

TEACHER COACHING FUELS PERSONALIZED LEARNING SUCCESS

Ranson IB Middle School, one of the schools in our study, selected teachers with strong classroom results to lead teams of four other teachers as multi-classroom leaders (MCLs). These teacher-leaders coached the other teachers on their teams by analyzing student data, preparing all the lesson plans for their teams, providing regular observations and feedback, and at times modeling or co-teaching lessons. They also shared accountability for the student learning outcomes across their team. (The MCL arrangement is one of the staffing arrangements promoted through Public Impact's [Opportunity Culture](#) initiative.)

In January of this year, the Center for Analysis of Longitudinal Data in Education Research (CALDER) published a [working paper](#) evaluating how Opportunity Culture models impact student outcomes. The researchers found that schools using Opportunity Culture models, of which the MCL model was most common, produced statistically-significant improvements on students' math test scores. These results suggest that teacher coaching, which was a frequent practice not only among Ranson's MCLs but also at many of the schools we studied, may be a crucial strategy for schools to incorporate as part of their personalized learning efforts.

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