

Philosophy of Teaching

I believe that

- all children can learn
- instruction should be differentiated in order to meet the needs of all students
- differentiation includes multiple intelligences, students with special needs, gifted students, English Language Learners, and students with individual needs
- all instruction should be based on standards
- assessments should inform planning
- assessments should be on-going and use formal and informal measures
- students construct their own knowledge through discovery and scaffold learning
- teachers must participate in scaffold learning
- scaffolding includes modeling, guided practice, independent practice and application
- student independence is the goal of teaching
- students benefit from an effective learning community
- learning is language-based
- students should be active learners
- learning occurs through social interactions
- instruction should be developmentally appropriate and within the students' zone of proximal development (ZPD)
- integration across all subject areas should be implemented in all lessons and units
- instruction should build on prior knowledge
- lessons should be engaging and motivating

- instruction should be authentic and relevant to the students' experiences
- students benefit from active and hands-on lessons
- teachers must be flexible
- instruction should incorporate multiple approaches
- teachers should emphasize inquiry-based instruction
- instruction should foster an understanding of the importance of life-long learning
- technology should be integrated into lessons
- students should learn about technology, how to use it, and how to apply it to the real-world
- students benefit from opportunities to choose
- metacognition should be taught within all subjects
- discovery learning helps students realize phenomena and patterns
- teachers must take advantage of teachable moments
- lessons should be logically sequenced
- instruction should include examples and non-examples
- lessons should focus on declarative, procedural, and conditional knowledge
- parents are our partners
- there should be both vertical and horizontal collaboration among teachers and staff
- teachers should continually reflect on their planning and teaching
- students should be taught subject specific problem-solving strategies
- teachers should use multiple grouping configurations such as whole-class, small group, partnerships, or individual work
- students should synthesize, analyze, and apply what they learn