**NC DEPARTMENT OF PUBLIC INSTRUCTION OFFICE OF EARLY LEARNING**

**PRE-K/K DEMONSTRATION PROGRAM**

**TEACHER LEADER APPLICATION**

The NC Department of Public Instruction’s Office of Early Learning is pleased to announce the application process for preschool and kindergarten teachers to serve as NC Demonstration Classroom teacher leaders in unserved State Board of Education Regions.

The NC Pre-K/K Demonstration Program is a professional development initiative to support educators across the state in developing as early childhood teacher leaders. The program provides opportunities for teachers to become well versed in appropriate practice and for administrators to increase their knowledge and ability to effectively support teachers to see, hear, discuss, and implement best practice. Intentionally, a desire for continuous improvement, and the opportunity for regular collaboration with talented colleagues drive the current participants. The primary purpose of the project is to enable visiting teachers and administrators to see high quality early childhood education practice in action. Demonstration teachers offer authentic opportunities to observe best practice in action, engage in meaningful dialogue about practice, and participate in follow up visits. The goals for the program include:

* Improving statewide teacher effectiveness and classroom practices
* Promoting practices that address the needs of the whole child
* Ensuring smooth, efficient, and seamless transitions between pre-k and kindergarten and between kindergarten and first grade
* Promoting collaboration across the pre-k-k community

In the chart below, the regions with a green check mark indicate a vacancy in either Pre-K or Kindergarten. Applications will be accepted from these regions only:

|  |  |  |
| --- | --- | --- |
| **Region** | **Preschool Teacher** | **Kindergarten Teacher** |
| 3 | √ | √ |
| 4 | √ | √ |
| 5 | √ |  |
| 6 |  | √ |
| 7 | √ | √ |
| 8 |  | √ |

**North Central Region / District 3:**

Chapel Hill-Carrboro, Chatham, Durham, Edgecombe, Franklin, Granville, Harnett, Johnston, Lee, Nash, Orange, Person, Vance, Wake, Warren, Wilson

**Sandhills Region / District 4:**

Bladen, Clinton, Columbus, Cumberland, Hoke, Montgomery, Moore, Richmond, Robeson, Sampson, Scotland, Whiteville

**Piedmont Triad Region / District 5:**

Alamance, Asheboro, Caswell, Davidson, Davie, Elkin, Forsyth, Guilford, Lexington, Mount Airy, Randolph, Rockingham, Stokes, Thomasville, Surry, Yadkin

**Southwest Region / District 6:**

Anson, Cabarrus, Cleveland, Gaston, Iredell, Kannapolis, Lincoln, Mecklenburg, Mooresville, Rowan, Stanly, Union

**Northwest Region / District 7:**

Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Hickory, McDowell, Mitchell, Newton-Conover, Watauga, Wilkes, Yancey

**Western Region / District 8:**

Asheville, Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, Polk, Rutherford, Swain, Transylvania

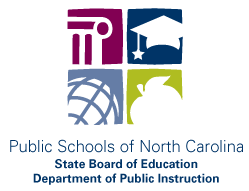
**DUE DATE:** Applications must be received by **Friday, February 16, 2018**. Please email 1 copy and mail **1 signed original** and 1 copy to:

**Carla Garrett (**[**carla.garrett@dpi.nc.gov**](mailto:carla.garrett@dpi.nc.gov)**)**

**917 Carver Drive**

**Roxboro, NC 27574**

*If you have any questions, or need further clarification*, please contact Carla Garrett at [carla.garrett@dpi.nc.gov](mailto:carla.garrett@dpi.nc.gov) or 336.504.2037. You are invited to visit the NCDPI Office of Early Learning Pre-K/K Demonstration Program webpage for additional program information: <http://www.ncpublicschools.org/earlylearning/demo/>

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwji7u-5ieLYAhXkguAKHYxzD9oQjRwIBw&url=https://www.iss.k12.nc.us/site/default.aspx?PageType=3&DomainID=1&ModuleInstanceID=11996&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=108350&PageID=1&psig=AOvVaw3ezIZ-lpRr5V4bAgUzk6OH&ust=1516383693843187)

**NC DEPARTMENT OF PUBLIC INSTRUCTION OFFICE OF EARLY LEARNING**

**PRE-K/K DEMONSTRATION PROGRAM**

**TEACHER LEADER APPLICATION**

**Teacher Name**

Race/Ethnicity:       Gender:

Home Address:

School Email:       Personal Email:

**School District**

School District Address:

Phone:       Fax:

**School**

School Address:

Phone:       Fax:

**Primary Contact**

Phone:       Email:

**Principal Name**

Email:

**Teacher Educational Background**

College/University:

Degree Awarded:       Year:

College/University:

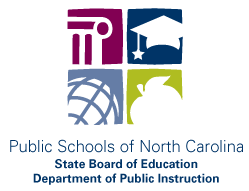
Degree Awarded:       Year:

**Teaching Experience**

Total Number of Years in Teaching Profession:

Grades Taught and Years in Each:

Please complete and submit the attached “*North Carolina Preschool or Kindergarten (as appropriate) Demonstration Program Profile*.”

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwji7u-5ieLYAhXkguAKHYxzD9oQjRwIBw&url=https://www.iss.k12.nc.us/site/default.aspx?PageType=3&DomainID=1&ModuleInstanceID=11996&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=108350&PageID=1&psig=AOvVaw3ezIZ-lpRr5V4bAgUzk6OH&ust=1516383693843187)

**Thank you** for your interest in the NC Demonstration Program. Please answer each application question thoughtfully and honestly, highlighting both successes and challenges, when appropriate. We look forward to learning more about you and your teaching experiences.

**Application Question Directions:** All answers should be typed, double-spaced, and in 12-point font. State the question at the beginning of each section (the question may be single-spaced). Center the page numbers at the bottom of each page, starting with the first question as page #1. The entire application question and answer section may not exceed 10 pages.

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| **Application Questions** |
| 1. Explain your interest in participating in a long-term teacher leader professional development initiative and why you want to become an Office of Early Learning Demonstration Program Teacher? |
| 2. What educational experiences have influenced your teaching practices? Please explain and include your educational background, college experiences, certifications, and/or special honors/recognitions received. |
| 3. *Finish this statement:* Preschool/Kindergarten (whichever is applicable) children learn best when… |
| 4. Identify the aspects of a typical school day that are working particularly well and those that continue to be challenging. Please include a copy of your daily schedule. |
| 5. Describe how you assess and analyze student growth and learning in your classroom to meet the needs of each child. Describe successes and challenges. |
| 6. How are family partnerships fostered in your classroom? |
| 7. Describe your efforts to develop yourself as a professional and a leader in the field (formal or informal) within the last 5 years (professional organizations and community involvement may be included here). |
| 8. Describe your beliefs regarding classroom management for young children. Provide a scenario to help illustrate your philosophy and strategies (do not include specific names). |
| 9. Have you experienced professional development that impacted your teaching philosophy/practices? If yes, what was powerful about that experience for you? |
| 10. Please share any other information that would help the steering committee get to know you as a teacher (OPTIONAL). |
| **REQUIRED LETTERS OF RECOMMENDATION** |
| **Provide 3 letters of recommendation.** Include **1 letter from your principal and** 2 letters from either a parent, a colleague, an assistant principal, a college/university professor, and/or a community leader. (REQUIRED) |

**DUE:** The application must be received by **Friday, February 16, 2018**. Please email 1 copy and mail **1 signed original** and 1 copy to:

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**NCDPI OEL DEMONSTRATION PROGRAM AGREEMENTS**

|  |
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| **Discuss each of the agreement items with your local administrator(s)/coordinator(s) as relevant and check items to indicate agreement:**  **LEA Agreements:**   1. Review the Administrator/Coordinator Agreements and the Teacher Agreements and actively support their success with achieving these agreements. 2. Review, discuss, and provide support to meet or have a plan toward meeting the NC Demonstration Program Comprehensive Criteria in collaboration with the demonstration teacher. 3. Have an awareness and understanding of the demonstration program. 4. Actively promote the demonstration program and encourage district staff to participate in guided observations.   **Administrator/Coordinator Agreements:**   1. Approve professional leave for the demonstration teacher to attend both two day fall/spring demonstration program professional development meetings (travel paid by NCDPI). 2. Support the demonstration teacher by allowing time away from school to attend additional professional development, conduct professional development, visit at least one other NCDPI OEL Demonstration Classroom, and participate in Pre-K through Grade 3 initiated projects and initiatives at the local, state, and national level. 3. Attend and actively participate in both two day fall/spring demonstration program professional development meetings (travel paid by NCDPI). Administrators/Coordinators should identify a designee should an emergency arise. 4. Use the expertise of your demonstration teacher as a professional resource in order to achieve school, district, and state goals by offering him/her opportunities to serve on committees, provide professional development and/or mentor pre-service and ILT teachers. 5. Support your demonstration teacher’s enhancement of an appropriate and engaging learning environment. 6. Allow and encourage your demonstration teacher to try new instructional strategies based on professional development experiences, providing support as needed. 7. Support your demonstration teacher with guided observations by connecting with guided observation visitors as you are able (i.e. greeting visitors, participating in post observation conferences, talking with visiting administrators). 8. Ensure the demonstration teacher assistant is knowledgeable of high quality early childhood education and supportive of the demonstration program. 9. Actively support your demonstration teacher through your acknowledgement, encouragement, advocacy and attendance at requested events. 10. Review, discuss, and provide support to meet or have a plan toward meeting the NC Demonstration Program Comprehensive Criteria in collaboration with the demonstration teacher.   **Teacher Agreements:**   1. Utilize multiple outreach strategies to promote the use of the demonstration   classrooms (with DPI support as needed).   1. Collaborate with the NCDPI Office of Early Learning to strengthen and align the guided   observation process across demonstration sites.   1. Host guided observations for a **minimum** of 15 participants that include:    1. -a pre-observation meeting to determine observer needs;    2. -a guided observation of research-based teaching practices and;    3. -a meeting with observers following the observation to discuss what they have seen and how they might implement observed practices in their own settings. 2. Provide follow-up technical assistance to guided observation visitors, as appropriate. 3. Collaborate with staff from the Office of Early Learning to evaluate the guided   observation experiences of visitors.   1. Maintain regular and on-going communication with the administrator/coordinator regarding the demonstration program and express interest to the school and district regarding your membership on committees and/or leading professional development, as appropriate. 2. Attend and actively participate in both two day fall/spring demonstration program professional development meetings (travel paid by NCDPI). 3. Attend additional professional development, conduct professional development, and participate in Pre-K through Grade 3 initiated projects and initiatives at the local, state, and national level. 4. Visit at least one other NCDPI OEL Demonstration Classroom each school year. 5. Present and work as a team with selected demonstration teachers at a minimum of one professional development activity (currently the NCaeyc Conference) per contract year, upon request from DPI. Teachers are also encouraged to provide PD at the local, state, and national level. 6. Link with Institutes of Higher Education as partners in this project to maintain current   knowledge of research and application of research.   1. Obtain data throughout the year in order to complete and submit End of Year Reports   and the Demonstration Class Profile by June 30 of each year.   1. Monitor annual funding provided for the demonstration teacher to ensure funding is used for   demonstration program purposes such as to support professional development  opportunities, travel, classroom and outdoor supplies/materials, resources for guided  observation visitors, and a contracted early childhood professional to  coordinate and lead guided observations.   1. Consult with NC Demonstration Program project lead in the event   that a demonstration program teacher exits the program to receive instructions  pertaining to items purchased with demonstration program funding. All specific  funding requirements will be followed.   1. Be an on-going reflective practitioner by thinking critically about your own practices, being open to new ideas, being willing to try new instructional strategies and to reflect on successes and areas needing improvement. 2. Share this agreement and all other information pertaining to funding for the   demonstration program with the LEA’s finance officer.   1. Review, discuss, and complete the NC Demonstration Program Comprehensive Criteria Action Plan in collaboration with your LEA’s administrators/coordinators/directors (Indicate met criteria and describe specific tasks to meet any unmet criteria.). |

Agreements: ***In order for your application to be considered the following signatures must be included.***

The signatures below indicate our school’s commitment to meeting the expectations outlined above and that all information provided is accurate.

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Superintendent (or a designee) Date

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Finance Officer Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Principal Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Date

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| **NCDPI Office of Early Learning Agreements:**   1. Support outreach strategies to promote the use of the demonstration classrooms. 2. Support demonstration classrooms in meeting the NC Demonstration Program Comprehensive Criteria. On-site visits are provided. 3. Provide effective and engaging long term professional development (including all costs) for   demonstration teachers and administrators. CEU’s are provided.   1. Support demonstration teachers to strengthen and align the guided observation process. 2. Provide funding, as available, to support the mission of the demonstration program and to supplement teachers for performing duties above and beyond standard job description duties. 3. Provide ongoing communication to demonstration teachers and   administrators/coordinators.   1. Seek leadership opportunities (local, state, national) for demonstration teachers. 2. Share demonstration program data, when available, for professional learning and programmatic goal setting. 3. Create and support a professional learning community of preschool and kindergarten leaders that is collaborative and enriching with a focus on continuous learning. |

**NCDPI OEL DEMONSTRATION PROGRAM COMPREHENSIVE CRITERIA**

**ACTION PLAN**

**Directions:**

**-Indicate met criteria.**

**-Describe specific tasks to meet any unmet criteria.**

1. Classroom administered by an LEA
2. Provides a program for a regular school day (6 to 6.5 hours) for 180 instructional days per school calendar year
3. Maintains a maximum class size of 18 in pre-kindergarten and 20 in kindergarten with a full time teacher and full time teacher assistant
4. Employs a qualified lead teacher with a North Carolina Standard Professional II License appropriate to the program or grade level assigned:

* The teacher implements and maintains a self-assessment, formal evaluation and reflection process to strengthen teaching practices and child learning outcomes, monitored through a professional growth plan
* The teacher participates in research-based professional development activities defined by child learning data and professional teaching practices evaluation data and identified in the professional growth plan

1. Employs a teacher assistant who is knowledgeable of high quality early childhood education and supportive of the demonstration program
2. Pre-kindergarten classroom maintains a classroom score of 5.0 or above on the Early Childhood Environment Rating Scale-Revised (ECERS-R)
3. Models the use of *Foundations*, North Carolina’s Early Learning Standards for pre-kindergarten or North Carolina Standard Course of Study for Kindergarten
4. Models the intentional implementation of an approved pre-kindergarten curriculum or a balanced approach to instruction in kindergarten as described in *The Power of K North Carolina Position Statement on Kindergartens of the 21st Century*
5. Models research-based teaching practices and incorporates a variety of teaching methods as described by:

* *The Resource Manual for Administrators Supervising and Evaluating Teachers of Young Children*
* *The North Carolina Guide for the Early Years, Second Edition*

1. Models a process of on-going formative assessment during instruction that provides feedback to inform and adjust teaching and learning (including, but not limited to, KEA/NC K-3 Formative Assessment Process in Kindergarten)
2. Provides and models the use of developmentally appropriate and culturally responsive learning environments, both indoors and outdoors
3. Demonstrates collaborative partnerships with Exceptional Children personnel to provide appropriate modifications and accommodations to address the individual needs of children with disabilities
4. Implements an intentional plan to provide inclusive settings for preschoolers with disabilities by maintaining a ratio of typically developing children to children with disabilities of at least 90:10, no more than 50:50, with a goal of 70:30, with adequate staffing and resources
5. Models the intentional implementation of evidence-based practices to support children's emotional and social development (including, but not limited to, the SEFEL framework in Pre-K)
6. Implements an intentional plan, with administrative support, for family engagement, including establishing positive relationships with all families, engaging families in shared decision making, providing opportunities for two-way communication, providing information about community resources, and promoting ongoing family-school partnerships
7. Models appropriate methods for teaching children who are English learners
8. Implements an intentional plan for facilitating effective transitions into pre-kindergarten, into kindergarten and into first grade