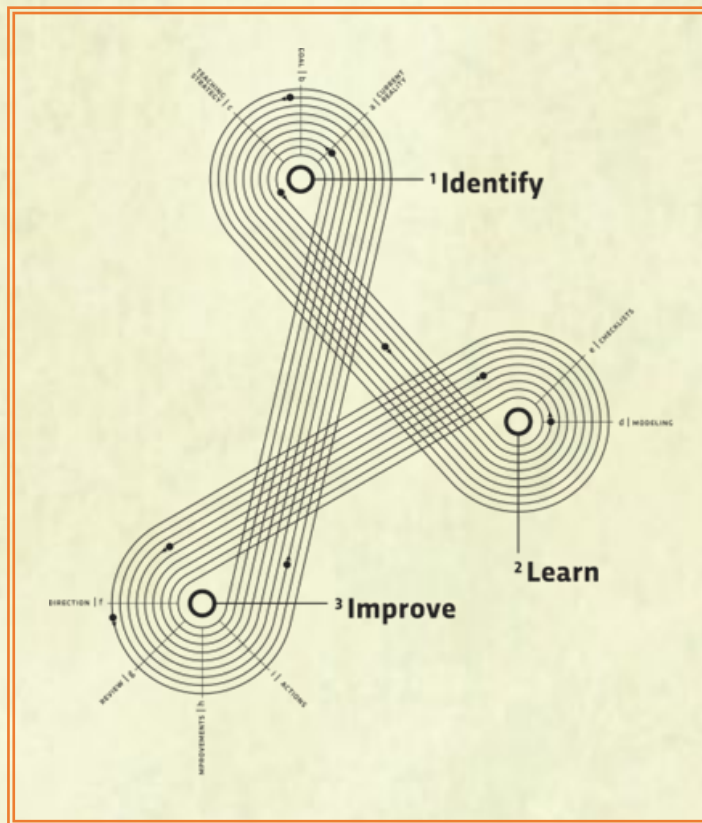


INSTRUCTIONAL COACHING: THE IMPACT CYCLE

Most Adventist schools do not have access to individuals designated specifically as instructional coaches. Leadership— principals, head teachers, or superintendents— are often called upon to fill this role. Thus, it is good for leadership to have some baseline knowledge regarding coaching responsibilities. Jim Knight’s work is helpful in this regard. He defines instructional coaching as: “Instructional coaches partner with teachers to analyze current reality, set goals, identify and explain teaching strategies to meet goals, and provide support until the goals are met” (2018, p. 3). He further delineates the work in terms of what he calls “The Impact Cycle.”



The Impact Cycle involves three stages: Identify, Learn, Improve. The **Identify** stage of coaching involves getting a clear picture of the reality in the classroom using four data sources: student voice, student work, observation, and teacher evaluation data. When clarity has been established, the teacher is guided by the coach to identify a change she would like to see in her students (e.g., achievement, behavior, or attitude). After setting a goal, teacher and coach identify a teaching practice that the teacher will implement to meet the goal.

Teachers need clarity, though, regarding the practice in order to effectively implement it. The **Learn** stage of coaching involves providing a clear explanation of the strategy, along with seeing models of the practice in action. Modeling can be accomplished through several different means: coach models practice in classroom, coach and teacher watch another teacher use the practice, or coach and teacher watch a video of the target practice.

Once the teacher has learned the strategy or practice, she can begin to implement it to see if it meets the goal. The **Improve** stage of coaching involves the coach and teacher in monitoring implementation of the practice in terms of whether it leads to progress in accomplishing the goal. Dialogue between coach and teacher will focus on whether the practice needs to be modified or if a new strategy needs to be identified in order to meet the goal.

Reference

Knight, J. (2018). *The impact cycle*. Thousand Oaks, CA: Corwin.