Educational Practice Impact on Student Achievement

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| **Which of these practices does your building use?** | **EDUCATIONAL PRACTICE** | **EFFECT SIZE** | **IMPACT** |
|[ ]  1. Ability Grouping, Tracking, Streaming
 | **.12** |  |  | **LOW** |
|[ ]  1. Acceleration (for example, skipping a year)
 | **.68** | **HIGH** |  |  |
|[ ]  1. Comprehension programs
 | **.53** |  | **MEDIUM** |  |
|[ ]  1. Concept mapping
 | **.64** | **HIGH** |  |  |
|[ ]  1. Cooperative vs individualistic learning
 | **.55** |  | **MEDIUM** |  |
|[ ]  1. Direct instruction
 | **.60** | **HIGH** |  |  |
|[ ]  1. Feedback
 | **.73** | **HIGH** |  |  |
|[ ]  1. Home environment
 | **.52** |  | **MEDIUM** |  |
|[ ]  1. Individualizing instruction
 | **.23** |  |  | **LOW** |
|[ ]  1. Influence of peers
 | **.53** |  | **MEDIUM** |  |
|[ ]  1. Matching teaching with student learning styles
 | **.23** |  |  | **LOW** |
|[ ]  1. Meta-cognitive strategy programs
 | **.69** | **HIGH** |  |  |
|[ ]  1. Phonics instruction
 | **.52** |  | **MEDIUM** |  |
|[ ]  1. Professional development on student achievement
 | **.45** |  | **MEDIUM** |  |
|[ ]  1. Providing formative evaluation to teachers
 | **.68** | **HIGH** |  |  |
|[ ]  1. Providing worked examples
 | **.37** |  | **MEDIUM** |  |
|[ ]  1. Reciprocal teaching
 | **.74** | **HIGH** |  |  |
|[ ]  1. Reducing class size
 | **.21** |  |  | **LOW** |
|[ ]  1. Retention (holding back a year)
 | **-.17** |  |  | **LOW** |
|[ ]  1. Student control over learning
 | **.01** |  |  | **LOW** |
|[ ]  1. Student expectations
 | **1.33** | **HIGH** |  |  |
|[ ]  1. Teacher collective efficacy
 | **1.57** | **HIGH** |  |  |
|[ ]  1. Teacher credibility in eyes of the students
 | **.90** | **HIGH** |  |  |
|[ ]  1. Teacher estimates of achievement
 | **1.62** | **HIGH** |  |  |
|[ ]  1. Teacher expectations
 | **.43** |  | **MEDIUM** |  |
|[ ]  1. Teacher subject matter knowledge
 | **.09** |  |  | **LOW** |
|[ ]  1. Teacher-student relationships
 | **.52** |  | **MEDIUM** |  |
|[ ]  1. Using simulations and gaming
 | **.34** |  | **MEDIUM** |  |
|[ ]  1. Vocabulary programs
 | **.62** | **HIGH** |  |  |
|[ ]  1. Whole language programs
 | **.06** |  |  | **LOW** |
|[ ]  1. Within-class grouping
 | **-.18** |  |  | **LOW** |

Adapted from Hattie, J. (2011). *Visible learning for teachers: Maximizing impact on learning.* London and New York: Routledge.