

Montessori Credential Recognition

One of the most complex policy issues that the Montessori community faces is achieving appropriate recognition for the knowledge and competencies that individuals holding a Montessori teacher credential have. Acknowledgement of the rigor and quality of Montessori teacher education ensures that Montessori classrooms have appropriately trained teachers which promotes fidelity to the model and the best outcomes for children.

There are multiple settings in which the Montessori credential needs to be recognized:

- through a state’s teacher licensure system
- within a state’s child-care licensing regulations
- in a state’s early childhood workforce registry or career lattice

The MPPI [website](#) contains detailed, current state by state information which outlines if and how a Montessori credential is recognized, in which setting(s), and what, if any additional requirements or limitations exist.

State Teacher Licensure

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States have a pathway to state teacher licensure

- Connecticut
- Georgia
- Hawaii
- Indiana
- Maryland
- Minnesota
- Montana
- Ohio
- South Carolina
- Wisconsin

We refer to *pathways* to state teacher licensure rather than using equivalency or other terminology. In addition to holding a Montessori credential recognized by the state, pathways may also include exams or other requirements.

Child-Care Regulations

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States explicitly recognize a Montessori credential for lead teacher status in child-care licensing regulations

- Alaska
- Colorado
- Delaware
- District of Columbia
- Illinois
- Massachusetts
- Michigan
- Minnesota
- Montana
- New Hampshire
- New Jersey
- New Mexico
- Oregon
- Virginia
- Washington
- Wyoming

Within their child-care regulations, states generally have multiple pathways to becoming a lead teacher. As states begin to increase education requirements to be a lead teacher, it will be critical that the rigor of Montessori teacher education is recognized.

Workforce Registries

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States adequately recognize a Montessori credential in their career lattice

- Delaware
- Indiana
- Michigan
- Nevada
- New Hampshire
- New Jersey
- New York
- South Carolina
- Washington

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States inadequately credit a Montessori credential in their career lattice

- Alaska
- Arizona
- Colorado
- Georgia
- Hawaii
- Illinois
- Maryland
- Minnesota
- Mississippi
- Montana
- North Dakota
- Ohio
- Oregon
- Pennsylvania
- Virginia
- Wisconsin
- Wyoming

Workforce registries or state early childhood career lattices are designed by states to indicate the quality level of any individual's education and provide a clear pathway to higher quality status within the system. While Montessori credentials are credited for placement within several workforce registries, they are often not adequately recognized. MPPI recommends that individuals with a bachelor's degree and an AMI or AMS credential or Montessori credential from a MACTE accredited program be recognized at the same level as an individual with a bachelor's in ECE.

Accreditation and Standards

The Montessori Accreditation Council for Teacher Education (MACTE) is recognized by the U.S. Department of Education as the sole accreditor of Montessori teacher education programs and applies the same standards to both free standing teacher education programs and those embedded in institutions of higher education. Accreditation signifies a guaranteed level of program quality and ensures teachers graduate with required core competencies. In addition, national associations such as the American Montessori Society (AMS) and the Association Montessori International (AMI), require compliance with complex and detailed standards that ensure quality for their affiliated teacher education programs and graduates.