

Open Forum Topics and Discussion Notes

Topic: How are programs evaluated on graduate rates? – Realities ...How do programs view auditing the course?

Participants: Debbie Adams, Feland Meadows, Gary Davidson, Martha Monahan, Karen Simon, Abbie Kelly, Jana Herman, Daniel Jutras, Debola Atoyebi, Debbie Adams, Paige Geiger

Recommendations/questions:

- Possibility to apply for reduced cost for overseas locations
- Clarification of graduate rate
- Clarification regarding auditing students
- Is there a possibility of delaying payment and/or registration until internship begins?
- Need to keep the quality of experience high

Topic: Practicum challenges in overseas programs – how to provide for more students

Participants: Rosemary Quaranta, Lianne Pinciotti, Ann Wilson, Stacey Edwards-Russo, Betsy Coe and Paige Geiger

- Practicum sites are limited for some programs
- Reaching out for hosting students coming from overseas sites to the US
- Suggestion: MACTE create a listserve for TEPs to connect
- Designing practicum programming that is flexible enough to reach students yet meeting requirements as well
- Finding field consultants – a challenge

Topic: Refine tools to assure the ongoing development of Montessori teachers to eventually measure TEP program outcomes

- Mimic State Induction Systems
- Engage Principals in the process – not as an official observation but as a way to engage heads of schools
- Masters' degree programs may play a role in this process
- Common rubric for the development of Montessori teachers over time – like a career ladder of specific tasks

Topic: QRIS

Participants: Hilary Smith and Carol Wolcott

- Main place for information
- Find out who is facilitating QRIS – what state agency
- Make contacts, contacts, contacts...
- Start with local state agencies – local NAEYC, local organizations, then move on to the state level
- When at state level – ask: how can Montessori be successful? How can Montessori help?
- Resources on line – Google
 - Oregon Montessori Association
 - Montessori Leadership Collaborative
 - Montessori Forward

Topic: Alternatives to State Standardized Testing

Participants: Linda Jacobson, Jana Morgan Herman, Nancy Lindeman and Iana Philips

- Propose an alternative to standardized testing based on research about authentic assessment 21st century skills
- Authentic assessment in Montessori schools needs to be based on progress monitoring for each individual. Show growth from a benchmark.
- Come up with an alternative plan that can be replicated in all states. National collaborative effort from all Montessori State organizations
- Montessori Forward and NCMPS work closely with state representatives to present a cohesive vision of authentic assessment.
- Meeting affiliated with the MACTE symposium for all members who are also in public and charter sector and college affiliates (anyone interested in alternatives to standardized assessment)
- Differentiated instruction does not equal standardized testing

Topic: How to help schools be quality places for our interns?

Participants: DeNeil, Michael Duffy, Luann Hendrick, Cathy Carpenter, Mary Ellen Maury, Barb Jens, Lisanne Piuciotti, Rosemary Quaranta, Anita Wolbert, Paloma Johnston, Adele Fondo, Sharon Damore, Eva Parrucci, Ann Winkler, Gwen Harris, Mary MacIntosh

Issues: Little control over schools: Can we make schools more open, accountable for training teacher candidates? Some good experiences, some bad experiences.

Conversation Highlights:

- We agree conceptually that the opportunity exists for TEPs visits to an intern, can influence, improve practice in the school
- TEPs can be powerful influence in school/classroom quality...
- Logistics are challenging, shifts a paradigm of responsibility for TEPs
- Can School agreement include for administration/supervising teachers to hear feedback about that classroom environment?
- Concept of Partner Schools to facilitate this type of relationship
- Ideas: TEPS – invitation to HOS; Supervising Teachers for orientation (Zoom); More Consulting with Heads; they need to know practicum requirements; Calling HOSs (multi ages; uninterrupted work period; Montessori materials)
- TEP directors need increased confidence, ability to have the difficult conversations; thoughtful, respectful and well executed feedback
- Field consultants, may not be the ones to give the feedback
- Everyone seems to have a school/internship packet that may contain goals of the Practicum; Information for intern, supervising teacher, head of school, reporting, checklist
- Need more about the overall communication process and procedures....
- Idea: TEPs may need to develop an introductory one-page paper for schools: Best Practices Statement/Executive Summary – Practicum Big Goals. Partner Expectations (smaller details: communication, openness, Partners, standards of high quality classrooms (3 year age grouping, Montessori materials); opportunity for school improvement; supportive supervising teachers (coaches and mentors); Quality Assurance/ Ethics

- What do we need to do when the practicum site is not acceptable (minimal standards need to be clear); are we prepared to turn down a school and practicum site? **Stand up for quality of TEPs programs. We have to trust that we will stand for quality. Quality Control..**
- Follow up with graduates who have a less than stellar classroom-supervising teacher. What will the data tell us?
- **Recommendation for MACTE** – Specialist at symposium to talk about needed content for teacher candidates on special needs? Not diagnosis but well articulated school policies and processes for identification, change.

Topic: How can TEPs influence Life long Learning? Learning after graduation?

Participants: Sharon Damore, Phyllis Thomas, Teena Kyer, Gwen Harris, Mary MacIntosh, Cathy Carpenter, Eva Parrucci, Castle O'Neil, Melissa Redd, Nicole Olson, Kathy Bravo

- Develop TEP concept for promoting Life Long Learning/Continued Professional Development/Career Ladder
- Define PD; doesn't mean that the school sends everyone to a conference..
- Continuing Education: Need for state system of Recertification hours toward study of Montessori pedagogy; State by state, advocate for approval of hours of Continuing Education of Montessori (Washington)
- Teacher training programs: approved by all state entities.
- Challenge: Lack of professional development budgets in schools
- Training with mindset that PD is part of Nurturing the Spirit, life long learners
- 21st Century Professional Development: observation of classrooms, building professional learning communities; joining listerv; internal networks; book clubs; videos; induction programs..
- Need a Career Ladder (Montessori transformation ...master level certificate)
- Partners with Schools – Professional Development
- Mentoring/coaching – communication with adults; checklist and conversations about working with adults (Zoom; chat/discussion will allow you to bring in these conversations with limited capacity)
- Professional learning communities established maybe through state groups
- **We need desperately...from training to induction... Working with children with special needs;** diverse populations; know the resources - The Center for Guided Studies (videos, Paul Epstein); MaCar Program; simple logistics Awareness/observation/intervention NOW!!! Need more accessible PD in this area. Kathy Pullman, Maryland, presenter for The Center for Guided Studies. Holly Andrews, another presenter. Webinars/video conferencing for dissemination of advice/consultation of teachers with consultants. The consultant cannot work with every teacher, every parent, and every school.

Topic: EdTPA and Impact on Montessori

Participants: Gay Ward, Kathy Zeigler, LaVonne Plambeck, Gina Lofquist, Cassie Bradshaw, Debbie Adams and Feland Meadows

- Dr. Meadows shared background of EdTPA. Lee Schulman from Stanford – felt teaching did not have consistent profession like law, medicine etc.
- Collaborated with Pearson developed EdTPA – 3 tasks: 15 rubrics, evaluating teaching reading/L.A., assessed University and Pearson
- Example of one area – Academic Language Video Lesson (University of Wisconsin and Xavier)

- Discussed experiments to change syllabi or names of courses for state requirements
- Discussed Pearson has videos/secrets they destroy
- References – Scaffolding for process tracking
- Began to discuss cursive vs. print. All at table start cursive. Feland, “If arm came out of chest, print okay; write with arm to shoulder”
- Cursive lights up all parts of brain.
- Shared resources to support starting with cursive.
- Brain research to support cursive

If you have any additional notes that you would like to submit, please send them to emma@macte.org.