

**GENERAL DEFINITION OF WORK:**

The Instructional Coach serves as part of a divisional leadership team providing job-embedded and ongoing professional learning and growth-producing reflection for teachers. Works with the Lead Instructional Coach and Mentoring Coordinator, Director of Instruction, and Human Resources on providing enriching, need-based professional development and mentoring for new teachers. Provides input to support implementation of the FCPS Strategic Plan; builds the intellectual capacity of school staffs to meet the learning needs of all students. Work is performed under limited supervision.

**ESSENTIAL FUNCTIONS/TYPICAL TASKS:**

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Participates in professional development to acquire contemporary global learning knowledge and skills to effectively impact the instructional practices for teachers.
- Provides support to principals, instructional supervisors, other division leaders, and teacher leaders as they analyze student work and data, and plan formative professional learning experiences.
- Provides professional development and guidance for teachers to enhance their content knowledge and instructional strategies, incorporating best practices; demonstrates expertise in the use of data for making instructional and professional development decisions, meeting individual teachers' unique needs.
- Works as an equal partner with both novice and experienced teachers, spending the majority of time working in classrooms (i.e. modeling, observing, co-teaching, debriefing).
- Provides instructional leadership and mentoring; builds and maintains meaningful and confidential relationships with teachers.
- Collaborates across school staffs to identify student learning needs and barriers as schools organize and implement problem-solving actions.
- Collaborates with teachers by listening and questioning to formulate next steps and solutions.
- Engages in reflective conversations in which coach and teaching think collaboratively. The coach is non-supervisory and non-evaluative. The coach advocates for, facilitates, and co-constructs growth-producing feedback exchanges among teachers.
- Supports teachers to improve and sustain student achievement through demonstration lessons, co-planning, co-teaching, and facilitation of teacher reflection.
- Works with instructional staff to analyze data relative to student learning and align the curriculum to ensure proper pacing of curriculum and development.
- Shares current research on best practices with fellow teachers.
- Assists teachers in adapting the curriculum to provide individual, small-group, whole group, or remedial instruction to meet the needs of all students.
- Assists teachers in scheduling peer observations; facilitates collaboration between teachers.
- Facilitates high-quality professional development, working with teachers (in teams or individually) to enhance their knowledge and skills (contexts for professional development may include thought-provoking in-class coaching, inquiry-based observing, modeling of best instructional practices, guiding teachers as they analyze student work, assisting teachers to develop lesson plans based on student needs, supporting data analysis, supporting the systemic integration of technology, etc).
- Supports delivery of ongoing professional development aligned with Division priorities and Professional Performance Standards.
- Maintains frequent contacts and provides assistance to new teachers, lead mentors, mentors, and other teacher leaders.
- Conducts regular meetings with new teachers to assist with adjustment to division and school.
- Helps principals to facilitate training for support staff (i.e. substitute teachers, instructional assistants, bus drivers, food services, and Grow Your Own – IA's to teachers).
- Does related work as required.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Considerable knowledge of curriculum, instructional strategies and Standards of Learning; a minimum of five years of teaching experience in a K-12 classroom, three of which must be with Fauquier County Public Schools and is recognized as an exemplary classroom teacher; proficient user of computers, applications and related technologies; strong leadership skills; comprehensive knowledge of professional development; proven expertise in the planning and implementing of instructional best practices; expertise in learning theory and pedagogy; demonstrated knowledge and use of a rich array of instructional approaches, resources, and technology; demonstrated commitment to understanding action research and inquiry as processes for building instructional capacity; demonstrated skills in analyzing and using data for instructional-decision making; demonstrated interpersonal, problem-solving, and organizational skills to effectively facilitate coaching and staff development; ability to communicate effectively, both orally and in writing; ability to present information to stakeholders; knowledge and understanding of equity issues in school cultures; knowledge and skills to support teachers in implementing the FCPS Strategic Plan.

**EDUCATION AND EXPERIENCE:**

A Bachelor's Degree, Master's Degree preferred, from an accredited College or University is required; must possess a Virginia Teaching License. A minimum of five years teaching experience, three years with Fauquier County Public Schools, elementary classroom experience preferred; and is recognized as an exemplary classroom teacher that has demonstrated a commitment to personal professional growth and learning.

**PHYSICAL REQUIREMENTS:**

This is sedentary work requiring the exertion of up to 10 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects; work requires fingering, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work and observing general surroundings and activities; the worker is not subject to adverse environmental conditions.

**SPECIAL REQUIREMENTS:**

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.