

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. [A template \(provided\) should be used to complete the Professional Growth Plan.](#)

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"> an associate's degree (AA) in early childhood education an associate's degree (AA) out-of-field AND six credit hours of in early childhood an associate's degree (AA) out-of-field AND either a CDA or 120 documented clock hours of professional development in early childhood a CDA with documented experience working in the early education classroom 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"> CDA or equivalent college coursework in early childhood education above state minimum requirements a state teacher assistant credential 60 documented (accrued) clock hours of professional development in early childhood within two years of employment. 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.

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 leadership of your classroom and students.** Your supervisor 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. Your Plan should be developed in cooperation with your EE Director/or head of school. Documented annual evaluation of your progress on the elements is required on the ACSI EE Yearly Staff Profile chart. **The ACSI EE Professional Growth Plan Template should be used.**

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 growth as an educator, caregiver, and teacher and how they will be measured. Strategies could include growth in your instruction, developmentally appropriate practices, lesson development, and/or student engagement. Be specific.

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 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 but generally not your supervisor) 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 agree with this person as your mentor choice.

approved by the school's supervisor of early education – Your Professional Growth Plan should be developed in conjunction with your school's EE Director/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 tracked on your school's Annual Report documents (on the ACSI EE Staff Profile).

Your Professional Growth Plan should be developed and reviewed by you and your immediate supervisor/head of early education and all elements addressed. Your supervisor/head of early education will sign your Plan and it will be updated each year and reported on the EE Yearly Staff Profile chart in October.