The Power of Instructional Support: Using Existing Systems to Change Teacher Behavior in Kenya

Evelyn Jepkemei, PhD
Tusome Early Grade Reading Activity
Teachers’ Advisory Centers (TACs) established in 1963:

**TAC Tutors** (now Curriculum Support Officers: CSOs) in charge of zones (15-30 schools)

- Collect a variety of resources for teachers’ reference
- **Assess** needs and **train** teachers in zones

**Assess** learning outcomes at zonal level

**Provide professional guidance** to teachers

- They were mostly primary school teachers **promoted** for long service
The Education Structure

Ministry of Education

- Made up of **9 directorates**
- **Directors** in counties **Sub-County Directors**
- Several **Semi-autonomous** special agencies

Teachers’ Service Commission

- **Directors** in counties
- **Staffing Officers** and **Sub-County Directors**
- Teachers and **Curriculum Support Officers**
CSO Responsibilities

Regular CSO duties

A wide range of other duties:

- 40% Support for instruction
- 60% Administrative duties

Limited ability in coaching

CSO duties under Tusome

Offer training and coaching focused on instruction

Support reflection meetings

Make daily visits to schools

Hold feedback sessions with teachers

Upload data to a cloud-based server

“In Tusome, the CSOs are kind, unlike before when they used to harass us. I like the idea of support [rather] than inspection.”

— Theresia Mbula, Teacher
Public Schools and Low-Cost Private Schools

Coaches

- Are hired by project
- Give full-time support to low-cost private schools
- Are full-time coaches
- Have some experience in coaching

CSOs

- Serve public schools
- Have redefined responsibilities
- Handle administration and school inspections
- Have no experience in coaching
Tusome Scope, 2017

1,230
National education leaders

1,270
CSOs and Coaches

28,345
Schools

23,523
Head teachers

98,089
Teachers

3.6 million
Children

19.1 million
Books delivered to schools
Key Elements of Tusome

- Instructional coaching
- 1:1 books
- Teacher training
- Teachers’ guides

Tusome Early Literacy Programme
Lesson Observations Routine

- **Focused** on instructional approaches
- **30 minute lesson observations**
- **3 pupil fluency assessments**
- **10- to -15 minute** debrief
- **Data** uploaded from tablets
  - **Over 18,000** visits per month

“The use of tablets is [a] very powerful way of supporting teachers. If I miss something during observation, the tablet generates very useful feedback.”

– Saumu Mumbo, CSO, Bamburi Zone
Tusome Coaching Strategy

Guskey’s (1986) model of teacher change

Monitoring fidelity to teachers’ guides (Piper & Zuilkowski, 2017)

Focus on volume of visits

Project staff monitor coaches

Cognitive – research-based practice in teaching

Less depth in reflective teaching and coaching

“Tusome has helped me understand my job and do it well. I like when my teachers succeed.”

– Kiptanui Tergech, CSO, Tulwet Zone
ICT Support: The Tablet Program

Invigorates **accountability**

**Gives access** to data on
- Implementation index (GPS)
- Transport reimbursement

Captures **data on fluency rates**

**Allows data sharing** by government and other stakeholders

Produces data for **incentive-based transport reimbursement**
Supporting Teachers

Tutor Menu

- Classroom observation with pupils books
- Feedback
- Maths Teachers Observation Tool
- Observing CSO by MoEST/TSC/RTI
- SCDE Tool
- Feedback
- Tablet Assessment Study - control level - CDE/TSC CD tool
- Tablet assessment study - CSO tool
- Training Venue GPS mapping
- TSC forms

English

- Blending (add silent 'e') - ENG
- English full lesson
- Oral blending - ENG
- Read aloud - ENG
- Segmenting - ENG
- Sound practise - ENG
- Word blending - ENG

MMLP

English

- Week 4 Day 1 World around us

Look at the picture. Listen to your teacher read the story to you.

Patricia, Sam, and the sheep

I am Patricia. I am a girl. This is Sam. He is a boy. I met Sam under a tree. I take care of sheep. Sheep eat grass. I carry a big stick. This is a big sheep. This is a small sheep. The big sheep sits under a big tree. The small sheep sits on Sam!
The Tusome Dashboard

http://ntp.tangerinecentral.org/_csv/report/group-national_tablet_program/00b0a9a-2a9f-baca-2acb-c6264d4247cb,c835fc38-de99-d064-59d3-e772ccef7d/2016/7/YmFyaW5nbw==.html

CSO Report (2016 Jul)

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<td>9 (11%)</td>
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1. Numbers of classroom visits are defined as TUSOME classroom observations that include all forms and all 3 pupils assessments, with at least 20 minutes duration, and took place between 7AM and 3.10PM of any calendar day during the selected month.
2. Targeted number of classroom visits is equivalent to the number of class 1 teachers in each zone.
3. Correct per minute is the calculated average out of all individual assessment results from all qualifying classroom visits in the selected month to date, divided by the total number of assessments conducted.
4. Percentage at KNEC benchmark is the percentage of those students that have met the KNEC benchmark for either Kiswahili or English, for either class 1 or class 2, out of all of the students assessed for those subjects.
Challenges

- CSOs with limited prior exposure to mobile technologies
- Multiple administrative tasks for CSOs
- Staffing challenges
- Variation in take-up by CSOs
- Attrition through retirement
- National-scale support – disparities across zones
- Working through the government structure
Conclusion

The coaching program...

Is critical for **effective teaching**

Improves learning **outcomes**

Allows a transition to more **collaborative coaching** – e.g., peer coaching via WhatsApp

**Reinforces** weak pre-service training for teachers

**Lessens** coaches’ administrative duties

Involves **capacity** concerns

**Has cost and sustainability** considerations
Thank you
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[http://dx.doi.org/10.1086/660693](http://dx.doi.org/10.1086/660693)

[http://dx.doi.org/10.3102/0013189X015005005](http://dx.doi.org/10.3102/0013189X015005005)


[http://dx.doi.org/10.1007/s11159-015-9470-4](http://dx.doi.org/10.1007/s11159-015-9470-4)

[http://dx.doi.org/10.1016/j.tate.2015.01.001](http://dx.doi.org/10.1016/j.tate.2015.01.001)