Learning Walk Protocol

**Focus:** Differentiated instruction involves tailoring teaching methods to meet the diverse needs of students. There are various strategies for differentiation, and they can be broadly categorized into four main types:

1. **Content Differentiation:**
   - Adjusting the material being taught to suit the readiness level, interests, and learning profiles of individual students.
   - Providing alternative content or resources that cater to different learning preferences.
   - Offering varied levels of complexity within the same topic to address diverse student abilities.

2. **Process Differentiation:**
   - Adapting the instructional methods and activities to accommodate different learning preferences and paces.
   - Incorporating a range of instructional strategies such as cooperative learning, project-based learning, or inquiry-based learning.
   - Allowing students to demonstrate understanding through different means, such as presentations, written reports, or multimedia projects.

3. **Product Differentiation:**
   - Allowing students to showcase their understanding of a concept through varied final products or assessments.
   - Offering a choice of projects that align with individual strengths or interests.
   - Encouraging creativity and independent thinking in the creation of final products.

4. **Learning Environment Differentiation:**
   - Modifying the physical or emotional learning environment to meet the needs of diverse learners.
   - Providing flexible seating arrangements to accommodate different learning preferences.
   - Creating a positive and supportive atmosphere that values diversity and encourages risk-taking.

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Learning Walk Focus: Differentiation of Instruction

Observer: _______________  Date: _______________  Time: __________

Grade/Content: ____________________________

Remember that you are only observing and collecting evidence. Comments or feedback should be written without judgment.

I SAW (What the teacher and/or students are doing related to Differentiation of Instruction)

I HEARD (What the teacher and/or students are saying related to Differentiation of Instruction)

I WONDER (Thoughts about what you DIDN’T see related to Differentiation of Instruction)

Specify differentiation strategies that best mirror the observed instruction. Refer to page 1.

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Environment</th>
</tr>
</thead>
</table>

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## Student Learning Engagement and Participation

<table>
<thead>
<tr>
<th>Student Actions</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students answer questions with thoughtful analysis, synthesis, and well-reasoned responses.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Students effectively communicate their learning needs to the teacher.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Students expand their understanding by linking new ideas to what they've previously learned.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Students engage in academic discussions with peers.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Students collaborate with their peers, pooling ideas and working together to achieve shared learning goals.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Students seek mentorship from adults, benefiting from guidance and support to foster their educational and personal growth.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Students work independently</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>