**STAGE 1: PLANNING, DESIGN, & PRELIMINARY TASKS WORKSHEET:**

**INITIAL MASTER SCHEDULING TASKS**

This worksheet is designed to help you think through the Master Schedule Tasks that occur in Stage 1 (prior to student program of study selection and course selection/ course tallies.) What follows is a partial listing of tasks that can be personalized and expanded upon for your particular school or context.

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| **TASKS** | **Who/When**  (Include name of primary person/s responsible plus others involved) | **Related Questions/Notes** |
| Collaborates with the Principal/Site Administration to assemble a Master Schedule Team. Team members collaborate to   * Develop/adopt team norms and protocols, roles and responsibilities, meeting schedule | *Master Schedule Coordinator* |  |
| Reviews student achievement data, attendance data, graduation data, and other data related to teaching and learning to inform Master Schedule planning and development | *Master Schedule Team* |  |
| Reviews Internal Assessment of last year’s Master Schedule. If such an assessment is not yet available, Master Schedule team conducts internal assessment of last year’s master schedule. What worked? What needs to be improved upon? | *Master Schedule Team* |  |
| Begin work to explore and determine Master Schedule Guiding Principles and priorities; engage faculty, counselors, staff, and other stakeholders in shared decision-making | *Administrators, Master Schedule Team, Faculty, and other stakeholders* |  |
| Work with Pathway/Academy/SLC and Department Teams to review/update course offerings for the following school year   * Support Teachers in the development of new course descriptions for District/Site- approval, a-g approval (California), ROP/ CTE approval | *Administrators and Master Schedule Team* |  |
| Obtain Official Approval for new or revised course offerings; new college preparatory course offerings; new CTE courses, etc. | Administrators and Teachers |  |
| Review scheduling parameters/constraints | Master Schedule Team |  |
| Meet with key Stakeholders, including Pathway/Academy/SLC leads, Department heads, and union representatives to review master scheduling process, and (as appropriate) any tentatively planned Pathway/Academy/ SLC AND Department course sequences and offerings | Master Schedule Coordinator and Master Schedule Team |  |
| Meet with Pathway/Academy/SLC teams to review and discuss any possible changes to the Pathway Program of Study; discuss pathway course offerings and course coverage for next year; work with departments to determine preferred course schedule for pathway, including recommendations for blocked/linked classes and pathway community of practice common planning time/s; determine preferred teacher assignments. | Master Schedule Team; Pathway/Academy/  SLC Leads |  |
| Meet with Department teams to discuss course offerings and course coverage for next year; update course sequences and offerings as appropriate; work with pathways to determine preferred course assignments, course schedules | Master Schedule Team; Department Heads |  |
| Communicate, Collaborate, and Build Consensus around proposed course offerings and proposed teacher assignments | Pathway Leads  Department Heads  Master Schedule Team Administration |  |
| Distribute and collect teacher request forms or other means for individual teachers to express their preferences in terms of next year’s teaching assignment/course line and possible | Administration and Master Schedule Team |  |
| Develop Official Programs of Study descriptions and Program of Study Choice Sheets  Develop Official Course offerings descriptions/ list/Handbook/ Catalogue, and Student Course Selection materials, including student course choice sheets  (California: As appropriate, double-check that all course titles match the official course titles and abbreviations on the school’s official “a-g” course list. Update a-g course list as needed.) | Administrators, Master Scheduling Team, Pathway Leads, Department Chairs |  |
| *Additional/Alternate Steps* |  |  |
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Any additional comments/notes/observations on the Planning /Preliminary/Initial Tasks stage (pre-course selection/pre course tally stage):

Please share any Stage One: Planning/Preliminary/Initial Tasks best practices, advice, recommendations, planning tools, planning forms, and resources for possible inclusion in future updates to the Master Scheduling Guide. Please send your sharings and suggestions to 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), Graduate School of Education, University of California Berkeley.