Before beginning this task, read the complete directions provided in the CTC TPA Candidate Handbook.

Case Study 1: Subject-Specific and Developmentally-Appropriate Pedagogy

A. Contextual Information for Case Study 1

1. Elements of a Learning Experience in a Unit

Grade: 2
Content Area: Language Arts
Subject Matter: Reading and Writing

Time Period for the Learning Experience: Two 30-minute sessions in two consecutive days.

State-adopted Academic Content Standards for Students
Reading: Narrative Analysis of Grade-Level Appropriate Text
3.1 Compare and contrast plots, settings, and characters presented by different authors.
Writing: Applications
2.1 Write brief narratives based on their experiences
b. Describe the setting, characters, objects, and events in detail

Learning Goals for the Learning Experience
Students will be able to do the following with a focus on literary response and analysis:

- compare and contrast settings presented by different authors
- describe the settings in detail in writing

Instructional Resources Available
Age-appropriate children’s literature and writing journals

2. Class Description

This is a self-contained, second grade class. It is mid-year of the academic year. Most students are 7 year-olds. The class has a combination of on-grade readers, developing readers, and reluctant readers. Almost all of the students enjoy school, are friendly to each other, and like to explore new content. Students prefer to have adults read to them to reading silently. They do like to make up their own stories, but their vocabulary is not fully developed, and they struggle with writing their thoughts on paper. Some students are frustrated with their penmanship because their fine motor skills are still somewhat limited. The school is located in the students’ neighborhood, which contains a small playground and a small shopping area. For most students, there are movie theatres, a museum, a shopping mall, a public library, game arcades, and playing fields within a 30-minute car or bus ride, but not within walking distance.

3. Developmental Needs of the Students in Grades K-3
Experience a structured day
- Develop age-appropriate literacy skills
- Participate in hands-on experiences.

B. Questions for Case Study 1:

1. Given the contextual information for Case Study 1, think about a lesson you might use with these students that addresses the subject matter learning goals and the developmental needs of the students described. In the columns below describe:

- Instructional strategies
- Student activities
- Instructional resources

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during the lesson.

Instructional Strategies

Day one
Instruct students to take out their Language Arts Anthologies. Open the book to a story called Hello Ocean by Pam Munoz Ryan, a story we had read earlier in the school year. Recalling prior knowledge of what a setting is, I will question students on what the setting of this story is. I will build the discussion by asking what other locations stories can take place in. (Being mid point of the academic year, we have had lessons on the locations stories take place.) All of the student ideas will be written down on the overhead projector. Continuing with the discussion I will build or extend their knowledge of a setting and introduce the concept of time in a setting, such as day or night, a time in history or the future, and seasons of the year, adding these to the list of setting ideas. Tell the students we are going to focus our interest on the concept of seasons. Working with a partner at their tables, have students reread the story and identify the season this story takes place in. With prior work on adjectives already in place, have students take notice of descriptive words the story uses to describe the setting and its season.

Invite students to the carpet to hear a new story. I will read the story Now It Is Winter by Eileen Spinelli to the students, instructing them to pay attention to the season the story is taking place in and descriptive words used.

On a large piece of chart paper, using student responses, I will create a Venn diagram comparing and contrasting the seasons of winter and summer, pulling out descriptive words the students remember the two authors used. A list of those descriptive words will be written on the side of the corresponding season for later use. ESL and low level learners will be supported with the use of different colored pens for each section of the Venn diagram and pictures to illustrate key vocabulary.

Resources
Text books, overhead projector, chart paper, different colored pens.

Day two
Focus student attention to the Venn diagram the class had created the day before. Recall student knowledge by questioning what the diagram is showing and telling us, pointing out all
the parts of the chart, including the descriptive words.

Explain to students that using our chart we are going to write a complete, expanded and descriptive sentence for each setting of the two stories and then illustrate them. On the overhead projector I will demonstrate the creation of such sentences using the information collected and recorded on the Venn diagram. (E.g. In the story, Now It Is Winter by Eileen Spinelli, the setting takes place in a frosty meadow with soft, white snow blanketing the ground.)

Show an example of a completed project. Explain students will have a choice of drawing their art with crayon, marker, or pastels, painting with water color, or using a collage method by means of colored construction paper that can be either ripped or cut and glued down.

Meet with ESL students to review instructions, hear their ideas and offer paper with sentence starters already written, where they have to fill in the blanks for each book to help provide structure for the concepts. I will also offer the pre-printed sentence starters to students who struggle with fine motor skills where writing could be frustrating. Mid-level students will be encouraged to write their own sentences copying my starter from the overhead, and high-level or GATE students will be given less structure to explore their need for creativity and freedom in their work. Facilitate the rest of the lesson by moving around the room observing student work and conferencing with individual students when needed. Allow time at the end of the lesson for students to share their work, and then display finished work in the classroom.

Resources
Class Venn diagram, overhead projector, writing paper, crayons, markers, pastels, water color paints, and construction paper.

Starter Activities

Day one
Students will revisit a story read earlier in the school year. They will identify the location setting of the story through class discussion. Working with a partner they will reread the story and identify the season the story takes place in, and adjectives used to describe the setting. Students will listen to a new story the teacher will read and participate in a class discussion to complete a class Venn diagram.

Day two
Have students participate in class discussion to recall our lesson from day before and provide ideas to construct example sentences. Students will write two descriptive sentences, one for each setting of the two stories used in the Venn diagram. Students will illustrate their sentences using their chosen art method. Have students share their final projects.

2.
Based on your knowledge of the content and of student development, explain why the instructional strategies, student activities, and resources you listed in question 1:

2a) are appropriate for this class

The student activities and instructional strategies I used in these lessons are appropriate for this class in several ways. They address the state standards by teaching grade level
appropriate literacy skills, they provide structure and predictability to the school day, by telling students what they will be doing, and they allow the students to be creative in hands-on learning, all of which were stated as needs of the students. The activities incorporate the general friendliness that the students show to one another, by having them work as partners and as a whole class to create the chart, but also offer time and an activity for individuality and creativity. The instructional strategies activate prior learning and build on the students’ zone of proximal development with specific scaffolding techniques such as modeling, graphic organizers, pictures for vocabulary, and cooperative learning.

2b) address the developmental needs of these students

The developmental needs of the students are taken into consideration in multiple ways. Reading the new story about winter to them, takes their love of being read too into consideration and supports those students who are reluctant readers. In drawing attention to and creating lists of the vocabulary that the authors’ use, I am helping to develop all the students’ vocabulary, which is stated as a developmental need. I identify that I have different types of learners, and support their needs through offering scaffolding and differentiation, specifically with the writing of sentences and providing pre-written sentence starters for my strugglers and ESL students. On the other end of that spectrum, I also give the high level learners less structure and more freedom to show their thinking. Not to forget those students who fall in the middle, they are supported as well, by being able to copy the beginning of my sentence and then complete it with their own words. Finally, students love the chance to talk about themselves and show off what they have done. Because the students are kind to each other and friendly, having students share their work gives them the platform to show what they accomplished and learn from each other.

2c) help these students make progress toward achieving the state-adopted academic content standards for students in this content area

The learning objectives or goals written for these lessons are a direct connection to the broader state academic standards. The instructional strategies and student activities described in my lessons were planned to support these objectives, and foster success in the student achievement. The strategies and activities build a broader meaning of what a setting is and show students a key component authors use to create exciting, enjoyable stories. The strategies and activities also provide more practice with comparing and contrasting different author’s work, which is a key concept needed by the end of the school year to show mastery of the standard. The strategies are presented through multiple modalities and the activities provide a level of comprehensible input for the students which provide a stage for them to achieve success.

END OF CASE STUDY 1

Case Study 2: Assessment Practices

A. Contextual Information for Case Study 2:

1. Elements of a Learning Experience in a Unit

   Grade: 3
   Content Area: Mathematics
   Subject Matter: Measurement and Geometry
   Time Period for Whole Unit: 3 weeks
**State-adopted Academic Content Standards for Students**

Measurement and Geometry,

1.0: Students choose and use appropriate units and measurement tools to quantify the properties of objects
1.2: Students estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them

2.0: Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems

2.1 Identify, describe, and classify polygons
2.2 Identify attributes of triangles
2.3 Identify attributes of quadrilaterals

**Learning Goals for Whole Unit**

Students will be able to do the following:

- identify, describe, and classify polygons (including pentagons, hexagons, and octagons)
- identify attributes of triangles (e.g., isosceles—two congruent sides, equilateral—three congruent sides, right—a right angle)
- identify attributes of quadrilaterals (e.g., parallelogram—two pairs of parallel sides, rectangle—all congruent angles, square—all sides and angles congruent)
- calculate the area of rectangles, right triangles, and polygons that can be partitioned into rectangles and right triangles (side lengths will be integral)

2. **Teacher Reflection on Student Assessment for this Unit**

"I am not satisfied with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test from the teacher’s guide. I feel, though, that I need additional information on what students really know and understand, their misconceptions, what they learned during instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter."

3. **Assessment Plan**

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
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</thead>
<tbody>
<tr>
<td><strong>Goals Assessed</strong></td>
<td>Identify shapes, count edges and angles, and find the area of rectangles</td>
<td>Identify, describe, and classify polygons of 4,5, and 8 sides</td>
<td>Identify attributes of triangles and quadrilaterals</td>
<td>Identify, describe, and classify all polygons. Find area of rectangles, right triangles, and irregular shapes that can be partitioned into rectangles and right triangles.</td>
</tr>
<tr>
<td><strong>Type</strong></td>
<td>Formal, diagnostic test from curriculum guide; multiple choice; formative</td>
<td>Formal quiz from the textbook; multiple choice; formative</td>
<td>Formal quiz from the textbook; multiple choice; formative</td>
<td>Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Assess previous knowledge and skills</td>
<td>Assess acquired concepts and skills</td>
<td>Assess acquired skills and concepts</td>
<td>Assess acquired knowledge and skills from instructional unit</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
</tr>
<tr>
<td><strong>Feedback Strategies</strong></td>
<td>Tell students of scores and inform student of correct and incorrect items</td>
<td>Inform students of correct and incorrect items</td>
<td>Inform students of correct and incorrect items</td>
<td>Inform students of correct and incorrect items</td>
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<tr>
<td><strong>Informing</strong></td>
<td>To determine what</td>
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### B. Questions for Case Study 2

1. Identifying strengths and weaknesses.

   1a) Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.

   One strength that I see in the measurement and geometry plan is that the teacher gave a pre-assessment. In giving a pre-assessment it shows the teacher is looking for what students know or don’t know, and can be a driving force in creating the learning goals and focusing the instruction.

   1b) Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.

   One weakness I see in the assessment plan is that there is no variety in the assessments. All of the assessments are from the textbook, all are the same type; multiple choice, and all are pencil and paper and don’t include any performance based assessment opportunities.

2. Suppose you found the additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher’s assessment plan.

   **Additional Assessment**
   Students are given boxes of plastic triangles, squares, rectangles, pentagons, hexagons, and octagons. The boxes contain similar as well as dissimilar examples of each type of polygon. Students are to group the polygons by similar attributes. Attributes include: number of sides, number of angles, parallel sides, perpendicular sides, and equilateral sides. In addition, students will group and describe figures with matching angles.

   Explain to the teacher how the additional assessment might be used to improve the assessment plan by answering the following questions:

   2a) When in the plan would you use this assessment?

   I think this additional assessment would fit perfectly between the assessments given on day six and day eleven. It would help to break the monotony of pencil paper tests and provide the students with a performance based assessment. It would also give the teacher a different look at how the students have done thus far in the unit, and the level of comprehension they have before moving on.

   2b) What goals would be assessed by this assessment?

   Since the boxes contain all the shapes assessed in the unit, three of the four learning goals could be assessed. They are: Identify, describe, and classify polygons. Identify attributes of triangles, and identify attributes of quadrilaterals. The only goal not measurable would be the last one; calculate the area of rectangles, right triangles, and polygons that can be partitioned into rectangles and right triangles.
2c) What type of assessment would it be?

This would be a formative, performance based assessment.

2d) What would be the purpose of the assessment?

The purpose of the assessment would be to continue with progress monitoring.

2e) How would you implement the assessment?

I would implement this additional assessment in small groups of five children each. I would do it during a planned center rotation so that all students are working and I could concentrate on five students at a time.

2f) What feedback strategies would you use?

My rationale for implementing the assessment in small groups directly correlates to feedback. Having fewer students to focus on, I can observe their thinking through what they are doing in their work. I can question them about what they are doing and thinking and conference with them right then, providing instant feedback to how they are performing. My feedback strategies would be oral and individual conferencing.

2g) How would the results of the assessment inform mathematics instruction?

The results of the assessment would inform my instruction in two ways. The first decision to make is whether we can move on in the unit as a class or if I need to spiral back and re teach any lacking concepts to a majority of the class. If there is a small amount of students who display they need more instruction, then the second decision is to create an intervention plan, so that I can pull those students and re teach to them, while moving on in the unit.

3)

Explain how using the additional assessment as you described in question 2 improves the teacher’s assessment plan and what specific information would be gained about what the students really know and understand about the content area, their misconceptions, and their progress toward achieving the learning goals

Observing students’ thinking while they are thinking it, is a strong assessment tool. It allows a teacher to see how a child manipulates things, how they achieve an answer, and in some cases where they make mistakes. Including this assessment into the teacher’s plan strengthens it by providing students an opportunity to hold and manipulate a real shape or polygon versus always looking at a drawing of one. For the teacher it allows her/him an opportunity to observe thinking in action and make corrections where needed both to student thinking, and also in instruction.

Not all students do well with pencil and paper tests, and this performance assessment is one way to support those students who may struggle with reading or multiple choice questioning to show what they know through performance, meeting all students’ needs and providing more evidence in their progress in attaining the learning goals set forth in the unit.

END OF CASE STUDY 2

Case Study 3: Adaptation of Subject-Specific Pedagogy for English Learners
A. Contextual Information for Case Study 3

1. Elements of a Learning Experience for 2 Days in a Unit

Grade: 4  
Content Area: Science  
Subject Matter: Life Sciences  
Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students
Life Sciences:
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept,
a) students know ecosystems can be characterized by their living and nonliving components  
b) students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all  
c) students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter  
d) students know that most microorganisms do not cause disease and that many are beneficial

Learning Goals for Whole Unit
Students will be able to do the following with a focus on survival:

- perform investigations, including formulating predictions, testing predictions, and drawing conclusions  
- collect information by observing, measuring, and graphing  
- compare, contrast, and evaluate basic principles of survival

Relationship to Preceding and Subsequent Learning Experiences
Basic principles of survival will be covered in a manner similar to other scientific units. Science process skills are important investigation tools, and opportunities for developing them are provided throughout the unit. Some of the skills, such as observation and measurement, have been covered in other scientific units and will again be used in the next unit on rocks and minerals.

2. Outline of Plans for Days 1 and 2

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

Instructional Strategies

- On Day 1, lead a discussion about the term "living organisms:" characteristics, examples, and habitats. Write student ideas on the board. Have students independently read a handout concerning a frog that has recently become extinct. Then present the following scenario: "Choose an animal and investigate its habitat and how it meets its needs." Have students use library resources, encyclopedias, or the Internet and write two or three paragraphs using newly acquired scientific terms to explain their answer to classmates.

- On Day 2, allow students to complete written response. Have students practice with a partner orally summarizing their written work. Then have them individually share their oral summaries using newly acquired scientific terms with the whole class and receive feedback on the accuracy of their understanding of animal habitats.

Student Activities

- Participate in discussion about "living organisms." Read the handout about an extinct frog. Listen to and carefully consider the scenario. Use library resources, encyclopedias, or the Internet to research answers and write two or three paragraphs using newly acquired scientific terms and applying them to the scenario.

- Complete the written response. Practice with a partner to orally summarize their written work. Present oral
summary, using newly acquired scientific terms, to whole class. Provide feedback to other students on the accuracy of their understanding of animal habitats.

Progress Monitoring

- Teacher will use class discussions, oral presentations, journal writing, quizzes on scientific terms, and portfolios to determine the level of learning.
- Students will receive written and oral feedback from the teacher and oral feedback from peers.

3. Student Description

Elena is a 9 year-old 4th grader and an English learner. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in the United States for one and a half years. She is literate in Spanish and often reads Spanish books and magazines. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate overall score in the Early Intermediate range, and she has been identified as an English learner.

Written Response to: “What is your favorite family day?”

A Special Family Celebration

My grandparent have special celebration. They have marry 45 year. My mother and father and me make long trip to Mexico to celebrate. We carry especial gift it is a picture of all family. My tio, tia and primos going to. We like visit grandparent and especial celebration. All family cook especial food of Mexico for celebration. I remember in Mexico we all time together. I miss my abuelita and abuelito. That is the name we say for grandparent in my country. The celebration is fun we see friends and play. My grandparent very happy. I want to stay in Mexico. Soon we say adios.

Transcript of Oral Response to: “Tell me about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take may picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.

B. Questions for Case Study 3

1) Identify two specific learning needs the student has as an English learner, based on the student description and the responses.

Although Elena is able to communicate her thoughts both through writing and speech in English, there are specific learning needs she displays. One of these areas is a lack of confidence in social learning situations, as she is “somewhat shy” in the school setting. The second area is vocabulary usage in her writing and speaking. Her written response, although about her native country, uses many Spanish words to identify nouns and adjectives, which should have been written in English. Her literacy in Spanish will help her achieve these needs through continued good modeling of English speaking, consistent practice in reading in English, and her good practice of attendance in school.

2a) Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.

One activity that could pose difficulty for Elena is presenting her oral summary to the class.

2b) Explain why the strategy or activity you chose could be challenging to the student. Use
your knowledge of English learners and your analysis of the student’s learning needs in your explanation.

Elena’s oral response communicates her thoughts but is the weaker of the two responses in structure and vocabulary. With the short time she has been in the United States, her CALPS skills are just starting to develop, and coupled with her shyness, this may make this activity uncomfortable and frustrating for Elena.

3a) Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.

The first thing I would do to help Elena, is to supply her with a list of the pertinent science vocabulary words in both Spanish and English, so that she has support of the newly acquired content vocabulary words. Having this list will aide her in both her writing and speaking during the assignment. In pairing her with a partner, I would look for a student who is bilingual. If no such student is available, I would look for a Spanish speaker with a higher CELDT score than Elena. While working together to practice their summaries, I would encourage they practice their presentation in Spanish and English, Spanish to cement the content, and English for speaking in front of the class. Finally, I would allow Elena to present with her partner if she wanted, to encourage full participation, help her feel comfortable, and translate if Elena stumbled or couldn’t find the English word she might need.

3b) Explain how your adaptation would be effective for the student in making progress toward the learning goals of the lesson.

(In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)

Knowing that being literate in one’s native language helps the acquisition of a new language; I believe that Elena’s high marks and literacy in Spanish will help support her in transferring success in achieving the learning goals set forth in these lessons in English. I believe the adaptations I have chosen for her will allow her to participate in the learning activities as they are written and deepen her comprehension of the science material. As well; it will support her weakness in oral presentations. In addition, the provided Spanish vocabulary will strengthen her vocabulary skills in her written and verbal English, all of which allow her to accomplish the written goals for the class.

3c) Explain how your adaptation would be effective for the student in making progress toward English language development.

(In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)

Writing is one of the most difficult areas for English learners, but in the two provided responses, I feel it was Elena’s strongest. I feel the adaptations help support Elena’s attainment of English in many ways. Partnering with a bilingual or more advanced English learner will help with Elena’s writing and strengthening her vocabulary skills. These adaptations will also provide scaffolding in the area of speaking and listening so that she becomes more comfortable and confident in her knowledge of English and the skills associated with it, so that she can verbally project them in front of her class.

4a) Which progress monitoring assessment based on the lesson plan would you choose to monitor this student’s progress toward achieving the learning goal(s)?

For progress monitoring, I will be using the scientific quizzes and journal writing for achievement in the learning goals.
4b) Give a rationale for your choice of progress monitoring assessment. Use knowledge of content in this unit, and this student’s English language abilities in your rationale.

To a degree I would use all the given progress monitoring assessments outlined in the lesson plans. I feel that Elena’s participation in each type is just another way to strengthen her CALPS skills and the adaptations provide support for these assessments. Because Elena was provided with the science vocabulary in both Spanish and English, I would be weighing more heavily on the scientific terms quizzes. As stated before, although not perfect, Elena’s written response does clearly convey her thoughts; so I would be looking at her journal writing as well.

5) Based on what you learned about this student’s English proficiency, what would be your next steps in planning to facilitate her English language development?

Consider specific information from the student description and her written and oral language samples when responding. At the Early Intermediate level Elena shows continued progress and success with her receptive and productive English skills. To continue to foster this growth and create more, I will provide Elena support through modeling, scaffolding, and supplying realia in all areas of instruction. To increase her communication skills, both speaking and writing, I will look for ways to integrate her love of her culture and dance into projects or instruction. This too, should help to keep her interested and is a way to motivate her, building her BICS and CALPS proficiency. As Elena’s proficiency grows, I too need to grow and adjust the comprehensible input for lessons. My instruction needs to continue to be direct and explicit and I constantly need to monitor the affective filter in my classroom keeping it low or stress free.

END OF CASE STUDY 3

Case Study 4: Adaptation of Subject-Specific Pedagogy for Students with Special Needs

A. Contextual Information for Case Study 4

1. Elements of a Learning Experience for 3 Days in a Unit

   Grade: 4
   Content Area: Social Studies
   Subject Matter: California History
   Time Period for Whole Unit: 3 weeks

   **State-adopted Academic Content Standards for Students**
   Students demonstrate an understanding of the physical and human geographic features that define places and regions in California
   4.3 Students explain the economic, social and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
   4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

   **Learning Goals for Whole Unit**
   Students will be able to do the following:
   - describe the Gold Rush and place it in the state’s historical timeline
   - identify how the region’s physical environment affected human activity
   - use maps and charts to identify and describe the Gold Rush region
   - describe how the Gold Rush changed and influenced life in California
- describe life of people participating in the Gold Rush

Relationship to Preceding and Subsequent Learning Experiences
The Gold Rush will be covered in a manner similar to other historical events. Events are being studied in chronological order. Some of the skills, such as map reading, have been covered with other historical events.

2. Outline of Plans for Days 3, 4, and 5
The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies
On Day 2, present to whole class what it was like at beginning of the Gold Rush by reading excerpts from biographies and lead a whole-class discussion. Read textbook passages (vary between silent and oral reading). Lead discussion about the concepts in the passages. Have students respond in writing to the questions in the book for homework.
On Day 3, review homework from Day 2. Do a mock interview with a prospector from the biographies as example for students. Students work in small groups to create their own interviews with other people in the biographies. They present to class and receive feedback from classmates.
On Day 4, have students read in their textbook a letter written by a resident of California describing the Gold Rush and how it changed his or her life. Have students discuss the letter with a partner. Have individual students select a role from the list of societal roles during the Gold Rush and write their own letters. Have students “send” letter to a classmate for review.

Student Activities
- Listen to excerpts from biographies and participate in discussions. Read textbook and participate in class discussion about concepts. Complete written responses to questions in textbook for homework.
- Listen to mock interview and participate in class discussion. Work with group members to select a character from the biographies previously covered. The group members create and write the script for an interview with the character. Perform interview for whole class. Provide feedback to other groups.
- Read silently the letter in their textbook. Discuss with a partner. Select a role from the list and write a letter describing how life has changed for them. Exchange letter with a classmate.
- Read and analyze the classmate’s letter for historical understanding and accuracy.

Progress Monitoring
- To monitor student progress, the teacher will use class discussions, written responses to questions, group role-playing or interviews, and a letter describing how life has changed for them.
- Students will receive written and oral feedback, peer review and feedback on group work, as well as individual conferencing with the teacher when needed.

3. Student Description
Alex is a 9-year-old boy in the 4th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a first grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself on the playground. There is no in-class support for this student.

B. Questions for Case Study 4
1a) Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student’s learning disability.

One instructional strategy or student activity that may be challenging for Alex comes on day 2 and 4. That being that he will be required to read the textbook multiple times.

1b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.

This will be challenging because the text book is a fourth grade text book and Alex’s independent reading level is at a first grade level. Without support or intervention, reading this textbook will be a source of frustration for Alex, as he struggles with sound/symbol relationships and word identification.

1c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student.

I would adapt the activity in two ways for Alex. The first would be to provide him with a modified version of the text, to read at home prior to in class activities. I would do this so that Alex is able to comprehend the overall concept or ideas of the Gold Rush and how it affected California citizens. This will provide him with concept information so that he can better participate in group activities. The second adaptation I would implement is to involve the resource teacher and this area of support provided for Alex. Consulting with the teacher early, and providing a copy of the grade level text, will provide grade level support of key vocabulary terms and give Alex extra time to practice the text for classroom activities.

1d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.

My adaptations would be effective for Alex as they provide concept support at his level for overall understanding, as well as provide grade level support within a small group or one on one environment. These adaptations do not come at the expense of the rest of the class, they don’t water down the content, and allow Alex to attend the lessons and participate with the rest of his class, so that he can be confident and successful within the lessons planned for the unit. This will also help Alex attain the learning goals set by the teacher.

2a) Identify one additional instructional strategy or student activity from the lesson plan that could be challenging for the student, considering the student’s other learning needs.

An additional activity that may be challenging for Alex is performing an interview for the whole class on day 3.

2b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.

This activity could be difficult because Alex is a self-isolating student who doesn’t readily participate in class discussions or small group learning situations.

2c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student.

Prior to the assignment of conducting the interview, I would meet with Alex and conference about the upcoming assignment. It would provide a review moment in recalling the mock interview demonstrated by me. This time would not only help me check for understanding of Alex’s knowledge at that point, but if needed, would also allow me to prompt him or give him
some ideas about doing the interview and together brainstorm some ways to work with a
group and in what ways he can participate.

2d) Explain how your adaptation would be effective for the student in making progress
toward achieving the learning goal(s) of this unit.

Prior practice with the grade level text, the modified text for concept understanding, and a
mini conference before the interview assignment, are all interventions to help Alex feel
comfortable in the group setting, and achieve success both with the content and his peers.
One of the learning goals is to describe the life of the people participating in the Gold Rush.
These adaptations directly connect to this goal and the others, as they allow Alex to participate
with the rest of the class, while concentrating on the learning goals. They help strengthen his
skills, and are meant to provide him confidence. In addition to the individual adaptations, I
would also group Alex carefully, with students who are patient, empathetic, and dependable.
Students, who would help Alex, not do the work for him, and praise his efforts within the
group activity.

3a) What progress monitoring assessment would you choose to obtain evidence of the
student’s progress toward one or more learning goal(s)?

Since many of the progress monitoring assessments play to Alex’s weaknesses, I would rely
heavily on the individual conferencing to assess his knowledge. My goals for him would to
always be working towards improving those weaknesses by having him participate in the class
activities, and observing him during class discussions, role-playing, and written responses in
hopes that I could help him improve these areas.

3b) Give a rationale for your choice of assessment. Use your knowledge of academic
content in this unit, and this student’s learning needs in your rationale.

The rationale for relying heavily on the individual conferencing, is to allow Alex to express his
knowledge through speech. His reading and writing skills are weak, so giving him a pencil and
paper test would be detrimental and frustrating. I feel that conferencing with me would be the
most comfortable, and allow Alex to express what he knows without the pressure of reading,
or expressing himself through writing. Although support was provided for the role play or
group work, I would use this as a supportive performance based assessment to add to my
personal conferencing with him.

END OF CASE STUDY 4