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Research on Effective Teaching

- ♦ The single greatest effect on student achievement is the teacher to whom a student gets assigned. Rivkin, Hanushek, and Kain (2005)

Steven G. Rivkin, Eric A. Hanushek, and John F. Kain, "Teachers, Schools, and Academic Achievement," *Econometrica* 73, no. 2 (March 2005): 417–458.

- ♦ Teacher expertise accounts for more difference in student performance—40 percent—than any other factor. Ferguson (1991)

Ronald F. Ferguson, "Paying for Public Education: New Evidence on How and Why Money Matters," *Harvard Journal of Legislation* 28 (Summer 1991): 465–498.

- ♦ More can be done to improve education by improving the effectiveness of teachers than by any other single factor. Wright, Horn, and Sanders (1997)

S. Paul Wright, Sandra P. Horn, and William L. Sanders, "Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation," *Journal of Personnel Evaluation in Education* 11, no. 1 (1997): 57–67.

- ♦ To improve student learning, do not change the school structure. Change the instructional practice to focus on learning. Elmore (2002)

Richard Elmore, "The Limits of 'Change,'" *Harvard Education Newsletter* 18, no. 1 (January/February 2002).

- ♦ Good teachers, effective teachers, matter much more than content materials, pedagogical approaches, or programs. Sanders and Rivers (1996); Duffy (1997); Darling-Hammond (1999); Taylor et al. (2000); Allington and Johnston (2001); Pressley (2001); Allington (2002)

William L. Sanders and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement* (Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center, 1996).

G. G. Duffy, "Powerful Models or Powerful Teachers? An Argument for Teacher as Entrepreneur," in *Instructional Models in Reading*, eds. S. Stahl and D. Hayes (Mahwah, NJ: Lawrence Erlbaum Associates, 1997), 351–365.

Linda Darling-Hammond, *Teacher Quality and Student Achievement: A Review of State Policy Evidence* (Seattle, WA: University of Washington Center for Teaching Policy, 1999).

Barbara M. Taylor, P. David Pearson, Kathleen Clark, and Sharon Walpole, "Effective Schools and Accomplished Teachers: Lessons About Primary-Grade Reading Instruction in Low-Income Schools," *The Elementary School Journal* 101, no. 2 (2000): 121–165.

Richard L. Allington and P. H. Johnston, "What Do We Know About Effective Fourth Grade Teachers and Their Classrooms?" in *Learning to Teach Reading: Setting the Research Agenda*, ed. C. Roller (Newark, DE: International Reading Association, 2001), 150–165.

Michael Pressley, Ruth Wharton-McDonald, Richard Allington, Cathy Collins Block, Lesley Morrow, Diane Tracey, Kim Baker et al., "A Study of Effective First-Grade Literacy Instruction," *Scientific Studies of Reading* 5, no. 1 (2001): 35–58.



Research on Effective Teaching (continued)

Richard L. Allington, "What I've Learned from Effective Reading Instruction," *Phi Delta Kappan* 83, no. 10 (June 1, 2002): 740–747.

- ♦ The classroom teacher is widely regarded as the most influential school-related factor that affects student achievement. *Mendro, Jordan, Gomez, Anderson, and Bembry (1997); Muijs and Reynolds (2003); Stronge, Ward, and Grant (2011)*

Robert L. Mendro, Heather R. Jordan, Elvia Gomez, Mark C. Anderson, and Karen L. Bembry, "An Application of Multiple Linear Regression Determining Longitudinal Teacher Effectiveness" (paper presented at the Annual Meeting of AERA, San Diego, California, April 1998).

D. Muijs and D. Reynolds, "Student Background and Teacher Effects on Achievement and Attainment in Mathematics," *Educational Research and Evaluation* 9, no. 1 (2003): 21–35.

James H. Stronge, Thomas J. Ward, and Leslie W. Grant, "What Makes Good Teachers Good? A Cross-Case Analysis of the Connection Between Teacher Effectiveness and Student Achievement," *Journal of Teacher Education* 62, no. 4 (September 1, 2011): 339–355.

- ♦ The effect of increases in teacher quality swamps the impact of any other educational investment, such as reductions in class size. *Goldhaber (2010)*

Dan Goldhaber, "Teacher Pay Reforms: The Political Implications of Recent Research," *CEDR Working Paper*, no. 2010-4.0 (2010).

- ♦ Teacher quality is one of the few school characteristics that significantly affects student performance. *Goldhaber (2016)*

Dan Goldhaber, "In Schools, Teacher Quality Matters Most," *Education Next* 16, no. 2 (Spring 2016).