References

Aaronson, Barrow, L., & Sander, W. (2007). Teachers and Student Achievement in the Chicago Public High Schools. Journal of Labor Economics, 25(1), 95–135. <https://doi.org/10.1086/508733>

Athey, & Imbens, G. W. (2019). Machine Learning Methods That Economists Should Know About. Annual Review of Economics, 11(1), 685–725. <https://doi.org/10.1146/annurev-economics-080217-053433>

Athey, Tibshirani, J., & Wager, S. (2019). GENERALIZED RANDOM FORESTS. The Annals of Statistics, 47(2), 1148–1178. <https://doi.org/10.1214/18-AOS1709>

Boyd, Donald, Hamilton Lankford, Susanna Loeb, Jonah Rockoff, and James Wyckoff. 2008. “The Narrowing Gap in New York City Teacher Qualifications and Its Implications for Student Achievement in High-Poverty Schools.” National Bureau of Economic Research.

Cho. (2012). The effect of teacher–student gender matching: Evidence from OECD countries. Economics of Education Review, 31(3), 54–67. https://doi.org/10.1016/j.econedurev.2012.02.002

Clotfelter, Ladd, H. F., & Vigdor, J. L. (2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. Economics of Education Review, 26(6), 673–682. <https://doi.org/10.1016/j.econedurev.2007.10.002>

Dee, T. S. (2007). Teachers and the Gender Gaps in Student Achievement. *The Journal of Human Resources*, *42*(3), 528–554. <http://www.jstor.org/stable/40057317>

Gong, Lu, Y., & Song, H. (2018). The effect of teacher gender on students’ academic and noncognitive outcomes. Journal of Labor Economics, 36(3), 743–778. <https://doi.org/10.1086/696203>

Guarino, Dieterle, S. G., Bargagliotti, A. E., & Mason, W. M. (2013). What Can We Learn About Effective Early Mathematics Teaching? A Framework for Estimating Causal Effects Using Longitudinal Survey Data. Journal of Research on Educational Effectiveness, 6(2), 164–198. https://doi.org/10.1080/19345747.2012.706695

Harris, & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. Journal of Public Economics, 95(7), 798–812. <https://doi.org/10.1016/j.jpubeco.2010.11.009>

Hill, Charalambous, C. Y., & Chin, M. J. (2019). Teacher Characteristics and Student Learning in Mathematics: A Comprehensive Assessment. Educational Policy (Los Altos, Calif.), 33(7), 1103–1134. <https://doi.org/10.1177/0895904818755468>

Jacob, & Lefgren, L. (2004). The impact of teacher training on student achievement: Quasi-experimental evidence from school reform efforts in Chicago. The Journal of Human Resources, 39(1), 50–79. <https://doi.org/10.2307/3559005>

Kraft, Marinell, W. H., & Shen-Wei Yee, D. (2016). School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence From Panel Data. American Educational Research Journal, 53(5), 1411–1449. <https://doi.org/10.3102/0002831216667478>

Kane, Rockoff, J. E., & Staiger, D. O. (2008). What does certification tell us about teacher effectiveness?: Evidence from New York City. Economics of Education Review, 27(6), 615–631. <https://doi.org/10.1016/j.econedurev.2007.05.005>

Ladd, & Sorensen, L. C. (2017). Returns to Teacher Experience: Student Achievement and Motivation in Middle School. Education Finance and Policy, 12(2), 241–279. <https://doi.org/10.1162/EDFP_a_00194>

Lim, & Meer, J. (2017). The impact of teacher-student gender matches: Random assignment evidence from South Korea. The Journal of Human Resources, 52(4), 979–997. <https://doi.org/10.3368/jhr.52.4.1215-7585R1>

Marioni, Freguglia, R. D. S., & Menezes-Filho, N. A. (2020). The impacts of teacher working conditions and human capital on student achievement: evidence from brazilian longitudinal data. Applied Economics, 52(6), 568–582. <https://doi.org/10.1080/00036846.2019.1650885>

Rockoff. (2004). The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. The American Economic Review, 94(2), 247–252. <https://doi.org/10.1257/0002828041302244>

Sansone. (2017). Why does teacher gender matter? Economics of Education Review, 61(December), 9–18. <https://doi.org/10.1016/j.econedurev.2017.09.004>

Wayne, & Youngs, P. (2003). Teacher characteristics and student achievement gains: a review. Review of Educational Research, 73(1), 89–122. https://doi.org/10.3102/00346543073001089

Winters, Haight, R. C., Swaim, T. T., & Pickering, K. A. (2013). The effect of same-gender teacher assignment on student achievement in the elementary and secondary grades: Evidence from panel data. Economics of Education Review, 34, 69–75. <https://doi.org/10.1016/j.econedurev.2013.01.007>

Xu, & Li, Q. (2018). Gender achievement gaps among Chinese middle school students and the role of teachers’ gender. Economics of Education Review, 67, 82–93. <https://doi.org/10.1016/j.econedurev.2018.10.002>