Case Study Assignment

How do you make decisions about instruction that are appropriate for various children in the same classroom? This is a question that teachers never cease asking. You will design a case study of a student who struggles with reading foundational skills* (e.g., print concepts, phonological awareness, phonics and word recognition, fluency, etc.) in your class. This case study will include background information, assessments, lesson plans, reflections, and student work. Remember that information that discloses the identity (e.g., last name, social security number or student number) of a student should never be used or reproduced. You should use the first name only of your student. This assignment should be written in Times font and 1.5 spacing. Use the headings below as you write your assignment. Submit the case study to Canvas on the assigned date.

**** Section A: Student Profile (2-3 pages)**

a. Observe the children in your classroom at five different times for approximately 15 minutes each time. Do this while they engage in a variety of activities. Take some notes (e.g. Who seems to be on task?; Who is able to work independently?; Who is struggling?; Who has lost interest?; Who seeks help from others?; Why do you think these behaviors are occurring?)

b. With the help of your teacher, select one child who is having difficulty or delayed experiences as their language arts processes emerge. Develop a profile. What does he/she look like as a learner? What are his/her behaviors/characteristics? Think about all influential dimensions. What types of reading/language arts behaviors are occurring? How are you determining this? At what level is your student reading? What does he/she look like as a writer? What is the student's proficiency with language? In addition, administer ONE of the Attitude & Interest Surveys (in Canvas) in order to get a more robust picture of your student. Add this information to your student profile.(1-2 pages)

****Section B: Assessments, Analysis & Planning Instructional Design (5-6 pages depending on length of assessments)**

a. Administer 3 assessments and include samples of these assessments. Assessments should measure a variety of literacy proficiencies so consider using ones that measures reading, phonics, comprehension, etc.
b. Analysis & Planning Instructional Design: Reflect on the child's performance on these assessments to identify target areas of instruction. Be specific with your analysis. ***In your analysis, notice patterns, outliers, generalizations, and other information. Give specific examples to support the claims you make***. (1-2 pages; 1 paragraph per assessment)

****Section C: Instruction (6 pages)**

a. **Lesson Plans**: Teach at least three different lessons that are aligned to your analysis of the 3 different assessments you administered and include a reading foundation skill. These lessons may be taught either individually or when your student is working with other children who have shared strengths and needs. At the top of your lesson plan, indicate which assessment the lesson is aligned to. Include your cohort's lesson plan format for each including a reflection of the lesson. *Reflect on the assessment*

decisions you made, your goals, your teaching, the child's performance, and your next steps in instruction.

****Section D: Post Assessments to Modify Instruction (5-6 pages depending on length of assessments)**

a. After teaching at least three lessons, re-administer the assessments. For example, if your lessons focused on letter recognition, then re-administer the Letter Identification subtest/post-test. Analyze these results. What kind of progress was made? What changes do you recommend for future instruction? Include assessments and analysis for each of the 3 assessments. ***In your analysis, notice patterns, outliers, generalizations, and other information. Give specific examples to support the claims you make. Compare post-assessment data with the pre-assessment data.*** (1-2 pages; 1 paragraph per assessment)

****Section E: Reflection (1-2 pages)**

a. Review your notes on your planning, assessment, and instructional processes. To what extent did your teaching practices facilitate student understanding? How did these processes contribute to or detract from student learning? What changes will you make in your teaching practices based on what you now know about the assess-diagnose-instruct-reflect cycle?

****Section F: Student Work (page number varies)**

Throughout this semester, pay close attention to this student. Work with this child as often as possible (individually or in a group setting). Develop a portfolio (collection of artifacts) for the child that illustrates his/her academic progress during the time period you are assigned to the classroom. In addition to assessments, collect your observations, writing samples, work that accompanies lesson plans, student self-assessments, lists of books read by the student, results of standardized tests, and anything else you use to make decisions about the appropriate instruction for this child.

****Reading Foundational Skills***

Students who develop automaticity with print—recognizing most words instantly, decoding new words rapidly, and encoding words with little effort—are best positioned to make significant strides in making meaning with increasingly complex text, expanding their language, expressing themselves effectively, and gaining and constructing knowledge. Below are key reading foundational skills for individuals to acquire as a part of a comprehensive literacy approach.

***Print concepts** include the organization and basic features of print. Among these are that English is read from left to right, top to bottom, and page by page; spoken words are represented in written language by specific sequences of letters; words are separated by spaces; and sentences are distinguished by certain features, such as capitalization of the first word and use of ending punctuation. Print concepts also include recognizing and naming upper- and lowercase letters of the alphabet.*

Phonological awareness *is the awareness of and ability to manipulate the sound units of spoken language. Sound units include syllables, onsets and rimes (subsyllabic units consisting of the sound(s) preceding the vowel and the vowel and subsequent sounds), and phonemes (the smallest units of speech sounds, that is, individual speech sounds).*

Phonics and word recognition *standards include knowledge of letter-sound and spelling- sound correspondences, knowledge of word parts (syllables and morphemes), and recognition of irregularly spelled words. As readers, individuals use this knowledge to decode and identify words in written language.*

Fluency *is the ability to read with accuracy, appropriate rate (which requires automaticity, discussed below), and prosody.*