**Student Agency Domain**

**Phase 1**

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| **Rapport with Students** (TEI Alignment 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**

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| **Self- Direction** (TEI Alignment 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**

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| **Opportunities for Input** (TEI Alignment 2.3, 3.3) |
| **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**

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| **Advocacy Beyond Self** (TEI Alignment 1.4, 2.4, 3.3) |
| **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.** |

