

Dirk Richter

List of Publications by Year in descending order

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34
papers

2,294
citations

471509

17
h-index

395702

33
g-index

43
all docs

43
docs citations

43
times ranked

1575
citing authors

#	ARTICLE	IF	CITATIONS
1	Professional competence of teachers: Effects on instructional quality and student development.. Journal of Educational Psychology, 2013, 105, 805-820.	2.9	772
2	Teachers'™ Content Knowledge and Pedagogical Content Knowledge. Journal of Teacher Education, 2013, 64, 90-106.	3.5	336
3	Professional development across the teaching career: Teachers'™ uptake of formal and informal learning opportunities. Teaching and Teacher Education, 2011, 27, 116-126.	3.2	253
4	Teachers'™ emotional exhaustion is negatively related to students'™ achievement: Evidence from a large-scale assessment study.. Journal of Educational Psychology, 2016, 108, 1193-1203.	2.9	184
5	How different mentoring approaches affect beginning teachers' development in the first years of practice. Teaching and Teacher Education, 2013, 36, 166-177.	3.2	147
6	Socioeconomic and language minority classroom composition and individual reading achievement: The mediating role of instructional quality. Learning and Instruction, 2014, 32, 63-72.	3.2	71
7	Change in test-taking motivation and its relationship to test performance in low-stakes assessments. Educational Assessment, Evaluation and Accountability, 2017, 29, 55-79.	2.3	38
8	Classroom complexity affects student teachers'™ behavior in a VR classroom. Computers and Education, 2021, 163, 104100.	8.3	38
9	Teacher educators'™ task perception and its relationship to professional identity and teaching practice. Teaching and Teacher Education, 2021, 101, 103303.	3.2	36
10	What motivates teachers to participate in professional development? An empirical investigation of motivational orientations and the uptake of formal learning opportunities. Teaching and Teacher Education, 2019, 86, 102929.	3.2	35
11	Ethnic composition and heterogeneity in the classroom: Their measurement and relationship with student outcomes.. Journal of Educational Psychology, 2017, 109, 1188-1204.	2.9	34
12	Content knowledge and pedagogical content knowledge in Taiwanese and German mathematics teachers. Teaching and Teacher Education, 2015, 46, 115-126.	3.2	33
13	The relationship between principal leadership and teacher collaboration: Investigating the mediating effect of teachers'™ collective efficacy. Educational Management Administration and Leadership, 2022, 50, 593-612.	3.8	26
14	Classroom composition and language minority students'™ motivation in language lessons.. Journal of Educational Psychology, 2015, 107, 1171-1185.	2.9	25
15	Teachers' professional vision in action. Zeitschrift Fur Padagogische Psychologie, 2023, 37, 122-139.	3.0	20
16	Class size affects preservice teachers'™ physiological and psychological stress reactions: An experiment in a virtual reality classroom. Computers and Education, 2022, 184, 104503.	8.3	16
17	Four reasons for becoming a teacher educator: A large-scale study on teacher educators'™ motives and well-being. Teaching and Teacher Education, 2021, 102, 103322.	3.2	15
18	Professional Development Across the Teaching Career. , 2013, , 333-342.		13

#	ARTICLE	IF	CITATIONS
19	Wie relevant ist die gesetzliche Fortbildungsverpflichtung für Lehrkräfte? Eine empirische Untersuchung zur Fortbildungsteilnahme in verschiedenen deutschen Bundesländern. Zeitschrift für Bildungsforschung, 2020, 10, 211-229.	1.1	13
20	Investigating core assumptions of the "American Dream": Historical changes in how adolescents' socioeconomic status, IQ, and GPA are related to key life outcomes in adulthood.. Psychology and Aging, 2019, 34, 1055-1076.	1.6	10
21	Retention intention and job satisfaction of alternatively certified teachers in their first year of teaching. Teaching and Teacher Education, 2022, 114, 103704.	3.2	10
22	How can principal leadership practices promote teacher collaboration and organizational change? A longitudinal multiple case study of three school improvement initiatives. Journal of Educational Change, 2023, 24, 425-455.	3.6	7
23	How do traditionally and alternatively certified teachers differ? A comparison of their motives for teaching, their well-being, and their intention to stay in the profession. Teaching and Teacher Education, 2022, 117, 103784.	3.2	7
24	Using the theory of planned behavior to predict teachers' likelihood of taking a competency-based approach to instruction. European Journal of Psychology of Education, 2019, 34, 169-186.	2.6	5
25	Who Participates in Content-Focused Teacher Professional Development? Evidence From a Large Scale Study. Frontiers in Education, 2021, 6, .	2.1	5
26	Unterschiedliche Wege ins Lehramt " unterschiedliche Kompetenzen?. Zeitschrift Fur Padagogische Psychologie, 0, , 1-16.	3.0	4
27	Fort- und Weiterbildung von Lehrpersonen. , 2020, , .		3
28	Effekte von integrativer Führung auf die Datennutzung von Lehrkräften. Die Deutsche Schule, 2021, 2021, 85-100.	0.2	2
29	A Dynamic Structural Equation Approach to Modeling Wage Dynamics and Cumulative Advantage across the Lifespan. Multivariate Behavioral Research, 2023, 58, 504-525.	3.1	2
30	Entwicklung des Anteils fachfremden Unterrichts an Berliner Schulen. Eine Untersuchung zur Identifizierung verschiedener Verlaufsmuster. , 2019, , 121-139.		1
31	Professionalisierung von Schulleitungen am Beispiel der Werkstatt "Schule leiten". Evaluationsergebnisse einer Fortbildungsreihe für Schulleitungen zum Thema Schulentwicklung. Die Deutsche Schule, 2020, 2020, 277-295.	0.2	1
32	Aufgabenanalyse erlernen " Empirische Forschung zum Einsatz eines allgemeindidaktischen Kategoriensystems in der Lehrerfortbildung. , 2014, , 137-158.		0
33	Themen schulinterner Lehrkräftefortbildungen. Eine empirische Programmanalyse. , 2020, , .		0
34	Alternative Wege in das Berliner Grundschullehramt. Struktur und Evaluation eines Studiengangs. , 2020, , .		0