

Student Agency Domain

Phase 1

Rapport with Students (TEI Alignment 3.1, 3.2, 3.3)			
Beginning	Developing	Practicing	Achieving
Trusting and supportive relationships are not evident in the classroom, or relationships are mostly built on fear and power.	Teachers develop supportive relationships where learners trust that the teacher will respond fairly and unbiasedly.	Teachers develop supportive relationships wherein learners give and receive regular feedback and feel empowered to exercise their agency.	Teachers develop relationships that acknowledge and respect the individual and the collective identity(ies) in the community, empowering all learners to exercise their agency.

Phase 2

Self- Direction (TEI Alignment 1.4, 2.1, 3.3)			
Beginning	Developing	Practicing	Achieving
Teacher sets students' academic goals and tracks progress against those goals.	Teacher sets students' academic and non-academic goals, tracks progress against those goals, and students reflect on own strengths and areas for growth.	Teacher and students co-set personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	Students become leaders as they set personal academic and non-academic goals with the teacher, track progress against those goals, and reflect on strengths and areas for growth.

Phase 3

Opportunities for Input (TEI Alignment 1.4, 2.2)			
Beginning	Developing	Practicing	Achieving
Teacher makes decisions about students' instructional experiences.	Students sometimes make decisions about their instructional experiences, but decisions may be of low-risk or importance.	Students sometimes make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	Students frequently make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.

Phase 4

Advocacy Beyond Self (TEI Alignment 1.4, 2.2)			
Beginning	Developing	Practicing	Achieving
Students rely on the teacher to advocate for their needs, interests, and aspirations.	Students advocate for their own needs, interests, and aspirations when prompted by the teacher.	Students advocate for their own needs, interests, aspirations, and overall classroom community without prompting from the teacher.	Students advocate for academic and non-academic needs, interests, and aspirations for themselves and the world.