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**Berkley High School**  
**April 6, 2015**

## **Student Case Study**

### **I. Description of Student**

Clare is a very bright student in Mrs. Novales' Spanish class at Berkley High School. She is a 15-year-old female born on July 20, 1999. She is currently living with her biological mother in Berkley, MI. Clare has attended Berkley High for two years and has had little difficulty developing friendships, socializing and fitting-in. Though Clare is not on any medications nor does she have any learning disabilities, she does require a 504 Plan to assist with severe test anxiety. Symptoms include panic attacks, difficulty breathing, decreased attention span, inability to complete a test within a given amount of time and a complete lapse in memory recall for the learned material. Additionally, Clare also has access to and spends time in the resource room to assist with other assignments and test related to her anxiety. Clare has many strengths. Foremost, she has a very enthusiastic attitude regarding school and really wants to learn and to succeed; she doesn't mind putting in the extra effort, and she really works to hold up his end of the bargain in order to be successful. Additionally, Clare picks up information and concepts quickly, participates regularly in class discussions and activities, consistently completes and submits assignments on-time, and shows initiative by asking questions when the material isn't clear or she is struggling to make the connection. Clare demonstrates difficulty with summative assessments in the form of a quiz, test or exam.

### **II. Interpretations/Hypothesis**

I believe that Clare's difficulties with summative assessments in Spanish class are a result of her egregious insecurity and lack of self-confidence that stem from a difficult home situation that is accentuated by a father whose own language accomplishments (fluently speaks 4 languages, has lived in several countries and is currently learning Spanish while planning a permanent move to Mexico) drive his critiques, comparisons and expectations of his daughter. With this in mind, I want to be specific in how I encourage, correct and instruct Clare so that a direct correlation will develop between her academic achievement and her emotional growth and maturity.

### **III. Strategies/Curricular Decisions**

In order to abate Clare's significant test anxiety, there are various strategies and materials I can utilize. Foremost, I can offer positive reinforcement and praise during times when Clare is participating in a Spanish activity or working on classwork. Additionally, I can meet with Clare in the days leading up to a quiz/test in order to help her review, understand and gain confidence in her abilities to apply already learned Spanish concepts. One strategy I can use to help decrease her anxiety is to provide Clare with "mock quizzes/tests" where she sees examples of the different concepts in similar (but different) forms to that which she will encounter on the quiz/test. By doing

this, I am able to help Clare learn different methods of test preparation which will ultimately help to lessen the amount of test anxiety that she experiences. Additionally, while we are practicing and preparing for the quiz/test, I can offer Clare praise and recognition for her efforts and the learning she is exhibiting as often as possible (e.g., “When you read these sentences in Spanish, you were able to show me you’re comprehension because you also choose the correct verb to complete the sentence and also conjugated it properly! Excellent job!”)

#### **IV. Results**

The results were as I had hoped! By meeting 2-3 times each week and especially in the days leading up to a quiz/test, Clare has shown remarkable growth in her test taking abilities, her levels (now much lower) of test anxiety, her confidence and (thankfully!) in her test scores! By establishing an individualized plan for Clare, we were able to more effectively utilize the other accommodations in her life (i.e., the 504 plan & the resource room). Initially, I noticed a lot of hesitancy and uncertainty in regards to my idea as we lead up to the first quiz. But once she saw the results (an ‘A’), she was hooked and motivated. In the six weeks that we have been meeting, Clare has shown remarkable growth. Though I cannot attest to her confidence levels outside of the Spanish classroom or at home, I can say that Clare is a more confident Spanish student. This is observed in how she approaches new concepts, how she asks for help and how she requests affirmation or clarification (i.e., “This is right, but not this, right?” as opposed to “Can you look at this? I’m sure I did it wrong..”) We also still adhere to her 504 plan which now serves a better purpose in deterring the amount of anxiety that previously accompanied each quiz/test. Ultimately, I believe that by teaching Clare more effective test taking skills, providing her with more specific feedback and reaffirming her in her insecurities, Clare felt like she took charge of her own education and increased her own self-esteem in the process.

#### **V. Reflections**

Clare has really come a long way since the beginning of February. While I understood that positive reinforcement and encouragement was important for student learning, Clare really helped me to understand that some students require constant encouragement, praise and specific one-on-one instruction in order to be successful. I also learned that students are more successful when they have tools and the confidence to invest in their own learning. While I understood that students learn differently, and that there were many different learning styles, I never really understood how specific one-on-one lessons, teaching test taking skills and study skills as well as additional “life” skills could yield so many positive results for students. Not only was Clare able to achieve academically, but the emotional growth and confidence that she gained as a person and as my student will remain with her even as she encounters other new and different life events—most importantly those outside the classroom! Finally, I’ve always felt a little wary about giving students “extra attention” especially right before a quiz/test. But through this experience, however, I’ve realized that “extra attention” isn’t favoritism. It’s only favoritism if I wouldn’t do it for other students. But since my door is always opened, for those who choose to go the extra mile, they will reap the benefits of working one-on-one with their teacher—personal and academic success!

## Student Case Study

Student: Clare  
Teacher: Natalie E. Hatfield

Date: March 6, 2015

Observation	Interpretations	Hypothesis	Curricular Decisions	Outcomes
Clare was unable to complete the Spanish assignment during the time allotted without constant praise, encouragement and utilizing <i>all</i> of her notes.	Perhaps Clare does not understand the material.  Maybe Clare doesn't feel confident in her abilities to reproduce the content/material.  Possibly Clare needs to study a little bit more for Spanish class than her other classes to be successful.	If Clare were able to work with a partner, then Clare would be able to work through the material with someone who did understand and therefore be able to understand the material.  If Clare were able to meet with the teacher one-on-one and ask questions, then Clare would be able to complete her homework during/after class.	Move Clare closer to Mrs. Hatfield's desk.  Ask Clare periodically if she has any questions.  Allow Clare to work with a partner.  Allow Clare to work with the teacher one-on-one.	Clare is able to complete her Spanish assignment during class.

## Student Case Study

Student: Clare  
Teacher: Natalie E. Hatfield

Date: March 13, 2015

Observation	Interpretations	Hypothesis	Curricular Decisions	Outcomes
Clare exhibited multiple symptoms of test anxiety just prior to the Spanish test.	Perhaps Clare does not understand the material.  Maybe Clare doesn't feel confident in her knowledge and abilities to reproduce the content/material.  Possibly Clare needs to study a little bit more for Spanish class than her other classes to be successful.	If Clare were able to come in regularly to work with Mrs. Hatfield, then Clare would be able to work through the material to ensure that she did confidently understand the material.  If Clare were able to meet with Mrs. Hatfield regularly in a one-on-one setting and ask questions, then Clare would be able to study more effectively for the test(s).	Move Clare closer to Mrs. Hatfield's desk.  Ask Clare periodically if she has any questions.  Allow Clare to come in after school or during lunch to work with Mrs. Hatfield on specific skills and Spanish material.  Allow Clare to complete her tests down in the office where a quiet room is available.	Clare is able to begin her test with minimal anxiety in the Spanish classroom and leave part way through if her anxiety becomes to over bearing.

## Student Case Study

Student: Clare  
Teacher: Natalie E. Hatfield

Date: March 21, 2015

Observation	Interpretations	Hypothesis	Curricular Decisions	Outcomes
Clare doesn't finish her homework assignments for several days in a row.	<p>Perhaps Clare does not understand the material.</p> <p>Maybe Clare doesn't feel confident in her knowledge and abilities to reproduce the content/material outside of the Spanish classroom.</p> <p>Possibly Clare needs different forms and methods in order to study more effectively for Spanish class.</p>	If Clare were to use "mock quizzes/test" as homework and study materials, would she perceive these to be more effective for studying and result in more consistently completed homework?	<p>Move Clare closer to Mrs. Hatfield's desk.</p> <p>Ask Clare periodically if she has any questions.</p> <p>Allow Clare to come in after school or during lunch to work with Mrs. Hatfield on specific skills and Spanish material.</p> <p>Allow Clare to complete "mock tests/quizzes" as homework instead of the assigned homework.</p>	With the newly found method for studying and homework, Clare begins to complete her homework regularly and more independently, ask more thoughtful questions, and make connections.

## Student Case Study

Student: Clare

Teacher: Natalie E. Hatfield

Date: March 28, 2015

Observation	Interpretations	Hypothesis	Curricular Decisions	Outcomes
Clare is able to identify vocabulary words when shown the word in Spanish, cannot identify them if she is shown the word in English and asked to produce the Spanish.	Perhaps Clare does not know the vocabulary words at all.  Maybe Clare doesn't feel confident in her knowledge and abilities.  Possibly Clare needs different forms and methods to study the vocabulary words more effectively for Spanish class.	If Clare learns and practices a different study method (for learning vocabulary words), would Clare have better English-Spanish and Spanish-English vocabulary word recognition?	When the class is given five minutes to study their flash cards with Spanish-English or English-Spanish vocabulary words, Clare is going to practice a different study technique. Instead of just looking at the words for recognition, Clare is going to cover up the definitions of the words in Spanish, see the vocab words in English, and write their meanings in the target language. And then switch.	After three days of practicing vocabulary words with this method, Clare shows improvement as she is able to identify more vocabulary words in both languages (English-Spanish and Spanish-English) as opposed to only displaying recognition when shown vocabulary words from Spanish-English.

(venir de) venir  
(VFR.) VENIR

DE ES  
IS EN

Venir + de +

I come from Argentina.  
(VENIR) VENGO DE ARGENTINA

He comes from China.  
VIENE DE CHINA

They come from the United States.  
VIENEN DE USA

Y'all come from Israel.  
VENIS DE ISRAEL

We come from Mexico.  
VENIMOS DE MEXICO

VENIR+DE

Yo soy de mexicana.  
VENGO DE MEXICO

Tú eres italiano.

VIENES DE ITALIA

Él es japones.

VIENE DE JAPAN

Nosotros somos estados unidense.

VENEMOS DE UNITED STATES

Ella es argentina.

VIENE DE ARGENTINA

Yo soy chino.

VENGO DE CHINA

gender & #  
SING OR PLURAL

\* There is no  
yall q. on test.

(my) books.

MIS LIBROS

(your, inf.) pencils

TUS LAPICES

(his) bed

SU CAMA

(her) dictionaries

SUS DICTIONARIOS

(my) notebooks

MIS CUADERNOS

(your, form.) desk

SU ESCRITORIO

(our) homework

NUESTRA TAREA

(your, inform) houses

SU CASA

(your, formal) homework

SU TAREA

(our) beds

NUESTRAS CAMAS

(your, informal) coche.  TU COCHE

(his) manzana.

SU MANZANA

(her) ~~manz.~~ pelo.

SU PELO

(your, formal) casas

SUS CASAS

(your, inf.) casas

TUS CASAS

## 4.1 THE VERB *IR* QUIZ

VOY VAMOS  
VAS VAISS  
VA VIEN

Direcciones: Using the cues provided, write ten complete sentences IN SPANISH stating what these people are going to do. Make any necessary changes. (10pts)

1. Tú / ir / to swim: NADAR VAS A NADAR  
*VER!*

2. Uds. / ir / to watch movies: MIRAR PELÍCULAS

3. Yo / ir / to read a magazine: VOY A LEER UNA REVISTA.

4. Ella / ir / to sun bathe: VA A TOMAR EL SOL

5. Juan / ir / to ride bike: VA A PASEAR EN BICICLETA

Direcciones: Using the cues provided, write ten complete sentences IN SPANISH stating where these people are going to go. Make any necessary changes. (10pts)

6. Y'all / ir / museum: EL MUSEO VAIS AL MUSEO.

7. La profesora / ir / swimming pool: LA PROFESORA VA A LA PISCINA

8. Ellos / ir / movie theater: MOVIE THEATER VAN AL CINE.

9. Nosotros / ir / gym: GYM VAMOS AL GIMNASTICO.

10. Ella / ir / church: IGLESIA VA A LA IGLESIA.