Case Study Specifics

Your case study artifacts should be placed in a three-ring binder with a cover sheet on the front of binder. Separate each section with tabbed dividers labeled as indicated below. Please be sure to proofread well. A case study is a professional document and should reflect on your level of professionalism. Use your case study rubric as a guide throughout this study.

Case Study Cover Sheet on front of binder should include:
Title, Your name, Course Name, Instructor’s Name, Spring 2013

First two pages in the binder will be your two observation records. One record sheet for the 3 hours of classroom observation and one for the 7 hours of reading activities with the student. Be sure to get necessary teacher signatures.

Tab 1: Student Description
Include physical description of child, school name, grade level, student’s attitude, brief description of home life, why this student was chosen, and any other details you feel are relevant. (Photo is optional)

Tab 2: Parent / Teacher Communication
Include signed permission slip, your letter introducing yourself to the parent at the beginning of the study, and the thank you letter to the parent and student at the end of the study. Include in this section a thank you letter to the teacher that allowed you to spend time in his/her classroom.

Tab 3: Detailed Conversations with Teacher
Be sure to date these notes and tell what you learned about the student from that teacher in that conversation. Give the teacher's name especially if you spoke with more than one teacher, i.e. science, social studies, reading. Remember, you are gathering data about this student’s reading habits, abilities, preferences, and classroom behaviors that affect his/her reading. This should include ongoing dialogue with the teacher about the student, your work with the student, or other topics relating to the student’s reading instruction.
Tab 4: School Assessments

This can include copies of report cards, standardized test scores, classroom reading tests, etc. Any accessible information that is RELEVANT to the child's reading. The student’s name can be blotted out on the document for the sake of privacy. Assure the teacher that this will not be shared with anyone other than your instructor for the purpose of this study. In the front of this section, write a brief analysis stating what you were able to learn about the student from looking at these assessments.

Tab 5: Comprehensive Reading Inventory (CRI)

This section will include the assessments that you complete with the student. It will include items such as an Interest Inventory, Reading Attitude Survey, Informal Reading Inventory, Listening Comprehension, and Silent Reading Comprehension. These will be administered by you. You will be provided copies of these assessments and instructions on their administration in ED 4153.

After all assessments are complete, write a reflection explaining what you learned from administering these assessments. In this reflection, explain what you learned about the student and what you learned about assessments and their value in the classroom. Be sure to include specific details such as comprehension levels that were determined in the assessments. Please place the reflection in the front of this section.

Tab 6: Anecdotal Records of Observations

Each section of the notes should be dated and tell the time of day and setting of the observation. This is simply a record of details you noticed about the child's reading, attitude, and behavior. These are informal and can be handwritten or typed. This is simply the facts of events that occur, not a judgment about those events.

You will also include an analysis of the anecdotal records on which you explain what you learned about the student through the anecdotal records. This analysis is the place to make any judgments or interpretations based on the observed behavior. These can be positive or negative interpretations. Please place the analysis in the front of this section.

Tab 7: Strategies

Each of your seven strategies should be explained on a separate page. At the top of the page, include the date, strategy used, the page number of the student work sample that shows this strategy, and an explanation of the results of that lesson activity. Did the student enjoy this? Did it seem to help the student with the problem you were trying to address? Was the student reluctant or eager to do this strategy activity? Reflect on your practice in administering this strategy; parts of the lesson that went
well, aspects of the lesson you would change, etc. Did you feel successful in administering this strategy? Will you use this in your own classroom? Explain why or why not?

**Tab 8: Student Work Samples**

You should have one student work sample for each of the seven strategies you completed with the student. These samples should be in the student's own handwriting. Please *label the work sample* with a number at the top of the page and the strategy name.

**Example:** Strategy: Think-Aloud

Work Sample Number 1

We will be learning these strategies in class and practicing them. These strategies will be your microteaching topics in this class.

**Tab 9: Student's Progress**

This will be written at the end of the study. This section should include how you feel the student progressed throughout the study. Tell if certain strategies you tried seemed to help the student more than others. Are there further issues with the child's reading that need to be addressed? Do you see improvements in certain areas, such as the child's word attack skills, etc.? If you were this child's teacher, what would be your next step to improving this child's reading skills?

**Tab 10: Reflection**

This section will tell what you learned from completing this case study. What type of experience or knowledge did you gain? How will that help you in your own classroom someday? Do you feel differently about reading instruction now that you have spent one-on-one time reading with a student? Be specific in this section. *Don't* just write, "I learned so much." Instead, tell specifically what you learned and how you think it has shaped you as a teacher.

How has completing this case study helped you understand the importance of reading instruction in the content area classes?