Before beginning this task, read the complete directions provided in the CalTPA 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: Third
   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: Comprehension and Analysis of Grade-Level Appropriate Text
   2.5 Distinguish the main idea and supporting details in expository text
   Writing: Organization and Focus
   1.1 Create a single paragraph:
      a. Develop a topic sentence
      b. Include simple supporting facts and details

   Learning Goals for the Learning Experience
   Students will be able to do the following with a focus on reading and writing:
   ✦ Identify the main idea of an expository text
   ✦ Identify three supporting details from the expository text
   ✦ Summarize the expository text using the main idea and three supporting details in one paragraph

   Instructional Resources Available
   ✦ Age-appropriate expository text and writing journals

2. Class Description

   Students are in a self-contained third grade class. The school is located in a middle-level, socio-economic community. It is the middle of the academic year. Most of the students are eight years old. They particularly need opportunities to learn content in different ways and to revisit content. Many of the students enjoy the school environment and like to socialize with each other. Most of the students are active in after-school activities, including sports, clubs, tutoring, and other community activities, which leaves little time for homework.

3. Developmental Needs of the Students in Grade 3

   ✦ Experience a structured day
   ✦ Develop age-appropriate literacy skills
   ✦ Participate in hands-on experience
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. Include how you would use the instructional resources as you describe your strategies and student activities.*

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1:</strong></td>
<td></td>
</tr>
<tr>
<td>1. To begin, I would first explain to my students that they would be discovering or learning what the main idea of an essay is. I would then ask my students if anyone knew or had any ideas about what the “main idea” of an essay is. I would then call on students and collect their ideas by writing them down on a piece of large poster paper. I would then lead a discussion on the term “main idea” with the entire class.</td>
<td>1. Students will work as a class to brainstorm ideas about possible meanings and definitions of an essay’s “main idea”. Students will participate in a class discussion.</td>
</tr>
<tr>
<td>2. I will put up a simple 5 sentence paragraph on the white board. The paragraph will contain a clear topic sentence as well as clear supporting sentences. I will then ask students to raise their hands and clearly identify which sentence is the topic sentence. I will then call on a few students to identify sentences that are supporting the topic sentence. Once the class has come to a consensus on what they perceive to be the topic sentence I will review what makes a sentence a topic sentence. I will then ask the students to look at their consensus topic sentence again and call on students to explain why or why not it is correct.</td>
<td>2. Students will participate in an exercise that will be put up on the white board. They will read the 5 sentences to themselves and identify the topic sentences. This will all be done verbally without any writing done by the students.</td>
</tr>
<tr>
<td>3. After I will tell the students that we</td>
<td>3. Students will follow along with the essay about Native American mythology that was handed to them. While they are reading students will be underlining important words, ideas, and sentences that they feel are important. Students will get into groups of 3 or 4 and discuss which words, phrases, and sentences they considered important. Then students will agree on which group member will share the main important ideas that they came up with.</td>
</tr>
<tr>
<td><strong>Day 1:</strong></td>
<td>4. Students will read silently to themselves and circle the sentence that they believe is most important.</td>
</tr>
<tr>
<td>1. Students will work as a class to brainstorm ideas about possible meanings and definitions of an essay’s “main idea”. Students will participate in a class discussion.</td>
<td>5. Student will raise their hands and once called upon share their ideas about what the main idea of the essay is. Many</td>
</tr>
</tbody>
</table>
will be reading a paragraph about the myths of the Native American tribes of California. I will first read the story out-loud while the students will follow along with their own copies. While they listen to the paragraph I will ask the students to underline important words, ideas, and whole sentences that they think are important. Once I have finished reading I will ask the students to get into groups for 3 or 4 and discuss which words, phrases, and sentences they thought were important. Then I will ask one representative from each group to share important ideas and sentences with the entire class. I will record their responses on the board, highlighting ideas and sentences that groups have in common.

4. After this exercise I will have the students read the paragraph to themselves silently. While the students are reading, I will have each student circle the sentence that they think is the most important point.

5. Then I will ask for students to raise their hands and share what they believe is the main idea of the essay. I will make sure to elicit as many responses as possible. Then I will record the top 5 sentences given by the class (based on the frequency of students picking that sentence) on the board.

6. After this I will have students to get into groups of 3 or 4 and decide on which of the 5 sentences they believe is the main idea of the essay. A representative of each group will come up to the board and record their sentence. I will then ask the entire class to vote on what sentence they think is the main idea.

7. When the class comes to a consensus on what the main idea is, I will ask students to pull out their writing journals. I will then ask students to draw a five-pointed star on a clean sheet of paper. Students will give their opinions.

6. Students will get back into groups of 3 or 4 and decide on which 5 sentences are best. Students will discuss and decide by forming a consensus. A representative from each group will go up to the board and record their group’s sentence. Then the entire class will vote on the main ideas presented by the groups.

7. Finally the students will follow my example and draw five-pointed stars in their writing journals. As a class, the students and I will fill out their star organizer with a topic sentence, three supporting sentences, and a closing sentence.

Day 2:

1. The entire class will take out their journals and turn to the page where they draw and filled out their star organizer.

2. Students will come up with an individual non-fiction topic that they will write their paragraph on. Students will then write down 5 key words using a word web graphic organizer. If students do not know or remember what a word web is, they will follow my model on the white board.

3. Students will independently work on creating another star organizer and fill it out with their personal topics.

4. Students will then get together with partners and read each other’s organizers. They will provide each other with positive feedback and sign off that it is complete and ready for the final writing.

5. The students will then write out their personal paragraphs.

6. If there is enough time students will share their paragraphs in front of the class.
page. I will instruct students to make it as big as possible in order to comfortably fit their ideas. I will model this by drawing a five-pointed star on the white board. Once students have drawn a large star we will start filling out the graphic organizer starting with the top or first triangle. In the first triangle, as a class we will write an original topic sentence that is based on the Native American myths in the essay. I would remind students that they can go back and look at the information they underlined in the original paragraph to find ideas that they thought were important. Students will then be instructed to write supporting sentences based off of the main idea we came up with together. They will be instructed to write them in the remaining points of the star, starting with the right triangle. After students have finished the supporting sentences we will write a concluding sentence together as a class in the last point of the star left of the central shape.

Day 2:

1. First I will review the activity from yesterday and ask students to define what a topic sentence and supporting sentences are. I will advise students to look back at the star organizers that they had filled out the day before.

2. Then I will instruct students to turn to a new clean piece of paper in their writing journals and write about something that interests them. I will help limit the scope and sharpen the focus of their writing by limiting students to a topic that they are informed and passionate about. They are also limited to writing about something that is non-fiction. Once students have come up with an idea I will instruct them to brain storm 5 key words using a word web. If students
are not familiar with word webs I will quickly provide an example on the board using Native American mythology as an example. I will show students that out of the phrase Native American myths, there can be attached words like “nature”, “animals”, “religion”, and “respect.”

3. Students will draw another large five-pointed star and repeat the steps of the activity from the previous day. Students will be instructed to have a topic sentence, three supporting sentences, and concluding sentence. Students will work independently on this assignment.

4. Once students have completed their star organizers they will be assigned a partner to share their work. Each partner will read each other's sentences. They will be instructed to provide positive but constructive feedback. Once each partner has provided feedback, and then the students are ready to write.

5. Students will then be instructed to write out their paragraphs in Standard English. They will be reminded to use the appropriate and vital grammar and spelling rules.

6. If there is enough time, I will ask for volunteers to share their paragraph with the entire class.

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

- are appropriate for this class

This lesson is appropriate for this class because it incorporates instructional strategies that encompass the state-adapted academic content standards. The reading—about Native American Mythology—for the lesson is engaging and relevant to the third grade class. Students are studying this topic in their third grade social studies lessons and reading a passage on it can help reinforce those concepts as well as follows content standards in reading and writing. The lesson is split into two days so that students can ask questions, have review, and receive
differentiated instruction. These all help to maximize student comprehension. The lesson provides students many different environments for learning. Using whole group, small group, partner, and individual activities provides students who work better in groups the same opportunity to succeed as those who work better individually. This lesson incorporates dynamic read-alouds, class listening, and multiple graphic organizers. Showing students both the five-sided star organizer, and the word web help cover a variety of learning strategies.

| • address the developmental needs of these students | The developmental needs of these third grade students are that they need opportunities to learn the required content and skills in many different ways. This lesson provides many different methods or ways of learning because students are constantly moving around and engaging the main concepts of the lesson. This lesson helps students increase age appropriate literacy skills including decoding the main and supporting ideas in an expository text. Students learn to focus, organize, and sharpen their writing through the creation of single paragraph made with a topic sentence, supporting sentences, and a closing sentence. The students frequently asked to revisit the content during the lesson. This helps to solidify the subject matter. |
| • help these students make progress toward achieving the state-adopted academic content standards for students in this content area | The students make progress towards achieving the state-adopted academic content standards through the use of graphic organizers, and teacher demonstration and modeling. This helps students to “distinguish the main idea and supporting details within an expository text”. Students learn to focus their writing and organize it into a single paragraph. This is taught throughout the lesson with the hand writing activity. |

— 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

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area:</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Subject Matter:</td>
<td>Money</td>
</tr>
<tr>
<td>Time Period for Whole Unit:</td>
<td>Three weeks</td>
</tr>
</tbody>
</table>

State-adopted Academic Content Standards for Students

**Number Sense**

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money.

5.1 Solve problems using combinations of coins and bills

**Mathematical Reasoning**

1.0 Students make decisions about how to set up a problem.

1.2 Use tools, such as manipulatives or sketches, to model problems

**Learning Goals for Whole Unit**

Students will be able to do the following:

- Identify and describe coins (pennies, nickels, dimes, quarters, half-dollar) and bills (one and five dollar)
- Add two or more coins of different values
- Identify multiple ways to show a specific amount
- Use coins and bills or sketches to model addition of two amounts

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, all of which came 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 the 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>Goals Assessed</th>
<th>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the value of coins and bills</td>
<td>Add two or more coins of different values</td>
<td>Use coins and bills or sketches to model addition of two amounts</td>
<td>Identify multiple ways to show a specific amount</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feedback Strategies</th>
<th>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell students of scores and 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>
<td>Inform students of correct and incorrect items</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informing Instruction</th>
<th>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine what needs to be reviewed and where to begin teaching</td>
<td>To determine who has learned the material presented</td>
<td>To determine who has learned the material presented</td>
<td>To determine the level of each student’s achievement toward the goals</td>
<td></td>
</tr>
</tbody>
</table>
B. Questions for Case Study 2

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

A strength in the assessment plan is the use of a diagnostic test on Day 1. It is extremely important to determine the level, strengths, and weaknesses of the students before the lesson begins. Students might not have the needed background information to identify what bills and coins are. If students have recently immigrated and come from another country they might now know American currency. If the teacher does not know her students level the lesson could be harmful instead of productive. The test is simple and won’t put damaging pressure on the students.

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

A weakness in the assessment plan is that all of the tests are paper and pencil based, and come out of a textbook. The tests are formal and not interactive. Some students might be able to express their understanding in a different way. Students might know the material but fair poorly on standard tests. Also, three quizzes in around a week seem excessive for second graders.

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

**Additional Assessment**

Each student is given a box of plastic coins and bills. The box contains examples of each type of coin and bill. Students will use various coins and bills to demonstrate the sum of two given amounts. In addition, students will use coins and bills to show two different ways to make a given value.

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

2.a. **When in the plan would you use the assessment?**

I would use this assessment frequently throughout the lesson. I would start it after day 6. The teacher could meet with small groups in order to assess individual students progress. This would be a great way to view students who the teacher feel are struggling. Interacting with manipulative materials will help students make connections from the real world to their use of math.

2.b. **What goals would be assessed by the assessment?**

The assessment would assess background knowledge as well as learned skills. The assessment will focus on the same goals, including; identifying the value of coins and bills. The assessment would assess students ability add
| 2.c. | **What type of assessment would it be?** | It would be a performance assessment that is informal. The students are not necessarily turning in anything for a grade. The focus of the informal performance assessment is monitoring progress towards the stated academic goals. It is not a summative assessment because it is not at the end. |
| 2.d. | **What would be the purpose of the assessment?** | The purpose of the assessment is to monitor the progress of students toward the stated goals. The use of hands on interactive material shows if students can utilize mathematical ideas and skills in a more real world situation. The assessment can also show if students understand and know the real values of coins. |
| 2.e. | **How would you implement the assessment?** | While the students are in small groups working with manipulatives, I would pull out specific students for a personal assessment. It is important to monitor students tangible knowledge as some might be able to hide their true understanding through copying and group work. |
| 2.f. | **What feedback strategies would you use?** | The teacher could use oral feedback directly from students. They can ask students valid and direct questions like “how did you get that answer”. It is also a good time to give praise to successful students. |
| 2.g. | **How would the results of the assessment inform instruction?** | If several students are struggling in a certain area, then the teacher can know to re-teach or go over pertinent aspects of the lesson. If certain students with IEP’s need more instruction, then the teacher can give them... |
specialized instruction.

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 understand about the content area, their misconceptions, and their progress toward achieving the learning goals.

The additional assessment gives students a tangible, and concrete context to understand the information. Giving students real world situations helps to make the content relevant to student’s lives. It shows them that mathematics is important, in this case in regard to money. It is more interactive than formal assessments. This assessment also gives the teacher more opportunities to intervene with struggling students. Informal assessments help create a low-anxiety atmosphere for students also. The teacher gets lots of opportunities to witness students learning. This assessment also allows for the teacher to get feedback from students and learn whether to re-teach.

— 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: Fourth
   - Content Area: Science
   - Subject Matter: Earth Science
   - Time Period for Whole Unit: Three weeks

   State-adopted Academic Content Standards for Students
   **Earth Science**
   4. The properties and minerals reflect the processes that formed them. As a basis for understanding this concept, students know:
      a. how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle)
      b. how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties
      c. moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition)

   Learning Goals for Whole Unit
   Students will be able to do the following with a focus on Earth science:
   ✷ Identify and classify igneous, sedimentary, and metamorphic rocks
   ✷ Use diagnostic properties to identify rock-forming minerals
   ✷ Define the following vocabulary: weathering, transport, and deposition
   ✷ Describe the process of erosion including weathering, transport, and deposition

   Relationship to Preceding and Subsequent Learning Experiences
   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 investigation, have been covered in other scientific units and will again be used in the next unit on ecosystems and living organisms.

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, students will be divided into small cooperative groups. Each group will be assigned one type of rock (igneous, sedimentary, or metamorphic). Groups will identify defining characteristics of their assigned rock using the science textbook, Internet, and supplementary library resources.
   ✷ On Day 2 students lead a discussion by presenting the defining characteristics of igneous, sedimentary, and metamorphic rocks. The whole class will create a chart listing the characteristics
of each type of rock. Cooperative groups will be given ten rocks to sort into categories based on their characteristics. Students will draw an appropriate picture and write a corresponding paragraph in their science journals about the characteristics of igneous, sedimentary, and metamorphic rocks.

**Student Activities**
- Read the textbook about rock characteristics. Use library resources, encyclopedias, or the Internet to research the characteristics of the assigned type of rock (igneous, sedimentary, or metamorphic).
- Participate in a group discussion. Groups generate a list of defining characteristics of the assigned type of rock.
- Groups share findings with the whole class. The class will generate a chart comparing their characteristics.
- Students will draw and write in individual science journals.

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

### 3. Student Description
Guiillermo is a 10-year-old fourth-grade English learner. He is from Guatemala and lives with a single mother, three younger brothers, and a younger sister. His mother works long hours and is often not home when he returns from school. His extended family in the United States includes aunts, uncles, and cousins. His grandparents live in Guatemala. Guillermo’s family immigrated to the United States three years ago. His oral Spanish is fluent, but he is unable to read or write in Spanish. Guillermo reads English two years below grade level. He has difficulty using correct grammar when writing or speaking. Guillermo is somewhat shy socially but is well liked and works well in small groups. He is seldom absent from school. The CELDT results indicate an overall score in the early intermediate range, and he has been identified as an English learner.

**Student’s Written Response to: “What is your favorite family day?”**

*A Special Family Celebration*

My grandparents have special celebration. They have married 45 year. My mother, my brothers and sister and me make long trip to Guatemala to celebrate. We carry a special gift it is a picture of all family. My tio, tia and primos going to. We like to visit our grandparents and especial celebration. Our family cooks special food of Guatemala for celebration. I remember we all had good 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 grandparents very happy. I want to stay in Guatemala but my Mom say we come back to America.

**Transcript of Student’s Oral Response to: “Tell me about your soccer game.”**

*I like to play soccer. Saturday I go to field to play with friends. We put uniform on for games. I play center field and goal. It is fun to hit ball. My brothers play. I like it.*
B. Questions for Case Study 3

<table>
<thead>
<tr>
<th></th>
<th>Identify two specific learning needs the student has as an English learner, based on the student description and the responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guillermo needs to work on his grammar and syntax. He omits words or uses wrong words, which make his sentences incorrect Standard English. An example of this can be seen in the sentence “We carry a special gift it is a picture of all family” which if written in correct Standard English would read, “We carry a special gift which is a picture of all of my family”. His speaking shows similar errors to his writing. Both his writing and his speaking are based on short three or four word sentences. He has a limited proficiency to communicate ideas. It is extremely important that Guillermo learns how to use conjunctions and compound sentences to create a more natural rhythm and flow to his writing and speaking.</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a</td>
<td>It could be extremely challenging for Guillermo to write a paragraph in his science journal about the characteristics of the three types of rocks. He might have difficulty fluently expressing the characteristics and differences of igneous, sedimentary, and metamorphic rocks.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th>Explain why the strategy or activity you chose could be challenging for the student. Use your knowledge of English learners and your analysis of the student’s learning needs in your explanation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.b</td>
<td>Guillermo has a difficult time expressing and communicating ideas. This activity would thus be challenging for Guillermo. The writing sample shows that he has difficulty writing with correct grammar and advanced vocabulary about something he is knowledgeable about. This activity asks him to write about scientific topics and terms relating to geology, which he does not have prior knowledge about. Guillermo’s CELDT results indicate an overall score in the early intermediate range, which in many cases indicates some comprehension of contextualized information and a developing level of basic communication skills. Yet he is also capable of doing high-level thinking. Guillermo could potentially face great difficulties the scientific terminology and vocabulary. This would make it difficult to incorporate any of these terms into his writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a</td>
<td>First I would focus on strategies that help with comprehensible input and preparation. I would explicitly define content and language objectives and goals by stating them orally in front of the</td>
</tr>
</tbody>
</table>
### 3.b. 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.)*

In order to ensure that Guillermo understands the expectations for the assignment, as well as the learning goals I would begin the lesson with a precise and clear preparation strategy that illustrates the content and language objectives. My adaptation would accomplish this by writing them explicitly on the board and also stating them orally. It is crucial for all learners—but especially English Language Learners like Guillermo—to have a clear understanding of the expectations and learning goals of a lesson. In order to help Guillermo with comprehensible input I would pull out the specific vocabulary he would need and provide a clear definition and description of each item. This is especially important for scientific terminology like “weathering”. It is essential to provide Guillermo background knowledge so that he will have a better ability to analyze and synthesize the information.

### 3.c. 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.)*

Preparing Guillermo for the lesson with the use of a “vocabulary” cheat sheet helps him with the writing of his paragraph. These key signal words should help him write more complex and fluid sentences. Additionally, instructing him on specific essential vocabulary helps to build his confidence with the language objectives. It will also give him a broader pool of words and language skills to utilize when he writes his own paragraph.

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

I would use a mixture of analytic and holistic scoring in order to monitor the student’s progress toward achieving the learning goals.

### 4.b. Give a rationale for your choice of progress monitoring assessment. Use your knowledge of content in this unit, and this student’s English language

It is important to evaluate Guillermo on content, style, theme, but especially mechanics. Since Guillermo is limited in his proficiency in communicating ideas and has difficulties with
| abilities in your rationale. | grammar and vocabulary it is still vital that the mechanics of writing are worked on. Guillermo’s CEDLT results indicated an overall score in the early intermediate range, which in many cases indicates that there is some comprehension of contextualized information and a developing level of basic communication skills. Yet at the same time it shows that Guillermo is capable of high-level thinking. In the holistic scoring I will focus on the composition of the paragraph. Examples of this focus include that the writing has a strong topic sentence, topics of interest, style, and interest. These are important elements that are missing from Guillermo’s sample and need to be worked on. After using a holistic assessment, I would then use an analytical assessment that checks for structural strengths and weaknesses. These could include sentence fluency, organization, voice, syntax, and grammar. This assessment would help provide Guillermo with a guide and reference to improve his writing. After going over both assessments with Guillermo and focusing on strengths and weaknesses I would encourage him to adopt a system for writing that would improve his skills. First he would write naturally, then he would go over his work and check for holistic and analytic elements to improve. This system will help him become adept and comfortable with self-checking and allow him to be more independent with his learning. |
| 5. Based on what you learned about this student’s English proficiency, what would be your next steps in planning to facilitate his English language development? Consider specific information from the student description and his written and oral language samples when responding. | It would be extremely important that Guillermo write about many different subjects daily. I would also continue to provide him with vocabulary tools including “vocabulary sheets”. I would also continue to work on background information and knowledge with pre-lesson strategies. I would finally provide him with dynamic combination holistic and analytic assessments. I would continue to monitor his progress and have frequent individual meeting check ins. |

— 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: Fifth
   Content Area: History/Social Science
   Subject Matter: American Revolution
   Time Period for Whole Unit: Three weeks

State-adopted Academic Content Standards for Students

United States History and Geography: Making a New Nation

5.6 Students understand the course and consequences of the American Revolution.
   1. Identify and map the majority of military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.
   4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
   5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the United States Constitution.

Learning Goals for Whole Unit

Students will be able to do the following with a focus on the American Revolution

♦ Locate the major military battles on a map of pre-Revolutionary America
♦ Identify the turning points of the American Revolution
♦ Describe the roles of the American, British, and Indian leaders involved in the American Revolution
♦ Compare state constitutions created after 1776 to the United States Constitution

Relationship to Preceding and Subsequent Learning Experiences

The American Revolutionary War will be covered in a manner similar to other historical events. Events are being studied in chronological order. Map-reading skills were covered during the study of other historical events. Following this unit, students will study the United States Constitution more in depth.

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 3 the teacher will present information about what life was like for a 12-year-old boy or girl during pre-Revolutionary time by reading aloud text from biographies and other primary sources. As a whole class, students will create a chart to list the defining characteristics of life during pre-Revolutionary War time. Students will write a journal entry to compare their own life with the life of children who lived in the pre-Revolutionary War time.

- On Day 4 the teacher will ask students to work in small cooperative groups to read biographies and other primary sources about what life was like for a 12-year-old boy or girl during the Revolutionary War. The small groups will generate a list of five characteristics that they will then share with the whole class. The whole class will create a chart that lists the defining characteristics of life during Revolutionary War time. Then students will use the class-generated charts to individually complete a Venn diagram comparing the defining characteristics of life during pre-Revolutionary War times and Revolutionary War times.

- On Day 5 students will work in small cooperative groups. Each group will choose one change in life between pre-Revolutionary War time and Revolutionary War time. Then the group will use primary resources, the textbook, the Internet, and other resources to draw conclusions about what led to this particular change. The groups will then present these causes to the whole class. Then students will individually write an essay that explains three causes of lifestyle changes for a 12 year-old boy or girl between pre-Revolutionary and Revolutionary War times.

Student Activities

- Students will listen to excerpts from biographies and other primary sources. They will participate in class discussions and help to create a chart listing defining characteristics of life during the pre-Revolutionary War times. Students will individually complete a written journal.

- Students will work in small cooperative groups to create a chart listing defining characteristics of life during Revolutionary War times. Then students will work as a whole class to generate a complete list of characteristics. Students will individually complete a Venn diagram comparing the two lists of characteristics.

- Students will work in groups to identify the causes of one change in lifestyle between the pre-Revolutionary War time and Revolutionary War time. The cooperative groups will present to the whole class. Students will individually write an essay that demonstrates their understanding of what aspects of life changed between pre-Revolutionary and Revolutionary times.

Progress Monitoring

- To monitor student progress, the teacher will use class discussions, written reflections, cooperative group work, and presentations.

- 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

Julie is an 11 year-old girl in the fifth grade. She has difficulty focusing, which has an impact on her ability to complete course work and classroom activities. In the first grade, Julie was diagnosed with attention-deficit/hyperactivity disorder by her family physician. She receives prescribed medication three times per day for ADHD. During first grade, an Individualized Education Plan was developed to meet Julie’s needs. Since then, Julie has been receiving special education support primarily in the regular education classroom. She is included and participates in all general education curriculum. The special education teacher provides two hours of in-class support. She is able to independently read text at grade level. She struggles with both written and oral communication skills and is currently
performing at a second-grade level. She often tries to dominate whole-class discussions and group learning situations. On the playground, she attempts to dominate games, and she struggles with organization. Her peers are often frustrated by her behavior.

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**B  Questions for Case Study 4**

| 1.a. | 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 student activity that will be difficult for Julie is when students will listen to excerpts from biographies and other primary sources. They will participate in class discussions and help to create a chart listing defining characteristics of life during the pre-Revolutionary War times. Students will individually complete a written journal. |
| 1.b. | Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description. | This activity will be challenging for Julie because it asks her to operate and complete work at a fifth-grade level while she actually performs at a second grade level. Listening to excerpts from primary sources might challenge Julie because she has trouble focusing because of her diagnosed ADHD. She also often tries to dominate whole-class discussions and group work situations. This makes it hard for her to work effectively with peers because they often become upset or even have preconceived notions about her, which hinder cooperation. The written journal will be challenging for her because she struggles with written work. |
| 1.c. | Describe how you would adapt the strategy or activity you identified to meet the needs of the student. | In order to adapt the activity for strategy to meet Julie’s needs, I would need to simplify the lesson or engage her in a number of different ways. When I am reading the text aloud, it would be extremely helpful for Julie if she had a copy of the text so that she could read long. Since her independent reading is at grade level, allowing her to read along helps her comprehension and plays to her strengths. This is an example of how she can stay engaged in a listening activity. Julie could also take notes and annotate her copy of the passage in order to follow along and stay engaged. At the same time students are |
**1.d. Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.**

writing comparisons about their lives and what lives were like during the Revolutionary War Times, Julie could draw pictures and create a graphic organizer to help her synthesize her thinking. She could create a picture Venn diagram. The group work is a large percentage of the lesson and will be the most difficult for Julie. In order to facilitate positive group work and collaboration, as well as appropriate behavior it would be beneficial to have an aide be with Julie at this time. This could go along with a clear set of behavior expectations and a behavior plan agreed to by the student and teacher. I would remind Julie of expected and positive group behavior. A good way to give Julie a sense of responsibility in her group and in her work is to give her a job. She could be presented the historical situations and questions as a game. If she pretends she is back in the Revolutionary War times, she can visualize what her clothes, food, and life would be like.

**The adaptation would be effective because they allow Julie to access the material in different ways. The lesson has been simplified but in an engaging way. This is important because it could be easy for Julie to lose focus. She can draw in a graphic organizer instead of write and she can follow along with her own copy of the reading. Her aide and teacher help guide and monitor Julie to promote positive group and individual work. A clear set of behavior expectations and a behavior plan help to lessen disruptive and antagonizing behavior. With extra help from an aide Julie has more opportunities for support.**

**2.a. Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student’s other learning needs.**

Another instructional strategy or student activity that could be difficult for Julie is when Students will work in groups to identify the causes of one change in lifestyle between the pre-Revolutionary Wartime and Revolutionary War time. The cooperative groups will present to the whole class. Students will individually write an essay that demonstrates their understanding of what aspects of life changed between pre-
### 2.b. Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.

Revolutionary and Revolutionary times.

This is another activity that requires Julie to do group work and write extensively. She is writing at a second-grade level and is expected to perform at a 5th grade level. If she is writing at a second-grade level then it is highly unlikely that she will understand or be able to produce an effective essay with all of the required structure and elements needed. Presenting in front of the class could prove difficult since Julie has a tendency to dominate classroom discussions.

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

The teacher needs to provide clear and concise classroom instruction because the tasks all require collaboration and writing. This might mean that the teacher needs to re-tell and constantly remind Julie of the task and instructions. It would be essential to review Julie’s agreed upon behavior plan and expectations. For example she is expected to talk quietly and allow everyone in the group to have their own turn. Julie should only be required to write a paragraph and not an essay.

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

My adaption would be effective because it ensures that the teacher is directly engaged with Julie in her learning. Re-telling instructions helps Julie remember what the task is and helps her stay on task. It is also vital to review the lesson itself. While it should not be enough to bore Julie, this can help to create a solid foundation for her work. By limiting the amount of writing that she has to do, Julie will not get as frustrated and discouraged. That is because I am setting her up for success by not demanding an inappropriate level of student work. Overall it is key to have tasks and adjustments that allow Julie to visualize her work.

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

I would informally assess Julie through individual check ins and discussions as well as through her level of effective participation in group work.
### 3.b. 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.

| Since Julie struggles with producing written work, written assessments or samples would not be the most accurate measure of her progress and learning. The work produced by an entire group might not be an effective measure as well because she has difficulty contributing. Yet meetings with the teacher can show Julie’s comfort level with the material and how she feels she has progressed. It is essential to limit the amount of embarrassment that Julie experiences in the lesson. Private conversations with the teacher can help prevent this. |