



## **Instructional Coach**

**Job Type:** Full time, 10 months, 196 days

**Location:**

**Salary:** Licensed Salary Scale

**FLSA Status:** Exempt

### **Description:**

#### **Purpose**

- To provide targeted, strategy-based support that facilitates teacher success in planning, teaching, assessing, and adjusting learning opportunities that meet student needs in alignment with the ACPS Strategic Plan and each school's Virginia Continuous School Improvement Plan (VCSIP).
- To develop collegial relationships that foster a positive learning environment with teachers and administrators in the service of improved student achievement.
- To participate in division level professional development in order to learn and share expectations for the purpose of alignment of division initiatives.
- To work with staff at the school level to ensure fidelity in the implementation of best practices and division-wide expectations.

#### **Theory of Action**

- If Instructional Coaches provide job-embedded, data-driven, and systematic professional learning to teachers, then improved instructional planning and implementation will result in increased student achievement. If instructional planning and implementation improves, then every student succeeds.

#### **Rationale**

- Instructional Coaches promote ACPS goals and initiatives, the vision and mission of each school and the professional growth of teachers through embedded individual, team, and school professional learning for the explicit purpose of improving student achievement.

#### **Beliefs**

- Instructional Coaches are collaborative partners who provide support and resources to teachers, administrators, and the school division in facilitating the ongoing development of strategies, structures, and resources that improve student learning and professional growth.
- Teaching and learning are complex, multi-faceted, interdependent processes that promote lifelong academic, emotional, social, and professional success for adults and children.
- Reflective practice and dialogue among coaches, teachers, and administrators is essential to build trusting relationships that foster empathy and collegial communities of learners.
- Continuous professional learning for Instructional Coaches is a foundational requirement to maintain and deepen knowledge of new curriculum standards, evolving learning outcomes, coaching strategies, and the most effective instructional methods for teaching diverse learners and assessing student learning.
- Opportunities to practice new learning through collaborative planning and modeling, in alignment with school and division initiatives, which influence teachers' practice, school climate, and student outcomes.

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### **Qualifications:**

**Education:** Bachelor's degree in education or related field required; Master's degree preferred.

**Certificates & Licenses:** Valid Virginia Department of Education license required, or eligibility to obtain one.

**Experience:** Minimum of 3 years' experience teaching with a record of successfully impacting student achievement. Preferred experience working successfully with linguistically and culturally diverse learners.

**Key Competencies:**

- Demonstrated knowledge of data analysis and data-driven planning.
- Demonstrated leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback.
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Evidence of continuous learning and a commitment to participate in professional growth opportunities and self-reflection on professional practices.
- Demonstrated the ability to organize and prioritize responsibilities, projects, and tasks.
- Demonstrated expertise in effective and collaborative oral and written communication.

**Essential Functions**

Plan

- Co-plans instructional units and lessons, and develops resources aligned to the curriculum framework and division goals.
- Co-creates and co-adapts assessments to evaluate student learning.
- Plans ongoing professional learning that aligns with the school-based and division goals.
- Prepares the protocols, structures and resources needed for ongoing professional learning.
- Gathers, analyzes, and interprets school-wide data.
- Creates school-wide data gathering platform and collaborates with teachers to guide instruction.

Teach

- Provides embedded professional learning opportunities through various coaching models, co-teaching with gradual release of responsibility and effective feedback and follow-up.
- Builds teacher capacity to select and use research-based instructional strategies to teach differentiated lessons to meet the needs of diverse learners, across races and ethnicities, including English Learners, students with disabilities, and economically disadvantaged students.
- Supports professional learning with teachers and administrators in understanding the ACPS curriculum, assessments, the Teaching and Learning Framework, data analysis, and other division focus areas.
- Teaches school staff how to select, analyze, and interpret multiple sources of data to improve instructional planning and delivery.

Assess

- Conducts non-evaluative walk-throughs and provides data-based, descriptive, non-judgmental feedback that facilitates teacher reflection and growth.
- Collects, analyzes, and uses data to support improvement of teacher practice and to evaluate the impact on student achievement.

Adjust

- Participates in ongoing and extensive professional learning with division initiatives and foundational coaching essentials including but not limited to mentoring, documentation, protocols, curriculum and assessment, pedagogy, professional learning communities, social justice, and use of data.
- Self-reflects on impact on teacher practices with classroom instruction based on student achievement data.

**Clearances**

- Criminal Justice Fingerprint/Background Clearance.
- Tuberculosis Skin Test.



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