

### Rubric for Scheduling Process Issues

	High	Medium	Low
Participation	Teachers are actively involved in selecting the design of the schedule.	Limited involvement of some teachers in design of the schedule.	Teachers are not involved in selecting the design of the schedule.
Decision Making	The adoption of a new schedule design is made using an agreed upon decision-making process.	The decision-making process involves some teachers and other school personnel.	Adoption of a new schedule is problematic because it was decided by the administration.
Use of Data	Multiple sources of data including data about student learning are used to guide selection of a new schedule design.	Limited data are used to establish the design of the schedule.	Little or no data is gathered and used to guide decisions about the design of the school schedule.
Professional Development	A multiyear professional development program focused on instructional design supports adoption of a new schedule.	Some professional development is provided.	No professional development is provided to support adoption of a new schedule.

### Rubric for Scheduling Instructional Issues

	High	Medium	Low
Long Instructional Blocks	The school day provides long instructional blocks that can be used to meet the instructional needs of students.	The schedule includes some instructional blocks in some subjects.	Instructional time is divided into fixed period classes that minimize options for flexible instructional practices.
Presence of Common Planning Time	The schedule provides common time during the school day for teachers who work together to meet and plan instruction.	Some teachers have common planning time with other teachers at their grade or in their content area.	The schedule provides little or no common planning time for teachers who share students or teach a common grade or content area.
Grouping and Regrouping	Teachers may group and regroup students within grades or teams to address individual learning needs.	The schedule provides limited opportunity to group and regroup students.	The organization of teachers and classes inhibits the regrouping of students for instruction.
Use of Space	The school allots space to provide teachers with various size rooms that can be used for the instructional program.	There is some limited flexibility in use of space.	Little or no space is provided for teachers to use for various instructional activities other than single classrooms.
Teachers Decide Use of Time	Individual teachers or teaching teams make decisions about the use of their instructional time.	Some flexibility is built into the schedule for teachers to allocate instructional time.	The schedule does not allow teachers to flexibly use classroom instructional time.