

Frequently Asked Questions

General Information

What is the Early Educator Support, Licensure and Professional Development (EESLPD) Office?

The Early Educator Support, Licensure and Professional Development (EESLPD) Office is located in the NC Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE), Education & Quality Section, Early Education Unit. The EESLPD Office (formerly the Teacher Licensure Unit (TLU) under the Office of Early Learning, NC DPI) was established in January of 2007 to facilitate the NC Birth-through-Kindergarten (BK) Licensure process for NC Pre-K (former More at Four Pre-K teachers) working in nonpublic schools (licensed private child care and Head Start programs). In 2012, the EESLPD Office expanded services to selected licensed Early Childhood Education teachers in nonpublic settings: Developmental Day, Head Start and child care programs. The EESLPD Office makes it possible for Early Childhood lead teachers in nonpublic schools to attain and maintain a BK Standard Professional II License (BK SP II), required for all NC Pre-K & Developmental Day Program lead teachers regardless of the classroom setting—public or nonpublic schools. Like public school licensed teachers, who access mentoring, evaluation and licensure services through their local education agency (LEA), the licensed teachers in nonpublic Early Childhood programs access the EESLPD Office for those services as their “education agency.”

What is the purpose of the EESLPD Office? Why was it established?

The EESLPD Office administers teacher support, teacher licensure & required professional development to ensure teachers working in nonpublic schools attain and maintain the NC BK Standard Professional II License. Public school teachers work through their local education agency. Services include

- Beginning Teacher Support Program for initially licensed teachers
- Lateral Entry Teacher Program for teachers without a NC License
- Licensure Renewal for teachers holding the SP II license.

The NC State Board of Education requires any teacher required to hold a NC License for employment purposes (e.g., NC Pre-K classrooms and NC Developmental Day preschool classrooms) must be mentored (if teacher holds less than the SP II license), formally evaluated, and maintain a professional development plan based on formally assessed needs (Rubric for Evaluating NC Teachers and the NC Professional Teaching Standards).

What happened to the TLU under NCDPI?

NC General Assembly transferred the former More at Four Pre-K Program, including the TLU, to DHHS-DCDEE on July 1, 2011. More at Four was renamed the NC Pre-Kindergarten Program. The EESLPD Office collaborates with NCDPI Divisions: Educator Recruitment and Development (Professional Development, Mentoring and the NC Teacher Evaluation Process), NCDPI Licensure Division, Office of Early Learning & HRMS Steering Committee. The TLU was renamed the Early Educator Support, Licensure and Professional Development (EESLPD) Office to reflect the purpose and full range of functions. DHHS replaced the NC Department of Public Instruction (NCDPI) as the Local Education Agency (LEA) for licensed teachers employed in nonpublic Early Childhood programs.

Does the EESLPD Office provide services to NC Pre-K Teachers only?

No, in 2012 the EESLPD Office expanded the teacher licensure framework to other Early Childhood Education teachers in selected nonpublic settings who hold or are eligible for a Birth-Through-Kindergarten (BK) or Preschool Add-on License. This expansion happened as a result of the Early Learning Challenge - Race to the Top (RttT) Grant received by North Carolina. Between January 2012 and December 2015 Licensed teachers interested in receiving services must formally enroll with the EESLPD Office in order to be considered for services. Once enrolled, teachers and their directors will be notified about next steps.

Where is the EESLPD Office located?

The EESLPD Office is located in the NC Department of Health and Human Services, Division of Child Development and Early Education in Raleigh.

How many Early Childhood Education Teachers in nonpublic schools does the EESLPD Office currently support? Who mentors and evaluates teachers?

The EESLPD Office currently has the capacity to serve up to 1,000 teachers. Mentors and evaluators are individuals employed by DCDEE, or employed through outside entities such as developmental day programs, public schools, Smart Start, Head Start, private child care programs or other employment entities. Mentors must hold a NC Educator's License. Mentors and Evaluators receive extensive training on all aspects of the NC Educator Effectiveness System (NCEES).

Who should enroll with the EESLPD Office?

All NC Pre-K teachers currently working in a nonpublic school setting who hold a BA/BS degree or higher from a **regionally accredited institution** (MA/MS Degree, BK SPI, BK SPII or Preschool Add-on License) are required to enroll with the EESLPD Office.

Preschool teachers in Developmental Day (DD) programs are also required to hold BK licensure to meet NC Developmental Day Program requirements. Like NC Pre-K teachers, DD program preschool teachers must enroll with the EESLPD Office.

Enrollment is optional for teachers who hold a NC BK, Preschool Add-on license and work in other Early Childhood programs. For specific information and forms visit the EESLPD Office web site:

http://ncchildcare.nc.gov/general/mb_eeslpd.asp

The EESLPD Office is open to any teacher who is eligible to apply for a NC Lateral Entry BK license or who holds the SP I license and must be mentored and/or evaluated to attain and maintain the SP II license.

How do teachers enroll with the EESLPD Office?

Complete the **Enrollment and Change Form**, found on the Division of Child Development and Early Education's website: http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_EnrollmentForm.pdf

Please be sure that the *Enrollment and Change Form* is filled out completely and includes an email address and all requested documentation, including official transcripts or a copy of the license. If a teacher does not have a BK license, has another type of license or other state's license, include a current Plan of Study for the BK license and transcripts of completed coursework. **Please mail the Enrollment and Change Form by certified mail.** Keep a copy for your personal files. All communication from the EESLPD Office is electronic so it is imperative that an accurate email address is included for the teacher and the site administrator.

When should teachers enroll with the EESLPD Office?

Early Childhood Education lead teachers who work in or who plan to work in a nonpublic school should enroll if one of the following criteria is met:

- **BK Standard Professional II (SP II) License:** Teachers are required to maintain licensure status through participation in professional development (ongoing), teacher evaluations (at least two observations and summative evaluation conference annually; three observations and summative evaluation conference in the fifth year of the 5-year renewal cycle), and development of a Professional Development Plan-PDP (annually). The EESLPD Office assigns an evaluator to teachers.
- **BK Standard Professional I (SP I) License:** Teachers are required to attain a BK SP II License through participation in the Beginning Teacher Support Program (BTSP). All initially licensed teachers (SP I) must participate in this three-year process, which includes the assignment of an EESLPD Office mentor, evaluator, participation in professional development (ongoing), teacher

observations (four times annually), annual summative evaluation conference and development of a Professional Development Plan each year.

- **BA/BS Degree in Early Childhood Education, Child Development, Human Development/Family Studies or Psychology or an unrelated field:** As soon teachers are employed as a lead NC Pre-K or NC Developmental Day preschool teacher they should enroll with the EESLPD Office.
- **Less than a BA/BS degree:** If teachers are working toward a BK degree/license, they should enroll after BA/BS degree completion and/or they have attained the BK SP I License.

NC Pre-K and DD Program lead teachers are required to enroll with the EESLPD Office and will be prioritized for receiving services. Licensed teachers are assigned with highest priority.

Resources are limited, so not everyone with a BA/BS degree is eligible to be served by the EESLPD Office. The EESLPD Office staff will determine whether or not teachers who hold a BA/BS degree are eligible. If teachers are not eligible at the time of enrollment, the EESLPD Office staff will inform them of what requirements are needed to become eligible.

After teachers enroll, what happens next?

After the enrollment and change form is submitted, EESLPD Office staff will notify the enrolled teacher, site administrator and, if applicable, local NC Pre-K Contractor and Program Contact to attend a mandatory Orientation and NC Teacher Evaluation Process Training. During these sessions participants will learn more about the programs offered by the EESLPD Office, the mentoring and evaluation processes and the licensure requirements. Local NC Pre-K Contract Administrators and Program Contacts are not required to participate but strongly encouraged to do so.

What do I need to do while I am waiting for services?

If you currently hold a NC Educator's License (Standard Professional I or II), *as soon as resources are available*, an EESLPD mentor will be assigned to teachers with less than a SP II license, including a lateral entry license, and an evaluator will be assigned to all licensed teachers. If you **do not hold a NC Educator's License** (BK, Preschool add-on, K-6, etc.), you are advised to immediately contact an accredited college or university that offers the NC Birth-through-Kindergarten license - see: http://ncchildcare.nc.gov/pdf_forms/NCPre-K_ApprovedBKProgramsNC.pdf and request a Plan of Study for the BK license. Submit your Plan of Study to the EESLPD Office when received from your BK advisor. You must complete a minimum of six semester credit hours annually toward the BK license. **Note:** You must have at least a BA/BS degree to enroll with the EESLPD Office.

You should also review the [Activities for Teachers Waiting for Services](#) document for additional steps you can take and document those steps you complete while waiting for services to begin.

After teachers enroll with the EESLPD Office, how long will it be before they can enter the Beginning Teacher Support Program (BTSP) or the Lateral Entry Teacher Program (LETP)?

Due to limited resources (qualified mentors and evaluators, funding) not everyone can be served immediately. Services will be provided based on the following priority levels:

PRIORITY LEVELS FOR EESLPD OFFICE SERVICES

Exception: Local NC Pre-K Contractors who partner with the EESLPD Office to provide mentoring and evaluation services for NC Pre-K teachers on the Wait List will be served under Priority Level I, regardless of the teachers “readiness level.” Contact cindy.wheeler@dhhs.nc.gov to discuss requirements for this exception.

Level I: ECE Lead teachers who hold a (a) NC Birth-through-Kindergarten License (Standard Professional I or II license), Pre-school Add-on or Pre-K/K license, or a (b) NC Lateral Entry Provisional License (requested by the EESLPD Office), or (c) No license: teacher has a Licensure Only Plan from an accredited teacher education program with all BK coursework successfully completed will be served first.

Level II: ECE Lead teachers who hold a (a) Lateral Entry License with an incomplete Plan of Study, or (b) have been issued a Licensure Only Plan by a teacher education program but have **not** completed all BK course work will be considered next.

Level III: ECE Lead teachers who hold a BA/BS degree in child development, early childhood education, child psychology, special education or human development/family studies, with an overall 2.5 GPA may be eligible for a NC Lateral Entry License but have **not** enrolled in accredited teacher education program to complete the BK course work.

Level IV: ECE Lead teachers who hold a non-related BA/BS degree will be considered after teachers from Levels II and III are served. Teachers may move up to the next level by enrolling and successfully completing BK course work through an accredited teacher education program.

What services are provided by the EESLPD Office?

Services provided by the EESLPD Office include:

License Renewal - serves teachers with a BK Standard Professional II, Pre-K/K or Preschool Add-On license.

Professional Development - provided to all enrolled teachers, their Site Administrators and others (Mentors, Evaluators, Partners).

Beginning Teacher Support Program (BTSP) - serves teachers with an initial license: Initial Lateral Entry Provisional BK and BK Standard Professional I licenses.

Lateral Entry Teacher Program (LETP) - serves teachers with a BA/BS degree in Early Childhood Education, Child Development or related field (human development/family studies and psychology) with an overall GPA of at least 2.5, **or** a BA/BS degree in a nonrelated field with at least 24 semester hours of coursework in CD/ECE and an overall GPA of at least 2.5.

Beginning Teacher Support Program (BTSP)

What is the purpose of the Beginning Teacher Support Program (BTSP)?

The BTSP is a required three-year professional development process for any teacher who holds an initial license: BK SP I. It is this three-year process that supports teachers as they move from a Standard Professional I License (BK, SP I or the Lateral Entry Provisional BK) to a Standard Professional II License. The BTSP is required by NC State Board of Education licensure policy. During this three-year period, teachers will be paired with a BK mentor teacher and an evaluator. The teacher and mentor will have regular contact and document work on mentor/mentee contact logs. In addition, they will develop a Professional Development Plan (PDP) and monitor the teacher's progress towards meeting data driven goals. The evaluator will complete four formative evaluations and one summary evaluation conference annually. Teachers are required to perform at "Proficient or higher" on all teacher standards of the Rubric for Evaluating North Carolina Teachers by the end of the third year of the BTSP in order to be recommended for a Standard Professional II License (SP II) by the EESLPD Office.

Who does the Beginning Teacher Support Program (BTSP) process serve?

The BTSP serves initially licensed teachers who have either a BK Standard Professional I or an Initial Provisional Lateral Entry BK license.

How long does the Beginning Teacher Support Program (BTSP) process take?

The NC State Board of Education (SBE) mandates that teachers are a part of the BTSP for 3 years.

If teachers have been teaching preschool for 5 years without a license, do they still go through the BTSP process for 3 years?

Yes. All initially licensed teachers (LE and SPI), regardless of how long they have been teaching, are required to be in the BTSP for 3 years according to NC State Board of Education Policy.

If teachers have been teaching with a BK SPI license for more than 3 years do they have to stay in the BTSP for 3 years?

Each teacher's experience is different. For example, a teacher who has a BK SP I license and who has taught for 12 years as a licensed teacher, may be able to complete the BTSP in two years, provided that teacher rates consistently at "Proficient or higher" on all major standards of the teacher evaluation system.

Do teachers have to go through the BTSP? Are there any other ways to get a BK SP II License?

Licensed Early Childhood Education teachers who work in nonpublic schools must complete the BTSP in order to move from an SP I to an SP II license. There are no alternatives for licensed teachers in a nonpublic school Early Childhood classroom.

How do teachers get credit if they have completed 2 years of the BTSP in the public schools?

In order to receive credit for any amount of time in the BTSP teachers should submit documentation of the BTSP work completed in another system to the EESLPD Office. Those documents include: teacher evaluations, PDPs, professional development activities, and mentor/teacher contact logs. If teachers do not have such documents, then the teacher should contact the school and request the system to release the documentation to the teacher or send the documentation directly to the EESLPD Office on the teacher's behalf. In some cases, the EESLPD Lead Licensure Consultant will contact the HR department.

Lateral Entry Teacher Program (LETP)

What is the purpose of the Lateral Entry Teacher Program (LETP)?

The LETP allows individuals who hold at least a BA/BS degree and a *lead teacher's* position with a nonpublic Early Childhood Education program to become *initially licensed* through the *lateral entry process* until they have completed the requirements (as determined by an Institute of Higher Education-IHE) for their BK SP I license. The EESLPD Office will determine eligibility for a lateral entry license by reviewing an enrolled teacher's transcripts and, if qualified, will request a lateral entry license for these teachers.

Who is served by the Lateral Entry Teacher Program (LETP)?

Teachers with a BA/BS degree in Early Childhood Education (ECE), Child Development (CD) or a related field (human development/family studies or child psychology) with an overall GPA of at least 2.5, or

teachers with a BA/BS in a non-related field with at least 24 semester hours of coursework in CD/ECE and an overall GPA of at least 2.5 are served by the LETP.

How does one qualify for a NC Lateral Provisional BK License or her/his degree is unrelated to the Birth-through-Kindergarten content area (e.g., sociology, social work, dance, music)?

Early Childhood Education Lead teachers with a BA/BS degree in an unrelated field (e.g., social work, recreational therapy, sociology, dance, music) may qualify for a NC Initial Lateral Entry Provisional BK License by:

- obtaining an **additional 24 semester hours** in the core area (e.g., early childhood education or child development or child psychology or human development and family studies **or** courses as prescribed in a **Plan of Study** from an accredited teacher education/licensure college or university (http://ncchildcare.nc.gov/pdf_forms/NCPre-K_ApprovedBKProgramsNC.pdf)
Or
- 5 years of relevant experience that occurred after the BA/BS degree was obtained
Or
- **Passed the Praxis I tests plus one of the following:**
 - 3.0 GPA in the major field of study
Or
 - 3.0 in all courses the senior year
Or
 - GPA of 3.0 on a minimum of 15 semester hours of courses completed within the last five years

The most common criteria used to qualify an individual for a lateral entry license are the “additional 24 semester hours in the core area.” **An individual is advised to work directly with an accredited Teacher Education/Licensure program (See NC Colleges & Universities with Birth-through-Kindergarten Teacher Education and Licensure Programs of approved Teacher Education programs).**

How long does the lateral entry process take?

The lateral entry process will vary from person to person depending on how many courses are needed to complete a BK license. Once teachers’ lateral entry licenses are issued they have three years to complete the coursework and licensure process. Teachers can be in the LETP anywhere from 1 year (for those nearly or finished with the coursework) to 3 years (for those just beginning the process).

What happens if a teacher with a lateral entry license does not meet the three-year deadline for completing the required coursework?

If a teacher’s lateral entry license expires before all requirements for licensure are met, the teacher is **not** eligible for another lateral entry license. The teacher would be required to enroll in an accredited

BK teacher education program to complete the initial or BK Standard Professional I license. **A list of accredited BK teacher education programs can be found at:**

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_ApprovedBKProgramsNC.pdf

When should a teacher get a Plan of Study or Licensure Only Plan?

Teachers should immediately secure a *Plan of Study or Licensure Only Plan* to expedite the licensing process. Once BK coursework has begun and courses completed, teachers can enroll and begin the licensure process (please refer back to the service priorities in the previous section on page 5).

Where do teachers get a Plan of Study or Licensure Only Plan?

The EESLPD Office does not issue *Plans of Study or Licensure Only Plans*. To obtain a *Plan of Study or Licensure Only Plan*, a teacher should contact a college or university with an approved teacher education program. A list of accredited BK teacher education programs can be found at:

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_ApprovedBKProgramsNC.pdf

How do I get a Plan of Study or Licensure Only Plan through a RALC (Regional Alternative Licensing Center)?

Early Childhood Education teachers are advised to work directly with accredited colleges and universities to obtain a *Plan of Study or Licensure Only Plan*, instead of a RALC. The RALC is designed to work with local education agencies and the Division of Child Development and Early Education/EESLPD Office for teachers who are eligible for lateral entry licensure. The EESLPD Office will notify teachers about this option, as applicable.

How do I get a Plan of Study or Licensure Only Plan through an IHE (Institutions of Higher Education)?

In order to receive a *Plan of Study or Licensure Only Plan* from an IHE the teacher must submit her/his transcripts and a copy of the teaching license (if applicable) to an accredited BK teacher education program from the list mentioned above. The IHE will issue a *Plan of Study or Licensure Only Plan* based on each teacher's specific needs. In some cases, the IHE will require verification of your enrollment with the EESLPD Office.

The NC DPI Regional Alternative Licensing Centers (RALC) prefer to receive requests for a Plan of Study from local education agencies, which includes the Division of Child Development and Early Education/EESLPD Office. ECE Lead teachers (in nonpublic schools) are advised to work with the EESLPD Office for guidance in securing the appropriate license and Plan of Study.

It is best practice for teachers to keep copies of all correspondence to and from the colleges/universities, the Department of Public Instruction and the EESLPD Office.

What are the professional development requirements for the LETP?

All Lateral Entry Licensed teachers are required to complete the **Pre-Service Checklist**. This checklist is a self-study that includes professional development activities to support teachers new to the licensure process. All other professional development activities (e.g., conduct a guided observation at a NC DPI preschool demonstration site or other approved, high quality preschool classroom, develop a system for collecting and using information about the children to plan and teach), must relate to goals set forth in the teacher's Professional Development Plan (PDP), that are identified as part of the teacher's assessment using the five Major Standards of the NC teacher evaluation system:

- Teachers Demonstrate Leadership
- Teachers Establish a Respectful Environment for a Diverse Population of Students
- Teachers Know the Content They Teach
- Teachers Facilitate Learning for Their Students
- Teachers Reflect on Their Practice
- Teachers Impact on Student Learning

Professional development activities (training objectives, trainers, etc.) must be prior approved to support a teacher's licensure level. The Division of Child Development and Early Education/EESLPD Office accepts plans that have been approved by the NC Division of Child Development and local education agencies (LEA or local public school agencies). All plans should be submitted to fay.lewis@dhhs.nc.gov or amanda.vestal@dhhs.nc.gov, EESLPD Office.

If I enter the LETP do I still have to complete the BTSP?

When a teacher enrolls in the LETP participation is concurrent with the BTSP. Teachers complete the requirements (Plan of Study and progress on education) for lateral entry (LETP) at the same time that they are completing the requirements for the BTSP. Both programs require that the EESLPD Office assign a BK licensed mentor and evaluator to support and assess the teacher's professional growth and development. The mentor works in partnership with the teacher to develop the Professional Development Plan (PDP) based on observations and assessments, which is required by the BTSP.

Does the LETP expedite the attainment of a BK License?

The LETP allows teachers who have not completed BK coursework to teach under a NC Initial Lateral Entry Provisional BK license while finishing their BK coursework. During this time, up to three years, the

teacher can complete the student teaching/internship requirements while remaining in the Early Childhood classroom **with appropriate supports and supervision**—the BK mentor and the evaluator.

I am a lateral entry licensed teacher returning to a NC Pre-K classroom this fall. I have completed my Plan of Study and preparing to student teach this fall or spring. Will an EESLPD “mentor/supervising” teacher be available to support me so that I can remain in my NC Pre-K classroom to meet this requirement? I also need to notify my BK advisor if I can “student teach in my classroom.”

For NC Pre-K and Developmental Day lead teachers: If you hold a NC Lateral Entry license (issued under the EESLPD Office) and you have completed all prescribed BK coursework as listed on your Plan of Study, and you are ready to complete your student teaching/internship, you must immediately notify fay.lewis@dhhs.nc.gov and include the name of your college, university or where you are completing your license, and the name of your BK advisor. The EESLPD Office will contact your BK Advisor to initiate the process for the IHE and EESLPD Office partnership.

License Renewal

What is license renewal?

According to NC State Board Education (SBE) mandate, teachers are required to renew their SP II teaching license every five years. The NC Pre-Kindergarten and NC Developmental Day Programs require teachers to hold and maintain a valid Birth-Kindergarten (BK SP II) License issued by the SBE.

For renewal, teachers with a BK SP II License are required to complete professional development activities that must include a minimum of 1 CEU in literacy and 3 CEUs in the teacher’s academic subject (Pre-K). PD requirements will change in July of 2016.

Licensure renewal ensures updating of professional knowledge, practices and technical competencies.

The renewal process is ongoing and comprised of the following:

- ◆ completing a minimum of 75 credits (clock hours) – 80 credits after July 2016
Or
- ◆ completing a minimum of 7.5 CEUs (1.0 Continuing Education Unit = 10 clock hours) – 8.0 CEUs after July 2016
Or
- ◆ completing a minimum of 7.5 semester hours of professional development – 8.0 semester hours after July 2016

Or

- ◆ combination of the above.

Teachers with less than a BK SP II license will follow the procedures prescribed by the LETP or BTSP until they reach the SP II license. The BTSP is the required professional development for teachers holding the SP I license. The process for renewing an SP I license is the Beginning Teacher Support Program, whether the teacher is public school or nonpublic school based. If a teacher chooses not to teach for a public or nonpublic school requiring licensure, the license will remain expired until such time that the teacher is employed in a situation that requires the BTSP.

How are teachers with a BK SP II, Pre-K/K or Preschool Add-on license evaluated?

Teachers' teaching practices, professional development and progress will be monitored and tracked through formative observations and appropriate summative teacher evaluations during the **five-year** renewal cycle. This applies to teachers who hold the Birth-Kindergarten (BK) SP II, Pre-K/K or Preschool Add-on license. Teachers with less than a BK SP II license will follow the evaluation schedule prescribed by the LETP and BTSP process.

Licensure

If teachers hold an expired license, what should they do?

Once enrolled with the EESLPD Office, teachers must request a licensure packet to reinstate an expired license.

If teachers hold an out of state license, what should they do?

Contact fay.lewis@dhhs.nc.gov for instructions on how to proceed.

If teachers have a current license in another area, but need to add preschool to their license, what forms should be completed and what program is needed?

Only teachers with a NC K-6 license may request a Preschool Add-on to be added to their current license. Teachers with licenses other than NC K-6 license will be issued a Provisional BK Add-on license. Contact fay.lewis@dhhs.nc.gov with the EESLPD Office for more information.

I earned my degree in a foreign country. Am I eligible to receive a teacher's license?

You may be eligible for a teacher's license. After enrolling with the EESLPD Office and prior to making application for the license, you must submit an **official transcript** from your college or university along with a course-by-course report evaluation to the EESLPD Office. This type of evaluation provides the following information:

- Lists all subjects completed at the **post-secondary level**
- Provides a U.S. semester credit and grade equivalent for each course
- Provides a U.S. grade point average (GPA) on a 4.0 scale, and
- Designates the level (upper or lower) of each undergraduate course (for applicants who have selected education as their primary purpose)

The North Carolina Department of Public Instruction recommends the foreign credentialing agencies listed below for this evaluation:

WORLD EDUCATION SERVICES, INC

PO BOX 5087
BOWLING GREEN STATION
NEW YORK, NY 10274-5087
FAX: 2123-739-6100
PHONE: 212-966-6311
E-MAIL: INFO@WES.ORG
[HTTP://WWW.WES.ORG/](http://WWW.WES.ORG/)

INTERNATIONAL EDUCATION EVALUATIONS, INC.

7900 Matthews - Mint Hill Rd., Suite 300
Charlotte, NC 28227
Phone Number: 704-772-0109
Fax Number: 704-545-2484

In addition, you must meet the education requirements listed below:

- BA/BS degree in early childhood, early childhood education, early intervention, and early childhood intervention and early childhood special education, cumulative GPA of at least 2.5
- BA/BS degree in a related field (psychology or family studies), cumulative GPA 2.5 with 24 semester credit hours in early childhood development
- BA/BS degree in an unrelated field; cumulative GPA of at least 2.5 with 24 semester credit hours in early childhood development

I have not received my updated license. How can I find out about my status? A colleague received her updated license last week, and I was expecting mine to arrive the next day.

All licensure requests are submitted to the NC DPI Licensure Division. That division processes all licensure requests from local education agencies (local school boards, charter and private schools, colleges and universities) across NC and the EESLPD Office for all licensed educators (teachers,

principals, superintendents in grades pre-K through 12 and college education faculty). **Please allow up to 12 weeks to receive your license.** If you have not received your updated license by this time, contact the licensure consultant for your region/county. This information can be found at:
http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_Regional_Map.pdf

I received my updated NC Educator's License from the NC DPI Licensure Division in the mail and I need to know what to do next. I plan to continue teaching in an Early Childhood classroom.

Please retain the original and mail a copy of your updated license to:

Early Educator Support, Licensure and Professional Development Office,
DHHS-Division of Child Development and Early Education
2201 Mail Service Center
Raleigh, NC 27699-2201

What is the Birth-through-Kindergarten License and who needs this license?

- The North Carolina Birth-through-Kindergarten degree and license prepares early educators to work with young children, from birth through age 5 years, with and without disabilities, including those at-risk, and their families.
- The **pre-service process** requires coursework and student teaching/internship to qualify for a NC Educator's Standard Professional I License issued by the NC State Board of Education. The **in-service** process is a three-year induction or beginning teacher support program, coupled with formal teacher evaluations, resulting in a professional development plan, leading to a North Carolina Birth-through-Kindergarten Standard Professional II License.
- All provisions of teacher licensure fall under the authority of the NC State Board of Education through the Licensing Division of the NC Department of Public Instruction. Local education agencies, including the Division of Child Development's Early Educator Support, Licensure and Professional Development Office, oversee teacher licensure functions at the local level.
- NC Pre-K teachers who work in either a public school or nonpublic school (child care center or Head Start program) are required to hold the NC BK Standard Professional II license.
- Teachers working in an NC Developmental Day program with preschool children (ages 3-5 years), based in public school or nonpublic school, must also hold NC BK licensure.

How can teachers qualify for a Lateral Entry License with less than a 2.5 GPA?

Teacher applicants with less than the required 2.5 GPA may qualify for lateral entry if they meet the following criteria:

- ◆ Obtain a minimum score of 522 for the PRAXIS I Tests (this is a combined score).

And **one** of the following:

- ◆ Produce official transcripts documenting completion of 15 semester hours of courses within the last five years with a minimum of a 3.0 GPA., or
- ◆ Complete five years of relevant teaching experience (preschool, ages 3-5 years of age) that occurred after the BA/BS degree was granted.

Teacher Salary and Benefits

How are NC Pre-K teacher salaries determined once they receive a teaching license?

NC Pre-K teachers, holding a North Carolina Teaching License (Lateral Entry SPI, BK SPI, or BK SPII, Preschool Add-on) must be paid based on their license and experience level according to the state salary schedule for teachers, as referenced in Section VI of the NC Pre-K Program Requirements & Guidance. Teachers' salaries are determined based on the number of years of experience that is indicated on the teaching license. When applying for a license, teachers should have the experience forms filled out by each of their previous employers. *Form E Verification of K-12 Educator Experience* documents lead teaching experience (including preschool) and teacher assistant experience; *form NE, Verification of Nonteaching Experience*, verifies any preschool experience other than teaching (site administrator, education coordinator, technical assistance provider, etc.). These forms may be obtained through the EESLPD Office. Please refer to the NC Pre-K Program Requirements & Guidance for salary and benefit requirements.

Other Questions

Is there a cost for the EESLPD Office services?

No. There is no cost for EESLPD services. Teachers, however, are responsible for licensing fees, which will include initial processing, and additional fees each time there are changes requested to that license (renewal, add experience credit, name change, etc.).

Is it true that once teachers are enrolled with the EESLPD Office they have a limited amount of time to finish the BK coursework and hold a BK SP I or SP II license? Should teachers still enroll if they have many courses left to complete?

Yes, you are required by the NC Pre-K Services Rule .3000 to enroll with the EESLPD Office. Your enrollment informs the EESLPD Office staff where teachers are geographically located and helps with assigning mentors and evaluators, once resources are available. The time clock does begin once the EESLPD Office has requested a lateral entry license for teachers without a BK SP I or SP II or other type of license (e.g., another state's license), and are assigned a mentor and evaluator.

Why do teachers need to enroll with the EESLPD Office if they already have a BK License?

North Carolina accredited colleges/university teacher education programs are authorized to request an initial or Standard Professional I (SP I) License for teachers completing licensure requirements. Following successful completion of all teacher education requirements, the university/college will recommend teacher candidates for an initial license (BK SP I). The NC Pre-K and Developmental Day Programs require teachers to have a BK SP II License. The process for attaining the Standard Professional II (SP II) License is managed by the local education agency (LEA) for public school teachers and the Division of Child Development and Early Education/EESLPD Office for Early Childhood Education teachers in nonpublic schools (NC Pre-K, Developmental Day, Head Start, Child Care programs). All NC Pre-K and DD Program lead teachers (preschool), regardless of their licensure level, are required to enroll and complete the requirements for a continuing (SP II) license, just as public school pre-K teachers are required to work through their local public school agency. Under the RttT B-K Project, ECE Lead teachers in other nonpublic settings are encouraged to enroll with the EESLPD Office as well.

Teachers with a Standard Professional II License must enroll with the EESLPD Office to begin the renewal process.

Does the EESLPD Office require teachers to take the Praxis I or Praxis II?

Praxis tests are not a requirement for the EESLPD Office or for ECE Lead teachers who plan to teach pre-kindergarten in a private setting. If a teacher works for a public school, he/she will be required to complete a test (Praxis II) to become highly-qualified to teach kindergarten (not pre-kindergarten), as required by Federal Law. It is best to consult with a BK academic advisor about the entry and completion requirements for the BK teacher education/licensure program. A list of accredited BK teacher education programs can be found at:

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_ApprovedBKProgramsNC.pdf

If teachers participate in the programs offered by the EESLPD Office are they obligated to stay with the current employer?

There is no formal requirement for a teacher to remain with his/her current employer. Teachers are expected to remain in their current classroom through the Beginning Teacher Support Program for three years, unless there are extenuating circumstances for continued employment. If teachers exit the Early Childhood Education program altogether they may be eligible to be served by the EESLPD Office to complete the licensure process. If teachers are employed by a public school their work with the EESLPD Office will transfer as long as there is a formal request made by the employing LEA and the teacher provides written authorization for the release of her/his files. **When a teacher's ECE program of employment changes, he/she must submit an *Enrollment Change Form* to notify the EESLPD Office of all relevant changes.** This form can be found at:

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_EnrollmentForm.pdf

What professional development is required to participate through the EESLPD Office?

Upon enrolling with the EESLPD Office, teachers, directors and new EESLPD Office staff will be notified about the required training series:

- ◆ **General Orientation** to the EESLPD Office (licensure, professional development requirements, and teacher evaluation) – webinar
- ◆ **NC Teacher Evaluation Process** – webinar plus one-day onsite
- ◆ **Writing SMART Goals for the Professional Development Plan** - webinar
- ◆ **Online Evaluation System** – regionally, by Mentor/Evaluator
- ◆ **NC DPI Mentor Training** – for SP II mentors/evaluators who work with the EESLPD Office – one-day onsite and webinar.

I have moved to a new classroom and site location. Who do I notify?

Submit an ***Enrollment and Change Form***, found on the Division of Child Development and Early Education's website: http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_EnrollmentForm.pdf

Please be sure to check "Changes to my enrollment " in the top right corner of the form **and follow the mailing instructions on the form**. Keep a copy for your personal files. All communication from the EESLPD Office is electronic so it is imperative that an accurate email address is included for the teacher and the site administrator.

Who do I notify that I left my Early Childhood teaching position and will not be returning?

Notify your Mentor, Evaluator or Licensure Consultant for your region/county. EESLPD Office staff information can be found at: http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_Regional_Map.pdf

I cannot log onto the Online Evaluation System to complete my Professional Development Plan (PDP) and received a message that my PDP had not been posted for the coming school year. Can you send my UID (Unique Identifier) and password so that I can complete this task?

NC DPI takes the Online Evaluation System “offline” June 30 of each year to archive all results submitted for the last school year. The EESLPD Office will notify you on or before October 31st that the system is ready for the new school year.

NOTE: Access to the new Online Evaluation System for the 2014/15 school year may be delayed until further notice. Talk with your Mentor/Evaluator about interim procedures to document your self-assessment and PDP.

I took the Early Childhood Praxis (0022) and my university submitted my scores to DPI but my NC Educator’s License doesn’t show that I’m “highly-qualified.” What should I do?

Please contact the college or university official that submitted your licensure recommendation to the NC DPI Licensure Division to confirm your scores were actually included with that request. If they were not submitted at that time, you may submit your scores to the EESLPD Office and we will submit a request for the HQ status to be updated. There may be a cost to add this to your license.

What is the contact information if I have other questions or need additional information about the EESLPD Office?

All EESLPD Office staff and contact information can be found on the DCDEE website at: http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_Regional_Map.pdf

Other documents are posted on this website should you need additional information about this process: http://ncchildcare.dhhs.state.nc.us/general/mb_ncprek_detail.asp.