

School-Student Scheduler

COMPONENT #: 7-508-026

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component enables the learner to acquire, implement, and apply information using the student electronic scheduling system to establish the foundations needed to achieve a successful, effective and dynamic schedule for every student with course requests for the following school year.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input checked="" type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input checked="" type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|---|---|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Describe the process of building a master schedule, including general time lines for successful implementation.
2. Recognize the need for planning when implementing school/ student scheduling.
3. Describe the importance of current, accurate data.
4. Identify types of student scheduling transactions between the mainframe and the scheduling application.
5. Consider different scheduling options (e.g. student-centered, teacher-centered and inclusion models).
6. Describe the elements required for future file preparation including, but not limited to, rooms, courses (annual and semester), departments, timetable structure, school calendar, student test scores, and primary exceptionalities.
7. Define teacher allocation, certification, preferences and maximum teaching load.
8. Analyze the number of sections calculated for each course by the application and adjust them based on available instructional resources and student requests.
9. Analyze reports provided by the application software to assess the quality of the planning and data entry prior to creating the master schedule.
10. Create grade-level specific teams.
11. Construct a master schedule using data from the sample provided.
12. Recognize an ineffective master schedule and describe ways to improve it.
13. Create and modify teacher and student schedules.
14. Describe the interface among the scheduler, the electronic gradebook, the Student Information System, and other ancillary District applications.
15. Use available a job aids during the master schedule building process.
16. Apply knowledge gained from the experience with the sample data to the school's master schedule.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

Participants will have a variety of experiences that will include, but are not limited to, the following professional development designs. Learning and application through a blended/hybrid format that will include:

1. Answer embedded questions during the lecture and demonstration (SLO 1-10).
2. Complete short answer worksheets (SLO 1-11 & 14).
3. Apply concepts learned by practicing them with the instructor in a laboratory setting (SLO 1-8, 13 & 15).
4. Engage in peer teaching to share newly-learned concepts and skills, working together to maximize his/her own and each other's learning (SLO 6-13).
5. Create a personal action plan for master schedule building (SLO 16).
6. Demonstrate to the work location administrator through direct application the ability to use the specific software, mainframe, or web-based application learned.
7. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.

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PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Organizational support and change: Will consist of observation of participants using the identified skills, techniques, methods, specific in the component objectives during the learning event. Will also include a final product consisting of a school schedule and individual student schedules.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/19/2014

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