Considering Impact on Learning

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| Instructional Practice or Influence on Learning | Impact | 3 Strongest  3 Least  Effects |
| Ability grouping | High Medium Low |  |
| Acceleration (Skipping a Year) | High Medium Low |  |
| Co-/team teaching | High Medium Low |  |
| Comprehension programs | High Medium Low |  |
| Concept mapping | High Medium Low |  |
| Cooperative vs. independent learning | High Medium Low |  |
| Direct instruction(systematic/explicit) | High Medium Low |  |
| Feedback | High Medium Low |  |
| Goals | High Medium Low |  |
| Homework | High Medium Low |  |
| Individualized instruction (personalized learning) | High Medium Low |  |
| Inquiry based teaching | High Medium Low |  |
| Matching teaching with learning styles | High Medium Low |  |
| Meta-cognitive strategy programs (self-monitoring thinking etc..) | High Medium Low |  |
| Phonics Instruction | High Medium Low |  |
| Problem based learning | High Medium Low |  |
| Professional Development | High Medium Low |  |
| Providing formative evaluation | High Medium Low |  |
| Reciprocal teaching | High Medium Low |  |
| Reducing class size | High Medium Low |  |
| Repeated Reading | High Medium Low |  |
| Retention | High Medium Low |  |
| Student control over learning | High Medium Low |  |
| Student expectations of success | High Medium Low |  |
| Summer School | High Medium Low |  |
| Teacher-student relationships | High Medium Low |  |
| Teaching test taking skills | High Medium Low |  |
| Vocabulary programs | High Medium Low |  |
| Whole Language (e.g., “balanced literacy”) | High Medium Low |  |
| Worked examples | High Medium Low |  |