



## Our Instructional Focus

### Differentiated Instruction

Administration and faculty began the process in October of monthly faculty discussions around the area of differentiated instruction. “In differentiated instruction students are placed at the center of teaching and learning and student needs drive instructional planning, as opposed to more traditional education methods of teachers, text materials, or curriculum determining what students should be learning. Differentiated instruction is a way to enhance learning for all students by engaging them in activities that respond to particular learning needs, strengths, and preferences and is effective in addressing the needs of gifted or high-achieving students, students with special needs, as well as second language learners who are in the same classroom. Often referred to as an educational philosophy, differentiated instruction is viewed as a proactive approach to instruction and an idea that has as many faces as practitioners. The model of differentiated instruction requires teachers to tailor their instruction and adjust the curriculum to students’ needs rather than expecting students to modify themselves for the curriculum. Teachers who are committed to this approach believe that whom they teach shapes how they teach because who the students are shapes how they learn.”