

The Master Schedule Process *(an abridged version)*

(NOTE: Months included are based on a traditional school calendar. Please adjust as needed for your particular needs and context.)

The master schedule development process results in the schedule of classes needed by students to graduate college and career ready. In schools with a Linked Learning/ College and Career Academy approach, the master schedule also supports interdisciplinary thematic learning communities with pathway student cohorts and common planning time for pathway teachers.

Stage One: Planning, Design, and Preliminary Tasks

Stage Two: Pathway Program of Study Selection Course Selection & Tallies

Stage Three: Building the Master Schedule

Stage Four: Analysis, Adjustment, & Distribution of Schedules

Stage Five: Fine-Tuning, Readjustment, & Assessment

September/October – Formation or re-formation of the Master Schedule Team; In collaboration with school leadership, review of school's and district's mission, vision, and profile of the graduate; site-specific pathways, programs, and courses; framework for teaching and learning: bell schedule and the use of time in school. Leadership identifies changes needed for the following school year and what needs to happen to support those changes. Master Schedule Team reviews and commits to Guiding Principles for the Master Schedule process and product; develops detailed Master Schedule Development Calendar and Communications Plan. Administration and team involve faculty in proposing and developing any new or enhanced course descriptions.

October/December– Team helps to plan and prepare materials for the “marketing” of pathways and elective choices. There is a four to six week long series of experiences, including career interest surveys, presentations, tours of pathways, a pathways showcase – that are designed to help students and parents make informed choices.

January – With the support of parents and adult advocates, each student selects and rank orders her/his selection of a pathway and elective courses. Student choice is balanced with the desire to have each pathway and program reflect the diversity of the school and district as a whole. Oversubscribed pathways may go to lottery. Master Schedule Team participates in District-supported Master Schedule Professional Development and engages in a district-wide community of practice around master scheduling.. (District technical assistance is available throughout the process.)

February – Receive staffing allotment from District. Work with counselors to assure that all students have registered for their pathway and elective choices. Tally pathway and course requests. Determine number of sections of each course to offer. Share pathway

and course tallies with pathway leads and department chairs. Survey teachers to determine their pathway preferences, teaching preferences, room preferences, etc. Submit any new courses for approval to the University of California Office of the President and to the NCAA Clearinghouse.

February/March – Develop tentative master schedule that aligns with school’s vision; supports successful implementation of pathways (pure cohorts of pathway students; common planning time for pathway community of practice/pathway teaching team; interdisciplinary programs of study; and assures that every student has access to courses needed to graduate college and career ready. Match teachers to pathways, programs, and courses based on credentials, student learning needs, and teacher preferences. Submit tentative draft of schedule to District.

March/April – Continue to refine master schedule based on student learning needs and inclusive of feedback from stakeholders. Work with District Master Schedule Support Team to fine-tune master schedule and align with district/site priorities. Distribute tentative schedules to students and allow time for student and parent verification.

May – Distribute preliminary class schedules to students and teachers; Analyze, Readjust, Fine-Tune.

June and August – Continue to refine the master schedule and make adjustments as needed (new student enrollments, changes in faculty, summer school grades, etc.)

July – Reflect and play

August/September – Authentic performance – School opens and the master schedule works well. Celebrate.

September/October - Balancing of pathways and class size; Internal and external assessment of the Master Schedule Process and Product. Prepare Master schedule Report. Begin the process anew.