

**Figure 4.1**

Strategies for Expanding Time for Collaborative Planning, Teaching, and Reflection

**BORROWED TIME**

1. Rearrange the school day to get a 50- to 60-minute block of time before or after school for coteachers to plan.
2. Lengthen the school day for students by 15 to 30 minutes on four days, allowing for early student dismissal on the fifth to gain a significant block of time (one to two hours) for coteachers to meet.

**COMMON TIME**

3. Ask coteachers to identify when during the day and week they prefer to plan; then redesign the master schedule to accommodate their preference with a block for common preparation.

**TIERED TIME**

4. Layer preparation time with existing functions such as lunch and recess.

**RESCHEDULED TIME**

5. Use staff development days for coteachers to do more long-range planning.
6. Use faculty meeting time to problem solve common coteaching issues of immediate or long-range importance.
7. Build at least one coteacher planning day into the school schedule each marking period or month.
8. Build in time for more intensive coteacher planning sessions by lengthening the school year for teachers (not students) or by shortening the school year for students (not teachers).

**RELEASED TIME**

9. Go to year-round schooling with three-week breaks every quarter; devote four or five days of each three-week intersession to coteacher planning as professional development days.

**FREED-UP TIME**

10. Institute a community service component to the curriculum; when students are in the community (e.g., Thursday afternoons), coteachers meet to plan.
11. Schedule "specials" (art, music, physical education), clubs, and tutorials during the same blocks (e.g., first and second periods) so that coteachers have at least that much extra time to plan.
12. Engage parents and community members in conducting half-day or full-day exploratory, craft, hobby (e.g., gourmet cooking, puppetry, photography), theater, or other experiential programs to free time for coteachers to plan.

**Figure 4.1 (continued)**

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13. Partner with colleges and universities; have their faculty teach in the school, provide demonstrations, or conduct university-campus experiences to free time for coteachers to plan.

**PURCHASED TIME**

14. Hire permanent substitutes to free coteachers for planning during the day rather than before or after school.
15. Compensate coteachers for spending vacation or holiday time on planning with either pay or comp time during noninstructional school-year days.

**FOUND TIME**

16. Strategically use serendipitous times that occasionally occur (e.g., snow days, student assemblies) to plan.

**NEW TIME**

17. In what ways might the school administration provide coteachers with incentives that would motivate them to use their own time to plan?

Alternatives to extrinsic rewards are intrinsic rewards, which people respond to "because of obligations, duties, a sense of righteousness, felt commitments, and other reasons with moral overtones... [or because of] finding what they are doing to be personally significant in its own right" (Sergiovanni, 1992, p. 58). Intrinsic motivation includes recognizing one's increased effectiveness as evidenced by (1) student development and happiness, (2) pride in one's professional risk taking and growth and the accompanying recognition from respected colleagues and students, (3) personal satisfaction, or (4) the experience of *flow*. Csikszentmihalyi describes flow as "the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it" (1990, p. 4). We have learned that genuine and sustainable changes in culture and dedication to inclusive schooling depend on people