

**ED 285 CLASSROOM CASE STUDY**

<p align="center"><b>Criteria</b></p>	<p align="center"><b>Meets with Excellence (ME)</b> *</p> <p align="center"><b>Demonstrates excellent achievement of the targeted SLOs (Benchmarks)</b></p>	<p align="center"><b>Meets with Proficiency (MP)</b> *</p> <p align="center"><b>Demonstrates acceptable achievement of the targeted SLOs (Benchmarks)</b></p>	<p align="center"><b>Developing Proficiency (DP)</b> *</p> <p align="center"><b>Is approaching acceptable achievement of the targeted SLOs (Benchmarks)</b></p>	<p align="center"><b>Well Below Proficiency (WB)</b> *</p> <p align="center"><b>Does not demonstrate acceptable achievement of the targeted SLOs (Benchmarks)</b></p>	<p align="center"><b>Score</b></p>
<p><b>Part 1a. Observation- record and describe</b></p> <p align="center"><b>(65 points)</b></p>	<p>Observations of all classroom management elements are clearly and accurately explained with clear detail.</p> <p align="center">(65-55 points)</p>	<p>Observations of most classroom management elements are mostly explained with clear detail.</p> <p align="center">(54-40 points)</p>	<p>Observations of some classroom management elements are somewhat explained with some detail.</p> <p align="center">(39-20 points)</p>	<p>Observations of classroom management elements are not explained.</p> <p align="center">(19-0 points)</p>	
<p><b>Part 1b. Observation- analyze 4 elements of the classroom</b></p> <p align="center"><b>(35 points)</b></p>	<p>The relationship between classroom context and the beginning teachers role are clearly and accurately analyzed for their importance.</p> <p align="center">(35-30 points)</p>	<p>The relationship between classroom context and the beginning teachers role are mostly analyzed for their importance.</p> <p align="center">(29-25 points)</p>	<p>The relationship between classroom context and the beginning teachers role are somewhat analyzed for their importance.</p> <p align="center">(24-15 points)</p>	<p>The relationship between classroom context and the beginning teachers role are not analyzed for their importance.</p> <p align="center">(14-0 points)</p>	
<p><b>Part 2a. Interview- present teacher's thoughts on management and career</b></p> <p align="center"><b>(50 points)</b></p>	<p>75% or more of the elements of classroom management and career issues are presented with clear detail.</p> <p align="center">(50-40 points)</p>	<p>75%-50% of the elements of classroom management and career issues are presented with mostly clear detail.</p> <p align="center">(39-30 points)</p>	<p>50%-25% or more of the elements of classroom management and career issues are presented with some detail.</p> <p align="center">(29-20 points)</p>	<p>Less than 25% of the elements of classroom management and career issues are presented with little or no detail.</p> <p align="center">(19-0 points)</p>	
<p><b>Part 2b. Interview- analysis of 2 statements made by teacher</b></p>	<p>The analysis is clearly connected to the role of the teacher in creating positive learning environments for all students and examines career</p>	<p>The analysis is mostly connected to the role of the teacher in creating positive learning environments for all students and examines career</p>	<p>The analysis is somewhat connected to the role of the teacher in creating positive learning environments for</p>	<p>The analysis is not connected to the role of the teacher in creating positive learning environments for all students and</p>	

	realities of the classroom teacher.	realities of the classroom teacher.	all students and examines career realities of the classroom teacher.	examines career realities of the classroom teacher.	
<b>(50 points)</b>	(50-40 points)	(39-30 points)	(29-20 points)	(19-0 points)	
<b>Part 3a. Reflection- Reflect on service/experience</b>	Reflection on your service/experience is thoughtful, clear, and detailed.	Reflection on your service/experience is mostly thoughtful, clear, and detailed.	Reflection on your service/experience is somewhat thoughtful, clear, and detailed.	Reflection on your service/experience is not thoughtful, clear, or detailed.	
<b>(10 points)</b>	(10-9 points)	(8-7 points)	(6-5 points)	(4-0 points)	
<b>Part3b. Reflection- Reflect on teacher style</b>	Reflection on teacher style is thoughtful, clear, and detailed.	Reflection on teacher style is mostly thoughtful, clear, and detailed.	Reflection on teacher style is somewhat thoughtful, clear, and detailed.	Reflection on teacher style is not thoughtful, clear, or detailed.	
<b>(10 points)</b>	(10-9 points)	(8-7 points)	(6-5 points)	(4-0 points)	
<b>Part 3c. Reflection- Reflect on your goals</b>	Reflection on your career goals is thoughtful, clear, and detailed.	Reflection on your career goals is mostly thoughtful, clear, and detailed.	Reflection on your career goals is somewhat thoughtful, clear, and detailed.	Reflection on your career goals is not thoughtful, clear, or detailed.	
<b>(30 points)</b>	(30-20 points)	(19-10 points)	(9-5 points)	(4-0 points)	
<b>Part 4. Multimedia Elements</b>	Case study contains multiple mediums including audio, visual, and text.	Case study contains more than one medium including audio, visual, and text.	Case study contains only one medium.	Case study does not contain any information.	
<b>(25 points)</b>	(25-20 points)	(19-15 points)	(14-10 points)	(9-0 points)	
<b>Part 5. Service Learning Forms</b>	Case study includes two or more of the following forms, including: contact emails, initial meeting form, service learning questionnaire completion confirmation, <u>and</u> contains the service learning verification form.	Case study includes one of the following forms, including: contact emails, initial meeting form, service learning questionnaire completion confirmation, <u>and</u> contains the service learning verification form.	Case study contains the service learning verification form.	Case study does not include forms and does not contain the service learning verification form.	
<b>(25 points)</b>	(25-20 points)	(19-15 points)	(14-10 points)	(9-0 points)	
<b>Total (300 points)</b>					