

# CASE STUDY REPORT

CI 171 – Understanding the Learner



Name: \_\_\_\_\_

CI 171-Dr. Lomeli

Tuesday 9 am

Date March 30, 2009

## I. INTRODUCTION AND IDENTIFICATION SECTION

Our case study student will be referred to as “Jet” throughout this report for confidentiality purposes. Jet is a 9 year old Hispanic male and was born in Fresno, CA. Jet is an English Language Learner and is at level 3 in proficiency. Jet is an active student in the 4<sup>th</sup> grade at Fremont Elementary School in Fowler, CA. He comes from a middle class, two-parent home, and has 3 sisters; 2 older and 1 younger. Jet’s 2 older sisters share a room, he has his own room, and the baby sleeps in the room with his parents. He lives in a house. Jet shows a leadership role in and out of the classroom. He is always willing to help his parents with his younger sister and is always ready to help his teacher at school.

## II. ECOLOGICAL RECORD SECTION

Jose Lomeli 5/4/09 8:54 AM

**Comment:** Ecological

1<sup>st</sup> observation

Date: February 25, 2009

Amount of Time Spent: 30 minutes

Environment and Locale: Mrs. Gomes 4<sup>th</sup> grade classroom at a back table

Situational Purpose of Observation: To observe how our student reacts when working with a small group of students.

Observation: This was our first time ever meeting Jet. We asked Mrs. Gomes for a group of children to come to the back table. As an icebreaker we had the children design a paper t-shirt with things that are important to them, their hobbies, or anything else they would like to include on their design. This started to establish a positive rapport with the students. Three students were sent to our back table, two boys and a girl, while the rest of the class finished up an assignment. At our table, the children immediately began to color, except for one. This boy took his time and was really thinking about what he wanted to color. He was looking at the other students’ work

before finally picking up a crayon. That is when we decided to choose Jet for our case study. Jet was pretty quiet and kept to himself while he was coloring. The other students were really chatty. They talked to us and to each other but not to Jet. So then we started asking Jet questions and he finally started to open up to us. He told us about how he liked sports and that is why he is coloring his t-shirt to resemble a Fowler jersey. Throughout our activity he never really talked to the other two students, but whenever they talked or we talked he stopped to listen intently. He was also worried about what he was missing in class behind him, because he kept turning around and then turning back to look at us to see if we were going to tell him to go back to class. I think he was concerned that the rest of the class was going to finish their work and move on without him.

Interpretation: We believe the reason why he was so quiet during this observation is because he is an EL student. He was probably trying to take in and comprehend what everyone was saying, and that probably gave him no time to speak for himself. It might have taken him so long to start coloring his t-shirt because he didn't quite understand the directions. He was looking around and waiting to see what the other students were doing. He seemed to work well with the other students because he had nothing negative to say about anyone's coloring, like the other student who laughed at the girl's shirt design. He seemed to really care about his work because he took his time and really focused on designing his t-shirt the right way. He also seemed to care about what other people would think of his work because he kept looking at his peers' papers to make sure he was doing the right thing. We think that since he is a struggling student he was scared to miss any class time, so that is why he was so worried about getting back to his seat when he realized the class was moving on to a different assignment. Unlike the other two students who were trying to stay at the back table for as long as they could.

## 2<sup>nd</sup> Observation

Date: March 10, 2009

Amount of Time Spent: one hour

Environment and Locale: Mrs. Gomes class during math after lunch recess

Situational Purpose of Observation: To observe Jet in a classroom setting during math.

Observation: As the rest of the class lines up to go inside the classroom after recess, Jet walks to another classroom everyday to bring back a stack of papers for the class. Then he hands the stack to his teacher and he sits down to start his timed math facts. The students have to race against the timer on the board to complete their math facts page before time runs out. Jet is able to finish his page before the timer ends so he turns it in and goes to take an Accelerated Reader test on the computer. Then he picks out another book and sits on a beanbag in the back of the classroom and begins to read. We are assuming he is reading because he finished his previous math assignment from that morning and when they are done they read quietly. Many of the students in the class were still working on their morning assignment. Then it was time for the class to review their math and get ready for a test. Jet went back to his seat and waited for instructions from his teacher. When one of the students couldn't find their math book Jet was the first one to help look for it and he found it on an absent student's desk. The other student thanked him and he seemed very happy to help. They were reviewing fractions and whenever Mrs. Gomes had classroom involvement where anyone can shout the answer he participated. However, whenever she just wanted people to raise their hand to say the answer, he never raised his hand. He was very attentive though and never talked to his neighbors, like some of the other students were doing. He seemed to be paying close attention to what Mrs. Gomes was teaching and reviewing with them. However, whenever the class had to read a couple of sentences of a definition from their

math books together out loud, we noticed that Jet was not participating; instead he was looking out the door with his mouth closed. Then when it was time for the class to move on to work individually on their math word problem assignments he left to the bathroom. When he came back, he took his math book and went to math deployment.

Interpretation: We noticed that Jet is very eager to help his teacher in any way that he can. He enjoys going to get the stack of papers for the rest of the class because he always hands them to his teacher smiling. We found that he also likes to help his peers as well, such as when he found the missing book. However, he still never seems to talk to anyone around him. Maybe this is why he is always trying to help his teacher or his peers, because it is his way of communicating or interacting with them. We think that he does well when doing basic math problems, where only numbers are involved, but whenever it comes to word problems or reading he struggles. That is probably why he stared out of the door when the rest of the class was reading out loud from the book. We think this is also why he finished the math facts quickly, but whenever it was time to work on the word problem assignments, he avoided it by going to the bathroom until it was time for him to go to math deployment. The fact that he decided to go read at the back of the classroom instead of doing something else shows that he probably enjoys reading. He probably just reads slower and at his own pace, so that is why he may not have felt comfortable reading out loud with rest of the class. He may feel this way because the class reads at a faster pace than him.

### 3<sup>rd</sup> Observation

Date: March 19, 2009

Amount of Time Spent: 15 minutes

Environment and Locale: 4<sup>th</sup> grade music class

Situational Purpose of Observation: To observe Jet in a different classroom setting that is not necessarily academic.

Observation: We observed Jet during a music class that the 4<sup>th</sup> graders go to on Tuesdays and Thursdays. At first we could not find him because it was a mix of classes and they were standing on bleachers. When we asked a few of the students in his class if Jet was absent, they all pointed toward him and then he started waving at us. Then the music teacher started playing the piano and the classes all sang a couple of songs together. It looked like Jet was singing all the words. He was on the very top bench so it was easy for us to observe him. However, we could not tell if he was really singing or just mouthing the words. He looked straight ahead and sometimes at the piano player. He did all the hand movements with the rest of the class with eagerness. When the song was over he smiled at us really big. When it was time for the class to leave he was very respectful in waiting patiently to get off the bleachers and walk out the door.

Interpretation: We think that Jet enjoys himself in this setting because everyone is doing the same thing, so he cannot be singled out. However, it seemed like they have worked on these songs a lot because they all knew them very well. We think that he would react differently if it had been the first day of learning the songs and hand movements. He probably would have looked around and made sure he was doing the right thing by watching his peers, just as he did in the t-shirt activity, and stay quiet until he was sure of himself. However, this was not the case today and he was very involved with the class and seemed to be having a good time, even though

he still did not laugh or talk to anyone when the class was over, like the rest of the students were doing. He may have a problem with self-esteem, because he does not seem to just be shy.

#### 4<sup>th</sup> Observation

Date: April 2, 2009

Amount of Time Spent: 20 minutes

Environment and Locale: Outside with 4<sup>th</sup> grade P.E

Situational Purpose of Observation: To observe Jet in a setting outside of the classroom.

Observation: We observed Jet during P.E outside with the other 4<sup>th</sup> grade classes. Jet seemed to be very comfortable in this setting. He was one of the only students who were doing the warm-up exercises correctly and with eagerness. He always paid attention to the P.E instructors but he did not begin the exercises until he saw what the other students were doing. While a lot of the boys were messing around, Jet was in the back of the class and keeping to himself. When they had to run a lap around the field, Jet kept up and was at the front of the group. He did not stop as much as the rest of the students, who were walking in pairs and talking. He came in 6<sup>th</sup> place out of about 20 students. Then it was time to play catch with scoop-catchers and whiffle balls. We noticed that when they had to find partners to play catch with, he waited for someone to come to him instead of him trying to go find a partner. When he found a partner and they played catch they kept missing the ball because they were facing the sun. So then Jet moved to the other side and they played catch east and west, so the sun was not in neither of their eyes. They were doing well and playing hard, but then the P.E teacher came over and took the scooper away from Jet and showed him how to catch and throw better with it. This seemed to embarrass Jet and caused him not to play as hard.

Interpretation: We could tell that Jet really felt good about himself when he was in P.E because he was usually trying his hardest and was pretty good at everything. We were surprised to see that even when he is outside of the classroom he still does not really talk to any of his peers. He seems to keep to himself and do whatever he is told to do by the teachers, and nothing else. When he showed his partner how turning the other way would get the sun out of their eyes, it showed that he is a good problem solver. It seemed like he did not like being singled out when the P.E. teacher showed him the proper techniques of catching and throwing the ball. It probably hurt his self-esteem because the teacher walked up to only him and took the catcher away, and he did not do that to any of the other students who were also using the wrong techniques. We could tell he did not like this negative attention because he was looking around to see who was watching him. When the teacher gave the catcher back Jet was less motivated to play. This shows how he has self-esteem issues and how he is worried about what his peers will think of him.

### **III. NORMATIVE COMPARISON SECTION**

#### **A. Cognitive Development- Piaget and Vygotsky**

Jean Piaget was a Swiss psychologist who developed a model in 1954 to explain how people make sense of their world by actively creating knowledge through direct experiences with objects, people, and ideas, and then gathering and organizing this information. In the PowerPoint it shows how people do this through adapting and fitting information into schemes. Piaget's ideas provide an explanation of the development of thinking from infancy to adulthood. Piaget's theory of cognitive development has four stages: sensorimotor, preoperational, concrete operational, and formal operational. Sensorimotor is during the approximate age of 0 to 2 years old. Infants in this stage begin to make use of imitation, memory, and thought. They also start to

Jose Lomeli 5/4/09 8:59 AM

**Comment:** This section was done very well. Your observations were very thorough and your interpretations seemed to have a consistent feel to them. You may be right that Jet has some self-esteem issues.

realize that objects still exist even when they are hidden. The next stage is the preoperational stage; children in this stage are approximately 2 to 7 years old. They gradually start to develop their use of language and the ability to think in symbolic form. They are able to think operations through logically in one direction and have difficulties seeing another person's point of view because they think egocentrically. The next stage is the concrete operational stage; children in this stage are approximately 7 to 11 years old. They are able to solve concrete problems in a logical fashion and understand reversibility. They also understand the laws of conservation and are able to classify and seriate things. The last stage is the formal operation stage; people are in this stage from approximately 11 years old to adult. They are able to solve abstract problems in a logical fashion and their thinking becomes more scientific. They also develop concerns about social issues and identity.

We performed two Piagetian conservation tasks on Jet to see what stage he is in. According to his age he should be in the concrete operational stage but the assessments showed us otherwise. The first assessment we did was with the pennies. We made two rows of 8 pennies. The pennies were lined up facing Jet. Then we added two more pennies to the top row and asked which row had more. He pointed to the top row. Then we spaced the bottom row out so it made a longer row and asked him which row had more. He pointed to the top row again. He passed this assessment because he was able to show his understanding of the laws of conservation. However, for the second assessment we did he proved to be in the preoperational stage. We showed him two balls of playdoh and told him they both had the exact same amount of playdoh. Then we asked him which one had more playdoh and he said they were both the same. Then we rolled one of the balls out into a snake and asked him which one had more playdoh. At this time, he pointed to the snake. This shows that he is in the preoperational stage because he cannot understand

reversibility. Then we rolled it back into the ball and showed him the two balls and asked him which one has more and he said they were the same. If he were in the concrete operational stage for this assessment he would have said that the two balls have the same amount of playdoh, no matter what shape they take. He must be in between the preoperational and concrete stage because he passed one of the laws of conservation tasks but failed the other.

Lev Semonovich Vygotsky was a Russian psychologist who created the socio-cultural theory of cognitive development. According to Vygotsky learning comes first, and then development. According to the PowerPoint, there are four key points of Vygotsky's theoretical framework: Social Origins of Thought, Tools for Thought, Language and Development, and Zone of Proximal Development. Social Origins of Thought includes the following: knowledge is co-constructed between people as they interact, co-constructed process is a social process in which people interact and negotiate verbally to create an understanding or solve a problem, and theoretical support for Cross Age tutoring, "Big Buddy", and problem solving. Tools for Thought has to do with how cultural tools, such as rulers, computers, and pencils, play a very important role in cognitive development and how psychological tools such as language, signs, symbols, and historical perspectives of a culture are important because they guide people's thinking today. For Language and Development, Vygotsky believed that language is the most important psychological tool influencing children's cognitive development. Language is mediated by culture. There are three stages in children's use of language. The first stage is social speech, which is language used for communicative functions. The second stage is egocentric speech, where speech is used to regulate their behavior and thinking-"talking at people". The third stage is inner speech, where children internalize egocentric speech and use language internally to guide their inner thinking and behavior- "talking to ourselves".

Jose Lomeli 5/4/09 9:01 AM

**Comment:** Good observation. If you had more time you could administer more assessments and get an even clearer picture. Sometimes the different types of assessments (conservation, combinatorial logic, classification, etc.) will give you different results.

The Zone of Proximal Development (ZPD) is a phase at which a child can master a task if given appropriate help and support. It defines those functions that have not yet matured, but are in the process of maturation. Children's growth is nurtured through assisted learning or guided participation in the classroom, which requires scaffolding. The ZPD is the teaching space between the boring and the impossible. It is up to the teachers to find the "magic-middle" teaching space, which is exciting and challenging for the students and supports learning.

We used math problems to find Jet's zone of proximal development. We gave him a few math problems that had to do with division. The "don't teach" division problems that were too easy were problems like 6 divided by 3. He did these problems very quickly and they were too boring for him. The other "don't teach" division problems that were too difficult were problems like 675.45 divided by 12.2. He had no idea what to do with the decimals and he acted like it was impossible because he had not been introduced to it yet. We found his zone of proximal development (ZPD) to be division problems similar to 67,423 divided by 54. He did not rush through these problems, so we knew they were not too easy for him. He was able to complete these problems with a little bit of our guidance, so we knew they were not too difficult for him either. This was his magic middle.

Jose Lomeli 5/4/09 9:02 AM

**Comment:** Excellent work in this section.

#### B. Psychosocial Development- Erikson

Erik Erikson's psychosocial theory emphasized the emergence of the self, the search for identity, the individual's relationships with others, and the role of culture throughout life. He saw development as a passage through a series of stages, each with its particular goals, concerns, accomplishments, and dangers. In each of these stages the individual faces a developmental crisis, where the resolution prepares the way for the next stage. These stages continue throughout an individual's entire life. According to our textbook Educational Psychology, by Woolfolk,

there are eight stages of Erikson's psychosocial development. The first stage is basic trust versus basic mistrust, which happens between the approximate ages of 0 to 18 months. The second stage is autonomy versus shame and doubt, which happens between the ages of 18 months to 3 years old. The third stage is initiative versus guilt, which is during the ages of 3 to 6 years. The fourth stage is industry versus inferiority, which is between 6 and 12 years old. The last four stages are identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, and ego integrity vs. despair, which happen in adolescence, young adulthood, middle adulthood, and late adulthood respectively.

Jet is in the industry versus inferiority stage of psychosocial development. He is nine years old and is learning new skills in the classroom. He is also realizing that he must keep up with these skills and adapt with them or else he will risk failure and inferiority. We can tell that he also cares what his peers think of him. He is always looking around to make sure he is doing the right thing so he will not be seen doing something wrong and have the risk of being made fun of and feel inferior. We saw this when he was coloring his t-shirt design and when the P.E teacher singled him out for using the wrong techniques. He is also ready to do work on his own and gain recognition from his teacher. For example he goes by himself everyday to pick up the stack of papers and bring it to the classroom for his teacher. We think that he goes back and forth between industry and inferiority but we are leaning more toward inferiority. This is because he is an English Language Learner and is having a hard time keeping up with the academic level of the rest of the students. Mrs. Gomes told us that Jet is getting D's and F's on everything on his report card but for an EL student they don't record those grades. Instead they put a "P" for progressing. Even though he does not see the D's and F's, we are sure he understands what the "P" really means. His parents probably know what it means too and they could be telling him

negative things about his grades. This failure leads to incompetence and inferiority. This could possibly be hurting Jet's motivation to try. However, everyday that we see Jet in the classroom it looks like he is trying so hard to pay attention and learn but he is just does not fully understand. Ms. Gomes says that he is very alert everyday and he wants to do well but he still receives bad grades. She also told us that he is very self-conscious. He won't raise his hand to ask a question because he does not want other people to know that he needs help. This shows that he is in stage four because the opinions of his peers are starting to matter more than ever.

Jose Lomeli 5/4/09 9:04 AM

**Comment:** Very insightful. This section is more difficult to address because there is no actual assessment. You have to look at all the information you have observed to make your determination.

### C. Moral Development- Kohlberg/Piaget

Lawrence Kohlberg's Theory of Moral Development refers to moral reasoning. Moral reasoning is the thinking process involved in judgments about questions of right and wrong. It involves cognitive and emotional development which can't be separated. As stated in lecture notes and table 8.2 there are three levels of moral development. The first level is pre-conventional, including stages one, obedience-punishment orientation, and two, instrumental and relativist orientation. During stage one the child obeys rules to avoid punishment. During stage two each person's need is to take care of his/her own needs.

The second level is conventional, including stages three, "Good girl" – "Nice boy" orientation, and four, law and order orientation. During stage three, good people do nice things. Good behavior is what pleases other people. Intentions are important in judging goodness and badness. During stage four, good behavior is obeying laws and rules. It is important to do one's duty and respect authority.

The third level is post-conventional, including stages five, social-contract orientation, and six, universal ethical principle orientation. During stage five laws and rules exist to benefit everyone and to preserve human rights. Rules and laws are established by mutual agreement.

During stage six general universal principles (justice, fairness, equality) determine what is right and wrong. Unjust laws may be broken when they conflict with moral principles. Stages five and six were later combined.

Lawrence Kohlberg's theory is based in part on Piaget's ideas. Piaget was more interested in understanding how children think than in guiding teaching. Piaget believes that we can learn a great deal about how children think by listening carefully and paying close attention to the way they solve problems.

Kohlberg used moral dilemmas to determine a child's level of moral development. Moral Dilemmas are situations in which no choice is clearly and indisputably right. Children make decisions about situations and give their reasons. Based on their reasoning their moral development level is identified. Cognitive ability evolves to thinking and reasoning concretely to abstractly.

However, there are some criticisms to Kohlberg's Theory. There are gender differences and his theory is biased in favor of Western male values. Also, his stages do not seem to be separate, sequenced, or consistent.

There are several influences on moral behavior; moral reasoning, modeling, internalization, and self-concept. If children are not shown positive examples and given proper models their behavior will be affected. If they do not have positive self-esteem and feel good about themselves, this will also affect the choices they make.

Jet is an English Language Learner. His ability to comprehend the moral dilemmas that were presented to him was limited. Valerie and I presented Jet with a few of the moral dilemmas given to us in class. We tried our best to change the vocabulary to a lower level of reading to

help Jet understand. When asked if he understood Jet would reply, “Yes.” We then asked him what he would do in each situation.

The first dilemma we presented to Jet was the “Escaped Prisoner”. We re-worded the paragraph to assist Jet with better comprehension. He stated that he understood what was read to him and answered the question, “Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison?” Jet’s response was, “Mrs. Jones should not report the escaped prisoner because he might get mad because he had a place to work and gave people money”. After hearing his response, Valerie and I concluded that Jet probably didn’t fully understand the dilemma. Although he picked an answer, his explanation did not quite match up with the answer he chose and he wasn’t able to explain further.

The second dilemma presented to Jet was “The Doctor’s Dilemma”. After reading the dilemma to Jet we asked him again if he understood. He stated that he did. He answered, “I would give the lady enough medicine to help her die”. He stated this was his choice because then they could check on her if she was feeling better. Again, we felt that Jet did not fully understand the dilemma. He wasn’t able to explain further why he chose that answer and just gave us a blank stare.

Because of the language barrier between Jet and Valerie and I, we are unable to accurately determine at what stage Jet is in Kohlberg’s Theory of Moral Development. To the best of our ability, we concluded that Jet would possibly be at stage two. He was able to see the dilemma from another person’s perspective, such as the woman suffering from cancer and made his decision based on the fact that the woman was in pain. Although his explanation didn’t fully support his answer, it was clear that his concern was for the patient and the pain that she was in.

Jose Lomeli 5/4/09 9:06 AM

**Comment:** I can see your challenge because the language did not allow him to fully process the situation. I appreciate your attempts here.

#### D. Child's Intelligences

According to Howard Gardner's theory of multiple intelligences, there are at least eight intelligences: naturalistic (observing and understanding natural patterns and systems), intrapersonal (understanding self), interpersonal (understanding others), kinesthetic (bodily movement), logical-mathematical, spatial, musical, and linguistic (verbal). Various cultures and places in history place importance on these different intelligences. Some think that a few of these intelligences are actually talents, such as kinesthetic skills, musical abilities, or interpersonal abilities.

An advantage of Gardner's theory of multiple intelligences is that it gives teachers several different avenues to take in order to teach a child in a way that they can learn. One child may learn better with hands on activities, while others may learn better by listening or working with a group. However, a disadvantage to this is that some teachers try to teach to every intelligence in one lesson, whether appropriate or not.

In our observations of Jet, we concluded that Jet works well alone, he loves the outdoors, and he is very athletic. When we administered the multiple intelligence inventory to Jet, he felt that 9 items out of each multiple intelligence list represented him. Every intelligence turned out to have the same number of statements that he felt he identified with. Again, we feel that Jet's lack of understanding caused him to choose a statement that perhaps does not fully represent him. Our conclusion would be that Jet learns best through hands on activities; he works well with numbers, and loves activities with bodily movement. We feel that jet's strongest intelligences would be logical/mathematical and bodily/kinesthetic.

Jose Lomeli 5/4/09 9:07 AM

**Comment:** Sounds reasonable

#### **IV. DESCRIBE SPECIAL INTERESTS OF CHILD**

We did the student inventory for this section and also chatted with him to find out his interests. Jet loves sports, especially soccer, and loves to play, read, and do math. He told us that he has many shirts for Fowler from playing sports for the city. He says when he grows up he wants to be a teacher. Jet's favorite things to do after school include homework and watching cartoons on the television. He watches about 2 hours of television a day. If he had 3 wishes, he would wish for a pet, a pool, and a big backyard. He has experience using computers at home and at school and uses them to "look stuff up", play games, and take his accelerated reader tests. He is very strong at math and very organized.

Jet loves his family and says that they are fun because they love to play with him and they are funny. He enjoys reading to learn more things and if he had his own chapter books, he would read more. His favorite magazine is "Highlights" and he enjoys reading the comics in the newspaper. In class they are currently reading, "*Three Cups of Tea*", and he says this is his favorite book. His mom, dad, and sisters are the people that he admires most.

Jose Lomeli 5/4/09 9:07 AM

Comment: Well done

#### **V. STUDENT'S SKILLS OR ACADEMIC ABILITIES IN READING/ LANGUAGE**

##### **ARTS AND MATHEMATICS**

We talked to Mrs. Gomes about Jet's skills or academic abilities and she really couldn't tell us anything because she said he has such bad grades. She told us that he looks like a bright student because he is always alert and paying close attention, but he is not getting good grades. The only thing she could think of that he is doing well in is the 100 math facts, because he has moved up from multiplication to division. This means that he is doing timed tests in division instead of multiplication because he has already reached 100 percent accuracy with the

multiplication numbers 1-10 math facts. He must have some trouble with the regular math homework, besides math facts, because he goes out for deployment for one on one math help.

He also loves to read on his own out of his accelerated reader books. Whenever he gets a chance he always pulls out his book and begins to read silently. We also see him taking AR tests on the books he reads. When the teacher reads to the class “Three Cups of Tea” he is always listening very closely. This shows that he has skills in reading and listening.

Jose Lomeli 5/4/09 9:09 AM

**Comment:** I think the teacher needs to be aware that language may be getting in the way of understanding academic ability. This child's grades seem to be a result of not understanding the language of the curriculum not a lack of ability or content understanding.

## **VI. TEACHING/LEARNING METHOD AND ASSESSMENT**

Jet's proficiency level in the English Language shows us that he needs individual attention. He is eager to learn and gives his best effort, but to this point it has not been good enough. Ms. Gomes states that Jet's proficiency level has stayed the same since he started Kindergarten. He just can't seem to progress past the intermediate proficiency level. Jet possesses some English literacy skills that allow him to demonstrate academic knowledge in content areas with assistance. He makes grammatical, word order, and usage errors and is limited in his vocabulary development and comprehension of text and spoken English. He is still developing his skills in reading comprehension and writing skills in English. He understands and speaks conventional and academic English with decreasing hesitancy and difficulty. Jet is able to demonstrate comprehension by responding orally and in written form by using graphs, diagrams, and charts.

Recommended teaching strategies for Jet would include introducing more academic language and vocabulary, both oral and written. Picture cards would be useful for Jet, along with an English and Spanish translation. Teaching Jet to brainstorm and use graphic organizers will help him understand concepts in more depth. While observing Jet it was apparent that he did not understand at times and also couldn't read along with what the class was reading. If there were

pictures for him to correlate with what was being read, or a translation of some of the words, Jet may have been able to comprehend the reading to a much higher degree and also built some self esteem that may promote more participation. Structured group discussions and the guided use of reference materials would have a positive impact as well. Keeping a journal of personal experiences will help Jet with sensory descriptive writing. Encouraging him to write journal entries, letters, or diary entries will promote imaginative writing.

Culturally relevant material and information will make the content more real for Jet. Krashen describes comprehensible input and tells us that English language learners (EL's) can decode, but at the same time asks the question, "Did they comprehend?" Using different colors to help EL students focus is also a good strategy. There are an unlimited number of resources available to help Jet get the attention and motivation he needs to succeed and progress to a level 4 or 5 in English language proficiency. Summative assessments will benefit Jet given that they are administered frequently. A child with Jet's proficiency level should not be tested weeks apart in case the information was not learned or understood. Testing weekly will give the teacher an idea of where Jet is and the individual help he may need in a certain area. It would possibly help the teacher pinpoint his learning weaknesses. Lesson planning tweaks for Jet could include pictures, charts, books with several pictures and a paragraph, showing real objects (realia), using overhead transparencies or smart boards to show real pictures, creating the object yourself with clay, playdoh, or paper, or discussing similar items or items that are opposite. At the end of lessons the teacher should ask oral questions for understanding, have Jet select between two answers, one right and one wrong, and explain. Other resources that should be used are individual chalkboards, flannel boards, or small pieces of paper. Manipulatives should also be used to show sequencing, classification, grouping, and also speech sounds. Based on the

information we collected on Jet's abilities the following are strategies to consider when teaching content instruction; pre-telling with props, showing real objects for new vocabulary, expressive body language, hands on demonstrations, and visuals. The teacher should also modify her language to a slower rate of speed, use clear articulation, use longer pauses, and emphasize key words. In order to reduce the affective filter, the teacher should use a lot of verbal and nonverbal reinforcement, be accepting of his first language, not force the L2 production, and try not to overcorrect. The SDAIE strategies and SIOP models will clearly be beneficial to Jet along his educational path. Some of the SDAIE strategies that I would use when teaching Jet are clustering, webbing, and mapping, comprehension checks, graphic organizers, teacher assisted group discussions, word walls, posters, reading logs and "think, pair, share". These types of formative assessments will give feedback to the teacher to help meet the learner's needs. All of this information and connecting new information to prior knowledge, previewing vocabulary, and scaffolding can help Jet get over what seems to be a mountain that, in the past, has been too steep for him to climb.

Jose Lomeli 5/4/09 9:12 AM

**Comment:** You addressed this section beautifully. The ideas you included seem very appropriate to the needs of this particular child. Good work.

## Scoring Rubric

<b>Student Name(s):</b>			
	<b>Case Study Sections</b>	<b>Possible Points</b>	<b>Points Achieved</b>
<b>I</b>	<b>Introduction and Identification Section</b>	2	2
<b>II</b>	<b>Ecological Record Section</b>	4	4
<b>III</b>	<b>Normative Comparison Section</b>		
<b>A</b>	Cognitive Development <ul style="list-style-type: none"> <li>• Piaget</li> <li>• Vygotsky</li> </ul>	5	5
<b>B</b>	Psychosocial Development <ul style="list-style-type: none"> <li>• Erikson</li> </ul>	4	4
<b>C</b>	Moral Development <ul style="list-style-type: none"> <li>• Kohlberg/Piaget</li> </ul>	4	4
<b>D</b>	Child's Intelligences	2	2
<b>IV</b>	<b>Special Interests of Child</b>	2	2
<b>V</b>	<b>Student's Skills and/or Academic Abilities in Reading/Language Arts and Mathematics</b>	2	2
<b>VI</b>	<b>Teaching/Learning Method and Assessment</b>	5	5
	<b>Total</b>	<b>30</b>	<b>30</b>
<p><b>Comments: Outstanding Case Study. I appreciated the thoroughness of your observations and the accuracy of your interpretations. The Teaching/Learning Method and Assessment section was particularly strong.</b></p>			