CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) and DANIELSON'S FRAMEWORK FOR TEACHING

CROSSWALK

The Classroom Assessment Scoring System (CLASS) is an observation instrument that measures the effectiveness of teacher-student interactions. It focuses on interactions that promote academic learning, engagement, and social development.

Charlotte Danielson's Framework for Teaching is a set of instructional components based in a constructivist view of learning and teaching. The Framework's four domains are Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Danielson's work is closely associated with the edTPA (Teacher Performance Assessment) developed by Stanford University.

The following two charts show the relationships between Danielson's Framework for Teaching (at the component level) and The Classroom Assessment Scoring System (at the dimension level). It is important to note that:

- Both of these systems include much more detailed descriptions of teacher behaviors and samples of evidence than are represented here.
- CLASS is an observational measure of the interactions between teachers and students. It does not directly measure the way teachers design materials or activities, including assessments. By focusing on the degree to which students are engaged in their work, the level of their thinking, and the quality of feedback provided by the teacher, the CLASS measures the impact of materials, lessons, and assessment design.
- Indicators in Danielson's Domain 4 (Professional Responsibilities), typically observed outside the context of teacher-student interactions, are not measured directly by CLASS and are not shown on the crosswalks. Danielson's Indicators 4a and 4e (Reflecting on Teaching, Growing and Developing Professionally) are the focus of Teachstone's MyTeachingPartner coaching process and other CLASS-based professional development processes.

PRE-K – GRADE 3 / DANIELSON'S FRAMEWORK	CLASS Emotional Support Domain				CLASS Classroom Organization Domain			CLASS Instructional Support Domain		
	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
1a Demonstrating Knowledge of Content and Pedagogy							Significant	Significant	Some	Some
1b Demonstrating Knowledge of Students			Some	Significant			Some	Some		Some
1c Setting Instructional Outcomes							Some			
1d Demonstrating Knowledge of Resources							Some			
1e Designing Coherent Instruction							Significant	Some		Significant
1f Designing Student Assessments							Some		Some	
2a Creating an Environment of Respect and Rapport	Significant	Significant	Significant	Significant	Significant					Some
2b Establishing a Culture for Learning	Significant		Some	Some	Significant	Significant			Some	
2c Managing Classroom Procedures				Some	Significant	Significant				
2d Managing Student Behavior	Some	Some		Some	Significant	Some				
2e Organizing Physical Space						Some				
3a Communicating With Students			Some	Significant		Some	Some	Significant	Significant	Significant
3b Using Questioning and Discussion Techniques			Some	Some				Significant	Significant	Significant
3c Engaging Students in Learning			Some	Significant		Some	Significant	Significant	Significant	Significant
3d Using Assessment in Instruction			Some					Some	Significant	Some
3e Demonstrating Flexibility and Responsiveness			Significant	Significant			Some			

☐ = Minimal or no overlap
▨ = Some overlap
■ = Significant overlap

GRADES 4 THROUGH 12 CLASS

Grades 4-12 / DANIELSON'S FRAMEWORK	CLASS Emotional Support Domain			CLASS Classroom Organization Domain			CLASS Instructional Support Domain					
	Positive Climate	Teacher Sensitivity	Regard for Student/Adolescent Perspectives	Behavior Management	Productivity	Negative Climate	Instructional Learning Format	Content Understanding	Analysis and Inquiry	Quality of Feedback	Instructional Dialogue	Student Engagement
1a Demonstrating Knowledge of Content and Pedagogy							Significant	Significant		Some	Some	Some
1b Demonstrating Knowledge of Students		Some	Significant				Some			Some		Some
1c Setting Instructional Outcomes							Some	Some				
1d Demonstrating Knowledge of Resources							Some					
1e Designing Coherent Instruction		Some	Some				Significant	Some	Some			Some
1f Designing Student Assessments							Some			Some		
2a Creating an Environment of Respect and Rapport	Significant	Significant	Significant	Significant		Significant					Some	
2b Establishing a Culture for Learning	Significant	Some	Some	Significant	Significant					Some		Some
2c Managing Classroom Procedures			Some	Significant	Significant							Some
2d Managing Student Behavior	Some			Significant	Some	Some						
2e Organizing Physical Space					Some							
3a Communicating With Students		Some	Significant		Some		Some	Some	Some	Significant	Significant	Some
3b Using Questioning and Discussion Techniques			Some				Some		Significant	Significant	Significant	Significant
3c Engaging Students in Learning		Some	Significant				Significant	Some	Some	Some	Some	Significant
3d Using Assessment in Instruction		Some						Some	Some	Significant	Some	
3e Demonstrating Flexibility and Responsiveness		Significant	Significant				Some	Some	Some			Some

☐ = Minimal or no overlap ☐ = Some overlap ■ = Significant overlap