

## **WHAT DOES THE RESEARCH SAY ABOUT TEACHING QUALITY?**

### **TEACHER PREPARATION RESEARCH: AN INSIDER'S VIEW FROM OUTSIDE**

Suzanne M. Wilson, Robert E. Floden and Joan Ferrini-Mundy, *Journal of Teacher Education*, May/ June 2002.

Although this research review is on teacher preparation, much of what the authors say is also applicable to research on the effectiveness of on-the-job teachers. What makes this work so solid is the fact that the reviewers set a high standard for the studies they include, relying only on those that “describe the methods of investigation and analysis well enough that others can assess their validity.” For each major area of inquiry the authors review—effects of subject matter preparation, pedagogical preparation and student teaching; the quality of alternative certification programs; and the impact of efforts to improve teacher education—they find that the research suffers from lack of sufficient peer review, inadequate explanations of research designs and a “dearth of impact measures.”

### **TEACHER QUALITY: UNDERSTANDING THE EFFECTIVENESS OF TEACHER ATTRIBUTES (CHAPTER 4)**

Jennifer Rice King, Economic Policy Institute, 2003

This literature examination was published following the comprehensive research review of teacher preparation effects done for the U.S. Department of Education in 2001 by Wilson, Floden & Ferrini-Mundy. The author takes on Eric Hanushek's work, which she describes as a two decades-long set of analyses concluding “that there is no systematic relationship between educational inputs and student performance.” She goes on to review what she calls “existing empirical evidence” relating teacher quality to teacher performance and student achievement. The author finds positive effects related to the following factors (though often the results were highly specific to particular variables within each one): teacher experience, teacher preparation programs and degrees, teacher certification, teacher coursework, and teachers' own test scores.