to validate the portfolio
 - A cross section of professionals who work in early childhood in Oregon
 - A Montessori representative
 - A director of a nationally recognized preschool
 - A member of the state Child Care Resource and Referral

HOW WE DID IT

- Rolling out the good news
 - Once MACTE was articulated to the Oregon Registry, we developed a ‘good news’ system
 - Info blast through Oregon Montessori Association
 - Announcements at State committees
 - Notification of all state licensing specialist
 - Notification of all QRIS system teams
 - Notification of all Child Care Resource and Referral teams
 - Training to the Oregon Registry Team on how to review and articulate MACTE Diplomas for Steps on the Oregon Registry

CONCLUSION

- The development of relationships prior to the start of the process was invaluable for the success of the process
 - The group's willingness to exist "out-of-the-box" provided alternative ways to think about articulation
 - The collaborative team's deep appreciation and respect for the work, smoothed over the long hours and any challenges faced.
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