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| Meeting Guide for Peer Facilitators (Facilitator Checklist #1: Collaborative Planning) |

Facilitator:

Team Name:

Download a copy of this LST Meeting Guide, complete it, and then upload it to Google Drive with your team name at the top, along with the Zoom recording of your meeting! Use this guide as a checklist and note Y if each person has contributed or N if each person has not.

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|  | | | **Getting Started (5 minutes)** |  | | | |
| **Getting Started** | | **Welcome team members:** | | | Completed | | |
| * Address housekeeping issues (e.g., notify members about Zoom recording, time allotted). | | | Y | | N |
| * Ensure all team members have proper planning materials (e.g., HLP resources, curriculum guides, ILS planning templates, student data). | | | Y | | N |
| **Set group norms and establish a positive environment by reminders of the need to:** | | | | | |
| * Speak openly and use tentative language when making suggestions (e.g., “Y*ou might want to consider taking this approach.”*). | | | Y | | N |
| * Listen actively to peers and ask questions that elicit elaborated responses (e.g., *avoid simple yes or no questions*). | | | Y | | N |
| * Respect contributions from each team member. | | | Y | | N |
| * Use solutions-based language by making accurate and descriptive statements that are focused on student data (e.g., *“Amari has been absent for five days and has not submitted her last two assignments” instead of, “Amari hardly turns anything in and misses a lot of school.”).* | | | Y | | N |
| **Learning Target Draft Review (45 minutes)** | | | | | | | |
| **Learning Target**  **Draft Review Needed Skills & Pre-Teaching** | **While mapping clear learning targets, have one team member at a time:** | | | | | Y | N |
| Share previously analyzed student data with the team. | | | | | Y | N |
| Discuss the appropriateness of the drafted learning target (LT) and how it is logically sequenced within your content area. | | | | | Y | N |
| Discuss any prerequisite knowledge and skills needed for your target student(s) to participate in the lesson and your initial thoughts about differentiating for varied readiness levels *(also consider any pre-teaching that may need to be done*). | | | | | Y | N |
| Ask other team members to provide written feedback using the ACCOMPLISH template in your ILS eWorkbook and ask any clarifying questions regarding their feedback *(e.g., right column in screenshot below).* | | | | | Y | N |
| Once each team member has shared and received feedback, please thank all team members for their contributions to conclude the collaborative planning session. | | | | | Y | N |

Facilitator checklist modified from Benedict, Brownell, Acosta, & Sweers, 2020.