



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 the Pre-K/K Add-on licensed teacher.

Teacher Responsibilities:

1. Complete required training on the NC Teacher Evaluation Process (NCTEP), Part 1 (online modules) and Part 2 (face-to-face), **during the first year** of Early Educator Support (EES) 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 5 business days.
5. Submit requested documents to the EES Unit.
6. Meet licensure renewal policy requirements.
 - a. Earn a minimum of eight 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 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 must be in General
7. Enter and acknowledge teacher sections in 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.
9. Provide the evaluator with a school calendar, daily classroom schedule, and copy of teaching license. Notify them of any changes.
10. Notify the evaluator at least 12 hours in advance if meetings or scheduled observations need to be cancelled.
11. Respond promptly (within two business days) to emails and phone calls.
12. Read all correspondences (e-mail or hard copies) from the EES Unit and Office thoroughly and follow all instructions.
13. Work with TEAMS (teacher, evaluator, site administrator, mentor, support staff) 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 meetings, etc.
15. Notify the EES Office immediately of any situation that may prevent you from completing these requirements.
16. Print and/ or save an electronic copy of the Summary Rating Form and final PDP by June 15th.

Teacher Resources:

- [Relevant State Board Policy](#)
- [Teacher-Certification-Rubric-for-Evaluating-NC-Teachers.pdf](#)
- [EES Office at ECU Website](#)
- [EES Office at UNC Charlotte Website](#)
- [EES Unit Website](#)
- [EES Unit Links to Forms](#)

Site Administrator Responsibilities:

1. Complete required site administrator training on the NCTEP process. This includes completion of Part 1 (online modules) and Part 2 (face-to-face) training.
2. Participate in the Team Agreement Meeting (Orientation).

3. Provide leadership and supervision to the teacher during the five-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, Smart Start, NC Pre-K, Developmental Day, Head Start, ECEERS-R, etc.)
6. Release the teacher from work to participate in EES 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 the teacher has the appropriate **supplies, resources, and planning time** for creating and maintaining a developmentally responsive learning environment.
9. Work with the EES Unit and Office as needed to ensure BK licensure requirements are maintained and that classroom teaching practices are aligned with the 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 the 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 EES Office as required and/ or needed.
13. Notify the EES Unit about teacher changes in employment or separation within 5 business days using the online change or separation form located on DCDEE's website.
14. Notify the EES Unit and EES Office immediately if any situation should prevent the teacher from completing these requirements or the site administrator's ability to supervise this process.
15. Grant permission for EES Office staff to take photographs and video recordings of classroom activities and teacher practices within the school environment, which may include children. Photographs and videos will be used for professional development purposes for the EES Office and will help to inform training when using the NCTEP and as part of the quality assurance and interrater 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 EES office staff to conduct co-observations in classrooms where teachers are being evaluated using the Rubric for Evaluating NC teachers. The joint observation process is strictly for quality assurance and interrater 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 EES Office staff as part of the NCTEP.

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 NCTEP. This includes completion of Part 1 (online modules) and Part 2 (face-to-face) training.
2. Participate in the Team Agreement Meeting (Orientation).
3. Provide necessary technical assistance to the teacher for data input into NCEES.
4. Conduct a pre-observation conference with the teacher prior to the 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 NCTEP tools.
 - b. Licensure year 5: Conduct three (3) formal observations and one (1) summary evaluation on *all five (5)* standards using the NCTEP tools.
6. Participate in the Professional Development Plan (PDP) Process:
 - a. Review the teacher's goals and acknowledge the Initial PDP.
 - b. Review and acknowledge the Mid-Year PDP Review.
 - c. Review and acknowledge the End-of-Year PDP Review.
7. Conduct a post-observation conference no later than 10 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 teachers' End-of-Year Review of the PDP, the components of the NCTEP 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 the teacher and site administrator with two week notice prior to scheduling observations, as applicable.
10. Attend to all data entry in NCEES:
 - 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 the Summary Rating Form.
- d. Secure evaluator and teacher acknowledgement on all documents:
 - i. Orientation and Training
 - ii. Pre and Post Observation Conferences
 - iii. Formal Observations (no later than ten school days after each observation)
 - iv. PDP (Initial, Mid-Year, and End-of-Year Reviews) according to timelines
 - v. Teacher Summary Rating Form and Summary Conference
- 11. Inform the teacher, site administrator and EES Office if a teacher will be placed on a “monitored” or “directed” PDP and/ or if the 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 the teacher and/ or site administrator about the importance of submitting change and separation forms when changes 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 evaluator engage in a physical encounter during their visits.

Support Staff Responsibilities: (coaches, facilitators, specialists, etc.)

- 1. Complete training on the NCTEP before participating in service provisions. This includes completion of Part 1 (online modules) and Part 2 (face-to-face) 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 the teacher in the observation process by attending and participating in post-observation conferences.

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

- 1. 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.
- 2. Communicate licensure process and policy information to teacher and other TEAM(S) members, as needed.
- 3. Monitor and maintain teacher licensure files and databases.
- 4. Provide or arrange for Orientation, Mentor and Evaluator Training, and NC Teacher Evaluation Process Training (Parts 1 and 2).

5. Provide mentoring and evaluating services to the teacher, once assigned.
6. Communicate mentor/ evaluator assignments, professional development announcements to the teacher and other TEAM(S) members, as needed.
7. Conduct program evaluation of provided services following each service year.
8. Use results from program evaluation to improve services.