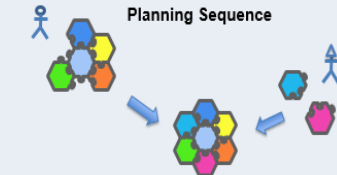
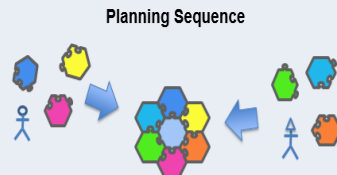
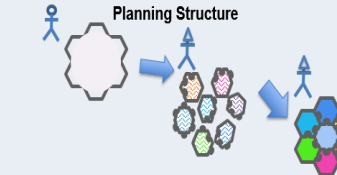
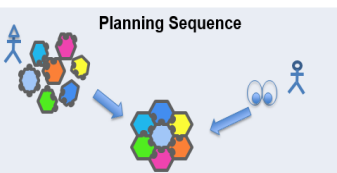
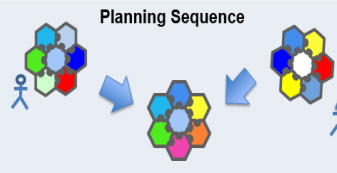
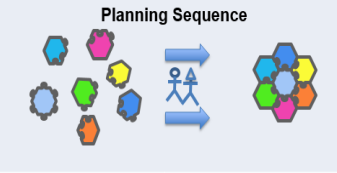


Co-Planning Strategies

<h2>One Plans, One Assists</h2> <div data-bbox="77 249 647 421">  <p>Planning Sequence</p> <p>Quick Definition</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> </div> <div data-bbox="50 449 647 642"> <table border="1"> <thead> <tr> <th>Notes</th> <th>Benefits</th> <th>Concerns</th> </tr> </thead> <tbody> <tr> <td>It provides an opportunity for each co-teacher to contribute resources new to the other.</td> <td> <ul style="list-style-type: none"> Better instructional materials Clear division of planning responsibilities Final planning done jointly </td> <td> <ul style="list-style-type: none"> Initial planning done separately may not mesh well Critical that the same teacher is not always in assistant role </td> </tr> </tbody> </table> </div>	Notes	Benefits	Concerns	It provides an opportunity for each co-teacher to contribute resources new to the other.	<ul style="list-style-type: none"> Better instructional materials Clear division of planning responsibilities Final planning done jointly 	<ul style="list-style-type: none"> Initial planning done separately may not mesh well Critical that the same teacher is not always in assistant role 	<h2>Partner Planning</h2> <div data-bbox="689 249 1259 421">  <p>Planning Sequence</p> <p>Quick Definition</p> <p>Co-teachers take responsibility for about half of the components of the lesson plan. Then they complete the plan collaboratively.</p> </div> <div data-bbox="662 449 1259 642"> <table border="1"> <thead> <tr> <th>Notes</th> <th>Benefits</th> <th>Concerns</th> </tr> </thead> <tbody> <tr> <td>Requires that a lesson be visualized as components for which initial planning can be planned independently.</td> <td> <ul style="list-style-type: none"> It is efficient Each teacher provides initial planning for only part of a lesson </td> <td> <ul style="list-style-type: none"> Pieces of lesson may not mesh well Requires initial visioning together </td> </tr> </tbody> </table> </div>	Notes	Benefits	Concerns	Requires that a lesson be visualized as components for which initial planning can be planned independently.	<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 	<h2>One Reflects, One Plans</h2> <div data-bbox="1296 249 1881 421">  <p>Planning Structure</p> <p>Quick Definition</p> <p>One teacher thinks aloud about the main parts of the lesson and the other writes the plan.</p> </div> <div data-bbox="1269 449 1891 642"> <table border="1"> <thead> <tr> <th>Notes</th> <th>Benefits</th> <th>Concerns</th> </tr> </thead> <tbody> <tr> <td>For many teachers, thinking aloud requires articulating what may be automatic. The mentor must ask, "How do I know how to plan?"</td> <td> <ul style="list-style-type: none"> Lesson content is a reasonable fit Provides transparency early in planning process </td> <td> <ul style="list-style-type: none"> 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 </td> </tr> </tbody> </table> </div>	Notes	Benefits	Concerns	For many teachers, thinking aloud requires articulating what may be automatic. The mentor must ask, "How do I know how to plan?"	<ul style="list-style-type: none"> Lesson content is a reasonable fit Provides transparency early in planning process 	<ul style="list-style-type: none"> 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
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<h2>One Plans, One Reacts</h2> <div data-bbox="77 778 647 949">  <p>Planning Sequence</p> <p>Quick Definition</p> <p>One co-teacher plans and the other makes suggestions for improvement.</p> </div> <div data-bbox="50 978 647 1178"> <table border="1"> <thead> <tr> <th>Notes</th> <th>Benefits</th> <th>Concerns</th> </tr> </thead> <tbody> <tr> <td>This approach is most used in traditional mentor- intern settings. One teacher provides a lesson and the other gives feedback on it.</td> <td> <ul style="list-style-type: none"> Provides opportunity for good feedback and discussion of lesson plan elements Gives planner space for creativity in initial plans </td> <td> <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 </td> </tr> </tbody> </table> </div>	Notes	Benefits	Concerns	This approach is most used in traditional mentor- intern settings. One teacher provides a lesson and the other gives feedback on it.	<ul style="list-style-type: none"> Provides opportunity for good feedback and discussion of lesson plan elements Gives planner 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 	<h2>Parallel Planning</h2> <div data-bbox="689 778 1259 949">  <p>Planning Sequence</p> <p>Quick Definition</p> <p>Each member of the co-teaching team develops a lesson plan and the two bring them together for discussion and integration.</p> </div> <div data-bbox="662 978 1259 1178"> <table border="1"> <thead> <tr> <th>Notes</th> <th>Benefits</th> <th>Concern</th> </tr> </thead> <tbody> <tr> <td>Parallel planning provides an opportunity for teachers to learn from one another.</td> <td> <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 </td> <td> <ul style="list-style-type: none"> Duplicate work done Teachers may become heavily invested in their own plan, making collaboration difficult </td> </tr> </tbody> </table> </div>	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 	<h2>Team Planning</h2> <div data-bbox="1296 778 1881 949">  <p>Planning Sequence</p> <p>Quick Definition</p> <p>Both teachers actively plan at the same time and in the same space with no clear distinction of who takes leadership.</p> </div> <div data-bbox="1269 978 1891 1178"> <table border="1"> <thead> <tr> <th>Notes</th> <th>Benefits</th> <th>Concerns</th> </tr> </thead> <tbody> <tr> <td>At any given time, either teacher may take the lead in suggesting tasks, questions, flow of the lesson, etc.</td> <td> <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 </td> <td> <ul style="list-style-type: none"> One co-teacher may be less prepared to contribute than the other Requires a very high level of trust and communication </td> </tr> </tbody> </table> </div>	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 may be less prepared to contribute than the other Requires a very high level of trust and communication
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