Co-Planning

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• Your work setting
• With whom will you be co-planning?
Setting the Stage
Co-planning, like any lesson planning, should be visualized as part of an instructional cycle of planning, implementation, assessment, reflection.
We use co-planning as an environment where two or more teachers **actively** engage in planning—agree on instructional goals and a timeline for instruction, analyze assessment of student learning, develop instructional tasks, select or develop instructional tools, and design an assessment plan.
Plan for Learning

- What do students need to learn?
- How will you know if they learned?
- In what tasks will students engage to ensure learning happens?
Co-Planning and Co-Instruction

- These co-planning strategies are designed to parallel the co-instruction strategies.
- As with co-instruction strategies, they are not intended as a hierarchy or progression.
- Co-planning strategies can be selected to fit needs of a given lesson and the needs of the co-teachers.
Strategies for Co-Planning
Co-Planning Strategies

- One plans, one assists
- Partner planning
- One reflects, one plans
- One plans, one reacts
- Parallel planning
- Team planning
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 final planning.

Notes

Benefits

Concerns

It provides an opportunity for the intern to contribute resources new to the mentor.

- Better instructional materials
- Intern sees how a good lesson can be improved
- Final planning done jointly

- Initial planning done separately may not mesh well
- Critical that intern not remain in assistant role
Partner Planning

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
Activity – One Plans, One Assists & Partner Planning

- Choose a topic
- Brainstorm components of lesson
- Think about:
  - One Assists – what could you “off load” to assistant
  - Partner Planning –
    - How would you divide up the work of planning
How could you see yourself using One Plans, One Assists in your setting?

How could you see yourself using Partner Planning in your setting?

In your setting, what do you see as the benefits and challenges of these co-planning strategies?
### Planning Structure

- **Quick Definition**
  Mentor thinks aloud about the main parts of the lesson and the intern writes the plan.

### Notes
For the mentor, 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
- Intern is not planning blindly
- Provides transparency early in planning process

### Concerns
- 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.
Discussion – One Reflects, One Plans

- What are possible areas of focus for reflection?
- How might you use the One Reflects, One Plans strategy in your setting?
One Plans, One Reacts

Planning Sequence

Quick Definition

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

Notes

Benefits

Concerns

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.

- Provides opportunity for good feedback and discussion of lesson plan elements, primarily for the intern
- Gives interns space for creativity in initial plans

- Provides response after the fact instead of in real time
- Initial approach may be off base
- One may feel like an assistant
Let’s do a thought experiment…
- Envision writing a lesson plan and having a colleague react to it
- What do you hope that your colleague will keep in mind as they react?
## Parallel Planning

### Planning Sequence

1. Each member of the co-teaching team develops a lesson plan.
2. The two bring their lesson plans together for discussion and integration.

### 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.

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Discussion – Parallel Planning

- How are you already engaging in some form of Parallel Planning?
- How might Parallel Planning work in your setting?
## Team Planning

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<td><img src="image" alt="Planning Diagram" /></td>
<td>Both teachers actively plan at the same time and in the same space with no clear distinction of who takes leadership.</td>
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### 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, likely the intern, may be less prepared to contribute than the other
- Requires a very high level of trust and communication
Why Co-Planning?

- To provide students with the best instruction and learning environment
- To provide both teachers with opportunities to develop expertise in planning
- To provide experienced teachers with opportunities to see new approaches for lesson segments
Wrap up Co-Planning

- Initial concerns
  - Co-planning requires time for collaboration
  - Interns won’t be prepared to plan effectively on their own
  - Co-teachers will have difficulty reaching compromises on lesson plans
- Co-planning strategies work
In Their Own Words...

- Clinical Teachers
  - I think that [co-planning] is the best way to grow an intern and to grow as a clinical teacher. Co-Planning has to be some of my favorite times with my intern, because I learn as much as they do and have always been a team working together for a plan for our students.
  - When clinical teachers just let the intern plan on their own they spend a lot of wasted time incorporating things that may not be relevant. This model allows the intern to grow from the experiences that the clinical teacher has to share and saves time when this is a learning experience for them.
Interns

“Co-planning helps the intern see and experience faults in their thinking of how much time is needed for things. The benefit is that clinical teachers are able to help us plan as opposed to us planning an entire lesson and then it not being what the teacher expects.”

“One Plan, One Assist...has turned out quite nicely because I do not feel intimidated by trying to complete an entire lesson plan on my own, but I also feel like I am making improvements in lesson planning.”
Questions?

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