

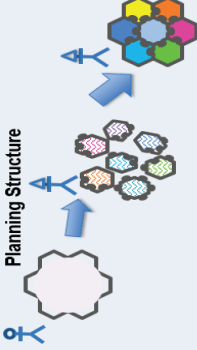
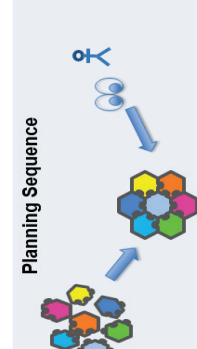
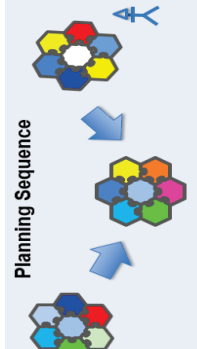
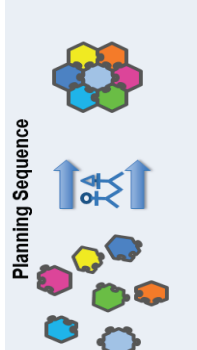


# Co-Planning Strategies

One Plans, One Assists	Partner Planning	One Reflects, One Plans
<p><b>Planning Sequence</b></p>  <p><b>Quick Definition</b></p> <p>Each co-teacher designs a portion of the lesson, although one clearly has the main responsibility. The team works jointly on final planning.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>It provides an opportunity for each co-teacher to contribute resources new to the other.</li> </ul> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>Better instructional materials</li> <li>Clear division of planning responsibilities</li> <li>Final planning done jointly</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>Initial planning done separately may not mesh well</li> <li>Critical that the same teacher is not always in assistant role</li> </ul>	<p><b>Planning Sequence</b></p>  <p><b>Quick Definition</b></p> <p>Co-teachers take responsibility for about half of the components of the lesson plan. Then they complete the plan collaboratively.</p> <p><b>Notes</b></p> <p>Requires that a lesson be visualized as components for which initial planning can be done independently.</p> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>It is efficient</li> <li>Each teacher provides initial planning for only part of a lesson</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>Pieces of lesson may not mesh well</li> <li>Requires initial visioning together</li> </ul>	<p><b>Planning Structure</b></p>  <p><b>Quick Definition</b></p> <p>One teacher thinks aloud about the main parts of the lesson and the other writes the plan.</p> <p><b>Notes</b></p> <p>For many teachers, thinking aloud requires articulating what may be automatic. The mentor must ask, "How do I know how to plan?"</p> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>Lesson content is a reasonable fit</li> <li>Provides transparency early in planning process</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>May be a gap between one teacher spoke out loud and what the other teacher heard.</li> <li>Critical that the same teacher is not always in the same role</li> </ul>
One Plans, One Reacts	Parallel Planning	Team Planning
<p><b>Planning Sequence</b></p>  <p><b>Quick Definition</b></p> <p>One co-teacher plans and the other makes suggestions for improvement.</p> <p><b>Notes</b></p> <p>This approach is most used in traditional mentor- intern settings. One teacher provides a lesson and the other gives feedback on it.</p> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>Provides opportunity for good feedback and discussion of lesson plan elements</li> <li>Gives planner space for creativity in initial plans</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>Provides response after the fact instead of in real time</li> <li>Initial approach may be off base</li> <li>One may feel like an assistant</li> </ul>	<p><b>Planning Sequence</b></p>  <p><b>Quick Definition</b></p> <p>Each member of the co-teaching team develops a lesson plan and the two bring them together for discussion and integration.</p> <p><b>Notes</b></p> <p>Parallel planning provides an opportunity for teachers to learn from one another.</p> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>Allows for compare and contrast of examples and points of emphasis</li> <li>Gives both teachers opportunity for creativity in planning</li> </ul> <p><b>Concern</b></p> <ul style="list-style-type: none"> <li>Duplicate work done</li> <li>Teachers may become heavily invested in their own plan, making collaboration difficult</li> </ul>	<p><b>Planning Sequence</b></p>  <p><b>Quick Definition</b></p> <p>Both teachers actively plan at the same time and in the same space with no clear distinction of who takes leadership.</p> <p><b>Notes</b></p> <p>At any given time, either teacher may take the lead in suggesting tasks, questions, flow of the lesson, etc.</p> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>Resulting lesson plan may be better than a plan done independently by either</li> <li>May be more efficient because feedback and collaboration happen in real time</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>One co-teacher may be less prepared to contribute than the other</li> <li>Requires a very high level of trust and communication</li> </ul>

Adapted from: Grady, M., Cayton, C., Preston, R. V., & Sinicrope, R. (2019). Co-planning strategies for mentor teachers and interns. *Theory and Practice in Rural Education*. 9(2), 79-91. At: <http://tpre.ecu.edu/index.php/tpre>

