School Redesign Roles and Responsibilities

*This person may be the same as the Initiative Leader, when that person is not also the superintendent, depending on the number of schools and scope of changes.

**The Initiative Leader may designate any of these as “lead consultants” to help choose and organize the others, depending on needs and capacity in each location.
School Redesign Roles and Responsibilities

Board
- Commit to the reach principles—for prototyping and scaling of successful reach efforts
- Issue specific policy waivers or changes needed at district level
- Obtain specific policy waivers or changes needed at state level
- Make other decisions as needed to enable initial prototyping and scaling up of successful reach efforts

Initiative Leader (Superintendent or Initiative Leader)
- Commit to the reach principles—for prototyping and scaling of successful reach efforts
- Rally and maintain support of board, superintendent, teachers, parents, transition-cost funders, and community
- Obtain specific policy waivers or changes needed, at district and state level
- Obtain required, formal approval of board for needed elements (working with superintendent, when not this person)
- Establish and communicate broad initiative goals—to public, schools, and those involved in redesign process
- Select internal working team leader and consultants
- Ensure the selection of schools with leadership capable of effecting change, with help
- Make design decisions affecting all schools
- Determine redesign planning and implementation budget (including temporary/transitional costs)
- Approve or edit school designs, and timing and cost of implementation
- Ensure complete implementation and midcourse corrections
- Other as determined by board (or superintendent)

THE REACH EXTENSION PRINCIPLES
1. Reach more children successfully with excellent teachers.
2. Pay excellent teachers more for reaching more children successfully.
3. Achieve permanent financial sustainability, keeping post-transition costs within the budgets available from regular per-pupil funding sources.
4. Include roles for other educators that enable solid performers both to learn from excellent peers and to contribute to excellent outcomes for children.
5. Identify the adult who is accountable for each student’s outcomes, and clarify what people, technology, and other resources (s)he is empowered to choose and manage.
School Redesign Roles and Responsibilities

Internal Working Team Leader

- Commit to the reach principles—for prototyping and scaling up of successful reach efforts
- Maintain communication between Initiative Leader, consultants, and schools
- Monitor adherence to initiative’s broad goals
- Monitor progress of schools toward developing reach-extension designs and transition plans that fit the reach principles and school goals
- Address school leadership or design team problems (working with other leaders to help or make changes where needed)
- Monitor contribution of consultants toward developing reach designs, transition plans, and school team engagement
- Present decisions requiring Initiative Leader or superintendent approval in timely, concise fashion
- Other as needed to make school redesign efforts successful for students and teachers

Consultants (all but last bullet may be divided between design and process consultants, as fits each locale)

- Commit to helping schools make changes within reach principles, for prototyping and scaling up
- Provide school model options for schools to consider and tailor, within the reach principles
- Provide tools to help schools analyze their student needs and staff capabilities
- Help schools form Opportunity Culture design teams
- Facilitate process to help school teams choose and tailor model(s) that fit each school’s reach goals, other goals, values, and needs of students and teachers—within the reach principles
- Document each school’s chosen reach model(s) for clarity and easy communication
- Document each school’s implementation plan (transitional steps, roles, timing, costs, etc.), and same at district level if needed
- Ensure design and transition plan sign-off by Initiative Leader (and others, if needed), collaborating with Internal Working Team Leader
- Prepare communications materials to help school leaders and design teams share and generate commitment to the Opportunity Culture vision and specific models chosen by each school (to teachers, staff, parents, students, community)
- Other as needed to make school redesign efforts successful for teachers and students
- Technology consultants: help schools choose and set up digital learning, where needed
School Redesign Roles and Responsibilities

School Design Teams
- Select and tailor school model(s) to fit each school’s reach goals, other goals, values, and needs of students and teachers—within the reach principles, with guidance from consultants and the Internal Working Team Leader.
- Communicate the new model(s)/designs and the transition process to teachers, staff, parents, students, and school community (each member playing agreed-upon communications roles to maximize school community engagement in the changes)
- Non-principals: advise principal during implementation, providing input into new decisions and possible improvements

Principals
- Participate on school design team, making final decisions about reach model and related changes to fit the school’s goals and values
- Edit/confirm documentation of school’s model and implementation plan
- Present school’s model and implementation plan to Initiative Leader for approval
- Lead communication of the new model(s)/designs and the transition process to teachers, staff, parents, students, and school community (designating team members to play agreed-upon communications roles to maximize school community engagement in the changes)
- Lead implementation, seeking rest of design team’s input on new decisions and improvements during early phases of implementation
- Share lessons with and seek advice from District Working Team Leader, Initiative Leader, consultants, and other principals