



Copanning Session Structure

WHAT TO COPLAN

As a pair, determine what **curriculum/upcoming content** could **benefit** from copanning. Copanning is particularly **useful/effective** when:

- There is an **authentic reason** to coplan (e.g., new curriculum)
- There are **new standards** and both teachers do not have a lot of experience teaching to those standards
- The coteachers want to try out a **new instructional strategy**
- The coteachers experienced **professional development** and want to implement an idea based on their new learning

BEFORE A COPLANNING SESSION

Preparation for a copanning session is important because it will streamline the planning conversation and collaboration. Prior to a copanning session, discuss the following with your coteacher:

- Determine the **unit or lesson** that will serve as the basis for the copanning session
- Briefly discuss the **big picture** of the unit/lesson
 - What is the **end goal** of the unit and/or lesson?
 - What **standards** will be the focus of instruction?
 - What are the **needs of the students**?
- Agree upon the **primary goals** and **standards** of the unit/lesson
- Individually, brainstorm **possible ideas** for this **lesson/unit** and bring these ideas to the copanning session
 - If helpful, make use of an agreed-upon **planning template** and share electronically

DURING THE COPLANNING SESSION

Part I: Sharing of Ideas & Providing of Feedback

- Identify a **goal** for the **copanning session**
 - **What do we hope to accomplish by the end of the copanning session?**
- Given the **big picture** established prior to the copanning session, have **each** coteacher **share the ideas** individually brainstormed; copanning discussion will include the following:
 - Articulate **learning outcomes** for the unit/lesson
 - Discuss **prior knowledge of students** in relation to identified **learning outcomes**
 - Discuss **instructional approaches** and **assessments** aligned with **learning outcomes**
 - Determine appropriate **scaffolds** and **supports** for **diverse learners**
 - Seek **clarification** of **discipline-specific content**



- Use the following prompts to provide **feedback** to each other throughout the discussion:
 - **What I like about your idea is....**
 - **One concern I have about your idea is....**
 - **How we might address this concern is....**
- Discuss what the ideas have in **common** and how they could be **combined and/or revised** to form a coherent unit/lesson
- Discuss what **coinstructional strategy** (e.g., team teaching, parallel, differentiated, etc.) might be useful to implement during this lesson to support student learning
 - Discuss the **roles** of each coteacher during the lesson given this coinstructional strategy

Part II: Discussing Next Steps

- After determining a **general framework/direction** for the unit/lesson, **summarize** what was accomplished during the coplanning session, & discuss **next steps** for unit/lesson preparation:
 - Who will **flesh out the details** of the unit/lesson?
 - Who will create the **instructional materials** (e.g., Google Slides, handouts)
 - Is **another coplanning session** necessary for sharing and collaboration after additional individual work is completed? If so, schedule a time that works for each coteacher.

Part III: Reflecting on Effectiveness of Coplanning

- Reflect on the coplanning session and share your ideas with your coteacher:
 - What **worked** about this coplanning session? What was **helpful**?
 - What **didn't work**? What was **challenging** and why?
 - In what instances did you show an **openness** to new or different ideas?
 - In what instances did you show an **opposition** to new or different ideas?
 - How might the **structure** of the coplanning session be changed to better meet our needs as coteachers?
 - What might we **do differently** the next time that we coplan?