

## CI 3900 Inquiry Project: Young Adolescent Culture

Your first internship is designed for you to begin absorbing everything you can about being a middle grades teacher. Part of your professional development is learning how to gather, interpret, and apply information about the contexts in which you will teach. Therefore, the purpose of this inquiry project is to encourage a macro vision of teaching – a vision that is as comprehensive and inclusive as possible.

This project is to be completed in the school where you will be placed for your 3900 internship. You will gather information individually, and you will interpret, apply, and present the information in teams (according to school/county placement). You should organize yourself by organizing a “field notebook” in which you will take notes on the data that you collect. Your field notebook will be checked at various times in the semester to assess your progress. Bring your field notebook to each Friday seminar.

CATEGORY	QUESTIONS	SOURCES
<i>The Culture of their Community &amp; School</i>	These questions will help to guide your inquiry. You are not limited to these questions.	2002 Census; school & county websites; observations; conversations with Master Teacher; conversations with young adolescents
❑ Economy	What drives the economy of the area? How does this affect the school lives of young adolescents?	
❑ Education	How is education valued in the community?	
❑ Religion	How does religion shape the values of the community?	
❑ Politics	What are the political values of the community?	
❑ Demographics	What are the demographics? How does this shape the educational experiences of young adolescents?	
❑ Recreation/Leisure	What is a popular source of recreation/leisure activities in the community?	
❑ Schools	As a result of the culture of the community, what are some challenges the school faces? What are some practices and programs that support the development of young adolescents?	

CATEGORY	QUESTIONS	SOURCES
<i>The Culture of their Daily Lives</i>	These questions will help to guide your inquiry. You are not limited to these questions.	Observations; conversations with young adolescents; study of media sources (magazines, Internet, television, radio, etc.).
☐ Language	How do they talk? What is their lingo/slang? How does language categorize certain groups of adolescents?	
☐ Fashion	What do they wear? How does fashion classify them?	
☐ Music	What music do they listen to? What does this tell you about their development?	
☐ Religion/spirituality	How important is religion to them? How do they express their religious beliefs in school?	
☐ Food	What do they eat? When do they eat? In what ways are they concerned are they about nutrition, weight, the body?	
☐ Media/Technology	What media do they interact with daily? What purpose does it serve in their lives?	
☐ Recreation/Leisure	What do they do for fun? What does this tell you about their social development?	
☐ Relationships	What relationships are important? How do these relationships effect their school days?	

## Young Adolescent Advocacy Project CI 3920

- When referring to “young adolescents,” the ASU Middle Grades Teacher Preparation Program Standards “interprets all young adolescents to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, regional or geographic origin, and those with exceptional learning needs” (Standards, p. 1). Yet, no middle level teacher preparation program could provide teacher candidates with authentic or even vicarious experiences with young adolescents representing every type of background and characteristic.
  - However, we also recognize that many of our prospective teachers enter this program with or develop interests about a particular topic, population, or issue related to young adolescent development. This Young Adolescent Advocacy Project provides an opportunity to investigate these interests.
  - In our readings and in class, we often have time only to introduce and briefly examine topics. In such a short course, this is often all that is feasible. However, this project provides an opportunity for you to research a topic that you would like to research further. You may choose a topic we have discussed, even briefly, in class already (e.g., the needs of male Hispanic students), or you may choose a topic that interests you that we have not yet explored (e.g., young adolescents with attention deficit disorder, young adolescents who are English language learners).
  - For our next class meeting, you should have an idea of your topic. You may try doing a library and Internet search to determine what resources are available on your topic. It may be interesting to see what is *not* available. Often, you will see that the needs of young adolescents are not written about separately from other age groups. You may need to seek references that talk about your topic generally and then see what your source says about young adolescence.
  - At our next class meeting, we will discuss more about the format of the assignment, the requirements, etc.
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### *Final Exam Presentations – CI 3920* **Young Adolescent Advocacy Projects**

1. **DESCRIBE** and/or **SHOW** your project
2. **EXPLAIN** why you chose this topic/project
3. **EXPLAIN** how you plan to use this information/project in your teaching practice
4. **QUESTIONS** from audience/participants

Rubric for Young Adolescent Advocacy Project  
 CI 3920 - Spring 2004

	<b>Exemplary (3)</b>	<b>Exceeds Standards (2)</b>	<b>Meets Standards (1)</b>
<b>Rationale/Reflection</b>	The rationale-reflection is written in the appropriate format and integrates the language of the standard that is emphasized for this project in the narrative. It is clear that the teacher candidate has applied the knowledge of this standard with this artifact. Indicators that are addressed are integrated in the narrative and included at the end. The relationship between the artifact and the standard is clear and explicit.	The rationale-reflection is written in the appropriate format and several examples of the language of the standard are present throughout the narrative. The teacher candidate demonstrates a knowledge of this standard with this artifact. Indicators that are addressed are included in the narrative and at the end. The relationship between the artifact and the standard is clear, though not always explicitly stated.	The rationale-reflection is written in the appropriate format. Some of the language of the standard is included in the standard. Indicators that are addressed are included at the end of the rationale-reflection. The relationship between the artifact and the standard is somewhat clear.
<b>Format/Structure*</b> Suggestions from the group who worked on this criterion included PowerPoint presentations, brochures, web pages, skits, papers, short stories, slide shows, videotaped presentations, press conferences, debates, mock trials, proposals for new laws and policies, surveys, personal interviews, murals or other artwork (with written explanations)	The format or structure chosen for this project is appropriate for the topic and audience (e.g., young adolescents, teachers, parents, communities). The format allows for a complete description and explanation of the topic as well as suggestions and/or implications for teachers, families, and/or communities. This format/structure is authentic; prospective middle level teachers will be able to use it in their practice.	The format or structure chosen for this project is appropriate for the topic, though a particular audience may not be addressed. The format allows for a complete description and explanation of the topic as well as suggestions and/or implications for teachers, families, and/or communities.	The format or structure chosen for this project is adequate for communicating critical information about the topic. A particular audience may not be addressed, and though this format/structure may “work” to communicate content, it may not be a “best fit” for the topic or for potential audiences.
<b>Standards**</b> **For this project, all three of the ASU Middle Grades Program Standards emphasized in this course are appropriate. However, you may want to <i>emphasize</i> a single standard in order to use this project as an artifact and portion of your exam. For this course, you will be responsible to complete artifacts for Standards 1 and 7 for your exam.	This project clearly, directly, and explicitly addresses at least one of the ASU Middle Grades Teacher Preparation Program Standards for CI 3920 (i.e., Standards 1, 7, 10). The language used throughout the project and the intent to communicate the content clearly and accurately demonstrates the prospective teacher’s knowledge of the subject and the dispositions relative to the particular standard.	This project clearly, directly, and explicitly addresses at least one of the ASU Middle Grades Teacher Preparation Program Standards for CI 3920 (i.e., Standards 1, 7, 10). The topic is clearly aligned to a particular program standard, and the prospective teacher has an <i>obvious</i> intent to communicate knowledge and dispositions relative to the particular standard.	This project is aligned to one of the ASU Middle Grades Teacher Preparation Program Standards for CI 3920 (i.e., Standards 1, 7, 10). Though the connection to the standard has been stated by the teacher candidate, attempts to communicate knowledge and dispositions relative to the standard are marginal.

<b>Content</b>	Prospective teacher’s knowledge of topic is evident. Characteristics, definitions, issues related to topic are clear; if competing viewpoints exist, they are incorporated (This may also include misconceptions and stereotypes.). Several other topics for the middle level teacher are addressed and may include classroom implications (e.g., instructional strategies, classroom management, student learning), issues of identity formation, parent/family issues, interaction with peers, and resources for teachers and families.	Prospective teacher’s knowledge of topic is evident. Characteristics, definitions, issues related to topic are clear. Some other topics for the middle level teacher are addressed and may include classroom implications (e.g., instructional strategies, classroom management, student learning), issues of identity formation, parent/family issues, interaction with peers, and resources for teachers and families.	Prospective teacher’s knowledge of topic is evident. Characteristics, definitions, issues related to topic are clear. Few other topics are addressed.
<b>Research</b>	This project includes a variety of sources, and has cited sufficient sources to make the project compelling (10 minimum). APA or MLA format may be used to cite references. Sources may include (among others) personal interviews, refereed journal articles, books, Internet articles, magazine articles. Sources should be current (within the last decade) unless the topic needs a historical perspective or sources within the decade are limited.	This project includes a variety of sources, and has cited sufficient sources to make the project credible (5-10 sources). APA or MLA format may be used to cite references. Sources may include (among others) personal interviews, journal articles, books, Internet articles, magazine articles. Sources should be current.	This project includes more than 2 types of sources, and has cited sufficient sources to make the project believable (at least 5). APA or MLA format may be used to cite references. Sources may include (among others) personal interviews, journal articles, books, Internet articles, magazine articles. Sources should be current.

## Self-Evaluation of Young Adolescent Advocacy Project

Name: \_\_\_\_\_

	Your evaluation of this indicator	Rationale for your evaluation
<b>Rationale/Reflection</b>		
<b>Format/Structure</b>		
<b>Standards</b>		
<b>Content</b>		
<b>Research</b>		

**Additional Comments:**

## Instructor Evaluation of Young Adolescent Advocacy Project

	<b>Your evaluation of this indicator</b>	<b>Rationale for your evaluation</b>
<b>Rationale/Reflection</b>		
<b>Format/Structure</b>		
<b>Standards</b>		
<b>Content</b>		
<b>Research</b>		

**Additional Comments:**