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| Meeting Guide for Facilitators (Facilitator Checklist #2: Planning for Explicit Instruction) |

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., bathroom, Zoom recording).
 | Y | N |
| * Ensure all team members have proper planning materials (e.g., resources, curriculum guide, 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…”*).
 | Y | N |
| * Listen actively to peers.
 | Y | N |
| * Respect colleague’s contributions.
 | Y | N |
|  | **Lesson Planning (45 minutes)** |  |

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| **Mapping Out the Lessons** | During planning for **explicit instruction (EI)**, each team member:  |
| * Considers how instructional concepts will be introduced.
 | Y | N |
| * Shares what they will say and do to model the concept to foster student understanding.
 | Y | N |
| * Determines questions to elicit student responses.
 | Y | N |
| * Determines specific challenges students will encounter.
 | Y | N |
| * Determines HOW (and how frequently) students will be given opportunities to respond (*OTRs!*).
 | Y | N |
| During planning for **practice**, each team member shares: |
| * How students will engage in *guided* practice.
 | Y | N |
| * How students will engage in *independent* practice.
 | Y | N |
| During planning for **assessment**, each team member explains:  |
| * How evidence of student learning will be collected (e.g., what type of assessment will be used?).
 | Y | N |

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