



Team Agreement: Residency and Initial BK License Roles and Responsibilities

Purpose:

The purpose of the Team Agreement is to establish the roles and responsibilities of each team member in order to support the Residency License and Initial BK licensed teacher.

Teacher Responsibilities:

1. Complete required training on the NC Teacher Evaluation Process (NCTEP), Parts 1 and 2, **during your first year** of the Early Educator Support Office services (**if applicable**).
2. Participate in the Team Agreement Meeting (Orientation).
3. Assist in identifying artifacts and evidence which will be gathered through observation and/or naturally occur in the environment to support performance in relation to teaching standards and progress in attaining professional goals.
4. Participate in professional development offerings (conferences, trainings, etc.) that support your goals.
5. Submit requested documents to the Early Educator Support Unit including, but not limited to:
 - a. **All:** Completed enrollment and licensure Packets including fees and official college/university transcripts when needed. Submit a Change OR Separation form to the Early Educator Support Unit (Raleigh) within five business days if a change in site/school or resignation/separation should occur.
 - b. **Residency/Provisional Only:** Submit requested documentation regarding your accredited Educator Preparation Programs (EPPs) to the Early Educator Support Unit. Complete a minimum of six semester credit hours annually until all coursework is completed. Submit official transcripts of completed coursework.
 - c. **Residency Only:** Complete Pre-Service Checklist **and** all required coursework on the Plan of Study within the identified time period.
 - d. **Provisional Only:** Complete all required coursework on Plan of Study within the five-year time period of the Provisional License.
6. Enter and acknowledge teacher sections in the NC Educator Effectiveness System (NCEES) throughout the year (within 10 days of being entered). Refer to NCEES for instructions for detailed information.

- a. NCEES Tasks:
 - i. Orientation Activity (enter the date you viewed this Team Agreement recording)
 - ii. Self-Assessment (complete and acknowledge/ sign)
 - iii. Professional Development Plan (PDP) (develop and enter relevant and meaningful goals in the Initial, Mid-Year, and End-of-Year PDP sections)
 - iv. Observations/ Pre- and Post- Conferences (review, comment, acknowledge/ sign)
7. Maintain communication with all team members. This includes communication with the evaluator and ensuring that the site administrator is aware of all activities between the teacher and their evaluator.
8. Provide the evaluator with a school calendar, daily classroom schedule, and copy of teaching license. Notify them of changes.
9. Notify the mentor and/or evaluator at least 12 hours in advance if meetings, mentor visits, or scheduled observations are to be canceled.
10. Respond promptly (within two days) to emails and phone calls.
11. Read all correspondences (email or hard copies) from our office **thoroughly** and follow **all** instructions.
12. Work with TEAMS to schedule meetings/conferences. Meetings may occur through various technology systems or at a determined site.
13. Inform site administrator of coverage needs in the classroom to attend professional development opportunities that support pre- and post-conferences, PDP goals, trainings, Professional Learning Community (PLC) meetings, etc.
14. Notify the Early Educator Support Office immediately of any situation that may prevent you from completing these requirements.
15. Print and/or save an electronic copy of your Summary Rating Form & final PDP **by** June 15th.

Teacher Resources:

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

Site Administrator Responsibilities:

1. Complete required Site Administrator training on the NC Teacher Evaluation Process.
2. Participate in the Team Agreement Meeting (Orientation).
3. Provide leadership and supervision to the teacher during the beginning teacher support program.
4. Understand the Residency and/or Initial licensure requirements.

5. Collaborate with technical assistance/support staff and other coaches working with the teacher to ensure appropriate teaching practices are communicated and consistently implemented by all providers (CCR&R, Smart Start, NC Pre-K, Developmental Day, Head Start, ECERS-R, etc.).
6. Release teacher from work to participate in Early Educator Support Office sponsored or other DCDEE approved professional development activities to meet licensure renewal requirements.
7. Ensure that the teacher has the appropriate **supplies, resources, and planning time** for creating and maintaining a developmentally responsive learning environment.
8. Work with the evaluator as needed to ensure B-K licensure requirements are maintained in classroom teaching practices and aligned with NC Professional Teaching Standards.
9. Site administrators are encouraged to participate in: (a) post-conferences, (b) PDP reviews, (c) summary evaluation conference, and (d) one classroom observation cycle with the evaluator.
10. Provide coverage of the classroom for the teacher to attend pre- and post-conferences, professional development opportunities, PDP development and reviews, trainings, PLC meetings, etc.
11. Communicate with and provide feedback to the Early Educator Support Office as required and/or needed.
12. Notify Early Educator Support Unit about teacher's change in employment or separation within 5 business days using the online Change OR Separation Form at DCDEE's website.
13. Notify the Early Educator Support Unit and Office immediately of any situation that may prevent the teacher from completing these requirements or your ability to supervise this process.
14. Grant permission for Early Educator Support Office staff to take photographs, video record classroom/teacher behaviors/activities in the school environment, which may include children. Photographs and videos will be used for professional development purposes for the Early Educator Support Offices and will help to inform training when using the NC Teacher Evaluation Process and as part of the quality assurance and inter-rater reliability project. Refer to the NC Pre-K Program Requirements for specific release details and be certain families are aware of these professional development activities.
15. Grant permission for Early Educator Support Office staff to conduct co-observations in classrooms where teachers are being evaluated using the NC Teacher Evaluation Process. The joint observation process is strictly for quality assurance and inter-rater reliability purposes and is not intended to be used with specific teachers based on performance. This process will inform the continuous improvement of practices used by Early Educator Support Office staff as part of the NC Teacher Evaluation Process.
16. Submit appropriate reports to the local contract administrator as requested. The Site Administrator is required to notify the local NC Pre-K contracting agency of any lead teacher vacancy due to resignation/separation.

Early Educator Support Office Evaluator Responsibilities:

1. Complete required training on the NC Teacher Evaluation Process (Parts 1 and 2).
2. Participate in the Team Agreement Meeting (Orientation).
3. Provide necessary technical assistance to teacher for data input into NCEES.

4. Conduct a pre-observation conference with the teacher prior to first observation. The purpose of this conference is to prepare the evaluator for the observation. Document the pre-observation conference in NCEES.
5. Adhere to the evaluation schedule and conduct at least four formal observations for a minimum of 45 minutes.
 - a. Note the teacher's performance in relationship to the applicable standards on the rubric (per Evaluation schedule)
 - b. Mark indicators and provide comments under each standard observed
 - c. Sign/ acknowledge and obtain teacher signature/ acknowledgement in NCEES
6. Participate in the Professional Development Plan (PDP) Process:
 - a. Review the Teacher's goals and acknowledge Initial PDP.
 - b. Review and acknowledge the Mid-Year Review PDP.
 - c. Review and acknowledge the End-of-Year Review PDP.
7. Conduct a post-observation conference no later than ten school days after each formal observation. The purpose of this conference is to discuss and document on the rubric the strengths & areas for growth based on teacher's performance. Document the post-conference in NCEES.
8. Conduct a Summary Evaluation Conference and score the Teacher Summary Rating Form after conducting the final post-observation conference. The purpose of this conference is to discuss the teacher's End-of Year Review of the PDP, the components of the NC Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted and other evidence of the teacher's performance. PDP End-of-Year Review & Summary Rating Form are signed/acknowledged. & the Summary Evaluation Conference is documented in NCEES.
9. Provide teacher and site administrator with two-week notice prior to scheduling observations, as applicable.
10. Attend to all data entry in the NC Educator Effectiveness System (NCEES):
 - a. Mark teacher performance in each Element and add comments under each Standard.
 - b. Provide a written comment on any Element marked "not demonstrated."
 - c. Provide teacher with opportunity to add comments to Observations and Summary Rating Form.
 - d. Secure evaluator and teacher acknowledgement on all documents:
 - i. Orientation and Training (*teacher only*)
 - ii. Pre- and Post- Observation Conferences
 - iii. Formal Observations- no later than ten school days after each observation
 - iv. PDP (Initial, Mid-Year Review, and End-of-Year Review) according to timelines
 - v. Teacher Summary Rating Form and Summary Conference
11. Inform teacher, site administrator and Early Educator Support Office if teacher will be placed on "monitored" or "directed" PDP and/or if teacher has not reached the required proficiency levels in year five of license renewal cycle as defined by NC General Statute 115C-296(b)(1)b(4).
12. Remind teacher and/or site administrator about the importance of submitting Change and Separation Forms when change in site, resignation or separation of employment occurs.
13. The primary role of the Early Educator Support Office evaluator is to observe and evaluate classroom procedures and teacher performance. Under no circumstances will the evaluator engage in a physical encounter during their visits.

Early Educator Support Office Mentor Responsibilities:

1. Complete required training on the NC Teacher Evaluation Process (Parts 1 and 2).
2. Participate in the Team Agreement Meeting (Orientation).
3. Provide necessary technical assistance to teacher for data input into NCEES.
4. Arrange for a “**Coaching Commitment**” meeting with the teacher.
5. Support the teacher in completion of the **self-assessment**.
6. Support development of the **PDP** and alignment of goals to teacher’s self-assessment and observation.
 - a. Guide the development of PDP goals, as needed, following the first observation and including teacher’s strengths and interests.
 - b. Review the Teacher’s goals and acknowledge Initial PDP.
 - c. Review and acknowledge the Mid-Year Review PDP.
 - d. Review and acknowledge the End-of-Year Review PDP.
7. Support the teacher in the **observation process**:
 - a. Coach and support teacher with developmentally appropriate, early childhood practices
 - b. Provide teacher differentiated feedback and technical assistance
 - c. Attend and participate in post observation conferences as available
8. **Residency teachers only**: Provide Pre-Service Checklist with attachments to teacher, support teacher in completing required checklist items, and submit completed checklist to appropriate office (ECU or UNC Charlotte) by May 15th.
9. Provide continual support to the teacher to ensure appropriate teaching practices align with NC Professional Teaching Standards. This support may include, but is not limited to the following:
 - a. Sharing web sites, newsletters, PLCs and other resources matching teacher’s PDP goals (strengths and interests)
 - b. Modeling appropriate instructional practices inside the classroom (implicit and explicit modeling)
 - c. Communicating with teacher on a regular basis (e.g., phone, email, face-to-face, virtual meetings)
 - d. Arranging observations of demonstration sites (required for Residency license) and/ or other identified, high quality sites/ classrooms
 - e. Videotaping teaching practices and providing feedback, as needed
 - f. Helping to identify local community resources/ agencies that support children and families
10. Remind teacher and/ or site administrator about the importance of submitting Change and Separation forms when change in site, resignation or separation of employment occurs.
11. The primary role of the Early Educator Support Office mentor is to provide guidance and support to the teacher to enhance their skills and abilities in early childhood education. Under no circumstances will the mentor engage in a physical encounter during their visits.

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

1. Complete training on the NC Teacher Evaluation Process (NCTEP) before participating in service provisions. This includes completion of Part 1 (online modules) and Part 2 (face-to-face) NCTEP training.
2. Participate in the Team Agreement Meeting (Orientation).
3. Support the T.E.A.M. in creating and carrying out the activities within the teacher's PDP (if applicable to support staff role).
4. Support teacher in the observation process by attending and participating in post-observation conferences.

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

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