

Evidence as a mirror of practice: recording to understand and improve teaching

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The analysis: action, reaction, and interaction

Once the evidence has been gathered, the next step is its analysis. A particularly useful approach is to observe three fundamental dimensions that can be discerned in photographs and videos: **action**, **reaction**, and **interaction**. These dimensions allow us to understand what is happening, how the pedagogical experience unfolds, and what learning opportunities arise.

Action refers to what the teacher does. This includes the decisions they make, the resources they use, how they organize the space, the instructions they give, and the teaching strategies they employ. These actions reflect pedagogical intentions and are a central part of the teaching process.

Guiding questions for the analysis of the evidence	
What is the purpose of this activity or intervention? What pedagogical decisions are observed?	 <p data-bbox="834 1574 1300 1597">Multiple Attention Center VIII, Aguascalientes, Mexico</p>
What resources am I utilizing? Why did I choose these resources?	
How am I organizing the space and the materials?	
Am I offering support specific to the needs of the students?	

IMAGE 1: Direct and individualized support for a student in a Braille learning activity, using objects and number cards. The layout of the space allows the rest of the class to work in small groups or individually, promoting personalized attention, concentration, and direct interaction between teacher and student. This arrangement reflects a pedagogical decision aimed at providing specific support and adapting instruction to the characteristics and needs of each student.

Reaction refers to how students and/or other stakeholders respond to these actions. Their responses – such as **paying attention, participating, understanding, showing interest, or taking initiative** – provide valuable information about how they are experiencing the learning process. Observing these reactions allows us to understand the real impact of pedagogical decisions.

Guiding questions for the analysis of the evidence	
What do students do in the face of the proposal? Are they participating? In what way?	
Do they understand the activity? How can I observe it?	
Do they need support? What type of support?	
What strategies do the students utilize to accomplish the activity?	
What expressions, gestures or behaviors show their level of understanding or commitment?	

IMAGE 2: The image shows attendance being taken in the classroom, with the participation of students with physical disabilities who use wheelchairs. The teacher shows a photograph, and the student responds by raising their arm, orienting their body and attention toward the resource. The classroom environment is organized with visual elements on the wall, including a panel with the word "ATTENDANCE" in Spanish, other posters with images and words, and a visual schedule or calendar to promote anticipation, communication, and understanding of the routine. The other student, also in a wheelchair, pays attention, indicating that they share the context of the activity.

Interaction, on the other hand, refers to the **exchange** that takes place between the teacher and the students, and among the students themselves. The quality of these interactions directly influences learning opportunities, since it is in these exchanges that meanings are constructed, difficulties are resolved, and new skills are developed.

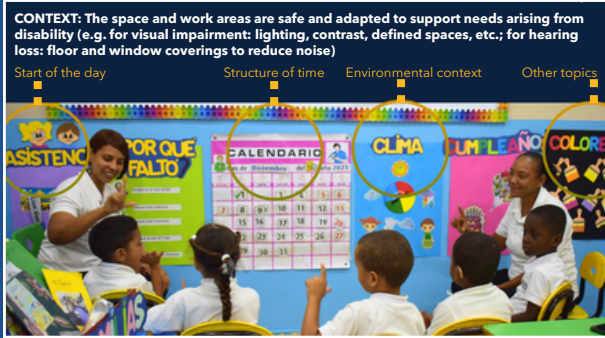
Guiding questions for the analysis of the evidence	
How is the exchange between the teacher and the students? Between students?	
What kind of dialogue is observed?	
Are there opportunities for collaboration?	 <p>CONTEXT: The space and work areas are safe and adapted to support needs arising from disability (e.g. for visual impairment: lighting, contrast, defined spaces, etc.; for hearing loss: floor and window coverings to reduce noise)</p> <p>Start of the day Structure of time Environmental context Other topics</p>
Do the interactions promote learning and participation?	

IMAGE 3: The image shows a classroom scene with dynamic exchanges between teachers, students, and the environment. Two teachers, positioned at the front of the group, use individual signs and multimodal communication, combining sign language and spoken words. The students, seated facing the visual display, respond by raising their hands, pointing to the calendar, and orienting their gaze toward the teachers and the displayed resources. The interaction is further supported by visual aids: the calendar, the "Attendance" and "Weather" boards, and other elements of the daily routine structure the dialogue and offer shared references.

Analyzing practice from these three dimensions allows for a deeper understanding. It's not just about seeing what happened, but **understanding how it happened** and what it means in terms of **learning**. This analytical exercise is what allows us to close the improvement cycle: by identifying which teaching actions provoke what reactions, and what types of interactions, educators can **validate their successes, adjust strategies** that didn't work, and **design increasingly accessible learning environments**. Ultimately, we analyze to move from intuitive practice to a well-founded practice that guarantees every student's right to learn.

Looking at the process over time and considering the future

The analysis of evidence acquires its greatest value when it is used **longitudinally** (comparing the process over time) and **projectively** (using what has been learned to plan for the future).

1. The longitudinal perspective: The value of "before and after"

Systematic documentation allows us to construct a timeline to observe transformations that might otherwise go unnoticed in daily life. This perspective makes the improvement process visible and provides a foundation for future steps in strengthening educational quality.



IMAGE 4: The image compares two moments of the same pedagogical experience ("Before", September 2025, and "After", December 2025). From a longitudinal analysis, the sequence allows us to observe changes in classroom organization, student participation, and the use of pedagogical resources, demonstrating a student's integration into group work and the incorporation of adapted materials that facilitate access to learning.

2. The projective perspective: From observation to transformation

The evidence not only describes what happened, but also provides an **objective** basis for recognizing which practices work. By focusing on a scene, the teacher discovers valuable aspects of their own intervention that the immediacy of the classroom often obscures.


Guiding questions for the analysis of the practice	
What aspects of this practice really favor student learning?	
Which pedagogical decisions were particularly valuable and which require adjustments?	
What would you do the same and what would you change with the next opportunity?	
What did I learn from my own intervention by looking at this recording?	

IMAGE 5: Collaboration and Resources: The scene shows two students working together with tiles and a Perkins Braille. While one uses the tiles, the other observes and assists, demonstrating a collaborative learning environment. The use of these resources reflects a pedagogical setting that incorporates alternative reading and writing systems to promote access, participation, and autonomy for students with visual impairments.

Documenting and analyzing doesn't close the process; on the contrary, it keeps it moving. Each record becomes a starting point for **new decisions**, creating a professional culture where improvement is **continuous, reflective, and shared**.

Continuity, improvement and community

To sustain teacher professionalization, it is essential to have strategies that allow not only reflection on practice, but also its **dissemination and preservation**. Documenting and analyzing what happens in the classroom makes the pedagogical knowledge being constructed **visible, values teachers' work, strengthens peer learning**, and contributes to the development of a **true knowledge community**.

When evidence leaves the classroom and is shared, it becomes an engine of change that enables:

- **Building a common language:** Unifying pedagogical criteria within the institution.
- **Collective reflection:** Enriching one's own perspective with the viewpoint of other colleagues.
- **Recognition:** To value and prioritize quality teaching strategies.
- **Institutional memory:** Preventing good practices from being lost over time

In this sense, and with the purpose of **giving continuity** to these processes, Perkins has developed a living space, **The Virtual Museum**, to disseminate the work done in Latin America through the organization of a digital space that preserves and connects these experiences.

The Virtual Museum is not simply a static repository; it is a pedagogical tool that gathers evidence of practices, pedagogical experiences, and teaching narratives, enabling the **reviewing, sharing, and learning** from what has been built. By making teaching visible, this space **expands the reach** of pedagogical knowledge and connects the regions with which it works, while also **opening a dialogue** with all those interested in exploring and interacting with this resource space.

Explore the evidence of practice here:

[Perkins Virtual Museum LAC](#)
[Edition 2025](#)

Conclusion: Evidence as the cornerstone of quality

Working with evidence strengthens professional practice because it allows us to ground our reflection in **what actually happens in the classroom**. Recording and analyzing practice is not an additional administrative task, but rather a central strategy for **understanding our impact** on students and **consciously** and **collaboratively** fostering a **culture of continuous improvement**.