



## Team Agreement: Continuing License Roles and Responsibilities

### Purpose:

The purpose of the Team Agreement is to establish the roles and responsibilities of each team member in order to support the BK Continuing License and Pre-K/K Add-on licensed teacher.

### Teacher Responsibilities:

1. Complete required training on the NC Teacher Evaluation Process (NCTEP), Parts 1 (online modules) and 2 (face-to-face), **during the first year** of Early Educator Support Office services (**if applicable**).
2. Participate in the Team Agreement Meeting (Orientation) and enter the meeting date into the Orientation container in the North Carolina Educator Effectiveness System (NCEES).
3. Assist in identifying artifacts and evidence which will be gathered through observation and/ or naturally occur in the environment to support performance in relation to teaching standards and progress in attaining professional goals.
4. Communicate changes in teaching site/school or resignation/separation to the evaluator. Beyond this immediate notification, complete the online “Change” or “Separation” form located on DCDEE’s website within five business days.
5. Submit requested documents to the Early Educator Support Unit.
6. Meet licensure renewal policy requirements.
  - a. Earn a minimum of 8 Continuing Education Units (CEUs) or 80 Contact Hours prior to the renewal end date.
  - b. Obtain and submit certificates, transcripts, or other valid documentation that verifies participation and includes the CEUs or Contact Hours earned into the North Carolina Educator Effectiveness System (NCEES).
  - c. When considering professional development offerings, keep in mind the following renewal criteria:
    - i. 3 CEUs or 30 Contact Hours must be in Birth-Kindergarten (BK) Content
    - ii. 3 CEUs or 30 Contact Hours must be in Literacy
    - iii. 2 CEUs or 20 Contact Hours can be in General
7. Enter and acknowledge teacher sections in the NC Educator Effectiveness System (NCEES) throughout the year (within 10 days of being entered). Refer to NCEES for instructions for detailed information.
  - a. NCEES Tasks:
    - i. Orientation Activity (enter date Team Agreement Meeting was completed)
    - ii. Self-Assessment (complete and acknowledge/ sign)
    - iii. Professional Development Plan (PDP)

- iv. Develop and enter relevant and meaningful goals in the PDP section
  - v. Observations/ Pre and Post Conferences (review, comment, acknowledge/ sign)
  - vi. Summary Rating Form and Summative conference (review, comment, acknowledge/ sign)
8. Maintain communication with all team members. This includes communication with the evaluator and ensuring that the site administrator is aware of all activities between the teacher and their evaluator.
  9. Provide the evaluator with a school calendar, daily classroom schedule, and copy of teaching license. Notify them of changes.
  10. Notify the evaluator at least 12 hours in advance if meetings or scheduled observations need to be canceled.
  11. Respond promptly (within two business days) to emails and phone calls.
  12. Read all correspondences (email or hard copies) from our office **thoroughly** and follow all instructions.
  13. Work with TEAMS to schedule meetings/ conferences. Meetings may occur through various technology platforms or at a determined site.
  14. Inform site administrator of coverage needs in the classroom to attend professional development opportunities that support pre and post conferences, PDP goals, trainings, Professional Learning Community (PLC) meetings, etc.
  15. Notify the Early Educator Support Office immediately of any situation that may prevent you from completing these requirements.
  16. Print and/ or save an electronic copy of your Summary Rating Form and final PDP by June 15<sup>th</sup>.

## **Teacher Resources:**

- [Relevant State Board Policy](#)
- [Rubric for Evaluating NC teachers](#)
- [Early Educator Support Office at ECU Website](#)
- [Early Educator Support Office at UNC Charlotte Website](#)
- [Early Educator Support Unit Website](#)
- [Early Educator Support Unit Links to Forms](#)

## **Site Administrator Responsibilities:**

1. Complete required Site Administrator training on the NC Teacher Evaluation Process. This includes completion of Part 1 (online modules) and Part 2 (face-to-face) NCTEP training.
2. Participate in the Team Agreement Meeting (Orientation).
3. Provide leadership and supervision to the teacher during the 5-year renewal cycle.
4. Understand the Continuing License renewal requirements.
5. Collaborate with technical assistance/ support staff and other coaches working with the teacher to ensure appropriate teaching practices are communicated and consistently implemented by all providers (CCR&R, SmartStart, NC Pre-K, Developmental Day, Head Start, ECERS-R, etc.)
6. Release teacher from work to participate in Early Educator Support Office sponsored or other DCDEE approved professional development activities to meet licensure renewal requirements.
7. Ensure that the teacher documents and submits earned professional development hours in NCEES.

8. Ensure teacher has the appropriate **supplies, resources, and planning time** for creating and maintaining a developmentally responsive learning environment.
9. Work with the evaluator as needed to ensure B-K licensure requirements are maintained in classroom teaching practices and aligned with NC Professional Teaching Standards.
10. Site administrators are encouraged to participate in (a) post-conferences (b) PDP reviews (c) summary evaluation conference, and (d) one classroom observation cycle with the evaluator.
11. Provide coverage of classroom for the teacher to attend pre and post conferences, professional development opportunities, PDP development and reviews, trainings, PLC meetings, etc.
12. Communicate with and provide feedback to the Early Educator Support Office as required and/ or needed.
13. Notify Early Educator Support Unit about teacher's change in employment or separation within five business days using the online Change or Separation form located on DCDEE's website.
14. Notify the Early Educator Support Unit and Office immediately of any situation that may prevent the teacher from completing these requirements or your ability to supervise this process.
15. Grant permission for Early Educator Support Office staff to take photographs, video record classroom/ teacher behaviors/ activities in the school environment, which may include children. Photographs and videos will be used for professional development purposes for the Early Educator Support Offices and will help to inform training when using the NC Teacher Evaluation Process and as part of the quality assurance and inter-rater reliability project. Refer to the NC Pre-K Program Requirements for specific release details and be certain families are aware of these professional development activities.
16. Grant permission for Early Educator Support Office staff to conduct co-observations in classrooms where teachers are being evaluated using the NC Teacher Evaluation Process. The joint observation process is strictly for quality assurance and inter-rater reliability purposes and is not intended to be used with specific teachers based on performance. This process will inform the continuous improvement of practices used by Early Educator Support Office staff as part of the NC Teacher Evaluation Process.
17. Submit appropriate reports to the local contract administrator as requested. The site administrator is required to notify the local NC Pre-K contracting agency of any lead teacher's vacancy due to resignation/ separation.

### **Early Educator Support Office Evaluator Responsibilities:**

1. Complete required training on the NC Teacher Evaluation Process. This includes completion of Part 1 (online modules) and Part 2 (face-to-face) NCTEP training.
2. Participate in the Team Agreement Meeting (Orientation).
3. Provide necessary technical assistance to teacher for data input into NCEES.
4. Conduct a pre-observation conference with the teacher prior to first observation. The purpose of this conference is to prepare the evaluator for the observation. Document the pre-observation conference in NCEES.
5. Adhere to the evaluation schedule and conduct formal observations for a minimum of 45 minutes. Note teacher performance in relation to the applicable teaching standards on the Rubric for Evaluating NC Teachers.

- a. **Licensure Years 1-4:** Conduct two (2) formal observations and one (1) summary evaluation on *Standards 1 and 4* using the NC Teacher Evaluation Process Tools.
  - b. **Licensure Year 5:** Conduct three (3) formal observations and one (1) summary evaluation on *all five (5) Standards* using the NC Teacher Evaluation Process Tools.
6. Participate in the Professional Development Plan (PDP) Process:
  - a. Review the teacher's goals and acknowledge Initial PDP.
  - b. Review and acknowledge the Mid-Year Review PDP.
  - c. Review and acknowledge the End-of-Year Review PDP.
7. Conduct a post-observation conference no later than ten school days after each formal observation. The purpose of this conference is to discuss and document on the rubric the strengths and areas for growth based on the teacher's performance. Document the post-conference in NCEES.
8. Conduct a Summary Evaluation Conference and score the Teacher Summary Rating Form after conducting the final post-observation conference. The purpose of this conference is to discuss the teacher's End-of-Year Review of the PDP, the components of the NC Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted, and other evidence of the teacher's performance. PDP End-of-Year Review and Summary Rating Form are signed/ acknowledged and the Summary Evaluation Conference is documented in NCEES.
9. Provide teacher and site administrator with two-week notice prior to scheduling observations, as applicable.
10. Attend to all data entry in the NC Educator Effectiveness System (NCEES/ Home Base):
  - a. Mark teacher performance in each Element and add comments under each Standard.
  - b. Provide a written comment on any Element marked "not demonstrated."
  - c. Provide the teacher with an opportunity to add comments to Observations and Summary Rating Form.
  - d. Secure evaluator and teacher acknowledgement on all documents:
    - i. Orientation and Training (teacher only)
    - ii. Pre and Post Observations Conferences
    - iii. Formal Observations- no later than ten school days after each observation
    - iv. PDP (Initial, Mid-Year Review, and End-of-Year Review) according to timelines
    - v. Teacher Summary Rating Form and Summary Conference
11. Inform teacher, site administrator and Early Educator Support Office if teacher will be placed on "monitored" or "directed" PDP and/ or if teacher has not reached the required proficiency levels in year five of license renewal cycle as defined by NC General Statute 115C-296(b)(1)b(4).
12. Remind teacher and/ or site administrator about the importance of submitting Change and Separation Forms when change in site, resignation, or separation of employment occurs.
13. The EES Office staff's primary role is to observe and evaluate classroom procedures and teacher performance. Under no circumstances will the EES Office staff engage in a physical encounter during their visits.

### **Support Staff Responsibilities** (coaches, facilitators, specialists- as applicable):

1. Complete training on the NC Teacher Evaluation Process (NCTEP) before participating in service provisions. This includes completion of Part 1 (online modules) and Part 2 (face-to-face) NCTEP training.
2. Participate in the Team Agreement Meeting (Orientation).
3. Support the TEAM(S) in creating and carrying out the activities within the teacher's PDP (if applicable to support staff role).
4. Support teacher in the observation process by attending and participating in post-observation conferences.

### **DCDEE/ Early Educator Support Unit and Office Responsibilities** (Early Educator Support Unit/ State Office, UNC Charlotte, East Carolina University):

1. Provide or arrange for Orientation, Mentor and Evaluator Training, and NC Teacher Evaluation Process Training (Parts 1 and 2).
2. Provide mentoring and evaluating services to the teacher, once assigned.
3. Implement the provisions of teacher licensure (residency, provisional, initial, continuing and preschool/ BK add-on) in accordance with the NC State Board of Education policy.
4. Communicate mentor/ evaluator assignments, professional development announcements, and licensure process and policy information to teacher and other TEAM(S) members, as needed.
5. Monitor and maintain teacher licensure files and databases.
6. Conduct program evaluation of provided services following each service year.
7. Use results from program evaluation to improve services.