

**PLEASANTVILLE PUBLIC SCHOOLS  
PLEASANTVILLE, NEW JERSEY  
JOB DESCRIPTION**

**Instruction/Curriculum**

**Certified**

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**TITLE: PRESCHOOL INSTRUCTIONAL COACH**

**QUALIFICATIONS:**

1. Hold a New Jersey instructional certificate to teach Pre-K to 3rd grade, and other appropriate endorsement(s) (N.J.A.C. 6:11-6.1, 6.2, or 8.1 et seq.) in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Have a minimum of three (3) years of excellent experience teaching in general education preschool programs;
3. Have background in providing professional development through workshops and/or mentoring to classroom teachers;
4. Experience in implementing developmentally appropriate preschool curricula;
5. Experience with a wide range of appropriate early childhood performance-based and classroom quality assessment instruments;
6. Demonstrate knowledge and understanding of child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
7. Demonstrated knowledge of content field and describe ways in which the content can be organized into lessons for students.
8. Demonstrated knowledge of subject specialty and effective teaching methods;
9. Exhibit positive interpersonal skills to relate well with students, staff, administration, parents, and the community.
10. Ability to maintain a positive learning environment;
11. Excellent integrity and interpersonal skills, demonstrate good moral character and initiative.
12. Have exceptional communication skills both orally and in writing, using proper grammar and vocabulary;
13. Demonstrate the ability to use electronic equipment for work processing, data management, information retrieval, visual presentations, and telecommunications;
14. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment;
15. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
16. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six-month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6- 7.1.
17. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4
18. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
19. Meet such alternates to the above qualifications as the Superintendent may deem appropriate, acceptable and legal.

In addition to the requirements listed above, a preschool instructional coach shall also demonstrate one or more of the following:

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

**REPORTS TO:** Principal, Supervisor, and/or Designated Administrator

**JOB GOAL:** The Preschool Instructional Coaches provide and maintain high levels of quality by helping and supporting preschool teachers. The primary role of the preschool instructional coach is to visit classrooms and coach teachers using the reflective cycle. Assumes professional responsibility for providing learning experiences and supervision of assigned young students in a supportive and positive classroom climate in the early childhood program that develops in each child the skills, attitudes, and knowledge to provide a good foundation for continued education, following the approved curricula and directives of the school.

**PERFORMANCE RESPONSIBILITIES:**

Coaching Support and Professional Development

1. Visit classrooms on a regular basis to coach and provide feedback to teachers to support high-quality teaching practices using the reflective cycle.
2. Provide feedback directly to teaching staff based on the reflective cycle plan and model exemplary practices and regularly meet with the early childhood supervisors, program directors, or principals. Recordkeeping, including the use of the reflective cycle, should be maintained during these visits.
3. Coach teachers on the use of performance-based assessments, including supporting quality assessment practices, interpretation of data, and the use of assessment data in planning.
4. Administer structured program evaluation instruments to measure quality practices in preschool classrooms. Examples of program evaluation instruments include curriculum implementation fidelity tools, Early Childhood Environment Ratings Scale - Third Edition (ECERS-3), Supports for Early Literacy Assessment (SELA), and the Preschool Classroom Mathematics Inventory (PCMI).
5. Use performance-based assessment data and results of structured classroom observations to determine and support a high-quality curriculum implementation, plan specific goals, and create training opportunities.
6. Model developmentally appropriate classroom practices and lessons, facilitate PLC meetings, and plan and implement workshops to strengthen areas of needed improvement identified from structured observation instruments (aggregated data), curriculum observation instruments, performance-based assessment results, district evaluation data, and other information.
7. Plan and provide professional development experiences for classroom teachers that align with the New Jersey Preschool Teaching and Learning Standards, the school district's Department of Education (DOE) approved curriculum, the district's DOE approved professional development plan, and classroom-quality assessment data. Professional development should be presented in a variety of participant settings, ranging from small groups to cohorts to entire staff.
8. Confer with the early childhood supervisor to coordinate, articulate, and provide professional development for all staff.
9. Provide individualized follow-up support to the teacher's level of development and plan small group meetings/trainings for teachers with similar needs.
10. Reflect on own professional development needs, attend workshops, read research articles, consult with others, etc.

Additional Support

1. Confer regularly with the Preschool Intervention and Referral Specialist (PIRS).
2. Confer regularly with the Community Parent Involvement Specialist (CPIS) and other relevant school/district personnel to plan for smooth transitions for children entering preschool through grade three programs.
3. Assist the Community Parent Involvement Specialist (CPIS) 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).
4. Provide technical assistance to district and provider administrators to discuss curriculum goals, professional development, performance-based assessment, structured observation visits, etc.
5. Support transition activities, programs, and services between and among preschool through grade three programs.
6. Protect the confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
7. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
8. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

## Preschool Instructional Coach (Continues)

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

### **ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

**TERMS OF EMPLOYMENT:** 10-month employee, salary and work year as set by the PEA Contract.

**ANNUAL EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

Approved by: Pleasantville Board of Education

Date: October 13, 2015

Revised: January 17, 2023

### **LEGAL REFERENCES:**

<u>N.J.S.A.</u> 7F	Comprehensive Educational Improvement And Financing Act
<u>N.J.S.A.</u> 18A:6-7.1	Criminal History Record; Employee In Regular Contact With Pupils; Grounds For Disqualification From Employment; Exception
<u>N.J.S.A.</u> 18A:6-10	Dismissal And Reduction In Compensation Of Persons Under Tenure In Public School System
<u>N.J.S.A.</u> 18A:16-2	Physical Examinations; Requirement
<u>N.J.S.A.</u> 18A:25-2	Authority Over Pupils
<u>N.J.S.A.</u> 18A:25-4	School Register; Keeping
<u>N.J.S.A.</u> 18A:26-1	Citizenship Of Teachers, Etc.
<u>N.J.S.A.</u> 18A:26-1.1	Residence Requirement Prohibited
<u>N.J.S.A.</u> 18A:26-2	Certificates Required; Exception
<u>N.J.S.A.</u> 18A:27	Employment And Contracts
<u>N.J.S.A.</u> 18A:28-3	No Tenure For Noncitizens
<u>N.J.S.A.</u> 18A:28-5	Tenure Of Teaching Staff Members
<u>N.J.S.A.</u> 18A:28-8	Notice Of Intention To Resign Required
<u>N.J.A.C.</u> 18A:37	Discipline Of Pupils
<u>N.J.A.C.</u> 6A:7	Managing For Equality And Equity In Education
<u>N.J.A.C.</u> 6A:8	Standards And Assessment
SEE PARTICULARLY:	
<u>N.J.A.C.</u> 6A:8-2.4	Authority For Requirement To Establish Early Childhood Education Programs
<u>N.J.A.C.</u> 6A:8-3.4	Requirements For Early Childhood Education Programs
<u>N.J.A.C.</u> 6A:9	Professional Licensure And Standards
SEE PARTICULARLY:	
<u>N.J.A.C.</u> 6A:9-3.3	Professional Standards For Teachers
<u>N.J.A.C.</u> 6A:9B	State Board Of Examiners And Certification
SEE PARTICULARLY:	

Preschool Instructional Coach (Continues)

N.J.A.C. 6A:9B-5 General Certification Policies  
N.J.A.C. 6A:9B-8 Requirements For Instructional Certificate  
N.J.A.C. 6A:9B-9 Instructional Certificates

N.J.A.C. 6A:9B-9.1 Authorizations-General  
N.J.A.C. 6A:9B-9.2 Endorsements And Authorizations  
N.J.A.C. 6A:9B-10 Exceptions To Requirements For The Instructional Certificate  
N.J.A.C. 6A:9C-3 Required Professional Development For Teachers And School Leaders  
N.J.A.C. 6A:10 Educator Effectiveness

SEE PARTICULARLY:

N.J.A.C. 6A:10-2.1 ET SEQ. Evaluation Of Teaching Staff Members  
N.J.A.C. 6A:10-4.1 ET SEQ. Components Of Teacher Evaluation  
N.J.A.C. 6A:16 Programs To Support Student Development  
N.J.A.C. 6A:32-5.1 Standards For Determining Seniority  
N.J.A.C. 6A:32-6 School Employee Physical Examinations  
N.J.A.C. 6A:32-7 Student Records  
N.J.A.C. 6A:32-8 Attendance And Pupil Accounting

IMMIGRATION REFORM AND CONTROL ACT OF 1986, 8 U.S.C.A. 1100 ET SEQ. NO CHILD

LEFT BEHIND ACT OF 2001, P.L. 107-110, 20 U.S.C.A. 6301 ET. SEQ.