

Preschool Instructional Coach (PIC) and Preschool Intervention and Referral Specialist (PIRS) Information

Information for districts when determining how best to fulfill the coaching positions

Purpose:

Current Preschool Expansion Aid (PEA) funded districts are required to provide Preschool Instructional Coaches and Preschool Intervention and Referral Specialists to support preschool program implementation. The quality of the program is affected by how the roles are fulfilled and implemented. The intent of this document is to provide information to districts that will help inform their decision making.

Districts must review and follow [N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs](#) to understand the requirements and responsibilities of the positions.

- The district shall provide Preschool Instructional Coaches (PIC) at a ratio of no more than twenty (20) preschool classrooms for each PIC.
- The district shall provide Preschool Intervention and Referral Specialists (PIRS) at a ratio of no more than twenty (20) preschool classrooms for each PIRS.

Information to consider when fulfilling the role of the Preschool Instructional Coach (PIC) or Preschool Intervention and Referral Specialist (PIRS)

District employee:

- Does the individual meet the education and experience requirements?
- Will the individual be in a shared role in the district?
- Is the individual able to dedicate the appropriate amount of time, as outlined in [N.J.A.C. 6A:13A](#), to the position? If districts serve less than twenty (20) classrooms, consider the proration of time (i.e., Twelve (12) classrooms = min. 60% of the program operating time dedicated to the role).
- Is the individual able to fulfill all required components of the role in the time allocated to the position (i.e., reflective coaching, instructional modeling, create and provide professional development, implement structured observation tools)?
- An individual serving in a dual role of PIC and PIRS must be assigned no more than twenty (20) classrooms in any combination (i.e., A PIC who is assigned twelve (12) classrooms would be able to serve as PIRS to no more than eight (8) classrooms).
- The responsibilities do not allow an individual to concurrently serve as a classroom teacher or in a supervisory position.

Shared service with another district:

- Does the individual meet the education and experience requirements?
- Who will be the lead school district to employ the individual?
- Who will be responsible for supervision of the individual in each district?
- Is there a memorandum of understanding or contract in place between districts outlining time allocations for each district?
- When combined, will the allowable ratio of one (1) coach for twenty (20) classrooms be maintained?
- Are districts implementing the same curriculum? If not, has the instructional coach demonstrated an understanding and expertise in each district's chosen curriculum?
- Is the individual able to fulfill all required components of the role (i.e., reflective coaching, instructional modeling, create and provide professional development, implement structured observation tools)?
- All individuals fulfilling the role(s) are required to attend and complete specific NJDOE professional development. Districts should budget and plan additional time for individuals who are fulfilling these roles to attend NJDOE training outside of the time allocated to meet their coaching responsibilities.
- The responsibilities do not allow an individual to concurrently serve as a classroom teacher or in a supervisory position.

Consultants:

- Contracts should be in place that clearly state the requirements of the position, as outlined in [N.J.A.C. 6A:13A Elements of High-Quality Preschool Programs](#). It is the responsibility of the district to ensure all aspects of the positions are met.
- It is the responsibility of the district to ensure that the contracted consultant maintains the allowable ratio for the position(s), inclusive of all districts that the consultant is servicing.
- All individuals fulfilling the role(s) are required to attend and complete specific NJDOE professional development. Districts should budget and plan additional time for individuals who are fulfilling these roles to attend NJDOE training outside of the time allocated to meet their coaching responsibilities.
- Districts must ensure appropriate time allocations for their districts are in place. (i.e., Twelve (12) classrooms = minimum 60% of the program operating time dedicated to the role).
- PEA budgets should be reflective of the time and funds needed for the contracted individual.

- Does the contract indicate how each required component of the role will be fulfilled?
- Does the individual meet the education and experience requirements?
- Has the consultant demonstrated an understanding and expertise in the districts chosen curriculum?
- Is the individual able to fulfill all required components of the role in the time allocated to the position (i.e., reflective coaching, instructional modeling, create and provide professional development, implement structured observation tools)?