Elevating Teacher Preparation and Coaching: Lessons from the Field

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2015 Global Education Summit
@USAIDEducation

#LetGirlsLearn
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Begin Where Teachers (and Coaches) Are

• What do they know about reading and writing?
• What do they believe children can do?
• What do they actually do in the classroom?
• What supports do they have for learning and experimentation?
• What financial resources are available to cover coaching costs?
Build on Structures that Can Promote Learning

• Engage principals and head teachers

• Distinguish coaching from supervision and inspection

• Activate resource networks that can support coaching

• Incorporate reflection on classroom data

• Build peer networks for teachers and coaches
Train for New Skills in Ways that Make it Easy to Apply Them

- Stay close to the classroom
- Start with things that are easy to change
- Provide predictable routines
- Use data to challenge assumptions about literacy
- Enable reflection on learning
Provide Relevant Examples to Support Practice

- Make teaching and coaching guides user-friendly
- Use context-appropriate technologies (mobile phone, audio, etc.) to provide virtual support
- Illustrate best practices in context with authentic video
Remember!

- Coaching isn't ‘visiting classrooms’ – it is engaging with instruction and helping teachers move closer to best practice

- Coaching isn't supervision or inspection – it is collegial and built on trust

- Coaching isn't static – it evolves over time

- COACHING ISN'T OPTIONAL – a way to institute and maintain it must be found if improvements are to be realized