

# Coach

## SPOTLIGHT: Acompañamiento Pedagógico Multigrado (APM)



Implementation country	Peru
Program target	Primary teachers and students in rural, multigrade classrooms
Type of implementation	Government-led (Ministry of Education, Peru (MINEDU))
Scale of intervention	~6,400 schools, 12,000 teachers, and 1,400 coaches
Years of implementation	2008–present
Budget	US\$3,000, per teacher, per year <sup>1</sup>

### Program Goal

*Acompañamiento Pedagógico Multigrado* (pedagogical coaching for multigrade schools program) (APM) provides ongoing professional development to teachers in rural multigrade schools in the form of coaching with the overall aim of improving student learning outcomes.

### Educational Context

The Peruvian education system suffers from large disparities in geography and socioeconomic status as well as generally low educational outcomes. During 2014, only 19.7 percent of the

<sup>1</sup> Castro, Juan F. 2019. "El Efecto del Acompañamiento sobre las Prácticas Pedagógicas." PowerPoint. Ministry of Education Peru (MINEDU) Repository, Lima, Perú. <https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/6772/El%20efecto%20del%20acompa%3%b1amiento%20sobre%20las%20pr%3%a1cticas%20pedag%3%b3gicas.pdf?sequence=2&isAllowed=y>

second-grade students in elementary multigrade schools<sup>2</sup> reached the expected learning level in reading comprehension. In contrast, in monograde schools, 48.4 percent of students in the same year reached expected learning outcomes.<sup>3</sup> Schools in Peru often are located in remote areas. This limited accessibility has hampered both access to and quality of education provision. Multigrade schools and the lack of relevant resources for multigrade classrooms face additional challenges. Teacher turnover is high, further preventing students from attaining adequate education levels. In 2008 the Peruvian government introduced the Education Program for Learning Achievements (PELA by its Spanish acronym) to improve the quality of basic education in Peru.<sup>3</sup>

## Program Description

The Acompañamiento Pedagógico Multigrado (APM) program was launched in 2008 as a significant pillar of PELA to improve the quality of basic education in Peru. APM focuses on improving teacher competencies through a coaching model. In it, teachers receive ongoing coaching and feedback targeted to their individual needs and focused on helping them improve their teaching skills. APM was introduced for all elementary school teachers. However, changes in 2012–2013 shifted the program's focus toward multigrade teachers in rural areas. These teachers face significant issues including insufficient preparation for teaching in multigrade classrooms and a lack relevant resources for multigrade schools.<sup>3</sup>

## Whole-Child Development

The program does not have an explicit focus on whole-child development.

## Design of Teacher Professional Development Component

The professional development component of APM includes *workshops*, *coaching*, and *regular follow-up visits* for teachers with the overall goal of improving teacher competency in the classroom. Tutors take on the role of Pedagogical Leaders (PLs) within the program, providing this support to teachers. Tutors themselves also receive development and learning opportunities through the program.

### *For Teachers:*

Within a school year, participating teachers receive nine classroom visits from their assigned tutor. The first visit is diagnostic. The next seven visits provide individualized feedback to the teacher, and the final visit is an evaluation. During the classroom visits, tutors use an observation rubric in the form of a checklist to identify the strengths and weaknesses around each teacher's work in the classroom and provide tailored feedback based on these observations. In addition, two teacher follow-up workshops will take place during the school year.<sup>3</sup>

2 "Multigrade teaching" generally refers to a teaching situation in which a single teacher is responsible for teaching pupils across more than one curriculum grade. In a monograde classroom, one teacher is responsible for teaching a single class. See <http://multigrade.ioe.ac.uk/fulltext/fulltextSriLankaMGteachered.pdf>.

3 Metis Gaia. 2018. "Evaluación del diseño e implementación de la intervención de acompañamiento pedagógico en instituciones educativas multigrado. Final Report." FORGE Project, Lima, Perú. <http://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5780/Evaluaci%C3%B3n%20del%20dise%C3%B1o%20e%20implementaci%C3%B3n%20de%20la%20intervenci%C3%B3n%20de%20acompa%C3%B1amiento%20pedag%C3%B3gico%20en%20instituciones%20educativas%20multigrado.pdf?sequence=1&isAllowed=y>.

The coaching visits follow a broad three-step sequence:

- ✓ **Planning.** Tutors work with teachers to diagnose and prepare the pedagogical support plan.
- ✓ **Execution.** Tutors visit teachers in their classrooms and provide personalized advice, facilitate professional learning communities (PLCs), and hold follow-up workshops.
- ✓ **Evaluation.** Tutors evaluate teachers in the closing visit at the end of the school year.

### **For Pedagogical Leaders:**

For APM, the pedagogical leaders (called “Tutors”) are provided with development and learning opportunities to ensure that they can effectively carry out the responsibilities of their role and support teachers in improving their practice.

Tutors receive their ongoing training and support from a Pedagogical Specialist hired by the Ministry of Education, Peru (MINEDU). Each specialist is responsible for visiting/monitoring each tutor at least twice a year during the specialist’s classroom visits.<sup>4</sup>

Tutors get training in three broad domains:

- ✓ **Coaching support management.** Includes planning and developing the coaching.
- ✓ **Pedagogical management.** Includes strengthening curricular areas and frameworks.
- ✓ **Personal development.** Focuses on transferring skills such as leadership, assertiveness, and communication.<sup>5</sup>

Tutors take part in the following professional development opportunities:

- ✓ **Face-to-face trainings.** The face-to-face training component focuses on training tutors in strategies for reflection and collaboration.
- ✓ **Post-workshop observations and monitoring.** After the face-to-face workshop, Pedagogical Specialists conduct follow-ups to provide technical assistance (TA) and virtual consulting.
- ✓ **Field Notebook.** Tutors are encouraged to maintain a Field Notebook, which is a pedagogical tool to collect evidence from classroom observations. The notebook also is used as a tool to record reflections from classroom observations so that tutors can offer efficient, personalized advice to teachers.<sup>5</sup>

4 Majerowicz, Stephanie. 2019. “Essays in Education and Development Economics.” Doctoral dissertation, Harvard University, Graduate School of Arts and Sciences. Cambridge, MA. <https://dash.harvard.edu/bitstream/handle/1/42029654/MAJEROWICZ-DISSERTATION-2019.pdf?sequence=1&isAllowed=y>.

5 Metis Gaia. 2018. “Evaluación del diseño e implementación de la intervención de acompañamiento pedagógico en instituciones educativas multigrado. Final Report.” FORGE Project, Lima, Perú. <http://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5780/Evaluaci%C3%B3n%20del%20dise%C3%B1o%20e%20implementaci%C3%B3n%20de%20la%20intervenci%C3%B3n%20de%20acompa%C3%B1amiento%20pedag%C3%B3gico%20en%20instituciones%20educativas%20multigrado.pdf?sequence=1&isAllowed=y>.

## Alignment with Coach Principles

### Coach

#### *Acompañamiento Pedagógico Multigrado (APM)*

<b>Tailored</b>	✓	The first stage of the teacher professional development (TPD program) focuses on planning, during which pedagogical leaders (PLs) design a support plan <b>tailored</b> to teacher's needs. Ongoing support is also tailored as PLs provide specific feedback after conducting classroom observations for each teacher. Teachers are observed using an <a href="#">observation rubric</a> developed by MINEDU.
<b>Focused</b>	✓	The program is <b>focused</b> and seeks to develop the teacher competencies outlined in its <i>Marco del Buen Desempeño Docente</i> (MBDD) (framework of good teaching performance) to improve student learning outcomes. These competencies include (1) understanding student characteristics and their contexts, (2) creating a conducive learning environment, (3) using culturally relevant problem-solving techniques, and (4) providing opportunities for critical thinking and reflection. <sup>6</sup> Teachers also are encouraged to practice differentiation techniques <sup>7</sup> with students in multigrade classrooms and to implement strategies for group work. <sup>8</sup>

<b>Practical</b>	✓	Coaching sessions, program workshops, and meetings in professional learning communities all focus on using specific and <b>practical</b> pedagogical practices that teachers are using in their classrooms. This focus on practical training is supported particularly through coaching sessions, which leverage the use of the classroom observation rubric.
<b>Ongoing</b>	✓	The support that teachers receive is spread out throughout the school year, during which tutors carry out nine visits and provide <b>ongoing</b> coaching and feedback to them.

6 Metis Gaia. 2018. "Evaluación del diseño e implementación de la intervención de acompañamiento pedagógico en instituciones educativas multigrado." Final Report: FORGE Project, Lima, Perú. <http://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5780/Evaluaci%C3%B3n%20del%20dise%C3%B1o%20e%20implementaci%C3%B3n%20de%20la%20intervenci%C3%B3n%20de%20acompa%C3%B1amiento%20pedag%C3%B3gico%20en%20instituciones%20educativas%20multigrado.pdf?sequence=1&isAllowed=y>.

7 Differentiation refers to tailoring instruction to meet individual student needs. For more information on differentiation techniques, see <https://assets.markallengroup.com//article-images/214922/SecEdPullOut-May.pdf>.

8 To view the full observation rubric and competencies, see [https://www.academia.edu/27735422/Manual\\_de\\_Acompa%C3%B1amiento\\_pedag%C3%B3gico\\_a\\_IE\\_multigrado](https://www.academia.edu/27735422/Manual_de_Acompa%C3%B1amiento_pedag%C3%B3gico_a_IE_multigrado).

## Program Results

- 1 The program's impact evaluation shows that the aggregate pedagogical ability of teachers in the program improved between 0.24 and 0.34 standard deviation for those who received both years of coaching support.<sup>9</sup> Teachers' improvement was most concentrated in skills related to lesson planning and promoting students' critical thinking.
- 2 The program's impact evaluation also shows that the coaching program had a strong positive effect on student learning outcomes. Average student test scores increased by 0.19 standard deviations in Mathematics and 0.12 standard deviations in Reading Comprehension for students in the treatment schools relative to the control group.<sup>10</sup>

## Want to Learn More?

- To learn more about the intervention, view this [PowerPoint summarizing its impact](#) (2016–2017).
- To learn more about the latest program updates, watch a [YouTube video](#) by the Peruvian Ministry of Education (MINEDU).

## Program Documents Available (English and Spanish)

To view additional details related to the APM, select a link below.

<i>Background information</i>	<i>Teacher and coach materials</i>	<i>Evaluations of the program</i>
An introduction to the APM model and its role within the national PELA strategy	<p>A UNESCO study highlighting APM as an effective in-service TPD strategy</p> <p>An APM manual (2019), which covers strategies for multigrade teaching and learning practices</p> <p>An APM Manual (2016), developed by MINEDU, includes the rubrics for the observation tool used by the program</p>	<p>A study on APM that highlights the impact of the national coaching program on student performance using an at-scale randomized control program (RCT)</p> <p>A study on the impact of APM on student performance in rural Peru by Pontificia Universidad Católica del Perú</p> <p>A process-based evaluation of the design and implementation of the APM program by FORGE Project</p>

For more information on Peru and its education context, visit [MINEDU's website](#).

9 Castro, Juan F. 2019. "El Efecto del Acompañamiento sobre las Prácticas Pedagógicas." PowerPoint. Ministry of Education Peru (MINEDU) Repository, Lima, Perú. <https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/6772/El%20efecto%20del%20acompamamiento%20sobre%20las%20prcticas%20pedagc3%b3gicas.pdf?sequence=2&isAllowed=y>.

10 Majerowicz, Stephanie, and Ricardo Montero. 2018. "Can Teaching Be Taught? Experimental Evidence from a Teacher Coaching Program in Peru." "Job Market Paper." <https://scholar.harvard.edu/files/smajerowicz/files/coaching.pdf>.

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