

## Webinar 5: Handout 8

### Coaching and supervision systems (and tools) to coach—not just collect data

As part of the USAID All Children Reading/Lecture Pour Tous project in support of the Senegalese national reading program, the Lecture Pour Tous team led by Chemonics International assisted the Ministry of National Education to make some key early decisions when designing the initial instructional coaching and supervision framework. These decisions are described below. The Lecture Pour Tous program is currently testing the coaching approach in half the country and anticipates adjusting it as needed to craft a system that is both effective in improving teacher instructional practice for reading and writing and sustainable by the government.

The first key decision was to have a feasible and cohesive strategy that would greatly increase the likelihood that teachers would receive coaching sessions at least twice a month, while at the same time identifying a way to provide support and quality oversight to coaching. Knowing that the limited number of ministry inspectors would not be able to make enough teacher visits, the solution adopted was to train school directors as coaches. At the same time, inspectors play a complementary role monitoring and supporting the coaches. Inspectors also do some direct coaching, both for teachers in schools that are struggling more than average and for school directors who themselves are also early grade teachers (roughly 20% of cases). The aim is for every school – teacher and director/coach – to receive an inspector visit at least once a quarter when school is in session, totaling three times per year. (In places where the director is also the teacher or where more support is needed, inspectors might visit a school twice per month.) In addition to providing pedagogical support to teachers, directors and inspectors both are to assess and monitor student reading levels. These roles fall within both the inspectors’ and the directors’ current job descriptions, even if these may be updated following the coaching pilot to render certain aspects more explicit. (Fuel costs for higher-frequency inspector visits are subsidized in part by USAID as the Ministry tests this

Nom de l'école :	Code de l'école :	Date :	N° de séance de coaching cette année pour cet(te) enseignant(e) :
Nom du coach :		Poste occupé par le coach (entourer ce qui convient) :	
Nom de l'enseignant(e) :		N° de Leçon observée :	LI de l'école :

**A. Quelques observations spécifiques**  
Cocher la case OUI si l'enseignant(e) a fait à peu près ce qu'on lui demande ou NON s'il n'a pas tellement suivi. Sous « Commentaires » noter les exemples où l'enseignant(e) a bien fait, et des exemples de choses à améliorer. Noter également sous « Commentaires » des exceptions de la notation ; par ex si l'enseignant a bien fait en général mais a oublié un aspect : cocher « OUI » mais noter l'oubli.

Éléments d'observation	Oui	Non	Commentaires
1. En ce qui concerne le numéro de leçon, l'enseignant(e) est à peu près au niveau où il devrait être dans le planning pour l'année.			
2. L'enseignant(e) est en possession de tous les supports nécessaires à la leçon du jour (Guide de l'enseignant, textes à lire à haute voix, l'outil de l'élève, la planche-alphabet).			
3. L'enseignant(e) a le guide sous les yeux.			
4. L'enseignant(e) couvre toutes les étapes prévues pour la leçon.			
5. L'enseignant(e) facilite bien tous les éléments de chaque étape de la leçon.			
6. L'enseignant(e) respecte l'approche « je fais, nous faisons, tu fais ».			
7. Tous les élèves utilisent leur outil pendant la leçon.			

B. D'autres observations notées pendant la leçon	
Considérer entre autres :	
<ul style="list-style-type: none"> <li>• la gestion du temps par l'enseignant(e) ;</li> <li>• l'implication de chaque élève ;</li> <li>• le rythme de la leçon selon la durée des étapes ;</li> <li>• l'utilisation correcte de la langue nationale ;</li> <li>• la bonne expression des sons et des syllabes ;</li> <li>• le contrôle de la compréhension des élèves</li> <li>• etc.</li> </ul>	

C. Résultats du feedback et la discussion avec l'enseignant(e) après la leçon	
1. Identifier les trois meilleures choses faites par l'enseignant(e)	
2. Identifier les trois aspects prioritaires que l'enseignant(e) doit améliorer.	
3. Propositions pratiques pour que le coach s'améliore avant la séance suivante de coaching.	

model and begins examining how to cover an increased transport budget as part of policy reform moving forward.) This system is rounded out by the existing policy – that the program is helping to operationalize – of teacher peer-learning and professional development sessions (*cellules d’animation pédagogique*, or CAP) that take place at the school at least once a month with support from the director and between multiple schools (clustered) at a localized level once a quarter with support from an inspector to discuss shared questions and practice techniques and lessons related to the reading instructional approach and materials.

The second key decision program stakeholders made early on was to find a way to get the data needed on teacher and coaching practice without the drive for data overshadowing the greater need for good coaching. In this case, the solution being tested is to provide the school director – as the teacher’s primary coach – with a simplified lesson observation and post-observation coaching tool. This one-page sheet (see thumbnail) guides the observation and coaching session with a few key tips and prompting questions, and allows both the director and teacher to track main areas of improvement. However, it does not overburden the director with data collection in a way that prevents him/her from actively observing and engaging with the teacher during the session as a true coach. Instead, the inspectors on their quarterly visits administer the much more detailed teacher practice observation tool that feeds into program systems for performance monitoring to inform and improve future training and materials as well as to better differentiate in the support inspectors give to teachers and their directors.

Early experience with the new coaching model has demonstrated that there are yet many challenges to implementing any instructional coaching scheme at scale, and several conditions needed to make it successful. In the first few months after launching the effort with 50% of first grade public school teachers in four regions, over 75% of the school directors observed by inspectors demonstrated good coaching techniques, but only half of inspectors had visited a school and less than half of all teachers had a first coaching session. Only some school districts organized CAP professional development sessions. One problem during this period was an inspector’s strike that halted visits in some zones; thus, clearly one of the conditions for coaching to work – with the support it requires – is the absence of such interruptions and an inspector corps that feels it has what it needs to do its job. Additionally, better planning at the level of each departmental-level inspection office is required to more clearly chart out the schedule for inspector visits and cluster-level CAPs, with additional initial technical support from the project to do so. Finally, the early experiences with this coaching model clearly substantiate existing evidence showing the importance of follow-up, especially at the beginning of reform implementation before it becomes routine. In the Senegalese case this is done through joint missions of project staff embedded with the Ministry at the departmental and regional levels together with the persons within these inspectorates whose job it is to ensure fidelity of implementation of reforms in her/his zone.

Overall, these early experiences with testing the model in Senegal underscore the importance of systematic engagement from all levels of the education system to increase implementation, even when coaching is primarily school-based and coaches show relatively high levels of technical competency.

Source: Swift-Morgan, J. (2018). Chemonics International. Written communication to Reading within REACH.

*Related resource: Chemonics International. (2017) Guide du Coaching et de la Supervision de la Proximité. Première édition pilote. Senegal Programme National Lecture Pour Tous.*