

THE CASE FOR CASE STUDIES...

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Principal Program



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WHY USE CASE STUDIES?

- A CASE STUDY IS A REALISTIC SCENARIO THAT **OUTLINES PROBLEMS AND CHALLENGES** IN A WAY THAT PROVIDES PRACTICAL EXPERIENCE WITH HOW BEST TO APPROACH AND SOLVE THEM.
- IT **DESCRIBES A SITUATION**, AND THEN RAISES QUESTIONS TO ENHANCE A PARTICIPANT'S **UNDERSTANDING** OF THE RANGE OF ISSUES THAT **NEED TO BE ADDRESSED**.
- IT PERMITS THE PARTICIPANT TO **PROPOSE AND TEST SOLUTIONS AND STRATEGIES IN A "SAFE" ENVIRONMENT**... ONE THAT DOES NOT HAVE IMMEDIATE AND PRACTICAL CONSEQUENCES.

WHY USE CASE STUDIES?

- IT IMPROVES A LEARNING EXPERIENCE BECAUSE THEY GET THE **PARTICIPANTS INVOLVED** AND ENCOURAGE IMMEDIATE USE OF NEWLY ACQUIRED SKILLS.
- THEY HELP PARTICIPANTS **DEVELOP SKILLS** THAT THEY CAN USE IN THE WORKPLACE.

BUT THE BEST PART OF USING CASE STUDIES??

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You! Yes, you!



SCENARIO TASK:

- EACH GROUP IS GIVEN A SCENARIO TO DISCUSS AND TO DETERMINE THE TYPE OF FEEDBACK NEEDED TO HELP THE SITUATION.
- THINK ABOUT: *WHAT KIND OF FEEDBACK WOULD YOU GIVE? WHAT WOULD YOU DO IF IT WERE YOU? WHAT ADVICE WOULD YOU GIVE A PERSON IN THE SITUATION?*
- GROUP MEMBERS WILL WRITE RESPONSES TO THE SCENARIOS ON THE PROVIDED CHART PAPER.
- SHARE OUT

Scenario 1: A Basic Understanding is Enough

A veteran middle school teacher of 28 years has been at the school her entire career. She has been through 5 principals, all of whom believe she was one of the best teachers around. Each year she would receive the highest ratings and has been consistently nominated for Teacher of the Year. Her student's scores have declined through the years, but she claims that the demographics of the school have changed, and she is doing all she can to work with the students. You have had multiple conversations with her grade level and department about making an effort to change things for the students. She is exceptionally resistant. You observed her this week and students were copying science definitions out of a book and creating flash cards for the purpose of being able to pass her multiple choice test. The standards she had posted was ***Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. (S7L2.e)***. Students were identifying the body systems, but you asked her how the students will explain how body systems work together to carry out daily functions. She said she didn't have enough time to go deeper into the content, and a basic understanding was enough to pass the test.

How would you approach giving this teacher feedback on her observation?

Scenario 2: Dress Code Issue

A second-year science teacher has done a tremendous job teaching her high school students, more specifically; her gift is in Modern Physics. She is a very well-liked and innovative teacher and her students are always looking forward to going to her class. She is always willing to volunteer to sponsor clubs and serve on committees. However, her dress is consistently inappropriate. Her skirts are very short, her shirts are too tight, and she wears leggings on a regular basis with tops that barely reach her mid-thigh. You have asked the counselor to speak with her, but she is claiming that other staff members are just jealous of her and they are the one's pressing the issue. Three years ago, a teacher filed a sexual harassment complaint against you-- claiming you made inappropriate comments about the way she looked--causing her environment to become hostile. She was administratively transferred the next year even though there were no valid findings supporting her complaint. You are hesitant to address this teacher, fearful for another complaint. While you gave her high scores on most of the standards, you gave her a "2" in professionalism and she wants a meeting with you.

How would you approach giving teacher feedback on her dress?

Scenario 3: Assistant Principal's Attitude

Your assistant principal has been with you for 4 years. You have tried very hard to get him to focus on a few areas to improve, specifically, the ability to give positive, constructive feedback. While intelligence is never in question with the AP, the ability to communicate effectively has caused many issues with staff members and parents. Year after year, school-created climate surveys indicate major dissatisfaction with the assistant principal's attitude. You have spent more time doing "damage control" because of his confrontational manner. He has recently met with you to discuss the possibility of applying for upcoming principal positions and has asked you to be brutally honest and specific about his performance. You know the potential openings are at schools in which his/her personality would not be a good fit. Additionally, you feel as if it is time to address the negative perception.

How do you approach giving feedback to the AP.? You have given scores of 3's in past years, but you knew you should have given a few 2's.

How would you approach giving feedback to your AP?

Scenario 4: New Teacher Is Not A team Player

An elementary school teacher of 15 years has just recently transferred to your school. She had a stellar reputation and her former principal gave her a very solid recommendation. You were very excited to have her aboard, but noticed quickly that she is not a team player. Her grade level has tried multiple times to ask her to participate in activities that are considered a tradition and share ideas, but she is hesitant and does not say much. When the grade level plans something for all of the students, she tells them she wants to do her own thing. Parents are calling the school and wanting to know why the children in her class are not participating in the traditional second grade activities with their friends in other classes.

How would you approach giving this teacher feedback on her observation?

Scenario 5: Clash of the Employees

Your school has just completed the planning phase for a new initiative in your school. During that time, you've noticed that your project two very influential leadership team members clash. They have differences in opinion and it is obvious it has become a power struggle between the two. The other members of the team have met with you to discuss their concerns, and the consensus is that both members should be removed due to lack of effectiveness for the school. You are utterly shocked that the team has come to this consensus and don't want to taint the work that has been accomplished. The team stated that because of them, there is a lot of dissention in the building and if you surveyed the staff, you would see for yourself. You have never met with either one to give specific feedback on their work or current behavior.

How would you approach giving the two teammates feedback?

Scenario 6: Rigor

You have spent the past 6 months working with a rigor expert to increase the rigor in your building. You feel that the staff has embraced the work and you are excited for the upcoming professional learning day where staff members will work together to create assessments and tasks for students.

During the PL day, you walked around the building meeting with teams of teachers to discuss what they have developed. By the time you finished, you were utterly discouraged and frustrated. The majority of the staff continued to develop assessments and tasks with items that would be considered Level 1. You have a faculty meeting at 3 pm to wrap up the day.

How will you proceed with feedback to the staff?

Scenario 7: School Culture Committee

You developed a School Culture committee to handle activities for the staff. Feedback from a recent survey suggested that the activities you (the administrator) had planned were *dull* and *ineffective*. The committee spent countless hours working on a plan and were very proud to show you the final product. However, upon your review, you realize that the activities planned were expensive and catered to the interests of a very small group of teachers. You don't want to discourage the committee or make it seem as if you don't support them, but they are expecting your feedback in order to move forward.

How do you proceed with feedback?

Scenario 8: Parent Complaint

You have been working with and advising the teachers to be much friendlier to the parents. In past years, they have constantly complained about the lack of communication, not feeling welcome in the school, and teachers sending home rude emails. You have recently been approached by the superintendent to change the culture of the school or get rid of the teachers who refuse to build relationships with parents and communicate better. You have a faculty meeting this afternoon to address the issue.

How do you proceed with the staff?

Scenario 9: Technology-Enabled?

Your school has recently become a 1:1 school and all students have laptops or iPads. The students and teachers have been very excited and seem to use them every day. During your first round of observations, you realized that the technology has become a babysitter in many of the classes. You provided training to the teachers on the SAMR model (Substitution Augmentation Modification Redefinition Model) along with different apps and platforms. You are finding that students are just surfing information and filling out worksheets. You have compiled your visit data and plan to share it with the staff this afternoon.

How do you proceed with feedback?

WRAP UP...

THE TWO WORDS ‘INFORMATION’ AND ‘COMMUNICATION’ ARE OFTEN USED INTERCHANGEABLY, BUT THEY SIGNIFY QUITE DIFFERENT THINGS. INFORMATION IS GIVING OUT; COMMUNICATION IS GETTING THROUGH.”

– SYDNEY J. HARRIS

Use Case Studies to *get through*...