

## Student Agency Domain

### Phase 1

#### Report with Students (TEI Alignment 3.2, 3.3)

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

### Phase 2

#### Self- Direction (TEI Alignment 2.1, 3.3)

Beginning	Developing	Practicing	Achieving
<b>Teacher sets</b> students' academic goals and tracks progress against those goals.	Teacher sets students' academic and non-academic goals, tracks progress against those goals, and <b>students reflect</b> on their own strengths and areas for growth.	<b>Teacher and students co-set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	<b>Students become leaders as they set</b> 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 2.3, 3.3)

Beginning	Developing	Practicing	Achieving
<b>Teacher makes decisions</b> about students' instructional experiences.	<b>Students sometimes make decisions</b> about their instructional experiences, but decisions may be of low-risk or importance.	Students sometimes make <b>informed and important</b> 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 <b>frequently</b> 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, 2.4, 3.3)

Beginning	Developing	Practicing	Achieving
<b>Students rely on the teacher</b> to advocate for their needs, interests, and aspirations.	<b>Students advocate</b> for their own needs, interests, and aspirations <b>when prompted</b> by the teacher.	Students advocate for their own needs, interests, aspirations, and <b>overall classroom community</b> without prompting from the teacher.	Students advocate for academic and non-academic needs, interests, and aspirations for themselves <b>and the world</b> .