



**2005 AP[®]
Teacher
Standards**

connect to college success™
www.collegeboard.com

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2005 by College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Admitted Class Evaluation Service, CollegeEd, Connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

Visit the College Board on the Web: www.collegeboard.com.

AP Central is the official online home for the AP Program and Pre-AP: apcentral.collegeboard.com.

AP Equity Policy Statement

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

For more information about equity and access in principle and practice, please send an email to apecuity@collegeboard.org.

Purpose

Advanced Placement Program® (AP) courses change students' lives. Through college-level AP courses, students enter a universe of knowledge that might otherwise remain unexplored in high school. Student learning is not, however, a function solely of an established curriculum, but is instead learning facilitated by richly knowledgeable, talented, and passionate faculty. While high schools worldwide have intuitively known that teachers selected for AP need to possess a certain level of intellectual and interpersonal prowess, the specific standards a teacher should meet should be documented for clear communication and consistent reference to ensure the success of all students. The 2005 AP Teacher Standards have been reviewed by, and open for public comment from, AP teachers all over the world. The College Board® will seek periodically scheduled input from both internal advisory committees and the broader AP community on these standards to ensure that they continue to reflect those teacher characteristics, teaching practices, and advances in the disciplines necessary for successful instruction in advanced level courses.

If not for Mr. Sunada, I never would have thought about college...After surviving his class, my self-esteem really increased, and I learned that I can do anything. More than that, being in AP felt like being a part of something...¹

Representing the AP community, the College Board advocates high standards for AP teachers in the areas of content knowledge, teacher certification, pedagogy and student learning, analysis and reflection, and ongoing professional development. This document describes each of these standards in order to inform teachers, administrators and policy makers interested and involved in the AP Program.

While teacher selection and regulation remain important concerns beyond the appropriate role of the College Board as a not-for-profit membership association, the education community has sought guidance on the question of standards for AP teachers. What standards should apply to AP teachers? How should AP teachers be prepared to meet these standards? How should AP teachers be prepared to teach AP courses, how should teachers perform, and how should they continually develop? In response to these questions, the College Board presents the consensus recommendation from the AP teaching community regarding standards that should apply to all those teaching Advanced Placement Program courses.

This document has been vetted by both internal and external audiences, including members of the K–12 staff, AP Exam Readers, members of AP Development Committees, members of the academic assembly and academic advisory committees, AP teacher and school administrator focus groups, and general members of the AP community.

History

Founded in 1900, the College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. The more than 4,700 member schools, colleges, universities, and other educational organizations define the core values and strengths of

the association. For more than 100 years, College Board programs and services have helped educators to pursue the goal of excellence and equity in education.

In 1955, the College Board's Advanced Placement Program began as a way to provide students in 26 schools with more rigorous and exciting course work. Today, the College Board's Advanced Placement Program is a model of educational excellence. AP courses allow students to complete rigorous, college-level studies while still in high school, and to obtain college placement or credit, or both, on the basis of their performance on rigorous AP Examinations. Today, the AP Program encompasses 35 courses in 20 academic disciplines. The AP Program is offered in over 15,000 schools to more than one million students. More than 130,000 dedicated educators across the country and abroad teach AP courses. While the College Board does not have a rigidly defined set of requirements for AP teachers, it recognizes that there are certain standards that apply in order to support quality and equity in AP programs.

Since passage of the No Child Left Behind Act (NCLB) in 2001, teaching standards have received increased attention. NCLB requires that every teacher in core content areas working in a public school must be "highly qualified" in each subject he or she teaches. Under the law, "highly qualified" generally means a teacher is certified or demonstrably proficient in his or her subject matter. The College Board has long been committed to preparing teachers to help students achieve high standards, but government intervention only adds credence to teacher professional development work of the College Board and is an additional policy motivator to define AP teacher standards.

Standards in the Field

In establishing a set of standards applicable to all AP teachers, the College Board has referenced both internal research and those standards crafted by professional teacher organizations and teacher education groups.

These broadly accepted professional standards share a number of commonalities especially salient in supporting the quality of AP. While the professional organizations use varying methods for categorizing standards, for purposes of this project the standards have been broken down into the following categories:

1. Content Knowledge
2. Teacher Certification
3. Pedagogy and Student Learning
4. Analysis and Reflection
5. Ongoing Professional Development

Standards for AP Teachers

While the AP Program has no formal requirements teachers must satisfy prior to teaching an AP course, the Program suggests AP teachers have at least three years prior teaching experience, and an advanced mastery of the discipline, before undertaking an AP course. Participating in

professional development opportunities geared specifically toward novice AP teachers has generally been suggested as a first step to becoming a successful AP teacher.

Given increased emphasis on teacher quality and preparedness and given the College Board's commitment to maintaining the high standards of the AP Program, the College Board describes below the qualities the AP community believes AP teachers need to help their students achieve success. By adopting a set of standards, we seek to affirm what both research and professional academic and teacher organizations accept as sound principles, organized by the following categories:

1. **Content Knowledge**—Most professional organizations and research suggest that *what* teachers know is central to student achievement. This knowledge needs to encompass pedagogical content knowledge, i.e., an understanding of how students learn in a particular content area and how best to scaffold learning support for them. Studies reinforce that teacher expertise is one of the most important factors in determining student achievement.² In one study, teacher expertise accounted for more variation in student achievement than any other factor.³ Another study found that differences in teacher qualifications accounted for 90 percent of variations in student achievement in high- versus low-performing high schools in New York.⁴

Research also suggests that students of teachers with a major or minor in the content area in which they teach have higher rates of achievement, especially in math and science.⁵ Teachers who major or minor in their content area have students who outperform their peers by 40 percent of a grade level in both math and science.⁶ Furthermore, teachers with increased subject matter knowledge are more likely to ask higher-level questions, involve students in lessons, and allow more student-directed activities. Twenty-one percent of all secondary school teachers, however, do not have even a minor in their main teaching field. In some of the sciences, as many as 48 percent of high school students are taught by out-of-field teachers.⁷

AP Recommendation: The College Board believes AP teachers should possess at least a bachelor's degree in a content-related field or should have significant mastery of content knowledge. Preference may be given to those with an advanced degree in their subject area and/or subject area education. Demonstrating competence in an area closely related to the teacher's training is also acceptable. Because AP course work is college-level work, and because virtually all college instructors hold advanced degrees, it is the recommendation of the College Board that AP teachers hold an advanced degree. Currently, 69.7 percent of AP teachers hold a master's degree.⁸ By comparison, only 38 percent of teachers at large hold this degree.⁹

Because of the depth of AP course content, it is necessary for AP teachers to have a broad repertoire of teaching resources from which to draw. Much of this depth of pedagogical knowledge and breadth of resources comes from teaching experience. While other factors (professional development, creativity, peer communication) play a role, the College Board believes strong preference should be given to teachers with a minimum of three years teaching experience. However, the College Board urges school administrators to make AP teaching assignments based primarily on a teacher's ability and commitment as demonstrated by student engagement and success in the classroom. AP teaching assignments should not be based primarily on such factors as seniority and longevity in the profession. That truly exceptional

educator capable of helping *all* students achieve unprecedented educational success is one who is “...dedicated to catching and cultivating the potential in every student who passes through his door.”¹⁰

2. **Teacher Certification**—Teacher certification status and teaching within the field are positively correlated to student outcomes and achievement. Teachers who have taken pedagogical courses tend to have higher student achievement and present more diverse learning opportunities for students and succeed better with classroom management, curriculum development, and student motivation.¹¹

AP Recommendation: While successful teaching resists formulaic prescriptions or reductionist schemas, the experience of the broader teaching community provides useful guidance. The College Board believes that the teachers best equipped to deliver effective AP instruction possess qualities consistent with, if not limited to, those of teachers receiving National Board for Professional Teaching Standards (NBPTS) certification. NBPTS list five core propositions central to proficient teaching:

1. Teachers are committed to students and their learning.
2. Teachers know the content within the subjects they teach and how to teach the content to the students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

The AP community frequently cites passion and enthusiasm for the subject along with commitment to the whole student and wider profession as elements of successful college-level teaching in high school. In terms of state-based certifications, over 81 percent of AP teachers have permanent certification, .3 percent have emergency certification, and 5.6 percent have provisional/emergency certification (for a total of 87 percent of teachers with some type of certification).¹²

3. **Pedagogy**—The strongest teachers teach in ways that make challenging content accessible to all students. Such teachers regularly adjust their instruction in response to student learning patterns using various types of formative assessment, and guide students’ own active learning to college-level performance. NBPTS and other groups suggest successful teachers should be able to create multiple paths to the subject in order to reach diverse groups of learners. Teachers should present information in a way that allows students both to pose and to solve problems, and actively engage the content in multiple ways. Instruction should also encourage students’ awareness of their own learning, encouraging various metacognitive strategies.

AP Recommendation: AP teachers should promote the use of various instructional strategies that encourage students to develop critical thinking, problem-solving, and communication skills. Teachers should use diverse teaching and assessment strategies and college-level materials. These strategies should include an appropriate mix of technologies and media. Teachers should be knowledgeable in matching the various teaching methods to the specific dynamics of the discipline area and the classroom. Additionally, AP teachers should emphasize the inclusion of

an increasingly diverse population of students in the AP program. The AP program and its focus on academic rigor should benefit all students.

[The teacher] lives, breathes, and eats his dream...¹³

Effective AP teachers model engagement in the discipline for students and draw them into the subject. Demonstrating leadership both within the school and in the broader AP community will provide such an example, as well as promote a teacher's own growth.

We have seen a much greater minority population, greater difficulty with dropout rates, and an increase in special needs students. [AP] simply offers us a greater opportunity to have an impact on more students to enhance their skills before they head off to a college experience.

—AP teacher in Texas

4. **Analysis and Reflection**—Teachers should be given time, space and encouragement to reflect on their teaching and assessment practices in order to facilitate their own learning and to enhance the learning environment for their students. Teachers should engage in substantial professional discourse and reflection, undertake research, and pursue other related activities to keep their knowledge base and repertoire of skills and techniques current. Reflection and professional exchange are the chief vehicles for enabling teachers to refine teaching strategies to improve student learning.¹⁴

AP Recommendations—Teachers' reflection and analysis are vital to student learning, especially at advanced levels. Teachers should partake of the methods mentioned above. In addition, teachers can also use electronic media (AP Central[®], AP electronic discussion groups, College Board Online Events, etc.) to share further and to evaluate individual ideas and practices.

Teachers should also assess *how* students are learning through formative, and not just summative, assessments in order to gain an understanding of what students know. Formative assessments help identify the more troublesome college-level concepts and identify techniques effective in teaching them. Close analysis of student work samples, based on rubrics for college-level work, should regularly inform pedagogical directions (as modeled in the AP Reading process).

Students frequently return from college to let me know how much [AP] statistics has helped them in their other courses. My goal is for students to not only earn college credit, but also to no longer have a naïve view of the world, thinking critically about the validity of research and data.

—AP Statistics teacher in Texas

5. Professional Development—Ongoing participation in professional development activities—reading professional journals, attending workshops, serving as Exam Readers, attending conferences, participating in study groups, and so on—serves to support and enhance pedagogical content knowledge. Sustained professional development also develops teachers as lifelong learners, modeling what good teachers seek to instill in their students. Professional development helps to keep educators current in the field, especially as technology and technological tools shape delivery. Professional development should also provide teachers with opportunities to observe and analyze a range of approaches to teaching and learning. It should provide educators with support and a sense of a professional community that can facilitate the ongoing exchange of ideas and practices.

AP Recommendations: Ideally, a one-day workshop for new AP teachers provides an essential introduction and overview of the AP course. We strongly believe such a workshop should be followed by a weeklong College Board–endorsed AP Summer Institute, which can provide solid preparation for teaching the course. Similar one-day, multi-day, and weeklong workshops are also offered for experienced AP teachers. Attendance at these workshops, conferences, and institutes should be encouraged and rewarded by school administrators, as their contribution to the strength of an AP program has been documented.¹⁵ In follow-up surveys of teachers attending College Board professional development events, 86 percent indicated changing their instruction based on what they learned, and a quarter indicated that they followed up with a colleague they met there. These workshops and institutes are held at various locations across the country and abroad, as well as online, with College Board endorsement granted to those institutes that adhere to the College Board’s quality guidelines. A follow-up one- or two-day workshop during one’s first year of teaching provides essential support during perhaps the most challenging year, and annual workshop participation is encouraged.

Regular use of AP resources, such as AP Central (apcentral.collegeboard.com), electronic discussion groups, Released Exams, Teacher’s Guides, current disciplinary literature and other supplemental materials allows the individual AP teachers to benefit from the experiences of the wider AP teaching community. Ongoing professional development is of equal importance; the College Board believes AP teachers should attend a minimum of one full-day, AP-specific professional development event each school year. Through attendance at workshops and active membership in professional organizations, AP teachers can remain current in the disciplines they teach.

The College Board recommends that AP teachers maintain active membership in a professional academic association either at the secondary or higher education level. AP teachers are also encouraged to publish in professional journals and present at professional conferences. In addition, AP teachers are encouraged to enhance their own practice and that of other AP teachers by serving as workshop consultants and contributors to AP Central. The College Board further encourages participation in an AP Reading, a collaborative effort of high school and college faculty to assess student work each June. The AP Reading often proves to be a peak professional development experience for teachers (opportunities for this vary).

As an AP Exam Reader and teacher, I have built lasting friendships with fellow faculty members and readers. Watching “light bulbs”

turn on for students, running successful labs, and incorporating writing skills into biology lessons have been the highlights of my AP career.

—AP Biology teacher in Arkansas

One of the wonderful attributes of [my school] is its support of teacher professional activities. We are encouraged to attend and to present at workshops and conferences. There was someone there to help me get started in AP. It is now my turn to extend a hand and help those that come behind me on the AP learning curve. I can do no less.

—AP teacher in Texas

School Support

While there are specific types of support necessary for maintaining high standards among AP teachers, we recognize that the success of maintaining AP teacher standards is a function of the standard for overall teacher quality established by the school or district. Effective teachers require effective support from the school in terms of both resources and time, including release time for professional development. Creating a culture of high standards for teachers will have a positive effect on non-AP teaching and overall student learning. In *How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality*, educational researcher Harold Wenglinsky states, “Ongoing, applied professional growth ensures adequate time for teachers to meet, reflect, learn, and grow professionally.” The tough choices that schools and districts make to ensure AP teacher quality will produce quantifiable long-term benefits in AP and beyond.

Conclusion

The AP teaching community, shaped from the outset by its collaborative nature across high schools and colleges, links its standards to the ongoing advances in the disciplines. Just as the College Board continually refines those disciplinary standards, so too will its standards for AP teachers reflect an ongoing conversation across this expansive teaching community.

Comments regarding the 2005 AP Teacher Standards should be sent to Lynell Engelmyer at lengelmyer@collegeboard.org.

Footnotes

1. Relin, David Oliver, "He Inspires Excellence," *PARADE* (November 2, 2003), 52.
2. National Commission on Teaching & America's Future, "What Matters Most: Teaching for America's Future," 6.
3. Ferguson, "Paying for Public Education," 465–98.
4. Darling-Hammond and Ball, *Teaching for High Standards*, 3.
5. Stronge, *Qualities of Effective Teachers*, 8; and Wenglinsky, "How Schools Matter," 4.
6. Wenglinsky, *How Teaching Matters*, 4.
7. Darling-Hammond and Ball, *Teaching for High Standards*, 5.
8. Milewski and Gillie, *What Are the Characteristics of AP Teachers?*, 12.
9. Snyder, Tan, and Hoffman, *Digest of Education Statistics 2003*, table 68.
10. Relin, "He Inspires Excellence," 5.
11. Stronge, *Qualities of Effective Teachers*, 7.
12. Milewski and Gillie, *What Are the Characteristics of AP Teachers?*, 12.
13. Relin, "He Inspires Excellence," 5.
14. Darling-Hammond and Ball, *Teaching for High Standards*, 17.
15. Burton, et al., "Minority Student Success: The Role of Teachers in Advanced Placement Courses": 40; Burton, et al., "Evaluation of Advanced Placement Summer Institutes": 64; College Entrance Examination Board, "Professional Development Research"; Paek, et al., "The Relationship of AP Teacher Practices and Student AP Exam Performance": 32; College Entrance Examination Board, "AP Workshop Follow-Up Survey Results."

Bibliography

- Burton, Nancy W., Nancy Burgess Whitman, Mario Yepes-Baraya, Frederick Cline, and R. Myung-in Kim. "Minority Student Success: The Role of Teachers in Advanced Placement Courses." College Entrance Examination Board, 2002. Draft final report. http://apcentral.collegeboard.com/repository/ap05_profdev_minority_41936.pdf
- Burton, Nancy W., Barbara Bruschi, Kerry Edelstein, Lisa Kindig, and Fred Cline. "Evaluation of Advanced Placement Summer Institutes." College Entrance Examination Board, 2000. Draft final report. http://apcentral.collegeboard.com/repository/ap05_profdev_si_eval_41939.pdf.
- College Entrance Examination Board. "AP Workshop Follow-Up Survey Results." In-house document, draft final report, 2003.
- College Entrance Examination Board. AP Central. "Professional Development Research." <http://apcentral.collegeboard.com/article/0,3045,153-174-0-41933,00.html>.
- Darling-Hammond, L. "Standard Setting in Teaching: Changes in Licensing, Certification, and Assessment." In V. Richardson, editor, *Handbook of Research on Teaching*, 4th edition. Washington, DC: American Educational Research Association, 2001.
- Darling-Hammond, L., and D.L. Ball. *Teaching for High Standards: What Policymakers Need to Know and Be Able to Do*. Philadelphia: Consortium for Policy Research in Education, 1998.
- Darling-Hammond, L., Berry, B. & Thoreson, A. "Does Teacher Certification Matter: Evaluating the Evidence." *Educational Evaluation and Policy Analysis*. 23, no. 1 (2001): 57-77.
- Desimone, L.M, Porter, A.C., Garet, M.S., Yoon, K.S. & Birman, B.F. "Effects of professional development on teachers' instruction: Results from a three-year longitudinal study." *Educational Evaluation and Policy Analysis*, 24, no. 2 (2002): 81-112.
- Ferguson, Ronald. "Paying for Public Education: New Evidence on How and Why Money Matters." *Harvard Journal on Legislation* 28, no. 2 (1991): 465-98.
- Garvin, P., ed. *Developing Knowledgeable Teachers: A Framework for Standards-Based Teacher Education Supported by Institutional Collaboration*. Washington, DC: American Association of Colleges for Teacher Education, 2003.
- Haycock, Kati. "Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap." *Thinking K-16*, 3, no. 2 (1998). http://www2.edtrust.org/NR/rdonlyres/0279CB4F-B729-4260-AB6E-359FD3C374A7/0/k16_summer98.pdf.

- Haycock, Kati. "The Real Value of Teachers" *Thinking K-16*, 8, no. 1 (2004).
http://www2.edtrust.org/NR/rdonlyres/0279CB4F-B729-4260-AB6E-359FD3C374A7/0/k16_summer98.pdf.
- Hill, H.C., Rowan B. & Ball, D.L. "Effects of teachers' mathematical knowledge for teaching on student achievement." *American Educational Research Journal*, 42, no. 2 (2005): 371-406.
- Interstate New Teacher Assessment and Support Consortium. *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue*. Washington, DC: Council of Chief State School Officers, 1992.
- K-16 Teacher Education Task Force. *Building a Profession: Strengthening Teacher Preparation and Induction*. Washington, DC: American Federation of Teachers, 2000.
- Lieberman, A. and Miller, L. (eds.). *Teachers caught in the action: Professional development that matters*. New York: Teachers College Press, 2001.
- McCaffrey, D., Lockwood, J.R., Koretz, D., Hamilton, L. Evaluating Value-Added Models for Teacher Accountability. Santa Monica, CA: Rand Corporation, 2003.
http://www.rand.org/pubs/monographs/2004/RAND_MG158.pdf.
- Milewski, G. and J. Gillie. *What Are the Characteristics of AP Teachers? An Examination of Survey Research*. New York: College Entrance Examination Board, 2002.
- Monk, D.H. "Subject area preparation of secondary mathematics and science teachers and student achievement." *Economics of Education Review*, 13, no.2 (1994): 125-145.
- National Board for Professional Teaching Standards. *What Teachers Should Know and Be Able to Do: The Five Core Propositions of the National Board*. Arlington, VA: 2002.
- National Commission on Teaching & America's Future. *What Matters Most: Teaching for America's Future*. National Commission on Teaching and America's Future: New York, 1996.
- National Council of Teachers of English (2005).
<http://www.ncte.org/about/issues/featured/120163.htm>.
- National Council of Teachers of Mathematics. *Professional Standards for Teaching Mathematics*. Reston, Va.: NCTM, 1991.
- National Council for the Social Studies. *National Standards for Social Studies Teachers*. Washington, DC: NCSS, 2000.
- National Education Association. *Status of the American Public School Teacher 2000-2001: Highlights*. Washington, DC: NEA, 2003.

- National Research Council. *National Science Education Standards*. Washington, DC: National Academy Press, 1996.
- National Standards in Foreign Language Education. *Standards for Foreign Language Learning: Preparing for the 21st Century*. New York, 1996.
<http://www.actfl.org/files/public/execsumm.pdf>.
- Neville, Katherine S. and Casey J. Robinson. *The Delivery, Financing, and Assessment of Professional Development in Education: Pre-Service Preparation and In-Service Training*. Washington, DC: The Finance Project, 2003.
http://www.financeproject.org/Publications/ProfDev_ExecSum.pdf.
- No Child Left Behind Act of 2001*. Public Law 107-110. 107th Congress. U.S. Statutes at Large 115 (2001): 1425.
- Paek, Pamela L., Eva Ponte, Irv Sigel, Henry Braun, and Don Powers. "A Portrait of Advanced Placement Teachers' Practices." Princeton, N.J.: Educational Testing Service, 2004.
- Paek, Pamela, Henry Braun, Catherine Trapani, Eva Ponte, and Don Powers. "The Relationship of AP Teacher Practices and Student AP Exam Performance." Princeton, N.J.: Educational Testing Service, November 2004. Draft final report.
- Snyder, Thomas D., Alexandra G. Tan, and Charlene M. Hoffman. *Digest of Education Statistics 2003*. Washington, DC: National Center for Education Statistics, 2004, table 68.
- Stronge, J.H. *Qualities of Effective Teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2002.
- Wang, A., A. Coleman, R. Coley, and R. Phelps. *Preparing Teachers Around the World*. Princeton, N.J.: Educational Testing Service, 2003.
- Wenglinsky, H. "Closing the racial achievement gap: The role of reforming instructional practices." *Education Policy Analysis Archives*, 12, no. 64 (2003).
- Wenglinsky, H. "How Schools Matter: The Link Between Teacher Classroom Practices and Student Academic Performance." *Education Policy Analysis Archives*, 10, no. 12 (2002).
<http://epaa.asu.edu/epaa/v10n12/>.
- Wenglinsky, H. *How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality*. Princeton, N.J.: Educational Testing Service, 2000.
- Wenglinsky, H. "Using Large-Scale Research to Gauge the Impact of Instructional Practices on Student Reading Comprehension: An Exploratory Study." *Education Policy Analysis Archives*. 11 no. 19 (2003). <http://epaa.asu.edu/epaa/v11n19/>.