PART I: RESEARCH ON CONTEXT/ COMMUNITY INQUIRY ACTIVITY

INTASC STANDARD 1

For the CIA project, you will conduct a short research study of your school, the surrounding community and the students there during the first week of your placement. Similar to the project that you completed in MAT 612, you will investigate the community (including its demographics and resources) and the school culture, as well as shadowing two students during the school day. Be sure to read the assignment carefully, as some of the expectations may be different and more in depth than the assignment you completed in 612. The rubric for this portion of the TWS can be found at the end of the assignment.
PART 1: THE SCHOOL COMMUNITY

Exercise 1.1 – General Observation

Take a walk around the school, both inside and out. Write down what you see. Here are some things to which you might want to pay particular attention:

1. **The halls.** Who is in the halls? What kinds of social groups do you see? Are there any groups which are ethnically diverse? Are there any students who are alone? Do you notice any difference in behavior between students who are alone and those who are in groups? Look at the posters and student artwork hanging in the halls. Who is represented?

2. **Lunch time.** What do students do during lunch? What happens in the lunch room? Outside in the halls? Outside of the building? What kind of student clusters do you see? Where do students sit in the lunch room? Is there any pattern of seating? Are there students who are alone? Do you see any students with exceptionalities? How are they treated by other students? What issues of inequality are you aware of?

3. **Dress.** How are students dressed? Comment on neatness and apparent affluence. Also note differences in dress among groups. Are there ways besides dress that students use to individualize and/or maintain group affiliation?

4. **Language.** What is the out-of-class language like? How is it different from in-class language? What sorts of emotions do they express? What about body language? Note differences in languages among groups. What about hybrid language patterns?

5. **Interests.** If you are unobtrusive, you will be able to overhear fragments of conversations. What do the students talk about? Note differences in topics for different groups.

6. **Groups.** What groups can you identify? How would you characterize each group? How rigid is group definition? That is, are some students members of more than one group? **OR** do some members of groups at least mix with members of other groups? Are there loners? What are the characteristics?
7. **Territory.** Does each group have its own “territory”? Which one has the most territory? The least territory? How closely guarded is each group’s territory?

8. **Classroom.** Observe students in the classroom. How does their behavior differ from out-of-class behavior? Or does it differ? What kinds of conversations occur in the class? What groups can you identify? Are they different composition and nature than out-of-classroom groups? How does group behavior differ? What issues of diversity do you see in the classroom? Do you see students with exceptionalities? How are they received by other students? What accommodations do you see the teacher making for his/her diverse classroom?

Write a synopsis of your notes. Include a section addressing what you have learned about the school community? Identify at least three questions that arise from your observation.

**Exercise 1.2 – Student Shadow**

From your observations both in and out of the classroom, identify two students who fit into at least two of the following groups (you may choose your students to focus on a more pointed diversity issue if you would like):

- **Groups:** Students of color; Working-class students; Girls or boys; English-language learners; Students struggling with some aspect of the curriculum (ability level).

Shadow each student through at least three (3) different lessons. Take ethnographic notes regarding such things as his/her interaction with other teachers, interactions with other students, quality and type of work in content areas, etc.

In addition to your notes, address the following:

Why did you choose this particular student? What insights did you gain? If you had to teach this student, how would your insights help your interactions with him/her? What issues might you need to address in your curriculum to facilitate this student’s learning? What questions would you like to ask this student if you could interview him/her?

**PART II: THE SURROUNDING COMMUNITY**

In their chapter “Pre-service Teachers Enter Urban Communities” (Gonzales, N; Moll, L; Amanti C. Eds. 2005, *Funds of Knowledge*) Buck and Sylvester state that making use of the communities surrounding the schools as “laboratories of learning” will enhance teachers understanding of their students’ funds of knowledge and reveal infinite areas of focus for curriculum. In fact, they claim that “teachers who long to avoid the streets and residents of their school neighborhood are unlikely to capitalize on the knowledge possessed within the community.”
It is, therefore, important to find out about the community from which the learners come and in which the school is situated. As you are carrying out the following activities, look for ways the community can serve as a resource rather than as a constraint.

1. First, take a look around your school community.

2. What is something that shows the natural beauty of the area?

3. What is something that shows the area is changing?

4. What is something that shows the growth in the area?

5. What is something that is “kid-friendly”?

6. What are the local businesses?

7. Is the community proud of the school? What do they seem to be most proud of?

8. How diverse is the community? (both ethnically and socioeconomically)

9. Where do people work?

10. How do people spend their leisure time?

11. What is something that surprised you and your partner about the area?

12. What is something you feel could be improved about the area?

13. Is there something about which you would like to ask people in the community?
<table>
<thead>
<tr>
<th><strong>The Halls:</strong> Who is in the halls? Social Groups? Behavior of groups or alone students? Posters and student artwork – who is represented?</th>
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<tr>
<td><strong>Lunch Time:</strong> What are they doing? Behavior in lunch room/halls/outside? Student groups or clusters? Where do students sit/ groups and alone? Any SPED students and how are they treated? Any inequalities?</td>
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<tr>
<td><strong>Dress:</strong> How are they dressed? Neatness or affluence apparent? Other things beside dress to distinguish/ groups?</td>
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<tr>
<td><strong>Language:</strong> Out of class language like? Emotions expressed? Body language? Differences among groups? Hybrid language patterns?</td>
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<tr>
<td><strong>Interests:</strong> What do students talk about? Different topics for different groups?</td>
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<tr>
<td><strong>Groups:</strong> Identify groups? Characterize those groups? Mixing of groups? Loners and characteristics?</td>
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<tr>
<td><strong>Territory:</strong> Group territories? Which group has more territory? Is it guarded?</td>
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<tr>
<td><strong>Classroom:</strong> Behavior different in class than out of class? What kind of conversations in class? Groups identifiable? Different groups than out of class groups? Does group behavior differ? Issues of diversity? SPED students? How are they treated? Any accommodations?</td>
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<td><strong>Synopsis and 3 questions:</strong></td>
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<td>Student Shadow</td>
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<tr>
<td>Interaction with teacher</td>
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<td>Interaction with student</td>
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<td>Quality of work in content area</td>
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<td>Type of work in content area</td>
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The Surrounding Community

What is something that shows the natural beauty of the area?

What is something that shows the area is changing?

What is something that shows growth in the area?

What is something that is “kid-friendly”?

What are the local businesses?

Is the community proud of the school? What do they seem to be most proud of?

How diverse is the community? (both ethnically and socioeconomically)

Where do people work?

How do people spend their leisure times?

What is something that surprised you and your partner about the area?

What is something you feel could be improves about the area?

Is there something about which you would like to ask the people in the community?

Summary:

Provide a summary of your research that includes insights you have gained about students’ funds of knowledge and how you will incorporate them into your curriculum planning for the semester.
### Standard 1: Learner Development

Teacher Candidate, with sensitivity to exceptionalities and cultural diversity, reflects on why children may be responding or behaving in particular ways.

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<thead>
<tr>
<th>Criteria</th>
<th>Not Yet</th>
<th>Acceptable</th>
<th>At Target</th>
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<tbody>
<tr>
<td>Field notes from CIA Part I: General observations in the school community (outline provided) or research on context.</td>
<td>Student language patterns and culture are not specific to the school community.</td>
<td>Student language patterns and culture are discussed in general, not addressed throughout the entire school day.</td>
<td>Specific student language patterns and culture are observed and discussed as they occurred in the classrooms, hallways, and in groups throughout the day.</td>
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<tr>
<td>Part II: Notes on surrounding community (outline provided) or research on context</td>
<td>Less than six characteristics of the surrounding community are addressed.</td>
<td>Six to seven characteristics of the surrounding community are addressed.</td>
<td>Eight to twelve characteristics of the surrounding community are addressed.</td>
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<td>Next Steps for Teaching</td>
<td>No funds of knowledge identified OR next steps are not connected to knowledge gained through CIA research.</td>
<td>Two specific examples of student funds of knowledge are delineated and two next steps for teaching based on these observations are articulated.</td>
<td>Three or more examples of possible funds of knowledge are delineated and three or more next steps for teaching based on these observations are articulated.</td>
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Comments: