**PATHWAY OR DEPARTMENT SCHEDULE PREFERENCE SHEET:**

 **MASTER SCHEDULE PREFERENCES FOR THE COMING SCHOOL YEAR**

Once the student pathway and course selection process/registration process is complete and the course tallies are available, the Master Schedule Team will share the course tallies (and possibly the course conflict matrix) with Pathway/Academy/SLC leads AND Department Chairs.

Typically, the placement of most “global” courses *(those courses open to all students such as Band, Foreign Language/Language Other than English, and Advanced Placement courses, including those embedded in thematic pathways)* will have already been decided in an inclusive process and this course placement information will also inform the work of the Department and Academy/Pathway/SLC teams.

Often the common preparation period for each academy/pathway/SLC OR for upper division pathway teaching team and lower division pathway teaching team will have already been determined; this information, too, will inform the work of the Department and Academy/pathway/SLC teams.

 There are clear expectations that:

* Each Department Chair or Pathway/Academy/SLC Lead/Director/Coordinator will meet with her/his full Department or pathway/academy teaching team to plan an optimum department or pathway/academy schedule. Administrators and members of the Master Schedule Team support Departments and Academies/Pathways/SLCs in this work.
* Department Chairs and Pathway/Academy/SLC Leads/Directors/Coordinators will collaborate closely and align each teacher’s schedule as part of the process to develop optimum department-specific or academy/pathway/SLC-specific schedules. *For example, an English teacher will likely be a member of both a pathway team and the English Department; her/his schedule preference needs to be developed and aligned collaboratively by both the English Department chair and the pathway lead.*
* Each pathway teacher will take personal responsibility for helping to align her/his teaching line within the proposed pathway schedule with her/his teaching line within the proposed department schedule.
* Each Department Chair and each Pathway Lead will consider teacher credentials and certifications while developing the optimum master schedule. If a teacher will need a credentialing waiver to teach a particular course, this should be noted.
* If your optimum schedule proposal includes an additional release period for any teacher, including the pathway lead or co-leads, please indicate the funding source that will cover this release period. (i.e., a release period for an academy lead might be covered by a California Partnership Academy grant or grant funding provided by the Academy Advisory Board; a release period for a Literacy Coach might be covered by District funding; a release period for a work-based learning coordinator might be covered by a grant from industry partners, etc.)

**PROPOSAL FOR OPTIMUM DEPARTMENT/PATHWAY SCHEDULE FOR**

Name of Department/Pathway:

Lead Teacher/Academy Director/Department Chair:

Contact information for Lead/Director/Chair (email, cell phone):

Other Department/Pathway Team members:

Our preferred pathway/department schedule is as follows:

*NOTE: The example template provided is for a 6-period bell schedule with an A period or “0” period option. You should, of course, develop a proposed optimum schedule based on whichever bell schedule will be in place in the coming school year and the specific courses and number of course sections to be offered as part of the pathway /academy/*

*SLC program of study OR as part of the department course offerings.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Teacher  | A Period | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**EXPLANATIONS OR JUSTIFICATIONS:**

(As appropriate) Please include any explanation or justification for why certain courses or certain course sections need to be offered in particular time slots. There may be an important reason related to student learning for placing a course or courses at a particular time. Please include any explanations or justifications for why a particular teacher needs to have a particular preparation/ planning period OR the pathway team or upper/lower division pathway team needs a particular common planning period. If possible, prioritize your choices. *(Our first choice for a pathway common planning period would be period\_\_\_\_\_ for the following reasons ------. Our 2nd and 3rd choice would be periods \_\_\_ and \_\_\_\_. OR Advanced ceramics needs to be offered in either 5th or 6th period because the kiln is fired up during lunchtime.)*

***ADDITIONAL INFORMATION AND NOTES:***

**Advice from the Experts/Lessons from the field**:

**Advice from the experts**

Once the course tallies are complete and decisions have been made about how many sections of each course to offer, including how many sections of core academic classes and career-technical classes to offer in each pathway at each grade level, provide this accurate course tally information and perhaps the course conflict matrix to each department and each pathway team. Also, provide each department and each pathway team with a small, metallic schedule board with magnetic course chips. This allows each team to have a visual representation of the pathway/department schedule and the ability to readily move ”courses” as they try out new scheduling scenarios.

 Ask that each team comes up with its optimum department or pathway schedule, and that they do so in a highly collaborative way, involving all team members in decisions and checking with pathway leads checking with department chairs and vice-versa. Members of the master schedule team should be available to assist, mentor, and coach, but the faculty also assumes ownership and responsibility for an effective master schedule.

 Often the entire department team or pathway team signs off on their optimum master schedule proposal. Often there is a peer review process in which each department or pathway/academy/SLC presents its proposed schedule with explanations of rationale for critical choices and receives feedback from other departments and pathways; this, too, is a capacity building strategy that deepens everyone’s understanding of the master schedule process.

 If there are necessary changes to what is proposed, there is regular and open communication between the master schedule team and departments and pathways. Everyone trusts that the master schedule team is doing its best to honor input and requests, but still develop the master schedule that best meets the needs of students and student learning.

**Practices in the Field**

Typically, the administration and/or master schedule team involve a larger stakeholder group (i.e., all department heads and academy/pathway/SLC leads) in helping to decide when all “global” classes/classes open to students from each of the pathways will be offered (band, foreign language courses with one or two sections, Advanced Placement courses, etc.). The Master Schedule Team then provides all pathways and departments information on when certain global classes (courses open to all) will be offered so that they have since information when they are working on their optimum scheduling scenarios.

Many Master Schedule Teams will also assign a pathway a particular period/time in the day for a shared preparation period so that each pathway has a different common planning time. In the case of very large pathways, there may be a different common planning time for the lower division pathway teachers and the upper division pathway teachers. This common prep period may change/rotate from one school year to the next so that every pathway has the opportunity to have common planning time before or after lunch or at the same time as highly popular electives.

Some bell schedules (i.e. 8-period day in which teachers teach six on eight periods) enable teachers to have two prep periods – one for common planning time and one as a personal prep period. Similarly, in some schools, teachers teach five on seven and have two prep periods --- one of which is devoted to common planning.

Some schools have built extended collaboration time for all teachers into the school day once or twice a week and pay less attention to common preparation periods for pathway teachers since other regularly scheduled meeting time is available. At William C. Overfelt High School in East Site Union High School District in San Jose, California, for example, every Wednesday is Collaboration Wednesday and each pathway has a 90-minute collaboration time at least two out of four Wednesday mornings each month; one Wednesday is used for teacher-organized professional development and the other for department meetings and one Wednesday may be used for Department meetings. (<http://wo.esuhsd.org/images/bell_schedules.jpg>)

At Waiakea High School in Hilo, Hawaii, the 2013-2014 bell schedule includes time for teacher prep and/or teacher professional development at the end of each and every school day. (<http://waiakeahigh.k12.hi.us/infodesk/bell.html>) *NOTE: Almost all high schools in Hawaii will be changing bell schedules in 2014-2015 to align with new Hawaii Department of Education guidelines regarding number of instructional minutes per week, length of the student school day, etc.*