

Goal Team: Fundamentals of Instruction 2-6 (Thursday)		(20 minutes/day)	
Goal Coach Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 2-3 running partner pairs to support during the partner protocol. Consider: <ul style="list-style-type: none"> <input type="checkbox"/> Students you need to build a stronger relationship with <input type="checkbox"/> Running partners who need more support working effectively together <input type="checkbox"/> Students who are falling behind on goals <input type="checkbox"/> Students who need more support with the weekly planning process <input type="checkbox"/> Students who are meeting goals but need a push to aim higher <input type="checkbox"/> Ensure all materials are out and ready for students so that you can leverage the opening transition to check in personally with a few students 		
Wins	<ul style="list-style-type: none"> <input type="checkbox"/> Students feel clear on their weekly progress so far and motivated to leverage the remaining time (Friday-Monday) to make progress they can celebrate during Monday's weekly data celebrations <input type="checkbox"/> Students or Goal Coach update Dream Team members for each student sharing both celebrations and commitments <input type="checkbox"/> GC and goal team members maximize routines and small moments to build increasingly strong relationships 		
Focus	Time	What Happens	Markers of Excellence
Opening Ritual	3 min	<ul style="list-style-type: none"> <input type="checkbox"/> As students enter, they help transition chairs to the goal team circle arrangement <input type="checkbox"/> Ss turn to their running partner (seated next to them in the circle) and share celebrations, gratitude, or request for support <input type="checkbox"/> GC uses an attention getter signal to bring the whole group together and welcome them. <input type="checkbox"/> GC calls on 3-4 volunteers to share <input type="checkbox"/> Ss show their commitment by tracking the speaker, nodding, and signaling agreement with snaps or other student selected cue 	<ul style="list-style-type: none"> <input type="checkbox"/> Ss enter the room with eagerness and warmth. They greet friends with hellos and high fives and speak casually but quietly. They also move efficiently as they know this time is precious and they look forward to getting started. <input type="checkbox"/> GC checks in warmly with students <input type="checkbox"/> Chairs are set up in a true circle to ensure that all students can see and be seen. <input type="checkbox"/> Ss launch into the opening questions and give their partner full attention (turning their bodies, tracking the speaker). <input type="checkbox"/> GC joins 2-3 running partners for their personal check in and narrates Life Habits they observe in action ("When you said ____ you were really exemplifying the habit ____") <input type="checkbox"/> GC captures information / cues certain S to share
Running Partner Progress Check in	10 min	<ul style="list-style-type: none"> <input type="checkbox"/> GC reminds students of the expectations for the progress check ("This time with your partner is a key moment to catch your breath, look up from all the work you've been doing to see where you are, and adjust if needed. Remember your RP is here to support you- so be honest with yourself and them about what you really need to finish out this week strong") <input type="checkbox"/> GC supports students in getting started and then joins 2-3 pairs as they check in together <input type="checkbox"/> Running partners check in with one another by sharing their responses to the following: <ul style="list-style-type: none"> <input type="checkbox"/> Am I on track to meeting my goal this week? Why or why not? <input type="checkbox"/> What will you do between now and Monday to ensure you reach your goal? <input type="checkbox"/> What help do you need? <input type="checkbox"/> What updates will you share with your Dream Team? 	<ul style="list-style-type: none"> <input type="checkbox"/> GC communicates student friendly directions early in the year (concise language, chunks out directions). As students internalize the routine the GC calls on students to briefly remind the team of expectations. <input type="checkbox"/> GC leverages a number of strategies to support students in efficiently getting to work (e.g. orienting students to the task, narration, proximity), needing these less and less as the year goes on. <input type="checkbox"/> Ss transition quickly to the partner share and consistently maximize this time with high quality conversations as evidenced by: <ul style="list-style-type: none"> <input type="checkbox"/> Ss offer one another their undivided attention (e.g. turning to face one another, making eye contact, etc) <input type="checkbox"/> Ss celebrate one another with specific praise (e.g. "You already met your goal for this week that's amazing! What was different about this week to make that happen?") <input type="checkbox"/> Ss offer concrete and actionable support (e.g. "Can I share something that works for me?" or "Who could you ask for help? How can I help?")

			<ul style="list-style-type: none"> <input type="checkbox"/> Ss push one another (e.g. “Honestly- this is becoming a pattern. What are you going to do differently to break this pattern?”) <input type="checkbox"/> GC kneels or sits besides 2-3 running partner pairs during work time and leverages strong prompts as needed to support the pair: <ul style="list-style-type: none"> <input type="checkbox"/> “Say more about that” <input type="checkbox"/> “Why do you think that happened?” <input type="checkbox"/> “Who can help you with that?” <input type="checkbox"/> “That was a really thought provoking question- you really know your RP well. Keep offering one another those kinds of pushes, that’s what great RPs do to help each other succeed”
Dream Team Updates	5 min	<ul style="list-style-type: none"> <input type="checkbox"/> GC frames the importance of this time (e.g. “Scholars this update is an important message to your loved ones. Remember everyone reading this message is on your team, so take the time to tell them the full story of your week. They want to know about both the highs and lows so they can support you”.) <input type="checkbox"/> Ss complete a weekly form to update their Dream Team on progress and commitments for the next week <input type="checkbox"/> GC circulates, reviews S updates and leans in to support 1-2 students <input type="checkbox"/> GC collects all update forms (so that they can be stapled to the weekly progress report and go home to families on Friday) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ss work focused and quietly <input type="checkbox"/> DT Update CFS: <ul style="list-style-type: none"> <input type="checkbox"/> Ss write in complete sentences <input type="checkbox"/> Ss complete all parts of the form <input type="checkbox"/> Ss are honest and willing to be vulnerable in their reflections (e.g. “I knew what I was supposed to do to catch up and I just didn’t feel like doing it so I procrastinated. Now I’m further behind going into the weekend but I don’t want to keep feeling this way so I commit to making Saturday a library work day”) <input type="checkbox"/> Ss are committed to progress and identify clear and specific actions steps and/or asks for help <input type="checkbox"/> GC kneels or sits down beside S they are supporting and uses strong prompts to support and challenge Ss to meeting the CFS (e.g. “I notice you left out X update from this week. That was pretty big news, are you planning to share?” or “What can ask from your DT to support you in upholding this important commitment you’ve named?”)
Closing Ritual	2 min	<ul style="list-style-type: none"> <input type="checkbox"/> One student stands and reads the weekly closing quote, such as: <ul style="list-style-type: none"> <input type="checkbox"/> “If ever there is tomorrow when we’re not together... there is something you must always remember. You are braver than you believe, stronger than you seem, and smarter than you think. But the most important thing is, even if we’re apart... I’ll always be with you.” <p>—<i>The House at Pooh Corner</i> by A.A. Milne</p> <input type="checkbox"/> GC calls on one S to share a response or reaction to what the closing quote of the week means to them personally 	<ul style="list-style-type: none"> <input type="checkbox"/> The goal team selects a weekly closing message from the Scope & Sequence that reminds students that they have this community of people who believe in them <input type="checkbox"/> The S reading the message aloud rotates daily. He/she stands up and uses a strong voice to confidently share the quote with the team. <input type="checkbox"/> The S reacting to the quote offers a clear and thoughtful analysis. <input type="checkbox"/> The rest of the group offers their respect by tracking the speaker when he/ she shares.
Transition to SDL	<1 min	<p>For 3-6: GC launches SDL</p> <p>For 2: Ss put materials away and prepare for the next academic block.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Transition is tight and students are quickly able to turn and maximize this set of work time <input type="checkbox"/> Eventually Ss lead this transition