



**Early Educator Support, Licensure and Professional Development Unit (EESLPD)
TEAM AGREEMENT**

NC Pre-K Site Administrator, NC Pre-K Teacher,
EESLPD Mentor and EESLPD Evaluator
Program Year: 20__-20__

Check all that apply Year 1 Year 2 Year 3

<p>Lateral Entry Teacher Program (LETP)</p> <p><input type="checkbox"/> Initial Lateral Entry Provisional B-K License</p> <p><input type="checkbox"/> Beginning Teacher Support Program (BTSP)</p> <ul style="list-style-type: none"> • Minimum 6 SH/annually (LETP) • 4 teacher observations/annually (LETP + BTSP) • 1 Summary Evaluation-Rating Form • Professional Development Plan (PDP) (BTSP) • BTSP activities concurrent with LETP 	<p>Beginning Teacher Support Program (BTSP)</p> <p><input type="checkbox"/> B-K Standard Professional I License</p> <ul style="list-style-type: none"> • 4 teacher observations/annually (BTSP) • 1 Summative Evaluation-Rating Form • Professional Development Plan (PDP) (BTSP)
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Included with this Agreement or will be given out during the Team Agreement Meeting:

Verify that Plan of Study is on file for teachers with less than a BK SP I license.

Team Roles and Functions Chart (attached to this form)

Teacher Checklist

Teacher Calendar

NC Pre-Evaluation Orientation (website for NCDPI evaluation forms and copy of evaluation schedule)

NC Lateral Entry Licensed Teachers Pre-Service Checklist (given out, reviewed by DCDEE/EESLPD Mentor when teacher starts EESLPD services)

NC Pre-K Teacher _____ Date _____

Nonpublic School _____ Site Administrator _____

Site Mailing Address _____ City _____

State NC Zip Code _____ County _____ Site Phone (____) _____

Site Fax (____) _____ Site Email _____

Purpose

This agreement:

- (1) informs all team members (teacher, teacher assistant (where applicable) NC PRE-K site administrator, DCDEE/EESLPD mentor, and DCDEE/EESLPD evaluator) about the roles and responsibilities to be shared in supporting the initially licensed teacher through the Beginning Teacher Support Program (BTSP) and/or the Lateral Entry Teacher Program (LETP),
- (2) informs the local NC Pre-K Contractor about the work of the EESLPD, and
- (3) identifies the most effective means of communication between team members

Process

Initially licensed teachers (BK SP I or Initial Provisional Lateral Entry BK) participating in the DCDEE/EESLPD, BTSP/LETP are required to work with a **EESLPD mentor and EESLPD evaluator** for up to three years, as required by North Carolina State Board of Education (SBE) teacher licensure policy. When NC PRE-K teachers attain the BK SPII License teachers will be evaluated but not mentored.

Mentoring and evaluation services are administered by the Early Educator Support, Licensure and Professional Development Unit, Division of Child Development and Early Education.

The DCDEE/EESLPD will retain full oversight and management of all aspects of the NC BK licensure process and services, including supervision of the **EESLPD mentor and EESLPD evaluator** assigned to support the teacher.

This work includes:

- Four (4) formal observations will be completed annually by an assigned EESLPD evaluator, and include: an initial pre-conference, first observation, and post-conference, using the **NC DPI Teacher Evaluation Rubric** and process. EESLPD mentor will participate in any/all conferences as available.
- One (1) Summary Evaluation Conference and scoring the Teacher Summary Rating Form.
- Development and implementation of a Professional Development Plan (PDP) with the assigned teacher, which is facilitated by the EESLPD Mentor.

The EESLPD mentor and/or evaluator team may inform the local or regional NC PRE-K Contract Administrator and/or Program Contact about ongoing work, as requested.

The team will communicate by: (check all that apply and include phone, Email addresses below)

NC Pre-K Teacher:

- Personal Email _____ Work Email _____
- Work Phone _____ Cell Phone _____
- Home Phone _____

Best time(s) to communicate (before or after teacher's work hours, etc.): _____

Site Administrator: _____

- Personal Email _____ Work Email _____
- Work Phone _____ Cell Phone _____
- Home Phone _____

EESLPD Mentor:

- Personal Email _____ Work Email _____
- Work Phone _____ Cell Phone _____
- Home Phone _____

EESLPD Evaluator:

- Personal Email _____ Work Email _____
- Work Phone _____ Cell Phone _____
- Home Phone _____

NC Pre-K Teacher Responsibilities:

1. Complete required training on the NC Teacher Evaluation System before participating in the evaluation process. This includes two days of training (Day 1: Part I, NC Professional Teaching Standards and Day 2: Part II, NC Teacher Evaluation Process).
Date completed _____ Date to complete _____
(must be completed by November 30, 2011)
2. Participate in the NC Pre-Evaluation Orientation during the Team Agreement Meeting (receive a copy of or directions for obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina Teachers (NC-DPI website - <https://www.ncpublicschools.org/profdev/training/teacher> - click "Individual Forms" and/or McREL online system – <https://mxweb.media-x.com/home/ncval/>), b) state board policy governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process.
3. Prepare for and fully participate in each component of the evaluation process.
4. Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
5. Develop and implement strategies to improve personal performance/attain goals in areas identified individually or collaboratively identified.
6. **Lateral Entry Teachers Only:** Complete **Initially Licensed Teacher Pre-Service Checklist**. This will be discussed by mentor during the Team Agreement Conference. Teacher must maintain all supporting documents in professional portfolio.
7. Submit requested document to the DCDEE/EESLPD including, but not limited to the following:
 - a) EESLPD Enrollment Form
 - b) Completed Licensure Packets including Fees and Official College/University Transcript
 - c) Copy of NC Teaching License, if license received prior to registration and participation through the EESLPD
 - d) **Lateral Entry and Provisionally Licensed Teachers Only:** Copy of Plan of Study obtained from an accredited Institute of Higher Education (IHE) or through NC Regional Alternative Licensing Center – RALC-requested by the EESLPD
 - e) **Lateral Entry and Provisionally Licensed Teachers Only:** Transcripts of completed coursework to meet licensure requirements submitted by **August 15** of each year of the BTSP/LETP
 - f) Professional Development Annual Log and Training verification (e.g., certificates) submitted by June 15 (note: BK SP I with expiring licenses must complete PD requirements)
 - g) **Changes in contact information, – including employment status (email information to our office within 5 days)**
8. **Lateral Entry and Provisionally Teachers Only:** Complete a minimum of **six semester credit hours** towards B-K licensure each program year until all coursework is completed within the three year time period of the Lateral Entry Teacher Program (each year of 5 year Provisional License).
9. Maintain **communication** with the team.
 - a) Ensure that the site administrator and Teacher Assistant are aware of all activities between the teacher and the EESLPD mentor and EESLPD evaluator.
 - b) Provide EESLPD mentor and EESLPD evaluator with a school calendar and daily schedule and notifies them when changes are made.
 - c) Notify EESLPD mentor and EESLPD evaluator at least 12 hours in advance if meetings or scheduled evaluations are to be canceled.

d) Respond promptly (within 2 days) to emails or phone calls to ensure that services are provided as prescribed in the attached time line

10. Assure, in consultation with site administrator, **coverage of classroom** duties to attend professional development opportunities that support the PDP and Pre- and Post Conferences.

11. **Arrange** for meetings with the EESLPD mentor and EESLPD evaluator, in collaboration with site administrator.

12. **Maintain a professional portfolio** of the following documents:

- a) Teaching License
- b) PDP and Supporting Documentation
- c) Professional Development Activities recorded on the EESLPD Professional Development Annual Log (required form)
- d) Reflective Journals
- e) Mentor Logs
- f) Copies of NC Teacher Observations and Summary Ratings results

13. **Notify** the EESLPD immediately of any situation that may prevent them from completing these requirements within the required timeline.

As a NC Pre-K teacher participating in the BTSP/LETP (circle applicable program(s)), I agree to accept the services of the DCDEE/EESLPD. I have **read, reviewed, discussed,** and **received** a copy of my responsibilities set forth in this agreement.

NC Pre-K Teacher's Signature

Date

Site Administrator Responsibilities:

1. Complete required training on the NCDPI Teacher Evaluation System before participating in the evaluation process. This includes two days of training (Day 1: Part I, NC Professional Teaching Standards and Day 2: Part II, NC Teacher Evaluation Process). Date completed _____ Date to complete _____ (must be completed by November 30, 2011)
2. **Participate in the Pre-Evaluation Orientation during the Team Agreement Meeting** (receive a copy of or directions for obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina Teachers (NC-DPI website and/or McREL online system), b) state board policy governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process.
3. Provide overall **leadership** and **supervision** of the initially licensed NC PRE-K teacher on site in the NC PRE-K classroom during the BTSP and/or LETP (from one to three years) to ensure that all components of the BTSP are implemented as prescribed by the timeline (handed out).
 - a) Ensure NC Initial Provisional Lateral Entry B-K licensed teacher successfully completes a minimum of **six semester hours** annually to maintain lateral entry toward the B-K license and within the three-year time frame. NC Provisional BK teachers must complete within 5 years, *renewed annually*.
 - b) Understand the NC PRE-K Program Requirements that require licensed teachers be compensated (wages/benefits/retirement) based on licensure level and preschool teaching experience as documented on their teaching license.
 - c) Informed about the T.E.A.C.H.™ Early Childhood Scholarship Program to help support teacher's attainment of the BK license and the T.E.A.C.H. Health Insurance Reimbursement Program (DCDEE funds T.E.A.C.H. for NC PRE-K teachers)
 - d) Understand the **time commitment** of teacher licensure, which requires each initially licensed NC PRE-K teacher to work with an assigned mentor teacher and evaluator for up to three years.
 - e) **Coordinate** technical assistance (TA) providers and other coaches (e.g., literacy, CCR&R, , DCDEE, ECERS-R) working with the NC PRE-K teacher during the BTSP period to ensure appropriate teaching practices are communicated and consistently implemented by all (TA) providers.
 - f) **Release** teacher from work to participate in DCDEE/EESLPD sponsored or other DCDEE approved professional development activities to meet licensure requirements (initial and continuing), as identified in the NC PRE-K teacher's Professional Development Plan (PDP).
 - g) Ensure that teacher has appropriate **supplies, resources, and planning time** for creating and maintaining a developmentally responsive learning environment.
4. Work with EESLPD mentor and EESLPD evaluator as needed to ensure Birth-through-Kindergarten (B-K) licensure requirements are maintained in classroom teaching practices, and aligned with North Carolina Professional Teaching Standards, as identified on the NC PRE-K teacher's **Professional Development Plan (PDP)**.
 - a) Participate in 2 classroom observations, whenever possible, with the EESLPD evaluator and practice using the NC Teacher Evaluation Rubric.
 - b) Participate in **post conferences**, whenever possible, with the EESLPD mentor and/or evaluator to develop and review teacher performance practices using the NC Teacher Evaluation Rubric.
 - c) Participate in **PDP review** conferences with teacher and EESLPD mentor.
 - d) Participate with the EESLPD mentor, EESLPD evaluator and the NC PRE-K teacher in the **Summary Evaluation Conference by May 30** of each licensing year.
 - e) Arrange or provide **classroom coverage**, to enable BTSP/LETP teacher to meet with evaluator and/or EESLPD mentor as prescribed by the teacher's PDP and Pre- and Post conferences.
5. Communicate with and provides **feedback** to the EESLPD as required by the BTSP and LETP process.
6. Submit appropriate **reports** to local NC PRE-K contract administrator.
7. **Notify** the EESLPD immediately of any situation that may prevent the NC PRE-K teacher from completing these requirements within the required timeline or my ability to supervise this process.
8. **Notify EESLPD about teacher's change in employment within 5 days, via email**
9. **Update EESLPD about changes in the program's contact information (phone, address, email, etc.)**

As the site administrator/program director or designee, I have **read, reviewed, discussed, and received** a copy of the responsibilities set forth in this agreement.

Administrator's Signature

Date

EESLPD Mentor Responsibilities:

1. Complete required orientation and training on the mentoring and evaluation process. This includes three days Complete required training on the NCDPI Teacher Evaluation System before participating in the evaluation process. This includes two days of training (Day 1: Part I, NC Professional Teaching Standards and Day 2: Part II, NC Teacher Evaluation Process). Date completed _____ Date to complete _____ (must be completed by November 30, 2011)
2. **Conduct the NC Pre-Evaluation Orientation during the Team Agreement Meeting** (provide the teacher and/or site administrator with a copy of or directions for obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina Teachers (NC-DPI website – <https://www.ncpublicschools.org/profdev/training/teacher> - click “Individual Forms” and/or McREL online system – <https://mxweb.media-x.com/home/ncval/>), b) state board policy governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process.)
3. Complete NC Mentor Program training. Demonstrate the personal and professional habits defined by the NC Mentor Standards.
4. Contact the teacher, site administrator and EESLPD Evaluator to schedule EESLPD Team Agreement conference and Pre-Evaluation Orientation. This meeting should be followed by a Getting-to-Know-You Conference with the teacher. Also, review the teacher’s self assessment and Professional Development Plan for teachers served by EESLPD during the prior school year. Inform teachers new too EESLPD of the process for completing the self assessment and Professional Development Plan.
5. Conduct an informal observation, **after the evaluator has conducted the first formal evaluation**, using the NC Teacher Evaluation Process tools to assess the needs of the teacher and identify professional development goals. Provide appropriate feedback/technical assistance to prepare teacher for the pre-conference, first formal observation, and collection of appropriate artifacts.
6. Follow the EESLPD Unit Evaluation Schedule (See EESLPD Guidelines).
7. Assist teachers new to EESLPD in identifying goals to inform the development of the required Professional Development Plan (PDP), on or before the first formal NC Teacher Evaluation observation is conducted.
8. **Lateral Entry teachers only:** Provide the Initially Licensed Pre-Service Checklist and attachments to teacher. Support the teacher in process to complete required items. Submit the signed and dated cover page to the DCDEE/EESLPD upon completion of all required activities.
9. Provide continual **support** to the BTSP/LETP teacher to ensure appropriate teaching practices align with NC Professional Teaching Standards. This support may include but is not limited to:
 - a) Sharing newsletters and/or tip sheets for beginning teachers
 - b) Providing support and consultation sessions that **enhance or augment** (not duplicate) current local and state available training and technical assistance plans and resources (e.g., literacy coaches, Smart Start Quality Enhancement services, Professional Development Coordinators, Trainers, state consultants)
 - c) Conducting informal and formal observations of **teaching practices for supporting the teacher**
 - d) Arranging observations of NCDPI preschool demonstration sites
 - e) Video taping teaching practices and providing feedback related to teacher’s PDP and the teacher evaluation results
 - f) Identifying appropriate professional development resources (PLCs, conferences and special workshops) to directly support teacher needs
 - g) Identifying local community resources/agencies that support children and families
10. Participate in mid-year review of PDP on or before January 30 of each school year. Participate in End-of-Year Review on or before June 15 of each school year.
11. Participate in Summary Evaluation Conference with the teacher, site administrator, and EESLPD Evaluator on or before May 30 of each school year.

As the EESLPD mentor, I have **read, reviewed, discussed, and received** a copy of the responsibilities set forth in this agreement.

EESLPD Mentor’s Signature

Date

EESLPD Evaluator Responsibilities:

1. Complete required orientation and training on the mentoring and evaluation process. This includes three days Complete required training on the NCDPI Teacher Evaluation System before participating in the evaluation process. This includes two days of training (Day 1: Part I, NC Professional Teaching Standards and Day 2: Part II, NC Teacher Evaluation Process). Date completed _____
Date to complete _____ (must be completed by November 30, 2011)
2. **Participate in the NC Pre-Evaluation Orientation during the Team Agreement Meeting**
3. Meet with and/or contact the teacher, site administrator, and mentor before the first formal observation. Discuss in this Pre-Conference the teacher's self-assessment based on the Rubric for Evaluating NC Teachers, the teacher's most recent professional growth plan, and the lesson to be observed. The goal of this conference is to prepare the Evaluator for the observation. Pre-Observation conferences are not required for subsequent observations.
4. Conduct at least **four** formal observations of all LETP and BTSP teachers, each school year, using the **NC Teacher Evaluation Process Tools (Rubric, other data collection tools)**. During observations, the Evaluator shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers. **Invite the site administrator to job shadow you for at least two observations, which would include the debriefing as you write up.**
5. Conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the Evaluator and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.
6. Conduct a Summary Evaluation Conference and score the Teacher Summary Rating Form prior to the end of the school year and in accordance with EESLPD timelines. During the summary evaluation conference, the Evaluator and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of the NC Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.
7. Conclude the NC Teacher Evaluation Process:
 - a) Give a rating for each Element in the Rubric using the McREL online system
 - b) Make a written comment on any Element marked "Not Demonstrated"
 - c) Give an overall rating of each Standard in the Rubric
 - d) Provide the teacher with an opportunity to add comments to the Observations and Teacher Summary Rating Form
 - e) Review the completed Teacher Summary Rating Form with the teacher
 - f) Secure the teacher's signature on NC Rubric of Evaluating Teachers and Teacher Summary Rating Forms using the McREL online system.
9. **Submit all original documents** (Pre- and Post Conferences) of the NC Teacher Evaluation Process to the DCDEE/EESLPD state office by **June 15th**.

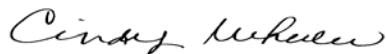
As the evaluator, I have **read, reviewed, discussed, and received** a copy of the responsibilities set forth in this agreement.

EESLPD Evaluator's Signature

Date

DCDEE/EESLPD Responsibilities

1. Provide or arrange for EESLPD Orientation, EESLPD Mentor Performance Training, NC Teacher Evaluation Training (includes Professional Development Plan (PDP), Goal Setting, Mentor training), and Pre-Evaluation Orientation within the first two weeks at the beginning of each school year or within ten days of teachers' team assignments.
2. Assign an EESLPD Mentor and EESLPD Evaluator to the teacher.
3. Implement the provisions of teacher licensure (initial provisional lateral entry, provisional, BK SPI, and SPII and Preschool Add-on) in accordance with the NC State Board of Education policy.
4. Provide or arrange for the 10-day new teacher orientation sessions (Pre-Service Checklist) for each teacher who *holds less than* BK SP I licensure.
5. Provide information to mentors, teachers and site administrators about the T.E.A.C.H.™ Early Childhood Scholarship Program and Health Insurance Reimbursement Information.
6. Communicate and/or disseminate initial EESLPD mentor/evaluation assignments and/or changes in mentor/evaluator assignments (pairings), teacher education, professional development, and licensure process, policy to teacher, site administrators, EESLPD mentor, EESLPD evaluator, and NC PRE-K Contract Administrator (Program Contact).
7. Monitor and maintain teacher licensure files and database.
8. Conduct program evaluation of services provided following each service year.
9. Use results from program evaluation to improve services.





Cindy Wheeler

DCDEE/EESLPD Manager's signature

Date

- C: NC PRE-K Teacher
Site Administrator
EESLPD Mentor
EESLPD Evaluator
DCDEE/EESLPD Teacher File
Local NC PRE-K Contractors, Program Contacts
DCDEE and EESLPD Education Consultants

Roles and Functions of DCDEE, EESLPD Mentors, Evaluators, NC PRE-K Teachers (initially licensed) and Site Administrators

WHAT  WHO 	Self-Assessment– NC Teacher Evaluation Rubric (Formative)	Formal Observations (without ratings) (Formative)	Summary Evaluation Conference (with ratings) (Summative)	Professional Development Plan (PDP)	Conferences (Pre and Post Observation; informal with mentor)	PDP Mid- Year Review	PDP Final Review	Orientation & Training
EESLPD Mentor	Yes - Uses to conduct teacher observations to inform mentoring services & develop the PDP & inform PDP progress	No	No	Yes -assists teacher in developing PDP by using mentor observation and teacher’s self-assessment	Yes – participates with teacher in first pre-conference and each post-conference following observations	Yes -Conducts before January 30th annually	Yes - Conducts before June 15th annually	Yes – completes <ul style="list-style-type: none"> • EESLPD General Orientation • NC Mentor Teacher Training, • NC Teacher Evaluation Training, • NC Pre-Evaluation Orientation to Evaluation Process
EESLPD Evaluator	No	Yes Completes 3 Formative Observations per teacher (LE or BK SPI) per year of BTSP; <u>at least 1</u> unannounced	Yes By May 30 , annually completes Summary Evaluation Conference	No	Yes -Pre only for initial observation Yes - Post all observations	No	No	Yes – completes <ul style="list-style-type: none"> • EESLPD Orientation • NC Teacher Evaluation Training • NC Pre-Evaluation Orientation to Evaluation Process
NC PRE-K Teacher	Yes – Uses to self-assess & inform PDP & level of mentoring support	Yes – Teacher may choose to use Evaluation Rubric with ratings for self-assessment	Yes - Uses to prepare for Summary Evaluation Conference with evaluator before May 30 , annually	Yes - develops with Mentor; reviewed & approved by Site Administrator	Yes – Pre & post to set up & discuss results of observations, ongoing with mentor, as defined under Mentor, Evaluator section	Yes – with EESLPD mentor and site admin; adjusts PDP as needed before mid-year review	Yes – with EESLPD mentor and site admin; doc progress, goals can be completed/ carried over to following school year	Yes – completes <ul style="list-style-type: none"> • EESLPD General Orientation • NC Teacher Evaluation training • NC Pre-Evaluation Orientation to Evaluation Process • Initially Licensed Teacher Pre-Service • Ongoing Professional Development

WHAT → WHO ↓	Evaluation– Mentor Version (without ratings) (Formative)	Formative (without ratings) (Formative)	Summative Evaluation (with ratings) (Summative)	Professional Development Plan (PDP)	Conferences (Pre and Post Observation; informal with mentor)	PDP Mid- Year Review	PDP Final Review	Orientation & Training
Site Administra tor	Yes – to inform PDP progress (after formally trained)	Yes – to inform PDP progress (after formally trained)	No	Yes-Reviews, approves, signs	Yes-Participates with EESLPD mentor, teacher, evaluator as needed	Yes- with teacher, and EESLPD mentor, reviews results, PDP progress	Yes- with teacher, and EESLPD mentor, reviews PDP progress	Yes – completes <ul style="list-style-type: none"> • EESLPD General Orientation • Teacher Evaluation Process Training • NC Pre-Evaluation Orientation to Evaluation Process • PDP reviews
Teacher Assistant	TBD	No	No	As invited by teacher	As invited by teacher	As invited by teacher	As invited by teacher	Optional
Local NC PRE-K Contractor (Program Contact)	No	No	No	As invited by teacher	As invited by teacher	As invited by teacher	As invited by teacher	Optional