

Everyone Wins! Co-Planning with Interns and Colleagues to Improve Student Learning

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Overview



- Setting the Stage
- Problems of Practice
 - Interns and mentors
 - Other contexts
- Our Experiences with Co-Planning
- Questions

Setting the Stage



Co-Planning



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.





Planning 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 Strategies



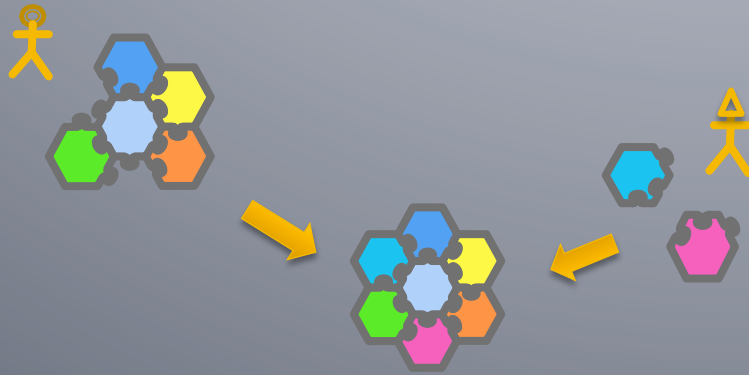
- One plans, one assists
- Partner planning
- One reflects, one plans
- One plans, one reacts
- Parallel planning
- Team planning

Problem of Practice 1

Helping Interns Learn to Plan

Scene 1: Those Early Days

One Plans, One Assists



Partner Planning

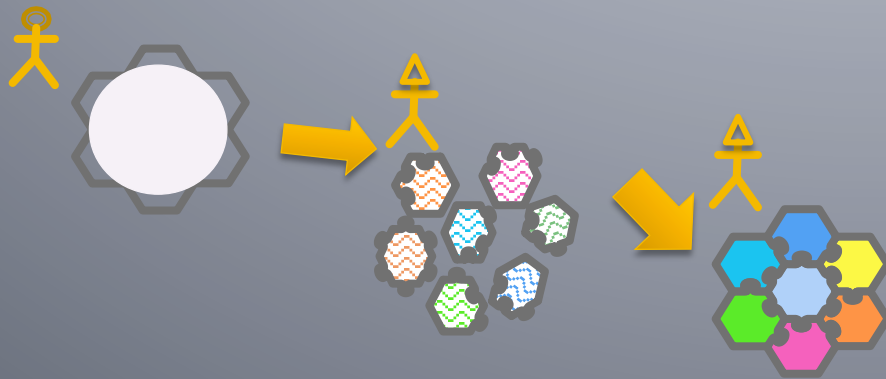


Problem of Practice 2: Scene 1A

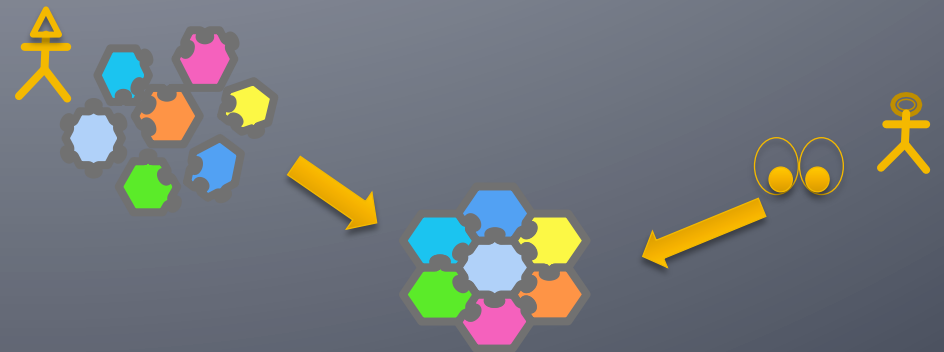
Effectively Planning with Colleagues

Scene 2: Moving Towards Independence

One Reflects, One Plans



One Plans, One Reacts

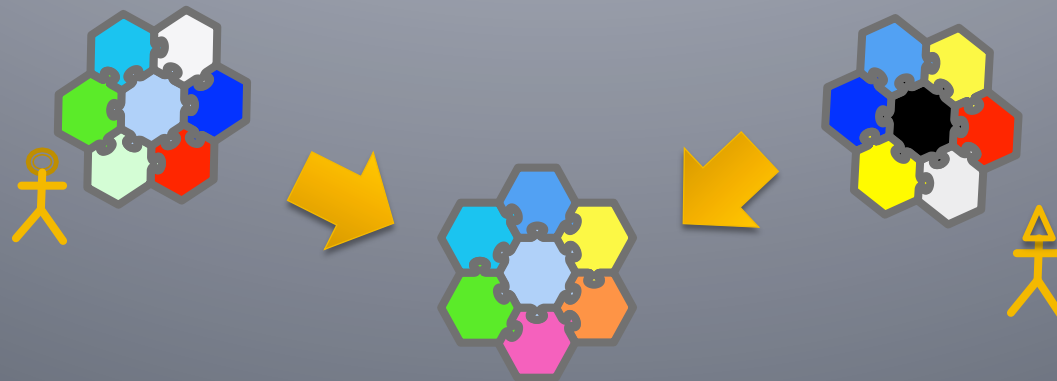


Problem of Practice 2: Scene 2A

Effectively Planning with Colleagues

Scene 3: Getting on the Same Page

Parallel Planning

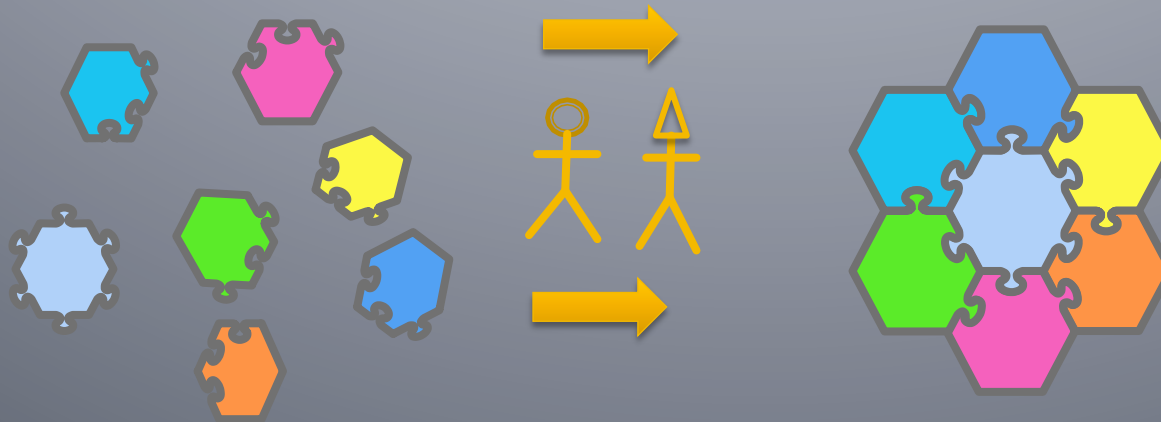


Problem of Practice 2: Scene 3A

Effectively Planning with Colleagues

Scene 4: In Sync

Team Planning

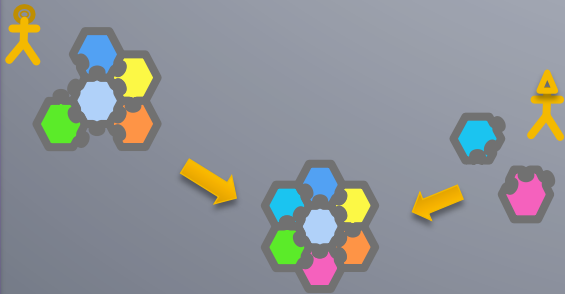


Problem of Practice 2: Scene 4A

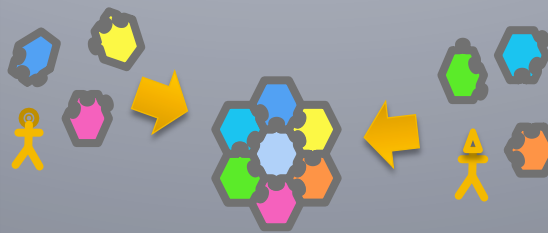
Effectively Planning with Colleagues

Co-Planning Strategies

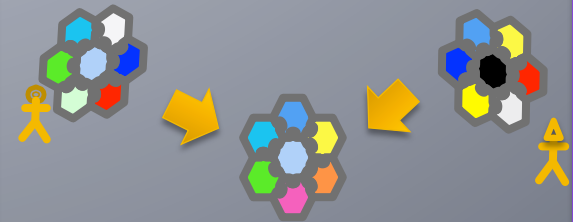
One Plans, One Assists



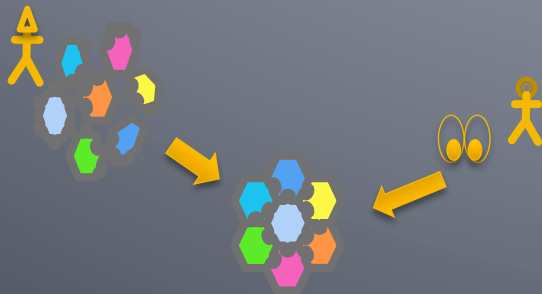
Partner Planning



One Reflects, One Plans



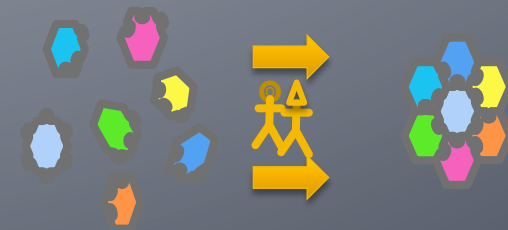
One Plans, One Reacts



Parallel Planning



Team Teaching



Our Experiences with Co-Planning

- Why we started
- What our interns and mentors say:



In their own words ...



"...the benefits are from the reflection as to why I teach certain topics the way I do. In co-planning, I am not only planning for my own classroom by doing what I think is best for student learning, I am also justifying what I am doing to another teacher and getting feedback from another perspective."

"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."



In their own words ...



"I think that it 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..."



Questions?

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