**Phase 4 Coaching Form**

| **Advocacy Beyond Self** (TEI Alignment 1.4, 2.2, 3.3)  |
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| **Beginning**  | **Developing** | **Practicing** | **Achieving**  |
| **Students rely on the teacher** to advocate for their needs, interests, and aspirations. | **Students advocate** for their own needs, interests, and aspirations **when prompted** by the teacher. | Students advocate for their own needs, interests, aspirations, and **overall classroom community** without prompting from the teacher. | Students advocate for academic and non-academic needs, interests, and aspirations for themselves **and the world.** |

| **Look- Fors During Observation** |
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| **Beginning/ Developing*** 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.
* Assignments and tasks do not incorporate student needs, interests, and aspirations.

 | **Practicing/ Achieving** * 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.
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| **Questions to Guide Observation*** Do you hear students share about their personal needs, interests, and aspirations?
* What evidence can you see of student interests and/or aspirations in the classroom?
* Do you see processes, structures, or practices that support students in self-advocacy? This might look like students are given opportunities to integrate their interests into their learning experiences and are encouraged (and supported) to pursue their aspirations.
* As you speak with students, can they articulate their needs, interests, and aspirations with you?
* How do you see students advocating for oneself as well as supporting each other, their community, and/or the world?
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| **Observation Notes:**  |



