

## Master Schedule (and Bell Schedule and School Calendar) Bibliography

*This is a partial bibliography of resources related to high school master schedule and bell schedules. It is a living document and we will continue to update and enhance this master schedule bibliography. Please share your own suggestions of resources to include 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 (CCASN) at University of California Berkeley Graduate School of Education. Thank You.*

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The following two research questions guide this study:

1. How do teachers and administrators perceive the strengths and limitations of their high school master schedule, which supports improving teaching and learning through regularly scheduled professional development and collaboration?
2. How do teachers and administrators think the master schedule could be revised to better support teacher development and student learning?

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"Three important generalizations:

- The A/B schedule is easier to implement than the 4/4 schedule, both politically and administratively
- In almost all cases, the 4/4 schedule must be adapted to allow some courses to run all year long.
- Merely changing the school bell schedule will not guarantee better student performance."

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Through a series of case studies the report, *Time for Deeper Learning: Lessons from Five High Schools*, explores how schools invest one of their most fundamental resources – time with students – to meet their goals for student learning. The report describes five deeper learning priorities that drive and shape learning time across the featured schools. These five priorities then work in concert to generate a high-quality and highly-relevant educational experience for students:

1. Building a positive learning environment that fosters self-initiated learning
2. Using an interdisciplinary, project-based approach
3. Engaging in "authentic" assessments of learning and skill development, included self-reflection and peer critiques
4. Connecting students to the "real world"
5. Encouraging teachers to work collaboratively and as deep learners themselves in pursuit of excellence

"Successful schools must find ways to deploy learning time so that their students build deeper learning skills while also mastering grade-level content and standards."

Activities Focusing Time Use included:

- Adult-facilitated peer groups
- Long instructional blocks
- Peer mentoring activities
- Opportunities for teachers to collaboratively examine and improve instructional practices
- Collaborative work
- Students' self-managed time
- Peer critiques
- Guided self-reflection about learning
- Student presentations
- On-site projects that are closely connected with the external community
- Off-site work-and-internship experiences
- Collaborative inquiry and professional development
- Collaborative preparation
- Team teaching



- Opportunities for informal sharing and discussion

You can download the Executive Summary and Full Report at

<http://www.timeandlearning.org/?q=deeperlearning>

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