



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

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

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