**Equity Domain**

**Phase 1**

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

**Phase 2**

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| **Diversity in Design** (TEI Alignment 1.2, 1.4, 1.5, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Teacher **does not adjust curriculum to reflect the cultural practices** within the school community. | Teacher regularly **seeks opportunities to learn about the cultural practices** within the school community and aligns curriculum units to those practices. | Teacher designs **culturally relevant lessons** that are **embedded in the day** to day teaching, **rather than taught in isolated units.** | Teacher designs learning experiences that **incorporate** the **experiences** and **strengths each student brings** and promote positive  self-images and high academic expectations for all learners. |

**Phase 3**

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| **Collaborative Grouping** (TEI Alignment 1.2, 2.3, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students have the opportunity to work independently and in **unchanging peer groups**, i.e., students are always in the same group. | Students have the opportunity to work independently and in **evolving peer groups**, 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 **varied by size and make-up,** and **with teacher(s) to accomplish their academic goals**. | Working in groups of varied size and make-up to accomplish academic and non-academic goals, **students are supported in sharing their own and incorporating different perspectives based on the identities of the individuals in the group**. |

**Phase 4**

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| **Access to Materials** (TEI Alignment 1.4, 3.1) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students **rely on teacher to access** most materials, or do not seek out materials unless instructed to do so by teacher directly. | Students are **sometimes able to access course materials** based on their needs. | Students are able to **access all course materials, at all times,** regardless of student group. | Students are **supported in developing their own mechanisms for accessing resources**, in designing physical spaces that meet their learning needs, and in identifying or **creating routines** or **practices**. which **empower them both inside and outside of school.** |