John Hattie - What Matters in Schools

—

Steven Leever
March 2024

John Hattie - Meta Research
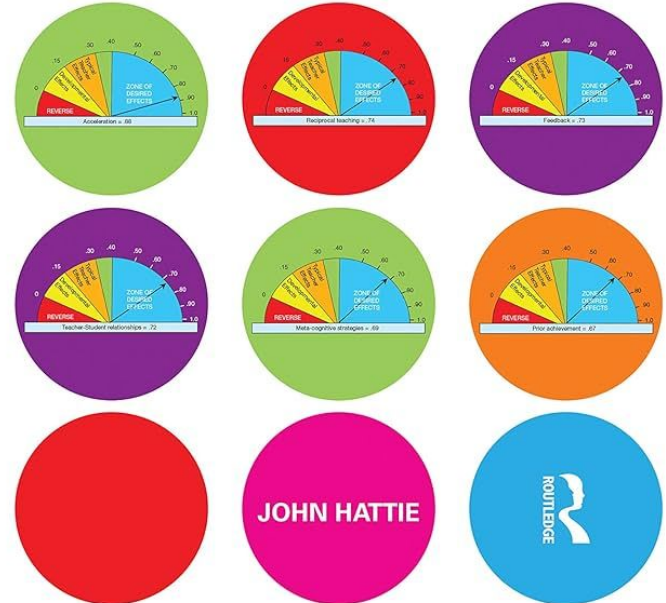
"What are the 'typical' effects of schooling?"

John Hattie - Meta Research

The answer is derived from averaging the effects across the 357 meta-analyses and is .40

John Hattie - Meta Research
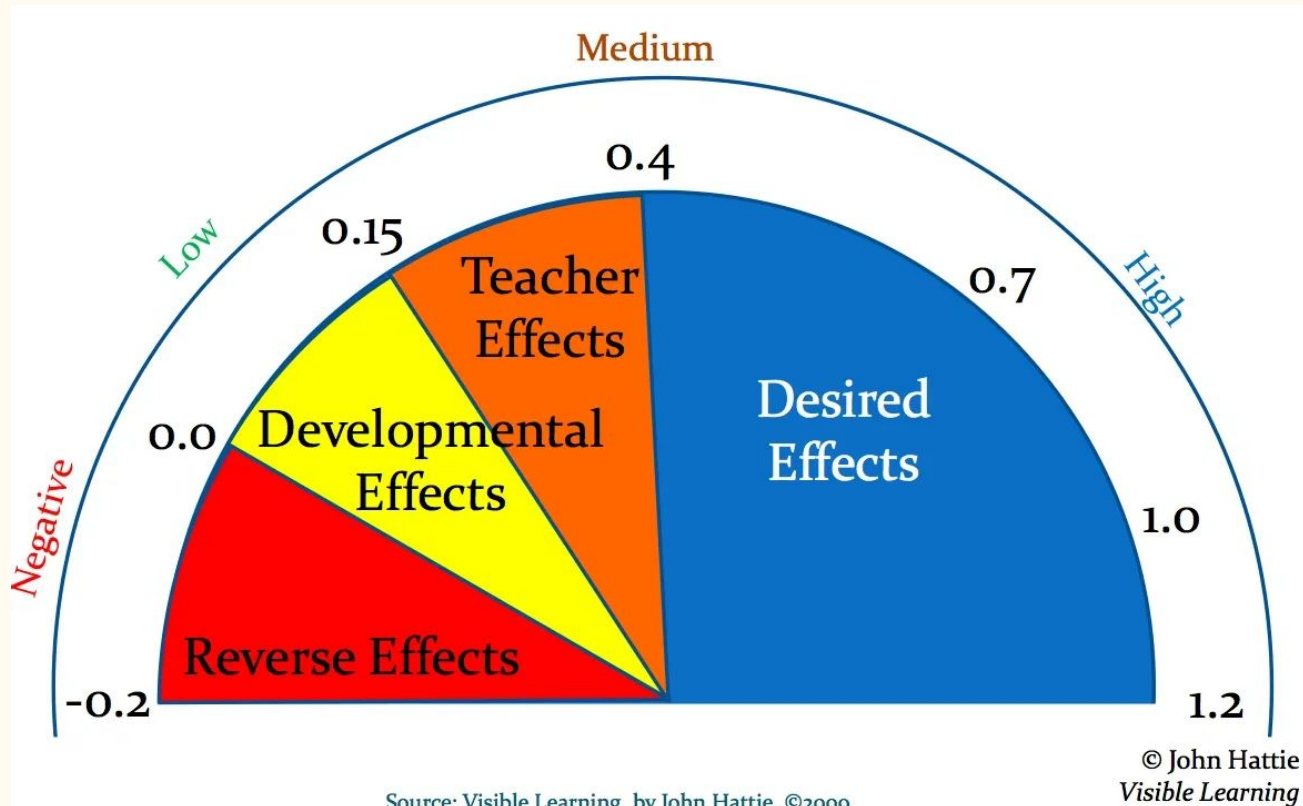
John Hattie - Meta Research
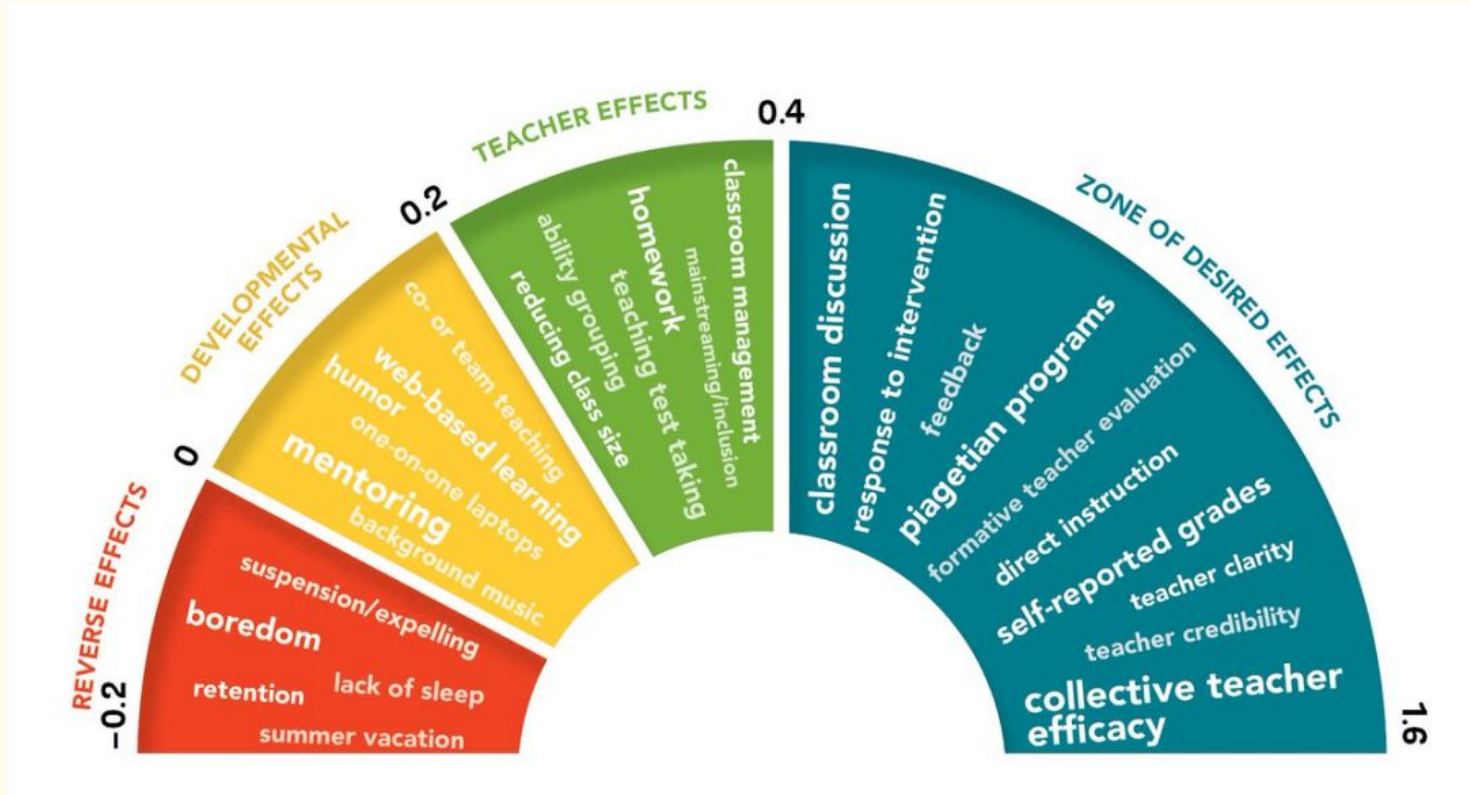
Effect Sizes

OVERALL EFFECTS

Advance organizers	.37
Simulation & games	.34
Computer-assisted instruction	.31
Instructional media	.30
Testing	.30
Calculators	.24
Ability grouping	.18
Programmed instruction	.18

Effect Sizes

OVERALL EFFECTS

Collective teacher efficacy	1.57
Cognitive task analysis	1.29
Response to intervention	1.29
Strategy to integrate prior knowledge	0.93
Classroom discussion	0.82
Interventions for those with learning needs	0.77
Teacher clarity	0.75
Feedback	0.70

Professional Development - Building Collective Efficacy

freepik.com

Why Build Efficacy?

- Improves student performance
- Ameliorates the negative effects of low socio-economic status
- Enhances parent/teacher relationships
- Creates a work environment that builds teacher commitment to the school.

Brinson & Steiner, 2007

Professional Development - Building Collective Efficacy

Steps to Build Efficacy?

1. Build Instructional Knowledge and skills
2. Interpret Results and Provide Feedback
3. Involve Teachers in School Decision Making

Brinson & Steiner, 2007

https://depositphotos.com

hinge point 0.4

Factor	Value
Collective teacher efficacy	1,57
Self-reported grades	1,33
Teacher estimates of achievement	1,29
Cognitive task analysis	1,29
Response to intervention	1,29
Piagetian programs	1,28
Jigsaw method	1,20
Conceptual change programs	0,99
Prior ability	0,94
Strategy to integrate with prior knowledge	0,93
Self-efficacy	0,92
Teacher credibility	0,90
Micro-teaching/video review of lessons	0,88
Transfer strategies	0,86
Classroom discussion	0,82
Scaffolding	0,82
Deliberate practice	0,79
Summarization	0,79
Effort	0,77
Interventions for students with learning needs	0,77
Mnemonics	0,76
Planning and prediction	0,76
Repeated reading programs	0,75
Teacher clarity	0,75
Elaboration and organization	0,75
Evaluation and reflection	0,75
Reciprocal teaching	0,74
Rehearsal and memorization	0,73
Comprehensive instructional programs for teachers	0,72
Help seeking	0,72
Phonics instruction	0,70
Feedback	0,70
Deep motivation and approach	0,69
Field independence	0,68
Acceleration programs	0,68
Learning goals vs. no goals	0,68
Problem-solving teaching	0,68
Outlining and transforming	0,66
Concept mapping	0,64