**Principles of**

**Differentiation Instruction**

**Ellen White**

1. **Adapt to Student Needs**

“The teacher should carefully study the disposition and character of his pupils, that he may adapt his teaching to their peculiar needs. He has a garden to tend, in which are plants differing widely in nature, form, and development . . . Those to whom was committed the care of these plants left them to the mercy of circumstances, and now the difficulties of correct cultivation are increased tenfold.” CT 231-232

1. **Individual Development**

“In all true teaching the personal element is essential. Christ in His teaching dealt with men individually . . . The same personal interest, the same attention to individual development, are needed in educational work today . . . The true educator, keeping in view what his pupils may become, will recognize the value of the material upon which he is working. He will take a personal interest in each pupil and will seek to develop all his powers.” Ed 231-232

1. **Mastery Learning**

“Before taking up the higher branches of study, let them master the lower. This is too often neglected . . . A thorough knowledge of the essentials of education should be not only the condition of admission to a higher course, but the constant test for continuance and advancement.” Ed 234

1. **Grade Levels not Wise**

“The system of grading is sometimes a hindrance to the pupil’s real progress. Some pupils are slow at first, and the teacher of these youth needs to exercise great patience. But these pupils may after a short time learn so rapidly as to astonish him. Others may appear to be very brilliant, but time may show that they have blossomed too suddenly. The system of confining children rigidly to grades is not wise. . . I know that some better system can be found just as soon as our instructors learn the true principles of education.” CT 177, MS 69, 1903

1. **Continual Progress**

“Higher than the highest human thought can reach is God’s ideal for His children. Godliness – godlikeness – is the goal to be reached. Before the student there is opened a path of continual progress. He has an object to achieve, a standard to attain, that includes everything good, and pure, and noble. He will advance as fast and as far as possible in every branch of true knowledge.” Ed 18

“All who engage in the acquisition of knowledge should aim to reach the highest round of progress. Let them advance as fast and as far as they can; let their field of study be as broad as their powers can compass.” FCE 375

1. **Outcomes Based**

“Every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish.” Ed 233