**PROFICIENT LEVEL IN DOMAINS 2 AND 3**

**Critical Attributes**

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| **Domain 2a Creating an Environment of Respect and Rapport**   * Talk between teacher and students and among students is uniformly respectful. * The teacher successfully responds to disrespectful behavior among students. * Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. * The teacher makes general connections with individual students. * Students exhibit respect for the teacher.   **Domain 2b Establishing a Culture for Learning**   * The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. * The teacher demonstrates a high regard for students’ abilities. * The teacher conveys an expectation of high levels of student effort. * Students expend good effort to complete work of high quality. * The teacher insists on precise use of language by students.   **Domain 2c Managing Classroom Procedures**   * Students are productively engaged during small-group or independent work. * Transitions between large-and small-group activities are smooth. * Routines for distribution and collection of materials and supplies work efficiently. * Classroom routines function smoothly.   **Domain 2d Managing Student Behavior**   * Standards of conduct appear to have been established and implemented successfully. * Overall, student behavior is generally appropriate. * The teacher frequently monitors student behavior. * The teacher’s response to student misbehavior is effective.   **Domain 2e Organizing Physical Space**   * The classroom is safe, and all students are able to see and hear the teacher or see the board. * The classroom is arranged to support the instructional goals and learning activities. * The teacher makes appropriate use of available technology.   **Domain 3a Communicating with Students**   * The teacher states clearly, at some point, during the lesson, what the students will be learning. * The teacher’s explanation of content is clear and invites student participation and thinking. * The teacher makes no content errors. * The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning. * Students engage with the learning task, indicating that they understand what they are to do. * If appropriate, the teacher models the process to be followed in the task. * The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. * The teacher’s vocabulary is appropriate to students’ ages and levels of development.   **Domain 3b Using Questioning and Discussion Techniques**   * The teacher uses open-ended questions inviting students to think and/or offer multiple possible answers. * The teacher makes effective use of wait time. * Discussions enable students to talk to one another without ongoing mediation by teacher. * The teacher calls on most students, even those who don’t initially volunteer. * Many students actively engage in the discussion. * The teacher asks students to justify their reasoning and most attempt to do so.   **Domain 3c Engaging Students in Learning**   * Most students are intellectually engaged in the lesson. * Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. * Students are invited to explain their thinking as part of completing tasks. * Materials and resources support the learning goals and require intellectual engagement, as appropriate. * The pacing of the lesson provides students the time needed to be intellectually engaged. * The teacher uses groupings that are suitable to the lesson activities.   **Domain 3d Using Assessment in Instruction**   * The teacher makes the standards of high-quality work clear to the students. * The teacher elicits evidence of student understanding. * Students are invited to assess their own work and make improvements; most of them do so. * Feedback includes specific and timely guidance, at least for groups of students.   **Domain 3e Demonstrating Flexibility and Responsiveness**   * The teacher incorporates students’ interests and questions into the heart of the lesson. * The teacher conveys to students that she has other approaches to try when the students experience difficulty. * In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. * When improving becomes necessary, the teacher makes adjustments to the lesson. |