



## Early Childhood Instructional Coach:

### Minimum Requirements:

- Master's Degree in a related field such as, Early Childhood Education-Birth to Grade 3, Elementary Education (plus a minimum of ten years' experience in an early childhood classroom-preschool to grade 3) or Special Education (plus a minimum of ten years' experience in an early childhood classroom)
- Level II PED license or higher and Special Education Endorsement, or willing to obtain when available
- Dynamic individual with the ability to inspire teachers, staff and build collaborative partnerships utilizing the Practice-Based Coaching (PBC) Model
- Experienced in professional learning and assisting with translating and/or interpreting training sessions.
- Ability to develop research-based professional learning material and programs designed to improve teacher practices
- Ability to facilitate professional learning with high fidelity virtually and in person, embedding adult learning principles (how adults learn best)
- Ability to demonstrate a growth mindset and ability to easily adapt to new learning
- Ability to work in a cooperative and professional manner while projecting excellent interpersonal communication skills
- Ability to work virtually from a satellite/home office:
  - prioritizing tasks
  - managing and scheduling a full-time workload with minimal direction and/or distraction
  - demonstrating effective time management skills
  - demonstrating self-accountability in productivity measures
- Ability to work in a team both virtually and in person
- Superior problem solving and reasoning skills
- Willingness to demonstrate leadership qualities to support the program mission and vision
- Demonstrate competence with technology and programs
- Comfortable with video conference technology and web-based platforms used in virtual delivery of Practice-Based Coaching
- Bilingual is preferred
- Driver's License and ability to provide own transportation and willingness to travel statewide, which may include occasional overnight stays



## Scope of Work:

1. Ability to schedule, plan, and facilitate focused observations and reflection and feedback meetings on a two-week cycle. Utilizing all components of the Practice-Based Coaching (PBC) model with fidelity:
  - Orientation to Practice-Based Coaching
  - Shared goals and action plans
  - Focused observation
  - Reflection and feedback
  - Focused on effective teaching practices, in the context of a collaborative partnership
  - Use the on-line TORSH platform
2. Provide additional consultative support such as:
  - Disseminate research and evidence-based resources to teachers and administrators
  - Provide on-site mentoring and modeling for teachers, as needed
  - Meet with administrators to orient to the Practice-Based Coaching Model and the New Mexico PreK Program Standards
  - Provide technology support to teachers/administrators/educational assistants
3. Track and analyze data as it relates to the Practice-Based Coaching Model to make data-driven decisions
4. Set goals and action steps based on Practice-Based Coaching Model to make data-driven decisions
5. Support the coordination of/and facilitate preschool specific professional learning such as:
  - ePyramid
  - Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC)
  - Early Literacy Strategies in Action
  - Structured Literacy for Early Childhood Educators
6. Attend all mandatory professional learning as scheduled by the Early Childhood Instructional Coaching Coordinators and/or CREC Administrator
7. Successfully complete and maintain required certifications such as CLASS (Classroom Assessment Scoring System) and LETRS-EC (Language Essentials for Teachers of Reading and Spelling-Early Childhood)



8. Maintain regular communication with the coordinators, including
  - a. monthly reflective supervision
  - b. changes in schedule
  - c. changes in coaching caseload
  - d. district specific issues
9. Maintain up to date time allocation data (Outlook Calendar/Harvest Time)
- 10.0 Participate in program and professional learning design including implementation of new ideas, problem-solving, and reporting
- 11.0 Performs miscellaneous job-related duties as assigned