

DIFFERENTIATING THE CLASSROOM FOR MULTIPLE INTELLIGENCES

Our classrooms are designed from years of knowledge, research, and experiential reflection. We recognize that curiosity and inspiration are powerful catalysts in the education of students at any age. We also know that education cannot be a “one size fits all” model. Today’s classes are filled with students who possess a wide variety of talents and individual needs.

Differentiation begins with a dynamic assessment of combined explicit instruction, observation, and collaborative learning. Each classroom offers more than curriculum. Lessons are engaging, emphasize critical thinking skills, and are designed to address multiple intelligences. Differentiation takes into account each student’s readiness, interests, and unique learning profile. Throughout the year,

knowledge is clearly organized ,
assessment is rich and varied, and
active learning is a daily process.

Ultimately, learning is driven by a rich combination of teacher creativity and student choice. Imagine your eighth grade language arts teacher begins the school year by asking the question, “What interests you the most?” and then proceeds to incorporate your own interests into the lessons. This win-win learning experience can be found in our classes. Our differentiated learning environment makes lends to a more satisfying and invigorating learning experience for both our teachers and students.

What type of learners benefit from Differentiated Instruction?

The differentiated learning environment is designed with all learners in mind. It lends to flexibility in adapting pacing, varying approaches to learning, and integrating challenging curriculum. Our differentiated instruction model supports students who struggle, those who are “gifted”, and students who are found anywhere in-between. Students of mixed abilities can be challenged in any grade with applied learning and project-based experiences. Advanced learners, like all learners, need help in developing their abilities, too. Without the right coaching and curriculum selection, the advanced learner may be at risk for striving to be a perfectionist, fail to develop study/coping skills, or may not take intellectual risks in the traditional classroom model. Similarly, the struggling learner may not meet his or her full potential in the traditional setting. Through differentiation, our teachers can offer a strength-based approach and ultimately, more opportunities for both types of exceptional learners.