**Validity Crosswalk**

Existing assessment and evaluative models that are widely accepted as being valid were used in the development of assessments used to collect data in support of the programs in the College of Education. Those used most frequently were the InTASC Standards1 and the Danielson Framework2. These two documents were used directly in the formulation of the components of the College of Education conceptual framework and in turn, are mirrored in assessments throughout the program.

**Alignment Table**

DSU College of Education Core Values (Conceptual Framework),   
InTASC Standards, and the Danielson Framework for Teaching

| InTASC1 Principle | Description of Teacher Performance | COE Core Value | Danielson Domain and Component 2 |
| --- | --- | --- | --- |
| Principle 1 | **Learner Development**  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | Knowledge | **Domain 1: Planning and Preparation**  1b. Demonstrating Knowledge of Students  1c. Setting Instructional Outcomes  1e: Designing coherent instruction  **Domain 3: Instruction**  3c: Engaging students in learning |
| Principle 2 | **Learning Differences**  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | Planning and Preparation | **Domain 1: Planning and Preparation**  1b. Demonstrating Knowledge of Students |
| Principle 3 | **Learning Environments**  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | Planning and Preparation  Instruction and Assessment | **Domain 2: Classroom Environment**  2a: Creating an environment of respect and rapport  **Domain 3: Instruction**  3c: Engaging students in learning |
| Principle 4 | **Content Knowledge**  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | Knowledge | **Domain 1: Planning and Preparation**  1a. Demonstrating Knowledge of Content and Pedagogy  1e: Designing coherent instruction  **Domain 3: Instruction**  3c: Engaging students in learning |
| Principle 5 | **Application of Content**  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | Planning and Preparation  Instruction and Assessment | **Domain 3: Instruction**  3a. Communicating with Students  3c. Engaging Students in Learning  3f. Demonstrating Flexibility and Responsiveness |
| Principle 6 | **Assessment**  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. | Instruction and Assessment | **Domain 1: Planning and Preparation**  1f: Designing student assessments  **Domain 3: Instruction**  3d: Using assessment in instruction |
| Principle 7 | **Planning for Instruction**  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | Planning and Preparation | **Domain 1: Planning and Preparation**  1b: Demonstrating knowledge of students  1e: Designing coherent instruction |
| Principle 8 | **Instructional Strategies**  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | Planning and Preparation  Instruction and Assessment  Technology | **Domain 3: Instruction**  3b. Using Questioning and Discussion Techniques  3c. Engaging students in learning |
| Principle 9 | **Professional Learning and Ethical Practice**  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | Professionalism | **Domain 4: Professional Responsibilities**  4a. Reflecting on Teaching  4e. Growing and Developing Professionally  4f. Showing Professionalism |
| Principle 10 | **Leadership and Collaboration**  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | Professionalism | **Domain 4: Professional Responsibilities**  4c. Communicating with Families  4d. Participating in a Professional Community  4f: Showing professionalism |

This fundamental alignment is reflected in all assessments within the college. The utilization of the six components of the DSU College of Education Conceptual Framework is found consistently throughout the assessments and data tables in this report.

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1 Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium InTASC *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*.Washington, DC: Author.

2 Danielson (2014) Correlation between the **Danielson Framework for Teaching** and the **Interstate Teacher Assessment and Support Consortium** (InTASC) Standards. Retrieved from the Internet from: [https://**danielson**group.org/download/?download=452](https://danielsongroup.org/download/?download=452)