

Self-reported Grades	Students estimating their own performance has a significant impact on their learning as they are very accurate. The drawback to this is that some students tend to perform only up to the expectations that they set for themselves. If the expectations are low, it may lower their performance.
Piagetian Programs	“Knowing the ways in which they think (students), and how this thinking may be constrained by their stages of development may be most important to how teachers choose materials and tasks, how the concept of difficulty and challenge can be realized in different tasks, and the importance of developing successive and simultaneous thinking.” (p. 43).
Formative Evaluation	“How am I going?” and “Where to next?” helps students improve their learning as it provides teachers with feedback on what they need to do next. When teachers consciously pay attention to the effects of their teaching (as it is occurring) it has the makings of high quality instruction.
Microteaching	Typically involves the concept of teachers reflecting on what they’ve taught and engaging in conversations with students. It focuses on trying to see learning through the eyes of the student and changing instruction based on feedback.
Acceleration	Moving students through the program at faster rates than would be typical.
Classroom Behavioral	Teachers having the ability to quickly identify and act upon potential behavior problems.
LD Interventions	Interventions focused on a combination of direct instruction and a strategy instruction model.
Teacher Clarity	Teachers communicating the intention of the learning, lessons and what success means.
Reciprocal Teaching	Teachers enable student learning by having students take turns at being the teacher and often the teacher and students take turns leading a dialogue about a text.
Feedback	Something used to synchronize teaching and learning. An exchange between student and teacher that is used to change instruction, change learning, or both.

Hattie, J., (2009). Visible learning: a synthesis of over 800 meta-analyses related to achievement. NY, NY: Routledge.