

Grades K-2 Climate Discussion Protocol: TEPG Alignment Guide

Overview of Alignment Process

The following table includes suggested areas of alignment between the TEPG standard indicators and the climate survey questions. Each climate survey question was examined by a team of MSFE TEPG experts and a team of AIR consultants separately. Both teams then compared their results and engaged in another round of review to confirm areas of agreement and discuss areas of disagreement until consensus was reached. Alignment was determined based on specific language included in the following sections of the TEPG rubric’s standard indicators: descriptive narrative, key elements or the descriptions of practice at the effective level.

Note: Some climate survey questions could generate responses that align to multiple standard indicators. The reviewers selected a maximum of two indicators for each response by choosing indicators that have the most clear connection to the language of the survey prompt. This does not preclude other indicators from possible alignment to the survey.

Key to reading this table: If they are of equal weight, they are separated by a single comma. If one indicator is the primary source for alignment and one is secondary, the secondary indicator is listed in parenthesis. If no clear alignment was determined or if the response aligns to a school level indicator, alignment is listed as N/A.

Survey Item	Prompt	TEPG Alignment
1	Students help each other to learn.	1.3 Classroom climate
2	I can talk about what I am learning.	2.3 Goal-focused planning
3	When I am stuck, my teacher wants me to try again before she or he helps me.	1.3 Classroom climate
4	My teacher asks us if we understand what he or she is teaching.	3.3 Assessment of student progress
5	After I talk to my teacher, I know how to make my work better.	3.3 Assessment of student progress
6	I feel like I belong at my school.	N/A
7	I feel safe at school.	N/A
8	In this class, students follow the rules.	3.1 Managing classroom rules and expectations