

INFLUENCE	IMPACT		
Ability grouping/tracking/streaming	High	Medium	Low
Acceleration (for example, skipping a year)	High	Medium	Low
Comprehensive programs	High	Medium	Low
Concept mapping	High	Medium	Low
Cooperative vs individualistic learning	High	Medium	Low
Direct instruction	High	Medium	Low
Feedback	High	Medium	Low
Gender (male compared with female achievement)	High	Medium	Low
Home environment	High	Medium	Low
Individualizing instruction	High	Medium	Low
Influence of peers	High	Medium	Low
Matching teaching with student learning styles	High	Medium	Low
Meta-cognitive strategy programs	High	Medium	Low
Phonics instruction	High	Medium	Low
Professional development on student achievement	High	Medium	Low
Providing formative evaluation to teachers	High	Medium	Low
Providing worked examples	High	Medium	Low
Reciprocal teaching	High	Medium	Low
Reducing class size	High	Medium	Low
Retention (holding back a year)	High	Medium	Low
Student control over learning	High	Medium	Low
Student expectations	High	Medium	Low
Teacher credibility in eyes of the students	High	Medium	Low
Teacher expectations	High	Medium	Low
Teacher subject matter knowledge	High	Medium	Low
Teacher-student relationships	High	Medium	Low
Using simulations and gaming	High	Medium	Low
Vocabulary programs	High	Medium	Low
Whole language programs	High	Medium	Low
Within-class grouping	High	Medium	Low

INFLUENCE	IMPACT		
<i>Ability grouping/tracking</i>	High	Medium	Low
<i>Computer-assisted instruction</i>	High	Medium	Low
<i>Decreasing disruptive behavior</i>	High	Medium	Low
<i>Extra-curricular programs</i>	High	Medium	Low
<i>Home-school programs</i>	High	Medium	Low
<i>Homework</i>	High	Medium	Low
<i>How to accelerate learning</i>	High	Medium	Low
<i>How to better teach meta-cognitive strategies</i>	High	Medium	Low
<i>How to develop high expectations for each student</i>	High	Medium	Low
<i>How to develop high expectations for each teacher</i>	High	Medium	Low
<i>How to provide better feedback</i>	High	Medium	Low
<i>Individualized instruction</i>	High	Medium	Low
<i>Influence of home environment</i>	High	Medium	Low
<i>Enquiry-based teaching</i>	High	Medium	Low
<i>Integrated curricular programs</i>	High	Medium	Low
<i>Male and female achievement differences</i>	High	Medium	Low
<i>Open vs traditional learning spaces</i>	High	Medium	Low
<i>Peer influences on achievement</i>	High	Medium	Low
<i>Providing formative evaluation to teachers</i>	High	Medium	Low
<i>Reducing class size</i>	High	Medium	Low
<i>School finances</i>	High	Medium	Low
<i>Student control over learning</i>	High	Medium	Low
<i>Teacher-student relationships</i>	High	Medium	Low
<i>Teaching learning strategies</i>	High	Medium	Low
<i>Teaching study skills</i>	High	Medium	Low
<i>Teaching test-taking and coaching</i>	High	Medium	Low
<i>Ways to stop labeling students</i>	High	Medium	Low