

Case Study Protocol: Where's the Science?

| <i>Time</i> | <i>Process:</i> | <i>Process Focus:</i> |
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| Step 1 15-20 min | <u>Familiarization</u> (Individual) <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 15 min | <u>Working Within the Case</u> (Partners) <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 35 min | <u>Expanding Upon the Case</u> (Groups of Four) <input type="checkbox"/> Partner pairs share their list of issues from the case. <input type="checkbox"/> How are Luke and Juan's views of effective science instruction similar? <ul style="list-style-type: none"> • What is your evidence? <input type="checkbox"/> How do their views of effective science instruction differ? <ul style="list-style-type: none"> • What is your evidence? <input type="checkbox"/> What criteria is Luke using to evaluate Juan's instructional practice? <ul style="list-style-type: none"> • What is your evidence? <input type="checkbox"/> Take a few minutes to consider the indicators in the <i>Science Classroom Observation Guide</i> . <ul style="list-style-type: none"> • List any descriptions of Juan's classroom practice in the written case. Try to match these descriptions to the indicators. | 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. |

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

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| | <ul style="list-style-type: none"> • Share one indicator and evidence from either Juan's classroom or the interview between Luke and Juan, that the indicator was present. • How would Juan's evaluation be different if Luke used the <i>Science Classroom Observation Guide</i> as a lens through which to view effective science instruction? | |
| <p>Step 4</p> <p>25 min</p> | <p><u>Moving Beyond the Case (Groups of Four)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Think about your experiences this year with your PLCs, as well as interactions you have had with written and video cases in the symposia. <input type="checkbox"/> Without using it as an evaluative instrument, how might your PLC use the <i>Science Classroom Observation Guide</i> to improve the instructional practices of its members? | <p>Participants: Focus on your own PLC for this discussion.</p> <p>Facilitator: Make sure each person has a chance to express their views.</p> |

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