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Connections
TLS Four Pillars of Differentiated Instruction and Danielson Framework

This document serves as a crosswalk between the Four Pillars of Differentiated Instruction (curriculum, assessment, instruction, management) and the Danielson Instructional Framework. As a result of TLS's work with several administrative teams, salient components of the Danielson Framework were identified as critical in the implementation of differentiated teaching; only those are included in the crosswalk.

The crosswalk is organized by the Danielson domains (blue banner) and then the appropriate instructional pillar (yellow banner) which corresponds to the components in that domain.

The components that are listed in the left hand column are not the only ones that can be correlated to differentiated teaching; however, they represent the *most salient*. Also note that only selected descriptors for distinguished and/or proficient are included in the column representing the Danielson Framework.

The right column contains sample comments that administrators can use as feedback during evaluation or supervision. At the end of each Domain additional TLS resources are listed.

Domain 1: Planning and Preparation	
Curriculum Pillar	**Possible Feedback Comments**
1e Designing Coherent Instruction Distinguished ● plans represent understanding of different student needs resulting in learning activities designed to engage students in high-level cognitive activity ● activities are differentiated appropriately for individual learners ● instructional groups are varied appropriately with some opportunity for student choice ● lesson allows for different pathways according to diverse student needs	Glow: ● Lesson plan includes the differentiated instruction strategy XXXXX to engage students at the correct level of difficulty. When students are engaged at the correct level of difficulty, they are learning! ● Lesson plan includes intentional homogeneous/heterogeneous groups/pairs (select which) based on student readiness. ● Lesson plan includes a scaffold for the learners who need it based on formative assessment data. ● Lesson plan includes focused student choice that matches readiness level as determined by assessment data. Grow:

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	● Lesson plan includes learning experiences/materials that are the same for all students. In order to engage students at the correct level of difficulty, this plan should include a differentiated strategy that is selected based upon formative assessment data. (a specific DI strategy could be named here) ● Lesson plan includes effective scaffolds intended for all students. In order to differentiate according to student readiness, differentiated scaffolds are given only to the students who need them. ● Lesson plan includes student choice, which is an effective instructional strategy. In order to differentiate, student choice should be based on the student's readiness and be guided by readiness data. Resources: TLS DI Strategy Toolkit

Domain 1: Planning and Preparation

Assessment Pillar	Possible Feedback Comments
1f Designing Student Assessment Distinguished ● formative assessment includes student and teacher use of assessment information ● teacher intends to use assessment results to plan future instruction for individual students Proficient ● teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. ● teacher has a well developed strategy for using formative assessment and designed particular approaches to be	Glow: ● Collected and interpreted XXX (name the assessment) as a formative assessment to determine student readiness on xxxx (name what is being assessed or cite the learning objective). ● Collected, interpreted and analyzed assessment data to select the XXXX strategy. ● Students used assessment data to reflect on their own performance and determine their readiness to meet the objective. ● Students used assessment data to reflect on their own performance and identify strengths and weaknesses relative to the learning goals. Grow: ● Assessment information is used by the teacher to determine student readiness. In order for students to become more independent and responsible for their own learning, they need to be involved in reviewing and interpreting their assessment data in order to set learning goals.

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used ● plans indicate possible adjustments based upon formative assessment data	● Formative assessments are used throughout the lesson/unit/course to judge student learning. In order to meet individual student learning needs, formative assessments should be interpreted and then used to drive instruction. Resources: Assessment section of TLS DI Workbook

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Domain 2: Classroom Environment

Management Pillar	Possible Feedback Comments
2a Learning Environment Distinguished ● classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring	Glow: ● The formative assessment methods and differentiated instruction strategies used in this lesson signal to students that their individual readiness is understood and validated through instruction that meets their needs. Grow: ● All interactions between teacher and students and among students are polite and respectful. By using a differentiated instruction approach, students' individual learning needs are validated.
2c Managing Classroom Routines Distinguished ● instructional time is maximized because of efficient routines and procedures ● students contribute to/ take initiative in the management of instructional groups, transitions, materials/ supplies ● routines are well understood (and may be initiated by students) ● students ensure transitions (between large and small groups) and routines are accomplished smoothly	Glow: ● Students demonstrate that they have been taught classroom routines and procedures; they demonstrated that they understand and follow the expectations in this classroom. Student leaders assist other students in meeting these expectations. ● Transition between activities is quick and quiet; this is largely facilitated by students who take on formal and informal leadership roles in the classroom. ● Procedures and expectations were clarified for XXX (cite purpose - moving, pairing, getting materials, using tech); student understanding of the expectations was checked by XXX (cite the way - asking students to repeat, cold calling, tell your partner). In addition, students received specific feedback on how they were meeting these expectations. Grow: ● Transitions during the lesson were quick and quiet. In order for a classroom to be self-managed by the students, they should be taught to take on leadership roles during transitions, managing supplies/materials or leading groups. Students may be assigned formal leadership roles, however, it is also desirable that positive, informal leaders arise in the class. ● The procedures and routines were explained to students, however, students need feedback on how they are meeting these expectations in order to learn to

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	monitor themselves.
	Resources: TLS Management Padlet
2e Organizing Physical Space Distinguished ● ensures that physical arrangement is appropriate to the learning activities	Glow: ● Intentionally placed students / student groups in locations in the room to maximize access to the teacher, partners, learning materials and/or to ensure efficiency in movement and transitions. ● Students were placed in close proximity to the teacher based upon their learning / behavioral needs. ● Students were placed together in close proximity to xxx (resource, teacher, each other) ● Resources were located where student movement is efficient and where they are organized/clearly labeled/readily accessed and this maximized student time on task with the learning activity. ● Clear directions and expectations were provided for how and where students were to locate themselves for the work, resulting in minimal transition time. Grow: ● When conducting a split screen where you are working with one group, place yourself in a location where you can see all the students in the other groups. ● When conducting a split screen, locate the group that needs you the most in the closest proximity to you. ● Resources were provided for student work, however, locating resources where they are organized/clearly labeled/ readily accessible will maximize student time on task with the learning activity. ● By providing clear directions and expectations for how, when and where students should locate themselves for the work, transition time is minimized. Resources: TLS Management Padlet

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Domain 3: Instruction

Instruction Pillar	Possible Feedback Comments
3c Engaging Students in Learning Distinguished • virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. Proficient • there is a mix of different types of groupings, suitable to the lesson objectives • the lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged	Glow: • Students are engaged at the correct level of difficulty. Students who need support received the scaffold XXXX. Students working at the standard XXXX (describe what they were doing). Students in need of a challenge XXX. The levels were determined by collecting, interpreting and responding to XXXX assessment data. • The strategy XXXX (name the strategy) engaged each student to think at the appropriate level of difficulty as determined by assessment data. Grow: • Sufficient time was allotted for most students to be intellectually engaged, not all students were engaged at the correct level of difficulty. Responding to assessment data by selecting materials/strategies/groupings/scaffolds commensurate with student readiness will increase the intellectual engagement of very student. • Student groupings/pairs were used to XXX (name the goal of the group/pair). Random assignment of groups/pairs may help to ensure students are working with various peers, intentional assigning of the groups/pairs will ensure this occurs, plus it takes into account student readiness. Intentional pairing/grouping according to assessment data ensures students are engaged in tasks at their correct level of difficulty. Intentionally formed groups can be used to challenge and support students who may need.
3e Demonstrating Flexibility and Responsiveness Distinguished • teacher persists in seeking effective approaches for students who need help, using extensive repertoire of	Glow: • The following formative assessments were used during the lesson: XXX. These assessments were used to make lesson adjustments. • As a result of collecting, analyzing and interpreting just in time formative assessment data, you adjusted some of the student pairs/groups to ensure these students

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strategies ● teacher's adjustments to lesson are designed to assist individual students ● teacher differentiates instruction to address individual student misunderstandings Proficient ● teacher makes adjustments to lesson to enhance understanding by groups of students ● teacher cites multiple approaches undertaken to reach students having difficulty	were working at the correct level of difficulty. ● As a result of collecting, analyzing and interpreting just in time formative assessment data, you implemented the XXX strategy to appropriately challenge the students who were ready, and support the students who needed support. Grow: ● The following formative assessments were implemented during this lesson to get a view of the class's readiness: XXX. The assessment data was used to XXX (cite strategy such as reteach the concept to the whole class, assign practice to the whole class…) In order to meet individual students' readiness needs, this formative assessment data should be used to differentiate instruction. The XXX strategy could be used in this lesson to meet individual student needs. ● Multiple approaches were used to meet struggling students' needs: XXX (list here) These approaches were applied to the whole class, however, not all students needed to XXX (review, practice). For students who are ready to move on or take on an additional challenge, the split screen strategy could be used to differentiate and meet everyone's needs, not just those that are struggling. Resources: TLS DL Strategy Toolkit/TLS Online Binder

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Domain 3: Instruction

Assessment Pillar	Possible Feedback Comments
3d Using Assessment in Instruction Distinguished - assessment is fully integrated into instruction through extensive use of formative assessment - students self-assess and monitor their progress - feedback is specific and timely - questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students - teacher is constantly "taking the pulse" of the class	Glow: - A variety of formative assessments were used during this lesson: XXX (list here). This readiness data was used to employ differentiate instructional strategies. Constantly taking the pulse of the class provides critical information needed in differentiating instruction. - By including student self-assessment and monitoring in this lesson, students are practicing a valuable life-long learning skill. - Student feedback was in the form of XXX (cite specifics such as 1:1 conferencing, peer editing, self evaluation against a rubric and confer with teacher or peer). Feedback for / of learning that was provided to students was specific to each individual student's learning. Grow: - Formative assessment was used to check for understanding of the XXX (cite the concepts/skills). In order to differentiate instruction, this assessment data should be collected, interpreted and acted upon. A possible response to the data collected in this lesson might be XX (cite a DI strategy here). - Feedback of / for learning to groups/whole class during the lesson. In order for feedback to be used by students for their own learning progress, the feedback needs to be specific to the individual student. For example, XXX (Cite example) could have been used during this lesson. Resources: TLS "Busy Principals" Series; Assessment section of TLS DI Workbook

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