



## **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 ability to obtain within first two years of hire
- Dynamic individual with the ability to inspire teachers, staff and build collaborative partnerships utilizing the Practice-Based Coaching (PBC) Model
- Ability to develop research-based professional learning material and programs designed to improve teacher practices
- Ability to facilitate professional learning virtually and in person, embedding adult learning principles
- Ability to implement new concepts/programs/practices in diverse environments
- Ability to present information to various audiences
- Ability to work in a flexible, cooperative and professional manner while projecting excellent interpersonal communication skills
- Ability to work independently out of a satellite/home office, prioritizing tasks and utilizing effective time management skills
- Ability to work in a team both virtually and in person
- Superior problem solving and reasoning skills
- Demonstrate leadership qualities with emphasis on the ability to collaborate and support other staff to promote effective performance
- Motivated to serve the best interests of the program, meet goals, and produce high quality work
- Demonstrate competence with computer word processing, databases, and spreadsheet applications
- Comfortable with video conference technology and web-based platforms used in Practice-Based Coaching
- Valid Driver's License and ability to provide own transportation and travel statewide

## **Other Desired Qualifications:**

- Experience working in a school setting and or with special needs populations
- Experience teaching or coaching
- Experience developing research based professional learning materials and or programs designed to improve teacher, student and compliance outcomes

## **Scope of Work:**

1. Ability to schedule, plan, and facilitate focused observations and coaching meetings on a two-week cycle. Utilizing all components of the Practice-Based Coaching (PBC) model with fidelity:
  - Shared goals and action plans
  - Focused observation
  - Reflection and feedback
  - Focused on effective teaching practices, in the context of a collaborative partnership
  - Conduct orientations to PBC
  - Use the on-line TORSH platform
2. Provide additional consultative support such as:
  - Develop and/or disseminate research and evidence-based resources with teachers and administrators
  - Provide on-site mentoring and modeling for new and returning teachers
  - 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
4. Set goals and action steps based on Practice-Based Coaching data
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. Maintain regular communication with the Coordinators, including
  - a. monthly reflective supervision
  - b. changes in schedule
  - c. changes in coaching caseload

- d. district specific issues
- 7. Maintain up to date time allocation data (Harvest Time)
- 8. Participate in program and professional learning design including implementation of new ideas, problem-solving, and reporting