

Case Study Protocol: Making the Case

<i>Time</i>	<i>Process:</i>	<i>Process Support/ Roles</i>
Step 1 15 min	<u>Familiarization (Individual)</u> <input type="checkbox"/> Read the case. <input type="checkbox"/> Highlight or underline key ideas; jot down questions or connections.	Participants: Read case and make notes silently.
Step 2 10 min	<u>Working Within the Case (Partners)</u> <input type="checkbox"/> Partner one summarizes the case while partner two listens. <input type="checkbox"/> Partner two fills in any big ideas that may have been missed in the summary. <input type="checkbox"/> Write down the key issues in the case. <input type="checkbox"/> Discuss your responses.	Participants: Work with another person at your table. After summarizing, each participant silently writes the key issues.
2 min	Two partner pairs join to form a group of four. <ul style="list-style-type: none"> ● Choose a facilitator ● Choose a timekeeper 	Facilitator: Make sure the group follows the protocol as written. Timekeeper: Make sure the group stays within the prescribed time limits.
Step 3 20 min	<u>Expanding Upon the Case (Groups of Four)</u> <input type="checkbox"/> Partner pairs share their list of issues from the case. <input type="checkbox"/> Take a few minutes to consider the “Supportive vs. Developmental Practices” description of collaborative teacher practice. <input type="checkbox"/> How would you describe what is happening at Kennedy Elementary? <ul style="list-style-type: none"> ● From whose perspective? ● What evidence do you have? <input type="checkbox"/> Teachers are often called upon to be advocates for reform efforts. <ul style="list-style-type: none"> ● Create a list of verb phrases that describe the work of an advocate (e.g., speaks up for his/her interests). <input type="checkbox"/> Which of those verbs apply to Leo and his approach to advocacy? <ul style="list-style-type: none"> ● What is Leo advocating for in this case? ● How does he go about it? ● What are the advantages and disadvantages of his strategy? ● Are there other ways of being an advocate? 	Participants: Take turns sharing your responses to questions about the case. Facilitator: Ensure all participants get a turn to respond. Timekeeper: Keep group apprised of time remaining during discussion period.

SOURCE: Adapted from Miller, B., Moon, J., & Elko, S. 2000. Teacher Leadership in Mathematics and Science -Casebook and Facilitator's Guide. Portsmouth, NH: Heinemann

	<input type="checkbox"/> What about Marguerite --- is she an advocate for inquiry-based science? <ul style="list-style-type: none"> ● What is your evidence? ● How does her approach in the committee discussion differ from Leo's? 	
Step 4 20 min	<p><u>Moving Beyond the Case (Groups of Four)</u></p> <input type="checkbox"/> In terms of your work in science education at your school, what are you most interested in advocating for? <input type="checkbox"/> Who might be the primary stakeholders in that situation? <ul style="list-style-type: none"> ● What are their perspectives and interests? ● What strategies/approaches might you adopt in building support for your interests among these stakeholders? (You might return to your descriptive list for advocates.) 	<p>Participants: Focus on your own school setting for this discussion.</p> <p>Facilitator: Make sure each person has a chance to express their views.</p>

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