

Post-Scheduling Review

Use the following reflection questions to review your school's new schedules.

Overall

- Can you see a clear link from the schedule to the school goals?
- Does the schedule accomplish the scheduling vision that the school team created? If not, why? Was that a deliberate choice?
- Are there short blocks of time in the schedule (e.g., under 30 minutes)? If so, does the principal believe that time can be used effectively?
- What would a student's experience be in the schedule? Think of a specific student, follow them through their day.
- Does the schedule create unnecessary transitions?
- Middle/High School: Do period lengths align with student and teacher need/ability? Consider content needs, student attention spans, and teacher capacity to plan effective lessons.

Time

- How much time is spent in core subjects? Specials/electives? Does this align with student need and the school's priorities?
- How much time is spent on each subject? Does this align with student need and the school's priorities?
- In what ways does the schedule create flexibility to adjust time or class/group size depending on student need? Is flexibility a priority?
- What are the highest priority subjects/classes? Are they scheduled during the right portions of a student's day (e.g., the "sweet spot")?

Planning Time

- How much total planning time does this schedule create for teachers?
- Of the total planning time, how much is going to be used for collaboration? Independent planning? Are there at least 90 minutes of collaborative planning time for teachers per week?
- How long are the collaborative team planning blocks? What are students doing during this time? Who is facilitating collaborative planning time and is it clear from the schedule that that person is also available during that time?

- Which teams of teachers are able to collaborate together in the schedule? Content area? Grade level? How often are these teams collaborating together?
- Are support staff (e.g., EC, ESL) able to collaborate with teams of teachers they support?

Support Services

- How are support service providers being utilized (e.g., special education, English language learners, gifted, Title I teachers, etc.)?

Specials/Electives

- Are specials teachers being used beyond their specials/electives course (e.g., interventions/enrichment, push-in support, etc.)?

Intervention/Enrichment

- Are intervention/enrichment periods staggered throughout the day or happening across the school at the same time? Is the principal aware of the trade-offs associated with each model?
 - Staggered: Staggered intervention/enrichment periods enable support staff/push in (e.g., EC, ESL) to support fewer teachers and subsequently lower group size further. However, staggered I/E does not enable cross-grade grouping.
 - Whole School: Allows for cross grade grouping, but support staff/push in resources spread across more classrooms and group size may not be as low.
- Which teachers will be utilized during intervention/enrichment? If TAs or Specials/Electives teachers are going to be used, how are they going to be set up to be successful? Will their assignment be aligned with their expertise?
- How often will students be grouped/regrouped?
- When will teams of teachers plan together for intervention/enrichment?