

Portfolio Standard 1: Director(s) and Teacher Qualifications as Verified in the Georgia Professional Development System

Points awarded in meeting Standard 1 require all administrators, including co-directors and assistant directors (if any), and instructional staff to register their education and training in the Georgia Professional Development System (GaPDS). In this system, education and training are verified, and registrants are assigned a "Career Level." Verification may take up to 90 days. Quality Rated points are based on the education and professional development criteria listed below as verified in the GaPDS. For more information regarding the GaPDS, go to www.gapds.DECAL.ga.gov or call 1-866-258-7737. Family child care providers with no additional staff only complete Part A of Standard 1. For Quality Rated scoring purposes, teachers must have a career level designated by the GaPDS.

Standard 1, Part A: Director(s)/Program Administrator Education and Professional Development – 18 Points Possible

Read all descriptors and award points based on the highest level of criteria met for each section.

1.1 Center Director(s) or Family Provider Education Level	Points Possible
1.1.0 Criteria not met.	0
1.1.1 The director(s)/family provider meets the criteria for Career Level 4 or higher in the Georgia Professional Development System and has completed a state approved 40-hour Director Course, or an equivalent course that is a minimum of 40 hours which covers <i>administration of early childhood programs</i> and has 5 years of experience as a program director or family child care provider.	2
1.1.2 The director(s)/family provider meets the criteria for Career Level 7 or higher in the Georgia Professional Development System. The director(s)/family care provider may also earn these points if he/she holds an associate degree or higher in business, management, or a related degree and has earned at least six semester hours in early childhood education or a related field.	4
1.1.3 The director(s)/family provider meets the criteria for Career Level 8 or higher in the Georgia Professional Development System. The director(s)/family care provider may also earn these points if he/she holds a bachelor's degree or higher in business, management, or a related degree and has earned at least nine semester hours in early childhood education or a related field.	6
<u>What to Submit for Standard 1.1</u>	
Initial Application and Reassessment:	
<ul style="list-style-type: none"> ○ No documentation needs to be uploaded in this section. Information for scoring career levels will be pulled from the GaPDS at the time of portfolio submission. Any academic coursework that will be evaluated to meet the semester hour requirement for 1.1.2 and 1.1.3 must be entered into the GaPDS under ECE-Related coursework. (Note: Only the 40-hour Director Course that is approved by DECAL is accepted by licensing and accepted in the GaPDS.) 	

1.2 Center Director(s) or Family Provider Professional Learning Plan (PLP)	Points Possible
1.2.0 Criteria not met.	0
1.2.1 The director(s)/family provider has a written Professional Learning Plan that includes administrative training in at least one Administrative (ADM) Competency area with a goal of completing a minimum of two hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	2
1.2.2 The director(s)/family provider has a written Professional Learning Plan that includes training in at least one ECE Competency area and one Administrative (ADM) Competency area with a goal of completing four hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	4
1.2.3 The director(s)/family provider has a written Professional Learning Plan that includes training in at least one ECE Competency area and two different Administrative (ADM) Competency areas with a goal of completing six hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	6
<u>What to Submit for Standard 1.2</u>	
Initial Application: <ul style="list-style-type: none"> ○ Copy of a Professional Learning Plan 	
Reassessment: <ul style="list-style-type: none"> ○ Documentation of completing the previous year's PLP training (verified through the GaPDS) ○ New PLP 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

1.3 Center Director(s) or Family Provider Annual Training	Points Possible
1.3.0 Criteria not met.	0
1.3.1 The director(s)/family provider has completed 14 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	2
1.3.2 The director(s)/family provider has completed 16 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	4
1.3.3 The director(s)/family provider has completed 18 hours of DECAL-approved training during the past 12 months prior to portfolio-submission (Ready to Submit).	6
<u>What to Submit for Standard 1.3</u>	
Initial Assessment and Reassessment: <ul style="list-style-type: none"> ○ No documentation needs to be uploaded in this section. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission (Ready to Submit). 	

Standard 1, Part B: Teacher Education and Professional Development – 18 Points Possible (36 Total Points Possible for Parts A and B of Standard 1)

Read all descriptors and award points based on the highest level of criteria met for each section.

See Appendix 9.7 for an example of how Standard 1, Part B is scored.

**Child Care Learning Centers and Family Child Care Providers with no additional staff do not complete this section.*

1.4 Teacher Education	Points Possible
1.4.0 Criteria not met.	0
1.4.1 At least fifty percent (50%) of all lead teachers and fifty percent (50%) of assistant teachers meet the criteria for Career Level 3 or higher.	2
1.4.2 At least fifty percent (50%) of all lead teachers and fifty percent (50%) of assistant teachers meet the criteria for Career Level 4 or higher.	4
1.4.3 At least seventy-five percent (75%) of all lead teachers and fifty percent (50%) of assistant teachers meet the criteria for Career Level 5 or higher.	6
<u>What to Submit for Standard 1.4</u>	
Initial Application and Reassessment:	
<ul style="list-style-type: none"> ○ No documentation needs to be uploaded in this section. Information for scoring career levels will be pulled from the GaPDS at the time of portfolio submission. 	

1.5 Teacher Professional Learning Plan (PLP)	Points Possible
1.5.0 Criteria not met.	0
1.5.1 At least eighty percent (80%) of all lead and assistant teachers have an annual Professional Learning Plan that includes training in one ECE Competency in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	2
1.5.2 Has completed all of criteria 1.5.1, and at least seventy-five percent (75%) of all lead and assistant teachers have an annual Professional Learning Plan that includes training in two different ECE Competencies in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	4
1.5.3 Has completed all of criteria 1.5.2, and at least fifty percent (50%) of all lead and assistant teachers have an annual Professional Learning Plan that includes training three different ECE Competencies in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, family engagement, and/or implementation of the Georgia Early Learning and Development Standards (GELDS).	6
<u>What to Submit for Standard 1.5</u>	
Initial Application:	
<ul style="list-style-type: none"> ○ Copy of each staff member's individual PLP with competency codes and training levels noted 	
Reassessment:	
<ul style="list-style-type: none"> ○ Completion of the previous year's PLP training (verified through the GaPDS) ○ New PLP for each staff member for the current year 	
<i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i>	

1.6 Teacher Annual Training	Points Possible
1.6.0 Criteria not met.	0
1.6.1 Twenty-five percent (25%) of all lead and assistant teachers have completed 14 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	2
1.6.2 Fifty percent (50%) of all lead and assistant teachers have completed 16 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	4
1.6.3 Seventy-five percent (75%) of all lead and assistant teachers have completed 18 hours of DECAL-approved training during the past 12 months prior to portfolio submission (Ready to Submit).	6
<p style="text-align: center;"><u>What to Submit for Standard 1.6</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> ○ No documentation needs to be uploaded in this section. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission (Ready to Submit). <p><i>Required information must be completed, saved, and uploaded before this standard will be marked as complete.</i></p>	

Note: Program employees who have not met the minimum educational requirement for Child Care Licensing should be enrolled in a program of study leading to the award of a credential or degree in early childhood education.