**TEXAS STATE UNIVERSITY**

**Instructional Model for Education Students: Danielson Framework for Teaching** (edited June 2015)

Gray highlighted text indicates areas in which STs have little control and/or responsibility. Therefore, STs are not rated in these areas. Some wording of FFT “Elements” and “Indicators” has been added or modified by Texas State to more appropriately align with the student teacher role; adjustments appear in italics. Slight use of abbreviations has occurred for efficient use of space.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Component and Elements</th>
<th>Indicator Highlights</th>
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</table>
| 2: Classroom Environment | 2a. Creating an Environment of Respect and Rapport | • Respectful talk and turn-taking  
• Respect for st’s background and life beyond classroom  
• T and st body language  
• Physical proximity  
• Warmth and caring; encouragement; politeness; fairness  
• Active listening |
| 2b. Establishing a Culture for Learning | • Importance of the content and of learning  
• Expectations for learning and achievement  
• Student pride in work | • Belief in value of the work  
• High expectations, supported through verbal and nonverbal behaviors  
• Expectation and recognition of quality  
• Expectation and recognition of effort and persistence  
• Confidence in st’s ability evident through T’s and st’s language and behaviors  
• Expectations for all st’s to participate |
| 2c. Managing Classroom Procedures | • Management of instructional groups  
• Management of transitions  
• Management of materials and supplies  
• Performance of non-instructional duties | • Smooth functioning of all routines  
• Little or no loss of instructional time  
• Sts playing an important role in carrying out the routines  
• Sts knowing what to do, where to move |
| 2d. Managing St Behavior | • Expectations  
• Monitoring of st behavior  
• Response to st misbehavior | • Clear standards of conduct, possibly posted, and possibly referred to during lesson  
• Absence of acrimony between T and st’s concerning behavior; fairness  
• T’s awareness of st conduct  
• Preventive action when needed by the T  
• Absence of misbehavior; reinforcement of positive behavior |
| 2e. Organizing Physical Space | • Safety and accessibility  
• Furniture arrangement and use of physical resources | • Pleasant, inviting atmosphere  
• Safe environment  
• Accessibility for all st’s  
• Furniture arrangement suitable for learning activities  
• Effective use of physical resources, including computer technology, by st’s and T |
| 3a. Communicating with Sts | • Expectations for learning  
• Directions and procedures  
• Explanations of content  
• Use of oral and written language | • Clarity of lesson’s purpose  
• Clear directions and procedures specific to lesson activities  
• St’s comprehension of content  
• T’s correct and imaginative use of language |
| 3b. Using Questions and Discussion Techniques | • Quality of questions/prompts  
• Discussion techniques  
• Student participation | • Questions of high cognitive challenge, formulated by both st’s and T  
• Questions with multiple correct answers, or multiple approaches even when there is a single correct response  
• Effective use of st’s responses and ideas  
• Discussion in which T steps out of central, mediating role  
• High levels of st’s participation in discussion |
| 3c. Engaging Students in Learning | • Activities and assignments  
• Grouping of students  
• Instructional materials and resources  
• Structure and pacing | • Activities aligned with lesson goals  
• St enthusiasm, interest, thinking, problem-solving, etc.  
• Learning tasks that require high-level st thinking and are aligned with lesson obj.  
• Sts are highly motivated to work on all tasks and persistent even when tasks are challenging  
• Sts actively “working,” rather than watching while T “works”  
• Suitable pacing of lesson: neither dragging nor rushed, with time for closure and st reflection |
| 3d. Using Assessment in Instruction | • Assessment criteria  
• Monitoring of st learning  
• Feedback to st’s  
• St self-assessment and monitoring of progress  
• Lesson adjustment | • T paying close attention to evidence of st’s understanding  
• T posing specifically created questions to elicit evidence of st’s understanding  
• T circulating to monitor st learning and to offer feedback  
• Sts assessing their own work against established criteria  
• T adjusting instruction in response to evidence of st’s understanding (or lack of it) |
| 3e. Demonstrating Flexibility and Responsiveness | • Lesson adjustment  
• Response to st’s  
• Persistence | • Incorporation of st’s interests and daily events into lesson  
• Adjustment of instruction in response to st’s understanding (or lack of it)  
• Seizing teachable moment |

**Ongoing Components – Elements – Indicators**

| 1: Planning and Preparation | 1a. Knowledge of Content and Pedagogy | • Plans reflect important concepts in the discipline  
• Plans accommodate prerequisite relationships among concepts and skills  
• Clear and accurate explanations  
• Accurate answers to st questions  
• Feedback to st that furthers learning  
• Interdisciplinary connections in plans and practice |
|-----------------------------|-------------------------------------|-------------------------------------------------|

Legend

ST = Student Teacher  
T = Teacher  
St/st = Student
| 4b. Maintaining Accurate Records | • St completion of assignments  
• St progress in learning  
• Non-instructional records | • Routines/systems that track st completion of assignments  
• Systems of information regarding st progress against instructional outcomes  
• Processes of maintaining accurate non-instructional records |
| 4c. Communicating with Families | • Information about the instructional program  
• Information about individual students  
• Engagement of families in instructional program | • Frequent and culturally appropriate information sent home regarding the instructional program and st progress  
• Two-way communication between the T and families  
• Frequent opportunities for families to engage in the learning process |
| 4d. Participating in a Professional Community | • Relationships with university and campus colleagues  
• Involvement in a culture of professional inquiry  
• Participation in school and district projects  
• Participation in university and campus events/meetings/training | • Regular participation with colleagues to share and plan for st success  
• Regular participation in professional courses/communities emphasizing improvement of practice  
• Regular participation in school initiatives  
• Regular participation in and support of community initiatives  
• Participation with peer STs and supervisor in professional discussions emphasizing improvement of practice  
• Participation with cooperating teacher and other campus staff to plan for instruction  
• Participation in TxState and supervisor seminars, initiatives, meetings, trainings  
• Participation in grade-level planning, faculty meetings, and PLCs, as appropriate |
| 4e. Growing and Developing Professionally | • Enhancement of content knowledge and pedagogical skills  
• Receptivity and responsiveness to feedback from colleagues  
• Service to the profession  
• Improvement/growth in performance | • Frequent attendance in courses/workshops; regular academic reading  
• Participation in learning networks with colleagues; regular sharing of feedback  
• Participation in professional organizations supporting academic inquiry  
• Active exploration/solicitation for answers/solutions to challenges  
• Response to feedback through acknowledgement, active listening and consideration, and implementation  
• Self-generated personal goals for ongoing performance improvement  
• Completion of assigned tasks in a timely and quality manner |
| 4f. Showing Professionalism | • Integrity and ethical conduct  
• Equitable service to all students  
• Advocacy  
• Sound judgment and decision-making  
• Compliance with university, school, and district regulations | • T with reputation as someone who can be trusted, often being sought out as a sounding board  
• T frequently reminding participants during committee or planning work that sts are the highest priority  
• T supporting sts, even in face of difficult situations or conflicting policies  
• T challenging existing practice in order to put sts first  
• T consistently fulfilling school district mandates regarding policies and procedures  
• Adherence to TxState professionalism guidelines  
• Supporting st learning/behavioral needs through researching characteristics and strategies, and designing differentiation  
• Consistent adherence to university, supervisor, and cooperating teacher’s expectations (including assignments and work ethic) |