

Possible Ideas for Creating Time for Co-Planning

- Emphasize co-planning time when building the master schedule
- Co-teachers plan at least one day per week
- Arrange for grade or team planning once per month
- Collaborative planning time on staff development days and during assemblies
- Sp Ed teachers have 2 periods of planning time. One period for planning alone, with various teachers or teams, **AND** another period for IEP meetings, conducting assessments, visiting classes, modifying work, etc., or teach only four days of the week, so they can plan with their co-teachers on the 5th day
- Instead of substitutes having a planning period, have them go in and relieve co-teachers, so they can co-plan
- Hire a substitute once a month for different co-teaching pairs. This would give each teaching pair a period or block of time to plan.
- Have the librarian teach a lesson on research while the teachers co-plan.
- Have the reading or math specialist teach a lesson on reading strategies related to the content, so co-teachers can co-plan
- Administrators cover a co-teachers' class once per month
- Take away duties for co-teachers to allow for co-planning time
- Offer incentives such as recertification points, first choice on upcoming PD opportunities, new technology, activities, student teachers, etc. for co-teachers
- Bank/release time for planning that requires two professionals meeting outside of regular school hours

Maximizing Co-Planning Time

- Establish a regular time to plan
- Procedural items should already be discussed-grading, parent contact, etc.
- Select an environment with minimal distractions
- Stay focused on planning. Save personal discussions until after you plan for all students
- Have an agenda
- Use a timer
- Determine roles and responsibilities
- Divide and conquer tasks
- Keep a list of individual student concerns
- Build in a time for assessment and feedback
- Document your planning and save it for future reference
- Use the what, how, who approach: "**WHAT** needs to be taught in this lesson?", "**HOW** will we teach this lesson in order to make sure it is universally accessible for all students?", "**WHO** may need additional consideration in order to access this lesson?"

Reflecting and Debriefing

- Communicate with one another openly, not just about the students and the content but also about their own teaching and interactions
 - Discuss their co-teaching progress at least monthly
 - What they think is working and not working and why

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