

**Webinar 5: Handout 14**  
**EGR program planning tool**

**COACHING: Key activities, questions and considerations**

**Purpose of this tool:**

The purpose of this worksheet is to assist early grade reading teams as they plan and implement their programs. Designed to guide initial discussions and decisions about program design, implementation, monitoring and evaluation, the worksheet includes a list of key activities, questions and considerations related to a specific topic. EGR teams are encouraged to complete the worksheet as a team, so all stakeholders' and collaborators' ideas can be considered. More detailed planning related to each topic and key activity would then follow.

**How to use this tool:**

1. Review the list of key activities at different stages of the program cycle.
2. Read and review the key considerations that will guide your planning.
3. In the "Your program experience and plans" column, for each key activity:
  - a. identify steps or tasks that your team will undertake to carry out the activity. Identify key collaborators and people responsible.  
*If you have already undertaken a particular activity:*
    - i. identify lessons learned or guidance that may inform scale up of the program, or that could be shared with others in a similar context (either within the same country or in another country)
    - ii. identify how you might need to modify an approach if you have encountered challenges during initial implementation, or if monitoring and evaluation has indicated the approach has not been effective
    - iii. identify how your approach might need to be modified when the program is scaled up
  - b. Identify specific challenges with respect to each activity or key consideration. What actions need to be taken and what strategies may need to be undertaken to address them?

## COACHING

Key activities	Questions & considerations to guide planning	Your program experience & plans
<b>1. Identify who will serve as coaches</b>	<ul style="list-style-type: none"> <li>• What groups of people could potentially fulfill the role of a coach in your context? What are the potential advantages and disadvantages with respect to different groups who may be recruited as coaches in terms of their skill level and current responsibility vis-à-vis teacher support? (Consider the skills required for effective coaching.)</li> <li>• In contexts where coaching is already underway, what have been the challenges and successes with the particular group of people/individuals who are serving as coaches? How might the successes be leveraged and the challenges be mitigated to support successful scale up and sustainability?</li> <li>• Are coach-related responsibilities already included in the job description of the people who will or have been serving as coaches?</li> <li>• What is the opinion of the variety of stakeholders (government officials, teachers, principals, etc.) with respect to who should serve as coaches?</li> </ul>	
<b>2. Identify roles and responsibilities for coaches, and draft a coach “job description”</b>	<ul style="list-style-type: none"> <li>• What will coaches be responsible for doing? (Consider the goal of the reading program, coaches’ skill level, teacher needs, administrative needs, and logistical and management issues, such as time and funds available for coach visits.)</li> <li>• Are coach-related job responsibilities already included in the job description of the personnel identified to serve as coaches? If not, what is the process for modifying an existing job description to include them?</li> <li>• How might coach responsibilities be scaffolded to avoid overwhelming coaches and teachers?</li> </ul>	
<b>3. Identify coach-to-school (or teacher) ratio and frequency of visits</b>	<ul style="list-style-type: none"> <li>• What is a realistic and potentially cost-effective coach-to-school, or coach-to-teacher ratio? (Consider costs of each visit, travel time to schools, availability and conditions of transportation, road conditions, etc.)</li> </ul>	
<b>4. Plan for coach visits</b>	<ul style="list-style-type: none"> <li>• What is the goal of the coaching visit?</li> <li>• How much time is available for a coaching visit?</li> <li>• What specific activities will the coach conduct?</li> <li>• How many visits can a coach conduct in a given day, week and month?</li> <li>• What will coaches be expected to do before, during and after each visit?</li> <li>• What resources will the coach need for each visit?</li> <li>• What obstacles might be encountered with respect to coach visits, and how might these be mitigated or addressed? (e.g., poor quality roads, limited or</li> </ul>	

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Key activities	Questions & considerations to guide planning	Your program experience & plans
	irregular public transportation, lack of fuel or funds for transport, safety and security issues, issues related to gender/female coaches)	
<b>5. Develop and procure resources for coaches</b>	<ul style="list-style-type: none"> <li>• What resources are needed to support coaches? (e.g., school visit protocol, classroom observation tool; see <b>Session 4, Handout 8: Resources and tools to support coaching</b> for guidance and examples)</li> <li>• How might technology (hardware and software) be used to support coaches and data collection? (Consider how much time and how many resources will be needed to procure, develop and sustain technology inputs and processes.)</li> <li>• Pilot test <i>all resources</i> prior to training, and modify them as necessary based on feedback.</li> <li>• Identify what resources will be needed for coach transportation, and how they will be provided.</li> </ul>	
<b>6. Develop and deliver coach training and professional development</b>	<ul style="list-style-type: none"> <li>• What is coaches' current skill level with respect to their expected roles and responsibilities? What areas will need the most support?</li> <li>• What topics will be included in the coach training(s)?</li> <li>• How will trainings/support be scaffolded and staggered?</li> <li>• What strategies and activities will be used to train coaches and provide them with diverse and ample opportunities to practice skills learned?</li> <li>• When will coaches be trained, and over how many days?</li> <li>• How will they be trained? (e.g., in a workshop setting, in a small-group setting at schools, or a hybrid approach?) What resources will be needed?</li> <li>• Who will train coaches? What training and resources will coach trainers need?</li> <li>• What ongoing professional development opportunities will be provided to coaches?</li> <li>• What is the plan to monitor and evaluate coach training/PD?</li> </ul> <p>For more details on coach training and support, consult <b>Session 4: Handout 6: Guidance and considerations for training, supporting and monitoring coaches.</b></p>	
<b>7. Develop monitoring, evaluation, learning and research plan for coaching</b>	<ul style="list-style-type: none"> <li>• What indicators, tools and process will be used to monitor and evaluate coaching?</li> </ul>	

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	<ul style="list-style-type: none"> <li>• What research can be embedded in the M&amp;E plan to gain insight into specific aspects of your coaching program? (See list of potential research in <b>Session 4, Handout 9: Evaluation and research on coaches and coaching.</b></li> <li>• Who will analyze coach M&amp;E data? When will it be reviewed, and for what purpose?</li> </ul>	
<b>8. Conduct M&amp;E, analyze findings and communicate results</b>	<ul style="list-style-type: none"> <li>• What is working well with respect to the coaching program, and why?</li> <li>• What challenges are being encountered? What is the source of the challenges? What can be done to mitigate them and improve outcomes?</li> <li>• Is the coach-school or coach-teacher ratio effective, scalable and sustainable?</li> <li>• To whom do results need to be communicated? How and when will results be communicated and used?</li> </ul>	
<b>9. Modify implementation as needed</b>	<ul style="list-style-type: none"> <li>• Do coach responsibilities need to be modified?</li> <li>• Do additional, or different forms, of training and PD need to be provided?</li> <li>• Do new or different resources need to be provided?</li> </ul>	