

QUOTES ABOUT MASTER SCHEDULING/THE MASTER SCHEDULE, THE USE OF TIME IN SCHOOLS

(work in progress) (also included in Resources section)

DEFINITION, PURPOSE, AND PHILOSOPHY

What is a Master Schedule?

- Resource for all staff members
- Tool to maximize student learning
- Tool to maximize staff support
- Flexible
 - Public Schools of North Carolina

“In simple terms, the design of a master schedule will be determined by reconciling two important factors: student course requests vs. resources (such as faculty availability, classrooms, etc.). Following this, the goal is to accommodate the greatest number of course requests with the least number of scheduling conflicts and best overall schedule balance while adhering as closely as possible to the planned curriculum.” – Utah Department of Education

“The purpose of the Master Schedule is to.... arrange the allotted time, staff, students, and physical resources together so that optimum learning will take place.”

- Herman Lee, from a PowerPoint presentation

“A master schedule defines the school schedule and courses, its associated terms, periods, and days and is made in such a manner that it suits teachers, parents and the students. Therefore, proper care must be taken to try and fulfill all needs. However, the priority is always the students.” .” - Patricia Fioriello, “School Master Schedule Tips”

“If done well, the master schedule will support the curricula and instructional objectives of the school.” - Herman Lee, from a PowerPoint Presentation

“The master schedule is to a school what grading policies are to teachers and classrooms. It reveals the true beliefs, attitudes, values, and priorities of the school. The school’s master schedule is like looking at an MRI of the inner workings of a school. It is the window to the soul of the school” – “The Master Schedule: A Culture Indicator,” NASSP - National Association of Secondary School Principals

“The master schedule is developed around student needs and district goals. The overarching belief that all students should be in courses that engage them in rigorous content and prepares them for college, work and productive citizenship

drives the creation of the master schedule.” – “Educating Today’s Students for Tomorrow’s World,” Boward County Schools

ADULT/TEACHER-FOCUSED MASTER SCHEDULE VERSUS STUDENT-OR LEARNING-FOCUSED MASTER SCHEDULE:

“In adult-focused schools, the master schedule reflects the wants of the staff. There are few or no interventions. All students are expected to complete courses in the same time frames. There are no double-block classes or flexible time frames for students to complete courses. The best, most experienced teachers are teaching the top students, and the best students are in the smallest classes.

In student- or learning-focused schools, the master schedule reflects the needs of the students. There are multiple, tiered interventions. Accommodations are built into the schedule for students who need math every day or who need three semesters to complete a specific science course. The best teachers are teaching the neediest students. Teachers of higher-level courses also teach standard-level courses. Finally, the neediest students are in the smallest classes.” - “The Master Schedule: A Culture Indicator,” – NASSP – National Association of Secondary School Principals

SUPPORTING STUDENT SUCCESS

“Often in our workshops, participants will bemoan the fact that the schedule in their school will not allow them to provide students with additional support. We find that response puzzling.

There are many things that educators are unable to change in their schools, but the schedule is not one of them. God did not create our schedules; we did!

A school that contends it simply cannot find the time to help all students learn because of its restrictive schedule must ask, “What is the priority reflected in our current schedule? Is that priority truly more important than ensuring that students have time for extra support when they struggle?” –DuFour, DuFour, Eaker, and Karlanek

“....Schedules should (1) give school personnel access to students who are experiencing difficulty learning during the school day and (2) ensure students receive additional time and support for learning in ways that do not require them to miss new direct instruction. Our advice to educators is simple: Your schedule is not a sacred document. If your current schedule does not allow you to provide students with something as essential to their academic success as extra time and support for learning, you should change it!” – DuFour, DuFour, Eaker, & Karhanck

LEARNING AS THE CONSTANT RATHER THAN TIME

“If time is not fixed, there are lots of possibilities to make schooling more responsive to the individual needs of students and teachers and more economical to operate.” Frank Kelly, Ted McCain, and Ian Jukes, *Teaching the Digital Generation: No More Cookie-Cutter High Schools*

“Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary. The rule, only rarely voiced, is simple: learn what you can in the time we make available. It should surprise no one that some bright, hard-working students do reasonably well. Everyone else – from the typical student to the dropout – runs into trouble. Time is learning’s warden. – National Education Commission on Time and Learning, 1994, p. 7

USE OF TIME IN SCHOOLS

“What is more important for student learning, the quality of time in school or the quantity? What years of study have demonstrated is that this question itself is a false choice. Both are essential and, in the real world of schools, the amount of time in schools relies on using it carefully and expansively to have an impact, just as quality time can be significantly enhanced when there is more time available.... It is best to understand the quantity-quality dynamic by examining closely what is actually happening in schools – how schools actually leverage expanded time to increase and strengthen learning opportunities for all students...” – NCTL Study: *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools*

(use of adult time in schools) “Success in schools occurs when time is allowed to interact with and drive (a) the work of teachers and principals, (b) the use of data, and (c) the cultivation of excellence (culture). Only together can these components have their maximum impact. Isolated from one another – including not having sufficient time to make all the components work in concert – the efforts to improve student outcomes will remain more limited.” – David Farbman, NCTL

IMPORTANT ELEMENTS OF THE MASTER SCHEDULE/MASTER SCHEDULE PROCESS

“What do you need to make a good schedule?”

- Good data
- A good team
- A good process”
 - Northwest Regional ESD

“A successful master schedule reflects the bringing together of teachers, students, facilities, and materials for the greatest possible effectiveness. A successful academic year is built on the foundation of a well-constructed master schedule.” – Los Angeles Unified School District

“The keys in building a successful master schedule are planning and organization. It takes many hours to build a successful master. You can spend these hours building a good master or spend them solving problems caused by a poorly built master.”

“To make a master schedule, first last year’s master schedule is studied and reviewed to find if any objectives were not met. If so, then school leadership must try to find the reasons why. Then, a new master schedule is prepared to rectify those problems and to add a few new components.” - Patricia Fioriello, “School Master Schedule Tips”

“The school leadership team needs to assess every academic program and the value that it is giving to the students. Along with that, the cost to the institution, response to culture and the impact on the institutional environment (are) also to be considered.”
- Patricia Fioriello, “School Master Schedule Tips”

WHO NEEDS TO BE INVOLVED

“A successful high school Master Schedule represents the scheduler’s best efforts along with the school principal, teachers, and counselors at bringing the school curriculum design together in a framework for the greatest possible learning outcomes. A successful academic year is not possible without this foundation and without the collaboration of the entire school staff.” – Flavia Hernandez, Chief Officer and John Ambrose, Director of Student Scheduling, Office of P-12 Management, Chicago Public Schools

“It is not possible to approach scheduling in isolation. The school scheduling team composed of teachers, counselors, and administrators work together to provide the school scheduler the information needed to complete the technical requirements of Master Schedule Builder software used in the preparation of the school schedule. The school scheduling team is an extension of the Instructional Leadership Team.” – Flavia Hernandez, Chief Officer and John Ambrose, Director of Student Scheduling, Office of P-12 Management, Chicago Public Schools

“How the master schedule is constructed may be as important as what the master schedule contains. While the master schedule reveals what is really important to the school, how the master schedule is constructed reveals how professionals interact and how key decisions are made in the school. Finally, the master schedule discloses the true beliefs and attitudes the staff holds about the value of input from other staff members.” – “The Master Schedule: A Culture Indicator,” NASSP - National Association of Secondary School Principals

“If the school is collaborative, the staff has a major role in decisions leading into drafting the master schedule.” – “The Master Schedule: A Culture Indicator,” NASSP – National Association of Secondary School Principals

“The manner in which a high school organizes itself and the ways in which it uses time create a framework that affects almost everything about teaching and learning in the school.imaginative, flexible scheduling must be the order of the day... ...high schools...develop flexible scheduling that allows for more varied use of time in order to meet the requirements of the curriculum...” – Breaking Ranks (NASSP publication)

“Input is critical. a formal project should be planned to compile the pros and cons so that everyone can give ...input. For this to work, the school can design various forms that are completed by students and teachers to get to understand their point of view. A committee can be created to assesses all the factors and submit a project report.” .” - Patricia Fioriello, “School Master Schedule Tips”

“It is very important to take input from teachers and students. The schedule mostly affects them. They are the ones who live with the schedule every day. In fact it is a good idea to include experienced teachers in the committee so their valuable input can be considered.” - Source unknown

THE ROLE OF THE DISTRICT

“The most effective school systems in the world ensure that all of their schools have a process in place to monitor each student’s learning on an ongoing basis and a systematic plan of intervention that provides a struggling student with additional time and support for learning. (Barber and Mourshed, 2007)