



FRAMEWORK FOR COLLABORATIVE LEADERSHIP

The Framework for Collaborative Leadership defines the roles, expectations, collaboration, and support for each level of the state's K-12 education system.

GLOSSARY OF TERMS

- HQIM: high-quality instructional materials as defined by the state education agency or board of education
- HQPL: high-quality, curriculum-based professional learning
- MLL: Multilingual learners
- PL: professional learning
- SWD: Students with disabilities
- Tier 1 instruction: high-quality core instruction as defined by Multi-Tiered Systems of Support

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Role Function	Positions Can Include	Role Expectations	Directly Supported by	Advise/ Support/ Collaborate with	Has Access to PL that Includes	Essential Resources
<p>Teachers responsible for or who support the delivery of instruction</p>	<ul style="list-style-type: none"> Core classroom teacher/teacher of record Teachers providing Tier 2 and 3 supports Teachers of SWD Teachers of MLL Interventionists Building-level specialists who deliver instruction 	<ul style="list-style-type: none"> Provide all students with high-quality, equitable, standards-aligned, Tier 1 instruction every day Collaborate with peers to plan for and internalize units and lessons, and analyze student work and data to ID trends. Support student success in Tier 1 content, identifying specific student learning needs and providing targeted support Build partnerships with families to support student learning in and out of the classrooms Fully participate in intentionally planned PL, including workshops, collaborative planning (PLCs) and coaching to improve teaching practices 	<p>School-based lead teachers/coaches and school leaders, or others assigned to provide support at the school level.</p>	<p>Advise & Support:</p> <ul style="list-style-type: none"> Other teachers responsible for instruction and building-level specialists Students and families <p>Collaborate with:</p> <ul style="list-style-type: none"> Students and families Other teachers responsible for or support instruction Educators providing school-based instructional leadership Educators responsible for day-to-day school administration 	<ul style="list-style-type: none"> Foundational PL about what strong instruction, in the context of HQIM, looks like PL on how to use the embedded supports in the HQIM to support the diverse learning needs of students Ongoing HQPL including coaching support on HQIM Weekly collaborative planning time (PLCs) with grade-level and content peers 	<ul style="list-style-type: none"> HQIM and HQIM embedded supports and assessments HQPL providers District HQIM and HQPL experts School leaders/coaches/teacher leaders Daily (or equivalent) planning time Weekly collaborative planning time
<p>Educators providing school-based instructional leadership and support to teachers and school leaders.</p>	<ul style="list-style-type: none"> Grade-level leads PLC leaders Department leads Mentor teachers Coaches Principal Assistant Principal Building-level specialists who deliver instruction 	<ul style="list-style-type: none"> Serve as primary instructional leaders and content/curriculum experts in their school Communicate academic vision and the belief that all students can be successful with rigorous, grade-level appropriate work 	<p>School leaders and district leaders, including content experts and instructional leaders.</p>	<p>Advise & Support:</p> <ul style="list-style-type: none"> Educators responsible for day-to-day school administration Teachers responsible for or who support the delivery of instruction <p>Collaborate with:</p> <ul style="list-style-type: none"> Teachers responsible for or 	<ul style="list-style-type: none"> Foundational PL on HQIM, alongside teachers PL that supports content and leadership skills needed for planning and effectively leading a PLC or other collaborative planning time. PL that equips school-based lead teachers 	<ul style="list-style-type: none"> HQIM and HQIM embedded supports and assessments HQPL providers/coaches District and state HQIM and HQPL experts Regularly scheduled collaboration/consultation time with school system

Role Function	Positions Can Include	Role Expectations	Directly Supported by	Advise/ Support/ Collaborate with	Has Access to PL that Includes	Essential Resources
		<ul style="list-style-type: none"> Observe instruction and provide individual coaching support to teachers in the delivery of Tier 1 instruction Co-plan and/or co-lead collaborative planning time with teachers Provide leadership support in collaboration with other school-based lead teachers/coaches and/or school and district leaders Collaborate with leaders and teachers to continually refine and use communication and collaboration systems essential for providing on-going HQPL and supporting effective teaching and learning. 		<p>who support the delivery of instruction</p> <ul style="list-style-type: none"> Other educators providing school-based instructional leadership Educators responsible for day-to-day school administration 	<p>and coaches to provide and support HQIM-specific PL and provide feedback to teachers on their instruction</p> <ul style="list-style-type: none"> Collaborative planning time with other school-based lead teachers/coaches 	<p>and school leaders</p> <ul style="list-style-type: none"> Daily planning and coaching time Weekly collaborative planning time
<p>Educators responsible for day-to-day administration and execution of the school's academic vision and governance</p>	<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Communicate academic vision and the belief that all students can be successful with rigorous, grade-level appropriate work Consult with instructional leaders, including content experts, to allocate the essential time (e.g. class time, PLCs) and resources 	<ul style="list-style-type: none"> School system Directors/Supervisors/Specialists Superintendent/Assistant Superintendents 	<p>Advise & Support:</p> <ul style="list-style-type: none"> Teachers responsible for or who support the delivery of instruction Educators providing school-based instructional leadership Students and families <p>Collaborate with:</p>	<ul style="list-style-type: none"> Foundational PL on HQIM, alongside teachers Coaching and consultation support that equips school leaders to examine and adjust school-level structures, policies, and resources that support the skillful use of HQIM and effective delivery of Tier 1 instruction within a MTSS 	<ul style="list-style-type: none"> HQIM and HQIM embedded assessments HQIM-aligned instructional observation tool HQPL provider District and state HQIM and HQPL experts Regularly scheduled collaboration/consulta

Role Function	Positions Can Include	Role Expectations	Directly Supported by	Advise/ Support/ Collaborate with	Has Access to PL that Includes	Essential Resources
		<p>needed for the delivery of Tier 1 instruction</p> <ul style="list-style-type: none"> ● Consult with instructional leaders, including content experts, to build coherence by eliminating policies and procedures that impede Tier 1 instruction for all students. ● Leverage building-level and district content and curriculum expertise to build their knowledge and capacity as instructional leaders ● Provide professional learning, including PLCs, coaching, observations, and feedback, anchored in the HQIM in partnership with instructional leaders, including content experts. ● Collaborate with curriculum/content experts to observe teachers and monitor and identify trends in student performance and teachers' implementation of HQIM. ● Establish a regular and predictable system for communication and collaboration with school leaders, including school-based coaches and 		<ul style="list-style-type: none"> ● Educators providing school-based instructional leadership ● Other educators responsible for day-to-day school administration ● Educators responsible for the execution of the school system's instructional vision 	<ul style="list-style-type: none"> ● PL that equips school leaders to co-create effective PL plans to provide HQIM-specific PL, monitor the skillful implementation of HQIM and provide feedback to teachers on their instruction ● Collaborative planning time with other school leaders, including content experts. 	<p>tion time with school system leaders</p>

Role Function	Positions Can Include	Role Expectations	Directly Supported by	Advise/ Support/ Collaborate with	Has Access to PL that Includes	Essential Resources
		<p>lead teachers, to monitor and improve professional learning support and teaching and learning</p>				
<p>Educators responsible for the execution of the school system's instructional vision</p>	<ul style="list-style-type: none"> • Directors • Supervisors • Content Experts/Specialists 	<ul style="list-style-type: none"> • Serve as the instructional leaders of their school system • Communicate academic vision and the belief that all students can be successful with rigorous, grade-level appropriate work • Provide guidance to and collaborate with district peers, school leaders (including school-based coaches) and lead teachers to create supportive structures that ensure teachers have the time, materials, and professional learning needed to provide effective Tier 1 instruction to all students • Build coherence by eliminating policies and procedures that impede Tier 1 instruction for all students. • Monitor and identify trends in students' grade-level content achievement and teachers' 	<p>Superintendent/ Assistant Superintendent</p>	<p>Advise & Support:</p> <ul style="list-style-type: none"> • Teachers responsible for or who support the delivery of instruction • Educators providing school-based instructional leadership • Educators responsible for day-to-day school administration <p>Collaborates with:</p> <ul style="list-style-type: none"> • Educators providing school-based instructional leadership • Educators responsible for day-to-day school administration • Other school system leaders (assessments, SWD, ML, school improvement) • Educators responsible for the system's administration • Leaders responsible for the overall academic direction and governance of the state system. 	<ul style="list-style-type: none"> • PL that equips school system leaders to co-create effective PL plans to deliver HQIM-specific PL and a system for monitoring the effectiveness of the PL and HQIM implementation • PL that supports school system leaders in creating and executing collaborative structures across their systems that facilitate HQIM implementation and the successful delivery of Tier 1 instruction • Consultation support that equips school system leaders to examine and adjust systems-level structures, policies, and resources that support the delivery of HQIM and Tier 1 instruction within a MTSS and provide and support HQIM-specific PL • Opportunities to collaborate with other school system leaders 	<ul style="list-style-type: none"> • HQIM and HQIM embedded assessments • HQPL provider/coach • District and state HQIM and HQPL experts • Regularly scheduled collaboration time with Superintendent/Assistant Superintendent

Role Function	Positions Can Include	Role Expectations	Directly Supported by	Advise/ Support/ Collaborate with	Has Access to PL that Includes	Essential Resources
		<p>implementation of their HQIM.</p> <ul style="list-style-type: none"> Collaborate with other school system leaders and school leaders to improve their professional learning as instructional leaders Establish a regular and predictable system for communication and collaboration with system leaders, including content specialists and school leaders, including coaches, to monitor and improve professional learning support and teaching and learning 			<p>(academics, assessments, SWD, ML, school improvement administrators and specialists) to create cohesion and collaboration across the system</p>	
<p>Educators responsible for the system’s administration and leading the overall academic vision, direction and governance of the school system</p>	<ul style="list-style-type: none"> Superintendent Assistant Superintendent Director Supervisor 	<ul style="list-style-type: none"> Provide the overall academic direction for the school system, informed by feedback from all stakeholders Ensure the academic vision of the school system is achieved Build coherence by eliminating policies and procedures that impede collaboration and Tier 1 instruction. Collaborate with other school system leaders to improve their professional 	<ul style="list-style-type: none"> Secretary of Education State Board of Education State legislature Governor’s Office State Education Agency 	<p>Advise & Support:</p> <ul style="list-style-type: none"> Educators responsible for day-to-day school administration Educators responsible for the execution of the school system’s instructional vision <p>Collaborate with:</p> <ul style="list-style-type: none"> Educators responsible for the execution of the school system’s instructional vision Other educators responsible for school 	<ul style="list-style-type: none"> Consultation support that equips Superintendents to <ul style="list-style-type: none"> define and refine the system’s academic vision; and create coherence across their system by examining and adjusting systems-level structures, policies, and resources that support the effective delivery of Tier 1 instruction through skillful use of HQIM 	<ul style="list-style-type: none"> District content-specific instructional vision HQIM and HQIM-aligned PL plan District and state HQIM and HQPL experts Regularly scheduled collaboration/consultation time with school system and school leaders

Role Function	Positions Can Include	Role Expectations	Directly Supported by	Advise/ Support/ Collaborate with	Has Access to PL that Includes	Essential Resources
		<p>learning as a system leader</p> <ul style="list-style-type: none"> Establishes a regular and predictable system for communication and collaboration with system leaders, including content and curriculum experts, to monitor and improve professional learning support and teaching and learning 		<p>system administration</p> <ul style="list-style-type: none"> Leaders responsible for the overall academic direction and governance of the state system. 	<p>and supported by MTSS</p>	
<p>Leaders responsible for the overall academic direction and governance of the state system.</p>	<ul style="list-style-type: none"> Office of Curriculum, Instruction, and Professional Development Office of Assessment and Accountability Office of Exceptional Children Office of Autism Resources Office of Educator Excellence Office of School Improvement 	<ul style="list-style-type: none"> Provide guidance, technical assistance, tools, and resources to support school systems in executing effective and equitable teaching and learning systems. 	<ul style="list-style-type: none"> State Board of Education State legislature Governor's Office 	<p>Advise & Support:</p> <ul style="list-style-type: none"> Educators providing school-based instructional leadership Educators responsible for day-to-day school administration Educators responsible for the execution of the school system's instructional vision Educators responsible for school system administration <p>Works with</p> <ul style="list-style-type: none"> State Secretary of Education Educators providing school-based instructional leadership 	<ul style="list-style-type: none"> Opportunities to collaborate with other State Agencies who work in similar roles State and national meetings of content experts to strengthen core instruction and tiered supports Cross workgroup meetings to align MTSS tiers of instruction 	<ul style="list-style-type: none"> Statewide academic vision and priorities Rivet Education's Professional Learning Partner Guide

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				<ul style="list-style-type: none"> ● Educators responsible for day-to-day school administration ● Educators responsible for the execution of the school system's instructional vision ● Educators responsible for school system administration ● State Board of Education ● State legislature ● Governor's Office 		