

LACEY TOWNSHIP SCHOOL DISTRICT

Preschool Master Teacher

JOB TITLE: Preschool Master Teacher

REPORTS TO: Assistant Superintendent for Curriculum and Instruction and School Principal

JOB GOAL: Provides a stimulating, safe, and developmentally appropriate educational environment where preschool children have the opportunity to develop cognitive, social, emotional, and physical skills. Master teachers are to provide and maintain high levels of quality by helping and supporting preschool teachers.

QUALIFICATIONS:

1. A bachelor's degree and teacher certification;
2. Three to five years experience teaching in preschool programs;
3. Experience providing professional development to classroom teachers;
4. Experience in implementing developmentally appropriate preschool curricula;
5. Experience with performance-based preschool assessments; and
6. Hold certification as follows:
 - a) Preschool through grade three standard instructional certificate; or
 - b) 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
 - c) Standard New Jersey nursery school instructional certificate; or
 - d) Preschool through grade three endorsement in addition to other standard instructional certificates, except as indicated at N.J.A.C. 6A:9-11.2 and 11.7.

RESPONSIBILITIES:

Curriculum & Professional Development

- Oversees and coaches teachers in the classroom to assess relevant skills, and recommends methods and strategies appropriate to the achievement of project goals. Visit classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices through the reflective cycle.
- Organizes and provides developmentally appropriate early childhood education programs; plans and implements curriculum and education for children in both general and special education. Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
- Mentors teachers and paraprofessionals; models expert teaching practices, and provides feedback for improving teaching and enhancing parent and student relationships.

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- Interacts with parents and community groups; maintains open and cooperative communication with parents and families, encouraging their involvement in the program and supporting the child's family relationships.
- 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.
- 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.
- Confer with early childhood supervisors to 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.
- Leads and turnkeys training and professional development for teachers, paraprofessionals and families.
- Effectively collaborates with the Child Study Team and administration to enhance communication with parents and develop programming that is suitable for all preschool aged children.
- Reflect on your own professional development needs, attend workshops, read research articles, consult with others, etc.

Support

- Confer regularly with the preschool intervention and referral team to discuss how to support teachers and parents with children who have challenging behaviors.
- Confer regularly with the community parent involvement specialist to plan for smooth transitions for children entering preschool or going to kindergarten and 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, and planning visits to kindergarten classrooms).
- Provide technical assistance to district and provider administrators to discuss curriculum goals, professional development, performance-based assessments, structured observation visits, etc.
- Master teachers with specific expertise (e.g., inclusion, bilingual education, mathematics, literacy) should provide consultation to other master teachers.
- Perform additional duties as assigned that are directly related to early childhood classroom improvement.

Accommodating English Language Learners and Children with IEPs

Within the master teacher allocation, each district must maintain appropriately credentialed master teachers who can assist preschool teachers and other master teachers in working with specialized

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populations. Districts with a substantial proportion of English language learners (ELL) or children with individualized education plans (IEPs) served in general education classrooms are required to hire bilingual and inclusion specialists as master teachers. The specialists provide specialized professional development and consultation to other master teachers and in-district and private provider teachers.

- The master teacher with a specialization in bilingual education should possess bilingual or English as a second language certification and either possess or pursue early childhood certification.
- Master teachers with a specialization in inclusion should possess special education certification and either possess or pursue early childhood certification.

Priority 1: Master teachers should dedicate the greatest amount of time to classroom visits engaging teachers in reflective practice. During these visits, master teachers should observe classroom practices and provide feedback directly to teaching staff, plan and model exemplary practices and meet with the program directors or principals. Recordkeeping, including use of the Reflective Cycle, should be maintained during these visits.

Priority 2: A substantial amount of time, but less than that devoted to classroom visits, will be dedicated to providing and planning for 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.

TERMS OF EMPLOYMENT: Salary and work year to be determined by the Board of Education

EVALUATION: Performance of the job will be evaluated annually in accordance with the Board of Education Policies for certified staff.

Approved by: Lacey Township Board of Education

Date Approved: