



TOOLS & RESOURCES

The Coach program includes the development of open-access global public goods in the form of tools and resources for policymakers, researchers, system-level leaders, pedagogical leaders and teachers, focused on giving guidance on how to design, implement and evaluate effective in-service teacher professional development (TPD) programs and systems.

To learn more about the Coach program, watch this short video ([Arabic](#), [English](#), [French](#), and [Spanish](#)), or read the [Coach Program Overview Document](#).

Coach Tools and Resources

Resource navigator

- **Resource Guide for Teacher Professional Development Reforms (Forthcoming)**. Provides a list of key resources both from within and outside the *Coach* program. The resources are supplemented with their cost and contact information and provide guidance on enhancing a country's support throughout the life cycle of a TPD reform—diagnosis, design, implementation, and evaluation.

Existing Teacher Professional Development programs

- **Coach Repository of In-Service Teacher Professional Development Programs**. Provides access to a database of in-service K-12 TPD programs that have been implemented around the world. The repository is accompanied by a set of **Spotlights Sheets**, which provide more detailed information on a subset of the programs. ([Repository](#) and [Spotlight Sheets](#))
- **World Bank Teacher Professional Development Repository**. Provides access to a detailed database of World Bank education projects or projects with education components. These projects focus primarily on in-service TPD interventions for all levels of education. The repository also includes TPD projects that target pre-service, technical and vocational education and training (TVET), and higher education. ([Repository](#))

Guidance on different types of teacher support

- **Individualized (1-1) Support**
 - **Structuring Effective 1-1 Support (Revised Post Consultation)**. Provides guidance on the profile of the pedagogical leader who provides 1-1 support to the teacher, the typical ratio of teachers to pedagogical leader, the frequency of support to teachers, the typical length of observation and feedback session(s), and the remote support teachers require across different 1-1 support models. ([Technical Guidance Note](#), [Summary Slides](#), and [blog](#))

- **Implementing Effective 1-1 Support (Available for Consultation through November 15, 2021).** Provides guidance on how pedagogical leaders can provide high-quality 1-1 support to teachers. The note includes a high-level overview of the 1-1 coaching cycle, followed by a more detailed discussion of each stage of the coaching cycle. ([Technical Guidance Note](#))
- **Group Support**
 - **Structuring Effective Group Training (Available for Consultation through November 15, 2021).** Provides guidance on the five characteristics of effective group training: Content focus, Frequency of training, Profile of the facilitator, Group size, and Materials to be provided. ([Technical Guidance Note](#) and [Summary Slides](#))
- **School- and Cluster-Based Support**
 - **Structuring and Supporting School- and Cluster-Based Continuous Professional Development (Available for Consultation through November 15, 2021).** Provides guidance on the five decision points for structuring and supporting effective school- and cluster-based teacher support: Grouping of teachers, Frequency of meeting, Profile of the facilitator, Training and support for facilitators, and Content for teachers. ([Technical Guidance Note](#) and [Summary Slides](#))

Guidance on motivating changes in teaching practices

- **Motivating Changes in Teaching Practices (Forthcoming).** Provides information on motivational barriers for behavioral change in the TPD journey along with strategies and motivational enablers to overcome those barriers for improving teaching practices.

Guidance on establishing a monitoring and evaluation system

- **Monitoring and Evaluation for In-Service Teacher Professional Development Programs (Forthcoming).** Provides guidance on designing a results framework and choosing indicators, and outlines a step-by-step process to design, implement, use, and sustain a TPD M&E system.

Guidance on improving Teacher's Guides

- **Teacher's Guide Diagnostic Tool Manual (Revised Post Consultation).** Provides guidance on how to assess the quality of teacher's guides in grades 1-4. Additionally, the manual provides recommendations for the improvement of teacher's guides. ([Manual](#), [Summary Slides](#), [Scoresheet](#), and [blog](#))

Sample Teacher Professional Development materials

- **Foundational Teaching Skills Guide (Revised Post Consultation).** Outlines a set of 11 Foundational Teaching Skills (FTS). For each skill, the guide provides a clear description of what it entails, step-by-step guidance on how to implement it effectively in the classroom, and a detailed example. ([FTS Guide](#) and [blog](#))
- **Foundational Teaching Skills Teacher Training Package (Available for Consultation through November 15, 2021).** A package meant to be used by master trainers delivering group support to teachers focused on improving their skills across all, or a subset of the 11 FTS. The package consists of a training manual, participant workbook, training video scripts, training assessment, and a Coach FTS Contextualization Note. ([Trainer Manual](#), [Participant Workbook](#), [Training Video Scripts](#), [Training Assessment](#), and Coach FTS Contextualization Note—Forthcoming)
- **Foundational Teaching Skills Coach Training Package (Forthcoming).** A package meant to be used by master trainers delivering group support to coaches focused on supporting teachers in improving their

skills across all, or a subset of the 11 FTS. The package consists of a training manual, participant workbook, video scripts, and training assessment.

- **Coach Companion (Forthcoming)**. An example of a manual for coaches and school leaders to use in the classroom to support the application of FTS. The manual is meant to be used by the coach or school leader as s/he conducts regular classroom visits; identifies skills for which teachers need support; and conducts follow-up feedback conversations after each observation that provide targeted feedback, modeling, and practice for the teacher.