

## Options for Meeting Indicator 4.4a

Realizing that Early Education Directors are leading their programs from different stages of life and educational experiences, ACSI has developed a matrix that allows for Indicator compliance for Directors who have not completed a bachelor's degree (BA/BS). The goal of Indicator 4.4a is to provide Early Education programs with various scenarios leading to compliance including the development of a professional growth plan. The information below should serve as a resource to define and guide the development of a plan. Format may be unique to each individual/school, **but all elements must be accounted for in your documentation.**

### Indicator 4.4a states:

The director of the early education program has professional training as evidenced by having obtained, at minimum, one of the following:

**5) a professional growth plan developed and monitored annually by the employee and their immediate supervisor, which includes goal setting, training/coursework, and mentorship and is approved by ACSI Early Education staff.**

The elements to be included/documented:

**a professional growth plan** – What coursework, workshops, webinars, or school-based professional development would benefit you as a leader, supervisor, and educator? What is the frequency, amount, topics you'll focus on?

**developed by the school and monitored annually** – The plan should be rigorous while at the same time attainable. It should be developed in cooperation with your supervisor/head of school/or board. Documented annual evaluation of your progress on the elements is required by you and your school.

**includes goal setting** – what will be accomplished in the coming 12 months and beyond and by what means (how)? This should be goals set for your personal, professional and spiritual growth as an early education leader.

**training/coursework** – what resources (training, coursework, podcast, workshops, webinars, literature/reading materials) are needed and will help you develop further? What scenario will you pursue (online or physical attendance; certificate programs or clock hour credits)? How are you growing in your effectiveness as a business professional, administrator, supervisor of adults? What experience do you have in the business practices? Be *specific*. Document it. Evaluate your progress at least annually.

**mentorship** – All effective leaders have mentors. By definition, a mentor is “an *experienced* and trusted *advisor*.” Mentors serve three distinct roles in your professional development: Consultant – Counselor – Cheerleader. Commit to spend time regularly with someone (within or outside of your program) who fits this description. Ask questions, pray together, seek counsel, bounce ideas around. Your plan should document *who*, *how* frequently you'll connect, and *what* topics to address. Your supervisor should be in agreement with this person as your mentor choice.

**is approved by ACSI Early Education staff** – Once your Professional Growth Plan is developed in conjunction with your school leadership and approved by the ACSI Early Education staff it is to be kept in the employee's personnel file. This plan will not be submitted again to ACSI, but the director's progress will be updated on the school's Annual Report documents. (EE Yearly Staff Profile). Email PD Growth Plan to [early\\_education@acsi.org](mailto:early_education@acsi.org).

INDICATOR 4.4a (EE)	NON-COMPLIANCE	PARTIAL COMPLIANCE	COMPLIANCE	EXCEEDS COMPLIANCE
<p>The director of the early education program has professional training as evidenced by having obtained, at minimum one of the following:</p> <ol style="list-style-type: none"> <li>1) a bachelor's degree (BA/BS) in early childhood education/child development or related field from an accredited institution.</li> <li>2) a bachelor's degree (BA/BS) in a nonrelated field and a CDA</li> <li>3) a bachelor's degree (BA/BS) in a nonrelated field and nine credit hours of college coursework in early childhood education/child development or related field</li> <li>4) a national or state level Director's Credential</li> <li>5) a professional growth plan developed by the employee and the school and monitored annually, which includes goal setting, training/coursework, and mentorship and is approved by ACSI Early Education staff. (See Options for Meeting Indicator 4.4a for details.)</li> </ol> <p>The director also has a working understanding of business practices as evidenced by college coursework in administration, business, leadership development, or supervision of adults, OR ongoing professional development in administration and a letter of verification of experience in the above from the board, resume, etc.</p>	The director does not meet the indicator.	The director has not made expected progress in their professional growth plan. (If the director does not fully meet any of options 1-4, they will need a professional growth plan in place in order to be in compliance.)	The director meets the indicator requirements as stated.	The director has graduate coursework or degree in early childhood education or related field.