



# Instructional Change through Coaching in Kenya

November 3, 2015  
Dr. Benjamin Piper

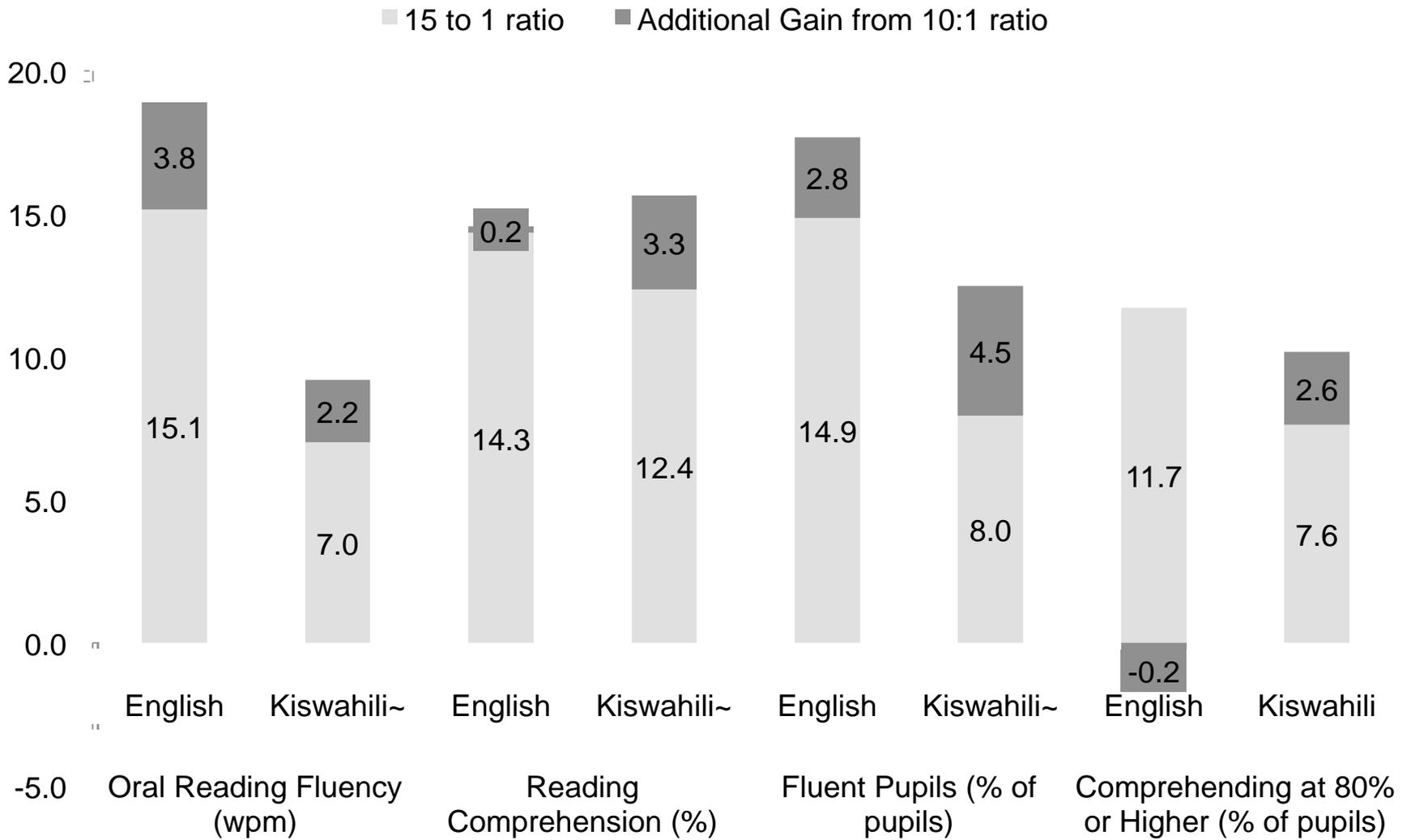
**Too many responsibilities  
Too little money**



# 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

Tap this button



English  
class 2  
week 2 day 2

Version 136-4078   User primr david mutuma   Logout

**Week 2 Days 1 and 2**   Shopping  
Word Study

Practise reading the letter sounds.

■ Yy	ch	sh	Kk
------	----	----	----

Read the sounds. Read the words.

● sh i p	y e t	ch i n
ship	yet	chin
ch i p	w e t	k i t
chip	wet	kit

Read the letter sounds.

▲ Zz	Vv	wh	ng
------	----	----	----

Read the sounds. Read the words.

★ z i p	r i p	h i p	wh i p	ch i p
zip	rip	hip	whip	chip
s i n g	r i n g	s a n g	r a n g	s u n g
sing	ring	sang	rang	sung

6

**Week 2 Days 1 and 2**   Shopping  
Reading



## 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

A photograph of two young girls in school uniforms sitting at a desk and reading an open book together. The girl on the left is smiling broadly, showing her teeth. The girl on the right is looking down at the book with a focused expression. They are both wearing green and white checkered shirts with a solid green collar. The background is slightly blurred, showing other students in a classroom setting. The text 'Thank you bpiper@rti.org' is overlaid in white on the right side of the image.

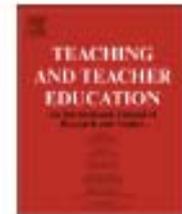
**Thank you**  
**bpiper@rti.org**



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# Teaching and Teacher Education

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## Teacher coaching in Kenya: Examining instructional support in public and nonformal schools



Benjamin Piper<sup>a,\*</sup>, Stephanie Simmons Zuilkowski<sup>b,1</sup>

<sup>a</sup> RTI International, Misha Tower, 3rd Floor, 47 Westlands Road, P.O. Box 1181-00621, Village Market, Nairobi, Kenya

<sup>b</sup> 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

