Danielson Framework – T-TESS Crosswalk

This crosswalk was conducted with the T-TESS rubric and the 2013 Danielson Framework for Teaching. Each of the Danielson Framework indicators was examined for alignment to the eight T-TESS indicators in domains 2 and 3 (which statute defines as the "observable" indicators). A Danielson indicator was considered "matched" to a T-TESS indicator only when a majority of (or the primary) descriptors were similar across both rubrics.

When a T-TESS indicator contained descriptors from multiple Danielson indicators (e.g., 2.1 Achieving Expectations), both Danielson indicators were included in the equivalency crosswalk, but decisions were made not to include an indicator more than one time in the crosswalk to avoid an "over-representation" of the indicator in the calculation of summative observation ratings. Inclusion of both Danielson indicators will be accomplished by averaging the two Danielson Observation Scores to create a single numerical entry.

Alignment of T-TESS and Danielson Observable Indicators

T TESS Domains and Indicators	Aligned Danielson Indicator
Instruction Domain	
2.1 Achieving Expectations	1e: Designing Coherent Instruction 2b: Establishing a Culture for learning
2.2 Content Knowledge & Expertise	1a: Demonstrating Knowledge of Content and Pedagogy
2.3 Communication	3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning
2.4 Differentiation	3d: Using assessment in Instruction 3a: Communicating with Students
2.5 Monitor & Adjust	3e: Demonstrating Flexibility and Responsiveness
Learning Environment Domain	
3.1 Classroom Environment, Routines & Procedures	2c: Managing Classroom Procedures 2e: Organizing Physical Space
3.2 Managing Student Behavior	2d: Managing Student Behavior
3.3 Classroom Culture	2a: Creating an Environment of Respect and Rapport

The following indicators were not matched in the T-TESS rubric crosswalk:

Danielson Indicator	Rationale for not including
Domain 1: Planning and Preparation	
1b: Demonstration Knowledge of Students	Aligned to T-TESS indicator 1.3
1c: Setting Instructional Outcomes	Aligned to T-TESS indicator 1.1
1d: Demonstrating Knowledge of Resources	Aligned to T-TESS indicator 1.4
1e: Designing Coherent Instruction	Aligned to T-TESS indicator 1.1
1f: Designing Student Assessments	Aligned to T-TESS indicator 1.2
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	Aligned to T-TESS indicator 4.2
4b: Maintaining Accurate Records	No link to T-TESS
4c: Communicating with Families	Aligned to T-TESS indicator 4.4
4d: Participating in the Professional Community.	Aligned to T-TESS indicator 4.3
4e: Growing and Developing Professionally	Aligned to T-TESS indicator 4.3
4f: Showing Professionalism	Aligned to T-TESS indicator 4.1