

**CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) and DANIELSON'S FRAMEWORK FOR TEACHING  
CROSSWALK**  
**Developed by Teachstone**

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 THROUGH GRADE 3 CLASS

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


 = Minimal or no overlap


 = Some overlap


 = Significant overlap

GRADES 4 THROUGH 12 CLASS

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

 = Minimal or no overlap

 = Some overlap

 = Significant overlap