Collaborative Planning Framework

The purpose of collaborative planning is to work together across content and arts areas in order to analyze student strengths and challenges and to develop arts-integrated lessons which address both areas equitably. This means that educators from both the content-area/grade-level classroom and the arts educator(s) must be present and come to the planning table ready to provide insights and possible suggestions for an integrated unit or lesson.

The possibilities for how to set-up collaborative planning are endless. While the most ideal situation would be a dedicated planning time when both educators can work together face-to-face, there are other options that can be used to supplement or support this model. Especially due to time-constraints, schedules and staffing, the ideal situation is not always feasible. If this is a scenario you face, alternatives could be answering the framework questions or standard alignments through email or in an online community (such as Blackboard, Google Docs, etc). This front-loaded planning can help to save time when you are able to meet face-to-face.

In the following pages, you will find a series of essential collaborative planning questions for any arts-integrated lesson or unit you are trying to develop. These will help to guide your work and frame the conversations that will lead you to creating meaningful integrated lessons. You will also find a checklist of items to bring to collaborative planning meetings, or to use as you work through developing your lessons and/or assessments. Finally, there is a series of templates that you can use to walk you through the collaborative planning process.

If you have any questions, please feel free to contact me directly at susan@educationcloset.com or by phone at 443.821.1088. I am always happy to help!

Collaborative Planning Framework

PRE-PLANNING

Start by filling out the grid on the following page. Move from left to right to help you begin to focus on what specific topic you'd like to explore in an arts-integrated unit/lesson. Be sure to think about each question from both the content and the arts area perspective, as well as note any common themes, skills or processes that emerge from your brainstorm. This can be done either face-to-face or individually.

COLLABORATIVE PLANNING

After completing the pre-planning matrix, use that analysis to determine what lesson/unit you will plan, what standards you will align, and the assessments you will use. If at all possible, this should be done face-to-face.

LESSON DESIGN AND IMPLEMENTATION

Finally, use your collaborative planning matrix to design your lesson. Fill in each of the components, implement the lesson (either together or in the classroom) and use the assessments to drive your next pre-planning session.

PRE-PLANNING MATRIX

What topic/big idea do we want our students to explore?	What skills, processes and knowledge do our students already have surrounding this topic?		What skills, processes and knowledge in this topic are a challenge to our students?	
	CONTENT AREA:	ARTS AREA:	CONTENT AREA:	ARTS AREA:
	COMMON SKILLS/PROCESS/ KNOWLEDGE IN BOTH AREAS:		COMMON SKILLS/PROCESS/ KNOWLEDGE IN BOTH AREAS:	

COLLABORATIVE PLANNING MATRIX

What do we want our students to learn about this topic/idea?		How do we know they have learned?		What do we do if they have not learned?		What are we doing to extend learning for those students who have learned?	
CONTENT:	ARTS:	CONTENT:	ARTS:	CONTENT:	ARTS:	CONTENT:	ARTS:
TOGETHER:		TOGETHER:		TOGETHER:		TOGETHER:	