

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.