Early Educator Support, Licensure, and

Professional Development (EESLPD) Office:

End of Year Report 2017-2018

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I.   Introduction

There is limited research and evidence indicating the specific strategies or measures

needed to establish high quality state supported early childhood education programs (Gordon et

al., 2015). Program quality across the education system in the United States involves assessment

against identified quality indicators and improvements are driven by quality program standards

(e.g., NAEYC, early childhood standards, Quality Rating and Improvement Standards) (Odom,

Buysse, & Soukakou, 2009). An early childhood education program's structural components as

well as the quality of curriculum and intentionality in facilitating instruction are two predictors of

the quality of early education experiences for young children (Odom et al., 2004). Currently, in

the United States, there is not a system of interrater reliability while using an evaluation

instrument to assess teacher quality of practices for Pre-K through 12th grade.

In 2014, President Obama called for expanding access to "high-quality" preschool

programs during the State of the Union Address to the United States (White House, 2014). High-

quality Pre – K programs enable young children to meet their developmental potential of

productivity and learning (Gordon et al., 2015). Prior research indicates that children who are

given the opportunity to participate in high-quality Pre-K programs lead to improvements in their

future academic skills and across domains of development (Barnett, Jung, Young, & Frede,

2013; Peisner-Feinberg, Schaaf, Hildebrandt, Pan, & Warnaar, 2015).

Inclusion in Early Childhood Education Settings

Odom, Buysse, and Koukakou (2011) discussed a change in terms for young children

who were placed with their regular education peers in early childhood classrooms, including

infants, toddlers, and preschool aged children. The Individuals with Disabilities Education

Improvement Act (IDEIA) includes the provision that children with diagnosed developmental

disabilities or at-risk for developing developmental delays should be given the opportunity to

learn in their natural environments (IDEIA, 2004). The Division for Early Childhood (DEC) of

the Council for Exceptional Children (CEC) and the National Association for the Education for

Young Children (NAEYC) jointly published a position statement on inclusion (DEC/NAEYC,

2009). Main points in this position statement include that inclusion promotes a sense of

belonging for young children as well as establishing friendships with others, both for children

with and without diagnosed disabilities.

Why Early Childhood Education Quality Matters in North Carolina

In the state of NC, The Race to the Top Early Learning Challenge grant has enabled NC

to improve high-quality education for children from Birth - Grade 3. This grant has supported

activities for children with high needs, including those who are infants, toddlers, and

preschoolers with diagnosed disabilities or at-risk for developing developmental delays, to access

high-quality early education, care, and developmental programs. This grant allowed for the

inclusion of the five domains of development to be provided at kindergarten entry to better meet

the needs of individual children once they enter school-age

(https://earlylearningchallenge.nc.gov/our-projects/high-quality-early-learning-birth-third-grade).

Furthermore, a grant entitled, NC's Early Learning Challenge invests in the early

childhood workforce by supporting Professional Development (PD) opportunities by building on

the knowledge and skills of ECEs. This grant has built on NC's capacity to support communities

and improve collaboration and practice through university early childhood and community

college programs as well as the statewide Smart Start system. This grant works to increase the

number of early childhood professionals who complete college level coursework and receive

needed training to best support young children and their families

(https://earlylearningchallenge.nc.gov/our-projects/professional-development).

Recently, and as part of the Go Big for Early Childhood initiative, the NC General

Assembly has proposed a senate bill (SENATE BILL DRS35336-LUa-127A) to provide early

childhood education to children in NC from birth-five years. This bill proposes to increase Pre-K

funding for 15 years. This proposed senate bill comes as a result of the continuous growth and

need in the state of NC to support children aged birth -five years of age and their families

(https://www.ncleg.net).

Using the North Carolina Teacher Evaluation Process with ECEs

An evaluation instrument called the NC Teacher Evaluation Process (NC TEP) is used to

evaluate educators who teach grades Pre-K through 12. The evaluation of Pre-K teachers is

mandated by the Early Education Branch of the Division of Child Development and Early

Education (DCDEE). The NC system promotes high-quality Pre-K classrooms for eligible four-

year-old children. These programs must meet child care rules set forth in NC

(https://www.ncchildcare.nc.gov//general/mb_ccrulespublic.asp). Being one of four states that

meet all 10 benchmarks included in the National Institute of Early Education Research (NIEER),

NC has high standards for ECE's as well as classroom practices

(https://www.ncchildcare.nc.gov/general/mb_ncprek.asp). NC Pre-K programs use the NC

Foundations for Early Learning and Development as the standard course of study for Pre-K as

well as established early learning standards. All ECEs are required to meet educator/licensure requirements provided by the Early Educator Support, Licensure, and Professional Development Unit (EESLPD).

The EESLPD Office

The EESLPD Unit is a Statewide LEA located within the Early Education Branch of the DCDEE. The EESLPD Offices supports ECEs, holding Lateral Entry, Initial (formerly SPI) and Continuing Licensure (formerly SPII) who are employed in nonpublic NC Pre-K (formerly known as More-at-Four) schools and NC Developmental Day preschool classrooms. The EESLPD Office Hubs at East Carolina University (EESLPD Office - Eastern Hub) and UNC Charlotte (EESLPD Office - Western Hub) administer PD, mentoring and evaluation support services to ECEs, as outlined by NC State Board of Education policy. EESLPD Office evaluators are responsible for using the NC TEP to formally and informally observe ECEs. Guidance provided by both EESLPD Office mentors and evaluators is intended to support ECEs through the licensure process. The cycle of coaching used by EESLPD mentors and evaluators to support ECEs during the Beginning Teacher Support Program (BTSP) is heavily rooted in forming relationships by using a strengths-based approach that is both individualized and holistic.

Coaching

Included in the science of implementation frameworks, the vital role of PD to support the implementation of recommended practices is evident (Odom, 2009; Snyder, Hemmeter, & McLaughlin, 2011). Prior research suggests that PD plays an important role in minimizing the research-to-practice gap and links have been identified indicating that practitioners implement evidence-based practices with sustainable competence and confidence when a strong system of PD is provided (Institute of Medicine and National Research Council, 2015; Kretlow &

Bartholomew, 2010; Snyder, Hemmeter, Fox, 2015; Snyder, et al., 2012; Snyder, Hemmeter, & McLaughlin, 2011). Prior research suggests that PD including both in-service training and follow-up support are beneficial strategies when promoting changes in teaching behaviors (Knight & Wiseman, 2005). Findings from a study by Kretlow, Wood, and Cooke (2011) indicate that in-service training impacts positive changes in teaching practices when teachers are provided with individualized coaching support. Prior research has indicated that coaching is a recommended approach to help teachers develop professionally as well as use strategies that are effective in the classroom (Hsieh, Hemmeter, McCollum, & Ostrosky, 2009). Research shows that there is a strong relationship between teachers' perceived support in their first-year experience and their decision to stay or leave the profession (Whitaker, 2000). Coaching typically involves a person of expertise in a specified field (e.g., skilled peer, university/faculty, supervisor) who provides individual support to a teacher after training is completed (Kretlow & Bartholomew, 2010). Mentors have been described in previous literature as a guide or tutor who helps his/her protégé extend teaching strategies while a coach assists in developing specific job-related skills by providing technical support (Sibley, Lawrence, Lambert, 2010). While the EESLPD Office mentors and evaluators may provide support that is relevant and individualized based on a teacher's needs, the educator needs to take an active role in implementing the agreed upon change in order to grow professionally and create opportunities for optimal child growth and development.

The EESLPD Office Conceptual Framework (The Guiding Principles)

A prospective model of coaching that supports ECEs through the evaluation process is included in the EESLPD Office conceptual framework. This framework represents the following guiding principles:

1. Teachers must be respected as adult learners.

    a. Adult learners are self-directed

    b. Adult learners bring knowledge and experience

    c. Adult learners are goal-oriented

    d. Adult learners value relevancy and practicality

2. Teachers progress through developmental stages in their professional growth.

    a. Our support and professional development opportunities should match their needs at each stage of their career

    b. Other factors can affect teacher development or cause them to regress to an earlier stage

3. Individualized strengths-based coaching supports professional growth and encourages the use of effective high-quality practices.

4. Trusting relationships are fundamental to building an effective team (teacher, site administrator, mentor, evaluator).

5. Fostering reflective practice is essential to effective teaching.

6. Research indicates that the teacher is the most crucial factor in the classroom for predicting child success. Therefore, in order to increase child learning we must improve teacher effectiveness.

Along with the guiding principles, the EESLPD Office coaching framework, includes practices provided by EESLPD mentors and evaluators that are (a) relationship-based, (b) individualized, (c) knowledge-based, (d) adaptable, and (e) strengths-based. The EESLPD Office mentors and evaluators support ECEs through the Beginning Teacher Support Program (BTSP) by using the NC TEP and evaluating teachers based on five standards including (a) Standard I: Teachers Demonstrate Leadership, (b) Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Children, (c) Standard III: Teachers Know the Content they Teach, (d) Standard IV: Teachers Facilitate Learning for their Children, and (e) Standard V: Teachers Reflect on their Practices.

Currently, there is no set standard for interrater reliability among evaluators who use the NC TEP to evaluate teachers (Mazurek, 2012). Evaluators must rely on the use of the Resource Manual (e.g., a guide to practices one may see in a NC Pre-K classroom), professional judgement, inferences, qualitative information, teacher artifacts & evidences. There may be inaccurate evaluation ratings if training is not provided to evaluate ECEs using the NC TEP correctly. Reliability research states that when evaluators are provided with evaluation training, they need to meet 90% agreement during training (Boehm & Weinberg, 1987). The minimum amount is 75% agreement as a "rule of thumb" according to the Center for Educator Compensation Reform (CECR) (Graham, Milanowski, & Miller, 2012). Furthermore, evaluator ratings and reliability must be analyzed so EESLPD evaluators can provide ECEs with accurate feedback so they can improve practice and best meet the needs of young children and families they support.

II.   Quality Assurance and Reliability Project Overview

Project's Goals and Impact. The goal and intent of this project is to have a process to ensure reliability among evaluators and fidelity to the EESLPD Office framework in order to consistently support ECEs in providing high-quality early education and care that enhances child and family growth and development. During the 2017-2018 year, the EESLPD Offices were in Phase I of a three-year grant funded interrater reliability and quality improvement project. Please see the three phases of this project outlined below:

Phase 1	Phase 2	Phase 3
-Conceptual Framework -Historical Trends -PD Needs Assessment -Surveys and other needs assessments -Procedural Fidelity -Co-observations (Reliability Committee) -Agreement	-Field Tests -Data Base -Fidelity Measure -Calibration Activity -PD Revisions -Needs assessments and surveys -Agreement Cohort - Pilot (Reliability Committee & Regional Leads) -Full Scale Plan	-Full Implementation -Certification Cycle -Continuous Improvement Model

III.   Research Questions of Project

This project seeks to explore three research questions to inform a future system of reliability:

1. In what areas of the rubric used during the NC TEP (e.g. standards, elements) are ECEs making progress or not making progress?

2. How do ECEs responses regarding needs for support and the support they receive from mentors and evaluators align with the coaching components of the EESLPD Office conceptual framework?

3. What are the perceptions of ECEs regarding the supports provided to them by mentors and evaluators?

IV.   EESLPD Office Conceptual Framework (See draft in Appendix A)

The components included in this conceptual framework are intended to describe the types of supports and resources provided by the EESLPD Office to guide NC Birth through Kindergarten Initial (formerly SPI) and Continuing (formerly SPII) Licensure ECEs who work in public and nonpublic schools. The guidance provided by EESLPD Office mentors and evaluators is intended to support ECEs through the licensure process and positively impact teaching practices used in Pre-K classrooms to promote optimal child growth and development. The cycle of coaching used by mentors and evaluators to support ECEs during the BTSP is heavily rooted in forming relationships by using a strengths-based approach that is both individualized and holistic.

V.   Interrater Reliability Committee (formed on 10/2017)

a. Committee members (Amanda Vestal – Co-Chair, Deborah Saperstein – Co-Chair, Rich Lambert, Carla Stafford and Heather Taylor) All facets of this project have been collaborative between East and West Hubs, but some components have been assigned to respective hubs.

  i. Check-In meetings scheduled with Amanda V., Debbie, S., Carla S., and Heather T. on 1st Wed. & 3rd Monday of each month.
  ii. Heather and Carla met weekly/bi-weekly at separate check-in point at their respective hub with program coordinator.
  iii. Heather and Carla also made on an as needed basis via phone calls (2-4/per month)
  iv. A work plan was established 10/17 and revised through June 2018
  v. It was established that the East Hub would be responsible for:
    1. Procedures
    2. Co-Observation protocol on East side
    3. Professional Development & Training development
    4. Training Plan
    5. Procedural Fidelity
    6. Development of Standards modules with input from the West Hub

  vi. It was established that the West Hub would be responsible for:

1. Development of content pieces in the form of modules (e.g., PLCs, Formative Assessment)
2. Collaboration with East to develop standards modules
3. Video of Classrooms/Teachers: To be used for development of future modules and professional development (e.g. Development of Standards modules, Assessment, PLCs, Other)
4. Training Needs assessment
   a. Mentor/Evaluator training (see Appendix E)
   b. Training, Part 2 (see Appendix F)
5. Ongoing collaboration between Heather (West) and Carla (East) (Quality Assurance Program Leads):
   a. Revision of Program Monthly Survey
      i. Heather (West) and Carla (East) to add final revisions and to be used during the 2018-2019 year
      ii. Revisions to reflect what we've learned this year
      iii. The addition of drop-down menus to monthly survey

VI. Summary and updates about the previous listed items

   a. West Hub Updates:

      i. <u>PLC Modules</u> – The PLC Module development is in the final stage of development. Developers of this module series are Rich Lambert, Ph.D., Bobbie Rowland, Ph.D., Heather Taylor & Amanda Vestal. A pre-production meeting has been set with the production crew at UNC Charlotte for 6-11-18. At this meeting, planning and filming plans will occur. Modules are meant to be interactive for participant engagement and learning. Jamie Brown, a Lecturer in the Child and Family Development Department (CHFD) (Special Education and Child and Family Development) has agreed to use the PLC modules for two CHFD courses, both are 3 credit hours (CHFD 2412 - The Practice of Observation, Documentation, and Analysis of Young Children's Behavior AND CHFD 3116 - Approaches to Integrated Curriculum for Young Children [aged 3-8].). The use of the modules will be used in the courses for the following:
         1. Course Mini-lectures
         2. Course Video tutorials
         3. Class assessments
         4. Course presentations
         5. Class demonstrations (e.g., Geology - Mineral identification)
         6. Course Simulations (e.g., Physics - Laws of motion)
         7. As the topic relates to course material and objectives

ii.   Formative Assessment Modules: This set of modules in currently in development with a target completion date of August 2018. Developers include Rich Lambert, Ph.D., Bobbie Rowland, Ph.D., Heather Taylor & Amanda Vestal. Once this module is completed a meeting will be scheduled with the production crew at UNC Charlotte for formulation of interactive learning of individuals who will participate in the modules. Jamie Brown has agreed to use this series of learning modules for the courses described above and for the same purposes as using the PLC modules (listed above).

iii.   Standards (NC TEP) Modules: Carla and Heather are currently working on the development of these modules. The target completion date for this project is August 2018.

iv.   Training Needs Assessment: Two needs assessments were conducted (1 at mid-year, and 1 close to the end of the 2017-2018 service year). These assessments were conducted to discover areas of training that needed improvement.

1.   Mentor/Evaluator training (see Appendix E): Heather T. developed a questionaire and it was distributed to mentors, evaluators, and partners at both East and West Hubs by Regional Leads and Quality Assurance Program Leads. Respective hubs decided to disperse the questionnaire to meet the needs of populations encompassing each hub.

   a.   EESLPD – WEST chose to distribute questionaires to all current staff (both, new staff as well as staff and partners who had been working with the EESLPD Office for 1+ years). Heather Taylor introduced the questionnaire during all Regional Lead meetings and encouraged attendees to complete and return the questionaires to better our practices of supporting teachers as they strive to meet the needs of children and their families.

   b.   EESLPD - EAST chose to distribute the survey to only new staff members. Carla Stafford introduced the questionnaire to East Hub staff and returned 9 completed questionaires for analysis.

2.   Training, Part 2 (see Appendix F): Two Part 2 trainings were scheduled in May by the EESLPD Office – WEST. A training evaluation form was developed by Heather Taylor to be distributed to attendees at the end of the training. Attendees responses will be used to assess training needs and revisions to future Part 2 training.

      a. Stephanie Etheridge and Heather Taylor facilitated training in Gaston County, 14 attendees participated in training.

    v. Video of Classrooms/Teachers: To be used for development of future modules and professional development (e.g. Development of Standards modules, Assessment, PLCs, Other PD)

      a. Heather Taylor reached out to all EESLPD Office – West staff and shared parent permission form (UNC Charlotte's Office of Field Experiences and The Legal Department at UNC Charlotte as well as the EESLPD Unit state office were contacted and the form was approved for distribution).

      b. Email to mentors and evaluators asking for potential teachers interested in project

      c. Once names were provided an email was sent to all teachers interested with a parent permission attached

        i. I DD class observed and videotaped, 5 classrooms videotaped, 3-4 hours spent in each class, 20+ hours of classroom footage that will be used towards future module development

        ii. Send email to all staff and inquire about material pics that can be used in the modules (Ask Amanda)

        iii. Teacher interviews to use for new staff

        iv. Development of new activities for standards ratings module development because of needs assessment

  b. East Hub Updates: The East Hub developed procedures for the upcoming year regarding co-observations that would take place. A procedural fidelity process and training plan was also developed for use during the upcoming 2018-2019 year. Carla Stafford developed a plan for creating Standards modules (with input from the West Hub) and for the facilitation of these modules at Regional Team meetings to take place during the next school year.

VII. Co-Observations

  a. Scheduled and completed by Program Coordinators and Quality Assurance Program Leads (Amanda V., Deborah, S., Carla S. & Heather T.)

  b. Co-observations – scheduled for March 26th and 27th at ECU Child Development Center (1st & 2nd observations), May 16th & 17th moved to May 31st – completed 2 co-observations in one day (3rd & 4th co-observation)

    i. Committee decided to use what was learned at the first 2 observations on 3-26 and 3-27 and apply the same approach on 5-31 for the 3rd and 4th observations.

c. Pilot of Co-Observations to answer 3 Questions:
- i. To what extent do experienced evaluators agree? What did evaluators do to get to consensus when they did not agree?
- ii. What references do we use to make placements? What is our standard?
- iii. What can we learn from evaluators who performed co-observations during the pilot to inform future work to achieve interrater reliability?

d. <u>ECU Child Development Center Observations:</u> These observations took place in 2 consecutive days. One co-observer had copies of the rubric for all other co-observers and 3 copies of the Resource Manual were available to share during the debriefing period. Observations included approximately 15-20 minutes to tour the room while children were outside. Co-observers were the only individuals in the room at this time. Co-observers minimally spoke during this pre-observation time and took photographs of the classroom environments as well as explored activity areas, materials, evidences, and artifacts. Once this pre-observation period was over, co-observers went to an enclosed room with a two-way mirror in order to observe the classroom teacher, children in the class and activities. The rooms co-observers were able to observe with the two-way mirrors had speakers in order to hear the communication occurring in the classroom. It should be noted that at time, it was difficult to hear what was happening in the classroom with the children and classroom teacher. Standards I and V were not completed because it was not possible to talk with teachers individually on the days observed. Both teachers have since left the site where the co-observations took place so evaluators are not able to follow up about evidences/artifacts and post-conference information to mark ratings. A discussion of what evaluators do look for and deem appropriate for proficiency in these standards did take place (if elements/indicators) are not observed in the classroom.

- i. Teacher demographics (ECU):

  1. The 1st teacher observed will be referred to T1
     - a. Continuing License Teacher/Lateral Entry/SP I
     - b. 2nd year in BTSP
     - c. NC Pre-K Classroom
     - d. This teacher resigned from the center and was unable to participate in follow-up questions related to Standards I & V
     - e. **<u>Interesting finding:</u>** For a more developing teacher, evaluators didn't have as many comments about ratings for standard III. When teachers are in a position between proficient and accomplished, Standard III seems to have more contemplation from evaluators about what to mark in the rubric

    2. The 2nd teacher observed will be referred to as T2
- a. Continuing License Teacher/SP II
- b. Year 3 in BTSP as an SPII
- c. NC Pre-K Classroom
- d. T2 also resigned from the center and was unable to participate in follow-up questions related to Standards I & V
- e. **Interesting finding:** Co-observers did not need quite as much time to determine ratings with this teacher but some discussion did occur especially when marking in the Accomplished category (in comparison to marking Proficient) for Standard III.

e. Church Childcare in Walktertown, NC: These two observation took place on 1 day. Information learned by the co-observers during the first set of co-observations was used during the 3rd and 4th co-observations. One change that occurred during these last 2 observations included T3 being observed by two co-observers (Amanda V. & Carla S.) and T4 (Debbie S. & Heather T.). Co-observers decided to observe as pairs since the four of them had debriefed from T1 & T2 observations. Also, since plans are to train Regional Leads (RLs) to co-observe with assigned evaluators during the 2018-2019, as pairs (2 co-observers per classroom) a rationale was developed to only present as pairs during the 3rd and 4th scheduled co-observations.

    i. Teacher Demographics (3rd & 4th Co-observations)

      1. The 3rd teacher observed will be referred to as T3
- a. MAT, BK licensure and K6 licensure
- b. 2 years served by EESLPD
- c. 10 years ECE experience
- d. 18 children in class
  - i. 2 children with IEPs in file
  - ii. 2 referred
    - (1) All speech except 1 is behavior and speech

      2. The 4th teacher will be referred to as T4
- a. BK licensure
- b. SP II, over 5 years with EESLPD
- c. 10+ years experiences
- d. 18 children in class
  - i. No IEPs

f. Pilot Questions Answered:
  i. (1) **To what extent do experienced evaluators agree? What did evaluators do to get to consensus when they did not agree?**

Agreement was reached by all four observers during co-observations with four teachers (labeled as T1, T2, T3, and T4) for all five 5 standards included in the NC TEP. Each standard has specific elements with indicators listed under each. The four observers were 83% reliable when rating the first teacher (T1) and 89% reliable when rating the 2nd teacher (T2). Co-Observers were 100% in agreement and reliable for all standards /elements/indicators on the NC TEP rubric during co-observations with the 3rd and 4th teachers (T3 and T4). A description of co-observations for teacher T1 and T2 can be found in Table 1.

Discussion about revising the Resource Manual occurred between co-observers during debriefing, and many standards/elements/indicators were found to need additions and/or deletions in order to provide more specific guidance and support to early childhood educators, mentors and evaluators. Specific areas of the resource manual that warranted discussion and may be areas for revising the Resource Manual are Standards Ia., IId., IIIa., IIIb., IIIc., IIId., IVa., IVb., IVe., IVh., and Vc.

All 4 co-observers debriefed about each standard/element/indicator (Standards II, III, At this time if there was a difference in markings between observers, co-observers would talk openly and share about why markings may look different. The Resource Manual was the main supporting reference used during discussions among co-observers regarding observations and markings on the rubric. Foundations (The Standard Course of Study for Pre-K) was referenced by all 4 co-observers during debriefing as well.

*Standard III prompted the most discussion as co-observers worked at unpacking the standards/elements/indicators. This information is valuable as new training is being developed for the standards modules.

(2) **What references do we use to make placements? What is our standard?** We all 4 used The Resource Manual as a guide. Although 1 evaluator used the NC standards and elements to guide ratings. All 4 observers also discussed the importance of Foundations (Standard Course of Study for NC Pre – K) to be used as an anchor for developmentally appropriate instruction for this age group.

(3) What can we learn from evaluators who performed co-observations during the pilot to inform future work to achieve interrater reliability? Future evaluators can use the procedures used for the pilot to achieve interrater reliability.

    a. <u>Procedures:</u>
        i. Each co-observer will have a copy of the rubric.
        ii. Each co-observer will have a notebook for note taking during the observation and debriefing
        iii. Each co-observer will bring a writing utensil
        iv. Each co-observer will arrive at least 10 minutes early at site to ensure that the observation starts on time.
        v. There will be one Resource Manual available at debriefing to be used as a resource.
        vi. Debriefing as part of procedures
            1. Each co-observer will participate in debriefing to find agreement following the observation
            2. During debriefing each co-observer will share how they marked the rubric based on what they observed.
            3. To reach agreement, co-observers will discuss the standard /element/indicator in reference to the observation and use the Resource Manual as a primary resource and reference
            4. Notes will be made by each co-observer on the rubric or in a notebook
            5. Notes will be made by co-observers based on the observation itself, but also about processes used in finding agreement.
            6. There may be standards/elements/indicators that have agreement, but still elicit discussion by co-observers. Notes will be written about these areas as well. These areas may be helpful to unpack or know more about during the reliability study.
            7. Following debriefing, all notes and rubrics used by co-observers will be given to one co-observer to keep on file (Quality Assurance Program Lead for the Western Hub, Heather Taylor kept rubrics during the co-observation. Heather then used information to summarize (from notes and rubrics) and add it to the EOY report).
            8. Summary of Agreement and Reliability by 4 co-observers of Teachers (T1) and (T2). Standards/Elements/Indicators that prompted discussion by all 4 co-observers can be found in Table 1.

Table 1.

The table below summarizes the Reliability Committee's co-observations with four ECEs.

Standard/ Element/ Indicator	(T1)	(T2)	Agreement	Reliability	Discussion about Rubric Among 4 Co-Observers (Amanda V. Debbie S., Carla S. & Heather T.)
Ia.	Yes	Yes	Yes (agreement with T1 and T2)	Yes (reliable with T1 and T2)	T4: Discussion about ethics in classroom with children. Co-observers were prompted to have a discussion about the Resource Manual possibly needing to discuss the treatment of children in the Pre-K classroom by the classroom teacher (e.g., ethical conduct, respect, dignity).
IIb.	Yes	Yes	Yes (agreement with T1 and T2)	Yes (reliable with T1 and T2)	T2: Discussions about IIb. (both indicators at accomplished level but prompted discussion from co-observers to determine what exactly needs to be different to be accomplished in comparison to proficient). -how can you tell if a teacher is beyond proficient in the area throughout the year and not just a one-time observation -how or does IIb. Relate to global awareness at all? Why or why not? -overall co-observers rated accomplished based on both indicators being naturally embedded in

					lessons, photos encompassing attributes of both indicators, materials (e.g., different fabrics in house-keeping)
IIc.	Yes	No	Yes (agreement with T1 and T2)	Yes (T1) & No (T2) (Reliable with T1 but not with T2)	T2. Discussion prompted from Proficient level to Accomplished -co-observers came to agreement and decided on accomplished because of use of data-driven instruction
IId.	No	Yes	Yes (agreement with T1 and T2)	Yes (T2) and No (T1) (reliable with T2, not with T1)	T1: (Co-observers had to find agreement) challenge with marking developing to proficient (3:1 ratio). Eventually found agreement through discussion and referring to the resource manual T2: IId. (1st indicator) – need to talk with teacher to determine if teachers is using research-based practices with children with special needs. Does teacher have children with a specific diagnosis in her classroom?
IIe.	Yes	Yes	Yes (agreement with T1 and T2)	Yes (reliable with T1 and T2)	T1: Discussion prompted Need to see evidences before marking proficient
IIIa.	No	No	Yes (agreement with T1 and T2)	No (T1) and No (T2) (not reliable with T1 or T2)	TI: needed discussion about developing to Proficient T2: needed discussion about Proficient to Accomplished level
IIIb.	X	X	X (agreement with T1 and T2)	(reliable with T1 or T2)	T1: discussion prompted about Developing to Proficient

					T2: needed more discussion from Proficient to Accomplished
IIIc.	Yes	Yes	Yes (agreement with T1 and T2)	Yes (reliable with T1 and T2)	T2: Discussion about Proficient to Accomplished
IIId.	No	No	Yes (agreement with T1 and T2)	No for T1 and T2 (not reliable with T1 or T2)	Co-observers needed to find agreement IIId. for both T1 and T2) T1 & T2: Discussion about Developing, Proficient, Accomplished
IVa.	Yes	Yes	Yes (agreement with T1 and T2)	Yes (reliable with T1 and T2)	T1: 2nd indicator under Proficient (co-observes discussed that it seems fitting there would be an indicator under Developing as the one under proficient seems like it would be at the developmental level instead of proficient, yet the 1st indicator seems like a truly proficient element
IVb.	Yes	Yes	Yes (agreement with T1 and T2)	Yes (reliable with T1 and T2)	T1: What we consider to be a "variety" of data to be marked Proficient T2: Developing to Proficient
IVe.	Yes	Yes	Yes (agreement with T1 and T2)	Yes (reliable with T1 and T2)	T2: Proficient to Accomplished , need to look at artifacts to make determination since not available to post-conference
IVh.	No	Yes	Yes (agreement with T1 and T2)	No (T1) and Yes (T2) (reliable with T2, not T1)	T1: co-observers needed to find agreement, Need to talk with teacher about artifacts/evidences for these

					T2: 1st indicator prompted discussion
Vc.	N/A	N/A	N/A	N/A	T1: Discussed in office: discussion, may need unpacking for standards modules

VIII.   Teacher Needs Assessments and Surveys

End of Year Teacher Survey (2017-2018)

At the end of the 2017-2018 school year, ECEs were given the opportunity to answer a survey. Survey questions related to how EESLPD mentors and evaluators provided supports to ECEs while using the EESLPD Conceptual Framework as the basis for their work. Early childhood educators also answered questions about their understanding and implementation of teaching practices related to Standards I-V in the rubric used as part of the NC TEP. All graphs and tables related to this survey can be found in Appendix B and C.

Demographic Information (refer to Appendix B for other details)

Participants: The majority of survey respondents encompass the Western portion of state of NC. This may be due to having access to the survey link a few days longer that the Eastern hub. The survey was extended by one week to allow all teachers more time to respond to the survey. Out of 187 responses the majority of respondents (n=128) respondents selected "NC Pre-K Only", 45 respondents selected "Head Start/NC Pre-K" and 11 selected "Developmental Day/NC Pre-K". Seventy-four respondents are being served by the EESLPD Office as Continuing License Teachers (formerly SP II), 44 are served as their 1st year in the BTSP, 34 are in their 2nd year of BTSP, 22 are in their 3rd year of the BTSP. Fifty-four teachers responded that it was their first year being supported by an EESLPD Office mentor, 32 teachers indicated that they had the same mentor as previous years, and 44 teachers responded that they had a different mentor than previous years.

The majority of survey respondents indicated that their mentors (a) provided them opportunities to reflect about classroom practices to best meet the needs of children and families, (b) provided resources consistently, (c) provided supports for professional growth, (d) provided individualized supports, (e) provided strengths-based support, (f) refers them to use the Resource Manual, and (g) refers them to opportunities for professional development. Teachers indicated that they need the most support from mentors in **Standard I** in (a) implementing a school improvement plan (50.36%), (b) Supporting policy changes (43.07%), and (c) advocacy (40.15%). Teachers indicated that they need support in **Standard II** from mentors in (a) implementing research-based practices for children at-risk for developmental delays or with diagnosed disabilities (45.99%), (b) knowledge of diverse cultures (37.23%), and (c) inclusive practices (30%). Teachers indicated that they need the most support from mentors in **Standard III** in (a) 21st century skills (56.2%), (b) global awareness (53%), and (c) rigorous and relevant curriculum. Teachers indicated that they need the most support from mentors in **Standard IV** in (a) 21st century skills (53.68%), (b) collecting data for long-range and short-term planning (44.53%). (b) differentiating instruction (35%), and (c) assessment strategies (35%). Teachers

indicated that they need the most support from mentors in **<u>Standard V</u>** in research-based methods to improve instructional practices (44.53) and professional goals (36.50%).

<u>Mentor Support Questions:</u>

(a) Mentoring and Coaching (Implicit/Explicit)

a. The vast majority of teachers (98%) responded that their mentors treat them as a colleague and professional when providing suggestions/feedback and ask them what areas they would like to improve. Also, the majority (90%) of teachers would like to have their mentor model and demonstrate particular activities with children in their classrooms. When asked if teachers had asked their mentors to model for them in the classroom, the majority of teachers (n=88) indicated that they *did not ask* their mentor to model or demonstrate lessons while less teachers (n=47) indicated that *they had asked* their mentor to model activities for them. Specific areas within the classroom that teachers indicated they *would like modeling* from mentors are conflict resolution (73%), guided behavior (68%), large group (66%), transitions (62%), authentic assessment (53%), small group (51%), self-regulation (46%), inclusive practices (46%), family partnership & communication (50%), and centers (41%). When teachers were asked why he/she may not have asked for mentor modeling, the majority (n=80) indicated that they would feel comfortable asking for modeling if needed in the future, 19 respondents indicated that they didn't know asking their mentor to model was an option, and 17 indicated that they were confident with their teaching and didn't need modeling. The remainder of respondents chose to skip this question.

<u>Evaluator Support Questions:</u>

Survey respondents indicated that their evaluators scheduled convenient observation times (87%), answered their questions in a timely manner (86%), helped them feel prepared prior to the next observation (84%). The vast majority of respondents indicated that their evaluators (a) encouraged reflection (97.46%), (b) used pre- and post conference information to guide teaching (98%), and (c) guided them to improve their instructional practices (95%). Following post-conferences with evaluators, ECEs responded that they focused more on (a) research-based practices (71%), (b) assessment (74%), and (c) differentiating instruction (74%). Teachers responded that after post-conferences they shared information with colleagues, including co-teachers (85.43%) and their site administrators (78%). Sixty percent of site administrators participated during post-conferences with teachers and evaluators. Teachers responded that they are not yet confident in rubric areas including (a) global awareness, (b) 21st century skills, and (c) data driven instruction.

The original survey email was launched to all EESLPD - West teachers on May 11, 2018. All EESLPD Office – West site administrators, partners and staff (e.g., Regional Leads, evaluators, mentors) were notified of the teacher survey via email and were asked to encourage teachers to complete the survey. A survey reminder email was sent to all EESLPD – West teachers on 5-17-18. Email correspondence regarding the survey links was also sent to the EESLPD - East Office on these dates as well. The EESLPD Office – East communicated the need to send the survey link from the East Office since teachers were familiar with staff on the east and may be more prone to respond to the survey. An email with the survey reminder was sent to the EESLPD Office – East (Carla and Debbie) and revisions were made on May 17, 2018 to include Eastern Counties missing from the original survey. The EESLPD Office – East launched the teacher survey on 5-17-2018. The EOY Teacher Survey from 2017-2018 was originally scheduled to stop receiving responses on June 4th. This date was extended one week, to June 11th, to give teacher more time to complete the survey and increase the response rate.

Survey results have been compiled into graphs for specific areas of the survey and are included in Appendix B and C. As of June 3, 2018, 188 teachers from both East and West hubs have responded to the EOY Teacher Survey. Some of the questions were skipped throughout the survey by approximately 55 respondents.

VIIII. What's next on the horizon?

- Initial Certification and Recertification is a 3-tiered observation model:
    o % videos, live observations, and joint observations
    o Professional development (FA and PLC, Standards Modules)
    o Results from research study
    o More needs assessment, survey, continuous improvement model
    o Conference presentations (NAEYC NCaeyc)
    o Job shadowing stage, online modules for recertification
        ▪ Two points:
            • attend to details in snapshot observation
                o pay attention all year to summative judgment
                o potential development of a summative module

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Appendix A

(DRAFT)

A Conceptual Framework of the

The Early Educator Support, Licensure and

Professional Development Offices at

East Carolina University and the University of North Carolina

Principal Investigators:
Richard Lambert: Western Hub
Barbara Brehm: Eastern Hub

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Carla Stafford: Eastern Hub

Conceptual Framework for the Early Educator Support, Licensure, and Professional Development Office (EESLPD) (DRAFT)

The components included in this conceptual framework are intended to describe the types of supports and resources provided by the EESLPD Office to guide North Carolina Birth through Kindergarten Initial (formerly SPI) and Continuing (formerly SPII) Licensure Early Childhood Education (ECE) teachers who work in public and nonpublic schools. The guidance provided by EESLPD Office mentors and evaluators is intended to support ECE teachers through the licensure process and positively impact teaching practices used in Pre-K classrooms to promote optimal child growth and development. The cycle of coaching used by mentors and evaluators to support ECE teachers during the Beginning Teacher Support Process (BTSP) is heavily rooted in forming relationships by using a strengths-based approach that is both individualized and holistic. See the EESLPD Office Conceptual Framework illustrated in Figure I.

Figure I. Early Educator Support, Licensure, and Professional Development (EESLPD) Office Conceptual Framework (DRAFT) Final version on web page.
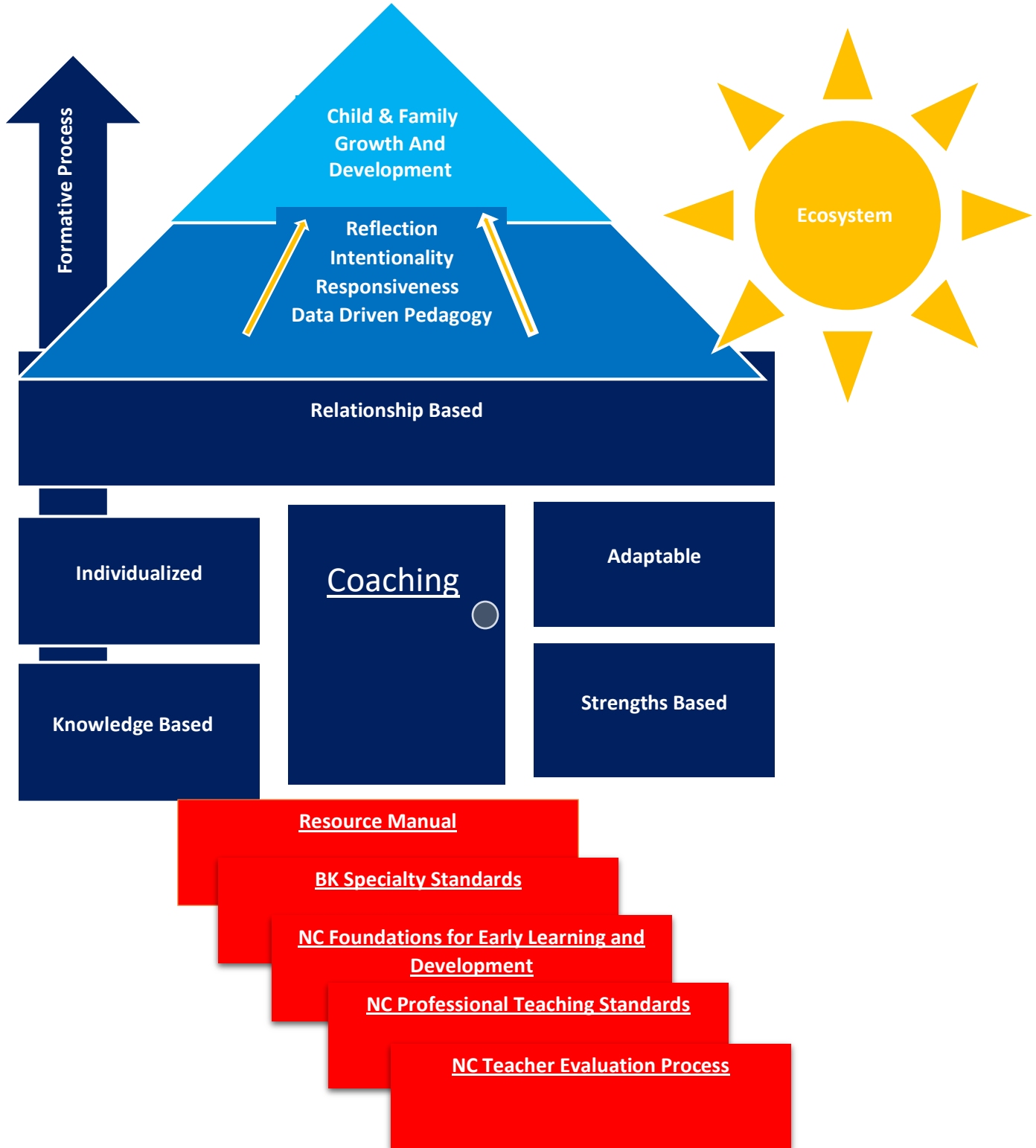
Appendix B

EOY Teacher Survey 2017-2018: Questions & Responses

1) Please indicate the county where you work from the pulldown menu provided.

Option	# Responses	Response %
1 skipped this question	Total responses **198**	99.50%
Alamance	1	0.51%
Alexander	2	1.01%
Alleghany	0	0.00%
Anson	5	2.53%
Ashe	1	0.51%
Avery	4	2.02%
Beaufort	4	2.02%
Bertie	3	1.52%
Bladen	0	0.00%
Brunswick	5	2.53%
Buncombe	5	2.53%
Burke	3	1.52%
Cabarrus	0	0.00%
Caldwell	1	0.51%
Camden	3	1.52%
Carteret	4	2.02%
Caswell	2	1.01%
Catawba	2	1.01%

Chatham	1	0.51%
Clay	5	2.53%
Cleveland	5	2.53%
Chowan	3	1.52%
Columbus	0	0.00%
Craven	2	1.01%
Cumberland	14	7.07%
Currituck	1	0.51%
Dare	4	2.02%
Davidson	3	1.52%
Davie	0	0.00%
Duplin	3	1.52%
Durham	10	5.05%
Edgecombe	1	0.51%
Forsyth	1	0.51%
Franklin	0	0.00%
Gaston	1	0.51%
Gates	0	0.00%
Graham	0	0.00%
Granville	0	0.00%
Greene	0	0.00%
Guilford	6	3.03%
Halifax	0	0.00%

Hartnett	3	1.52%
Haywood	2	1.01%
Henderson	2	1.01%
Hertford	2	1.01%
Hoke	0	0.00%
Hyde	2	1.01%
Iredell	3	1.52%
Jackson	3	1.52%
Johnston	1	0.51%
Jones	0	0.00%
Lee	3	1.52%
Lenoir	0	0.00%
Lincoln	1	0.51%
Macon	1	0.51%
Madison	0	0.00%
Martin	0	0.00%
McDowell	0	0.00%
Mecklenburg	5	2.53%
Mitchell	0	0.00%
Montgomery	0	0.00%
Moore	0	0.00%
Nash	2	1.01%
New Hanover	5	2.53%

Northhampton	0	0.00%
Onslow	7	3.54%
Orange	1	0.51%
Pamlico	0	0.00%
Pasquotank	1	0.51%
Pender	2	1.01%
Person	0	0.00%
Perquimans	0	0.00%
Pitt	3	1.52%
Polk	0	0.00%
Randolph	1	0.51%
Richmond	0	0.00%
Robeson	5	2.53%
Rockingham	0	0.00%
Rowan	1	0.51%
Rutherford	1	0.51%
Sampson	0	0.00%
Scotland	0	0.00%
Stanley	3	1.52%
Stokes	0	0.00%
Surry	1	0.51%
Swain	0	0.00%
Transylvania	0	0.00%

Tyrrell	0	0.00%
Union	1	0.51%
Vance	0	0.00%
Wake	20	10.10%
Warren	0	0.00%
Washington	0	0.00%
Watauga	0	0.00%
Wayne	5	2.53%
Wilkes	0	0.00%
Wilson	5	2.53%
Yadkin	0	0.00%
Yancey	0	0.00%
None of the Above - Write county in which you work in the "Other" space below	1	0.51%
Other county: [View]	0	0.00%

2) Select the response from the pulldown menu that best describes the type of classrooms you worked in during the 2017-2018 school year?

Option	# Responses	Response %
1 skipped this question	Total responses **198**	99.50%
NC Pre-K Only	138	69.70%
Head Start/NC Pre-K	46	23.23%

Option	# Responses	Response %
Developmental Day/NC Pre-K	11	5.56%
Head Start Only	1	0.51%
Developmental Day Only	2	1.01%
Other:	0	0.00%
Other: [View]	2	1.01%

3) Select the response from the pulldown menu that best describes the year of participation you are in with the Early Educator Support, Licensure, and Professional Development (EESLPD) Office?

Option	# Responses	Response %
1 skipped this question	Total responses **198**	99.50%
1st year in Beginning Teacher Support Program (BTSP)	46	23.23%
2nd year in BTSP	34	17.17%
3rd year in BTSP	22	11.11%
This is my 4th year	6	3.03%
I am receiving services and have an SPII/continuing teaching license.	80	40.40%
N/A	0	0.00%
Other: [View]	10	5.05%

4) If you selected "SPII/Continuing License" in question #3, write in the number of years you have been served by the EESLPD Office.

Option	# Responses	Response %
107 skipped this question	Total responses **92**	46.23%

Option	# Responses	Response %
Responded	92	46.23%
Did not respond	107	53.77%

5) Did you previously work in the field of early childhood education before enrolling with the EESLPD Office? If "yes", in the comment box, indicate what setting you worked in and for how many years.

Option	# Responses	Response %
1 skipped this question [View Comments (158)]	Total responses **198**	99.50%
Yes	178	89.90%
No	20	10.10%

6) Did you receive support from an EESLPD Office Mentor during the 2017-2018 school year?

Option	# Responses	Response %
1 skipped this question	Total responses **198**	99.50%
Yes	136	68.69%
No	62	31.31%

7) Choose a response from the dropdown menu that fits best with your experience receiving mentor support during the 2017-2018 school year.

Option	# Responses	Response %
60 skipped this question	Total responses **139**	69.85%
This is my first year with an assigned mentor.	55	39.57%
I have the same mentor as last year.	32	23.02%
I have a different mentor this year, as compared to a previous year(s).	42	30.22%
N/A	6	4.32%
Other: [View]	4	2.88%

8) Mentoring and Coaching (Explicit/Implicit)

	Yes	No	Total
62 skipped this question	Total responses **137**		68.84%
Does your mentor treat you as a colleague and fellow professional?	135 (98.54%)	2 (1.46%)	137
Does your mentor use a respectful tone when providing feedback and/or suggestions to improve classroom practices?	135 (98.54%)	2 (1.46%)	137
Does your mentor ask you what areas you would like to improve in as an early childhood professional?	133 (97.08%)	4 (2.92%)	137
If needed to improve high quality early childhood teaching practices to meet the needs of children in your classroom, would you like for your mentor to demonstrate and	124 (90.51%)	13 (9.49%)	137

model an activity with the children you teach?			

9) Have you asked your mentor to demonstrate and model a classroom activity with the children you teach?

Option	# Responses	Response %
61 skipped this question	Total responses **138**	69.35%
Yes	48	34.78%
No	90	65.22%

10) In what areas have you asked your mentor to demonstrate and/or model a classroom practice with the children you support?

	Yes	No	Total
151 skipped this question [View Comments (2)]		Total responses **48**	24.12%
Large group	28 (66.67%)	14 (33.33%)	42
Small group	22 (52.38%)	20 (47.62%)	42
Transitions	26 (61.90%)	16 (38.10%)	42
Arrivals/Departures	6 (16.67%)	30 (83.33%)	36
Organizing Centers	15 (40.54%)	22 (59.46%)	37
Outdoor play	7 (18.92%)	30 (81.08%)	37
Helping children make friends	7 (20.59%)	27 (79.41%)	34
Conflict resolution	27 (72.97%)	10 (27.03%)	37
Self-Regulation	16 (45.71%)	19 (54.29%)	35
Helping children take turns	10 (29.41%)	24 (70.59%)	34

Inclusive classroom practices	16 (44.44%)	20 (55.56%)	36
Authentic assessment methods	20 (52.63%)	18 (47.37%)	38
Strategies to guide young children's behavior	25 (67.57%)	12 (32.43%)	37
Family partnership and communication	20 (52.63%)	18 (47.37%)	38
Collaboration with colleagues and/or specialists	20 (51.28%)	19 (48.72%)	39
Site administrator communication	8 (24.24%)	25 (75.76%)	33

11) Choose the best response as to why you have not asked for your mentor to demonstrate and/or model a classroom practice(s) to support you.

Option	# Responses	Response %
67 skipped this question	Total responses **132**	66.33%
I do not feel comfortable asking my mentor.	0	0.00%
My mentor may think I don't know how to do my job if I ask for a classroom activity to be demonstrated or modeled.	1	0.76%
I didn't know it was an option.	19	14.39%
I am confident with my classroom practices and do not need to ask my mentor to demonstrate and/or model a classroom activity at this time.	18	13.64%
In the future and if needed, I am comfortable asking my mentor to demonstrate and/or model classroom practices with the children I support.	81	61.36%
Other: [View]	13	9.85%

12)

Mentor Support: My Mentor

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
62 skipped this question				Total responses **137**		68.84%
Provides support that gives me opportunities to think about and change classroom practices to best meet the needs of children I teach (e.g., reflective practice, self-assessment, participation during pre- and post-observation conferences).	23 (16.79%)	3 (2.19%)	8 (5.84%)	35 (25.55%)	68 (49.64%)	137
Provides resources consistently (e.g., books, online resources, scholarly and practitioner-based articles).	23 (16.79%)	5 (3.65%)	8 (5.84%)	39 (28.47%)	62 (45.26%)	137
Provides support to me based on areas I would like to grow in my profession (e.g., personal interests, career goals).	23 (16.79%)	4 (2.92%)	8 (5.84%)	37 (27.01%)	65 (47.45%)	137
Provides support to me that has been based on my individual needs (e.g., scheduling observation times that are convenient, classroom dynamics, personal circumstances).	24 (17.52%)	4 (2.92%)	8 (5.84%)	34 (24.82%)	67 (48.91%)	137

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Provides support that is geared towards what I do well (e.g., strengths-based, my view of classroom priorities).	22 (16.06%)	3 (2.19%)	13 (9.49%)	44 (32.12%)	55 (40.15%)	137
Provides support that is based on areas I need improvement (e.g., Standards I - V in the NC Teacher Evaluation Process Rubric).	23 (16.79%)	3 (2.19%)	9 (6.57%)	36 (26.28%)	66 (48.18%)	137
Refers me to use the Resource Manual as a guide for implementing high quality early childhood practices in the classroom (e.g., refers to Resource Manual during both formal/informal meetings, informs me of where to find information included in the Resource Manual).	21 (15.33%)	5 (3.65%)	10 (7.30%)	42 (30.66%)	59 (43.07%)	137
Refers me to professional development opportunities (e.g., webinars, conferences, trainings, courses for CEU credit).	21 (15.33%)	3 (2.19%)	8 (5.84%)	41 (29.93%)	64 (46.72%)	137

13) As a teacher, I need support from my mentor in the following areas of <u>Standard I</u>:

	Yes	No	Total
62 skipped this question [View Comments (6)]	Total responses **137**		68.84%
Professionalism	15 (10.95%)	122 (89.05%)	137
Advocacy	55 (40.15%)	82 (59.85%)	137
Ethical Behavior	14 (10.22%)	123 (89.78%)	137
Professional Learning Community	41 (29.93%)	96 (70.07%)	137
Leadership	43 (31.39%)	94 (68.61%)	137
School/Center Improvement Plan	69 (50.36%)	68 (49.64%)	137
Supporting Policy Change(s)	59 (43.07%)	78 (56.93%)	137

14) As a teacher, I need support from my mentor in the following areas of <u>Standard II</u>:

	Yes	No	Total
62 skipped this question [View Comments (5)]	Total responses **137**		68.84%
Classroom environment	23 (16.79%)	114 (83.21%)	137
Knowledge of diverse cultures	51 (37.23%)	86 (62.77%)	137
Knowledge of the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a child's development	48 (35.04%)	89 (64.96%)	137

	Yes	No	Total
High expectations for all children	29 (21.17%)	108 (78.83%)	137
Collaboration with specialists to meet the needs of children with special needs	36 (26.28%)	101 (73.72%)	137
Inclusion	41 (29.93%)	96 (70.07%)	137
Research-based practices for children at-risk for developing delays in development and/or children diagnosed with disabilities and/or developmental delays	63 (45.99%)	74 (54.01%)	137
Family communication and collaboration	32 (23.36%)	105 (76.64%)	137

15) As a teacher, I need support from my mentor in <u>Standard III</u>:

	Yes	No	Total
62 skipped this question [View Comments (4)]		Total responses **137**	68.84%
Foundations	26 (18.98%)	111 (81.02%)	137
Lesson planning	28 (20.44%)	109 (79.56%)	137
Rigorous and relevant curriculum	46 (33.58%)	91 (66.42%)	137
Content knowledge	31 (22.63%)	106 (77.37%)	137
Global awareness	72 (52.55%)	65 (47.45%)	137

	Yes	No	Total
Links between core content and 21st century content	77 (56.20%)	60 (43.80%)	137

16)

As a teacher, I need support from my mentor in <u>Standard IV</u>:

	Yes	No	Total
62 skipped this question [View Comments (4)]	Total responses **137**		68.84%
Differentiating instruction	48 (35.04%)	89 (64.96%)	137
Data for long-range and short-term planning	61 (44.53%)	76 (55.47%)	137
Appropriate methods and materials	26 (18.98%)	111 (81.02%)	137
Technology use in the classroom	35 (25.55%)	102 (74.45%)	137
Teaching problem-solving skills and critical thinking	47 (34.31%)	90 (65.69%)	137
Small groups	33 (24.09%)	104 (75.91%)	137
Children gaining leadership skills	41 (29.93%)	96 (70.07%)	137
Communication methods with young children	19 (13.87%)	118 (86.13%)	137

	Yes	No	Total
Encouraging children to express themselves (e.g., verbally and nonverbally)	24 (17.52%)	113 (82.48%)	137
Self-regulation	27 (19.71%)	110 (80.29%)	137
Child behavior	43 (31.39%)	94 (68.61%)	137
21st century skills	73 (53.68%)	63 (46.32%)	136
Formal and informal assessment	48 (35.04%)	89 (64.96%)	137

17) As a teacher, I need support from my mentor in the following areas of Standard V:

	Yes	No	Total
62 skipped this question [View Comments (4)]	Total responses **137**		68.84%
Teacher reflection to improve the learning of young children	37 (27.01%)	100 (72.99%)	137
Professional development	37 (27.01%)	100 (72.99%)	137
Professional goals	50 (36.50%)	87 (63.50%)	137
Research based methods to improve teaching practices in the early childhood education setting.	61 (44.53%)	76 (55.47%)	137

18) As an SP II/Continuing License teacher, how helpful would it be to receive support from a mentor at some point(s) during the school year?

Option	# Responses	Response %
8 skipped this question	Total responses **191**	95.98%
Very helpful	104	54.45%
Somewhat helpful	30	15.71%
Undecided	32	16.75%
Not very helpful	3	1.57%
Not helpful at all and/or not needed	22	11.52%

19) My Evaluator

	Strongly disagree	Disagree	Undecided or N/A	Agree	Strongly agree	Total
2 skipped this question [View Comments (8)]			Total responses **197**			98.99%
Schedules observation times that are most convenient for me.	16 (8.12%)	3 (1.52%)	7 (3.55%)	53 (26.90%)	118 (59.90%)	197
Answers questions about the process in a timely manner.	16 (8.12%)	4 (2.03%)	7 (3.55%)	50 (25.38%)	120 (60.91%)	197
Helps me feel prepared by discussing expectations before the next observation/meeting.	16 (8.12%)	5 (2.54%)	10 (5.08%)	44 (22.34%)	122 (61.93%)	197
Listens to my ideas for professional growth and provides resources that	16 (8.12%)	4 (2.03%)	7 (3.55%)	42 (21.32%)	128 (64.97%)	197

	Strongly disagree	Disagree	Undecided or N/A	Agree	Strongly agree	Total
encourages those ideas.						
Provides resources that are helpful to my learning process.	16 (8.12%)	5 (2.54%)	8 (4.06%)	53 (26.90%)	115 (58.38%)	197
Collaborates with my mentor (if applicable) to best meet my needs and help me grow as a professional.	14 (7.11%)	2 (1.02%)	47 (23.86%)	42 (21.32%)	92 (46.70%)	197

20) During post-observation conferences my Evaluator_____.

	Yes	No	Total
2 skipped this question [View Comments (9)]	Total responses **197**		98.99%
Reviewed and encouraged me to reflect on what went well and what needed improvement.	192 (97.46%)	5 (2.54%)	197
Used information gathered during the observation and post-observation conference as a guide for my teaching.	194 (98.48%)	3 (1.52%)	197
Guided me to change and/or improve my teaching practices.	189 (95.45%)	9 (4.55%)	198
Encouraged me to revise my planning to best meet the needs of children in my class.	179 (90.86%)	18 (9.14%)	197

	Yes	No	Total
Provided feedback that that lead me to think more about relationship-building (children and families).	185 (93.91%)	12 (6.09%)	197
Provided feedback that lead me to think more about building a strong classroom community (school family).	184 (93.40%)	13 (6.60%)	197
Provided feedback that lead me to think more about children's learning (next steps to promote growth).	188 (94.95%)	10 (5.05%)	198
Provided feedback that lead me to think more about collaboration with families.	181 (91.88%)	16 (8.12%)	197
Provided feedback that lead me to think more about collaboration with other professionals.	184 (93.40%)	13 (6.60%)	197

21) After post-observation conferences with my Evaluator, I focused more on_____.

	Yes	No	Total
2 skipped this question [View Comments (8)]	Total responses **197**		98.99%
Classroom structure and environment	111 (55.78%)	88 (44.22%)	199
Learning centers in my classroom	126 (63.96%)	71 (36.04%)	197

	Yes	No	Total
Behavior strategies to use with young children	130 (65.66%)	68 (34.34%)	198
Adding more developmentally appropriate materials to my class	114 (57.00%)	86 (43.00%)	200
Building relationships with children and families	121 (60.50%)	79 (39.50%)	200
Collaborating with specialists to meet the needs of children with special needs	111 (56.35%)	86 (43.65%)	197
Assessment methods	146 (74.11%)	51 (25.89%)	197
Differentiating instruction to meet the needs of diverse learners	145 (73.60%)	52 (26.40%)	197
Content - Lesson planning	143 (72.22%)	55 (27.78%)	198
Children's interests and next steps for learning	150 (76.14%)	47 (23.86%)	197
Small group instruction and encouraging leadership in young children	135 (67.84%)	64 (32.16%)	199
Advocacy	118 (59.90%)	79 (40.10%)	197
Professional relationships	119 (60.10%)	79 (39.90%)	198
Inclusive practices	110 (55.84%)	87 (44.16%)	197

	Yes	No	Total
Research-based practices	142 (71.72%)	56 (28.28%)	198
Reflection	161 (81.31%)	37 (18.69%)	198

22) After meeting with my evalutor during post-observation conferences, I shared information I received with the following people:

	Yes	No	N/A	Total
2 skipped this question		Total responses **197**		98.99%
My site administrator/director.	155 (77.50%)	32 (16.00%)	13 (6.50%)	200
My mentor (if applicable).	94 (47.72%)	21 (10.66%)	82 (41.62%)	197
Colleagues/Co-teachers.	170 (85.43%)	25 (12.56%)	4 (2.01%)	199
I filed the information to save for future use.	183 (91.04%)	15 (7.46%)	3 (1.49%)	201
I did not share the information with anyone.	20 (10.00%)	84 (42.00%)	96 (48.00%)	200

23) How has your site administrator participated in this process?

	Yes	No	Not sure	Total
2 skipped this question [View Comments (13)]		Total responses **197**		98.99%
Participated during teacher meetings, pre- and post-observation conferences.	120 (60.00%)	73 (36.50%)	7 (3.50%)	200
Participated by attending EESLPD Office training.	94 (46.53%)	39 (19.31%)	69 (34.16%)	202
Has not been able to attend all post-conference meetings but has supported my learning and professional development during this process.	113 (56.22%)	68 (33.83%)	20 (9.95%)	201

24) Have you contacted anyone other than your assigned Mentor or Evaluator during the 2017-2018 school year?

	Yes	No	Total
2 skipped this question [View Comments (45)]		Total responses **197**	98.99%
Raleigh Office licensure staff: If "yes", indicate why in the comment box provided.	47 (23.86%)	150 (76.14%)	197
Regional Lead: If "yes", indicate why in the comment box provided.	21 (10.66%)	176 (89.34%)	197

25) What has been one of the most challenging aspects of your year? How are you overcoming this challenge? How has your Mentor and/or Evaluator helped guide you through this challenge?

Option	# Responses	Response %
2 skipped this question	Total responses **197**	98.99%
Responded	197	98.99%
Did not respond	2	1.01%

26) In what areas of your teaching would you say you are not yet confident?

Option	# Responses	Response %
2 skipped this question	Total responses **197**	98.99%
Foundations	11	5.58%
Lesson planning	16	8.12%
21st century skills	69	35.03%
Global awareness	74	37.56%
Professional Learning Communities (PLCs)	35	17.77%
Cultural awareness/diversity	37	18.78%
Assessment	35	17.77%
Differentiation	37	18.78%
Artifacts/Evidences	42	21.32%
Data driven instruction	52	26.40%
Small Group Instruction	16	8.12%
Advocacy	45	22.84%
Collaborating with families	15	7.61%

Option	# Responses	Response %
Collaboration with specialists who support the special learning needs of young children	21	10.66%
Other: [View]	22	11.17%

27) Choose the response that best fits this statement. "I feel confident with how to use NCEES/Homebase."

Option	# Responses	Response %
0 skipped this question [View Comments (64)]	Total responses **199**	100.00%
Strongly Disagree	11	5.53%
Disagree	17	8.54%
Undecided	26	13.07%
Agree	105	52.76%
Strongly Agree	40	20.10%

28) Would you be willing to participate in a follow-up interview regarding this survey?

Western Hub Teachers: If yes, please contact Heather Taylor, Quality Assurance Program Lead - West at htaylo29@uncc.edu or 704-728-9629.

Eastern Hub Teachers: If yes, please contact Carla Stafford, Quality Assurance Program Lead - East at STAFFORD16@ecu.edu or 919-222-0795

Option	# Responses	Response %
39 skipped this question	Total responses **160**	80.40%
Yes	23	14.38%
No	137	85.63%

Option	# Responses	Response %
Name and contact information if you're willing to provide: [View]	0	0.00%

29) What other supports/resources could you use from the EESLPD Office to be more successful in meeting your professional goals to impact the learning of young children and their families?

Option	# Responses	Response %
1 skipped this question	Total responses **198**	99.50%
Responded	198	99.50%
Did not respond	1	0.50%

30) In what ways have you grown as a teacher since you began in the BTSP?

Option	# Responses	Response %
2 skipped this question	Total responses **197**	98.99%
Responded	197	98.99%
Did not respond	2	1.01%

31) Are there any areas you feel you did not make progress despite being actively involved in the BTSP?

Option	# Responses	Response %
0 skipped this question	Total responses **199**	100.00%
Responded	199	100.00%
Did not respond	0	0.00%

32) How could your mentor and/or evaluator provide you with better support?

Option	# Responses	Response %
2 skipped this question	Total responses **197**	98.99%
Responded	197	98.99%
Did not respond	2	1.01%

Appendix C

Teacher Responses to Survey (2017-2018) in Graphs and Tables

Table 1

*Descriptive Statistics for EESLPD Teacher End of the 2017-2018 Year*

	N	M	SD	Min	Max	Mode
Type of Classroom	200	--	--	--	--	NC Pre-K Only (*n*=139; 69.50%)
Year of Participation	200	--	--	--	--	SPII/Continuing Teaching License (*n*=150; 41.00%)
SPII/Continuing License Number of Years Served	94	5.49	3.78	1	20	--
Previously Worked in the Field of Early Childhood Education	200	--	--	--	--	Yes (*n*=180; 90.00%)
Experience Receiving Mentor Support	140	--	--	--	--	First Year with Assigned Mentor (*n*=55; 39.29%)

Mentoring and Coaching (Explicit/Implicit)

	Yes	No
Mentor treats you as colleague	97.93%	2.17%
Mentor uses respectful tone when giving feedback	97.83%	2.17%
Mentor asks about where you would like to improve	96.38%	3.62%

|		
Mentee would like mentor to model a classroom activity	89.86%	10.14%
Mentee asked mentor to model classroom activity	34.53%	65.47%

Note. N=138
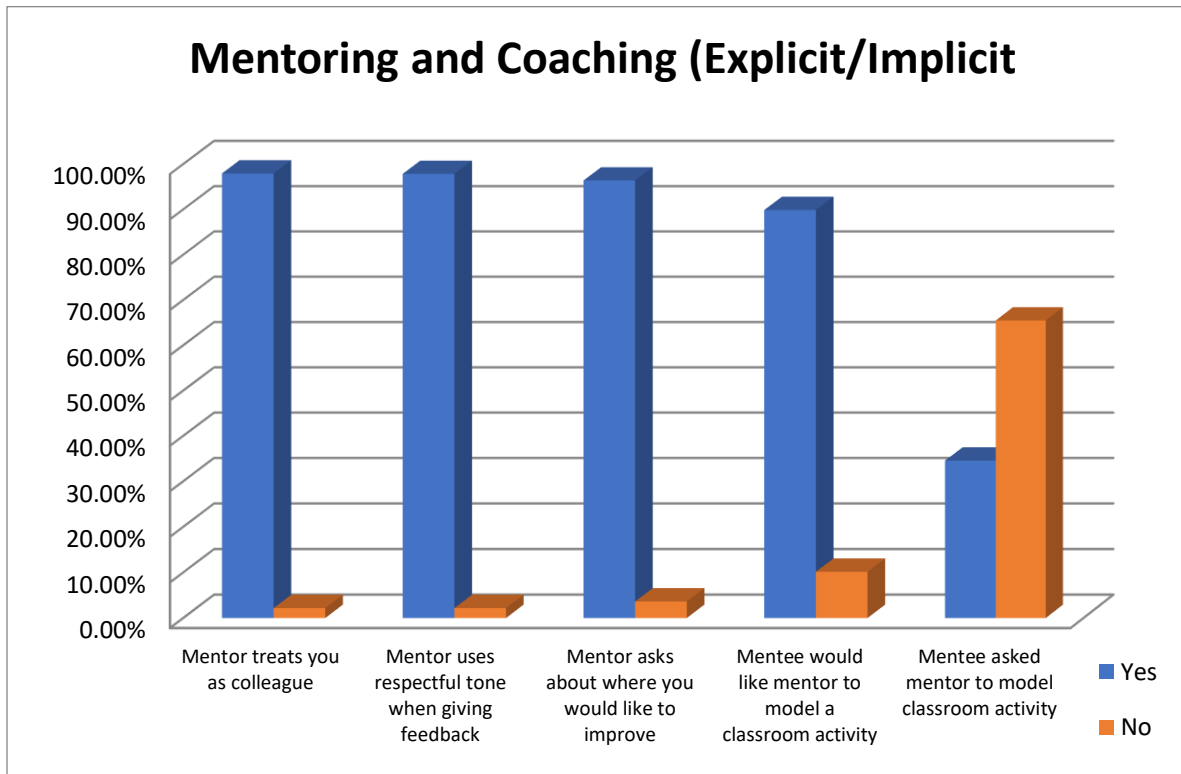
Areas Mentees Asked for Mentor to Model a Classroom Practice

	Yes	No
Large Group	66.67%	33.33%
Small Group	52.38%	47.62%
Transitions	61.90%	38.10%
Arrivals/Departures	16.67%	83.33%

Organizing Centers	40.54%	59.46%
Outdoor Play	18.92%	81.08%
Helping Children Make Friends	20.59%	79.41%
Conflict Resolution	72.97%	27.03%
Self-Regulation	45.71%	54.29%
Helping Children Take Turns	29.41%	70.59%
Inclusive Classroom Practices	44.44%	55.56%
Authentic Assessment Methods	52.63%	47.37%
Strategies to Guide Behavior	67.57%	32.43%
Family Partnership	52.63%	47.37%
Collaboration with Colleagues	51.28%	48.72%
Site Adminstrator Communication	24.24%	75.76%

Areas Mentees Asked for Mentor to Model a Classroom Practice
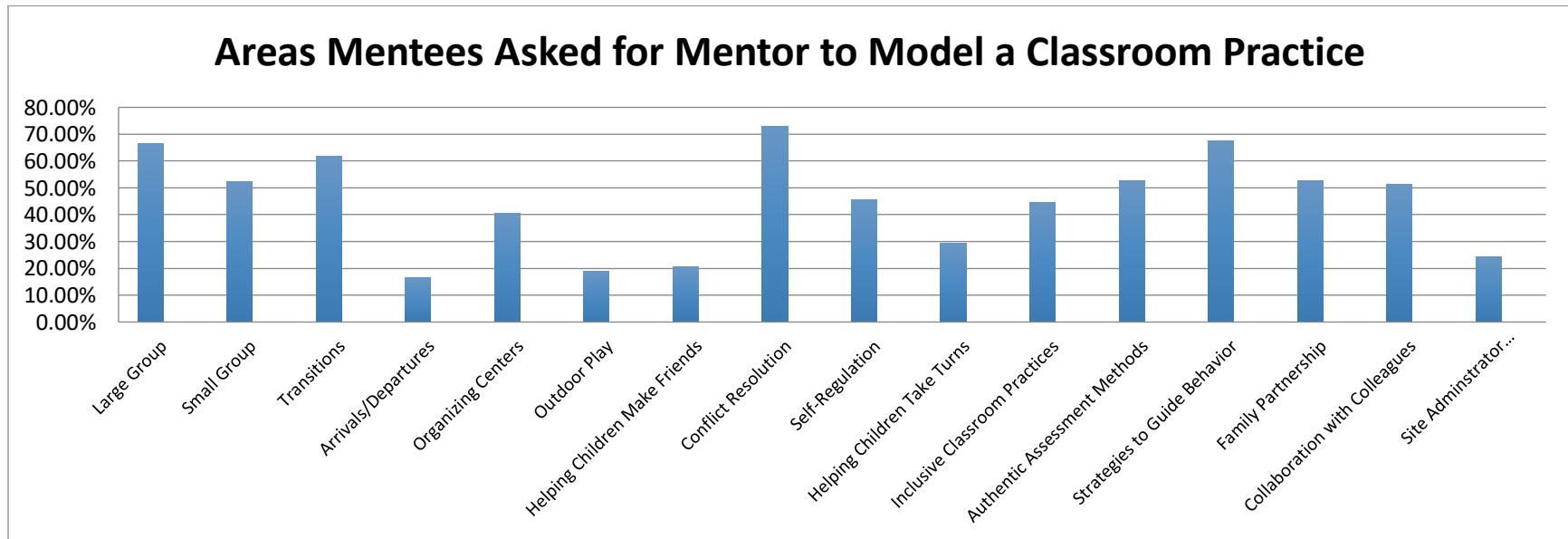
Reasons for Not Asking Mentors to Model Practice

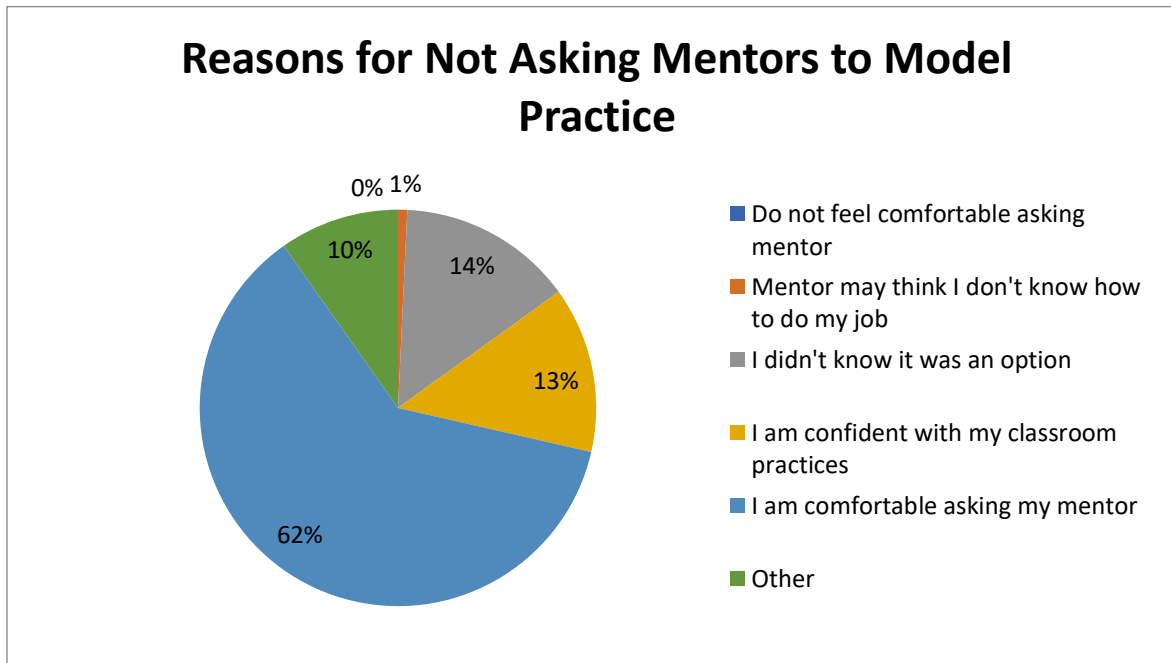|	
Do not feel comfortable asking mentor	0.00%
Mentor may think I don't know how to do my job	0.75%
I didn't know it was an option	14.29%
I am confident with my classroom practices	13.53%
I am comfortable asking my mentor	61.65%
Other	9.77%

Table 2
Mentor Support

Item	Strongly Disagree		Disagree		Undecided		Agree	
	n	%	n	%	n	%	n	
Provides support that gives me opportunities to think about and change classroom practices to best meet the needs of children I teach (e.g., reflective practice, self-assessment, participation during pre- and post- observation conferences).	23	16.67%	3	2.17%	9	6.52%	35	25.
Provides resources consistently (e.g., books, online resources, scholarly and practitioner-based articles).	23	16.67%	5	3.62%	9	6.52%	39	28.
Provides support to me based on areas I would like to grow in my profession (e.g., personal interests, career goals).	23	16.67%	4	2.90%	9	6.52%	37	26.
Provides support to me that has been based on my individual needs (e.g., scheduling observation times that are convenient, classroom dynamics, personal circumstances).	24	17.39%	4	2.90%	9	6.52%	34	24.
Provides support that is geared towards what I do well (e.g., strengths-based, my view of classroom priorities).	22	15.94%	3	2.17%	14	10.14%	44	31.
Provides support that is based on areas I need improvement (e.g., Standards I - V in the NC Teacher Evaluation Process Rubric).	23	16.67%	3	2.17%	10	7.25%	36	26.
Refers me to use the Resource Manual as a guide for implementing high quality early childhood practices in the classroom (e.g., refers to Resource Manual during both formal/informal meetings, informs me of where to find information included in the Resource Manual).	21	15.22%	5	3.62%	11	7.97%	42	30.
Refers me to professional development opportunities	21	15.22%	3	2.17%	9	6.52%	41	29.

|	*Strongly Agree*	
n		%
68		49.28%
62		44.93%
65		47.10%
67		48.55%
55		39.86%
66		47.83%
59		42.75%
64		46.38%

Item

(Cont.)

	Strongly Agree	
	n	%
Provides support that gives me opportunities to think about and change classroom practices to best meet the needs of children I teach (e.g., reflective practice, self-assessment, participation during pre- and post- observation conferences).	68	49.28%
Provides resources consistently (e.g., books, online resources, scholarly and practitioner-based articles).	62	44.93%
Provides support to me based on areas I would like to grow in my profession (e.g., personal interests, career goals).	65	47.10%
Provides support to me that has been based on my individual needs (e.g., scheduling observation times that are convenient, classroom dynamics, personal circumstances).	67	48.55%
Provides support that is geared towards what I do well (e.g., strengths-based, my view of classroom priorities).	55	39.86%
Provides support that is based on areas I need improvement (e.g., Standards I - V in the NC Teacher Evaluation Process Rubric).	66	47.83%
Refers me to use the Resource Manual as a guide for implementing high quality early childhood practices in the classroom (e.g., refers to Resource Manual during both formal/informal meetings, informs me of where to find information included in the Resource Manual).	59	42.75%
Refers me to professional development opportunities (e.g., webinars, conferences, trainings, courses for CEU credit).	64	46.38%

Note. N=138

Standard I: Support Needed from Mentor

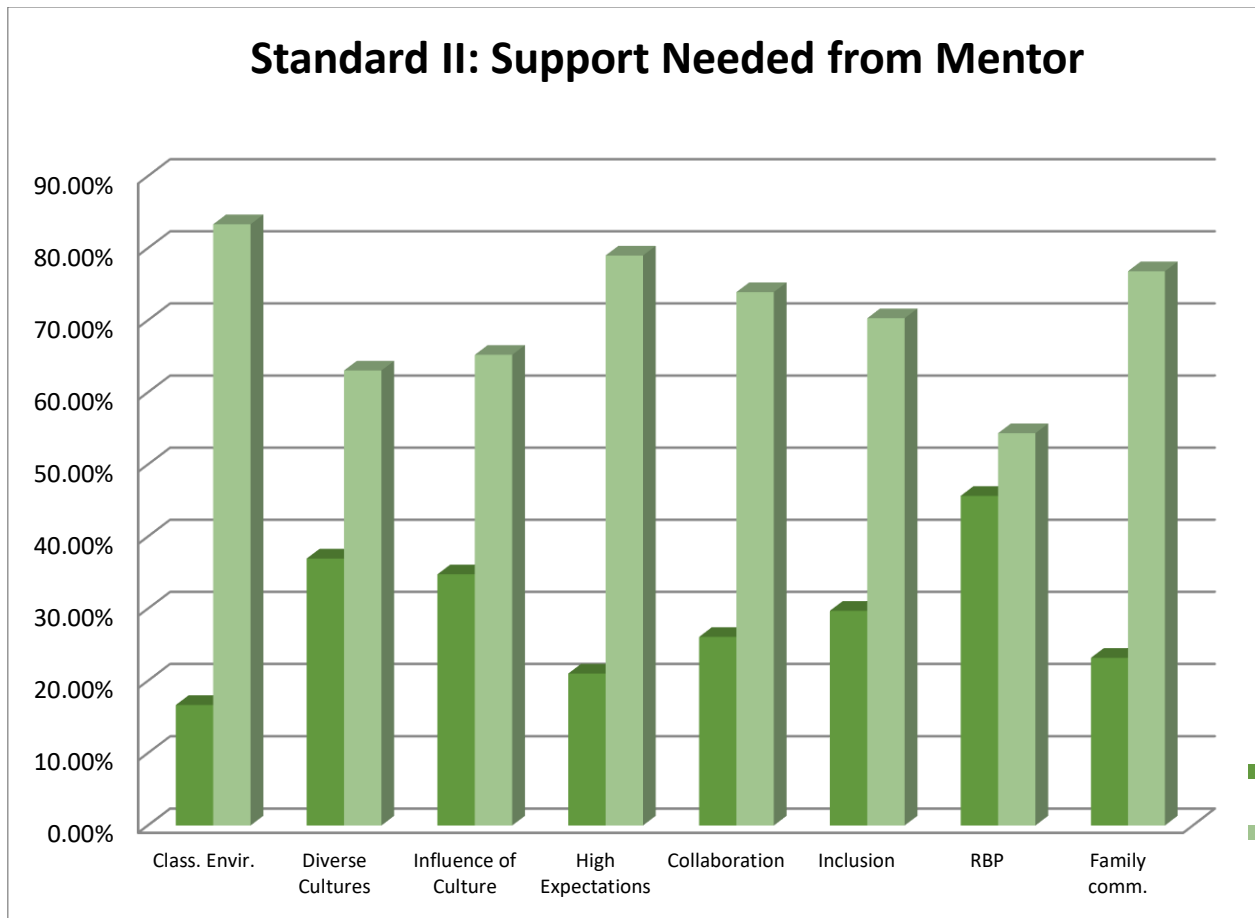|	Yes	No
Professionalism	10.87 %	89.13 %
Advocacy	39.86 %	60.14 %
Eth. Behavior	10.14 %	89.86 %
Learning Comm.	29.71 %	70.29 %
Leadership	31.16 %	68.84 %
School Impr. Plan	50.00 %	50.00 %
Policy Change	42.75 %	57.25 %

Note. *N*=138; Eth. Behavior=Ethical Behavior; Learning Comm.=Professional Learning Community; School Impr. Plan= School/Center Improvement Plan

Standard I: Support Needed from Mentor
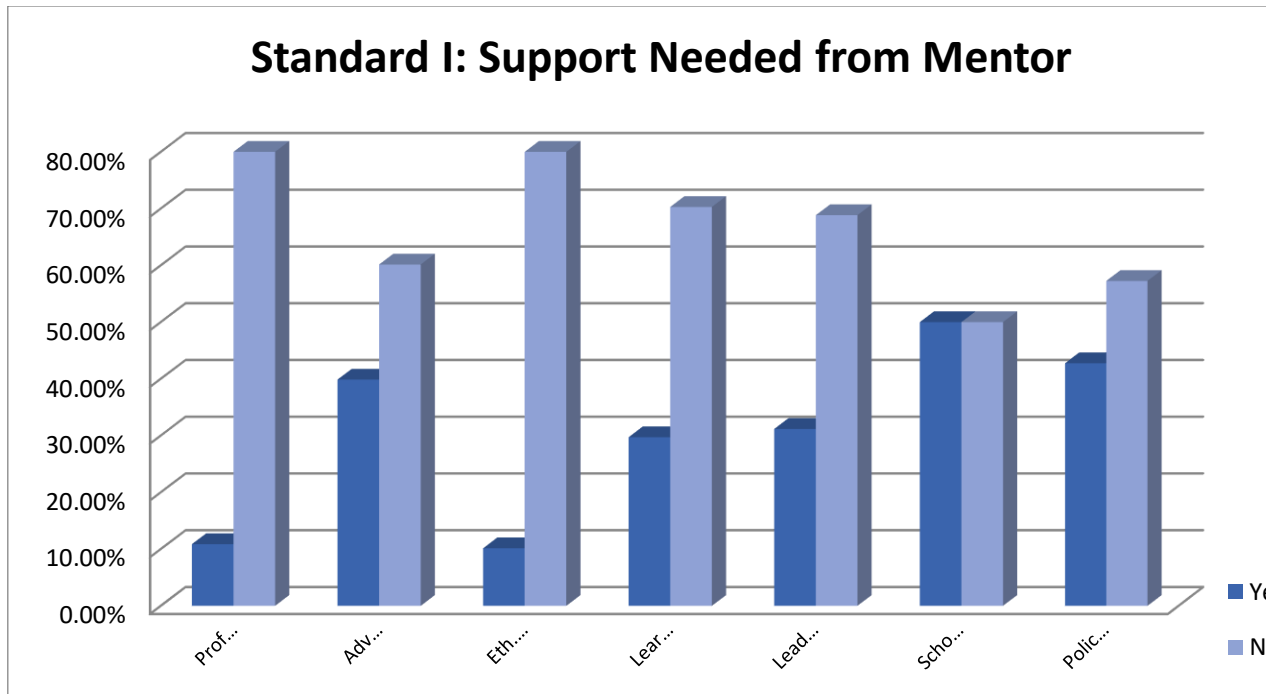
Standard II: Support Needed from Mentor

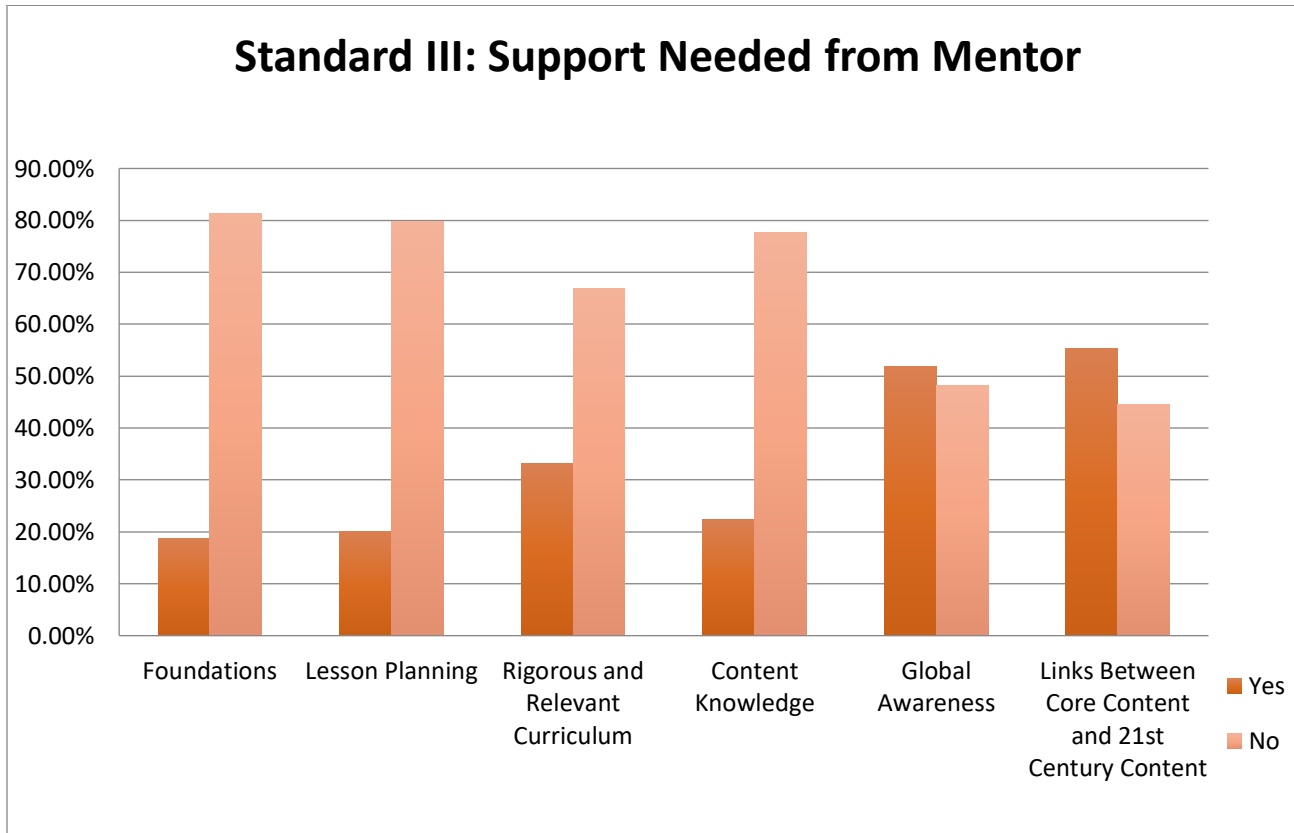|	Yes	No
Class. Envir.	16.67%	83.33%
Diverse Cultures	36.96%	63.04%
Influence of Culture	34.78%	65.22%
High Expectations	21.01%	78.99%
Collaboration	26.09%	73.91%
Inclusion	29.71%	70.29%
RBP	45.65%	54.35%
Family comm.	23.19%	76.81%

Note. *N*=138; Class. Envir.=Classroom Environment;
Diverse Cultures=Knowledge of Diverse Cultures;Influence
of Culture= Knowledge of the influence of race, ethnicity,
gender, religion, socioeconomics, and culture on a child's
development; High expectations=High expectations for all
children; Collaboration=Collaboration with specialists to
meet the needs of children with special needs;
RBP=Research-based practices
for children at-risk for developing delays in development
and/or children diagnosed with disabilities and/or
developmental delays; Family comm.=Family
communication and collaboration

Standard II: Support Needed from Mentor

Standard III: Support Needed from Mentor

	Yes	No
Foundations	18.71%	81.29%
Lesson Planning	20.14%	79.86%
Rigorous and Relevant Curriculum	33.09%	66.91%
Content Knowledge	22.30%	77.70%

	Yes	No
Global Awareness	51.80%	48.20%
Links Between Core Content and 21st Century Content	55.40%	44.60%

Standard III: Support Needed from Mentor

Standard IV: Support Needed from Mentor

	Yes	No
Diff. Instruction	34.53%	65.47%
Data for Planning	43.88%	56.12%
Appr. Methods	18.71%	81.29%

|		
Technology Use	25.81%	74.82%
Problem-Solving	33.81%	66.19%
Small Groups	23.74%	76.26%
Child Leadership	30.22%	69.78%
Comm. Methods	13.67%	86.33%
Child Expression	17.27%	82.73%
Self-regulation	19.42%	80.58%
Child Behavior	31.65%	68.35%
21st Cent. Skills	52.90%	47.10%
Assessment	34.53%	65.47%

Note. Diff. Instruction=Differentiating Instruction; Data for Planning=Data for Long-range and Short-term Planning; Appr. Method= Appropriate Methods and Materials; Technology Use= Technology Use in the Classroom; Problem Solving=Teaching Problem-Solving Skills and Critical Thinking; Child Leadership= Children Gaining Leadership Skills; Comm. Methods=Communication Methods with Young Children;Child Expression= Encouraging Children to Express Themselves; 21st Cent. Skills=21st Century Skills; Assessment=Formal and Informal Assessment

Standard IV: Support Needed from Mentor

Categories (x-axis): Diff. Instruction, Data for Planning, Appr. Methods, Technology Use, Problem-Solving, Small Groups, Child Leadership, Comm. Methods, Child Expression, Self-regulation, Child Behavior, 21st Cent. Skills, Assessment

Legend: Yes, No
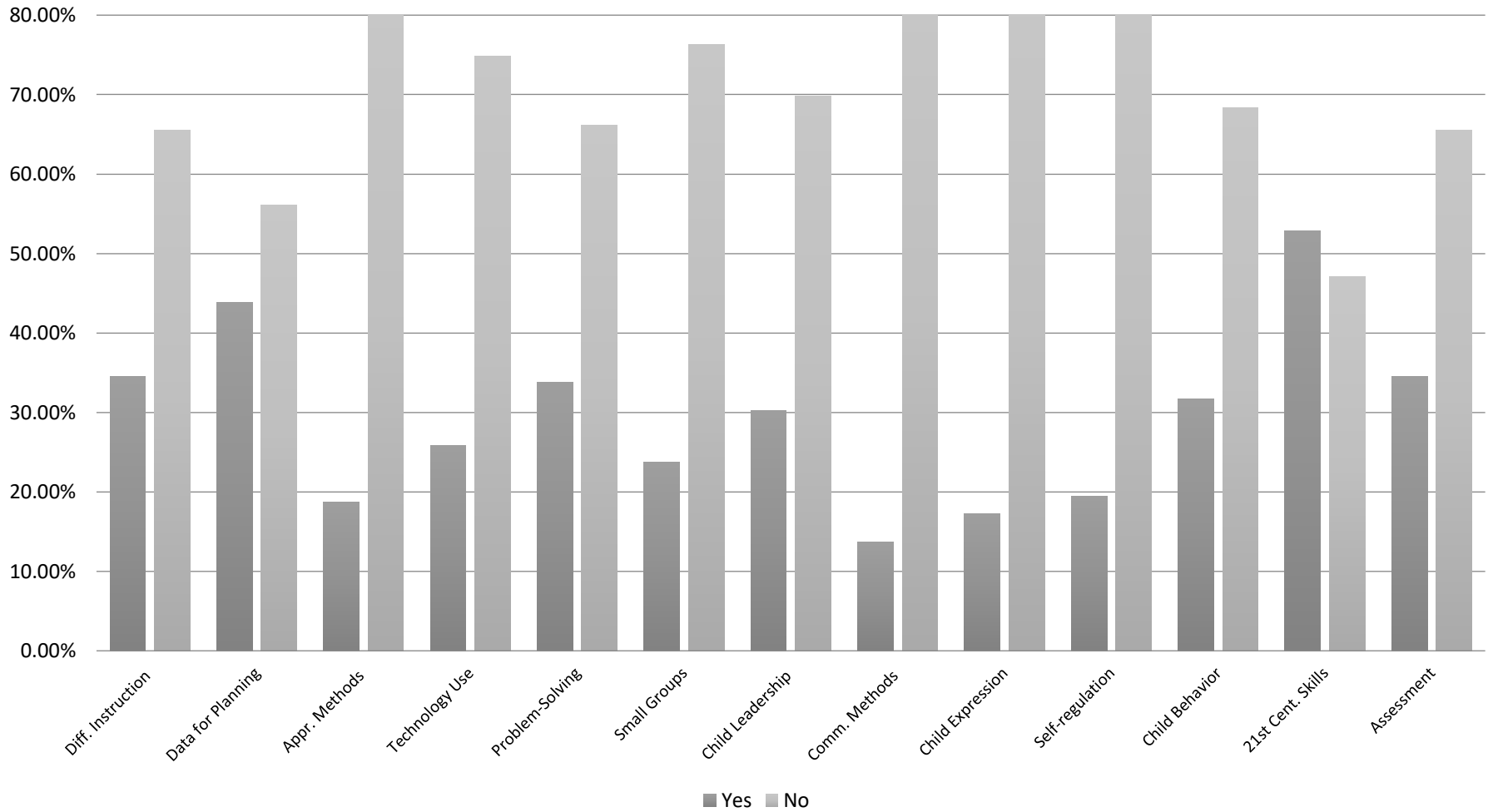
Standard V: Support Needed from Mentor

	Yes	No
Teacher Reflection to Improve the Learning of Young Children	26.62%	73.38%
Professional Development	26.62%	73.38%
Professional Goals	35.97%	64.03%
Research Based methods to Improve Teaching Practices in the Early Childhood Setting	44.60%	55.40%
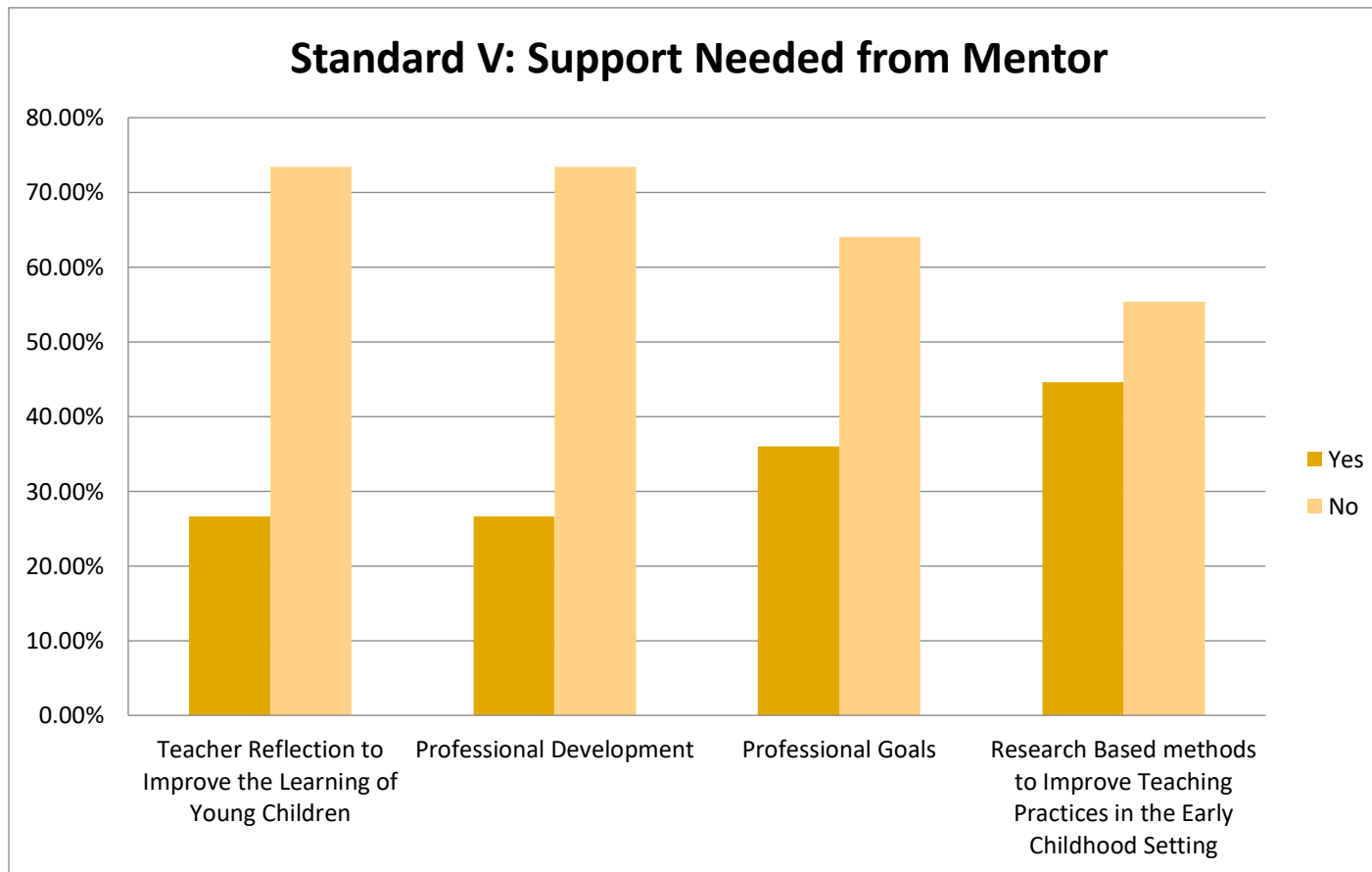
Potential Helpfulness of Receiving Mentor Support as SPII/Continuing License

Very Helpful	54.92%
Somewhat Helpful	15.54%
Undecided	16.58%
Not Very Helpful	1.55%
Not Helpful at all	11.40%

Potential Helpfulness of Receiving Mentor Support as SPII/Continuing License
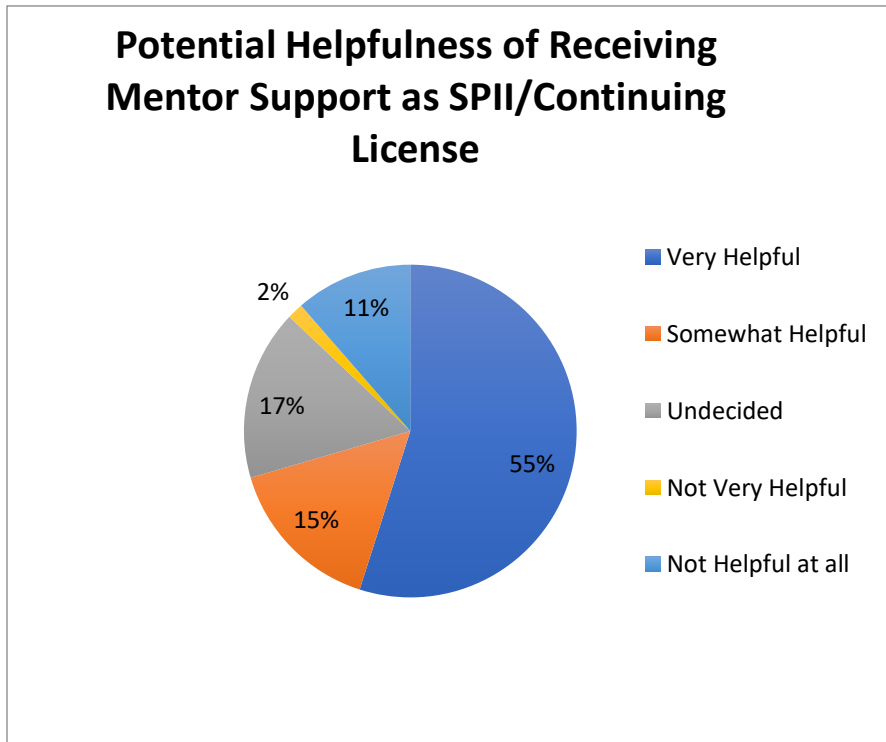
Table 3

My Evaluator

Item	Strongly Disagree		Disagree		Undecided or N/A		Agree	
	n	%	*n*	%	n	%	n	
Schedules observation times that are most convenient for me.	16	8.00%	3	1.50%	7	3.50%	54	27.
Answers questions about the process in a timely manner.	16	8.00%	4	2.00%	7	3.50%	51	25.
Helps me feel prepared by discussing expectations before the next observation/meeting.	16	8.00%	5	2.50%	10	5.00%	45	22.
Listens to my ideas for professional growth and provides resources that encourages those ideas.	16	8.00%	4	2.00%	7	3.50%	43	21.
Provides resources that are helpful to my learning process.	16	8.00%	5	2.50%	8	4.00%	54	27.
Collaborates with my mentor (if applicable) to best meet my needs and help me grow as a professional	14	7.00%	2	1.00%	47	23.50%	43	21.

Note. N=200

Table 3

My Evaluator

	Strongly Agree	
(Cont.)		
Item	n	%
	120	60.00%
Schedules observation times that are most convenient for me.	122	61.00%
Answers questions about the process in a timely manner.	124	62.00%

Helps me feel prepared by discussing expectations before the next observation/meeting.	130	65.00%
Listens to my ideas for professional growth and provides resources that encourages those ideas.	117	58.50%
Provides resources that are helpful to my learning process.	94	47.00%
Collaborates with my mentor (if applicable) to best meet my needs and help me grow as a professional		

Note. N=200

Table 4

Evaluator Actions During Post-Observation Conferences

Item	Yes		No	
	n	*%*	*n*	*%*
Reviewed and encouraged me to reflect on what went well and what needed improvement.	195	97.50%	5	2.50%
Used information gathered during the observation and post-observation conference as a guide for my teaching.	197	98.50%	3	1.50%
Guided me to change and/or improve teaching practices.	192	95.52%	9	4.48%
Encouraged me to revise my planning to best meet the needs of children in my class.	182	91.00%	18	9.00%
Provided feedback that lead me to think more about relationship-building (children and families).	188	94.00%	12	6.00%
Provided feedback that lead me to think more about building a strong classroom community (school family).	187	93.50%	13	6.50%
Provided feedback that lead me to think more about children's learning (next steps to promote growth).	191	95.02%	10	4.98%
Provided feedback that lead me to think more about collaboration with families	184	92.00%	16	8.00%

Provided feedback that lead me to think more about collaboration with other professionals	187 93.50%	13	6.50%

Note. N=200

Table 5

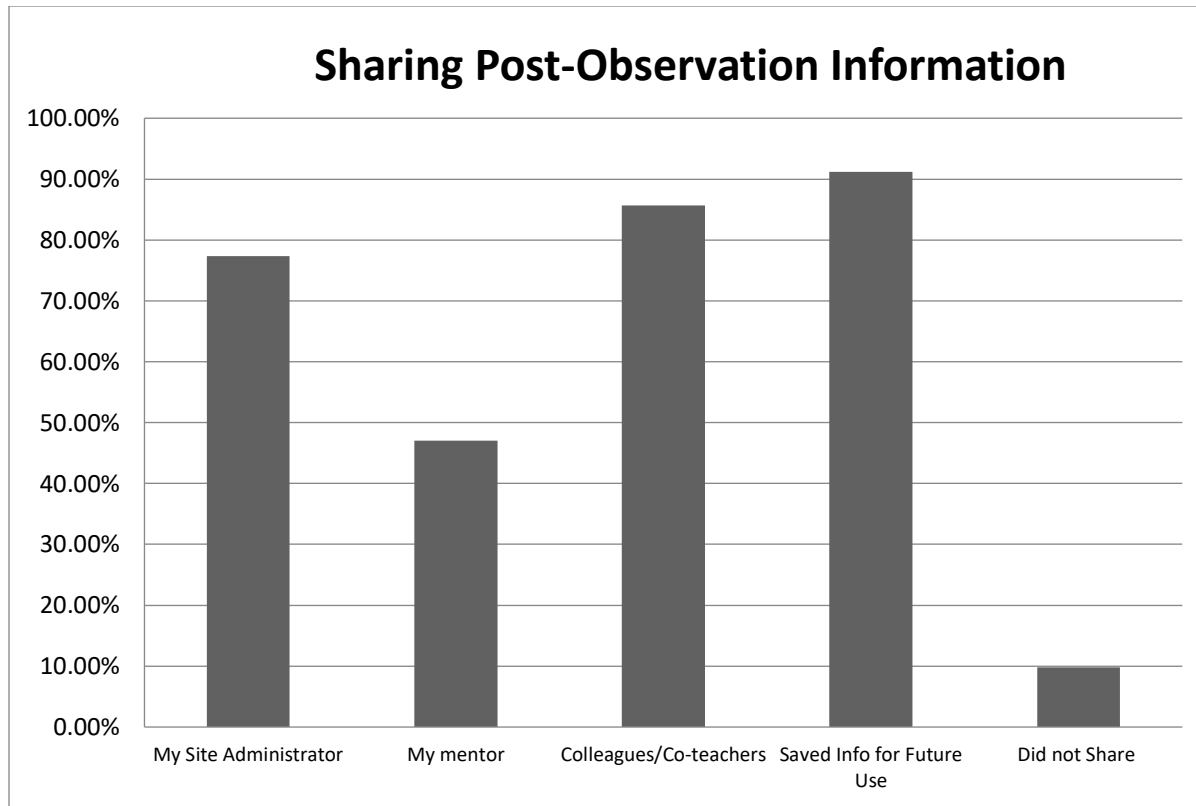*Teacher Focus after Post-Observation Conferences with Evaluator*

Item	Yes		No	
	n	%	*n*	%
Classroom structure and environment	113	55.94%	89	44.06%
Learning centers in my classroom	129	64.50%	71	35.50%
Behavior strategies to use with young children	133	66.17%	68	33.83%
Adding more developmentally appropriate materials to my class	116	57.14%	87	42.86%
Building relationships with children and families	124	61.08%	79	38.92%
Collaborating with specialists to meet the needs of children with special needs	113	56.50%	87	43.50%
Assessment methods	148	74.00%	52	26.00%
Differentiating instruction to meet the needs of diverse learners	148	74.00%	52	26.00%
Content - Lesson planning	145	72.14%	56	27.86%
Children's interests and next steeps for learning	153	76.50%	47	23.50%
Small group instruction and encouraging leadership in young children	138	68.32%	64	31.68%
Advocacy	120	60.00%	80	40.00%
Professional relationships	122	60.70%	79	39.30%
Inclusive practices	112	56.00%	88	44.00%
Research-based practices	144	71.64%	57	28.36%
Reflection	164	81.59%	37	18.41%

Note. N=200

Sharing post-observation information with the following people:

My Site Administrator	77.34%
My mentor	47.00%
Colleagues/Co-teachers	85.64%
Saved Info for Future Use	91.18%
Did not Share	9.85%

Note. N=200; These are percentages of teachers who indicated that they shared with these individuals

Sharing Post-Observation Information

Site Administrator Participation in Process

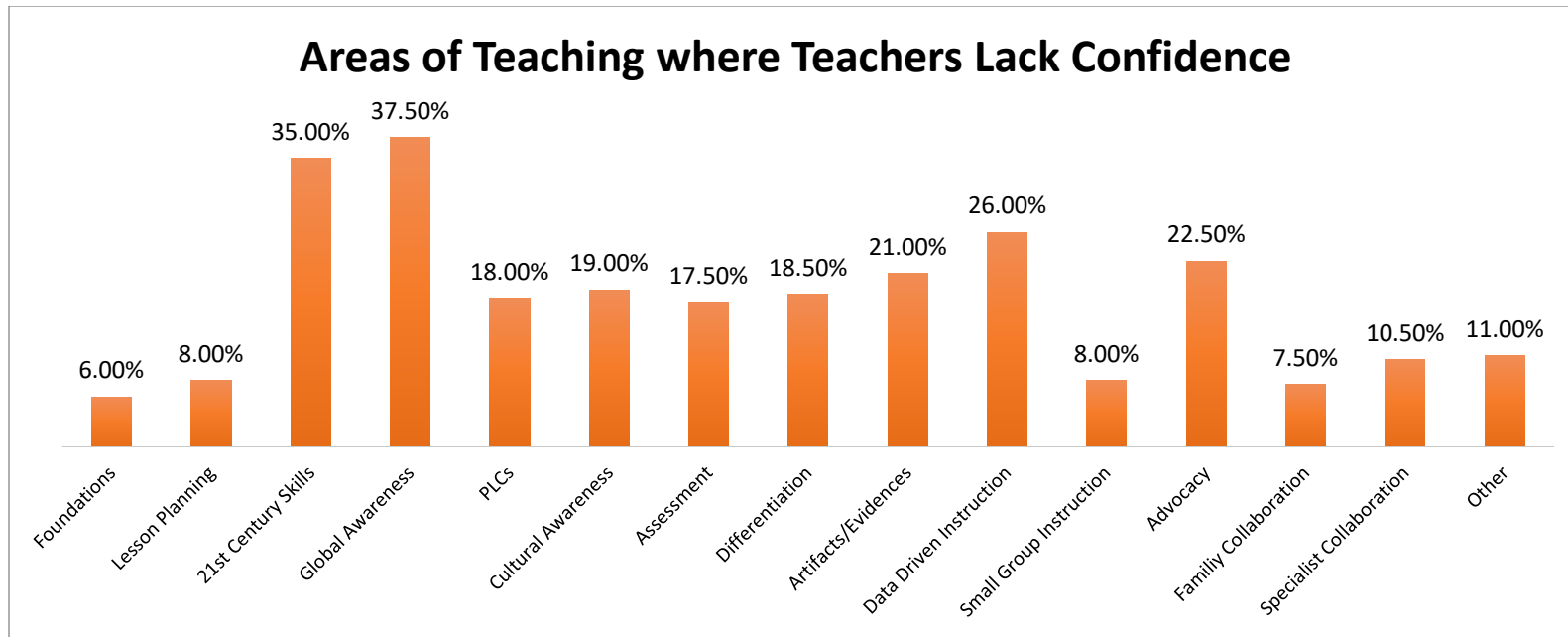|	Yes	No	Not Sure
Participated during teacher meetings, pre- and post- observation conferences.	60.10%	36.45%	3.45%
Participated by attending EESLPD Office training.	46.34%	19.51%	34.15%
Has not been able to attend all post-conference meetings but has supported my learning and professional development during this process.	55.88%	34.31%	9.80%

Site Administrator Participation in Process

- Participated during teacher meetings, pre- and post-observation conferences.
- Participated by attending EESLPD Office training.
- Has not been able to attend all post-conference meetings but has supported my learning and professional development during this process.
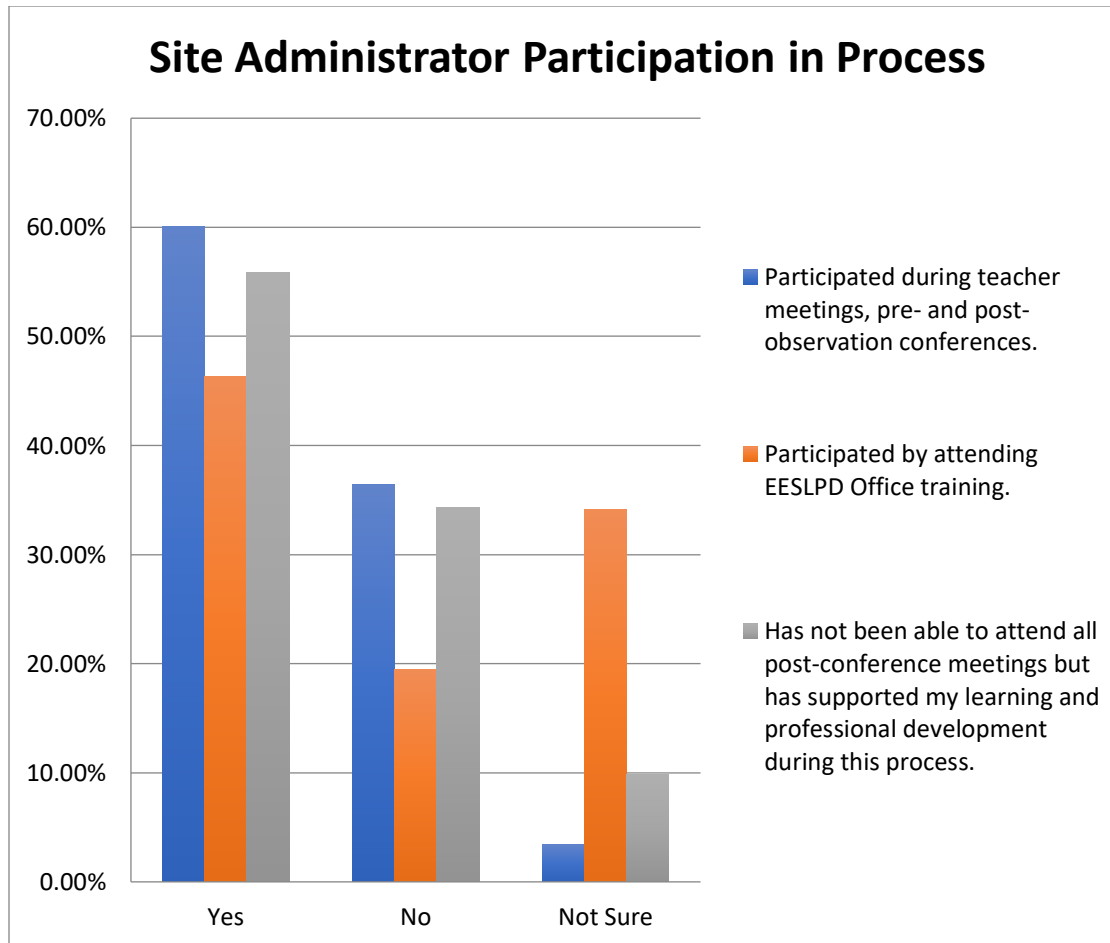
Areas of Teaching where Teachers Lack Confidence

Foundations	6.00%
Lesson Planning	8.00%
21st Century Skills	35.00%
Global Awareness	37.50%
PLCs	18.00%

Cultural Awareness	19.00%
Assessment	17.50%
Differentiation	18.50%
Artifacts/Evidences	21.00%
Data Driven Instruction	26.00%
Small Group Instruction	8.00%
Advocacy	22.50%
Familiy Collaboration	7.50%
Specialist Collaboration	10.50%
Other	11.00%

Note. N=200; These are percentages of teachers who indicated that they lacked confidence in these areas; PLCs=Professional Learning Communities

Areas of Teaching where Teachers Lack Confidence

Category	Percentage
Foundations	6.00%
Lesson Planning	8.00%
21st Century Skills	35.00%
Global Awareness	37.50%
PLCs	18.00%
Cultural Awareness	19.00%
Assessment	17.50%
Differentiation	18.50%
Artifacts/Evidences	21.00%
Data Driven Instruction	26.00%
Small Group Instruction	8.00%
Advocacy	22.50%
Familiy Collaboration	7.50%
Specialist Collaboration	10.50%
Other	11.00%

Appendix D

EESLPD Office – West Data: Needs Assessment (Mentor/Evaluator Training Questionaire)
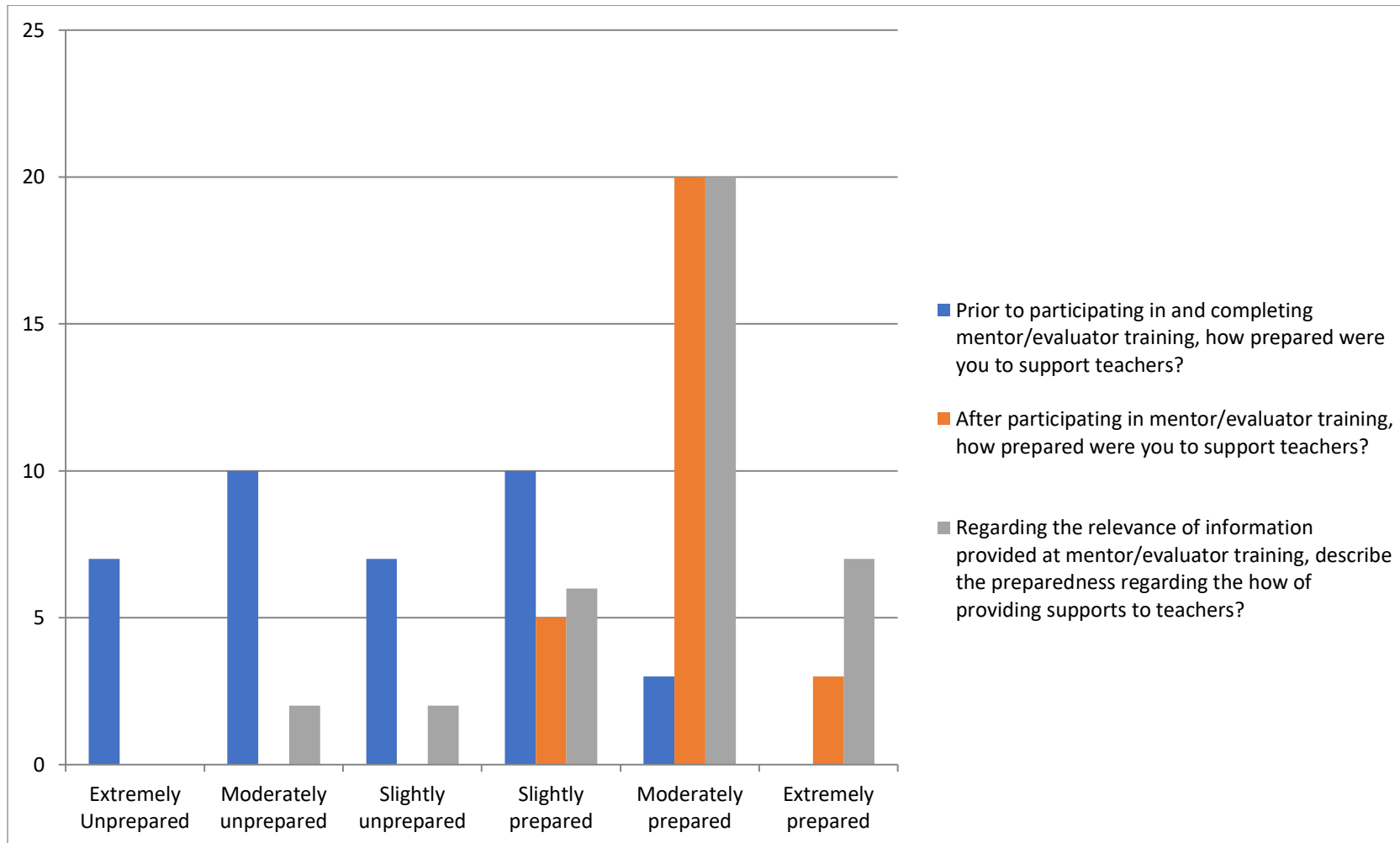
Figure 1. The chart illustrated above includes information pertaining to responses from <u>40 EESLPD Office – WEST mentors, evaluators, and/or partners</u> regarding mentor evaluator training that occurred at the beginning of the 2017-2018 school year. Respondents were asked to rate their level of preparedness [(1) Extremely unprepared, (2) Moderately unprepared, (3) Slightly unprepared, (4) Slightly prepared, (5) Moderately prepared, (6) Extremely prepared] based on the following questions:

(1) Prior to participating in and completing mentor/evaluator training, how prepared were you to serve and support teachers enrolled in the Beginning Teacher Support Program (BTSP)? (1) Extremely unprepared, (2) Moderately unprepared, (3) Slightly unprepared, (4) Slightly prepared, (5) Moderately prepared, (6) Extremely prepared.

(2) After participating in and completing mentor/evaluator training, how prepared were you to serve and support the teachers you were assigned?

(3) Regarding the relevance of information provided at mentor/evaluator training, describe your degree of preparedness regarding ***how*** you provide supports to teachers?

Emerging Themes from Open-Ended Questions:

(3a.) In what specific way(s) did the training prepare you for ***how*** to support teachers in your role as a mentor/evaluator?
- The sit down training was helpful but individualized training with my RL is what brought it all together
- Provided information on how to encourage teacher reflection rather than just telling teachers what and how to improve
- Heavy on relationship-building and providing feedback to teachers
- I found it helpful when watching videos and discussing where the teacher's marks would be placed
- The instruction and pacing guide reminded me when and what to do
- The mentor training prepared me most in identifying how much support to give the teacher based on her licensure level and teaching experience (coaching heavy/light
- Evaluator training: prepares me most by unpacking the standards/elements in the group activity approach
- reviewing and utilizing the updated resource manual
- I need to be forced to complete Foundations modules! That way I know I will use and refer teachers back to the training modules and the great resource if I am more familiar with the domains

(3b.) In what specific way(s) could the training ***have prepared you more*** regarding ***how*** to support teachers in your role as a mentor/evaluator?

- Need specific training on Homebase on exact steps of how to enter and navigate the system (for teachers and me as an evaluator)
- Would love to have a crosswalk comparison of how the rubric aligns with other tools teachers are being forced to use in their classrooms (CLASS, SEFEL, TPOT, ECERS, TSGOLD).
- Going over each standard and element in detail
- Being able to shadow an Evaluator beforehand would have been helpful
- I would have liked to see video showing an evaluator fitting observation data and evidences into the rubric and a video of a post conference or two.
- How involved to become in the classroom
- I feel the interrater reliability piece will help bring everyone together/ be on the same page….
- I would have liked to hear from partner mentors about specific strategies they use – classroom visits, resources, frequency, duration, etc. as a gauge for myself to even know if I was on the right track. Also, specifically outlining the year's process. The Google group was hard to access for resources.
- I would have liked to hear from partner mentors for me to self-assess and gauge my own work. "Individualized for each teacher" is too broad – I needed more concrete examples at the beginning, especially because my partnership with EESLPD is only one aspect of my job.
- There's no evaluation system for mentors so it's tough to know when your providing the right amount of support.
- If we could have used a computer for a practice Homebase walk through (more tutorials to use Homebase)
- A mock observation or having a mentor to walk with you through an observation
- Continue to keep trainings ongoing
- Continue to have leaders available to answer any question at any time
- Support mentors or evaluators, if needed, with a buddy system
- The training did not cover the actual process/expectations of the mentor role
- If there were a way to have focus groups that attend sites to conduct observations that would be helpful

(4) Reflect on areas you need to increase your knowledge regarding specific content areas for the teachers you support as a mentor/evaluator. List one or more of these content areas to help us best prepare you as you support teachers in the future.

- Modeling and giving feedback

- Increase my knowledge of the home base system and standards I and V, need more about understanding ratings related to standards and elements better, making placements (markings)
- Understanding exactly what constitutes as an artifact/evidence (what must an evaluator see in a portfolio)
- Supporting PDP development
- Understanding more on global awareness and diversity
- Shadowing other evaluators/mentors to gain alternative ideas and approaches
- Extra support in Cultural awareness and Data driven instruction would have been helpful.
- Modeling and giving feedback

Appendix E

EESLPD Office – West: Needs Assessment (Mentor/Evaluator Training Questionaire, gathered from East Hub)
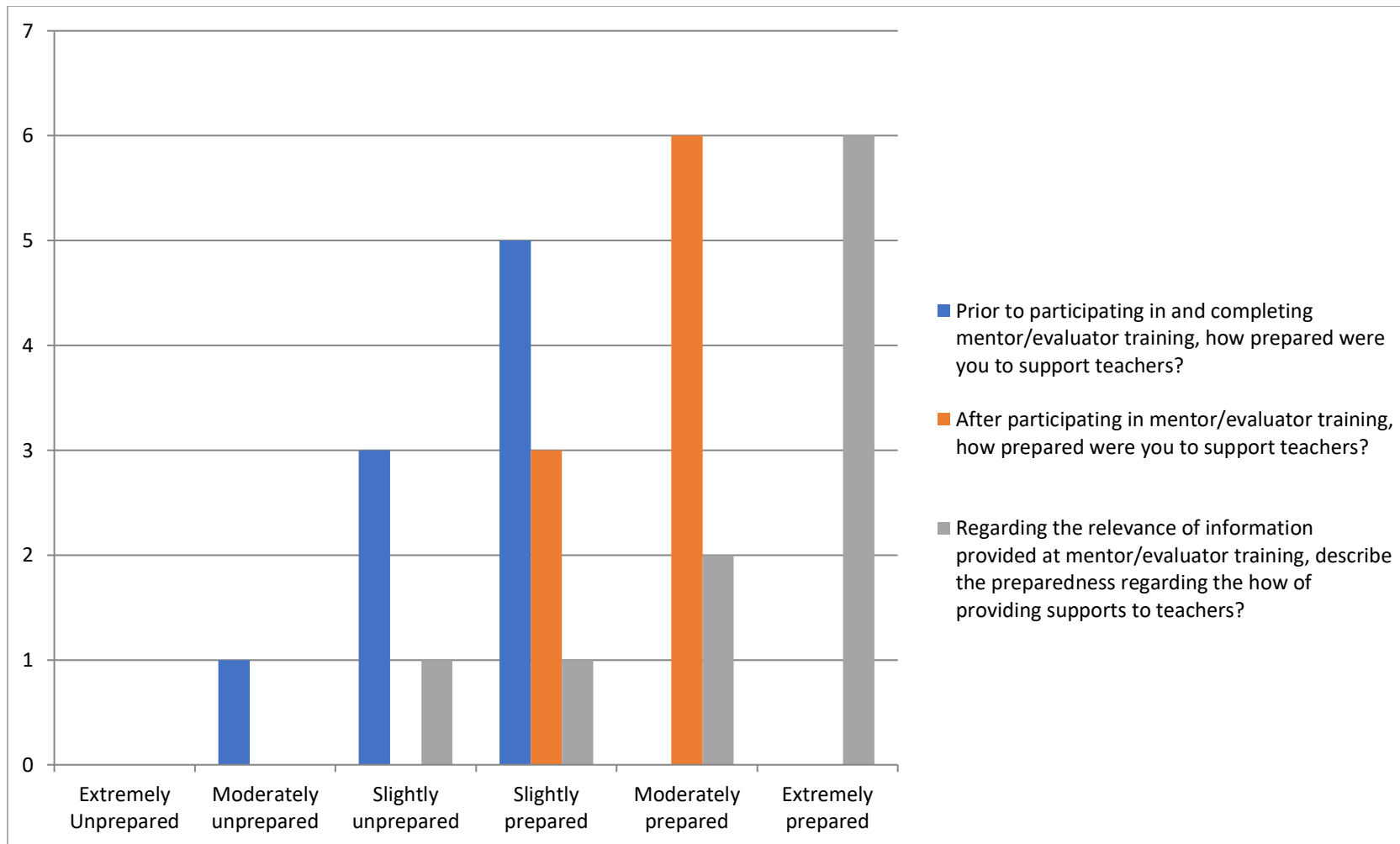
Figure 1. The chart illustrated above includes information pertaining to responses from 9 EESLPD Office – EAST mentors, evaluators, and/or partners regarding mentor evaluator training that occurred at the beginning of the 2017-2018 school year.

Respondents were asked to rate their level of preparedness [(1) Extremely unprepared, (2) Moderately unprepared, (3) Slightly unprepared, (4) Slightly prepared, (5) Moderately prepared, (6) Extremely prepared] based on the following questions:

(1) Prior to participating in and completing mentor/evaluator training, how prepared were you to serve and support teachers enrolled in the Beginning Teacher Support Program (BTSP)? (1) Extremely unprepared, (2) Moderately unprepared, (3) Slightly unprepared, (4) Slightly prepared, (5) Moderately prepared, (6) Extremely prepared.

(2) After participating in and completing mentor/evaluator training, how prepared were you to serve and support the teachers you were assigned?

(3) Regarding the relevance of information provided at mentor/evaluator training, describe your degree of preparedness regarding ***how*** you provide supports to teachers?

Emerging Themes from Open-Ended Questions:

(3a.) In what specific way(s) did the training prepare you for ***how*** to support teachers in your role as a mentor/evaluator?

- Mentor; coaching strategies/best practice in coaching
- Evaluating; sample scoring was particularly helpful; also, this is where I gained more insight into the rubric and specific requirements of teachers
- The training prepared me by refreshing the knowledge of the standards that I had learning being a teacher and teaching me the process of being a mentor/evaluator with the tools needed to support the teachers assigned to me.
- I learned from the training to be prepared to listen, coach, model, and be an advocate for teachers. I find myself talking with the administrators on the teachers behalf, advocating for things they need in the classroom to become an effective teacher.
- The main take away for me was the importance of building a relation with teachers and getting them to buy in to the program and what they want to accomplish. I was also more comfortable understanding the rubric and what it is asking for.
- The mentor resource calendar helped me understand the type of services I need to provide as a mentor. The 3 Steps to Coaching with Powerful Interactions: connect, extend learning, putting it into practice gave me the "picture" of what mentoring would look like. The evaluator training helped me understand the importance of evidence versus opinion in observing and sharing evaluation information with teachers. It also helped me understand what type of comments to put on the rubric.

- The training prepared me to give feedback in post conferences, to conduct a pre-conference, relationship building and working with my team mates, documenting work in Home Base and making placements (markings).
- The trainings were great overviews of the processes of mentoring and evaluating and taught us the steps to take for each role. I gained knowledge relating to all of the standards, building relationships, observing, giving positive feedback, and documenting and recording pre and post activities and observations
- I think it would be helpful to have had at least a WebEx after conducting a few mentoring visits and/or after one observation. There is just so much information needed to be successful during our visits. Reviewing information, clarifying information and sharing experiences with others new to the process in a group setting would have been beneficial. It's comforting to know when others are having the same struggles and a leader could have helped us all brainstorm ways to handle certain situations or answered questions we collectively asked.
- Reviewing the standards and rubrics
- The resource calendar was so helpful
- The training was very relevant and every component was important. The training prepared me with the basics of getting to the end product for each responsibility.
- It would be wonderful if we could have smaller, more in depth trainings via web-ex or online to learn about specific processes such as navigating Home Base, detailed info on certain Standards that are little more difficult to nail down, etc.

(3b.) In what specific way(s) could the training **_have prepared you more_** regarding **_how_** to support teachers in your role as a mentor/evaluator?

- For mentoring in particular, maybe working through some specific scenarios, mixing the ideal with the real world; you know, how to handle it when mentee evades you, how to model a lesson, in retrospect, EXACTLY what to do during the first mentor visit would have been helpful. Just something to make the role less vague at times. I think the mentor schedule could be revised to include a more specific timeline (not just 'additional mentor Visit')For evaluation, I think that more directions in using home base would have been helpful. It would have been helpful to see a sample write up for an observation; I still doubt myself at times on how specific to be or how many elements to address (without making the write up overwhelming)
- The training could provide more video training as an evaluator._

- The training was amazing and well needed. I would like to receive training on the kind of feedback I give teachers on pdp in homebase.
- The two day training was very helpful in giving the overall expectations of the job. I could've used a follow up training once I was out in the field to tie it all together
- Perhaps examples of things to do/not do with/for teachers as their mentor would have helped me understand how far my role as a mentor should go. Watching the videos for evaluating practice was good but I feel it would have been more beneficial for us to each mark the rubric ourselves without talking with someone else who hasn't evaluated about our choices. Then after we made the markings have the "master" evaluator tell us how they scored it and why. This is the way TPOT evaluator training is completed and it was very helpful.
- I feel I needed to be prepared more on understanding specifically what can be used for Artifacts/Evidences. I have been in post conferences where evidence was acceptable for one evaluator by word of mouth and another evaluator would not accept it by word of mouth. I know some of the rubric can be a grey area when it is applied to preschool. I feel I could have used a better explanation on acceptable evidences. Maybe a list of acceptable evidences for Standards 1, 2e and 5 would be helpful. I also was not prepared for the hard discussions in post conferences when administrators and teachers become defensive and argue about site wide lesson plans.
- Supporting teachers with their PDP's and entering the information in homebase.

(4) Reflect on areas you need to increase your knowledge regarding specific content areas for the teachers you support as a mentor/evaluator. List one or more of these content areas to help us best prepare you as you support teachers in the future.

- I feel that I am struggling in knowing how to score standards 1 and 5 (our 2 shadowing visits did not include standards 1 or 5; hopefully, this round of shadowing will help answer some of those questions). I also question my scoring of standard 4 at times, particularly teamwork/problem solving/critical thinking.
- Giving Feedback
- Supporting PDP development
- Standard 3a. The assessment system.
- I find that majority of my teachers need help with formative assessment so this is an area I would like to increase my knowledge in.
- I feel I need to increase my knowledge in the content areas of giving feedback and collaborating with team members during the evaluation process.

- An area that I would like to increase my knowledge in is Global Awareness and 21st century skills. It seems all my teachers believe it is putting multicultural pictures on the wall and using a computer or tablet in the classroom.
- I am excited to attend the Pyramid Model Institute because so many teachers struggle with social and emotional development and challenging behaviors. I am ready to learn more and help teachers in these areas. I would like more knowledge/training/confidence building in modeling for teachers. Some I feel comfortable with, others I/we are still warming up to each other. It takes a lot of trust and confidence to walk into someone's classroom and show them how things could be done. I fear that some teachers will think I believe what they are doing is wrong or not good enough. Lastly, I believe it would be helpful to address some specific situations at the beginning of the year that could arise. For example, teachers who do not make progress regardless of how much mentoring, modeling, and coaching you give them, teachers who may have come from public schools, working with several evaluators (scheduling issues and varying expectations/focuses), etc. These may be appropriate topics for a WebEx after new hires have been on a few visits.
- I would like more training on the end-of- year evaluations and maybe samples of what it would look like. How is the final post conference handled?
- Follow up training on documenting teacher progress in homebase. (how much written information is needed)
- Standard 4b 4e- teachers struggle with these elements-
- I would like practice in post-conferences, video observations, walk throughs on what HomeBase looks like from the teacher perspective, guidance on year end markings.

Appendix F

Part 2 Training Evaluation Form Results (The results are compiled from Gaston County training in May 2018 facilitated by Heather Taylor & Stephanie Bridges)

-All 14 attendees indicated that they "Strongly Agreed" with the statements listed under the first column.
-Responses to open-ended questions on form:

(1) What did you like best about the training?
-Instructors
-I liked that while they were explaining items they actually walked you through the process
-Everything, I didn't know much before this training.
-Interactive trainers
-Very informative information
-Fantastic information, much needed
-The interactions and easy flow of conversation
-Learning how to make good PDP goals
-I feel this clarified the process for me and gave me great information about the teachers experiences in the EESLPD
-The presenters know what they're talking about. VERY knowledgeable.
-The presenters were well-informed
-I enjoyed the detail and examples the presenters gave
-The presenters were engaged and had good chemistry

(2) What aspects of the training could be improved?
-If it were closer to home
-I wouldn't improve anything but having more comfortable chairs
-N/A
-N/A
-Have meal at site so we can work and eat and finish sooner since some had to drive 2 Hours
-Showing Homebase and how to get in there & put in PDPs and sign off on observations
-Some of the ppt slides need to be reviewed/updated with accurate information/checked for typos and for visual clutter (Language Analysis form needs to be revised)

-Examples from PDPs and the evaluation process
-I would love to see videos of the process
-N/A
-I think the training is great the way it is
-the training could be shorter for teachers already familiar with the content

(3) How do you hope to use information presented in this training in your profession?
-It will help to write my PDP and complete the evaluation process
-I will start connecting Foundations to my lessons
-To carry it back to my classroom and implement it in lesson plans and also throughout
my EESLPD process.
-I use in my teaching and professional life
-To write my SMART goals
-I'm always learning
-Focus and reflection
-SMART PDP goals
-Better PDP goals
-Information on how to improve standards
-create PDPs and improve my teaching skills
-This information is extremely relevant to my teachers
-To self-reflect more to be a better teacher
-being knowledge during the evaluation process
- the evaluation process
-I hope to use this when I go through the process of evaluation and also in my everyday
teaching and self-evaluations

(4) Please indicate areas you feel you could use more information and/or support?
- PLCs (2)
- PDP (7)
-Teacher Eval. Process Standards I – V (5)
-Homebase/NCEES (5)
-Accessing/ordering more hard copies of Foundations books