Appendix A – Alignment of FFT Clusters to FFT Components and Elements

Cluster	Components	Elements
1 – Clarity & Accuracy	1a Demonstrating Knowledge of Content and Pedagogy	• Content and structure of the discipline • Prerequisite relationships • Content-related pedagogy
	1b Demonstrating Knowledge of Students	• Child and adolescent development • Learning process • Special needs • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage
	1c Setting Instructional Outcomes	• Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
	1d Demonstrating Knowledge of Resources	• For classroom use
	1e Designing Coherent Instruction	• Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
	1f Designing Student Assessments	• Congruence with instructional outcomes • Criteria and standards
	3a Communicating with Students	• Expectations for learning • Explanations of content • Use of oral and written language
	3b Using Questioning and Discussion Techniques	• Quality of Questions
	3c Engaging Students in Learning	• Activities and assignments • Grouping of students • Instructional materials and resources
	3d Using Assessment in Instruction	• Assessment criteria • Feedback to students
	4a Reflecting on Teaching	• Use in future teaching
2 – Learning Environment	1b Demonstrating Knowledge of Students	• Child and adolescent development • Students' interests and cultural heritage
	2a Creating an Environment of Respect and Rapport	• Teacher interactions with students • Student interactions with other students
	2b Establishing a Culture for Learning	• Importance of the content and of learning • Expectations for learning and achievement • Student pride in work
3 – Classroom Management	2c Managing Classroom Procedures	• Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals
	2d Managing Student Behavior	• Expectations • Monitoring of student behavior • Response to student misbehavior
	2e Organizing Physical Space	• Safety and accessibility • Arrangement of furniture and use of physical resources

4 – Intellectual Engagement	1e Designing Coherent Instruction	• Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
	2b Establishing a Culture for Learning	• Importance of content and of learning
	3a Communicating with Students	• Directions for Activities • Explanations of content • Use of oral and written language
	3b Using Questioning and Discussion Techniques	• Quality of questions/prompts • Discussion techniques • Student participation
	3c Engaging Students in Learning	• Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing
5 – Successful Learning	1b Demonstrating Knowledge of Students	• Child and adolescent development • Learning process • Special needs • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage
	1d Demonstrating Knowledge of Resources	• Resources for students
	1f Designing Student Assessments	• Congruence with instructional outcomes • Criteria and standards • Design of formative assessments
	3d Using Assessment in Instruction	• Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress
	3e Demonstrating Flexibility and Responsiveness	• Lesson adjustment • Response to students • Persistence
	4a Reflecting on Teaching	• Accuracy • Use in future teaching
	4b Maintaining Accurate Records	• Student completion of assignments • Student progress in learning
	4c Communicating with Families	• Information about the instructional program • Information about individual students • Engagement of families in the instructional program
6 - Professionalism	1d Demonstrating knowledge of Resources	• Resources to extend professional knowledge
	4d Participating in a Professional Community	• Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school
	4e Growing and Developing Professionally	• Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
	4f Showing Professionalism	• Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations