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.