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Introduction

This pedagogical resource has been developed to support the use of the College casebook, *Cases for Teacher Development: Preparing for the Classroom*, within teacher education. The 13 cases you will encounter in the casebook can become your curriculum to initiate study and research into the ethical standards and the standards of practice. Our hope is that the cases as curriculum and pedagogical tools will facilitate deeper awareness, understanding and integration of the standards within your daily practice.

This resource, with these goals in mind, resulted from the impetus of educators like you in Ontario.

Supporting Integration of the Standards

This pedagogical resource guide is intended to support the integration of the standards of practice and ethical standards in conjunction with the Ontario College of Teachers’ casebook entitled *Cases for Teacher Development: Preparing for the Classroom*. It includes:

- a preface by Linda Grant, former Co-ordinator of Professional Affairs Department at the Ontario College of Teachers, responsible for facilitating the development of the original standards
- commentary by Jon Snyder, Dean of the Bank Street School of Education in New York City
- commentary by Donna Dewar, board consultant and former Program Officer at the Ministry of Education
- commentary by Jack Whitehead, educator in Bath, England and advocate for Action Research
- specific questions for reflecting on each case individually
- specific questions that take you deeper into connecting the case with the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- a helpful guide that explains, step by step, how to facilitate a case session
- charts.

The cases in this supplement follow the same order as set out in *Cases for Teacher Development: Preparing for the Classroom*.

We look forward to your feedback and encourage you to use the case method and these cases with your colleagues. The casebook *Cases for Teacher Development: Preparing for the Classroom* will provide you with additional readings. We hope that these books will stimulate you to work collaboratively and in self-study.
Preface

The ethical standards and the standards of practice are the threads that intertwine to form the tapestry of teaching practice. The College casebook entitled *Cases for Teacher Development: Preparing for the Classroom* displays the individually designed tapestries of 13 members of the Ontario College of Teachers. These educators invite the teaching profession and the public to view the complexities and to share in the dilemmas, the learning and the joy that are part of their daily professional lives.

The Standards of Practice and Education Committee of the Ontario College of Teachers first met in May 1997. The immediate challenge was to develop standards of practice for the teaching profession. The committee and the staff members in the Professional Affairs Department struggled to find meaning and process. They challenged one another’s opinions, ideas and beliefs. And most importantly, they listened to thousands of teachers and members of the Ontario public talk about what it means to be a teacher.

The collective voice and passion of these teachers, school and system administrators, students, parents and members of the public ultimately defined the teaching profession in Ontario.
Not only did these standards describe the teaching profession, but they also served as a crucial foundation for the emergence of a new professional community. They provided a framework for teachers, school leaders and system administrators to use in their discussions about teaching. They provided a context for reflection on and analysis of teaching practice, and they invited teachers to engage in a new form of professional discourse.

The activities in this pedagogical resource for teacher education, along with the College casebook, enriched the professional community as teachers, teacher educators and researchers began to explore, to reflect, to challenge – and ultimately to make recommendations for change. The standards emerged from the expertise and the experiences of practising Ontario educators. They will continue to evolve and to change with new expertise and the new experiences of a future professional community.

This pedagogical resource, along with *Cases for Teacher Development: Preparing for the Classroom*, provides several mediums for teacher professional learning. Like the standards, the cases written by the 13 educators not only describe their practice but also share the beliefs, values and feelings that are part of their professional lives. They encourage other teachers to share their wisdom, their conundrums, their challenges and ultimately their successes. They invite the reader into their classrooms, schools and offices. Each of these stories weaves the standards into a rich design of teaching practice. The threads, patterns, colours and textures vary from case to case – but the completed tapestry conveys an integrated and unique image of teaching practice.

In 1997, the Standards of Practice and Education Committee and staff members in the Professional Affairs Department could only have dreamed of how the standards could become integral to the process of learning to teach and to the ongoing improvement of practice. They could only have wondered about how the standards could be used to honour and to sustain the teaching profession. They could only have hoped that the standards would become the foundation for the growth of a renewed professional community.

*Cases for Teacher Development: Preparing for the Classroom* embodies their hopes, their aspirations and their dreams. The standards, through these stories, emerge into new visions of teaching and professional learning. Enjoy each of the 13 tapestries. Know that you, as the reader, will bring your own knowledge, beliefs and understandings to each tapestry. And through this shared experience and appreciation, we will move toward greater understandings of our own practice and our own profession.

The collective voice and passion of these teachers, school and system administrators, students, parents and members of the public ultimately defined the teaching profession in Ontario.
Facilitator Guide
Using the Case Method

What is a Case?
A case is a carefully crafted narrative with a real life dilemma. Each case has:
• an authentic dilemma, conflict or tension
• a context integral to the dilemma (classroom, staff room, schoolyard, educational community)
• the author’s inner thoughts and attempts to problem solve, written as a first-person account
• ambiguity – particularly ambiguous endings that invite discussion
• complexity – because teaching is complex
• a theoretical claim because a case is a case “of” something
• a situation that occurs frequently in education
• a narrative or story that involves observations, perspectives and conversations from a variety of participants
• no one right answer to the dilemma(s).

When used as curriculum and pedagogical tools, these cases will facilitate deeper awareness, understanding and integration of the standards within daily practice.

The Case Method
A case can be a catalyst for examining teacher practice in a case discussion. The participants list facts, raise issues, evaluate and propose solutions based on what they might do in similar situations. This is a starting point. Hearing their colleagues’ voices, the group should analyze its own processes by listening to one another, debating alternative and diverse views, and asking themselves – how does this affect me? Once engaged, participants might speculate on how to use this newly acquired information and then contemplate short and long-term implications on student learning.

A facilitator of a case discussion provides a framework for collegial discussion about professional practice. A facilitator listens, responds and records participants’ thoughts, insights and questions. A facilitator is also a participant, involved and interested in the discussion. A case discussion is a vicarious experience, a give and take of ideas, a focused inquiry into practice to explore consequences of actions. A case discussion also serves as preparation for group members to consider situations in their own practice. The facilitator may probe deeply into an area raised by the participants. The facilitator also provides a theoretical framework such as the standards that will connect abstract principles of practice to the practical examples in the cases.

Using the language from the standards, as well as the group members’ own experiences, validates and empowers group members as teachers capable of directing their own practice. This shared endeavour of case analysis that entwines discussion based on personal practice with the theoretical guiding principles of the standards binds practice with theory. It establishes a context for the group as problem-solvers and action researchers, and promotes a culture of inquiry.

4 ONTARIO COLLEGE OF TEACHERS
Effective facilitation of a case discussion enables participants to critically reflect upon the rich, complex and multifaceted nature of teaching. Through collaborative reflection and dialogue, participants share diverse and multiple perspectives, theories and practices. Beliefs and assumptions become illuminated and accessible for review. In this supportive and collegial process of conversation, additional or new perspectives and assumptions can take form. A case discussion form can be used during the case discussion process to enable participants to record their thoughts during the process (Appendix I).

**Setting the Tone** Throughout a case discussion process, the facilitator attempts to encourage and engage all group members’ participation. Sometimes body language will suggest that a person would like to respond but needs encouragement. Effective facilitators establish a respectful, supportive environment in which each group member feels valued and is comfortable, speaking honestly and sharing her or his concerns. Activities like icebreakers or community-builders create laughter and break down solitude so that participants feel they belong to the group and are not discrete individuals.

**Focusing Your Reading** When a case is introduced, participants are invited to read the case with a pen, using marginalia to underline the facts, pressure points and any element that bothers or surprises or that motivates action in the narrative.
Identifying the Facts  Ask the group members to list the facts of the case. This is important because participants should have a shared understanding of the story’s events. By looking closely at evidence in the text, an opinion swap is avoided. Contributing concrete facts in a group promotes a comfort level for those who are unsure or fearful about contributing incorrect information.

Identifying the Dilemma(s)  Once the context, characters and conflicts have been established, invite the participants to identify the issues. If the participants are not forthcoming with responses, you might make this a table or small group activity and have one person become the reporter so they can share each small group’s consensus with the larger group. List issues, point out dilemmas and raise questions. Ask the entire group which issue they would like to investigate. Allow the participant to decide where to begin. You, as a facilitator, are not directing or pushing your authority onto the group.

Considering Multiple Perspectives  Delve deeply into the issue selected. Ask open questions. Try to keep your biases to yourself. Your questions should not lead but help group members unravel and unscramble puzzling elements. Discuss the conflicts or tensions from the perspectives of all story participants. Encourage the group to consider the dilemma from multiple points of view. Each case should possess many layers of rich meaning at a variety of levels.

Generating Alternative Solutions  Since the dilemma is at the core of the narrative, it is important to focus on it. Evaluate the solution(s) presented in the case. Speculate or generate alternative solutions to the dilemma(s). Have group members postulate short and long-term consequences for proposed solutions. What would happen if…? In this way, the group investigates the short and long-term impact and consequences of a variety of solutions.

Identifying the Concept  Ask what is this a case of? Again, there is no one right answer. The answers, if participants were discussing one of the cases included in the volume – A Student Teacher Faces the Challenges of a Classroom – might be a case of miscommunication, insecurity, class management, teaching styles and/or administration involvement.

Connecting Cases to Standards of Practice  Using the charts at the back of the book (Appendix I), map back to the standards or examine the situation in light of the standards, considering which standards are evident or absent from the story. Discuss the teacher’s described practice. Where in the case are the standards present and where might the standards provide a vision for growth? Group members may choose to map back individually or in larger groups.

Writing Commentaries  The group or individual participants may choose to write a brief comment on any aspect of the case.

Connecting to Personal Practices  The group members might discuss their own experiences in light of the case. They might consider crafting their own cases in written form. Having tested principles of practice in the case and having established standards as their theoretical frame, participants might recall a dilemma of practice, reflect and explore a new approach for an old problem. The process should promote informed decision-making and renewed confidence in themselves as professionals.
Group Inquiry


Analysis: Analyze the issue(s) from the viewpoints of the different people in the case, using the reflective questions and commentaries as a guide to explore, extend or discover information.

Evaluation: Examine critically the teacher’s strategies for handling the issue(s).

Alternative Thinking and Action: Generate alternative ways to think and act other than the ones presented in the narrative. Take into consideration risks, benefits, long and short-term consequences of each proposed action.

Standards: Formulate some generalizations about effective practice. Remember that the standards of practice and the ethical standards are guiding principles for teacher action.

What Is This A Case Of? Link this case to more general categories. Rich cases are by nature “of” many things.

Changing Opinions: Who or what has caused you to consider a new way of thinking? How strongly do you still feel about your previous assumptions?

Our hope is that the cases as curriculum and pedagogical tools will facilitate deeper awareness, understanding and integration of the standards within your daily practice.
Chapter 1
Dealing With Religious Intolerance

Reflecting on the Case

1. Describe the attitudes, skills and experience of the principal in this case. Which standards does this educator embody?

2. Describe the school culture, and explain what significant role it plays in the formation of the dilemmas in the case.

3. What are the pressure points in the case? Why do they occur? What role do values play in the case? How might you address the discrepancy between what is taught at home and what is expected at school? Consult the ethical standards. What role do they play in the many relationships depicted?

4. What dilemmas are occurring at this school? What is at the heart of the conflicts?

5. Examine the dilemmas from the perspectives of:
   - the teachers
   - the parents
   - the students
   - the school board
   - the school's mission statement
   - the principal
   - both the old and new superintendents.

6. What solutions might you propose to the principal? Do the standards of practice suggest a way to deal with the conflict?

7. Evaluate the leadership role that the principal takes at this school. Consult the standards before discussing how the principal manages the affairs at this school.

8. What is this a case of?

Further Inquiry

1. Dealing with conflicting values is a difficult task. Have you experienced similar clashes with your community? What did you do to deal with your dilemmas, and how effective were your own solutions to the problems?

2. The principles of the standards are very clear on diversity. Look closely at those statements. How might you augment or reword those statements?

3. What is your school's Mission Statement? Does it deal with issues of diversity? What is your personal Mission Statement or philosophical stance on working with diverse groups?

4. How might you have consoled the two teachers?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
Chapter 2
Is the Teacher’s Gender an Issue in a Kindergarten Classroom?

Reflecting on the Case

1. Describe the knowledge, skills, attitudes and experience of the teacher. How does he prepare for his new assignment? Evaluate his efforts. How might the standards help prepare him? Which standards would be most helpful to a new teacher?
2. Describe the contextual elements of the school and the class that impact on the dilemmas that this teacher faces.
3. How effectively does this teacher cope in and out of his classroom? What role does his self-doubt play?
4. What challenges does Jennifer pose for this teacher? What alternative solutions would you suggest when dealing with a distraught child?
5. What conflicts or dilemmas exist because the teacher is a male?
6. In this case, there are a variety of stakeholders. Identify them, their perspectives and their needs.
7. Consider the role of school administration. What policies should be put in place to avoid putting other teachers at similar risks?
8. What questions should the teacher ask that require deeper knowledge of teaching principles?
9. What is this a case of?

Further Inquiry

1. When teachers move to new schools or into new situations, they may encounter new challenges. How might they prepare for those new scenarios? How do the standards provide guidance?
2. A teacher may feel guilt when confronted with challenging situations. How can teachers re-establish confidence in the work they do?
3. This novice teacher meets many different children. What special strategies or knowledge might be required in kindergarten that differ from secondary school? Indeed, would the fact that he is a male teacher be an issue in a higher grade? Why or why not?
4. Why might this novice teacher be the perfect candidate to be placed in this situation? Who would be the ideal candidate for this job?
5. The teacher feels that society has changed. If this is true, how should teachers conceptualize their jobs differently? Do you think the ethical standards provide a description of consistency or continuity in times of change?
6. Does gender matter?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
Chapter 3
Working With a Challenging Student and His Family

Reflecting on the Case

1. Describe the knowledge, skills, attitudes and experiences of the teacher. Comment on the role both personal and professional identities play in this story. What does the writer’s reflection add to this case?

2. What past events and present behaviour suggest that Marc is a divergent learner? What might be the result of sharing clear, challenging but achievable expectations with both Marc and his parents?

3. List the dilemmas in this case that occur:
   - in class with teacher and peers
   - in the meeting with Mr. Russell
   - in the schoolyard
   - within Marc himself
   - other.

4. Consider the diverse perspectives of those involved in this case and what each believes are Marc’s needs.

5. Evaluate the teacher’s work with Marc. Consider whether or not specific strategies had been put in place to deal with Marc’s prior knowledge and observed behaviour. In what ways has the teacher been successful?

6. Were there other options open for the teacher to pursue with the family or with Marc? Consider the teacher’s strategies and support of Marc in light of the standards of practice.
7. The writer seems ill at ease with Mr. Russell. Beyond the strategies described in this case, what would you suggest for alleviating the tensions with this parent? What are your reactions to this meeting? Could the parent’s reaction have been anticipated? What is your analysis of the meeting?

8. What differing sets of values have provoked these unpleasant confrontations for the participants? *Examine the Ethical Standards for the Teaching Profession and consider the role they play in this situation.*

**Further Inquiry**

1. Think of a child you have taught whose differences posed a challenge to you or the class. What advice would you give to teachers who find themselves with a child like Marc and a difficult parent like Mr. Russell? How might you design a teaching program to motivate and to engage divergent learners?

2. This case provides a variety of time shifts as well as a source of deep reflection for teachers who encounter tense situations. *Which standards might provide support and reinforcement for teachers in similar situations? Which standards suggest new directions or strategies for dealing with difficult problems?*

3. Does this case cause you to question your assumptions or beliefs about children with special needs?

**Connecting to Your Practice**

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?

Describe the knowledge, skills, attitudes and experiences of the teacher. Comment on the role both personal and professional identities play in this story. What does the writer’s reflection add to this case?
Chapter 4
Negotiating Different Styles When Two Teachers Share a Class

Reflecting on the Case

1. Describe and compare the two teachers and their teaching experiences. What role should the ages of the students, the subject matter, the time, cultures and contexts play in classroom organization and management?
2. What crucial decisions have been made that impact on the learning environment described in the case?
3. Describe the dilemmas in this case. List them in order of importance for each of the groups or people presented.
4. What steps to remedy the situation are taken by the teacher who relates the case? What are the ramifications (risks and benefits) of the teacher’s action? How might the standards of practice guide the teacher?
5. Which ethical standards underpin this particular case? What conflicts in values occur:
   • between teachers
   • between the students and the teachers
   • between the teacher and the community?
6. Consider the pressure points in the case. Why do they occur?
7. Why does the administration become involved? What steps are taken to ease the tensions of the communities both in and outside of the school?
8. How does the teacher who tells this story feel at the conclusion of the case? Why?
9. How effective are solutions that are imposed? Has anyone’s thinking changed at the conclusion of this case?

Further Inquiry

1. What other steps might teachers take when they discover that they have a difference of opinion with a colleague? Which standards point towards ways of reconciling or resolving differences of opinion?
2. Comment on the effectiveness of the administration’s response to the situation. What alternative solutions might have helped alleviate or address the problems?
3. Howard Gardner has written about multiple intelligences in which he examines the variety of ways that children learn. How would that sort of information aid in this situation? Prepare a list of resources that discuss divergent teaching styles and class management prototypes for teachers.
4. Make a list of what you consider to be effective principles of practice. How has your list augmented the standards of practice?
5. Having a sense of student culture and student values is an important facet of communication. How does a teacher ascertain that knowledge?
6. When teachers feel a loss of confidence, which standards might provide direction and support?
Connecting to Your Practice
Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?

Case Commentary
by Jon Snyder
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This case led me to think about the multiple levels of standards. I believe standards are statements of the commitments and responsibilities of a professional community. These professional communities exist at multiple levels.

There are some national and even international professional communities who can come to agreement on statements of commitments and responsibilities (for example, the International Reading Association, the National Association of the Education of Young Children, the National Council of Teachers of Mathematics). In addition, there are state and provincial professional communities who can come to such agreement such as those created by U.S. states with state level professional standards boards.

While those two levels may seem the most obvious levels of professional communities when it comes to standards, this case shows that perhaps the most important level of professional community of all may very well be the school level. In this school, it seems that such a professional community does not exist and that therefore the notion of shared commitments and responsibilities does not exist.

When a shared sense of commitments and responsibilities does not exist, there are neither ways out of the dilemma of the case nor fertile venues to grow from the differences and dilemmas of teaching and learning. As a result, the author was left in a position of being blamed for what, in fact, was a school problem. The parents complained about her. The vice-principal observed her. Finally, the solution was administrative and not communal.

From my experience, individual approaches and administrative solutions do not alleviate community challenges. In the end, I am left pessimistic about the possibilities for learning opportunities for either students or teachers to improve.

Ultimately, the case suggests two standards for a school. The first would be the existence of a professional community that has come to share commitments and responsibilities. The second, and more important standard, would be the existence of structures, processes, and especially time for the members of that school-based professional community to work through the inevitable messiness and angst of coming to significant agreements on commitments and responsibilities that respect the nearly infinite variety of ways for those commitments and responsibilities to be met.
Chapter 5
Managing Conflict When Working With Educational Partners

Reflecting on the Case

1. Describe the knowledge, skills, attitudes and experience of the teacher. What personal and professional traits might support the teacher’s insights into the work done at school? Provide evidence from the story for your response.
2. Describe the contextual elements that impact on the dilemma faced by the teacher.
3. Describe Annie. On what basis does the teacher plan for Annie’s education? What supports have been put in place for Annie at home and at school? How could the quality of teaching and learning be further developed for both the student and the teacher? Examine the standards of practice for direction.
4. Consider the diverse needs and perspectives of the people in this story. Why might tensions arise when dealing with Annie’s mother and what role does the private company play in the dilemma?
5. What are the pressure points that indicate there are areas of tension in this case?
6. What are the dilemmas in the story? List them and explain which ones you think are most important.
7. Although the teacher appears to be able to resolve the conflict at the story’s conclusion, does the teacher’s reflection provide a satisfying ending?
8. Were there alternate solutions or strategies available to deal with Annie’s dilemma?
9. If you were Annie’s mother, what questions should you ask?
10. Evaluate the teacher’s preparation for the meeting.
11. Consider which ethical standards are evident in the teacher’s work with Annie.
Further Inquiry

1. Dealing with students with special needs can be challenging. How might a teacher prepare for classes with students with special needs? Which standards of practice and ethical standards might guide instruction? How can a teacher know if content, teaching approaches and student development all align? How might a student like Annie be assessed and how does a teacher know that the assessment and tools selected are reliable?

2. How can teachers ensure that they have met the needs of their students? What supports do teachers need for continued work with their students who are identified as exceptional?

3. Working with parental and community groups can be challenging. When parties disagree on the best plan of action, what other steps might be taken to facilitate solutions? How are the beliefs and actions of the teacher reflected in the standards of practice and the ethical standards?

4. Have you ever taught anyone like Annie? What might you have done differently than this teacher?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?

Case Commentary

by Donna Dewar
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For the purpose of this commentary on the case study, Managing Conflict When Working With Educational Partners, I assume a role that I most enjoy – collaborative consultant to a colleague who is experiencing some of the growing pains of a special education career. The objective observer perceives that the problem central to the case is not the appropriateness of the addition of three-digit numbers. Rather, an array of issues is embedded in the situation.

My teacher-partner and I decide to examine the case study through the lenses of the five Standards of Practice for the Teaching Profession. Not only do we hope to improve the situation with Annie, but also to reinstate my teacher-partner’s confidence in the special education role.

We begin well. My enthusiastic teacher-partner enjoys students, recalls “why I entered teaching in the first place – to help children learn and grow” and has no doubts about meeting the first standard of Commitment to Students and Student Learning.

Proceeding to the three highly inter-related standards – Professional Knowledge, Professional Practice and Ongoing Professional Learning – we are somewhat nonplussed to note that the text of the case study does not project a teacher’s expert knowledge of the characteristics and implications of Annie’s diagnosis and high needs.
As consultant, my antennae begin to stir, because as an experienced special education co-ordinator, I know that demonstrated knowledge is the foundation on which trust in a special education teacher builds. My teacher-partner agrees that special education teachers must be cognizant of current research and related teaching practices regarding each student’s exceptionality. And respect for parents’ special knowledge of the child’s development and abilities must be evident.

Finally, we consider the standard of *Leadership in Learning Communities*, which involves the collaboration of teacher with colleagues, other professionals and parents. My teacher-partner’s experience has been the antithesis of the collegiality that the standard advocates. Rather, feelings of isolation and conflict have been the reality.

Our preliminary brainstorming generates two choices. One choice is to continue, in the words of Principal Miller, with “what we are comfortable with.” (Sadly, our examination of the case study has found little comfort.) The second choice, to make changes to improve teacher practice, and consequently, to enhance student learning is the one we opt for. We formulate a working plan for my teacher-partner’s professional growth in three key areas – communication, knowledge and collaboration.

**Working Plan**

**Communication**

Ours is a very busy school with a very busy principal. Nevertheless, the first step to improved practice and outcomes involves enlisting Mr. Miller’s support in an essential partnership. As principal, his responsibility includes the IEP (Individual Education Plan) process, and staff must provide him with necessary information and skills to carry out this responsibility. My teacher-partner’s meeting with the principal will open lines of communication lacking in Annie’s program and set the stage for ongoing interdisciplinary consultation – the keystone of Annie’s program and planning from now on.

**Knowledge**

My teacher-partner undertakes to acquire a more thorough knowledge of Annie’s learning profile. Information gathering will include an examination of Annie’s OSR3, including assessment information and previous IEPs, consultations with current and past teaching and resource staff including educational assistants, observation of Annie’s social and learning behaviour in structured and unstructured school settings, and more frequent and ongoing consultation with parents. It is likely that the need for further professional development will increase as the special education horizon expands. My teacher-partner feels confident in accessing the print, technological and human resources that will be required.

Special education teachers must be cognizant of current research and related teaching practices regarding each student’s exceptionality.
Collaboration
Equipped with a deeper knowledge of Annie’s learning profile, my teacher partner aims to explore ways of working more collaboratively with Annie’s educational team in the future including contributing to future evaluation and updating of Annie’s Individual Education Plan. Successful special education practitioners know that collaboration and teamwork are essential to the development, implementation and monitoring of effective IEPs. On reflection, my teacher-partner envisions the IEP process as a vehicle by which home/school co-operation and mutual understanding can be improved. Parental consultation through frequent telephone, e-mail and personal conversations will build and sustain familiarity and trust as the school/family partnership plans and monitors Annie’s progress.

Conclusion
As consultant-partner, it has been my pleasure to enter into a collaborative process with the dedicated special education teacher of this case study and to learn along with my colleague. My experience tells me that Annie, with “her wonderful smile,” and other students with special needs are the catalysts and inspiration that will continue to propel this budding special education teacher to new levels of professional learning, growth and trust. I shall be pleased to continue our partnership as the future unfolds.

References
Chapter 6
A Student Teacher Faces the Challenges of the Classroom

Reflecting on the Case

1. Discuss the many contextual elements of the classroom that play a role in framing this case.
2. Describe the teacher candidate’s experience, skills and knowledge. Examine the teacher candidate’s preconceptions about the students, classroom management and school community even before she encounters the principal dilemmas in the case.
3. What are the dilemmas that confront this neophyte? To what extent are the problems that occur caused by inexperience?
4. Consider the perspectives and roles of:
   • the school administration
   • the student teacher
   • the supply teacher
   • the associate teacher
   • the teacher next door
   • Garit
   • students in the class.
5. Analyze the situation by examining the benefits and risks of the teacher candidate’s actions. Evaluate the teacher’s solutions to classroom management. What would have happened if the supply teacher had not stepped in? Were there other steps that might have been taken to improve the behaviour of the class? What supports might have been helpful?
6. How might the teacher plan for the next class after being “saved by the bell”?

Further Inquiry

1. Although the teacher thought the lesson on gender equity in sports had been assimilated by the students, it now seems obvious to her that it had not. How are teachers able to ascertain the effectiveness of a lesson? Which standards would help guide them?
2. Much has been written about the sense of isolation or disillusionment that teachers often experience, especially at the beginning of their careers. What steps might remedy or help provide support for teachers new to the profession? Should the associate teacher be used as a role model? If not, whom would you suggest?
3. How might faculties of education or school communities tailor a mentoring program to meet the needs of young teachers? How might a school and community work with those teachers to overcome any feelings of isolation? Describe alternative suggestions that would provide support for people new to the profession.
4. Often there are cultural issues that arise and surprise us. The teacher candidate is concerned about challenging Garit’s beliefs. How might a teacher respect cultural, gender and individual differences, yet deal with the multicultural issues that arise? How would you address the issues differently at the elementary and secondary levels?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
Chapter 7
Engaging in Action Research in the Classroom

Reflecting on the Case

1. Describe the skills, attitudes, experience and knowledge of the teacher. Why is action research so important to this teacher? How are students encouraged to actively develop their own knowledge?
2. What interests you or bothers you about this case? Make a list.
3. There appear to be several stories with their own dilemmas in this case. Identify the stories and the dilemmas at the heart of each.
4. What are the pressure points in the case? Why have you selected those events as pivotal to understanding the conflicts raised?
5. Are there ambiguous situations? What makes them ambiguous?
6. Explore and analyze the multiple perspectives of the participants in this story.
7. The teacher in the story has a critical friend, Shelly, who helps her through a difficult situation. Where might teachers go to elicit that support if they do not have a critical friend? In what way might the standards of practice act as a critical friend?
8. The teacher seems particularly perturbed by Debbie’s behaviour. Is Debbie a reliable measure of the class’s success or failure? How might a teacher evaluate success or failure in a classroom? What standards might guide reflection?
Further Inquiry

1. The teacher seems to be constantly questioning the role teachers should play in their students' development and their active role as agents of their own education. Should teachers be directors or catalysts in student education? Which standards might reassure teachers that they have done their job properly?

2. Examine the standards Ongoing Professional Learning and Professional Practice. How might some of the key points of each be relevant to the teacher in this story?

3. Much has been written about personal professional development of teacher knowledge. In this particular case, the teacher seems to feel challenged in both areas. What encouragement or support could you provide to a teacher faced with similar classroom dilemmas?

4. How should teachers successfully prepare for supply teachers? Explain the challenges in this case, and if there were ways to prevent these challenges from occurring.

5. Do you feel that this is a realistic portrayal of a teaching situation? Explain your answer.

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?

Case Commentary

by Jack Whitehead
Department of Education
University of Bath
England

“Are you our supply teacher? That’s too bad because if you were, we were going to make you leave crying. Ha! That’s what we did to our last supply.”

“But I persevered. Slowly but surely, they began to grow. My students started to believe in themselves.”

The conflicting images in the story are very powerful. I have lived through similar experiences of feeling the living contradictions of holding human values and seeing them brutalized in practice. I identified with the action research approach used to help the students improve their learning and its evolution into an initiative to build self-advocacy skills. I felt the passion to help students realize their potential and take responsibility for their own changes helped me to understand the teacher’s embodied values.

I felt confident that these had helped to sustain the commitment to the students and to the two years of the educational enquiry. I wondered if the writer brought spiritual values into her educational relationships that might also help to explain her educational influence. I may be mistaken but I had the strong feeling that the story was written by a woman.

“Feelings of great disappointment and failure washed over me. I was filled with self-doubt. I questioned the entire action research project, thinking that it might just be a sham, a self-serving tool for myself. I hoped Shelly was not too busy. I needed a friend.”
I felt confident that Shelly as a critical friend would help to restore a sense of balance about what had actually been achieved with the whole class by focusing on the values that were now being lived more fully with the majority of students in relation to their growing autonomy and learning. I wondered about the possibility of developing the action research project so that its influence in the education of the social formation of the school and wider community might be felt more widely. I also wondered about deepening the values-base of the enquiry in relation to its contribution to our understandings of the educational standards of practice being lived by this professional educator.

What I have in mind are videotapes of the educational relationships in the classroom in which the educator’s embodied values are clarified in the course of their emergence in their educational relationships.

In this process of clarification, the embodied values can be transformed into the living and communicable standards of practice (Delong & Whitehead, 1998) that could help the Ontario College of Teachers to develop the most ‘educational’ standards of practice and judgment the profession has yet seen. I know that there will be ethical issues to be overcome in the use of visual images and in the use of student voice. I wondered if encouraging the students to tell their stories of their learning and integrating these with the teacher’s stories might also help to spread the influence of the educational values expressed through the story.

References

Chapter 8
Evaluating a Teacher’s Classroom Management Strategy

Reflecting on the Case

1. Describe how the teacher applies her skills and knowledge in the classroom.
2. Evaluate the choices the teacher makes regarding class management. Does inexperience cause the teacher to demonstrate too much flexibility and responsiveness to students? Has positive class behaviour been encouraged? What learning expectations had been established for the class?
3. Does a messy classroom indicate that no learning is occurring? If not, what evidence is there that students are actually engaged in learning? What are the ramifications of the teacher’s actions to interest the students?
4. What special problems occur because of contextual elements? Remember there are cultural issues to consider. What classroom and community issues must the teacher be concerned with in order to be effective as a teacher?
5. List the dilemmas that are obvious as well as those hinted at in the narrative. What role does critical reflection play in this teacher’s work?
6. Identify crucial decision points in the story and possibilities for action. Consider how the standards might guide an inexperienced teacher.
7. Conflict often arises when different perspectives collide. Consider the role, perspective and biases along with the impact of the diverse perspectives of participants described in this case.

Further Inquiry

1. How might you have prepared for the job at this school? Describe the teaching program you would have designed for these students. List the indications of a good lesson.
2. Assume the role of a student caught in the classroom conflict. Why have you chosen to behave?
3. What role might the administration play in facilitating professional growth of teachers new to the profession?
4. Although this case describes a situation that occurred some years ago, do similar problems continue to persist into present times?
5. Often teachers new to the teaching profession face disillusionment at the beginning of their careers. Could this teacher’s confrontations have been avoided? Do the standards of practice and ethical standards provide direction for this teacher?
6. Have similar experiences or surprises occurred in your classroom or teaching experiences? How did they impact on you and how did you cope? What strategies would you recommend to this teacher?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
Chapter 9
Balancing the Needs of All Students in an Inclusive Classroom

Reflecting on the Case

1. Describe the teacher’s attitudes, experience and knowledge. How does the teacher prepare for this particular class? What difficulties does the teacher foresee?
2. Describe the contextual elements of the school and the classroom that impact on the dilemmas faced by the teacher.
3. Consider the perspectives and dilemmas facing:
   • Scott
   • the teacher
   • the class
   • Scott’s parents
   • the administration (including the guidance department).
4. What are the pressure points in this case? Why do they occur?
5. What strategies do the teacher use to balance the needs of all members of the class? What does the teacher do to remedy the situation? What risks or benefits might have occurred from the teacher’s solutions?
6. Evaluate the teacher’s actions. Were there other options to consider? Discuss how successful the ways of assessing Scott’s work were. What might you have done in a similar situation?
7. Consider the consequences of integrating a student like Scott with special needs into a regular or special class. Evaluate the impact Scott had on:
   • the teacher
   • the class
   • the history department.

8. Explain the last sentence of this case, “In retrospect, Scott was an invaluable lesson to all of us.”

Further Inquiry

1. Explain this teacher’s frustration. What professional issues are at stake here? Comment on the principles of practice presented in this case. Do you believe that the teacher pursued every avenue available? How might the standards of practice and the ethical standards provide support or direction when confronted with a student similar to Scott?

2. Faced with students like Scott, how should teachers prepare for working effectively with their classes, their schools and their parents?

3. How might staff who teach students with special needs form a collaborative community? Explain how any one standard, in particular, might guide the development of a learning community.

4. Design a teaching program that might motivate and engage a student like Scott. How do you think Scott could participate in contributing to a program that might foster his independence and co-operative learning?

5. Many teachers find they develop familiar patterns of teaching, sets of steps that are repeated but with some variation. The teacher in this case does, in fact, provide variations for Scott. Do you think teachers should use routines to structure their classes, or should they be constantly implementing change? What direction do the standards give to this practice?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
Chapter 10
Implications of Student Cheating for the Teaching Community

Reflecting on the Case

1. Describe the teacher’s knowledge, experience and values in this case. Support your response by evidence from the case. What causes the teacher’s upset, and how does the teacher react to the situation?

2. How does the teachers attempt to balance both teacher and student needs at the outset of the story? Why might you think that this teacher has established clear and challenging but achievable expectations?

3. Describe the culture of the school and the community. Does either one play a role in this dilemma? Explain your reasons.

4. Consider the variety of people whose perspectives confound this case:
   - the teacher
   - the students
   - the vice-principal
   - the principal
   - the parents.

5. What are the pressure points in the case?

6. What course of action does the teacher take to deal with the problem that has been discovered? What are the risks and benefits of his actions?
7. An unexpected second dilemma arises with the administration when the teacher explains that there are another two cases of plagiarism. What extenuating circumstances continue to obscure the situation?

8. What course of action might the vice-principal take? As the story unfolds, more people appear to be affected by a variety of decisions. List the factors that have caused the accruing number of problems. How could lines of communication between the teacher and the administration be improved? Consult the standards of practice for guidance.

9. What short and long-term impacts might the events have on the participants?

10. Which standards are exemplified in the behaviour and beliefs of this teacher?

11. Compare and contrast the values of the participants in this case.

Further Inquiry

1. The teacher refers to the angel on his/her shoulder. In light of the ethical standards, what does that angel represent?

2. Account for the teacher’s annoyance and surprise. How do preconceived ideas and/or biases about students, school culture and student backgrounds play a role in reactions? Do you consider the teacher’s expectations for both students and administration unfair or unrealistic?

3. Have you experienced or overheard situations that caused you to wonder about the ethics of the parties? How have you responded to those dilemmas and did you wish that you could revisit those situations? What might you have said? What role might the standards have played to influence your beliefs and actions?

4. In the standards of practice, there is reference to character development, citizen development as well as a focus on the role of change. What role could both the standards of practice and ethical standards play in developing a moral conscience in students? In colleagues? In administration?

5. Do you find the last line of the story upsetting? How might you encourage and advise this teacher?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
Chapter 11
Challenges Teachers Face When Re-entering the Classroom

Reflecting on the Case

1. Compare the knowledge, skills, attitudes and experience of the teacher who must leave because of the measles outbreak with those of the supply teacher. Does the replacement know the course content and relate it to the class’s educational goals? *Which standards are demonstrated in the work of both teachers?*

2. Why is the supply teacher apprehensive about returning to teaching? *In what way might the standards aid in building confidence?*

3. How does the department head support this teacher? *What elements from the standards are observable in his behaviour?*

4. Conflicts in relationships are immediately noted in this case. Differences in perspectives often account for misunderstandings. List the conflicts and the disparity in views presented.

5. Why does the Grade 12 class behave as they do? Why do you think the supply teacher’s first attempts to develop positive relationships with the students are not successful?

6. What problems in classroom management become evident? *Could the standards of practice provide a guide for this teacher?*

7. How might the supply teacher have resolved problems at the outset of returning to teaching as well as during the teaching term? What principles of good teaching must exist in effective classrooms?

8. One student is pivotal in the teacher taking control of the class. How and why does John facilitate an improved teaching environment? Although there is a change in the environment, not all students benefit. What would you propose that might encourage all students to participate in this classroom?

9. Evaluate the success of this teacher as a substitute for Hannah Spitzer.

Performing as a professional can often be challenging, particularly when you have been away from teaching for a number of years.
Further Inquiry

1. What problems might occur when a teacher returns to teaching after being away for a number of years?
2. What ethical standards are involved in this case?
3. Performing as a professional can often be challenging, particularly when you have been away from teaching for a number of years. The standards of practice describe what it means to be a teacher. What other points that are relevant for a teacher returning to teaching might be added to each domain of the standards?
4. How might a teacher prepare for returning to teaching? The author describes the support given by the English department to the teacher. What elements are necessary to build a collaborative community with one's colleagues? Which standards support and illustrate the creation of a collegial environment?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
Chapter 12
Developing Appropriate Boundaries With a Troubled Student

Reflecting on the Case

1. Consider the title of this case. List the variety of roles that a teacher must play. As you begin to reread this case, consider whether or not the teacher depicted fulfills, falls short or surpasses your notion of the role of a teacher.

2. What is Mel’s story? Identify the problems and pressures that are disturbing Mel. Does she represent the typical gifted student? Why do you think that she reaches out to her teacher? Why might the teacher have initially missed Mel’s issue?

3. List the dilemmas for both Mel and the teacher.

4. Describe the role that the teacher plays in Mel’s story. Evaluate how well the teacher communicates with and deals with Mel’s problem. To what extent has the teacher fostered positive behaviour in Mel?

5. Consider the contextual issues. How has the school (guidance and administration) provided for the needs of exceptional students? What role could the school community play in solving problems like Mel’s?

6. Are there other steps that the teacher might have taken? Discuss the benefits and risks of each action you have proposed for Mel, her teacher and her family.

7. When learning that Mel has returned to using drugs, the teacher is philosophical. What do the teacher’s insights reveal about the personal yet professional role as a teacher? How might a student like Mel affect your own personal philosophy about teaching?

Further Inquiry

1. Very often, relationships outside of the classroom are important factors that cause stress on students. Should teachers involve themselves in situations that occur outside of their teaching domains? When might teachers widen their scope of professional involvement with students and what resources or actions might teachers access in particular situations? Which standards support your solutions or suggestions?

2. Gifted students require support and encouragement. How should a teacher begin to prepare for meeting those needs? What direction do the standards provide for teachers of these students?

3. Drug use and drinking are two areas of societal concern, especially for adolescents. How might you address these issues in class or in school forums? What paths would you take when you discover that a student is involved in either drug or alcohol abuse?

4. Closely examine the ethical standards in relation to the work that this teacher does with this student.

5. What have you learned from this case? What assumptions about exceptional students have you reconsidered after reading Developing Appropriate Boundaries With a Troubled Student?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
Chapter 13
School Politics Divide a Community

Reflecting on the Case

1. What is the writer’s background? Discuss if the problems presented might be specific to only a small community.
2. Why would problems naturally occur when decisions must be made to alter the funding formula?
3. List the dilemmas that confront the writer. What guides this educator’s philosophy, and why would it be at odds with the desires of other stakeholders?
4. Compare the perspectives of the diverse stakeholders and explain why each holds a particular point of view:
   • the committee
   • the writer
   • the community study group
   • the public forum
   • the local press
   • the board
   • the trustee
   • others.
5. Discuss alternate steps that might have been taken to avoid some of the public disputes as well as the outcomes that occurred. Looking at one or more standards, could you suggest how they might have played a role in alleviating conflict?
6. The writer uses the term professionalism. How does that term apply? Note where he uses the word. What kinds of professionalism are highlighted in this case? What other ways could the writer have dealt with this role of responsibility?

Further Inquiry

1. The writer laments, “The world of politics is a cruel world”. Consider the effect politics exerts on teaching. Where in the standards might you look for positive reinforcement for dealing with political change or reaction to it?
2. The writer writes, “The process resumes all over next year…” Has the supervisory officer learned any lessons from encounters in the political arena? Do you think retirement has solved the problem? Considering the ethical person that this teacher is, explain how he might continue to deal with the issues. Examine the ethical standards for evidence of his behaviour and future guidance.
3. What decision-making processes are helpful for dealing with issues like split classes, closing schools, class size, busing that cause rifts in the community? How do the standards provide support or redress in difficult issues?

Connecting to Your Practice

Are there issues described in this case that are relevant to your own practice? If so, has your understanding been changed or enhanced by your reflection or discussion with your colleagues?
## Appendix I

### Standards-Based Case Discussions

<table>
<thead>
<tr>
<th>Facts of the Case</th>
<th>Issues / Dilemmas</th>
<th>Multiple Perspectives</th>
<th>Alternative Solutions</th>
<th>Connecting to the Ethical Standards and the Standards of Practice</th>
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Appendix II
PowerPoint Presentation: Using Cases

The PowerPoint presentation Using Cases can be downloaded from the College web site at www.oct.ca.

Acknowledgments


Case Discussion Goals

• An opportunity to reflect on practice with colleagues
• An opportunity to reflect on your practice
• An opportunity to discuss teachers’ dilemmas
• An opportunity to deepen understanding of the standards
• An opportunity to learn about the case genre
• An opportunity to prepare for teaching
• To foster discourse about issues pertinent to teaching practice

What Makes a Case a Case?

• Is dilemma or problem focused
• Is situated in accounts of real teacher practice
• Should be analyzed the various perspectives of “characters” in the narrative
• Will reveal thoughts and feelings of the teacher-case writer
• Will provoke reflective comments about teacher learning and remaining questions
• Will make a theoretical claim
Appendix II
PowerPoint Presentation: Using Cases

Cases Will Be
Dilemma or Problem Focused
- Will have a conflict, a dilemma, a problem, a conundrum at its core
- One conflict will usually impinge on others
- The problem will be identifiable
- There will be a dramatic tension surrounding the issue(s)
- There will be no final resolution to the problem

Cases Will Have
Situated Accounts of Practice
- Will provide contextual information regarding the conflict/tension/conundrum
- Will provide pertinent information regarding students, the type of school, community, etc.
- Will describe events that unfold over time

Cases Should Be Examined from a
Variety of Perspectives
- A case will be written in first person
- Insights into other “characters” and their roles in dilemma will be seen through the narrator’s eyes. The reader will hear conversations and see reactions of characters in the narrative.
- Embedded problems should be analyzed by readers from various perspectives: what might the each person in the case experience or think about the dilemma(s) described?
- “It is important to think from other lenses!”

Cases Make Theoretical Claims
- The case is not just a story but is representative of a class or type of dilemma: problems with discipline, staff relations, communication with parents, challenging students
- Case dilemmas will arise with some frequency in teaching situations (not idiosyncratic)
- “What is this a case of?”
Appendix II
PowerPoint Presentation: Using Cases

Community Builder

- In order to create a safe and dynamic environment, facilitators engage in an activity selected to build community

Before Reading the Case

- Reflect on your personal-professional teaching dilemmas and/or educational issues that may arise in teaching
- You might jot down a few lines concerning your
  - puzzles or questions
  - challenges
  - successes

Read the Case

- Read with your pen
- Underline or use margin notes to highlight
  - key issues
  - reactions
  - pressure points.

Case Discussion

- Issues, Dilemmas, Questions (Examine the issues and consider them from multiple perspectives)
Appendix II
PowerPoint Presentation: Using Cases

Case Discussion (cont’d)

- Potential Solutions (Consider the ramifications of proposed solutions on individuals, school community, relationships)
  There is never only one “right” answer to any problem. Consider contexts, demographics, relationships, impact.
- What is this a case of? A good case will be “of” many things - from miscommunication to student relationships to issues of identity.

Where Do the Standards Fit?

- Map case issues/dilemmas and questions back to standards of practice and ethical standards in the Foundations of Professional Practice
- In a small or large group, or by yourself, identify and record examples of the standards as revealed by the case
- Share with colleagues

Dealing with the Case Dilemma

- Consider ramification of your proposed solution.
- Explain why a remedy might be effective.
- Consider your own situation and similar problems.
- Could your own prior experience have helped the teacher/narrator in the story? Why or why not?
- Ensure you look at the problem from multiple points of view.
- Discuss proposed solutions with your colleagues. Are there more questions to ask?
- There is never only one solution.

Reflection

- Do you feel that the issue(s) has been well discussed?
- Which standards provided you with support or guidance to deal with the problem(s)?
- Has your own practice provided you with information for dealing with the issue?
- Were your prior recommendations or ideas changed at all by your colleagues’ insights?
- Should a similar problem arise in your practice, how might you deal with it?
Appendix II
PowerPoint Presentation: Using Cases

Next Steps

- You might write your own case, using the elements described above.
- You might think about how your work reflects the standards.
- You might write a reflection or share this information with a colleague.

Finally

Please consider:
1. Do cases help me prepare for my classroom teaching?
2. How do narratives aid in sharing teaching knowledge?
3. Do I have a better understanding of the standards, having used this guide?
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Acknowledgements:
The following members of the College are acknowledged for their contribution to this project:
Elizabeth Sinclair-Artwell, Margaret Appell, Cilla Dunn, Wayne Bacon, Peter Brodribb, Judy Tinning,
Joseph Totario, Michael O’Neill, Melinda Rappello, Susan Young, Nancy Hutcheson, Jack Whitehead,
Donna Dewar, Jon Snyder.
The ethical standards and the standards of practice are the threads that intertwine to form the tapestry of teaching practice.