### Self-Directed Learning (SDL) - Daily IPP and LASW Protocol

Guide to Planning and Assessment

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**How do we know if students are successful?**

**WEEKLY**: Scholars demonstrate progress on AF Greenfield K-1 Habits rubric on a weekly basis; teachers meet with partners/coaches and then with teacher teams on a weekly basis to review formative data, including:

- Ongoing RDT facilitation (at least 1 RDT note on each scholar in each center per week)
- Scholar work portfolios (at least 1 center work product included per week) and/or Science Journal
- Weekly conferences with Lead and Running Buddy (during Phase 3 only)
- Scholar Weekly Work Plans (during Phase 3 only)

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**DAILY Teacher Actions**

#### How should I prepare for tomorrow’s SDL block? (IPP & LASW - 15 min)

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Changes in Phase 2</th>
<th>Changes in Phase 3</th>
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| **Lead (15 min total)**  
- Review RDT diagnostic data from that day  
- Star/note RDT priorities for next day  
- Prep SDL rotation chart for next day  
- Quick check materials in Blocks and Dramatic Play Centers  
**Instructor 1 (15 min total)**  
- Review RDT diagnostic data from that day  
- Star/note RDT priorities for next day  
- Quick check materials in Word Work and Reading Centers  
**Instructor 2 (15 min total)**  
- Review RDT diagnostic data from that day  
- Star/note RDT priorities for next day  
- Quick check materials in Science Center  
- Review Dreambox data and note priority scholars for next day | **Lead (15 min total)**  
- Add relevant GF Habits to RDT notes from that day  
- [Thurs] Quick check name tags and velcro/hooks for Free Choice Fridays  
**Instructor 1 (15 min total)**  
- Add relevant GF Habits to RDT notes from that day  
- Prep pull-out interventions for next day  
**Instructor 2 (15 min total)**  
- Add relevant GF Habits to RDT notes from that day  
- Prep pull-out interventions for next day | **Lead (15 min total)**  
- Review Weekly Work Plans (from current week and previous week) and scholar work portfolios for Running Buddy pairs scheduled for conferences the next day  
**Instructor 1 (15 min total)**  
- Schedule conferences with Running Buddy Pairs for next week and mark times on Weekly Work Plans  
- [Phase out mini-lessons for Blocks]  
**Instructor 2 (15 min total)**  
- No changes from previous phases |

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**WEEKLY Teacher Actions**

#### How should I plan for next week’s SDL block? (IPP - 15 min)

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| **Lead (15 min total)**  
- Review content focus areas in scope & sequence for Blocks and Dramatic Play  
- Prepare mini-lesson for Blocks  
- Prepare any new student materials for Blocks and Dramatic Play | No changes from previous phase | **Lead (15 min total)**  
- Schedule conferences with Running Buddy Pairs for next week and mark times on Weekly Work Plans  
- [Phase out mini-lessons for Blocks]  
**Instructors 1 & 2 (15 min total)** |
Instructor 1 (15 min total)
- Review content focus areas in scope & sequence for Word Work and Reading
- Prepare any new student materials for Word Work and Reading

Instructor 2 (15 min total)
- Review content focus areas in scope & sequence for Science and Computers
- Prepare any new student materials for Science

No changes from previous phases

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**How does our team check in on progress and adjust course? (LASW)**

Independent prep + homeroom team meeting on Thursday (60 min)
(This needs to happen on Thursday given work plans are set during goal team time on Friday)

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| Independent/partner prep (or coaching conversation) for all (30 min total)  
  - Gather all RDT diagnostic data notes from that week and input notes into online tool  
  - Begin reflection on RDT diagnostic data notes using independent/partner data synthesis worksheet  

  With teaching team (30 min total)
  Sample Agenda/Guidance
  
  - 10 min: Reflect on wins and gaps from previous week (ground conversation in scholar work portfolios, RDT notes)  
  - 10 min: Review new center content focus areas for next week  
  - 10 min: Plan next steps (for specific centers, center groups, scholars) and focus areas for RDT diagnostic data collection based on data  

  With teaching team (30 min total)  
  - 10 min: Reflect on wins and gaps from previous week (ground conversation in scholar work portfolios, RDT notes)  
  - 5 min: Review new center content focus areas for next week; review pull-out intervention plans for next week  
  - 10 min: Plan next steps (for specific centers, center groups, scholars), group goals for Opening/Closing, and focus areas for RDT facilitation based on data  
  - 5 min: Choose Habit Helpers/Computer Captains for next week  

  With teaching team (30 min total)  
  - 5 min: Input scholar goals from Weekly Work Plans next week into online tool  
  - 5 min: Reflect on wins and gaps from previous week (ground conversation in scholar work portfolios, RDT notes, Weekly Work Plans, conferencing notes)  
  - 5 min: Review new center content focus areas for next week; review pull-out intervention plans for next week  
  - 10 min: Plan next steps (for specific centers, scholars), group goals for Opening/Closing, focus areas for RDT facilitation based on data  
  - 5 min: Choose Habit Helpers/Computer Captains for next week  

Independent prep for Lead (+5 min)  
- Gather notes from scholar conferences and use to inform completion of independent/partner data synthesis worksheet  

  With teaching team (30 min total)  
  - 5 min: Input scholar goals from Weekly Work Plans for next week into online tool  
  - 5 min: Reflect on wins and gaps from previous week (ground conversation in scholar work portfolios, RDT notes, Weekly Work Plans, conferencing notes)  
  - 5 min: Review new center content focus areas for next week; review pull-out intervention plans for next week  
  - 10 min: Plan next steps (for specific centers, scholars), group goals for Opening/Closing, focus areas for RDT facilitation based on data  
  - 5 min: Choose Habit Helpers/Computer Captains for next week