



Webinar 5: Coaching in EGR programs

Resources and References

This list was compiled by Reading within REACH, in collaboration with the Global Reading Network. It accompanies the webinar delivered on July 30, 2019.

- Bean, R. M. (2014). *The power of coaching: Improving early grade reading instruction in developing countries: Final report*. Report produced for the United States Agency for International Development. Silver Spring, MD: Aguirre Division of JBS International, Inc. Retrieved from http://pdf.usaid.gov/pdf_docs/PA00JV67.pdf
- GRN. (2019). Coaching to improve early grade reading: Emerging evidence on effectiveness and sustainability (2019). Formal panel presented at the annual conference of the Comparative and International Education Society (CIES). Available at <https://www.globalreadingnetwork.net/resources/coaching-improve-early-grade-reading-emerging-evidence-effectiveness-and-sustainability>
- Coburn, C. E., & Woulfin, S. L. (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly*, 47(1), 5–30. Retrieved from <https://doi.org/10.1002/RRQ.008>
- Creative Associates. (2016) Mu Karanta! Let’s Read! Guide to coaching and professional learning communities. Nigeria Northern Education Initiative Plus. U.S. Agency for International Development. Available at https://pdf.usaid.gov/pdf_docs/PA00N787.pdf
- Elish-Piper, L., & L’Allier, S. (2007). *Does literacy coaching make a difference? The effects of literacy coaching on reading achievement in grades K-3 in reading first district*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Elish-Piper, L., & L’Allier, S. (2011). Examining the relationship between literacy coaching and student reading gains in Grades K-3. *Elementary School Journal*, 112(1), 83–106.
- FHI 360. (2017). USAID Partnership for Education: *Learning Coaching/School-Based INSET Resources Guide and School-Based INSET Facilitator Guide*.
- Harden, K., King, S. & Pflapsen, A. (2018). Relationships between coach support and teachers’ adoption of new instructional practices: Findings from the Nigeria Reading and Access Research Activity (RARA). In Pouezevara, S. R. (Ed.), *Cultivating Dynamic Educators: Case Studies in Teacher Behavior Change in Africa and Asia*. RTI Press Publication No. BK-0022-1809. Research Triangle Park, NC: RTI Press. DOI: [10.3768/rtipress.2018.bk.0022.1809](https://doi.org/10.3768/rtipress.2018.bk.0022.1809)

- International Reading Association (2004). The role and qualifications of the reading coach in the United States. Retrieved from <http://www.literacyworldwide.org/docs/default-source/where-we-stand/reading-coach-position-statement.pdf?sf>
- Kipp, S., Pouezevara, S. & Piper, B. (2018). The National Rollout of Coaching with Tangerine in Kenya. Online article. Available at <http://shared.rti.org/content/national-rollout-coaching-tangerine-kenya>
- Kraft, M.A., Blazar, D., Hogan, D. (2016, updated in 2017). *The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence*. Brown University Working Paper. Retrieved from https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf
- Louge, N. & Razafindrabe, V. (April 2019). A Scalable Model for Teacher Pedagogical Mentorship: Evidence from Madagascar. Presentation at the annual conference of the Comparative and International Education Society (CIES). Available at <https://www.globalreadingnetwork.net/resources/coaching-improve-early-grade-reading-emerging-evidence-effectiveness-and-sustainability>
- National Institute for Excellence in Teaching. (2012). *Beyond “job-embedded”: Ensuring that good professional development gets results*. Santa Monica, CA. Retrieved from http://www.niet.org/assets/PDFs/beyond_job_embedded_professional_development.pdf
- Neuman, S. B., & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Education 50 Research Journal*, 46(2), 532-566. doi: 10.3102/0002831208328088.
- Pflapsen, A., Harden, K., & Sankey, S. (2016). Becoming a Reading Coach in Northern Nigeria: Findings and Implications for Literacy Improvement Initiatives. Presentation delivered at CIES 2016. Retrieved from <https://globalreadingnetwork.net/eddata/becoming-reading-coach-northern-nigeria-findings-and-implications-literacy-%0Bimprovement>
- Pflapsen, A. (2018). Coaching in early grade reading programs: Evidence, experiences and recommendations. A Global Reading Network Resource. Prepared by University Research Co., LLC. (URC) under the Reading within REACH initiative for USAID’s Building Evidence and Supporting Innovation to Improve Primary Grade Assistance for the Office of Education (E3/ED). Available at https://www.globalreadingnetwork.net/sites/default/files/research_files/Coaching%20in%20EGR%20Programs_REACH%20March%202019_0.pdf
- Piper, B. (2018). National Level Classroom Monitoring: The Impact of Kenya Tusome on Learning Outcomes and Accountability. Presentation at the annual conference of the Comparative and International Education Society (CIES). Mexico, City, Mexico. Available at <http://shared.rti.org/content/national-level-classroom-monitoring-impact-kenya-tusome-learning-outcomes-and-accountability>

- Piper, B., & Zuilkowski, S. S. (2015). Teacher coaching in Kenya: Examining instructional support in public and nonformal schools. *Teaching and Teacher Education*, 47, 173–183. Retrieved from <https://doi.org/10.1016/j.tate.2015.01.001>
- Piper, B., Simmons Zuilkowski, S., Kwayumba, D., & Strigel, C. (2016). Does technology improve reading outcomes? Comparing the effectiveness and cost-effectiveness of ICT interventions for early grade reading in Kenya. *International Journal of Educational Development*, 49, 204-214. Retrieved from <https://doi.org/10.1016/j.ijedudev.2016.03.006>
- Piper, B., Zuilkowski, S. S., Dubeck, M., Jepkemei, E., & King, S. J. (2018). Identifying the essential ingredients to literacy and numeracy improvement: Teacher professional development and coaching, student textbooks, and structured teachers' guides. *World Development*, 106, 324-336. <https://doi.org/10.1016/j.worlddev.2018.01.018>
- Republic of South Africa Basic Education Department (2017). The Early Grade Reading Study: Results of Year 2 Impact Evaluation. Retrieved from <https://www.education.gov.za/Programmes/EarlyGradeReadingStudy.aspx>
- RTI International (2016). Nigeria Reading and Access Research Activity (RARA): Results of an approach to improve early grade reading in Hausa in Bauchi and Sokoto states. Prepared for USAID under the EdData II project, Task Order No. AID-620-BC-14-00002 (RTI Task 26). Research Triangle Park, NC: RTI. Retrieved from http://pdf.usaid.gov/pdf_docs/PA00KVM1.pdf
- RTI International (2016). Video: An approach to teaching and reading in Hausa: Narrative RARA approach. Available at <https://www.globalreadingnetwork.net/eddata/multimedia-video-and-audio>
- Scott, S.E., Cortina, K.S., & Carlisle, J.F. (2012). Understanding coach-based professional development in Reading First: How do coaches spend their time and how do teachers perceive coaches' work? *Literacy research and instruction*, 51(1), 68–85.
- Slade, T. S., & Wambari, L. W. (2017). *Instructional coaching and instructional quality: Observations from the Tusome Early Literacy Programme*. Poster session presented at 2nd Education Evidence for Action research conference, Nyeri, Kenya.
- Slade, T. (April 2019) Instructional Coaching and Literacy Improvement at National Scale: Lessons From Kenya's Tusome Early Grade Reading Activity. Available at <https://www.globalreadingnetwork.net/resources/coaching-improve-early-grade-reading-emerging-evidence-effectiveness-and-sustainability>
- Swift-Morgan, J. (April 2019). Balancing Coaching and Collecting: Early Learning from Senegal on Instructional Coaching for Improved Early Grade Reading. Available at <https://www.globalreadingnetwork.net/resources/coaching-improve-early-grade-reading-emerging-evidence-effectiveness-and-sustainability>