

Options for Meeting Indicators 4.5a and 4.5b

Hiring qualified teachers/teacher assistants/aides who are followers of Jesus Christ, support the school's mission and statement of faith, and who are continuous and lifelong learners themselves is crucial to the success of an early education program. ACSI realizes that instructional staff come to EE classrooms through many routes including degree programs and life experience, so the goal of Indicator 4.5a and 4.5b is to provide Early Education teachers/assistant teachers/aides with various scenarios leading to compliance including the development of a professional growth plan in lieu of a degree. 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 4.5a (EE)	NON-COMPLIANCE	PARTIAL COMPLIANCE	COMPLIANCE	EXCEEDS COMPLIANCE
Early education teachers have obtained, at minimum, one of the following: <ol style="list-style-type: none"> 1. an associate's degree (AA) in early childhood education 2. an associate's degree (AA) out-of-field AND six credit hours of in early childhood 3. an associate's degree (AA) out-of-field AND either a CDA or 120 documented clock hours of professional development in early childhood 4. a CDA with documented experience working in the early education classroom 5. a professional growth plan developed and monitored annually by the teacher and their direct supervisor which includes goal setting, training/coursework and mentorship, and is approved by the school's supervisor of early education. (See Options for Meeting Indicator 4.5a for details.) 	Less than 50% of the early education teachers meet the minimum requirements.	At least 50% of the early education teachers meet the indicator.	100% of the teachers meet the indicator.	25% or more of the early education teachers hold an associate's degree.

INDICATOR 4.5b (EE)	NON-COMPLIANCE	PARTIAL COMPLIANCE	COMPLIANCE	EXCEEDS COMPLIANCE
The early education teacher assistants/aides have obtained one of the following: <ol style="list-style-type: none"> 1) CDA or equivalent 2) college coursework in early childhood education above state minimum requirements 3) a state teacher assistant credential 4) 60 documented (accrued) clock hours of professional development in early childhood within two years of employment. 5) a professional growth plan developed and monitored annually by the teacher assistant/aide and their direct supervisor which includes goal setting, training/coursework, and mentorship, and is approved by the school's supervisor of early education. (See Options for Meeting Indicator 4.5b for details.) 	Less than 50% of the early education teacher assistants/aides meet the indicator.	At least 50% of the early education teacher assistants/aides meet the indicator.	100% of the teacher assistants/aides meet the indicator.	25 percent or more of the early education teacher assistants/aides have obtained a CDA or above.

The elements that must be included/documented in a Professional Growth Plan are:

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

developed and monitored annually by the teacher assistant/aide and their direct supervisor – The plan should be rigorous while at the same time attainable. It should be developed in cooperation with your director/direct supervisor. 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 teacher/assistant teacher/aide.

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 an educator, caregiver, Christ-follower? Be *specific. Document it. Evaluate* your progress at least annually.

mentorship – All effective teacher-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 director/supervisor should be in agreement with this person as your mentor choice.

is approved by the school's supervisor of early education – Your Professional Growth Plan should be developed in conjunction with your school leadership and each element addressed and approved by the school's supervisor of early education. This plan will not be submitted to ACSI but will be kept in the employee's personnel file and progress will be updated on your school's Annual Report documents (on the ACSI EE Staff Profile).