



Analyzing Instruction for the Purpose of Improving It

What is it?

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve. (teachingworks.org)

What about for struggling students or students with disabilities?

CEC HLP #6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes: After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, special education teachers have the skill to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not. (highleveragepractices.org)

Evidence

Coburn, C., & Turner, E. (2012). The practice of data use: An introduction. *American Journal of Education*, 118(2), 99–111. doi:10.1086/663272

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Lembke, E., & Stecker, P. (2007). *Curriculum-based measurement in mathematics*. Portsmouth, NH: RCM Research Corporation, Center on Instruction.

McLeskey, J., Waldron, N., & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. *The Journal of Special Education*, 48(1), 59–70. doi:10.1177/0022466912440455

More information at: www.louisville.edu/education/keep

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Waldron, N., Parker, J., & McLeskey, J. (2014). How are data systems used in inclusive schools? In J. McLeskey, N. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of effective inclusive schools: Research and practice* (pp. 155–166). New York, NY: Routledge.

What Works Clearinghouse. (2009, September). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Resources for Preparing Preservice and Inservice Educators

- Teaching Works Video/Page: <https://library.teachingworks.org/curriculum-resources/teaching-practices/analyzing-instruction/>
- CEC HLPs: www.highleveragepractices.org
- Evaluating Use of Explicit Instruction to Support Students' Academic Needs (Explicit Instruction Course Module 8): <https://intensiveintervention.org/explicit-instruction-evaluating>
- IRIS Module Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom: <https://iris.peabody.vanderbilt.edu/module/gpm/>
- IRIS Module Classroom Assessment (Part 2): Evaluating Reading Progress: <https://iris.peabody.vanderbilt.edu/module/rpm/>
- IRIS Module Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction: <https://iris.peabody.vanderbilt.edu/module/dbi1/>
- IRIS Module Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization: <https://iris.peabody.vanderbilt.edu/module/dbi2/>