Element:		Domain 2: Creating an Environment for Learning NMTEACH 2A: Creating an environment of <u>respect and rapport</u>
Licincii.		
		•To what level are interactions in the classroom positive and productive?
		•To what level are all student groups respected and valued in the classroom?
Ine	ffective	Classroom interaction both between the teacher and students, and among students, are inappropriate
		or insensitive to students' cultural backgrounds, and may include the following:
		• Sarcasm.
		• Put-downs.
		• Conflict.
Mir	nimally	Classroom interactions, both between the teacher and students, and among students, are generally
Effe	ective	positive, but may include these:
		• Some conflict.
න		Occasional displays of insensitivity.
		 Occasional lack of responsiveness to cultural or developmental differences among students.
Effe	ective	Classroom interactions, between teacher and students, and among students, are as follows:
0		Are polite and respectful.
e l		• Demonstrate knowledge of cultural and developmental differences among groups of students.
<u> </u>		Disagreements are handled respectfully.
Hig Effe	hly	Classroom interactions among the teacher and individual students are as follows:
Effe	ective	• Are highly respectful.
ا او		Reflect warmth and caring.
		 Practice reflects sensitivity to students' cultures and levels of development.
		Respectful discourse.
Exe	mplary	In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the
		following:
		• Helps create a school-wide environment of respect for the campus, the stakeholders, and the rules.
		Works with colleagues on developing support for students in need.
		 Helps to create school-wide interventions, and support programs.
NICH	tes:	

		Domain 2: Creating an Environment for Learning
Element:		NMTEACH 2A: Creating an environment of <u>respect and rapport</u>
		•To what level are interactions in the classroom positive and productive?
		•To what level are all student groups respected and valued in the classroom?
	Ineffective	Classroom interaction both between the teacher and students, and among students, are inappropriate
Level of Performance		or insensitive to students' cultural backgrounds, and may include the following:
		• Sarcasm.
		• Put-downs.
		• Conflict.
	Minimally	Classroom interactions, both between the teacher and students, and among students, are generally
	Effective	positive, but may include these:
		Some conflict.
		 Occasional displays of insensitivity.
		Occasional lack of responsiveness to cultural or developmental differences among students.
	Effective	Classroom interactions , between teacher and students, and among students, are as follows:
		• Are polite and respectful.
	V	Demonstrate knowledge of cultural and developmental differences among groups of students.
		Disagreements are handled respectfully.
	Highly	Classroom interactions among the teacher and individual students are as follows:
	Effective	• Are highly respectful.
		Reflect warmth and caring. - Resetion reflects consisting to a students' cultures and levels of development.
		Practice reflects sensitivity to students' cultures and levels of development.
	F	• Respectful discourse. In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the
	Exemplary	following:
		 Helps create a school-wide environment of respect for the campus, the stakeholders, and the rules.
		 Works with colleagues on developing support for students in need.
		 Helps to create school-wide interventions, and support programs.
		- Helps to stream suite interventions, and support programs.
	Notes:	