Self Directed Learning Guide: Kindergarten and 1st Grade

2017-2018

Achievement First

GREENFIELD

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K&1 SDL Overview

Purpose of Self Directed Learning:

In Kindergarten and 1st grade the primary goal of Self Directed Learning (SDL) is to develop motivation and strong executive functioning (or self regulation) skills in scholars through carefully curated academic activities.

Our working definition of executive function includes the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. These can be categorized as 3 major brain tasks:
- Working Memory - The ability to hold and manipulate information for short periods of time
- Inhibitory Controls - The ability to filter thoughts and impulses to resist temptations and distractions
- Mental or Cognitive Flexibility - The ability to adjust to changing demands, priorities, and perspectives

Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses. In the classroom setting, this means we look for scholars to take initiative -- with or without the help of others -- in diagnosing their needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (Malcolm Knowles).

Key Outcomes:

During SDL, we will know that we have been successful if we are seeing the following 5 key outcomes with scholars. Note that all of the Greenfield habits -- Personal Awareness, Drive, Empathy, Teamwork, Gratitude, and Curiosity -- are encompassed in these outcomes. SDL is a time in which we expect to see scholars explicitly demonstrating and applying the Habits and using the language of the Habits without prompting, especially when challenges arise.

Outcomes	Looks Like…
1) Scholars are self motivated and show excitement about and investment in the tasks they are working on.	● Scholars produce high quality work at all of the centers that show not just completion of tasks but rigorous responses. ● Scholars take initiative to complete more than the "must do" activities that they are require to accomplish during the week. ● Scholars show focused and mission-driven energy at all centers. ● Scholars demonstrate joy and pride over key accomplishments during SDL and can articulate the purpose behind what they are learning.
2) Scholars set goals, make intentional choices about how they spend their time aligned to these goals, and adjust course as challenges arise.	● Scholars set SDL Habit and Learning (Academic) Goals each week as they seek to accomplish all tasks. ● Scholars reflect on their goals on a daily and weekly basis as they think about how to reach longer term goals, and adjust course as needed. ● Scholars can articulate and explain why they are spending their time in certain ways and how that helps them to reach their goals. ● Scholars proactively raise concerns when they feel as though they will not be able to complete all "must do" activities.
3) Scholars exhibit strong self control and are able to filter out distractions.	● Scholars show restraint by not always going to their favorite centers and by keeping track of what they have completed and what they still need to accomplish during the week. ● Scholars are able to identify multiple strengths and areas of growth and leverage their strengths to overcome potential distractions/challenges. ● Scholars use all center manipulatives as tools (not toys) and consistently focus on completing the tasks at hand. ● Scholars work rigorously to make significant progress on all computer software programs and not just "do" the computer games.
4) Scholars independently problem solve and show	● Scholars try to work out problems on their own first before needing or asking a peer or a teacher to help them.

resourcefulness in finding solutions.	● Scholars seek out feedback in appropriate ways and accept new ideas and constructive criticism on their center work products from others. ● Scholars consider multiple solutions as they address a challenge. ● Scholars use words first to express their emotions and problem solve challenging situations instead of crying or using physical force. ● Scholars know what to do when a center is closed and are able to figure out a productive alternative while they wait for the center to open.
5) Scholars demonstrate high levels of cooperation and social awareness.	● Scholars work with their Running Buddies to hold each other accountable to their individual Habit and Learning goals. ● Scholars take turns and share materials in centers, and work cooperatively with peers on activities with a common objective or goal. ● Scholars engage in effective social problem solving when disagreements arise and are able to solve most problems without adult support. ● Scholars regularly acknowledge their peers during the SDL block by giving individual thank yous and public shout outs.

Structure and Schedule:

Phases of the Year:

The underlying philosophy that we will be using with SDL in Kindergarten and 1st grade is one of gradual release. Executive functioning research discusses the importance of scaffolding to ensure students feel stability in consistent routines as they navigate more complex situations. Below we have outlined a general guide for how we hope to launch the execution of SDL in K&1.

These are guidelines for teachers to understand the average timeline, but we want to emphasize that scholars will only advance to new phases as they are ready. Teachers will use our benchmarking on the Greenfield Habits rubric as well as academic achievement data to identify when it is appropriate to introduce the next phase of SDL, knowing that some individual scholars may need additional time in a phase in order to be fully ready to move forward.

Phase 1: Teacher directed
 	
K and G1: August - October
G1: August - September
 	
FOI for Phase 1
	Launch Phase 1 of SDL
	● Monday - Friday: Center rotations in assigned groups (sets)
	● Teachers facilitate and conduct center rotations (i.e., highly directive)
	● Teachers gather diagnostic information on all scholars aligned to Greenfield Habits through Research, Decide, Teach (RDT) process
	● Teachers lay foundation for **SDL structures and procedure**s including:
	    o Pre- and post-SDL instruction
	    o Transitions between centers and procedures within each center
	    o Individual and group celebrations of Habits observed during SDL

Phase 2: Scaffolded scholar choice within rotations K: November - February G1: October - December **FOI for Phase 2**	**Launch Phase 2 of SDL** ● Monday - Thursday: Center rotations in assigned groups (sets) ● Friday: **Open/closed choice centers** (in Running Buddy pairs) ● Introduce scholar leadership roles (**Habit Helpers** and **Computer Captains**) ● Teachers facilitate scholar growth on Greenfield Habits through Research, Decide, Teach (RDT) process ● Introduce group goal-setting/reflection aligned to Greenfield Habits during **Opening** and **Closing**
Phase 3: Weekly work plans with scholar goal setting K: February onwards G1: December onwards **FOI for Phase 3**	**Launch Phase 3 of SDL** ● Monday - Friday: Open/closed choice centers (with "must do" centers) ● Introduce **Weekly Work Plans** (with individual scholar Habit & Learning Goals set with Goal Teams) and scholar work portfolios ● Introduce Weekly Work Plan conferences with Lead/Running Buddy Pairs

	● Continue teacher facilitation through Research, Decide, Teach (RDT) process with more emphasis on tying scholar behaviors to specific levels on Greenfield Habits rubric ● Shift from group goal-setting/reflection aligned to Greenfield Habits to individual goal-setting/reflection aligned to Greenfield Habits in Running Buddy pairs during Opening and Closing

Phases 1 & 2: Groupings and Rotations:

SDL is a 50-minute block daily. In Phases 1 & 2, there are 2 rotations. Scholars will be assigned a set each day to follow.

Kindergarten Sets:
- Set A: Dramatic Play/Humanities, Science, *Intervention*
- Set B: Listening/Reading & Response, Math, *Intervention*
- Set C: Writing & Word Work, Blocks, *Intervention*
- Every 2 weeks, each scholar will have gone to each center at least 3 times for 20 minutes each time

1st Grade Sets (substitute Computer for Blocks):
- Set A: Dramatic Play/Humanities, Science, *Intervention*
- Set B: Listening/Reading & Response, Math, *Intervention*
- Set C: Writing & Word Work, Computer, *Intervention*
- Every 2 weeks, each scholar will have gone to each center at least 3 times for 20 minutes each time

***Intervention* in this model looks like:**
- Intervention groups can happen during all rotations.
- Scholars are pulled across center groups.
- There is flexibility in group size (i.e., from 1-1 tutoring to groups of up to 10 pulled during a rotation).
- Students naturally attend fewer centers over time, but they will still be able to see all centers.

3 Day Rinse and Repeat Sequence (Kindergarten example - for 1st grade, substitute Computer for Blocks)

Group	M	T	W	TH	F
1	**Set A** R1: Dramatic Play/Humanities R2: Science	**Set B** R1: Listening/Reading & Response R2: Math	**Set C** R1: Writing & Word Work R2: Blocks	**Set A** R1: Dramatic Play/Humanities R2: Math	**Set B** R1: Listening/Reading & Response R2: Math
2	**Set A** R1: Science R2: Dramatic Play.Humanities	**Set B** R1: Math R2: Listening/Reading & Response	**Set C** R1: Blocks R2: Writing & Word Work	**Set A** R1: Math R2: Dramatic Play.Humanities	**Set B** R1: Math R2: Listening/Reading & Response
3	**Set B** R1: Listening/Reading & Response R2: Math	**Set C** R1: Writing & Word Work R2: Blocks	**Set A** R1: Dramatic Play/Humanities R2: Science	**Set B** R1: Listening/Reading & Response R2: Math	**Set C** R1: Writing & Word Work R2: Blocks
4	**Set B** R1: Math R2: Listening/Reading & Response	**Set C** R1: Blocks R2: Writing & Word Work	**Set A** R1: Science R2: Dramatic Play.Humanities	**Set B** R1: Math R2: Listening/Reading & Response	**Set C** R1: Blocks R2: Writing & Word Work
5	**Set C** R1: Writing & Word Work R2: Blocks	**Set A** R1: Dramatic Play/Humanities R2: Science	**Set B** R1: Listening/Reading & Response R2: Math	**Set C** R1: Writing & Word Work R2: Blocks	**Set A** R1: Dramatic Play/Humanities R2: Science
6	**Set C** R1: Blocks R2: Writing & Word Work	**Set A** R1: Science R2: Dramatic Play.Humanities	**Set B** R1: Math R2: Listening/Reading & Response	**Set C** R1: Blocks R2: Writing & Word Work	**Set A** R1: Science R2: Dramatic Play.Humanities

All center groups should be heterogenous with goal team running buddy pairs staying consistent and in the same groups. Center groups should stay relatively stable, with changes happening once each quarter,

Phase 2: Free Choice Fridays

During Phase 2, we will begin to gradually introduce scholar choice and transition away from teacher-directed center rotations through "Free Choice Fridays". On these days, Running Buddy pairs will be able to freely choose centers within the SDL block. There will be 6 spots at each center, and once those spots are filled at a given center, that center is "closed". Running Buddy pairs can choose to go to any "open" center and may switch to a new center as they wish once they have completed the work in the previous center at a high quality. Teachers will circulate for RDT facilitation and to ensure that scholars do not stay too long at any one center, or that they do not switch centers too frequently.

Sample Free Choice Friday Script

Phase 3: Weekly Work Plans and Conferencing

In Phase 3, scholars make center choices during the SDL block based on their individual Weekly Work Plans. Through these plans, they will be assigned a certain number of "must do" centers/tasks to accomplish each week and will be able to choose a certain number of "can do" centers during the remaining time in SDL. Scholars will have time at the end of each week in Goal Teams to reflect on previously set goals (1 Habit Goal and 1 Learning or Academic Goal per week), set new goals, and plan out their time for the following week. Scholars will not be able to schedule out exactly which centers they will attend on each day in advance, but they can highlight specific centers to prioritize or even write in days of the week to do certain centers in advance (e.g. write Monday next to Science) with the assistance of their Goal Team Coaches.

The work plan will also include a scheduled 10-minute conference time during the SDL block with the Lead teacher and the scholar's Running Buddy to monitor how well the scholar is doing in accomplishing the "must do" centers and to have the scholar reflect on progress toward his/her goals. This will be an opportunity for teachers to provide explicit coaching and additional scaffolds as scholars need them, and also for teachers to collect data on scholars' growth on the Greenfield Habits (in addition to the ongoing RDT facilitation). Conference scheduling should be prioritized based on scholars' needs.

There are no specific center groups or rotations in Phase 3; scholars will check in with their Running Buddies during the Opening and Closing each day and will conference together with the Lead on a weekly basis, but they do not need to travel to centers together during the block. Scholars will have learned during "Free Choice Fridays" in Phase 2 what to do when they encounter a closed center and thus will have already practiced how to adjust course if they are not able to attend their centers of choice on a particular day.

During the Opening portion of the SDL block in Phase 3, after the Lead makes any necessary announcements about center content and directions (and reminds scholars which Running Buddy Pairs are conferencing with him/her that day), Running Buddy pairs will check in with each other before they are dismissed to centers. Scholars will read their Habit and Learning Goals to their Running Buddy and note which centers they each went to on the previous day and which centers they each need to/plan on going to that day. Scholars will carry their Weekly Work Plan with them in a folder to each center, but will place the folder in a designated basket before beginning to work at that center. Then, before transitioning to a new center, scholars will pick up their folder and note which center they went to on their Weekly Work Plan (by checking off the box next to the center name and writing in the day of the week). During the Closing portion of the SDL block, Running Buddy pairs will check in with each other again; scholars will review their plans with their Running Buddy and tell them whether or not they were able to make progress toward reaching their Goals that day.

In this way, we see a clear move away from class goal-setting and toward individual goal-setting during Phase 3. Teachers should still watch for class-wide trends across centers and can pull the whole group together as needed during the Opening and Closing, but the emphasis should be on goal-setting and tracking goals in Running Buddy pairs. In addition to the folders that scholars use to carry around their current Weekly Work Plans during the SDL block, each scholar will also now keep a work portfolio that includes all past Weekly Work Plans (on one side of the folder) and selected center work products on the other side (work from the previous week will be chosen in Goal Team Meetings). These portfolios will not be carried around during SDL but will be retrieved for Goal Team Meetings.

Sample Weekly Work Plan template

SDL Content & Assessments

Center Content:

We have outlined the content and purpose of each SDL center, and the roles/responsibilities of teachers and scholar leaders (Habit Helpers and Computer Captains) at each center.

Each of the centers will revolve around an established "rinse and repeat" cycle. Through this approach, students will practice and master a range of important content in each center while building their independence within specific tasks. This means that even if an activity or a task at a particular center has the same name and structure, the content and complexity of the task may change (e.g. , letter memory game level 1 is different from letter memory game level 2 even if the structure of the game remains the same).

Teachers will be responsible for planning for their assigned SDL centers each week and preparing all needed materials (IPP). Teachers should begin by reviewing the **SDL Scope & Sequence (LTP)** to identify the content tasks for their centers for that week and then use this information to complete the **Weekly Planning Worksheet**. Teachers will need to bring their completed planning worksheets to the weekly teaching team meetings for SDL.

Center	What & Why: Content & Purpose	Teacher role	Scholar leader role (Phases 2 and 3)
Dramatic Play Center (alternating with Humanities in Kindergarten) **Materials provided**: -Mini-LPs for Q1 -Direction anchor charts (2) -"Our Play Roles" scholar template	What: Scholars act out storylines that parallel and/or extend Humanities texts read aloud in class Why: Engage in highest level of cooperative make-believe play; develop social-emotional skills (e.g., listening, perspective taking); practice reading comprehension skills; reinforce content from Humanities lessons	- Lead reminds scholars of weekly focus Humanities text(s) pre-SDL block - RDT facilitation by Lead	- Habit Helper gets basket of materials with book, role cards/sheets, and any related props - Habit Helper checks center clean-up status
Humanities Center (alternating with Dramatic Play in Kindergarten, separate center in G1) **Materials provided**: -Direction anchor charts -Research Through Art scholar templates	What: Scholars engage in either: ● Creative tasks (Research Through Art: All About, Timelines, or Maps and Representations) to explore what they are learning in the whole-group Humanities block ● Online playlists that enrich and extend what they are learning in the whole-group Humanities block Why: Develop creative problem-solving and inquiry skills; practice all skills and content from Humanities lessons	- Lead reminds scholars of weekly Humanities focus and creative task/online playlist pre-SDL block - RDT facilitation by Lead	- Habit Helper passes out materials for task OR - Computer Captain consults with Lead as needed - Habit Helper checks center clean-up status
Math Center	What: Scholars engage in hands-on, game based math activities with manipulatives	- RDT facilitation by Lead during rotation	- Habit Helper hands out materials and templates as needed

	Why: Develop teamwork and cooperative play skills; develop fine motor strength and coordination; practice foundational math content and skills (e.g., number sense)		- Habit Helper checks center clean-up status
Writing & Word Work Center **Materials provided**: -Direction anchor charts for all tasks -Scholars templates for all tasks (as needed)	What: Scholars practice letter & word formation, weekly sight words, and/or weekly tier 2 vocabulary words while: ● Tracing letters and/or words ● Creating sight words/sentences using manipulatives ● Playing word games such as mystery word, vocab match, etc. ● Sorting vocab words by category Why: Develop fine motor strength and coordination; practice content and skills from Humanities/Writing lessons	- Instructor 1 reminds scholars of weekly sight words and/or weekly vocabulary words - RDT facilitation by Instructor 1	- Habit Helper hands out materials and templates as needed - Habit Helper checks center clean-up status
Listening / Reading & Response Center **Materials provided**: -Direction anchor charts for all tasks -Scholars templates for all tasks (as needed)	What: Scholars either: ● Listen to books read aloud (at beginning of year in Kindergarten) ● Choose books to read independently or with a reading buddy and complete responses (drawing, labeling, writing) Why: Practice listening comprehension skills; practice reading and responding skills at an independent level; foster a genuine love of reading	- RDT facilitation by Instructor 1 during rotation	-Habit Helper sets up book on tape and presses play/stop (if applicable) - Habit Helper makes sure all scholars choose a book and get a response template - Habit Helper checks center clean-up status
Blocks Center (K only) **Materials provided**: -Mini-LPs for Q1 (**sample LPs here**) -Direction anchor chart -"My Building Plan" scholar template	What: Weekly building schedule during Phases 1 and 2: ● Monday/Tuesday/Wed.: Mini lesson ● Thursday/Friday: Assigned build & "Block Talks" Why: Develop in oral language, cooperative play, and cognitive demand skills; practice ongoing scientific inquiry skills and math geometry standards	- Instructor 2 launches weekly mini lessons in Phases 1 & 2 -Instructor 2 conducts weekly "Block Talks" in all Phases - Research / Decide / Teach facilitation by Instructor 2 (see below for RDT protocol)	- Habit Helper (1 per group) hands out building plan templates and checks scholar plan templates before building - Habit Helper checks center clean-up status
Computer Center (G1 only) **Materials provided:** -Direction anchor chart	What: Scholars use *Keyboarding without Tears*, other reading/math online software programs (specific programs TBD) Why: Develop fine motor strength and coordination, practice typing and other technology-related skills;	- Instructor 2 troubleshoots for first 2 minutes of rotation (Phases 1 & 2) - Instructor 2 is point person for Computer Captain	- Computer Captain (1 trained per group) consults with Instructor 2 as needed

	practice additional reading and math skills	- No RDT facilitation, but Instructor 2 checks in on progress/roadblocks	
Science Center **Materials provided:** -Direction anchor charts -"My Science Journal" scholar template *Guiding question on sentence strip (unless using online playlists)	What: Scholars engage in either: ● Hands-on exploration and journaling of materials related to what they are learning in the whole-group Science block ● Online playlists to enrich and extend what they are learning in the whole-group Science block Why: Develop cognitive demand skills; develop fine motor strength and coordination; apply observation and investigation skills from science	- Lead reminds scholars if they will be using science journals or online playlists (if using science journals, reminds scholars of guiding question) pre-SDL block - RDT facilitation by Instructor 2	- Habit Helper hands out materials and science journal page templates OR - Computer Captain consults with Instructor 2 as needed - Habit Helper checks center clean-up status
Pull-Out Interventions (as needed, not all scholars will rotate through)	What: Scholars practice targeted reading or math skills with teachers (in groups ranging from 1 to 10 scholars) Why: To respond to data and allow scholars to master content that they have been previously exposed to but have not yet fully mastered; provide opportunities for Tier 2, Tier 3, and special education instruction	- Instructors 1 or 2 can pull out targeted intervention groups in reading or math based on scholar needs	N/A

Assessment Cycle:

Habits Rubric

Since the primary goal of SDL in Kindergarten and 1st grade is to develop motivation and strong executive functioning (or self regulation) skills in scholars, the primary assessment measure is the **Greenfield Habits of Success Rubric for K&1**, which outlines a 4-level growth progression for each Habit (and for the Constructs with each Habit). Teachers use the observable characteristics or actions listed under each level to identify where a scholar is currently operated for each Habit and Construct and to identify appropriate goals and teaching points.

We recognize that scholars will start the school year at varying levels on the Habits of Success rubric, and our main focus is on using the rubric to develop a common language for Habit-aligned actions and to identify meaningful qualitative goals for individual scholars (and for groups of scholars, as appropriate). That said, we have set the following quantitative benchmarks:
- Scholars reach Level 3 across habits and constructs by the end of Kindergarten
- Scholars reach Level 4 across habits and constructs by the end of 1st grade

On a monthly basis, we expect scholars to demonstrate appropriate growth toward these grade-level benchmarks on the rubric. Teacher teams will have **monthly step-back meetings** to review scholar progress on the Habits of Success and norm on rubric scoring.

On a weekly basis, teachers will use their observation notes from Research, Decide, Teach (RDT) facilitation during all Phases (and from conferencing notes during Phase 3) to reflect on scholar progress and determine appropriate next steps for the week ahead. See more detailed notes on the Look At Student Work (LASW) process below.

Student Work Analysis (LASW process)

Teachers will reflect regularly on student work from the SDL block through the LASW process, outlined **here**.

On a DAILY BASIS, teachers will look over their observation notes from RDT facilitation and tag these notes with relevant Greenfield Habits. During Phase 1, the emphasis will be on collecting diagnostic data during RDT facilitation. During Phases 2 and 3, the emphasis will be on aligning notes to specific Greenfield Habits (and their associated Constructs) and using these notes in combination with the Habits rubric to inform teaching points during further RDT facilitation. On a daily basis, this LASW work should take no more than 15 minutes per teacher.

On a WEEKLY basis, teachers will participate in a 2-step process:
- 30 min: Individual/partner prep (or a coaching conversation) to finish aligning RDT notes to specific Greenfield Habits, input RDT notes into an online tool, and begin to reflect on data collected using the **weekly individual/partner data synthesis worksheet**.
- 30 min: Teaching team meeting to reflect on overall wins and gaps and plan for next steps (for center content, individual scholars, and RDT facilitation) using the **weekly team meeting protocol worksheet**.

Note that the LASW process will vary by Phase, with an emphasis on scholar goal-setting tied to the Weekly Work Plans in Phase 3. During Phase 3, teachers will need to work closely with scholars' Goal Team Coaches to ensure that their observations during RDT facilitation in the SDL block inform the Habit and Learning (Academic) goals that scholars are setting in weekly Goal Team meetings (and then are conferencing about on a weekly basis with the Lead teacher in Running Buddy Pairs). Also in Phase 3, scholars will begin to keep work portfolios (with all of their Weekly Work Plans archived along with selected center work products), and these portfolios will be looked at as part of the weekly LASW process to help determine appropriate Habit and Learning goals.

SDL Coaching and Feedback

RDT (Research, Decide, Teach) Facilitation:

In each Phase, all teachers will facilitate scholar learning in centers through a process called RDT facilitation, based off Lucy Calkins' conferring model for writing. The stages of RDT facilitation (with examples from a sample interaction) are:

Stage Name	Description	Sample RDT interaction
Research (R)	The teacher asks an open-ended question to gather formative data on the scholar. Examples of open-ended questions to ask include: ● What are you working on? ● Why did you decide to do that? ● What are you trying to get better at now? In a group situation such as Dramatic Play, the teacher may decide to just observe scholars to gather data rather than intervene to make a teaching point with an individual scholar.	A scholar is working on a tower in the Blocks Center. The Lead asks the scholar, "What are you working on?" The scholar says, "I'm trying to add blocks to the top of my tower to make it taller, but it keeps falling down!"
Decide (D)	The teacher decides on a teaching point, ideally based a Greenfield Habit (these teaching points can be more open-ended in Phase 1 vs. tied to specific Greenfield Habits in Phases 2 and 3).	The Lead chooses to prompt the scholar to return back to her building plan to see how she can improve her structure (aligned to the Greenfield Habit of Curiosity).
Teach (T)	The teacher gives the scholar feedback on his/her work (ideally grounded in the Greenfield Habits and including both positive and constructive feedback), and suggests something to try next.	The Lead says, "You're showing our Habit of Drive here by not giving up. I wonder if there are scientific inquiry skills we can use to also show our Habit of Curiosity as we investigate our challenge problem of the week. What is

		Before leaving the interaction, the teacher makes sure that the scholar has clarity on what he/she will do next (has a plan).	the first thing we learned in science that strong scientist do?" The scholar answers, "Ask strong questions?" The Lead responds, "That's correct. Many times it usually starts with 'I wonder…' What questions could you ask yourself to solve the problem before continuing to build?" The Lead provides a scaffold to the scholar as needed, e.g., "I wonder what other materials I could use?" The scholar then generates other example questions to ask. Before leaving the conference, the scholar decides to change her building plan to use a new material for the top of the tower.

Each RDT interaction lasts approximately 3-5 minutes. Teachers should facilitate 3-5 RDT interactions each per center rotation with a combined goal of 1 RDT note on each scholar in each center every other week

Teachers will record their RDT facilitation with scholars in the moment using an **SDL Interactions Tool**, with each entry including the date, scholar name, observation notes (which can include pre-inserted teaching points or scholar goals), and aligned Greenfield Habit(s)/Construct(s). Ideally, teachers will also take pictures or videos of scholar-created artifacts (e.g., word sorts, block towers/enclosures, reading responses, science journals, dramatic play interactions) that demonstrate mastery of teaching points and Habits.

Notes taken on the SDL Interactions Tool should be as objective as possible, stating only observed scholar behaviors and avoiding subjective or ambiguous words (e.g., mean, pretty, sloppy) and assumptions (e.g., "He was bored", "He was out of control"). Whenever possible, teachers should include scholars' exact words in notes. When taking observation notes, teachers should ask themselves, "Am I writing things in such a way that anyone viewing the same scene (without any knowledge of this particular scholar) would write it in the exact same way?"

A sample note for the interaction above could be:

Tonya's block tower kept falling down. I asked her how she could use Curiosity and she said, "Ask strong questions?" I gave her an example question and she came up with 2 more on her own.

Entries in the SDL Interactions Tool will be entered into an online tool by teachers on a weekly basis (during weekly individual/partner prep time) and used to generate next steps and scholar goals during weekly teaching team meetings.

Lead Conferencing (Phase 3 only):

During Phase 3 only, the Lead teacher will facilitate a weekly 10-minute conference with each scholar and his/her Running Buddy during the SDL block. These conferences will be scheduled in advance and the date and time for the conference will be written into each scholar's Weekly Work Plan by the Lead prior to that week's Goal Team Meeting.

The purpose of these conferences is to review progress toward scholars' Weekly Work Plans and their Habit and Learning Goals for the week; therefore, the Lead should schedule conferences in such a way as to respond to scholars' emerging individual needs (e.g., scholars who are struggling more with self-regulation should be scheduled for Monday or Tuesday conferences). That said, the Lead should also vary the day and time he/she conferences with scholars each week (e.g., don't schedule the same Running Buddy Pairs for the last conferences every week). During the Opening of each day's SDL block, before Running Buddy pairs check in, the Lead will remind scholars which Running Buddy Pairs are scheduled to conference with him/her that day.

Conferences will be scheduled Monday-Thursday during the SDL block according to the following schedule (which takes into account all Lead responsibilities during the SDL block):

● Monday: 3 Running Buddy Pair conferences (30 minutes), introduce any new Blocks or Humanities center content (10 minutes), RDT facilitation in Blocks/Humanities (10 minutes)
● Tuesday-Thursday: 4 Running Buddy Pair conferences per day (40 minutes per day), RDT facilitation in Blocks/Humanities (10 minutes per day)
● Friday: No conferences, facilitate "Block Talks" (10 minutes), RDT facilitation in Blocks/Humanities (40 minutes)

The Lead will prepare for conferences by reviewing each scholar's Weekly Work Plan and Habit/Learning Goals from the previous week, as well as the chosen Goals for the current week, prior to conferencing. Depending on when the conference is during the week, Leads may choose to spend more time reflecting on Goals from the previous week (if conferencing on Monday or Tuesday), or to focus on progress toward Goals for the current week (if on Wednesday or Thursday). Leads will collaborate closely with Goal Team Coaches (and other instructors) to ensure they share real-time information on scholars' progress on the Greenfield Habits rubric as well as in core academic subject areas.

During conferences, the Lead will use open-ended questioning to push as much of the thinking on scholars as possible.

A sample Running Buddy Pair conference conversation can be found below. Assume that this conference happens early during the week and thus is more focused on scholars' Goals from the previous week.

Conference Structure	Lead & Running Buddy Pair Conversation
Opening Stem (1 min)	Lead: Let's get out your scholar work portfolios and take one minute to review your Habit and Learning Goals on your Weekly Work Plans from last week. Give me a thumbs up when you're ready. *Scholars silently review last week's Weekly Work Plans.*
Monitoring, Reflecting, Adjusting (3 min) The Lead will help scholars to reflect on glows and grows from SDL in the previous week (or in the current week, if the conference is happening later in the week). The Lead should be prepared to point out any key areas or examples if students are not able to come up with any concrete celebrations or areas of focus.	Lead: Scholar A, what was your Learning Goal last week? How did that work out? Let's look together to see if the goal helped you. Scholar A: My goal was to read more at the Reading & Response Center. Last week, I read 5 books at the center, which is 3 more than I had read before. I am proud of that. Lead: That is a great accomplishment. What helped you do that? Scholar A: I think it was because I sat on the beanbag by myself and not with a friend so that I could focus. Lead: Knowing that a friend could distract you and sitting on your own beanbag is a good strategy. Student B, what was your Learning Goal and how did that work out for you? Anything you are really proud of? Scholar B: I am proud of my work at Computers. I passed 3 levels and got 3 stars on Typing last week. I want to spend more time in Blocks this week because my farm is nowhere near finished. Is there a way I can get more plastic animals? Lead: I am sure we can find some more animals. But let's go back to Computers. What helped you pass 3 levels and was that your goal? Scholar B: My goal was to pass 2 levels on Typing, and I did 3 levels. I think it was just a lot of practice until I got good at it. I also made it my "can do" center 2 times, so I got a lot of practice.

	Lead: Practicing something until you become fluent is really important and is one of the goals of SDL, so it's great to see that you were able to show so much Drive and pass 3 levels. Okay, let's talk about what this means for our Goals and our Weekly Work Plans for this week.
Running Partner Planning (5 min) Running Buddy Pairs will reflect on the new Habit & Learning Goals they set for this week during their Goal Team Meeting and what this means for their Weekly Work Plans. The Lead should use this time to ensure that scholars are… ● Making progress toward completing all "must do" centers (or have a plan to do so before the end of the week) ● Making smart choices about their time (e.g., not spending the entire SDL block at 1 center, are choosing centers that are aligned to their Learning Goals) ● Thinking about their Habit/Learning Goals and what they need to do in different centers in order to reach these Goals	*Scholars get out their Weekly Work Plans for this week.* Lead: Which "must do" centers have you already done this week? Where do you want to spend your extra "can do" time? Scholar B: I already went to Reading & Response and Dramatic Play. The farm I made last week in Blocks didn't really match the plan I made, so my Learning Goal this week is to match my building to my plan. I think I need to spend some "can do" time at Blocks. Scholar A: I didn't finish my Science Journal last week, so I need to spend some "can do" time in Science. Lead: I like how you both are making sure that you match where you will spend your "can do" time with your Goals for his week. Scholar A, what is your Habit Goal for this week? Scholar A: My Habit Goal is to use Curiosity to look for new ways to solve problems in math. Lead: Scholar B, do you have any ideas on how you can help Scholar A with that Habit Goal? Scholar B: Yeah, I like to try to make numbers in different ways with the linking cubes. We can try doing that together in the Math Center. Lead: That's a fantastic idea. Math is a "must do" center for both of you. How can you remind yourselves to go there this week? Scholar A: Maybe we could write it down on our work plans. Let's go to Math first thing tomorrow. Lead: Sounds good! Why don't you both write it down on your plans so you don't forget?
Final Check (1 min)	*Lead facilitates a final check of what each scholar is planning to do next in SDL and ensures scholars leave the conference with purpose based on their individual Habit and Learning Goals.*