



CASE STUDY B:

A MAJOR MICE MISHAP

INTRO:

It all started with such promise, but ended up not going so well. You are the head of your PLC department, and as a PLC you all decided that as a grade you wanted to raise some mice over the course of the year, in order to study genetics and dominant versus recessive genes / alleles as part of your biology unit. You were lucky enough to meet a researcher at a local college over the summer who was willing to lend some of their equipment and breeding stock of mice. Combined with a research grant that they helped you write, you received enough funds to have 7 mice cages in each of your grades' classes.

A little over a month into the school-year, you get a call from the principal, who wants to meet with you. He explains that one of the teachers in your grade had a mishap yesterday. When he came in the morning to unlock the school, he noticed that one of the lights in the room was off. When he went inside to investigate, he saw that the mice had not been properly taken care of. The teacher responsible had not been there that part of the day, due to a doctor's appointment, and the sub apparently was very responsible, nor were the children.

The end result was several of the mice had disappeared (their latches were open), though one had been found in an adjacent classroom, and another had been spotted in the hallway when the students had entered, and their screaming had alerted another teacher to the issue. Additionally, the mice missing will be expensive to replace, and without them, that entire class's results will have to be thrown out / started over. And even if the mice are found, they came from two different cages, and could have bred in the meantime, skewing the study's results.

AS A PLC, CONSIDER THE FOLLOWING:

- What sort of **data** have you **collected** regarding the case?
- What **additional data** might be useful in order to **inform** your **future instruction / student inclusion** in the study?
- How can you use your **current / future data** to build the student's (and teacher's) current knowledge / skills, & to help both to continue to **progress**?
- What **needs** do you believe your students / teachers currently have? How might you **verify** that you are correct in those beliefs?
- What goals / outcomes / skills do you as a PLC / department believe ought to be **Learning Focal Points** for your individual classes, which will also assist this teacher and your students in their learning?

OTHER FACTS:

- The grant that you received is generous, but it does require that you submit weekly data on each of the groups in your classrooms. Failure to provide the data will result in you needing to return the funds
- The first month of school, you personally made sure to teach each of your PLC teachers to take care of the mice's needs, including watering, feeding, letting them out for observation, etc.
- Recently, as a PLC you all decided that you would allow the students to be gradually take charge of such care.
- How each class would delegate each of the student duties was left up to each teacher. They were supposed to submit plans, but the teacher in question had not yet done so.