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: <u>Differentiation of Instruction</u>

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.

Content	Process	Product	Environment

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Student Learning Engagement and Participation

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