

**SESSION 2226**

**Using the Master Schedule as an Equity Tool**

This tool is designed for use by a site administrator or team of site admins as a self-reflection tool and also as a way to gather data and prepare for conversations with various groups such as community, school staff, and the central office.

**“Equity warriors know that the politics of student data – how conflict is managed to govern effectively – determines the school’s story and defines how the school is perceived.” Pg. 61**

<i>Use the master schedule to marshal data in support of the story you want to tell about the school.</i>	Notes
<p><b>Community &amp; Parents</b> – How often do parents hear how the admin team builds a master schedule around the vision for students – a vision of success? Your design of the master schedule communicates the school values to the community. For example, a school vision states the school’s values so that if your school vision includes the values of relationships then we would expect to see that value reflected in the master schedule design. Therefore, the school may have a homeroom or advisory class focused on building relationships and trust between adults and students and between students. We would also expect to see all staff involved in homeroom or advisory, not just teachers.</p> <p><b>Community &amp; Parents</b> - Use the master schedule to link data to the school vision to communicate your purpose and supports to students for those outside of the school.</p>	
<i>Use the master schedule to marshal data in support of explaining reasoning about teacher collaboration for student success.</i>	
<b>Staff</b> – How do you use the master schedule to communicate ways that you design to support teachers and other staff? Do	

<p>you build a master schedule that reflects the school vision? Your design of the master schedule communicates your values to teachers.</p> <p>For example, if a value is embracing diversity, then you have to rigorously examine your tracking systems (often inherited from previous years) and how that impacts a lack of diversity in classrooms.</p> <p><b>Staff</b> – Use the design of the master schedule to support groups in PLC work by making sure the schedule allows for co-planning time and also for being able to be in one another’s classrooms to be able to see the quality teaching and learning present in classrooms.</p> <p><b>Staff</b> -Use the master schedule to link data to the school vision to establish its relevance for teachers and students.</p>	
<p><i>Prepare yourself to use the master schedule as a shield and a sword to take on social justice issues.</i></p>	
<p><b>Central Office</b> - How do you collect data and use the data to advocate for resources and support for your school? To communicate the story of your school’s development? For example, if you have a group of students who need interventions across the content areas it makes sense that those students might be placed with specific teachers and in smaller class sizes.</p> <p><b>Central Office</b> -Map out the difference in numbers between classes. Having some classes with large numbers and some with small numbers creates a difference in access to teaching for students. If your master schedule does have a difference of numbers, it should be part of an intervention plan.</p>	

**Central Office** - Look at the gender balances within classes. If there are imbalances by gender, determine the cause. Are certain genders taking or avoiding certain classes? This marshaling of data is part of how you tell the story of the decisions behind the design of the master schedule.

**Central Office** - Rigorously examine the tracking systems built into the master schedule. Which groups of students are tracked and why? What can be done about this? If the tracking is unavoidable, design the master schedule to track supports with the most vulnerable students.

**Central Office** - Use the master schedule to determine which students are struggling and what are the potential barriers to their learning. To do this, use the master schedule to mark where the most vulnerable students are located at each period of the day. Knowing this allows you to make sure that you've designed a master schedule to support your most vulnerable students. In this way you can revise the master schedule to ensure support for students, scheduling them first before students who need less support.

**Central Office** - Use the master schedule to know your students – interview the students who you have labeled on the master schedule as needing most support. Ask them about their learning, what they can do when they need help, how their schedule supports them in building relationships with helpful adults in the school.

-Choose a student with a specific profile – follow that student's schedule to determine what the student needs and also to

understand what support they are receiving and what they are not receiving.

**Central Office** – Reflect on the instructional priorities of the school. Visit classes during a specific part of the class period. What do openings of classes look like? The end or conclusion of a learning experience? Or the middle when students are working and receiving feedback? Where is the teacher located? Where are the students located in relation to her?

**Central Office** - Choose a policy, such as EL placement, and determine if the implementation of the policy is working for students or if the implementation plan needs to be adjusted.

**Central Office** - Go to classes that are the “public face” of the school – such as ASB, yearbook, ambassador or leadership-based classes & look at their diversity. Does the yearbook capture ALL students? Does ASB or other leadership-based classes represent ALL students?