Personalized LEARNING
Equity Domain

Phase 1

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

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

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

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.**