

Goal Teams: Fundamentals of Instruction 2-6 (Monday)		(20 minutes/day)	
Goal Coach Prep	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the Goal Coach report to examine whether students are on or off pace in each subject area and update data slides</li> <li><input type="checkbox"/> Ensure all materials are out and ready for students (data sheet/slide updated, student journals are out)</li> <li><input type="checkbox"/> Identify 2-3 students to celebrate during the data celebrations and plan the specific praise to communicate</li> <li><input type="checkbox"/> Identify 2-3 students to check in with during the planning protocol. Consider-- <ul style="list-style-type: none"> <li><input type="checkbox"/> Students you need to build a stronger relationship with</li> <li><input type="checkbox"/> Students who are falling behind on goals</li> <li><input type="checkbox"/> Students who are not yet invested in this process</li> <li><input type="checkbox"/> Students who are meeting goals but need a push to aim higher</li> </ul> </li> </ul> <p><i>Note: Be sure to vary the students you are supporting so they don't view you stepping in as a sign they are struggling</i></p>		
Wins	<ul style="list-style-type: none"> <li><input type="checkbox"/> The goal team is clear on their shared progress- both the wins and areas to improve</li> <li><input type="checkbox"/> Students are clear on their individual progress and have developed a plan for one academic goal area</li> <li><input type="checkbox"/> Students set the foundation for holding themselves accountable to that plan by sharing it with their running partner (once established) and making at least one specific request for help</li> <li><input type="checkbox"/> GC and goal team members maximize routines and small moments to build increasingly strong relationships</li> </ul>		
Focus	Time	What Happens	Markers of Excellence
Opening Ritual	3 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> As students enter, they help transition chairs to the goal team circle arrangement</li> <li><input type="checkbox"/> Ss turn to their running partner (seated next to them in the circle) and share celebrations, gratitude, or request for support</li> <li><input type="checkbox"/> GC uses an attention signal to bring the whole group together and welcome them</li> <li><input type="checkbox"/> GC calls on 3-4 volunteers to share</li> <li><input type="checkbox"/> Ss show their commitment by tracking the speaker, nodding, and signaling agreement with snaps or other student selected cue</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> GC checks in warmly with students</li> <li><input type="checkbox"/> Chairs are set up in a true circle to ensure that all students can see and be seen.</li> <li><input type="checkbox"/> Ss launch into the opening questions and give their partner full attention (turning their bodies, tracking the speaker)</li> <li><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 ____")</li> <li><input type="checkbox"/> GC captures information / cues certain S to share</li> </ul>
Team Data Celebration	5 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ss review the updated data sheet/slide with their running partner and consider one win and one area for growth they notice</li> <li><input type="checkbox"/> GC calls on 2-3 students to share who they most want to celebrate and why</li> <li><input type="checkbox"/> GC celebrates 2-3 students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> GC sets warm, enthusiastic tone</li> <li><input type="checkbox"/> A variety of students share during opening data reflection</li> <li><input type="checkbox"/> GC varies the students they celebrate and communicates high quality praise (specific, personal to the student, praises effort and specific actions not just outcomes). Over time students run this section of goal teams.</li> </ul>
Planning Protocol	10 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> GC reminds students of the expectations for the planning protocol ("Planning time is sacred to help you prepare for a successful week. We treat this time with respect by working quietly, using every second we have, and raising our hands if we need help.")</li> <li><input type="checkbox"/> GC supports students in getting started (e.g. orienting students to the task at hand, using limited</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> GC communicates student friendly directions early in the year (concise language, chunks out steps). As students internalize the routine the GC calls on students to briefly remind the team of expectations.</li> <li><input type="checkbox"/> Ss jump right into the planning routine with little to no transition necessary because the routine is second nature.</li> <li><input type="checkbox"/> Ss are super focused during planning and work quietly so that their peers have the think space they need to reflect.</li> <li><input type="checkbox"/> Student weekly level plans are consistently high quality as demonstrated by:</li> </ul>

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		<p>narration at the start of the task to reinforce directions but trailing off to allow quiet work space and moving to individual redirects)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss work through the steps of the <a href="#">planning template</a> in their journal and signal for the GC if they need support</li> <li><input type="checkbox"/> The GC supports students in monitoring their pace with calm and concise time warnings</li> <li><input type="checkbox"/> GC actively supports 2-3 students during planning</li> <li><input type="checkbox"/> GC cues students to share their plan with their running partner. <ul style="list-style-type: none"> <li><input type="checkbox"/> Students turn to face one another</li> <li><input type="checkbox"/> The first running partner summarizes their plan for the week and asks their partner for one specific support they need from them (e.g. Please call me on Tuesday night to check that I talked to my family about getting access to that quiet reading space)</li> <li><input type="checkbox"/> The running partner offers questions, challenges, and praise to support their partner in strengthening the plan</li> <li><input type="checkbox"/> The second running partner repeats the same procedure</li> </ul> </li> <li><input type="checkbox"/> GC cues students to transition to the closing ritual</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Goals that are high impact/aligned to where they need the greatest push</li> <li><input type="checkbox"/> Feasible outcomes and action steps</li> <li><input type="checkbox"/> A clear, easy to follow plan</li> <li><input type="checkbox"/> As the year goes on, the GC does less of the time monitoring and Ss do this themselves.</li> <li><input type="checkbox"/> GC kneels down or pulls up a chair to work side by side with a few students during planning. GC uses strong prompts to connect with and support students: <ul style="list-style-type: none"> <li><input type="checkbox"/> “What was a highlight or low point of your weekend?”</li> <li><input type="checkbox"/> “What’s something you’re looking forward to in school this week?”</li> <li><input type="checkbox"/> “Why do you think you were successful at X last week? What lessons can you take this week?”</li> <li><input type="checkbox"/> “What was your biggest challenge in completing X?”</li> <li><input type="checkbox"/> “Who can help you?”</li> <li><input type="checkbox"/> “What about this idea_____”</li> </ul> </li> <li><input type="checkbox"/> As necessary, the GC challenges students: <ul style="list-style-type: none"> <li><input type="checkbox"/> “This is the third week you’ve been off pace after setting a goal to be on pace ...”</li> <li><input type="checkbox"/> “We are now getting into emergency territory. You need to do one of the following three things. Pick one.”</li> <li><input type="checkbox"/> “This triggers you for math intervention. How can you maximize the time there?”</li> </ul> </li> <li><input type="checkbox"/> Ss transition quickly to the partner share and maximize this time with high quality conversations as evidenced by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss offer their full attention when their partner is sharing (e.g. tracking the speaker, nodding)</li> <li><input type="checkbox"/> Ss ask thoughtful probing questions</li> <li><input type="checkbox"/> Ss offer one another concrete praise</li> <li><input type="checkbox"/> Ss notice and are willing to call out blind spots in their partner’s plan</li> <li><input type="checkbox"/> Ss commit to the asks from one another through their words, expressions, and actions (e.g. a student writes down in his planner to call his partner Tuesday night as promised)</li> </ul> </li> </ul>
<b>Closing Ritual</b>	2 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> One student stands and reads the weekly closing quote, such as: <ul style="list-style-type: none"> <li><input type="checkbox"/> “If ever there is tomorrow when we’re not together... there is something you must always remember. <b>You are braver than you believe, stronger than you seem, and smarter than you think.</b> But the most important thing is, even if we’re apart... I’ll always be with you.” —<i>The House at Pooh Corner</i> by A.A. Milne</li> </ul> </li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The goal team selects a weekly closing message from the Scope &amp; Sequence that reminds students that they have this community of people who believe in them.</li> <li><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.</li> <li><input type="checkbox"/> The S reacting to the quote offers a clear and thoughtful analysis.</li> <li><input type="checkbox"/> The rest of the group offers their respect by tracking the speaker when he/she shares.</li> </ul>
<b>Transition</b>	<1 min	For 3-6: GC <a href="#">launches SDL</a>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transition is tight and students are quickly able to turn and maximize this set of work time</li> </ul>

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		For 2: Ss put materials away and prepare for the next academic block	<input type="checkbox"/> Eventually Ss lead this transition
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