

VIDEO 12: Coaching Supports



New Jersey Preschool Expansion Webinar Series: Coaching Supports



In this video we'll highlight the Coaching Supports section of the New Jersey Department of Education's Preschool Education Aid application for districts applying to be part of New Jersey's state-funded preschool program.



DECS Preschool Website:
<https://www.nj.gov/education/earlychildhood/preschool/>
NJDOE Administrative Code Website:
<https://www.nj.gov/education/code/current/index.shtml>

Coaching is an integral part of the preschool program. To familiarize yourself with the role of coaches in the program you should be sure to reference two specific documents:

- The first is the preschool chapter of administrative code, which is 6A:13A: Elements of High-Quality Preschool Programs. Specifically, you should familiarize yourself with the sections on Preschool Instructional Coaches and Intervention and Support Services.
- The second is the Preschool Program Implementation Guidelines, which has specific sections on Master Teachers/Coaching and Intervention and Support Services.



Preschool Instructional Coaches (PIC)	Preschool Intervention and Referral Specialist (PIRS)
- Formerly the “Master Teacher”	- Districts with more than 20 classrooms must also have a Preschool Intervention & Referral Team (PIRT)
- 1 PIC for every 20 classrooms	- 1 PIRS for every 20 classrooms
- P-3, 3 years of preschool experience, experience with developmentally appropriate curriculum and a variety of assessments, experience providing PD to teachers	- Background in ECE, knowledge of child development, understanding of the Pyramid Model (and TPOT)

PIC & PIRS can be a combined position if you have fewer than 10 classrooms.

The first coaching position is the Preschool Instructional Coach, or PIC. If you’re familiar with the New Jersey Pre-K program previously, you might know this position as your Master Teacher. This is the same job, the title has just changed. This is also important to keep in mind when you’re looking at older guidance because the position is referred to as “Master teacher” in some older documents.

Districts are required to have one PIC for every 20 classrooms. This coach must have a P-3 and at least three years of experience teaching preschool, they must also have experience implementing a developmentally appropriate preschool curriculum and be familiar with a range of early childhood assessments. They must also have experience providing professional development (or PD) to classroom teachers. The PIC is responsible for coaching in all classrooms, whether they’re in district buildings, or in collaborating Head Start or private child care centers.

The second coaching position is the Preschool Intervention and Referral Specialist, or PIRS. Like the PIC, districts are required to have one PIRS for every 20 classrooms, including district classrooms, as well as contracting Head Start and private child care classrooms. This person must have a background in early childhood education, knowledge of child development, and an understanding of the Pyramid model, which is a framework for promoting social and emotional competence in infants and young children.

In districts with 10 or fewer classrooms, one person can serve as both the PIC and the PIRS, but only if they have the full-time equivalency or FTE to accommodate all classrooms. This means that if someone is serving in a dual role, they can be responsible for no more than 10 classrooms, using .5 FTE for the PIC role and .5 FTE for the PIRS role. It is also permissible to collaborate with a neighboring district to share a PIC and/or PIRS, as long as the coach has the FTE to meet the needs of both districts and meets the qualifications of both positions.

The primary focus of these positions is observation, reflective coaching, and professional development for the lead and assistant teachers. While the district is first implementing the preschool program standards, the PIC will utilize the ECERS-3 classroom quality observation tool to collect data for classroom or program

improvement and as a comparative index across programs and over time. The PIRS will utilize the TPOT observation tool to measure implementation of the Pyramid Model.



Preschool Instructional Coach (PIC)

Name	Number of Assigned Classrooms	Indicate Date PIC Completed New PIC Seminar, if applicable	Indicate if the PIC is Serving in Multiple Roles (i.e., CPIS, PIRS)	Percentage of Time that the Individual will Serve in the PIC role for the LEA	Indicate if the Individual is a LEA Employee, Shared with Another LEA, or Outside Contracted Consultant

1. Describe how the PIC role will provide expertise to support teaching and learning, using the selected curriculum.
2. If the LEA plans to contract with Head Start, what efforts will be in place for the PIC to coordinate with the Head Start coach?

What you see on this slide is an example of the information you'll be asked to provide about the PIC in your district, including their caseload of classrooms and whether they will serve in multiple roles. Note that in addition to preservice requirements, Preschool Instructional Coaches must attend the PIC Fellow Seminar.



Preschool Intervention and Referral Specialist (PIRS)

Name	Number of Assigned Classrooms	Indicate Date PIRS Completed PIRS Seminar, if applicable	Indicate if the PIRS is Serving in Multiple Roles (i.e., PIC, CPIS)	Percentage of Time that the Individual will Serve in the PIRS for the LEA	Indicate if the Individual is a LEA Employee, Shared with Another LEA, or Outside Contracted Consultant

The primary roles and goals of the PIRS and PIRT are to provide support and suggested interventions to teachers so that all children can succeed within the general education classroom.

Large districts should consider having a team of specialists in addition to the PIRS.

What you see on this slide is an example of the information you'll be asked to provide about the PIRS in your district, including their caseload of classrooms and whether they will serve in multiple roles. Note that in addition to preservice requirements, Preschool Intervention & Referral Specialists must receive professional development related to their role. Of course, if the PIC and the PIRS are the same person, that individual must meet the requirements for both positions. Once a district receives funding, the district will receive information about DOE-sponsored seminars and the PIC and PIRS will be able to enroll if they have not yet attended.

When providing information on your preschool coaches, be sure that what you enter matches what you include in the budget planning workbook, including if you are still in the process of hiring for these positions.

In addition to the PIRS, districts should have a team of specialists, also known as the Preschool Intervention and Referral team (or PIRT) to provide recommendations,

support and/or interventions to support children in general education classrooms. This team can include social workers, speech-language pathologists, psychologists, et cetera. The PIRS should be able to consult with the PIRT, as needed. We see most districts fill the role of the PIRT by using the I&RS or Child Study teams, that provide support and suggested interventions, as needed.



You've reached the end of Coaching Supports

Video Library:

<https://nieer.org/new-jersey-preschool-expansion-webinar-series>

This brings our video on how to address the Coaching Supports section of your PEA application to a close. For information about the other sections of the PEA application, see our library of other videos on a variety of useful topics.