**Problem-Based Learning Case**

|  |
| --- |
| **Title: Sixth Grade Content Area Reading** |

|  |
| --- |
| **Competencies:**●      **Indicator 1C:  Adapts instructional opportunities for diverse learners**●      **Indicator 3A:  Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.** |

|  |
| --- |
|   |
| **Learning Objectives:**The problem solver will understand….●      A.  how students differ with regard to cultural and linguistic background●      B.  contextual factors influence instructional decisions and student learning●      C.  how teachers use performance indicators to guide instruction●      D.  how to use multiple assessments and data to obtain information about and evaluate student learning and how do use information gathered to make instructional decisionsThe problem solver will investigate…●      A. cultural and linguistic diversity in schools●      B. contextual factors including school and classroom demographics, the teacher’s background and experiences,  and students’ background and experience●      C. research based instructional strategies that will enhance student learning.●      D.  current policies, programs, and procedures for English Language Learners in the school and districtThe problem solver will explore…●        How cultural/linguistic backgrounds and contextual factors might affect student learning and the  learning environmentThe problem solver will identify…         Research based strategies based on assessment data appropriate to individual learners |
|  **Specific information about the case will be given during the Problem-Based Learning Sessions.****PRODUCTS:****1)      After participating in each collaborative session,** a)      each *member* will write a one page reflection immediately following each session  b)      each *group* will submit group meeting minutes/session notes documenting the groups’ discussion  **2)      After participating in three collaborative sessions, EACH member of your team will develop:**a)   P**roblem Summary:** A detailed written summary of the data, information and of evidence documenting possible factors influencing her reading skills, performance in Social Studies and Science, and her participation in classroom activities. b)  **Recommendations:** A written narrative of recommendations for supporting Isabel’s academic and social growth during her sixth grade year.**c) Strategies/Interventions: An** annotated (including description and rationale) list of strategies/activities/lessons and assessments that will help Isabel improve reading skills, particularly in Content Area Reading.**d) Sixth Grade Curriculum Standards:** A list of related sixth grade reading, language arts and  content area state’s learning expectations and performance indicators appropriate to this case Note: Your individual report will have four main sections using the headings in bold above. You may also insert subheadings to orient the reader.  |

|  |
| --- |
| **Scoring Rubric for Written Report** |
| **Content** | **Comments** | **Score** |
|  20 pts | The Problem Solver….Demonstrates a believe that all students can learnDemonstrates and understanding of cultural and linguistic differencesDemonstrates an understanding of professional responsibilities and dispositionsDemonstrates an understanding of how state curriculum standards are aligned with instruction |   |   |
| 40pts  | The Problem Solver….Uses a variety of data including contextual factors, demographic data, student background, and assessments, and research teacher to inform instructional decisions  |   |   |
| 40pts | The Problem SolverIdentifies and describes appropriate support services, tutoring lessons, and instructional strategies. |   |   |
| **Writing** |  |  |
| 15pts | The report is thorough, documented, and based on investigation, evidence, research and data. |   |   |
| 10 pts | The report is well-organized and well-written appropriate style, mechanics, grammar/usage and spelling |   |   |
| **Process: Group Participation** |  |  |
| 25 pts | (Instructor’s decision based on observations and reflections) |  |  |