



**Early Education Staff Qualifications &
Professional Development**

Meeting *Inspire* Standards 10 & 12

The requirements listed below represent two categories: staff *educational qualifications* and staff *professional development* defined here for ACSI accreditation. All elements are reported annually on the **EE Yearly Staff Profile Chart** submitted with your school's Annual Report due in October each year.

DIRECTOR/ADMINISTRATOR EDUCATIONAL QUALIFICATIONS (*Inspire 12.2*)

The early education administrator (director) is qualified for his/her position or role within the school having a working understanding of business practices^{1*} and having achieved one of the following levels of educational training:

Level 1) Bachelor's degree (BA/BS) in early childhood education/child development or related field from an accredited institution

Level 2) Bachelor's degree (BA/BS) in a non-related field from an accredited institution and a Child Development Associate (CDA) credential

Level 3) Bachelor's degree (BA/BS) in a non-related field from an accredited institution AND nine credit hours of college coursework in early childhood education/child development or related field

Level 4) National Director's credential

Level 5) [Annual Professional Growth Plan](#) to meet EE Administrator qualifications.

Level 5 - Professional Growth Plan based on ACSI's EE Administrator Competencies leading to a state level credential or higher. The plan is developed and monitored annually by the director and their immediate supervisor and submitted with the school's Annual Report in October. The Professional Growth Plan should be kept in the individual's personnel file.

TEACHER EDUCATIONAL QUALIFICATIONS (*Inspire 12.2*)

An early education teacher is qualified for his/her position or role within the school having achieved one of the following levels of educational training:

Level 1) Bachelor's (BA/BS) or Associate's degree (AA) in early childhood education/child development or related field from an accredited institution

Level 2) Bachelor's (BA/BS) or Associate's degree (AA) out-of-field AND six credit hours of early childhood/child development in college coursework

Level 3) Current Child Development Associate (CDA) Credential administered by the Council for Professional Development and documented experience working in the early education classroom

Level 4) [Annual Professional Growth Plan](#) to meet early educator qualifications.

Level 4 - Professional Growth Plan developed, approved and monitored annually by the teacher and the EE director. This Professional Growth Plan is updated annually, kept in the personnel file, and progress reported annually on the EE Yearly Staff Profile chart.

^{1*}The director has a working understanding of business practices as evidenced by college coursework in organizational management, administration, business, leadership development, supervision of adults, etc. (meeting at minimum their state requirements), OR professional development in administration *with* a letter from the director's supervisor (head of school, board, etc.) verifying experience/qualifications in the above

TEACHER ASSISTANTS/AIDES EDUCATIONAL QUALIFICATIONS (*Inspire 12.2*)

An early education teacher assistant/aide teacher is qualified for his/her position or role within the school having achieved one of the following levels of educational training:

Level 1) Current Child Development Associate (CDA) Credential administered by the Council for Professional Development or equivalent authorized agency

Level 2) State teacher assistant credential or college coursework in early childhood education

Level 3) 60 documented (accrued) clock hours of professional development in early childhood

Level 4) [Annual Professional Growth Plan](#) to meet early educator qualifications.

Level 4 - Professional Growth Plan developed and monitored annually by the teacher assistant/aide and the early education director. This Professional Growth Plan is updated annually, kept in the personnel file, and progress reported annually on the EE Yearly Staff Profile chart.

PROFESSIONAL DEVELOPMENT (All Early Educators – Indicators 10.5-10.9 from the *Inspire EE Addendum*)

(10.5) All early educators must complete (one-time) the Christian Philosophy of Early Education (CPOEE) within the first three years of employment. Documentation of completion should be done on the [Annual Professional Development Report for All Early Educators](#) reported on the EE Yearly Staff Profile, and kept in individual personnel files and be available upon request at the time of accreditation. (**Please note: Staff who have previously completed the ACSI Principles & Practices course** may be exempt from this requirement with a completion date listed on the *Annual Professional Development Report for All Early Educators*.)

Annual Requirements (All Early Educators)

(10.6) All early education staff must complete a minimum of four (4) clock hours annually in Biblical Studies. Documentation of completion should be done on the [Annual Professional Development Report for All Early Educators](#), reported on the EE Yearly Staff Profile, and kept in individual personnel files and be available upon request at the time of accreditation. (Optional: Newly hired employees who are within their first 6 months of employment may be exempted from this requirement for the initial year.)

(10.7) All early education staff must complete a minimum of four (4) clock hours annually in Health and Safety training in accordance with the National Health and Safety Standards (or specific state requirements). Documentation of completion should be done on the [Annual Professional Development Report for All Early Educators](#), reported on the EE Yearly Staff Profile, and kept in individual personnel files and be available upon request at the time of accreditation.

(10.8) Early education staff complete a minimum of twelve (12) clock hours annually of professional development or the number of hours required by your state, whichever is greater. (*12 hours not inclusive of Biblical Studies or Health and Safety training hours*).

(10.9) All early education staff must complete an [Annual Professional Development Report for All Early Educators](#) that is approved by the director and kept in personnel files, available upon request at the time of accreditation. This documentation report includes annual training listed above.