

Abstract

Current literature suggests that more experienced teachers positively impact student results. The size of this effect varies across many studies. However, it has not yet been corrected for publication bias and model uncertainty. Through a comprehensive meta-analysis, this thesis explores the relationship between teacher experience and student achievement. I assemble a dataset of 131 estimates from 19 studies. Initial findings indicate an average 2% increase in test score standard deviation for each additional year of teacher experience. However, the presence of publication bias is evident, as demonstrated by linear tests and recently developed non-linear techniques. This thesis uses model averaging to investigate the influence of 21 variables on the teacher experience effect. After correcting for publication bias and applying the Bayesian model averaging method, the true effect of teacher experience in included studies appears nonexistent or indistinguishable from zero. Selective publication practices may have inflated positive effect reported previously.