



Bandura, A. (1997). *Self-efficacy: The exercise* of control. New York: Freeman.

Bill & Melinda Gates Foundation. (2010). Learning about teaching: Initial findings from the measures of effective teaching project. Retrieved from http://www. gatesfoundation.org/college-readyeducation/Documents/preliminaryfindings-research-paper.pdf

Blank, R. K. & de las Alas, N. (2009). *Effects* of teacher professional development on gains in student achievement: How meta analysis provides scientific evidence useful to education leaders. Washington, DC: The Council of Chief State School Officers.

- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2009). *Who leaves? Teacher attrition and student achievement*. (CALDER Working Paper 23). Retrieved from http://www.urban. org/UploadedPDF/1001270_teacher_ attrition.pdf
- Carroll-Lind, J. (2009). *School safety: An inquiry into the safety of students at school*. Wellington, NZ: Office of the Children's Commissioner.
- Coleman, J., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfeld, F., & York, R. (1966). *Equality of educational opportunity*. Washington, DC: National Center for Education Statistics, US Government Printing Office.
- Dahl, G. B. & Lochner, L. (2005). *The impact* of family income on child achievement. (Working paper 11279). National Bureau of Economic Research.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved from http://epaa.asu.edu/epaa/ v10n12/
- Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., Pagani, L., Feinstein, L., Engel, M.,

Brooks-Gunn, J., Sexton, H., Duckworth, K., & Japel, C. (2007). School readiness and later achievement. *Developmental Psychology*, *43*(6), 1428–1446.

Economist Intelligence Unit. (2012). *Starting well: Benchmarking early education across the world*. London: Author.

Harris, D. N. & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95, 798–812.

- Hattie, J. (2009). *Visible learning: A synthesis* of over 800 meta-analyses relating to achievement. New York, NY: Taylor & Francis.
- Henson, R. K. (2002). From adolescent angst to adulthood: Substantive implications and measurement dilemmas in the development of teacher efficacy research. *Educational Psychologist*, *37*(3), 137–150.
- Hill, H. C., Rowan, B., & Ball, D. L. (2005).
 Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371-406.
- Hong, S. & Ho, H. (2005). Direct and indirect longitudinal effects of parental involvement on student achievement: Second-order latent growth modeling across ethnic groups. *Journal of Education Psychology*, *97*(1), 32–42.
- Ingersoll, R. M. & Perda, D. (2010). Is the supply of mathematics and science teachers sufficient? *American Educational Research Journal*, 48(5), 1–32.
- Johnson, S. M. (2006). *The workplace matters: Teacher quality, retention, and effectiveness.* Washington, DC: National Education Association.
- Lavy, V. (2010). Do differences in school's instruction time explain international achievement gaps in math, science, and reading? Evidence from developed and developing countries. (Working Paper 16227). Cambridge, MA: National Bureau of Economic Research.



Lee, V. & Zuze, T. (2011). School resources and academic performance in subsaharan Africa. *Comparative Education Review*, 55(3), 369–397.

Leigh, A. (2010). Estimating teacher effectiveness from two-year changes in students' test scores. *Economics of Education Review*, 29, 480–488.

Li, Q. & Ma, X. (2010). A meta-analysis of the effects of computer technology on school students' mathematics learning. *Educational Psychology Review*, 22(3), 215–243.

Lomos, C., Roelande, H. H., & Bosker, R. J. (2011). Professional communities and student achievement–A metaanalysis. *School Effectiveness and School Improvement*, 22(2), 121–148.

Martin, M. O., Mullis, I. V. S., & Foy, P. (in press). The limits of measurement: Problems in measuring trends for lowperforming countries. In N. McElvany & H.G. Holtappels (Eds.), Festschrift, Prof. Dr. Wilfried Bos, "Studien der empirischen Bildungsforschung–Befunde und Perspektiven" [Festschrift for Prof. Dr. Wilfried Bos, Studies of empirical educational research–Findings and perspectives]. Muenster: Waxmann.

Martin, M. O., Mullis, I. V. S., Foy, P., & Stanco, G. M. (2012). *TIMSS 2011 international results in science*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Martin, M. O. & Mullis, I. V. S. (Eds.). (2011). *Methods and procedures in TIMSS and PIRLS 2011*. Retrieved from http:// timssandpirls.bc.edu/methods/index. html

McGuigan, L. & Hoy, W. K. (2006). Principal leadership: Creating a culture of academic optimism to improve achievement for all students. *Leadership and Policy in Schools*, 5(3), 203–229.

McLaughlin, M., McGrath, D. J., Burian-Fitzgerald, A., Lanahan, L., Scotchmer, M., Enyeart, C., & Salganik, L. (2005). Student content engagement as a construct for the measurement of effective classroom instruction and teacher knowledge. Retrieved from http:// www.air.org/files/AERA2005Student_ Content_Engagement11.pdf

Meijer, A. M. (2008). Chronic sleep reduction, functioning at school and school achievement in preadolescents. *Journal of Sleep Research*, *17*, 395–405.

Melhuish, E. C., Phan, M. B., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2008). Effects of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school. *Journal of Social Issues*, 64(1), 95–114.

Milam, A. J., Furr-Holden, C. D. M., Leaf, P. J. (2010). Perceived school and neighborhood safety, neighborhood violence and academic achievement in urban school children. *Urban Review*, *42*, 458–467.

Mullis, I. V. S., Martin, M. O., Minnich, C. A., Stanco, G. M., Arora, A., Centurino, V. A. S., & Castle, C. E. (Eds.). (2012). *TIMSS 2011 encyclopedia: Education policy and curriculum in mathematics and science* (Vols. 1-2). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Mullis, I. V. S., Martin, M. O., Robitaille, D.
F., & Foy, P. (2009). TIMSS Advanced 2008 international report: Findings from IEA's study of achievement in advanced mathematics and physics in the final year of secondary school. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Mullis, I. V. S., Martin, M. O., Ruddock, G. J., O'Sullivan, C. Y., & Preuschoff, C. (2009). *TIMSS 2011 assessment frameworks*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.



- OECD. (1999). Classifying educational programmes: Manual for ISCED-97 implementation in OECD countries (1999 ed.). Retrieved from http://www.oecd. org/dataoecd/7/2/1962350.pdf
- Princiotta, D., Flanagan, K. D., & Hausken, E. (2006). Fifth grade: Findings from the fifth-grade follow-up of the early childhood longitudinal study, kindergarten class of 1998-99 (ECLS-K). (NCES 2006-038) Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Robinson, V. M. J., Lloyd, C.A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly, 44(5), 635-674.
- Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., & Elliot, K. (2002). Measuring the impact of preschool on children's cognitive progress over *the pre-school period.* (Technical paper 8a). London: Institute of Education, University of London.
- Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. Review of Educational *Research*, *8*₁(1), 4–28.
- ten Bruggencate, G., Luyten, H., Scheerens, J, & Sleegers, P. (2012). Modeling the influence of school leaders on student achievement: How can school leaders make a difference? Educational Administration Quarterly, 48(4), 699-732.
- Tucker-Drob, E. M. (2012). Preschools reduce early academic-achievement gaps: A longitudinal twin approach. Psychological Science, 23(3), 310-319.

- Wayne, A. J. & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. Review of Educational Research, 73(1), 89-122.
- Wigfield, A. & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. Contemporary Educational *Psychology*, 25, 68-81.
- Wilson, A. M., Floden, R. E., & Ferrini-Mundy, J. (2002). Teacher preparation research: An insider's view from the outside. Journal of Teacher Education, 53(3), 190-204.
- Witziers, B., Bosker, R., & Kruger, M. (2003). Educational leadership and student achievement: The elusive search for an association. Educational Administration Quarterly, 39(3), 398-425.
- Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs

416