

**Case Study Protocol: Making the Case**

<i>Time</i>	<i>Process:</i>	<i>Process Support/ Roles</i>
<b>Step 1</b> 15 min	<b><u>Familiarization (Individual)</u></b> <input type="checkbox"/> Read the case. <input type="checkbox"/> Highlight or underline key ideas; jot down questions or connections.	<b>Participants:</b> Read case and make notes silently.
<b>Step 2</b> 10 min	<b><u>Working Within the Case (Partners)</u></b> <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.	<b>Participants:</b> Work with another person at your table. After summarizing, each participant silently writes the key issues.
2 min	<b>Two partner pairs join to form a group of four.</b> <ul style="list-style-type: none"> <li>● Choose a facilitator</li> <li>● Choose a timekeeper</li> </ul>	<b>Facilitator:</b> Make sure the group follows the protocol as written. <b>Timekeeper:</b> Make sure the group stays within the prescribed time limits.
<b>Step 3</b> 20 min	<b><u>Expanding Upon the Case (Groups of Four)</u></b> <input type="checkbox"/> Partner pairs share their list of issues from the case. <input type="checkbox"/> Take a few minutes to consider the “Supportive vs. Developmental Practices” description of collaborative teacher practice. <input type="checkbox"/> How would you describe what is happening at Kennedy Elementary? <ul style="list-style-type: none"> <li>● From whose perspective?</li> <li>● What evidence do you have?</li> </ul> <input type="checkbox"/> Teachers are often called upon to be advocates for reform efforts. <ul style="list-style-type: none"> <li>● Create a list of verb phrases that describe the work of an advocate (e.g., speaks up for his/her interests).</li> </ul> <input type="checkbox"/> Which of those verbs apply to Leo and his approach to advocacy? <ul style="list-style-type: none"> <li>● What is Leo advocating for in this case?</li> <li>● How does he go about it?</li> <li>● What are the advantages and disadvantages of his strategy?</li> <li>● Are there other ways of being an advocate?</li> </ul>	<b>Participants:</b> Take turns sharing your responses to questions about the case. <b>Facilitator:</b> Ensure all participants get a turn to respond. <b>Timekeeper:</b> Keep group apprised of time remaining during discussion period.

	<ul style="list-style-type: none"> <li><input type="checkbox"/> What about Marguerite --- is she an advocate for inquiry-based science?             <ul style="list-style-type: none"> <li>● What is your evidence?</li> <li>● How does her approach in the committee discussion differ from Leo's?</li> </ul> </li> </ul>	
<p><b>Step 4</b></p> <p>20 min</p>	<p><b><u>Moving Beyond the Case (Groups of Four)</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In terms of your work in science education at your school, what are you most interested in advocating for?</li> <li><input type="checkbox"/> Who might be the primary stakeholders in that situation?             <ul style="list-style-type: none"> <li>● What are their perspectives and interests?</li> <li>● What strategies/approaches might you adopt in building support for your interests among these stakeholders? (You might return to your descriptive list for advocates.)</li> </ul> </li> </ul>	<p><b>Participants:</b> Focus on your own school setting for this discussion.</p> <p><b>Facilitator:</b> Make sure each person has a chance to express their views.</p>