

SECOND CASE HISTORY

Read the following and answer the three short-answer questions.

Big River Middle School lies five miles from the Mexican border in a small town in Arizona. In order to provide the mostly low-income children in the area with the best physical plant and technology, the state assembled a task force to design and fund the new school. When Big River opened its doors in 2005, the State Board of Education hailed the facility as model to which all middle schools in Arizona should aspire.

Big River's initial enrollment topped 900 and included students from the three surrounding elementary schools: a nearby reservation school, a school of predominately immigrant children, and children from the nearby military base school. All these students came together for the first time in Big River's sixth grade. The inaugural school year began smoothly enough. The 112 parents who came to the open house during the first month were pleasantly surprised by the grandeur of the facility. Most of the newly hired teachers, however, were upset with the low parent turnout.

This wasn't the only aspect bothering the teachers. Last week twelve fights broke out on the playground, all of them between sixth graders, each of whom received two weeks of in-school suspension under the school's zero tolerance policy. Three of the students were from Susan Gregory's sixth grade class. When she tried to contact the students' parents for a meeting, two of the homes did not have telephones and the other child's parents did not speak English.

Another concern erupted when there was talk in the teachers' lounge that the State intended to move the date for achievement test to the fall instead of the spring. Helen Palmer, a veteran teacher, expressed her concern. "Our students are already in the lowest quartile. How will prepare them without adequate time?"

Meanwhile, as the days passed, the students in Mrs. Gregory's classroom became increasingly segregated. The comment, "You should go back to Mexico where you belong!" earned Tommy Locke a detention. When Susan overheard a group of girls laughing about the clothes a Native American Child wore, she immediately took away their recess for a week. It seemed as though things were escalating instead of coming under control. Something had to be done or it wouldn't matter that Big River Middle School was the State's model facility.

1. Big River Middle School has been provided with all of the material aspects a school might need to be successful. What facets were not considered?
2. How can the features that were not considered impact the student's success?
3. What techniques could Susan Gregory use to encourage the acceptance of diversity among her classroom of sixth graders?

Read the following multiple-choice questions and select the best answer.

1. Which practice is not associated with the Piagetian Theory?
 - A. Identifying children with developmental delays
 - B. Aligning state-mandated standards
 - C. Selecting appropriate activities
 - D. Designing appropriate activities
2. The Individuals with Disabilities Education Act (IDEA) mandates that educational rights are to be granted to all people in what category?
 - A. Birth to age twenty-one
 - B. Three years old to age twenty-one
 - C. Six years old to age eighteen
 - D. Six years old to age twenty-one
3. According to Howard Gardner, a student who exhibits talents in perceiving visual images and imagined representations possesses of which of the multiple intelligences?
 - A. Bodily-kinesthetic intelligence
 - B. Logical-mathematical intelligence
 - C. Naturalist intelligence
 - D. Special intelligence
4. Which is not one of the typical capabilities of a second grade child?
 - A. Performing mental operations with the use of concrete objects
 - B. Classification of items
 - C. Conservation
 - D. Hypothetical thinking
5. Teachers assess students' prior knowledge for all but which one of the following reasons?
 - A. Identifying misconceptions
 - B. Assessing working memory
 - C. Ascertaining interests
 - D. Determining current levels of understanding
6. Maslow's Hierarchy of Needs suggest which scenario would most likely impair a student's ability to concentrate on intellectual pursuits?
 - A. An undeveloped aesthetic appreciation
 - B. A lack of interest in self-actualization
 - C. Alienation from peers
 - D. An unexpected outcome on one test
7. A third grade student who is punished for not meeting expectations will most likely suffer from which one of the following?
 - A. Role-confusion
 - B. Guilt
 - C. Inferiority
 - D. Shame

8. A foreign-language teacher pairs a fluent speaker with a less fluent speaker to practice a skit. Will the practice be successful or unsuccessful?
 - A. Successful, the fluent speaker can provide support for the less fluent speaker
 - B. Successful, the level of understanding has little to do with peer collaboration
 - C. Unsuccessful, students learn language best through direct instruction
 - D. Unsuccessful, the more fluent student gains little experience
9. All but which of the following are effective ways to retain *fact-based* information?
 - A. Rehearsal
 - B. Meaningful learning
 - C. Mnemonics
 - D. Demonstration
10. Tracking, or ability grouping, is acceptable in which of the following situations
 - A. Interests or vocational aspirations
 - B. Intelligence or interests
 - C. Ethnicity or vocational aspirations
 - D. Tracking is never acceptable
11. Identify the element not necessary an Individualized Education Program (IEP).
 - A. Present level of performance
 - B. Strengths and needs to determine goals and objectives
 - C. Instructional strategies and support services
 - D. An explanation of the most restricted environment
12. A Teacher who is designing a student-centered lesson would incorporate activities based upon which learning theory?
 - A. Behaviorism
 - B. Constructivism
 - C. Developmental theory
 - D. The zone of proximal development