

## Purpose and Introduction

### Purpose:

The purpose of this manual is to provide general information and guidance pertaining to the NC Birth-through-Kindergarten (BK) teacher license process for early childhood educators employed in nonpublic schools. This manual outlines the mission and structure of the Early Educator Support, Licensure and Professional Development (EESLPD) Office. Also included in this manual for teachers are: the steps to professional growth; the various processes and procedures associated with NC BK Licensure for nonpublic teachers; professional development requirements; and steps to being a reflective professional educator.

### Introduction:

The Early Educator Support, Licensure and Professional Development (EESLPD) Office under the direction of the Division of Child Development and Early Education (DCDEE) functions as a Local Education Agency (LEA) and provides licensure services for Birth-through-Kindergarten (BK) licensed teachers or teachers seeking a Birth-through-Kindergarten (BK) license. The EESLPD Office also provides support services to teachers including the Beginning Teacher Support Program, Evaluation Services, and Professional Development. These services are designed to help teachers, working in nonpublic early childhood settings, obtain or maintain their BK license. This EESLPD Office Teacher Manual is another support product developed to provide information about the functions of the EESLPD Office, requirements for teachers, and resources for teachers.

### Mission of the EESLPD OFFICE:

Early childhood education, BK licensed and non-licensed, lead teachers in nonpublic schools will have access to a professional development system (Framework: Formal education, BK licensure path, Self assessment, Mentoring, & Evaluation) to inform their professional growth, improve their teaching practices, and impact children's growth and learning.

### Organizational Structure:

The Early Educator Support, Licensure & Professional Development (EESLPD) Office is housed within the Early Education Unit of the Education and Quality Section under the Division of Child Development and Early Education (DCDEE). The DCDEE operates in accordance with the NC General Statute 110 (GS110) and Chapter 9 of the NC Child Care Rules. All licensed childcare facilities in the state of NC adhere to these regulations and rules. Facilities governed by these rules include NC Pre-Kindergarten Program, Developmental Day Programs, Head Start Programs and nonpublic childcare facilities.

In the state of NC a license to teach is issued to an individual by the NC Department of Public Instruction (DPI). DPI receives its authority from the NC State Board of Education. The State Board of Education is charged with the oversight of the **Excellent Schools Act – General Statute 115-C 333 (GS 115C-333)** [http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_115C/GS\\_115C-333.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-333.html) This statute enables licensed teachers in nonpublic school early childhood settings to receive mentoring and evaluation services just like all teachers in public schools.

The administrative staff of the EESLPD Office includes:

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**EESLPD Office Services:**

**A. Enrollment, Intake & Teacher Licensure (Applications for Licensure)**

EESLPD Office [Enrollment and Change Form](#) is received and processed by an Intake Specialist. Teachers enroll with the EESLPD Office in order to be assigned to one of the following programs:

- Beginning Teacher Support Program
  - A three year program featuring mentoring and evaluation services utilizing the NC Teacher Evaluation Process
  - For teachers who have been awarded a Standard Professional I license
- Lateral Entry Teacher Program
  - For teachers who have a BA/BS degree in Early Childhood, Child Development or a related field and are working to complete coursework for a BK license.

- This program is also for teachers who hold a NC teaching license in other fields and are completing coursework to add the BK license to their existing license.
- Licensure Renewal Program
  - For teachers who have been issued a Standard Professional II license (SPII). The teacher is assigned an evaluator who completes the teacher evaluation rubric for a teacher at least twice a year. At the end of a 5-year cycle a teacher will renew his/her SP II license.

## **B. Professional Development**

- The EESLPD Office offers professional development services for teachers. Training and resources are provided to all teachers seeking a BK license and those teachers who hold a BK license and who are enrolled with the EESLPD Office before services can begin.

A more in-depth description of these services can be found in other Sections of this manual.

After enrollment, services may not begin immediately. Enrolled teachers must first complete required PD and a Mentor/Evaluator has to be available. While waiting for services to begin teachers are encouraged to review [Activities for Teachers Waiting for Services](#) and complete all steps that apply to them.

To find information about the EESLPD Office visit:

[http://ncchildcare.nc.gov/general/mb\\_eeslpd.asp](http://ncchildcare.nc.gov/general/mb_eeslpd.asp)

## **NC Professional Teaching Standards & NC BK Specialty Teaching Standards:**

### **NC Professional Teaching Standards:**

- **Standard I:** Teachers demonstrate leadership
- **Standard II:** Teachers establish a respectful environment for a diverse population of students
- **Standard III:** Teachers know the content they teach
- **Standard IV:** Teachers facilitate learning for their students
- **Standard V:** Teachers reflect on their practice
- **Standard VI:** Teachers contribute to the academic success of their students.

These standards are embedded in the NC Teacher Evaluation Process. The standards are also aligned with the Core Standards for the Teaching Profession and the [Mission of the NC State Board of Education](#) that *“every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century”*.

Teachers are expected to use the Standard Course of Study (SCOS) appropriate to the age group of children being taught. The SCOS for early childhood is the [North Carolina Foundations for Early Learning and Development Standards](#) and these standards are required as part of the NC Teacher Evaluation process.

### [NC BK Specialty Teaching Standards](#)

The NC BK Specialty Standards align with **Standard III** of the NC Professional Teaching Standards: Teachers Know the Content They Teach.

- **Standard 1:** Comprehensive knowledge of typical as well as atypical patterns of child development.
- **Standard 2:** Foster relationships with families that support children's development and learning
- **Standard 3:** Build community partnerships in support of children and families
- **Standard 4:** Use authentic, ongoing assessment of children's abilities to plan, implement, and evaluate programs that build upon each child's unique strengths
- **Standard 5:** Create and adapt environments and intentionally plan and implement an integrated curriculum

### **Code of Ethics for North Carolina Educators**

16 NCAC 6C .0601 and 16 NCAC 6C .0602 Policy regarding the [Code of Ethics for North Carolina Educators](#) holds all NC educators to high ethical standards:

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.