

# Personalized LEARNING

## Classroom Culture Domain

### Phase 1

Routines and Procedures (TEI Alignment 3.1, 3.2)			
Beginning	Developing	Practicing	Achieving
Established routines and procedures exist but <b>may be unclear to students</b> 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 <b>sometimes</b> managed by students.	Established routines and procedures maximize instructional time and are <b>co-created with</b> and managed largely by students.

### Phase 2

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

### Phase 3

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

### Phase 4

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