



## **EXTERNAL ASSESSMENT OF THE MASTER SCHEDULE – ENGAGING THE STAKEHOLDERS District Version**

### **EXTERNAL ASSESSMENT OF THE MASTER SCHEDULE PROCESS, PRODUCT, AND RESULTS – ENGAGING STAKEHOLDERS IN A CONTINUOUS IMPROVEMENT PROCESS**

**To Do: Ideally, the District will convene high school master schedule teams for a focused dialogue on the master schedule process and master schedule product. In addition, the District will solicit from the sites advice on ways that the District system of support for the Master Schedule Process can be improved.**

A sampling of some other possible questions or topics for focus group discussions or for reflection on the master scheduling process and product:

- What worked best in the master scheduling process?
- What did not work? What could you do better in your process? What could the District do to better support you?
- What are the best aspects of the product – the resulting master schedule?
- What remain some areas of concern in the resulting master schedule?
- In what ways does the resulting master schedule reflect what you value in your school and community? In what ways does the resulting master schedule reflect our District’s vision and mission?
- What are your specific recommendations for how to improve your master scheduling process? What are your specific recommendations for how to improve District support for the master schedule process?

- What are your specific recommendations for how to improve your master schedule product – i.e., the actual master schedule? What are your specific recommendations for how the District might best support your work to produce a highly effective master schedule?
- To what extent do you feel you successfully met students’ scheduling needs? What is your evidence?
- To what extent did the pathway recruitment and selection process and the master schedule process result in pathway student enrollments that reflect the diversity of the school/district as a whole?
- To what extent is each pathway cohort of students “purely” scheduled? What were your best strategies to assure pathway “pure” classes? What were the challenges you had in assuring pathway “pure” classes and how can those better be addressed in the next master schedule development process?
- To what extent are English Language Learners and special education students fully included in pathways/academies?
- To what extent do pathway/academy/SLC teachers share common planning time? What are your strategies for assuring common planning time for pathway communities of practice (pathway teacher teams who share pathway
- What percentage of teachers is fully engaged (teaching full time) in a single Pathway/Academy/ SLC as opposed to teaching in two or more pathways/academies/SLCs?
- To what extent does the resulting master schedule allow opportunities for student acceleration, interventions, and supports?
- To what extent does the resulting master schedule support opportunities for student participation in work-based learning? What are your strategies for finding time for a continuum of work-based learning experiences?
- To what extent do you feel you successfully met the needs of our pathways/ academies/ SLCs? What is your evidence?
- To what extent was information about the master schedule process effectively communicated to...

*Students?*

*Teachers?*

*Parents?*

*The District?*

*Postsecondary partners?*

*Industry partners?*

*Public transportation agencies? (As appropriate)*

*Other community stakeholders?*

- How might communication regarding the Pathway/academy/SLC Selection Process and Course Selection process be improved?
- How might the District best support the District-wide marketing of Pathways and helping students and parents to make informed pathway choices?
- How might communication regarding other aspects of the Master Scheduling process be improved?
- To what extent were stakeholders able to give input to the planning and construction of the master schedule? How might the ability to provide input be improved?
- To what extent were the District guidelines and timeline for the Master Schedule process fair and helpful? Are there any suggestions you have for improving the district-wide Master Schedule guidelines and timeline?
- To what extent was District-provided Master Schedule professional development helpful to your master schedule team?
- How effective was support from the District for technical aspects of your Master Schedule development process -- i.e., support with the use of the Student Information System Software and “Builder/Scheduler?”
- (If applicable) How effective was District “on spot” technical assistance OR District Master Schedule Triage support during the Master Schedule development process? Are there any suggestions you have for improving the district master schedule technical assistance?
- In what other ways can the District best support your school and high schools as a whole in having effective master schedules that serve Linked Learning pathways, College and Career Academies, and the school as a whole well?
- How can our District best grow a strong community of practice around effective master schedule strategies? How can more experienced master schedule teams

best mentor those new to master scheduling? What other suggestions do you have for ways that we can collaboratively assure high quality master schedules at every site?

This resource was developed by the College and Career Academy Support Network, Graduate School of Education, University of California.

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*CCASN will continue to update resources and tools in the CCASN Master Schedule Guide, including District System of Support for the Master Schedule process resources. If you are aware of an effective master schedule strategy, tool, or resource or know someone we should talk with about a particular District's master schedule practices, please share your suggestions with Patricia Clark ([patricia510@gmail.com](mailto:patricia510@gmail.com)) and/or Phil Saroyan ([jp9@jps.net](mailto:jp9@jps.net)) from the College and Career Academy Support Network at the University of California Berkeley, Graduate School of Education. Thank you*