

## Teacher Evaluation Crosswalk

The *Framework for Teaching* is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. In the Danielson Framework, the performance categories are Unsatisfactory, Basic, Proficient and Distinguished. However, in Kentucky, teacher performance will be rated for each component according to the four performance levels of Ineffective, Developing, Accomplished, and Exemplary as opposed to Danielson's Unsatisfactory, Basic, Proficient and Distinguished, respectively as indicated in the chart below. It is important to know that the expected performance level is "Accomplished" which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to "live in Accomplished but occasionally visit Exemplary". Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

Danielson Framework Performance Levels	Corresponding Kentucky Performance Levels
Unsatisfactory	Ineffective
Basic	Developing
Proficient	<b>Accomplished</b>
Distinguished	Exemplary

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Framework for Teaching Component	Kentucky Teacher Standard	Characteristics of Highly Effective Teaching and Learning	Interstate Teacher Assessment and Support Continuum (InTASC)
<b>1A</b>	Standard 1 Part 1, 1.2,1.3, 1.4, 2.1, 2.2	Section 5 Characteristic A, 5B, 5D	Standard 4
<b>1B</b>	1.2, 2.2, 3.3, 4.2, 5.4	1C, 4B, 4C	1, 2, 7
<b>1C</b>	1.1, 2.1, 2.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5	1D, 2E, 3I	1
<b>1D</b>	4.3, 4.4, 6.1, 6.3, 6.4	1F, 3F, 4D, 4G	
<b>1E</b>	1.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5, 5.6,6.1, 6.2	1H, 3A, 3B, 3D, 3E, 4A, 4D, 5C, 5F	1, 4, 7
<b>1F</b>	1.1, 1.5, 2.3, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3	2A, 2B, 2C, 2D	6
<b>2A</b>	1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 6.5	1B	3
<b>2B</b>	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5	1A, 2F	
<b>2C</b>	3.2, 3.4, 3.5, 4.3, 4.4	1E, 1G	
<b>2D</b>	3.4, 3.5	1G	
<b>2E</b>	4.4, 6.2, 6.3, 6.4	1B	
<b>3A</b>	1.1, 1.2, 1.3, 1.4, 1.5,2.5, 3.2, 4.1, 4.3, 4.5	3B, 3I	5
<b>3B</b>	3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5.6	3C, 3E, 3G	8
<b>3C</b>	1.3, 2.4, 3.2, 3.3, 3.5, 4.1, 5.6	3H, 5E	1, 3, 4, 5, 8
<b>3D</b>	1.3, 2.3, 3.5, 5.2, 5.4, 5.5, 5.6	1D, 1I, 2A, 2B, 2C, 2D, 2I, 2J	6
<b>3E</b>	1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 4.1, 4.2		5
<b>4A</b>	7.1, 7.2, 7.3, 9.4	2A, 2B, 2C	9
<b>4B</b>			
<b>4C</b>	5.5, 8.1, 8.2, 8.3, 8.4	2G	10
<b>4D</b>	10.1		10
<b>4E</b>	9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3	4F	9
<b>4F</b>	8.1		9, 10