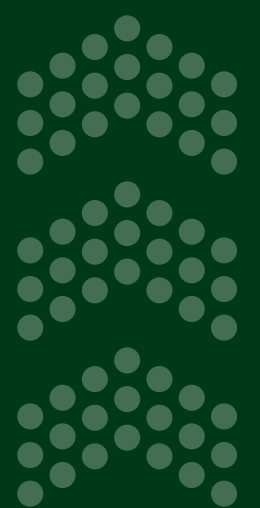




Do students learn more with an additional teacher in the classroom? Evidence from a field experiment

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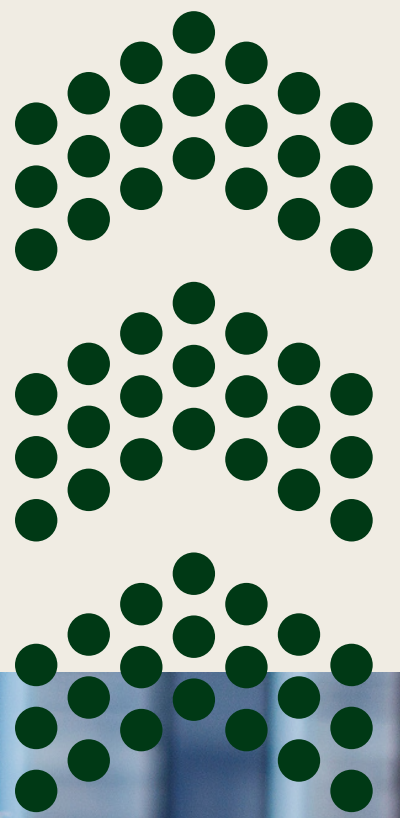




What?

The Two Teachers study presents a field experiment investigating treatment effects of an additional teacher in the classroom on student learning.

The treatment targeted literacy instruction during first and second grade.



Who?

The experiment represented a major collaboration between the Norwegian Ministry of Education and the Norwegian Centre for Reading Education and Research.

Nearly 6,000 children participated in the study, which encompassed two incoming first-grade classrooms in each of 150 public schools in 2016.



Experimental design

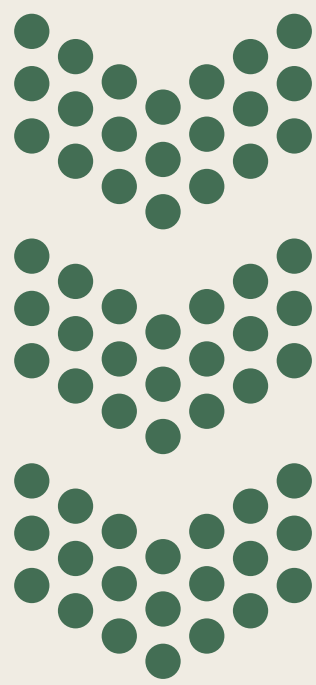
One of the two participating classrooms within each school was randomly assigned to have an additional teacher during all literacy lessons in first and second grade.

The other classroom received no additional resources.





Primary outcome measures:

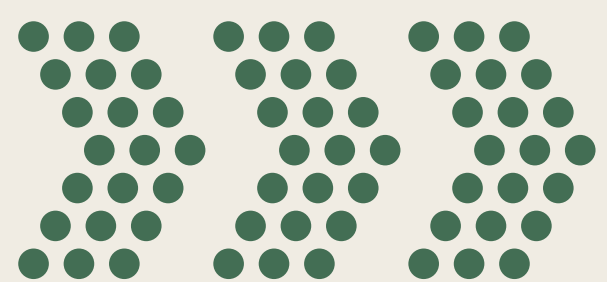


- Student literacy skills
- Reading interest
- Reading self-concept (i.e. students' sense of mastery in reading)

Measured at the end of second grade.

Main findings

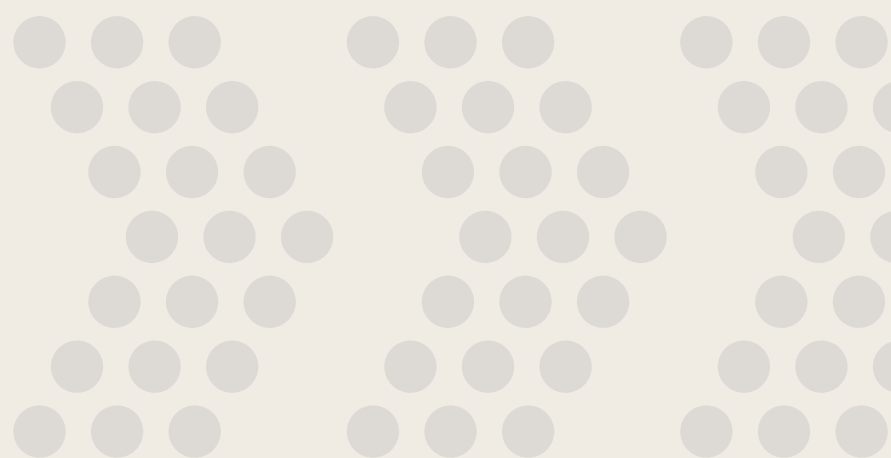
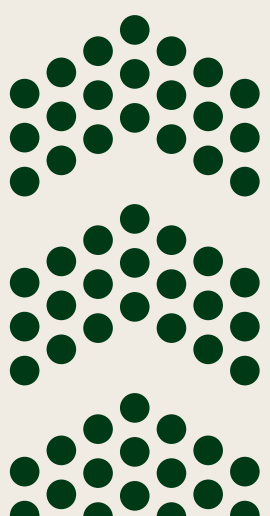
An additional teacher in the classroom has no effect on student literacy development on average ...





Main findings

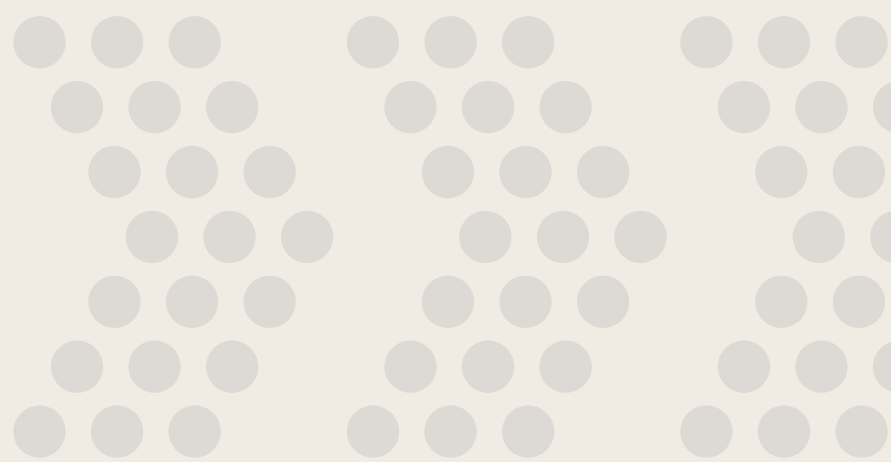
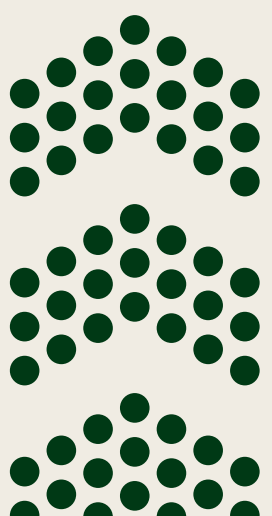
... however, boys seem to benefit, with treatment impacts of about .12 and .09 standard deviations on the national literacy assessment and the reading self-concept, respectively.





Main findings

The effects seem to be particularly large for boys with low skills at baseline, with treatment impacts of .23 and .22 standard deviations, respectively.

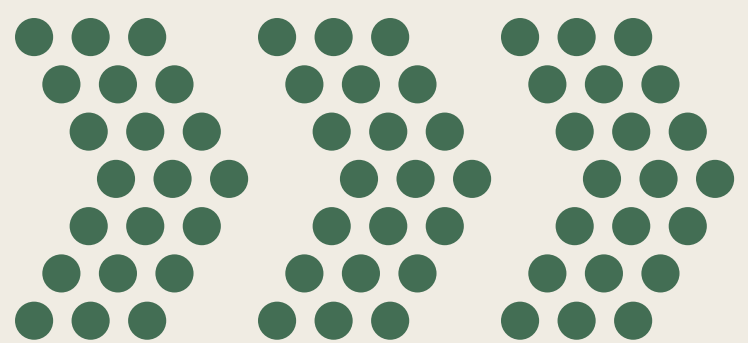




Implications

The previous literature suggests that some boys are at a double disadvantage:

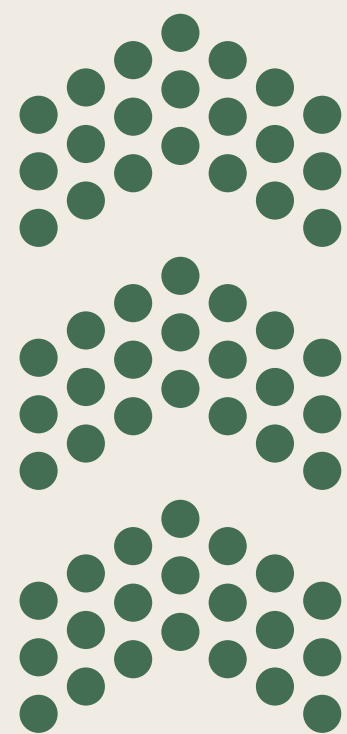
- Boys are outperformed by girls in early literacy
- Executive functioning at school-starting age is lower for boys than for girls





Implications

The Two Teacher
experiment suggests
that an additional
teacher
in the classroom may
compensate for some
of this double
disadvantage.



Learn more:

Haaland, V; Rege, M; Solheim, O.J. (2023): Do students learn more with an additional teacher in the classroom? Evidence from a field experiment.

The Economic Journal, uead074,

<https://doi.org/10.1093/ej/uead074>



<https://www.uis.no/en/two-teachers-investigating-effect-increased-teacher-pupil-ratio>