Co-Planning Strategies

One Plans, One Assists

Planning Sequence
Each co-teacher brings a portion of the lesson, although one clearly has the main responsibility. The team works jointly on final planning.

Quick Definition

Notes
It provides an opportunity for the intern to contribute resources new to the clinical teacher.

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

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

One Reflects, One Plans

Planning Structure
Mentor thinks aloud about the main parts of the lesson and the intern writes the plan.

Quick Definition

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.

Partner Planning

Planning Sequence
Co-teachers take responsibility for about half of the components of the lesson plan. Then they complete the plan collaboratively.

Quick Definition

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 Plans, One Reacts

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

Quick Definition

Notes
Planning feedback is often the approach most used in traditional mentor-intern 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, primarily for the intern
- Gives interns 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**

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<thead>
<tr>
<th>Planning Sequence</th>
<th>Quick Definition</th>
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<tbody>
<tr>
<td><img src="Diagram" alt="Planning Sequence Diagram" /></td>
<td>Each member of the co-teaching team develops a lesson plan and the two bring them together for discussion and integration.</td>
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| Parallel planning provides an opportunity for teachers to learn from one another. | • Allows for compare and contrast of examples and points of emphasis  
• Gives both teachers opportunity for creativity in planning | • Duplicate work done  
• Teachers may become heavily invested in their own plan, making collaboration difficult |

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**Team Planning**

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<td><img src="Diagram" alt="Planning Sequence 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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| At any given time, either teacher may take the lead in suggesting tasks, questions, flow of the lesson, etc. | • 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 | • One co-teacher, likely the intern, may be less prepared to contribute than the other  
• Requires a very high level of trust and communication |

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Charity Cayton  
caytonc@ecu.edu

Ronald V. Preston  
prestonr@ecu.edu

Maureen Grady  
gradym@ecu.edu

Rose Sinicrope  
sinicroper@ecu.edu

East Carolina University  
Greenville, NC