Collaborative Planning Training

Slide	Topic	Description / Text	Visuals
1	Title Slide	"Collaborative Planning Professional Development"	-Photo of a team office meeting
2	Attention getting event	A short video depicting a bad collaborative planning scenario	-Video should have at least 4 characters. 3 teachers in varying states of preparedness and 1 instructional coach -1 teacher has read the text and previewed the assessment but not the standards -1 teacher has reviewed the benchmarks but not the ALDs or the curriculum -1 teacher has brought materials to review, but assumed they would go over them together at collaborative planning
3	Introduction	Explain what collaborative planning is and its purpose	-An image of many hands lifting something
4	Learning Objectives	List learning objectives: -By the end of this training, teachers will be able to demonstrate effective preplanning. -By the end of this training, teachers will be able to develop collaborative lesson plans.	-Check box animation next to each learning objective
5	Main Menu	The main menu will be divided into two sections: -Preplanning -Planning	-One button for each category
6	Preplanning	Preplanning consists of the preparation necessary to successfully execute the collaborative planning session. List preplanning subsections: -Be Standards Based -Curriculum Integration -Resources	-Text box with explainer -3 Buttons leading to the 3 subsections
7	Be standards based	-Teaching and planning should begin with the end in mind. Students are assessed based on state	-Text box with explainer -2 Buttons leading to the 2 subsections

		standards. It is important to understand the standards before planning begins. -Benchmarks and Clarifications -Achievement Level Descriptors	
8-9	Benchmarks	The Florida BEST benchmarks are written as follows. Some benchmarks include clarifications to help instructors better understand the goal of the benchmark. →i.e. ELA.4.R.1.2 ELA: Subject 4: Grade Level R: Strand 1: Standard 2: Benchmark ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text. Benchmark Clarifications Clarification 1: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.	-The benchmark sections should change color when hovered over to make it easier for learners to identify the sections. -Learners should be able to click the sections to find out what they represent.
10	ALDs	Achievement level descriptions (ALDs) describe a student's level of achievement. They can be used to help teachers consider the rigor of the resources they use.	-This slide also includes a table of the achievement level descriptors for ELA.4.R.1.2. -
11	Knowledge Check	Be Standards Based Check for Understanding	-Matching Question with Drop down menu answer choices
12	Curriculum	-For the purpose of this professional development curriculum refers to the collection of textbooks and related resources chosen by the school and/or district as the tool to meet the standard. Our curriculum includes the following important elements. -Assessment Questions -Passages	-Text box with explainer -3 Buttons leading to the 3 subsections

		-Minilessons	
13	Assessment Questions	Take a look at the associated assessment questions. Pay attention to the wording and formatting. Consider if there is anything that may need to be addressed with a test taking strategy during instruction. -List question types: -Multiple choice -Multi-select -Table Response -Two Part Questions	-Question Types will be slides that can be clicked through -Question types will come from online FAST sample test
14	Passage	Read the passages and try to put yourself in the student seat. Think about what connections the students would make. Consider what guiding questions you can come up with to address the standards.	-Include screenshot of a passage from the curriculum
15	Minilessons	Review the minilessons. Complete the minilesson yourself. How is the standard addressed? What other questions can we add to scaffold students' understanding?	
16	Knowledge Check	Curriculum Knowledge Check	
17	Resources	Consider what resources can be used to support instruction. -Provided Resources -Created/External Resources	-Text box with explainer -2 Buttons leading to the 2 subsections
18	Provided Resources	What resources have been provided? -Graphic organizers -Sample anchor charts -Rubrics -Online portals:	Resource Types should be buttons that can be clicked to reveal examples of them
19	Created/External Resources	What resources need to be created? -Anchor charts -Slides/Nearpods	Resource Types should be buttons that can be clicked to reveal examples of them

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20	Knowledge Check	Resources Knowledge Check	
21	Planning	The 3 keys to having an effective collaborative planning meeting build on the preplanning work. They focus on the List planning subsections -Assign roles -Discuss and clarify as needed -Discuss and model scaffolds as needed	-Text box with explainer -3 Buttons leading to the 3 subsections
22	Assign Roles	Roles bring accountability ensuring everyone plays a part in having a successful collaborative planning session. -Timekeeper: Responsible for keeping track of time to ensure the meeting runs on schedule -Taskmaster: Guides the team meeting to cover the agenda and to ease the accomplishment of agenda item tasks -Runner: Responsible for managing any supplies needed for the meeting and ensuring everyone has what they need -Scribe: Responsible for taking notes during the meeting and sending out final notes after the meeting	-When roles are clicked they should reveal explanations of what they do.
23	Discussion	Teachers should use the following three questions to discuss what they covered during their pre-planning. -What are the standards? -What questions do they have? -What resources will we use?	
24	Model	Model the use of resources (as needed). Modeling will help show how resources will be used and help identify potential challenges before their implementation in the classroom. -Break down strategies into manageable steps and explain each clearly. -Model as if teaching in the classroom.	-Include an animation of a teacher modeling.

		-Make it as hands-on as possible.	
25	Knowledge Check	Planning Knowledge Check	-Matching Question with Drop down menu answer choices
26	Conclusion	**Prepare for the Quiz** ● **Review Key Concepts:** Revisit the main points covered in the course. ● **Reflect on Learning:** Consider how you can apply these concepts in your teaching environment. Ready to Test Your Knowledge?	-Include a "review" and "Start Quiz" Button
27-31	Quiz	End of course quiz. Should contain 5 questions -This slide will have the quiz. If learners get a question wrong they will be offered a link to review the information for it before they try again. -Questions are a mix of multiple choice and true/false	
32	Quiz Results	Results will auto generate when the quiz is completed. Results will include: Score Max Score Correct Responses Total Questions Accuracy Number of Attempts	
33	Thank you!	**Thank You!** For your dedication to effective collaborative planning. Together, we can make a significant impact on student learning and success.	-