

ECE Implementation Coach- [Job Description](#)

Domain 1- Planning & Preparation: Special Education Considerations- ECE Implementation Coach

Considerations:

- Overall knowledge of the Individuals with Disabilities Education Act ([IDEA](#)), state regulations [KY Administrative Regulations](#) (KARs), and district procedures [JCPS ECE Procedures](#)
- Understands referral process, eligibility for all disability categories and related services and how differing exceptionalities support learning and career development
- Assists administration in determining the needs of ECE teachers, and determine next steps to meet student needs, while increasing compliance
- Intentionally seeks reliable professional resources from a variety of state and local resources to increase achievement, meet compliance, and enrich professional skills in the area of ECE
- Assists the school-based ECE team to support student achievement
- Provides technical assistance and support for the implementation of IDEA and KARs.

Possible Artifacts/Observables:

- Processes in place to monitor the implementation of IDEA and KARs.
- Coaching/training schedules or recommendations for professional development for individual teachers or teams
- A variety of data related to student achievement and compliance (e.g. Progress monitoring, etc)
- Engages teachers in reflection through coaching
- Evidence of ECE resources from a variety of local and/or state resources
- PLCs or meetings with AIC/Principals, etc.

Domain 2- Environment: Special Education Considerations

Considerations:

- Coach seeks out opportunities to be involved with rapport building throughout the school
- Interactions are positive and respectful
- Understands [PBIS](#) and other behavior strategies/processes (e.g., FBA, BIP) to ensure alignment with procedures and increase a positive school culture
- Sets norms for professional behavior with all stakeholders
- Establishes a culture of professional inquiry in which ECE teachers seek input and support
- Manages timelines and is organized with paperwork
- Procedures for ARCs include positive rapport with families and staff
- Assists staff, parents/guardians, etc. in the referral process
- Assists parents in meaningful participation within the ARC process
- Physical space is adequate to allow privacy for confidential conversations

Possible Artifacts/Observables:

- Positive interactions with administration, students, parents, and colleagues.
- Meeting notices are provided well in advance to allow for teacher/related service provider preparation
- Possible posting of ARC or PLC norms
- Method for teachers to ask questions

Domain 3- Delivery of Service: Special Education Considerations

Considerations:

- Facilitates the decision-making process as District Representative for the development of IEPs aimed at improving access to the general curriculum and student achievement
- Facilitates student performance data analysis at ARC meetings to increase college, career, and citizen/community readiness
- Collaborates with school administration to monitor discipline/suspensions of students with disabilities and conducts ARC meetings as necessary to ensure alignment with ECE procedures
- Assists staff, parents, etc in referral procedure, collect required information at the ARC to act upon referral
- Enters ECE data into the state information system (e.g., Infinite Campus) and assists with mid-year and end-of-year reports
- Collaborates with school administrators to guide and coach ECE teams to implement appropriate evidence-based practices and build teacher capacity for successful implementation of specially designed instruction.

Possible Artifacts/Observables:

- Maintaining contact with administration regarding all aspects of school-based ECE
- Communicating clearly and accurately
- Schedule of workshops/coaching for teachers
- Evidence of feedback to teachers
- Demonstrates flexibility and responsiveness

Domain 4- Professional Responsibilities: Special Education Considerations**Considerations:**

- Keeps abreast of current instructional research related to ECE
- Attends professional development in the area of certification and overall ECE improvement
- Anticipates and responds to teacher needs to follow established procedures and evidence-based practices
- Communicates with families.
- Understands due process compliance, [FAPE](#), [caseload](#) requirements, and [JCPS ECE procedures](#)
- Coordinates with the administrative team for scheduling ECE services within master scheduling, ensuring adherence to state and local ECE policies
- Uses [record reviews](#) and district resources to enhance school-based processes.
- Responds positively to changing laws/procedures. Seeks support when needed.
- Shows professionalism. Demonstrates professional leadership.

Possible Artifacts/Observables:

- PD certificates/history
- Noted improvement in record review compliance rate related to standard ARCs
- High expectations for students and teachers
- Professional Growth Plan
- Communication with the administration is professional and positive
- Implements workshops or coaching with best practices learned through professional development
- Adheres to state laws and regulations
- Integrity and ethical conduct is evident
- Strong conflict resolution skills

**This document does not replace the [OPGES framework \(Instructional Specialist\)](#)*