

Case Study Protocol: Making the Grade

<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 the case and take 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"/> Suppose Eric suggested to Dan that he try to develop some sort of a scoring rubric to use in assessing his students' work. <ul style="list-style-type: none"> • What features do you think should be included in the rubric Dan designs? <input type="checkbox"/> How might Dan use student self-assessment or peer assessment to alleviate some of his concerns about his personal subjectivity in the grading process? <ul style="list-style-type: none"> • What would have to be in place in Dan's classroom in order to make that possible? <input type="checkbox"/> Take a few minutes to consider the "Supportive vs. Developmental Practices" description of collaborative teacher practice. Eric, a teaching colleague, talks with Dan about his issue. <ul style="list-style-type: none"> • How would you describe the conversation between Eric and Dan in relation to the Practices descriptions? Why? 	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

<p>Step 4</p> <p>20 min</p>	<p><u>Moving Beyond the Case (Groups of Four)</u></p> <p><input type="checkbox"/> Dan experienced at least one student's dissatisfaction with his assessment procedures.</p> <ul style="list-style-type: none"> ● What proactive steps might he take to avert one student's reaction from spreading throughout the class? ● To parents and the school community? <p><input type="checkbox"/> How is science assessment and grading used in your classroom/school?</p> <ul style="list-style-type: none"> ● What are teachers' perspectives on these assessments? ● Other stakeholders? ● What steps can you take to avoid facing issues similar to those faced by Dan? 	<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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