**Phase II Decision-Making Template**

*This resource is a template you can use when finalizing your decision-making process for Phase II.*

**Responsible:** The person who does the work to achieve the task. They have responsibility for getting the work done or the decision made. As a rule, this is one person; examples might be the system curriculum lead or the superintendent.

**Accountable:** The person who is accountable for the correct and thorough completion of the task. This must be one person or team and is often the project executive or project sponsor. This is the role that responsible is accountable to and approves their work.

**Consulted:** The people who provide information for the project and with whom there is two-way communication. This is usually several people, often subject matter experts like teachers and coaches.

**Informed:** The people kept informed of progress and with whom there is one-way communication. These are people that are affected by the outcome of the tasks, so they need to be kept up-to-date. You can use your stakeholder list to determine who is informed.

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| **Key Action** | **Key Decision** | **Who’s responsible?** | **Who’s accountable?** | **Who’s consulted?** | **Who’s informed?** |
| II.1 | Defined the Implementation Support Team, Implementation Support Team Leader, and key roles and responsibilities |  |  |  |  |
| Mapped out the implementation planning process |  |  |  |  |
| Drafted the vision, goals, measures, and progress monitoring plan |  |  |  |  |
| Communicated the implementation plan |  |  |  |  |
| II.2 | Established your key assessment purposes and inventoried all current assessments |  |  |  |  |
| Developed a plan for common assessments for the year and what you will do with the data to accomplish your purposes |  |  |  |  |
| Developed guidance for grading with the new materials |  |  |  |  |
| II.3 | Studied the curriculum design |  |  |  |  |
| Set the daily schedule to match the design of the curriculum |  |  |  |  |
| Determined the yearlong pacing schedule |  |  |  |  |
| Established guidance for unit and lesson customization |  |  |  |  |
| Determined plans for collaborative planning and reflection |  |  |  |  |
| Determined support plans for individual planning |  |  |  |  |
| II.4 | A coaching plan for teachers, including the observation tool that will anchor feedback |  |  |  |  |
| A clear picture of how your evaluation and curriculum can support each other |  |  |  |  |
| A plan for how you will support coaches and evaluators to understand the materials |  |  |  |  |
| II.5 | A training plan for each key stakeholder group |  |  |  |  |
| A plan for training the trainers |  |  |  |  |