



Literature Review: Research on 5Essentials Concepts

Researchers across the country have found the concepts underlying each of the 5Essentials matter for student learning across multiple contexts. The following is an abbreviated review of studies that have found links between the concepts measured by the 5Essentials and crucial student outcomes, including test scores. These studies include schools in diverse geographic settings with multiple grade levels and many different student populations.

EFFECTIVE LEADERS

Teacher-principal trust

- Tschannen-Moran, M., & Hoy, W. K. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. *Review of Educational Research*, 70(4), 547-593.
- Hoy, W. K., & Tschannen-Moran, M. (1999). Five faces of trust: An empirical confirmation in urban elementary schools. *Journal of School Leadership*, 9, 184-208.
- Bryk, A. S., & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, 60(6), 40-45.

Principal instructional leadership

- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- Blase, J., & Blase, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-141.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.
- Robinson, V. M., 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.

Teacher Influence

- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.
- Smylie, M. A., Conley, S., & Marks, H. M. (2002). Exploring new approaches to teacher leadership for school improvement. *Yearbook of the National Society for the Study of Education*, 101(1), 162-188.
- Brophy, J. (1986). Teacher influences on student achievement. *American Psychologist*, 41(10), 1069-1077.

Program Coherence

- Newmann, F., Smith, B., Allensworth, E., & Bryk, A. (2001). Instructional program coherence: What it is and why it should guide school improvement policy. *Educational Evaluation and Policy Analysis*, 23 (4), 297-321.



COLLABORATIVE TEACHERS

Teacher-teacher trust

- Hoy, W. K. (2002). Faculty Trust: A Key to Student Achievement. *Journal of School Public Relations*, 23(2), 88-103.
- Hoy, W. K., & Tschannen-Moran, M. (2007). The conceptualization and measurement of faculty trust in schools. *Essential Ideas for the Reform of American Schools (PB)*, 87.
- Louis, K. S. (2007b). Trust and improvement in schools. *Journal of Educational Change*, 8(1), 1-24.

Quality professional development

- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: tTheory and Practice*, 8(3), 381-391.
- King, M. B., & Newmann, F. M. (2001). Building school capacity through professional development: Conceptual and empirical considerations. *International Journal of Educational Management*, 15(2), 86-94.

Collective responsibility

- Lee, V. E., & Smith, J. B. (1996). Collective responsibility for learning and its effects on gains in achievement for early secondary school students. *American Journal of Education*, 103-147.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly*, 44(4), 458-495.
- Louis, K. S., & Marks, H. M. (1998). Does professional community affect the classroom? Teachers' work and student experiences in restructuring schools. *American Journal of Education*, 106(4), 532-75.

School commitment

- Louis, K. S., & Kruse, S. (1995). *Professionalism and community: Perspectives on reforming urban schools*. Newbury Park, CA: Corwin.
- Tsui, K. T., & Cheng, Y. C. (1999). School organizational health and teacher commitment: A contingency study with multi-level analysis. *Educational Research and Evaluation*, 5(3), 249-268.
- Chan, W. Y., Lau, S., Nie, Y., Lim, S., & Hogan, D. (2008). Organizational and personal predictors of teacher commitment: The mediating role of teacher efficacy and identification with school. *American Educational Research Journal*, 45(3), 597-630.
- Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, 63(4), 489-525.



INVOLVED FAMILIES

Teacher-parent trust

- Adams, K. S., & Christenson, S. L. (1998). Differences in parent and teacher trust levels: Implications for creating collaborative family-school relationships. *Special Services in the Schools, 14*(1-2), 1-22.
- Adams, C. M., Forsyth, P. B., & Mitchell, R. M. (2009). The Formation of Parent-School Trust: A Multilevel Analysis. *Educational Administration Quarterly, 45*(1), 4-33.

Outreach to parents

- Epstein, J., & Dauber, S. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *Elementary School Journal, 91*, 279-289.
- Miretzky, D. (2004). The communication requirements of Democratic schools: Parent-teacher perspectives on their relationships. *Teachers College Record, 106*(4), 814-851.
- Patrikakou, E. N., & Weissberg, R. P. (1998). *Parents' perceptions of teacher outreach and parent involvement in children's education*. Philadelphia: Temple University Center for Research in Human Development and Education.

Parent involvement in schools

- Fan, X. (2001). Parental involvement and students' academic achievement: A growth modeling analysis. *Journal of Experimental Education, 70*(1), 27-61.
- Feuerstein, A. (2000). School characteristics and parent involvement: Influences on participation in children's schools. *Journal of Educational Research, 94*(1), 29-39.
- Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education and Urban Society, 35*(2), 202-218.
- Jeynes, W. (2007). The relationship between parent involvement and urban secondary school achievement: A meta-analysis. *Urban Education, 42*(1), 82-110.

Human and social resources in the community

- Goddard, R. D. (2003). Relational networks, social trust, and norms: A social capital perspective on students' chances of academic success. *Educational Evaluation and Policy Analysis, 25*(1), 59-74.
- Dika, S. L., & Singh, K. (2002). Applications of social capital in educational literature: A critical synthesis. *Review of Educational Research, 72*(1), 31-60.



SUPPORTIVE ENVIRONMENTS

Peer support for academic work

- Burke, M. A., & Sass, T. R. (2013). Classroom peer effects and student achievement. *Journal of Labor Economics*, 31(1), 51-82.
- Sacerdote, B. (2011). Peer effects in education: How might they work, how big are they and how much do we know thus far?. *Handbook of the Economics of Education*, 3, 249-277.
- Harris, D. (2010). How do school peers influence student educational outcomes? Theory and evidence from economics and other social sciences. *The Teachers College Record*, 112(4), 8-9.

Safety

- Cornell, D. G., & Mayer, M. J. (2010). Why do school order and safety matter? *Educational Researcher*, 39(1), 7-15.
- 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. *The Urban Review*, 42(5), 458-467.
- Mayer, M. J., & Furlong, M. J. (2010). How safe are our schools? *Educational Researcher*, 39(1), 16-26.

Student-teacher trust

- Goddard, R. D., Tschannen-Moran, M., & Hoy, W. K. (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. *The Elementary School Journal*, 3-17.

Teacher personal attention

- Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The Influence of Affective Teacher–Student Relationships on Students’ School Engagement and Achievement: A Meta-Analytic Approach. *Review of Educational Research*, 81(4), 493-529.
- Wentzel, K. R. (2010). Students’ relationships with teachers. *Handbook of Research on Schools, Schooling, and Human Development*, 75-91.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In *Handbook of Research on Student Engagement* (pp. 365-386). Springer US.

Academic press

- Goddard, R., Sweetland, S. R., & Hoy, W. K. (2000a). Academic emphasis of urban elementary schools and student achievement in reading and mathematics: A multi-level analysis. *Educational Administration Quarterly*, 36(5), 683-702.
- Murphy, J. F. (1982). Academic Press: Translating High Expectations into School Policies and Classroom Practices. *Educational Leadership*, 40(3), 22-26.
- Shouse, R. C. (1996). Academic press and sense of community: Conflict, congruence, and implications for student achievement. *Social Psychology of Education*, 1(1), 47-68.
- Hinnant, J. B., O’Brien, M., & Ghazarian, S. R. (2009). The longitudinal relations of teacher expectations to achievement in the early school years. *Journal of Educational Psychology*, 101(3), 662.



AMBITIOUS INSTRUCTION

Fenstermacher, G., & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record*, 107(1), 186-213.

Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12).

Quality student discussion

Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40, 685-730.

Quality math instruction

Carbonaro, W. J., & Gamoran, A. (2002). The production of achievement inequality in high school English. *American Educational Research Journal*, 39, 801-827.

Quality English instruction

Allington, R. L. (2001). *What really matters for struggling readers: Designing research-based interventions*. New York, NY: Longmans.

Course clarity

Fenstermacher, G., & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record*, 107(1), 186-213.