



Ongoing Teacher Support: Guiding Principles Checklist



This document offers a set of guidelines in the form of a checklist to aid governments, implementing partners, and other stakeholders in evaluating the degree to which their ongoing teacher professional development support systems mirror [best practices](#) and are setting teachers up for success. It is intended as a companion to the [How-to Guide on Teacher Professional Development: Ongoing Teacher Support](#).

Deliberate and structured ongoing teacher support has been shown to have a direct positive impact on student learning outcomes. Furthermore, it increases teachers' motivation and their confidence in their ability to implement new practices. Ongoing teacher support can be provided in different ways and combinations, including external or in-school [coaching](#), communities of practice, and remote support via digital technology or telephone. This checklist can be used to assist in improving existing teacher support systems or in developing new ones.

KEY TERMS

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Continuous professional development (CPD)	The ongoing process of engaging teachers in activities designed to improve their professional knowledge, skills, and practices. CPD is organized in different ways in different countries. It may be formally structured and require periodic participation in workshops, in-service trainings, courses of study, etc. Or it may be less formally structured and include on-the-job training and support as needed.
Coaching	Individual mentoring to teachers that focuses on their professional growth. It often involves a coach observing the teacher in action in the classroom, followed by a one-on-one discussion with the teacher to encourage reflection, identification of problem areas, and goal-setting. It is usually conducted in person but can be supplemented by remote support (e.g., through WhatsApp, SMS, or telephone).
Community of practice (COP)	A group of professionals, often peers, who meet to discuss their practices, learn from one another, and explore solutions to problems. A COP could involve teachers from the same school or from across several schools. It is often convened through in-person meetings but can also be supplemented by remote support (e.g., through WhatsApp or online meetings).
Supervision	Monitoring conducted by government officials to verify whether instruction is being implemented according to certain standards. A supervisor often gives a report of what needs to improve. Supervision is less suitable for providing on-the-job support, as it involves an element of evaluation.
Universal design for learning (UDL)	A framework intended to optimize teaching and learning for children of all needs and abilities, especially children with disabilities. Guidance on how to incorporate UDL principles into early grade reading programs can be found here .

Ongoing Teacher Support Checklist

Which mechanisms are available for ongoing teacher support?	
	Internal or within-school coaching by senior or more experienced teachers or administrators based at the same school.
	External coaching by pedagogical experts from outside the school who are specifically trained in coaching and are high-level professionals in their field.
	COPs in which the teachers meet regularly (e.g., monthly or every six weeks) at the school or cluster level.
	Technology-enhanced coaching support that reaches all teachers. (See the How-to Guide for examples of digital support.)
What content is covered in the ongoing teacher support?	
	The ongoing teacher support is directly aligned (e.g., in the foci of the observation and discussion) with the content of the in-service training.
	The ongoing teacher support is directly linked to the CPD framework (if applicable).
	The support focuses on addressing a limited number of key instructional elements at a time, prioritizing them in a phased manner.
	The support focuses on promoting the teacher's agency in self-reflection and goal-setting and on using student learning outcomes to inform adjustments to practice.
How are coaches and COP facilitators prepared to implement ongoing teacher support?	
	Coaches are selected based on clear criteria such as the ability to master the instructional approaches, prior experience (ideally as classroom teachers), and the skill and disposition to serve as mentors.
	Coaches are trained on the key instructional practices expected from the teachers, ideally by participating in the full teacher training themselves.
	Coaches are trained on establishing a collaborative, respectful, mentoring relationship with teachers instead of one based on inspection and evaluation.
	Coaches are trained on how to conduct the classroom observations accurately using the observation tools, how to conduct the post-observation discussion, administering student assessments (if applicable), and logistics and record-keeping.
	COP facilitators are trained on how to set COP agendas (if applicable), how to structure and conduct the meetings effectively, and how to get additional support for any questions or issues that the COP cannot resolve.
	Coaches are trained on gender-inclusive education and UDL .
	Coaches receive training and support related to digital literacy (if applicable).
	Coaches have access to additional technical support as needed.
How is ongoing teacher support embedded in the education system for long-term sustainability?	
	There are guidelines on the qualifications and selection of personnel to serve as coaches within the government education system.
	All personnel serving as coaches (whether as their primary or secondary responsibility) have job descriptions and workloads that allocate adequate time for coaching activities.
	Teachers' job descriptions require their regular participation in a COP as part of their ongoing professional development.

	There are structural incentives in place for actors to participate in the support system (e.g., credit or promotion for training, recognition for serving as a coach or COP facilitator).
	There are monitoring and accountability systems with clear lines of responsibility in place to ensure that coaches effectively fulfill their duties, including conducting the required teacher visits.
	There are monitoring and accountability systems with clear lines of responsibility in place to ensure regular COPs with high teacher attendance.
	Government budgets have been approved, funds are available, and efficient payment/reimbursement processes are in place for external coaches to travel and visit teachers at different schools on a regular basis.
	Government budgets have been approved, funds are available, and efficient payment/reimbursement processes are in place for participants to travel to different schools for cluster-level COPs on a regular basis.
	Government budgets have been approved and funds are available for internet or telephone connectivity for teachers to access ongoing digital support.