

Case Study Protocol Scaffold

- Choose a case that represents a situation or dilemma that resonates with your PLC.
- Determine specific issue(s) you would like the participants to focus on.
- Set times for each step depending on the complexity of the issues being discussed, the number of questions, and the available time.

<i>Time</i>	<i>Process</i>	<i>Process Support/ Roles</i>
Step 1 ___ 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 ___ 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 ___ min	<u>Expanding Upon the Case (Groups of Four)</u> For Step 3, write two to three prompts or activities related to the case that would help participants deepen their understanding of the different perspectives, angles, and complexities in the case. Example: <input type="checkbox"/> What is the perspective of each of the characters in the case? <ul style="list-style-type: none"> • To what degree are each of their perspectives grounded in evidence? 	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: Format 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>___ min</p>	<p><u>Moving Beyond the Case (Groups of Four)</u></p> <p>For Step 4, write two to three prompts or activities related to the case that would help participants apply this case to their own educational setting.</p> <p>Example:</p> <p><input type="checkbox"/> Describe the range of views of effective science instruction in your PLC (or building, or district).</p>	<p>Participants: Focus on your own school setting or PLC for this discussion.</p> <p>Facilitator: Make sure each person has a chance to express their views.</p>
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