Connections: Four Pillars of Differentiated Instruction and Danielson Framework Teaching Learning Succeeding (TLS)

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 and the appropriate instructional pillar that corresponds with the components in that domain. The components listed 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.

Since the focus in the view of the administrative teams is on the most critical components of the Framework, this document could be used by teachers as a self-reflection tool, for supervisors as they observe/conference on teaching and learning, or by instructional coaches as they support and promote effective/differentiated teaching. The far left column under the pillar name can be used as note-taking space and the far right column can be used as a checkbox.

Domain 1: Planning and Preparation

✔	Curriculum Pillar	Note Taking
	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	

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✔	Assessment Pillar	Note Taking
	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 used ● plans indicate possible adjustments based upon formative assessment data	

Domain 2: Classroom Environment

✔	Management Pillar	Note Taking
	2a Learning Environment Distinguished ● Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring	

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	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	
	2e Organizing Physical Space Distinguished ● ensures that physical arrangement is appropriate to the learning activities	

Domain 3: Instruction

✔	Instruction Pillar	Note Taking
	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	

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	3e Demonstrating Flexibility and Responsiveness Distinguished ● Teacher persists in seeking effective approaches for students who need help, using extensive repertoire of 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	
✔	**Assessment Pillar**	**Note Taking**
	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	

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