## Example DACL Growth Goal Plan

ndividual/Team Name			Coach	
Start Date	Growth Goal Effective Educational Practice needing growth: DACL (DACL, Metacognition, DBDM, etc.) Use Practice Profile data to identify essential function/ indicator needing growth & determine goal.	<b>Plan to Meet Goal</b> Use Practice Profile indicator to determine what action will be taken to meet growth goal.	Indicators of Progress Data/evidence that will be gathered	<ul> <li>Progress Monitoring Mode</li> <li>Examples:</li> <li>Observation</li> <li>Video recordings of self</li> <li>Student evidence (discourse, work)</li> <li>Journaling</li> <li>Other</li> </ul>
	Essential Function 1 "Where am I going" Criteria 3 Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to interact with it. My growth goal is to develop a rubric for writing assignments and to give students opportunities to use it to assess their writing and that of others.	<ol> <li>A writing rubric will be developed with the help of my students. It will be written in student friendly language.</li> <li>All students will refer to the rubric when they work on writing assignments each day.</li> <li>The area of writing we are focusing on each day will be discussed and highlighted on the rubric.</li> <li>Students will use the rubric at least once a week to assess their writing and/or that of others.</li> </ol>	<ol> <li>A grade appropriate writing rubric will be seen being used by students.</li> <li>Students will be able to explain where they are with writing skills in relation to the rubric.</li> <li>Student writing will improve, especially in areas that have been highlighted on the rubric.</li> </ol>	<ul> <li>Video recording</li> <li>Student evidence</li> <li>Discourse</li> <li>Work</li> </ul>

Reflection	Next Steps
	List specific steps to be taken along with timeline.
Teacher or Team Self Reflection:	
What went well? What are the opportunities for growth?	
Collaborative Reflection:	
Teacher or Team engages in solution dialogue with coach then develops	
next steps.	

Adapted from: Aguilar, E. (2013). The art of coaching: Effective strategies for school transformation. San Francisco, CA: Jossey-Bass.

Adapted from: Marzano, R. J., & Simms, J. A. (2013). Coaching classroom instruction. Bloomington, IN: Marzano Research Laboratory.