**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. |
| **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? | |
| **Observation Notes:** | |



