**Phase 2 Coaching Form**

| **Self- Direction** (TEI Alignment 2.1, 3.3)  |
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| **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 their 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. |

| **Look- Fors During Observation** |
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| **Beginning/ Developing*** Goal setting is limited if done at all and is managed entirely by the teacher without giving students access to the process.
* Student reflection on progress may occur, however they are not actively engaged in goal setting.
* Goal setting is done infrequently and is not revisited when progress has been made.
* Academic and non-academic goal setting is happening, but students do not authentically engage in the process, e.g., the teacher provides the goals and manages progress monitoring.
* Learner profiles are set up for goal setting but aren't used consistently for academic and non-academic goals.
 | **Practicing/ Achieving** * Students regularly engage in setting meaningful short and long-term goals.
* Students are aware of how learning experiences align to their goals and can reflect on their progress independently and with peer and teacher support.
* Student goal setting is informed by their learner profile information and incorporates their academic and personal aspirations.
* Families are aware of and engage in student goal setting and reflection.
* Students can share their goal progress when asked.
* Students can explain why they have selected the goals they are working on and know how that supports their long term objectives.
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| **Questions to Guide Observation*** What evidence do you see of goal setting in the classroom?
* How well can students articulate their goals?
* What structures exist for reflection on progress towards meeting goals?
* What types of classroom structures exist to support students in setting, meeting, sticking with, and celebrating goals when achieved?
* How well can students articulate how their learning activities align to their goals?
* Do students seem motivated by their goals or do their goals seem teacher directed?
* How authentic are student’s long term goals to their passions, interests, and needs?
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| **Observation Notes:**  |



