# Do teacher characteristics matter?

## Key papers

Causal papers:

Chetty et al., 2014; Clotfelter et al., 2007; Harris & Sass, 2011; Papay & Kraft, 2015

## Define teacher characteristics

Boonen et al., 2014; Campbell et al., 2014; Grubb, 2008; Palardy & Rumberger, 2008

Choi (2010), Goldhaber et al. (2015), and Schultz (2014)

## Returns to teaching/teacher experience

An extensive research body has examined the returns to teacher experience, showing a positive relationship between years of teaching on student outcomes (Kane, Rockoff, & Staiger, 2008; Ladd & Sorensen, 2017; Rockoff, 2004). The returns to teacher experience seem to be larger in teachers’ first several years on the job (Boonen et al., 2014; Chetty et al., 2014; Clotfelter et al., 2007; Grubb, 2008; Harris & Sass, 2011; Kane, Rockoff, & Staiger, 2008; Papay & Kraft, 2015; Rice, 2003). A few studies also highlight that students taught by novice teachers may lag behind in terms of academic performance (Hill et al., 2019).

The average returns to teacher experience are larger for mathematics than reading (Boyd et al., 2008; Harris & Sass, 2011).

## Teacher educational background

Attainment of a bachelor’s or master’s degree in education has failed to show a relationship to student outcomes (e.g., Clotfelter et al., 2007; Harris & Sass, 2011; Wayne & Youngs, 2003; for an exception for master’s degrees, see Guarino, Dieterle, Bargagliotti, & Mason, 2013). Findings for other variables are mixed, including for earned degrees (e.g., Aaronson, Barrow, & Sander, 2007; Harris & Sass, 2011; Rowan, Correnti, & Miller, 2002) and certification (for a review, see Cochran-Smith et al., 2012) and postsecondary mathematics content and mathematics methods coursework (e.g., Begle, 1979; Harris & Sass, 2011; Hill et al., 2005; Monk, 1994; Rice, 2003; Wayne & Youngs, 2003).

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