



## PRESCHOOL MASTER TEACHER

Master teachers are funded in New Jersey's State Preschool Program to provide and maintain high levels of quality by helping and supporting Preschool teachers. Their primary role is to visit classrooms and coach teachers using reflective practice to improve instruction.

### Purpose

The Master Teacher will engage teachers in reflective practice through classroom visits and feedback, plan and model exemplary practices and meet with the program directors or principals, maintain recordkeeping, including use of the Reflective Cycle. The Master Teacher will also provide and plan professional development experiences for classroom teachers. Professional development experiences should be aligned with the *New Jersey Preschool Teaching and Learning Standards*, the school district's DOE approved curriculum and the district's DOE approved professional development plan. Experiences should be differentiated to match varying levels of experience and expertise of the instructional staff. Professional development should be presented in a variety of participant settings, ranging from small groups to cohorts to entire staff.

### Responsibilities include but not limited to:

- Visit classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices through the reflective cycle
- Coach teachers on the use of Performance-Based Assessments (Teaching Strategies GOLD, CORE, Work Sampling, etc.), including supporting quality assessment, interpretation of data and use of assessment data in planning.
- Serve as Preschool Parent Liaison
- Serve as Community Parent Involvement Specialist (CPIS) to plan for smooth transitions for children entering Preschool or going to Kindergarten and to assist in planning parent involvement activities (e.g., ensuring that the results of the performance-based assessment along with other information about the Preschoolers are shared with Kindergarten staff, planning parent workshops together, planning visits to Kindergarten classrooms)
- Serve as Preschool Intervention and Referral Team Coach (PIRT Coach) for the purpose of supporting teachers and parents with children who have learning and behavioral challenges
- Administer structured program evaluation instruments (in assigned classrooms) in the fall-winter to measure quality practices in Preschool classrooms (e.g., ECERS-3, SELA, PCMI, High/Scope Preschool Program Quality Assessment, Creative Curriculum Fidelity Tool, etc.)
- Use performance-based assessment data and results of structured classroom observations to determine and support a high level of curriculum implementation. 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 (aggregated data), curriculum observation instruments, performance-based assessment results, district evaluation data, and other information
- Coordinate, articulate, and provide professional development for all early childhood staff
- Provide individualized follow-up support to the teacher's level of development and plan small group meetings/trainings for teachers with similar needs

- Reflect on personal professional development needs, attend workshops, read research articles, and consult with others, etc.
- Provide technical assistance to district and provider administrators to discuss curriculum goals, professional development, performance-based assessment, structured observation visits, etc.
- Perform additional duties as assigned that are directly related to early childhood classroom improvement
- New master teachers must become Early Childhood Professional Development Fellows by completing all requirements of the *The Role of the Master Teacher* course offered by the Division of Early Childhood Education.
- Master Teachers should also attend annual Master Teacher meetings sponsored by the Division of Early Childhood.

### Salary Range and Qualifications

Salary will be based on the DTEA negotiated agreement for teachers. This is not an administrative position.

- A bachelor's degree and teacher certification
- Three to five years experience teaching in Preschool programs
- Experience providing professional development to classroom teachers
- Experience in implementing developmentally appropriate Preschool curricula
- Experience with performance-based Preschool assessments
- Shall hold certification as follows: Preschool through Grade Three standard instructional certificate or Standard Elementary School instructional certificate and the equivalent of two academic years of full-time experience teaching three and four-year olds under the certificate in a position that would require the Preschool through Grade Three endorsement or Standard New Jersey Nursery School instructional certificate or Preschool through Grade Three endorsement in addition to other standard instructional certificate, except as indicated at N.J.A.C. 6A:9-11.2 and 11.7.
- Strong skill set in interpersonal relations, communications, problem solving and organization