

Case Study Protocol: Reaching Out

<i>Time</i>	<i>Process:</i>	<i>Process Focus:</i>
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"/> What perspectives do Gwen, Pete, and Roger have for assessing inquiry-science? <ul style="list-style-type: none"> • To what degree are each of their perspectives grounded in evidence? <input type="checkbox"/> What does Roger believe the intended outcome of this science session is? <ul style="list-style-type: none"> • What is your evidence? <input type="checkbox"/> What does Pete believe the intended outcome of this science session is? <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"> • What key indicators from this tool would you encourage Roger and Joyce to attend to in their presentation to their staff? 	Participants: Take turns sharing your responses to questions about the case. Facilitator: Ensure all participants get a turn to respond and that all responses are based in evidence. 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>25 min</p>	<p><u>Moving Beyond the Case (Groups of Four)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What kind of skills, knowledge, and attitudes do teacher leaders need to be effective instructors of their colleagues? <input type="checkbox"/> What kind of skills, knowledge, and attitudes do teacher leaders need to be effective instructors of their <i>resistant</i> colleagues? <input type="checkbox"/> What does it mean when a teacher <i>resists</i> a new idea or innovation? <ul style="list-style-type: none"> ● How can a teacher leader respond? 	<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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