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Standard 2: Learner Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Description:

Name of Artifact: M08 Case Study

Date of Artifact: December 16th, 2023

Course in which this artifact was produced: Education 121: Child Adolescent Development

Rational:

What is the artifact?

My artifact is my M08 Case Study for Education 121 Child Adolescent Development. In this assignment I was able to showcase my ability and understanding of individual differences and diverse cultures or communities.

Why am I choosing this particular artifact for this standard? Why does it fit here?

My artifact, the M08 Case Study for Education 121 on Child and Adolescent Development is a perfect fit for INTASC Standard Two in my opinion which emphasizes the teachers use of understanding individual differences and diverse cultures to create inclusive environments. This case study involved analyzing the developmental stages of a child or adolescent and considering how various factors such as cultural background, family dynamics and individual learning needs impact their growth and learning. By applying this understanding, I demonstrated my ability to tailor different approaches to accommodate all the individuals in the problems posed to me. This showcases my commitment and ability to understand that all children or adolescents are different and how I will be able to create an environment in the future for all my students to succeed.

How does this artifact relate to the standard as a whole or to a certain part of the standard?

The artifact, the M08 case study, relates to standard two in many different aspects. It demonstrates a comprehensive approach to understanding and addressing the diverse needs of students and how everyone has different backgrounds whether it be educationally, culturally, fundamentally, etc. Standard two is all about recognizing and valuing individual differences and diverse cultures especially within the classroom. Through this case study, I was able to analyze and reflect on how they factors can influence a child's or adolescent development, way of life and learning. By applying this knowledge in different aspects of my life and professional setting I can better design and implement instructional strategies and things that cater to each student's unique background and needs, ensuring that every student has the opportunity to succeed in the end.

M08 Case Study:

Tanisha (12 sentences)

Response and reasoning for question one: Tanisha is finishing sixth grade. She can either continue in her current school through eighth grade or switch to a much larger seventh to ninth-grade middle school. According to McGraw Hills book called “Child”, Tanisha is classified as an adolescent because she is between the ages of eleven and twenty (Martorell, 2023, pg. 11). During this stage Tanisha is at risk of having behavioral issues, eating disorders, drug abuse, and much more (Martorell, 2023, pg. 11). All of which can negatively impact her in a variety of ways. Tanisha is developing her ability to think abstractly and is immature in thinking, especially in regard to some attitudes and behaviors (Martorell, 2023, pg. 11). With all being said, I believe that Tanisha should stay at her current school. I believe this due to the fact that as long as she is not lagging academically, being bullied or is stressed then there is no reason to put her through the possibility of those occurring at a new school. Staying at her current school through eighth grade can provide her with a sense of familiarity and continuity. Tanisha may also have established strong relationships already with her teachers and peers, which can be important for her emotional well-being and academic success. Staying at her current school also allows her to gradually transition into high school which is what is best for her in the end. And it is a proven fact that many middle schools bring sixth graders into contact with a lot older adolescents who are likely to be a very bad influence (Cook et al., 2006).

Tam and Lydia (10 sentences)

Response and reasoning for question two: Tam is said to have grown up in a small village culture. While Lydia is said to have grown up in a Western industrial city. By the age 15, Tam reasons at Kohlberg’s Stage three, while Lydia is at Stage four. At stage three, which Tan is at, individuals tend to make decisions based on maintaining positive relationships and gaining approval from others (Martorell, 2023, pg. 105). This could be influenced by Tan’s upbringing in a small village culture, where community and interpersonal relationships are highly valued.

On the other hand, Lydia is at stage four, where individuals start to consider societal rules and laws when making moral decisions (Martorell, 2023, pg. 105). Growing up in a western industrial city, Lydia may have been exposed to a more complex and a rule-based environment where she is also exposed to many different cultures and issues outside of her personal relationships. Her environment allows for open discussion and engagement within different political and cultural contexts. As well as being subject to the opinions of many different groups. The urban setting and exposure to diverse perspectives and cultural norms might have contributed to her focus on societal expectations and the importance of following the rules.

Mattie (14 sentences)

Response and reasoning for question three: Thirteen-year-old Mattie’s parents are warm, firm in their expectations, and consistent in monitoring her activities. At school, Mattie met some girls who wants her to tell her parents she’s going to a friend’s house and then, instead, join them at the beach for a party.

In this specific case, Mattie's likelihood of complying with her friend's request might be influenced by a few different factors. Firstly, her parents' authoritative style may have instilled a strong sense of respect for rules and the importance of honesty (Martorell, 2023, pg. 75). Mattie may feel a sense of responsibility to be truthful with her parents and follow their expectations.

Secondly, peer pressure can be a powerful influence during adolescence (Martorell, 2023, pg. 105). Mattie may feel torn between wanting to fit in with her new friends and the fear of disappointing her parents. The desire for acceptance and belonging can sometimes outweigh the desire to comply with parental expectations.

Lastly, Erikson's stages of development suggests that during early adolescence, individuals are navigating the stage of identity versus role confusion (Martorell, 2023, pg. 336). Mattie may be grappling with questions of who she is and where she fits in socially. This can make her more susceptible to peer influence as she seeks to establish her identity.

Ultimately, although her new friends may have an influence over her, her parents should be consistent, firm, and authoritative. This will then lead to an increased tendency for Mattie to listen to her parents rather than neglect them and ignore them. Because if they are not only respectful and gentle to her but also consistent with consequences and firm with their decisions and opinions, Mattie will have greater respect for her parents than most children her age as well as a strong relationship where she will not be inclined to lie to them.

References

Cook, P. J., MacCoun, R., Muschkin, C., & Vigdor, J. (2006, July 7). *Should Sixth Grade be in Elementary or Middle School? An Analysis of Grade Configuration and Student Behavior*. SixthGrade. <https://files.eric.ed.gov/fulltext/ED493391.pdf>

Martorell, G. (2023). *Child*. McGraw Hill. https://prod.reader-ui.prod.mheducation.com/epub/sn_7d078/data-uuid-d7aa4fd030744115bc247f2114fcd88c