



## 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

### TABLE OF CONTENTS

[Teachers](#)

[Educators providing school-based instructional leadership and support](#)

[Educators responsible for the day-to-day operations of a school](#)

[Educators responsible for the school system's instructional vision](#)

Educators responsible for the school system’s operations and governance

Leaders responsible for the academic vision and governance of the state K-12 system

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

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"> <li>Building-level specialists who deliver instruction</li> </ul>	<p>grade-level appropriate work</p> <ul style="list-style-type: none"> <li>Observe instruction and provide individual coaching support to teachers in the delivery of Tier 1 instruction</li> <li>Co-plan and/or co-lead collaborative planning time with teachers</li> <li>Provide leadership support in collaboration with other school-based lead teachers/coaches and/or school and district leaders</li> <li>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.</li> </ul>		<p>Collaborate with:</p> <ul style="list-style-type: none"> <li>Teachers responsible for or who support the delivery of instruction</li> <li>Other educators providing school-based instructional leadership</li> <li>Educators responsible for day-to-day school administration</li> </ul>	<ul style="list-style-type: none"> <li>PL that equips school-based lead teachers and coaches to provide and support HQIM-specific PL and provide feedback to teachers on their instruction</li> <li>Collaborative planning time with other school-based lead teachers/coaches</li> </ul>	<p>collaboration/consultation time with school system and school leaders</p> <ul style="list-style-type: none"> <li>Daily planning and coaching time</li> <li>Weekly collaborative planning time</li> </ul>
<p><b>Educators responsible for day-to-day administration and execution of the school's academic vision and governance</b></p>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>Communicate academic vision and the belief that all students can be successful with rigorous, grade-level appropriate work</li> <li>Consult with instructional leaders, including content experts, to allocate the essential time (e.g. class time, PLCs) and resources needed for the delivery of Tier 1 instruction</li> </ul>	<ul style="list-style-type: none"> <li>School system Directors/Supervisors/Specialists</li> <li>Superintendent/Assistant Superintendents</li> </ul>	<p>Advise &amp; Support:</p> <ul style="list-style-type: none"> <li>Teachers responsible for or who support the delivery of instruction</li> <li>Educators providing school-based instructional leadership</li> <li>Students and families</li> </ul> <p>Collaborate with:</p> <ul style="list-style-type: none"> <li>Educators providing school-based instructional leadership</li> </ul>	<ul style="list-style-type: none"> <li>Foundational PL on HQIM, alongside teachers</li> <li>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</li> <li>PL that equips school leaders to co-create</li> </ul>	<ul style="list-style-type: none"> <li>HQIM and HQIM embedded assessments</li> <li>HQIM-aligned instructional observation tool</li> <li>HQPL provider</li> <li>District and state HQIM and HQPL experts</li> <li>Regularly scheduled collaboration/consultation time with school</li> </ul>

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"> <li>● Consult with instructional leaders, including content experts, to build coherence by eliminating policies and procedures that impede Tier 1 instruction for all students.</li> <li>● Leverage building-level and district content and curriculum expertise to build their knowledge and capacity as instructional leaders</li> <li>● Provide professional learning, including PLCs, coaching, observations, and feedback, anchored in the HQIM in partnership with instructional leaders, including content experts.</li> <li>● Collaborate with curriculum/content experts to observe teachers and monitor and identify trends in student performance and teachers' implementation of HQIM.</li> <li>● Establish a regular and predictable system for communication and collaboration with school leaders, including school-based coaches and lead teachers, to monitor and improve professional learning support and teaching and learning</li> </ul>		<ul style="list-style-type: none"> <li>● Other educators responsible for day-to-day school administration</li> <li>● Educators responsible for the execution of the school system's instructional vision</li> </ul>	<p>effective PL plans to provide HQIM-specific PL, monitor the skillful implementation of HQIM and provide feedback to teachers on their instruction</p> <ul style="list-style-type: none"> <li>● Collaborative planning time with other school leaders, including content experts.</li> </ul>	<p>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><b>Educators responsible for the execution of the school system's instructional vision</b></p>	<ul style="list-style-type: none"> <li>• Directors</li> <li>• Supervisors</li> <li>• Content Experts/Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Serve as the instructional leaders of their school system</li> <li>• Communicate academic vision and the belief that all students can be successful with rigorous, grade-level appropriate work</li> <li>• 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</li> <li>• Build coherence by eliminating policies and procedures that impede Tier 1 instruction for all students.</li> <li>• Monitor and identify trends in students' grade-level content achievement and teachers' implementation of their HQIM.</li> <li>• Collaborate with other school system leaders and school leaders to improve their professional learning as instructional leaders</li> <li>• Establish a regular and</li> </ul>	<p>Superintendent/ Assistant Superintendent</p>	<p>Advise &amp; Support:</p> <ul style="list-style-type: none"> <li>• Teachers responsible for or who support the delivery of instruction</li> <li>• Educators providing school-based instructional leadership</li> <li>• Educators responsible for day-to-day school administration</li> </ul> <p>Collaborates with:</p> <ul style="list-style-type: none"> <li>• Educators providing school-based instructional leadership</li> <li>• Educators responsible for day-to-day school administration</li> <li>• Other school system leaders (assessments, SWD, ML, school improvement)</li> <li>• Educators responsible for the system's administration</li> <li>• Leaders responsible for the overall academic direction and governance of the state system.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Opportunities to collaborate with other school system leaders (academics, assessments, SWD, ML, school improvement administrators and specialists) to create cohesion and collaboration across the system</li> </ul>	<ul style="list-style-type: none"> <li>• HQIM and HQIM embedded assessments</li> <li>• HQPL provider/coach</li> <li>• District and state HQIM and HQPL experts</li> <li>• Regularly scheduled collaboration time with Superintendent/Assistant Superintendent</li> </ul>

Role Function	Positions Can Include	Role Expectations	Directly Supported by	Advise/ Support/ Collaborate with	Has Access to PL that Includes	Essential Resources
		<p>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>				
<p><b>Educators responsible for the system’s administration and leading the overall academic vision, direction and governance of the school system</b></p>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Assistant Superintendent</li> <li>• Director</li> <li>• Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the overall academic direction for the school system, informed by feedback from all stakeholders</li> <li>• Ensure the academic vision of the school system is achieved</li> <li>• Build coherence by eliminating policies and procedures that impede collaboration and Tier 1 instruction.</li> <li>• Collaborate with other school system leaders to improve their professional learning as a system leader</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Secretary of Education</li> <li>• State Board of Education</li> <li>• State legislature</li> <li>• Governor’s Office</li> <li>• State Education Agency</li> </ul>	<p>Advise &amp; Support:</p> <ul style="list-style-type: none"> <li>• Educators responsible for day-to-day school administration</li> <li>• Educators responsible for the execution of the school system’s instructional vision</li> </ul> <p>Collaborate with:</p> <ul style="list-style-type: none"> <li>• Educators responsible for the execution of the school system’s instructional vision</li> <li>• Other educators responsible for school system administration</li> <li>• Leaders responsible for the overall academic direction and governance of the state system.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation support that equips Superintendents to <ul style="list-style-type: none"> <li>○ define and refine the system’s academic vision; and</li> <li>○ 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 and supported by MTSS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District content-specific instructional vision</li> <li>• HQIM and HQIM-aligned PL plan</li> <li>• District and state HQIM and HQPL experts</li> <li>• Regularly scheduled collaboration/consultation time with school system and school leaders</li> </ul>

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