

Phase 4 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Advocacy Beyond Self (TEI Alignment 1.4, 2.2, 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 .

Look- Fors During Observation	
Beginning/ Developing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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:



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