Phase II Decision-Making Map

This resource outlines key decisions to be made throughout Phase II and provides guidance for a decision-making structure. An example is included below for small districts, in addition to those with greater personnel bandwidth.

Responsible: The person who does the work to achieve the task. They are responsible 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. They hold the responsible person accountable and approve their work. This must be one person or team and is often the project executive or project sponsor.

Consulted: People who provide input and collaborate through two-way communication.. These are usually several people, often subject-matter experts like teachers and coaches.

Informed: People kept informed of progress through updates and one-way communication. These are people who are affected by the outcome of the task and therefore need to be kept up-to-date. You can use your stakeholder list to determine who is informed.

Example roles and responsibilities in a large school district

Phase	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	System leader	System leader	Participating school leaders; members of the System-Level Instructional Team	Teachers and leaders at all participating schools
	Identified, developed, and built (or have a plan to build) system capacity around communication, training, and progress monitoring	System leader	System leader	Participating school leaders; members of the System-Level Instructional Team	Teachers and leaders at all participating schools
II.2	Mapped out the implementation planning process	Implementation Support Team Leader	Implementation Support Team	Members of the System-Level Instructional Team	Participating school leaders
	Drafted the vision, goals, measures, and progress monitoring plan	Implementation Support Team Leader	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders	Teachers and leaders at all participating schools
	Communicated the implementation plan	Implementation Support Team Leader	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders	Teachers and leaders at all participating schools

Originally sourced from Instruction Partners

II.3	Established your key assessment purposes and inventoried all current assessments	Assessment, Grading, and Data Analysis Team	Implementation Support Team	Implementation Support Team	Implementation Support Team
	Developed a plan for common assessments for the year and what you will do with the data to accomplish your purposes	Assessment, Grading, and Data Analysis Team	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders	Teachers and leaders at all participating schools
	Developed guidance for grading with the new materials	Assessment, Grading, and Data Analysis Team	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders; teacher leaders	Teachers and leaders at all participating schools
II.4	Studied the curriculum design	Instructional Planning and Pacing Team	Implementation Support Team	Implementation Support Team	Implementation Support Team
	Set the daily schedule to match the design of the curriculum	Instructional Planning and Pacing Team	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders	Teachers and leaders at all participating schools
	Determined the yearlong pacing schedule	Instructional Planning and Pacing Team	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders; teacher leaders	Teachers and leaders at all participating schools
	Established guidance for unit and lesson customization	Support Use of Curriculum Team	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders	Teachers and leaders at all participating schools

	Determined plans for collaborative planning and reflection	Support Use of Curriculum Team	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders; teacher leaders	Teachers and leaders at all participating schools
	Determined support plans for individual planning	Support Use of Curriculum Team	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders	Teachers and leaders at all participating schools
II.5	Determined a coaching plan for teachers, including the observation tool that will anchor feedback	Support Use of Curriculum Team	Implementation Support Team	Members of the System-Level Instructional Team; participating school leaders	Teachers and leaders at all participating schools
	Developed a clear picture of how your evaluation and curriculum can support each other	Support Use of Curriculum Team	Implementation Support Team	Implementation Support Team	Leaders at all participating schools
	Determined a plan for how you will support coaches and evaluators to understand the materials	Support Use of Curriculum Team	Implementation Support Team	System-Level Instructional Team; Implementation Support Team	Teachers and leaders at all participating schools
II.6	Determined a training plan for each impacted group (teachers, leaders, coaches)	Support Use of Curriculum Team	Implementation Support Team	Implementation Support Team	Teachers and leaders at all participating schools
	Determined a plan for training the trainers	Support Use of Curriculum Team	Implementation Support Team	Implementation Support Team	Teachers and leaders at all participating schools

Example roles and responsibilities in a small school district

Phase	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	System leader	System leader	School leader; teacher leader	Teachers and leaders at all participating schools
	Identified, developed, and built (or have a plan to build) system capacity around communication, training, and progress monitoring	System leader	System leader	School leader; teacher leader	Teachers and leaders at participating schools
II.2	Mapped out the implementation planning process	Implementation Support Team Leader	Implementation Support Team	Other system leaders; other school leaders	Participating school and teacher leaders
	Drafted the vision, goals, measures, and progress monitoring plan	Implementation Support Team Leader	Implementation Support Team	Other system leaders; other school leaders	Teachers and leaders at all participating schools
	Communicated the implementation plan	Implementation Support Team Leader	Implementation Support Team	Other system leaders	Teachers and leaders at all participating schools

Originally sourced from Instruction Partners

II.3	Established your key assessment purposes and inventoried all current assessments	Implementation Support Team Leader	Implementation Support Team	Other system and school leaders (e.g., director of federal programs)	Implementation Support Team
	Developed a plan for common assessments for the year and what you will do with the data to accomplish your purposes	Implementation Support Team Leader	Implementation Support Team	Other system leaders; other school leaders	Teachers and leaders at all participating schools
	Developed guidance for grading with the new materials	Implementation Support Team Leader	Implementation Support Team	Other system leaders; other school leaders	Teachers and leaders at all participating schools
II.4	Studied the curriculum design	Implementation Support Team Leader	Implementation Support Team	Implementation Support Team	Implementation Support Team
	Set the daily schedule to match the design of the curriculum	Implementation Support Team Leader	Implementation Support Team	Other school leaders; county office supports	Teachers and leaders at all participating schools
	Determined the yearlong pacing schedule	Implementation Support Team Leader	Implementation Support Team	Other teacher leaders; county office supports	Teachers and leaders at all participating schools
	Established guidance for unit and lesson customization	Implementation Support Team Leader	Implementation Support Team	Other teacher leaders; county office supports	Teachers and leaders at all participating schools

	Determined plans for collaborative planning and reflection	Implementation Support Team Leader	Implementation Support Team	Other teacher leaders	Teachers and leaders at all participating schools
	Determined support plans for individual planning	Implementation Support Team Leader	Implementation Support Team	Other teacher leaders; county office supports	Teachers and leaders at all participating schools
II.5	Determined a coaching plan for teachers, including the observation tool that will anchor feedback	Implementation Support Team Leader	Implementation Support Team	Other school leaders	Teachers and leaders at all participating schools
	Developed a clear picture of how your evaluation and curriculum can support each other	Implementation Support Team Leader	Implementation Support Team	Other system leaders (e.g., director of federal programs)	Leaders at all participating schools
	Determined a plan for how you will support coaches and evaluators to understand the materials	Implementation Support Team Leader	Implementation Support Team	Implementation Support Team	Teachers and leaders at all participating schools
II.6	Determined a training plan for each impacted group (i.e., teachers, leaders, coaches)	Implementation Support Team Leader	Implementation Support Team	Implementation Support Team	Teachers and leaders at all participating schools
	Determined a plan for training the trainers	Implementation Support Team Leader	Implementation Support Team	Implementation Support Team	Teachers and leaders at all participating schools

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