

## Equity Domain

### Phase 1

Self- Awareness (TEI Alignment 3.3)			
Beginning	Developing	Practicing	Achieving
Teacher <b>understands that bias exists</b> but <b>does not</b> necessarily <b>recognize own personal bias</b> .	Teacher <b>recognizes personal bias</b> and can articulate how it might impact the learning space.	Teacher <b>recognizes historical and contemporary roots of personal bias</b> and <b>regularly reflects</b> on how individuals who are different are treated in the learning space.	Teacher recognizes personal bias and is <b>comfortable in leading discussions across lines of difference</b> with students.

### Phase 2

Diversity in Design (TEI Alignment 1.2, 1.5, 3.3)			
Beginning	Developing	Practicing	Achieving
Teacher <b>does not adjust curriculum to reflect the cultural practices</b> within the school community.	Teacher regularly <b>seeks opportunities to learn about the cultural practices</b> within the school community and aligns curriculum units to those practices.	Teacher designs <b>culturally relevant lessons</b> that are <b>embedded in the day to day teaching, rather than taught in isolated units</b> .	Teacher designs learning experiences that <b>incorporate the experiences and strengths each student brings</b> and promote positive self-images and high academic expectations for all learners.

### Phase 3

Collaborative Grouping (TEI Alignment 1.2, 2.3)			
Beginning	Developing	Practicing	Achieving
Students have the opportunity to work independently and in <b>unchanging peer groups</b> , i.e., students are always in the same group.	Students have the opportunity to work independently and in <b>evolving peer groups</b> , but grouping strategies tend to be unvaried, e.g., students are always grouped based on mastery.	Students have the opportunity to work independently, in evolving peer groups <b>varied by size and make-up</b> , and <b>with teacher(s) to accomplish their academic goals</b> .	Working in groups of varied size and make-up to accomplish academic and non-academic goals, <b>students are supported in sharing their own and incorporating different perspectives based on the identities of the individuals in the group</b> .

### Phase 4

Access to Materials (TEI Alignment 3.1)			
Beginning	Developing	Practicing	Achieving
Students <b>rely on teacher to access</b> most materials, or do not seek out materials unless instructed to do so by teacher directly.	Students are <b>sometimes able to access course materials</b> based on their needs.	Students are able to <b>access all course materials, at all times</b> , regardless of student group.	Students are <b>supported in developing their own mechanisms for accessing resources</b> , in designing physical spaces that meet their learning needs, and in identifying or <b>creating routines or practices</b> , which <b>empower them both inside and outside of school</b> .