Instructional Change through Coaching in Kenya

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Dr. Benjamin Piper
Too many responsibilities
Too little money
Presentation Overview

• PRIMR research findings
• Tablets coaching pilot
• Tusome coaching scale-up
• Classroom and learning data
• Reflections
Does Reducing the Ratio Help?
Key Takeaways from PRIMR Coaching Research

• Coaching is necessary
• Coaching is not sufficient
• Simplify the observation
• Put coaching in the JD
• Ratios matter… to a point
• Coaching can be cost-effective
National Tablets Program for Coaches
National Tablets Program for Coaches

- 2013 **Software** development
- 2014 **Pilot** - 150 users
- 2015 **National Scale-up** - 1200 users
- Instruction and **learning data**
- Data upload = **reimbursement**
- **Data** at national, county & zonal level
- Catch the mistakes at pilot level
Classroom Observation Tool

Lesson Observation A - Kiswahili/English - Full PRIMR

Lesson observation

As soon as the teacher has finished the lesson, hit NEXT below to capture the end time of the lesson, and to move to the general lesson follow-up questions, lesson review, and student assessments.

What Phonemic Awareness activities were modeled?
- Thumbs up/thumbs down
- Blending
- Segmenting
- This section was skipped

Did the teacher pronounce the sound correctly?
- Yes
- No

Was the activity oral only (nothing on the board)?
- Yes
- No
Coach Assesses 3 pupils each visit
June-July 2015 Coaching Visits

- Visits using tablets
- Observe a lesson, read with 3 pupils
- 22,839 full classroom observations
- 1421 TAC tutor observations
  - 38.9 visits per Tusome officer
- 87% of coaches seen at least once
Now for the Data…
Reflections

- Coaching can help at scale
- Modest ICT can support coaches
- Work with the system
- Embed learning data
- Develop demand for coaching
- Next step 1: expansion of the system
- Next step 2: targeted classroom support
Thank you
bpiper@rti.org
Teacher coaching in Kenya: Examining instructional support in public and nonformal schools

Benjamin Piper a, *, Stephanie Simmons Zuilkowski b, 1

a RTI International, Misha Tower, 3rd Floor, 47 Westlands Road, P.O. Box 1181 -00621, Village Market, Nairobi, Kenya
b Learning Systems Institute, Florida State University, University Center C 4600, Tallahassee, FL 32306, USA

HIGHLIGHTS

• Teacher coaching can improve literacy in Kenyan public and nonformal settings.
• The more teachers a coach is responsible for leads to fewer visits per teacher.
• Outcomes are higher for pupils supported by coaches with 10 rather than 15 schools.
• Impact of coaching on outcomes is similar in Kenyan public and nonformal schools.

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ABSTRACT

Instructional coaching has improved student outcomes in the United States, and may help to solve Kenya's literacy problems. Coaching is costly, however, and evidence is lacking regarding the most cost-efficient teacher-to-coach ratio. We used student literacy outcome data from more than 8000 students participating in the Kenya Primary Math and Reading Initiative—a randomized controlled trial of instructional interventions in public and nonformal schools—to fill this gap. Coaches in larger public zones made fewer visits per teacher, and teacher-coach ratio and student performance were negatively associated. Using causal methods, we concluded that lower ratios might improve nonformal school outcomes.

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Some Coaches have Too Many Teachers

\[ y = -5.72 \ln(x) + 26.14 \]

\[ R^2 = 0.47 \]