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: High School  
Content Area: History-Social Science  
Subject Matter: United States History and Geography  
Time Period for the Learning Experience: Two 45-minute sessions in two consecutive days.

State-adopted Academic Content Standards for Students
United States History and Geography
11.8 Students analyze the economic boom and social transformation of post-World War II America
11.8.f Discuss the diverse environmental regions of North America, their relationship to particular forms of economic life, and the origins and prospects of environmental problems in those regions

Learning Goals for the Learning Experience
Students will be able to do the following with a focus on solutions:

- Discuss the diverse environmental regions of North America in post-World War II America
- Read and interpret maps of the regions of North America
- Read and interpret diagrams, graphs, charts, and/or tables of the local economies of the environmental regions
- Describe the environmental problems in those regions.

Instructional Resources Available
Map of North America, diagrams, graphs, charts, and tables of the local economies of diverse environmental regions in North America, marking pens, poster paper, United States History and geography textbook, and supplemental books of post-World War II America

2. Class Description
Students are in a high school United States history and geography class. They particularly need to have 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 jobs, which leaves little time for homework. The majority of the class plans to attend the local community college or technical computer school. There are some students who are unsure about what careers they want to pursue. About two-thirds of the students in this class have at least one other class with their classmates.

3. Developmental Needs of the Students in Grades 9 -12
- understand connections between the lesson content and life outside of school
- develop advanced thinking and problem-solving skills
- develop socially and handle the intense social peer pressure to conform while maintaining individuality
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.

* 1a. and 1b.

**Instructional Strategies**

Day 1 - 45 min instructional lesson plan as followed: - 15 min - Concept exercise - Warm-up exercise questions. * Ask students what regions of the U.S. have the most; a.) Rain? b.) Sunshine? c.) Which states are susceptible to Tornadoes and Hurricanes? d.) What states they would like to visit, which states least likely to visit? * Instruct students to form groups of 4 to discuss questions addressed and after answering the questions students to present list/answers in front of class. * Teacher to go over questions and Q&A - informal assessment.

- 15 min - Main Lesson - "Specialized regions and their environmental / economical impact post WWII" - Teacher to do the following: a.) Distribute maps indicating specialized regions of the U.S. there will be ample space for students annotations. b.) Powerpoint presentation - lecture about the histories of specialized regions, discuss goods and services each regions produce during and after WWII, discuss the environmental impacts of those regions, discuss the socioeconomic issues of those regions. c.) Critical input experience- to assess student comprehension of today's lesson - teacher will follow up with Q & A. - informal assessment. d.) Instruct students to keep maps in their possession and study - teacher to advise students exam questions will derive from map outline. - 15 min - Activity - "Design an ideal environmental/socioeconomic region of your own" Teacher will do the following: a.) Instruct students to assemble into assigned groups. b.) Teacher to instruct today's

**Student Activities**

Day 1 - 45 min student activity as followed: - 15 min - "Cooperative learning activity" * Students to listen to teachers instructions. * Students to meet with their assigned groups - discuss and compile a list of answers to teacher’s questions. * Group presents their answers to class * Students to listen to teacher going over questions followed by Q & A * Groups to dissipate and go back to their assigned seats. - 15 min - "Independent student activity" * Students to listen to teachers instructions. * Each student will receive a map indicating specialized regions of the U.S. * Students to write and notate on maps, teacher to indicate what to notate on map. * After lesson presentation - open discussion about today's lesson- teacher and student Q/A * Students to keep maps and study the map for exam. - 15 min - Activity - "Cooperative learning activity" - "Design an ideal environmental/socioeconomic region of your own" (on paper) * Students assemble into assigned groups. * Students to listen to teacher instructions. * Groups to brainstorm and begin designing their ideal region- students study/observe teacher’s sample design region on board. * After they have designed their region, group to turn in activity paper to teacher for credit. Closure - * Students to listen to teachers main points of today's lesson. * Students to ponder on question that teacher posed before leaving class. * Prepare to leave Day - 2 - 45 min Student Activity as followed: - 30 min - Student activity * Students will attentively listen to the teacher's presentation, observe
activity "Design an ideal environmental/socioeconomic region of your own" (on paper) students will be instructed to design their ideal region, teacher will tell students what factors they should consider when designing their region: factors to consider as followed: * Weather - e.g. rain, hot climate, warm climate etc. * Natural resources - e.g. natural port, soil, mountainous, lakes etc. * Goods and services - what will your region provide. * In addition, groups to justify why their region is ideal ***Teacher will provide sample activity on the board: c.) Instruct students to turn in their designed regions so they can get credit for the activity.(one paper to submit from each group) Closure - Briefly review the main points of today's lesson explain how region and economics are closely related - and briefly explain how these regions took their course after WWII. * Teacher to pose question to ponder, before they leave, "think about your families current conditions, why they settled in the region they live?" No home work assigned. Students prepare to leave. Day - 2 - 45 min Instructional lesson plan as followed: - 30 min - Visual/lecture presentation *Teacher will explain today's topic: "Focusing on California's diverse economic regions, diverse climates and socioeconomic issues - post WWII" Topics to be discussed on powerpoint presentation as followed: a.) Show statistics of population growth - introduce the baby boom era. Follow up with Q & A. b.) Urban sprawl/Suburban development - images of track housing, freeway/Hwy construction and the annihilation of urban diverse neighborhoods. Discuss the issues with growing diverse population e.g. housing discrimination. Show images of Chavez Ravine before and after construction of Dodger stadium and discuss briefly the displacement of families during construction. Follow up with Q & A. c.) Discuss the history of the agriculture industry and issues with migrant labor introduce Bracero program - United Farm Workers. Follow up with Q & A. d.) Discuss Aerospace/Defense industries - introduce Cold War and how California benefited from the Cold War. Show images of defense industries and locations. Follow up with Q/A.

and study images, take notes accordingly and participate in Q & A. - 2 min - Students to answer teachers questions and students to ask teacher questions about the image/lecture presentation. - 13 min - Independent student activity as followed: a.) Students to receive map of California. b.) Students to listen to instructions. c.) Once supplies and text/references books are available, students to begin activity. Closure - Students to listen to teachers instructions - Homework assignment, student to put supplies away and get ready to leave.
e.) Discuss the movie/ T.V. network industry and influences on mainstream America - discuss and show images, advertisement techniques used to encourage consumerism. Show sitcoms images and influences on living the "American Dream" Follow up with Q/A.
f.) Discuss the rise of the middle class. Follow up with Q & A.
g.) Show images of diverse climates/landscape of California: e.g. desert, coastal, lakes, water woks, etc. Follow up with Q & A to assess student comprehension.
- 13 min - Independent student activity instructions: Teacher to do the following: a.) Distribute maps of California to each student b.) Instruct students to create a legend identifying the following areas: (these instructions will be on the chalk board) * Climates and natural resources * Suburbs of Los Angeles * Identify and show examples where High, Mid, Low class dwell. * What neighborhoods of Los Angeles subjected to highway constructions, post WWII. * Identify defense industry locations and military bases. * Identify movie industry location. * Identify agricultural regions. * Identify capital of California. * Identify the three most densely populated cities in CA. c.) Instruct students they must color code legend - teacher to provide color markers. d.) Teacher will tell students to use text book as reference and teacher to provide supplementary book sources.
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 instructional strategies described meets and was designed after the content standards for 11th graders. Day one lesson - was a broad overview of the United States, it covered the following; geographical locations of states, diverse climates of the U.S., growth of specialized regions, and how all these learned contents are related, post WWII. Day 2 lesson - went into specifics and focused on one region. California was chosen because of it's diverse complexity, as a region, and went through significant changes post WWII and I believe was a great model to bring content to the classroom, in addition, students can relate to their home state and can actually apply critical input experiences/development once they step
outside the classroom. e.g. if they go to Dodger Stadium, they can connect the history of displacement of people (urban blight movement), freeway construction etc... Student activities were designed after "Cooperative Learning" since students are described as socializers, I believe a controlled/monitored "Cooperative Learning" environment was best fit for this class and activities/homework was designed to start and finish in class. Informal assessments were constantly brought up so critical input experiences can stay fresh and also revisited. Resources used such as; Power Point lectures, videos - brings a modern approach to the classroom, it addresses how technological tools can be used for development and shows students, who are moving toward a technology career, how technology can be used. Most importantly, the instructional lesson plan was designed to develop students connection of the past to present and spur curiosity.

* 2b) address the developmental needs of these students
Since students like to socialize and participate in after school programs - the instructional lesson plan was designed after a "Cooperative Learning" environment that promotes group learning and conforms to the students behavioral characteristics, this type of learning environment will make class inviting and spur learning. This learning environment will help students develop critical thinking skills, brainstorming, how to use multiple references/ideas and how to solve problems as a cohesive unit. As students move into their prospective careers, students can apply these skills into the real world scenarios. In regards to content knowledge; student activities will connect historical content to contemporary issues, e.g. student will be able to identify how regions are constantly changing and how climate and socioeconomics of region are integral to change. These activities are also designed to help students consider future career moves and how regions can influence their decisions. The content being taught can be applied immediately. e.g. freeway construction, track housing, urban blight, class structure, immigration etc, are current topics. All content taught in class is designed for student to use outside the classroom.

* 2c) help these students make progress toward achieving the state-adopted academic content standards for students in this content area
The instructional lesson plan strategy was designed after the content standard and prescribed learning goals. Students will have knowledge to pinpoint the growth of specialize regions-post WWII and identify these regions/states on a map. In-addition students will learn how to read and even create/design their own maps/regions. Student will also be able to comprehend environmental impacts of a changing region and conceptualize learned content knowledge outside the classroom, as mentioned earlier, instructional lesson was designed to spur curiosity and apply critical input experience once they step outside the classroom.

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: High School
Content Area: History-Social Science
Subject Matter: World History, Culture, and Geography
Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students
### 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty.

#### Learning Goals for Whole Unit

Students will be able to do the following:

- Recognize the significance of a Greek philosopher’s belief in reason and natural law
- Identify the major ideas of Locke, Rousseau, Bolivar, and Jefferson
- Analyze the major ideas of Locke, Rousseau, Bolivar, and Jefferson and discuss their effects on the democratic revolutions of England, the United States, France and Latin America
- Identify the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and the US Bill of Rights
- Understand the American Revolution, its spread to other parts of the world, and its significance to other nations.

### 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>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals Assessed</strong></td>
<td>Recognize the significance of Greek philosopher’s belief in reason and natural law</td>
<td>Identify the major ideas of Locke, Rousseau, Bolivar, and Jefferson</td>
<td>Identify the major ideas of Locke, Rousseau, Bolivar, and Jefferson</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>
</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>
</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>
</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>
</tr>
<tr>
<td><strong>Informing Instruction</strong></td>
<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 the achievement level of each student towards the goals</td>
</tr>
</tbody>
</table>
B. Questions for Case Study 2

* 1a) Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.
The use of the diagnostic test at the start of the unit helps the teacher evaluate what the students know about the subject and allows the teacher to devise/adjust an effective and efficient lesson plan.

* 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, in the assessment plan, is that students are only focused on major concepts and to remember those concepts. When given formal testing, such as multiple choice, students rely on memorization and choose what they believe is the right answer. There are no assessments measuring development of critical thinking. There should be a written/essay assessment to allow students to show off what they have learned and express ideas and concepts through writing, this will introduce critical thinking. This will also help the teacher assess if students are grasping and learning concepts, in depth.

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
1. Compare and contrast the major ideas of Locke, Rousseau, Bolivar, and Jefferson and the philosophy of natural rights and natural law on which the democratic revolutions were based.
2. Analyze the effect of the major ideas of the above philosophers on the democratic revolutions of England, the United States, France, and Latin America.

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

* 2a) When in the plan would you use this assessment?
The assessment should be used at the latter portion of the unit, preferably day 15. At this time students should be familiar, comfortable and confident to exercise their knowledge of the subject.

* 2b) What goals would be assessed by this assessment?
Critical thinking would be a goal of this particular assessment. Students can analyze, evaluate and determine how Locke, Rousseau et al. principles influenced the design of Western democracy. Also, another goal would be to assess if students connected these philosophers ideas to the concept of the American Revolution and other revolutions in the Western world.

* 2c) What type of assessment would it be?
Summative assessment. Short essay questions. Essay questions to derive from entire unit.

* 2d) What would be the purpose of the assessment?
The assessment measures critical thinking skills and development. Comparing and contrasting allows students to exercise content knowledge in depth.

* 2e) How would you implement the assessment?
A rubric system will help evaluate short essay questions. The rubric will have two measures: 1.) Comprehension principles of each philosopher discussed in the unit and their influences on Western democracy. 2.) Written mechanics e.g. organizations of ideas, spelling etc.
* 2f) What feedback strategies would you use?
Tell students scores (individually). Point out positives, followed by improvement strategies/techniques. Also, show one anonymous test paper that meets expectations, which sends a message that good scores are feasible.

* 2g) How would the results of the assessment inform instruction?
The assessment results determines what students have learned from the unit instruction. It also determines strengths and weakness of the lesson plan and students comprehension level. After the assessment, the teacher can make adjustments to the unit accordingly.

* 3.
Explain how using the additional assessment as you described in question 2 improves the teacher's assessment plan and what specific information about what the students really know and understand about the content area, their misconceptions, and their progress toward achieving the learning goals would be gained.
Initially, Multiple choice questions , did not assess development and understanding of ideas/principals of the unit. To address this dilemma, essay assessment addresses development and understanding of major concepts and ideas. Writing out what was learned conceptualizes material learned and allows students the liberty to form their own ideas, comprehension and conclusions. It allows students to exercise their knowledge and development and the teacher can measure depth of student comprehension. The Rubric guides the teacher if students are connecting the major points of the unit. Finally, with the additional assessment, teachers can clarify any misunderstandings and principle concepts and also adjust/modify the lesson plan accordingly.

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: High School
Content Area: History-Social Science
Subject Matter: World History, Culture, and Geography
Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students
World History, Culture, and Geography: The Modern World
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States

Learning Goals for Whole Unit
Students will be able to do the following:

- Understand the major changes that mechanization of production wrought in England’s economy, politics, society, culture, and physical environment
- Examine critical responses such as the development of labor unions, the emergence of socialist thought, the Romantic impulse in art and literature, and the social criticism of Charles Dickens
- Be aware of successful social reforms such as the abolition of slavery

Relationship to Preceding and Subsequent Learning Experiences
The Industrial Revolution will be covered in a manner similar to other historical events. Events are studied in chronological order. Some of the skills, such as research, have been covered earlier in the year.
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 "Romanticism" – characteristics, examples, and influence on art and literature. Write student ideas on the board. Have students independently read the poem, "The New Jerusalem," by William Blake. Then present the following questions: "What characteristics about this poem would help to classify it as Romantic, and, based on the poem, what do you think are the poet's thoughts and feelings about the Industrial Revolution?" Have student write three or four paragraphs 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 with the whole class and receive feedback.

Student Activities
Participate in discussion about "Romanticism." Read the poem, "The New Jerusalem," by Blake. Listen to and carefully consider the questions. Write three or four paragraphs to address the questions.
Complete the written response. Practice with a partner to orally summarize their written work. Present oral summary to whole class. Provide feedback to other students.

Progress Monitoring
Teacher will use class discussions, responses to questions and scenarios, group mock interviews, and research reports to determine level of learning.
Students will receive written and oral comments from the teacher and oral feedback from peers.

3. Student Description
Elena is a 15 year-old 10th 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 literature. 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
As special family time is when my family celebrate the anniversary of my grandmother and grandfather. They are my abuelita and abuelito. Why is it especial? I like this because all my family come to my grandparent house for make especial food of my country. The fiesta is very especial. My grandparent have marry 45 year. They live in Mexico my tia, tio and primos all go to Mexico for all family celebrate together. We like have all family together. My primos and me see friends in our city. We give grandparent big picture of all family. Grandparent like fiesta and gift. They are much happy.

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 my 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.
Elena is integrating syntax and vocabulary from her primary language to construct English sentences. She would need to detract from Spanish syntax and vocabulary when constructing an English sentence, a remedy to help develop her English skills would be to read more English material. Since she likes to read Spanish literature, she can easily substitute to reading more English literature. By reading more English material, she can observe and develop correct English sentence structure and increase her vocabulary.
* 2a) Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.
The student activity that would be most challenging is the oral summary because of her limited vocabulary and can lead to high anxiety activity for an ELL student.

* 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 has a limited vocabulary, trouble using correct English grammar, and is somewhat shy. The oral summary presentation can be detrimental to Elena's development as an ELL student. E.g. poems are complex, and to articulate and interpret a poem in front of class can be hard, even for English students. Exposing her weakness of the English language in front of class can hurt her development and discourage her to participate in any other classroom activities.

* 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.
Elena can discuss Blake's work with other students in a small group, where she is most comfortable to learn, and go over the oral presentation with other students, where she can compare, contrast and reference what other students are going to present. I can develop core vocabulary words, that pertain to the subject, for her to learn. I can introduce a peer tutor, who is bilingual and proficient in both English and Spanish, to help her develop written and oral skills. I can use scaffolding methods, e.g. I am a bilingual teacher, I can accept her work in Spanish, to ensure that she is getting the concept of Blake's works and finishing her work in a timely matter. I can correct her work in English, where she can study and model after my grammar and vocabulary skill corrections, and use these new skills in future writing assignments. Finally, to ease Elena's anxiety, I can give her the option to do a one-on-one oral presentation with me during break or after school.

* 3b) Explain how your adaptation would be effective for the student in making progress toward the learning goals of this lesson.
(In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)
The adaptation's main goals were to: adjust, protect and not discourage Elena's learning development. Feedback by me or other students are presented in a non-threatening environment, where constructive criticism can be easily adapted and help Elena's development. E.g. Letting her answer my questions in Spanish, allows me to assess her development, measure depth of principal and complete assignments in a timely manner. Peer tutoring also helps on several levels: first, the peer tutor must understand concepts and principals of Blake's work and can exercise/go over/practice this with Elena. This will help the tutor's development of the subject and self esteem, simultaneously helping Elena's development, I will ensure that the tutor is compensated for their hard work, e.g. extra credit. By assigning a peer tutor, she will feel comfortable to learn and ease any anxieties that she may have.

* 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.)
In a small group activity, Elena can exercise vocabulary and oral skills with her group. With peer tutoring, her partner can translate words and concepts. There are plenty of scaffolds methods that is presented in this adaptions that will help Elena's development. One example; The peer tutor provides "model scaffolding" - Elena can model after the peer tutor on how to structure sentences, proper grammar and transitions of words.

* 4a) Which progress monitoring assessment from the outline of plans would you choose to monitor this student’s progress toward achieving the learning goal(s)?

I would monitor group activities and make sure Elena is participating and getting help from her peers. I can use informal assessments; such as Q & A, to measure progress. I will also use a rubric system, that I have adopted for all my ELL students, which includes measuring comprehension, vocabulary and writing mechanics.

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

The ELL rubric will play an integral part in assessing development/progress. The ELL Rubric will measure organization of ideas through use of language and writing, measure writing mechanics, comprehension of lesson objectives. Assessments will also be influenced by using Bloom's taxonomy, I can observe if she is analyzing, evaluate, cognitive use of subject and meeting learning goals.

* 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.

In terms of writing, I would slowly extinct written responses in Spanish, and encourage and challenge her to respond back in English. Peer tutor and small group activities will still be used to continue developing her communication/verbal skills and maintains a safe learning environment for her. During informal assessments; e.g. Q &A, I will ensure she is an active participant and have her answer questions on her own, this will allow her to exercise vocabulary and articulate responses in English, in-addition it will develop student autonomy and build self esteem. With the ELL rubric, as a measuring tool to meet expectations of goals, Elena will develop her English skills and succeed in the learning goals of this unit.

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: High School
Content Area: History-Social Science
Subject Matter: World History, Culture and Geography
Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students
World History, Culture, and Geography: The Modern World
10.8 Students analyze the causes and consequences of the Second World War.
10.9 Students analyze the international developments in the post-World War II world.
Learning Goals for Whole Unit
Students will be able to do the following:

- Distinguish valid arguments from fallacious arguments in historical interpretations
- Evaluate major debates among historians concerning alternative interpretations
- Construct and test hypotheses about U.S. entry into the war by collecting, evaluating and employing information from multiple primary and secondary sources; and apply it in oral and written presentations.

Relationship to Preceding and Subsequent Learning Experiences
World War II will be covered in a manner similar to other historical events. Events are studied in chronological order. Some of the skills, such as research, have been covered earlier in the school year.

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
Read textbook passages about political leaders, their actions, and debates about their actions (vary between independent silent and oral reading to whole class). Lead whole-class discussion about the concepts in the passages. Have students respond in writing to the questions in the textbook. Reading of textbook and discussion will take most of Day 3.
Do a mock interview at the end of Day 3 using a script from the activity workbook. The interview is with a political leader that challenges the leader’s actions and decisions as example for students. Lead class analysis of interview and discussion.
On Day 4, students work in small groups to create their own interviews with other political leaders. They present to class and receive feedback from others.
On Day 5, have students read in their textbook letters written by an American soldier in Europe and by a woman in US who went to work in a factory. Each author gives his or her interpretation of the war and how it changed his or her life. Discuss the letters with a partner. Have individual students select a role from the list of societal roles during the war and write their own letters. Have students “send” letter to a classmate for review.

Student Activities
In class, read textbook, take notes, analyze debates, and participate in class discussion about concepts presented. For homework, complete written responses to questions in textbook.
Listen to mock interview, take notes, and participate in class analysis and discussion. Work in a group to create own interview that challenges some of a selected leader’s actions. Perform interview for whole class. Provide feedback to other groups. Do in class.
Read letters in class. For homework, based on the role they chose, write a letter describing how the war has affected their life. In class, read a letter written by another classmate and analyze for historical understanding and accuracy.

Progress Monitoring
The teacher will use class discussions, responses to questions, group mock interviews, and letters to monitor student progress.
Students will receive written and oral comments from the teacher and other students.

3. Student Description
Alex is a 15-year-old boy in the 10th 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 7th 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 during transitional time. 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.
Alex, having a learning disability since the 2nd grade, will have difficulty reading the text book and thus will have problems with written responses and taking notes.

* 1b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.
Alex has a 7th grade reading level. His learning disability will hamper his cognitive processing. Poor comprehension of vocabulary words and comprehension analysis of text subject will present challenges to achieving learning goals.

* 1c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student.
Plenty of scaffolding methods, peer tutoring, and non linguistic learning activities will be introduced to help Alex achieve learning goals. E.g. peer tutoring, I will couple Alex with one of my brighter students, who is understanding/sensitive to Alex’s needs, the tutor will help with concepts and vocabulary, and this would help create a safe non-threatening environment for Alex to learn. I can also find a text book that is at his reading level so he can understand concepts/learning goals at his own pace. Visual presentations/instructions will also help Alex comprehend lessons and activities. Also, dramatization activities will help Alex conceptualize learning. Scaffolding techniques- I can design a rubric for Alex needs, I can outline expectations, what I expect from written responses, vocabulary expectation etc.

* 1d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.
The text book assigned, for his reading level, will help guide and facilitate what we are learning in class and he will learn at his pace. The rubric that I have designed for Alex will provide guidance and breaks down learning goals and expectations. Dramatization activities will conceptualize text readings. Visually activities will also help comprehension. Peer tutoring, the tutor can help decode words and interpret the reading/concepts, both can also have discussions about the subject, which will help development and the tutor can clarify concepts.

* 2a) 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.
Alex has minimal contribution to group activities, and having asthma, may make him feel like an outcast and explains his isolation, he may feel embarrassed of his condition, and thus does not want to participate in group activities. Therefore, small group activities, outlined on the instructional strategy will be challenging.

* 2b) Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.
Alex has medication to control his condition, but when participating in group activities, activities such as mock interviews and presentations can possibly trigger an asthma attack, unexpectedly.
2c) Describe how you would adapt the strategy or activity you identified to meet the needs of the student.
I would make sure Alex always carries his inhaler and make sure that the nurse's office has his medication. I will also do my own research about asthma and better educate myself because asthma is a common condition that many teens have. I would continue with peer tutoring and build his self esteem, I will monitor his role playing and other activities and assess his interaction with his tutor, then later determine if he is ready and comfortable to participate in group activities. If I see no progress, I will have mock interviews and presentations be conducted with his peer tutor, or I can have Alex do mock interviews and presentations with me during break or after school.

2d) Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.
Knowing that his inhaler is with him and in the nurse's office will make him safe in class and allow learning to occur. I have adjusted group activities and instructional lessons to meet his needs. I have created a safe environment for him and allows him to concentrate on the learning goals. There are plenty of peer support for him and some of the presentations and mock interviews can still be conducted with me, if he feels uncomfortable to do this in front of class or group, the choice is his.

3a) What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal(s)?
The rubric that I have designed for Alex will monitor progress, I can also use Q & A to assess progress. His role playing of characters and participation in dramatizations can help me assess comprehension level. Scaffolds will still be used for literacy development. I will monitor writing assignments and evaluate his vocabulary progress.

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.
Considering his learning disability and health condition, I will continue to observe Alex’s progress. I will check his assignments and see if my choice of assessments meets the learning goals. The text book I have assigned Alex should keep him in pace with the learning goals of the unit. I have created a safe learning environment for Alex and will allow clear path to concentrate on content subject of WWII. The rubric I have created for Alex will address literacy skill and development, which will be used throughout the semester.

END OF CASE STUDY 4