

Erratum to: Two teacher quality measures and the role of context: evidence from Chile

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In the original version of this article, Table 6 entries “Class”, “School” and “Municipality” variables were incorrectly labeled under “Teacher fixed effects”. Also, in the Appendix 1, table number was missing and the column headings were misplaced. Kindly see below correct tables. The original article was corrected.

The online version of the original article can be found at <http://dx.doi.org/10.1007/s11092-016-9247-8>.

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Table 6 Estimates of fixed effects in three-level model predicting NTES final category

	Coefficient	Standard error
Teacher fixed effects		
Intercept	1.418	0.209
Gender	0.053*	0.021
Institution where teacher education was obtained		
Other (Technical Institutions)	-0.021	0.028
Normal School	0.036	0.029
University	0.000	,
Type of study regimen- Full-time	0.049*	0.018
Continuing education (Cert., Masters, PhD)-Yes	0.025	0.017
Professional development courses-Yes	0.043*	0.018
Years of teaching experience (quadratic)	0.000	0.000
Grade level and subject taught		
Language 8th grade	0.029	0.030
Math 8th grade	0.020	0.030
Natural sciences 8th grade	-0.057	0.046
Social sciences 8th grade	0.038	0.033
Generalist 4th grade	0.000	,
Expectations of maximum years of schooling of teacher's students	0.006	0.004
Intentions regarding future job prospects		
Continuing as classroom teacher	0.024	0.041
Leaving the classroom	0.041	0.047
Leaving the field education	-0.019	0.070
Doesn't know or no response	0.000	,
Content coverage	-0.018	0.022
Perception of self-efficacy teaching a subject	0.061*	0.028
Teacher's classroom has a library	0.016	0.017
Works in another school	-0.005	0.026
Holds AEP certification	0.169**	0.038
Class characteristics		
Number of students classroom (quadratic)	0.000	0.000
Class parents mean level of education	-0.027	0.014
Class mean family income	0.000*	0.000
Class parents mean expectations about maximum education level of their child	0.011	0.015
Average class math score	0.003*	0.001
Average class language score	-0.001	0.001
School characteristics		
Rurality (1=urban)	0.007	0.043
Mean school socioeconomic level	-0.036	0.030
School's technology resources	0.000	0.001
School's pedagogical resources	0.000	0.000

Table 6 (continued)

	Coefficient	Standard error
Number of teachers holding certification of excellence in school		
1 AEP	0.046*	0.022
2 AEP	0.051	0.036
3 o más AEP	0.063	0.049
No AEP	0.000	,
School average language score	0.005*	0.002
School average math score	-0.003	0.002
Municipality characteristics		
Type of educational administration	-0.025	0.031
Number of students enrolled at beginning of school year	0.000	0.001
Percentage of people living in poverty	0.002	0.002
Municipal contribution over total educational income of municipality	0.001	0.001

* $p < 0.05$; ** $p < 0.01$

Appendix 1

Table 7 Descriptive statistics

Variables	Research Question 1: Teacher value added estimates (models M1 & M2)			Research Question 2: Teacher value added estimates (models M1 - M5)				
	Sample size	Proportion	Mean	Std Dev	Sample size	Proportion	Mean	Std Dev
Student-level variables								
Math test score 04	22477	0	255.4	47.4	19,225	0	252.1	48.3
Math test score 06	22477		249.1	62.3	19,225		240.9	61.9
Moved from another school (Yes = 1)	22477	30 %	70 %		19,225	13 %	87 %	
Retention (Yes = 1)	22477	90 %	10 %		19,225	89 %	11 %	
Mother education (Years)	22477		9.7	3.6	19,225		9.5	3.5
Father education (Years)	22477		9.7	3.7	19,225		9.5	3.8
Teacher-level variables (Math Test)								
Gender (Woman = 1)	868	-	-		457	45 %	55 %	
Experience (Years)		-	-		457		25.6	8.7
Five-year initial education program (0/1)		-	-		457	7 %	92 %	
Full time regime (0/1),		-	-		457	5 %	95 %	
High school specialization (0/1)		-	-		457	2 %	98 %	
Generic professional development offered by schools and the ministry of education (0/1),		-	-		457	6 %	94 %	
Other professional development and academic degree								
No degree		-	-					1 %
Degree		-	-					92 %
Master o PhD		-	-					7 %

Table 7 (continued)

Variables						
School-level variables						
Urbanicity (urban = 1, rural = 0),	—	—	275	4 %	96 %	
School socioeconomic group	—	—	275	42 %		
Low income	—	—		17 %		
Middle-low income	—	—		1 %		
Middle income	—	—		—		
Middle-high income	—	—		40 %		
High income	—	—				
Average score in 2004 SIMCE test 2004	—	—				249.6 22
Municipality-level variables						
Percentage of people living in poverty,	—	—	193	17 %	83 %	0.08
Municipality's contribution to total education spending	—	—	193	10 %	90 %	0.10
Number of students enrolled at the beginning of the school year,	—	—	193			7168 7993
Type of school administration (Municipal Corporation = 0, Direct Municipal Administration = 1)	—	—	193	18 %	82 %	
Research Question 3: Factors associated to performance on ntes						
Teacher-level variables						
Gender	Sample Size	Percentage	Mean	Std Dev		
	916	80.3				
Institution where teacher education was obtained						
Other (Technical Institutions)	123	10.8				
Normal school	140	12.3				
University	878	77.0				
Type of study regimen- Full-time	762	66.8				

Table 7 (continued)

Variables					
Continuing education (Cert., Masters, PhD)-Yes	526	46.1			
Professional development courses-Yes	749	65.6			
Years of teaching experience (quadratic)	1141		612.5	453.3	
Grade level and subject taught					
Language 8th grade	81	7.1			
Math 8th grade	95	8.3			
Natural sciences 8th grade	31	2.7			
Social sciences 8th grade	69	6.1			
Generalist 4th grade	865	75.8			
Expectations of maximum years of schooling of teacher's students	1141		13.69	2.6	
Intentions regarding future job prospects					
Continuing as classroom teacher	958	84.0			
Leaving the classroom	119	10.4			
Leaving the field education	21	1.8			
Doesn't know or no response	43	3.8			
Content coverage	1141		3.16	0.44	
Perception of self-efficacy teaching a subject	1141		2.69	0.34	
Works in a second school	123	10.8			
Holds AEP	58	5.1			
Classroom-level variables					
Teacher's classroom has a library	1141		0.6	0.50	
Number of students classroom (quadratic)	1141		1184.7	451.1	
Class parents mean level of education	1141		11.1	1.5	
Class mean family income	1141		210.5	87.4	

Table 7 (continued)

Variables		14.5	1.2
Class parents mean expectations about maximum education level of their child	1141		
Average class math score	917	236.9	27.1
Average class language score	917	240.4	24.2
School-level variable			
Rurality (1 = urban)	1141	95.1	
Mean school socioeconomic level	1141	2.41	0.6
School's technology resources	1141	88.5	12.4
School's pedagogical resources	1141	52.3	20.8
Number of teachers holding certification of excellence in school			
1 AEP	248	21.7	21.7
2 AEP	81	7.1	28.8
3 o más AEP	47	4.1	32.9
No AEP	765	67.1	
School average language score	1141	240.8	17.9
School average math score	1141	235.0	20.2
Municipality-level variable			
Type of school administration	1141	0.58	0.5
Number of students enrolled at beginning of school year	1141	15.5	11.2
Percentage of people living in poverty	1141	19.3	8.7
Municipal contribution over total educational income of municipality	1141	9.7	10.1