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.

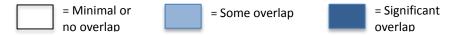
Charlotte Danielson's Framework for Teaching is a set of instructional components based in a constructivist view of learning and teaching. The Framework's four domains are Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Danielson's work is closely associated 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 <u>design</u> 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 <u>impact</u> 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 THROUGH GRADE 3 CLASS

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PRE-K – GRADE 3		D011	Idili	1		Domain	1	Domain			
DANIELSON'S FRAMEWORK	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											
1b Demonstrating Knowledge of Students											
1c Setting Instructional Outcomes											
1d Demonstrating Knowledge of Resources											
1e Designing Coherent Instruction											
1f Designing Student Assessments											
2a Creating an Environment of Respect and Rapport											
2b Establishing a Culture for Learning											
2c Managing Classroom Procedures											
2d Managing Student Behavior											
2e Organizing Physical Space											
3a Communicating With Students											
3b Using Questioning and Discussion Techniques											
3c Engaging Students in Learning											
3d Using Assessment in Instruction											
3e Demonstrating Flexibility and Responsiveness											



GRADES 4 THROUGH 12 CLASS

Grades 4-12	CLASS Emotional Support Domain			CLASS Classroom Organization Domain			CLASS Instructional Support Domain					
DANIELSON'S FRAMEWORK	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 1b Demonstrating Knowledge of Students												
1c Setting Instructional Outcomes												
1d Demonstrating Knowledge of Resources												
1e Designing Coherent Instruction												
1f Designing Student Assessments												
2a Creating an Environment of Respect and Rapport												
2b Establishing a Culture for Learning												
2c Managing Classroom Procedures												
2d Managing Student Behavior												
2e Organizing Physical Space												
3a Communicating With Students												
3b Using Questioning and Discussion Techniques												
3c Engaging Students in Learning												
3d Using Assessment in Instruction												
3e Demonstrating Flexibility and Responsiveness												

