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Elevating Teacher Preparation and Coaching: Lessons from the Field

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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



