

# inTASC Standard 2: Learning Differences

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# What is the Standard?

InTASC Standard 2: Learning Differences					
The candidate uses understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.					
Guiding Question: Does the candidate create a positive classroom environment by making learners feel valued and creating a climate of mutual respect?					
Element	Insufficient (1)	Basic/ Developing (2)	Proficient (3)	Outstanding (4)	Score
Valuing Students	The candidate does not create a positive classroom environment by making learners feel valued or creating a climate of mutual respect.	The candidate attempts to create a positive classroom environment by making learners feel valued, but does not create a climate of mutual respect.	The candidate creates a positive classroom environment by making learners feel valued and creating a climate of mutual respect.	The candidate creates a positive classroom environment by <b>consistently ensuring</b> that learners feel valued and creating and fostering a climate of mutual respect <b>among all stakeholders</b> .	
Guiding Question: Does the candidate use knowledge about individual differences and diverse cultures to develop inclusive learning environments and make appropriate and timely accommodations that support all students in meeting high standards including students with learning differences and/or language barriers?					
Students with Learning Differences or Needs (including ELL and SPED)	The candidate does not use knowledge about individual differences and diverse cultures to develop inclusive learning environments and does not make accommodations that support students in meeting high standards	The candidate sometimes uses knowledge about individual differences or diverse cultures to develop inclusive learning environments but does not always make appropriate and timely accommodations that	The candidate uses knowledge about individual differences and diverse cultures to develop inclusive learning environments and make appropriate and timely accommodations that support all students in	The candidate <b>consistently</b> uses knowledge about individual differences and diverse cultures to develop inclusive learning environments and make appropriate and timely accommodations <b>and use of assistive technologies</b> that	
	including students with learning differences and/or language barriers.	support all students in meeting high standards including students with learning differences and/or language barriers.	meeting high standards including students with learning differences and/or language barriers.	support all students in meeting <b>and exceeding</b> high standards including students with learning differences and/or language barriers.	

All students are valued, listened to and respected, no matter what their background.

Classroom is inclusive!

Diverse factors including background and culture as well as learning aptitude taken into consideration

## *My Personal Interpretation:*

- Students are allowed to be themselves. Their personality and identify is respected and accommodated.

The balance between these together.

- At the same time, a sense of community, collaboration and welcome within the class as the whole.

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- Also, differentiation on the class based on multiple factors.

*How Would I See This Standard in My Classroom?*

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- Differences in culture, background and language, including between teacher and students. However, working together and lots of shared experiences everyday.
- A range of activities and ways to express ourselves and develop our skills.
- Supporting each other with language development.
- Lots of opportunities to share experiences from home and perhaps eventually also, information about our cultures.

# *Strategies to Show Evidence of This Standard*

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*Take the time to get to know information about your student's backgrounds, through background research as well as talking to them. If you can show that you know your students and their interests through the activities and examples you incorporate, you are doing well.*

- Allow real opportunities for students to provide feedback and share thoughts and feelings.
- Very short activities or circle times, in which students get to share something important to them. Can be done in a whole group if no time for the whole class.
- Create time, activities and projects for shared experiences in the classroom. This is why group work and activities involving social development can be so important.
- Differentiation on **product**, **process**, **environment** and **content**, as well as student choice.