

- Rowe, K. J. (2003), "The importance of teacher quality as a key determinant of students' experiences and outcomes of schooling", paper presented at the Australian Council for Educational Research Annual Research Conference, ACER, Melbourne.
- Rutter, M. (2000), "School effects on pupil progress: Research findings and policy implication", in *Psychology of Education: Major Themes*, Vol. 1, Falmer Press, London.
- Rutter, M., and B. Maughan (2002), "School effectiveness findings 1979–2002", *Journal of School Psychology*, Vol. 40/6, pp. 451–475.
- Sahlberg, P. (2011), "Paradoxes of educational improvement: The Finnish experience", *Scottish Educational Review*, Vol. 43/1, pp. 3–23.
- Schachner, M. et al. (2016), "Cultural diversity climate and psychological adjustment at school: Equality and inclusion versus cultural pluralism", *Child Development*, Vol. 87/4, pp. 1175–1191, <http://doi:10.1111/cdev.12536>.
- Schachner, M. (2014), "Contextual conditions for acculturation and school-related outcomes of early adolescent immigrants in Germany", doctoral thesis, University of Jena and Tilburg University.
- Scheerens, J. (2016a), "Educational effectiveness and ineffectiveness: A critical review of the knowledge base", Springer, Dordrecht.
- Scheerens, J. (2016b). "*Meta-analyses of school and instructional effectiveness*", Springer, Dordrecht.
- Scheerens, J., and R. Bosker (1997), *The Foundations of Educational Effectiveness*, Pergamon, Oxford.
- Scherer, R. et al. (2016), "The quest for comparability: Studying the invariance of the teachers' sense of self-efficacy (TSES) measure across countries", *PLoS One*, Vol. 11/3, e0150829, <http://doi:10.1371/journal.pone.0150829>.
- Scherer, R., and J. F. Beckmann (2014), "The acquisition of problem solving competence: Evidence from 41 countries that math and science education matters", *Large-scale Assessments in Education*, Vol. 2/1, p. 10, <http://doi:10.1186/s40536-014-0010-7>.
- Scherer, R., and J.-E. Gustafsson (2015), "Student assessment of teaching as a source of information about aspects of teaching quality in multiple subject domains: An application of multilevel bifactor structural equation modeling", *Frontiers in Psychology*, Vol. 6, p. 1550, <https://doi:10.3389/fpsyg.2015.01550>.
- Schleicher, A. (2011), *Building a High-Quality Teaching Profession: Lessons from Around the World*, OECD, Paris.
- Schlesinger, L., and A. Jentsch (2016), "Theoretical and methodological challenges in measuring instructional quality in mathematics education using classroom observations", *ZDM: The International Journal on Mathematics Education*, Vol. 48/1, pp. 29–40, <http://doi:10.1007/s11858-016-0765-0>.
- Schmidt, W. H., S. Blömeke, and M. T. Tatto (2011), *Teacher Education Matters: A Study of Mathematics Teacher Preparation from Six Countries*, Teacher College Press, New York.
- Schofield, J. W. (2001), "The colorblind perspective in school: Causes and consequences", in J. A. Banks and C. A. McGee (Eds.), *Multicultural Education: Issues and Perspectives*, 4th edition, Wiley, New York.
- Schunk, D. H. (1995), "Self-efficacy, motivation, and performance", *Journal of Applied Sport Psychology*, Vol. 7/2, pp. 112–137.
- Schunk, D. H. (1989), "Self-efficacy and achievement behaviors", *Educational Psychology Review*, Vol. 1/3, pp. 173–208, <http://doi:10.1007/BF01320134>.
- Schwartz, E., and A. Jordan (2011), Teachers' epistemological beliefs and practices with students with disabilities and at-risk in inclusive classrooms: Implications for teacher development", in *Personal Epistemology and Teacher Education*, Taylor & Francis, New York.