



Early Educator Support, Licensure and Professional Development Unit Teacher Education and Licensure Terms Glossary

Beginning Teacher Support Program (BTSP) - A required three-year program for initially licensed teachers that provides mentoring support and evaluation services.

Birth-through-Kindergarten License (BK) - Birth-Kindergarten programs are designed to prepare educators to work with children, birth through age five, with and without disabilities. Each institution of higher education (4-year colleges/universities) offers an inclusive, interdisciplinary course of study leading to the North Carolina BK teacher license. Individuals completing the requirements for this license will be prepared to enter the profession of teaching infants, toddlers, preschoolers, and kindergartners in public schools, child care programs, and developmental day centers. Teachers will also acquire skills to assist the families of young children. The interdisciplinary approach includes early childhood education, special education, child and family studies, and elementary education.

Birth-through-Kindergarten Teaching Standards - Standards and Indicators for Teacher Education Programs.

Continuing Licensure - A professional educator license that must be renewed every 5 years (Standard Professional II).

Formative Evaluation - Ongoing assessments of strengths and areas for development; used to identify strategies for professional development.

IHEs - Institutions of Higher Education (four-year colleges/universities) with approved teacher education programs.

Initial Licensure - The first license granted to practice the teaching profession in North Carolina based upon successful completion of an approved Institution of Higher Education (4-year college/university) preparation program. Initial licensure includes the lateral entry provisional BK and BK Standard Professional I licenses.

Initially Licensed Teacher (ILT) file - A collection of evidences regarding the performance of a beginning teacher. A cumulative file is required for each teacher.



Lateral Entry Teacher Program (LETP) – A process for granting entry into the teaching profession (lateral entry license) for up to three school years, while the individual completes requirements for the designated teaching area (requires educator to complete a minimum 6 semester hours per year).

Licensure Only Plan – A plan issued to a teacher candidate with a BA/BS degree who is not employed in a teaching position. A Licensure Only Plan is written by a four-year college or university outlining courses and requirements that must be successfully completed to attain teacher licensure.

Mentor – An individual who is assigned to provide emotional, instructional, and organizational support to a beginning (initially licensed) teacher (through the Beginning Teacher Support Program, also referenced as the “ILP and ILT”). Mentors need knowledge, skills, and attitudes to be effective.

NC Pre-Kindergarten Program (NC Pre-K) – High-quality pre-k program that serves children who are at risk and prepares them for success in school.

NC Department of Public Instruction, Licensure Division – North Carolina Department of Public Instruction/ Licensure Section is authorized by the North Carolina State Board of Education to carry out the policy established for teacher licensure in North Carolina (http://www.ncpublicschools.org/state_board/).

North Carolina Professional Teaching Standards – Standards adopted by the NC State Board of Education (SBE) in 2007. These standards reflect what teachers need to know and do to be able to teach students in the 21st Century. These standards are reflected in the teacher’s Professional Development Plan (PDP).

Rubric for Evaluating North Carolina Teachers – A validated instrument used to assess teaching practices. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. Initially licensed NC Pre-K teachers are evaluated four times each year of the Beginning Teacher Support Program (BTSP), and during the five-year license renewal cycle.

Plan of Study – A plan issued by a four-year college or university or a NC Regional Alternative Licensing Center that outlines courses and requirements that a lateral entry or provisionally licensed teacher must complete (or clear) to attain teacher licensure.



Professional Development Plan (PDP) – A formal document developed by the licensed teacher in cooperation with mentor and site administrator/director. This document outlines the professional growth goals for the teacher, and proposes strategies for increasing one’s skills.

Regional Accrediting Agencies – Council for Higher Education or CHEA. Accreditation is a process of external quality review used by higher education to scrutinize colleges, universities and educational programs for quality assurance and quality improvement. In the United States, accreditation is carried out by private, non-profit organizations designed for this specific purpose. Institutions and educational programs seek accredited status as a means of demonstrating their academic quality to students and the public and to become eligible for federal funds. **For more information see <http://www.chea.org/search/>**

Regional Alternative Licensing Center (RALC) – Regional Offices established by the NC State Board of Education (SBE) are authorized to evaluate and prescribe plans of study that will lead to teacher licensure in North Carolina.

Standard Professional I Licensure (SP I) – A three-year license, which allows the teacher to begin practicing the profession. To be issued a **Standard Professional I License**, an individual must complete an approved teacher education program and meet the federal requirements to be designated “highly qualified.” This designation (HQ) is not applicable to BK licensed teachers assigned to teach in pre-k classrooms.

Standard Professional II License (SP II) – A continuing license that allows the teacher to serve on an ongoing basis. A **Standard Professional II License** must be renewed every five years. Teachers are observed and evaluated annually.

Summative Evaluation and Rating – Assessment and rating of performance in relation to established criteria (NC Teacher Evaluation Process) at the end of the school year. Data are gathered through teacher self-assessment, classroom observations, pre- and post conferences, professional development plan, and review of artifacts.

Early Educator Support, Licensure and Professional Development Unit (EESLPD) – Located within the Division of Child Development and Early Education, NC Department of Health and Human Services (DHHS), the EESLPD Unit administers and manages the initial Lateral Entry Teacher Support Program (LETP), the Beginning Teacher Support Program (BTSP), and the License Renewal Program for NC Pre-Kindergarten Program (NC Pre-K) teachers in nonpublic schools. The EESLPD Unit collaborates with the NC DPI through the Licensure Division and the NC Educator Recruitment and Development Division to ensure



that NC Pre-K teachers in nonpublic schools meet teacher licensure requirements as set forth in NC State Board of Education policy.

Team – Designation given to the EESLPD Unit’s personnel, mentor/evaluator pairs, who provide mentoring, observation and evaluation services to eligible teachers completing the licensure process.