

NAEYC Program Standards and Accreditation Assessment Items: Standard 6

Title of Standard 6 (Current)

Current: Teachers

Proposed: Staff Competencies, Preparation, and Support

Definition of Standard 6 (Current)

Current: The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests. (NAEYC, 2008)

Proposed: The program employs and supports a teaching and administrative staff that have the qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests. (NAEYC, 2017)

Rationale

Current: Children benefit most when their teachers have high levels of formal education and specialized early childhood professional preparation. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to engage in warm, positive interactions with children, offer richer language experiences, and create higher quality learning environments. Opportunities for teaching staff to receive supportive supervision and to participate in ongoing professional development ensure that their knowledge and skills reflect the profession's ever-changing knowledge base.

Proposed: Children in early learning programs benefit most when teaching and administrative staff have high levels of formal education and specialized professional preparation. Staff who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to engage in warm, positive interactions with children, offer richer language experiences, and create higher quality learning environments. Opportunities for teaching and administrative staff to receive supportive supervision and to participate in ongoing professional development ensure that their knowledge and skills reflect the profession's ever-changing knowledge base.

Definitions of Key Terms:

Assistant teachers/teacher aides: Staff who implement program activities under the direct supervision of a teacher.

Employee: Any adult employed by the program including administrative, teaching, and support roles. Interchangeable with "staff".

Operational administrator: An administrator with the educational qualifications to serve as the program's operational leader. This administrator may have a title such as director, site manager, administrator, program manager, early childhood coordinator, or principal.

Pedagogical administrator: An administrator with the educational qualifications required to serve as the program's pedagogical leader. This administrator may have a title such as director, assistant director, administrator, curriculum coordinator, or master teacher.

Professional staff: Program staff working in roles within the early childhood education profession.

Staff: Any adult employed by the program including administrative, teaching, and support roles. Interchangeable with “employee”.

Support staff: Adult employed by the program in a role other than administrative leadership or teaching. Examples include cook, bus driver, janitor, lunchroom aide, office assistant.

Teacher: Adult with primary responsibility for a class of children. Each class must have at least one designated teacher. The teacher must spend the vast majority of time with one class of children who attend at the same time rather than divide their time between classrooms or float between classes.

Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.

Topic Areas

The current Teachers standard is made up of two topic areas (6.A, 6.B).

- 6.A—Preparation, Knowledge, and Skills of Teaching Staff
- 6.B—Teachers’ Dispositions and Professional Commitment

The proposed Staff Competencies, Preparation, and Support standard is made up of four topic areas (6.A, 6.B, 6.C, and 6.D).

- 6.A—Supportive Work Environment
- 6.B—Professional Identity and Recognition
- 6.C—Qualifications of Teaching and Administrative Staff
- 6.D—Ongoing Professional Development

6.A—Supportive Work Environment

Topic 6.A encompasses program policies and procedures that support staff well-being, empowerment, and overall quality of work life.

Criteria in Topic 6.A	
	The work experience is made pleasant and productive when staff are stable, supported, and well-prepared. The program should have plans and policies to attract and maintain a consistently qualified, well-trained staff and to reduce staff turnover. Policies and practices should promote a collaborative, inclusive organizational climate.
10.B.09	Staff are empowered when they fully understand the terms of their employment. Written personnel and operational policies must be shared with staff. For example, staff should know the program’s salary scale and the conditions (e.g., length of service, new degree or credential, additional duties) under which pay increases are given. Staff should have the opportunity to contribute to the creation of some personnel and operational policies, and their feedback should be solicited in the ongoing evaluation of the efficacy of policies. Program governance boards should include staff representation. Policies should address staff rights and responsibilities, available training and resources, and expectations for professional behavior.
10.A.07	
10.E.01	
10.B.01	
9.C.02	
10.E.06	
10.D.01	
10.E.07	The physical environment of the program should support staff well-being and effectiveness. Classrooms and staff rooms should be comfortable, clean, and in good repair. There must be designated, adult-friendly space in the facility where staff can take a break away from children and where they can plan and prepare materials. Staff need a secure place to store their personal belongings. The program facility should include an adult-size bathroom. Each classroom and outdoor learning environment should include seating that is suitably sized for staff use.
10.B.01	
5.C.01	
10.D.01	
10.D.04	
10.D.03	

A range of meaningful benefits and incentives should be offered to support staff well-being and effectiveness.

Benefits should include health insurance, paid employee leave, and a retirement plan. Education benefits and other incentives should be offered as well. These can include education scholarships, training supports, release time, coaching and mentoring, employee discounts, professional membership, recognition events, and awards. Part-time staff should receive partial or prorated benefits. The program should have resources and procedures that support staff wellness, such as referrals for stress management.

Professional resources and materials, such as books, journals, computers, mobile devices, Internet access, assessment tools, and software, should be available to professional staff at the program. Staff should be provided with breaks outside the classroom during the day and should be able to request relief if needed. Teaching staff also need time to perform curriculum planning, assessment, and communication tasks while not supervising active children.

With employees' and children's health in mind, the program should control environmental hazards in the workplace. For example, use unscented, biodegradable, nontoxic cleaning products and the least toxic disinfecting and sanitizing products available to minimize staff's exposure to toxicants. There should be clear, written program policies about what level and types of illness require employees to take leave from work.

The program needs written procedures to follow if an employee is accused of abuse or neglect of a child in the program. Procedures must protect the rights of the accused employee as well as protect the children in the program. Written policies must affirm that employees who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action, unless it is proven that the report is malicious.

6.B — Professional Identity and Recognition

Topic 6.B focuses on how the program promotes and supports teaching and administrative staff to identify and be recognized as members of the early childhood education field. It is important for professional staff to have a strong identification with, accountability to, and involvement in the early childhood education field as they work to better serve young children and their families.

Criteria in Topic 6.B

6.A.01
10.E.12
6.B.02

The program should ensure that professional staff (teachers and administrators) know and use the [NAEYC Code of Ethical Conduct](#) as guidelines for responsible behavior and as a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. Ethical behaviors include practices such as culturally sensitive communication with families, collaborative and respectful relationships with coworkers, respect for confidentiality of information, and maintenance of inclusive environments that support the needs of each child. Ongoing staff discussions of ethical issues should be part of the program's professional development plan.

Professionalism is embodied when professional staff strive to remain well informed about issues related to the early learning profession and the families with whom they work. Teaching and administrative professionals need to be recognized as experts and provided opportunities to use their early childhood education expertise to improve conditions for children and families in their program, local community, state, or region and beyond. Teaching and administrative staff should be encouraged and supported to participate in local, state, or national activities, such as joining professional organizations or groups, participating in community meetings, hosting or joining awareness events, hosting or joining a professional learning community, providing feedback on draft policies, responding to action calls, presenting at conferences, submitting professional articles, writing blogs, and sharing information with others.

The program should demonstrate a commitment to professionalism in its community as well, by serving as a hub for professional learning, hosting training events or professional gatherings, facilitating public awareness activities, serving as a practicum site for local colleges and universities, and other collaborative activities.

6.C—Qualifications of Teaching and Administrative Staff

Topic 6.C describes educational qualifications expected of teachers, assistant teachers/teacher aides, operational administrators, and pedagogical administrators.

Criteria in Topic 6.C
6.A.06
6.A.05
10.A.02

Programs should employ teaching staff and pedagogical leaders who have specialized early childhood professional preparation. This specialized preparation should ensure that teaching staff are competent in the areas outlined in the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs for Use by Associate, Baccalaureate, and Graduate Programs*.

Assistant Teacher/Teach Aide Educational Qualifications. To ensure these competencies, assistant teachers/teacher aides must have a minimum of a Child Development Associate (CDA) Credential reflective of the age group of children they are supporting. Alternatively, assistant teachers/teacher aides can also have qualifications equivalent to a CDA, which is currently 12 college credits in early childhood education, child development, elementary education, and/or early childhood special education.

Lead Teacher Educational Qualifications. To ensure these competencies, lead teachers must have a minimum of a higher education degree (any degree level) in early childhood education, child development, elementary education, or early childhood special education. Degreed professionals entering the early childhood education profession from another industry must meet the equivalent minimum qualification, which is currently 60 college credits with 30 college credits in early childhood education, child development, elementary education, and/or early childhood special education. Given the variation in degree quality and the benefits of articulation, degrees and college credits from accredited higher education institutions and programs are encouraged.

Pedagogical Administrator Qualifications. The administrator responsible for providing pedagogical and instructional leadership (pedagogical administrator), like the teaching staff they lead and guide, should have specialized early childhood professional preparation. To ensure these competencies, he or she should have a minimum of a baccalaureate-level higher education degree in early childhood education, child development, elementary education, or early childhood special education. Degreed professionals entering the early childhood profession from another industry should meet the equivalent minimum qualification, which is currently 120 college credits with 36 college credits in early childhood education, child development, elementary education, and/or early childhood special education.

Operational Administrator Qualifications. The administrator responsible for the business operations and viability of the program (operational administrator) should have a minimum of a baccalaureate-level higher education degree (any type) and business and program administrative competencies earned through 9 higher education credits. As an alternative to the 9 higher education credits in business and program administration, the operational administrator can have administrator credentials recognized by NAEYC or a principal credential issued by a state.

6.D – Ongoing Professional Development

Topic 6.D addresses professional staff's openness to continual learning by adding to their knowledge and skills, especially with respect to core competencies. It encompasses ways the program supports staff opportunities for ongoing professional development through intentional planning, provision of resources, and creation of learning opportunities in the workplace.

Core competencies of teaching staff. The program's professional development planning process should assure that teaching staff acquire and improve knowledge and competency in these areas:

- Cultural competency
- Knowledge and skills relevant to the specific ages and stages of the children they teach
- Ability to plan and competently carry out the program's curriculum
- Ability to conduct and appropriately use assessments of child progress
- Children's special needs affecting their learning and development, and how best to support their learning and inclusion
- Communication and collaboration skills needed to work as part of a teaching team

Criteria in Topic 6.D
6.A.07
6.A.10
6.A.08
6.A.11
6.A.12
6.A.08
6.A.10
6.A.09
10.A.03
6.A.09
6.A.03
10.E.11
10.E.12
10.E.09
10.E.10
6.B.01

- Working with children and families who are experiencing special circumstances (for example, homelessness, parent military deployment, community unrest)

When teaching staff supervise or mentor other teaching staff, they should also have competency in adult supervision, mentoring, and leadership development.

Core competencies of the administrative staff. The program’s administrator or administrative staff should have the competencies needed to provide both operational and pedagogical leadership to the program. The program’s professional development planning process should assure that all administrative staff acquire and improve knowledge and competency in these areas:

- Oral and written communication, in both formal and informal settings
- Staff management and human relations
- Family and community relationships, engagement, and support
- Professionalism, including leadership and advocacy
- The history and structure of early education in the United States
- Current trends and influences impacting program quality

The administrator responsible for the business operations and viability of the program (operational administrator) should also be supported to acquire and improve knowledge and competency in these areas:

- Personnel management
- Fiscal and legal management
- Program operations
- Facilities management
- Marketing and public relations
- Use of technology

The administrator responsible for providing pedagogical and instructional leadership (pedagogical administrator) should also be supported to acquire and improve knowledge and competency in these areas:

- Child learning and development
- Educational programming, curriculum, and instructional methods
- Child observation and assessment
- Cultural competency
- Inclusive practices
- Health, safety, and nutrition
- Individual and group child guidance, classroom management, and learning environments
- Adult learning, coaching, mentoring, and leadership development

Professional development plans and practices. The program should maximize internal and external resources to offer staff a range of meaningful professional development experiences and help ensure staff have the support needed to improve their credentials, strengthen their practice, and grow as professionals. The program should create a work environment that supports ongoing professional development and continuous quality improvement through practices such as coaching and mentoring, collaborative learning, information sharing, training, and reflective practice.

All staff should be provided with an initial orientation that introduces them to fundamental aspects of program operation, such as program goals, emergency procedures, ethical conduct, acceptable guidance techniques, daily routines and activities, child abuse reporting, regulatory requirements, and NAEYC accreditation standards for early learning programs. The program’s curriculum and assessment methods must be reviewed with teaching staff at orientation. New staff should be trained and evaluated on important policies and procedures. The important topics introduced in the initial orientation should be reviewed periodically or explored more thoroughly with relevant staff, as part of regular staff communications and meetings. As part of their initial orientation, new teaching staff should also learn about the individual children they will be caring for, through review of program enrollment forms, child

assessments, or other documentation.

At the organizational level, the program should develop and maintain a current program-wide professional development plan (PPDP) that ensures that early childhood expertise is being provided to guide curriculum and learning. The plan should identify areas needing attention and resources to support staff continuing development. It should be based on needs identified through staff evaluations and reflections, regulatory requirements, the program’s mission and goals, the unique needs of the children and families served, and other program assessment data. All staff should be aware of the program-wide professional development plan and have access to it. Credit-bearing coursework should be included in the plan whenever possible, with the goal of improving staff credentials and competencies. The plan should reference the national and state core competencies for early childhood professionals—competencies that describe what all staff who work with children should know and be able to do; it should also ensure that teaching staff have opportunities to reflect on and enhance their teaching practices. The program-wide professional development plan should be reviewed and updated at least annually.

At the individual staff level, all staff should be evaluated at least annually by an appropriate supervisor. The individual evaluation process should support administrative staff and teaching staff to evaluate and improve their own performance, using ongoing reflection and feedback from supervisors, peers, and families. The annual staff evaluation process should generate a current annual individualized professional development plan (IPDP). The IPDP should be used to guide staff’s continuous professional development and to inform the program-wide professional development plan. Professional development goals for administrative and teaching staff should be to increase knowledge and competency in the policies and procedures of the program and the competencies outlined in the *2010 NAEYC Standards for Initial and Advanced Professional Preparation Programs*, with keen attention to staff role and the characteristics of children and families served.

Standard 6 Site Visit Assessment Items

Item Count Summary: Total items = 44; infant items = 44; toddler items = 44; preschool items = 44; kindergarten items = 44; school-age items = 44

Source of evidence key: CP = Class Portfolio; CO = Class Observation; PP = Program Portfolio; Previsit = previsit evaluation of documentary evidence

Assessment category key: (R) = required criterion/item; (E) = emerging practice criterion/item

Topic area Criterion of origin	Item ID	Assessment item Definitions, examples, guidance	Source of evidence	Age categories
6A 9.C.02	1232	There is private or semi-private adult friendly space in the program facility, where staff can take a break away from children.	PO	ITPKS
6A 9.C.02	1234	Staff have a secure place to store their personal belongings.	PO	ITPKS
6A 10.A.07	1311	Show or describe two or more examples of staff-related policies, practices, or projects that have promoted a collaborative, inclusive organizational climate.	PP	ITPKS
6A 10.B.01	1313	Show that the program’s employee policies include information about staff planning time.	PP	ITPKS

6A 10.D.01	1401	Show that your program's written health and safety policy includes rules stating when sick staff members must be excluded from working at the program and when they can return to work.	PP	ITPKS
6A 10.D.01	1408	Show that your program's staff handbook includes information about how staff can locate resources that support them in stress management, prevention and treatment of depression, and/or general wellness.	PP	ITPKS
6A 10.D.04	1414	Show that your staff handbook and parent materials include a written policy and procedure for reporting child abuse and neglect that includes information about how you deal with a staff member who is accused of abusing or neglecting a child in the program. The procedures protect both the rights of the accused staff person and the children in the program.	PP	ITPKS
6A 10.E.06	1469	Show that the program's written employee benefits package includes health insurance.	PP	ITPKS
6A 10.E.06	1470	Show that the program's written employee benefits package includes holiday leave and sick, vacation, and/or personal leave.	PP	ITPKS
6A 10.E.06	1471	Show that the program's written employee benefits package includes education benefits. <i>Examples of education benefits: Full or partial payment for specialized college-level coursework or professional development training; flexible scheduling to accommodate education schedules, coaching, and mentoring; recognition events and awards; and partial or full scholarships to join membership organizations, attend conferences, and/or earn specialized credentials.</i>	PP	ITPKS
6A 10.E.06	1472	Show that the program's written employee benefits package includes a retirement plan. <i>Retirement plan: A financial arrangement designed to replace employment income upon retirement. These plans may be set up by employers, insurance companies, trade unions, the government, or other institutions. (https://en.wikipedia.org/wiki/Retirement_plans_in_the_United_States; retrieved 11/29/16. Examples of retirement plans: Individual retirement account (IRA), 401(k), profit-sharing plan, pension plan.</i>	PP	ITPKS
6A 10.E.07	1477	Show or describe how the program's staff schedules show that staff who work directly with children for more than four hours receive a 15-minute break for each four-hour period.	PP	ITPKS
6A 10.E.07	1478	Show that the program's staff manual states that staff may request a short and immediate break when they are physically or mentally stressed.	PP	ITPKS
6A NEW	1546 (E)	There is suitably sized seating available to adults in the classroom.	CO	ITPKS
6A NEW	1547 (E)	There is suitably sized seating available to adults in the outdoor learning environment. <i>When assessing multiple outdoor learning environments, rate Yes if at least one of the outdoor learning environments used by children of each age category provides for suitable seating for adults. Examples of outdoor learning environments: Playgrounds (public or private), parks, parking lots, open fields without equipment, gardens, woods.</i>	PO	ITPKS

6A NEW	1551 (E)	Staff can readily access professional planning and curriculum resources.	PO	ITPKS
6B 6.A.01	1033	Show two examples of how the program promotes the use of the NAEYC Code of Ethical Conduct in program practices. <i>Ethical conduct: Behavior reflecting the core values of one's profession.</i> See www.naeyc.org/positionstatements/ethical_conduct	PP	ITPKS
6B 6.A.02	1040	Teachers' communication with families is culturally sensitive and professional. <i>Rate No Opp if no communication between teachers and family members is observed.</i>	CO	ITPKS
6B 8.C.02	1155	Show or describe an example of how staff have participated in advocacy or professional learning activities that connected with other early learning professionals in your community.	PP	ITPKS
6B 10.E.12	1492	Show that your written, program-wide professional development plan includes ongoing discussions of ethical issues.	PP	ITPKS
6B NEW	1552 (E)	Staff can readily access information about the professional resources available from organizations and groups outside the program.	PP	ITPKS
6C 6.A.05	1061	Show that all lead teachers have, at minimum: <ul style="list-style-type: none"> ● A higher education degree in early childhood education, early childhood special education, elementary education, or child development OR they have <ul style="list-style-type: none"> ● A non-early childhood education, early childhood special education, elementary education, or child development higher education degree with <ul style="list-style-type: none"> ○ 36 higher education credits in early childhood education, child development, elementary education, and/or early childhood special education OR with <ul style="list-style-type: none"> ○ State certification to practice as a lead teacher in a public school, and the certification is reflective of the age of the children served. 	Pre-Visit	ITPKS
6C 6.A.06	1065	Show that all of your assistant teachers/teacher aides have, at minimum: <ul style="list-style-type: none"> ● A Child Development Associate Credential (CDA) OR <ul style="list-style-type: none"> ● 12 higher education credits in early childhood education, early childhood special education, elementary education, and/or child development. 	Pre-Visit	ITPKS

6C 10.A.02 (R)	1304	<p>Show that the program employs an operational administrator with the following formal educational qualifications:</p> <ul style="list-style-type: none"> ● Bachelor’s degree (in any subject) <p>AND</p> <ul style="list-style-type: none"> ○ 9 higher education credits in business or program administration <p>OR with</p> <ul style="list-style-type: none"> ● Bachelor’s degree (in any subject) AND ○ Administrator credentials recognized by NAEYC <p>OR</p> <ul style="list-style-type: none"> ○ Principal credential issued by a state. 	Pre-Visit	ITPKS
6C 10.A.02	1544	<p>Show that the pedagogical administrator has, at minimum:</p> <ul style="list-style-type: none"> ● A baccalaureate degree in early childhood education, early childhood special education, elementary education, or child development <p>OR</p> <ul style="list-style-type: none"> ● A non-early childhood/child development/early childhood special education higher education degree with: ○ 36 higher education credits in early childhood education, child development, elementary education, and/or early childhood special education <p>OR</p> <ul style="list-style-type: none"> ○ State certification to practice as a lead teacher in a public school, and the certification is reflective of the age of the children served. 	Pre-Visit	ITPKS
6D 6.A.03	1043	<p>Show that the initial orientation for new teaching staff includes expectations for conduct based on the NAEYC Code of Ethical Conduct.</p> <p><i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i></p> <p><i>Ethical conduct: Behavior reflecting the core values of one’s profession. See www.naeyc.org/positionstatements/ethical_conduct</i></p>	PP	ITPKS
6D 6.A.03	1045	<p>Show that the initial orientation for new teaching staff includes a review of information about the individual children they will be caring for.</p> <p><i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i></p>	PP	ITPKS
6D 6.A.03	1046	<p>Show that the initial orientation for new teaching staff includes acceptable (and unacceptable) guidance, discipline, and classroom management techniques.</p> <p><i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i></p>	PP	ITPKS

6D 6.A.03	1047	Show that the initial orientation for new teaching staff includes daily activities and routines of the program. <i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i>	PP	ITPKS
6D 6.A.03	1053	Show or describe two examples of topics introduced in initial staff orientation that were followed up more thoroughly.	PP	ITPKS
6D 6.A.07	1066	Show that your program-wide professional development plan describes how teaching staff have access to trainings that increase their cultural competence and reduce implicit and explicit bias. <i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i> <i>Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.</i>	PP	ITPKS
6D 6.A.08	1068	Show that your program-wide professional development plan describes how teaching staff have access to trainings that deepen their understanding and ability to implement the program's curriculum. <i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i> <i>Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.</i>	PP	ITPKS
6D 6.A.08	1069	Show that your program-wide professional development describes how teaching staff have access to trainings in communication and collaboration skills to support a positive work environment. <i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i> <i>Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.</i>	PP	ITPKS
6D 6.A.10	1071	Show that your program-wide professional development plan describes how teaching staff have access to trainings that are specialized to the developmental stages of the children they teach (infant, toddler/two, preschool, kindergarten). <i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i> <i>Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.</i>	PP	ITPKS

6D 6.A.10	1072	<p>Show that your program-wide professional development describes how teaching staff have access to training relevant to the circumstances of children they teach (e.g., children from military families or migrant families; dual language learners; children who are homeless, require special education, have experienced trauma; children from rural environments or from urban environments, etc.).</p> <p><i>Teaching staff: The teachers and assistant teachers/teacher aides that work directly with children in the implementation of curriculum, program routines, and activities.</i></p> <p><i>Training: Specialized college-level coursework or professional development training. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.</i></p> <p><i>Dual language learner (DLL): Refers to a child who is acquiring two or more languages simultaneously and learning a second language while continuing to develop their first language.</i></p>	PP	ITPKS
6D 6.B.01	1075	Show two staff evaluations conducted within the last 18 months that include a self-reflection or self-evaluation component.	PP	ITPKS
6D 10.A.03	1306	Show that program administrator(s) have access to training, technical assistance, and/or other forms of support that are specific to their administrative role.	PP	ITPKS
6.D 10.E.11	1488	Show that your written, program-wide professional development plan has been developed or updated within the past 18 months.	PP	ITPKS
6.D 10.E.12	1490	Show that your written, program-wide professional development plan is shared with staff.	PP	ITPKS
6D 10.E.12	1491	Show that mentoring and coaching experiences are included in your written, program-wide professional development plan.	PP	ITPKS
6.D 10.E.12	1493	Show that your written, program-wide professional development plan includes an initial orientation to the program's policies and procedures.	PP	ITPKS
6D 10.E.12	1495	Show that your written, program-wide professional development plan includes an initial orientation to the curriculum you use.	PP	ITPKS
6D 10.A.03	1545 (E)	<p>Show that the pedagogical administrator has received training or education that covered best practices in adult learning, coaching, mentoring, and/or leadership development.</p> <p><i>Pedagogical administrator: An administrator with the educational qualifications required to serve as the program's pedagogical leader. This administrator may have a title such as director, assistant director, administrator, curriculum coordinator, or master teacher.</i></p>	PP	ITPKS
6D NEW	1553 (E)	Show two examples of staff trainings conducted within the past 12 months, in which topics were driven by the program-wide professional development plan or individual professional development plans.	PP	ITPKS