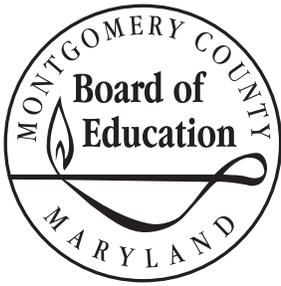


Resource Guide *for* Elementary Master Scheduling



Rockville, Maryland



VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

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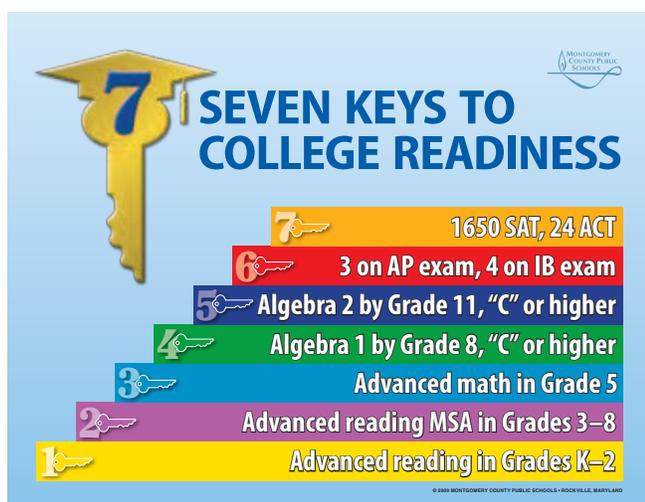
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Expectations

A well-crafted master schedule enables a school to accomplish many objectives. It aligns student learning with school and county performance goals. It synthesizes stakeholder collaboration and best practices through the use of efficient processes. It promotes rigorous instructional opportunities for all learners while strategically deploying finite resources for maximum impact. The information included in this resource will guide principals to consider their master schedules from a global perspective, asking questions and making judgments to build a master schedule that reflects the unique needs of each individual school.

1. Established Montgomery County Public Schools (MCPS) and school goals drive and frame the master schedule process.

Figure 1: Seven Keys to College Readiness



During supervisory school visits, one fundamental question that principals are asked is, “How does the design of your master schedule assist you in achieving identified goals?” In *Seven Keys to College Readiness*, Superintendent Dr. Jerry D. Weast has identified key data points that lead to successful preparation for college and the world of work (Figure 1). To assist individual schools in identifying strategic plans to reach these goals, MCPS uses M-Stat, a comprehensive process that provides ongoing access to specific school data on student progress toward key systemwide targets. M-Stat also provides a forum for using the Baldrige Plan, Do, Study, Act (PDSA) process, including in-depth analysis of data, action planning, program monitoring, problem solving, and ultimately

systemic change (Figure 2). It operationalizes system-wide expectations for students, staff members, and schools to enable every child to be college-ready by high school graduation.

Figure 2: Baldrige PDSA Cycle



The master schedule is an essential tool for principals to use as they map out their Baldrige-guided School Improvement Plan (BGSIP) goals to address disaggregated student data. All principals must actively utilize their master schedule to promote attainment of system targets as well as address specific student needs. In a survey of principals, some reported that “blocking” math at the same time for several grades facilitates multiple grade groupings. Other principals schedule grade levels at different times for math to maximize academic intervention support across grades. While their pathways are different, all strive to guide their students to successful completion of Advanced Math in Grade 5.

Whether approaching master scheduling from an elementary, middle, or high school level, all principals must be cognizant of the big picture. This means using a holistic approach to seek rigorous learning pathways from kindergarten through high school for all students. It also means taking into account the potential impact of student mobility on master schedule planning.

2. Principals must see the development of the master schedule as an ongoing global process that actualizes the shared vision of ALL students learning at high levels, with special emphasis on African American and Latino students.

It is the mission of MCPS to provide a high-quality, world-class education that ensures success for every student prepares them to be college ready through excellence in teaching and learning. As the system continues to examine data, the issues surrounding race are unmistakable. By emphasizing disaggregated data, our system has renewed the commitment that student achievement will **not** be predictable by race.

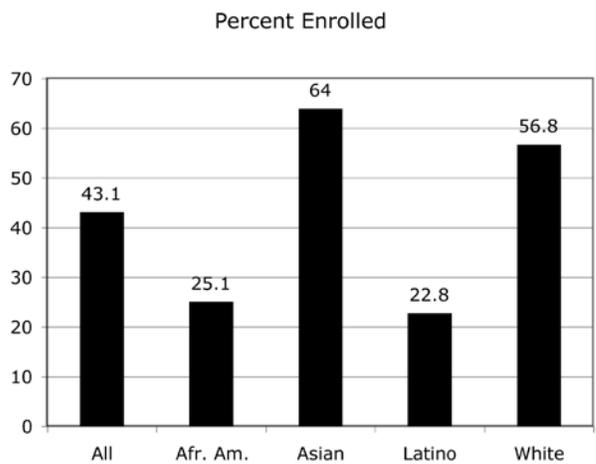
The elementary school master schedule must be designed to create maximum learning opportunities for **all** children. In alignment with this, each school's BGSIP needs to reflect a thorough analysis of disaggregated student performance data and use this data to establish goals that promote high levels of achievement for all, with special emphasis on the success of African American and Latino students. This close attention is especially important when conducting both the global screening process and the placement process for higher-level classes to ensure equitable access to opportunities for African American and Latino students. The master schedule and BGSIP work in tandem to combine the systemwide vision that all students can learn at high levels, with the mission to make this happen by facilitating excellence in teaching and learning. The master schedule actualizes the alignment of the school's BGSIP with the shared MCPS vision and mission.

By analyzing a school's needs and the programs it utilizes to meet those needs, the principal and leadership team can determine what actions best support students. This analysis impacts how each school allocates resources within the master schedule each year in order to address long-range systemwide goals. In practice, there are many ways to differentiate instruction to move all students forward along rigorous pathways. Options may include peer tutors from higher grades within/outside the school, staff members or outside mentors, parent volunteers, regrouping, departmentalization, small-group instruction, instructional support of paraeducators, co-teaching with a special educator or ESOL teacher, plug-in ESOL instruction, looping teachers across grades, student/group goal setting, and before and after-school support and acceleration programs. These strategies create access to rigor for all students. Principals' monitoring of differentiated instruction across the school is essential to maintaining the highest expectations for all student achievement.

3. Principals must lead the active promotion of rigorous instruction that prepares all students for college readiness and maintains consistently high expectations for all students.

MCPS continues to promote students to higher-level instruction. Specifically, elementary schools have actively promoted participation in Advanced Math in Grade 5 to better prepare students for success in Algebra by Grade 8 and Honors/Advanced Placement (AP) classes in high school. This also opens the door for better access to high school advanced science programs. All these targets reveal that the work toward college readiness needs to be focused, especially within African American and Latino student populations, where data reveals the disparity between subgroups as seen in Figure 3.

Figure 3: Percent of Grade 5 Students Proficient in Math 6 or Higher by Subgroup, 2007-2008



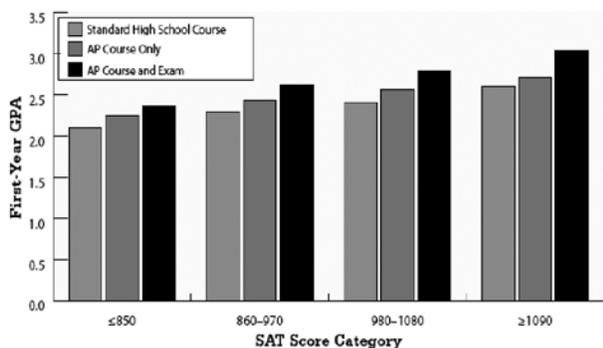
Schools must always align with rigor and the acceleration of learning rather than remediation. When scheduling decisions are being considered, high expectations must be the default, regardless of the level of the student. This may require teachers to reinforce foundational skills while simultaneously guiding students to access challenging curriculum. A recommended process is to implement small-group instruction on identified indicators while the larger group works independently on grade-level or accelerated concepts. The structures for providing this support should be integral to the master schedule. All students should be taught and assessed on the challenge items contained in grade-level math curriculum. Similarly, elementary students must be offered challenging Reading/Language Arts content such as *William and Mary*, *Jacob's Ladder*, and *Junior Great Books* programs that foster critical thinking, enrich vocabulary, and improve writing skills. This practice will create pathways for learning at higher levels. It is especially important that African American and Latino students in

elementary schools are provided with rigorous instruction that prepares them for advanced course work and college readiness as they progress through school. It is equally important that special education and English for Speakers of Other Language (ESOL) students have access to effective instructional programs that provide rigorous course work.

Schools need to start preparing students in the primary grades so they are prepared for the most rigorous courses. Over time, this will lead to Advanced Placement (AP) and International Baccalaureate Program (IB) courses in high school that will prepare them for success in college. Principals can help **all** staff members to see the benefits of engaging all students in high-level instruction by reviewing the research and local school data that support *The Seven Keys to College Readiness*. *The Advanced Placement Report to the Nation 2007* highlights new independent research reinforcing previous findings that students who participate in AP classes have significantly better college grades and graduation rates than academically and economically similar students who did not take the demanding courses and exams.

“Educators, administrators, and policymakers deserve tremendous credit for enabling a wider segment of our nation’s youth than ever before to achieve success on an AP Exam,” said College Board President Gaston Caperton. “After comparing students with similar academic and economic profiles, these new studies show that the students who also succeed on an AP Exam are better prepared for the rigors of college, and more likely to obtain a bachelor’s degree (Figure 4).”

Figure 4: First-year College GPA



Note: “AP Course and Exam” means differ significantly from the “Standard High School Course” means, $p < .01$. “AP Course and Exam” means differ from “AP Course Only” means except in the ≤ 850 SAT Score Category, $p < .01$. “AP Course Only” means differ significantly from the “Standard High School Course” means except in the ≥ 1090 SAT Score Category, $p < .01$.

4. There must be an uncompromising effort in the scheduling process to strategically plan teaching assignments.

It is the job of each principal to develop a highly qualified staff dedicated to success for every student. Principals should keep SIP goals in mind when recruiting new talent to fill vacant positions. It also involves strategically training new and veteran staff members to share a common understanding of how to accomplish school goals and meet systemwide targets. The master schedule can further support students by facilitating common planning for teachers, teacher specialists, and paraeducators who share students.

It is not unusual for teachers to cite preferences when requesting assignments. When this happens, principals must ask themselves and their teams, “How does the assignment of staff within the master schedule promote the best interests of all children?” Often, the strongest teachers in a school are placed with the most readily successful students. This practice has the potential to trap underrepresented or struggling learners in a perpetual cycle of minimal growth. Instead, student learning should always come first when determining teacher placements, ensuring that students who demonstrate the greatest academic need consistently receive the highest quality of instruction available.

The MCPS Data Warehouse is a useful tool for principals in making critical staffing decisions. The *Qualification of Educators* report provides principals with the subject areas and professional levels of certification held by each staff member. In addition, the database provides the number of years and locations of experience credited to each staff member.

The *Qualifications of Educators* report is available through the MCPS website. Principals can navigate this site by doing the following steps:

- Press the FOR STAFF tab
- Select Data Warehouse under the Technology column
- Click on Data Warehouse Reporting
- Click on the last report, titled Qualification of Educators
- Click on the Certified Employee link
- Select your school type and location using the down arrow
- Run the Report tab at the bottom of the page

5. While principals have the freedom to create scheduling models that reflect innovations and the diverse needs of their schools, their master schedules must maximize a school’s resources while staying within its allocations.

Currently, the Office of School Performance (OSP) is held accountable for the appropriate use of staffing allocations in schools. As a result, OSP regularly monitors schedules to ensure that schools stay within established class-size guidelines. Principals should consider what class size looks like throughout the day, allowing that this may change based on a school’s distribution of teaching resources to address students’ needs. Principals must be careful to balance any reduction to class size in particular classes with the overall distribution of students, to maintain compliance with class-size guidelines across the school. This may include regrouping and redistributing teachers in ways that impact class size throughout the day. One option for principals to consider is using their staffing allocation to create additional classes of specific subjects within a grade level. Another is the development of cross-grade-level instructional groupings within a content area such as math to establish pathways to acceleration. This distribution of resources throughout the day is taken into account by OSP, when they balance their school staffing allocations with the overall number of students at each grade level. Community superintendents are committed to working with principals to craft innovative instructional programs that ensure success for every student while equitably allocating staffing resources.

6. The Master Schedule must result from collaboration and communication among all stakeholders.

Good communication among all parties is essential to keeping the master scheduling process open, transparent, and focused on student success. The following is a guide for the communication that should occur among stakeholders within this process.

The Role of the Principal and Leadership Team

During the school year, prior to developing a new master schedule, the principal should meet with the middle and high school principals to discuss their shared vision of an early childhood through Grade 12 learning trajectory that facilitates college readiness for all students. This will help principals to determine how to strategically incorporate rigor throughout the master schedule, keeping in mind that the pathway to college begins in prekindergarten.

Most often, designing the master schedule is a collaborative process between the principal and the leadership team. A second, less-common option is to have a smaller scheduling team that reports to the principal and leadership team. In either case, the team leaders represent the interests of the greater school staff. The principal needs to discuss his or her philosophy about the desired outcomes of the master schedule with the leadership team. The following topics should be included:

- The current master schedule—plus/delta
- Recent student performance data and student needs
- Progress toward systemwide targets and school BGSIP goals
- Negotiable and nonnegotiable variables
- Effective utilization of instructional specialists (ESOL, special education, academic intervention, etc.)
- Impact of any special programs (language immersion, home/school special education model, etc.)
- Staffing allocations
- Staff/team requests
- Paraeducator support

The thread that must always tie these topics together is the universal commitment to the success of every child.

There may be times during the scheduling process when the advice and approval of OSP is needed. The principal and the leadership team need to strive to communicate openly, honestly, and in a timely manner with OSP regarding the development of their master schedule and management of teacher vacancies. Staffing memoranda must be shared with the leadership/scheduling teams to ensure that expectations are clear and implemented appropriately.

The Role of the Staff

Throughout this process, the principal and leadership team should continue to provide updates to the school staff. To encourage teachers’ commitment, it is important to facilitate their meaningful involvement in the process. This includes getting direct input, openly discussing compromises, and getting feedback as the process evolves. When difficult decisions need to be made that involve teachers’ schedules, the teachers who are affected should be involved in the process.

Students’ needs must drive the master schedule. Taking into account teachers’ strengths and desires can support this objective. Principals are advised to solicit teacher

input about their strongest levels and subjects as well as what they prefer to teach. This can be used as one guide to teacher assignment, making the process as transparent as possible. Teachers should be given their tentative teaching assignment before they leave for summer break. If there are changes over the summer, affected teachers should be notified as soon as possible. This will enable them to strategize and prepare for a successful year.

The Role of the Parent and Student

Open communication with parents is key to students' success. Parents support their child's ongoing growth and represent his or her best interests. Schools should routinely communicate with parents about school

programs, including explaining structures such as the master schedule that impact their children's daily lives. They are also a good barometer of their children's feelings toward school. Beneficial parent feedback regarding the master schedule can come from surveys or from parent involvement on the leadership team. By engaging and communicating with all stakeholders in the scheduling process, a school can create a master schedule that truly meets the needs of its students and avoids potential challenges that can derail instructional programs. This collaboration also brings staff and parents together as a school learning community that guides all children to high achievement.

Processes for Scheduling

As your leadership team begins to look at the master schedule for the upcoming year, a series of processes should be designed and used for gathering stakeholder input, prioritizing instructional groupings, determining the master schedule infrastructure, and staying within the allocation. It may be beneficial to first construct an outline of the steps, a specific timeline for this continuum of processes and measures in place to determine if the processes are achieving the desired outcomes. This enables schools to maintain effective procedures and use time efficiently, even with the addition of new team members from year to year.

Timeline

Keeping in mind the need for flexibility to accommodate differences across schools, the following is a general timeline that principals have reported they typically follow.

Master Schedule Production Timeline

Date	Action
December/January	Discuss articulation with the middle and high schools, collaborating on a common kindergarten through Grade 12 vision that prepares students for graduation and college readiness.
March	Receive staffing allocations at schools.
April/May	Gather data to use in designing the master schedule. This includes— <ul style="list-style-type: none"> • plus/delta review of existing master schedule • analysis of recent academic performance data • input from staff on students' performance and needs • teacher assignment preferences, including integration of special programs such as special education and ESOL
May/June	Guide the prioritization of the information gathered in prior months. Determine nonnegotiable issues; build a draft schedule that addresses school needs while staying within the school's given allocation. Include art, music, physical education, ESOL, special education, instrumental music, media specialist, and other special programs' teachers in the design process.

Date	Action
June	Present the draft to school staff for feedback, sometimes multiple times. Make adjustments and release the schedule to staff by the close of school.
Summer	Finalize staffing and teacher hires. Make adjustments to the schedule to reflect these changes. Notify as soon as possible any teachers who are directly affected.
August Pre-service week	Distribute the master schedule to staff. Correct any unforeseen glitches and finalize the schedule.
August/September	Review both the school staffing allocations and the master schedule. Make adjustments to include any updated staffing.

Stakeholder Input and Collaboration

Gathering stakeholder input and following a collaborative decision-making process is essential to building the master schedule. When the staff recognizes that the master schedule is the tool that helps bring the school's vision into reality, they are more able to understand and own the decisions that go into determining the master schedule structure. To create a shared mission of working together for children, the principal needs stakeholder feedback and open collaboration built into all phases of the scheduling process. Typical channels for this input include surveys of staff recommendations, grade-level and subject team meetings, leadership team meetings, and whole-staff meetings. A combination of strategies and several rounds of revisions go into collectively designing a master schedule that matches a school's strengths to its needs for the benefit of its children.

Prioritizing Instructional Groups

Each school must determine its process for providing instructional groups that promote rigor and move all students toward meeting MCPS targets. Staff input and collaboration play important roles and the final resolution needs to be a data-driven decision. By aligning the BGSIP goals with the MCPS Seven Keys to College Readiness and state testing targets, the school is collecting and monitoring specific data points relating to students' academic success. This data is essential to analyzing the effectiveness of existing school programs. The master schedule evolves from this data, using the schedule to align resources with student needs, based on

school data. This attention to details within the process keeps the master schedule focused on the effective use of resources to meet student needs.

Several assorted growing models have been successful, with widely ranging levels of departmentalization across schools. However, principals' practices did converge on the common priorities of attention to differentiation, ongoing data monitoring, and effective use of time, especially when students transition among groups or classes.

Infrastructure

Constructing the master schedule starts with determining the time placement and length for grade-level subjects that the school deems a priority. Many schools initiate the process by blocking out times for nonnegotiable issues such as—

- Reading
- Math
- Science
- Social Studies
- ESOL
- Special Education

This blocking process would also be used for special education inclusion models or special programs housed in specific schools. For students identified with disabilities, best practices support building the master schedule to uphold the effective delivery of their documented continuum of services. Because the range of instructional needs of students with disabilities varies, the master schedule must be flexible to ensure access to consultation, resource, co-taught, and self-contained options. Both the special education and ESOL teams are central to ensuring that the school's master schedule is designed to provide the necessary time and structure for their students' programming.

Equal in importance to blocking priority subjects is incorporating common planning time. This objective is usually met through the art, music, and physical education schedule, with input from these teachers. It provides time for teams to discuss student data and instructional best practices, participate in trainings, and collaborate on school topics. Ideally, grade-level teams are also routinely able to communicate with special education teachers, ESOL teachers, and other service providers during this time. Efforts should be made to include paraeducators during collaborative time.

As schools block their art, music, and physical education schedule within the master schedule, there are specific guidelines to follow. The recommended time ranges for each subject are listed in Appendix 1 of this document and updated annually in the *Initial Staffing Allocations* memo, published each March. When scheduling these subjects, principals should strive for equity across grades as much as possible while respecting the pedagogical differences in students at different grade levels. Principals should also consider the preparation time required for special subjects and the impact of having to change setups for different grade levels throughout the day. Although art, music, and physical education classes facilitate critical planning time for classroom teachers; most important they are valuable components of a comprehensive school program that addresses multiple learning styles and produces well-rounded children. The classes are also led by highly qualified teachers, certified in their content areas and focused on guiding students to attain specific measurable performance targets within each discipline.

Staffing Allocations

Another significant component in planning the master schedule is matching the MCPS budgeted allocation of teachers with the number of classes planned within each school. Each principal is responsible for ensuring that the school's distribution of teachers does not exceed its allocation. The initial staffing grid sent to schools in March will have a Budgeted column that represents the funding allocated by MCPS and an Authorized column that designates the number of employees who are authorized to work in the school. The two columns should be equal. Possible exceptions include if a school receives funds for staffing from other sources or hires a PROMAT teacher. It is prudent to contact the staffing department in the MCPS Office of Human Resources before considering contracting any teacher who might not have highly qualified status.

As the year progresses, the Budgeted and Authorized columns may become unbalanced for various reasons. If a community superintendent provides additional staffing in response to a staffing request, the amount will be added first to the Budgeted column, then to the Authorized column. If a school has been awarded a grant to fund additional staffing, the increase will be added to the Authorized column only. In a staff modification, a principal may elect to exchange one type of staff position for another full or partial position. The number of hours would be calculated based on the amount of funding that supports each position. This type of modification is au-

thorized on a yearly basis and recorded in the Authorized column only.

In addition to initial staffing grids, schools should use the *Paraeducator Involuntary Transfer/Hour Request*, (Form 425-9A) to guide the paraeducator decision-making process, based on their allocations. This form is available on the MCPS website. Click on “Search” and enter “425-9A.”

As schools creatively target staffing for student success across subjects, student groups may change throughout the day. Homerooms may not represent where students spend the bulk of their time. Community superintendents will use the school’s organizational plans to monitor these student grouping practices within academic disciplines. Principals should be prepared to justify any discrepancies in class size that would impact student learning.

Schools that receive allocations for Reading Initiative, Academic Intervention, Focus, and other special positions should consult with their community superintendents about appropriate uses of these resources.

There may be special situations where a multiple-Grade combination class is appropriate. This determination would require collaboration between the principal and the community superintendent.

Class Size

The balancing of schools’ staffing plans with their OSP allocation hinges on class size guidelines determined by MCPS. Current MCPS guidelines are cited below.

Class-size Guidelines

Grade	Recommended Class Size
Prekindergarten	Up to 22 students
Kindergarten	Up to 25 students
Grades 1-3	Up to 26 students
Grades 4-5	Up to 28 students

These guidelines apply throughout the students’ school day. Focus schools and schools receiving federal Title I funding have reduced class sizes in Kindergarten and Grades 1 and 2.

Class sizes across the school must be regularly monitored prior to school opening and throughout August and September. Oversized classes should be brought to the attention of the community superintendent. While the guidelines provide schools with the upper class size boundaries, schools must determine their process for balancing their enrollment and class size across subject areas throughout the school day.

Guidelines and Standards

The ideal master schedule accomplishes the goal of providing a rigorous curriculum for all students, delivered by skillful, motivated teachers and paraeducators. It also adheres to contractual requirements, respecting the professionalism of school staff across disciplines and grade levels.

Curriculum Fidelity

The MCPS Office of Curriculum and Instructional Programs (OCIP) provides curriculum guides for all elementary grade levels and academic disciplines. It is essential that the fidelity of these curricula be maintained to ensure instructional consistency across schools. Any school considering adding new or outside curriculum should contact OCIP to learn about the required legal process.

Specific Class Guidelines

Regardless of the subject discipline, class size is a fundamental issue that is addressed by the MCPS guidelines identified above and in the annual *Initial Staffing Allocation* memo that comes out each March. Any class that exceeds guidelines must be justified by the principal and the leadership team.

Each MCPS subject and grade-level instructional guide recommends instructional time lengths (Appendix 1). Blocking these lengths back-to-back across the school day, however, presents a challenge. Schools use creative practices with an interdisciplinary approach to address instructional time recommendations. One strategy is to expand the math block beyond 60 minutes to facilitate greater differentiation and accelerate students' learning. Similar to math, there are different reading/language arts instructional models. Principals have typically scheduled from 90- to 120-minute blocks for reading. Those schools using a 120-minute model usually incorporate writing into the reading block, while those with the 90-minute model scheduled a separate block for writing instruction. Any extra allotment can be expanded to other grades, depending on the needs of the school. Some schools address social studies and science instructional time by spiraling social studies and science expository reading and writing into reading/language arts. To preserve extended social studies and science instructional blocks, some schools split the nine-week quarter, allocating four and a half weeks for social studies and four and a half weeks for science. Other schools prioritize units of social studies and science by dividing up the week, with three days for one discipline and two days for the other. Regardless of

the structure, planning across grades to fully implement the social studies and science instructional programs is critical to delivering a comprehensive school program. These disciplines include content that students need to build their basic background knowledge and provide analytical opportunities that stretch the depth of their thinking.

Contractual Obligations

The MCPS/Montgomery County Education Association (MCEA) teacher contract influences the development of the master schedule. This contract includes specific language regarding teacher schedules, workloads, staffing, and assignments. Key points from Articles 16 and 17 of the MCEA agreement with the Board of Education of Montgomery County for the school years 2008–2010 that relate to the master schedule are quoted below.

- Maximizing instructional time is vital for student learning.
- ...teachers should have additional opportunities to plan with other teachers, to participate in relevant professional development experiences, and to be involved more fully in making the key decisions that affect their daily responsibilities.
- Unit members' lunch period shall be no less than 30 minutes in length.
- Principals will grant seven hours of planning time per normal week, at least four hours and fifteen minutes of which will be during the elementary teachers' student day.
- Planning requires a block of at least 20 minutes of uninterrupted time.
- Every effort will be made to provide equal distribution of this planning time throughout the organization, in keeping with the desires of the staff and individual schedules. However, at least one hour a week shall be uninterrupted.
- At the elementary level, each art, music, and physical education teacher and media specialist will participate in the process by which his or her teaching schedule is developed.
- Schools may decide to change the structure of the student day in an effort to increase instructional time for maximizing student achievement...We support innovative approaches to scheduling that do not adversely affect overall planning time.

- Schedules for speech/language pathologists, elementary school resource room teachers, occupational therapists/physical therapists, and itinerant vision and auditory teachers will include three hours per week within the student day for caseload-related tasks, including observations, consultations, assessments, team meetings, and parent conferences.
- The Board will make a conscientious effort to guarantee that no self-contained elementary class will exceed the number of students per classroom proposed in the current budget.

The MCPS/Service Employees International Union (SEIU) Local 500, supporting services contract influences the development of the master schedule. This contract includes specific language regarding paraeducators' schedules. Key points from Article 13 of the SEIU Local 500 agreement with the Board of Education of

Montgomery County for the school years 2008–2010 that relate to the master schedule are quoted below.

- The regularly scheduled workday shall not exceed eight hours in addition to a daily duty-free lunch period.
- A reasonable and customary work break would normally mean a work break of 10 to 15 minutes during the first four hours of work and, for an employee who works seven hours or more, another similar work break during the last three or four hours of work.
- No unit member shall be required, pressured, or permitted by the supervisor to work additional time without appropriate compensation.

Drivers and Constraints

Building a master schedule requires thoughtful decision making and acknowledgment of the forces that drive and constrain the process. Schools must determine their essential goals and how they can build a master schedule that achieves their goals. Although this sounds simple, it is rarely so. The principal, working in conjunction with the leadership team, must be prepared to justify how the master schedule and the allotted staffing support high achievement for all students. It may be helpful to benchmark with other schools.

In addition to meeting students' needs, the master schedule must address MCPS targets. It also is the vehicle for improving teaching and time spent on learning. Principals and leadership teams must answer several questions:

- Is there sufficient rigor and room for increased acceleration as more students show academic promise?
- Are we looking beyond ethnicity, disability, second-language challenges and economics to nurture the potential in all children?
- Does the master schedule's design support the attainment of school and MCPS targets?
- Do the instructional blocks facilitate academic engagement throughout the day across all grades?
- Does the schedule effectively assign staff by matching teacher strengths with the needs of instructional groups blocked within the schedule?

By using the master schedule to answer these questions, the principal can advance the school in the direction of increased academic challenge and achievement of the MCPS mission to deliver a high-quality, world-class education for all students.

As one would expect, the scheduling process is dynamic, and the demands on the master schedule will fluctuate with changes in the school and staff. It is wise to create a process in order to document procedures, decisions, and data over time. This historical record will help a school identify trends and make informed judgments that meet the fluid needs of the specific student population.

The master scheduling process may be affected by demands and constraints, despite the collective skills and best intentions of the principal and leadership team. This is why it is critical to carefully consider and prioritize the decisions that are made. It is also important to identify the barriers that limit a school's ability to achieve its scheduling goals. Which of these barriers are impenetrable, and which can be addressed in other ways? Do the school's practices and structures extend or limit options for students? If practices create barriers, how can alternate approaches be developed that support all students? Are there additional resources that can be tapped to meet the needs of students? In the end, it is strong scheduling knowledge; understanding the school and its students; and creative, collaborative problem-solving that produces an effective master schedule. It takes persistence, determination, and thoughtful judgment. Ultimately, principals need to make the decisions that best meet the needs of their school community and then be prepared to both accept and justify the ramifications of those decisions.

Appendix I:

Recommended Weekly Time-allocation Guidelines for Academic Subjects Within the Master Schedule

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The following recommended weekly time allocations are based on the typical elementary school instructional day that is 315 minutes per day or 1,575 minutes in a five-day week for Kindergarten through Grade 5 and full-day Head Start. The student day is 375 minutes per day for a total of 1,875 minutes per week. This allows for scheduling lunch, recess, and transition time.

The total weekly instructional minutes for half-day programs are: Head Start, 975 minutes; Prekindergarten, 750 minutes.

Weekly time totals are used instead of daily totals to allow maximum flexibility in creating a schedule. Recommended times for reading, writing, mathematics, science, and social studies include transition time.

Reading/Writing/Mathematics/Science/Social Studies

Subject	Pre-K & Head Start (½ day)	Head Start (all day)	Kindergarten	Grades 1-2	Grades 3-5
Reading	150	325	450	450	450
Writing		75	150	250	200
Mathematics	100	300	300	300	300
Science	20	60	125	175	225
Social Studies	20	60	125	175	225
Extensions in Literacy & Math		150	300		

Art/Music/Physical Education

Subject	Pre-K & HS (½ day)	Head Start (all day)	Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6
Art	25	25-30	35-45	40-50	45-55	50-60
Music	20	20-25	35-40	35-45	35-45	45-50
Physical Education	20	20-25	35-40	35-45	35-45	45-50

Recommendations in creating a schedule:

1. **Weekly scheduling** is valuable in creating the optimal amount of time for teaching and learning while honoring teacher needs for planning. Weekly schedules allow the maximum amount of flexibility, yet provide a structure that addresses all curricular areas.
2. **Maximize instructional time** by beginning and ending the student day with a content-based independent instructional task to maximize time spent on learning; minimize administrative duties by creating classroom routines that encourage the development of student responsibility for administrative tasks. This will allow teachers to focus on instructional issues.
3. It is recommended that half-day **prekindergarten** and **Head Start** students have a 30–35 minute self-selected center time block per day. It is recommended that these students also have 20 minutes per day of outdoor time within their academic day.
4. It is recommended that full-day **Head Start** students have a 30–35 minute self-selected center time block per day. It is recommended that these students also have a 40-minute-per-day quiet/rest break each afternoon.
5. A daily uninterrupted block in **reading/writing** is recommended, with 140 minutes for Grades 1–2 and 130 minutes for Grades 3–5. If the literacy block needs to be interrupted, it is suggested that the split occur between the reading and writing time allotments (90 minutes of reading and 50 minutes of writing in Grades 1–2; 90 minutes of reading and 40 minutes of writing in Grades 3–5). Kindergarten students may not have the stamina, attention span, or skill development to spend 90 minutes per day in an uninterrupted block of time on reading instruction at the beginning of the school year. Teachers may find it beneficial to rotate a whole-group lesson then a small-group lesson, back to whole group and then small group, etc., to keep students engaged in active learning.
6. A 60-minute daily uninterrupted instructional block in **mathematics** is recommended for Grades 1–5. Kindergarten students should receive instruction in two 30-minute blocks; one block for whole-group instruction and one block for small-group/center work.
7. **Social Studies** instruction based on flexible scheduling allows teachers to provide a variety of instructional time blocks as needed. In Grades 1–2, no less than 30 minutes of instruction and in Grades 3–5, no less than 45 minutes of instruction should constitute a block of instruction. In-depth focus on some topics may require more substantial blocks of time.
8. **Science** instruction, based on flexible scheduling, allows teachers to provide a variety of instructional time blocks, as needed. In Grades 1–2, no less than 30 minutes of instruction and in Grades 3–5, no less than 45 minutes of instruction should constitute a block of instruction. In-depth focus on some topics may require more substantial blocks of time.
9. **Health Education** instruction, based on flexible scheduling, allows teachers to provide a variety of instructional time blocks, as needed. Instructional times should focus on instructional objectives found in the health education resources.
10. Consideration should be given to scheduling **Art, Music, and Physical Education** using the maximum recommended time. In Music and Physical Education, in Grades 1 and 2, some schools have scheduled two 30-minute blocks of time and may continue to do so if this meets their needs. A longer block of time once a week, however, is recommended.
11. Instructional time spent in the **media center** should focus on instructional objectives of a discipline, with collaborative planning between classroom teacher and media specialists.

Appendix 2:

ESOL in the Master Schedule

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Background

The goal of the English for Speakers of Other Languages (ESOL) Program is to help ESOL students learn enough academic English to succeed linguistically and culturally in Montgomery County Public Schools (MCPS) to facilitate their access to critical grade-level reading/language arts, mathematics, science, and social studies content in English. The education of ESOL students is a collaborative responsibility shared by ESOL and non-ESOL staff members.

To meet federally mandated Annual Measurable Achievement Objectives established by the Maryland State Department of Education (MSDE), elementary ESOL students must receive structured, systematic English language development instruction aligned to the ESOL Voluntary State Curriculum (VSC) on a regular basis. ESOL students also must receive appropriate grade-level instruction in reading/language arts, mathematics, and other non-ESOL academic content areas from classroom teachers.

The MCPS ESOL instructional guides have been aligned with the English language proficiency standards contained in the MSDE ESOL VSC. Additionally, the MCPS ESOL instructional guides have been aligned to the Reading/Language Arts VSC and the reading and writing purposes in the MCPS Reading/Language Arts curriculum.

Scheduling Guidelines

Elementary ESOL schedules vary widely and should be designed to meet the needs of the specific ESOL student population in each school. There are, however, general guidelines that should be used by all schools to ensure that ESOL students receive ESOL instruction. Additional information about ESOL scheduling guidelines can be found on the ESOL website at www.montgomeryschoolsmd.org/curriculum/esol/elem/groups.shtm.

ESOL Instructional Models

ESOL instructional models vary from school to school and from class to class to meet the instructional needs of ESOL students. Choosing the instructional model that is best suited for the ESOL students in a school will depend on several factors, including English language proficiency levels as well as the number and distribution of ESOL students and teachers.

It is recommended that collaborative discussions take place routinely among the administration, the ESOL teacher, and classroom teachers so that both academic and linguistic needs of the ESOL students are adequately addressed to ensure their success. ESOL instructional models that can be effectively implemented in a school's ESOL program include pull-out, plug-in, and sheltered models, with flexibility, to create a student-centered program. A combination of more than one instructional model also may be used to meet the linguistic needs of ESOL students at a school.

Pull-out Instructional Model

In a pull-out model, the ESOL teacher provides ESOL instruction to students outside of the general education classroom in an ESOL classroom. This model of instruction is recommended for beginning and some lower-level intermediate students. ESOL pull-out instruction provides intensive English language development instruction that builds the communication skills and confidence of the students as they develop their oral language, and receive instruction that specifically addresses their linguistic needs.

It is recommended that students be pulled for ESOL instruction during the literacy block when students are assigned to centers, writers' workshop, or independent activities. Students should not be pulled during guided reading instruction. The amount of time allotted for pull-out ESOL instruction varies according to the English language proficiency levels of the students, with beginners receiving the most ESOL instructional time.

Plug-in Instructional Model

In a plug-in model, the ESOL teacher provides ESOL instruction in the general education classroom. This may include co-teaching the whole class with the certified classroom teacher or instructing small groups of ESOL students during independent work or center time. The plug-in instructional model provides opportunities particularly for intermediate or advanced ESOL students to access grade-level content and benefit from appropriate scaffolding provided by the ESOL teacher. This model is most effective when co-planning with the classroom teacher takes place on a regular basis.

Sheltered Instructional Model

In the sheltered instructional model, students remain with the ESOL teacher in the ESOL classroom for an entire instructional block (Option 1) or the entire instructional day (Option 2).

Option 1: The ESOL teacher instructs students for the entire literacy block by integrating ESOL and balanced literacy instruction. (Note that if this model is used, the ESOL teacher must be dually certified in ESOL and elementary education.)

Option 2: The ESOL Multidisciplinary Educational Training and Support (METS) teacher instructs ESOL students with interrupted formal education for the entire instructional day to support their linguistic, literacy, mathematics, and social studies needs.

Consult Model

In the consult model, ESOL students with special needs do not receive direct ESOL instruction from an ESOL teacher. The ESOL teacher provides indirect English language development support through collaboration with the classroom teacher and special educator to avoid fragmentation of the student's instructional day. Any decision to use the consult model must be made in collaboration with the supervisor of ESOL instruction.

Considerations for the Implementation of ESOL Instructional Models

At any level of English language proficiency, a combination of instructional models may be implemented to take advantage of the benefits of the various models. Pre-planning in the master scheduling process is absolutely critical to ensuring the successful implementation of the ESOL instructional model(s) selected for the school. In addition, co-planning between ESOL and classroom teachers should take place on a regular basis, to ensure that ESOL students receive optimal English language and content instruction. Finally, it is important to use English language proficiency and achievement data to determine which instructional model best meets the needs of a school's ESOL students.

Additional information and specific examples of ESOL instructional models for ESOL students at varying English language proficiency levels can be found on the ESOL website at www.montgomeryschoolsmd.org/curriculum/esol/elem/models.shtm.

Appendix 3:

Special Education Scheduling Guidelines

The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, clearly defines our responsibilities to students with disabilities in the following areas: To ensure success for every student, to provide an effective instructional program while closing the achievement gap between students with disabilities and their nondisabled peers, and to provide students with disabilities access to the general education environment to the maximum extent possible. To ensure the delivery of effective special education services, elementary schools in MCPS support students with disabilities in school-based and cluster-based program delivery models. A description of these services can be found at www.montgomeryschoolsmd.org/departments/specialed/resources/services/ServicesElem.pdf

To ensure the continuous growth toward MCPS academic targets for students with disabilities, designing a fluid special education service delivery model is of the utmost importance. All Individualized Education Program (IEP) team members, which includes general and special education teachers, special education para-educators, counselors, reading specialists, focus teachers, and related service providers, are responsible for the provision of the specialized instruction, instructional and assessment accommodations, supplementary aids and services, and the service hours indicated on a student's IEP. Services provided by any of these individuals apply to the total number of special education service hours on a student's IEP.

In order to support schools in planning for the instruction of students with disabilities, the following strategies are recommended:

- Consider the grouping of students with disabilities in grade-level general education classes to support the scheduling of related services.
- Utilize the entire special education staff allocated to your building, regardless of the program to which they are assigned.
- Develop a master schedule that allows for students in predominantly self-contained special education

programs such as Learning and Academic Disabilities (LAD), School-based Learning Centers (SBLC), Emotional Disabilities Cluster Programs (ED), Learning for Independence, and School Community Based to participate in art, music, physical education, media center, and guidance classes with their nondisabled peers at or as close to their grade level as possible.

- Provide students with disabilities in predominantly self-contained special education programs such as LAD, SBLC, and ED clusters with opportunities to participate in all academic areas in the general education curriculum with the appropriate instructional strategies and personnel.
- Provide special education teachers and related service providers with common planning time with general education teachers. Where possible, para-educators should be included in common planning time.
- Increase the utilization of assistive technology for students with disabilities to access the curriculum in general education classrooms. Please contact the High Incidence Accessible Technology team at 301-657-4959 for assistance with this.
- Provide job-imbedded professional development opportunities for general and special education teachers, counselors, reading specialists, related service providers, and paraeducators, focusing on instructional strategies to support students with disabilities in accessing the grade-level curriculum. Please contact your special education supervisor to schedule onsite professional development.

For assistance and questions, please contact your special education supervisor at 301-279-3837.

Co-teaching Models

Model	Components	Advantages
Team Teaching	<ul style="list-style-type: none"> • Both share instruction simultaneously • Take turns leading • Role Play—Model • Clarify or paraphrase what one person has said • Equal commitment from both 	<ul style="list-style-type: none"> • Meets the needs of all students • Helps students make connections, record, and retrieve information • Opportunity to reinforce key points of a discussion through repetition • Motivating to students and teachers alike • As student comfort level increases so does risk taking • Active participation of both teachers increases opportunity to address most learning styles
Shadow Teaching	<ul style="list-style-type: none"> • One teaches • Other follow up (another time of day) • Use different strategy and materials to re-teach 	<ul style="list-style-type: none"> • Opportunity to learn material in two different ways • Allows for support of students' learning styles
Support Teaching	<ul style="list-style-type: none"> • One leads • One adapts assignments, gives feedback, gathers data on progress, monitors participation, provides assistance • Natural starting point, BUT roles should be regularly alternated 	<ul style="list-style-type: none"> • Opportunity to provide additional assistance in heterogeneous classes
Parallel Groups	<ul style="list-style-type: none"> • Both plan and deliver instruction jointly (EXACT material and content) • Two separate groups 	<ul style="list-style-type: none"> • Lower student-to-teacher ratio • Both teachers focused on individual needs of only half of the class • Opportunity to facilitate and monitor student's problem solving and cooperative learning skills • Tool for reviewing for assessments • Natural opportunity for teachers to observe students who may need further review or instruction
Needs Groups	<ul style="list-style-type: none"> • One conducts a review with one group • Other provides intensive instruction of enrichment 	<ul style="list-style-type: none"> • Opportunity for students to be supported in individual areas of need • Small-group instruction allows for a different means of understanding concepts • Pacing of small group dictated by student needs and/or opportunity for extension learning • Groups are flexible; skills can be rotated • Assessment a natural piece
Interest Groups	<ul style="list-style-type: none"> • Two different topics presented • Students choose one of interest • Teachers prepare and support one group/one topic 	<ul style="list-style-type: none"> • Students given opportunity to choose topics of interest, regardless of ability level • Students are motivated for learning • Opportunities for achievement are extended • Students develop ownership of learning
Station Groups	<ul style="list-style-type: none"> • Content of lesson divided into two or more parts/stations • Students rotate through the stations • Each teacher presents part of the lesson • One rotation could be an independent activity 	<ul style="list-style-type: none"> • Lower student-to-teacher ratio • Students with disabilities integrated into the group • Small groups provide for teaching of more concepts in a short amount of time

Service Delivery Model for Schools with One Elementary Resource Teacher

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Utilize the entire special education staff allocated to your building, regardless of the program to which they are assigned.					
Schools with 1 elementary resource room teacher					
Instructional Area	Reading/Writing	Math	Organization	Behavior	Speech
Hours of service for a typical student	5.0	5.0	0.50	0.50	0.75
LRE	Inside General Education and Outside General Education	General Education	General Education	General Education	General Education
Person(s) responsible	<ul style="list-style-type: none"> • General education teacher • Reading specialist • Focus teacher • Resource room teacher • Speech pathologist • Paraeducator 	<ul style="list-style-type: none"> • General education teacher • Resource room teacher • Paraeducator • Speech Pathologist 	<ul style="list-style-type: none"> • General education teacher • Resource room teacher • Counselor • Paraeducator 	<ul style="list-style-type: none"> • General education teacher • Resource room teacher • Counselor • Paraeducator 	<ul style="list-style-type: none"> • Speech pathologist • General education teacher • Resource room teacher
Strategies	<ul style="list-style-type: none"> • Whole-class lessons • Small-group lessons • Collaborative planning • Use of assistive technology • Differentiated teacher-made formative assessments • Reading interventions • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Whole-class lessons • Small-group lessons • Collaborative Planning • Use of assistive technology • Differentiated teacher-made formative assessments • Math interventions • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Individual consults with students • Use of assignment notebook • Book bag/binder check • Organization rubric • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Whole-class guidance lessons • Individual consults with students • Behavior intervention plan • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Whole-class lessons • Small-group lessons • Collaborative planning with teachers • Use of assistive technology • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services

Service Delivery Model for Schools with Home School Model (HSM)

.....

Utilize the entire special education staff allocated to your building , regardless of the program to which they are assigned.					
Schools with 1 resource room teacher and 1 HSM teacher					
Instructional Area	Reading/Writing	Math	Organization	Behavior	Speech
Hours of service for a typical student	7.0	7.0	1.00	0.75	1.50
LRE	Inside General Education and Outside General Education	General Education	General Education	General Education	General Education
Person(s) responsible	<ul style="list-style-type: none"> • General education teacher • Reading specialist • Focus teacher • Special education teachers (resource room and HSM) • Speech pathologist • Paraeducator • Special education paraeducator 	<ul style="list-style-type: none"> • General education teacher • Special education teachers (resource room and HSM) • Paraeducator • Special education paraeducator • Speech pathologist 	<ul style="list-style-type: none"> • General education teacher • Special education teachers (resource room and HSM) • Counselor • Paraeducator • Special education paraeducator 	<ul style="list-style-type: none"> • General education teacher • Special education teachers (resource room and HSM) • Counselor • Paraeducator • Special education paraeducator 	<ul style="list-style-type: none"> • Speech pathologist • General education teacher • Special education teachers (resource room and HSM)
Strategies	<ul style="list-style-type: none"> • Whole-class lessons • Small-group lessons • Collaborative planning • Use of assistive technology • Differentiated teacher-made formative assessments • Reading interventions • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Whole-class lessons • Small-group lessons • Collaborative planning • Use of assistive technology • Differentiated teacher-made formative assessments • Math interventions • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Individual consults with students • Use of assignment notebook • Book bag/binder check • Organization rubric • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Whole-class guidance lessons • Individual consults with students • Behavior intervention plan • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Whole-class lessons • Small-group lessons • Collaborative planning with teachers • Use of assistive technology • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services

Service Delivery Model for S

Utilize the entire special education program regardless of the program type			
Schools with Resource Room/Home School Model and Learning and Academic Support			
Schools with Resource Room/Home School Model or an Emotional Disability			
Instructional Area	Reading/Writing	Math	
Hours of service for a typical student	7.0	7.0	
LRE	Inside and outside of the General Education Classroom	Inside and outside of the General Education Classroom	
Person(s) responsible	<ul style="list-style-type: none"> • General education teacher • Reading specialist • Focus teacher • Special education teachers (resource room/HSM and LAD/SBLC/ED) • Speech pathologist • Paraeducator • Special education paraeducator 	<ul style="list-style-type: none"> • General education teacher • Special education teachers (resource room/HSM and LAD/SBLC/ED) • Paraeducator • Special education paraeducator • Speech pathologist 	<ul style="list-style-type: none"> • General education teacher • Special education teachers (resource room/HSM and LAD/SBLC/ED) • Paraeducator • Special education paraeducator • Speech pathologist
Strategies	<ul style="list-style-type: none"> • Fluid student participation in the resource room/ HSM/ LAD/SBLC services as needed • Whole-class lessons • Small-group lessons • Collaborative planning • Use of assistive technology • Differentiated teacher-made formative assessments • Reading interventions • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Fluid student participation in the Resource Room/HSM/ LAD/SBLC services as needed • Whole class lessons • Small group lessons • Collaborative Planning • Use of assistive technology • Differentiated teacher made formative assessments • Math interventions • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services 	<ul style="list-style-type: none"> • Individual consults with students • Use of assistive technology • Whole class lessons • Small group lessons • Collaborative Planning • Use of assistive technology • Differentiated teacher made formative assessments • Math interventions • Individual consults with students • Coteaching models • Accommodations and supplementary aides and services

Develop a Master Schedule that allows for students in predominantly self-contained special education programs to participate in art, music, physical education, and media center classes with their nondisabled peers.

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	Learning and Academic Disabilities (LAD) K-5	School-Based Learning Center (SBLC) K-5	Emotional Disabilities (ED) K-5	Learning for Independence (LFI) K-5	School Community Based (SCB) K-5
Art Music Physical Education Media Center Guidance	<ul style="list-style-type: none"> • Each multi-grade-level LAD class could participate in special classes with a grade-level general education class, with the support of the special education paraeducator. • This would allow the special educator planning time in which he/she can collaborate with general education teachers. 	<ul style="list-style-type: none"> • Each multi-grade-level SBLC class could participate in special classes with a grade-level general education class, with the support of the special education paraeducator. • This would allow the special educator planning time in which he/she can collaborate with general education teachers. 	<ul style="list-style-type: none"> • Each multi-grade-level ED class could participate in special classes with a grade-level general education class, with the support of the special education paraeducator. • This would allow the special educator planning time in which he/she can collaborate with general education teachers. 	<ul style="list-style-type: none"> • Each multi-grade-level LFI class could participate in special classes with a grade-level general education class, with the support of the special education paraeducator. • Please note that some schools may have adapted PE classes for students in the LFI program. • This would allow the special educator planning time in which he/she can collaborate with general education teachers. 	<ul style="list-style-type: none"> • Each multi-grade-level SCB class could participate in special classes with a grade-level general education class, with the support of the special education paraeducator. • Please note that some schools may have adapted PE classes for students in the SCB program. • This would allow the special educator planning time in which he/she can collaborate with general education teachers.

Appendix 4:

Guidelines for Elementary Library Media Program Schedules

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Schedule Development

Library media specialists will be invited to participate in the process of developing their schedules along with art, music, physical education, and classroom teachers. Schedule development should include information on school initiatives (e.g., school improvement plan), school system expectations (i.e., student achievement), contractual requirements, lunch periods, and other factors (i.e., curriculum implementation) that affect the schedule. Other considerations in implementing an effective library media program include the following:

- Research¹ supports flexible schedules as an effective strategy to promote teaching information literacy skills integrated into the content areas.
- Research² illustrates that reading scores on state assessments improved significantly when library media specialists collaborate with teachers to integrate information literacy skills into the content curricula.
- Library media specialists serve as information specialists to assist students and staff members in finding information resources to help meet curricular requirements.
- Library media specialists promote reading for personal and academic success.
- Library media specialists are responsible for organizing, managing, and maintaining resource collections.

Scheduling Library Media Specialists

According to Montgomery County Public Schools and Maryland State Department of Education guidelines for School Library Media Programs, the library media specialist works with a media assistant and is responsible for providing an integrated instructional program to all students and staff members, with equitable and timely access to information resources and services. A flexible schedule that provides for classes coming to the library media center at times mutually agreed upon by the library media specialist and classroom teacher for information literacy skills instruction that is integrated with the content curricular requirements is recommended.³ This type of schedule allows students to work on research projects and to complete assignments in a timely manner. A flexible schedule promotes independent visits by students to the library media center, on an as-needed basis, for informational and free-choice reading needs. A flexible schedule also fosters collaborative planning between the library media specialist and the classroom teacher.

Assistance

The School Library Media Programs staff members are available to provide consultation regarding school library media specialists' schedules to help maximize the effective use of program resources and the skills and expertise of the library media specialists. Contact Dr. Gail C. Bailey, director, School Library Media Programs, at 301-279-3215, or e-mail at Gail_C_Bailey@mcpsmd.org.

¹ www.ala.org/ala/mgrps/divs/aasl/aasl/pubsandjournals/slmrbcontents/volume9/flexible.cfm#review (Accessed November 12, 2008).

² Lance, Keith Curry, Marcia J. Rodney, and Becky Russell. *How Students, Teachers and Principals Benefit from Strong School Libraries: The Indiana Study—2007*. Indianapolis, IN: Association for Indiana Media Educators.

³ *MCPS Regulation EDA-RA, School Library Media Programs, Section IV. E. 2.*

Guidelines for Elementary Program S

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Flexible Schedule Example		
Monday	Tuesday	Wednesday
Open Book Exchange		
8:00–9:00 Before School Planning Time		
Grade 3 Team Rubric Development for Biographies Research/ Pull fraction books for staff mtg/pull Feb. books.	Staff meeting	Grade 5 Meet re. state research/se
9:00–10:00		
Grade 2 Intro Catalog/Lab—locate books in Media Center	Grade 5 Small-group French & Indian War/ Sign of the Beaver	Order books/Pull books f shelve returns
10:00–11:00		
10:00–10:20—Head Start Literature Appreciation Gingerbread Fred/ Gingerbread Cowboy	10:40–11:15—Grade 1 Lab; World Book Online Folktale Research	10:40–11:15—Grade 3 print encyclopedia
11:00–12:00		
10:40–11:20—Grade 1 Online Resources/country-folktale research	11:15–12:00 Grade 1 Small-group Research	11:15–12:00—Grade 3 Print encyclopedia
12:00–1:00		
Lunch/12:40–1:30—Grade 4 Native American (NA) Research/Bibliography	Lunch/12:40–1:30—Grade 4 Native American Research/Paraphrasing	Lunch/Book exchanges
1:00–2:00		
1:35–2:25 Bryer—Grade 4 Native American Research/Bibliography	Grade 4— Native American Research/Paraphrasing	Try to track down cabinet corebooks on tape?
2:00–3:00		
2:30–3:20 Grade 4— Native American Research/Bibliography	2:00–2:40—Grade 2 Intro Catalog/Lab—Locate books in Media Center	2:00–2:40—Grade 2 Intro Catalog/Lab—Locat
3:00–3:20		
Shelve/prepare book order	2:45–3:20 Grade 4—Small group Native American Research/Bibliography	2:45–3:20—Grade 5 Small-group French & In Sign of the Beaver

Elementary Library Media Schedules

Wednesday	Thursday	Friday
Change All Day		
Set up Activities/Ink	Grade 4—Team Meeting—Train on Noodletools/ Grade 1—Team Meeting Intro Digital How-to Books	Prepare and Produce Weekly TV show with fifth graders
for Grade 1/	ESOL—Mend. Rosetta Stone Passwords/Create Grade 1 How-to template in handout/Evan P.— Grade 2 schedule	Grade 3 Massey Biography Research online encyclopedia
	New Volunteer Training	Grade 3— Biography Research online encyclopedia
	11:45-12:30—Grade 3 Small-group Leonardo da Vinci re. corebook	Grade 3— Biography Research online encyclopedia
	Lunch/Book exchanges	12:00-12:40—Grade 2 Lab Intro Catalog/Lab; Locate books in Media Center
Set for microscopes/	1:00-2:00—Bryer Finish NA research	Shelving/Book exchanges
Locate books in Media Center	Order shelving/Promethean Board support	2:00-2:40— Grade 2 Intro Catalog/Lab; Locate books in Media Center
Indian War/	Book deliveries	Book deliveries

Thank You!

The creation of this document has been an effort toward continuous improvement of the master scheduling process. Thanks to the contributors listed below who provided valuable input.

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Published by the Office of Communications and Family Outreach
for the Office of School Performance

2405.09ct • Editorial, Graphics & Publishing Services • 250 • 5/09

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