

INTEGRATIVE CASE STUDY OF A LEARNER

Integrative Case Study of a Learner

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Part One: Descriptive Discussion

Introduction

“For years, educators assumed that if students paid attention, took notes, and did their homework, eventually they would learn. Although there’s some true to that assumption, we now know that learning is governed by a more complex set of variables, some of which are the result of nature and others, the result of nurture. The “nature” influence is actually quite significant: genetics account for almost half of all student learning and intelligence.” (Jensen, 2005, p. 33)

This case study describes the learning process of a particular student, Lorenz. Through parent and teachers’ questionnaires, student interviews, and classroom observations, an analysis of how he learns and why he learns the way he does will be made. Since Lorenz recently became bilingual in a very short amount of time, this study will also be focusing on language learning and the so-called nature vs. nurture learning idea or theory.

Physical description of the student

Lorenz is a six-year-old 1st grader born on February 27, 2008. He is a bright Caucasian boy who came to live to the United States (US) only seven months ago in April of 2014 with no knowledge of English. Today, not only he is quite fluent in English, but he is also a great Spanish student. Lorenz was born and raised in Vienna, Austria and his first language is German. He is a blue-eyed, average size, light brown kid who enjoys learning new things and loves school. I selected Lorenz

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for my Case Study because of his ability to learn languages so fast that impresses me so much, and because he is a very interesting loving child.

Background

Lorenz currently lives in Falls Church, Virginia with both parents and his four-year-old sister. Both parents are well educated; while dad holds a PhD in Telecommunications Engineering, mom has a Masters degree in Business Administration. Even though Lorenz's mother is recently a stay-at-home mom, because she has no permit to work in the US, she used to work back in Austria as a Financial Controller for an American company where she was the Head of Controlling. On the other hand, Lorenz's father is Vice President for Business Development in a Telecom Software Company in the Washington, DC metropolitan area. Although Lorenz has no extended family living in the US, he is very close to his grandparents, aunts and uncles who live in Austria. Lorenz's grandparents from his dad's side used to be farmers; his grandparents from his mom's side used to be a sales representative and a housewife. However, his grandparents are all now retired. Moreover, Lorenz's aunts and uncles have either High School diplomas or College degrees; some of them are Software Engineers and one of them is a Physical Therapist.

It seems that Lorenz's parents are well off socioeconomically speaking, since they have traveled throughout Europe in many occasions. Also, as mentioned before, Lorenz's first language is German, but ever since living in the US, he has started talking more and more English to his family at home and they answer him in

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English, even though they speak mostly German. Then again, while Lorenz's dad speaks fluent English, mom speaks English, French, and Italian. However, his extended family doesn't speak a language other than German.

Some of the extracurricular activities that Lorenz takes part on are soccer and horse back riding, each once a week. He has also been taking piano lessons since he was five years old. Lorenz enjoys going skiing, ice-skating, swimming, and mini golfing from time to time. Other activities Lorenz is very fond of are going to the playground and to the zoo. Moreover, he loves going to the library and reading books, now both in German and English; the Magic School bus series, National Geographic books and Lego stories are amongst his favorites. Lorenz's mom stated on a parent survey (Appendix A) that he is easily scared and that he will stop reading a book when it gets exciting, and that the story will give him "bad dreams" he explains to her. Also, Lorenz has a few subscriptions to magazines, both in German: the Lego Magazine and the Austrian Kids Newspaper, which is like the National Geographic Magazine. Last but not least, Lorenz enjoys collecting Pokémon cards and playing with Legos. Also, he is recently been playing Angry Birds on his dad's iPad, and he has started writing his own Angry Birds book about the game. Lorenz's mom shared that every time he wins over an Angry Bird character, he takes a piece a paper, describes the character in English and draws some pictures; so far he has seven to eight pages bound together with some tape to make a "book" out of it.

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Setting

Lorenz is currently enrolled at The Appletree School in Fairfax, Virginia, which is a private nondenominational Christian school. In other words, even though it is a Christian-based school where they pray from time to time during the day, they teach the life of Jesus Christ, and they follow the A Beka Program, which is a Christian-based curriculum, Appletree also enrolls children from other religions. Furthermore, Appletree is a multicultural school that not only accepts children from different nationality backgrounds, but also encourages diversity in its curriculum, which welcomes parents' involvement in reading and teaching about their different countries. Additionally, Appletree teachers introduce their students to all sorts of important holidays like Hanukah, Kwanza and Diwali, and they also celebrate an International Day every year, where parents share information about their own culture and children try food from around the world.

The Appletree School's mission statement (Appendix B) reads, "Our goal at Appletree is to provide a loving and nurturing environment, a home away from home, where educating the whole child through individualized instruction is our standard. Meeting each child's needs in a developmentally appropriate and engaging program, we believe, will help foster a passion for lifelong learning." The Appletree School teaches children from age three through 2nd grade. Lorenz's class is a combination 1st and 2nd grade classroom, where five students are currently enrolled as 1st graders and three as 2nd graders.

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Other significant information

Lorenz first started going to school at age one; he attended Day Care, Preschool, and Kindergarten back in Austria. Then, he started Appletree in April 2014, during the last quarter. As mentioned before, Lorenz is currently a 1st grade student. It is important to mention that no foreign language was taught at any of the schools Lorenz attended in Austria and that all instruction was only in German. On the other hand, he started learning Spanish as a foreign language while attending Kindergarten at Appletree.

Lorenz's mom mentioned that children in Austria are not trained in reading before the 1st grade, but Lorenz started reading fluently at age four. Additionally, he was able to build very complex sentences around the same time. Then, their pediatrician recommended testing Lorenz. Therefore, Lorenz was tested at age five years and four months in June of 2013 and achieved a very high score on a test called "Intelligence Scale for Child" (Appendix E). Also, the test showed the highest result in the section for Lorenz's verbal skills.

Lorenz's parents have stated that they will be moving back to Vienna, Austria in December of 2014. However, they will be enrolling Lorenz and his sister at an all-English American school, so that they do not lose their English fluency.

It was reported that Lorenz spent one week in the hospital in September of 2013 due to tympanostomy tube placement, otherwise known as ear tubes. Other than that, he is an overall healthy child.

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Learning factors

Lorenz's learning style is characterized majorly by the following factors: Social, which is a learning cognitive process that takes place in a social context and can occur through observation or direct instruction. Lorenz has been exposed to an education ever since he was one year old. Therefore, learning for him is very normal and something that happens on an everyday basis.

Behavioral, which advocates a system of rewards and targets in education. Lorenz enjoys getting positive reinforcements during Spanish class; every time he gets a new sticker, he puts it on his folder and counts how many he has so far.

Motivational, which explains why people do what they do and prompts a person to act in a certain way or to develop an inclination for a specific behavior. "The best and most lasting way to motivate students involves creating long-term internal motivation through good parenting and through effective schooling that offers meaningful choices and appropriate curriculum." (Jensen, 2005) It appears that Lorenz is already internally motivated, as a student he enjoys learning new things and has a natural thirst for knowledge. Also, he is very well motivated by both of his parents' personal achievements and the fact that he is surrounded by successful people.

Data collection chart

<i>Data Source</i>	<i>Information Sought</i>	<i>Learning factors addressed</i>
Student	Interview, Observation	Student's thoughts on learning. Interests and goals.
Parent (Mom)	Questionnaire	Parent's thoughts on student's learning.
Teacher (1 st grade)	Questionnaire, Interview	Teacher's thoughts on student's learning.
Teachers (Specialties)	Questionnaire	Teachers' thoughts on student's learning.
Student Records	Report Cards, Intelligence Test	Student's learning scores and progress.

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Summary

Lorenz is a six-year-old who attends 1st grade at The Appletree School in Fairfax, Virginia. He came to live to the United States seven months ago in April 2014 with his parents and younger sister. Lorenz is originally from Vienna, Austria and his first language is German. When he came to the US he did not speak a word in English, but is now somewhat fluent. Lorenz comes from a well-educated family that is socioeconomically in good stand. He started attending school at age one and enjoys learning new things. At age five, he received an Intelligence test under the recommendation of his pediatrician in Austria, and he obtained very high scores. Lorenz is moving back to Austria at the end of this year, but his parents are planning on enrolling him in an all English American school, so he can continue his English as a second language learning.

Part Two: Analytic Discussion

Introduction

Lorenz has spent almost all his life learning. Ever since he was one year old, he has been enrolled in some sort of a school-based program. Learning for him is an easy natural state of mind that he enjoys. This section concentrates on the ways and the whys of Lorenz's learning style, as well as the strengths and challenges that he faces as a learner. It also analyses Lorenz as a multilingual student and research-based recommendations are made in order to make suggestions as to how best approach his learning environment.

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Student Learning

On one hand, Lorenz's 1st grade teacher mentions on the teacher survey (Appendix H) that he learns easily by integrating multiple learning strategies. She also indicates that Lorenz needs a quiet and orderly atmosphere on which to work, and that he is hard on himself and doesn't like making mistakes. On the other hand, his Technology teacher states on her survey (Appendix J) that Lorenz is a visual learner, since he usually needs to see a model of a lesson before the beginning of a project. Likewise, she says that Lorenz is a very engaged student, who sometimes struggles with the language, but with further explanation he is able to successfully complete the task. Even though his Health and P.E. teacher describes Lorenz's learning style as a combination (Appendix I), she thinks he is in his element in a natural setting and that he uses kinesthetic skills. She also mentions that Lorenz learns better on a one-on-one setting, which is when he is able to understand better the instruction. Moreover, she says that he struggles with new skills and units by crying and saying that he cannot do it, but that after a few practice sessions he is perfectly fine. Additionally, she states that Lorenz, though very timid at learning new skills, is a fast learner and eager to play in games. Similarly, his Music teacher (Appendix K) describes Lorenz as a visual learner primarily and a kinesthetic learner secondly.

Furthermore, Lorenz is described by his teachers as a constantly excellent student in all his work, an avid reader who is far above his grade level whose comprehension of the stories he reads are excellent. He is also described as a child

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who puts for a great amount of effort and pressure on him to do quality work, and a very engaged student who is determined, eager, and enthusiastic about learning.

One particular aspect about Lorenz is that he is a very fast language learner, which is an area for potential growth. Not only he has proven to become a fluent English speaker in only seven months, but also he is a great Spanish language student who comprehends lessons, memorizes vocabulary, and mimics native-like pronunciation in a fast easy manner.

Theoretical Perspectives

“Vygotsky contributed the idea that social interaction is important for learning, that children are not just independent problem solvers but learn from adults and other children.” (D’Arcangelo, 2000) The fact that Lorenz has attended school since age one shows the importance of social interaction and how it has influenced his learning. Lorenz is also surrounded by his well-educated family, who gives him the example of a good education, which in turn instills a thirst for knowledge in him. “Social input is incredibly important for behavioral, cognitive, and emotional change. That is where imitation and observational learning come in. Children are using us as role models. They watch carefully what we do and try to incorporate that into their behavior.” (D’Arcangelo, 2000) In Lorenz’s case, his parents are his role models, and they both have created a learning environment in his life. Furthermore, Lorenz knows what he is capable of, and he knows that he is a great learner. Therefore, he performs at a greater pace than children his same age or in his same grade. “Research shows that how students conceive their abilities in

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relation to a task can shape the outcome.” (Pappano, 2013) This is why Lorenz gets upset when trying new things and cannot do it, because he knows he is capable of doing it and expects himself to do it right the first time, but if he does not achieve his goal of completing the task, he gets distressed.

Learning Factors

According to the Social Learning Theory, people learn through observation. If students see someone being praised for their behavior, they will also be copying that behavior. This is why praising and encouraging children constantly is important and modeling how to do something correctly, like positive talking to each other and different social skills, is very important as well. Moreover, this theory suggests that learning occurs by observation and imitation. In other words, children observe their peers' behavior and then they imitate the outcomes. Furthermore, personality is formed by the interaction of environment, behavior and psychological processes. In Lorenz's case, he usually copies what other students are doing. At the same token, he knows right from wrong and usually does not imitate bad behavior; because Lorenz is constantly praised for doing the right thing, he is a role model for other students.

The Behaviorist Theory suggests that behaviors can be observed, modified, and learned. Pavlov, who was a behaviorist, demonstrated that behaviors could be learned via condition associations, and that this learning process could be used to make an association between environmental stimulus and a natural occurring stimulus. In the case of Lorenz, he has been praised so much by his parents and

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teachers for being a great student, that he has been stimulated into being a better student, which in turn has had a positive result not only on his behavior, but also in his school work as well as his learning.

Motivation is another factor that influences Lorenz's learning a great deal. At home, the fact that his parents have an educational background, as well as some of his immediate family members, play a very important role in Lorenz's learning, because he gets the positive example from people that he looks up to. At school, he gets inspired by his teachers who, at the same time, acknowledge his potential as a student. At the same time, motivation has played a big role in Lorenz's bilingualism. Because he has been living in a foreign country where a language that he did not speak before is spoken, the urge to understand and be understood by his peers has been Lorenz's biggest motivation to learn the language.

Research-based recommendations

In Lorenz's words (Appendix G), learning is "when you get better at something" and the best way he learns, according to him, is by doing the work he has to do and the second time he does it he already knows it, because he tries the first time and then he tries again.

"Most people believe that the "gift" is the ability itself. Yet what feeds it is that constant, endless curiosity and challenge seeking." (Dweck, 2006) As mentioned before, Lorenz has a thirst for knowledge. For him, school is not a place where he has to go every day, but a place where knowledge is acquired, thus a place where he likes to be. For him, a book is not something that he has to read, but a tool that feeds

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his hunger for knowledge, hence he enjoys reading it. Lorenz has that “gift” of constant, endless curiosity. Not only he enjoys learning new things, but also he wants to learn more every day and he wants to be challenged.

“New learning creates new synapses. This suggests that we should constantly manage the level of difficulty for our students.” (Jensen 2005) In other words, the best way for Lorenz’s brain to make these connections is to keep the new information coming and challenge him as much as possible with a step ahead of his level material that keeps him interested at the same time. In addition, since Lorenz appears to be overall a visual learner, it is recommended to show him how to do a task beforehand; once he has seen it, he will be more than ready to do it by himself.

“Children with two languages have more to learn than monolingual children and are therefore in even greater need of support from their parents. Parents need to be creative if they are to help their children to become competent speakers of the minority language.” (Cunningham-Andersson and Andersson, 2004) In Lorenz’s case, his primary language is the minority language living in the US, but as soon as he goes back to Austria English will become the minority language, which will be in jeopardy of going away unless Lorenz’s parents help him to keep it up. The fact that his parents are enrolling Lorenz in an all English American school will play an important part in helping him not lose the language. But also, there are some things that would help out in keeping Lorenz’s now second language. On their book, Cunningham-Andersson and Andersson give advice for parents with bilingual children, and they mention that the minority language should be spoken at home as

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often as possible. The authors also suggest to get age-appropriate materials in the target language, like story books, workbooks, tapes, videos, computer games, etc., and read to their children in the minority language. One big advantage is that Lorenz has already learned to read and write in his second language, so he can just keep reading books in English, as long as his parents get him the necessary materials.

But why is so important that Lorenz keeps up his bilingualism? “Scientists explain that bilingual children often have more knowledge about the symbolic nature of language than monolinguals of the same age. Experts often link this ability to think abstractly to academic success and creativity. Scientists believe that the positive effects on the brain increases as proficiency does.” (Bourgogne, 2013, p. 24,25) Consequently, speaking more than one language will help Lorenz to become more outspoken outside his own culture, and will increase his brain ability to learn.

Summary

Lorenz’s teachers describe him mostly as a visual learner, a boy who needs to see a model of the lesson being taught in order to get the idea, but as soon as he get it, he is great at all his work. Lorenz is constantly defined as an excellent student. A particular aspect about Lorenz is that he is a fast language learner and he has proven so by becoming fluent in English in only seven months.

Lorenz has attended school since age one, which has influenced his learning and social interaction. Also, his parents’ education is a big influence in Lorenz’s life since they are both his role models and have created a learning environment for

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him. He also get inspired by his teachers who know his potential as a students and push him to his limits so that he can give the best of himself.

Lorenz sees school as place to learn and where he likes to be. Moreover, he has the “gift” of constant, endless curiosity, because he likes to learn new things and be challenged. Therefore, it is recommended that Lorenz stays busy in school and his teachers keep him once step ahead of his level in order to keep his interest going. At home and in regards to his second language learning, Lorenz’s parents should speak to him in the minority language as much as possible and get materials in the target language. It is important to keep Lorenz’s bilingualism going strong so he can continue to be outspoken outside his own culture, and so that his brain ability to learn increases as well.

Part Three: Reflective Self-Evaluation

Introduction

In this section, I will analyze what I have learned from doing this Case Study and write about the outcomes. Also, I will be reflecting on my own teaching style and come up with some changes that will be influencing not only myself as a teacher, but also my students.

The learner and the learning

When meeting Lorenz last year while he was in Kindergarten, I thought he was a regular shy kid, especially for the fact that he had just arrived in the US, a foreign country with a foreign language for him. His then teacher took him out of the

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classroom during Spanish class a couple of times, so she would work with him on his English. We, as teachers, thought that it would be too much for him learning English and taking Spanish lessons at the same time. But little than we knew that Lorenz was capable of becoming fluent in English, being a Spanish student, and much more. Lorenz's case makes me realize that gifted children are as regular as other children. I used to think that gifted children not only learned different, but also acted different. I had always thought that gifted children acted more mature than regular kids. Lorenz is as regular as any other child: friendly, talkative in times, and full of questions. The only difference between Lorenz and his peers is that he goes to school because he loves to learn and he understands it is the place to quench his thirst for knowledge, not because his parents send him every day and because it is the place to be while his parents are at work for example.

Moreover, Lorenz has taught me not to prejudge my students, especially with old myths about second language learning and that we, as teachers, need to give our students the opportunity to prove themselves. Today, I do not see Lorenz as what he is, a very talented gifted student, but as another regular curious child who just wants to play and try new things in life. However, my relationship with him has not change at all, because I treat him the same way as I treat the rest of my students.

The teacher researcher

After writing this Case Study, I now understand how teachers lean more towards gifted children during class time, since they are easier to teach and comprehend better almost any curriculum. In the case of Lorenz, he is a very easy to

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teach child who enjoys learning and does not bother to try new things. Also, he listens to directions very well, understands the rules of the classroom and tries to follow them as much as he can. This attitude is what a teacher expects from every student and, because of this, all of Lorenz's teachers, including myself, think of him as a delightful student. However, because these beliefs makes us teachers focus more on the gifted students, it affects the rest of the students in that our patience is not enough towards them, or we run out of ideas on how to make them listen and follow directions. Then again, because I have understood this after my research, I now know that it is important to give my attention to all my students regardless of learning ability.

The classroom and teaching

One thing I learned while doing this study is that there are different types of gifted students. Before, I thought that all students that were gifted were the same type of learners. However, this does not seem to apply at all, because in Lorenz's classroom there is another kid who seems to be gifted, but does not have that thirst for knowledge that Lorenz possesses. The other student is very smart and learns very easily, but he does not live to learn or goes to school with the whole purpose of feeding his hunger for knowledge and to learn more and more new things.

As a result of this study, I have now experienced on my own the fact that every child learns different and that no two students learn alike. I now understand that, just as there are students with multiple intelligences, students with learning disabilities, and students that are gifted, every student learns different even within

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their own label. Therefore, our job as teachers is to differentiate our lessons to accommodate each and every student and to take advantage of these differences so that we can get the most out of our students.

Reflecting forward

As a result from writing this Case Study and researching how students learn, I will be focusing on differentiating my lesson plans so that all my students can take part of a healthy and fun learning environment. These changes will impact student learning in that hopefully everyone can learn as much as those students who already have the ability to learn easily. For example, when introducing new Spanish vocabulary in the 1st and 2nd grades, I ask the children to write one sentence using and underlining the Spanish word. I usually ask them to write at least ten sentences during a thirty minutes class and my two gifted students, including Lorenz, are able to accomplish this task with no problem. However, the rest of my students end up writing only a few sentences and doing the rest for homework. After analyzing how children learn in a different pace and knowing that every student learn in a different way, I will be asking the children to write as many sentences as possible, so that they can actually focus on the list of new words being learned, instead of the quantity that they have to write.

Summary

After writing this Case Study, I have come up with many positive outcomes that not only affect me as an educator, but also will influence my students. I now understand that gifted children are regular students whose only difference is that

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they go to school because they love to learn and because this is the place to feed their knowledge. Also, I now know not to prejudge my students and their learning ability, and that I need to give the same attention to each and all of them regardless of their type of learning style. Finally, I learned that every child learns in a different way and that we as teachers have the responsibility to differentiate our classes so that every student can get the most out of every lesson.

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Part Five: Appendices

Appendix A: Parent Survey

1. What is dad's highest education level?

University degree (dad holds a PhD in telecommunications engineering)

2. What is mom's highest education level?

University degree (mom holds a Master in Business Administration)

3. What kind of job does dad do?

Dad is Vice President for Business Development in a Telecom Software Company

4. What kind of job does mom do in America? What kind of job does mom do in Austria?

When we came to the USA (April 2014), Mom was on a sabbatical, since recently she is Financial Controller for a US company and she was Head of Controlling in Austria

5. Is there any extended family (grandparents, uncles, aunts) close to the child?

Not in the USA ☹

6. What is the highest education level of the extended family?

University degree

7. What kind of job does the extended family do?

Grandparents are retired already (Dad's parents have been farmers, Mom's parents have been sales representative and housewife)

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Aunts and uncles have High School or University degree. Some of them are software engineers, one is physic therapist.

8. What language was spoken at home before coming to America?

Only German

9. What language is spoken at home now in America?

Mostly German, but Lorenz starts talking more and more English to us at home (and then we answer in English of course)

We read lots of books (only in English)

10. What language(s) did the child speak before coming to America?

Only German

11. What language(s) does dad speak?

German, English

12. What language(s) does mom speak?

German, English, French, Italian

13. What language(s) do the extended family speak?

Only German

14. Are there any siblings (brothers, sisters) other than the child's sister?

No

15. When did the child start attending school?

Day Care at the age of 1,5-3; Preschool 3-5, Kindergarten 5-6, actually in 1st Grade

16. What was the language spoken at the child's previous school?

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Only German

17. Was there any foreign language instruction at the previous school?

No, every instruction was only in German. Lorenz didn't speak any English before we came to the US in April 2014

18. Has the child been hospitalized in the past?

Yes, in September 2013 for tympanostomy tube (1 week in hospital)

19. What is the overall health of the child?

Excellent

20. What is the overall view of the child towards school?

Very good

21. Does the child play any sports after school?

Soccer shots (@ Appletree) – his absolute favorite

Horse back riding (1x/week) – he doesn't like it too much, but Sophie has to do it for medical reasons. Since he is with us at the horse barn, I cannot make him waiting there or let him run around so I met him on the horse.

Not on a regular basis:

Skiing (1 week per year since he is 4)

Mini golf (from time to time... this summer: every 2nd week, because there is a mini golf 5 minutes walk of our house)

Ice-skating (from time to time, in Austria he did regular ice skating classes since he was 4)

Swimming (about once a month)

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22. Does the child play any instruments?

Piano (he has class 1x / week - since he is 5 years old)

23. What other kind of activities does the child like to do when not in school?

He plays with his little sister, we go to the playground and meet friends and he loves to go the zoo

24. What are the child favorite games?

Lego

Pokémon cards

Angry Birds (on daddy's iPad). Recently he started to write his own "Angry Birds Book" about this Game. Every times he wins over one Angry-Birds-character in the game, he took a piece of paper, described the character (in English) and drew some pictures. He has about 7-8 pages so fare and bound them with some tape to make a "book" out of it.

25. What kind of books the child likes to read?

Practically everything he can grab

When we go to the library, he usually chooses Lego Stories, all books of the "Magic School bus series" and books form the "National Geographic Books" series

Lorenz is easily scared. If the story is getting too exciting he puts the book away explaining me that this could cause him "bad dreams"...

26. In what language does the child like to read books?

Here in USA mostly English books.

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We have also a subscription for a Lego Magazine from Germany that is sent to the US 1x/month and Grandma sends him from time to time an “Austrian Kids Newspaper” (in German). This Newspaper is like a National Geographic Magazine.

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Appendix B: Appletree's Mission

Appletree...

Our Mission:
Our goal at Appletree is to provide a loving and nurturing environment, a home away from home, where educating the whole child through individualized instruction is our standard. Meeting each child's needs in a developmentally appropriate and engaging program, we believe, will help foster a passion for lifelong learning.

Appletree provides a supportive atmosphere where through respect of others, a love of diversity is cultivated and appreciated. It is through the development of character education that Appletree links values and manners teaching along with the academic subjects to help promote positive growth in each student to become compassionate yet strong leaders for tomorrow.

"Intelligence plus character-that is the true goal of education."
-Martin Luther King, Jr.





Your child's future away from home


Cultivating a love of learning while growing socially, emotionally, physically, spiritually and of course, academically!

Located in a whimsical schoolhouse that has lovingly nurtured students since 1979, The Appletree School fosters an atmosphere of love and acceptance where each child's individuality and special strengths can grow and develop. Our faculty and staff are committed to helping each student develop the skills that will form the basis of an outstanding education to last a lifetime.

One of Appletree's hallmarks is our Character Education Program. It is integrated throughout each part of our accelerated Christian-based curriculum to help create a foundation of strong values, excellent manners and engaged, motivated learners.









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Appendix C: Kindergarten Report Card

Name: Lorenz Neubauer				9655 Blake Lane	
Grade: Kindergarten				Fairfax, VA 22031	
Year: 2013-2014				(703)281-7747	
Teacher: Mrs. Morrison					
KINDERGARTEN					
		Q1	Q2	Q3	Q4
Reading	Identifies cover/title page of book				M
	Recognizes/Produces rhyming words				C
	Identifies upper and lower case letters				C
	Tracks print from left to right/top to bottom				M
	Recognizes that sentences are made up of separate words				M
	Identifies beginning sounds of a word				C
	Identifies ending sounds of a word				C
	Matches the sounds with the letters				D
	Makes predictions about a story				C
	Answers questions about a story				C
	Retells stories (beginning, middle, end)				C
	Hears individual sounds in words				D
	Orally blends sounds to make words				D
	Uses letter-sound matches to decode simple words				C
	Understands new vocabulary				D
	Puts forth best effort				M
	Begins and completes work on time				C
	Organizes self and materials				M
	Listens to and follows directions				M
Composition	Uses proper pencil grip				C
	Prints upper case letters of the alphabet				C
	Prints lower case letters of the alphabet				C
	Communicates ideas by drawing pictures				C
	Communicates ideas orally				D
	Communicates ideas by writing grade appropriate stories				D
	Stays on topic when dictating a story or personal experience				C
	Puts forth best effort				M
	Begins and completes work on time				M
	Organizes self and materials				M
	Listens to and follows directions				M
	Math	Sorts/Classifies objects by color, shape, size			
Compares sets to 10 (more than, less than, equal)					M
Identifies, produces, extends patterns					M
Identifies position in sequence (first, second)					M
Matches quantities to 100					C
Counts to 100					M
Recognizes numbers 0-100					M
Forms numbers 0-100					M
Tells time to hour/half hour/quarter hour					C
Identifies attributes of length (shorter, longer)					M
Names and states values for coins					C
Names 2-dimensional shapes					M
Understands concepts of half/whole					M
Models/Solves number problems to 10					M
Counts to 100 by 2's					D
Counts to 100 by 5's					C
Counts to 100 by 10's					C
Puts forth best effort					M
Begins and completes work on time					M
Organizes self and materials					M
Listens to and follows directions					M
Science	Comprehends subject matter				M
	Puts forth best effort				M
	Begins and completes work on time				M
	Organizes self and materials				M
	Listens to and follows directions				M

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Appendix D: 1st Grade Report Card

Name: Lorenz Neubauer				9655 Blake Lane	
Grade: 1				Fairfax, VA 22031	
Year: 2014-2015				(703)281-7747	
Teacher: Mrs. Knox					
		Q1	Q2	Q3	Q4
Reading	Comprehends written material	E			
	Recognizes new vocabulary	E			
	Begins and completes work on time	E			
	Listens to and follows directions	E			
	Organizes self and materials	E			
	Puts forth best effort	E			
Language	Comprehends written material	E			
	Uses new vocabulary	E			
	Uses punctuation and capitalization correctly	E			
	Spells correctly on spelling tests	E			
	Applies spelling rules	S			
	Handwriting	S+			
	Listens to and follows directions	E			
	Organizes self and materials	E			
Math	Puts forth best effort	E			
	Computes accurately	E			
	Uses problem solving strategies	E			
	Begins and completes work on time	E			
	Listens to and follows directions	E			
	Organizes self and materials	E			
Science	Puts forth best effort	E			
	Masters basic facts in science	S+			
	Applies knowledge/concepts in science	S+			
	Begins and completes work on time	E			
	Listens to and follows directions	E			
	Organizes self and materials	E			
Social Studies	Puts forth best effort	E			
	Masters basic facts in social studies	S+			
	Applies knowledge/concepts in social studies	S+			
	Begins and completes work on time	E			
	Listens to and follows directions	E			
	Organizes self and materials	E			
Art	Puts forth best effort	E			
	Begins and completes work on time	S+			
	Organizes self and materials	S			
	Listens to and follows directions	S			
Computers	Puts forth best effort	S			
	Begins and completes work on time	S+			
	Exhibits control and focus	S+			
	Listens to and follows directions	S+			
	Puts forth best effort	S+			

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Appendix E: Intelligence Test (German)

HAWIVA®-III Protokollbogen **W p i-III**
4;0-6;11

Name Lorena Neubauer
Geschlecht weiblich Händigkeit rechts
Schule KiG
Eltern/Erziehungsberechtigte/-r _____
Testleiter/-in _____

A Berechnung des Lebensalters

	Jahr	Monat	Tag
Testdatum	13	06	18
Geburtsdatum	03	03	21
Lebensalter	10	03	27

B Umrechnung der Rohwerte in Wertpunkte

Untertest	Rohwert	Wertpunkte
Klassik-Test (KL)	18	100
Allgemeine Kassen (AK)	25	100
Klassik-Teil (KT)	11	100
Gegenteile erkennen (GE)	11	100
Klassik-Teil (KT)	11	100
Symbol-Suche (SS)	18	100
Gegenteile erkennen (GE)	11	100
Klassik-Teil (KT)	11	100
Allg. Verständnis (AV)	1	100
Bilder ordnen (BO)	1	100
Gemeinsamkeiten (GM)	1	100
Problemlöse-Test (PL)	1	100
Flüssigkeit (FL)	1	100
Allgemeine Sprachfähigkeiten (AS)	1	100

Wertpunkt-Summen: VT 100, HT 100, VG 100, GS 100, AS 100

C Umrechnung der Wertpunkt-Summen in IQ-Werte


Skala	Wertpunkt-Summen	IQ-Wert	Prozentrang	95% Konfidenzintervall
Verbalteil (VT)	100	100	50	95-105
Handlungsteil (HT)	100	100	50	95-105
Verbalteilungs-geschwindigkeit (VG)	100	100	50	95-105
Gesamtskala (GS)	100	100	50	95-105
Allgemeine Sprachfähigkeiten (AS)	100	100	50	95-105

D HAWIVA-III Wertpunkt-Profil

	Verbalteil	Handlungsteil	VG	AS
19	100	100	100	100
18	100	100	100	100
17	100	100	100	100
16	100	100	100	100
15	100	100	100	100
14	100	100	100	100
13	100	100	100	100
12	100	100	100	100
11	100	100	100	100
10	100	100	100	100
9	100	100	100	100
8	100	100	100	100
7	100	100	100	100
6	100	100	100	100
5	100	100	100	100
4	100	100	100	100
3	100	100	100	100
2	100	100	100	100
1	100	100	100	100

E IQ-Skalenwert-Profil

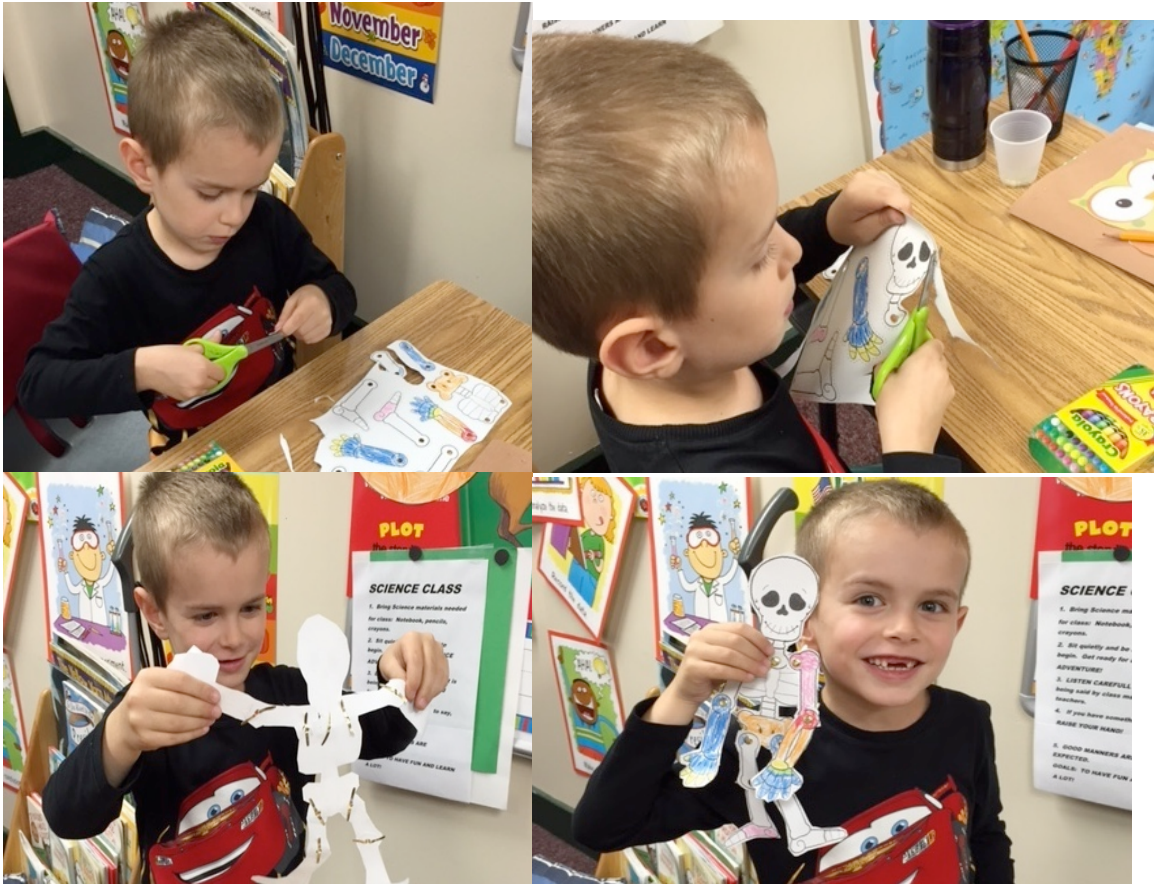
	VT-IQ	HT-IQ	VG-IQ	GS-IQ	AS-IQ
160	100	100	100	100	100
150	100	100	100	100	100
140	100	100	100	100	100
130	100	100	100	100	100
120	100	100	100	100	100
110	100	100	100	100	100
100	100	100	100	100	100
90	100	100	100	100	100
80	100	100	100	100	100
70	100	100	100	100	100
60	100	100	100	100	100
50	100	100	100	100	100
40	100	100	100	100	100

Huber  Harcourt Assessment

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Appendix F: Student Photos



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Appendix G: Student Interview

1. What does the word “learn” mean to you?

When you get better at something.

2. How do you learn?

By doing the work I have to do and the second time I do it I already know it, because I try the first time and then I try again.

I learn better by doing something that I didn't know before.

3. Do you like learning? Why?

Sometimes I like it but sometimes not, because sometimes I'm really tired and I have a lot of work, so I'm a little tired and I don't like it really.

4. What is your favorite subject?

Arithmetic.

5. Do you like Spanish class? Why?

(Nods yes) To learn another language.

6. Was it hard to learn English?

No, not really. But, at the first day yes, but after like some weeks I spoke a little English. It took me like a month to learn English.

7. What do you want to be when you grow up?

I don't know yet. Oh, oh, oh, I want to be someone that makes Legos, because I like Legos.

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Appendix H: Teacher Survey (1st Grade)

Teacher's Name Dudy Knox

1. How is the child's overall performance during your class (es)?
Lorenz is consistently excellent in all his class work.
2. What kind of a learner do you think the child is? It appears that Lorenz learns by integrating multiple learning strategies.
3. How do you think the child learns better? Lorenz learns easily and is motivated to do his best. He needs a quiet and orderly atmosphere in which to work.
4. What struggles/difficulties do you have with the child during your class (es)?
As with many gifted students, Lorenz is hard on himself and doesn't like to make a mistake.
5. What are some of the highlights, as an overall student that you can come up about the child? Lorenz reads with the second grade class and is far above grade level and ability for a first grade student. He came from Austria toward the end of last school year. He now speaks fluent English.
6. Are there any other comments regarding the child that you would like to share?
Not only is Lorenz able to read well, his comprehension of the stories he reads is also excellent.
7. What are your personal impressions in regards to the child?
To have Lorenz in class is a treat!
8. What are the classes that you usually teach to each of the grades (1st / 2nd)?
Reading, phonics, Language, Arithmetic, Spelling, History, Science.
9. What are the classes that you teach in combination (1st AND 2nd)?
All subjects mentioned in #8.
10. How do you manage teaching both grades as a combination during the day?
It takes a lot of organization and moving from grade to grade. Peer teaching is used. Individual attention is given. Since I have been doing this for so long, it is almost an automatic response.

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Appendix I: Teacher Survey (Health & P.E.)

Teacher's Name Donna Fox

1. How is the child's overall performance during your class (es)?

Lorenz puts forth a great amount of effort. He seems to put pressure on himself to do quality work.

2. What kind of a learner do you think the child is?

I think he is a combination of styles - he is really in his element in a natural setting, he also uses kinesthetic skills - language processing is difficult at times.

3. How do you think the child learns better?

one on one setting when he is able to understand the instruction better.

4. What struggles/difficulties do you have with the child during your class (es)?

Lorenz struggles with new units + skills he will cry and say he cannot do it. After a few practice sessions he is able to do it.

5. What are some of the highlights, as an overall student that you can come up about the child?

He is a great learner, eager to play in games. He does like the scientific nature of health.

6. Are there any other comments regarding the child that you would like to share?

He is very timid at learning new skills. He has a great personality and comprehends very well.

7. What are your personal impressions in regards to the child?

Liked by all, will be a good leader, has a great sense of humor.

8. What are the classes that you usually teach to each of the grades (1st / 2nd)?

Health + Physical Education

9. What are the classes that you teach in combination (1st AND 2nd)?

Health / Physical Education

10. How do you manage teaching both grades as a combination during the day?

I give each grades similar work however there is always higher level of learning challenges each can accept.

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Appendix J: Teacher Survey (Technology)

Teacher's Name Christina Dragelin

1. How is the child's overall performance during your class (es)?
Lorenz is a very engaged student during Spad instruction.
2. What kind of a learner do you think the child is? Lorenz is a visual and auditory learner. He usually needs to see a model of a lesson before beginning a project which makes him a visual learner.
3. How do you think the child learns better?
Lorenz learns best by having a visual model.
4. What struggles/difficulties do you have with the child during your class (es)?
At times language poses a challenge to fully understand the assignment, but with plenty of explanation, Lorenz is able to successfully complete a task.
5. What are some of the highlights, as an overall student that you can come up about the child? Lorenz is a determined and eager student who is enthusiastic about learning more!
6. Are there any other comments regarding the child that you would like to share?
It is an absolute pleasure teaching Lorenz and his eagerness to do his best is an inspiration to me as a teacher.
7. What are your personal impressions in regards to the child?
Lorenz is a delightful youngster and a pleasure to teach!
8. What are the classes that you usually teach to each of the grades (1st / 2nd)?
Spad Instruction each week
9. What are the classes that you teach in combination (1st AND 2nd)?
Spad Instruction
10. How do you manage teaching both grades as a combination during the day?
I differentiate the lesson depending on the ability of each individual student and how skilled they are using Spad. For example, I will modify the task for the first graders and shorten the writing / typing. I differentiate the lesson for the second graders who are demonstrating →

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Appendix K: Teacher Survey (Music)

Teacher's Name Terry Bowers

1. How is the child's overall performance during your class (es)?

Excellent

2. What kind of a learner do you think the child is?

Primarily, I'd say he's a visual learner & secondly, kinesthetic.

3. How do you think the child learns better?

Lorenz seems to like doing things and asking questions during the process rather than an explanation first.

4. What struggles/difficulties do you have with the child during your class (es)?

None

5. What are some of the highlights, as an overall student that you can come up about the child?

Lorenz is a quick study, has a great attitude and always works hard.

6. Are there any other comments regarding the child that you would like to share?

There have been a few instances where Lorenz told friends to stop talking, stop kicking his chair so he can

7. What are your personal impressions in regards to the child?

Concentrate. Lorenz is an extremely likeable kid, with a quick smile and a great attitude.

8. What are the classes that you usually teach to each of the grades (1st / 2nd)?

N/A

9. What are the classes that you teach in combination (1st AND 2nd)?

Music on Thursday & Friday

10. How do you manage teaching both grades as a combination during the day?

Teaching music is probably somewhat easier than other academics.

The 1/2 combo class works on music concepts with listening examples, repetition, & modeling.