

Co-Planning Strategies

One Plans, One Assists

Planning Sequence		Quick Definition
		<p>Each co-teacher brings a portion of the lesson, although one clearly has the main responsibility. The team works jointly on final planning.</p>
Notes	Benefits	Concerns
<p>It provides an opportunity for the intern to contribute resources new to the clinical teacher.</p>	<ul style="list-style-type: none"> Better instructional materials Intern sees how a good lesson can be improved Final planning done jointly 	<ul style="list-style-type: none"> Initial planning done separately may not mesh well Critical that intern not remain in assistant role

Partner Planning

Planning Sequence		Quick Definition
		<p>Co-teachers take responsibility for about half of the components of the lesson plan. Then they complete the plan collaboratively.</p>
Notes	Benefits	Concerns
<p>Requires that a lesson be visualized as components for which initial planning can be planned independently.</p>	<ul style="list-style-type: none"> It is efficient Each teacher provides initial planning for only part of a lesson 	<ul style="list-style-type: none"> Pieces of lesson may not mesh well Requires initial visioning together

One Reflects, One Plans

Planning Structure		Quick Definition
		<p>Mentor thinks aloud about the main parts of the lesson and the intern writes the plan.</p>
Notes	Benefits	Concerns
<p>For the mentor, thinking aloud requires articulating what may be automatic. The mentor must ask, "How do I know how to plan?"</p>	<ul style="list-style-type: none"> Lesson content is a reasonable fit Intern is not planning blindly Provides transparency early in planning process 	<ul style="list-style-type: none"> May be a gap between what the mentor spoke out loud and what the intern heard. Excessive use of this strategy may not support intern development.

One Plans, One Reacts

Planning Sequence		Quick Definition
		<p>One co-teacher plans and the other makes suggestions for improvement.</p>
Notes	Benefits	Concerns
<p>Planning feedback is perhaps the approach most used in traditional mentor-intern settings. One teacher provides a lesson and the other gives feedback on it.</p>	<ul style="list-style-type: none"> Provides opportunity for good feedback and discussion of lesson plan elements, primarily for the intern Gives interns space for creativity in initial plans 	<ul style="list-style-type: none"> Provides response after the fact instead of in real time Initial approach may be off base One may feel like an assistant

Parallel Planning

Planning Sequence		Quick Definition
		Each member of the co-teaching team develops a lesson plan and the two bring them together for discussion and integration.
Notes	Benefits	Concern
Parallel planning provides an opportunity for teachers to learn from one another.	<ul style="list-style-type: none"> Allows for compare and contrast of examples and points of emphasis Gives both teachers opportunity for creativity in planning 	<ul style="list-style-type: none"> Duplicate work done Teachers may become heavily invested in their own plan, making collaboration difficult

Charity Cayton
caytonc@ecu.edu

Ronald V. Preston
prestonr@ecu.edu

Team Planning

Planning Sequence		Quick Definition
		Both teachers actively plan at the same time and in the same space with no clear distinction of who takes leadership.
Notes	Benefits	Concerns
At any given time, either teacher may take the lead in suggesting tasks, questions, flow of the lesson, etc.	<ul style="list-style-type: none"> Resulting lesson plan may be better than a plan done independently by either May be more efficient because feedback and collaboration happen in real time 	<ul style="list-style-type: none"> One co-teacher, likely the intern, may be less prepared to contribute than the other Requires a very high level of trust and communication

Maureen Grady
gradym@ecu.edu

Rose Sinicrope
sinicroper@ecu.edu

East Carolina University
Greenville, NC