

STRATEGIES THAT WORK

Dr. John Hattie is an education researcher who studies what truly improves student learning. He analyzed over 300 million students’ data from 1,600+ studies to find out which teaching & learning strategies have the greatest impact, measured by “effect size”.

THE SCALE: Understanding the Numbers

EFFECT SIZE (D)	MEANING	IMPACT
0.0-0.2	No effect	Minimal change
0.4 = Hinge Point	Average annual growth	1 year’s progress in 1 year
0.6+	Large	Accelerated growth
1.0+	Very	More than 2 years’ growth

STUDENT LEARNING STRATEGIES

STRATEGY/INFLUENCE	EFFECT SIZE (D)	DESCRIPTION
Strategy to Integrate with Prior Knowledge	0.93	The argument is that readers who establish more connections between a text with new information and their prior knowledge produce stronger situation models, or cognitive maps of a given state of affairs. This situation model, in turn, is aimed at improving comprehension and recall through schemas.
Lesson Design	0.92	The effects of specific lesson design templates.
Transfer Strategies	0.89	For learning to be effective, students must be able to make a spontaneous, unprompted, and appropriate transfer of a learning or problem-solving strategy from one context to another. This can be near transfer to new problems similar to the instruction, or far transfer to new situations and domains.
Listening Support	0.84	Programs to improve attentive, empathetic, and nonjudgmental attention to someone as they express their thoughts, feelings, or concerns, creating a safe space for open communication and emotional relief.
Outlining & Organizing	0.77	Programs that teach students how to systematically arrange their ideas, tasks, or study materials through tools like outlines, graphic organizers, and planning techniques

STRATEGY/INFLUENCE	EFFECT SIZE (D)	DESCRIPTION
Seeking help from peers	0.68	Students actively request support when needed, showing ownership.

TEACHER STRATEGIES

STRATEGY/INFLUENCE	EFFECT SIZE (D)	DESCRIPTION
Cognitive Task Analysis	1.09	Teachers break down the thinking, skills, and steps students need to learn a concept.
Immediacy	1.06	Behaviors that communicate approachability, facilitating psychological closeness by displaying a timely response to student actions.
Jigsaw Method	0.92	Cooperative learning strategy in which students are divided into “home groups” and each student is assigned a different subtopic to study. Students then meet in “expert groups” to research and discuss their assigned topic before returning to their home groups to teach their peers.
Constructivist Teaching	0.92	Involves providing students with learner-centered, active instruction, where students explore ideas, propositions, explanations, solutions, and take subsequent actions.
Captions and Subtitles	0.89	Captions are on-screen text that displays spoken words and important sounds (e.g., music cues, sound effects) in a video, allowing students to read everything they would hear.
Project-based Learning	0.88	PBL involves students actively exploring real-world problems and challenges through collaborative, hands-on projects
Argumentation/Classroom Discussion	0.86	Students are invited to speak about the topic at hand. It involves much more than a teacher asking a class question, then another, etc., but involves students discussing with each other, often prompted by an open and not closed set of questions. Provides a classroom environment that gives all students the opportunity to speak and learn from each other.
Planning and Prediction	0.76	An explicit focus on planning and the use of time, based on which the students have to determine how they are going to perform and what they will need to perform well.

STRATEGY/INFLUENCE	EFFECT SIZE (D)	DESCRIPTION
Feedback (Tasks & Processes)	0.73	Feedback aimed more at improving the content or facts or ideas.

IMPACTFUL PROFESSIONAL LEARNING

ADMINISTRATORS		
DATE	PROFESSIONAL LEARNING	HATTIE'S EFFECT SIZE
One date a month	Principal Professional Development Effectively Leading PLCs	Principals/School Leadership .34 Academic Press 1.15 School Climate Effects .54 (Teachers-Collective Teacher Efficacy 1.34)
8/7/2026	Elementary Assistant Principal PD	Varies depending on topics
8/7/2026	Assistant Principals PD	Varies depending on topics
10/2/2026 Again in Nov.	CPI Training for SPED and General Ed Managed by Student Wellness	Student Self-Regulation Strategies .52

TEACHERS		
DATE	PROFESSIONAL DEVELOPMENT	HATTIE'S EFFECT SIZE
2026-2027 School Year	Special Education Professional Development Agenda (2026-2027 School Year)	Initial Teacher Education Programs .12 Professional Development Programs .46 Explicit Teaching Strategies w/LD .61
2026-2027 School Year	Student Wellness ~ Student Services APs, SEAs and Counselors	Response to Intervention .73 Decreasing Student Behavior .81
As needed	High School Curriculum Design Team	Comprehensive Reading Programs for HS .57 Mathematics Curricula & Programs .58
Weekly	Elementary ELD Weekly	Varies depending upon the topic
One date a month	Teaching Learning Facilitators Monthly Meeting	Direct vs. Indirect Effect Sizes Coaching Teachers .26 Impact on Teacher Practice & Knowledge .49 Collective Teacher Efficacy 1.34
8/25/2026	New to Special Education	Initial Teacher Education Programs .12 Professional Development Programs .46
8/26/2026	In-service Curriculum-Based Learning	Phonics Instruction .97 Play Programs .52 Reading Strategies .45 Science Programs .49 Mathematics Curricula & Programs .58

TEACHERS		
DATE	PROFESSIONAL DEVELOPMENT	HATTIE'S EFFECT SIZE
9/16/2026	Special Education SMART Goals	Planning and Prediction .76
10/2/2026 Again in Nov.	CPI Training for SPED and General Ed Managed by Student Wellness	Student Self-Regulation Strategies .52
10/2/2026	Elementary ELD 50/50	Reading Programs for Specific Groups .72 Vocabulary Programs .69
10/2/2026	Sheltered Instructional Strategies for All NMHS	Teacher Clarity .75 Content/Language Objectives .61 Integrating with Prior Knowledge .93 Vocabulary Programs .63 Scaffolding .53 Direct Instruction .59 Peer Tutoring/Interaction .53 Small Group Learning .47 Time on Task/Engagement .48 Feedback .73 Formative Assessment .44

THINGS TO KEEP IN MIND

Professional learning requires the following to have high impact:

- Deliberate practice and study of skillful teaching (observing peers, analyzing instruction, receiving coaching) = 0.62-1.33
- Collaborative and reflective learning dramatically increases effectiveness = 1.39
- **School Leadership-** Observe classroom implementation of PL strategies; provide feedback and coaching; facilitate teacher goal-setting and reflection; support PLC/collaborative teams.
- **District Leadership-** Set PL priorities aligned with district goals; monitor overall participation, growth, and trends; provide resources and structures for collaborative learning; track collective efficacy across schools