**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.
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