

# Block Party Passages Organizing Adults Schedules

The master schedule is to a school what grading policies are to teachers and classrooms. It reveals the true beliefs, attitudes, values, and priorities of the school. The school's master schedule is like looking at an MRI of the inner workings of a school. It is the window to the soul of the school. How the master schedule is constructed may be as important as what the master schedule contains. While the master schedule reveals what is really important to the school, how the master schedule is constructed reveals how professionals interact and how key decisions are made in the school. Finally, the master schedule discloses the true beliefs and attitudes the staff holds about the value of input from other staff members.

NASSP: National Association of Secondary School Principals The Master Schedule A Culture Indicator

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In adult-focused schools, the master schedule reflects the wants of the staff. There are few or no interventions. All students are expected to complete courses in the same time frames. There are no double-block classes or flexible time frames for students to complete courses. The best, most experienced teachers are teaching the top students, and the best students are in the smallest classes.

In student- or learning-focused schools, the master schedule reflects the needs of the students. There are multiple, tiered interventions. Accommodations are built into the schedule for students who need math every day or who need three semesters to complete a specific science course. The best, most experienced teachers are teaching the neediest students. Teachers of higher-level courses also teach standard-level courses. Finally, the neediest students are in the smallest classes.

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The master schedule is a compilation of all individual student schedules. In schools that are adult-focused, students are batch scheduled. All the individual requests are entered into the computer and every student has the same chance as every other student to obtain their desired courses. Batch scheduling creates winners and losers. In student- or learning-focused schools, individual schedules are constructed collaboratively. Math, science, world language, and social studies teachers meet with their colleagues in their respective disciplines and make course

recommendations that are compiled and shared with counselors. The teachers of special needs students including special education and English language learners act in an advisory capacity and work in concert with the counselor to hand-schedule these students.

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