

Putting Faces on the Data

Case Management Template

Student's Name: _____

Year: _____ Date: _____

Literacy Intervention: Yes No Type: _____

Numeracy Intervention: Yes No Type: _____

Independent Learning Plan: Yes No Type: _____

Background Information

Interests:

Strengths:

Identifications/Accommodations:

Other Important Learning Info:

Observation:

Background Info (lesson objective, teaching strategy used, teacher observations):

Analysis of Student Work Sample:

<i>What are the strengths of this student?</i>	<i>What are the areas of need for this student?</i>
<i>Which area is critical to student achievement?</i>	

Plan:

What is a reasonable next short-term (3 weeks) goal for this student? Why?

What teaching strategies will you try and WHY do you think they will work?

<i>Strategy/Rationale</i>	<i>Modeled</i>	<i>Shared</i>	<i>Guided</i>	<i>Independent</i>

What resources would you need to implement this plan?

Evidence and Follow Up:

What kind of work samples from this student will you bring to the next meeting?

Next meeting date:

APPENDIX 1: Think About “The Gradual Release of Responsibility”

READING Teaching Strategies:

MODELED	SHARED	GUIDED	INDEPENDENT
<input type="checkbox"/> Read-Aloud <input type="checkbox"/> Think-Aloud <input type="checkbox"/> Different Genre/Reading <input type="checkbox"/> Whole Class <input type="checkbox"/> Broaden Interests <input type="checkbox"/> Thinking and Problem Solving <input type="checkbox"/> Student Engagement/Motivate <input type="checkbox"/> Student Develop Appreciations	<input type="checkbox"/> Book Talks <input type="checkbox"/> Story Theatre <input type="checkbox"/> Reader’s Theatre <input type="checkbox"/> Paired Reading <input type="checkbox"/> Choral Reading/Speaking <input type="checkbox"/> Whole Class (same reading material) <input type="checkbox"/> Build Skills and Strategies <input type="checkbox"/> Framing Questions <input type="checkbox"/> Student Engagement/Motivation	<input type="checkbox"/> Instructional Level Reading <input type="checkbox"/> Focus: Comprehension <input type="checkbox"/> Before Reading <input type="checkbox"/> During Reading <input type="checkbox"/> After Reading <input type="checkbox"/> Small Flexible Groups <input type="checkbox"/> Groups Based on Needs <input type="checkbox"/> Reinforce Strategies Taught	<input type="checkbox"/> Self-Selected <input type="checkbox"/> Literature Circle <input type="checkbox"/> Reading Workshop <input type="checkbox"/> Conferencing <input type="checkbox"/> Buddy/Partner Reading <input type="checkbox"/> Book Club <input type="checkbox"/> Pursue Areas of Interest <input type="checkbox"/> Books Easily Accessible <input type="checkbox"/> Diversity

WRITING Teaching Strategies:

MODELED	SHARED	GUIDED	INDEPENDENT
<input type="checkbox"/> Teacher Write-Aloud <input type="checkbox"/> Show Process in Mini-Lesson <input type="checkbox"/> Thinking/Problem Solving <input type="checkbox"/> Whole Class <input type="checkbox"/> Focus (week, month, term) <input type="checkbox"/> Use of Resources	<input type="checkbox"/> Teacher and students write story together with the teacher as scribe <input type="checkbox"/> Students share the pen to complete a story after talking about a shared event	<input type="checkbox"/> Focused Mini-Lessons <input type="checkbox"/> Small Flexible Groups (needs) <input type="checkbox"/> Reinforce Strategies Taught <input type="checkbox"/> Groups Based on Needs	<input type="checkbox"/> Journal <input type="checkbox"/> Constructed Response <input type="checkbox"/> Writing Workshop <input type="checkbox"/> Conferencing <input type="checkbox"/> Process Writing <input type="checkbox"/> Flexibility of Topic <input type="checkbox"/> Pursuit of Interests

APPENDIX 2: Think About “Learning Design”

<i>LEARNING GOAL:</i>
<i>SUCCESS CRITERIA:</i>
<i>FORMATIVE AND/OR SUMMATIVE ASSESSMENT:</i>
<i>DESCRIPTIVE FEEDBACK:</i>
<i>CO-CONSTRUCTED ANCHOR CHARTS:</i>
<i>EXEMPLARS:</i>
<i>RICH TASKS:</i>
<i>OTHER:</i>