

Case Study Assignment

EDU 495 - STRATEGIES FOR THE READING PROFESSIONAL

As a practitioner beginning to work in the schools you will use many of the skills learned as part of your graduate program and as part of your practicum experience(s) to clinically problem solve. Not every student you meet will fit neatly into the same mold. As a result, you will have to take steps to better understand the student's strengths and areas for improvement. To better understand each student you will likely use a combination of standardized testing, classroom observations, informal testing, parent report, teacher report, student report, and current literature as a rationale for the action you choose to support the student. All of these methods are useful to better understand the student and are part of a comprehensive assessment occurring over time. This case study assignment has been designed to facilitate your understanding of the process of clinical problem solving in a school setting. You will be working with a "real" student, not a simulated case scenario, as you plan your course of action to support the student you have chosen to focus on.

You will begin by selecting a student you work with on a daily basis in your practicum experience. Background information will need to be collected on this student. You may consider using parent report, teacher report, or record review to better understand this student history. It is important to get a clear understand of where this student has come from to make realistic and meaningful plans to support them in the future.

Once you have selected a student and collected background information you will need to add current information as to their levels of performance at the time of the case study. You can use any classroom assessments or reports that are completed or administered. In addition, you may want to administer additional standardized and non-standardized assessments and observations to better understand the student's overall profile. (Note: In choosing a student for the assignment you may want to consider the information you will reasonably be able to gather over the semester)

As you build the profile of your chosen student, you will want to be collaborating with other professionals working with him/her. For example, the teacher, paraprofessional, and any other service providers that the student may work with (e.g., speech-language pathologist, occupational therapist, etc.). This should be standard practice as you clinically problem solve ways to support a student in the classroom and at home.

Ultimately you will have a document that clearly paints a picture of the student you have chosen for this assignment. Without meeting your student, the class should be able to understand the student's strengths and areas of concern. With this overall profile complete, you will design a support plan for the student that is relevant and meaningful for the student and will be clearly understood by all personnel working with the student. As this plan is constructed you will need to use the current literature to support your decisions about the case study. This project will be a chance for you to see the inseparable relationship between theory and practice as you more fully develop your clinical skills. Your paper should be 10-15 pages, including references. Please consult the APA manual as you write your paper.

Candidate _____ Date _____ Grade Level of Student _____

Case Study Assignment Rubric (Part 1)

Assignment Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
Case Study Student Profile	Case study student is poorly described. An inadequate range of sources for background information is used.	Case study student is somewhat described using a range of sources for background information.	Case study student is adequately described using a good range of sources for background information.	Case study student is richly described using a wide range of sources for background information.	
Assessments Used	Inadequate forms of assessment are used to build the case study profile but strengths and areas of concern are not described; assessments given are not authentic to the student's needs.	Some forms of assessment are used to build the case study profile that includes most strengths and areas of concern; assessments given are somewhat authentic to the student's needs.	Multiple forms of assessment are used to build an adequate case study profile that includes strengths and areas of concern; assessments given are authentic to the student's needs.	Multiple forms of assessment are used to build a solid case study profile that includes strengths and areas of concern; assessments given are clearly authentic to the student's needs.	
Support Plan	A support plan is not adequately developed using multiple sources of information (student profile, assessments); collaboration with other professionals	A support plan is developed using some sources of information (student profile, assessments); collaboration with other professionals is somewhat articulated; current and relevant	An adequate support plan is developed using multiple sources of information (student profile, assessments); collaboration with other professionals is articulated; current and relevant literature is	A thorough support plan is developed using multiple sources of information (student profile, assessments); authentic collaboration with other professionals is clearly articulated; current and relevant literature is explicitly used to support strategies and decisions	

	is not clearly articulated; current and relevant literature is not used to support strategies and decisions developed	literature is somewhat used to support strategies and decisions developed	adequately used to support strategies and decisions developed	developed	
Plan Evaluation	The evaluation of the support plan is not adequately described and the connection to strategies in the plan and to the literature is not articulate; impact on student learning is not described; feedback from other professionals working with the student is not considered	The evaluation of the support plan is somewhat described and is connected to strategies in the plan and to the literature; impact on student learning is somewhat described; feedback from other professionals working with the student is considered	The evaluation of the support plan is adequately described and is well connected to strategies in the plan and to the literature; impact on student learning is well described; feedback from other professionals working with the student is considered	The evaluation of the support plan is thoroughly described and is logically connected to strategies in the plan and to the literature; impact on student learning is clearly described; feedback from other professionals working with the student is meaningfully considered.	

Case Study Assignment Rubric (Part 2)

Part II: IRA Standards for READING & LITERACIES teacher candidates

Based on the written lesson plan submitted, evaluate the extent to which the candidate provided evidence of meeting the specific IRA standards listed below, using the following rubrics:

n/a: Not observable – The topic, level or context for the lesson was not appropriate for providing evidence for this standard. (*Whenever this option is not acceptable – e.g., you must provide your assessment – we have indicated it by blackening the corresponding cell*)

5. **Insufficient** – i.e., this standard was not met.
6. **Emergent** – i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.
7. **Basic proficiency**– i.e., the lesson plan provide sufficient evidence of addressing this standard at least at a basic level
8. **Outstanding performance** – i.e., the lesson plan provides an excellent example of addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed explanations provided by IRA for each specific standard (see

http://www.reading.org/resources/issues/reports/professional_standards.html).

IRA Standards:	n/o	1	2	3	4
2.0 Instructional Strategies and Curriculum Materials. <i>Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, reading specialist/literacy coach candidates:</i>					
2.1 Support classroom teachers and paraprofessional in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.					
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.					
2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.					
3.0 Assessment, Diagnosis, and Evaluation. <i>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist/literacy coach candidates:</i>					
3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.					
3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.					
3.3 Assist the classroom teacher in using assessment to plan instruction for all					

students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school wide assessment data to implement and revise school reading programs.					
3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).					
4.0 Creating a Literate Environment. <i>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, reading specialist/literacy coach candidates:</i>					
4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.					
4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.					
4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.					
4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.					