**Roles and Responsibilities Matrix**

*This resource provides a template and examples for outlining the roles and responsibilities in implementation.*

**Matrix Template**

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|  | **Role 1** | **Role 2** | **Role 3** | **Role 4** |
| Instructional Planning and Pacing |  |  |  |  |
| Support Use of the Curriculum   * Train * Plan * Coach |  |  |  |  |
| Assessment, Grading, and Data Analysis |  |  |  |  |
| Continuous Improvement |  |  |  |  |

Use this matrix to clearly define the roles and responsibilities for each group. There are three examples on the following pages.

**Example 1:** This matrix belongs to District 1, a small district that created a school-based literacy coaching program to support the implementation of a new English language arts curriculum. District 1 created the Literacy Coach job description in a way that allows coaches to spend almost all their time working with teachers. Principals supervise the literacy coaches at their school, but otherwise spend little time directly supporting curriculum implementation. (Since there are no assistant principals in District 1, principals are responsible for the majority of schools’ priorities around operations, safety, environment, and community relations.)

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|  | **District Curriculum Specialist** | **Principals** | **School-based Literacy Coaches** | **Teachers** |
| Instructional Planning and Pacing | - Determine which units will be taught and  when  - Set expectations for what teachers will do  to prepare for and internalize lesson and unit content |  | - Create planning resources to support teachers (i.e. weekly summaries of objectives and key resources such as qualitative text analyses)  - Provide feedback to teachers on lesson preparation notes and text annotations | - Submit weekly lesson preparation notes and text annotations to literacy coaches |
| Support Use of the Curriculum   * Train * Plan * Coach | **Train**  - Create or find curriculum training materials for principals, coaches, and teachers  - Lead curriculum training sessions for principals, coaches, and teachers  - Use survey data and interviews with teachers and coaches to determine when additional curriculum-related PD is needed  - Gather and analyze feedback from professional development sessions  **Coach**  - Work with literacy coaches to set expectations for coaching practices (who, how often) | **Train**  - Participate in professional development experiences  **Plan**  - Set expectations  for what teachers will do during PLC meetings  **Coach**  - Observe and provide feedback on classroom instruction, based on the district’s observation rubric | **Train**  - Participate in professional development experiences  **Plan**  - Lead monthly unit internalization sessions with teachers, which include reading and annotating unit texts and responding to all writing tasks  - Provide support to teachers who need help with lesson planning and preparation  - Join weekly ELA planning meetings with each grade level team  **Coach**  - Create or find a walkthrough tool that is specifically aligned to the curriculum and use it during classroom observations  - Observe classroom instruction and provide feedback to all teachers implementing the new curriculum at least once every two weeks | **Train**  - Participate in professional development experiences  **Plan**  - Participate in curriculum internalization sessions and plan for classroom instruction  - Take turns leading weekly ELA planning sessions in grade level teams |
| Assessment, Grading, and Data Analysis | - Determine which curriculum-based assessments will be used and when they will be administered  - Determine how curriculum-based assessments will fit into the school’s/district’s overall assessment plan  - Update grading policies based on new curriculum  - Set expectations for school-based data practices, including which data sources will be collected and how frequently they will be tracked | - Lead regular data reflection meetings with grade level teams and literacy coaches | - Create rubrics and other resources, if needed, to support curriculum-aligned assessment and grading practices  **-**Support teachers in operationalizing grading rubrics and other resources  - Participate in regular data reflection meetings | - Grade student work and provide feedback to students  - Collect and track assessment data  - Participate in regular data reflection meetings |
| Continuous Improvement | - Create surveys to gather feedback on how to better support teachers, principals, and coaches  - Create a system for gathering teachers’ feedback on which units and lessons should be changed for next year |  |  | - Provide feedback on the curriculum; take notes about what went well and what changes should be made to lessons and units to inform planning for next year |

**Example 2:** This matrix belongs to District 2, a mid-size district that is implementing a new math curriculum. The district’s Director of Math Instruction is the primary curriculum implementation leader and works with both principals and instructional coaches. Since instructional coaches are responsible for supporting teachers in all content areas, not just math, District 2 has designated one math teacher in each grade level as a curriculum leader to provide another layer of support. Math team leaders had to apply for the role and will earn an additional stipend for their work.

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|  | **District Director of Math Instruction** | **Principals** | **Instructional Coaches** | **Grade Level Math Team Leaders** | **Teachers** |
| Instructional Planning and Pacing | - Determine which units will be taught and when  - Gather, vet, and share exemplar lesson plans and resources with  math teacher network  - Set expectations for what teachers will do to prepare for and internalize lesson and unit content |  | - Share strong examples of lesson plans and resources with Director of Math Instruction, who will vet and share widely  - Review lesson plans and make sure teachers are on pace with the curriculum |  | - Submit plans to instructional coaches |
| Support Use of the Curriculum   * Train * Plan * Coach | **Train**  - Create or find curriculum training materials for principals, coaches, and teachers  - Lead curriculum training sessions for principals, coaches, and teachers  - Determine when additional curriculum PD is needed  - Gather and analyze feedback from PD sessions  **Plan**  - Set expectations for what teachers will do during curriculum planning and internalization sessions  **Coach**  - Create or find a curriculum-specific walkthrough tool that principals and coaches can use during classroom observations | **Train**  - Participate in professional development experiences  **Coach**  - Share feedback with the Director of Math Instruction and instructional coaches on classroom observation trends and suggestions for additional support  - Observe each math classroom once a month and provide feedback using the curriculum-specific walkthrough tool (in addition to quarterly observations using the district’s evaluation rubric) | **Train**  - Participate in professional development experiences  - Review material from PD sessions with teachers, if needed  - Lead weekly meetings with grade level math team leaders to discuss progress and areas where more support is needed  **Coach**  - Share feedback with Director of Math Instruction on instructional trends and suggestions for additional support  - Teach demonstration lessons or co-teach with the curriculum  - Observe each math classroom once a month and provide feedback using the curriculum-specific walkthrough tool | **Train**  - Participate in professional development experiences  **Plan**  - Lead weekly lesson internalization sessions (discuss objectives for following week, complete daily tasks)  - Lead monthly unit internalization sessions (discuss key unit concepts, pacing, complete the culminating task)  - Complete math lesson plans one week ahead of schedule and share with other teachers as a resource for their own planning | **Train**  - Participate in professional development experiences  **Plan**  - Participate in curriculum internalization sessions and plan for classroom instruction |
| Assessment, Grading, and Data Analysis | - Determine which curriculum-based assessments will  be used and when they will be administered  - Determine how curriculum-based assessments will fit into the school’s/district’s overall assessment plan  -Set expectations for school-based data practices  (what data is collected and  when)  - Create grading policies related to the new curriculum  - Create rubrics and other resources to support curriculum-aligned assessment and grading practices | - Lead regular  data reflection meetings with grade level teams and instructional coaches | - Support teachers in collecting and analyzing data |  | - Collect and track student data  - Grade student work and provide feedback to students |
| Continuous Improvement | - Create surveys to gather feedback on how to better support teachers, principals, and coaches  - Work with grade level math team leaders to gather teachers’ feedback on changes for next year |  | - Share feedback with district leaders on how professional development systems can be improved to better support teachers | - Gather feedback from teachers on lessons and units to inform planning for next year | - Provide feedback on the curriculum; take notes about what went well and what changes should be made to lessons and units to inform planning for next year |

**Example 3:** This matrix belongs to District 3, a large district that has prioritized the role of principals and assistant principals in supporting the implementation of a new English language arts curriculum. District 3 has literacy coaches; however, each coach works with a group of schools and is primarily responsible for leading professional development and managing assessment systems. Since principals and assistant principals are school-based, District 3 wants them to play a leading role in providing feedback to teachers and helping them prepare for instruction. In District 3, principals supervise both assistant principals and teachers and the Chief Academic Officer supervises literacy coaches.

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|  | **Chief Academic Officer** | **Principal Supervisors** | **Principals** | **Assistant Principals** | **Literacy Coaches (each supports a group of 3-5 schools)** | **Teachers** |
| Instructional Planning and Pacing | - Set expectations for what teachers will do to prepare for and internalize  lesson and unit content |  |  | - Collect  lesson plans from teachers; review one daily plan closely and share feedback | - Determine which units will be taught and when  - Gather, vet, and share exemplar lesson plans and resources | - Submit weekly lesson plans to assistant principal |
| Support Use of the Curriculum   * Train * Plan * Coach | **Train**  - Create or find curriculum training materials  - Train literacy coaches on the new curriculum  - Work with literacy coaches to determine when additional curriculum PD is needed  **Plan**  - Set expectations for curriculum planning and internalization sessions  **Coach**  - Work with principals and assistant principals to set expectations for observations  and coaching  - Work with literacy coaches to create or find a curriculum-specific walkthrough  tool for classroom observations | **Train**  - Participate in PD  **Coach**  - Join each principal for monthly instructional rounds; support the principal in gathering feedback on curriculum implementation using the walkthrough tool | **Train**  - Participate in PD  **Plan**  - Lead  quarterly unit internalization sessions with grade level teams, where teachers discuss the texts and key themes that students will work on that quarter, and collaboratively work through writing tasks  **Coach**  - Observe all classrooms quarterly and provide feedback on classroom instruction, based on the district’s evaluation rubric  - Join assistant principals for monthly observations  of all ELA classrooms, using the curriculum-specific walkthrough tool | **Train**  - Participate in PD  **Plan**  - Lead weekly lesson internalization sessions, where teachers rehearse part of an upcoming lesson  **Coach**  - Observe each ELA classroom monthly and provide feedback on instruction, using the curriculum-specific walkthrough tool  - Use observations and student data to determine which teachers need additional support | **Train**  - Participate in PD  - Train principal supervisors, principals, and assistant principals on the new curriculum  - Meet monthly with each grade level team to discuss strengths and challenges of the new curriculum; share information from these sessions with the CAO and other coaches to determine when additional training is needed  **Coach**  - If requested, join principals or assistant principals on classroom observations to support curriculum implementation | **Train**  - Participate in PD  **Plan**  - Participate in curriculum internalization sessions and plan for classroom instruction |
| Assessment, Grading, and Data Analysis | - Set expectations for school-based data practices, including which data sources will be collected and how frequently they will be tracked  - Work with literacy coaches to create grading policies related to the new curriculum | - Join each principal for regular data reflection meetings with at least one grade level team | - Lead regular data reflection meetings with grade level teams and assistant principals | - Participate in regular data reflection meetings | - Determine which curriculum-based assessments will be used and when they will be administered  - Determine how curriculum-based assessments will fit into the school’s/district’s overall assessment plan  - Create rubrics and other resources to support curriculum-aligned assessment and grading practices | - Collect and track student data  - Grade student work and provide feedback to students |
| Continuous Improvement | - Work with literacy coaches to analyze trends in feedback and make a plan for how to improve curriculum use and support for teachers |  |  | - Gather feedback from teachers on how to improve professional development supports related to the curriculum | - Gather feedback from teachers on lessons and units to inform planning for next year, such as modifications to specific lessons | - Provide feedback on the curriculum; take notes about what went well and what changes should be made to lessons and units to  inform planning for next year |