

# WALKTHROUGH - DIFFERENTIATED INSTRUCTION



**District:** \_\_\_\_\_ **School:** \_\_\_\_\_  
**Observer:** \_\_\_\_\_ **Subject/Grade:** \_\_\_\_\_  
**Staff:** \_\_\_\_\_ **Times:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Feedback Type & Date:** \_\_\_\_\_

Features		Observations:	✓ Items Observed
1	Content: Evidence of differentiated content, or all the same		
2	Process: What groupings/ process allow access to materials, and connections to learning		
	a) Whole group		
	b) Small group		
	c) Partners		
	d) Individual		
3	Product: Do students have choices or did teacher assign products to students based on needs?		
	a) Auditory		
	b) Visual		
	c) Kinesthetic		
	d) Tactile		
4	Readiness/ achievement level: Content, process or product is differentiated based on readiness/ achievement level.		
5	Interest: Evidence that content, process, or product is differentiated according to student interests.		
6	Learning Profiles: Evidence that content, process, or product is differentiated according to learning profiles.		
7	Respectful Tasks: Students work on age appropriate tasks, targeted for their learning.		
8	Authenticity/Purposefulness: Tasks relate to real world problems, connect to purposes they can explain.		
9	Flexible Grouping: Groups flex, members change to meet needs, interest or learning profile.		
10	Scaffolding: Providing the supports needed for a student to succeed in work that is beyond his/her comfort zone.		
11	Anchor Activities: Students have activities to keep early finishers engaged, begin a class, or during class.		
12	Student Directed: Evidence that learning is at times student directed.		
13	Teacher Directed: Evidence that learning is at times teacher directed.		
14	Assessment:		
	a) Preassessment is done prior to unit		
15	b) Assessment allows students to demonstrate learning a more than one way		
16	c) On-going assessment is used to adjust lesson plans		