**QUESTIONS TO ANSWER FOR STAGE 1:**

**Questions to Answer Prior to Beginning Distict Planning,**

**Design and Preliminary Tasks**

**Beginning Questions To Answer:**

* What Guiding Principles will inform your Master Schedule work? What are your master scheduling priorities?
* How will the high school master schedule/s support our District’s vision and mission? How will it/they support the District vision for learning and teaching?
* How will the master schedule/s support all students becoming college and career ready?
* How will your master schedule/s assure all students access to advanced courses and dual enrollment opportunities?
* How will your master schedule/s support the inclusion of English Language Learners in pathway?
* How will your master schedule.s support the inclusion of Special Education students in pathways?
* To what extent will the District’s high school curriculum align with the Common Core and Common Core Assessments? Align with other national and state standards and assessments?
* To what extent do teachers use research-based, evidence-based instructional strategies?
* District-wide, how many Pathways/Academies/SLCs? Grade levels involved? What is the District high school student enrollment? What is the student enrollment for each high school?
* How many courses will be Pathway/Academy/SLC specific at each grade level? What will be the program of study for each pathway? To what extent will each Program of Study align with those of other pathways?
* What percentage of the student day will be spent in Pathway/Academy/SLC specific courses?
* How will the District support District-wide marketing for College and Career Academies/Linked Learning Pathways/Small Learning Communities? What District-wide strategies are in place so that all students and parents are making informed decisions about their choice of pathways?
* What District policies are in place to assure equitable access to each District Pathway/Academy? How will the District assure that each pathway reflects the diversity of the District and respective school site as a whole?
* How many Pathway teachers will be needed to support each Pathway’s enrollment at each of the high schools? District-wide? Are there any special recruitment strategies for pathway teachers? Does the District offer any special orientation for new pathway teachers?
* How will you assure Pathway teachers are trained to implement thematic, interdisciplinary curriculum and projects?
* Common planning time has been called the linchpin of high school reform. Pathway teaching teams need common planning time to function as an effective community of practice, develop interdisciplinary curriculum, refine their teaching practices, support student success, and collaboratively lead and manage all aspects of the pathway and pathway partnerships? How will you assure common planning time for Pathway teaching teams/communities of practice?
* Where will internships and community-based learning experiences be implemented or supported in the schedule? *(Will there be a course in which these occur?)*
* How does your student information system //scheduling system handle pathway student and course tags/flags and course tags/flags//subscripts?
* Who is responsible for protecting Pathway purity (student cohorts) in the schedule?
* Who is responsible for assuring equity? (i.e., All students have access; each Pathway reflects diversity of the school/district as a whole; distribution of high quality teachers; etc.)

QUESTIONS ABOUT YOUR MASTER SCHEDULE DEVELOPMENT PROCESS:

How does the District currently support the development of an effective master schedule at each high school site?

Why is the support for master schedule development structured in this way?

Is this scheduling development process working well? How do you know? (What is your evidence?)

Is the resulting product – the master schedule itself -- working well for students? Working well For teachers? How do you know? (What is your evidence?)

Perceived Barriers…

What perceived barriers do you have to developing a more effective master schedule?

How can the District use design thinking or other problem-solving strategies to address, eliminate, or mediate these perceived barriers?

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

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