



10 Tips for Coplanning Efficiently

1. Time Dedicated to Planning Without Interruptions

- Determine a regularly scheduled time for coplanning. Allot longer coplanning time when planning big picture and shorter coplanning sessions when sharing individual planning tasks for feedback.
- Remember, the focus of a coplanning session is coplanning. Don't become distracted with student concerns, grading, administrative tasks, building coteacher rapport, etc. Time can be built into the day for these important tasks, but they should not be explored during a coplanning session.

2. Environment Matters

Choose a space that works best when coplanning. Perhaps the space is the classroom, a coffee shop, the library, etc. Ensure that the space allows for coteachers to be efficient and not get distracted.

3. Collaboratively Plan Big Picture First; Divide & Conquer Small-Scale Planning

- Planning big picture collaboratively is beneficial because numerous ideas can be explored and shared before determining the primary focus of the unit and/or lesson.
- Investing time determining the big picture first can streamline individual planning tasks because both coteachers have a clear vision for the unit/lesson.

4. Structure to Planning Sessions

Implementing a structure to coplanning sessions can streamline the process and ensure efficiency and that each coteacher understands his/her role.

- A coplanning structure might include (a) initial big picture brainstorming, (b) individual preparation prior to a coplanning session, (c) coplanning session, and (d) next steps. Please see the handout "[Coplanning Session Structure](#)" for additional information.

5. Agenda for Planning Sessions

- Approaching a coplanning session as coteachers would a lesson or a meeting can help coteachers to make the most of their face-to-face planning time.
 - Come prepared with an agenda for the coplanning session that includes a primary goal coteachers hope to accomplish by the conclusion of the session.
 - Share the agenda prior to the coplanning session so both coteachers can come prepared.
- Each coteacher can bring individual questions to the coplanning session and these questions can be quickly answered so that when working outside of the session, both coteachers have clarity about the planning task at hand.



6. Unit and Lesson Plan Template

Utilizing a unit and/or lesson plan template can help when collaboratively building a lesson together.

- Examine the templates provided and find one that works for the coteachers. Determine a way to share the template with each other (e.g., Google Docs) so that both coteachers have access to the planning in progress.

7. Technology & Organization

Make use of an online platform for working remotely on planning, providing feedback to each other, and keeping lesson planning organized. Having a written record of the planning in progress can help each coteacher to contribute and provide feedback.

8. Determine Regular Roles & Responsibilities

Reflect on coteacher strengths and challenges as planners and determine regular roles and responsibilities based on this personal inventory. For example, one coteacher might be responsible for the creation of handouts, another coteacher might be responsible for creating the bell work activity, etc.

- Once coteachers have established these regular roles, they do not need to discuss them at coplanning sessions, therefore saving time.

9. Create To-Do Lists

Make a list of who is doing what with clear deadlines for feedback and implementation. Time can be wasted on the logistics of coplanning, and to-do-lists can make each role and next step clear.

10. Reflect on What Is Working & What Isn't Working

Coplanning is a process that will evolve as coteachers work together. Make time to reflect periodically on what is working about coplanning, what isn't working, and where the pair might work more efficiently.