

## Case Study

The purpose of the case study assignment is to support teaching candidates:

- Develop professional observational skills by focusing on an individual student.
- Practice collecting data using a variety of sources.
- Make curricular decisions based on collected evidence.

For this assignment, you are expected to choose a student who will benefit from a focused academic and/or behavioral intervention to help him/her improve academically. Use the case study research and note-taking framework below as a framework to help you write the final case study.

- 1) **Observations:** Record your observations of specific student behaviors and/or academic data
- 2) **Interpretations:** For each of those observations, consider and then record possible reasons why the student is performing and/or behaving in this manner.
- 3) **Hypothesis:** Given your interpretations, think about a possible intervention that could build on the student's strengths and help address the student's behavior and/or academic concerns. Hypothesis should be written as, "If I do this \_\_\_\_\_, then this should happen \_\_\_\_\_." For example, imagine that a high school student has difficulty with simple math. One hypothesis could be written as, "If I offer the student one-on-one support, then the student's skills in math will improve."
- 4) **Academic/Behavioral Interventions:** Describe specifically what you will do to address the behavior and/or academic needs (such as assessments, strategies, materials, resources, etc.).
- 5) **Outcome/Reflections:** After implementing the intervention (s), describe the results. Specifically, describe what worked well and what did not work as expected.

### **Case Study Final Report Requirements:**

Use the case study framework (next page) and other pertinent information to write a detailed report on your target student that includes:

1. **Rationale for the Case:** Present the reasons why you chose the student for the case study report.
2. **Description of Student:** Include a description of the student (using a pseudonym) that includes background information gathered from multiple resources (such as other teachers, parents, guardians, counselors, etc.). Include the student's age, grade, gender and family demographics.
3. **Observations:** Identify the student's strengths, needs and any other pertinent information that informs your case. Create a profile of your student that would allow someone reading it for the first time to construct an image of who the student is and how he/she behaves and/or learns.

4. **Interpretations/Hypothesis:** Drawing upon the evidence from your observations, discuss the possible reasons for the student's behavior and/or academic needs.
5. **Academic/Behavioral Interventions:** Describe the interventions that you implemented in order to address the student's behavior and/or academic needs. Attach the assessment tools (e.g. observations, testing instruments, interviews, surveys, and checklists) as an appendix to the case study.
6. **Results and Discussion:** Describe the intervention's effectiveness and the extent to which it achieved the intended instructional and/or behavioral outcomes. Provide many examples from the intervention that support your findings. Provide other possible interventions you could have used and the potential outcomes of these alternatives.

**Professional Reflection:** Include a final reflection that described what you learned about your student and yourself as a teacher. Reflect on the value of designing interventions based on evidence. Discuss the benefits of the using the case study framework in this process.

## Case Study Research and Note-taking Framework

## Case Study Research and Note-taking Framework

Observations	Interpretations	Hypothesis	Academic/Behavioral Interventions	Outcome/Reflections
<p>Statements of fact</p> <p>Write what you actually see</p> <p>Make no judgments, interpretations</p>	<p>Think broadly about what might be going on.</p> <p>Statements about what you think might have influenced the learners' actions</p> <p>Use key words such as: perhaps, maybe might have, could have</p>	<p>Frames as a statement:</p> <p>If this_____, then this_____.</p> <p><b>Or</b></p> <p>If I do this_____, then this should happen_____.</p> <hr/> <p><b>Or Research Question</b></p> <hr/> <p>Does____?</p> <p>If____?</p> <p>Will____?</p>	<p>Figure out what you can do to test your hypotheses or research question.</p> <p>What specific assessments, strategies, materials, and resources will you use with the student (Lesson Plans)?</p>	<p>Reflect on results of your decisions.</p> <p>What worked well?</p> <p>What did not work as well as expected?</p>

### Case Study Rubric

Case Study Component	1 Unsatisfactory	2 Basic	3 Proficient Expectation level	4 Distinguished The rare intern
<p><b>Rationale</b></p> <p><b>Description of the Student</b></p> <p><b>Observations</b></p> <p><b>Interpretation/Hypothesis</b></p> <ul style="list-style-type: none"> <li>• Danielson 1b</li> <li>• InTASC</li> </ul>	<p>The teacher displays minimal understanding of how the student learns—and little knowledge of his/her varied approaches to learning, knowledge and skills, special needs, behaviors, interests, and cultural heritage—and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how the student learns and of his/her varied approaches to learning, knowledge and skills, special needs, behaviors, interests, and cultural heritage, yet may not apply this knowledge to the individual student.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for the student. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, behaviors, interests, and cultural heritage.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for the student. The teacher also systematically acquires knowledge from several sources about the student's varied approaches to learning, knowledge and skills, special needs, behaviors, and interests, and cultural heritage.</p>
<p><b>Behavioral/Academic Intervention Plan</b></p> <ul style="list-style-type: none"> <li>• Danielson 1c</li> <li>• Danielson 1e</li> <li>• Danielson 2e</li> <li>• InTASC 1a, 1b, 1g, 1h, 1i</li> </ul>	<p><i>Setting Instructional Outcomes:</i></p> <p>Intervention outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning and/or appropriate behavior in the discipline. They are stated as student activities, rather than as outcomes for learning and/or behaviors. Outcomes reflect only one type of learning and/or behavior and only one discipline or strand and are only somewhat suitable for the student.</p>	<p><i>Setting Instructional Outcomes:</i></p> <p>Intervention outcomes represent moderately high expectations and rigor. Some reflect important learning and/or appropriate behavior in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning and/or behaviors, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for the student.</p>	<p><i>Setting Instructional Outcomes:</i></p> <p>Most intervention outcomes represent rigorous and important learning and/or appropriate behavior in the discipline and are clear, are written in the form of student learning and/or behaviors, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different the student.</p>	<p><i>Setting Instructional Outcomes:</i></p> <p>All intervention outcomes represent high-level learning and/or appropriate behavior in the discipline. They are clear, are written in the form of student learning and/or behaviors, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in what- ever way is needed, for the student.</p>

	<p><i>Intervention Sequence:</i></p> <p>Intervention activities are poorly aligned with the instructional and/or behavioral outcomes do not follow an organized progression, are not designed to engage the student in active intellectual activity and/or targeted behavioral changes, and have unrealistic time allocations.</p>	<p><i>Intervention Sequence:</i></p> <p>Some of the intervention activities and materials are aligned with the instructional and/or behavioral outcomes and represent moderate cognitive challenge and/or targeted behavioral changes, but with no differentiation for the student. The intervention plan has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p><i>Intervention Sequence:</i></p> <p>Most of the intervention activities are aligned with the instructional and/or behavioral outcomes and follow an organized progression suitable to the student. The learning activities have reasonable time allocations; they represent significant cognitive challenge and/or targeted behavioral changes-</p>	<p><i>Intervention Sequence:</i></p> <p>The sequence of intervention activities follows a coherent sequence, is aligned to instructional and/or behavioral goals, and is designed to engage the student in high-level cognitive activity and/or targeted behavioral changes. These are appropriately differentiated for individual learners.</p>
	<p><i>Physical Space:</i></p> <p>The classroom environment is unsafe, or learning is not accessible to the case study student. There is poor alignment between the physical classroom arrangement and resources, including computer technology, and the intervention plan.</p>	<p><i>Physical Space:</i></p> <p>The classroom is safe, and essential learning is accessible to most students, including the case study student. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom's physical arrangement for the intervention plan or, if necessary, to adjust the intervention to the classroom setup, but with limited effectiveness.</p>	<p><i>Physical Space:</i></p> <p>The classroom is safe, and students have equal access to learning activities including the case study student. The teacher ensures that the classroom's physical arrangement is appropriate to the intervention plan and uses physical resources, including computer technology, effectively.</p>	<p><i>Physical Space:</i></p> <p>The classroom environment is safe, and learning is accessible to all students, including the case study student. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement of the classroom is appropriate to the intervention plan.</p>

<p><b>Results &amp; Discussion</b></p> <ul style="list-style-type: none"> <li>• Danielson 4a</li> <li>• InTASC 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2l, 2m, 2n, 2o</li> </ul>	<p>The teacher does not know whether the intervention's was effective or achieved the instructional and/or behavioral outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how further interventions could be improved.</p>	<p>The teacher has a generally accurate impression of the intervention's effectiveness and the extent to which the instructional and/or behavioral outcomes were met. The teacher makes general suggestions for how further interventions can be improved.</p>	<p>The teacher makes an accurate assessment of the intervention's effectiveness and the extent to which it achieved the instructional and/or behavioral outcomes and can cite general references to the intervention to support the judgment. The teacher makes a few specific suggestions of what could be tried for further interventions.</p>	<p>The teacher makes a thoughtful and accurate assessment of the intervention's effectiveness and the extent to which it achieved the instructional and/or behavioral outcomes, citing many specific examples from the intervention and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific further interventions, complete with the probable success of different courses of action.</p>
<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Danielson 4f</li> <li>• InTASC 9a, 9b, 9c, 9d, 9e, 9h, 9l</li> </ul>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p>	<p>The teacher is honest in interactions with colleagues, students, and the student's family in regards to information/data for the case study. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the student's family in regards to information/data for the case study. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality in regards to information/data for the case study. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p>
<p><b>Professional Writing</b></p>	<p>It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.</p>			