EXTERNAL ASSESSMENT OF THE MASTER SCHEDULE
– ENGAGING THE STAKEHOLDERS

EXTERNAL ASSESSMENT OF THE MASTER SCHEDULE PROCESS, PRODUCT, AND RESULTS – ENGAGING STUDENTS, TEACHERS, COUNSELORS, AND OTHER STAKEHOLDERS IN A CONTINUOUS IMPROVEMENT PROCESS

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 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?
• What are your specific recommendations for how to improve your master scheduling process?
• What are your specific recommendations for how to improve your master scheduling product – i.e., actual master schedule?
• To what extent do you feel you successfully met students’ scheduling needs? What is your evidence?
• To what extent do pathway/academy/SLC teachers share common planning time?
• 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?

• 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?

  o How might communication regarding the Pathway/academy/SLC Selection Process and Course Selection process be improved?
  o 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?