

## Inclusive Practice Tool: Master Schedule Review

### A RESOURCE FOR SUPPORTING INCLUSIVE PRACTICE

**Inclusive practice** refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students**, with and without disabilities, in general education settings.

To support inclusive practice, the tools of this *Guidebook* are based on the frameworks of [Universal Design for Learning](#), [Positive Behavioral Interventions and Supports](#), and [Social and Emotional Learning](#).

**Directions: Administrators and school-based leadership teams** can use this tool to review master schedules for alignment with best practices for inclusion. This tool may help support administrators who wish to use the master schedule as an artifact of practice in their evaluations.<sup>1</sup>

- **Part 1** of this tool is a series of reflective questions about the master schedule to support leaders in evaluating their schedule with an inclusive lens. Administrators can use ideas generated by this reflection to change the school schedule and make decisions about school priorities.
- After this reflection, leaders can use **Part 2** to have a guided conversation about how to adapt the master schedule to promote inclusive practices. Part 2 is a team protocol intended for school-based instructional leadership teams. The team will reflect on the essential question, “To what degree are we using our schedule to promote, develop, and sustain an inclusive learning culture?” The team then will make decisions to modify the schedule to move toward a more inclusive learning environment.

The *Guidebook* tools are designed to strengthen inclusive practices and empower educators to meet the needs of all students by leveraging and augmenting the educator evaluation process. Although each tool is designed as a stand-alone resource, many tools mutually support educator practice. This tool has a strong relationship to the following *Guidebook* tools:

- **Tool 2b:** [Massachusetts School-Level Administrator Rubric Resource](#)
- **Tool 5a:** [Lesson Plan Artifact Review](#)
- **Tool 5b:** [Example Artifact List](#)
- **Tool 8d:** [What to Look For—School-Level Administrator](#)

Key stakeholders in the master schedule guided conversation might include the following:

- School-based administrators
- Guidance counselors
- Educator leaders
- Special education administrators
- Central office administrators

<sup>1</sup> Educators also may be interested in MTSS’ Quick Reference Guide: [Scheduling within a Tiered System of Support](#).

## Part 1: Reflective Questions<sup>2</sup>

### Values

**To what degree are we using our schedule to promote, develop, and sustain an inclusive learning culture?**

- What core values are reflected in the master schedule?
- What is the process for creating the master schedule?
- What are the primary influences in developing the master schedule?
  - What do we consider primary, nonnegotiable influences incorporated within the master schedule?
  - What do we consider secondary and open to negotiation?
  - What are competing priorities of the master schedule, and to what extent does the schedule balance these priorities?
- To what extent does our schedule reflect our commitment to the principles of accessible instruction and positive behavior supports?
- Does the master schedule support all students and programs in an equitable manner?

**Does the master schedule support collaboration between special educators, English as a second language (ESL) specialists, and general educators?**

- How is common planning time determined (i.e., grade level, content area)?
  - How are skills and practices launched by professional development supported and developed within the schedule for ongoing collaboration and implementation?
- How does the master schedule allow for intervention needs and tiered systems of support?
- How do we avoid scheduling conflicts in the provision of special services?
- Does the master schedule promote educator leadership?
- How could the schedule promote, improve, develop, and sustain an inclusive learning culture?

<sup>2</sup> New Leaders Epic Program: Learning from High-Needs Schools Driving Achievement Gains: Block Scheduling: A Catalyst for Improving Teaching and Learning

## Data Analysis

### School-Wide Data

- What trends, strengths, and deficits are present in school-based data?
- If instructional data reflects a need for improved Tier 1 instruction in specific areas, does the master schedule address those needs by supporting targeted instruction?
- Where does school-wide data reflect the need for more intensive, tiered intervention?

### Classroom Analysis

- What is the typical proportion of learners with diverse needs in the general education classroom—for example, students who are English language learners (ELLs), students with individualized education programs (IEPs), students at risk according to screeners for tiered support or other metrics?
- What is the ideal balance of needs in a general education classroom reflecting levels of needs informed by IEPs (i.e., low, moderate, high)?
- What is the ideal number of educators in a general education classroom at any one time? What is the maximum we can support?
- What resources, professional development, and ongoing support will be needed by educators in general education classrooms with a high proportion of student needs?

### Educator Schedule Analysis

- On average, how many collaborative partnerships are our educators expected to maintain?
- What are our expectations relating to those partnerships? Is there an expectation and/or have staff been trained and supported in how to negotiate the collaborative partnerships such that clear roles and responsibilities are determined?
- What supports, resources, and structures can we offer to those educators?

## Part 2: Developing an Inclusive School Schedule: Team Protocol

Use this tool to review master schedules for alignment with best practices for inclusion.

Instructional Leadership Team: \_\_\_\_\_ Date: \_\_\_\_\_

Purpose	Goals	Outcome
Leverage our schedule as a tool for creating, developing, and sustaining an inclusive learning culture.	The Instructional Leadership Team will be able to . . . 1. Analyze and inform the way in which our schedule impacts our inclusive learning culture 2. Prioritize scheduling decisions and adjustments 3. Create a master schedule to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction	List of priorities and considerations to support inclusive practice

Essential Question
How can we change our schedule to create, develop, and sustain an inclusive learning culture?

### Agenda

Activity	Duration	Details
Framing	5 min	<i>Review the purpose, goals, and outcome of this meeting.</i> <ul style="list-style-type: none"> <li>Define roles: note taker, timekeeper, facilitator, norm checker, and clarifier of understanding</li> </ul>
Step 1	15 min	<i>Determine our school's highest priority needs.</i> <ul style="list-style-type: none"> <li>List priorities based on student data (e.g., discipline referrals, student placement, graduation rates where applicable, screening information, district assessments, state assessments, and progress monitoring system data).</li> </ul>
Step 2	20 min	<i>How do students spend time in our school?</i> <ul style="list-style-type: none"> <li>How are students assigned to classes and courses?</li> <li>How much time is spent on learning (minutes and percentages of overall time)?</li> <li>Given our students performance in English language arts and mathematics, do we need to adjust the schedule to allow additional time in a targeted subject?</li> <li>What type of groupings and program development can be incorporated to support students in a broad range of instructional needs (e.g., learning styles, intervention, remedial, specially designed instruction)?</li> <li>How is educator time spent to maximize student learning outcomes?</li> <li>How much time on learning is reflected in the schedule?</li> <li>How much time is spent in co-planning, collaboration, and consultation with special education staff?</li> </ul>
Step 3	10 min	<i>Set concrete goals that meet highest priority instructional and social-emotional needs.</i> <ul style="list-style-type: none"> <li>What goals will we set to promote, develop, and sustain an inclusive learning environment?</li> </ul>

Activity	Duration	Details
Step 4	15 min	<p><i>Identify and evaluate options for accomplishing our goals.</i></p> <ul style="list-style-type: none"> <li>■ List potential options for accomplishing goals from step 3.</li> <li>■ List the pros and cons of each option named in step 3.</li> <li>■ Establish a data-based system to prioritize goals and thereafter assess goal monitoring and achievement.</li> </ul>
Step 5	15 min	<p><i>Create a strategy that creates a sustainable inclusive learning environment.</i></p> <ul style="list-style-type: none"> <li>■ Reach consensus on which options (step 4) we will use to refine our schedule.</li> <li>■ A protocol such as the <a href="#">First to Five</a> strategy may be helpful.</li> </ul>
Step 6	10 min	<p><i>Process reflection</i></p> <ul style="list-style-type: none"> <li>■ What worked for us in this process?</li> <li>■ What did not work for us in this process?</li> <li>■ How can this process be improved?</li> </ul>