

Experimenting With Teacher Professional Development

Educational Researcher

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Citation Report

#	ARTICLE	IF	CITATIONS
2	Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures. <i>Educational Researcher</i> , 2009, 38, 181-199.	3.3	2,494
3	What Works in Professional Development?. <i>Phi Delta Kappan</i> , 2009, 90, 495-500.	0.4	404
4	Providing Undergraduate Science Partners for Elementary Teachers: Benefits and Challenges. <i>CBE Life Sciences Education</i> , 2009, 8, 239-251.	1.1	9
5	Fostering a community of practice through a professional development program to improve elementary teachers' views of nature of science and teaching practice. <i>Journal of Research in Science Teaching</i> , 2009, 46, 1090-1113.	2.0	135
6	Preparing Teachers to Design Instruction for Deep Understanding in Middle School Earth Science. <i>Journal of the Learning Sciences</i> , 2009, 18, 461-508.	2.0	81
7	Synthesis of Research Symposium at Cld's 24th International Conference on Learning Disabilities: "Must Reads" for 2009. <i>Learning Disability Quarterly</i> , 2010, 33, 133-140.	0.9	0
9	Effects of an early literacy professional development intervention on head start teachers and children.. <i>Journal of Educational Psychology</i> , 2010, 102, 299-312.	2.1	293
10	The Relationships between Coaching and Instruction in the Primary Grades: Evidence from High-Poverty Schools. <i>Elementary School Journal</i> , 2010, 111, 115-140.	0.9	44
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12	An investigation of teacher impact on student inquiry science performance using a hierarchical linear model. <i>Journal of Research in Science Teaching</i> , 2010, 47, 807-819.	2.0	34
13	Using Coaching to Improve the Fidelity of Evidence-Based Practices: A Review of Studies. <i>Teacher Education and Special Education</i> , 2010, 33, 279-299.	1.6	299
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15	Professional Development in the Accountability Context: Building Capacity to Achieve Standards. <i>Educational Psychologist</i> , 2010, 45, 89-106.	4.7	94
16	Evaluating long-term complex professional development: using a variation of the cohort control design. <i>Evaluation and Research in Education</i> , 2010, 23, 273-285.	0.5	2
17	Teacher Study Group. <i>American Educational Research Journal</i> , 2010, 47, 694-739.	1.6	130
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19	The Development of After-School Program Educators Through University-Community Partnerships. <i>Applied Developmental Science</i> , 2010, 14, 89-105.	1.0	10
20	Teacher Learning and ELL Reading Achievement in Sheltered Instruction Classrooms: Linking Professional Development to Student Development. <i>Literacy Research and Instruction</i> , 2010, 49, 334-351.	0.6	30

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21	Knowledge, Skills, and Practices Concerning Phonological Awareness Among Early Childhood Education Teachers. <i>Journal of Research in Childhood Education</i> , 2010, 24, 172-185.	0.6	4
22	Building and Rebuilding a Statewide Support System for Literacy Coaches. <i>Reading and Writing Quarterly</i> , 2011, 27, 261-280.	0.6	4
23	Preparing Teachers to Design Sequences of Instruction in Earth Systems Science. <i>American Educational Research Journal</i> , 2011, 48, 996-1025.	1.6	120
24	Experienced secondary science teachers' perceptions of effective professional development while pursuing National Board certification. <i>Teacher Development</i> , 2011, 15, 219-239.	0.4	3
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28	Standards for Reporting Mathematics Professional Development in Research Studies. <i>Journal for Research in Mathematics Education</i> , 2011, 42, 220-236.	1.0	20
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34	An Iterative Approach to the Development of a Professional Development Intervention for Head Start Teachers. <i>Journal of Early Intervention</i> , 2011, 33, 75-93.	1.1	78
35	A Practice-Based Theory of Professional Education. <i>Urban Education</i> , 2011, 46, 975-986.	1.2	4
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37	Training Teachers to Use Pivotal Response Training With Children With Autism. <i>Teacher Education and Special Education</i> , 2011, 34, 339-349.	1.6	51
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41	A New Pathway: Video-Based Professional Development in Geography. <i>Journal of Geography</i> , 2012, 111, 41-53.	1.8	13
42	Beliefs about Teaching Science: The relationship between elementary teachers'™ participation in professional development and student achievement. <i>International Journal of Science Education</i> , 2012, 34, 153-166.	1.0	137
43	Do Less Effective Teachers Choose Professional Development Does It Matter?. <i>Evaluation Review</i> , 2012, 36, 346-374.	0.4	11
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46	A Multi-Year Study of the Impact of the Rice Model Teacher Professional Development on Elementary Science Teachers. <i>International Journal of Science Education</i> , 2012, 34, 855-877.	1.0	26
47	Great expectations: Teacher learning in a national professional development programme. <i>Teaching and Teacher Education</i> , 2012, 28, 336-346.	1.6	49
48	Examining study attrition: Implications for experimental research on professional development. <i>Teaching and Teacher Education</i> , 2012, 28, 418-427.	1.6	8
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52	A Review of Empirical Literature on Inquiry Professional Development: Alignment with Best Practices and a Critique of the Findings. <i>Journal of Science Teacher Education</i> , 2012, 23, 291-318.	1.4	211
53	Comparing technology-related teacher professional development designs: a multilevel study of teacher and student impacts. <i>Educational Technology Research and Development</i> , 2012, 60, 421-444.	2.0	39
54	Leveraging cultural resources through teacher pedagogical reasoning: Elementary grade teachers analyze second language learners' science problem solving. <i>Teaching and Teacher Education</i> , 2013, 32, 31-42.	1.6	15
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56	Teachers and librarians collaborating on inquiry-based science instruction: A longitudinal study. <i>Library and Information Science Research</i> , 2013, 35, 41-53.	1.2	17
57	Inquiry-Based Professional Development: What does it take to support teachers in learning about inquiry and nature of science?. <i>International Journal of Science Education</i> , 2013, 35, 1947-1978.	1.0	77

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59	Evaluating an induction training program for Greek teachers using an adjusted level model approach. <i>Studies in Educational Evaluation</i> , 2013, 39, 225-231.	1.2	4
60	Does Structure of Content Delivery or Degree of Professional Development Support Matter for Student Reading Growth in High-Poverty Settings?. <i>Journal of Literacy Research</i> , 2013, 45, 465-502.	0.5	7
61	Strategies for Improving Power in School-Randomized Studies of Professional Development. <i>Evaluation Review</i> , 2013, 37, 520-554.	0.4	21
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68	Reaching Consensus on â€œBest Practicesâ€•of Professional Development: A Critical Review of Literature. <i>Mediterranean Journal of Social Sciences</i> , 2014, , .	0.1	0
69	The effects of professional development on preschool teachersâ€™ instructional behaviours during storybook reading. <i>Early Child Development and Care</i> , 2014, 184, 1160-1177.	0.7	9
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71	English Teachersâ€™ Cultural Models About Technology. <i>Journal of Literacy Research</i> , 2014, 46, 9-38.	0.5	15
72	Leading Ourselves (Tweets Optional). <i>Journal of Adolescent and Adult Literacy</i> , 2014, 58, 317-326.	0.4	9
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74	Evaluating the impact of teacher professional development: an evidence-based framework. <i>Professional Development in Education</i> , 2014, 40, 89-111.	1.7	108
75	Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. <i>Educational Evaluation and Policy Analysis</i> , 2014, 36, 476-500.	1.6	193

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77	The impact of an alternative professional development model on teacher practices in formative assessment and student learning. <i>Teacher Development</i> , 2014, 18, 141-162.	0.4	16
78	A researcher-facilitator's reflection: Implementing a Singapore case of learning study. <i>Teaching and Teacher Education</i> , 2014, 37, 44-54.	1.6	14
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86	School-level determinants of teacher collegial interaction: Evidence from lower secondary schools in England, Finland, South Korea, and the USA. <i>Teaching and Teacher Education</i> , 2015, 50, 24-35.	1.6	8
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92	Professional development at the local level: Necessary and sufficient conditions for critical collegiality. <i>Teaching and Teacher Education</i> , 2015, 51, 121-136.	1.6	32
93	Evaluative decision-making for high-quality professional development: cultivating an evaluative stance. <i>Professional Development in Education</i> , 2015, 41, 419-432.	1.7	14
94	The Short-Term and Maintenance Effects of Self-Regulated Strategy Development in Writing for Middle School Students. <i>Reading and Writing Quarterly</i> , 2015, 31, 351-372.	0.6	15

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96	The Impact of a Professional Development Programme on Primary Teachers'™ Classroom Practice and Pupils'™ Attitudes to Science. <i>Research in Science Education</i> , 2015, 45, 215-239.	1.4	22
97	Defining, developing, and measuring 'Proclivities for Teaching Mathematics'. <i>Journal of Mathematics Teacher Education</i> , 2015, 18, 447-465.	1.0	4
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106	Personnel Development Practices in Early Childhood Intervention. , 2016, , 289-333.		11
107	Supporting K-12 English Language Learners in Science. , 0, , .		2
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121	Exploring Educatorsâ€™ Environmental Education Attitudes and Efficacy: Insights Gleaned from a Texas Wetland Academy. <i>International Journal of Science Education, Part B: Communication and Public Engagement</i> , 2016, 6, 303-324.	0.9	4
122	Individualized Coaching to Improve Teacher Practice Across Grades and Subjects: New Experimental Evidence. <i>Educational Policy</i> , 2017, 31, 1033-1068.	1.4	43
123	Examining early childhood teachersâ€™ writing practices: Associations between pedagogical supports and childrenâ€™s writing skills. <i>Early Childhood Research Quarterly</i> , 2017, 39, 35-46.	1.6	67
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126	Using a video club design to promote teacher attention to students' ideas in science. <i>Teaching and Teacher Education</i> , 2017, 66, 282-294.	1.6	48
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128	Attending to General and Mathematics-Specific Dimensions of Teaching: Exploring Factors Across Two Observation Instruments. <i>Educational Assessment</i> , 2017, 22, 71-94.	0.6	29
129	â€œJump in Any Timeâ€– How Teacher Struggle with Curricular Reform Generates Opportunities for Teacher Learning. <i>Action in Teacher Education</i> , 2017, 39, 203-217.	0.4	5
130	â€œHappy Professional Development at an Unhappy Timeâ€– Learning to Teach for Historical Thinking in a High-Pressure Accountability Context. <i>Theory and Research in Social Education</i> , 2017, 45, 248-285.	1.4	17
131	Effectiveness of Large-Scale, State-Sponsored Language and Literacy Professional Development on Early Childhood Educator Outcomes. <i>Journal of Research on Educational Effectiveness</i> , 2017, 10, 354-378.	0.9	64

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134	Language, culture and identity at the nexus of professional learning. <i>Educational Research</i> , 2017, 59, 391-407.	0.9	7
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142	Defining Program Effects: A Distribution-Based Perspective. <i>Statistics and Public Policy (Philadelphia)</i> , 2017, 4, 1-10.	0.7	6
143	Online Sharing of Knowledge Among In-service Teachers for Professional Development Purposes. , 2017, , .		6
144	Toward Better Goal Clarity in Instruction: How Focus On Content, Social Exchange and Active Learning Supports Teachers in Improving Dialogic Teaching Practices. <i>International Education Studies</i> , 2017, 11, 11.	0.3	5
145	Relationship of the cognitive functions of prospective science teachers and their knowledge, knowledge levels, success and success levels. <i>International Journal of Educational Administration and Policy Studies</i> , 2017, 9, 56-67.	0.3	1
146	The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. <i>Review of Educational Research</i> , 2018, 88, 547-588.	4.3	523
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148	Introducing Computational Thinking through Non-Programming Science Activities. , 2018, , .		8
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151	Evaluating teachers'™ professional development initiatives: towards an extended evaluative framework. <i>Research Papers in Education</i> , 2018, 33, 143-168.	1.7	64
152	The Design of Video-Based Professional Development: An Exploratory Experiment Intended to Identify Effective Features. <i>Journal of Teacher Education</i> , 2018, 69, 69-89.	2.0	55
153	Promoting quality and equity: An exploratory case study of a primary school in England exploring barriers and facilitators in implementing the Dynamic Approach to school improvement. <i>Studies in Educational Evaluation</i> , 2018, 57, 53-62.	1.2	4
154	Investigating the Efficacy of a Web-Based Early Reading and Professional Development Intervention for Young English Learners. <i>Reading Research Quarterly</i> , 2018, 53, 155-174.	1.8	15
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163	Year-long teacher professional development on fifth grade student science outcomes. <i>International Journal of Science Education</i> , 2018, 40, 2099-2117.	1.0	0
164	Concluding Remarks: Theoretical Underpinnings in Implementing Inquiry-Based Science Teaching/Learning. <i>Progress in the Chemistry of Organic Natural Products</i> , 2018, , 261-280.	0.8	1
165	Professional Development for Inquiry-Based Science Teaching and Learning. <i>Contributions From Science Education Research</i> , 2018, , .	0.4	9
166	Intervention fidelity of Getting Ready for School: Associations with classroom and teacher characteristics and preschooler'™s school readiness skills. <i>Early Childhood Research Quarterly</i> , 2018, 44, 55-71.	1.6	14
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170	A successful professional development program in history: What matters?. <i>Teaching and Teacher Education</i> , 2018, 75, 290-301.	1.6	17
171	Effect of professional learning communities on teachers and students: reporting updated results and raising questions about research design. <i>School Effectiveness and School Improvement</i> , 2018, 29, 634-659.	1.4	74
172	An Affinity for Learning: Teacher Identity and Powerful Professional Development. <i>Journal of Teacher Education</i> , 2019, 70, 526-537.	2.0	58
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