

To be used with STs and CTs in determining **final evaluation performance**

Danielson Framework for Teaching (FfT) Rubric Levels*

TxState Student Teacher Evaluation Matrix Correlated to Danielson FfT	1 -- Unsatisfactory (does not demonstrate understanding of the rudimentary skills of the component)	2 – Basic (demonstrates understanding of concepts underlying component; attempts to implement w/sporadic, intermittent, partially successful implementation)	3 – Proficient (successful implementation)	4 – Distinguished (highly successful; class operates as community of learners; highly motivated/engaged sts, assuming considerable responsibility for own learning/class functioning)
	1 – Needs Significant Improvement (little understanding; limited/no successful implementation; frequent errors and/or a lack of judgment, even with continual guidance/support; high level of dependence; significant growth needed)	Generally performing at the FfT “Unsatisfactory” level with high levels of dependence.		
2 – Emerging (lack of full understanding; inconsistent or partially successful; moderate guidance/support needed; moderate level of dependence; need for more growth, although improvement is occurring)	Generally performing at the FfT “Basic” level with high to moderate levels of dependence.			
3 – Competent (solid understanding; generally consistent and effective implementation with some guidance and support needed; growing independence; progress and growth)	Generally performing at the FfT high “Basic” to low “Proficient” level with growing independence.			
4 – Advanced (strong understanding; highly effective implementation with no <u>need</u> for guidance and/or support; significant level of independence; growth, often self-generated)	Performing at FfT “Proficient” level independently. A few “Distinguished” demonstrations may be present.			

Texas State Evaluation Levels

*FfT rubric descriptions have been condensed for space efficiency.