

## Phase 1 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

### Student Agency (TEI Alignment 1.4, 2.1, 3.3)

**Students set** personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.

Beginning	Practicing	Developing	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 <b>reflects on students' strengths and areas for growth.</b>	Teacher and students <b>co-set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	<b>Students set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.

#### Look- Fors During Observation

##### Beginning/ Practicing

- The teacher has set **academic and perhaps non-academic goals for the whole class or groups of students** within the class. E.g., a third grade teacher set goals for the English Language Learners, Tier 3 students, and Special Education students in her class; an 8th grade teacher set a class goal of 80% mastery of math TEKS by the end of the school year.
- Established **goals may be long-term** (i.e., the school year or beyond) and/or **unchanging**.
- **Individual student goals (if they exist) are not visible in the classroom**, as they are maintained in a teacher binder, in an online tracker, etc. that is not accessible to students without the help of a teacher. Class-wide goals may be visible/accessible on the classroom walls, on a class website, etc.
- Teacher reflection on students' progress towards goals is

##### Developing/ Achieving

- Students have individual academic and non-academic goals established for the short-term (i.e., the six weeks or semester) and long-term (i.e., the school year and beyond).
- The teacher has developed and deployed common tools for students to use to establish goals, track progress against goals, and reflect. I.e., teachers have an infrastructure in place to facilitate student-led goal-setting.
- Students' personal academic and non-academic goals are visible in the classroom (e.g., in a student portfolio, binder, folder, wall charts) and are in active use by the students. "Active use" means that students can readily access their goals and draw on what they know about their goals to inform what, how, and why they are engaged in during class time.
- Students' reflection on progress towards those goals is visible in the classroom (e.g., in a student portfolio, binder, folder, journal, blog) and is in active use by the students.
- Students have regular time built into every school day to track and reflect on their goals (e.g., through journaling, one-on-one conferencing with the teacher, peer reflection, morning meeting with the class).
- Students can name their goals, how they set those goals, why they chose those goals, and why the goals are relevant to their academic and non-academic success. E.g., *"My writing goal for the semester is to write a five-paragraph narrative by the end of the semester. I set that goal because I could write a three-paragraph narrative during our diagnostic writing sample at the beginning of the year, and I want to build up to five paragraphs.*

maintained in her personal binder, online tracker, journal, etc.

- **Students may sometimes reflect** on progress towards class or group goals, e.g., at the end of the six weeks, semester, and/or year.

The teacher can name her students' goals, how she set those goals, why she chose those goals, and why those goals are relevant to her students' academic and non-academic success.

- **Students can name class-wide big goals and why they're relevant** to their academic and non-academic success. E.g., *"Our class goal is to master 80% of the 8th grade math standards by the end of the year so we're prepared for Algebra I next year."*

*This goal is important because I know that good authors can tell their stories with lots of detail, and I want to be a children's author one day."*

- Students can articulate how their goals connect to learning in class everyday. E.g., *"Today, we're learning about the setting of a story. Knowing what a setting is and how to describe a setting will help me with my goal of writing a five-paragraph narrative by the end of the semester."*
- As students track progress against their goals, they update and add to their goals, as appropriate. E.g., if the student mastered her five-paragraph narrative before the end of the semester, then she would update her semester goal to something more rigorous, such as a six-paragraph narrative.

### Questions to Guide Observation

- Are goals visible in the classroom – e.g., on the walls, on a class website, in student binders/journals, etc.?
- Are students interacting with the goals in some way or are they just posted?
- Is progress against the goals visible in the classroom – e.g., on a class and/or individual tracker?
- Is there time built into the week, day, or class period for students to reflect on and discuss their goals?

#### **To Students:**

- What are your goals in this class? Why are those goals important?
- Did you have a say in the goals? Did you help write them?
- Are you making progress on those goals? How do you know?

### Observation Notes:

