



Case Study Guidelines Network of Performance Based Schools 2010-2011

***EVERY learner crossing the stage with
dignity, purpose and options.***

Completing your two-page case study represents your final annual commitment as a Network school. The case study is a key way for your school to share what you are learning with other network schools, with interested schools across BC, and increasingly, with other educators and researchers from around the world. The ideas, strategies and insights included in your case study are extremely important and helpful.

Your case study will be posted on the website, www.npbs.ca/resources/case-studies and a sample set of case studies will be made available in print format.

*The guidelines explained here are to help you frame your report. Please download the electronic template on the website in completing your report and email it to Donna Weaving dweaving@dccnet.com in a Word document no later than **July 2, 2011**.*

School Name:

District:

Leadership Team

Team names – first and last names, alphabetical by surname.

Contact information (optional) – There have been requests for email addresses for school team members. This is up to you. If you have a generic school email address, you may want to include it.

School Context/Community Involvement

A one paragraph description of your school. This section gives the feeling tone of your school community and expresses public pride in your work. Check the website or previous case studies to find a description that provides a positive view of the school and community.

Please also include the following:

- The number of students and your grade configuration
- Where you are located – e.g. we are a rural school in the Creston Valley
- What your community is like and the ways parents are involved - “Our community is committed to high levels of family literacy and we are working hard to support all families.” “We have been working hard across all subject areas to provide clear learning

intentions and criteria for success.” “Our families have embraced the importance of healthy schools and we are excited by the initiatives underway.”

- *Unique features/identity (“We are a small school with a strong emphasis on both the arts and active health.”)*
- *The focus areas of your school. (“We are determined to have every student make gains in citizenship, reading comprehension, enjoyment of music and math problem-solving over the next three years.”)*

School Inquiry and Action

A clear statement of your question and the reason for its selection

When a colleague from another school reads this they should be able to follow the main outline of WHY you selected this focus for your inquiry. The Network is about growing a community of educators who can describe their innovative improvement work from the “inside out” using consistent classroom assessment strategies.

Strategies

Describe the specific work you have done over the past year with the adults in your school through staff learning and also the specific work you have done with learners and/or their families to make learning gains.

Focus on Formative Assessment Learning Strategies

*Over time Network schools are expected to use **all six** of the big strategies of learning intentions, clear criteria, feedback, mid lesson questions, peer learners as resources, and learners as owners of their own learning. In this section, please describe how you are embedding formative assessment across the school and what difference is making for your learners.*

School Findings

*Your findings should be clear, honest and easy to understand. In this section you will display your performance standards information – baseline and change over time.
e.g. Personal writing, grades 1-7.*

	NY	A	M	E
Fall 2009				
Spring 2010				
Fall 2010				
Spring 2011				

Please provide the number of learners by using the four categories for ease of understanding. (We know this is not all the evidence you have – interested colleagues can contact you for additional details.)

Provide a sentence or two that describes your thinking about the findings. For example: “We are reasonably confident that our intense focus on cross grade coaching with our intermediate and primary learners has led to the strong improvement in their ability to infer.”

“ Even though our results don’t show a dramatic reduction in the number of students who are still struggling with writing to inform, we are encouraged to see that more grade 9 students are willing to try and we are confident that as we continue to provide daily coaching feedback next fall, we will see improvement in both the quantity and quality of writing.”

School Plans for 2011-2012

Describe your next steps to deepen, extend or shift your inquiry next year and to make formative assessment a way of life in your school.

Reflections, Advice

In one short paragraph or point form - offer some honest reflections on your own work – what made it challenging or successful or rewarding. As well, offer advice for other schools with a similar focus.

That’s it! We hope writing your report acts as a time of productive reflection for you. We believe it is critically important that the whole province works and learns together. Thank you for taking part in this inquiry network.

Judy Halbert

Linda Kaser