

Attachment C-1

Sayreville Public Schools

Job Description – MASTER TEACHER/PIRT SPECIALIST - PRESCHOOL

Required Qualifications:

- A bachelor's degree and teacher certification;
- Three to five years of 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; and
- Beginning September 1, 2007, newly appointed master teachers shall hold certification as follows:
 - Preschool through Grade 3 standard instructional certificate; or
 - Standard Elementary School Teacher 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 3 endorsement; or
 - Standard New Jersey Nursery School instructional certificate; or
 - Preschool through Grade 3 endorsement in addition to other standard instructional certificate, except as indicated at N.J.A.C. 6A:9-11.2 and 11.7.

Primary Function: The Role of the 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. The Master Teacher will also serve as the Preschool Intervention and Referral Team specialist.

Reports to: Director of Early Childhood

Supervises: Students

Major Duties and Responsibilities:

Curriculum & Professional Development

- 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.
- Administer structured program evaluation instruments (in assigned classrooms) in the fall and 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.)

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- 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.
- Reflect on 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, planning visits to kindergarten classrooms).
- Provide technical assistance to district and provider administrators to discuss curriculum goals, professional development, performance-based assessment, structured observation visits, etc.
- Master teachers with specific expertise (e.g. inclusion, bilingual education, mathematics, literacy, etc.) should provide consultation to other master teachers.
- Perform additional duties as assigned that are directly related to early childhood classroom improvement.

Evaluation: Performance of this job will be evaluated annually in accordance with provisions of the Board's Policy on regarding evaluation of certificated staff.