




Learning Community Case Study

(200 points)

What is the Assignment?

- Create a case study of the school you hope to work at someday by examining its learning community and how you will support each part of the learning community listed below* (Please see extended instructions for resources to complete assignment)



THINGS TO DO

- Part 1: Students
 - Part 2: Teachers
 - Part 3: Parents/Families
 - Part 4: School
- Before you begin, make sure that you are comfortable with the school indicated in your professional development plan as your choice for this case study.
 - You are free to change your school choice from your professional plan. It is okay to also choose private schools or mainland schools – the idea here is that you choose a school that you imagine yourself working at someday and want to examine that school closer!
 - Consider choosing a school where you can visit or volunteer. **You are NOT REQUIRED to go to the school**, but the assignment becomes much more meaningful if you can experience first-hand what you discovered about the learning community.

***NOTE:** Substitute “School Learning Community” with “Counseling Learning Community”, “Administration Learning Community”, etc., if other career is planned other than teaching.

- **Plan ahead:** You have **4 weeks** to complete all sections (Students, Teachers, Parents & Schools)
- **Submission:** [Submit to Laulima Assignments](#) by the due date handout found in Modules.
- **Video Instruction:** [Click here if you need instructor to talk you through the assignment](#)

How is the Assignment Graded?

- An “A” paper will have the following criteria: [Click here for the overall scoring rubric](#)



- Each of the four parts of the case study will need to
 - Include topics from the required sections for each part.
 - Include 2 strategies of support for each part.
 - Include answers that are appropriate and in-depth (6 sentences/bullets)
 - Include at 3 connections to text/web/personal resources to support answers

What Does an “A” Assignment Look Like?

PLEASE USE EXAMPLES ONLY AS A GUIDE AND DO NOT COPY DIRECTLY INTO YOUR OWN WORK!

- Example #1 – [Case Study Part I & II \(Students & Teachers\)](#)
- Example #1 – [Case Study Part III & IV \(Parents & School\)](#)
- Example #1 – [Case Study Part I-IV \(with instructions embedded\)](#)
- Example #1 - [Making Citation/References Examples](#)

A+

Why Are We Doing This Assignment?

Teaching does not take place in a vacuum. Everything you do as a teacher has some impact on your students and their families, the school staff and administration, and the community. Knowing your learning community provides you with the context to better support your students and school reach their goals. This assignment is designed for you to begin developing a better understanding of the educational environment in which you would like to belong by examining students, teachers, parents, and the school itself. This assignment will become part of your teaching portfolio in ED 295 Service Learning.



Extended Assignment Instructions & Comments

Suggestions for creating your Case Study Learning Community.

- **Focus on what you think is important in your case study learning community.**
 - There are required elements in the case study; however, in those required elements choose a few areas that are meaningful to you and focus your examination on those aspects. For example, student bullying, standardized testing, merit-based pay, etc.
- **Use text/web/personal resources to provide you with more information about case study**
 - Use the text, the internet for news articles, websites, etc., interviews with learning community members, and your own personal stories to create a more in-depth profile of your case study. This is especially important if your learning community is a private or mainland school where information is not as readily accessible. PLEASE MAKE SURE TO CITE ALL RESOURCES USED. ([Click here for example reference page](#))
- **Learning Community does not have to be written as long as it is communicated clearly.**
 - The Learning Community Case Study does not have to consist of written paragraphs, but can be communicated in any type of multimedia: PowerPoint, Prezi, video, flowchart, etc.

Part 1: Students

The most important part of a learning community is your students. Effective educators know their students well: their background, social issues, activities, and legislative rights, and how to support them. Thus, in Part 1 of your case study, you will be examining your students at your school in those five areas.

Each section is required, but you may choose to examine any areas under each section that is meaningful to you and your students at your school.

1A. Student Background – What are your students’ demographics and socio-economic status (SES)?

1B. Student Social Issues – What are the current social issues facing your students?

1C. Student Social Influences – What are your students into? Activities, Media, Hobbies, Health

1D. Student Rights – What rights do your students have at your school?

1E. Student Support – How can you support your students at your school?

Section	Possible Topics	ED 290 Textbook and Possible Resources
1A. Student Background “Who are my students?”	<ul style="list-style-type: none"> • Enrollment • Race and Ethnicity • Immigration • Socio-economic status • Special Education • English Language Learners 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #166-173) for a general overview of students’ background. • View your school’s DOE School Status and Improvement Reports • DOE Website – Examine Student Resources
1B. Student Social Issues “What challenges do they face?”	<ul style="list-style-type: none"> • Homelessness or Poverty • Child Abuse • Bullying/School Safety • Suicide • Sexuality and Pregnancy • Drugs/Substance Abuse • Prejudice/Discrimination • Truancy or Dropout • Obesity or Health Issues 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #200-218) for a general overview of students’ social issues. • View your school’s DOE School Status and Improvement Reports
1C. Student Social Influences “What are they into?”	<ul style="list-style-type: none"> • Sports or Clubs or Hobbies • Health and Wellness • Television or Video Games • Social Media • Latest Trends 	<ul style="list-style-type: none"> • Interview a student typical of your school and ask him/her about social influences. • View the DOE Wellness Guidelines website • Search the internet for latest trends influencing your students.(e.g., pogs, kendamas)
1D. Student Rights “What are their rights?”	<ul style="list-style-type: none"> • Examine TWO laws that protect or limit your students’ rights at your school 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #281 -291) for a general overview of students’ legislative rights and a list of specific laws to choose from.
1E. Student Support “How will I support students?”	<ul style="list-style-type: none"> • Describe at least 2 ways that you can support your students based on the topics you chose above. 	<ul style="list-style-type: none"> • For example, if you examined student bullying at your school, then what would you do to support your students as their teacher?

Part 2: Teachers

Part of being in a learning community is collaborating with and supporting your peers. Teaching is difficult when you feel isolated, so knowing who your fellow teachers and staff are and their backgrounds at the school that you would like to teach at is critical to your success. In this second part of your case study, you will be examining the faculty and staff at your school in terms of their background, issues, and rights, and then how you might support your colleagues.

Each section is required, but you may choose to examine any areas under each section that is meaningful to you and your students at your school.

2A. Teacher Background – What is the background of teachers and staff at your school?

2B. Teacher Issues – What are the current issues facing you as a teacher at your school?

2C. Teacher Rights – What rights do you have as a teacher at your school?

2D. Teacher Support – How can you support your fellow teachers and staff at your school?

Section	Possible Topics	ED 290 Textbook and Other Resources
2A. Teacher Background “Who are my colleagues?”	<ul style="list-style-type: none"> • Educational Background • Teaching Experience • Ethnicity 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #4 - 6) for a general overview of teachers’ background • View your school’s DOE School Status and Improvement Reports • DOE Website – Examine Teacher Resources
2B. Teacher Issues “What challenges do we face?”	<ul style="list-style-type: none"> • Burnout • Demand/Shortages • Teacher-Student Ratio • Finding Resources • Professional Responsibility • Performance-Based Pay • Teacher Certification • Pay/Benefits • Working Conditions/Safety • Developing as a Teacher 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #7 - 11) for a general overview of teachers’ issues • View your school’s DOE School Status and Improvement Reports • View how the DOE will assess you as a teacher! • Interview a teacher at your school and ask him/her about issues that teachers face.
2C. Teacher Rights “What are my rights?”	<ul style="list-style-type: none"> • Examine TWO laws that protect or limit teachers’ rights at your school. 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #273-282) for a general overview of teachers’ legislative rights and a list of specific laws to choose from.
2D. Teacher Support “How will I support my colleagues?”	<ul style="list-style-type: none"> • Describe at least 2 ways that you can support your colleagues based on the topics you chose above. 	<ul style="list-style-type: none"> • For example, if you examined teacher burnout at your school, then what would you do to support your colleagues?

Part 3: Families

One of the most important components, and often ignored, of a learning community are the parents, guardians, and families of the children that you teach. Most of Hawaii’s schools embrace the concept of School Community Councils (SCC), which involves shared decision-making, encourages parental participation, provides administrative flexibility, and empowers school communities. In this third section of your case study, you will be examining the families and the surrounding community at your school.

Each section is required, but you may choose to examine any areas under each section that is meaningful to you and your students at your school.

3A. Family Background – What is the background of families/community at your school?

3B. Family Support – How can you support your families/community at your school?

Section	Possible Topics	ED 290 Textbook and Other Resources
3A. Family Background “Who are my families?”	<ul style="list-style-type: none"> • Types of Families • Community Population • Ages/Income/Level of Education 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #197-200) for a general overview of families’ background • View your school’s DOE School Status and Improvement Reports • School Community Councils (SCC)
3B. Family Support “How will I support my families?”	<ul style="list-style-type: none"> • Describe at least 2 ways that you can support your families and community as a teacher at your school 	<ul style="list-style-type: none"> • For example, if you examined that your community has a high homeless population then what would you do as a teacher in your school to support your families? • Hawai`i State Parent Teacher Association Guides • DOE Website – Examine Resources for Supporting Parents • DOE Website – Examine Resources for Parents

Part 4: School

In this fourth and final section of your case study, you will be exploring the last piece of the learning community which is the school itself. A school’s mission and culture, academic and social programs, history, financial, and administrative forces provide the framework that keeps students, faculty and staff, and the family and community working together in order to best serve its future citizens.

Each section is required, but you may choose to examine any areas under each section that is meaningful to you and your students at your school. For the areas indicated by “include this topic” means that you would make sure to include that topic in your Case Study.

4A. School Background – What is the background of your school?

4B. School Purpose: What is the mission and school culture of your school?

4C. School Programs: What are the academic and social programs at your school?

4D. School Performance – What is the current performance of your school?

4E. School Control and Finances – Who controls your school and its finances?

4F. School History – What is the educational history behind your school? (4F. No longer required- Extra Credit)

4G. School Support – How can you support your school?

Section	Possible Topics	ED 290 Textbook and Other Resources
4A. School Background “What is your school’s background?”	<p>School Type (Include this topic)</p> <ul style="list-style-type: none"> • Public School <ul style="list-style-type: none"> ○ Magnet, Charter, Virtual • Private School • Home School • Early Childhood <p>School Location (Include this topic)</p> <ul style="list-style-type: none"> • Rural Community • Suburban Community • Urban Community 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #148-161) for a general overview of school type and location. • View your school’s DOE School Status and Improvement Reports • Find your school’s website (website link on the right).
4B. School Purpose “What is the mission and culture of your school?”	<p>Mission/Purpose (Include this topic)</p> <ul style="list-style-type: none"> • Social Efficiency • Social Mobility • Career and College Ready • Citizenship • Social Development • Cultural Transmission <p>School Culture (Include this topic)</p> <ul style="list-style-type: none"> • Common Culture • Culture of Families • Cultural Values • Culture of Schools 	<ul style="list-style-type: none"> • Read Text pdf (pgs. #139-147) for a general overview of school mission/purpose and school culture. • View your school’s DOE School Status and Improvement Reports • Find your school’s website (website link on the right). • View all your school’s academic and financial documents
4C. School Programs “What programs does	<ul style="list-style-type: none"> • School Curriculum • Social/Moral Education • Sports, Clubs, and Activities • Special Needs Curriculum 	<ul style="list-style-type: none"> • View your school’s DOE School Status and Improvement Reports • Find your school’s website (website

your school offer?"	<ul style="list-style-type: none"> Running Start/A+/Summer/Other? 	link on the right).
4D. School Performance "How is your program doing?"	<p>Academic (Include this topic)</p> <ul style="list-style-type: none"> Strive HI Performance (replaces No Child Left Behind) <p>Social (Include this topic)</p> <ul style="list-style-type: none"> Suspensions/Theft Social Media/Internet Policies <p>School Facilities (Include this topic)</p> <ul style="list-style-type: none"> Physical Space Condition of Facilities Air Conditioning Resources 	<ul style="list-style-type: none"> Visit HIDOE website for information regarding Strive HI Performance System View your school's DOE School Status and Improvement Reports
4E. School Control and Finances "Who is in charge of your school?"	<ul style="list-style-type: none"> School Control School Finances 	<p>Read Text pdf (pgs. #225-246) for a general overview of school control and school finances.</p> <ul style="list-style-type: none"> View your school's budget - use http://arch.k12.hi.us/schools and scroll to 2nd page to view school budget
4G. School Support "How will I support my school?"	<ul style="list-style-type: none"> Describe at least 2 ways that you can support your school as a teacher at your school 	<ul style="list-style-type: none"> For example, if you examined that your school performed poorly in academics last year, then what would you do to support your school?