

## FLEMINGTON-RARITAN REGIONAL SCHOOLS

### JOB DESCRIPTION

**TITLE:** Preschool Instructional Coach (1.0 FTE)

#### **QUALIFICATIONS:**

- Hold, at a minimum, a bachelor's degree;
- A preschool through grade three or equivalent preschool certification, as set forth at N.J.A.C. 6A:9B and/or preschool through grade three (P-3) teacher certification;
- At least three years of experience teaching in general education preschool programs;
- Experience in implementing developmentally appropriate preschool curricula;
- Experience with a range of appropriate early childhood assessments, including performance-based and classroom-quality assessment instruments;
- Experience providing professional development to classroom teachers;
- Preschool Professional Development Fellow status; and
- Completion of the NJDOE preschool instructional coach training course.

A preschool instructional coach shall demonstrate one or more of the following:

1. Certification that includes an endorsement for bilingual education or English as a second language;
2. Certification that includes an endorsement for teacher of students with disabilities or teacher of the handicapped;
3. A graduate degree in early childhood education with an emphasis on early literacy and/or early mathematics; and/or
4. A graduate degree in educational supervision and/or leadership.

**REPORTS TO:** Supervisor of Early Childhood Education and the Director of Pupil Personnel Services

**JOB GOAL:** Provide modeling, coaching, observing, and providing feedback to teaching staff in preschool programs using the reflective cycle.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Visiting classrooms regularly to model, coach, informally observe using structured observation instruments, and provide feedback to teaching staff in preschool programs based on the reflective cycle to assist with the implementation of the comprehensive curriculum and the Preschool Standards;
2. Assist novice teachers;
3. Coach teachers on the use of Performance-Based Assessments, including supporting quality assessment, interpretation of data and use of assessment data in planning;
4. Administer structured program evaluation instruments (e.g., ECERS-3) to measure quality practices in preschool classrooms;
5. Use performance-based assessment data and results of structured classroom observations to determine and support a high level of curriculum implementation;

6. Plan specific goals and training opportunities, including, but not limited to modeling classroom practices and lessons, facilitating PLC meetings, and planning and implementing workshops, to improve weak areas identified from structured observation instruments, curriculum observation instruments, performance-based assessments results, and district evaluation data;
7. Provide professional development that supports English language learners and children in inclusive classrooms settings;
8. Providing staff development based on systematic classroom observations consistent with a classroom-quality assessment instrument;
9. Making recommendations to administrators of preschool programs to provide additional professional development as needed;
10. Ensuring systematic early childhood program assessment occurs in the preschool program;
11. Collaborating with the preschool intervention and referral specialists (PIRS) to ensure systematic curriculum supports in social-emotional development;
12. Ensuring implementation of the comprehensive performance-based assessment system that is connected to the comprehensive preschool curriculum as part of the three-year preschool program plan and/or annual update;
13. Provide technical assistance to district and provider administrators to discuss curriculum goals, professional development, performance based assessment and structured observation visits;
14. Participating in parent involvement programs with district board of education and private provider staff;
15. Supporting transition activities, programs, and services between and among preschool through grade three programs; and
16. Any other duties as directed by the Early Childhood School District Administrator and/or the Director of Pupil Services.

**TERMS OF**

**EMPLOYMENT:** Salary for a 10-month work year subject to negotiations between the FREA and the Board of Education.

**EVALUATION:** Performance of this job will be evaluated annually in accordance with the Board's policy on evaluation of certified staff.

**APPROVED BY:** Board of Education **DATE:** 11/13/23

**Revised: 6/13/24**