The link between teacher classroom practices and student academic performance

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Abstract

Quantitative studies of school effects have generally supported the notion that the problems of U.S. education lie outside of the school. Yet such studies neglect the primary venue through which students learn, the classroom. The current study explores the link between classroom practices and student academic performance by applying multilevel modeling to the 1996 National Assessment of Educational Progress in mathematics. The study finds that the effects of classroom practices, when added to those of other teacher characteristics, are comparable in size to those of student background, suggesting that teachers can contribute as much to student learning as the students themselves.

Keywords

Academic Achievement; Educational Practices; Elementary Secondary Education; Mathematics Achievement; Mathematics Instruction; Teacher Characteristics; Teaching Methods

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Discussion

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Dr. Harold Wenglinsky worked for six years with the Policy Information Center at Educational Testing Service as a National Assessment of Educational Progress Visiting Scholar, Research Scientist, and Center Director. His research has tackled a wide range of issues of educational policy, from the impact of educational expenditures on student performance to the educational role of Historically Black Colleges and Universities. His most recent publications
The current study explores the link between classroom practices and student academic performance by applying multilevel modeling to the 1996 National Assessment of Educational Progress in mathematics. The study finds that the effects of classroom practices, when added to those of other teacher characteristics, are comparable in size to those of student background, suggesting that teachers can contribute as much to student learning as the students themselves. Keywords: Academic Achievement; Educational Practices; Elementary Secondary Education; Mathematics Achievement; Mathematics Instruction; Teacher The current study explores the link between classroom practices and student academic performance by applying multilevel modeling to the 1996 National Assessment of Educational Progress in mathematics. The study finds that the effects of classroom practices, when added to those of other teacher characteristics, are comparable in size to those of student background, suggesting that teachers can contribute as much to student learning as the students themselves. Do you want to read the rest of this article? These practices can improve academic performance of all students, regardless of background. 8 Other than two exceptions, quantitative research has tended to find that the effects of student background on student achievement and other outcomes far overshadows school effects. 9 Hypotheses of Study. Of the aspects of teacher quality classroom practices will have the greatest impact on student academic performance, professional development the next greatest, and teacher inputs (characteristics) the least. Teacher quality is as strongly related to student academic performance as student background.