

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

Look- Fors During Observation	
<p>Beginning/ Developing</p> <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. 	<p>Practicing/ Achieving</p> <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.
<p>Questions to Guide Observation</p> <ul style="list-style-type: none"> What do you hear students sharing about their personal needs, interests, and aspirations? What evidence can you see of those things in the classroom - ie: student artifacts that demonstrate these things. Do you see processes, structures, or practices that support students in self-advocacy: ie: resources are flexibly available for students to access as needed, students are given opportunities to integrate their interests into their learning experiences, students are encouraged and supported in pursuing their aspirations through personal goal setting, internships, etc. As you speak with students are they able to share with you their needs, interests, and aspirations? How do you see students supporting each other, their community, and/or the world in self-advocacy? 	

Observation Notes:



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