

Announcing the
Final Examination of
Donna Hudson
for the
Degree of doctor of Education in Educational Leadership and Policy Studies
March 6, 2012, 1:30
Education 4112/ES 3138E

Dissertation: The Influence of AIMSweb on Instructional Practices

Summary: This qualitative study addressed the implementation of the AIMSweb reading assessment for progress monitoring reading fluency and its use as formative assessment for reading instruction. This study used observations and interviews with administrators, literacy coaches, and third grade teachers in one school district to assess the perceptions/outcomes of implementing the AIMSweb assessment for reading instruction. This study found that teachers with backgrounds in reading instruction and/or special education and teachers working in collaborative teaching situations used the AIMSweb data more frequently. Their primary use of the data was to change instructional groupings and to inform parents of students' progress. Classroom observations provided limited evidence that teachers adapted classroom instruction beyond changing instructional groupings. The teachers of high ability students did not find the AIMSweb assessment or data beneficial and did not use the data to support instruction. Two groups, district administrators and literacy coaches, saw great value in the AIMSweb assessment and believed that it encouraged teachers to make instructional decisions based on the data.

The implications of this study include the need to embed professional development during the initial implementation of a new initiative so that teachers understand the capabilities of the program, understand how to use the data, have adequate skills to fully implement the program beyond the basic administration, and organizational structures that promote teacher collaboration.

Outline of Current Studies

Major: Educational Leadership

Educational Career

B.S., University of Illinois, 1990

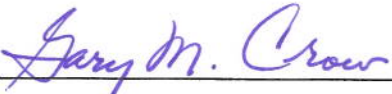
M.S., University of Illinois, 1995

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