Abstract: We study on-the-job learning among classroom teachers, especially learning skills from coworkers. Using data from a field experiment, we document meaningful improvements in teacher job performance when high- and low-skilled teachers working at the same school are paired and asked to work together on improving their skills. Pairs are matched on specific skills measured in prior evaluations. Each pair includes a target teacher who scores low in one or more of nineteen skills, and a partner who scores high in (many of) the target teacher’s deficient skills. Student test scores improved by 0.12 standard deviations in the low-skilled target teachers’ classrooms. These improvements in teacher job performance persisted, and perhaps grew, in the year after treatment. Empirical tests suggest the improvements are likely the result of target teachers learning skills from their partner.

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