Considering Impact on Learning

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| Instructional Practice or Influence on Learning | Impact | 3 Strongest3 LeastEffects |
| 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 |  |