



Rollins Center
for Language & Literacy

COX Campus
www.coxcampus.org

A Program of the Atlanta Speech School

K-3 LITERACY PLATFORM

We cultivate expertise with educators, system leaders, families and advocates with the sciences of healthy brain development, language and literacy so that all children can think critically and act boldly to reshape the world. Join our free, equity-based online learning community, www.coxcampus.org, to access accredited coursework and resources like this.

Bring Cox Campus to your school! Click [here](#) to contact Dr. Nadia J. Jones, Director of Partnerships, to learn more.

Get it all on Cox Campus!



Join Cox Campus

Free, easy and proven science-backed courses and resources, live events, community and more



Develop the **6 Elements of Equitable Literacy**

Center child outcomes with our six core building blocks



Access the Complete Cox Campus **K-3 Course Book**

Live out the elements that support a language rich ecosystem



Implement Cox Campus **Coaching Materials**

Structure rigorous, high-quality professional learning to build your team's knowledge and capacity



Engage in the Yearlong Learning Journey

Join educators across the nation also using the Cox Campus courses and resources to support implementation of culturally preserving, inquiry-centered, and evidence-based instruction



6 Elements of Equitable Literacy

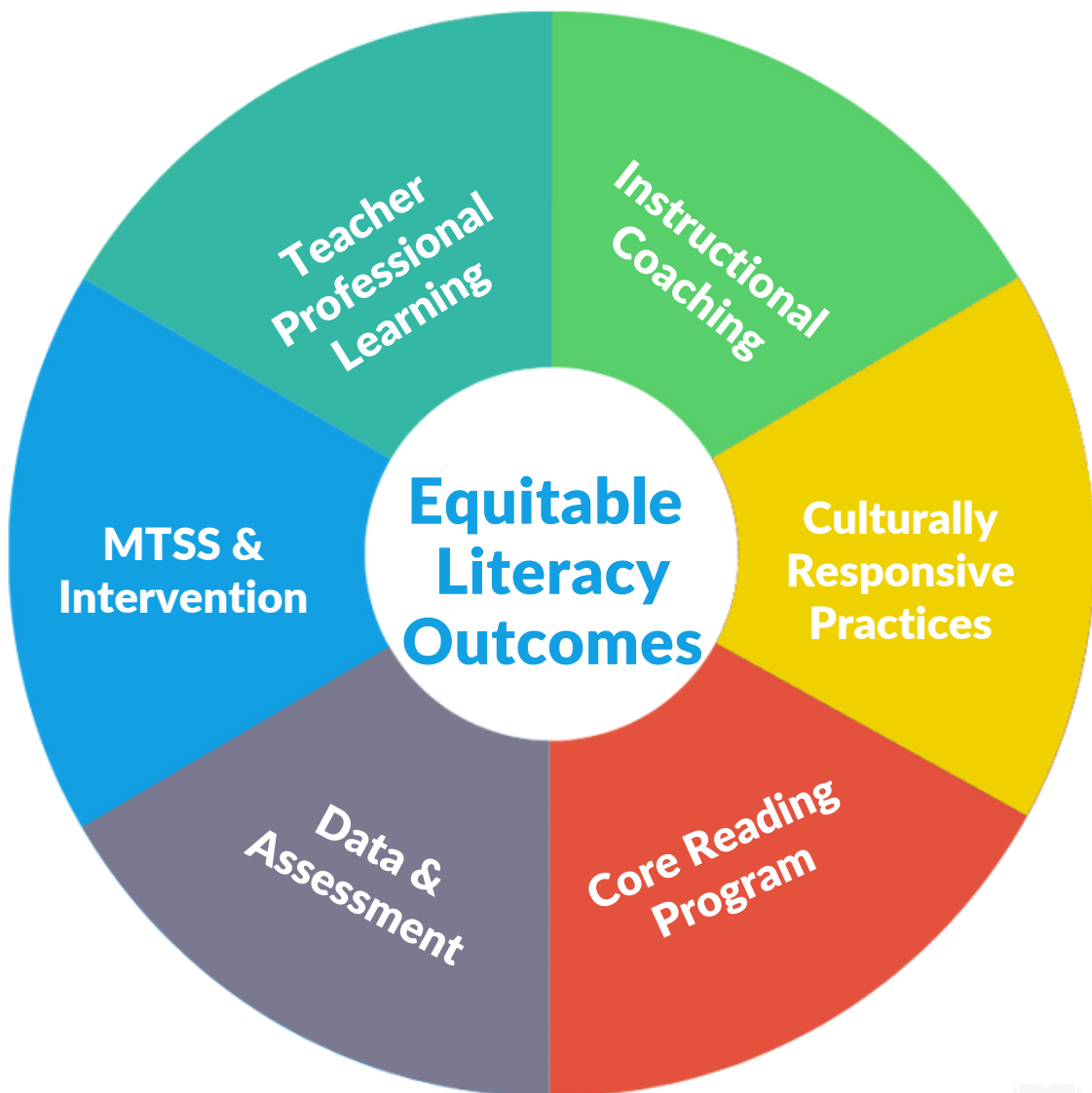


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Guides for District & School-Wide Implementation



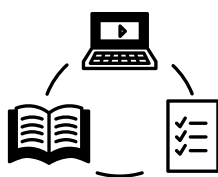


Are you a district leader or school leader looking to implement the Science of Reading to improve reading achievement for ALL students?

What we offer at the Cox Campus:



A Literacy Vision that centers student success



High quality, accredited professional learning and resources to support literacy leaders who are eager to learn and implement best practices aligned with current research



Meeting with an expert to design your implementation process, leveraging the FREE, equity-based Cox Campus learning community

Centering child outcomes, the core building blocks of the implementation guide include:

Teacher Professional Learning

Teachers and literacy leaders access and engage with high-quality, rigorous professional learning on best instructional practices aligned with the Science of Reading via Cox Campus. Click [here](#) to learn more.

Instructional Coaching

Districts and schools leverage existing capacity (instructional coaches, reading specialists etc.) to implement Cox Campus coaching cycles that build educator knowledge and expertise. Click [here](#) to learn more.

Core Reading Program

A science-backed, core reading program (Tier I) must be in place and implemented with fidelity including supplemental materials: phonemic awareness, phonics, vocabulary, comprehension, fluency, morphology and syntax. Click [here](#) to learn more.

Culturally Responsive Practices & Materials

Districts and schools must honor and approach all children from a strengths-based perspective which includes culturally responsive pedagogical practices, and immersing all children in a curriculum in which they can see themselves.

Data & Assessment

Implementing effective and efficient district – and/or school-wide assessment systems that yield valid and reliable data for all students is central to achievement. Click [here](#) to learn more.

MTSS & Intervention

Districts and schools must have infrastructure to implement tiered instruction as a preventative framework for reading failure and as a mechanism to provide appropriate interventions and referrals as needed. Click [here](#) to learn more.



K-3 Course Book

Course Catalog: K-3

Rollins Center
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 COX Campus
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We have a reading brain that needs our attention to the knowledge – the Science of Reading.


Dr. Maryanne Wolf • Director of the Center for Dyslexia, Diverse Learners and Social Justice & Cox Campus National Advisory Member




Evidence Based Instruction:

SYSTEMATIC AND EXPLICIT PHONICS INSTRUCTION, WITH EXPERT CONTRIBUTOR – DR. DEBORAH GLASER • 1 HOUR, CEUS: 0.1

Teachers will build their knowledge of effective phonics instruction aligned with the science of reading. This course will provide teachers with practical tools and develop their commitment to take action in their classrooms to ensure all students have the support they need to become proficient readers.


-  **By the end of the course, you will be able to:**
- Understand the characteristics of an effective systematic and explicit phonics program
 - Understand the foundation of the English orthography
 - Name and explain the role


-  **Why It Matters:**
- The most recent report from our National Assessment of Educational Progress (NAEP, 2017) showed that nationwide 63% of our 4th-grade students scored below proficient in reading. The highest performing state showed 50% below proficient. This doesn't have to be! We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful. The approaches used to teach children in many of our schools apply methods that do not teach our most vulnerable students the skills they need to be successful. This course will lead you into a world of knowledge and instructional practice that will make it possible for you to be the difference in your students' lives. Welcome! Let's learn together!

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

EARLY LITERACY: PRINT AWARENESS, PHONOLOGICAL AWARENESS, AND ALPHABET KNOWLEDGE, WITH EXPERT CONTRIBUTOR – DR. DEBORAH GLASER • 2.5 TRAINING HOURS, CEUS: 0.3

Teachers will learn about the importance of print awareness, phonological awareness, and alphabet knowledge. Along with oral language, these form four of the essential elements of early literacy.

-  **By the end of the course, you will be able to:**
- Understand the different print awareness skills and apply this knowledge to their teaching practices
 - Understand the different phonological awareness skills and apply this knowledge to their teaching practices
 - Understand the different alphabet knowledge skills and apply this knowledge to their teaching practices
 - Plan for teaching early literacy skills in their classrooms

-  **Why It Matters:**
- We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful. The approaches used to teach children in many of our schools apply methods that do not teach our most vulnerable students the skills they need to be successful. This course will lead you into a world of knowledge and instructional practice that will make it possible for you to be the difference in your students' lives.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

We have to make the science of reading available to all teachers because our kids are depending on it. Quite frankly when you look at our national data, our country is depending on it.

Dr. Ryan Lee-James • Director of Rollins Center for Language & Literacy

MEANINGFUL READ ALOUDS FOR VOCABULARY AND COMPREHENSION • 2 HOURS, CEUS: 0.2

How can you create an environment that helps children thrive? Learn how a classroom is more than a space with festive decorations, but a community of learning – an “ecosystem”



By the end of the course, you will be able to:

- Describe the relationship between reading aloud to students and listening comprehension, vocabulary, and language skills
- Model ability to read aloud to students to enhance critical thinking, personal reflection, empathy and imagination
- Develop a plan for read-alouds using the K3 START Read framework and lesson planning sheet
- Apply engaging activities that are related to your read-alouds throughout the day



Why It Matters:

- Meaningful read-alouds provide opportunities for students to use their schema.
- Meaningful read-alouds increase Tier 2 and Tier 3 vocabulary.
- Meaningful read-alouds increase listening comprehension.
- Meaningful read-alouds provide opportunities for students to improve oral and expressive language skills.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

READING FLUENCY, WITH EXPERT CONTRIBUTOR - DR. LAURA REINHART OF UNIVERSITY CALIFORNIA, LOS ANGELES • 2.5 TRAINING HOURS, CEUS: 0.3

Teachers and leaders will build knowledge and capacity around reading fluency including assessment, instruction and progress monitoring.



By the end of the course, you will be able to:

- Define fluency and distinguish between the three components of reading fluency
- Explain why reading fluency is important and conceptualize it within the process of reading
- Identify how various mechanics in the reading process contribute to fluent reading
- Address misconceptions around fluency assessment and will be equipped to assess reading fluency in their own settings
- Understand the types of activities involved for building fluency and be able to determine which activities meet the needs of learners in their classroom



Why It Matters:

- The most recent report from our National Assessment of Educational Progress (NAEP, 2019) showed that nationwide 66% of our 4th students scored below proficient in reading. The highest performing state showed 55% below proficiency. We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

We can't go back to education as it was before. The needs are greater and the stakes are higher.

Walter Gilliam • Professor of Child Psychiatry & Psychology, Yale University Child Study Center & Cox Campus National Advisory Member

SHARING IDEAS THROUGH WRITING • 4.5 HOURS, CEUS: 0.5

When a kid scribbles on paper, long before they can write their letters, they're starting to understand writing and what it means. Learn how you can foster this love of writing - and learning - in young children.



By the end of the course, you will be able to:

- Describe the different stages of emergent writing for children
- Integrate strategies to support children's writing skill development
- Design fun and exciting emergent writing activities to do with children



Why It Matters:

- Emergent writing activities prepare children to meet nationwide third-grade writing standards.
- Children will be able to communicate thoughts, ideas, and feelings through developmentally appropriate writing.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES



Systems and Structures for Literacy Success:

ASSESSING OUR STUDENTS • 1 HOUR, CEUS: 0.1

We all want to see our students succeed. With these assessments, you will be able to pinpoint and better understand each student's unique needs and then adapt how you teach to help each and every child learn.



By the end of the course, you will be able to:

- Outline the Big 5 components of reading
- Compose a drill down method to identify areas of growth for your students
- Learn to backfill for students who need additional help



Why It Matters:

- Assessments are powerful tools to track student progress.
- Assessments allow you to individualize your teaching to meet each student's needs.
- You can create an environment that fosters cognitive development necessary for children to read.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

“We know that 95% of all children can learn to read with evidence-based structured literacy practices.”

TARGETED SMALL GROUP INSTRUCTION • 1.5 HOURS, CEUS: 0.2

Once you've learned each student's unique needs, you can use targeted small group instruction to help them master critical, foundational reading skills. Learn the essentials of targeted small group instruction and how to incorporate it in your classroom.



By the end of the course, you will be able to:

- Develop small groups to maximize instruction
- Model best practices to teach and review foundational reading skills
- Demonstrate ways to help students construct meaning from reading



Why It Matters:

- Studies have shown students who receive small group instruction perform significantly better than those who only receive whole group instruction.
- You can help fill in the gaps in student's reading skills so they can become more accurate readers.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

CLASSROOM ECOSYSTEM • 1 HOUR, CEUS: 0.1

How can you create an environment that helps children thrive? Learn how a classroom is more than a space with festive decorations, but a community of learning – an “ecosystem” of teachers, students, materials, and more – all working together so learning can flourish.



By the end of the course, you will be able to:

- Name the 4 major categories of an ideal classroom ecosystem
- Recognize the 5 vital cognitive processes children need for learning
- Develop activities and routines that will engage children in learning



Why It Matters:

- Establishing deliberate classroom ecosystems allows children to learn, thrive and develop.
- Fostering classroom culture engages children's brains for learning.
- You can create an environment that fosters cognitive development necessary for children to read.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES

RESPONSE TO INTERVENTION, WITH EXPERT CONTRIBUTOR - DR. LAURA JUSTICE OF THE OHIO STATE UNIVERSITY • 1.5 TRAINING HOURS, CEUS: 0.2

Site-based school leaders will learn about the importance of leading the implementation of the Response to Intervention (RTI) model in their school.



By the end of the course, you will be able to:

- Understand what the RTI prevention framework is and be able to dispel myths about the process
- Understand the different core components that make up the RTI prevention framework
- Help implement systems for an effective school-wide RTI process



Why It Matters:

- Response to Intervention (RTI) is a prevention framework for implementing data-driven decision-making. It's important because it provides necessary stakeholders with timely and specific information about children so that they can improve learning and increase student performance.

IMPLEMENT WHAT
YOU'VE LEARNED WITH
THESE RESOURCES



FUTURE COURSEWORK

Writing - Summer 2022

Oral Language, with Expert Contributor Dr. Margie Gillis of Literacy How and Haskins Lab at Yale University – Spring 2023

Explicit Vocabulary Instruction – Spring 2023

Reading Comprehension – Spring 2023



Cox Campus Coaching



Instructional Coaching Resource Guide

Instructional Coaching Resource Guide

About This Guide

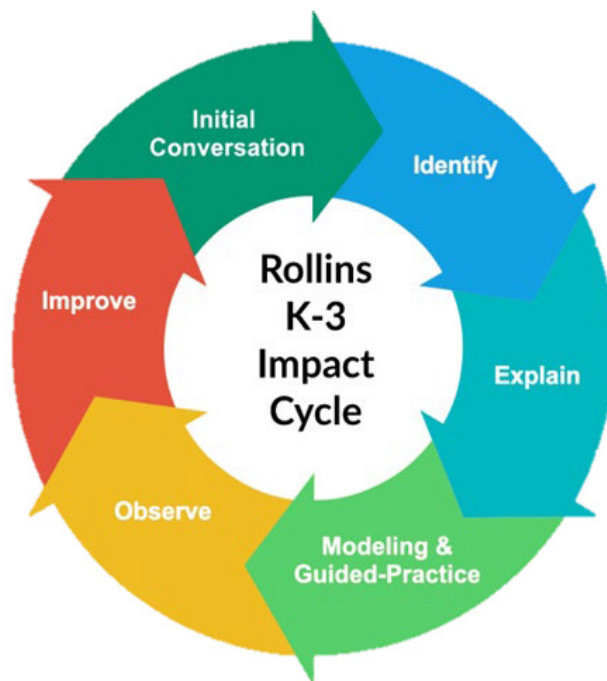
This introductory coaching guide is meant to support the development of educators through building relationships and the coaching impact cycle. Each coaching conversation, model lesson, and all other activities should be centered on student outcomes and always motivated by valid and reliable student assessment data. As a result, literacy leaders and educators approach the coaching process in a way that is driven by equitable student achievement.

Relationships are the Heart of Cox Campus Coaching

- A Culturally Competent Coach
- Four Essential Conditions
- Adult Learning and Instructional Coaching
- CPR
- LEAD
- Five Stages of Change

Cox Campus Coaching Impact Cycle

- Rollins Impact Cycle
- Initial Conversation Framework
- Implementation Observation Tool
- Identify Framework
- Explain Framework
- Modeling & Guided Observation Framework
- Pre-Meeting Checklist
- Debriefing Agenda
- Coaching Journey Scale

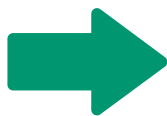


Relationships are the Heart of Cox Campus Coaching (K3)

Instructional coaching is one of the greatest forms of professional development in improving teacher practices and ultimately student outcomes.

The interaction between coaches and teachers is paramount in all coaching relationships. Building strong relationships is one of the most important things an instructional coach can do¹. Regardless of qualifications, knowledge, and experience, teachers will likely not embrace learning from coaches unless they are comfortable working with coaches².

Trust matters in a coaching relationship and should be prioritized. These resources are designed to help coaches build effective communication, partnership, and reliability because relationships are the heart of Cox Campus coaching.



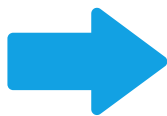
A Culturally Competent Coach

The steps to becoming a culturally competent coach.



Four Essential Conditions

Learn the essential conditions for instructional coaching



Adult Learning and Instructional Coaching

See how adult learning principles and coaching correlate.



CPR

An overview of the CPR method of communication.



LEAD

A method for more effective communication by following the LEAD acronym.



Five Stages of Change

The 5 stages of change.

*Coach Note: Relationships should be established prior to and as part of the **Rollins K-3 Impact Cycle** resource.*

1. TechNotes "Relationship-Building Tips For Instructional Coaches," (<https://blog.tcea.org/relationship-building/>).

2. Educational Leadership "What Good Coaches Do," (<https://www.instructionalcoaching.com/wp-content/uploads/2019/08/What-Good-Coaches-Do3.pdf>).

A Culturally Competent Coach

In order to develop a trusting relationship with those you coach, you must be able to work across race, ethnicity, gender, class, sexual orientation, age, and language backgrounds.

Coaches should work to expand their knowledge and understanding of diverse groups of people. Coaches can learn by developing relationships from cultural groups, different from their own.

A culturally competent coach is effective across differences and is committed to those being coached, regardless of differences.

Three Steps to Becoming a Culturally Competent Coach

Step 1: Know Yourself.

Remember your belief statements, and reaffirm their presence in your everyday interactions. Use your belief statements as confirmation of your respect for culturally rooted values, practices, and beliefs.

Step 2: Seek Insight.

Do your research and have exploratory conversations with your teacher. Ask good questions, such as “what is considered respectful or disrespectful in your culture?” or “how is education viewed in your culture?” Most importantly of all, ask them directly what they would like to share about their culture, and what elements of their culture are most important to them. Other questions to explore:

What was it like growing up in your family and how has it affected your view of education?

Tell me about some rituals, traditions, or family celebrations your family participates in.

Have you ever been treated poorly because of difference and in what ways?

Step 3: Be Committed.

Take the information you have learned and let it inform your coaching. If your teacher is from a different part of the world, immerse yourself in their culture and then respectfully integrate aspects of what you have learned into your interactions. The more you understand each other, the better your relationship will be.

The Four Essential Conditions for Instructional Coaching



School Culture

The coach and those coached are seen as equal partners. All partners take responsibility and ownership for change and results.



Structures for Collaboration

The school has set aside blocks of time and put in place measures to ensure coach and teachers have opportunities to work together. Coaching is embedded into the structure of planning teams and professional learning communities



Leadership Support for Coaching







The leader has a clear vision of the coach's role and is fully supportive of their work. The school leader has a clear vision of their own role in the coaching effort, in terms of allocating resources, time, support for the coach, and clear communication.



Professional Development for Instructional Coaching

In this setting, everyone is seen as a learner. The school is oriented toward growth and improvement of all professionals, and supports the coach in seeking additional professional growth and development opportunities.

Adult Learning Principles and the Coaching Actions that Align

Principle		Action
Adults are internally motivated and self-directed		Teachers and others who are coached choose learning goals they're interested in pursuing, with guidance from their coach.
Adults bring their life experiences and knowledge to learning.		Effective coaches value the teacher's experiences and make ample room for them in the coaching relationship. They continuously encourage teachers, and others they coach, to connect their past experiences with their current learning activities.
Adults are goal oriented.		In coaching, learning outcomes are clearly identified, and action steps defined so that objectives are reached within a given period of time.
Adults are relevancy oriented.		Effective coaches explain the "why" behind what learners are asked to do so they can more clearly relate it to their own work and goals.
Adults are practical.		Coaching is focused on the application of research-based practices that teachers and others can quickly put in place in their classroom.
Adults like to be respected.		Effective coaches see all adult learners as equals and encourage them to share their opinions, experiences, and knowledge. Cox Campus is a virtual space where the learner feels safe, respected, and supported.

C Communication P Partnership R Responsiveness

For a coaching relationship to be successful, there must be a mutual trust between the coach and the teacher. Trust does not exist at the outset of the relationship. It must be earned and worked toward through your behavior and coaching interactions. There are three pillars of building trust in coaching relationships: communication, partnership, and responsiveness, or CPR. CPR breathes life into day-to-day coaching!

Communication	Partnership	Responsiveness
<ul style="list-style-type: none"> ⚙ Be consistent, dependable, and transparent in all of your interactions. ⚙ Strive for effective communication through the elements of LEAD: listening, empathy, authenticity, and dialogue. ⚙ Be an active listener. Never interrupt or allow yourself to be distracted. ⚙ Be mindful of non-verbal communication. 	<ul style="list-style-type: none"> ⚙ Encourage the teacher to have an equal share in the planning and decision making of the relationship. ⚙ Be conscious of the teacher's professional experience, and give appropriate respect. ⚙ Make the coaching relationship a collaborative effort. 	<ul style="list-style-type: none"> ⚙ Honor your commitments and deliver on your promises. ⚙ Be positive and timely. Respond to the needs of the teacher quickly and effectively. ⚙ Reflect on your own practices and how they impact your coaching support.

L istening E mpathy A uthenticity D ialogue

Effective communication is one of the key pillars of building trust. It is achieved by having direct, fully committed conversations that are free of judgement and distractions. Effective communication is characterized by four distinct elements: listening, empathy, authenticity, and dialogue, or LEAD for short.

<ul style="list-style-type: none"> ⚙ Be fully committed to the conversation. ⚙ No distractions. Turn off your cellphone. ⚙ Choose a conversation setting that is private and comfortable. The teacher should feel safe to share their thoughts and ideas without fear of judgement. ⚙ Be aware of your non-verbal communication: gestures, posture, facial expressions. 	<ul style="list-style-type: none"> ⚙ Listen without judgement. ⚙ Assume good intent at all times. Even if you disagree with what the teacher is saying. ⚙ Never interrupt. ⚙ Be patient as a conversation partner. ⚙ Allow the coachee to finish speaking before offering any feedback. 	<ul style="list-style-type: none"> ⚙ Be open and transparent about who you are and how you operate as a coach. ⚙ Be forthcoming about how the coaching relationship will unfold. ⚙ Share information about yourself. Make an effort to make real connections with the teacher. ⚙ Maintain honesty at all times. 	<ul style="list-style-type: none"> ⚙ Find the balance between speaker and listener. Play both roles equally. ⚙ Ask effective questions to learn more about the teacher. Use their responses to inform your coaching. ⚙ Offer feedback as suggestions for discussion rather than definitive solutions. This will allow the teacher to collaborate with you on how best to proceed.
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5 Stages of Change

In 1977, James O. Prochaska and Carlo Di Clemente developed the Transtheoretical Model of Change. This model is comprised of five parts, or stages, that characterize how adults process change. This resource provides effective ways to support teachers through the process of embracing and implementing change in literacy practices. Building a strong relationship with your teacher is the most important thing you can do in assuring the overall success of your coaching efforts. Knowing your teacher is the only way to discover how to best support them through change.

Stage	Description	Coach's Support	Coaching Example
<u>PRECONTEMPLATION</u>	No intent to change. Unaware of a need for change.	<ul style="list-style-type: none"> ☀ Establish rapport. ☀ Express empathy. ☀ Keep it informal. 	<i>"I understand your concerns. I remember thinking the same thing when the strategy was introduced to me in my classroom. I'm curious, tell me more about how this strategy currently looks in your classroom."</i>
<u>CONTEMPLATION</u>	Uncertain about how to change, but willing to meet you halfway.	<ul style="list-style-type: none"> ☀ Elicit self-motivation. ☀ Focus on the big picture. (child outcomes) 	<i>"I'm here to support you in finding creative ways to implement this strategy. As you begin you will likely see many benefits for your children, and it will probably feel more and more natural to include the strategy into what you're already doing."</i>

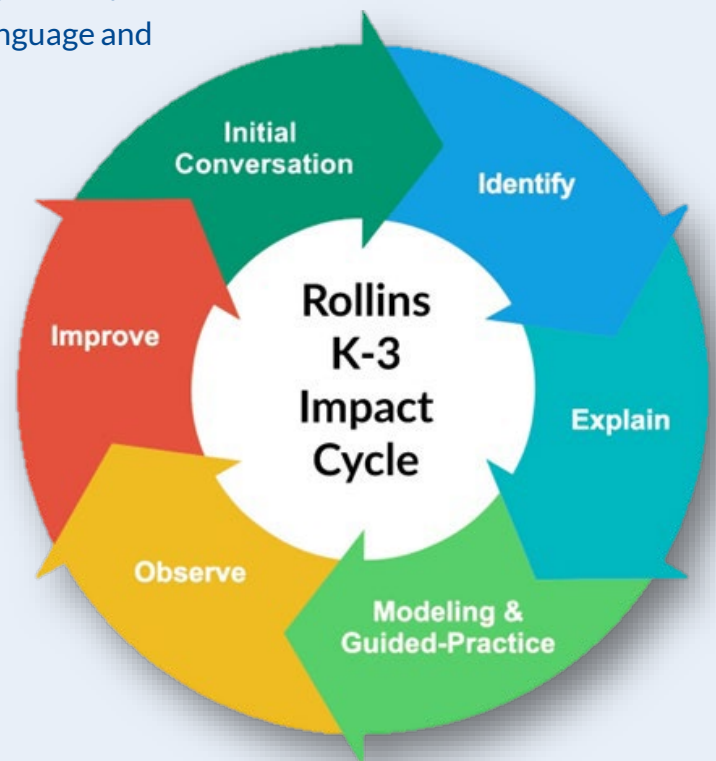
<u>PREPARATION</u>	Accepted the need for change. Seeking information on how to best implement that change.	<ul style="list-style-type: none"> ⚙ Provide guidance and clarification on research topics. ⚙ Form a plan of action. 	<i>“I know you’ve been taking the Cox Campus course on Early Literacy. I just wanted to check in with you and see how it’s going, what you’re learning, and if there was anything you needed further support with.”</i>
<u>ACTION</u>	Enthusiastic about making a change. Ready to implement the plan of action.	<ul style="list-style-type: none"> ⚙ ABC Support ⚙ Acknowledge risk. ⚙ Be supportive. ⚙ Celebrate along the way. 	<i>“Thank you for being open to try something new. I know it can feel challenging, so I admire your willingness to try. I would love to help and support you each step of the way. Let’s look at our joint action plan together and plan out our next steps.”</i>
<u>MAINTENANCE</u>	Has successfully made a change. Must remain consistent in order to see sustainable results.	<ul style="list-style-type: none"> ⚙ Continue ABC support. ⚙ Provide opportunities to share experience. 	<i>“You’ve worked so hard on this strategy and being intentional with implementing it. I’m so proud of all that you’ve accomplished and so excited to see your children’s progress. I’m excited for you to share your experiences with other teachers, too.”</i>

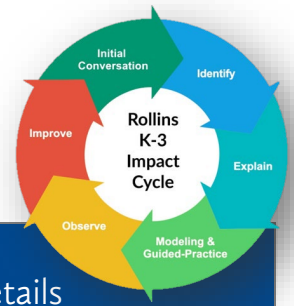
Rollins K-3 Impact Cycle

The Rollins K-3 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 coaching towards best practices for K-3 children. The original three phases have been expanded to six, and additional components, such as 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 K-3 Impact Cycle.

The following chart will cover each phase of the Rollins K-3 Impact Cycle. The Impact Cycle begins with the Initial Conversation.





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 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. • The coach will discuss and schedule the initial observation with the teacher using the Implementation Tool.
Identify	<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 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	<p>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.</p>	<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 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 strategy looks like in its implementation. A guided practice is the teacher's opportunity to implement the strategy alongside the coach.

- This phase begins the “I Do, We Do, You Do” section of the impact cycle.
- Modeling is always done before guided practice.
- Modeling sessions begin with a preliminary check-in meeting and conclude with a debriefing conversation.
- During a modeling session, the teacher will observe and follow along using a fidelity form.
- During a guided practice session, the teacher and coach are implementing the strategy together.
- Modeling and guided practice should be conducted live with classroom students but can also be completed with video.

Observe

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.

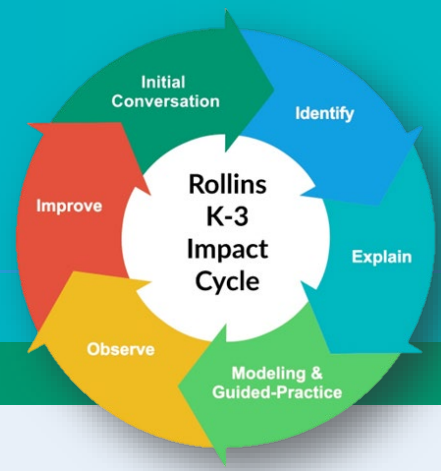
- The teacher will implement a new teaching strategy on their own.
- The coach will not assist or guide in the teacher's implementation in any way.
- The coach will follow along using an implementation tool.
- A debriefing conversation will follow the observation.

Improve

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. The second half of the debriefing conversation should be focused on whether the teacher's student-focused goal has been met.

- 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 student-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.
- The coach should plan for ongoing support/check-ins to ensure the achieved goals are sustainable and continuing to make a positive impact for students.

Initial Conversation Framework



What is it?

The initial conversation is the starting point for both you and your teacher to begin building your relationship together. It’s not only a chance to get to know each other, it’s also your first opportunity to set expectations, establish the frequency and structure of your meetings, and introduce the tools and resources you plan on incorporating into your instructional coaching. Coaching relationships should be thought of as a partnership, and the initial conversation is where that partnership originates.

A Conversation in 4 Acts

Act 1	Act II	Act III	Act IV
Introduction	Building Relationships	Setting the Tone	Closing
<p>The starting point of the initial conversation.</p> <p>A simple statement of your name and role as an instructional coach.</p> <p>Thank the teacher for taking the time to meet with you or accommodating your scheduling needs.</p>	<p>Getting to know the teacher and developing a meaningful connection.</p> <p>Professional development questions are a great way to discover the teacher’s goals and aspirations. You can then use that information to inform your coaching.</p>	<p>Determining roles, responsibilities, and expectations for the coaching relationship.</p> <p>Introducing key coaching elements and the tools that will be used throughout the relationship.</p>	<p>Briefly summarize everything that was already discussed.</p> <p>Share preferred method of contact.</p> <p>Confirm the next meeting time and the purpose of the meeting (i.e. informal observation).</p> <p>Thank the teacher once again for their time.</p>

Structured Literacy Implementation

K-3 Observation Tool



Teacher's Name: _____ Grade: _____

Date of Observation: _____

Context: Whole Group Small Group Individual

Observer: _____

Observable Indicators	Notes
Teacher follows an appropriate scope and sequence of instruction. (Systematic Instruction)	
Teacher clearly states learning goal. (Explicit Instruction)	
Students can articulate what they are learning in the lesson. (Explicit Instruction)	
Students engage in review of previously taught concepts or skills. (Cumulative Instruction)	
Teacher connects new concepts to previously taught skills. (Cumulative Instruction)	
Teacher uses data, including screening, diagnostic and progress monitoring, and formative assessment to guide and differentiate instruction. (Diagnostic Approach)	

Structured Literacy Implementation

K-3 Observation Tool



Date of Observation: _____ Observer: _____

Observable Indicators	Notes
<p>Teacher clearly models the new concept or skill by using explicit language such as “Watch me”, “My Turn”, “Listen as I show you...”, etc. (Explicit Instruction: I DO)</p>	
<p>Student and teacher engage in guided practice. (Explicit Instruction: WE DO)</p>	
<p>Teacher plans meaningful independent practice that is directly aligned to the taught concept or skill. (Explicit Instruction: YOU DO)</p>	
<p>Students apply learning during independent practice. (Explicit Instruction)</p>	
<p>Teacher provides supportive and corrective feedback as needed. (Explicit Instruction)</p>	
<p>Teacher checks for understanding and scaffolds student learning. (Explicit Instruction)</p>	
<p>Teacher engages students in multi-modal instruction (i.e. see, touch, say). (Explicit Instruction)</p>	

Structured Literacy Implementation

K-3 Observation Tool



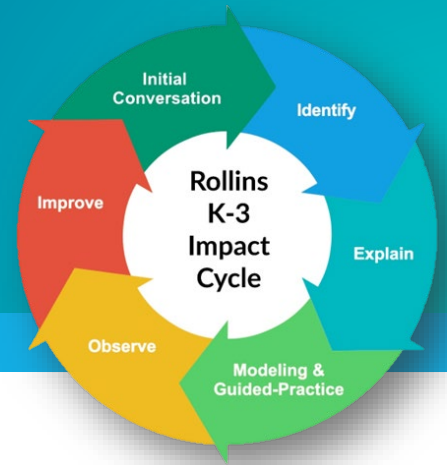
Date of Observation: _____ Observer: _____

Observable Indicators	Notes
<p>Teacher utilizes purposeful pacing and is responsive to student needs. (Explicit Instruction)</p>	
<p>Student is actively engaged in practice vs. passive observation. The lesson includes hands-on practice, discussion, turn and talks, and multiple opportunities for student engagement and responses. (Explicit Instruction)</p>	
<p>Students engage in formative assessment that supports the planning for future instruction. (Diagnostic Instruction)</p>	

Notes:

How to use this tool: Coaches use this tool during the Initial observation after the Initial Conversation phase.

Identify Framework



Prior to this Identify Conversation, review and reflect on the following:

- Initial Conversation Notes
- Common Core or State Standards
- Informal Classroom Visit Guiding Questions Notes

Reflect

Based on your reflections, what do you think would be the most beneficial support for the children and this teacher within the current focus based on the teaching plan? Why? Keep these notes and thoughts in mind during your meeting.

Use the following checklist to guide your process as you implement the steps from this framework. After, completing the identify phase of the coaching cycle, document next steps using the [Joint- Action Plan- Classroom Level](#) template on Cox Campus.

1	<input type="checkbox"/> Welcome and set the tone of the meeting	<p>Purpose: Set the tone for your conversation and provide clarity around the purpose.</p> <p>For example, "How are you? Thank you for letting me spend time in your classroom getting to know you and your children. I'm excited to meet with you again and together determine how we will begin our work. Based on our initial conversation, my visit, and your knowledge/data, today we will identify goals that align with meeting the needs of your students."</p>
2	<input type="checkbox"/> Summarize notes from Initial Conversation	<p>Purpose: In this part of your conversation, you will want to summarize key highlights from the initial conversation, specifically focusing on the teacher's hopes and goals for his/her students this year.</p> <p>For example, "In our first conversation, you mentioned students using advanced vocabulary was important to you. You also mentioned that children learning their letters was very important as well. Let's keep your thoughts in mind as we further this course."</p>
3	<input type="checkbox"/> Introduce Students' Learning Outcomes	<p>Purpose: To identify goals for students.</p> <p>For example, "I spent a lot of time thinking about the goals you want for your students. We can look at several great resources that improve instructional practice. The great thing about these strategies is that they can be used during whole group or small group instruction."</p>
4	<input type="checkbox"/> Overview of Practices	<p>Purpose: Think about the instructional practices in the course.</p> <p>For example, "Which ones may be best suited to meet the needs of my students?"</p>
5	<input type="checkbox"/> Review Student Data	<p>Purpose: Review student data that is relevant to the outcomes and can help determine an appropriate goal.</p> <p>For example, "Assessments should be used on a continuous basis to target interventions, monitor progress, and make instructional decisions. Try to look at a variety of data (diagnostic, formative, summative) which will help you possibly see trends and select appropriate goals. Write down some of the goals you and the teacher discuss."</p>
6	<input type="checkbox"/> Share thoughts from your Informal Classroom Visit	<p>Purpose: Share learnings from your classroom visit. Present in an objective manner.</p> <p>For example, highlight things you noticed students were doing, saying, and learning. Explain what this makes you think (i.e., connect back to the student outcomes and teacher's goals)."</p>
7	<input type="checkbox"/> Create Joint Action Plan	<p>Purpose: Together, determine a student-focused goal, then create an aligned teacher instructional plan.</p> <p>For example, you might say, "You mentioned you want students to use decoding skills. This is a great goal to have that we will continue to work towards all year. So now let's think about some instructional strategies that we learn from the Phonics course that will help to support that goal."</p>

Joint Action Plan-Classroom Level

Teacher(s):	Teacher(s):		
Goal Statement:	Goal Statement:		
Action Steps	What do we need? (Resources)	Who's Responsible?	By when?

Identify Framework Checklist

<p>1 Welcome and set the tone of the meeting</p>	<p>Purpose: Set the tone for your conversation and provide clarity around the purpose</p> <p><i>For example, “How are you? Thank you for letting me spend time in your classroom getting to know you and your children. I’m excited to meet with you again and together determine how we will begin our work. Based on our initial conversation, my visit, and your knowledge/data, today we will identify goals that align with meeting the needs of your students.”</i></p>
<p>2 Summarize notes from Initial Conversation</p>	<p>Purpose: In this part of your conversation, you will want to summarize key highlights from the initial conversation, specifically focusing on the teacher’s hopes and goals for his/her students this year.</p> <p><i>For example, “In our first conversation, you mentioned students using advanced vocabulary was important to you. You also mentioned that children learning their letters was very important as well. Let’s keep your thoughts in mind as we further this course.”</i></p>
<p>3 Introduce Students’ Learning Outcomes</p>	<p>Purpose: To identify goals for students.</p> <p><i>For example, “I spent a lot of time thinking about the goals you want for your students. We can look at several great resources that improve instructional practice. The great thing about these strategies is that they can be used during whole group or small group instruction.”</i></p>
<p>4 Overview of Practices</p>	<p>Purpose: Think about the instructional practices in the course.</p> <p><i>For example, “Which ones may be best suited to meet the needs of my students?”</i></p>
<p>5 Review Student Data</p>	<p>Purpose: Review student data that is relevant to the outcomes and can help determine an appropriate goal.</p> <p><i>For example, “Assessments should be used on a continuous basis to target interventions, monitor progress, and make instructional decisions. Try to look at a variety of data (diagnostic, formative, summative) which will help you possibly see trends and select appropriate goals. Write down some of the goals you and the teacher discuss.”</i></p>
<p>6 Share thoughts from your Informal Classroom Visit</p>	<p>Purpose: Share learnings from your classroom visit. Present in an objective manner.</p> <p><i>“For example, highlight things you noticed students were doing, saying, and learning. Explain what this makes you think (i.e., connect back to the student outcomes and teacher’s goals).”</i></p>
<p>7 Create Joint Action Plan</p>	<p>Purpose: Together, determine a student-focused goal, then create an aligned teacher instructional plan.</p> <p><i>For example, you might say, “You mentioned you want students to use decoding skills. This is a great goal to have that we will continue to work towards all year. So now let’s think about some instructional strategies that we learn from the Phonics course that will help to support that goal.”</i></p>

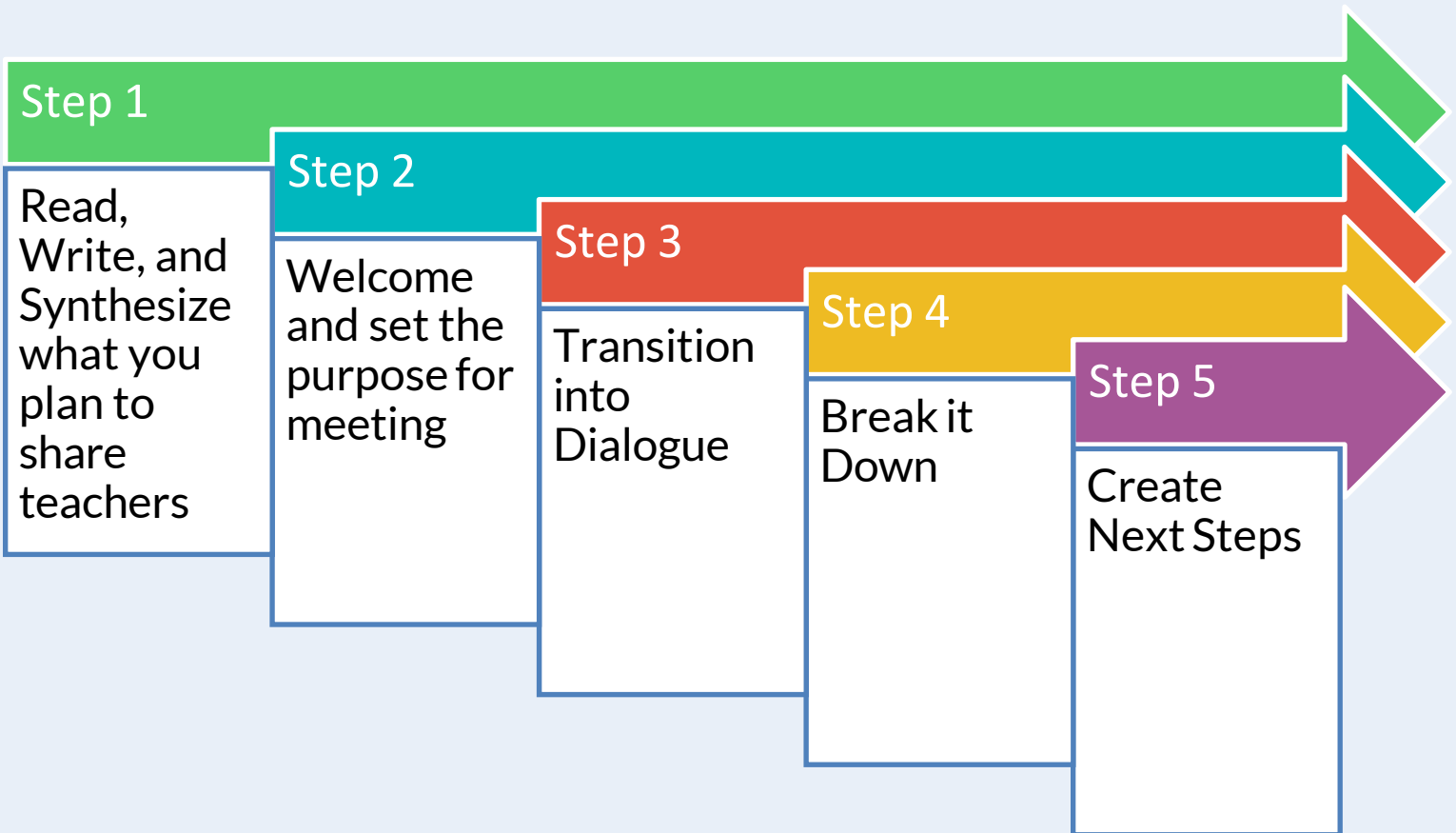
Explain Framework



Purpose:

The purpose of this conversation is to clarify, discuss, break down and practice what the teacher has learned about the instructional activity so that they walk away with a deeper understanding of the content and method. This can be done in PLC groups with other teachers that are focused on the same practice.

Prior to this in the “Identify” phase, the teacher and coach sets a goal that aligns with class/student priority areas along with specific instructional practices for the teacher to use in order to increase students’ outcomes. Once the teacher has completed those action steps, they meet with the coach/facilitator for the “Explain” conversation.



Explain Framework



STEP 1: (For the Facilitator/Coach): Clarify: Read, Write, and Synthesize what you plan to tell teachers.

Purpose: To have a deep understanding of the content and why it is important so that you can support the teacher with implementation.

- **Synthesize:** Write one-to-two sentence statements that capture the essence of the practice that you are sharing with teachers.
- Review goals or learning outcomes aligned to this practice.

For Example: The decodable text reading protocol increases students' decoding, fluency, and basic comprehension skills. Through repeated readings in phonically controlled text, students build automatic recognition of words they have already learned to decode. Decodable books help to support long-term consolidation of code-based reading skills. Ultimately, we want students to move towards independent reading where they can decode words they do not know on their own and incorporate them into their long-term memories.

STEP 2: Welcome/Set Purpose for Meeting

- Thank you for meeting with me again, I am so excited to move forward with the strategy that we chose the last time.
- Based on our initial conversation, my classroom visit, your data, and the child outcomes we decided that we would focus on _____.
- On our action plan, we decided that you would view ___ on Cox Campus.
- Today, we will spend time understanding and practicing the__ practice.

STEP 3: Dialogue

Purpose: To engage in a partnership conversation that dives deeper into what they have learned.

For Examples:

- Think of the books you select during small group instructional time. What are the purposes, advantages, and disadvantages of those books?
- How do you think using decodable books helps students to decode and comprehend text?
- Why is it important for the teacher to understand the purpose of a decodable book?

STEP 4: Break It Down

Purpose: Ensure that teachers know exactly what needs to be done next

- Think about what the strategy looks like in the classroom
- Think about practical concerns

Examples:

Teacher: *My students think decodable books are boring.*

Facilitator: *Well, you can respond by stating the purpose for reading the decodable reader...to have the tools to read independently. Students are excited when they are able to read a book on their own.*

Purpose: Explore a variety of methods that will allow the teacher to PRACTICE what they learned

- Review how strategy aligns to Student Outcomes
- Embed practice for what they learned (examples below)
- Provide time for teachers to ask questions

Examples:

Teachers use tools to identify components of the strategy while watching the video (Cox Video, Video of Facilitator, Live Coaching, or Peer Observation).

- If video isn't available, facilitators can model strategy or focus on segments of the strategy.
- Teachers can practice embedding the strategy into lesson plans.
- Teachers can practice modeling the strategy for each other.

STEP 5: Create Next Steps

Purpose: Provide clear expectations for next steps Use the joint action plan to outline clear action steps.

Example: Schedule a time for your next visit to model the strategy in the classroom.

What Will You Need?

Students' Outcomes or Goals
Recent formative or informal assessments
Joint Action Plan

Methods: 30 minutes

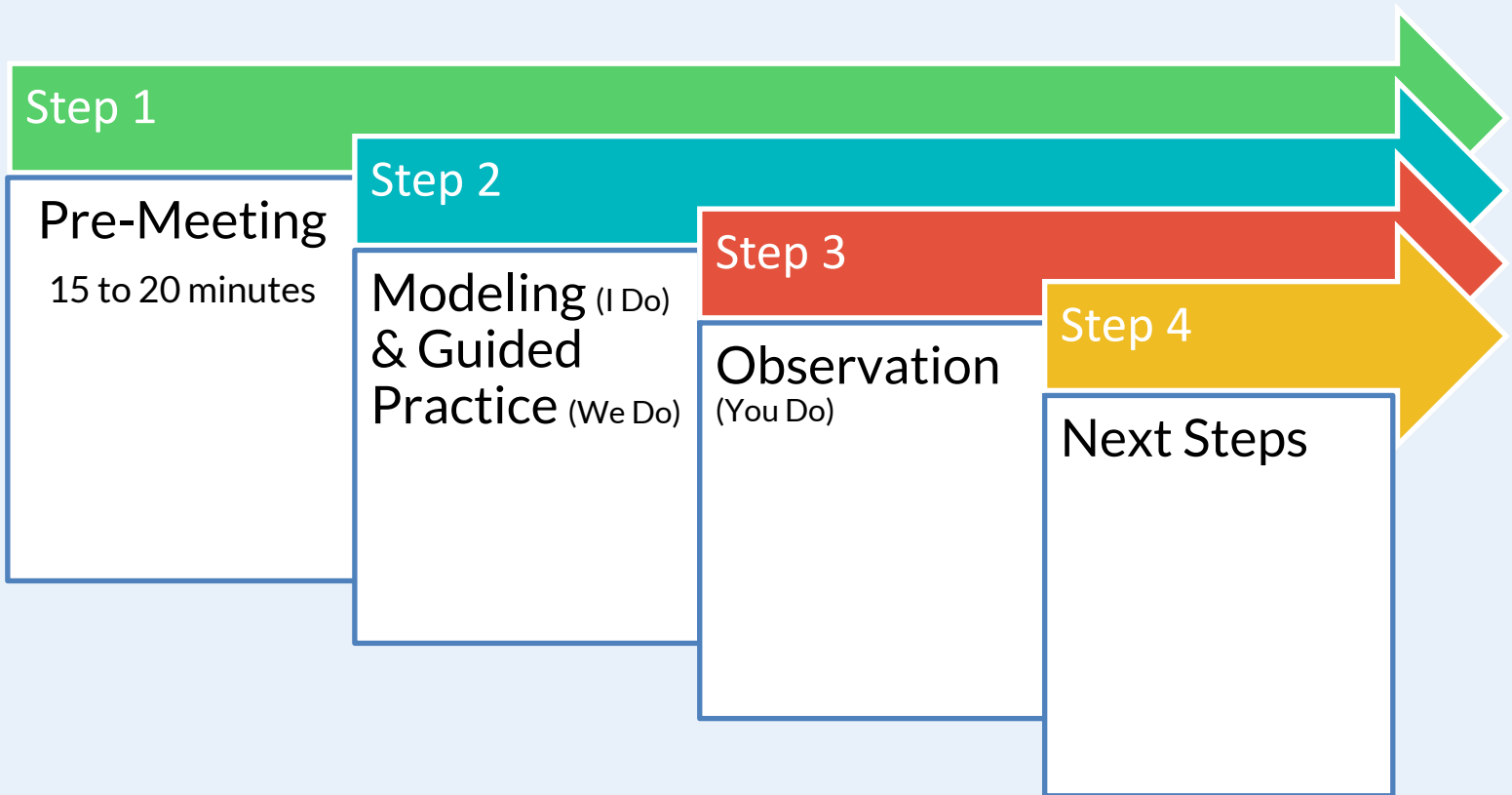
1. By Classroom
2. Professional Learning Communities
3. Planning Time

Modeling, Guided Practice, and Observation Framework



Overview:

The Modeling, guided practice, and observation framework is broken down into the following 4 steps. Please see the following chart below.



Modeling, Guided Practice, and Observation Framework



STEP 1: Pre-Meeting (15 to 20 Minutes)

Purpose: The purpose of the pre-meeting is to set clear expectations for the modeling session, confirm date and time, and review relevant resources/tools.

- Determine Date and Time
- Pre-Meeting Checklist
- Review Implementation Tool
- Discuss Roles Expectations
- Review Joint Action Plan
- Summarize
- We Do: Guide on the Side (Whisper Coaching)
- We Do: Decide a coaching technique together, explain the coaching stance

For Example:

"Hello, Remember from our last conversation, we learned more about the practice we chose to accomplish our student-focused and instructional practice goals. Based on our action plan, we decided that our next step is for a modeling session. I would like to see what time you would like for me to come model the Decodable Protocol on Monday.

Ok, it sounds like 9:00a.m. will work. During that time, I will teach the lesson while you observe. While I am modeling, it's important for you to take notes on this form (Teacher Tool). Remember we reviewed these components (Teacher Tool) during our last conversation (EXPLAIN Conversation).

Now, let's decide which book I should model. It looks like your group is working on CVC skills. Let's get a decodable book that supports CVC skills."

STEP 2: Modeling (I Do) & Guided Practice (We Do)

Modeling (I Do)

Purpose: To show the teacher what the instructional practice looks like in action.

Before:

Review Relevant Cox Course, Resources, Notes from Initial Conversation, and Informal Observation.

Make sure to plan and practice exactly what will be modeled.

Ways to Model: In classroom, video of the facilitator, other teachers.

Guided Practice (We Do)

Purpose: To provide guided practice of an instructional strategy.

Before: Decide on a guided practice technique together.

Ways to do the Guided Practice: Whisper Coaching or Co-teaching

STEP 3: Observation (You Do)

Purpose: To provide the teacher with the opportunity to independently implement the practice.

Before:

Review relevant Cox Campus Course and research, teacher resources, notes from Initial Conversation and Informal Observation, seek permission to use video as a powerful coaching technique.

- Because the mere notion of observing can be intimidating, stress the informality of the observation by emphasizing the idea of: You watch me, We Implement Together, and I watch You. This idea is another attempt to eliminate any negative energy related to evaluation.
- Remove any personal judgments or assumptions

During:

Be attentive and committed to observing and recording celebrations and opportunities for growth.

Watch for critical teaching behaviors that are reflective of the practice.

Take notes that are specific and reflective of what was observed. Also, take notes that represent the progress of children.

Ways to Observe: In the Classroom or on video

Modeling, Guided Practice, and Observation Framework



STEP 4: Next Steps

Purpose: Provide clear expectations of next steps using the joint action plan.





Set up a time for the debriefing conversation to discuss the modeling, guided practice, and observation sessions.

For Example:

"I will come back this afternoon to debrief and discuss our notes from the modeling session. Please bring your notes and teacher tool to our meeting."

Pre-Meeting Checklist



 <p>Set and confirm a time</p>	<p><input type="checkbox"/> Model and <input type="checkbox"/> Debrief within the same day (ex. Model during small groups and debrief during planning time)</p>
 <p>Provide clear expectations</p>	<p><input type="checkbox"/> Observe <input type="checkbox"/> Take notes which will lead to further conversation during the debriefing.</p>
 <p>Review Materials being used</p>	<p><input type="checkbox"/> Implementation Tool , go over components of the strategy, give examples, provide, clarify, and answer any questions.</p>
 <p>Review Joint Action Plan</p>	<p><input type="checkbox"/> Discuss student goals & how the strategy will increase those goals.</p> <p><input type="checkbox"/> Discuss Teacher Next Steps: (depends on teacher) Review Cox Campus Courses</p> <p>Example: Teacher Next Steps: Decide on a phonics routine (i.e., chaining, blending, diction) to implement during your small group instruction.</p>

Notes:

Debriefing Agenda



Prior to debriefing, review implementation tools, notes, video (if available) and any collected data. What are the teacher’s strengths and areas for growth? Do you think the areas for growth are knowledge (i.e., Have they had adequate training?), mindset (i.e., Is their will strong?) or a skill gap (i.e., Can they effectively execute the strategy in the classroom)? What support do you think the teachers will need? Keep these notes and thoughts in mind during the meeting. Prior to your meeting, the teacher should reflect and/or review the video as well so he/she can come prepared to the meeting.

 <p>Welcome and set purpose for the meeting</p>	<ul style="list-style-type: none"> • How are you? • I’m excited to talk with you about my observation- Review what you were looking for (i.e., specific instructional strategy). • How did you feel about it?
 <p>Ask the teacher what strengths did he/she notice? What was he/she pleased about?</p>	<ul style="list-style-type: none"> • Acknowledge teacher’s answers • Share with the teacher any strengths you noticed that they did not identify along with concrete examples.
 <p>Together, determine areas for growth.</p>	<ul style="list-style-type: none"> • Did you reach your goal? • Review student data if available (anecdotes, checklists, assessments, etc.) • Review teacher progress monitoring indicators and point out the key areas for growth that you identified. • Ask the teacher where they would like to grow and acknowledge answers. • If teacher does not identify key areas, remind them of the purpose behind why we use the strategy or have them reflect on specific parts (use video if available) that they need to work on (i.e., “so we know that one goal with decodable readers is to reinforce using letter sound correspondence and not guessing. How do you think that went?”)
 <p>Conversation around Joint Plan (see specific questions on joint action plan):</p>	<p>Example: “So based on your reflection and what we have talked about today, what did we learn? Did we accomplish our goal? What goals do you want to set around (the current strategy)? If needed, give several options based on students’ learning outcomes, but allow them to take ownership in what they want to focus on. Summarize what they are saying, “So what I heard you say you want to work on...Is that right?”</p> <ul style="list-style-type: none"> • IMPORTANT: make sure you both are on the same page before moving to the next step. This is a JOINT action plan. We want complete buy in and commitment from the teacher. • Together, talk through the questions and create the joint action plan using the template. This should be created with the teacher, not prior to visit.

Coaching Journey Scale

This tool will help support you in growing your coaching skills. The tool describes the most critical elements of coaching that should be mastered, before pursuing others. There are four categories, and each category has indicators. The indicators give a brief description of the aligned category.

1 Step 1 – Read/Review

Read and review the tool. If you have questions about any of the indicators or categories, seek support through Cox Campus.

2 Step 2 – Reflect

After becoming acquainted with the categories and indicators, reflect on your coaching experiences and interactions. You can also use any data, like videos, to guide your reflections. While reflecting, think about the following guiding questions:

- What are my coaching strengths?
- What areas would I like to continue to grow?

3 Step 3 – Self-Assess

Complete the coaching journey scale by rating each indicator as emerging, developing or established. You will notice mid-points between each rating. Use the mid-points to reflect your progress. For example, select a mid-point rating if you are in the middle of emerging or developing.

4 Step 4 – Goal Setting

Set coaching goals for yourself using the areas that you have indicated as emerging or developing.

An example of a coaching goal might be, “I will enhance my coaching conversations by using at least (2) listening and questioning techniques in all coaching conversations, by May 22, 2023.

5 Step 5 – Support

Seek support and celebrate your accomplishments by sharing your goals on Cox Campus and with others at your school district.



Coaching Journey Scale

Site: _____

Date: _____

Facilitator: _____

Based on your most recent observations, interactions, and coaching experiences, complete each area, marking the column – **Emerging**, **Developing**, Or **Established** – to best describe the current status in each indicator.

Area	Indicator	Status				
		Emerging		Developing		Established
	<p>Emerging</p> <p>The coach demonstrates awareness of coaching practices, talks about them, and has begun to use them, but is inconsistent in use and effectiveness.</p>					
	<p>Developing</p> <p>The coach consistently uses coaching practices and approaches, leading to meeting some coaching goals.</p>					
	<p>Established</p> <p>The coach uses practices systematically, consistently resulting in meeting most goals.</p>					
<p>Knowledge Base: Coach understands and applies a set of core coaching knowledge components.</p>	<p>Has understanding of Jim Knight’s impact coaching cycle - identify, learn, and improve - and is able to implement relationship-based principles when analyzing and engaging in coaching.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Joint Action Plan: Coach is continuously guided by the joint action plan, makes adjustments, and monitors progress along the way.</p>	<p>Uses the joint action plan as a guide for coaching.</p> <p>Uses data (observations or other means) to inform all coaching decisions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Coaching Conversations: Coach demonstrates a wide range of listening and questioning skills.</p> <p>Coach is able to effectively move conversations toward meeting the goals.</p>	<p>Includes effective communication as equal partners in coaching conversations.</p> <p>When having coaching conversations (e.g., debriefing), the coach ensures the conversation aligns with goals and both teacher and coach learn from each other as they move toward meeting the goals.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Coaching Cycle: Coach uses coaching cycle that supports goals.</p>	<p>Engages in the Rollins K-3 Impact Cycle and focuses on the learn phases, to explain, model, and observe a practice, e.g., phonics lesson.</p> <p>Guides teachers to develop reflective practices throughout the cycle.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cox Campus Experts-Here to Support

Our Team

Our team of content experts will continue to add materials and resources to these introductory guides. We are working to create coaching guides for each course on Cox Campus so that literacy leaders can structure rigorous, high-quality professional learning to build their teams' knowledge and capacity to implement best practices aligned to the Science of Reading.

If you have ideas or suggestions for materials that would be helpful for leaders and teachers, please email us at info@coxcampus.org.

The Difference

We understand that each district and school is different. Working to improve literacy outcomes for children is challenging but very rewarding. Importantly, there is no *one size fits all* approach for implementation. In this guide we've provided recommendations based on our field experience and collective expertise of our Cox Campus team. Our team... And all our content has been co-developed with the nation's leading authorities on literacy.

Additional Resources

Relationships are the Heart of Coaching: [Click Here](#)

The Rollins Coaching Process: [Click Here](#)