



BRICK TOWNSHIP PUBLIC SCHOOLS

Title: Master Teacher

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
6. Beginning September 1, 2007, newly appointed master teachers shall 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 certificate, except as indicated at N.J.A.C. 6A:9-11.2 and 11.7.

Reports to:

Director of Special Services
Building Principal

Job Goal:

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.

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.



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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.

Performance Responsibilities:

1. Curriculum & Professional Development

- a. Visit classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices through the reflective cycle
- b. Coach teachers on the use of Performance-Based Assessments, including supporting quality assessment, interpretation of data and use of assessment data in planning.
- c. In coordination with the Director of Special Services, Special Education Supervisor, Building Principal or designee coordinate the administration of structured program evaluation instruments in fall-winter to measure quality practices in preschool classrooms.
- d. Use performance-based assessment data and results of structured classroom observations to determine and support a high level of curriculum implementation.
- e. 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 assessment results, district evaluation data, and other information.
- f. Confer with early childhood supervisors to coordinate, articulate, and provide professional development for all early childhood staff.
- g. Provide individualized follow-up support to the teacher's level of development and plan small group meetings/trainings for teachers with similar needs.
- h. Reflect on own professional development needs, attend workshops, read research articles, consult with others, etc.

2. Support

- a. Confer regularly with the preschool intervention and referral team to discuss how to support teachers and parents with children who have challenging behaviors.
- b. Confer regularly with those overseeing parental involvement to plan for smooth transitions for children entering preschool or going to kindergarten and assist in planning parent involvement activities.
- c. Provide technical assistance to supervisors to discuss curriculum goals, professional development, performance-based assessment, structured observation visits, etc.
- d. Perform additional duties as assigned that are directly related to early childhood classroom improvement.



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Terms of Employment:

Ten-month position; Salary as per contract

Evaluation:

Performance of this position will be evaluated annually in accordance with state law and the provisions on the Board's policy on evaluation of certificated personnel.