

Case element	Distinguished	Comments
<p><b>The setting and students:</b>  <i>What is the context of the case?</i></p>	<p>The case provides a clear description of the relevant details about the school and classroom setting. In some cases, a description of the community may also aid the reader in understanding the context of the case. The students in the classroom are described in terms of both who they are (culturally, linguistically, ethnically, personally) as well as in terms of their prior knowledge of and experience with the content that is addressed in the case.</p>	
<p><b>Educational goals:</b>  <i>What did the teacher intend the students to learn?</i></p>	<p>The case describes what the teacher intended the students to learn during the instructional sequence. This may include conceptual understandings, new skills, metacognitive processes, attitudes, or behaviors. The learning goals are clear to the reader and the lesson or set of learning experiences is described in enough detail for the reader to have a basic understanding of the content being taught. The case provides the curricular context for these learning goals by describing how these goals fit into the broader context of the course curriculum or the current unit.</p>	
<p><b>The learning problem:</b>  <i>What design challenges are implicit in the teacher's aims for student participation, conceptual learning, and/or skill acquisition?</i></p>	<p>The case describes the teachers' goals for student participation, skill development, and/ or conceptual understanding in relation to what students already knew or had experienced. It describes the teacher's theory about how to help them bridge the gap or learn these new things and explains the teacher's thinking about how the learning activities s/he designed and resources s/he selected.</p>	
<p><b>Case scenario:</b>  <i>How did the events of the case unfold?</i></p>	<p>The case has a clearly developed narrative that communicates the teacher's intentions and expectations for how the teaching and learning would unfold; explains any problems, difficulties, or surprises that emerged during or after the instruction; discusses the students' reactions or responses and describes the teacher's thinking and next steps. Both the teacher's reaction and the students' reaction to the instructional sequence are described with examples, such as dialogue exchanges, examples of students' responses to assignments, descriptions of teacher and student actions, and descriptions of the teachers' thoughts and reactions during instruction.</p>	

<p><b>Case outcomes:</b> <i>What happened in terms of student learning and other outcomes?</i></p>	<p>The case gives evidence of what students did, felt, and learned from this experience. It examines the commonalities and variability in student reactions and learning. Which students participated and learned in what ways? It provides work samples, assessment results, documentation or observation of student engagement and learning to help describe the outcomes of instruction.</p>	
<p><b>Analysis / Interpretation:</b> <i>How does the teacher make sense of what happened?</i></p>	<p>The case explains how the teacher made sense of what happened by examining what the teacher thought worked and what didn't work. The analysis providing reasons, motives, and rationale for <i>why</i> the teacher thinks the instruction and learning unfolded as they did. The analysis draws upon larger, theoretical ideas about learners and learning, transfer, culture, curriculum, instructional design, and teaching methods that help support the hypotheses and explanations in the case.</p>	
<p><b>Reflection:</b> <i>What does the teacher (author) learn from the case?</i></p>	<p>The case looks retrospectively at the events presented and addresses the question of what might be done differently in future instruction. The teacher's reflection explores what has been learned from the case and suggests how future decisions about curriculum, instructional design, pedagogy, or other aspects of teaching might be affected by this new understanding.</p>	
<p><b>Quality of writing:</b> <i>Giving attention to the crafting the case.</i></p>	<p>The case engages the reader, using vivid language and details of the interaction and holds the reader's interest by presenting a provocative or compelling story. The theme is clear and is captured in the case title that describes "what this is a case of." The organization of the case is easy to follow. Writing is clear and uses conventions (grammar, spelling, etc.) appropriately. The case includes appropriate citations to the research ideas that are referenced.</p>	
<p><b>Overall:</b> <i>Does the case teach other teachers?</i></p>	<p>The narrative selected for the case is <i>case-worthy</i>, that is it addresses an important area of learning and teaching, an uncertainty or dilemma that other teachers can identify with, and has the potential to stimulate other teachers to reflect on their own work. The case successfully shows how the specific classroom situation reflects broader ideas about learning and teaching and provides evidence that the case author has learned from his or her own experience.</p>	