

STEM Educators Academy

Part of the STEM Educators Academy model is working in collaborative teams to support joyful and rigorous science learning across the school day.

It's important for each educator team, ideally 1 school day STEM teacher and 2 afterschool educators to define the perimeters of their relationship and what co-planning looks like for them.

Review the examples below to help determine your co-planning strategy as a team!

Co-planning as a Collaborative Team

Co-planning should be focused on instruction, STEM facilitation and the co-teaching relationship among the team members.

- Reflection on your team's instruction or facilitation
- Reviewing STEM lesson plans and deciding how you will deliver the lesson as a team (perhaps referencing this [co-teaching strategy](#) article)
- Developing new curriculum materials together (slideshows, data tables, etc.)
- Developing lesson ideas together (consider using [this agenda](#))
- Reflecting on your co-teaching relationship (perhaps referencing the [Benefits of Co-teaching graphic](#))
- Discussing the learning styles of youth in the program and developing strategies to better serve them
- Coming up with youth retention strategies to keep coming to STEM
- Planning trips, incentives, and special experiences for your class
- Interacting with other STEM educator teams online or in person (for example: sharing lesson plans or planning a meet up with a program at another site through the google group)
- Agree on a "divide and conquer" plan to share the work

NOT CO-PLANNING

Co-planning does not include the preparation tasks that already fall under your responsibility as an afterschool educator.

- Ordering routine supplies
- Setting up the classroom for the lesson
- Cleaning together

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STRATEGIES TO MAKE CO-PLANNING WORK FOR YOU

ASSESS HOW YOUR TEAM WORKS

Some teams need to have their co-planning date and time scheduled in advance, so they really stick to it. Others do well on the fly and are able to change their schedule as needed. Does your team do better with structure or flexibility? Is there a calendar that you all can look at and carve out the time together? Plan accordingly.

CONSIDER LENGTH AND FREQUENCY

Does your team prefer smaller co-planning chunks more frequently, or a longer session less often? Consider all your options: co-planning for half an hour twice a week, one hour once a week, or a four-hour chunk once a month.

USE TECHNOLOGY

Co-plan from the comfort of your home via google hangout or zoom! Or plan together in person and share your “divide and conquer” work via collaborative google docs.

PLAN AHEAD

Plan ahead, with Summer Rising fast approaching, does your home school have a theme for the Summer that you can incorporate into the STEM curriculum? Has your team carved out time to select the lessons that you will be leading each week? This is the perfect time to get everything in order and to see what materials you will need to make a bulk order for.

FRONTLOAD AND BACKLOAD

The beginning and end of the year are natural times to step back and plan in a larger chunk. This is the perfect time to frontload and take a bigger chunk of planning hours at the start of Summer Rising to make sure you have the number of lessons needed for the 6 weeks of programming mandated by DYCD, or 7-8 weeks if you are leading elementary and high school students.