

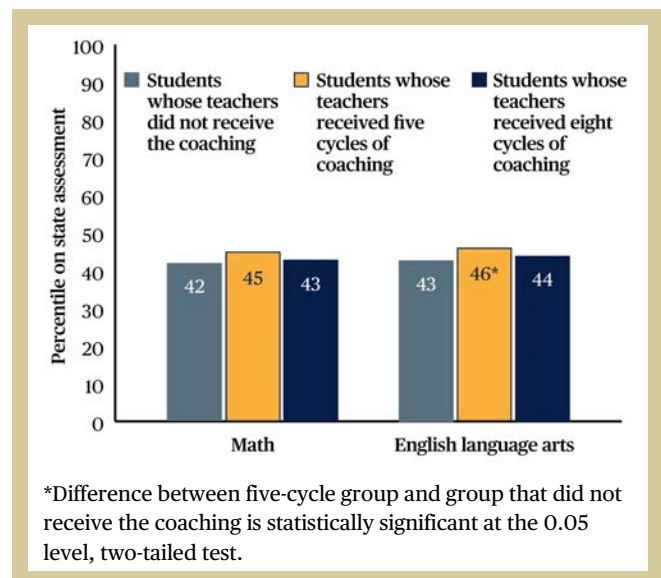
Study of Teacher Coaching Based on Classroom Videos: Impacts on Student Achievement and Teachers' Practices

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Helping teachers become more effective in the classroom is a high priority for school leaders and policymakers. This study examined one promising strategy for improving teachers' effectiveness: providing individualized coaching using videos of teachers' instruction for reflection, practice, and feedback. The coaching focused on general, rather than subject specific, teaching practices. About 100 elementary schools were randomly divided into three groups: one where teachers received five highly structured cycles of focused, professional coaching during a single school year, one where teachers received more coaching (eight cycles), and one that continued with its usual strategies for supporting teachers. The study compared teachers' experiences and their students' achievement across the three groups to determine the effectiveness of the two versions of the coaching.

Key Findings

- Five cycles of video-based coaching improved student achievement.** Students taught by teachers in the five-cycle coaching group had higher test scores in English language arts at the end of the school year than students taught by teachers who did not receive the coaching. Although there was a similar difference for math scores, the study could not definitively conclude that the coaching improved math achievement.
- Eight cycles of coaching were not effective, perhaps due to time constraints.** Students in the eight-cycle group had similar scores in math and English language arts as students whose teachers did not receive the coaching. Time between coaching cycles was shorter for the eight-cycle group than the five-cycle group. This may have reduced teachers' opportunities to act on coaches' feedback and practice what they learned, potentially limiting the coaching's effects.
- The coaching affected the type of feedback that teachers received on their teaching.** Compared to those who did not receive the study's coaching, teachers who received the coaching were more likely to report receiving feedback that focused on specific teaching practices and gave them the opportunity to observe and reflect on their teaching. However, the study did not observe improvements in teachers' practices.



The study suggests that video-based coaching for teachers focused on general teaching practices can be an effective approach for improving student achievement. However, it also suggests that districts and schools need to carefully consider the amount of coaching they provide to teachers, since more coaching might limit the amount of time teachers have to practice and reflect on what they've learned.