

# Mastering Common Core Instructional Shifts in ELA: Case Study Students

## Overview of Case Study Student Work:

Choosing case study students allows participants to look at student work to identify and address gaps. In the 2013-2014 NYC DOE citywide instructional expectations, teachers are asked to “adjust their lessons, units, and classroom assessment to address the gap between what the standards require and what their students know and are able to do” (p. 3). Over the course of this professional learning series, teachers will focus on how a range of students are engaging with and performing on tasks aligned to Common Core Standards to identify the gaps in what the standards require and what students know and are able to do. Through the portfolio experience, teachers will plan for instruction to address these gaps, using strategies including close reading, text-dependent questioning, and other instructional approaches to helping students engage with complex texts successfully.

## Procedure for Selecting Case Study Students and Collecting Student Work:

1. Carefully consider your current group of students (or for literacy coaches, consider the students in the classrooms where you work directly with teachers). Choose 2 students whose learner profiles stand out to you. There are no specific requirements for which students you choose. Consider factors such as Special Education services, English language proficiency, performance on grade-level assessments, independent reading level. Choose two students who will help you better understand your students’ needs, strengths, and interests as you work incorporate more complex texts and close reading and text-dependent questioning strategies.
2. Write a short reflective piece (one paragraph per student). Answer these questions for each student: *Why did you choose this student? What are the particular questions you wonder about?*
3. Record any relevant demographic information, such as age, gender, race/ethnicity, family income-level, English proficiency, Special Education services, interests, etc.
4. Collect and organize student work. Consider different types of sources. At first, collect randomly to help your team understand who your case study student is and to capture struggles, strengths, and/or interests that relate to ELA learning and achievement. Potential sources include:
  1. Diagnostic and summative literacy assessments
  2. Formative literacy assessments from classroom learning, including discussion or question-and-answer during the lesson (captured by observation notes, video, audio), homework exercises, conferencing (captured by observation notes, video, audio), Running Records, graphic organizers, exit slips, think-pair-share (captured by observation notes, video, audio), etc.
  3. Learner profile (depending on school, these are created by Special Education, ESL, and/or General Education teachers)
  4. Any student work related reading complex texts and/or using close reading and text-dependent reading strategies.
5. Keep student information *confidential*. **Please remove all identifying information from student work you include in your portfolio.** Please create a pseudonym for each student.
6. Come to our next session *ready to discuss your case study students* and ready to *share samples of student work*.

# Case Study Student 1

Student Pseudonym:

Grade:

Why did I choose this student? What are my particular questions about this learner?

## Relevant Demographic Information

(age, gender, race/ethnicity, family income-level, English proficiency, Special Education services, interests, etc.)

## List of Collected Student Work for Portfolio (October – February)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

# Case Study Student 2

Student Pseudonym:

Grade:

Why did I choose this student? What are my particular questions about this learner?

## Relevant Demographic Information

(age, gender, race/ethnicity, family income-level, English proficiency, Special Education services, interests, etc.)

## List of Collected Student Work for Portfolio (October – February)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

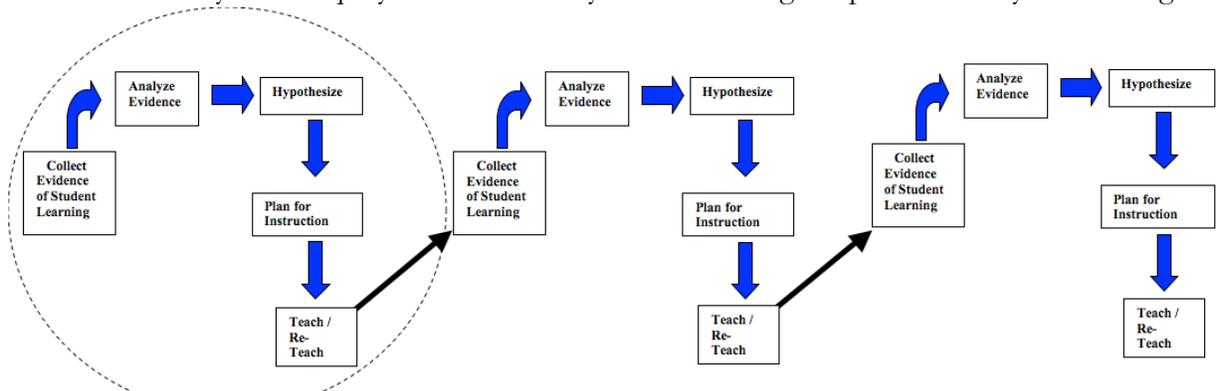
# Mastering Common Core Instructional Shifts in ELA: Teacher Portfolio

## Overview of Case Study Student Work:

Given the context of implementing a new teacher evaluation system and using the Danielson framework to support teacher learning and growth, teachers and principals will benefit from the deliberate work teachers engage in to build a portfolio that demonstrates their learning and growth over the five months of the workshop series. Each teacher's portfolio will include lessons, classroom assessments, and other artifacts selected by teachers to demonstrate their use of close reading, text-dependent questioning, and/or other instructional approaches that helped their case study students more successfully engage with complex texts. These portfolios *can* be shared with principals to demonstrate teachers' work in the Danielson framework.

## Procedure for Teacher Portfolio:

1. Choose a focus for your portfolio. This is your personal lens for narrowing down what you want your portfolio to focus on during the professional learning series. Some teachers may choose to use the Danielson Framework for their portfolio focus; for example, *1e: Designing Coherent Instruction*. Other teachers may choose to align their portfolio to their school's instructional focus for the year, such as *differentiation* or *collaborative learning*. Still other teachers, will choose a focus that is tailored to their individual questions and interests, such as *supporting English learners who are newcomers to the US* or *using text-based argumentation in lessons*.
2. Write down your portfolio focus.
3. Collect and organize artifacts of your planning work and instruction related to close reading, text-dependent questioning, and scaffolding complex text work with your students. Consider different types of sources that Potential sources include:
  - a. Texts selected *with short reflective writing piece* (2-3 sentences) about **why you selected it** and **how you see the text aligning to Common Core** expectations for text complexity.
  - b. Planning materials (lesson plans, unit plans, curriculum maps) that relate to the instructional interventions incorporating close reading, text-dependent questioning, and scaffolding complex text work with your students.
  - c. Instructional materials (graphic organizers, tests/quizzes, homework and other assignments, etc.) that relate to the instructional interventions incorporating close reading, text-dependent questioning, and scaffolding complex text work with your students.
4. Come to our next session *ready share samples of your planning and instructional materials*.
5. Consider the cycle of inquiry below for how you will be using the portfolio for your learning.



# Teacher Portfolio

Teacher Name:

School:

Grade/Role/Subject:

Portfolio Focus:

List of Collected Artifacts (October – February):

(lessons, units, assessments, texts, and other instructional/planning materials)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.