

## Phase 2 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Self- Direction (TEI Alignment 2.1, 3.3)			
Beginning	Developing	Practicing	Achieving
<b>Teacher sets</b> students' academic goals and tracks progress against those goals.	Teacher sets students' academic and non-academic goals, tracks progress against those goals, and <b>students reflect</b> on their own strengths and areas for growth.	<b>Teacher and students co-set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	<b>Students become leaders as they set</b> 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	
<b>Beginning/ Developing</b> <ul style="list-style-type: none"> <li>Goal setting is limited if done at all and is managed entirely by the teacher without giving students access to the process.</li> <li>Student reflection on progress may occur, however they are not actively engaged in goal setting.</li> <li>Goal setting is done infrequently and is not revisited when progress has been made.</li> <li>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.</li> <li>Learner profiles are set up for goal setting but aren't used consistently for academic and non-academic goals.</li> </ul>	<b>Practicing/ Achieving</b> <ul style="list-style-type: none"> <li>Students regularly engage in setting meaningful short and long-term goals.</li> <li>Students are aware of how learning experiences align to their goals and can reflect on their progress independently and with peer and teacher support.</li> <li>Student goal setting is informed by their learner profile information and incorporates their academic and personal aspirations.</li> <li>Families are aware of and engage in student goal setting and reflection.</li> <li>Students can share their goal progress when asked.</li> <li>Students can explain why they have selected the goals they are working on and know how that supports their long term objectives.</li> </ul>

### 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:



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