

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. [The ACSI EE Professional Growth Plan Template should be used.](#)

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.

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"> 1) a bachelor's degree (BA/BS) in early childhood education/child development or related field from an accredited institution. 2) a bachelor's degree (BA/BS) in a nonrelated field and a CDA 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 4) a national or state level Director's Credential 5) a professional growth plan developed by the employee and their immediate supervisor and monitored annually, which includes goal setting, training/coursework, and mentorship and is approved by ACSI Early Education staff. (See details below.) <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>	<p>The director does not meet the indicator.</p>	<p>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.)</p>	<p>The director meets the indicator requirements as stated.</p>	<p>The director has graduate coursework or degree in early childhood education or related field.</p>

Instructions: Your Professional Growth Plan should include specific goals and steps you will take over the coming 12 months. **Your plan should provide quantifiable, measurable steps that help you grow in your leadership of staff and program.** Your supervisor and/or Board should approve the Professional Growth Plan and monitor your annual progress as indicated with their signature below. The plan should be rigorous while at the same time attainable. It should be developed in cooperation with your immediate supervisor/head of school/or board. Documented annual evaluation of your progress on the elements is required on the ACSI EE Yearly Staff Profile chart.

Your Professional Growth Plan should include...

goal setting – List what will be accomplished in the coming 12 months and by what means (how). List your strategies for professional growth as an early education leader and how they will be measured. Strategies could include growth in your leadership of staff and program in academic, business, and spiritual areas.

training/coursework – List resources such as training, coursework, podcast, workshops, webinars, literature/reading materials that you will use to grow professionally over the coming 12 months (could include online or physical attendance; certificate programs or clock hour credits). List the frequency, amount, and topics you'll focus on. Evaluate your progress with your supervisor 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. Detail who will mentor you, how frequently you'll connect, and what topics you will be focusing on over the coming 12 months.

approved by ACSI Early Education staff – Once your Professional Growth Plan is developed in conjunction with your school leadership, **the initial Professional Growth Plan must be approved by ACSI Early Education staff.**

Your Professional Growth Plan is to be maintained in your personnel file and updated annually at the school level. It does not need to be resubmitted in subsequent years to ACSI for subsequent approval, but annual progress will be tracked by your supervisor and accounted for on the ACSI EE Yearly Staff Profile chart.