

## Hattie's Effective Sizes and Summit Learning

**Self-Reported Grades/Expectations 1.44** Creating activities for students to reflect and/or predict their academic progress can reinforce student expectations. The goal is to develop student ownership of his/her academic ability and to monitor progress towards success criteria.

**Acceleration .88** This will be beneficial to our high achieving students as well as our gifted students.

**Teacher Clarity .75** One of the themes in the book is how important it is for the teacher to communicate the intentions of the lessons and the notions of what success means for these intentions. With the objectives listed as well as teacher going over objectives for each focus area and the rubrics pointing out what is needed to receive a grade I think teacher clarity fits.

**Feedback .73** This is student to teacher feedback. When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged, then teaching and learning can be synchronized and powerful. Feedback is also readily available through the real-time data.

**Teacher/Student Relationships .72** Mentoring and Habits of Success

**Meta-Cognitive .69** This refers to higher-order thinking which involves active control over the cognitive processes engaged in learning. This can include planning how to approach a given learning task, evaluating progress, and monitoring comprehension.

**Study Skills .59** This intervention is a cognitive skill such as note taking or summarizing or learning to manage your schedule and when and how to use such strategies.

**Mastery Learning .58** The claim underlying mastery learning is that all children can learn when provided with clear expectations of what it means to "master" the material.

**Goals .56** There is plenty of compelling set of evidence, including meta-analysis that indicate how critical goals are for achieving performance.

**Peer Tutoring .55** The overall effects of the use of peers as co-teachers in classes is, overall, quite powerful. If the aim is to teach students self-regulation and control over their learning, then they must move from being students to being teachers of themselves. (I see this all the time when I walk around during SDL time)

**Kellers Personalized System of Instruction .53** This is a specific implementation of Personalized Learning Instruction. The key features include: students proceed through the course at their own pace, students demonstrate mastery of each component of the course before proceeding to the next, teaching materials and other communications between teachers and students are largely text-based (now computer based) and teachers are involved more in tutorial support (Workshops) and in providing motivation for students to complete their work and attain their goals. The meta-analysis show that students using PSI had higher grades and higher satisfaction rates than students in conventional classes, but that study time was similar in both classes.