



REFLECTING ON OUR PAST
TO REENVISION OUR
FUTURE

History of NC Pre-Kindergarten

- Since 2001, North Carolina has provided state-funded Pre-K education for four-year old children originally through the More at Four (MAF) Pre-Kindergarten Program.
- Pre-Kindergarten programs are delivered in both public school and community childcare settings. A licensure and support system, available to public school MAF teachers, did not exist at that time for MAF teachers who worked in nonpublic schools (childcare centers, Developmental Day and Head Start programs). As the Pre-K program developed, the unique needs of teachers of young children were recognized, including the need for similar support services for MAF teachers who work in nonpublic schools.
- During the 2011-2012 school year, administrative control of the program (via the NC General Assembly) was relocated from the North Carolina Department of Public Instruction (NC DPI) to the Division of Child Development and Early Education (DCDEE) within the North Carolina Department of Health and Human Services and was renamed the NC Pre-Kindergarten Program.



Ingenuity

“Instead of making excuses,
develop solutions.”

—Christopher Zaucha



Success
doesn't just
happen. It is a
product of
hard work,
grit and
ingenuity.

- Ogwo David Emenike

**BETTER IS POSSIBLE. IT DOES
NOT TAKE GENIUS. IT TAKES
DILIGENCE. IT TAKES MORAL
CLARITY. IT TAKES INGENUITY.
AND ABOVE ALL, IT TAKES A
WILLINGNESS TO TRY.**

- ATUL GAWANDE -

History of Teacher Support Services

- In January 2007, the North Carolina State Board of Education (NCSBE) approved NC DPI's Office of Early Learning to implement teacher licensure services, through the Teacher Licensure Unit (TLU), for MAF teachers working in nonpublic schools. The first teacher cohort was served starting in May 2007. The TLU used the Pre-Kindergarten/Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI), endorsed by the NCSBE in 2006, as a measure to meet performance evaluation requirements for all licensed teachers of young children in NC until June 2010.
- In 2010–2011 school year, like all teachers in North Carolina, MAF teachers were evaluated using the NC Teacher Evaluation Process, linked to the NC Professional Teaching Standards.

EESLPD

- When the NC General Assembly re-named the MAF Program in 2011 and NC Pre-Kindergarten operations were transferred to the NC Division of Child Development and Early Education (DCDEE), teacher licensure services and evaluation procedures for teachers in nonpublic sites, were continued under the Early Educator Support, Licensure and Professional Development (EESLPD) Unit within DCDEE.
- The State EESLPD Unit served as the statewide LEA for all nonpublic early childhood education teachers who hold or are eligible for NC Birth-through-Kindergarten licensure.
- As such, the EESLPD Unit oversaw and provided teacher enrollment and licensure support and services. They also provided oversight, management, and technical assistance to ensure that policies, professional development, and required field-based services are administered according to NCSBE policies and appropriate NC Child Care Rules.

Adaptability



Adaptability is the simple secret of survival.

Jessica Hagedorn

Change is the only constant in life. Ones ability to adapt to those changes will determine your success in life.
- Benjamin Franklin

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UNC Charlotte and ECU

- Beginning with the 2014-2015 program year the NC EESLPD Unit developed two regional EESLPD Unit Office hubs to deliver field-based services of mentoring and evaluation support to nonpublic NC Pre-K and Developmental Day (DD) preschool teachers.
- Two Institutions of Higher Education (IHE), The University of North Carolina at Charlotte (UNC Charlotte) and East Carolina University (ECU) who had been directly involved in developing and implementing the framework of the NC EESLPD Unit, serve as these Office hubs and have expanded their structure to embed EESLPD Unit field-based services to eligible teachers in their designated region of the state.
- Both Office hubs provide opportunities for research, professional development, and continued efforts toward increasing local and state capacity to effectively implement mentoring and evaluation services for all eligible nonpublic early childhood education teachers.



Sustainability



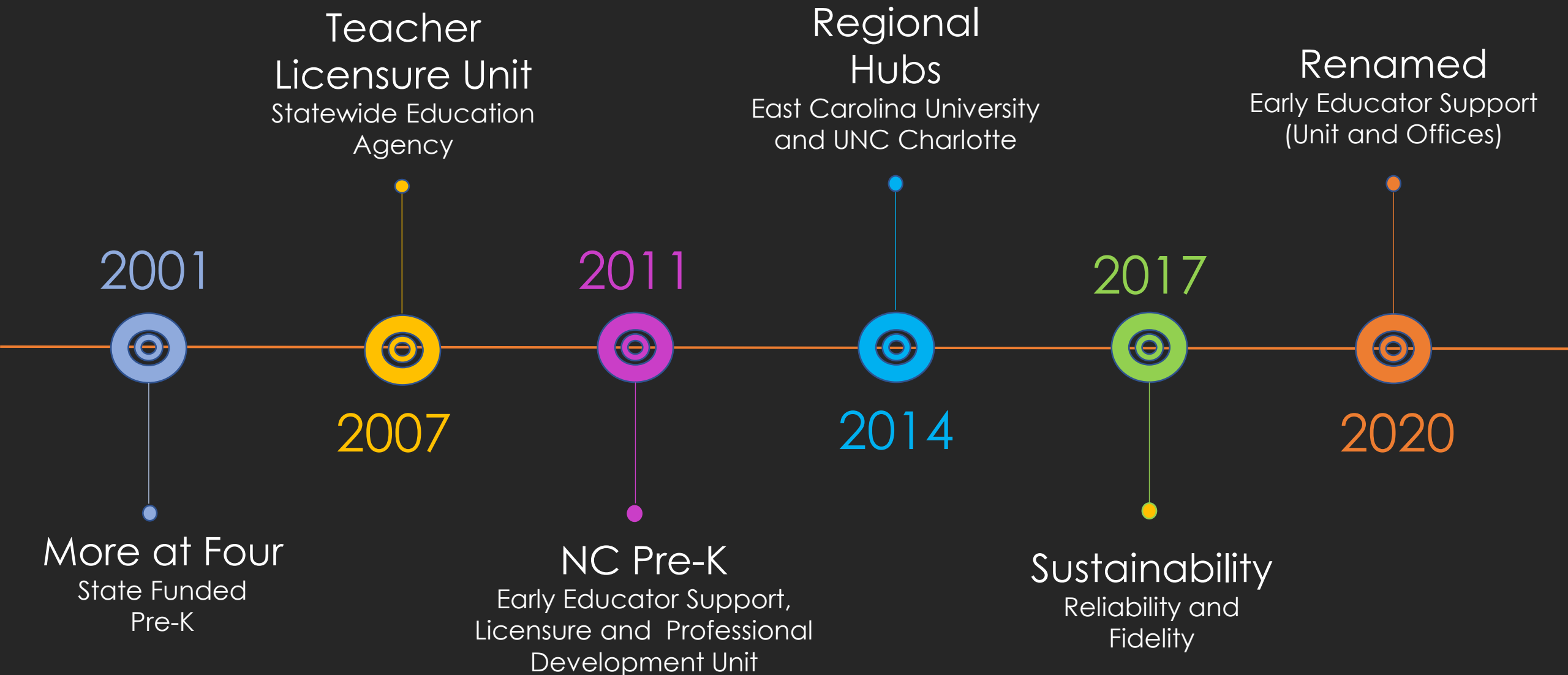
Inter-rater Reliability & Quality Assurance

- Beginning in the 2019-2020 School Year, a system of procedural fidelity and reliability when using the rubric as part of the NC TEP with Early Childhood Educators was developed.
- A system of interrater reliability ensures that all ratings are addressed fairly and eases concerns of educators, policy makers, and researchers when using a performance evaluation instrument to assess teacher quality of practices (Graham et al., 2012).
- The goal is for all staff members to reach 80% reliability to meet certification criteria. The recertification process will occur every three years.
- Individual support will be provided to evaluators that is consistent with our Conceptual Framework through the duration of the process.

Early Educator Support

- In December of 2020, the Early Educator Support, Licensure, and Professional Development (EESLPD) Unit was renamed Early Educator Support (EES) Unit.
- The EES Unit in Raleigh manages all enrollment and licensure actions; EES Offices at the University of North Carolina in Charlotte (UNC Charlotte) and East Carolina University (ECU) manage and provide field-based services to eligible teachers in the West or East respectively. Professional Development for enrolled early childhood educators and their site administrators is provided jointly by all three entities.
- Each school year, approximately 1,000 teachers in nonpublic early childhood education settings across North Carolina are actively served by mentors and evaluators from the EES Unit.



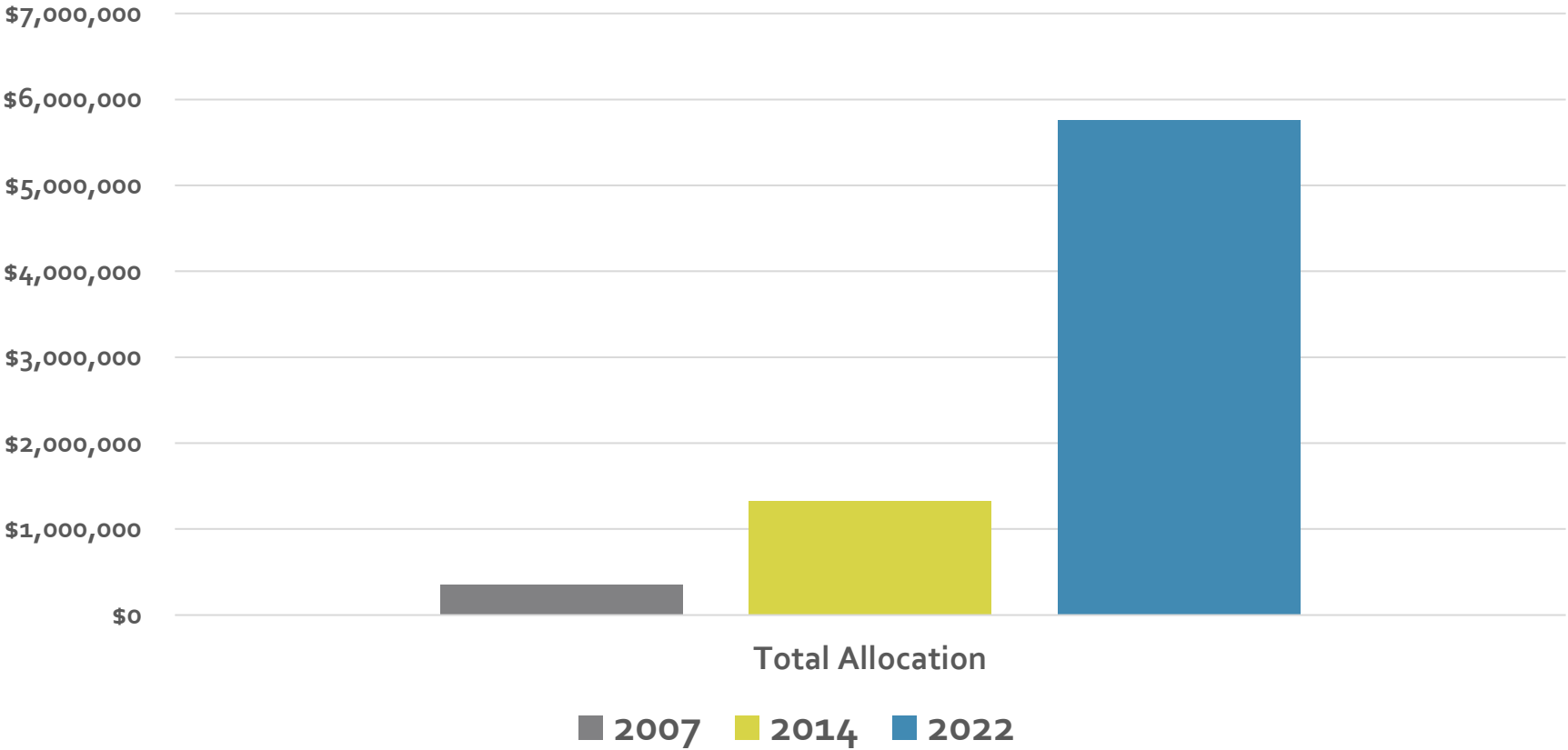


Services Provided

- The EES Offices at UNC Charlotte and ECU employ early childhood professionals with specific Early Childhood knowledge, expertise and extensive experience in Early Childhood Education settings. In addition, each EES Office at UNC Charlotte and ECU provides a range of support to NC Pre-K and DD preschool teachers.
- The teacher's site administrator plays an integral part in the EES process. The site administrator, mentor and/or evaluator form the team with each teacher, supporting his/ her professional growth.
- As stated previously, each LEA around the state, including the EES, must provide a system of support that includes mentoring, formal observations and summary evaluation conferences, according to NCSBE requirements, for teachers who are required to attain and maintain a NC professional educator's license.
- The EES Unit implements all components of the NC Teacher Evaluation Process (NCTEP) with adaptations unique to the nonpublic settings. This process is structured into phases corresponding to the teacher's licensure level. In North Carolina, teachers typically hold one of two primary licensure levels: Initial Professional Licensure (IPL) or Continuing Professional License (CPL). Preceding the IPL, some teachers may hold a Residency License (RL), which serves as a provisional license. Additionally, the NCTEP includes the execution of Professional Development Plans (PDPs), which may be categorized as Individual, Monitored, or Directed Growth Plans.

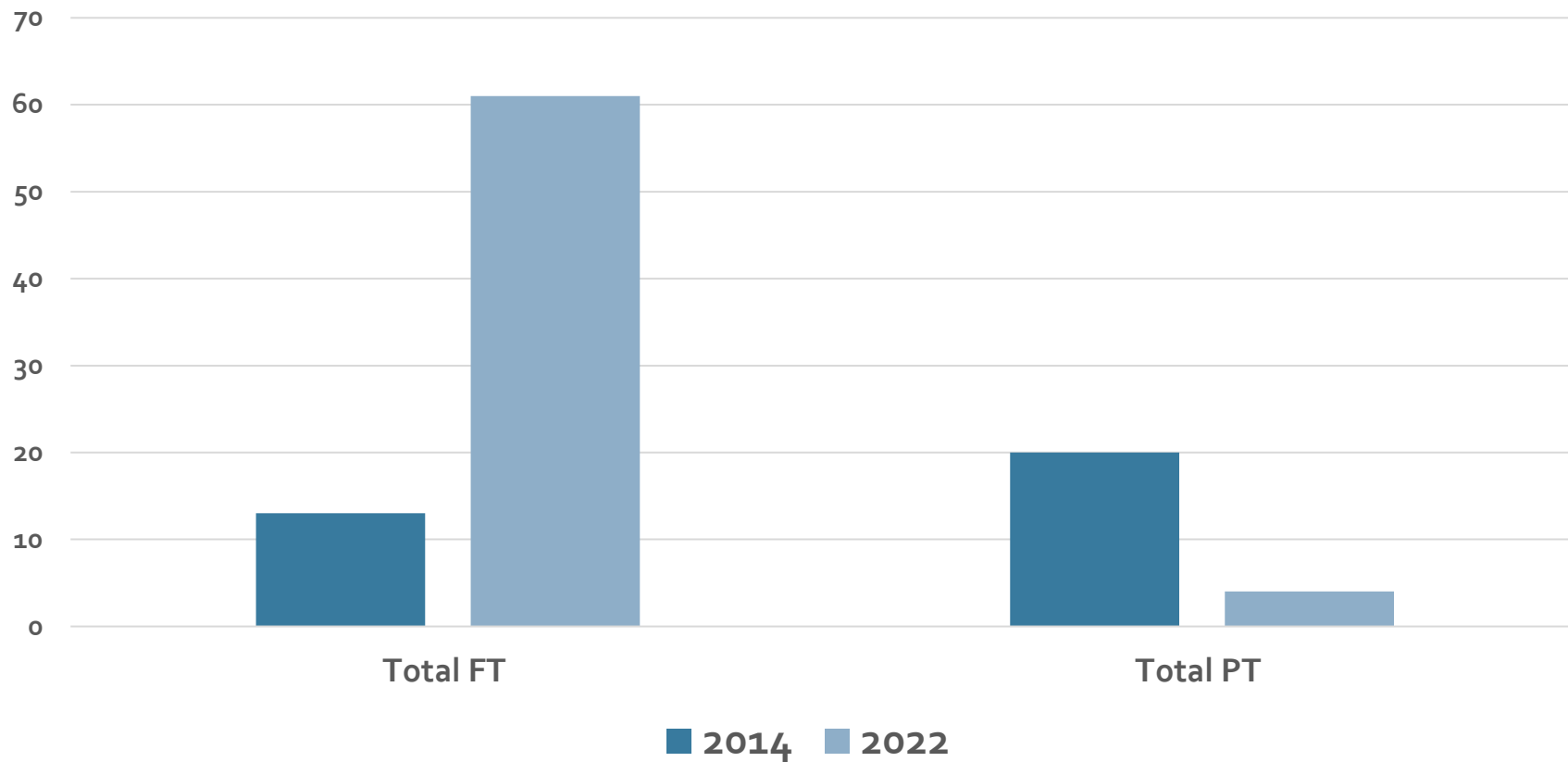
Growth

Funding



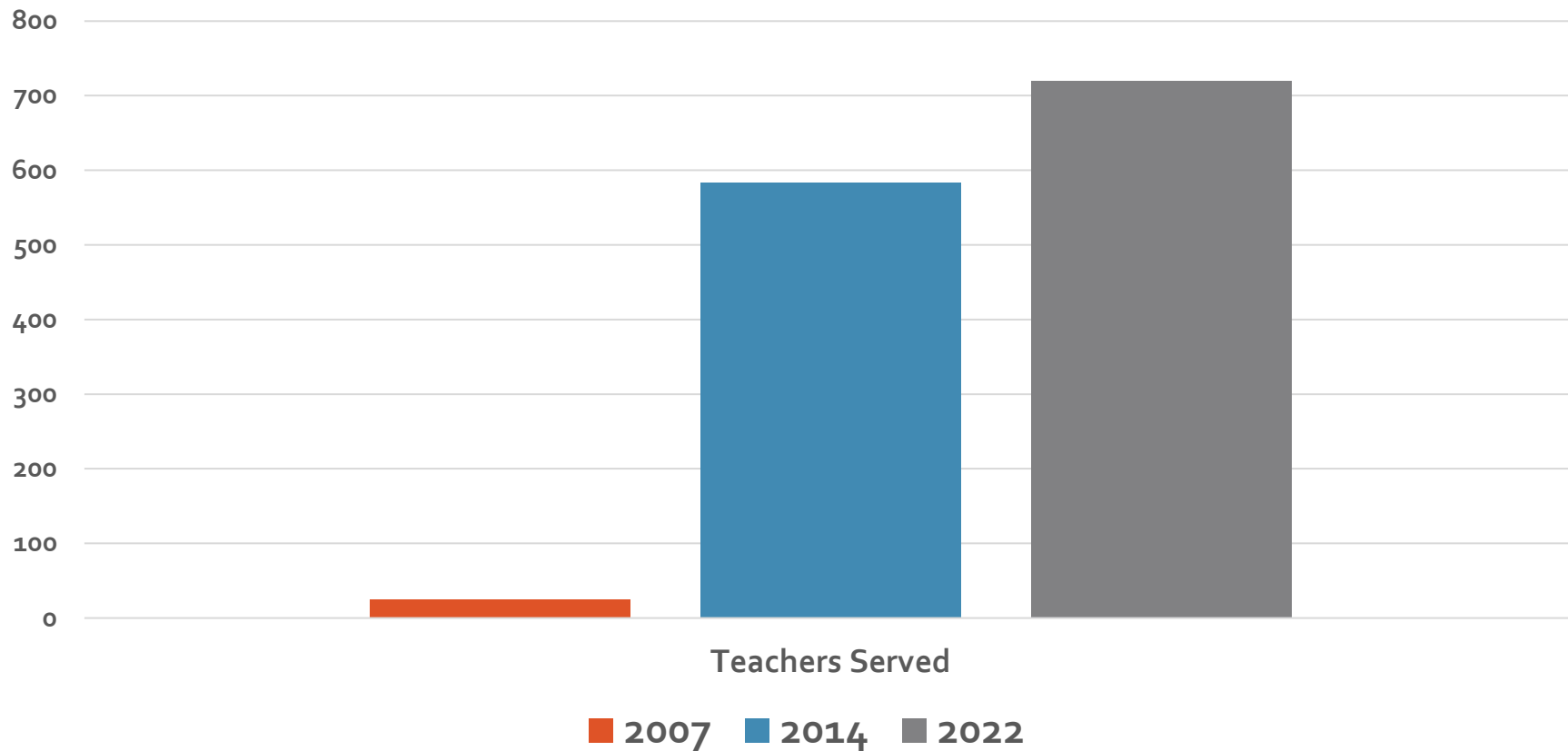
Growth

Employees



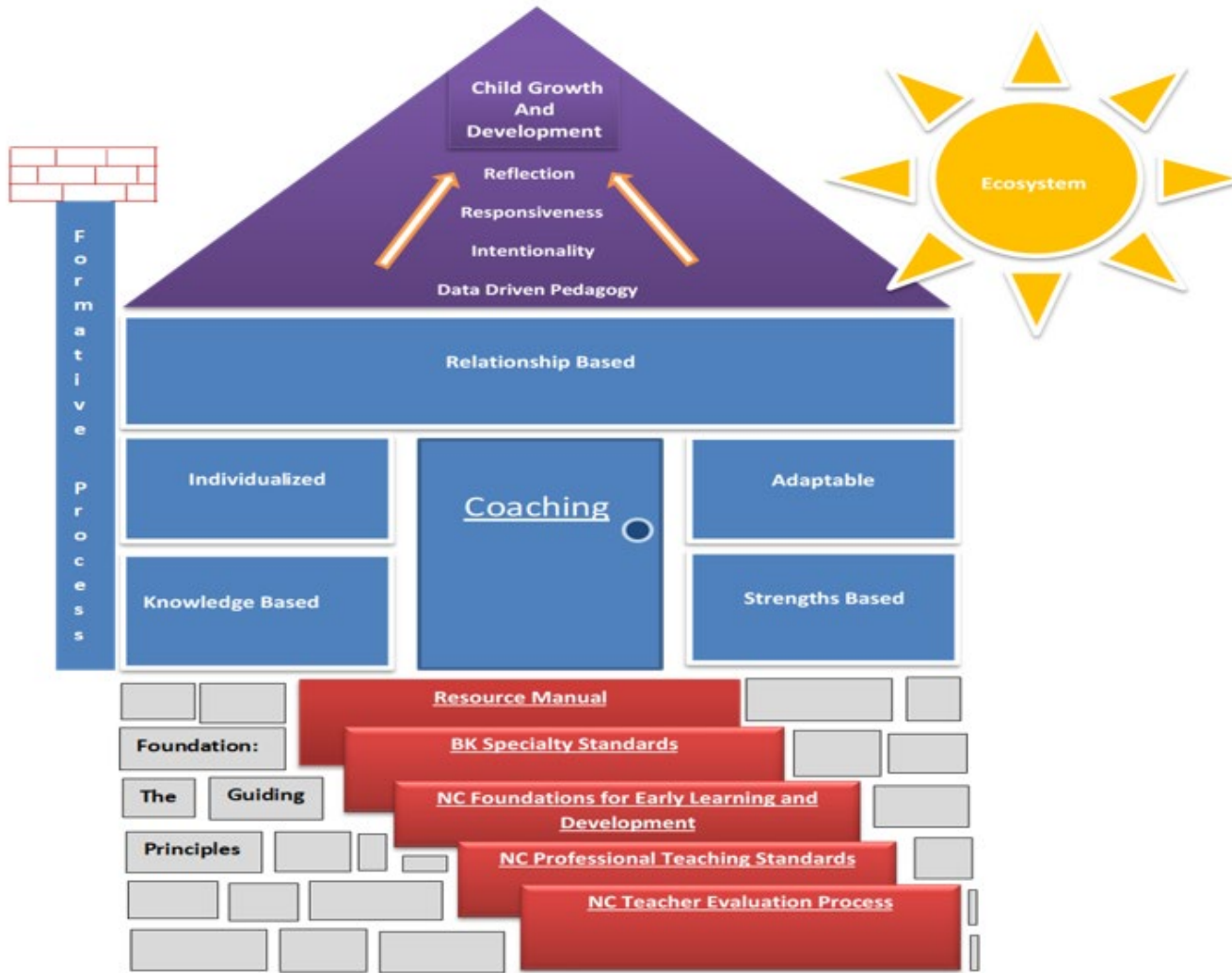
Growth

Support Services



Professionalizing the Field

Lead teachers, BK licensed and non-licensed, employed by nonpublic schools will have access to a professional development system defined by formal education, BK licensure path, self assessment, mentoring, and evaluation to inform professional growth and improve teaching practices that positively impact children's growth and learning.



Conceptual Framework

EESLPD Conceptual Framework (Taylor, Vestal, Stafford, Saperstein, & Lambert, 2017).

Forward Thinking



References

De Kort-Young, A., Lambert, R., Rowland, B., Vestal, A., & Ward, J. (2016). Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children.

Graham, M., Milanowski, A., & Miller, J. (2012). Measuring and Promoting Inter-Rater Agreement of Teacher and Principal Performance Ratings. Center for Educator Compensation Reform.

Taylor, H., Vestal, A., Saperstein, D., Stafford, C., & Lambert, R. (2018). The Early Educator Support, Licensure, and Professional Development (EESLPD) Office Conceptual Framework: A Narrative Describing Supporting Early Childhood Educators as Part of the North Carolina Teacher Evaluation Process.