

Early Educator Support Offices at ECU and UNC Charlotte
2020-21 Amendment
GUIDELINES AND PROTOCOL

All staff of the Early Educator Support Offices at East Carolina University and the University of NC at Charlotte must comply with all health and safety requirements, including but not limited to those outlined by: The Centers for Disease Control (CDC), Governor Cooper, the NC Department of Health and Human Services (NCDHHS), the NC Division of Child Development and Early Education (NCDCEE), respective university, and Program Coordinator.

Each staff member, regardless of role and purpose of visit, must abide by the following safety procedures and as outlined in the ChildCareStrongNC Public Health Toolkit (live links below):

- Each employee must comply with the required daily health screening of each child care program as outlined in the [Public Health Toolkit](#).
- Each employee must adhere to the *Returning to Childcare* guidance as outlined in the [Public Health Toolkit](#).
- Each employee must follow guidance to prevent spread in the classroom as outlined in the [Public Health Toolkit](#).
 - Each employee must wear a mask prior to entry into each site/building and for the entirety of their visit.
 - Each employee must wash their hands, following CDC guidelines, upon entry to the site.
 - Each employee must wash their hands, following CDC guidelines, upon entry to the classroom.
 - Each employee must wash their hands, following CDC guidelines, prior to exiting the site.
 - Each employee must apply hand-sanitizer following each hand washing and additionally, as necessary.
 - Each employee must apply hand-sanitizer immediately after exiting the site.
 - Each employee must maintain a 6 foot distance between themselves and others.
- Each employee must adhere to any and all additional safety procedures as required by any site/building they enter (e.g., temperature check, completion of forms, sign-in and sign-out procedures, etc.)
- Each employee must wear their name badge for the entirety of the visit.
- Each employee must limit their presence in a classroom to no more than 1 hour, regardless of their role and purpose of visit.
- Each employee must enter classrooms only to conduct necessary formal classroom observations (evaluator) or informal peer observations (mentor). Additional related visits must have prior approval from the Program Coordinator.
- Each employee must provide all support related feedback and guidance, including all pre and post conferences, via the use of appropriate technologies.
- Each employee must review these guidelines and the [Public Health Toolkit](#) and sign indicating they have read, understand, and must adhere to the above guidelines, as written.

Signed: _____ **Date:** _____

*Your signed protocol must be provided to your Program Coordinator, upon request, and prior to visiting any location to provide services for the 2020-21 program year.

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This document is to serve as a supplement to the 2020-21 Guidelines and Protocol of the Early Educator Support Offices. All staff are to continue to utilize the Guidelines and Protocol to inform each component of our service delivery. This document will provide staff with additional guidance necessary as we carry out services during the Covid-19 pandemic.

Questions about this document or its content must be directed to the respective Program Coordinator.

*For the purposes of this document, synchronous refers to support and services that are provided via various virtual or real-time technologies (e.g. Zoom, WebEx, Facebook Live, telephone communication, etc.). Asynchronous refers to support and services that are provided via various non-instantaneous communication (e.g. email, web-page, Facebook, etc.)

*For the current program year, frequent communication between colleagues, especially when paired in support of a teacher, will be critically important. Providing the most equitable and fair mentoring and evaluation support of teachers will require frequent dialogue and sharing of information and artifacts among mentors and evaluators. Supporting the team approach (teacher, evaluator, administrator, and mentor) will also require additional and frequent communication to ensure all members are included in scheduling, the sharing of information, and opportunity to support the teacher. Additional time/times for post conferences may be necessary to gain all sources of information needed to complete an observation.

Service	Guidance for Service Delivery	Synchronous/ Asynchronous Contact	In-Person/In- Classroom Contact
Initial Contact	Initial contact with all teachers should occur during the month of September and will be done by phone, email, or virtual contact. As always, mentors are responsible for the initial contact for all teachers holding less than SP11 licensure. Evaluators are responsible for the initial contact for all SP11 licensed teachers. During the initial contact you should assess each teacher's current teaching situation, their well-being, and support needs. Inform them of Team Agreement meetings and schedule the Coaching Commitment.		
Team Agreement	Team Agreements will be held virtually. Teachers and/or Site Administrators who are unable to attend the scheduled sessions should be provided the recording and/or PPT and discussion via synchronous and asynchronous contact. Once the Team		

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	Agreement is completed by all parties, it must be uploaded into the appropriate container in NCEES.		
Coaching Commitment	Coaching Commitments must be completed for any new teacher on your caseload and are completed by the mentor for teachers holding less than SP11 licensure and by evaluators for SP11 licensed teachers. The exception here may be for first year teachers where an in-person/classroom visit may be necessary in order to establish a baseline understanding of the teacher and teaching environment. This visit must be limited to less than 1 hour.		
Professional Development Plan	Development and review of teacher PDP's are to be held virtually. In-cycle support may be provided by email or phone call, as necessary. Teachers in the BTSP begin to develop goals following the first observation. Continuing teachers should begin developing goals and making progress at the start of the year.		
Pre-Service Checklist	Explanation and support of Pre-Service Checklist is to happen via synchronous and asynchronous communication. The demonstration classroom/guided observation will not occur during the fall/winter of the year. Visits or alternate options will be discussed for the spring.		
Foundations	Instructions and guidance related to the Intermediate and Advanced Foundations Modules will be provided via synchronous/asynchronous support. In order to best support the effective understanding and implementation of the developmentally appropriate and individualized practices as outlined in our standard course of study, classrooms may be visited for informal peer observations, not to exceed 1 hour. Mentors should conduct necessary peer observations for teachers holding less than SP11		

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	licensure and evaluators (coaches) should conduct necessary peer observations for SP11 licensed teachers.		
Pre-Conference	Evaluators are to hold a pre-conference prior to each formal observation, regardless of licensure type and level. This allows us to fully prepare for formal observations during this unique time. Pre-conferences may be held virtually, by email communication or phone.		
Formal Observation	Evaluators are to conduct required formal observations in the classroom. Presence in the classroom/site must not exceed 1 hour. Evaluators must follow all safety protocol.		
Post-Conference	Evaluators are to hold post-conferences virtually. Phone conferences may be held, as necessary. Conferences may require a hybrid approach that utilizes various modes of communication.		
Summary Evaluation Conferences	Evaluators are to hold summary evaluation conferences virtually. Phone conferences may be held, as necessary. Conferences may require a hybrid approach that utilizes various modes of communication.		
Classroom-based Instructional Support (Mentoring/ Coaching)	Mentoring/coaching support services should be delivered through synchronous/asynchronous modes of communication. Mentors/coaches may visit the classroom for necessary peer observations which must be limited to 1 hour or less. All safety protocol must be followed. During peer observations, an abundance of photos, videos, and notes should be taken in order to support continued classroom-based instructional support. All follow-up/feedback/debriefing should occur through synchronous/asynchronous modes of communication.		
Professional Learning Communities	Mentors and evaluators should provide support to PLCs virtually. This may include support of the development and maintenance of virtual PLC's.		

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Demonstration Sites	Demonstration sites should not be visited during the fall and winter months. At mid-year, additional guidance will be provided. Please leave this part of the Pre-Service checklist blank until further notice.		
Co-Observations/ Job Shadowing	Co-observations for reliability purposes will be on hold until further notice. Job shadowing opportunities for new staff will need to occur through creative and various technologies. Notes, photos, videos, artifacts/evidences can be shared and debriefed virtually.		
Professional Development/ Training/ Conferences	Professional development opportunities for staff will be held virtually, unless notified otherwise by the Program Coordinator. Attendance at in-person conferences will not be permitted at this time. Attendance at virtual conferences that require a registration fee must be approved by the Program Coordinator.		
Support for teachers issued an Emergency License	<p>Teachers who are issued an Emergency License will be provided a welcome letter from the Program Coordinator to include contact information for their Regional Lead. The welcome letter will include instructions for accessing the Intermediate Foundations modules. Each Emergency licensed teacher will be assigned to a mentor only and for limited informal support. Informal mentor support may include:</p> <ol style="list-style-type: none"> 1. Completion of Intermediate Foundations Modules with mentor support 2. Point of contact for questions regarding the NC Teacher Evaluation Process (NCTEP) 3. Resource sharing 4. Invitation to PLC 5. Networking support/Connections to peers 6. Invitations to NCTEP Parts 1 and 2 		