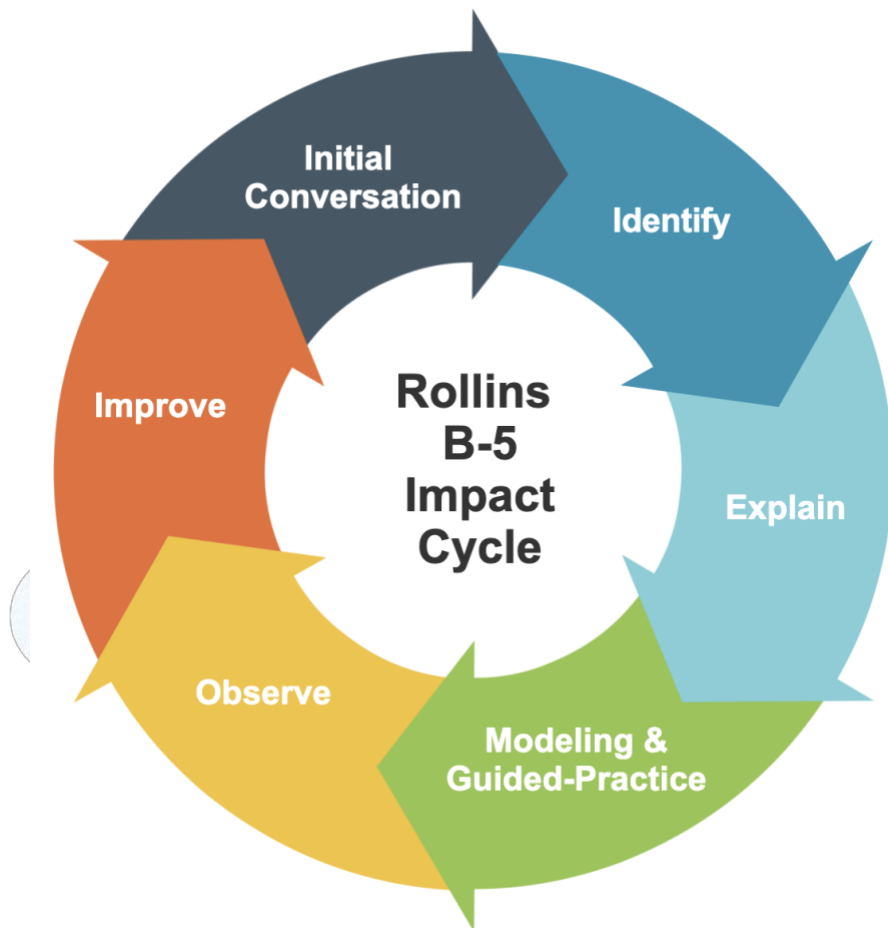




Rollins B-5 Impact Cycle




The Cox Campus instructional coaching process is carried out using a step-by-step framework known as the **Impact Cycle**. Originally devised by coaching expert Jim Knight, the impact cycle was designed to support educators in discovering and implementing new teaching practices for the purpose of improving child outcomes.

Although Jim Knight's original Impact Cycle is a powerful tool for instructional coaching, the Rollins Center has made some modifications in order to maximize the effectiveness of this process in the areas of early language and literacy development. Rollins has also modified the cycle to specifically target the coaching towards best practices for Birth-to-5 children. The original three phases have been expanded to six, and additional components, such as the ecosystem approach and Cox Campus courses, have been included as integral parts of the Rollins approach to the coaching process. The resulting model is known as the **Rollins Birth to 5 Impact Cycle**.

Phase	Description	Additional Details
Initial Conversation	<p>The initial conversation is the beginning of the coaching process and the first phase of the impact cycle. The coach and teacher will form connections and establish the manner in which the coaching will take place. During the initial conversation, a coach and teacher will set expectations, establish the frequency and structure of their meetings, and discuss the tools and resources that will be used throughout the coaching process.</p>	<ul style="list-style-type: none"> • The coach and teacher will begin building connections and forming a relationship. • The coach and teacher will establish roles, responsibilities, and expectations for how the coaching process will unfold. • The coach will introduce the tools and resources to be used throughout the coaching process.
 <p>Identify</p>	<p>The primary function of the identify phase is to have a goal setting conversation based on the current reality of the teacher's classroom and the previously identified ecosystem priority areas. This conversation will ultimately shape the next phases of the impact cycle, and the work you do as a coach will seek to achieve the goals you will be setting together with the teacher.</p>	<ul style="list-style-type: none"> • The coach will share information gathered through an informal classroom visit. • The teacher will share any child data that has been collected. • A joint action plan will be used to set goals and action steps. • The first action step listed in the joint action plan will be for the teacher to 

		take Cox Campus courses that align with their goals.
Explain	The explain phase of the impact cycle is used for clarifying and expanding upon the knowledge gained from taking Cox Campus courses. The coach will determine how they can best assist the teacher in learning and understanding new teaching practices and strategies.	<ul style="list-style-type: none"> • The explain conversation can be incorporated into the identify phase if the teacher has already taken the necessary Cox Campus courses. • The coach will also use this phase to provide opportunities for the teacher to practice what they have learned.
Modeling & Guided Practice	Modeling and guided practice are exercises used to provide practice opportunities for a teacher learning to implement a new teaching strategy/practice in their classroom. Modeling is done by a coach to demonstrate exactly what the new practice looks like in its implementation. A guided practice is the teacher's opportunity to implement the practice alongside the coach.	<ul style="list-style-type: none"> • This phase begins the "I Do, We Do, You Do" section of the impact cycle. • Modeling is always done before guided practice. • During a modeling session, the teacher will observe and follow along using a fidelity form. • Modeling can also be done with video. • Guided practice can be done using either whisper coaching or coaching cards. • Modeling and guided practice sessions begin with a preliminary check-in meeting and conclude with a debriefing conversation.

<p>Observe</p>	<p>During the observe phase, the teacher will implement new teaching practices in their classroom without assistance or guidance from the coach. The coach will watch carefully and take note of the teacher's accuracy in their implementation.</p>	<ul style="list-style-type: none"> • The teacher will implement a new teaching strategy on their own. • The coach will not assist or guide in the teacher's implementation in any way. • The coach will follow along using a fidelity form. • A debriefing conversation will follow the observation.
<p>Improve</p> 	<p>The improve phase consists of a debriefing conversation that takes place after the coach has observed the teacher's implementation of the new teaching practices they have learned throughout the coaching process. The purpose is to determine the teacher's fidelity of what they have learned and how well they were able to put this knowledge into action in their classroom.</p> <p>The second half of the debriefing conversation should be focused on whether or not the teacher's child-focused goal has been met.</p>	<ul style="list-style-type: none"> • During the debriefing conversation, the coach will discuss the teacher's strengths as well as where there is still need for improvement. • The coach and teacher will determine how to proceed after completing the impact cycle. • If the teacher's child-focused goal has been met, set a new goal. If the goal has not been met, refine the goal to make it more realistic, or repeat previous phases of the impact cycle until the goal has been achieved. 