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## **Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success**

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The purpose of this professional development series and training package is to provide GRN members with evidence-based information, guidance and resources to help them design and implement effective early grade reading (EGR) initiatives. The sessions—which have been delivered as webinars as well as during in-person workshops—are focused on key components of EGR programs, with cross-cutting issues including gender equity, inclusive education and technology referenced throughout. They are as follows:

- **Early grade reading programming: From Conception to scale**
- **Resources for teaching and learning early grade reading**
- **Key EGR skills and strategies for effective instruction and assessment**
- **Language considerations in early grade reading programs**
- **Continuous professional development in early grade reading programs** (includes a focus on coaching)

The content of the sessions was developed by Reading within Reach (REACH), a five-year initiative supported by USAID to collect and disseminate evidence-based practices and resources to increase the impact of primary grade reading programs. Content was developed by REACH Reading Program Specialist Alison Pflipsen and REACH technical consultants Adrienne Barnes, Marion Fesmire and Amy Pallangyo contributed.

Content and resources included in this training were reviewed by a Global Reading Network working group representing diverse roles and programs globally (see list of contributors on subsequent page). In addition to providing feedback on the content, GRN members submitted resources, examples and case studies that have been integrated throughout the training. Presentation materials, handouts and webinar recordings will be transitioned from the Global Reading Network website to USAID's Education Links website: <https://www.edu-links.org/>

We hope your engagement with the EGR Program Design and Implementation professional development package catalyzes enhancements to your work to improve early grade reading outcomes globally!

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**EARLY GRADE READING PROGRAM DESIGN AND IMPLEMENTATION:  
BEST PRACTICES AND RESOURCES FOR SUCCESS**

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REACH and the Global Reading Network thank the following individuals and organizations for graciously taking time to provide input and feedback on the early grade reading training materials, as well as for sharing their program experiences and contributing resources to be included. These contributions on behalf of improving EGR programs globally are greatly appreciated. (Omission of any other contributors is strictly unintentional.)

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## READING WITHIN REACH

### Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success

Webinar series presented by Reading within Reach (REACH) in collaboration with the Global Reading Network

June-July 2019

# Welcome!

- This EGR professional development series was developed by the **Reading within Reach (REACH)** initiative, which is funded by **USAID** and implemented by **University Research Co., LLC (URC)**
- REACH supports the **Global Reading Network (GRN)** to develop and share research, innovations and resources related to EGR programming
- For more information about REACH and the GRN, visit [www.globalreadingnetwork.net](http://www.globalreadingnetwork.net)



## *Webinar presenters*

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## Webinar series goal, content and approach

- The purpose of this professional development webinar series is to **provide participants with evidence-based information, guidance and resources to support the design and implementation of effective EGR initiatives**
- Each session is focused on a key technical topic and includes a summary of **research, experiences and best practices to date**
- **Cross-cutting issues** such as gender equity, ICT and inclusive education are integrated throughout the different webinars
- Issues related to EGR program **monitoring, evaluation, expansion and sustainability** will be addressed as well
- **Opportunities for interaction and questions** will be provided throughout each webinar

## Webinar session topics and dates

**Webinar 1** – Early grade reading programming: From conception to scale (June 25)

**Webinar 2** – Resources for teaching and learning early grade reading (July 10)

**Webinar 3** – Key EGR skills and strategies for effective instruction and assessment (July 17)

**Webinar 4** – Language considerations in early grade reading programs (July 24)

**TODAY! Webinar 5** – Continuous professional development (CPD) in early grade reading programs (July 30)

***Materials available on GRN website under  
“Tools and Training”***



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## READING WITHIN REACH

# Continuous professional development in early grade reading programs

July 30, 2019

9:00 AM – 11:00 AM EDT



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*REACH*

*Reading Program Specialist*



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*Technical Advisor*

# Acknowledgments

- This presentation was made possible by the support of the American people through the United States Agency for International Development (USAID).
- It was prepared by Reading within REACH, which is implemented by University Research Co., LLC. (URC). Contract No. AID-OAA-M-14-00001, MOBIS#: GS-10F-0182T, for the Office of Education (E3/ED).

## ***Suggested citation:***

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<https://www.globalreadingnetwork.net/tools>

## Session overview

Participants will know and be able to apply learning about:

- Characteristics and purposes of effective CPD
- Content & modalities of CPD for teachers and other educators
- Evidence on the effectiveness of specific CPD approaches
- Coaching to support EGR teachers
- Considerations when planning, implementing, monitoring and evaluating teacher and educator CPD



Thank you to Marion Fesmire for her work creating an earlier iteration of this webinar

## To share your questions and comments

- We will provide time throughout the webinar to address your questions and comments
- Please submit them via the chat box in Zoom
- Send them to “all panelists and attendees”



# Continuous professional development

- An ongoing, job-embedded process that prepares and supports teachers in acquiring the knowledge, skills and strategies needed to help ALL students learn, including multiple modalities of learning for teachers and other educators
- The bridge between implementing new initiatives and the extent that these reforms become embedded within classroom instruction (Demonte, 2013)



The goal of PD is improved teaching practices and student outcomes in reading, writing, speaking and listening (Blazer, 2005)

## ACTIVITY: CPD approaches in EGR programs

**Reflect and use the Zoom chat window to share your experiences and ideas**

**Think about the CPD approaches you have designed, implemented or participated in within EGR programs:**

1. What were/are the different CPD activities implemented?
2. What activities have you found to be most successful or effective?
3. What challenges related to CPD have you experienced?

# Section I: Modalities & Characteristics of Effective CPD



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# Who needs CPD in EGR programs?

- **A variety of actors need and will benefit from targeted CPD, including:**
  - Teachers of EGR
  - Government officials at national and sub-national levels
  - Personnel responsible for various components of EGR programming
  - School administrators
  - Pedagogical coaches
  - Pre- and in-service teacher educators
  - School management committees and community members
- **CPD activities for different stakeholders may be the same or differ depending on needs and context**

# How do we know what is effective?

- **No one modality of PD works for all learning outcomes, for all learners and for all contexts**
- **Across modalities, there are common factors that support effective PD:**
  - Activities based on adult learning theory and active participation
  - Content and instruction is carefully organized and contextualized
  - High-quality materials that support PD and learners' needs, and are contextually appropriate (may include technology)
  - Time to learn about and practice using relevant classroom materials
  - Opportunities for collaboration and continued professional development and support
  - Follow-up training at the school or regional level combined with coaching support

## **Handout 1: Adult learning theory**

# Modalities of CPD

## Formal training

- Workshop setting
- Common content for all

## Coaching/ On-site support

- Individualized support & mentoring
- One-on-one observation
- Small-group support

## Learning communities

- Formal to informal
- Co-planning, feedback, experience sharing, and occasionally study groups

## Self-guided reflection and study

- Independent self-study using learning materials
- May be via distance or online

# Content of CPD to support EGR programming

Teachers	Other Education Actors
<ul style="list-style-type: none"><li>• Rationale for EGR improvement</li><li>• Key EGR skills to teach</li><li>• Effective EGR instructional and assessment strategies</li><li>• Effective use of TLMs (including technology, if applicable)</li><li>• Language-specific considerations related to EGR instruction</li><li>• Classroom management practices</li><li>• Inclusive instructional strategies, including for learners with disabilities</li><li>• Issues related to gender equity</li><li>• Strategies for teaching in conflict, crisis and emergency contexts</li><li>• Strategies for supporting students' social and emotional well-being</li></ul>	<ul style="list-style-type: none"><li>• Rationale for EGR improvement and program components</li><li>• Roles and responsibilities for supporting EGR improvement</li><li>• Topics relevant to specific responsibilities (e.g., curriculum, materials development, M&amp;E, teacher PD, etc.)</li><li>• Instructional leadership skills and tools</li><li>• Cross-cutting issues including gender equity and inclusive practices, supporting education in conflict and crisis contexts, etc.</li><li>• Topics specific to coaches (see resource with list)</li></ul>

## ACTIVITY: CPD modalities

**Reflect and use the Zoom chat window to share your experiences and ideas**

**Consider your own experiences with different modalities and types of CPD**

1. Which modalities and types of CPD have you found to be most *effective* in supporting long-term instructional improvement?
2. How did you identify an appropriate and effective mix of CPD approaches?

# Overview of training

- Training provides a **foundation of common knowledge and skills** that can be refined and applied during instruction
- It allows programs to better ensure that target group have received the same professional instruction on how to **implement programs with fidelity**
- When done well, it allows for effective modeling for teachers, and **practice in a setting where experts can provide support**



Photo: RTI International, Nigeria RARA (USAID)

# Characteristics of high-quality training

**Need-specific**

**Practical**

**Hands-on**

**Context-  
appropriate**

**Iterative**

**Handout 2: Materials to support PD**

**Handout 3: Teacher PD resources**

**Handout 4: Training tips and activities**

## Example: Training for EGR teachers in Ethiopia

- In Ethiopia under READ TA II, EGR trainers use a structured approach that mirrors the “I Do, We Do, You Do” teachers are expected to use in their classrooms
- Training focuses on modeling strategies and providing time for participant to practice them
- Training is supported by a school- and woreda-based coaching program that is ongoing, uses existing governmental structures, and adds zero cost to the regular teacher training program



Photo: Florida State University, Ethiopia READ TA (USAID)

## Example: Providing graduate-level training for teacher educators and others in Nigeria

- The Nigeria Northern Education Initiative Plus (NEI+) developed and delivered a graduate certificate course for teacher educators, researchers and national stakeholders to build their expertise in the design, delivery, monitoring and assessment of EGR programming

### Handout 5: Sample EGR course syllabus



# Overview of coaching

- **Teachers need on-site support** as they apply new knowledge and practices
- **Continuous, regular feedback from a coach** helps both experienced and new teachers
- Coaching can also support **system- or program-level monitoring**
- It also helps to create a more **professional learning environment** for all adults in the school



Photo: Nigeria RARA, RTI International (USAID)

# The case for coaching

## Research from high-income contexts has long supported coaching:

- A recent meta-analysis of 44 studies of diverse coaching programs from U.S. pre-K and primary literacy programs found that coaching is an effective means of improving teachers' instructional practices and student academic outcomes (*Kraft, Blazar & Hogan, 2017*)

## Evidence from low-income country contexts is limited, though growing:

- A recent RCT in **South Africa** found that coaching as part of a structured learning program was more cost-effective in increasing students' reading comprehension skills than providing training alone (*Rep. of South Africa, 2017*)
- A study in **Kenya** found that teacher coaching can improve literacy outcomes in both public and nonformal education settings (*Piper & Simmons Zuilkowski, 2015*)

# Characteristics of high-quality coaching

## Practical

- The content of coaching should focus on the practical problems teachers experience; should be needs-based and focused on self-identified learning needs

## Collaborative

- The coach should not be viewed as yet another trainer, but instead as an expert peer and mentor; coaching activities should be co-constructed as much as possible in the setting

## Non-judgmental

- Coaching is not evaluation and should not be used to judge the quality of a teacher's instruction; instead it should focus on providing constructive criticism and supporting risk-taking with new approaches

## Accountable

- While coaching is informal, it must be accountable; mechanisms should be in place to motivate both teacher and coach participation

# Overview of learning communities

- Provide opportunities for teachers, principals, or coaches to come together to share experiences and find solutions to challenges
- Examples: Ghana, Nigeria



Photo: World Education, Cambodia (USDA McGovern-Dole Food For Education)

# Appropriate and effective ICT to support CPD

- High-quality materials are necessary to support CPD
- ICT is increasingly being used, including:
  - Mobile phones (to support app-based content, SMS)
  - Tablets (include lesson plans, Papaya app with letter sounds, videos, assessment tools, used by coaches to support classroom observations)
  - Interactive videoconference workshops
  - Self-paced e-course via tablets

## Research findings

- Technology is not always the most appropriate or cost-effective solution
- What works best for the context, for whom and is the most-cost effective should be explored, monitored and evaluated (Piper et al., 2016)

See Webinar 3 resources and references for a list of technology used to support EGR instruction

# Considerations when designing CPD

- Identify **goals** for CPD aligned with policies and the initiative
- Identify the key **actors** that will participate in CPD
- Identify the knowledge, experience and **needs** of the target audience across topics
- Identify **facilitators** within the system
- Assess factors that impact the **sustainability** of your approach, including system capacity, feasibility and cost



Photo: AIR, LAC-READS, Haiti (USAID)

- **Align** in-service and pre-service PD
- **Assess and evaluate** approach before expanding

**Handout 6: Key activities and considerations for planning & implementing CPD**

# ACTIVITY: Planning for sustainable CPD

**Reflect and use the Zoom chat window to share your experiences and ideas**

**Share your experience designing CPD to support expansion and sustainability.**

- How did you prepare key actors to sustain the work beyond the program?
- How did you draw on and re-shape existing staff roles to support long-term CPD?
- How did you work with government to prepare for sustained CPD beyond the life of a project?



**Handout 7:  
CPD references  
and resources**

# Section 2: Spotlight on Coaching



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# Coaching in EGR programs: An overview

- Coaching is a common component of EGR improvement efforts
- Focused on getting teachers to adopt (usually new) instructional practices
- While similarities exist, coaching activities and design vary greatly
- Programs report many challenges providing and managing quality, effective coaching *that can be scaled and sustained*
- Monitoring and evaluation of coaches and coaching is insufficient—lack of evidence on what is working



Photo: RTI International, Nigeria RARA (USAID)

**Video of Coaching in northern Nigeria:**  
<https://tinyurl.com/CoachinginNigeria>

# Coaching in EGR Programs: Evidence, Experiences and Recommendations

- Resource developed by REACH in collaboration with the GRN
- Summarizes research on coaching and EGR program experiences and provides guidance on key aspects of coaching
- Available on GRN website



## Coaching in Early Grade Reading Programs: Evidence, Experiences and Recommendations

*A Global Reading Network Resource*



This paper was made possible by the support of the American people through the United States Agency for International Development (USAID). The paper was prepared for USAID's Building Evidence and Supporting Innovation to Improve Primary Grade Reading Assistance for the Office of Education (E3/ED), University Research Co., LLC, Contract No. AID-OAA-M-14-00001, MOBIS#: GS-10F-0182T.

# Key coaching issues in EGR programs

1. Coach roles and responsibilities
2. Knowledge and skills coaches need to be effective
3. Coach recruitment
4. Coach preparation and support
5. Technology to support coaches and coaching
6. Frequency and duration of coaching



*Photo: FHI 360, Madagascar Mahay Mamaky Teny! (USAID)*

## ACTIVITY: Experiences with coaching

**Reflect and use the Zoom chat window to share your experiences and ideas**

1. What are your experiences with designing or implementing a coaching model?
2. What did you find most successful?
3. What did you find most challenging?

# I. Coach roles and responsibilities

## What do EGR coaches do?

- Train teachers
- Visit classrooms to observe teachers
- Provide individualized feedback to teachers and help them set goals for improvement
- Model instruction, peer teach
- Assess children's reading skills
- Facilitate group coaching

## Key considerations:

- ✓ The role of a coach is different from that of a supervisor
- ✓ Coach responsibilities should be feasible given the context and coach capacity
- ✓ Coach responsibilities in a context should be evaluated in terms of their effectiveness in improving teacher instruction and student outcomes

## 2. Knowledge and skills coaches need to be effective

- Knowledge of literacy and language development, instruction and assessment
  - Experience teaching the same grade level they are coaching
  - Experience working with teachers or providing CPD
  - Understanding of the coaching process & role
  - Understanding of adult and peer learning
  - Strong interpersonal, leadership and communication skills
- Ability to develop a trusting relationship with teachers and to work well with them

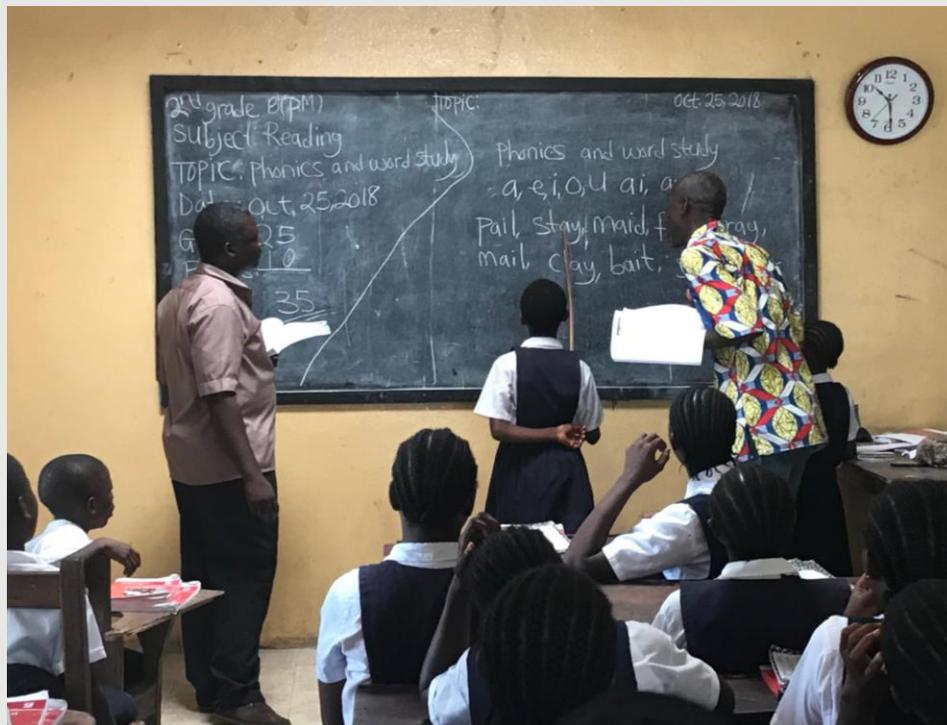


Photo: RTI, READ Liberia (USAID)

*Drawn from: Bean, 2014; International Literacy Association, 2004, 2010; L'Allier et al., 2010)*

### 3. Recruiting effective coaches

#### Who commonly serves as a coach?

- School supervisors
- School principals
- Other teachers
- Teacher educators

#### Handout 8: Senegal case study

#### Key considerations:

- ✓ Coach skill level
- ✓ Teacher needs
- ✓ Scaffolding of responsibilities
- ✓ Scale up and sustainability



Photo: EDC, Philippines Basa Pilipinas (USAID)

# Trialing the effectiveness of school-based coaches: Examples from USAID EGR programs

- **Madagascar** recently evaluated a pilot where school directors served as coaches; the research found that although some school directors are motivated to serve as coaches, tapping other personnel such as teachers may be necessary in some schools (*Louge, N. & Razafindrabe, V., 2019*)
- **Ghana** is currently evaluating the effectiveness of school-based Head Teachers (e.g., principals) and Curriculum Lead Teachers, who will be supported by district-based support teachers (*Miksic, E., 2018; FHI 360 2017*)
- **Senegal** is assessing the feasibility and effectiveness of using both school directors and inspectors for coaching. The inspectors' primary role is to “coach the coaches,” although some directly coach teachers as well (*Swift-Morgan, J., 2018, 2019*)

## 4. Coach preparation and support

### Best practices for coach PD:

1. Identify coach needs
2. Develop a context-specific approach
3. Include appropriate and comprehensive content
4. Provide diverse opportunities to learn
5. Dedicate time for coaches to practice and apply what they are learning
6. Scaffold, stagger and adapt training
7. Provide resources to support coaching
8. Evaluate effectiveness
9. Coach and monitor coaches

### Key considerations:

- ✓ Time and resources needed and available
- ✓ Scalability and sustainability

### **Handout 9: Guidance and considerations for training coaches**

*See Louge & Razafindrabe, (2019) for more best practices from Madagascar*

## 5. Technology to support coaches and coaching

- Support inexperienced coaches (“feedback tips” provided based on information recorded on tablets)
- Monitor coaches (via GPS tracking of uploaded data) and provide transportation allowance
- Facilitate timely and accurate data collection, analysis and use (e.g., inform ongoing teacher CPD)
- Provide remote support to teachers (via SMS)

### Key considerations:

- ✓ User skill level
- ✓ Training and maintenance
- ✓ Cost-effectiveness (what is added value?)
- ✓ Scalability and sustainability

**Handout 10:  
Technology to support  
coaching at national  
scale in Kenya**

# Guidance and tools to support coach visits

Photo: RTI, Nigeria RARA (USAID)

- Coach responsibilities during school visit should be realistic and feasible
- Training and tools to support coaches in providing effective feedback are critical

**Handout 1 I: Resources and tools for coaches**

## 6. Frequency and duration of coaching

- **Coach-to-teacher/school ratios** and the **frequency (“dosage”) of coach visits** vary greatly among USAID EGR programs
- Recent research on coaching in U.S. found that the “quality and focus of coaching may be more important than the actual number of contact hours” (Kraft, Blazar & Hogan, 2017)
- But in EGR programs, quantity matters, at least for now....

### Key considerations:

- ✓ Feasibility, scalability and cost-effectiveness of coach visits
- ✓ Roles, responsibilities and processes for planning and managing coaches

***More information and findings from EGR programs can be found in the GRN resource on coaching***

# Monitoring, evaluation & research

- While coaching has the potential to improve teacher skills and student reading outcomes, significant gaps remain in what we know about coach quality, cost-effectiveness and impact on student outcomes

## **Recent research of interest:**

- *Slade, T. (2019) M&E of coaching frequency in Kenya*
- *Harden, K., King, S. & Pflapsen, A. (2018) Effects of coach characteristics, coaching quantity and quality on instruction*
- *Swift-Morgan, J. (2019). Coach monitoring in Senegal*

## **Key considerations:**

- ✓ What critical questions need to be answered about coaching in your context?
- ✓ What tools, processes and resources are needed?
- ✓ How will findings be used and communicated?

**Handout 12:  
Monitoring, evaluation and  
research on coaching**

**Handout 13:  
Coach monitoring tool  
example**



Photo: Chemonics, Senegal Education Pour Tous (USAID)

**Handout 14: Key activities & considerations when planning for coaching**

**Handout 15: Resources and references on coaching**

**Coaching in EGR Programs: Evidence, Experiences and Recommendations  
(2019, available on GRN website)**

# Section 3: CPD Monitoring and Evaluation



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## ACTIVITY: Monitoring and evaluating CPD

**Reflect and use the Zoom chat window to share your experiences and ideas**

1. What methods and tools have you used to monitor and evaluate different types of CPD and their overall impact on teacher practices and student outcomes?
2. Share any research you have conducted during any stage of CPD and describe the findings.

# CPD monitoring, evaluation and research

## Purposes:

- Determine whether the target audience has acquired the knowledge and skills intended
- Identify whether student learning outcomes have improving as a result
- Assess cost-effectiveness, feasibility, sustainability
- Determine if/what changes to approach are needed



Photo: Nigeria RARA, RTI International (USAID)

## Key considerations:

- ✓ Develop CPD MER plan while designing the overall program
- ✓ Design M&E to help identify effectiveness of specific PD modalities and “doses”
- ✓ Use appropriate methods and tools for different M&E purposes, types of PD and other considerations

# Monitoring & evaluation of CPD

## Workshops, small group meetings, learning circles, etc.

- Trainer observations
- Participant surveys (before and after PD event)
- Formative assessment (quick checks against objectives)
- Exit slips
- Pre-post tests
- Focus group sessions

## Coaching

- Observations of coaches by project/gov't personnel
- Analysis of teacher practices, student outcomes vis-a-vis coaching
- Feedback from teachers on coach support

## Overall teacher PD approach

- Observation of teachers' instruction and classroom practices (qualitative, quantitative)
- Review of teacher journals and other work products
- Assessment of student learning
- Surveys and focus groups with key stakeholders

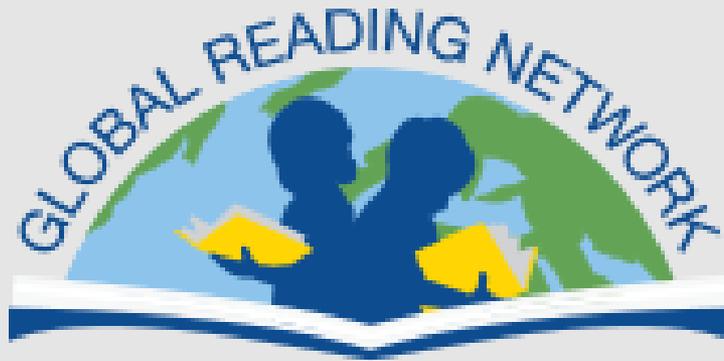
# Key takeaways

- **Time:** It takes time to implement new CPD approaches, and for teachers and others to take up new practices
- **Opportunity:** Provide multiple and diverse opportunities to learn and apply new practices
- **Approach:** PD should be organized, structured and content-specific
- **Content:** PD should use evidenced-based practices
- **Activities:** PD should involve hands-on learning
- **Capacity:** Planning and action must be taken to ensure capacity for sustainability



Photo: EDC, Mali PHARE (USAID)

- **Implementation & evaluation:** Ongoing support and monitoring are needed



Thank you for attending the “Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success” webinar series!

Webinar presentation materials and handouts may be downloaded from the “Tools and Training” category at:

[www.globalreadingnetwork.net](http://www.globalreadingnetwork.net)



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## READING WITHIN REACH

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## Upcoming events



**August 22-23:** Universal Design for Learning  
Toolkit in-person workshop in Chevy Chase, MD  
*Details coming soon!*

[www.globalreadingnetwork.net/news-and-  
events/calendar](http://www.globalreadingnetwork.net/news-and-events/calendar)



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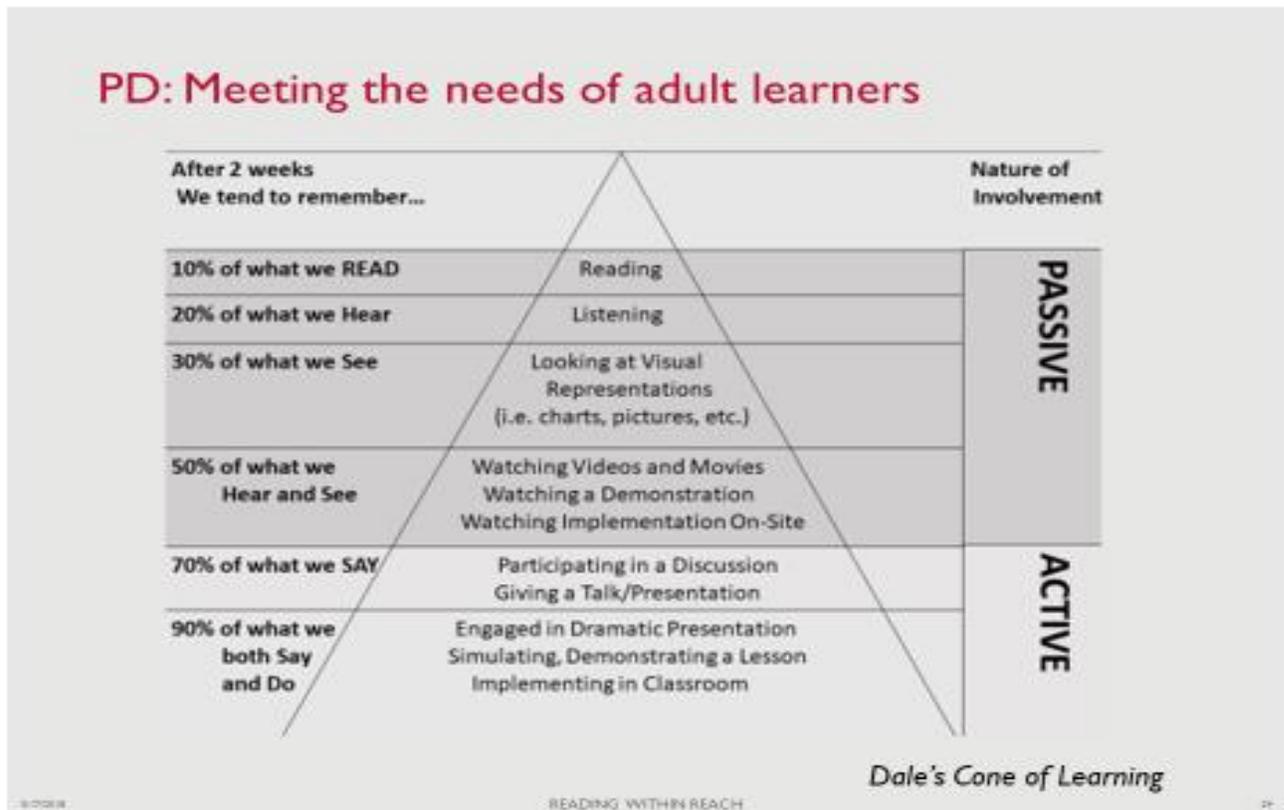
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## Webinar 5: Handout 1 Adult learning theory



### Creating an environment for active learning includes:

- Icebreakers and energizers
- Hands-on activities that require participants to apply what they are learning
- Pairing and grouping participants for activities, discussions, reflections
- Demonstrations and practice of new instructional routines being learned
- Simulations (e.g., of a teacher conducting formative assessment, of a coach giving feedback to a teacher, etc.)
- Formative and summative assessment of participants' knowledge

### Reference:

Lee, S. J., & Reeves, T. C. (2007). Edgar Dale: A significant contributor to the field of educational technology. *Educational Technology*, 47(6), 56.

## Webinar 5: Handout 2

# Materials to support PD: Guidance and examples

Teacher and educator professional development requires resources that are carefully designed. A list of materials is included below, along with tips for developing them.

- A **facilitator's guide** should include specific guidance on the content, activities and materials to be used during the training. Avoid verbatim scripting, but provided detailed, easy-to-read instructions for the facilitator. Format the guide in a way that is easy for trainers to follow, with instructions for them, and instructions for participants, clearly identified. Begin developing the facilitator's guide *several months* before the training takes place, since experience shows it takes time to develop a quality product. Establish a process and timeline for developing the guide, and identify by whom and when it will be reviewed, edited and designed.
- The **EGL program materials**, such as the teacher's guide and learner books, should be provided to all participants. *Training should not take place if a complete and final set of the teaching and learning materials that teachers will be expected to use are not available.* Avoid providing additional materials that the teacher will not use in the classroom, as experience indicates that they will distract teachers from the materials they need to learn to use in their classrooms, are likely to get lost and are unlikely to be used beyond the life of a project. If information is considered critical, consider incorporating it into the teacher's guide (e.g., an annex on guidance for conducting formative assessment) so that teaches can easily reference it.
- A **lesson observation checklist** is a helpful tool for guiding teacher trainees in providing critical and helpful feedback to each other, as well as for guiding trainers/facilitators in conducting formative assessment of trainees. This tool is meant to be used during a professional development workshop only. It includes a list of critical areas for observation. See an example lesson observation checklist in this handout.
- **Videos** and other technology can be useful in training teachers, especially if trainers themselves may not yet have mastered all techniques. Moreover, they provide a realistic example of teacher instruction. In places where videos have not been developed, you may be able to use videos from another country. Videos of teachers teaching EGL in multiple countries can be found here:
  - **Global Reading Network:** <https://globalreadingnetwork.net/eddata/multimedia-video-and-audio>

## Example of clear directions to training/workshop facilitator

Source: Creative Associates International (2016). Nigeria Northern Education Initiative Plus (NEI+) English Mu Karanta! Let's Read! Teacher's Guide. Available at [https://pdf.usaid.gov/pdf\\_docs/PA00N786.pdf](https://pdf.usaid.gov/pdf_docs/PA00N786.pdf)

### Sample Session

#### Introduction to MuKaranta! Let's Read! Materials: Teachers' Guide Walkthrough

(60 minutes – 10:15 – 11:00)

Tell participants that the reading curriculum is based on a specific scope and sequence that is unique to Hausa and English. It was written by individuals from the FMOE, NERDC, NCCE, Universities, Polytechnic, classroom teachers, and the Initiative. The **scope** is the content or what will be taught and the sequence is the order the content will be taught in. For this curriculum the scope is the letter/syllable sounds and the skills of reading while the sequence is the order in which they will be taught.

**Activity:** Have participants open their Hausa Teachers' Guide (P2 or P3) to the first two weeks of lessons, starting on page 1. Tell participants to look through the lessons and notice what letters and words are being taught and in what order. Ask, what do you notice about the letters being taught?

Participants should notice how many letters and the order the letters are being taught in and how each day learners will work with letters and words.

- What letters are taught first? (N is the first consonant and A is the first vowel)
- What letters are taught next?
- Do you see the content builds on what has come previously?
- What do you think we are doing on day 5?

Have participants open their **English Teachers' Guide (P3)**. How is this different from Hausa? How is it similar? Then have teachers look at the first two weeks of lessons, starting on page 1. Have the participants look through the lessons and notice what letters and words are being taught and in what order.

We use this order because we want learners to be able to read words as soon as possible we will teach the letters in an order based on frequency and the ability to form small common words. Skills will also be taught in order of difficulty, from easy to hard for each component of reading. This will be true for both languages. Talk briefly about the importance of **oral English in P2**– the idea is to build vocabulary and to practice speaking in English, since this makes it much easier to read English.

The sequence is carefully planned, strategic, and designed before activities and lessons are developed. Lessons build on previously taught information so that teachers must not skip any lessons.

Let teachers flip through the teachers' guides for 5 minutes to see if they have any questions and answer any questions that they have.

## Example layout for assisting trainers/facilitators in locating information

Source: FHI 360 (Undated). Teacher training manual: Formative assessment and classroom support. Nigeria Reading and Numeracy Activity (RANA).

### How to Use this Manual

**What is the objective of the training?**  
By the end of this training, teachers should be able to teach Hausa reading, using their RANA Teacher Guide and Pupil Book.

**Who should use this training manual?**  
This manual is designed for training facilitators only. Teachers do not need this manual. They can focus on the Teacher Guide and Pupil Book instead.

**How is the manual organized?**  
This training is organized into 3 separate days. The cover page for each day includes:

- daily objectives
- materials list

#### TRAINING DAY 1

**DAY 1 OBJECTIVES:**  
By the end of Day 1, participants will be able to:

- Describe key elements of a RANA lesson, including "Objectives" "We do, You do"
- Teach the following P1, Lesson 1 activities: songs, relate class words, letter sound movements, letter writing, and formative
- Describe the pedagogical purpose of each lesson activity they d
- Sing the songs *Wakar Haruffa* and *Wakar Gasayay*, and demonstrate sound movements for N, A, K, M, S, R, I, O, T, D.

**DAY 1 MATERIALS CHECKLIST:**

- sign-in sheet
- flip charts
- Markers
- Masking tape
- P1 Pupil Books
- P1 Teacher Guides
- Record chart: *Wakar Gasayay*

Before you begin the training each day, you should check the daily objectives and the materials list. You must understand the day's objectives and have the necessary materials prepared.

Each training day is subdivided into activities. Most activities last approximately an hour. Each activity heading provides:

- the time the activity should take
- the materials required
- the objective

Activity	Time	Materials	Objective
Lesson demonstration and discussion	9:30-10:00	1) P1 pupil books 2) Pencils	1) Participants will understand the structure Lesson 1 by participating in a lesson demonstration 2) Participants can explain the importance of lesson objectives and need assessment

Always check each activity heading to make sure you understand the expectations for the activity. Objectives are targeted around what *participants* can do, rather than what you do. In other words, objectives are only "achieved" if participant learning is evident. Note also that materials are listed the first time they are needed (for example, the first time that pupil books are distributed).

The manual also includes icons to remind facilitators about activity steps.

-  means introduce a concept
-  means write something on the board
-  means participants read the instructions in the Teacher Guide
-  means demonstrate a Teacher Guide activity
-  means small group practice of a Teacher Guide activity
-  means discussion
-  means energizer
-  means this activity should be done only if extra time is available.

The first six icons often appear in direct succession. That is because the training includes a repeating pattern of instruction:

1. Introduce a Teacher Guide activity
2. Write a teaching tip on the board
3. Ask participants to read the Teacher Guide activity aloud
4. Demonstrate the activity for participants
5. Ask participants to practice the activity in small groups
6. Discuss how the activity went

Understanding this order of activities will help you facilitate more easily.

### Example of information to include for trainers on materials to prepare in advance

Source: Creative Associates International (2016). English Mu Karanta! Let's Read! Teacher's Training Manual (p. 9). Nigeria Northern Education Initiative Plus (NEI+). Available at: [https://pdf.usaid.gov/pdf\\_docs/PA00N786.pdf](https://pdf.usaid.gov/pdf_docs/PA00N786.pdf)

**Administration and** logistics of the training are everyone's responsibility. Trainers are expected to be at the training venue one day before the training to ensure that the venue is ready and the training is ready to start on time on Day 1. Trainers are expected to complete a full report of the training the day immediately after the close of the training. This administration and logistics duties of the trainer are:

- Ensuring the training venue is set up
- All materials are at the venue on time
- Materials are distributed as per instructions
- Registration, attendance and pre and post surveys of trainees are administered
- The venue, including classrooms, toilets and other facilities are cleaned daily
- Health and safety of all participants is given high regard

## Lesson Observation Checklist for participants to use during training

Source: RTI International and the Malawi Institute of Education. (Undated). Malawi National Reading Programme. Training Manual for Chichewa Standard 1. Available at [http://shared.rti.org/content/malawi-national-reading-programme-training-manual-chichewa-standard-](http://shared.rti.org/content/malawi-national-reading-programme-training-manual-chichewa-standard-1)

1

Lesson Delivery	Always	Sometimes	Not at all
<b>Gradual Release of Responsibility (Using the I do, We do, You do model)</b>			
1 Did the presenter follow the I do?			
2 Did the presenter follow the We do? (done in unison with the learners)?			
3 Did the presenter follow the You do?			
4 Did the presenter follow the sequence of every lesson activity? (not skipping activities)			
a List 2 things the presenter did well during the implementation of the I do, We do, You do model:			
b List 2 things the presenter can improve in the implementation of the I do, We do, You do model:			
<b>Reading Components</b>			
5 Did the presenter include all the content in the lesson (target sounds, letters, words, sentences)			
a Name the reading component that was taught.			
b Preparation, language of instruction, and pacing			
6 Did the presenter prepare the necessary materials ahead of time and use them appropriately during the lesson?			
7 Did the presenter teach each segment of the lesson in the allocated time?			
8 Did the presenter use the language of instruction appropriately (if English, did the presenter use effective English teaching strategies (i.e. use gestures and actions to reinforce what was said, speak clearly, use realia, objects or pictures, teach learners to respond to classroom instruction, encourage learners to speak)?			
<b>Checking for Understanding</b>			
9 Did the presenter check for understanding during the lesson? (observing, listening, looking at learners' work, asking questions, etc.)			
10 List 1-3 ways the presenter checked for understanding:			
<b>Overall Feedback</b>			
12 What did you learn from watching this lesson delivery?			
13 Name two things that were done well.			
14 Name two things that could be improved			
15 How will you apply this reflection in your own teaching practice?			

## Webinar 5: Handout 3

# Professional Development Resources

The resources listed in other sessions and the ones listed below can be consulted when developing continuous professional development for EGR teachers and educators

### EGR Content & Instruction:

#### Examples of Students' Reading

- Examples of fluent and non-fluent readers (scroll down the page to find videos from Ghana and Jordan): <https://globalreadingnetwork.net/eddata/multimedia-video-and-audio>

#### Videos of Effective Instructional Strategies

- Videos of early grade reading instruction from many countries can be found here: <https://globalreadingnetwork.net/eddata/multimedia-video-and-audio>
- Cambodia (World Education) [https://www.youtube.com/watch?v=80CZLzsTzEM&index=12&list=PLIMfSiUPpWPEUVk4O9FyL3\\_OonTlcFVLr](https://www.youtube.com/watch?v=80CZLzsTzEM&index=12&list=PLIMfSiUPpWPEUVk4O9FyL3_OonTlcFVLr)
- Indonesia Prioritas (RTI International) <https://www.youtube.com/watch?v=yAsK29iFguw>; <https://www.youtube.com/watch?v=vFwnR6gOvyE>; <https://www.youtube.com/watch?v=dCV49uVj2uw>
- Audio and video files of EGL in countries in Africa, Latin America and Asia (Yemen) <https://globalreadingnetwork.net/eddata/multimedia-video-and-audio>
- Cambodia: Teacher implemented strategies and students reading [URL forthcoming]
- Rwanda: Examples of different levels of readers, instructional strategies for types of reading and reading practices (i.e. coral reading) [URL forthcoming]
- Papua New Guinea: instructional strategies: <https://www.youtube.com/user/pngteachingvideos>

#### Teacher Modeling

- Rwanda: Bridging to English, conducting a read aloud, developing a vocabulary tree [URL forthcoming]
- Scaffolding Instruction: Teaching by demonstrating what is expected and continuing to support learning <http://www.acpsk12.org/pl/coachs-cuts/gradual-release-model/>
- Indonesia: Read Aloud Guided Reading (RTI): <https://youtube.com/watch?v=yAsK29iFguw>

<https://youtube.com/watch?v=vFwnR6gOvye>  
<http://youtube.com/watch?v=dCV49uVj2uw>

### **Modalities and Teachers' Activities**

- Cambodia: Lesson study and teacher reflection [link forthcoming]
- USAID: Training Manual School-Based, Gender-Related Violence:  
[https://www.usaid.gov/sites/default/files/documents/1865/Doorways\\_III\\_Teachers\\_Manual.pdf](https://www.usaid.gov/sites/default/files/documents/1865/Doorways_III_Teachers_Manual.pdf)
- An inventory of rewrite the future resources (SAVE 2006) is one resources that can be used in development of PD. <https://tinyurl.com/y7kbn7lj>

### **Gender Equity (see additional resources in sessions on Instruction and Resources)**

- USAID: A guide for strengthening gender equality and inclusiveness in teaching and learning materials: <https://tinyurl.com/ybvwtall>
- IREX. (2018). Creating Supportive Learning Environments for Girls and Boys: A Guide for Educators. <https://www.irex.org/resource/creating-supportive-learning-environments-girls-and-boys-guide-educators>

### **Disability and Inclusive education (see resources in session on Instruction and throughout)**

#### **Professional Development Training Materials**

- The Foundations of Teaching, Save the Children  
**International Version:**  
[https://static.miraheze.org/foundationsofteachingwiki/2/2a/The\\_Foundations\\_of\\_Teaching.pdf](https://static.miraheze.org/foundationsofteachingwiki/2/2a/The_Foundations_of_Teaching.pdf)  
**Tanzania Version:**  
[https://resourcecentre.savethechildren.net/node/12438/pdf/10336\\_the\\_foundations\\_of\\_tanzanian\\_teaching\\_small\\_file\\_size.pdf](https://resourcecentre.savethechildren.net/node/12438/pdf/10336_the_foundations_of_tanzanian_teaching_small_file_size.pdf)
- The Inter-Agency Network for Education in Emergencies (INEE) provides resources on teacher PD including: Where It's Needed Most: Quality Professional Development for All Teachers and the Teachers in Crisis Contexts Training Pack. Access here:  
<https://inee.org/resources/where-its-needed-most-quality-professional-development-all-teachers>
- Ghana *Learning*: Term 2 and 3 Training Guides and Teacher Handouts (FHI 360) [URL forthcoming]
- Ethiopia READ TA: Teacher Training Manual Grades 1-3 (RTI International) [URL forthcoming]
- Kenya Tusome: Training Manual Grades 1, 2, and 3 Teacher Training (RTI International) [URL forthcoming]
- Nigeria Northern Education Initiative (NEI) Plus: (Creative Associates)  
**English Teacher's Guide\_P2 Terms 1, 2, and 3**  
[https://pdf.usaid.gov/pdf\\_docs/PA00N77X.pdf](https://pdf.usaid.gov/pdf_docs/PA00N77X.pdf)  
[https://pdf.usaid.gov/pdf\\_docs/PA00SXJP.pdf](https://pdf.usaid.gov/pdf_docs/PA00SXJP.pdf)

[https://pdf.usaid.gov/pdf\\_docs/PA00N77Z.pdf](https://pdf.usaid.gov/pdf_docs/PA00N77Z.pdf)

**Teacher's Guide\_P3, Terms 1, 2, and 3, English**

[https://pdf.usaid.gov/pdf\\_docs/PA00N781.pdf](https://pdf.usaid.gov/pdf_docs/PA00N781.pdf)

[https://pdf.usaid.gov/pdf\\_docs/PA00N782.pdf](https://pdf.usaid.gov/pdf_docs/PA00N782.pdf)

[https://pdf.usaid.gov/pdf\\_docs/PA00N782.pdf](https://pdf.usaid.gov/pdf_docs/PA00N782.pdf)

**Hausa Teacher's Guide\_ P1 Terms 1-3**

[https://pdf.usaid.gov/pdf\\_docs/PA00SZR8.pdf](https://pdf.usaid.gov/pdf_docs/PA00SZR8.pdf)

[https://pdf.usaid.gov/pdf\\_docs/PA00SZR9.pdf](https://pdf.usaid.gov/pdf_docs/PA00SZR9.pdf)

[https://pdf.usaid.gov/pdf\\_docs/PA00SZRC.pdf](https://pdf.usaid.gov/pdf_docs/PA00SZRC.pdf)

**Teacher's Guide\_P2, Terms 1 and 2**

[https://pdf.usaid.gov/pdf\\_docs/PA00SZRD.pdf](https://pdf.usaid.gov/pdf_docs/PA00SZRD.pdf)

[https://pdf.usaid.gov/pdf\\_docs/PA00SZRF.pdf](https://pdf.usaid.gov/pdf_docs/PA00SZRF.pdf)

**Teacher's Guide\_P3, Terms 1,2, and 3**

[https://pdf.usaid.gov/pdf\\_docs/PA00SZRG.pdf](https://pdf.usaid.gov/pdf_docs/PA00SZRG.pdf)

[https://pdf.usaid.gov/pdf\\_docs/PA00SZRH.pdf](https://pdf.usaid.gov/pdf_docs/PA00SZRH.pdf)

[https://pdf.usaid.gov/pdf\\_docs/PA00SZRJ.pdf](https://pdf.usaid.gov/pdf_docs/PA00SZRJ.pdf)

## Webinar 5: Handout 4

# Training tips and activities

### General best practices for EGL training

- **Training should be systematic, explicit and structured.** Just like the EGR instruction, training should be organized in such a way that the information is presented in a logistical and coherent manner, with new information and practices clearly explained. Trainers should go through the materials, activities and instructional approaches in detail, using a real lesson plan to guide participants through what they will need to do in the classroom. Daily objectives and session outcomes should be explicit. See example below.

#### Outcomes for day 3

By the end of the day:

1. Teachers will be able to deliver the handwriting lesson segment in a timely, engaging and correct manner.
2. Teachers will be able to effectively conduct formative assessment.
3. Teachers will simulate a complete lesson in a timely, engaging and correct manner, ensuring that pupils have understood the lesson.

*Source: Nigeria RARA Teacher Training Refresher Manual*

- **Provide trainers with clear guidance.** This should include the outcomes for each day and session, specific guidance on how to conduct activities, and information on how to assess participants' progress and adapt training as needed. Trainers should also be provided with strategies for contextualizing the content to the classroom environments. Sufficient training for trainers should be provided in advance of the teacher or coach training, to ensure they have mastered what they will teach. It is recommended that "master trainers" support the trainers at least initially, as the trainers themselves may be new to the EGR pedagogy and practices being taught.
- **Training/trainers should model instructional approaches they want teachers to use.** For example, trainers should utilize the gradual release model when they are teaching new instructional practices, so that trainees can observe how it is done. To emphasize this point, the Nigeria RARA teacher training facilitator's guide included the headings "I do," "We do," "You do," and under each heading were steps the facilitator was supposed to take.
- **Conduct the training with all the necessary teaching and learning materials.** Teachers, coaches and others who are trained will need to have all of the TLMs that they are expected to use in the classroom. The resources should be complete and NOT excerpts. Experience has also indicated that participants should not be provided with lots of supplementary handouts, as these can become overwhelming during the training. Rather, any useful tips for teachers can be integrated

into the teacher’s guide itself, so that they will easily be able to reference them in the future (and not lose them).

- **Design teacher trainer resources appropriately.** Just as the design of the teacher’s guide can greatly assist (or hinder) a teacher’s ability to effectively deliver a lesson, so, too, can the design of the trainer’s guide impact the trainer’s ability to effectively facilitate the sessions. Therefore, it’s important to plan for sufficient time to format the trainer’s guide. Helpful features include a clear indication of the amount of time and materials needed for each session, what (if anything) needs to be prepared in advance and the objectives of the session. Similar to the level of scripting of the teacher’s guide, it is recommended that the trainer’s guide not include verbatim scripting, but indicate what the trainer should do. Correct responses to prompts and questions that the trainer will ask participants should be included. It can also be helpful to clearly differentiate what the trainer is doing and what participants are doing for a given session. References to the materials teachers are using (e.g., the teacher’s guide and student reader) should be included in the trainer’s guide. It is highly recommended that trainers use the TLMS (and that they not be excerpted and put in the trainer’s guide) so that participants see the trainer use them.

## Activities

- **Assessment of teachers’ beliefs and practices.** Throughout training, activities can be used that provide information about the participants’ expectations, their beliefs and practices, and/or their concerns/questions. The information can be used to help the presenters adapt training to the needs of the teachers (i.e. contextualization, concepts to revisit, etc.). Sample ways for collecting the information include:

- **KWL chart:** have participants complete the first two sections of the chart related to the workshop. At the end of the day/overall workshop, participants complete the last section:

What I Know About Early Grades Literacy	What I Want to Learn About Early Grades Literacy	What I Learned About Early Grades Literacy

- **Pre-/post-workshop assessment:** Handout that includes a set of statements and participants check agree or disagree both before the first workshop sessions begins and at the end of the workshop:

Agree	Disagree	STATEMENT	Agree	Disagree
		1. It is important to model and practice new skills and strategies for students to be able to use independently (i.e. how to say the sounds in words to be able to read new words).		
		2. Students need to be able to independently read simple passages by the end of grade 1.		

		3. Even grade 1 students are able to answer inferential questions.		
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- **Parking Lot:** A “Parking Lot” is a place (such as a blank piece of flip chart paper) where participants and facilitators write questions/concerns they may have and would like addressed during the course of the training.
- **Activities** that integrate assessing participants’ knowledge. For example, observation form for providing feedback when participants practice. Providing short text for participants to identify the type of expository text (sequence, compare/contrast, description, cause/effect, problem/solution).
- **Ice breakers and energizers.** Ice breakers and energizers can be used to enliven a training (particularly after a break), to help participants get to know each and build camaraderie, and to reinforce aspects of the training content. For example, if the reading program includes songs, letter sounds or letter sound movements, these can be quickly conducted to start the day or after a break to help participants to commit them to memory. Other ideas for energizers include:
  - Songs with movements, rhymes, letter names and/or sounds, etc. (use what may be used in the lessons, as well as additional ones if appropriate)
  - Stretching exercises, cultural dances
  - Acting out poetry
  - Role play stories in the EGR materials
  - Sharing local riddles, folktales, etc.
  - “Get to know your partner” questions: Find someone who you do not know and ask her/him questions such as:
    - what does she/he do – principal, educator, coach, etc.
    - what has he/she read lately, what are favorite types of text (i.e., about nature, mysteries, historical novels, etc.). Then invite partners to introduce each other to the rest of the group.
- **Materials “scavenger hunt.”** A fun way to get trainees acquainted with the materials they will be using is to have them go on a “materials scavenger hunt.” This activity should take place on the first day of the training, before the materials have been explained in detail. The items participants go “hunting” for should be specific to the materials they receive. For example, participants can go on a hunt for a lesson on a particular letter or be asked to “find” the five parts of each lesson. Trainees can work in groups to go on the scavenger hunt. Small prizes can be provided to the winners. Then the trainer can walk participants through all of the materials in detail, explaining the purpose, content and design features of each.
- **Demonstrations and modelling.** Trainers should demonstrate how to conduct the different activities and approaches so teachers can literally “see how it’s done.” This means that trainers should in turn be provided with multiple opportunities to practice the new routines BEFORE they train others.

- **Lesson simulations and observations.** It's critical that participants spend an ample amount of time practicing lesson delivery. Lesson simulations should include lesson plans that have been written to support explicit teaching of literacy skills (i.e. syllable blending to read words). Use of locally available manipulatives (i.e. water bottle caps, seeds) should be integrated into practice. Just observing the instruction, or reading through the lesson plan, is insufficient. Lesson simulation can take place in pairs, in small groups, or with the whole training course. It is highly recommended that a "lesson observation checklist" be developed for participants to use when they practice lesson delivering. Participants also can use the "checklist" when they watch their colleagues demonstrate lessons. Then they can discuss each of the items after the demonstration. Participants can keep the observation checklists that their colleagues complete to review their progress over the course of the training. The trainers, too, can look through them to see how participants are progressing.
- **Pair work.** As teachers learn new information, it can be helpful for them to discuss and practice with a partner before asking them to stand up and demonstrate in front of a larger group. Some activity ideas include:
  - Think/Pair/Share: Participants first *think* about the question or concept individually. Next, they work in *pairs* and talk about their thoughts. Finally, a few participants *share* their conversation with the whole group.
  - Pair lesson delivery practice: Participants work in pairs to practice delivering a lesson plan. See example below.

#### **Pair lesson simulations**

- Pair participants and ask them to practice simulating the lesson segment of decoding sentences and passage reading.
- One person from each pair will be the teacher and the other will be the pupil. They should take turns being teachers and pupils so that each person in the pair gets to practice. They should provide feedback to each other on the following (if possible):
  - Time on task
  - Steps, scripts, directions from the teacher's guide; proper implementation following the teacher's guide
  - Pupil engagement
  - Formative assessment
  - Any questions resulting from teaching the lesson
- Debrief the activity

*Source: Nigeria RARA Teacher Training Refresher Manual*

- **Group work.** Once participants have gained familiarity with the new information, instructional approaches and materials, group practice can be a useful technique that simulates the classroom environment. Here’s an example from the *Nigeria RARA Teacher Training Refresher Manual*, which focuses as well on teacher-coach interaction, which trainees would be familiar with by the time of the refresher training.

#### **Simulations: Teacher, head teacher, SSO**

- Lesson Components: Sentence decoding and passage reading
- Each presenter should take a different lesson from the teacher’s guide.
- Appoint three participants to be the observers. The remaining participants are to assume the role of pupils. The observers should use the observation checklist, as well as the feedback items as follows:
  - 1 observer should take note of time on task (i.e., time spent on each segment of the lesson)
  - 1 observer should focus on proper implementation of the steps
  - 1 observer should take note of pupil engagement

- **Jigsaw.** Another group activity method is the “jigsaw.” Participants work in a group to complete the task. Each participant is given a different task to complete and share with the group. For example, each participant can be given a phonological/phonemic awareness skill (i.e., sentence segmentation, syllable blending, syllable segmenting, sound identification, sound blending, etc.). The participant then develops an activity and models it for the group.
- **Practice reading aloud.** Participants should have plentiful opportunities to practice reading aloud. This will give them an opportunity to become familiar with the stories they will read aloud to children, to practice their fluency and prosody, to practice holding the materials appropriately and turning pages, and to practice asking comprehension questions.

### **Monitoring participant learning**

Many strategies and activities can be used to assess participants’ level of understanding. The information can be used to provide timely feedback and to determine what needs to be reviewed/clarified. At the end of the workshop, the information can also be used to determine what follow-up support and training participants will need. Activities that can be used to monitor and assess learning include:

- **Ticket out the door.** Before a break or at the end of the day, provide participants with a question, a word to define or a reflection prompt related to the day’s objectives. These could be written on flip chart paper, a blackboard, an overhead projector or a plain piece of paper. Participants can then respond orally or in writing. Examples might include: What are the

components of fluency? What is one way to teach phonological awareness? What is the most important thing you learned during this session?

- **“Turn and talk”:** At the end of each session, participants can be invited to turn and talk with a partner about a particular topic (the facilitator can pose specific questions), what they have learned, what they still have questions about, etc.
- **Quickwrite.** Participants are given three minutes to write about a concept, strategy, etc. (e.g., What is the difference between phonological awareness and phonemic awareness? Why is the ability to match letter names/sounds important when learning to read?)
- **Processing activities:**
  - Given 5 expository passages, participants work in groups to identify which text structure is used for each (i.e., sequence, compare/contrast, descriptive, cause/effect, problem/solution)
  - Word sort: Given header cards for the components of reading and writing, sort the remaining word cards so that they match the related component.
  - Graphic organizers: Upon completion of a section, participants select and complete a graphic organizer to represent what has been learned.
- **Exit slips.** Exit slips are a relatively simple and easy way to monitor trainee learning and inform ongoing instruction throughout a workshop. At the end of each day, or after selected sessions, participants fill out a short “exit slip” to be reviewed by the trainers. The questions can be written on a flip chart or on a PowerPoint, and participants can copy and answer on a piece of paper from a notebook, tear out the paper and give it to the trainer. They can write their names on them or submit them anonymously. See example below from the Nigeria RARA teacher training guide.

**Exit slip**

Two things I learned today:

1. \_\_\_\_\_

2. \_\_\_\_\_

One thing I still have questions about:

1. \_\_\_\_\_

**Exit Slip**

1. What is phonological awareness?

2. How does phonological awareness support children in learning to read?

- **Think-Pair-Share.** This activity facilitates monitoring and sharing among participants.

**Ask participants to Think and Pair** (with a partner) on the following three incomplete statements. After, invite participants to share (either to the whole group, or to write their responses to share with the trainer, anonymously or not).

I am feeling \_\_\_\_\_ about the training.

I have questions about \_\_\_\_\_

I am excited about the following activity I have learned: \_\_\_\_\_

### Activities that Support Gender and Inclusive Practices

- **Gender**
  - Based on their gender, participants first talk about their roles in society. Next, the participants take the perspective of the opposite gender and talk about what their roles would be (i.e. a female discusses what she would be doing if she were a male).
  - Participants review the resources they will be expected to use and identify texts and pictures that are gender equitable or represent gender in non-traditional or non-stereotypical ways.
  - Participants discuss ways to communicate and support gender equity in the classroom (i.e. opportunities to have special tasks/duties in the classroom, call on both females and males to respond).
- **Inclusion**
  - Participants discuss how to create an inclusive classroom.
  - Participants review the materials and identify texts and pictures that represent diversity (families/children from different cultural groups students with disabilities, etc.).
  - Participants discuss ways to support diversity in the classroom (i.e. struggling readers, children who do not speak the language of instruction, children with disabilities, etc.) in the classroom.
  - If developed, participants review primary materials that support inclusion (i.e. large print books).

### Activities that support educators working in crisis and conflict areas

- Where indicated, provide practice in working with non-formal EGL materials
- Provide a holistic approach; help teachers develop skills for providing support to children; provide practice in strategies for developing social-emotional and psychosocial skills to help teachers and students who are experience distress, and conflict resolution
- Discuss factors that contribute to mental health and well-being and how to identify signs of distress
- Help teachers identify safe places to take children when necessary.



## Webinar 5: Handout 5

# Literacy Skills in the Primary School: A graduate certificate course for teacher educators, researchers and national stakeholders

The Northern Education Initiative Plus has worked closely with numerous stakeholders from the Nigerian Educational Research and Development Council (NERDC), the National Commission of Colleges of Education (NCCE), colleges of education in Sokoto and Bauchi, State and Federal Ministries of Education and the State Universal Basic Education Boards (SUBEBs) in both Sokoto and Bauchi states to develop a program of early reading in Hausa for primary grades 1-3, *Mu Karanta!* and for the transition to English in primary 2-3 *Let's Read!* After only a few months of implementation of *Mu Karanta! Let's Read!* in primary classrooms interest in the program is high not only in the two states in which the program operates but also in other states where Hausa is the language of the environment (the language of instruction in primary 1-3).

The need for improving the expertise of Nigerian educators in the design, delivery, monitoring and assessment of early grade reading in the primary grades is acute. Initiative-supported educators in Bauchi and Sokoto, along with some key federal partner experts have gained key skills and knowledge in how to design and teach a program of early grade reading in Hausa and then transition students to learning to read in English through various project activities including: training activities, materials development of the primary 1-3 teacher guides, as well as the pupil books and the coaching guide. In February 2017, 43 college educators and one provost participated in a pre-service pilot course design, which further built skills and knowledge among these key Nigerian educators. This is a good foundation on which to build a strong cadre of early grade reading expertise in the northern states. The next step was to provide additional support to further build and sustain the expertise of these practitioners as well as that of selected federal partners. The development of these educators is a critical step on the route to system strengthening for national expertise in early grade reading for the long-term improvement of primary education in the country.

The Initiative is supporting two cohorts of an introductory graduate level course of approximately 45 hours for selected individuals from the State and Federal levels. Cohort one was completed August-December 2017, and cohort two will take place August-December 2018. This course forms the link between skills and knowledge acquired through training, implementation and personal study - and a new graduate-level course developed by Florida State University Reading faculty. Upon completion of the course requirements, participants receive a certificate and letter of course completion from Florida State University.

As a blended instructional experience focused on developing content and pedagogical knowledge as well as reflective practitioner and personal research skills, this course builds upon the skills and knowledge participants have attained through being master trainers, TOTs, and materials developers.

## A. Syllabus

### Unit 1: Modules 1-6

#### 1. Day 1

- a. Opening Ceremonies (8:30-11:00)
- b. Introduction/Overview of course (11:30-1:00)
- c. Course parameters/Curriculum framework/Research Component (2:30-3:15)
- d. What is Literacy? (3:15-4:00)
- e. Assignment: Readings for Day 2: Findings of the National Reading Panel; Principles of Instruction

#### 2. Day 2

- a. **Introduction to Reading & Reading Instruction** (8:30-11:00)
  - i. What is reading? Why is the teaching of reading important?
  - ii. What is skilled reading?
  - iii. 5+2 Components of Reading Instruction
  - iv. Reflective Journaling
- b. **Cognitive Development and Reading** (11:30-1:00; 2:30-3:30)
  - i. How the Brain Processes Information (cognitive models of reading)
  - ii. Approaches to teach Reading (whole language verses systematic instruction)
  - iii. Characteristics of Good Readers
  - iv. Gradual Release Model
  - v. Reflective Journaling
- c. Discussion of Research Component (3:30-4:00)
- d. Assignment: Choose and summarize Research Topic/Question

#### 3. Day 3

- a. **School Readiness and Concepts of Print** (8:30-11:00)
  - i. Home Literacy Environment and Parent/Community Support
  - ii. Concepts of Print
  - iii. Reflective Journaling
- b. **Oral Language and Vocabulary** (11:30-1:00; 2:30-3:00)
  - i. Language Skills and Reading
  - ii. The Importance of Oral Language
  - iii. Vocabulary Instructional Strategies
  - iv. Reflective Journaling
- c. Interactive Read Aloud (3:00-3:30)
- d. Discussion and Reflections (3:30-4:00)
- e. Assignment: Tiered Vocabulary

#### 4. Day 4

- a. **Second Language Acquisition and Reading** (8:30-11:00)
  - i. First Language Development
  - ii. Second Language Acquisition

- iii. Cummins Model of Language Proficiency
- iv. Reflective Journaling
- b. **Introduction to *Mu Karanta! Let's Read!* Curriculum** (11:30-1:00; 2:30-3:30)
  - i. 5Ts and C
  - ii. *Mu Karanta! Let's Read!*
  - iii. Reflective Journaling
- c. Independent Research Support (3:30-4:00)
  - i. First presentations due in 3 weeks
- d. Assignments: Child Report; Preliminary Research Findings (research article summaries)

## Unit 2: Modules 7-11

### 1. Day 1

- a. Independent (5 minute) Research presentations (8:30-11:00)
- b. **Phonological/Phonemic Awareness** (11:30-1:00; 2:30-3:30)
  - i. The importance of phonological and phonemic awareness in reading
  - ii. Systematic and explicit instruction of phonological and phonemic awareness
  - iii. Reflective Journaling
- c. Discussion of Research Component (3:30-4:00)

### 2. Day 2

- a. **Word Identification** (8:30-11:00)
  - i. What is Phonics?
  - ii. Blending to Read Words
  - iii. Phonics Instruction
  - iv. Reflective Journaling
- b. **Writing** (11:30-1:00; 2:30-3:30)
  - i. Emergent Writing & Spelling Development
  - ii. Segmenting to Spell and Write Words
  - iii. The Link Between Reading and Writing
  - iv. 5 Types of Writing Instruction
  - v. The Writing Process
  - vi. Reflective Journaling
- c. Discussion and Reflections (3:30-4:00)

### 3. Day 3

- a. **Fluency** (8:30-11:00)
  - i. Components of Reading Fluency
  - ii. Reading Fluency Instructional Strategies
  - iii. Link Between Fluency and Comprehension
  - iv. Reflective journaling
- b. **Listening and Reading Comprehension** (11:30-1:00; 2:30-3:30)
  - i. Goal of Reading
  - ii. Bloom's Taxonomy
  - iii. Reflective Journaling
- c. Independent Research Support (3:30-4:00)
  - i. Second presentations due in 3 weeks
- d. Assignment: Research paper draft

### Unit 3: Modules 12-16

#### 1. Day 1

- a. Independent (5 minute) Research Presentations (8:30-11:00)
- b. **Comprehension Strategies** (11:30-1:00; 2:30-3:30)
  - i. General Reading Strategies
  - ii. Text Structure and Comprehension: Narrative and Expository
  - iii. Reflective journaling
- c. Discussion of Research Component (3:30-4:00)

#### 2. Day 2

- a. **Assessment** (8:30-11:00)
  - i. What is Assessment?
  - ii. Types of Assessment
  - iii. Using Assessment to Guide Instruction
  - iv. Reflective Journaling
- b. **Assessing Early Grade Reading** (11:30-1:00; 2:30-3:30)
  - i. Phonemic Awareness
  - ii. Decoding
  - iii. Oral Reading Fluency
  - iv. Comprehension
  - v. Reflective Journaling
- c. Discussion and Reflections (3:30-4:00)

#### 3. Day 3

- a. **Assessing Student Teachers & Evaluating Programs** (8:30-11:00)
  - i. Tests/Exams and Teaching Practice
  - ii. Evaluating Program Effectiveness
  - iii. Reflective Journaling
- b. **Community, Policy, and Sensitivity** (11:30-1:00; 2:30-3:30)
  - i. Community Outreach
  - ii. Reading Policies
  - iii. Gender Sensitivity
  - iv. Conflict Sensitivity
- c. Independent Research Support (3:30-4:00)
  - i. Final papers and presentations due in 3 weeks
- d. Assignment: Research paper final revisions; Presentations via email

### Unit 4: Final Presentations and Certificate Ceremony

#### 1. Day 1

- a. Children's Literature (8:30-11:00)
- b. Independent Research Presentations (11:30-1:00)
- c. Independent Research Presentations (2:30-4:00)

#### 2. Day 2

- a. Independent Research Presentations (8:30-11:00)
- b. Independent Research Presentations (11:30-1:00)
- c. Independent Research Presentations (2:30-4:00)

#### 3. Day 3

- a. Opening Ceremonies (8:30-11:00)

- b. Certificate Ceremony (11:30-12:30)
- c. Closing Ceremonies (12:30-1:30)

## **B. Learning Outcomes**

**At the end of this course, participants will be able to:**

1. Complete independent research in a chosen topic area using appropriate professional writing methods.
2. Create and present three (3) presentations using visual aids, based on personal research.
3. Reflect on their personal reading experiences, explain the purpose for this course, and summarize why reading is important.
4. Explain the role oral language plays in reading and writing development, design instruction that fosters oral language development in young children, and demonstrate instructional practices for vocabulary.
5. Recognize the stages of first language development, compare the six stages of language acquisition, discuss the transfer of skills from first language to second language(s), design instructional activities for each stage of acquisition, and understand/apply the Cummins Model of Language Proficiency.
6. Name the 5 Ts and C of effective reading instruction, identify how the 5 Ts are applied in early grade reading classrooms, evaluate how the component skills of reading are taught in the *Mu Karanta!* and *Let's Read!* curricula.
7. Distinguish between phonological and phonemic awareness, explain why phonological and phonemic awareness is important in learning to read.
8. Explain what systematic and explicit instruction means in terms of the developmental progression of literacy skills.
9. Identify the characteristics of a print-rich environment, discuss the ways home literacy practices can support children's readiness for school, explain how parents and the community can support young children in learning to read, discuss the key ideas related to concepts of print, and identify developmental indications of concepts of print.
10. Discuss the importance of phonics for reading, explain how phonemic awareness supports phonics skills, identify what skills are important for instruction, and demonstrate instructional strategies for phonics instruction.
11. Discuss the link between reading and writing, explain why writing improves reading comprehension, explain each of the 5 types of instruction, discuss how the 5 types of instruction align with the Gradual Release Model, develop lessons for the 5 types of writing instruction, discuss the steps in the writing process, and describe the type of instruction appropriate for each phase of spelling development.
12. Explain the importance of fluent reading, describe the components of reading fluency, compare techniques for building pupils' reading fluency, and explain the importance of reading fluency for comprehension.
13. Explain the three major areas of concern for comprehension, discuss the impact of low vocabulary skills on reading comprehension, discuss the six domains of Bloom's Taxonomy, and construct questions for each level of Bloom's Taxonomy for a given story.
14. Identify and teach key comprehension strategies, demonstrate methods of teaching text comprehension strategies, discuss graphic organizers associated with narrative and expository text structures, and create narrative story maps.
15. Distinguish between formative/summative, formal/informal, and norm-referenced/criterion-referenced assessments; identify the purpose and benefits of early grade reading assessment;

identify appropriate assessments for each component of reading instruction; and determine appropriate instruction based on assessment results (case studies).

16. Discuss ways to assess student teachers, design observation protocols, and understand ways to evaluate the effectiveness of a program.
17. Understand role of community in supporting early grade reading and develop methods of reforming policy.
18. Understand the importance of inclusive education policies which allow girls, minorities and students with disabilities to learn.
19. Discuss the importance of socio-emotional teaching and learning in the context of education in conflict areas.
20. Explain the purposes of children's literature, distinguish the genres and types of children's literature, identify literature appropriate for specific children's age levels/developmental stages, and explain how children's literature supports literacy skills development.

### **Modes of Delivery**

This course is delivered through a combination of face-to-face instruction in Nigeria, online course work, and presentation of an independent research paper. There are 45 total course hours of face-to-face instruction on module topics, online (distance) support for research, and face-to-face research meetings during each of the four sessions.

Course teachers include Florida State University education faculty Drs. Adrienne Barnes and Marion Fesmire, who both have extensive field experience and doctoral degrees that focus on reading/literacy instruction.

### **Selection Criteria**

1. At least 50% female enrollment
2. 2 years of experience working on an early grade reading activity such as RARA, EGRA, NEI Plus etc.
3. Proof of a Bachelor's degree (or higher) in education or related field (e.g. Hausa, English or Education)
4. Completed application form and submission of all relevant supporting documents
5. A total of 2 cohorts, with spaces reserved for specific institutions and partners.
6. Work experience in State or Federal Education Institutions or organizations.
7. A command of written and spoken English – as English is the LOI for Nigerian Universities.

**Webinar 5: Handout 6**  
**EGR program planning tool**

**TEACHER & EDUCATOR CPD: Key activities, questions and considerations**

**Purpose of this tool:**

The purpose of this worksheet is to assist early grade reading teams as they plan and implement their programs. Designed to guide initial discussions and decisions about program design, implementation, monitoring and evaluation, the worksheet includes a list of key activities, questions and considerations related to a specific topic. EGR teams are encouraged to complete the worksheet as a team, so all stakeholders' and collaborators' ideas can be considered. More detailed planning related to each topic and key activity would then follow.

**How to use this tool:**

1. Review the list of key activities for each topic, at different stages of the program cycle
2. Read and review the key considerations that will guide your planning
3. In the "Your program experience and plans" column, for each key activity:
  - a. identify steps or tasks that your team will undertake to carry out the activity. Identify key collaborators and people responsible.  
*If you have already undertaken a particular activity:*
    - i. identify lessons learned or guidance that may inform scale up of the program, or that could be shared with others in a similar context (either within the same country or in another country)
    - ii. identify how you might need to modify an approach if you have encountered challenges during initial implementation, or if monitoring and evaluation has indicated the approach has not been effective
    - iii. identify how your approach might need to be modified when the program is scaled up
  - b. Identify specific challenges with respect to each activity or key consideration. What actions need to be taken and what strategies may need to be undertaken to address them?

## TEACHER PROFESSIONAL DEVELOPMENT

Key activities	Questions & considerations to guide planning	Your program experience & plans
<b>1. Become familiar with the EGR program</b>	<ul style="list-style-type: none"> <li>• What are the goals of the EGR program?</li> <li>• What are major activities of the EGR program?</li> <li>• What grades/classes are the focus of the EGR program?</li> <li>• What languages will teachers be teaching children to read?</li> <li>• What should teachers know and be able to do to implement the program?</li> <li>• What EGR materials and resources (i.e., scope &amp; sequence, teacher’s guide, student book, etc.) will teachers need to use?</li> <li>• What instructional, learning and assessment strategies are used?</li> </ul>	
<b>2. Become familiar with the existing systems that provide training and support</b>	<ul style="list-style-type: none"> <li>• What are the in-country policies related to PD?</li> <li>• Who provides ongoing PD in the country (i.e. MOE, in-country private organizations, Teacher Training Institute, etc.)?</li> <li>• What systems and supports are available to build sustainability?</li> </ul>	
<b>3. Identify teacher PD needs</b>	<ul style="list-style-type: none"> <li>• What are the gaps in teacher knowledge of in terms of EGR content, instruction and assessment (among other topics)? (Conduct or review existing classroom observation data regarding teacher practices.)</li> <li>• What are teacher’s knowledge and beliefs about student learning? About children with disabilities? About gender equitable instruction?</li> <li>• What are the language needs of the teachers? (Assess teacher language competencies if needed.)</li> </ul>	
<b>3. Identify who needs to be trained</b>	<ul style="list-style-type: none"> <li>• Who needs training at the following levels and institutions? Common actors include:                             <ul style="list-style-type: none"> <li>○ national ministry of education personnel responsible for curriculum development, materials development, assessment, monitoring and evaluation, among other areas</li> <li>○ teacher pre-service training institution personnel</li> <li>○ sub-national ministry of education personnel (e.g., district authorities, school supervisors, etc.)</li> <li>○ schools staff (head teachers, teachers)</li> <li>○ community actors (e.g., school-based management committees, education NGOs, etc.)</li> </ul> </li> </ul>	
<b>4. Identify PD needs for in-service and pre-service levels</b>	<ul style="list-style-type: none"> <li>• What do the different personnel need to be trained on? (See list of potential topics in Session 4 PowerPoint and Handout 1.) Note that training content may be the same for different individuals, but may also differ depending on their roles, responsibilities and needs.</li> </ul>	

## TEACHER PROFESSIONAL DEVELOPMENT

Key activities	Questions & considerations to guide planning	Your program experience & plans
	<ul style="list-style-type: none"> <li>• How will pre- and in-service PD align and complement each other?</li> </ul>	
<b>5. Conduct an analysis of available PD</b>	<ul style="list-style-type: none"> <li>• What professional development opportunities currently exist (or have recently been conducted)?</li> <li>• What PD has been conducted related to the new EGR program/practices?</li> <li>• What is currently being taught in the pre-service or other types of teacher training programs (i.e., teacher training institutes)?</li> <li>• What needs to be reviewed? What is new?</li> </ul>	
<b>6. Conduct analysis of available professional development staff</b>	<ul style="list-style-type: none"> <li>• How many teachers need to be trained? Based on number of teachers to be trained, how many trainers are needed?</li> <li>• What human resources are available for providing PD? Who in-country has the knowledge and skills for conducting PD on EGR topics, as well as cross-cutting issues including gender and disabilities, and inclusive pedagogy?</li> <li>• What are the gaps? What other personnel resources are available to fill the gaps (i.e., outside consultants, NGO staff, etc.).</li> <li>• Who should conduct the trainings? How should these people be prepared?</li> </ul>	
<b>7. Identify parameters of teacher PD, including: when teachers (and others) will be trained, for how long, and by whom</b>	<ul style="list-style-type: none"> <li>• Based on analysis, what PD modalities (types) are needed (i.e., initial training in a workshop setting, refresher, coaching, small group-based, peer learning, etc.)?</li> <li>• Based on the content of PD, type, and availability of PD personnel, where should training take place (i.e., regional, cluster, school, etc.)? Consider issues specific to women’s mobility and safety.</li> <li>• How should training and PD be provided? (e.g., formal workshops, school-based workshops, one-on-one coaching, etc.)</li> <li>• How many days of training need to be provided? How much time each day? Does the training accommodate the needs of parents with childcare responsibilities, particularly mothers?</li> <li>• What topics should be included in initial training? During school-based trainings/meetings?</li> <li>• For rural areas and schools located in crisis/conflict areas, how will PD be provided? For pastoral areas?</li> </ul>	
<b>8. Identify EGR resources needed for teacher training and PD</b>	<ul style="list-style-type: none"> <li>• What materials do teachers need to be trained to use (i.e., teacher’s guide, student book, decodable and leveled books, resources for children with disabilities, or other resources) exist that will need to be incorporated into the training/PD?</li> </ul>	

## TEACHER PROFESSIONAL DEVELOPMENT

Key activities	Questions & considerations to guide planning	Your program experience & plans
	<ul style="list-style-type: none"> <li>• Are there supplemental resources (i.e., teacher toolkit) for teachers who are in pastoral or crisis/conflict regions?</li> <li>• What resources need to be developed to guide and support trainers (e.g., a trainer guide)? Who will develop them and what is the process and timeline for doing so?</li> </ul>	
<b>9. Identify ongoing professional development and supports for successful implementation and sustainability</b>	<ul style="list-style-type: none"> <li>• What follow-up PD is needed? Identify both content and modality.</li> <li>• Who is available to provide ongoing support (i.e., head teacher, coach, peer teacher, project staff, trainers or others)?</li> <li>• What motivation and incentives for engaging in PD are available? What could be provided that is appropriate, feasible and sustainable for the context?</li> </ul>	
<b>10. Develop plan for monitoring and evaluating teacher PD; conduct M&amp;E and use it to inform ongoing PD efforts</b>	<ul style="list-style-type: none"> <li>• Who will conduct M&amp;E?</li> <li>• What type(s) of data will be collected (i.e. implementation of materials, use of scripts, assessment of student outcomes, etc.)? What data is required by USAID?</li> <li>• Who will be trained? How will they be trained?</li> <li>• What is the schedule for data collection?</li> <li>• Where will the data be collected (i.e., all schools, randomly selected schools)?</li> <li>• How will the data be used (i.e. to inform materials revision, and to determine teachers' needs, follow-up training and support, provide feedback to teachers, etc.)?</li> </ul>	



## Webinar 5: Teacher and educator professional development in EGR programs

### Resources and References

**This list was compiled by Reading within REACH, in collaboration with the Global Reading Network. It accompanies the webinar delivered on July 30, 2019.**

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### Resources on ICT and instruction

- All Children Reading Grand Challenge for Development. Focused on supporting innovative and effective uses of technology to improve early grade reading. See list of awards and prize competitions and read evaluations at: <https://allchildrenreading.org/>
- Piper, B., Simmons Zuilkowski, S., Kwayumba, D. & Strigel, C. (2016). Does technology improve reading outcomes? Comparing the effectiveness and cost-effectiveness of ICT interventions for early grade reading in Kenya. *International Journal of Educational Development*, 49, 204–214. Available at <https://www.sciencedirect.com/science/article/pii/S0738059316300293>
- Papaya application:
  - Ethiopia: <https://www.rti.org/impact/improving-reading-and-writing-ethiopia>
  - Uganda example: [https://play.google.com/store/apps/details?id=org.rti.papayaUganda&hl=en\\_US](https://play.google.com/store/apps/details?id=org.rti.papayaUganda&hl=en_US)
  - RTI International (no date). Technology for Education and Training. Available at [https://www.rti.org/sites/default/files/brochures/ict\\_ed\\_training.pdf](https://www.rti.org/sites/default/files/brochures/ict_ed_training.pdf)
- Ralaingita, W. (2017). Using ICT to support evidence-informed instruction. *Presentation at the Open Learning Exchange (OLE) conference in Kathmandu, Nepal*. Available at <http://shared.rti.org/content/using-ict-support-evidence-informed-instruction-presentation>
- Stepping Stone mobile app (ACR-GCD awardee): <http://sstone.edc.org/>
- Strigel, C. (2018) Mobile resources to promote teacher efficacy in teaching children with disabilities in Ethiopia. *Presentation at the annual conference of the Comparative International Education Society (CIES)*. Mexico City, Mexico. Available at <http://shared.rti.org/search/site/Strigel%20Ethiopia>

### Interactive Audio Instruction (IAI):

- Christina, R. Waves of Change: Using Interactive Audio Instruction to Support the Hardest to Reach. Available at <http://ltd.edc.org/waves-of-change>

- Christina, R. & Louge, N. (2014). Expanding Access to Early Childhood Development Using Interactive Audio Instruction. Available at <http://idd.edc.org/resources/publications/expanding-access-early-childhood-development-using-interactive-audio-instru-0>

**SMS:**

- Jukes, et al. (2017). Improving Literacy Instruction in Kenya Through Teacher Professional Development and Text Messages Support: A Cluster Randomized Trial. Journal of Research on Educational Effectiveness. Volume 10, Issue 3. Available at <https://www.tandfonline.com/doi/abs/10.1080/19345747.2016.1221487?journalCode=uree20>
- Kipp, S. (2017). Low-cost, familiar tech for teacher support: Evidence from a SMS campaign for early grade teachers in Malawi. Presentation at the annual conference at the Comparative International Education Society (CIES). Atlanta, Georgia. Available at <http://shared.rti.org/content/low-cost-familiar-tech-teacher-support-evidence-sms-campaign-early-grade-teachers-malawi>
- Tangerine:Class (for teacher-conducted assessment) and Tangerine:Tutor (for coaches) [www.tangerinecentral.org](http://www.tangerinecentral.org)
- HearScreen: Hearing and vision screening app: <http://shared.rti.org/content/invisible-classroom-addressing-reading-hurdles-low-vision-and-hard-hearing-students-0>

## Webinar 5: Handout 8

### Coaching and supervision systems (and tools) to coach—not just collect data

As part of the USAID All Children Reading/Lecture Pour Tous project in support of the Senegalese national reading program, the Lecture Pour Tous team led by Chemonics International assisted the Ministry of National Education to make some key early decisions when designing the initial instructional coaching and supervision framework. These decisions are described below. The Lecture Pour Tous program is currently testing the coaching approach in half the country and anticipates adjusting it as needed to craft a system that is both effective in improving teacher instructional practice for reading and writing and sustainable by the government.

The first key decision was to have a feasible and cohesive strategy that would greatly increase the likelihood that teachers would receive coaching sessions at least twice a month, while at the same time identifying a way to provide support and quality oversight to coaching. Knowing that the limited number of ministry inspectors would not be able to make enough teacher visits, the solution adopted was to train school directors as coaches. At the same time, inspectors play a complementary role monitoring and supporting the coaches. Inspectors also do some direct coaching, both for teachers in schools that are struggling more than average and for school directors who themselves are also early grade teachers (roughly 20% of cases). The aim is for every school – teacher and director/coach – to receive an inspector visit at least once a quarter when school is in session, totaling three times per year. (In places where the director is also the teacher or where more support is needed, inspectors might visit a school twice per month.) In addition to providing pedagogical support to teachers, directors and inspectors both are to assess and monitor student reading levels. These roles fall within both the inspectors’ and the directors’ current job descriptions, even if these may be updated following the coaching pilot to render certain aspects more explicit. (Fuel costs for higher-frequency inspector visits are subsidized in part by USAID as the Ministry tests this

Nom de l'école :	Code de l'école :	Date :	N° de séance de coaching cette année pour cet(te) enseignant(e) :
Nom du coach :		Poste occupé par le coach (entourer ce qui convient) :	
Nom de l'enseignant(e) :		N° de Leçon observée :	LI de l'école :

**A. Quelques observations spécifiques**  
*Cocher la case OUI si l'enseignant(e) a fait à peu près ce qu'on lui demande ou NON s'il n'a pas tellement suivi. Sous « Commentaires » noter les exemples où l'enseignant(e) a bien fait, et des exemples de choses à améliorer. Noter également sous « Commentaires » des exceptions de la notation ; par ex si l'enseignant a bien fait en général mais a oublié un aspect : cocher « OUI » mais noter l'oubli.*

Éléments d'observation	Oui	Non	Commentaires
1. En ce qui concerne le numéro de leçon, l'enseignant(e) est à peu près au niveau où il devrait être dans le planning pour l'année.			
2. L'enseignant(e) est en possession de tous les supports nécessaires à la leçon du jour (Guide de l'enseignant, textes à lire à haute voix, l'outil de l'élève, la planche-alphabet).			
3. L'enseignant(e) a le guide sous les yeux.			
4. L'enseignant(e) couvre toutes les étapes prévues pour la leçon.			
5. L'enseignant(e) facilite bien tous les éléments de chaque étape de la leçon.			
6. L'enseignant(e) respecte l'approche « je fais, nous faisons, tu fais ».			
7. Tous les élèves utilisent leur outil pendant la leçon.			

B. D'autres observations notées pendant la leçon	
Considérer entre autres:	
<ul style="list-style-type: none"> <li>• la gestion du temps par l'enseignant(e) ;</li> <li>• l'implication de chaque élève ;</li> <li>• le rythme de la leçon selon la durée des étapes ;</li> <li>• l'utilisation correcte de la langue nationale ;</li> <li>• la bonne expression des sons et des syllabes ;</li> <li>• le contrôle de la compréhension des élèves</li> <li>• etc.</li> </ul>	

C. Résultats du feedback et la discussion avec l'enseignant(e) après la leçon	
1. Identifier les trois meilleures choses faites par l'enseignant(e)	
2. Identifier les trois aspects prioritaires que l'enseignant(e) doit améliorer.	
3. Propositions pratiques pour que le coach s'améliore avant la séance suivante de coaching.	

model and begins examining how to cover an increased transport budget as part of policy reform moving forward.) This system is rounded out by the existing policy – that the program is helping to operationalize – of teacher peer-learning and professional development sessions (*cellules d’animation pédagogique*, or CAP) that take place at the school at least once a month with support from the director and between multiple schools (clustered) at a localized level once a quarter with support from an inspector to discuss shared questions and practice techniques and lessons related to the reading instructional approach and materials.

The second key decision program stakeholders made early on was to find a way to get the data needed on teacher and coaching practice without the drive for data overshadowing the greater need for good coaching. In this case, the solution being tested is to provide the school director – as the teacher’s primary coach – with a simplified lesson observation and post-observation coaching tool. This one-page sheet (see thumbnail) guides the observation and coaching session with a few key tips and prompting questions, and allows both the director and teacher to track main areas of improvement. However, it does not overburden the director with data collection in a way that prevents him/her from actively observing and engaging with the teacher during the session as a true coach. Instead, the inspectors on their quarterly visits administer the much more detailed teacher practice observation tool that feeds into program systems for performance monitoring to inform and improve future training and materials as well as to better differentiate in the support inspectors give to teachers and their directors.

Early experience with the new coaching model has demonstrated that there are yet many challenges to implementing any instructional coaching scheme at scale, and several conditions needed to make it successful. In the first few months after launching the effort with 50% of first grade public school teachers in four regions, over 75% of the school directors observed by inspectors demonstrated good coaching techniques, but only half of inspectors had visited a school and less than half of all teachers had a first coaching session. Only some school districts organized CAP professional development sessions. One problem during this period was an inspector’s strike that halted visits in some zones; thus, clearly one of the conditions for coaching to work – with the support it requires – is the absence of such interruptions and an inspector corps that feels it has what it needs to do its job. Additionally, better planning at the level of each departmental-level inspection office is required to more clearly chart out the schedule for inspector visits and cluster-level CAPs, with additional initial technical support from the project to do so. Finally, the early experiences with this coaching model clearly substantiate existing evidence showing the importance of follow-up, especially at the beginning of reform implementation before it becomes routine. In the Senegalese case this is done through joint missions of project staff embedded with the Ministry at the departmental and regional levels together with the persons within these inspectorates whose job it is to ensure fidelity of implementation of reforms in her/his zone.

Overall, these early experiences with testing the model in Senegal underscore the importance of systematic engagement from all levels of the education system to increase implementation, even when coaching is primarily school-based and coaches show relatively high levels of technical competency.

Source: Swift-Morgan, J. (2018). Chemonics International. Written communication to Reading within REACH.

*Related resource: Chemonics International. (2017) Guide du Coaching et de la Supervision de la Proximité. Première édition pilote. Senegal Programme National Lecture Pour Tous.*

## Webinar 5: Handout 9

### Guidance, considerations and resources for training, supporting & monitoring coaches

Coaches themselves need to be supported on an ongoing basis by those more knowledgeable than they are with respect to early grade reading pedagogy, *assessment* and working with teachers. Programs therefore need to include more professional development opportunities for coaches and monitor its effectiveness over time.

- 1. Identify coach learning needs.** The first step to developing an effective coach training and support program is to identify what coaches' needs are. This will depend on what coaches are expected to do and achieve, and the coaches' skill level. This in turn will depend on how long a coach has been coaching, and also the phase of the program. A small baseline survey of coach knowledge and skills may be helpful in identifying what topics coaches will need to be trained on. Programs should also keep in mind the skills coaches need to be effective when identifying learning needs.
- 2. Develop a comprehensive training program.** A few days of formal training are insufficient for creating a quality cadre of coaches, particularly in contexts where most of those recruited to serve as coaches have little to no background on early grade reading and how to support teachers. Rather, coaches need to be provided with multiple opportunities to learn how to be an effective coach. This will include formal trainings (e.g., workshops), small group meetings and discussions to discuss timely issues, as well as one-on-one support ("coaching of coaches").

#### Providing scaffolded and diverse learning opportunities to coaches: The case of Nigeria

Coaches participating in a pilot reading program in two states in Northern Nigeria, conducted through the USAID- supported Nigeria Reading and Access Research Activity (RARA), took part in two formal trainings during the school year, as well as a separate training on using hand-held tablets to collect data. Additional professional development opportunities were provided via two one-day "check-in meetings" with program staff. These small-group meetings provided coaches with an opportunity to review data and information gathered from monitoring visits of coaches, discuss experiences and address challenges. Program staff and coaches both reported that they appreciated these check-in meetings and found them to be effective in providing targeted support to coaches.

*Source: RTI International (2016)*

Key topics to include in coach training and via ongoing support include:

- Reading (and language) pedagogy and instruction (specific to the new approach used by teachers they will observe)
- Use of early grade reading materials (specific to the EGR program)
- What it means to be a coach
- Coach roles and responsibilities
- How to conduct an effective coaching visit and observe a lesson
- How to use coach-related tools and resources (e.g., classroom observation protocol, tablet)
- How to develop a positive relationship with teachers
- How to effectively communicate and provide feedback to teachers

See example coach training agenda at the end of this document.

- 3. Scaffold and stagger professional development.** Training and professional development should be provided over time. This will help to stagger learning so that coaches do not get overwhelmed with the amount of new information and skills they need to learn. Scaffolding learning and providing it in “doses” will also allow coaches to digest new knowledge and practice the skills they are learning, allowing them to add to their knowledge and skill base. Staggering PD also allows for opportunities to respond to particular needs and challenges that arise during implementation. For example, monitoring data may indicate that coaches need more training on particular topics, such as providing feedback to teachers. Program evaluations are also likely to identify areas for which teachers need additional support.
- 4. Give coaches ample and diverse opportunities to learn and practice what they will be expected to do.** Coaches will need multiple and diverse options for professional development, including formal training, individual monitoring visits to observe coaches “in action” and provide them with feedback, and occasional “check-in meetings” with a small group of coaches. Provide opportunities for learning in a non-threatening environment, such as one that is separate from the teachers that coaches will observe, so they do not feel “embarrassed” if they make “mistakes” while learning.
- 5. Provide explicit training on how to conduct a classroom observation and provide feedback to teachers.** Coaches will need to learn how to carry out an effective lesson observation, including the tasks they will conduct and the tools they will use. Additionally, they will need to learn how to provide constructive feedback to teachers, something that may not come naturally in contexts where coaches have previously held a more supervisory role, and where such critical feedback has not traditionally been part of professional development. The example below is excerpted from a coach training guide
- 6. Provide opportunities for coaches to apply new knowledge and practice new skills.** Training that is too focused on theory or that takes place only in a workshop setting is likely to be ineffective. Therefore, training should include opportunities to practice what is learned. Providing coaches-in-training with opportunities to apply and “try out” what they are learning at schools and with teachers is critical. Some coach training activities that have been used in EGR programs include:

  - ***Pair coaches with each other to practice classroom observations.*** This can take place in a workshop setting, with one coach trainee playing the role of the teacher while two others observe and complete the lesson observation instrument. Afterwards, the two trainees can compare the information they recorded. This activity can also take place at a school with a real teacher.
  - ***Provide opportunities for coach trainees to practice giving feedback to teachers.*** This is a critical aspect of coaches’ role, and usually one of the most difficult, as it requires them to translate their observations into actionable, effective feedback to the teacher. Experience has also indicated that providing this type of feedback is something that those serving in the coach role usually do not have experience providing, nor may it be something that is culturally familiar. Thus, opportunities to practice providing this type of critical yet respectful feedback is paramount. During the coach training, give coaches an opportunity to practice with each other first. Then, it is recommended that they also have an opportunity to provide feedback to a teacher.

- **Use video to support learning.** Coach trainees can conduct a practice classroom observation using a video recording of a teacher delivering a lesson in a real classroom setting. The trainer can stop the video as needed to discuss what the teacher is doing and how the coaches might record information about what they are observing. This activity can also be conducted in groups or pairs, or used as a form of monitoring and assessment during the training.

- 7. Plan for and invest in coach monitoring (to inform ongoing PD).** The quality of coaching needs to be monitored and evaluated to determine whether it is effective, as well as to identify what additional support coaches may need. Monitoring can include periodic site visits, during which time project staff or others who have been involved in training coaches can speak with the coach and teacher, observe the coach and record information about the coach visit. It is recommended that these “coach monitors” or “coaches-of-coaches” record information on a data collection instrument (which has been developed and field tested) in a way that that allows data to be aggregated over time, both for the same coach and for different coaches. This will allow a program to identify trends at the individual level (e.g., whether a coach is improving across various indicators) and at the group level (e.g., whether all coaches are successful at a given task, and what they need support on). A clear plan should be put in place for when and how the data collected during monitoring visits will be used, how frequently and who will be responsible for analyzing it and communicating it to different stakeholders. (See text box below for an example of how coach monitoring data was collected and used in Nigeria to provide feedback and support to coaches.) Information collected about how well coaches are doing should be used to inform ongoing training and support. It can also be used to inform program parameters and activities. Lastly, it can be used to provide targeted support to coaches in need.
- 8. Identify strategies to support coaches’ ability to carry out their responsibilities, and for holding them accountable.** Identifying potential barriers to effective coach support of teachers is paramount during the design phase of a coaching program. Such obstacles may include lack of mandate to serve as a coach; lack of interest or motivation to serve as a coach; lack of reliable transportation; unwillingness to travel long distances and/or on bad roads; and feeling unprepared to serve as a coach/fear of “losing face” with teachers. All stakeholders—including coaches themselves—need to be involved in identifying potential ways of overcoming these obstacles. Some ideas that have been used in EGR programs include: incorporating coaching into a ministry staff person’s job description; getting support from high-level government officials, which is in turn communicated to coaches; providing transportation allowances to coaches; bringing coaches together periodically so they have opportunities to share experiences and to feel connected to their peers; and providing an opportunity for coaches to call or text someone for support when needed. Other ideas include providing coaches with certificates that are valued within the education system (e.g., lead to potential pay increase or promotion).

#### **Monitoring coaches to inform ongoing coach PD in Nigeria**

As part of the Nigeria RARA program, coaches were monitored by project staff and government personnel, who observed the coach and recorded information about the coach-teacher visit using a standardized instrument on a hand-held tablet. The data were aggregated and shared with both project personnel and coaches. Coaches reported they appreciated how the monitoring data allowed them to see how they and their peers were progressing over time, which in turn motivated them to continue doing a challenging job. Project personnel also benefited from being able to identify areas where additional training was needed, and to make it a focus of individualized and small group training (via one-day check-in meetings with coaches). *Source: Pflapsen, A., Harden, K., & Sankey, S., 2016*

## References

Pflepsen, A., Harden, K., & Sankey, S. Becoming a Reading Coach in Northern Nigeria: Findings and Implications for Literacy Improvement Initiatives. Presentation delivered at CIES 2016. Available at <https://globalreadingnetwork.net/eddata/becoming-reading-coach-northern-nigeria-findings-and-implications-literacy-%0Bimprovement>

RTI International (2016). *Nigeria Reading and Access Research Activity (RARA): Results of an approach to improve early grade reading in Hausa in Bauchi and Sokoto states*. Prepared for USAID under the EdData II project, Task Order No. AID-620-BC-14-00002 (RTI Task 26). Research Triangle Park, NC: RTI. Available at [http://pdf.usaid.gov/pdf\\_docs/PA00KVM1.pdf](http://pdf.usaid.gov/pdf_docs/PA00KVM1.pdf)

## Coach training materials

- Creative Associates. (2016). *Mu Karanta! Let's Read! Guide to coaching and professional learning communities*. Nigeria Northern Education Initiative Plus. U.S. Agency for International Development. Available at [https://pdf.usaid.gov/pdf\\_docs/PA00N787.pdf](https://pdf.usaid.gov/pdf_docs/PA00N787.pdf)
- FHI 360. (2017). USAID Partnership for Education: Ghana *Learning Coaching/School-based INSET Resources Guide*.
- FHI 360. (2017). USAID Partnership for Education: Ghana *Learning Coaching/School-Based INSET Facilitator Guide*.
- International Rescue Committee. (2013). *Coaches resource manual*.
- Save the Children. (No date). *Coaching Guide: A training for instructional supervisors*.

## Example coach training agenda 1

Source: FHI 360. (2017). USAID Partnership for Education: Ghana *Learning Coaching/School-Based INSERT Facilitator Guide*.

### Program Outline

**Goal:** Coaches will demonstrate the competencies required to effectively coach teachers as they improve their classroom practices.

**Objectives:**

- Identify the competencies (knowledge, attitudes and skills) of effective coaches; and provide example behaviors of each.
- Use the Literacy Practices Walk-Through (LPWT) tool to collect evidence of classroom teaching, analyze results, and provide teacher feedback.
- Explain the stages of the coaching cycle and provide example activities and outcomes for each.
- Clarify coaching responsibilities: use recording tools; manage work load.
- Identify features of school based in-service (SBI) sessions and the coach's role.

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#### Day 1: Effective Coaches

Session 1	Welcome & Introductions	60 min
Session 2	Baseline Self-Assessment	20 min
Session 3	Building on Participant Knowledge	40 min
Session 4	Workshop Overview & Objectives	10 min
Session 5	Coaching Competencies: Essential Skills and Knowledge for Coaches	110 min
Session 6	Principles of Adult Learning	90 min
	Wrap Up	30 min

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#### Day 2: Literacy Practices Walk-Through Tool (LPWT)

	Warm Up	30 min
Session 7	LPWT: Purpose & Features	75 min
Session 8	LPWT: Robust Evidence and Literacy Practices Review	75 min
Session 9	LPWT: Practice	150 min
Session 10	Intro to Reflective Conversations	50 min
	Wrap Up	30 min

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#### Day 3

	Warm Up	10 min
Session 11	Reflective Conversations	50 min
Session 12	Constructive Feedback	70 min
Session 13	The Coaching Cycle: Strategies & Outcomes	60 min
Session 14	Record Keeping	60 min
Session 15	School-Based INSET (SBI): Introduction	105 min
Session 16	Revisit Self-Assessment	45 min
	Wrap Up	30 min

## Example coach training agenda 2

Source: Save the Children. (No date). Coaching Guide: A training for instructional supervisors.

### Coach Training Overview

Workshop 1			
	Session	Key Topics	Time
Day 1	1. Making a Case for Coaching	<ul style="list-style-type: none"> <li>• Establish a clear, shared instructional vision</li> <li>• Current teacher support practices</li> <li>• Three reasons for coaching:               <ol style="list-style-type: none"> <li>1. The gap between the support teachers require and the support teachers receive</li> <li>2. Low literacy learning of children in the early grades</li> <li>3. Research that shows adding coaching is more effective in changing teachers' practice than the combination of theory, demonstrations and practice</li> </ol> </li> </ul>	2.5 hours
	2. The Role of a Coach	<ul style="list-style-type: none"> <li>• The role of a coach and the coaching cycle</li> <li>• Characteristics of a successful coach with an emphasis on the ability to establish trust and being willing to learn</li> <li>• The difference between a coach and a supervisor</li> </ul>	1 hour
	3. Effective Literacy Instruction in the Classroom	<ul style="list-style-type: none"> <li>• Key components of effective literacy instruction:               <ol style="list-style-type: none"> <li>1. The use of time</li> <li>2. The use of materials</li> <li>3. Purposeful talk</li> <li>4. Direct Instruction</li> <li>5. Assessment</li> </ol> </li> </ul>	3.5 hours
	Resources	<ul style="list-style-type: none"> <li>• <i>PowerPoints with guiding notes for each session</i></li> <li>• <i>Handouts for participants:</i> <ol style="list-style-type: none"> <li>1. <i>Print rich classroom checklist</i></li> <li>2. <i>Fostering class discussions</i></li> </ol> </li> </ul>	
	1. Observation and Feedback protocols	<ul style="list-style-type: none"> <li>• Lesson observation protocols (before, during, after)</li> <li>• Coaching skills:               <ol style="list-style-type: none"> <li>1. Observation and note-taking</li> <li>2. Listening</li> <li>3. Promoting Reflection</li> <li>4. Giving effective feedback</li> </ol> </li> </ul>	6 hours
	2. Organizing for Coaching	<ul style="list-style-type: none"> <li>• Plan for coaching and homework:               <ol style="list-style-type: none"> <li>1. Meet with teachers to fill our Teacher Professional Development Plan</li> </ol> </li> </ul>	1 hour

Day 2		<ol style="list-style-type: none"> <li>2. Observe and give feedback (xx frequency)</li> <li>3. Identify one common development need and provide targeted support in this area</li> </ol>	
	Resources	<ul style="list-style-type: none"> <li>• <i>PowerPoints with guiding notes</i></li> <li>• <i>Sample Teaching Scenarios</i></li> <li>• <i>Handouts for participants:</i> <ol style="list-style-type: none"> <li>1. <i>Lesson observation</i></li> <li>2. <i>Effective Listening</i></li> <li>3. <i>Promoting reflection</i></li> <li>4. <i>Feedback</i></li> <li>5. <i>Teacher Professional Development Plan template</i></li> <li>6. <i>Questions for Observation</i></li> <li>7. <i>Observation Schedule template</i></li> </ol> </li> <li>• <i>Required <u>but not provided</u>: Videos of classroom teaching in the local context--at least one short one (10-15 minutes) and one longer one (a full lesson).</i></li> </ul>	

## Workshop 2

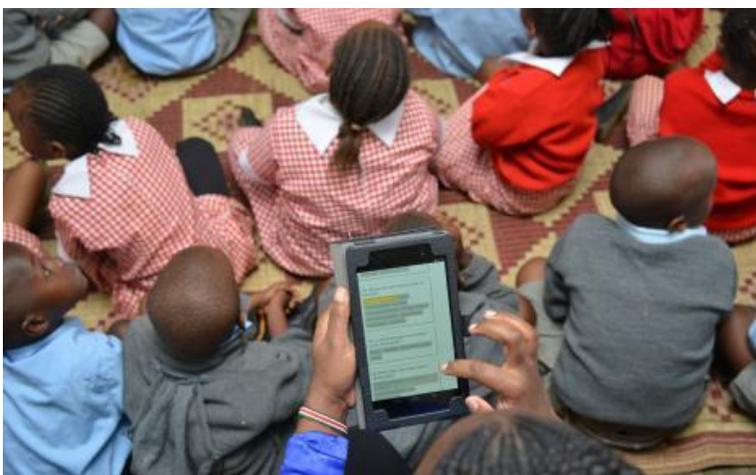
Workshop 2			
	Session	Key Topics	Time
Day 1	1. Reflection and Sharing	Reflection on practice and consideration of implications for future coaching activities	1 hour
	2. Developing Inclusive Classroom Practices	<ul style="list-style-type: none"> <li>• Who is not learning and way?</li> <li>• Different modalities of teaching and learning</li> <li>• Theory of multiple intelligences</li> <li>• Strategies and accommodations to meet diverse needs</li> </ul>	3.5 hours
	3. Planning demonstration lessons	<ul style="list-style-type: none"> <li>• Planning inclusive, model lessons for literacy instruction</li> </ul>	2.5 hours
	Resources	<ul style="list-style-type: none"> <li>• <i>PowerPoint with guiding notes</i></li> <li>• <i>Handouts for participants:</i> <ol style="list-style-type: none"> <li>1. <i>MI activity checklist</i></li> <li>2. <i>MI activity tally sheet</i></li> <li>3. <i>MI activity visual chart</i></li> <li>4. <i>Strategies and Accommodations</i></li> </ol> </li> </ul>	
Day 2	1. Lesson demonstration and feedback	<ul style="list-style-type: none"> <li>• Modeling inclusive, literacy lessons</li> <li>• Peer feedback on model lessons</li> </ul>	6 hours
	2. Organizing for coaching	<ul style="list-style-type: none"> <li>• Plan for coaching and homework:               <ol style="list-style-type: none"> <li>1. Observe and give feedback (xx frequency)</li> <li>2. Review and update Teacher Professional Development Plans</li> <li>3. Support lesson planning. Model and co-teach when appropriate and possible</li> </ol> </li> </ul>	1 hour

<b>Workshop 3</b>			
	Session	Key Topics	Time
Day 1	1. Reflection and Sharing	Reflection on practice and consideration of implications for future coaching activities	1 hour
	2. Classroom Visits: Preparation and Field Visit	<ul style="list-style-type: none"> <li>Review goals and protocols of Classroom Observations</li> <li>Field visit to classrooms</li> </ul>	4 hours 10 minutes
	3. Debrief Classroom Visit	<ul style="list-style-type: none"> <li>Sharing observations and feedback from classroom visits</li> </ul>	1 hour 50 minutes
	Resources	<ul style="list-style-type: none"> <li><i>PowerPoints with guiding notes</i></li> </ul>	
Day 2	1. Professional Development Within Schools	<ul style="list-style-type: none"> <li>Review Existing Professional Development opportunities</li> <li>Why invest in school-based PD</li> <li>Peer-to-Peer Observations</li> <li>Teacher Learning Circles</li> </ul>	5 hours
	2. Organizing for Coaching	3. Plan for coaching and assignment: <ol style="list-style-type: none"> <li>Observe and give feedback (xx frequency)</li> <li>Review and update Teacher Professional Development plans</li> <li>Establish and support at least one school-based PD opportunity for teachers</li> </ol>	1 hour
	Resources	<ul style="list-style-type: none"> <li><i>PowerPoints with guiding notes</i></li> <li><i>Handouts for Participants:</i> <ol style="list-style-type: none"> <li><i>TLC Meeting Structure</i></li> <li><i>Peer Observation Tracker</i></li> <li><i>TLC Tracker</i></li> </ol> </li> </ul>	

**Webinar 5: Handout 10**

**Technology to support coaching at national scale in Kenya**

**The National Rollout of Coaching with Tangerine in Kenya**



Mon, 01/29/2018 - 09:59 By [Scott Kipp](#)

*This article was co-written by Scott Kipp, Sarah Pouezevara and Benjamin Piper.*

Available at: <http://shared.rti.org/content/national-rollout-coaching-tangerine-kenya>

What do you picture when you think of technology improving education?

If you read that question and started with an image of a child in front a screen, you're not alone – that's what most of us associate with 'education technology'. It's hard to avoid wondering what potential there is when a young and infinitely curious mind has the power of modern technology at their fingertips. But what if the child can't read? Or what if the content on their screen just doesn't make any sense? Teachers will always be an important mediator between technology and education. But what if their teacher also needs help with basic skills and pedagogy; who can they turn to? In Kenya's more than 24,000 primary schools, the teachers receive support from an instructional coach, known formally as the Curriculum Support Officer. The coach has a tablet, and the tablet has a [Tangerine® \(link is external\)](#) tool on it, designed just for them.

Coaches across Kenya have been making regular visits to schools with their Tangerine tablets for more than 3 years now--and it's working. It's one of the only national-scale, technology-enhanced coaching programs in the world, and the impact of the education system it supports is clear. The Tangerine tools Kenyan coaches use aren't magic and weren't delivered from a lab in some far-away country; the software is effective because it has been developed with Kenyan educators over several years, beginning in 2012 with PRIMR, the USAID-supported Primary Math and Reading Initiative. Following on the evidence from PRIMR, the Kenyan Ministry of Education and RTI continued to improve coaching delivery under the National Tablets Programme (supported by USAID and DfID) and it is this work that carries on today under the USAID-supported Tusome activity.

In a [newly published article \(link is external\)](#) in the International Journal of Education and Development using Information and Communication Technologies, Piper et al. give us a close look under the hood of how Tangerine:Tutor has evolved in Kenya, and how the data collected as a coaching by-product is used for accountability and decision-making within the Kenyan Ministry of Education.

## **What does Tangerine:Tutor do for coaches in Kenya?**

In short, it helps them do their job of supporting teachers. When the PRIMR project began working with the Kenyan Ministry of Education in 2012, the teams could see that changing instructional practice required coaches who could master the new methodologies and materials being promoted so that they could support teachers to implement them effectively. This, of course, required being present in the classrooms regularly. Up until then, there had been more barriers than incentives to do so.

Starting small, the team developed a classroom observation checklist in Tangerine to help coaches see if teachers were delivering lessons as expected and then give them the right pointers if they weren't. The tablet coaching tools also included curriculum-aligned formative reading assessments the coaches administer to a few random students so that teachers and the Ministry get a snapshot of learning progress on each visit. If needed, the coach can pull up a digitized version of the day's lesson plan on the tablet to see how well the teacher's following suggestions for reading and math instruction. As Tangerine is 'offline-first' software, all of this can be done offline by coaches, who upload the data from their school visits when Internet is available. The data included school name and a GPS location, making it easy to track which schools were being visited and where gaps remained.

## **Good coaching can be done without technology - why go digital?**

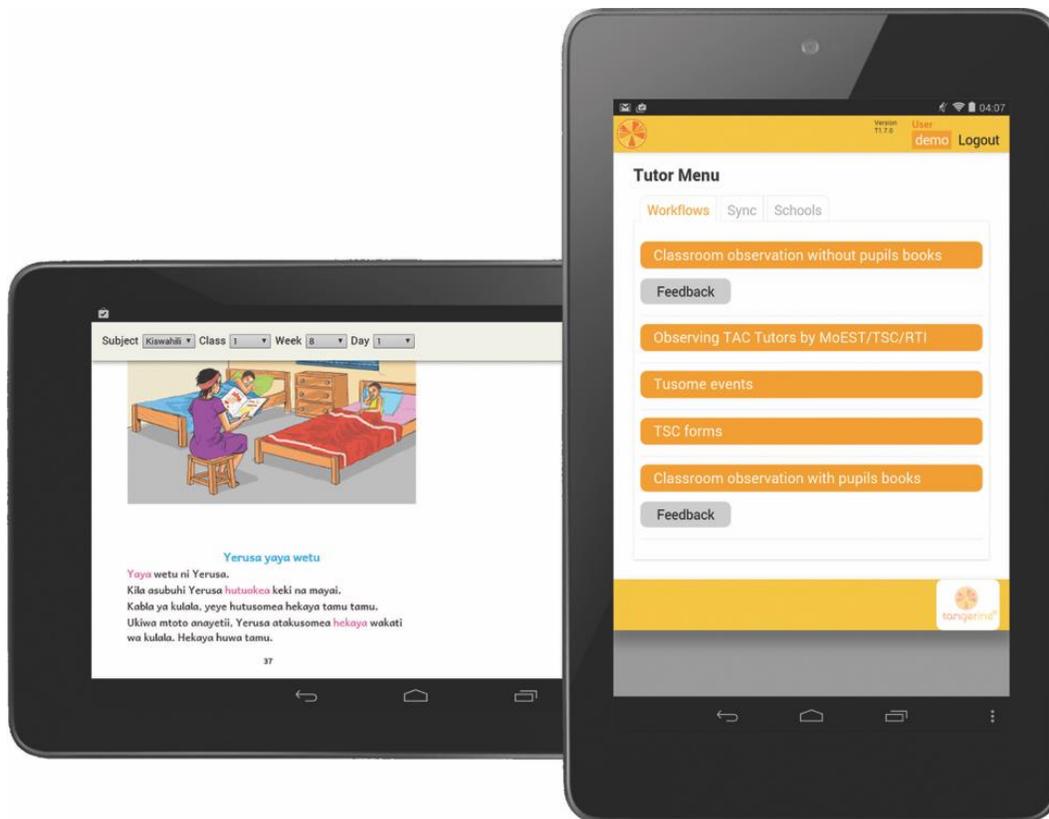
Early on, the team tested the Tangerine:Tutor coaching approach in an experimental study to see if this model was cost effective compared with other technology used to support learning and teaching. When factoring cost into impact, Tangerine:Tutor came out ahead of the other technology interventions tested (e-readers and tablets for teachers), but its impact wasn't statistically significant over the base coaching program as implemented without tablets. So, why bother? What can technology add?

That's a key question to answer before expanding any technology program, and the authors in the IJEDICT article lay out the details for us, informed by a survey given to coaches, Ministry stakeholders and partners in Kenya:

- **Reliability and Consistency:** coaches reported that Tangerine helps to focus their classroom observation more efficiently, keeping their practice more consistent. Its prompts help them stay alert and engaged during the observation, have engaging feedback sessions, and better demonstrate appropriate teaching methods to a teacher, while also tracking teacher and student progress across time. Overall and most importantly, the coaches felt that the software improved their effectiveness as teacher supporters.
- **Accountability:** Tangerine data from coaching visits feeds into a national, interactive dashboard. As a first step, the Tangerine server checks the data's validity. Once accepted as valid, the data provides county and national-level Ministry staff the means to answer essential questions about education service delivery: Are coaching visits taking place where and as often as they should be? How are students and teachers progressing against learning targets? Are there gaps in achievement that need increased support and attention, or any particular schools or zones that are falling behind?

Though in theory all of this is achievable without technology, the details of the Kenyan example show that doing so at a national scale would require vast, intricate and costly efforts to verify and share consistent, reliable data for all the disparate groups of stakeholders involved. As the IJEDICT article discusses, the online Tangerine dashboard is used not only to inform higher-level decision-making, it's also viewed by coach supervisors at the sub-county level, serving

as a means for those directly overseeing coaches to trace progress and provide timely feedback. The digital advantage Tangerine brings to the coaching equation, as the authors note, serves to professionalize the role of coaches in Kenya--providing a tool that serves both to help coaches monitor their own impact while also being held to account by the public Ministry they serve.



## Impact

[An external program evaluation](#) (2017) showed that within one year, the Tusome reading programme doubled or tripled outcomes in literacy because of improved coaching. Moreover, the Tusome program had an effect size of .7 standard deviations in one year, which was larger than the impact experienced during the preceding USAID/PRIMR literacy program ([Piper and Zuilkowski \(link is external\)](#), 2015), the PRIMR mathematics program ([Piper et al. 2016](#)) or DFID/PRIMR pilot programs ([Piper et al. 2018 \(link is external\)](#)).

Behind the national impact, coaching was changing. The survey RTI conducted found that though 84% of County Directors had given coaches positive feedback based on their Tangerine data, and serious consequences were reported by 14% of coaches, indicating that in some counties, leadership had used the data generated by the tablets to push back on poorly performing coaches. These coach-reported findings are echoed by the responses given by County Directors, who reported on their survey that data provided in the dashboards affected supervisory visits (66%), methods to address student performance (31%), and decisions to reassign or fire coaches (36%). About half of Country Directors reported giving negative or positive feedback based on dashboard results.

What's emerged out of the evolution of Tangerine and coaching in Kenya is that when well-trained and well-equipped coaches do their jobs regularly and consistently, clear and reliable results are achieved. The survey data show that coaches and their supervisors within the Ministry have developed a shared understanding of what their respective responsibilities: coaches know how the Ministry will monitor their work and they have the tools in their hands to get

their job done, a simple recipe for giving the coaches a clear path to success. The Ministry of Education's enthusiasm for the tablet model as an effective way to create accountability is demonstrated by their decisions to expand the tablet model to other civil servant roles in the education sector.

## Improvement & Iteration

The research discussed above is just one step in what's been Tangerine's process of continuous improvement using human-centered design approaches. Since national rollout of Tangerine began in 2015 in Kenya, the software has been improved and updated every term based on user feedback and requests to include additional features. More recently, with support from partners, the team has used [Design Sprints \(link is external\)](#) with Kenyan coaches and Tusome staff to chart out how Tangerine could continue to improve and better serve coaches. In these sprints, coaches and Ministry staff work closely with RTI and engineers to decide on priority features. We then quickly begin prototyping, re-designing and iterating through rapid user tests. As a result of these sprints, several goals are now driving Tangerine redevelopment:

- To improve the case management features that allow coaches to manage their classroom visit schedule, ensure equal coverage, and better monitor trends by school and in their zone.
- To include additional opportunities to capture audio and video clips during the lesson observation to use during discussion with teachers, and links to related resources for improving mastery.
- To improve the usability of the existing dashboard and to make more data available for the project and the MOE.

Across all of this work, our goal is to make sure that what Tangerine delivers for coaches and Ministry partners in Kenya can be shared elsewhere easily--something we are now starting to test as Tangerine:Tutor branches out into Uganda, Malawi, Sierra Leone and Jordan this year.

## Lessons learned

Over the 5-year collaborative journey around Tangerine's development and use in Kenya, we've learned a fair amount about what proved valuable for success:

- We have learned that it is essential that the tool work. This is obvious, but it needs to work for a typical education officer in an offline, accessible location and with limited guidance. To be ready for national scale, it must work consistently across the range of settings that might occur in a large and diverse country.
- We find that consistent and rapid access to reliable data, in settings that have previously had little available, can be transformative. The Tusome program's consistently available data has revolutionized Kenyan education officers' view of what is possible, and having each instructional coach be aware that their data will be consistently reviewed has changed performance and activity.
- We also know that the incentive system matters quite a bit. RTI's work in the region has tried several mechanisms for providing incentives to coaches. The solution utilized in Kenya is low-cost and actually affordable by the Kenyan government within the rates already provided by government, but done in a consistent and reliable way that coaches see as being closely related to their daily classroom support.
- This study shows that it is possible to have light touch ICT systems work at large scale, but that we should not discount the time spent from 2013 to 2015 in piloting various approaches and responding to user preferences and learning outcomes data. The program was successful in no small part because we had the opportunity to test many options, and only then was the larger decision made to settle on scaling up the option that was cheapest, most impactful, and most tightly related to the behavior change that was essential to improve reading outcomes.

## Webinar 5: Handout 11

# Resources and tools to support coaching

Coaches need resources to support their work and to collect data and information. These resources should align with coaches' specific responsibilities, skill level and the context, and should only be used if sufficient training and ongoing monitoring support on how to use them can be provided.

Common tools used to support pedagogical coaching in early grade reading programs are described below. (Note the names of resources and tools may differ depending on a particular program or context.)

### Lesson observation instrument

**What is it and how is it used?** Coaches use a lesson observation instrument to guide their observation of teacher instruction of an early grade reading lesson at the classroom level. The observation instrument helps to focus coaches' attention on key components of instruction, and to guide their feedback to teachers. In early grade reading programs, the observation instrument usually includes a list of items the coach should pay particular attention to when observing a teacher. These items are linked to the reading program objectives and lessons.

For example, the observation instrument may include items about the teacher's instruction of letter sounds or reading comprehension. These items may be binary, requiring just a "yes" or "no" answer, or they may require the coach to evaluate the quality of the instruction. Coach observation instruments also usually ask the coach to provide information about the learning resources available.

**Guidance and considerations:** One size does not fit all when it comes to lesson observation instruments. Some key considerations when developing the instrument include:

- **Purpose of the observation tool:** A tool designed to help coaches and teachers will be different than one designed specifically for program M&E, although there may be some areas of overlap. An instrument designed for coaching should be focused on teacher instruction, with the aim of assisting the coach in providing useful feedback to the teacher.
- **How data will be used:** The main purpose of a lesson observation form for coaching is to assist coaches in providing feedback to teachers. To some degree, coach lesson observations tools are also used to monitor the implementation of the reading program, but that aspect of the tool's use should be modulated. The tool (and coaches' completion of it) should not become so focused on fidelity of implementation or other aspects of the program's M&E that it becomes too time-consuming and difficult for a coach to complete, and at the expense of focusing the visit on providing feedback to teachers. (Rather, projects should conduct classroom observations separately, using a different observation tool designed specifically for M&E.)
- **Coach capabilities vis-à-vis classroom observations.** A lesson observation tool is only useful if coaches are able to use it well. This means the items and language need to be understandable to the coach. A coach needs to be able to reliably record information, and to translate the information recorded into tangible, useful feedback to the teacher. It's important to realize that the "best"

lesson observation tool in terms of content may not be the “best” in terms of whether coaches in a given context are able to use it well.

New coaches are likely to benefit from a simpler classroom observation instrument, with fewer items. This will enable both coaches and teachers to focus on key areas. “Yes/no” options are likely to be preferable during the initial stages of implementation of a new instructional approach, as coaches are learning how to observe lesson delivery and provide feedback. Such options will enable coaches to more quickly identify whether teachers are implementing new instructional strategies and following the lesson plans.

Nuanced evaluations of the quality of instruction (such as using a Likert scale or a rubric) may be more feasible once both teachers and coaches are more experienced. For example, after an initial stage of implementation, coaches may have the skill level needed to assess the relative quality of the teacher’s instruction, and to in turn provide teachers with specific guidance. Instruments that are too long will likely result in “information overload” for both coach and teacher. Such tools are likely more suited to the purpose of program monitoring, and not coaching.

- ***Time available for lesson observation and coach visit.*** The amount of time available to observe a teacher’s lesson and conduct the coach visit are key considerations when developing instrument content. The number of items should be appropriate for the length of the lesson, as well as for how much time the coach will have after the lesson to provide feedback to the teacher. An instrument with too many items will likely result in a coach completing it quickly, and perhaps inaccurately.
- ***Time available for coach training and support.*** Rigorous training is needed to teach coaches to use a lesson observation instrument correctly, uniformly and effectively. This means that coach training needs to incorporate a significant amount of hands-on practice with the instrument. This can include observing a mock lesson or observing a video of a lesson that has been recorded. Time should be spent reviewing coaches’ responses to the items to identify if they understand the items and are recording information correctly and reliably. Attention should also be paid to how much time coaches need to completely and accurately complete the observation form. If possible, coaches should have the opportunity to visit a school to try out the observation form “in real life.”

Programs are encouraged to consider having coaches complete a lesson observation form on paper (as opposed to on a handheld tablet), since they may be more familiar with that medium. This will help to focus coaches’ attention on the content of the observation, as opposed to the medium they are using for recording information.

### **Teacher feedback form**

**What is it and how is it used?** This tool is for coaches to record the feedback they plan to (or do) provide to a teacher. This feedback is based on the lesson observation or other activity (such as assessing students) that a coach may conduct during a visit with a teacher. The purpose of the tool is to help the coach identify key areas of feedback to guide the post-lesson observation discussion with the teacher. The coach can take notes during the lesson observation, or immediately after, so that he or she has a list of items to talk about with the teacher. In some cases, a carbon copy duplicate of the feedback form may be provided to the teacher, so he or she can refer to it between coach visits. It may also help the coach and teacher to monitor progress.

**Guidance and considerations:** A feedback form should not require significant time to complete prior to the coach’s discussion with a teacher. Programs may want to consider providing a carbon copy so that coach may keep one copy and give the other to the teacher. Electronic versions of a feedback form may be useful for monitoring the types of feedback coaches are providing, but coach capabilities vis-à-vis technology and the amount of time it may take to complete an e-form should be carefully considered.

### **Student assessment tools**

**What is it and how is it used?** Tools for assessing students often range from formal (e.g., children are asked to read a pre-determined list of letters, words or sentences while the coach records their responses) to informal (e.g., a coach circulates amongst students and listens to them reading, or asks them to read something from their lesson book). The primary purpose of coach-conducted student assessment tools is to inform feedback to the coach. For example, a coach could note whether the sample of students he or she listened to could not read a passage from the student book or predetermined list of items with the level of fluency that would be desired. This information could then be used to identify areas where the teacher needs to provide additional, improved or targeted instruction. Secondly, student assessment data collected by coaches help to inform ongoing teacher professional development.

**Guidance and considerations:** Learning to accurately assess students, correctly interpret the results and effectively use the results to help teachers improve their instruction is a significant skill for coaches to learn. It is recommended that programs introduce student assessment protocols and tools once coaches are familiar with their role, have had time to learn how to conduct an accurate student assessment and have established a positive relationship with the teacher.

### **Other resources for coaches**

**What are these and how are they used?** Resources for coaches can include training manuals and reference sheets that can be used before, during and after coach visits. Topics should be related to what the coach is expected to know and do during the coach visit. The information should also be covered during the coach training (see **Handout 5: Guidance and considerations for training, supporting and monitoring coaches**). Topics may include:

- early grade reading pedagogy
- how to provide effective feedback to coaches
- how to foster positive rapport with teachers
- protocols and guidance for observing teachers and providing feedback
- “talking points” for certain topics
- how to facilitate a group coaching session
- how to assess students
- how to co-teach or demonstrate instructional practices
- case studies and examples

**Guidance and considerations:** Resources provided should be based on need and should be tailored to coaches’ needs and skill level. Too many resources may be overwhelming, but too few may result in coaches feeling like they do not have the support and information they need to be effective. Throughout the course of the program, monitor how resources are used (or not used) and adjust accordingly.

## Webinar 5: Handout 12

# Monitoring, evaluation and research on coaching

While coaching has the potential to improve teacher skills and student reading outcomes, significant gaps remain in what we know about specific aspects of coaching and coach quality, and what is cost-effective. Topics and questions to research, monitor and evaluate in your EGR program include the following.

### Roles and responsibilities

- Are coaches able to carry out their roles and responsibilities as planned (e.g., what was the level of fidelity of implementation)?
- What coaching activities do coaches conduct most frequently? Which do they conduct well? Which do they struggle to implement, and why?
- What is the relative effectiveness of different coach activities?

### Coaching frequency and coach-to-teacher ratio

- How many times do coaches visit their assigned schools and teachers (actual vs planned)?
- How many visits do coaches make to specific teachers? If coaches visited some teachers more than others, why?
- What is the most feasible, cost-effective coach-to-teacher or coach-to-school ratio and coaching frequency?
- What is the impact of different “dosages” of coaching (e.g., number of visits) on teacher practices and student outcomes?

### Quality of coaching

- What does “quality coaching” look like in a given context?
- What is the quality of coaching provided, overall and by different coaches?
- What indicators can be used to measure and monitor the quality of coaching?
- What aspects of a coach’s background (experience, skills, knowledge) are most strongly associated with providing quality, effective coaching?
- How does the quality of coaching change over time?

### Coach-teacher relationship

- What is the nature of the interaction between coaches and teachers in the program?
- What are teachers’ experiences and attitudes regarding coaching? What coaching activities do they find more—or less—helpful?
- What aspects of the coach-teacher relationship lead to better coaching outcomes?
- How can positive coach-teacher relationships be fostered?

### Coaching professional development and support

- What is the most cost-effective approach (e.g., modalities, frequency and activities) for training and providing ongoing support to coaches?

### Impact of coaching

- What is the **impact of coaching** on improving teacher instruction and student outcomes?

Answering the above questions is essential to informing the scale up and sustainability of coaching.

## Webinar 5: Handout 13

### Coach monitoring tool example

To help support and monitor pedagogical coaches participating in a Hausa reading improvement pilot initiative, the Nigeria Reading and Access Research Activity (RARA) developed an observation instrument for project staff and master trainers to observe coaches “in action” as they observed and conferenced with teachers. The staff used the instrument to guide their observation of the coach, noting information about the following:

- Coach preparation and use of materials
- Coach “fidelity of implementation” to coach visit protocol
- Amount of time spent on coaching activities
- Coach feedback to teachers (content, activities, quality)
- Coach-teacher dynamics
- Strengths and weaknesses of the coaching visit

At the conclusion of the coach’s visit with the teacher, the staff would then meet privately with the coach to discuss how the visit had gone and strategize with the coach to improve their coaching practices.

The tool was provided on an electronic tablet in to facilitate the timely input, aggregation, analysis and use of data. The data was used to inform ongoing coach professional development. The information gathered using the coach monitoring tool were also shared with coaches during periodic “check-in” meetings to provide them with additional training and support. Coaches indicated they appreciated the opportunity to see how they were doing as a group and to track their progress. Feedback from staff and an analysis of the data indicates that the monitoring tool be modified for future use.

**The tool and a summary of information gathered from it can be found here:** RTI International (2016). *Nigeria Reading and Access Research Activity (RARA): Results of an approach to improve early grade reading in Hausa in Bauchi and Sokoto states*. Prepared for USAID under the EdData II project, Task Order No. AID-620-BC-14-00002 (RTI Task 26). Research Triangle Park, NC: RTI. Retrieved from [http://pdf.usaid.gov/pdf\\_docs/PA00KVM1.pdf](http://pdf.usaid.gov/pdf_docs/PA00KVM1.pdf)





**Webinar 5: Handout 14**  
**EGR program planning tool**

**COACHING: Key activities, questions and considerations**

**Purpose of this tool:**

The purpose of this worksheet is to assist early grade reading teams as they plan and implement their programs. Designed to guide initial discussions and decisions about program design, implementation, monitoring and evaluation, the worksheet includes a list of key activities, questions and considerations related to a specific topic. EGR teams are encouraged to complete the worksheet as a team, so all stakeholders' and collaborators' ideas can be considered. More detailed planning related to each topic and key activity would then follow.

**How to use this tool:**

1. Review the list of key activities at different stages of the program cycle.
2. Read and review the key considerations that will guide your planning.
3. In the "Your program experience and plans" column, for each key activity:
  - a. identify steps or tasks that your team will undertake to carry out the activity. Identify key collaborators and people responsible.  
*If you have already undertaken a particular activity:*
    - i. identify lessons learned or guidance that may inform scale up of the program, or that could be shared with others in a similar context (either within the same country or in another country)
    - ii. identify how you might need to modify an approach if you have encountered challenges during initial implementation, or if monitoring and evaluation has indicated the approach has not been effective
    - iii. identify how your approach might need to be modified when the program is scaled up
  - b. Identify specific challenges with respect to each activity or key consideration. What actions need to be taken and what strategies may need to be undertaken to address them?

## COACHING

Key activities	Questions & considerations to guide planning	Your program experience & plans
<b>1. Identify who will serve as coaches</b>	<ul style="list-style-type: none"> <li>• What groups of people could potentially fulfill the role of a coach in your context? What are the potential advantages and disadvantages with respect to different groups who may be recruited as coaches in terms of their skill level and current responsibility vis-à-vis teacher support? (Consider the skills required for effective coaching.)</li> <li>• In contexts where coaching is already underway, what have been the challenges and successes with the particular group of people/individuals who are serving as coaches? How might the successes be leveraged and the challenges be mitigated to support successful scale up and sustainability?</li> <li>• Are coach-related responsibilities already included in the job description of the people who will or have been serving as coaches?</li> <li>• What is the opinion of the variety of stakeholders (government officials, teachers, principals, etc.) with respect to who should serve as coaches?</li> </ul>	
<b>2. Identify roles and responsibilities for coaches, and draft a coach “job description”</b>	<ul style="list-style-type: none"> <li>• What will coaches be responsible for doing? (Consider the goal of the reading program, coaches’ skill level, teacher needs, administrative needs, and logistical and management issues, such as time and funds available for coach visits.)</li> <li>• Are coach-related job responsibilities already included in the job description of the personnel identified to serve as coaches? If not, what is the process for modifying an existing job description to include them?</li> <li>• How might coach responsibilities be scaffolded to avoid overwhelming coaches and teachers?</li> </ul>	
<b>3. Identify coach-to-school (or teacher) ratio and frequency of visits</b>	<ul style="list-style-type: none"> <li>• What is a realistic and potentially cost-effective coach-to-school, or coach-to-teacher ratio? (Consider costs of each visit, travel time to schools, availability and conditions of transportation, road conditions, etc.)</li> </ul>	
<b>4. Plan for coach visits</b>	<ul style="list-style-type: none"> <li>• What is the goal of the coaching visit?</li> <li>• How much time is available for a coaching visit?</li> <li>• What specific activities will the coach conduct?</li> <li>• How many visits can a coach conduct in a given day, week and month?</li> <li>• What will coaches be expected to do before, during and after each visit?</li> <li>• What resources will the coach need for each visit?</li> <li>• What obstacles might be encountered with respect to coach visits, and how might these be mitigated or addressed? (e.g., poor quality roads, limited or</li> </ul>	

## COACHING

Key activities	Questions & considerations to guide planning	Your program experience & plans
	irregular public transportation, lack of fuel or funds for transport, safety and security issues, issues related to gender/female coaches)	
<b>5. Develop and procure resources for coaches</b>	<ul style="list-style-type: none"> <li>• What resources are needed to support coaches? (e.g., school visit protocol, classroom observation tool; see <b>Session 4, Handout 8: Resources and tools to support coaching</b> for guidance and examples)</li> <li>• How might technology (hardware and software) be used to support coaches and data collection? (Consider how much time and how many resources will be needed to procure, develop and sustain technology inputs and processes.)</li> <li>• Pilot test <i>all resources</i> prior to training, and modify them as necessary based on feedback.</li> <li>• Identify what resources will be needed for coach transportation, and how they will be provided.</li> </ul>	
<b>6. Develop and deliver coach training and professional development</b>	<ul style="list-style-type: none"> <li>• What is coaches' current skill level with respect to their expected roles and responsibilities? What areas will need the most support?</li> <li>• What topics will be included in the coach training(s)?</li> <li>• How will trainings/support be scaffolded and staggered?</li> <li>• What strategies and activities will be used to train coaches and provide them with diverse and ample opportunities to practice skills learned?</li> <li>• When will coaches be trained, and over how many days?</li> <li>• How will they be trained? (e.g., in a workshop setting, in a small-group setting at schools, or a hybrid approach?) What resources will be needed?</li> <li>• Who will train coaches? What training and resources will coach trainers need?</li> <li>• What ongoing professional development opportunities will be provided to coaches?</li> <li>• What is the plan to monitor and evaluate coach training/PD?</li> </ul> <p>For more details on coach training and support, consult <b>Session 4: Handout 6: Guidance and considerations for training, supporting and monitoring coaches.</b></p>	
<b>7. Develop monitoring, evaluation, learning and research plan for coaching</b>	<ul style="list-style-type: none"> <li>• What indicators, tools and process will be used to monitor and evaluate coaching?</li> </ul>	

## COACHING

Key activities	Questions & considerations to guide planning	Your program experience & plans
	<ul style="list-style-type: none"> <li>• What research can be embedded in the M&amp;E plan to gain insight into specific aspects of your coaching program? (See list of potential research in <b>Session 4, Handout 9: Evaluation and research on coaches and coaching.</b>)</li> <li>• Who will analyze coach M&amp;E data? When will it be reviewed, and for what purpose?</li> </ul>	
<b>8. Conduct M&amp;E, analyze findings and communicate results</b>	<ul style="list-style-type: none"> <li>• What is working well with respect to the coaching program, and why?</li> <li>• What challenges are being encountered? What is the source of the challenges? What can be done to mitigate them and improve outcomes?</li> <li>• Is the coach-school or coach-teacher ratio effective, scalable and sustainable?</li> <li>• To whom do results need to be communicated? How and when will results be communicated and used?</li> </ul>	
<b>9. Modify implementation as needed</b>	<ul style="list-style-type: none"> <li>• Do coach responsibilities need to be modified?</li> <li>• Do additional, or different forms, of training and PD need to be provided?</li> <li>• Do new or different resources need to be provided?</li> </ul>	



## Webinar 5: Coaching in EGR programs

### Resources and References

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