

“The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.”

Every student differs in their approaches to learning. The teacher must be able to adopt strategies on how to handle these diverse learners.

Every student has individual differences (e.g., stage of development, learning style, English language acquisition, learning disability). Because of this, the teacher must design instruction that accommodates these individual differences in approaches to learning. He should design instruction appropriate to students’ stages of development, learning styles, strengths and needs. He should create a learning community that respects individual differences.

Each student has their own personal interest and cultural experience. As a teacher, you must have a clear understanding regarding these issues to create connections between the subject matter and student experiences. For example, if you give a broad topic for students to discuss, there is a possibility that not all the students can connect or understand the topic. The teacher should use knowledge of different cultural contexts within the community (socio-economic, ethnic and cultural) and connects with the learner through types of interaction and assignments.

(“INTASC Standard 3: Diverse Learners”)

The teacher should adjust instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, and communication and response modes). There are fast learner students and slow learners; because of this, the teacher should make instructions clearer and understandable. In giving tasks, as a teacher you must considerate on students’ abilities.

DIFFERENTIATION

Some students are hard to teach, they can't cope up with the lessons taught by their teachers while the other students clearly understands the lessons. The teacher should seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students. (*"INTASC Standard 3: Diverse Learners"*) He should select approaches that provide opportunities for different performance modes.

The teacher should make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP). For these students, the teacher should be more patient and considerate. He should access appropriate services or resources to meet exceptional learning needs when needed.

Reference:

"INTASC Standard 3: Diverse Learners". Retrieved from:
<http://www.bvu.edu/academics/catalog/2004-05/courses/educ.asp>