**Section 26.390 Diversity**

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

a) Knowledge Indicators – The competent elementary teacher:

1) understands characteristics of gifted and talented students and the characteristics of students with various disabilities.

2) understands the process of second-language acquisition and strategies that support the learning of students whose first language is not English.

3) understands how students' learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values.

4) understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

b) Performance Indicators – The competent elementary teacher:

1) facilitates a learning community in which individual differences and cultural diversity are respected.

2) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students.

3) uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

4) uses cultural diversity and individual student experiences to enrich instruction.

5) uses a wide range of instructional strategies and technologies to meet diverse student needs.

6) identifies and makes use of appropriate services or resources to assist students with exceptional learning needs.