# Co-Planning Strategies

## One Plans, One Assists

**Planning Sequence**
- Planning Sequence

**Quick Definition**
Each co-teacher designs a portion of the lesson, although one clearly has the main responsibility. The team works jointly on that planning.

**Notes**
- It provides an opportunity for each co-teacher to contribute resources new to the other.

**Benefits**
- Better instructional materials
- Clear division of planning responsibilities
- Final planning done jointly

**Concerns**
- Initial planning done separately may not mesh well
- Critical that the same teacher is not always in assistant role

## Partner Planning

**Planning Sequence**
- Planning Sequence

**Quick Definition**
Co-teachers take responsibility for about half of the components of the lesson plan. Then they complete the plan collaboratively.

**Notes**
- Requires that a lesson be visualized as components for which initial planning can be planned independently.

**Benefits**
- It is efficient
- Each teacher provides initial planning for only part of a lesson

**Concerns**
- Pieces of lesson may not mesh well
- Requires initial visioning together

## One Reflects, One Plans

**Planning Structure**
- Planning Structure

**Quick Definition**
One teacher thinks aloud about the main parts of the lesson and the other writes the plan.

**Notes**
- For many teachers, thinking aloud requires articulating what may be automatic. The mentor must ask, “How do I know how to plan?”

**Benefits**
- Lesson content is a reasonable fit
- Provides transparency early in planning process

**Concerns**
- May be a gap between one teacher spoke out loud and what the other teacher heard.
- Critical that the same teacher is not always in the same role

## One Plans, One Reacts

**Planning Sequence**
- Planning Sequence

**Quick Definition**
One co-teacher plans and the other makes suggestions for improvement.

**Notes**
- This approach is most used in traditional mentor-mentee settings. One teacher provides a lesson and the other gives feedback on it.

**Benefits**
- Provides opportunity for good feedback and discussion of lesson plan elements
- Gives planner space for creativity in initial plans

**Concerns**
- 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**
- 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**
- Parallel planning provides an opportunity for teachers to learn from one another.

**Benefits**
- Allows for compare and contrast of examples and points of emphasis
- Gives both teachers opportunity for creativity in planning

**Concern**
- Duplicate work done
- Teachers may become heavily invested in their own plan, making collaboration difficult

## Team Planning

**Planning Sequence**
- 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**
- At any given time, either teacher may take the lead in suggesting tasks, questions, flow of the lesson, etc.

**Benefits**
- 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

**Concerns**
- One co-teacher may be less prepared to contribute than the other
- Requires a very high level of trust and communication

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