

Observer Name:

Teacher Observed:

Date:

Time/Period:

Self- Direction (TEI Alignment 2.1, 3.3)			
Beginning	Developing	Practicing	Achieving
<p><b>Teacher sets</b> students' academic goals and tracks progress against those goals.</p>	<p>Teacher sets students' academic and non-academic goals, tracks progress against those goals, and <b>students reflect</b> on own strengths and areas for growth.</p>	<p><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.</p>	<p><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.</p>

Look- Fors During Observation	
<p><b>Beginning/ Developing</b></p> <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, ie: teacher provides the goals and manages progress monitoring.</li> </ul>	<p><b>Practicing/ Achieving</b></p> <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 progress against their goals 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>
<p><b>Questions to Guide Observation</b></p> <ul style="list-style-type: none"> <li>• What evidence do you see of goal setting in the classroom?</li> <li>• How well can students articulate their goals?</li> </ul>	

- What structures exist for reflection on progress towards meeting goals?
- What types of classroom structures exist to support students in setting, meeting, sticking with goals, and celebrating reaching them?
- 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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