



## Connections: TLS Four Pillars of Differentiated Instruction and Danielson Framework Comments for Evaluators/Supervisors

This document serves as a crosswalk between the Four Pillars of Differentiated Instruction (Curriculum, Assessment, Instruction, Management) and the Danielson Instructional Framework, revised 2011. As a result of TLS's work with 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 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 correlated to the components on the left that administrators can use as feedback during evaluation or supervision. At the end of each Domain additional TLS resources are listed.

*“Student engagement in learning (3c) is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do.” (Danielson, 2011)*



## Domain 1: Planning and Preparation

Curriculum Pillar	Comments for Evaluators/Supervisors
<p><b>1e Designing Coherent Instruction</b> Distinguished:</p> <p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning activities are differentiated appropriately for individual learners.</li> <li><input type="checkbox"/> The lesson allows for different pathways according to diverse student needs.</li> <li><input type="checkbox"/> Lesson activities permit focused student choice.</li> </ul> <p><b>Differentiated Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> </ul> <p><b>Instructional Groupings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional groupings are differentiated and based on formative assessment data.</li> </ul> <p>Proficient:</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning activities are matched to instructional outcomes.</li> <li><input type="checkbox"/> All students share the same learning experience.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher provides a variety of appropriately challenging materials and resources.</li> </ul>	<p>Glow:</p> <p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan includes the differentiated instruction strategy XXX to engage students at the correct level of difficulty. When students are engaged at the correct level of difficulty, they are learning.</li> <li><input type="checkbox"/> Lesson plan includes the differentiated instruction strategy XXX to allow for different pathways according to diverse student needs.</li> <li><input type="checkbox"/> Lesson plan includes focused student choice that matches readiness level as determined by assessment data.</li> </ul> <p><b>Differentiated Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan includes a scaffold for the learners who need it based on formative assessment data.</li> <li><input type="checkbox"/> Lesson plan includes tiered and/or varied resources based on formative assessment data.</li> </ul> <p><b>Instructional Groupings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan includes intentional homogeneous/heterogeneous groups/pairs (select which) based on student readiness.</li> </ul> <p>Grow:</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan includes learning experiences for all students that are aligned to instructional outcomes. 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).</li> <li><input type="checkbox"/> Lesson plan includes student choice, which is an effective instructional strategy. In order to differentiate, student choice should be focused and based on the student's readiness and be guided by formative assessment data.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan includes resources that are the same for all students. In order to engage students at the correct level of difficulty, this plan should include differentiated resources that are selected based upon formative assessment data. (a specific DI strategy could be named here)</li> </ul>



<p><b>Instructional Groupings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The lesson includes appropriate and varied use of instructional groups.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul> <p><b>Instructional Groupings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan includes instructional groups. In order to differentiate, formative assessment data should be used to guide instructional groupings.</li> </ul> <p>Resource: TLS DI Strategy Toolkit - tllc9.com</p>
<p><b>1f Designing Student Assessment</b> Distinguished:</p> <p><b>Use of Assessment Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The approach to using formative assessment includes student and teacher use of assessment information.</li> <li><input type="checkbox"/> Teacher intends to use assessment results to plan future instruction for individual students.</li> </ul> <p>Proficient:</p> <p><b>Use of Assessment Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher implements a well developed strategy for using formative assessment and has designed particular approaches to be used.</li> <li><input type="checkbox"/> Instructional plans indicate possible whole class adjustments based upon formative assessment data.</li> </ul>	<p>Glow:</p> <p><b>Use of Assessment Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students use assessment data to reflect on their own performance and determine their readiness to meet the objective.</li> <li><input type="checkbox"/> Students use assessment data to reflect on their own performance and identify strengths and weaknesses relative to the learning goals.</li> <li><input type="checkbox"/> The teacher collects and interprets formative assessment to determine student readiness. In this lesson the teacher used XXX (name the assessment) to determine student readiness on XXX (name what is being assessed or cite the learning objective ).</li> <li><input type="checkbox"/> The teacher collects and interprets formative assessment to select differentiated instruction strategies. In this lesson, the teacher implemented XXX (a differentiated instruction strategy).</li> </ul> <p>Grow:</p> <p><b>Use of Assessment Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher uses assessment information to determine student readiness. In order for students to become more independent and responsible for their own learning, the students need to be involved in reviewing and interpreting their assessment data in order to set learning goals.</li> <li><input type="checkbox"/> The teacher uses formative assessments 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.</li> </ul> <p>Resource: Assessment section of TLS DI Workbook or TLS Toolkit - Targeted Checks - tllc9.com</p>



## Domain 2: Classroom Environment

\*TLS notes that the classroom environment, and the management of procedures and routines, is essential for a differentiated classroom.

Management Pillar	Comments for Evaluators/Supervisors
<p><b>2a Environment of Respect and Rapport</b></p> <p><b>Distinguished:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring which allows for a classroom environment where differentiation thrives.</li> </ul> <p><b>Proficient:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom interactions, between teacher and students and among students are generally polite and respectful. The teacher responds successfully to any disrespectful behavior.</li> </ul>	<p><b>Glow:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is evident through classroom interactions that students respect each others' learning differences. The teacher has established a classroom environment where differentiation can thrive.</li> <li><input type="checkbox"/> The use of formative assessment for differentiated instruction signals to students that their individual readiness is understood, valued and validated through instruction that meets their readiness needs.</li> </ul> <p><b>Grow:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are generally polite and respectful, but some students indicate a lack of understanding and/or acceptance of the differentiated instructional approach. In order for differentiated instruction to thrive, the expectations for a differentiated classroom culture must be taught, enforced and reinforced.</li> <li><input type="checkbox"/> Students are generally polite and respectful, but some students indicate a lack of understanding and/or acceptance of formative assessment practices. For students to understand how formative assessment is used to meet their readiness needs, a classroom culture that values ongoing formative assessment must be taught, enforced and reinforced.</li> </ul>
<p><b>2c Managing Classroom Procedures</b></p> <p><b>Distinguished:</b></p> <p><b>Management of instructional groups</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students contribute to the management of instructional groups.</li> </ul> <p><b>Management of materials and supplies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students contribute to, and take initiative in distributing and collecting materials efficiently.</li> </ul>	<p><b>Glow:</b></p> <p><b>Management of instructional groups</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students demonstrate that they have been taught classroom routines and procedures; they demonstrate that they understand and follow the expectations in this classroom. Students assist other students in meeting these expectations.</li> </ul> <p><b>Management of materials and supplies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students contribute to the management of materials by reminding their peers via XXX (cite the way - clarifying with partners, social cues, asking others for assistance). Also, students receive specific feedback from each other on how they were meeting expectations related to management of materials.</li> </ul>



**Management of transitions**

- Instructional time is maximized because of efficient routines and procedures led by students.
- Students contribute to the management of transitions.

**Proficient:**

**Management of instructional groups**

- The teacher's management of instructional groups is consistently successful.

**Management of materials and supplies**

- Routines for distribution and collection of materials and supplies work efficiently.

**Management of transitions**

- There is little loss of instructional time because of effective routines and procedures.
- The teacher's management of transitions is consistently successful.
  
- With minimal guidance and prompting, students follow established classroom routines.

**Management of transitions**

- Transitions between activities are quick and quiet; these are largely facilitated by students who take on formal and informal leadership roles in the classroom.
- Students contribute to the management of transitions by reminding their peers via XXX (cite the way - clarifying with partners, social cues, asking others for assistance). Also, students receive specific feedback from each other on how they were meeting expectations related to management of transitions.
- Students demonstrate clear understanding of, and initiate proper implementation of routines by themselves and others.

**Grow:**

**Management of instructional groups**

- Students are assigned formal group roles that they generally follow. For successful differentiation via instructional groupings, students should be explicitly taught self and group management strategies.

**Management of materials and supplies**

- Procedures and routines are explained to students, however, students need feedback on how they are meeting these expectations in order to learn to monitor themselves.

**Management of transitions**

- Transitions are generally quick and quiet. In order to maximize instructional time, students should be taught to take on leadership roles during transitions.
- Transitions are generally quick and quiet. In order for a classroom to be self-managed by students, they should be taught to take on leadership roles during transitions.
- Students generally follow established classroom routines. In order to maximize learning time students should be taught to initiate routines and support others in following those routines.

Resources: TLS Management Padlet in the Toolkit - [tllc9.com](https://tllc9.com)



## 2e Organizing Physical Space

### Distinguished:

- The physical arrangement is appropriate to differentiated learning activities and/or learning goals.

### Proficient:

- The classroom is arranged to support the instructional goals and activities.

### Glow:

For physical arrangement and differentiated learning activities, select one (or more) of the following:

- Students/student groups are intentionally placed in locations in the room to maximize access to the teacher, partners, learning materials and/or to ensure safety and efficiency in movement and transitions.
- The teacher's location and movement in monitoring the classroom is also intentionally planned relative to the learning goals and activities.
- Students are purposefully placed in close proximity to XXX (resource, teacher, each other) according to their learning needs. This maximizes accessibility of XXX for students.
- Resources are located where student movement is efficient and they are organized, clearly labeled, and readily accessible which maximizes student time on task with the learning activity.
- It is evident that routines for altering the physical space are in place for differentiated lessons.

### Grow:

For physical arrangement and differentiated learning activities, select one (or more) of the following:

- When conducting differentiated groupings, the teacher should have intentional plans for where each group will work, as those locations relate to the learning activities and goals.
- In choosing the layout of the physical space, the teacher's location should be purposeful to ensure appropriate classroom monitoring.
- When conducting a differentiated lesson, student groupings that require assistance should be placed in close proximity so that their location is most accessible by the movement of the teacher, a critical resource or each other.
- Resources are provided for student work, however, locating resources where they are organized, clearly labeled, and readily accessible will maximize student time on task with the learning activity.
- Transitions for altering the physical space can be streamlined by establishing routines for differentiated lessons.

Resources: TLS Management Padlet in the Toolkit - [tlsllc9.com](https://www.tlsllc9.com)



### Domain 3: Instruction

Instruction Pillar	Comments for Evaluators/Supervisors
<p><b>3c Engaging Students in Learning</b>  <b>Distinguished:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li>   <li><input type="checkbox"/> There is evidence of some student initiation of inquiry, and contribution to the exploration of important content.</li> <li><input type="checkbox"/> Students suggest modifications to the grouping patterns used.</li> </ul> <p><b>Proficient:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking resulting in active intellectual engagement with the content, supported by teacher scaffolding.</li> <li><input type="checkbox"/> Most students are intellectually engaged in the teacher’s planned learning activities.</li>   <li><input type="checkbox"/> Student groupings are purposeful and determined by the teacher.</li> </ul>	<p><b>Glow:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are engaged and challenged with the content at the correct level of difficulty. The engagement levels are determined by collecting, interpreting and responding to formative assessment data. (Select at least two of the following indicators to support this statement.) <ul style="list-style-type: none"> <li><input type="checkbox"/> Students who need support receive the scaffold XXXX. (describe scaffold).</li> <li><input type="checkbox"/> Students working at the standard are XXXX (describe students).</li> <li><input type="checkbox"/> Students in need of a challenge are XXX. (describe students).</li> </ul> </li> <li><input type="checkbox"/> Inclusion of opportunities for student inquiry further serves to engage students and differentiate learning.</li>   <li><input type="checkbox"/> Learning activities include intentional homogeneous/heterogeneous groups (select which) based on student readiness determined by formative assessment data. Students self advocate if they feel their learning needs may be better served in a different learning group.</li> </ul> <p><b>Grow:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sufficient time is allotted for most students to be intellectually engaged, however, not all students are engaged at the correct level of difficulty. Responding to formative assessment data by selecting materials/strategies/groupings/scaffolds commensurate with student readiness will increase the intellectual engagement of every student.</li> <li><input type="checkbox"/> While students are intellectually engaged in the teacher’s planned learning activities, the teacher should include opportunities for student inquiry that would further serve to engage students and differentiate learning.</li> <li><input type="checkbox"/> Student groupings are used to XXX (name the goal of the groups). The teacher should intentionally form groupings according to formative assessment data to ensure students are engaged in tasks at the correct level of difficulty (on standard, need assistance, or need a challenge).</li> </ul> <p>Resource: TLS Toolkit of DI strategies, Targeted Checks - <a href="https://tlsllc9.com">tlsllc9.com</a></p>







**Feedback to students**

- Feedback is individualized, specific and timely, and provided from many sources including other students.

**Student self-assessment and monitoring of progress**

- Students self-assess and monitor their progress.

**Proficient:**

**Monitoring student learning**

- Assessment is used regularly during the lesson to monitor learning progress. Questions, prompts, and assessments are used regularly to diagnose evidence of learning.

**Feedback to students**

- Assessment results in accurate, specific feedback that advances learning.

**Student self-assessment and monitoring of progress**

- Students are invited to assess their own work and make improvements.

**Feedback to students**

- Student feedback is 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 is provided to students is specific to each individual student's learning.

**Student self-assessment and monitoring of progress**

- Students demonstrate that they have been explicitly taught how to self-assess and appropriately respond to their own readiness. Students demonstrate they have internalized the self-assessment process. By including student self-assessment and monitoring of progress in this lesson, students are acquiring valuable life-long, independent learning skills. (describe the specific way that students did this)

**Grow:**

**Monitoring student learning**

- Formative assessment is 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 in real time. A possible response to the data collected in this lesson might be XXX (cite a DI strategy here).

**Feedback to students**

- Feedback for/of learning is to groups/the 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.

**Student self-assessment and monitoring of progress**

- While students are invited to self-assess their own work and make improvements, the teacher should both explicitly teach self-assessment skills, and expect students to monitor their own progress. For students to become life-long, independent learners, they must master self-assessment and monitoring.

Resources: Assessment section of TLS DI Workbook and Toolkit - [tlsllc9.com](https://www.tlsllc9.com)



### Domain 4: Professional Responsibilities

Instruction and Assessment Pillars	Comments for Evaluators/Supervisors
<p><b>4a Reflecting on Teaching</b></p> <p><b>Distinguished:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness as it relates to differentiated strategies used.</li> <li><input type="checkbox"/> The teacher’s suggestions for improvement draw on an extensive repertoire of skills, including formative assessment and differentiation strategies, offering specific alternate actions with the probable success of each.</li> </ul> <p><b>Proficient:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher accurately assesses the effectiveness of instructional activities used.</li> <li><input type="checkbox"/> The teacher identifies specific ways in which the lesson might be improved.</li> </ul>	<p><b>Glow:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher reflects on the lesson’s differentiated strategies and analyzes their effectiveness against the achievement of the learning objectives; many specific examples are cited and the relative strengths of each are analyzed.</li> <li><input type="checkbox"/> Alternative assessment and differentiation strategies are offered and include the predicted success of various courses of action.</li> </ul> <p><b>Grow:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An accurate assessment of the lesson’s effectiveness is provided with general references to support the judgment. Growth in this area might include citing specific examples for formative assessment or differentiation and analyzing the relative strength of each.</li> <li><input type="checkbox"/> Specific ways in which the lesson might be improved are cited. Growth in this area would include predicting the potential success of various courses of action that include differentiation as appropriate.</li> </ul>
<p><b>4e Growing and Developing Professionally</b></p> <p><b>Distinguished:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher actively seeks out opportunities for professional development and makes a systematic effort to conduct action research.</li> <li><input type="checkbox"/> The teacher actively seeks out colleagues to plan, teach and reflect upon formative assessment and/or differentiated lessons.</li> <li><input type="checkbox"/> The teacher actively seeks out colleagues and supervisors into the classroom, seeking feedback on teaching from both supervisors and colleagues.</li> </ul>	<p><b>Glow:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Regular action research is conducted using student assessment data to determine the success of differentiated instructional practices.</li> <li><input type="checkbox"/> The teacher seeks out colleagues to plan, teach and reflect upon formative assessment and/or differentiated lessons resulting in feedback and growth in the area of assessment and differentiated instruction.</li> <li><input type="checkbox"/> Intentional and regular collaboration and classroom visits with colleagues and supervisors results in feedback for growth in the area of assessment and differentiated instruction.</li> </ul>



**Proficient:**

- The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
- The teacher welcomes feedback from colleagues and supervisors.
- The teacher welcomes colleagues and supervisors into the classroom to gain insight from feedback.

**Grow:**

- Participation in professional development opportunities leads to enhanced content knowledge and pedagogical skill; growth in this area would include adding systematic action research to improve instructional skills based on student assessment data.
- Feedback from colleagues and supervisors is welcomed when it is provided; growth on this criteria would necessitate intentionally and regularly seeking feedback on planning, teaching and reflections for the purpose of improving practice to implement formative assessment and differentiation.
- Visits to the classroom by colleagues and supervisors is welcomed when it is provided; growth on this criteria would necessitate intentionally and regularly seeking classroom visitations and feedback for the purpose of improving practice to implement formative assessment and differentiation.