**Phase 4 Coaching Form**

| **Advocacy Beyond Self** (TEI Alignment 1.4, 2.2, 3.3) | | | |
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| **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.** |

| **Look- Fors During Observation** | |
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| **Beginning/ Developing**   * Students voice their needs, interests, and aspirations only when prompted. * There are not observable opportunities for students to share needs, interests, and aspirations in the classroom. * Assignments and tasks do not incorporate student needs, interests, and aspirations. | **Practicing/ Achieving**   * Students have multiple opportunities to express their needs, interests, and aspirations and do so without needing to be prompted by their teacher. * There are structures, processes, or practices in place that support students in voicing their needs, interests, and aspirations. * There is evidence of how students advocate for themselves outside of the classroom. * Students advocate not only for their personal needs, but for things they care about, believe in or feel are important to others, their greater community, or the world. |
| **Questions to Guide Observation**   * Do you hear students share about their personal needs, interests, and aspirations? * What evidence can you see of student interests and/or aspirations in the classroom? * Do you see processes, structures, or practices that support students in self-advocacy? This might look like students are given opportunities to integrate their interests into their learning experiences and are encouraged (and supported) to pursue their aspirations. * As you speak with students, can they articulate their needs, interests, and aspirations with you? * How do you see students advocating for oneself as well as supporting each other, their community, and/or the world? | |
| **Observation Notes:** | |



