

EDCO 202: Case Study Description

Assignment Description: Teacher candidates collaborate with a host teacher to meet the unique needs of a learner identified as special needs learner in the context of the general education classroom. Candidates conduct a case study with an individual special needs student that consists of: (a) gathering appropriate data to inform instructional decision-making; (b) assessing the strengths and needs of the student; (c) implementing a research-supported strategy for the special needs student by co-teaching with the host teacher; (d) evaluating the impact of the strategy implementation on the student; (e) ethically communicating the results of the strategy to the host teacher and course instructor; and (f) reflecting on the field and teaching experience.

STUDY

A. Data and Analysis:

1. **Summary of Data:** Determine the student's academic and social strengths and needs by doing some or all of the following: Review the student's test scores, review the student's records (permanent, IEP/504 Plan, observational, antidotal), interview the general education teacher, interview another professional, interview the parent, and/or interview the student to gather background information (i.e. age/grade, gender, area[s] of exceptionalities, family/cultural information). Interview questions must be approved by the course instructor. Student work samples that show the student's academic abilities and/or behavioral issues must accompany the assignment submission. Write a descriptive summary of this information including specific details from the data (assessments, interviews, work samples, observations).

Provide a written description of the process used to gather the data.

2. **Analysis of Strengths and Needs:** Analyze the student's strengths and needs, including specific examples and details from the data summary. Address each of the following areas:
 - o academics,
 - o behavior,
 - o social interaction/integration, and
 - o the learner's background.

Explain how this information affects instructional planning and decisions

PLAN, TEACH, ANALYZE, REFLECT

B. Strategy Implementation: Using the information gathered from the various data sources, select a strategy to implement in collaboration with the host teacher to improve learning outcomes for the student. In this section, you will provide:

1. Justification for Strategy Selection: Justify your strategy selection based upon the summary of the learner's strengths and needs in Part A. Include data and examples when referring to your learner's strengths and needs.

2. Description of Research Supported Strategy: Describe the strategy and explain how the strategy will improve learning outcomes for the student. State one or more of the 5 Research-Based Strategies for Special Needs Students in Inclusive Classrooms that were

considered when choosing the instructional strategy. Include specific examples of how the chosen strategy will contribute to the development of academic skills or behavioral issues.

C. Plan for Use of Research-Supported Strategy: Collaborate with the host teacher to identify one lesson for strategy implementation (ex. small group reading, whole group social studies, cooperative math activity). For the lesson selected, provide an overview of the lesson using a co-teaching model(s) that includes:

- Topic/subject
- Lesson objectives
- Related standards
- Materials needed (attach)
- Method for assessment of content objectives or language development
- Step-by-step procedures for the lesson
- Co-teaching model(s) that will be used identifying the roles of the host teacher and the teacher candidate during the lesson
- Specific procedures for how the strategy will be implemented during the lesson
- The expected language development that will occur as a result of the strategy

D. Implementation of Research-Supported Strategy: After teaching is completed, explain how and why adjustments were made. (i.e. planned assessment versus actual assessment, responses to classroom environment, or unexpected events or conditions) Explain how the strategy impacted the student's academic develop or behavioral issues.

E. Assessment Results: Describe the impact the strategy had on developing the student's content understanding and/or behavioral issues using specific and objective language. Explain how you determined that the student accomplished the objective. If available, attach the assessment method (i.e. work samples, structured observations, rating systems, rubrics) and student work.

F. Reflection: Reflect on your experience in the field. Describe what happened in the field, analyze the importance of the experience related to what you learned in the classroom, and clarify how what you learned will impact the future.

See the coinciding Rubrics (below) and Submission Templates (provided by course instructor) for further directions and details about each section of the Case Study.

EDCO 202: Special Needs Case Study Part A: Rubric (a Key Assessment)

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
<p>A 1. <i>Summary of Data</i></p> <p>Teacher candidate uses data from a variety of assessments to guide instruction and accommodate diverse learning needs. (US 4, Element 2; APS 1, 3, edTPA Task 1; InTASC 1)</p>	<p>An overview of the information gathering process provides clear and concise descriptive summary of data with a student’s work sample(s) included.</p> <p>The data summary reflects thorough and specific details from a variety of sources appropriate to what is known or unknown about the learner’s:</p> <ul style="list-style-type: none"> • academics, • behavior, • social interaction/ integration, and • background. <p>10 points</p>	<p>An overview of the information gathering process provides descriptive summary of data with a students work sample(s) included.</p> <p>The data summary reflects information from different sources (record review and interview) and provides an adequate overview of what is known or unknown about the learner’s:</p> <ul style="list-style-type: none"> • academics, • behavior, • social interaction/ integration, and • background. <p>8-9 points</p>	<p>Data summary reflects general, vague, or irrelevant information.</p> <p>0-7 points</p>
<p>A 2. <i>Assessment of Strengths and Needs</i></p> <p>Teacher candidate analyzes relevant motivational and contextual factors that</p>	<p>The analysis of the learner’s strengths and needs strongly aligns with the data summary, and it is supported by specific examples and details from the data (assessments, interviews, work samples, or observations).</p>	<p>The analysis references the data summary (assessments, interviews, work samples, or observations) to provide an overview of the learner’s strengths and needs.)</p>	<p>Analysis is general with limited discussion of:</p> <ul style="list-style-type: none"> • academics, • behavior, • social interaction/integration, and

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<p>influence learning to meet the needs of all learners. (US 1, Element 2; APS 1, edTPA Task 1; InTASC Standard 1)</p>	<p>The analysis includes a thorough discussion of:</p> <ul style="list-style-type: none"> • academics, • behavior, • social interaction/integration, and • the learner’s background. <p>10 points</p>	<p>The analysis adequately addresses:</p> <ul style="list-style-type: none"> • academics, • behavior, • social interaction/integration, and • the learner’s background. <p>8-9 points</p>	<ul style="list-style-type: none"> • the learner’s background. <p>0-7 points</p>
<p><i>Ethical Communication of Results</i></p> <p>Teacher candidate effectively and ethically communicates assessment information to host teacher and course instructor. (US 4, Element 3; Disposition 2 – Fairness; APS 7; InTASC 9)</p>	<p>Teacher candidate informs the readers while demonstrating respect for the confidentiality and dignity of the Special Needs student and exhibits advocacy for the rights of Special Needs students.</p> <p>2 points</p>	<p>Teacher candidate informs the readers while demonstrating respect for the confidentiality and dignity of the Special Needs student.</p> <p>1 point</p>	<p>Teacher candidate demonstrates a lack of respect for the confidentiality and dignity of the Special Needs student.</p> <p>0 points</p>
<p><i>Conventions</i></p> <p>Teacher candidate demonstrates effective external written communication that is appropriate for the intended</p>	<p>Case study is highly organized. Teacher candidate consistently uses professional, comprehensible language appropriate for host teacher and instructor and employs standard English with no errors in written</p>	<p>Case study is organized and exhibits acceptable use of professional language use. Every component of the case study employs standard English with minimal errors in written conventions (spelling, punctuation, and grammar).</p>	<p>Case study contains noticeable errors in written conventions (spelling, punctuation, and grammar) and lack of professional language.</p>

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
audience and uses standard English. (Disposition 3, Communication; APS 10)	conventions (spelling, punctuation, and grammar). 2 points	 1 point	 0 points

**EDCO 202: Special Needs Student Case Study Parts B-F: Plan, Teach, Analyze, Reflect
Rubric (Key Assessment)**

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
B1. <i>Justification for Strategy Selection</i> Teacher candidate uses data from a variety of assessments to guide instruction and accommodate diverse learning needs. (US 4, Element 2, APS 1, 3; edTPA Task 1; InTASC 1, 7)	A clear justification for the strategy selection: <ul style="list-style-type: none"> Specifically relates to what was discovered about the learner's strengths and needs in Case Study Part A. Includes data (assessments, interviews, work samples, or observations) details and examples to describe the learner's strengths and needs. 5 points	A justification for the strategy selection relates to learner's strengths and needs in Case Study Part A. Includes data (Assessments, interviews, work samples, or observations) to describe the learner's strengths and needs. 4 points	The justification states strengths and/or needs referenced in Case Study Part A. 0-3 points
B2. <i>Description of Strategy Selected</i>	A detailed description of the strategy selected is provided and includes specific examples for	Provides a detailed description of the strategy.	Provides a general or vague description of the strategy.

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<p>Teacher candidate selects differentiated learning strategies that address diverse learner needs. (US 1, Element 3; APS 2, edTPA Task 1, 2; EEDA 7; InTASC 8)</p>	<p>how the strategy may be used in the classroom.</p> <p>The description includes specific examples of how the chosen strategy will contribute to the development of academic skills.</p> <p>States the Research-Based Strategy for Special Needs Students in Inclusive Classrooms that was considered when choosing the strategy and explains how this strategy supports the needs of the student.</p> <p>5 points</p>	<p>The description includes how the chosen strategy will contribute to the development of content language skills in one or more language domains (listening, speaking, reading and writing).</p> <p>States the Research-Based Strategy for Special Needs Students in Inclusive Classrooms that was considered when choosing the strategy.</p> <p>4 points</p>	<p>0-3 points</p>
<p>C. <i>Plan for Use of Research-Supported Strategy</i></p> <p>Teacher candidate plans models of co-teaching to support learning. (US 5, Element 4. edTPA Task 1; InTASC 7)</p>	<p>Lesson plan includes:</p> <ul style="list-style-type: none"> • Topic/subject; • Lesson objective(s); • Related standard(s); • Materials needed (attached or inserted); • An assessment for determining the extent to which the learner will achieve the expected learning objective(s); 	<p>Lesson plan includes:</p> <ul style="list-style-type: none"> • Topic/subject; • Lesson objective(s); • Related standard(s); • Materials needed (attached or inserted); • The expected development that will occur as a result of the strategy; • An assessment for determining the extent to which the learner 	<p>Lesson plan includes:</p> <ul style="list-style-type: none"> • Topic/subject; • Lesson objectives; • Relevant standards; • Material needs (stated but not provided); • The expected development that will occur as a result of the strategy; • An assessment for determining the extent to which the learner will

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<p>Teacher candidate plans instruction that allows learners to use academic language to express content understanding. (US 5, Elementary 4; edTPA Task 1, APS 2)</p>	<p>AND</p> <p>Step-by-step procedures for the lesson that clearly and specifically define:</p> <ul style="list-style-type: none"> • How the lesson objective will be accomplished; • The role of the host teacher and the teacher candidate; • How the strategy will be used during the lesson and how that strategy will support the needs of the learner. <p>20 points</p>	<p>will achieve the expected learning objective(s);</p> <p>AND</p> <p>Step-by-step procedures for the lesson that define:</p> <ul style="list-style-type: none"> • How the lesson objective will be accomplished; • The roles of the host teacher and the teacher candidate; • How the strategy will be used during the lesson. <p>16-19 points</p>	<p>achieve the expected learning objective (s); and</p> <ul style="list-style-type: none"> • An overview of the lesson. <p>0-15 points</p>
<p><i>D. Implementation of Research-Supported Strategy</i></p> <p>Teacher candidate uses self-reflection to evaluate and improve professional practice. (US 7, Element 1; APS 7, edTPA Task 2, 3; InTASC 9)</p>	<p>Provides a clear and concise explanation of how and why adjustments were made (planned assessment versus actual assessment, responses to classroom environment, or unexpected events or conditions).</p> <p>Explains how the strategy impacted the student’s academic and/or behavior development and refers to specific examples from instruction.</p>	<p>Provides evidence that the strategy was implemented appropriately including an explanation of how and why adjustments were made (planned assessment versus actual assessment, responses to classroom environment, or unexpected events or conditions).</p> <p>Explains how the strategy impacted the student’s academic and/or behavior development.</p>	<p>Provides a general, unclear, or vague explanation of adjustments to the plan or how it impacted academic and/or behavior development.</p>

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
	15 points	12-14 points	0-11 points
<p>E. Assessment Results</p> <p>Teacher candidate uses assessment results to determine impact on learning. (US 4, Element 2; APS 7, edTPA Task 3; EEDA 7; InTASC 6)</p>	<p>Uses specific assessment data to objectively describe the impact the strategy had on the student’s learning.</p> <p>Explains the degree to which the learner met identified content objective. Provides work sample(s) with an analysis of the student’s ability to accomplish the content objective.</p> <p>Clearly references the assessment data with examples of how data is reflected in the work sample or description of student performance.</p> <p>5 points</p>	<p>Uses assessment information to describe the impact the strategy had on developing the student’s content understanding.</p> <p>Explains the degree to which the learner met identified content objective. Provides work sample(s) or describes what as said/done by the student to accomplish the content objective.</p> <p>References the assessment data and how it is reflected in the work sample or description of student performance.</p> <p>4 points</p>	<p>Assessment results consist mainly of subjective statement, (“He did well.”).</p> <p>0-3 points</p>

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<p>F. Reflection</p> <p>Teacher candidate uses self-reflection to evaluate and improve professional practice. (US 7, Element 1, edTPA Task 3)</p> <p>Teacher candidate maintains high expectations for the achievement of learners by discussing future goals. (US 7; , Element 2; APS 10; edTPA Task 3; InTASC 9)</p>	<p>Reflection provides clear and detailed thoughts that include:</p> <ul style="list-style-type: none"> • a description to create the basis for the reflection • an analysis that demonstrates the importance of the experience related to what the teacher candidate learned in class • a reflection that clarifies how what has been learned will impact the future. <p>20 points</p>	<p>Reflection provides thoughts that include:</p> <ul style="list-style-type: none"> • a description to create the basis for reflection • an analysis that demonstrates the importance of the experience related to what the teacher candidate learned in class • a reflection that clarifies how what has been learned will impact the future. <p>16-19 points</p>	<p>Reflection is minimal and provides little information to demonstrate that the teacher candidate uses self-reflection to improve professional practice and/or discuss future goals.</p> <p>15-0 points</p>
<p>Ethical Communication of Results</p> <p>Teacher candidate ethically communicates assessment information to host teacher and course instructor. (US 4, Element 3; APS 7, edTPA Task 3)</p>	<p>Teacher candidate informs the readers while demonstrating respect for the confidentiality and dignity of the Special Needs Student and exhibits advocacy for the rights of Special Needs Learner.</p> <p>3 points</p>	<p>Teacher candidate informs the readers while demonstrating respect for the confidentiality and dignity of the Special Needs Learner.</p> <p>2 points</p>	<p>Teacher candidate demonstrates a lack of respect for the confidentiality and dignity of the Special Needs Learner.</p> <p>0-1 points</p>
<p>Conventions</p>	<p>Case study is highly organized. Teacher candidate consistently uses professional,</p>	<p>Case study is organized and exhibits acceptable use of professional language use. Every</p>	<p>Case study contains noticeable errors in written conventions (spelling, punctuation, and</p>

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<p>Teacher candidate demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. (Disposition 3, Communication; APS 10)</p>	<p>comprehensible language appropriate for host teacher and instructor and employs standard English with no errors in written conventions (spelling, punctuation, and grammar). 3 points</p>	<p>component of the case study employs standard English with minimal errors in written conventions (spelling, punctuation, and grammar). 2 points</p>	<p>grammar) and lack of professional language. 0-1 points</p>