

EDU 230 Case Study

Williams

Participant: _____

Case Study Grade: _____

Grade	Introduction to the Case	Complexity	Application of Observation Notes/Journal	Conclusion or Summary of the Case	Technical Writing of the Case Study
A or "4"	Excellent Rationale for this study, indication of early questions, personal interest; how information was gathered	Excellent Expression of sensitivity to the complexity of the issues and challenges; anticipates alternative perspectives on the issues	Excellent Use of notes in meaningful ways and shows obvious use of evidence makes the case convincing	Excellent Synthesis highlights key issue, problem, or feature of the case, what was learned, limitations, and what should or could be done next or recommendations	Excellent Clear organization, use of paragraphs and subheadings, no grammatical errors
B or "3"	Good Clear prioritization of what was observed and information gathered	Good A basic discussion of issues and prepares one point of view rather well	Good Reference to notes and evidence highlights issues, what works or does not work	Good Key issue, problem, or feature of the case is highlighted along with what was learned and what the limitations were	Good Good organization, use of paragraphs and subheadings, few grammatical errors
C or "2"	Satisfactory Focus is on the assigned observation	Satisfactory The case is presented simplistically and in a descriptive way	Satisfactory Use of notes makes the case logical	Satisfactory What was learned and limitations are highlighted	Satisfactory Organization does not take away from the message, grammatical errors distract from the message
D or "1"	Needs Improvement Focus on the assigned observation is unclear	Needs Improvement The case is presented with obvious biases of the author; one point of view is described	Needs Improvement Little indication of evidence	Need Improvement Conclusion or summary is unrelated to what was observed	Needs Improvement Organization and grammatical errors take away from the message

Annotated Seating Chart Mr/Ms Student Teacher

Course: _____

Grades: _____

Period: ____

Front of Class

Jack Mathematics+ Reading - Athlete Student Senate	Rachel Writer Musician Verbal Organized	Phil Science + Writing - Skateboarding Works at XXX	Simon Science + Needs organization skills 6 siblings athlete	Jill Spanish first language Science + See ESL
Pat Volunteer tutor Reading + Cheerleader Ballet	Emerson See IEP Verbal Interactive Computer skills	Lily Science - Art + Analytic Computer skills	Kramer See IEP Writing - Mathematics + Swimmer	Stephanie See counselor Science + Lab assistant Religious exemptions
Zoe Mathematics + Computer skills Interactive Homework issues Academic watch	Betsy	Donna	Travis	Eileen

Back of Class

KEY: + strength - weakness shaded special needs \ top 3

Guidelines for Annotated Seating Chart: How Well Do You Know Your Students?

1. Choose a class where you will be doing the majority of your work as helper, observer, and practice teacher.
2. Research with the help of students and teachers information about the following for students who have an IEP or who have been identified under Section 504: resource room, monitoring only, test accommodations, behavior agreements, etc.
3. Survey class about student strengths, interests, extracurricular activities, employment, etc.
4. Consider your chart for teacher's eyes only
5. You can also note top, mid-level, and low achievers in this class