



Job Description – Master Teacher/Instructional Coach

Reports to:	Education Manager
Coaches/Mentors:	Teachers, Associate Teachers and Assistant Teachers
Exempt Status:	Exempt
Work Schedule:	Full-Time
Approved on:	

Summary: Practice-Based Coaching (PBC) is a research-based professional development model that fosters collaborative coaching partnerships for changes in teaching practices and progress towards school readiness goals and positive child outcomes. The Master Teacher, along with other center-based program leaders will be the primary facilitators of the PBC model. As part of the collaborative partnership, the master Teacher will oversee the weekly lesson planning cycle, implementation of desired teaching practices, behavior support practices, formal and informal observations, and review of child assessment and work samples.

Essential Duties and Responsibilities:

The below statements describe the general scope of work for the Master Teacher position. This is not a complete listing of all responsibilities, duties, and/or skills required. Other duties may be assigned.

- Oversee the implementation of HighScope practices and daily routines that are also aligned with weekly lesson plans.
- Demonstrate effective time management, communication, and organizational skills.
- Strong working knowledge of CLASS, ITERS-R and ECERS-R tools, etc.
- Participate in the steps to Implementing Practice-Based Coaching and goals for the coaching program.
- Foster collaboration and teacher leadership through the Collaborative Coaching Partnership (Shared Goals and Action Planning, Focused Observation and Reflection and Feedback)
- Familiarity with different forms of coaching structures (e.g., expert, peer, group, self)
- Implement the Shared Goals and Action Planning phase by assessing needs, set goals for coaching, create an action plan to guide coaching, and review and update goals and action plan throughout the coaching partnership.
- Implement the Focused Observation phase by gathering information through observation, record information about the observation, use support strategies to learn more about the practice or to improve or refine teaching practices through models or prompts.
- Implement the Reflection and Feedback phase to discuss and reflect on observation and progress, share and consider feedback, use support strategies to learn more about the practice or to improve or refine teaching practices (problem solving, conversations, creating materials, etc.).

- Ability to meet regularly and effectively communicate with the Education Manager on the progress of coaching plans and progress in goals.
- Articulates a clear instructional vision alongside the Education Manager with a center-wide focus on teaching and learning that is data-driven, standards-aligned, incorporates HighScope principles, and ensures a safe and nurturing environment that prepares children for Kindergarten success and life skills.
- Promote a collaborative partnership that provides a safe space for Head Start and Early Head Start teachers to ask questions, discuss problems, get support, gather feedback and reflect on practice, and try new ideas.
- Examine child outcomes data and classroom work to assess the effectiveness of coaching.
- Develops teachers' capacity to collect and analyze multiple sources of data for intentional teaching to improve student learning.
- Be familiar with and implement the education services plans and other service area plans.
- Greet children and families to the center each day to create a warm and welcoming atmosphere.
- Report all suspected child abuse to the Child Abuse Hotline and to the Education Manager and other management team members.
- Conduct monthly Health and Safety screeners for classrooms.
- Provide teachers with the guidance and support necessary to assess children, conduct parent-teacher conferences, and home visits as needed.
- Monitor classroom environments to ensure a rich-learning environment to maximize children's learning and development.
- Model best practices in early childhood education and provide support and guidance in emergency situations identified in service area plans.
- Participate in workshops, in-service training, and make use of all personal and professional growth opportunities.
- Contribute documentation for teacher 90-day and annual evaluations.
- Act as an advocate for Bright Beginnings at community outreach activities.
- Assure confidentiality is maintained at all times.

Qualifications:

1. A Bachelor's degree in early childhood education or related field can be substituted with at least five years of teaching and supervisory experience; Master's degree preferred from an accredited college or university with at least 12 hours of child development or early childhood education and two years of teaching experience.
2. Working knowledge of Head Start Performance Standards & Other Regulations, NAEYC guidelines and regulations, and Chapter 3 of Title 29 of the District of Columbia Municipal Regulations (DCMR), including monitoring and evaluation
3. Knowledge of High/Scope curriculum; certification as a High/Scope trainer of teachers preferred

4. Must have the ability to work effectively with a wide variety of parents from diverse economic and ethnic backgrounds.
5. Ability to read and write in English, bilingual a plus
6. Must maintain training and professional development credits.
7. Must have DC local and Federal criminal record clearance, Child Protective Register check status and substance abuse testing.
8. Ability to travel locally and to out-of-state meetings.
9. Must demonstrate flexibility in work settings, maturity of judgment and ability to work collegially.
10. Must have the ability to maintain a cooperative, diplomatic working relationship with co-workers, supervisors, families and the community.
11. Documentation of Tuberculin-free condition and health screening on an annual basis.

Physical Demands:

- Be able to lift 25-50 lbs.
- Be able to walk, squat/kneel, sit on floor, see, hear and speak.
- Be able to raise objects from a lower to higher location or moving objects horizontally from one location to another.
- Be able to sit for extended periods of time in front of a computer.

Employee Acknowledgment:

The job description is intended to provide an overview of the requirements of the position. As such, it is not necessarily all-inclusive, and the job may require other essential and/or non-essential functions, duties or responsibilities not listed herein. Management, at its sole discretion, reserves the right to change, alter, and/or otherwise modify this job description at anytime. Nothing in this job description is intended to create a contract of employment of any type or kind. Employment at Bright Beginnings is strictly on an at-will basis.

EMPLOYEE SIGNATURE

DATE

SUPERVISOR SIGNATURE

DATE