

EDTP 320

Case Study Assignment

Purpose

This project is designed to help you become an effective “kidwatcher” who is able to make sense of information from observations, interviews, and student and parent perspectives and use it to make informed instructional decisions. You will work closely with one child in your field placement to determine the child’s perspective and knowledge of reading and writing, to identify his or her needs, and then plan instruction to ensure the child’s success as a reader and writer.

Process

For this project, you will:

- Choose a child from your field placement and get permission to observe the child (teacher, parent). A permission letter that you can adapt is on BlackBoard under course documents.
- Have a conversation with the child to help you learn about her/his literacy attitudes and knowledge. Sample interview questions are on BlackBoard.
- Have a conversation with someone in the child’s family to learn about the child’s home literacy habits. Sample interview questions are on BlackBoard.
- Share your shoebox autobiography with the child and ask him/her to make one to share with you to learn more about the child’s interests;
- Observe the child in 6 different instructional settings, each of which will give you lots of opportunity to learn about the child and find ways to enhance his/her (and your own) understanding of literacy;
- Take anecdotal notes while you observe the child;
- Review all the data you have collected;
- Share what you have learned in a paper, which also includes your anecdotal notes, evidence, reflections, and a self-evaluation.

Product

Part I—Description

The first part of this assignment will provide the reader with an overview of the project and a description of the field site.

1. Introduce the project. Begin with an introductory paragraph in which you explain the purpose of the assignment.

2. Description of Field Site. Describe the school and the particular class in which you are completing this field experience.
3. Explanation of why child was picked. Describe how this child was chosen for the project. How did you set up the project?

Part II—Get to Know the Child

The next three experiences are designed for you to really get to know the child you will be observing.

1. Have a conversation with the child. Interview the child to learn what's important to him/her outside of school. Find a quiet place and use the questions provided as a base.
2. Have a conversation with the parent/family of the child. Contact the parent or a family member to chat about this young learner. Parents and families have known the child a lot longer than you or the child's teacher, and have a lot to share with us. We must learn to interact with them in positive ways, and to respect all they know that could help us support their children. Use the questions provided as a base.
3. Share a Shoebox Autobiography. Bring in your own Shoebox Autobiography to introduce yourself to the child. Then invite the family to help putting his/her own together. (You may want to provide the box).

Part III—Gather Data, Plan Instruction

Each of the following tasks requires you to observe the child in a specific instructional setting, take anecdotal notes while you observe the child, and then reflect upon your observations, incorporating concepts, information, and knowledge gained in class. You should observe the child multiple times in each setting.

Each of the tasks should include:

- a. Anecdotal notes of the child "in action." Describe what the child does—the process aspects of his/her work.
- b. Hypotheses regarding any anomalies. What inferences can you draw from your observations? Examine any assumptions that might have led to your inferences and determine whether they are justifiable. Did anything the child do surprise or confuse you? Offer and explain hypotheses regarding what you observed.
- c. Three pluses (+s), a wish, and a next step for instruction. This means you will identify 3 specific strengths of the child's performance, one "wish" or area of need, and a specific next step that describes exactly what you would do to address the wish you've

identified. Also explore the implications for the child's learning that the action would have.

Perform the steps above for each observation in these instructional settings...

Observe the child during shared reading lessons or interactive read aloud lessons. As the child listens to the teacher read aloud, observe the child's listening behavior and participation and take anecdotal notes. What conclusions can you draw from the child's behaviors and/or comments about her/his listening comprehension and interest in the text? Write a description about your observations. Offer hypotheses to explain what you observed. Explain three specific strengths of the child, one wish or area of need, and one specific next step that would address the wish you identified.

Observe the child in a guided reading lessons. As the child participates in guided reading, take anecdotal notes about the child's reading behaviors. Make sure you include the name of the text and the level. Write a reflection about what the child's reading behaviors may reveal. What conclusions can you draw about what he/she seems to know and be able to do in a small group guided reading setting with this particular text? Write a description about your observations. Offer hypotheses to explain what you observed. Explain three specific strengths of the child, one wish or area of need, and one specific next step that would address the wish you identified. Also explore the implications for the child's learning that the action would have.

Observe the child's writing for evidence of writing development. Review and analyze a piece of writing done by the child. Compare the child's writing with the Kentucky Marker Papers. Take notes about what you see. Be sure to include both a copy of the piece and the Kentucky Marker Paper it most resembles. What might it tell you about the child's writing development? Offer hypotheses to explain what you observed. Explain three specific strengths of the child, one wish or area of need, and one specific next step that would address the wish you identified. Also explore the implications for the child's learning that the action would have.

Observe the child for spelling development within a writing setting. As the child writes, take anecdotal notes about his or her spelling strategies. In your reflection, describe the behaviors the child exhibits as she/he attempts to spell. In addition, administer a developmental spelling test to determine the developmental level of the child. What could the child's behavior and the spelling inventory results tell you about the child's spelling development? Offer hypotheses to explain what you observed. Explain three specific strengths of the child, one wish or area of need, and one specific next step that would address the wish you identified. Also explore the implications for the child's learning that the action would have.

Participate in an independent reading conference with the child. As the child reads a book independently during self-selected reading, conduct a brief conference (3 to 5 minutes) with the child about the book. Why did she/he select that book? What does he/she understand about the text? What strategies does the child appear to be using?

(Note: A tape recorder will help you take anecdotal notes after the conference so you don't distract the child with note-taking while he/she is conferencing with you.)

Administer a Running Reading Record: Administer a running reading record. Analyze the oral reading for structure, visual, and meaning cues. You should complete the running records until the child is on his or her instructional level. Assess the child's comprehension by using the comprehension rubrics given in class.

Part IV—Self-evaluation of the Experience

With all your child study data gathered, you are now ready to step back from your semester's work with your child to get a sense of how you did and what you can learn from this experience.

A. A self-evaluation that includes what you feel you learned from this experience about...

- o ...the impact of taking time to really know a child.
- o ...the uses, challenges, and value of anecdotal notes.
- o ...the impact of hypothesizing in effective teaching.
- o ...using observations to plan instruction.
- o ...the reading process.
- o ...writing and spelling development.
- o ...learning by teaching.
- o ...yourself.

Think of your paper as telling a story, and make your writing interesting and engaging. Provide evidence (information, observation, experiences, etc.) as you write. Point out important aspects of your anecdotal notes and work samples that help prove what you have to say. Be sure to leave the reader with the important lessons and implications regarding instruction and student learning that you have gained from doing this project

Rubric For Case Study

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<p>Overview of Project (1, 10%) KY-KTS-08.1.1.ILP</p> <p>Purpose Depth Precision</p>	<p>Begins with an introductory paragraph that describes the purpose of the assignment, introduces the school and class, and provides a deep and precise description of how the child was chosen and how the candidate set up the project.</p>	<p>Begins with an introductory paragraph that describes the purpose of the assignment. Includes an overview that introduces the school and class, thoroughly describes how the child was chosen, and how the candidate set up the project.</p>	<p>Begins with an introductory paragraph that describes the purpose of the assignment. Includes an overview that introduces the school and class, thoroughly describes how the child was chosen, and how the candidate set up the project.</p>
<p>Getting to Know the Child (1, 10%) KY-KTS-08.1.1.ILP</p> <p>Clarity Relevance</p>	<p>Candidate has clearly described the child and his/her context using relevant information obtained from interviews and observations. The description shows clear sensitivity to the child's cultural and linguistic background. All artifacts are attached.</p>	<p>Candidate has adequately described the child and his/her context. The description shows some sensitivity to child's cultural and linguistic background. Most artifacts are attached.</p>	<p>Candidate has vaguely described the child and his/her context. The description shows little sensitivity to child's cultural and linguistic background. Few or no artifacts are attached.</p>
<p>Shared Reading or Read Aloud Observation (1, 10%) KY-KTS-08.1.3.ILP KY-KTS-08.4.2.ILP KY-KTS-08.5.4.ILP KY-KTS-08.5.5.ILP KY-UL-CF.1.D</p> <p>Inferences (Hypotheses) Implications (Next Steps) Assumptions Depth Precision</p>	<p>Candidate includes a deep and precise description of the shared reading observation, including hypotheses and the assumptions and information that support them, pluses, wishes, and next steps.</p> <p>The pluses and wishes correctly and clearly identify the main reading problems and subsidiary, embedded, or implicit aspects of the reading problems, and shows their relationships to each other.</p>	<p>Candidate includes adequate description of the shared reading observation, including hypotheses, pluses, wishes, and next steps. The pluses and wishes correctly identify some of the main problems and subsidiary, embedded, or implicit aspects of the reading problems, and identifies most of them clearly, addressing their relationships to each other.</p> <p>Anecdotal notes/artifacts are attached at the end of</p>	<p>Candidate includes minimal description of the shared reading observation. Does not identify and summarize the reading problems, is confused or identifies a different and inappropriate problem. Anecdotal notes/artifacts are not attached at the end of each section.</p>

	<p>Complete anecdotal notes/artifacts are attached at the end of each section.</p>	<p>each section.</p>	
<p>Guided Reading Observation (1, 10%) KY-KTS-08.4.2.ILP KY-KTS-08.5.3.ILP KY-KTS-08.5.4.ILP KY-KTS-08.5.5.ILP KY-UL-CF.1.D</p> <p>Inferences (Hypotheses) Implications (Next Steps) Assumptions Depth Precision</p>	<p>Candidate includes deep and precise description of the guided reading observation, including hypotheses and the assumptions and information that support them, pluses, wishes, and next steps.</p> <p>Observed reading processes are thoroughly described.</p> <p>The pluses and wishes correctly and clearly identify the main problems and subsidiary, embedded, or implicit aspects of the reading problems and show their relationships to each other.</p> <p>Complete anecdotal notes/artifacts are attached at the end of each section.</p>	<p>Candidate includes adequate description of the guided reading observation, including hypotheses, pluses, wishes, and next steps. The pluses and wishes correctly identify some of the main problems and subsidiary, embedded, or implicit aspects of the reading problems somewhat clearly. Observed reading processes are described. Anecdotal notes/artifacts are attached at the end of each section.</p>	<p>Candidate includes minimal description of the guided reading observation. Little description of observed reading processes. Does not identify and summarize the reading problems, is confused or identifies a different and inappropriate problem.</p> <p>Anecdotal notes/artifacts are not attached at the end of each section.</p>
<p>Writing Observation (1, 10%) KY-KTS-08.1.3.ILP KY-KTS-08.4.2.ILP KY-KTS-08.5.3.ILP KY-KTS-08.5.4.ILP KY-KTS-08.5.5.ILP KY-UL-CF.1.D</p> <p>Inferences (Hypotheses) Implications (Next Steps) Assumptions Depth Precision Relevance</p>	<p>Candidate includes deep and precise description of the writing observation, including hypotheses and the assumptions and information that support them, pluses, wishes, and next steps.</p> <p>Candidate compares writing piece with the appropriate developmental writing examples to draw conclusions.</p> <p>Complete anecdotal notes/artifacts are attached at the end of each section.</p>	<p>Candidate includes adequate description of the writing observation, including hypotheses, pluses, wishes, and next steps. Writing piece is compared with appropriate developmental writing examples. Anecdotal notes/artifacts are attached at the end of each section.</p>	<p>Candidate includes minimal description of the writing observation. Anecdotal notes/artifacts are not attached at the end of each section.</p>

<p>Spelling Observation (1, 10%) KY-KTS-08.1.3.ILP KY-KTS-08.4.2.ILP KY-KTS-08.5.1.ILP KY-KTS-08.5.3.ILP KY-KTS-08.5.5.ILP KY-KTS-08.7.1.ILP KY-UL-CF.1</p> <p>Inferences (Hypotheses) Implications (Next Steps) Assumptions Depth Precision</p>	<p>Candidate includes deep and precise description of the spelling observation, including hypotheses and the assumptions and information that support them, pluses, wishes, and next steps.</p> <p>The pluses and wishes correctly and precisely identify the main problems and subsidiary aspects of the problem.</p> <p>Candidate clearly and precisely describes the developmental spelling stage and provides rationale to show his or her inferences that led to conclusions.</p> <p>Complete anecdotal notes as well as the developmental spelling inventory are attached at the end of each section.</p>	<p>Candidate includes adequate description of the spelling observation, including hypotheses, pluses, wishes, and next steps. The pluses and wishes correctly identify some of the main problems and subsidiary, embedded, or implicit aspects of the reading problems somewhat clearly. Developmental spelling stage is described. Anecdotal notes/artifacts are attached at the end of each section.</p>	<p>Candidate includes minimal description of the spelling observation. Does not identify and summarize the reading problems, is confused or identifies a different and inappropriate problem. Anecdotal notes/artifacts are not attached at the end of each section.</p>
<p>Reading Conference/Self Selected reading (1, 10%) KY-KTS-08.1.1.ILP KY-KTS-08.4.2.ILP KY-KTS-08.5.1.ILP KY-KTS-08.5.3.ILP KY-KTS-08.5.4.ILP KY-KTS-08.5.5.ILP KY-KTS-08.7.1.ILP KY-KTS-08.7.2.ILP</p> <p>Inferences (Hypotheses) Implications (Next Steps) Assumptions Depth Precision Relevance</p>	<p>Candidate includes deep and precise description of the reading conference observation, including hypotheses and the assumptions and information that support them, pluses, wishes, and next steps.</p> <p>Student's independent reading choice and reading behaviors are thoroughly described.</p> <p>Complete anecdotal notes/artifacts are attached at the end of each section.</p>	<p>Candidate includes adequate description of the reading conference observation, including hypotheses, pluses, wishes, and next steps. Student's independent reading choice is described. Anecdotal notes/artifacts are attached at the end of each section.</p>	<p>Candidate includes minimal description of the reading conference observation. Anecdotal notes/artifacts are not attached at the end of each section.</p>
<p>Running Record (formative assessment) (1, 10%) KY-KTS-08.1.1.ILP KY-KTS-08.4.2.ILP KY-KTS-08.5.3.ILP KY-KTS-08.5.4.ILP KY-KTS-08.5.5.ILP KY-UL-CF.1</p>	<p>Candidate includes deep and precise description of the running record experience, including hypotheses and the assumptions and information that support them, pluses, wishes, and</p>	<p>Candidate includes adequate description of the running record experience, including hypotheses, pluses, wishes, and next steps. Running record is analyzed. Reading</p>	<p>Candidate includes minimal description of the running record experience. Anecdotal notes/artifacts are not attached at the end of each section. Fails to identify conclusions,</p>

<p>Inferences Implications Assumptions Information Depth Precision</p>	<p>next steps.</p> <p>Running record is analyzed for structure, visual, and meaning cues and for comprehension strengths and weaknesses. The description clearly shows where the child is developmentally.</p> <p>Complete anecdotal notes/artifacts are attached at the end of each section.</p> <p>Candidate identifies, discusses and extends conclusions, implications, and consequences related to the child's context, and evidence gathered.</p>	<p>comprehension is not addressed. There is no clear indication of where the student is developmentally.</p> <p>Anecdotal notes/artifacts are attached at the end of each section. Conclusions consider or provide evidence of consequences that extend beyond the borders of single discipline or single issue.</p>	<p>implications, and consequences or conclusion is simplistic summary.</p>
<p>Self-Evaluation (1, 10%) KY-KTS-08.7.1.ILP KY-KTS-08.7.2.ILP KY-UL-CF.2</p> <p>Inferences Implications Depth Precision</p>	<p>Candidate provides a deep and precise description about what was learned from the child literacy study experience, including the impact of taking time to really know a child, the uses, challenges, and value of anecdotal notes, the impact of hypothesizing in effective teaching, using observations to plan instruction, the reading process, writing and spelling development, learning by teaching, and self.</p>	<p>Describes what was learned from the child literacy study experience, including the impact of taking time to really know a child, the uses, challenges, and value of anecdotal notes, the impact of hypothesizing in effective teaching, using observations to plan instruction, the reading process, writing and spelling development, learning by teaching, and self.</p>	<p>Minimally describes what was learned from the child literacy study experience.</p>
<p>Effective Communication (1, 10%)</p> <p>Purpose Perspective (audience)</p>	<p>Project displays awareness of audience and purpose, logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.</p>	<p>Project displays logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.</p>	<p>Project displays minimal organization, and includes some lapses in use of standard conventions in spelling, usage, grammar, and sentence structure.</p>