

Teacher Coaching in Kenya: Examining Instructional Support in Public and Nonformal Schools

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Abstract

Instructional coaching has improved student outcomes in the United States, and may help to solve Kenya's literacy problems. Coaching is costly, however, and evidence is lacking regarding the most cost efficient teacher-to-coach ratio. We used student literacy outcome data from more than 8000 students participating in the Kenya Primary Math and Reading Initiative randomized controlled trial of instructional interventions in public and nonformal schools to fill this gap. Coaches in larger public zones made fewer visits per teacher, and teacher-coach ratio and student performance were negatively associated. Using causal methods, we concluded that lower ratios might improve nonformal school outcomes.

Keywords: Coaching, Instruction, Kenya, Literacy, Professional development.

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