**Tapp School-Wide Expectations 2022-2023**

**The “Effect Size” in Educational Research: What is it & How to Use it?**

**What is “Effect Size”?**

Effect size is a simple way of quantifying the difference between two groups that has many advantages over the use of typical tests of statistical significance alone (e.g., t-test). It should be easy to calculate and understand, and it can be used with any outcome in education (or other disciplines).

One of the most commonly used scenarios for effect size is to determine the efficacy of an intervention or educational practice relative to a comparison group or approach. Not only does the effect size indicate if an intervention would work, but it also predicts how much impact to expect in a range of scenarios.

The goal of the effect size is to provide a measure of “the size of the effect” from the intervention rather than pure statistical significance, which tends to get confounded with effect size and sample size. Hattie mentions the term “meta-analysis,” which is one of the most useful ways of using effect size; it’s the process of synthesizing research results into a single effect size estimate. When the research has been replicated, the different effect size results from each study can be combined to give an overall best estimate of the size of the effect.

This approach allows the researcher to look at various studies and essentially, average the effect sizes across these studies to derive a single metric—one that can predict how impactful an intervention or educational practice will be on specific student outcomes.

Effect size scores are equal to “Z-scores” of a normal distribution and thus, have the same possible range of scores. Effect size scores will typically range about -2.0 to +2.0, but could range from +/- infinity as the normal curve never touches the baseline. In theory, you could have many standard deviations above or below the average. Generally, effect sizes will range from -.5 to +1.75 in most educational contexts.

**How to Interpret the Values?**

Jacob Cohen described a basic method for interpreting the effect size: .20 as “small,” .50 as “medium,” and .80 as “large.” Ever since, these values have been widely cited as the standard for assessing the magnitude of the effects found in intervention research.

**Instructional Expectations/Nonnegotiable**

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| **Opening Session (3-5 minutes)** |
| **Expectation** | **Name** | **Effect Size** |
| Discuss Standards, Learning Target, Daily Learning Activities, and Student Tracker | Learning goals vs. no goals | 0.68 |
| Teacher clarity | 0.75 |
| Elaboration and organization | 0.75 |
| Self-Reported Grades | 1.33 |
| Quick Write or Equivalent  | Strategy to integrate with prior knowledge | 0.93 |

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| **Work Session (40 minutes)** |
| **Name** | **Effect Size** |
| Classroom Discussion | 0.82 |
| Feedback | 0.70 |
| Reciprocal Teaching | 0.74 |
| Direct Instruction | 0.60 |
| Problem-Solving Teaching (STEM) | 0.68 |
| Note taking | 0.50 |
| Deliberate Practice | 0.79 |
| Collaborative Learning | 0.34 |
| Jigsaw Method | 1.20 |
| Online and Digital Tools | 0.29 |
| Transfer Strategies  | 0.86 |
| Underlining and Highlighting | 0.50 |
| Mnemonics | 0.76 |
| Planning and Prediction | 0.76 |
| Scaffolding | 0.82 |
| Concept Mapping | 0.64 |
| Refer to the Standard and LT/Teacher Clarity | 0.75 |

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| **Closing (5 minutes)** |
| **Name** | **Effect Size** |
| Summarization | 0.79 |
| Class Discussion | 0.82 |
| Evaluation and Reflection | 0.75 |
| Feedback | 0.70 |
| Provide formative evaluation | 0.48 |
| Refer to the Standard and LT/Teacher Clarity | 0.75 |

**Operational Expectations/Nonnegotiable**

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| **Classroom Environment** |
| **Name** | **Effect Size** |
| Classroom Management | 0.35 |
| Strong classroom cohesion | 0.44 |
| Decreasing disruptive behavior | 0.34 |
| Behavioral intervention programs | 0.62 |
| Time on Task | 0.49 |

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| **Teacher Attributes** |
| **Name** | **Effect Size** |
| Teacher clarity | 0.75 |
| Teacher credibility | 0.90 |
| Teacher estimates of achievement | 1.29 |
| Teacher expectations | 0.43 |
| Teachers not labeling students | 0.61 |
| Teacher-student relationships | 0.52 |

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| **School Attributes** |
| **Name** | **Effect Size** |
| Response to Interventions | 1.29 |
| Acceleration programs | 0.68 |
| Enrichment programs | 0.53 |
| School Climate | 0.32 |
| Interventions for students with learning needs | 0.77 |
| Small Group Learning | 0.47 |
| Clear goal intentions | 0.48 |
| Help Seeking | 0.72 |
| Self-reported Grades | 1.33 |

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| **Student Attributes** |
| **Name** | **Effect Size** |
| Self-reported grades | 1.33 |
| Prior ability | 0.94 |
| Self-efficacy | 0.92 |
| Boredom | -0.49 |
| Motivation | 0.40 |
| Perceived Task Value | 0.46 |

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| **General Expectations/Nonnegotiable** | **TKES** |
| Teacher “Why” posted | 7,9 |
| Priority Standard, Learning Target, Learning Activities and Upcoming assessment dates prominently posted and visible to all students | 1,2 |
| Student recognition posted and visible to all students/updated with current data | 7 |
| PBIS Store established and utilized in your classroom.  | 7 |
| Post and Follow PBIS flow-chart for disciplinary concerns. | 7 |
| Teachers are standing at their door actively monitoring students during bell transitions | 7,9 |
| Classroom is clean and free of clutter – students have responsibility to maintain classroom environment | 7,9 |
| Use badge to sign-in by 8:30 am each morning | 9 |
| Assess students using a constructed response in CTLS at least twice per 9 weeks | 2,5,6,8 |
| Data Notebooks are kept up-to-date with latest assessment data | 5,6 |
| Offer structured morning help sessions (Monday- Math, Tuesday – ELA/Reading, Wednesday – Science, Thursday – SS) (Time slots 8:30-9:00 – teacher picks up students from cafeteria) | 1,3,4 |
| **Communication Expectations/Nonnegotiable** |
| Respond to all parent calls and emails within 24-48 hours/business days. | 9,10 |
| Input a minimum of two grades per week in Synergy (grades need to be updated by each Monday at 8:30 am). | 5,6, 9,10 |
| CTLS Teacher Class boards will be utilized for classroom “blog” type communication (upcoming assessments, daily updates, resource for a student who was absent, homework) CTLS needs to be updated weekly with preview of upcoming activities/assessments (by Monday morning at 8:30) and should be consistent across the TC. You can copy your weekly lesson plan. | 10 |
| CTLS calendar features needs to be updated with assignment due dates and upcoming assessments.  | 5,6, 9,10 |
| Weekly lesson plans updated by 6:00 pm on Fridays. | 2,9 |
| Follow PBIS flow-chart for parent communication concerning student discipline. | 10 |
| **Procedural Expectations/Nonnegotiable** |
| No passes given during the first or last five minutes of class. No passes given after 4:00 pm. | 9 |
| Attendance submitted within the first ten minutes of class. | 9 |
| All students must have a signed pass OR colored passes when leaving class. | 9 |
| Utilize PBIS Rewards Minor Referral System to track teacher-managed discipline. | 7 |
| Give a minimum of 50 Paw Points each week.  | 7 |
| **Outside of Class Expectations/Nonnegotiable** |
| When class is in transition (to lunch, media center, etc.), they must be silent and single file on the right side of the hallway. | 7 |
| All technology used must be specifically assigned to students and verified to be free of damage upon return. | 7 |
| Teachers are supervising their classes through the lunch line and during the lunch period. | 9 |
| Report to duty stations on time as required. | 9 |
| **Grading Expectations/Nonnegotiable** |
| Assess students using a Constructed Response in CTLS at least twice per 9 weeks | 5,6,8 |
| Input a minimum of two grades per week in Synergy. | 5,6,9,10 |
| Administer a minimum of two Formatives and two Summatives every Quarter. | 2,5,6 |
| Utilize CTLS for Summative assessments and Constructed Responses. | 5,6 |
| Categories names: Summatives- 40%, Formatives- 30%, Daily Work- 30% | 5,6,9,10 |