

The purpose of this document is to assist you as an early educator and team member in preparing and submitting your work for the visiting team that you have been assigned. Your experience and willingness to serve is very much appreciated and will be a vital part of this entire team report.

You have been assigned the Early Education Standard sections of the report. Note: If your chair has assigned you another major section in the K-12 report, please discuss with them your EE responsibilities.

Your EE responsibilities will include:

Prior to visit:

- Read the entire Self-Study.
- Download the following documents: Rubrics Manual, EE Evidence Guide for REACH indicators <https://www.acsi.org/accreditation-certification/accreditation-for-schools/reach-school-accreditation-documents>. Note: The EE Evidence Guide addresses Standards 3, 5 and 6.
- Use the following key in the Rubrics Manual as your guide to which indicators you are rating and evaluating – C and EE only (Note: Some EE standards apply to Stand-alone early education programs only)

Symbols next to indicators apply as follows:

(C)—Comprehensively applies to every level of a school being accredited (grades EE–12)

(E/S)—Applies only to K–12 schools

(EE)—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

- Watch the two EE training videos www.acsi.org/accreditation_training
 - a. Under General Information: Fall 2020 EE updates
 - b. 2019 EE accreditation updates
- Rate each EE and C indicator in all standards on the Team Indicator Rating Spreadsheet prior to the onsite visit.
- Draft specific EE program overviews for Standards 3,4, 5, 6 and 7. Do this in the WORD team report template/Google drive document.
- Draft specific EE program commendations and recommendations for Standards 3,4,5, 6 and 7. Do this in the WORD team report template/Google drive document. See samples below.
Note: These should be combined with the K-12 coms and recs and listed in the K-12 section of the report.

Commendation Format- Commendations do not need to start with a verb but should also follow the two-section format.

All students and school personnel have access to an exceptional collection of media and information resources at ABC campus enhancing student research and instruction by faculty.

(Indicator 5.12) *(You need to include the Indicator that the recommendation aligns with)*

Students and faculty have access to a wide range of up-to-date materials and resources through the two on-site media centers as well as online resources, both free and subscription-based and from nearby colleges. Sufficient qualified personnel are retained to provide the necessary

training and assistance for using online materials and print resources. (Observations; interviews with students and staff) (At least 2 forms of evidence must be listed)

Recommendation Format – You can refer to the following example for reference.

Develop (This is an approved verb- See Approved Verb List) a schoolwide classroom management policy and implement that policy in a developmentally appropriate manner for the various campus levels. (Indicator 5.14) (You need to include the Indicator that the recommendation aligns with)

ABC Christian currently has a variety of classroom management practices, some of which are written and some of which are not, and this variety can be confusing to students. This has made consistent discipline by the administrators difficult with a result that families and teachers feel discipline is lacking. (Interviews with teachers, parents, and administration; review of policies in the faculty/staff handbook) (At least 2 forms of evidence must be listed)

During the visit:

- Meet with the team as much as possible to collaborate on the results of the visit.
 - Conduct classroom observations - An optional tool is the **COTA** (Classroom Observation Tool for Accreditation) which may be used to guide your observations, but will not be submitted electronically.
 - Revise your EE narratives, commendations, and recommendations for Standards 3,4, 5, 6 and 7.
 - Participate/conduct EE teacher and director interviews when assigned.
 - Participate/conduct EE parent interviews when assigned.
 - Review EE Staff personnel files for verification and documentation of CPR, First Aid, Background Screening, Child Abuse Training, Bloodborne Pathogen training, etc.
 - Check the following EE required documents (samples found on website: <https://www.acsi.org/accreditation-certification/accreditation-for-schools/reach-school-accreditation-documents>)
 - **EE Yearly Staff Profile (EEYSP)** – attached to the self-study
 - Column C – Principles and Practices – minimum 80% of staff
 - Column D – Bible requirements – minimum 4 hours per staff member
 - Column E – Professional Development – minimum 12 hours or state mandated requirements per staff member
 - Column F – Ensure that all staff meet educational requirements
 - Column G – Ensure that all staff not meeting the educational requirements have a current Professional Growth Plan that has been reviewed by staff.
- A recommendation should be written for any area that is not in compliance.

- **Professional Growth Plan** – Review personnel files for Professional Growth Plans of all teachers who are not meeting the educational indicators. (see Column G on EEYSP)
- **EE Yearly Professional Development and Biblical Studies Report** (should be in each EE staff's personnel file)
- **EE License Exempt Form** (need to update signature for new accreditation or reaccreditation)
- **EE Background Screening Form** (accreditation team member to check each current EE staff member ensuring each is current with state's background screening requirements)
- **EE Age Group Ratio Guidelines** (this is guide only, must maintain at minimum state's ratio requirements)
- **EE Annual Staff Training Guidelines** (accreditation team member checks to see if all EE staff have completed required trainings)
- **EE Early Educator Core Competencies** (accreditation team member checks to ensure EE staff members have completed 12 clock hours of PD in the majority of the EE core competencies annually)
- **Options for Meeting Indicator 4.4a** (accreditation team member checks the Professional Growth Plan if director is using this option in indicator)
- **Options for Meeting Indicators 4.5a and 4.5b** (accreditation team member checks the Professional Growth Plan of teachers and teacher assistants is using this option in indicator)