

Case Study Guide

I. Introduction

- a. School history
 - i. Number of students
 - ii. Racial makeup of the school
 - iii. Number of teachers
 - iv. Number of units per grade level
 - v. Professional development history
 - vi. School-wide assessments used
 - vii. Socio-economic makeup
 - viii. Year school was constructed
 - ix. Makeup of the community
- b. Class description
 - i. Number of students
 - ii. Grade level
 - iii. Racial makeup of class
 - iv. Classroom programs or materials used
 - v. Socio-economic makeup
 - vi. Gender makeup
 - vii. Furniture setup

II. Student profile

- a. High progress student
 - i. Assessments used
 - 1. Screening
 - 2. Progress monitoring
 - ii. Strengths
 - 1. Sources of information used
 - 2. Reading strategies used
 - iii. Needs
 - 1. Sources of information neglected
 - 2. Reading strategies needed
 - iv. Instructional practices used
 - 1. assessment instrument used to determine instructional practice
 - 2. brief description of instructional practice and competency 6 indicators demonstrated
 - 3. students targeted based on assessment
 - 4. research used to support instructional practice
 - 5. reason for choosing instructional practice

- b. Average progress student
 - i. Assessments used
 - 1. Screening
 - 2. Progress monitoring
 - ii. Strengths
 - 1. Sources of information used
 - 2. Reading strategies used
 - iii. Needs
 - 1. Sources of information neglected
 - 2. Reading strategies needed
 - iv. Instruction practices used
 - 1. Assessment instrument used to determine instructional practice
 - 2. Brief description of instructional practice and competency 6 indicators demonstrated
 - 3. Students targeted based on assessment
 - 4. Research used to support instructional practice
 - 5. Reason for choosing instructional practice

- c. Low progress student
 - i. Assessments used
 - 1. Screening
 - 2. Diagnostics
 - 3. Progress monitoring
 - ii. Strengths
 - 1. Sources of information used
 - 2. Reading strategies used
 - iii. Needs
 - 1. Sources of information neglected
 - 2. Reading strategies needed
 - iv. Instruction practices used
 - 1. Assessment instrument used to determine instructional practice
 - 2. Brief description of instructional practice and competency 6 indicators demonstrated
 - 3. Students targeted based on assessment
 - 4. Research used to support instructional practice
 - 5. Reason for choosing instructional practice

III. Conclusion/ Reflection

- a. How did the students respond to the lessons?
- b. What did the students learn?
- c. What did you learn from the lessons?
- d. What would you do differently based on this case study?
 - i. Why?
- e. What is your next step based on this case study?
 - i. Why?