

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

Guide to Planning and Assessment

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)

DAILY Teacher Actions

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

Phase 1	Changes in Phase 2	Changes in Phase 3
<p><u>Lead (15 min total)</u> -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</p> <p><u>Instructor 1 (15 min total)</u> -Review RDT diagnostic data from that day -Star/note RDT priorities for next day -Quick check materials in Word Work and Reading Centers</p> <p><u>Instructor 2 (15 min total)</u> -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</p>	<p><u>Lead (15 min total)</u> -Add relevant GF Habits to RDT notes from that day -[Thurs] Quick check name tags and velcro/hooks for Free Choice Fridays</p> <p><u>Instructor 1 (15 min total)</u> -Add relevant GF Habits to RDT notes from that day -Prep pull-out interventions for next day</p> <p><u>Instructor 2 (15 min total)</u> -Add relevant GF Habits to RDT notes from that day -Prep pull-out interventions for next day</p>	<p><u>Lead (15 min total)</u> -Review Weekly Work Plans (from current week and previous week) and scholar work portfolios for Running Buddy pairs scheduled for conferences the next day</p> <p><u>Instructor 1 (15 min total)</u> No changes from previous phases</p> <p><u>Instructor 2 (15 min total)</u> No changes from previous phases</p>

WEEKLY Teacher Actions

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

Phase 1	Changes in Phase 2	Changes in Phase 3
<p><u>Lead (15 min total)</u> -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</p>	<p>No changes from previous phase</p>	<p><u>Lead (15 min total)</u> -Schedule conferences with Running Buddy Pairs for next week and mark times on Weekly Work Plans -[Phase out mini-lessons for Blocks]</p> <p><u>Instructors 1 & 2 (15 min total)</u></p>

<p><u>Instructor 1 (15 min total)</u> -Review content focus areas in scope & sequence for Word Work and Reading -Prepare any new student materials for Word Work and Reading</p> <p><u>Instructor 2 (15 min total)</u> -Review content focus areas in scope & sequence for Science and Computers -Prepare any new student materials for Science</p>		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)

Phase 1	Changes in Phase 2	Changes in Phase 3
<p><u>Independent/partner prep (or coaching conversation) for all (30 min total)</u> -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</p> <p><u>With teaching team (30 min total)</u> Sample Agenda/Guidance</p> <p>-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</p>	<p><u>Independent/partner prep (or coaching conversation) for all (30 min total)</u> -Finish adding relevant GF Habits to RDT notes and input notes into online tool -Begin reflection on RDT notes using independent/partner data synthesis worksheet</p> <p><u>With teaching team (30 min total)</u> -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</p>	<p><u>Independent/partner prep (or coaching conversation) for all (30 min total)</u> -Finish relevant adding GF Habits to RDT notes and input notes into online tool -Begin reflection on RDT notes and generation of new scholar goals using independent/partner data synthesis worksheet</p> <p><u>Independent prep for Lead (+5 min)</u> -Gather notes from scholar conferences and use to inform completion of independent/partner data synthesis worksheet</p> <p><u>With teaching team (30 min total)</u> -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</p>