



Early Educator Support, Licensure and Professional Development Unit (EESLPD) TEAM AGREEMENT
 NC Pre-K Site Administrator, NC Pre-K Teacher and EESLPD Evaluator

Program Year: 20__-20__

B-K Standard Professional II License or Preschool Add-on License

Check appropriate licensing cycle:

<input type="checkbox"/> Year 1 Formative (5-year licensure cycle) <input type="checkbox"/> Year 2 Formative (5-year licensure cycle) <input type="checkbox"/> Year 3 Formative (5-year licensure cycle) <input type="checkbox"/> Year 4 Formative (5-year licensure cycle)	<input type="checkbox"/> Year 5 Summative (5-year licensure cycle)
<ul style="list-style-type: none"> • 1- 2 NC Teacher Evaluation Process observations in years 1-4 (See Schedule EESLPD Guidelines for Mentors and Evaluators) • Professional Development Plan (PDP) required each year of 5-year renewal cycle; teacher submits plan annually on the McREL online system 	<ul style="list-style-type: none"> • 3 - NC Teacher Evaluation Process observations in year 5 • Summary Evaluation Conference (completed in Yr. 5 of 5-yr. licensure renewal cycle) • Professional Development Plan (PDP) submitted to DCDEE/EESLPD at end of year 5 of licensure cycle

Included with this Agreement or will be given out during the Team Agreement Meeting:

- Team Roles and Functions Chart (attached to this form)
- Teacher Calendar
- NC Pre-Evaluation Orientation (website for NCDPI evaluation forms and copy of evaluation schedule)

NC Pre-K Teacher _____ Date _____

Nonpublic School _____ Administrator _____

County (site) _____

Site Mailing Address _____ City _____

State NC Zip Code _____

Site Phone () _____ Site Fax () _____

Site Email _____

Purpose

According to NC State Board of Education policy, teachers with a **BK Standard Professional II or Pre-K/K Add-on License** are required to be evaluated on an annual basis and to maintain a **Professional Development Plan (PDP)**.

This work includes:

- formal observations yearly, which include pre-conference, observation, and post-conference, using the NC Teacher Evaluation Process conducted by a EESLPD trained evaluator

- development of a Professional Development Plan (PDP)
- conferences with a EESLPD evaluator and/or site administrator to assess progress of the teacher's PDP
- informing the local NC Pre-K Contractor about the work of the EESLPD

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 Evaluator: _____

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

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, including ongoing self-assessment and reflection. Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
4. Develop and implement strategies to improve personal performance/attain goals in areas identified individually or collaboratively identified.
5. Submit requested **documents** to the Early Educator Support, Licensure and Professional Development Unit, Division of Child Development and Early Education, Teacher Licensure Unit including, but not limited to the following:
 - a) EESLPD Enrollment form (formerly titled Registration Form)
 - b) Completed Licensure Packets including Fees if license needs to be updated, renewed, etc.
 - c) Copy of License
 - d) EESLPD Professional Development Annual Log and Training Certificates, Transcripts or other documentation to support the licensure renewal guidelines
 - e) Professional Development Plan (PDP) - submitted on the McREL online system
 - f) **Changes in contact information, – including employment status (email information to our office within 5 days)**
6. Maintain **communication** with the EESLPD evaluator as needed.
7. Ensure that the site administrator is aware of all activities between the teacher and their evaluator.
8. Provide evaluator with a school calendar and daily schedule and notifies them when changes are made.
9. Notify evaluator at least 12 hours in advance if meetings or scheduled observations are to be canceled.
10. Respond promptly (within 2 days) to emails or phone calls to ensure that services are provided as prescribed in the attached time line.
11. Assure **coverage** of classroom duties to attend professional development opportunities that support the PDP , licensure level and Pre- and Post Conferences.
12. **Arrange** for meetings with the evaluator and site administrator.
13. Maintain a professional **portfolio** of the following documents:
 - a) Teaching License
 - b) Professional Development Activities on the EESLPD Professional Development Annual Log (required form)
 - c) Reflective Journals
 - d) Copies of NC Teacher Observations and Summative results
 - e) PDP and Supporting Documentation
14. **Notify** the EESLPD immediately of any situation that may prevent them from completing these requirements within the required timeline.

As a **BK SP II licensed teacher**, I agree to accept the evaluation 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 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 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 NC Pre-K **BKSP II licensed** teacher during the 5-year renewal cycle.
 - a. Understands the **renewal requirements for BK SP II licensed teachers – formal observations and PDP in accordance with the attached schedule.**
 - b. **Coordinate** technical assistance providers and other coaches (e.g., literacy, CCR&R, Smart Start, NC Pre-K, ECERS-R) working with the NC Pre-K teacher to ensure appropriate teaching practices are communicated and consistently implemented by all providers, as needed (e.g., teacher rates “below standard on a Major Function.”)
 - c. Release teacher from work to participate in DCDEE/EESLPD sponsored or other DCDEE approved professional development activities to meet continuing licensure requirements, as identified in the teacher’s Professional Development Plan (PDP). Professional development requirements may be met by completing one or a combination of the following:
 - i. 150 contact (clock) hours of training obtained through workshops, conferences, other appropriate sessions that align/support B-K competencies and goals, **or**
 - ii. 15 continuing education requirements (CEU). One CEU equals 10 contact (clock) hours, **or**
 - iii. 10 semester hours (SH). A combination of semester hours and CEUs requirement.Professional development should be documented on the **EESLPD Professional Development Annual Log** and submitted to the DCDEE/EESLPD office by June 15th of each school year.
 - d. Ensure that teacher has appropriate **supplies** and **resources** for creating and maintaining a developmentally responsive learning environment.
4. Work with the 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 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 **pre- and post-conferences** with the assigned evaluator to develop and review: teacher performance practices using the NC Teacher Evaluation Process tools. Participate in **PDP review** conferences with teacher and EESLPD evaluator.
 - c) Participate with the evaluator and the NC Pre-K teacher in the **Summary Evaluation Conference** by _____ the 5th year of the 5-year renewal cycle.
 - d) Provide for **classroom coverage**, to enable the BK SKP II teacher to meet with evaluator for all Pre and Post conferences and as prescribed by the teacher’s PDP/observation.
5. Communicate with and provide **feedback** to the EESLPD.
6. Submit appropriate reports (see Timeline) 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.

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.

Site Administrator/Program Director’s Signature

Date

EESLPD Evaluator 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. **Conduct Team Agreement meeting and NC Pre-Evaluation Orientation** (provide the teacher 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. Meet and/or contact the teacher and site administrator 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.
4. Conduct at least **one** formal observation of all BK SII teachers, each school year, using the **NC Teacher Evaluation Process Tools (Rubric using the McREL online system, other data collection tools)**. During observation, the Evaluator shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers. In year 5 of the licensure cycle, the evaluator will conduct three formal observations and a Summary Evaluation. **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 at the end of the 5 year renewal cycle 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 using the McREL online system.
7. Conclude the NC Teacher Evaluation Process at the end of the 5 year cycle:
 - a) Give a rating for each Element in the Rubric
 - 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 using the McREL online system
 - 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.
8. **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.

Evaluator's Signature

Date

DCDEE/EESLPD Responsibilities

1. Provide or arrange for EESLPD General 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.
2. Assign an EESLPD Evaluator to the BK SPII teacher.
3. Implement the provisions of teacher licensure (initial provisional lateral entry, BK SPI, and SPII and Preschool Add-on or PreK/K) in accordance with the NC State Board of Education policy.
4. Provide information to teachers and site administrators about the T.E.A.C.H. TM Early Childhood Scholarship Program and Health Insurance Reimbursement Information.
5. Communicate and/or disseminate changes in evaluator assignments (pairings), teacher education, professional development, and licensure process, policy to teacher, site administrators, EESLPD evaluator, and NC Pre-K Contract Administrator.
6. Monitor and maintain teacher licensure files and database.
7. Conduct program evaluation of services provided following each service year.
8. Use results from program evaluation to improve services.

Cindy Wheeler



DCDEE/EESLPD Unit Manager's Signature

Date

C: NC Pre-K Teacher
Site Administrator
EESLPD Mentor
EESLPD Evaluator
DCDEE/EESLPD Teacher File

Roles and Functions of DCDEE EESLPD Mentors, Evaluators, NC Pre-K Teachers with SP II Licensure 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 Evaluator	No	Yes Completes 1 Formative Observation per teacher	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 General Orientation • NC Teacher Evaluation Training • NC Pre-Evaluation Orientation to Evaluation Process
NC Pre-K Teacher	Yes – Uses to self- assess & inform PDP	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 Site Administrator and Evaluator, as needed	Yes – Pre & post to set up & discuss results of observations, ongoing with Site Administrator and Evaluator, as needed	Yes – with site admin; adjusts PDP as needed before mid- year review	Yes – with 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 (one time) • NC Teacher Evaluation training (one time) • NC Pre-Evaluation Orientation to Evaluation Process (annually) • Ongoing Professional Development and submits EESLPD Professional Development Annual Log to DCDEE/EESLPD (by June 15)

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 Adminis- trator	Yes – to inform PDP progress (after formally trained)	Yes – to inform PDP progress (after formally trained)	No	Yes-Reviews, approves, signs	Yes-Participates with teacher and EESLPD evaluator as needed	Yes- with teacher, and EESLPD evaluator, reviews results, PDP progress, signs	Yes- with teacher, and EESLPD evaluator, reviews PDP progress, signs	Yes – completes <ul style="list-style-type: none"> EESLPD General Orientation (one time) Teacher Evaluation Process Training (one time) NC Pre-Evaluation Orientation to Evaluation Process (annually) PDP reviews (initial, mid-year, final)
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