

Glossary: Foundations & Pillars of Learning

Strasburg School District – Profile of a Learner
(With Hattie Effect Sizes for Visible Learning Impact)

FOUNDATION (Every Learner's Basic Conditions)

Term	What It Means	Hattie Link (Effect Size d)
Physiological Needs	Regular sleep, nutrition, movement, and health supports that enable brain function and learning.	Student well-being programs $d \approx 0.44$
Safety & Stability	Consistent, mentally and physically safe, predictable learning spaces with clear routines.	School climate $d \approx 0.32$
Love & Belonging	Feeling accepted by peers and adults; a sense of connection and community.	Peer influences / Positive peer effects $d \approx 0.53$
Esteem	Sense of purpose, strength, and self-worth. Feeling like "I matter and my effort pays off."	Intrinsic motivation $d \approx 0.48$

PILLAR 1 – RIGOROUS INSTRUCTION

Term	User-Friendly Definition	Hattie Anchor (Effect Size d)
Higher-Level Thinking	Learners analyze, evaluate, and create (not just recall). Includes concept mapping	Cognitive task analysis $d = 1.29$

and vocabulary
acceleration.

Learning Conversations

Structured academic talk using metacognitive strategies. Students explain and challenge ideas.

Classroom discussion $d = 0.82$

Student Ownership

Students set goals, predict grades, self-assess, and reflect on progress.

Self-reported grades / expectations $d = 1.33$

Standards-Targeted Learning

Instruction aligned to grade-level standards, ensuring mastery of required knowledge and skills.

Teacher clarity $d = 0.75$

Learning Targets

Daily “what” and “why” are posted in student-friendly language, aligned to standards, and referenced throughout the lesson. Helps students self-assess.

Teacher clarity $d = 0.75$

PILLAR 2 – ENGAGEMENT

Term	User-Friendly Definition	Hattie Anchor (Effect Size d)
Collaborative Learning	Students work together to solve problems and complete tasks.	Co-operative learning $d = 0.59$
Real-World Experience	Learning tied to real life—problem-solving, meaningful creations, and career connections.	Problem-based learning $d = 0.26$

Authentic Conversations	Meaningful dialogue supported by facts and respectful listening.	Classroom discussion $d = 0.82$
Learning Relationships	Trusting and respectful teacher-student and peer relationships.	Teacher-student relationships $d = 0.72$
Learning by Doing	Hands-on labs, simulations, performances, and real-world tasks.	Simulations & games $d = 0.35$

PILLAR 3 – ASSESSMENT

Term	User-Friendly Definition	Hattie Anchor (Effect Size d)
Professional Learning Communities (PLCs)	Regular teacher team meetings to analyze data and adjust instruction for student success.	Collective teacher efficacy $d = 1.57$
Data-Driven	Using real-time evidence (tests, work, predictions) to guide teaching decisions.	Teacher estimates of achievement $d = 1.29$
Feedback	Timely, actionable guidance that helps students improve and grow.	Feedback $d = 0.70$
Application of Knowledge	Students transfer learning to new contexts through performance tasks.	Transfer strategies / prior knowledge $d = 0.93$

Growth Mindset

The belief that ability improves through effort and strategy.

Growth mindset $d = 0.19$ –
 0.50

CULTURE – THE BORDER THAT BINDS

Term	User-Friendly Definition	Hattie Anchor (Effect Size d)
Teacher Efficacy / Beliefs	Shared belief that we can reach and teach every learner by consistently using the pillars with fidelity.	Collective teacher efficacy $d = 1.57$

Effect Size Quick Guide

$d \geq 0.40$ = Zone of Desired Effects → Represents one year's additional growth for one year of instruction.

The higher the d , the greater the potential impact, assuming the strategy is well-implemented and monitored.