**Classroom Culture Domain**

**Phase 1**

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| **Routines and Procedures** (TEI Alignment 3.1, 3.2)  |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Established routines and procedures exist but **may be unclear to students** and are exclusively managed by the teacher. | Established routines and procedures are clear to students and are exclusively managed by the teacher. | Established routines and procedures maximize instructional time and are **sometimes** managed by students. | Established routines and procedures maximize instructional time and are **co-created with** and managed largely by students. |

**Phase 2**

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| **Peer Accountability** (TEI Alignment 3.1, 3.2, 3.3) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Teacher **directs improvements** to work and behavior. | Teacher **holds students accountable to high standards** and directs improvements to work and behavior. | Teacher creates a learning environment where students are **joyfully engaged** in work**, holding themselves accountable** to high standards and initiating improvements to work and behavior. | Students **celebrate individual and collective successes**, taking ownership of being joyfully engaged in their work and holding themselves and **each other accountable** to high standards and initiating improvements to work and behavior.  |

**Phase 3**

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| **Growth Mindset** (TEI Alignment 3.3) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students believe their **knowledge and skills are fixed**. | Students sometimes **believe they can grow their knowledge and skills** and realize success through effort **when prompted** by the teacher.  | Students **usually** believe they can grow their knowledge and skills and realize success through self-directed effort.  | Students **always** believe they can grow their knowledge and skills and realize success through self-directed effort (growth mindset). |

**Phase 4**

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| **Sense of Purpose** (TEI Alignment 3.3) |
| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| Students may have **positive, respectful relationships** with peers but **do not feel a sense of belonging** to or ownership of the larger learning community. | **Students believe they belong** in the learning community. | Students believe they belong in the learning community and **actively contribute to nurturing a sense of belonging among their peers**. | Students’ sense of belonging allows them to explore and define their purpose with support from the community of learners. |

