

EDCO 201: Case Study Description

Assignment Description: Teacher candidates collaborate with a host teacher to meet the unique needs of a learner identified as an English Learner (EL) in the context of the general education classroom. Candidates conduct a case study with an individual EL that consists of: (a) gathering appropriate data to inform instructional decision-making; (b) assessing the strengths and needs of the EL; (c) implementing a research-supported strategy for the EL by co-teaching with the host teacher; (d) evaluating the impact of the strategy implementation on the EL; (e) ethically communicating the results of the strategy to the host teacher and course instructor; and (f) reflecting on the field and teaching experience.

STUDY

A. Data and Analysis:

- 1. Summary of Data:** Determine the student's academic, language, and social strengths and needs by doing some or all of the following: Review the student's test scores, review the student's records (permanent, observational, antidotal), interview the general education teacher, interview another professional, interview the parent, and/or interview the student to gather background information (i.e. age/grade, gender, area[s] of exceptionalities, family/cultural information). Interview questions must be approved by the course instructor. Student work samples that show the student's academic and language abilities must accompany the assignment submission. Write a descriptive summary of this information including specific details from the data (assessments, interviews, work samples, observations).

Provide a written description of the process used to gather the data.

- 2. Analysis of Strengths and Needs:** Analyze the student's strengths and needs, including specific examples and details from the data summary. Address each of the following areas:
 - academics and language,
 - behavior,
 - social interaction/integration, and
 - the learner's background.

Explain how this information affects instructional planning and decisions

PLAN, TEACH, ANALYZE, REFLECT

B . Strategy Implementation: Using the information gathered from the various data sources, select a strategy to implement in collaboration with the host teacher to improve learning outcomes for the student. In this section, you will:

- 1. Justification for Strategy Selection:** Justify your strategy selection based upon the summary of the learner's strengths and needs in Part A. Include data and examples when referring to your learner's strengths and needs.
- 2. Description of Research Supported Strategy:** Describe the strategy and explain how the strategy will improve learning outcomes for the student. State one or more of the 5 Principles of Effective Instruction that were considered when choosing the strategy and explain how the strategy relates to the principle. Include specific examples of how the chosen strategy will contribute to the development of content language skills in one or more language domains (listening, speaking, reading, and writing).

C. Plan for Use of Research-Supported Strategy: Collaborate with the host teacher to identify one lesson for strategy implementation (ex. small group reading, whole group social studies, cooperative math activity). For the lesson selected, provide an overview of the lesson using a co-teaching model(s) that includes:

- Topic/subject
- Lesson objectives
- Related standards
- Materials needed (attach)
- Method for assessment of content objectives or language development
- Step-by-step procedures for the lesson
- Co-teaching model(s) that will be used identifying the roles of the host teacher and the teacher candidate during the lesson
- Specific procedures for how the strategy will be implemented during the lesson
- The expected language development that will occur as a result of the strategy

D. Implementation of Research-Supported Strategy: After teaching is completed, explain how and why adjustments were made. (i.e. planned assessment versus actual assessment, responses to classroom environment, or unexpected events or conditions) Explain how the strategy impacted the student's language development in one or more of the language domains (listening, speaking, reading, writing).

E. Assessment Results: Describe the impact the strategy had on developing the student's content understanding using specific and objective language. Explain how you determined that the student accomplished the objective. If available, attach the assessment method (i.e. work samples, structured observations, rating systems, rubrics) and student work.

F. Reflection: Reflect on your experience in the field. Describe what happened in the field, analyze the importance of the experience related to what you learned in the classroom, and clarify how what you learned will impact the future.

See the coinciding Rubrics (below) and Submission Templates (provided by course instructor) for further directions and details about each section of the Case Study.

EDCO 201: English Learner Case Study Part A: Study Rubric (a Key Assessment)

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
<p>A 1. Summary of Data</p> <p>Teacher candidate uses data from a variety of assessments to guide instruction and accommodate diverse learning needs. (CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment); edTPA Task 1; InTASC 1)</p>	<p>An overview of the information gathering process provides a clear and concise descriptive summary of data with a student work sample(s) included.</p> <p>The data summary reflects thorough and specific details from a variety of sources appropriate to what is known or unknown about the learner’s:</p> <ul style="list-style-type: none"> • academics and language, • behavior, • social interaction/ integration, and • background. <p>9-10 points</p>	<p>An overview of the information gathering process provides a descriptive summary of data with a student work sample(s) included.</p> <p>The data summary reflects information from different sources (record review and interview) and provides an adequate overview of what is known or unknown about the learner’s:</p> <ul style="list-style-type: none"> • academics and language, • behavior, • social interaction/ integration, and • background. <p>7-8 points</p>	<p>Data summary reflects general, vague, or irrelevant information.</p> <p>6 points</p>
<p>A 2. Analysis of Strengths and Needs</p> <p>Teacher candidate analyzes relevant motivational and contextual factors that influence learning to meet the needs of all learners. (InTASC 1, 7; CAEP 1.4 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans); edTPA Task 1)</p> <p>Teacher candidate uses data from a variety of assessments to guide instruction and accommodate</p>	<p>The analysis of the learner’s strengths and needs strongly aligns with the data summary, and it is supported by specific examples and details from the data (assessments, interviews, work samples, or observations).</p> <p>The analysis addresses:</p> <ul style="list-style-type: none"> • academics and language, • behavior, • social interaction/ integration, and • the learner’s background <p>9-10 points</p>	<p>The analysis references the data summary (assessments, interviews, work samples, or observations) to provide an overview of the learner’s strengths and needs.</p> <p>The analysis addresses:</p> <ul style="list-style-type: none"> • academics and language, • behavior, • social interaction/ integration, and • the learner’s background. <p>7-8 points</p>	<p>Analysis is general with limited discussion of:</p> <ul style="list-style-type: none"> • academics and language, • behavior, • social interaction/integration, and • the learner’s background. <p>6 points</p>

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
<p>diverse learning needs. (CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment); edTPA Task 1; InTASC 1)</p>			
<p>Conventions</p> <p>Teacher candidate demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.</p>	<p>Case study is highly organized. Teacher candidate consistently uses professional, comprehensible language appropriate for host teacher and instructor and employs standard English with no errors in written conventions (spelling, punctuation, and grammar).</p> <p>3 points</p>	<p>Case study is organized and exhibits acceptable use of professional language use. Every component of the case study employs standard English with minimal errors in written conventions (spelling, punctuation, and grammar).</p> <p>2 points</p>	<p>Case study contains noticeable errors in written conventions (spelling, punctuation, and grammar) and/or unprofessional language.</p> <p>1 point</p>
<p>Ethical Communication of Results</p> <p>Teacher candidate effectively and ethically communicates assessment information to host teacher and course instructor. (InTASC 9)</p>	<p>Meets Expectations</p>		<p>Teacher candidate demonstrates a lack of respect for the confidentiality and dignity of the English Learner.</p> <p>0 points</p>
	<p>Teacher candidate informs the readers while demonstrating respect for the confidentiality and dignity of the English Learner.</p> <p>2 points</p>		

EDCO 201: English Learner Case Study Parts B-F: Plan, Teach, Analyze, Reflect Rubric (a Key Assessment)

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
<p>B1. <i>Justification for Strategy Selection</i></p> <p>Teacher candidate uses data from a variety of assessments to guide instruction and accommodate diverse learning needs. (CAEP 1.2; SCTS 4.0 – Planning (Instructional Plans; Assessment); edTPA Task 1; InTASC 1)</p>	<p>Justification for the strategy selection:</p> <ul style="list-style-type: none"> • Specifically relates to what was discovered about the learner’s strengths and needs in Case Study Part A. Includes data (assessments, interviews, work samples, or observations) details and examples to describe the learner’s strengths and needs. <p>5 points</p>	<p>Justification for the strategy selection relates to learner’s strengths and needs in Case Study Part A. Includes data (assessments, interviews, work samples, or observations) to describe the learner’s strengths and needs.</p> <p>4 points</p>	<p>The justification states strengths and/or needs referenced in Case Study Part A.</p> <p>3 points</p>
<p>B2. <i>Description of Strategy Selected</i></p> <p>Teacher candidate selects differentiated learning strategies that address diverse learner needs. (InTASC 1, 7; CAEP 1.4 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans); edTPA Task 1,2; EEDA 7)</p>	<p>Provides a detailed description of the strategy and includes specific examples of how the strategy may be used in the classroom.</p> <p>The description includes specific examples of how the chosen strategy will contribute to the development of content language skills in one or more language domains (listening, speaking, reading, and writing).</p> <p>States one or more of the 5 Principles of Effective Instruction that were considered when choosing the strategy and explains how the strategy stems from the principle.</p> <p>5 points</p>	<p>Provides a detailed description of the strategy.</p> <p>The description includes how the chosen strategy will contribute to the development of content language skills in one or more language domains (listening, speaking, reading, and writing).</p> <p>States one or more of the 5 Principles of Effective Instruction that were considered when choosing the strategy.</p> <p>4 points</p>	<p>Provides a general or vague description of the strategy.</p> <p>3 points</p>

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
<p>C. Plan for Use of Research-Supported Strategy</p> <p>Teacher candidate plans models of co-teaching to support learning. (InTASC 10, 7; SCTS 4.0 – Professionalism (School Responsibilities); edTPA Task 1)</p> <p>Teacher candidate plans instruction that allows learners to use academic language to express content understanding. (InTASC 6, 8; SCTS 4.0 – Instruction (Thinking); edTPA Task 1, APS 2)</p>	<p>Lesson plan includes:</p> <ul style="list-style-type: none"> • Topic/subject; • Lesson objective(s) ; • Related standard(s); • Materials needed (attached or inserted); • An assessment for determining the extent to which the learner will achieve the expected learning objective(s); <p>AND</p> <p>Step-by-step procedures for the lesson that clearly and specifically define:</p> <ul style="list-style-type: none"> • How the lesson objective will be accomplished by referring to the instructional materials; • The roles of the host teacher and the teacher candidate; • How the strategy will be used during the lesson and how that strategy will develop language. <p>9-10 points</p>	<p>Lesson plan includes:</p> <ul style="list-style-type: none"> • Topic/subject; • Lesson objective(s); • Related standard(s); • Materials needed (attached or inserted); • The expected language development that will occur as a result of the strategy; • An assessment for determining the extent to which the learner will achieve the expected learning objective(s); <p>AND</p> <p>General procedures for the lesson that define:</p> <ul style="list-style-type: none"> • How the lesson objective will be accomplished; • The roles of the host teacher and the teacher candidate; • How the strategy will be used during the lesson. <p>7-8 points</p>	<p>Lesson plan includes:</p> <ul style="list-style-type: none"> • Topic/subject; • Lesson objectives; • Related standards; • Materials needed (stated, but not provided); • The expected language development that will occur as a result of the strategy; • An assessment for determining the extent to which the learner will achieve the expected learning objective(s); and • An <i>overview</i> of the lesson. <p>6 points</p>
<p>D. Implementation of Research-Supported Strategy</p> <p>Teacher candidate uses self-reflection to evaluate and improve professional practice. (InTASC 9; SCTS 4.0 – Professionalism (Reflecting on</p>	<p>Provides a clear and concise explanation of how and why adjustments were made (planned assessment versus actual assessment, responses to classroom environment, or unexpected events or conditions).</p>	<p>Provides an explanation of how and why adjustments were made (planned assessment versus actual assessment, responses to classroom environment, or unexpected events or conditions).</p>	<p>Provides a general, unclear, or vague explanation of adjustments to the plan or how it impacted language development.</p>

