

Case Study Protocol: Where’s the Science?

<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"/> How are Luke and Juan’s views of effective science instruction similar? <ul style="list-style-type: none"> • What is your evidence? <input type="checkbox"/> How do their views of effective science instruction differ? <ul style="list-style-type: none"> • What is your evidence? <input type="checkbox"/> What criteria is Luke using to evaluate Juan’s instructional practice? <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"> • List any descriptions of Juan’s classroom practice in the written case. Try to match these descriptions to the indicators. 	Participants: Take turns sharing your responses to questions about the case. Facilitator: Ensure all participants get a turn to respond. Timekeeper: Keep group apprised of time remaining during discussion period.

	<ul style="list-style-type: none"> ● Share one indicator and evidence from either Juan’s classroom or the interview between Luke and Juan, that the indicator was present. ● How would Juan’s evaluation be different if Luke used the <i>Science Classroom Observation Guide</i> as a lens through which to view effective science instruction? 	
<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"/> Think about your experiences this year with your PLCs, as well as interactions you have had with written and video cases in the symposia. <input type="checkbox"/> Without using it as an evaluative instrument, how might your PLC use the <i>Science Classroom Observation Guide</i> to improve the instructional practices of its members? 	<p>Participants: Focus on your own PLC for this discussion.</p> <p>Facilitator: Make sure each person has a chance to express their views.</p>