

“Johnny B. Good”

CI 171

11-9-09

Case study

My student Jane is a 9 year old 4th grader. She attends Kratt elementary and has been at Kratt since kindergarten. Jane is the oldest of three siblings; she has one brother and one sister. Jane is Native American, and she really looks up to her mom, dad, grandma and grandpa. Jane seems to enjoy school very much, and enjoyed leaving the classroom to do assessments with me. She is not a very shy person; she tends to talk a lot, which sometimes gets her in trouble in the classroom. She has been having trouble remembering to do her homework. The teacher keeps a list on the wall of students who do not do their homework. The students' name gets moved down the list every time they forget to turn in their homework. I asked Jane why her name was at the bottom, and she tried to play it off like I did not know what I was talking about. Later she let me know that she just does not like to do homework. Jane does enjoy spelling, but she hates math because it is too hard for her. Jane likes to think of herself as a fun person, she says that her friends think she is fun.

Jose Lomeli 11/25/09 10:30 AM

Comment: Introduction was a bit brief.

Both of the following assessments were performed outside of the classroom, in another classroom type environment where there was little or no distraction. There were other students from my class doing assessments with their students, but for the most part, everything was quiet.

Jose Lomeli 11/25/09 10:38 AM

Comment: You left out the entire Ecological Record Section here which is helpful in beginning to understand the student.

For my first assessment with Jane I did Piaget's conservation of mass. This observation took place on Tuesday October 6th and lasted for about half an hour. This was a fun task for Jane because as 4th graders they do not get to do much playing anymore; things are always taken

so seriously because it seems as if it is all about tests at this grade level. I gave Jane the clay and asked her to put them into two separate clay balls that she thought were equal in weight. When she was done doing that I asked her if she was sure that both clay balls had the same amount of clay and she said yes. I then smashed one ball into a pancake shape and asked her if one ball had more clay than the other. Jane happens to be a smart girl, and tells me that they both have the same amount of clay. I told her that one looked bigger than the other, but she said she knew that they were the same because she made them have the same amount of clay. Jane gave me the same answer when I rolled the clay out into a snake shape. She said even though one looked bigger, they still contained the same amount of clay. She attempted to roll the other piece of clay into a snake shape just to show me that she was right. Jane is a very prideful child, she gets very happy when she does things right. I do not think enough students get that praise and self-esteem booster that they really need from their teachers.

For my second assessment I did Piaget's conservation of gravity, this assessment was also done on October 6th and this assessment lasted for about 15 minutes. Jane drew the line on the paper at about the same length that the real cup was full of water. For this assessment I asked Jane which way she thought the water would go if I tilted the cup. Jane just happened to draw the line the wrong way. I do not really think that she was paying much attention to what I was asking her; she was quick to draw the line without thinking about it. I asked her why she had put the line there and she said because that is how the water goes. I showed her how the water went by tilting the glass in front of her. It took her a while to notice that she had drawn the line the wrong way, but she really felt as if she had drawn it the right way.

According to Piaget, Jane is suppose to be in the concrete operational stage; which according to the assessments she seems to be just there. She was able to determine the first assessment with no problem and she realized her mistake in the second assessment. Jane should have the prior knowledge to know which way the water was going because she has drank out of a glass before, but maybe just never paid attention to that detail. There would probably need to be more assessments done to determine how well she is doing in the concrete operational stage. What I find hard to understand is how teachers are suppose to know which level their students are in. Teachers are not always capable of testing each student to determine how they are developing cognitively.

For Vygotsky's Zone of Proximal Development, I helped Jane write assimilation in class. The teacher used scaffolding by first reading a book about assimilation's to the students. The teacher then asked the students to write their own assimilation. I helped Jane during most of the time she spent on this project, which was about forty-five minutes. This project took place on November 5th. Jane was having a little trouble coming up with words for her assimilation, so I helped her by telling her to go grab a dictionary. I told her to remember all the animals that were in the book that the teacher had just read and told her to come up with an animal of her choice. She chose a bear, so I told her to go to the "b" section of the dictionary and find words that started with the letter "b." I then had her write down a list of words on the side of her paper that she might consider using. This was very helpful to her, as she started writing down her assimilation.

According to Erikson, Jane is suppose to be in stage four of his theory of Psychosocial Development, which is industry vs. inferiority. I did see this stage when Jane finished her assimilation project, she was so happy to show off her work. When a student is at this level, it is

Jose Lomeli 11/25/09 10:31 AM

Comment: This section was done appropriately. You covered both theories and you utilized the assessments accurately.

important for the teacher to continue to give praise in that students' work. Students' success will continue if they feel confident in the work they are doing. I know Jane needs a lot of confidence, because she seems to become a little upset when she does not do things the right way. This stage in a student's life is very important for their self-esteem.

Jose Lomeli 11/25/09 10:39 AM

Comment: This section needed more information on the theory.

For Kohlberg's Theory of Moral Development, I read Jane the Heinz dilemma. Jane happened to fall in Kohlberg's level two- Conventional morality; stage 3: Good Boy-Nice Girl. Jane understands that stealing the drug is wrong, but also understands why Heinz would do it. Jane understands that Heinz would be breaking the law, by stealing, but does not understand why the doctor would not give him the medicine. She said that the doctor is a mean person, so I do not think she understands that there are actually people like that out in the world. I think that according to Kohlberg's theory Jane is thinking a lot higher than she is supposed to, usually it is older children who have this kind of reasoning. Usually children this young will still be thinking at a level 1. Jane is a student who takes other students' feelings into consideration; especially those students who are her close friends. She tends to care a lot about what people think about her. I think she believes the doctor is a bad person because she sees good in everyone. I think she has a good foundation at home which has made her the good person that she is now.

Jose Lomeli 11/25/09 10:40 AM

Comment: Again, this section had the proper assessment (moral dilemma) but no background on the theory or moral development.

My student's primary intelligence was definitely Interpersonal Strength; I discovered this by using the multiple intelligence inventory that was provided for us in our case study assessment package. This assessment was performed on September 29th, and took about twenty-five minutes to finish because I had to explain what a lot of the words in the package meant. I found out that Jane loves being around people, and enjoys being with her friends. She enjoys talking a lot, and she really cares what people think about her. If she does something wrong she becomes a little sad. During P.E, which I happen to observe every Tuesday and Thursday; they

play dodge-ball and she is usually out there on the court talking to her friends; and when she gets hit by the ball, she gets sad. The sadness does not last very long because once she steps out she is out there talking again.

Jose Lomeli 11/25/09 10:41 AM

Comment: Good assessments – no theory background.

Jane has some special interests; she enjoys spending time with her family and values them very much, which may be part of her interpersonal strength. She tells me she admires her parents and her grandparents. Jane often tells me that she hates math, because it is too difficult for her. During math lessons I often catch her doing something else instead of going over the math problem. I try to get her to listen so that she will understand, but two minutes later she is doing something else again. Jane has also expressed to me that she does not like writing, I did a writing attitude survey with her and the conclusions were that she really does not enjoy writing. I did the survey on September 29th. It was a fairly simple assessment where I asked her questions from a worksheet about writing. The assessment took about ten minutes, and she actually enjoyed doing it. She told me that she does not enjoy writing for school, but she would love to write for fun. She does not have much time to do that, but would one day like to start writing in a journal.

Jose Lomeli 11/25/09 10:41 AM

Comment: ++

According to Jane's teacher she is identified as "at risk for retention" which means that if she does not start showing progress during the rest of the school year she may be held back. I see Jane as a very smart individual, but she has no motivation for anything. Jane does well in social studies according to her teacher, but like I said earlier she really hates math. She also hates doing homework, because she would rather do work for fun, instead of it being graded. Jane is the student on the class who has turned in her homework the least amount of times. The teacher tells me she is a good student, but she just does not like to do her work.

Jose Lomeli 11/25/09 10:42 AM

Comment: This section could have used more specific detail about her academic abilities.

A student like Jane might be a difficult student to have in the classroom; Jane enjoys going to school very much, but gets bored easily. For Jane I would use a lot of hands-on stuff. She is a student who gets bored easily, so she needs to be constantly doing something that is motivating her. Maybe at the beginning of the school year the teacher should have the students fill out a worksheet with information that interests them. Jane enjoys writing for fun, but does not get the chance to do that in the classroom. I would have writing journals for her so that she can write about stuff she read or things that she did over the weekend. It is difficult for her teacher to know that Jane would enjoy writing if she did it for fun, because the teacher did not do assessments on Jane. I do not think that working in groups would work for Jane because she enjoys talking a lot, and I do not think she would get work done if she were in a group. I could be wrong though and maybe group work would work for her because she enjoys talking so much. I really can not say because the teacher never has them working in groups when I am in the classroom. Since Jane hates math, I would also make math a more hands-on project. During math lessons the teacher is up in front of the class on his over-head projector and does math problems. The students' in this classroom are a lot like Jane; they are a very hyper group, but are also very immature, according to the teacher. I think the teacher needs to change the way he teaches math because these students', especially Jane are just not into it. Sometimes the teacher will change it up a bit and have the students use their white boards, but even with the students are drawing different pictures on them instead of doing the math problem. I think it would be great if the students had the opportunity to go up in front of the class and do the work on the white board in front of the class. This way student's would have to be paying attention because they would then have to do their work in front of the classroom. I understand how important testing can be at this grade level, but I also understand that students' are not going to do their work if

they are bored. I also understand that teachers can not always change their curriculum to fit the needs of every single one of their students' but a curriculum needs to be full of engaging activities that the student will actually enjoy doing.

Jose Lomeli 10/20/11 9:22 AM
Comment: Appropriately written with many good suggestions for addressing your case study student needs.

Scoring Rubric

Student Name(s):			
	Case Study Sections	Possible Points	Points Achieved
I	Introduction and Identification Section	2	2
II	Ecological Record Section	4	0
III	Normative Comparison Section		
A	Cognitive Development <ul style="list-style-type: none"> • Piaget • Vygotsky 	4	4
B	Psychosocial Development <ul style="list-style-type: none"> • Erikson 	4	3
C	Moral Development <ul style="list-style-type: none"> • Kohlberg/Piaget 	4	3
D	Child's Intelligences	2	1
IV	Special Interests of Child	2	2
V	Student's Skills and/or Academic Abilities in Reading/Language Arts and Mathematics	2	2
VI	Teaching/Learning Method and Assessment	4	4
VII	Professionalism: Grammar, Spelling, Formatting (double spaced, etc.)	2	1
	Total	30	22
Comments: I think you are capable of much better work "Johnny". Even though your writing is fine, you left sections out (Ecological Record Section) and didn't address many of the theories. You just described the assessments. I also thought you could have organized it better by having subheadings for each area. This made it difficult to see what sections you were addressing.			

