

**INDICATOR 4.4**

**K–12 head of school and all K–12 principal qualifications are demonstrated in one of the following ways:**

**1. The K–12 head of school and all K–12 principals hold ACSI administrative certification OR current state, national, or provincial administrative certification\* plus Christian philosophy and Bible requirements (Other administrators, such as academic deans, directors of curriculum and instruction, assistant principals, etc. may be included with the teacher and professional staff certification required in Indicator 4.6.) Schools may use a combination of ACSI certification and state, national, or provincial certification, as demonstrated on the Certification Spreadsheet, to meet the indicator.**

**OR**

**2. The school has an approved School-Based Professional Development (SPD) plan, sufficiently documenting the ongoing professional development of the administration within that plan, with annual reporting to ACSI. See [www.acsi.org/school\\_based\\_pd](http://www.acsi.org/school_based_pd) for more information. An approved SPD plan would enable the school to fulfill indicator 4.4 without submitting a Certification Spreadsheet. (E/S)**

\*Certificates that qualify would be full state certificates requiring ongoing professional development. Emergency, temporary, substitute, non-tax, non-public or other types of certificates that would lack full standing in a public school would not apply. If the only thing missing to bring the certificate into full standing is teaching experience, which some states require, it may qualify upon review

1. NON COMPLIANCE	2. PARTIAL COMPLIANCE	3. COMPLIANCE	4. EXCEEDS COMPLIANCE
Neither the head of school nor any K-12 principals have a current administrative certificate; OR, the school has not submitted an SPD plan for approval.	The head of school or one or more K-12 principals lack a current administrative certificate; OR, the school’s SPD plan has not yet been granted final approval or the school is not current on annual report of an approved plan.	The head of school and all K-12 principals have current administrative certificates; OR, the school has an approved SPD plan and is current on annual report of that plan.	The head of school has attained training beyond a master’s degree; OR, the school’s approved SPD plan has been deemed exemplary by the visiting team, the regional accreditation office, or the Office of Academic Services.

**Indicator 4.4a**

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

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 from an accredited institution and a CDA;
3. a bachelor’s degree (BA/BS) in a nonrelated field from an accredited institution 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; or
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. (See *Options for Meeting Indicator 4.4a* for details.)

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. (EE)

1. NON-COMPLIANCE	2. PARTIAL COMPLIANCE	3. COMPLIANCE	4. EXCEEDS COMPLIANCE
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 completed graduate coursework in early childhood education/child development, administration, business or related field from an accredited institution.

**Indicator 4.5a**

Early education teachers have obtained, at minimum, one of the following:

1. an associate’s degree (AA) in early childhood education/child development or related field from an accredited institution;
2. an associate’s degree (AA) out-of-field AND six credit hours of early childhood/child development in college coursework;
3. an associate’s degree (AA) degree 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; or,
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.) (EE)

<b>1. NON-COMPLIANCE</b>	<b>2. PARTIAL COMPLIANCE</b>	<b>3. COMPLIANCE</b>	<b>4. EXCEEDS COMPLIANCE</b>
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 early education teachers meet the indicator.	25% or more of the early education teachers hold an associate’s degree or higher.

**Indicator 4.5b**

Early education teacher assistants/aides have obtained one of the following:

1. CDA or equivalent;
2. completed college coursework in early childhood education;
3. state teacher assistant credential;
4. 60 documented (accrued) clock hours of professional development in early childhood within two years of employment; or,
5. a professional growth plan developed and monitored annually by the teacher assistant/TA 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.) (EE)

<b>1. NON-COMPLIANCE</b>	<b>2. PARTIAL COMPLIANCE</b>	<b>3. COMPLIANCE</b>	<b>4. EXCEEDS COMPLIANCE</b>
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% or more of the early education teacher assistants/aides have obtained a CDA or above.

**Indicator 4.6**

**K–12 faculty qualifications (which includes teaching faculty and professional positions such as guidance counselors, athletic directors, library/media specialists, etc.) are demonstrated in one of the following ways:**

- 1. A minimum of 80 percent of faculty and professional staff, based on full-time equivalents (FTEs), hold current ACSI certification OR current state, national, or provincial certification\* plus Christian philosophy and Bible requirements. Schools may use a combination of individuals holding ACSI certification and individuals holding state, national, or provincial certification, as demonstrated on the Certification Spreadsheet, to meet the indicator. (See *Guidelines for Outside Contracted Teachers and Instructors.*)  
OR**
- 2. The school has an approved School-Based Professional Development (SPD) plan, sufficiently documenting the ongoing professional development of K-12 faculty within that plan, with annual reporting to ACSI. See [www.acsi.org/school based pd](http://www.acsi.org/school_based_pd) for more information. An approved SPD plan would enable the school to fulfill indicator 4.6 without submitting a Certification Spreadsheet. (E/S)**

\*Certificates that qualify would be full state certificates requiring ongoing professional development. Emergency, temporary, substitute, non-tax, non-public or other types of certificates that would lack full standing in a public school would not apply. If the only thing missing to bring the certificate into full standing is teaching experience, which some states require, it may qualify upon review.

<b>1. NON COMPLIANCE</b>	<b>2. PARTIAL COMPLIANCE</b>	<b>3. COMPLIANCE</b>	<b>4. EXCEEDS COMPLIANCE</b>
Less than 70 percent of the teachers, based on FTEs, hold a current teaching certificate; OR, the school has not submitted an SPD plan for approval.	Between 70 and 80 percent of teachers, based on FTEs, hold a current certificate. There may be teachers with applications pending who are awaiting their certificates. OR, the school’s SPD plan has not yet been granted final approval or the school is not current on annual reporting of an approved plan.	Eighty percent or more of the teachers, based on FTEs, hold a current certificate; OR, the school has an approved SPD plan and is current on annual reporting of that plan.	One hundred percent of the teaching staff hold a current certificate with 50 percent of the teaching staff holding a Standard level certificate or above; OR, the school’s SPD plan has been deemed exemplary by the visiting team, the regional accreditation office, or the Office of Academic Services.