



Gastvortrag

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KOL-E-18, Universität Zürich, Rämistrasse 71, 8006 Zürich

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**Learning Lessons from Instruction: Descriptive Results from an
Observational Study of U.S. Urban Elementary Classrooms**

For nearly three decades, policymakers and researchers in the United States have promoted standards for more ambitious teaching and learning in mathematics. Yet, to date, we have limited descriptive evidence on the extent to which standards-based instruction is being enacted at scale in contemporary classrooms. In this talk, I draw upon observations from 329 elementary teachers in five U.S. urban districts to report the prevalence of reform-aligned instructional practices, and to present case studies of teachers at high, medium, and low levels of instructional quality. We find that teachers do use instructional practices promoted in standards-based reforms, but they do so within the confines of traditional lesson formats. We also find that the implementation of reform practices varies in quality.