



## VLA Roles & Responsibilities

District	Publishers	Schools
<ul style="list-style-type: none"> <li>• adoption and procurement of materials</li> <li>• designating point person who will manage project</li> <li>• management of communications</li> <li>• management of data</li> <li>• develop implementation plan</li> <li>• work with partners for professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• support planning and delivering of professional learning</li> <li>• supply materials</li> <li>• provide resources for implementation</li> </ul>	<ul style="list-style-type: none"> <li>• distribute materials</li> <li>• deliver professional learning to teachers</li> <li>• support implementation</li> <li>• monitor effectiveness</li> </ul>

## VLA Responsibilities

Curriculum Adoption	Instructional Planning and Pacing	Supporting Use of Curriculum - train - plan - coach	Assessment, Grading, and Data Analysis	Continuous Improvement
<ul style="list-style-type: none"> <li>• Deputy of Instruction</li> <li>• Elementary Director</li> <li>• Literacy Coordinator</li> <li>• Administration</li> <li>• Reading Coaches</li> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary Director</li> <li>• Literacy Coordinator</li> <li>• Administration</li> <li>• Reading Coaches</li> <li>• Curriculum Committee</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Coordinator</li> <li>• Administration</li> <li>• Reading Coaches</li> <li>• Curriculum Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy of Instruction</li> <li>• Elementary Director</li> <li>• Literacy Coordinator</li> <li>• Administration</li> <li>• Reading Coaches</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy of Instruction</li> <li>• Elementary Director</li> <li>• Literacy Coordinator</li> <li>• Administration</li> <li>• Reading Coaches</li> <li>• Curriculum</li> </ul>

Committee				Committee • Teachers
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Disclaimer: This is just a sampling of responsibilities and may include others as we continue through the process.

Deputy of Instruction	Director Elementary Education	Literacy Coordinator	Administration (Principals & Assistant Principals)	Reading Coaches	Teachers	Students
<b>Role:</b> Vision Setter, Investment Builder, Expectation Setter, Accountability	<b>Role:</b> Same as Deputy of Instruction plus: Strategy Developer, Lead HQIM Trainer, HQIM Adoption Committee Leader		<b>Role:</b> School-Level Investment Builder, Expectation Setter, Implementation Lead		<b>Role:</b> Expertise Builder	<b>Role:</b> Input provider, Owner of Learning
<b>Responsibilities</b>  Establish & communicate HQIM adoption & implementation as a key division priority.  Understand the HQIM research; Build investment & understanding in the need for HQIM adoption.  Establish a division-level HQIM lead to spearhead adoption & implementation efforts. Work with HQIM lead to:	<b>Responsibilities</b>  Understand the HQIM research; Build investment & understanding in the need for HQIM adoption.  Assess current state of instruction.  Develop an HQIM-based literacy strategy.  Establish & train curriculum adoption committee/s consisting of key stakeholders. Solicit input from a wide array of stakeholders.  With adoption committee, review curricula and make adoption recommendation.		<b>Responsibilities</b>  Understand the HQIM research; Build investment and understanding across teachers in the need for HQIM adoption.  Communicate the division's literacy vision, priorities, goals and strategy.  Understand and develop expertise in the design and research of adopted HQIM.  Put in place support structures & roles to enable successful HQIM implementation.		<b>Responsibilities</b>  Understand the research behind HQIM and why quality materials matter.  Provide input and feedback on HQIM selection.  Through training, understand the design of adopted HQIM and how the materials align to the division literacy vision and science-based reading research.  Commit to using adopted HQIM with consistency, intentionality and integrity.	<b>Responsibilities</b>  Provide feedback on academic experiences and goals.  Provide input and feedback on HQIM selection.  With guided support, understand learning expectations for the grade and how adopted HQIM will prepare students for these expectations.

<ul style="list-style-type: none"> <li>· Assess current state of instruction</li> <li>· Establish a division-wide vision for excellent literacy instruction</li> <li>· Establish literacy/HQIM priorities and goals</li> <li>· Develop an HQIM-based literacy strategy</li> <li>· Communicate all the above to stakeholders</li> </ul> <p>Approve and purchase selected HQIM. Communicate adoption decision. Begin to build investment in the adoption.</p> <p>Set clear expectations around HQIM use as a key driver toward the division's literacy vision. Communicate expectations, roles &amp; responsibilities to all stakeholders.</p> <p>Ensure time, supports, development and structures are put in place to allow teachers and leaders sufficient opportunity to understand and build investment in new HQIM.</p>	<p>Design structures and processes for unit and lesson preparation, collaboration, learning, and feedback for teachers and leaders.</p> <p>Create HQIM-based development plans for teachers, school leaders and other support staff.</p> <p>Set clear expectations around HQIM use. Communicate expectations, roles &amp; responsibilities to all stakeholders.</p> <p>Develop &amp; launch trainings and supports.</p>	<p>Develop expertise (your own or others'—e.g. coaches) in supporting teacher planning and implementation of adopted HQIM.</p> <p>Lead school-level development to promote understanding of adopted HQIM</p> <p>Develop progress monitoring plan. Ensure understanding of any new progress monitoring tools, etc.</p>	<p>Through training, understand any new planning procedures, tools, and expectations such as unit- and lesson-level intellectual preparation.</p> <p>Carefully review &amp; organize new materials, ensuring understanding prior to implementation.</p> <p>Actively participate in lesson planning meetings to internalize and prepare to teach daily lessons from the HQIM.</p> <p>Ask questions and collaborate to build understanding of new materials.</p> <p>Be open to testing out new EBLI practices in the HQIM.</p> <p>Implement lessons from the HQIM with integrity and fidelity.</p> <p>Embrace walkthroughs and subsequent feedback as opportunities for growth.</p>	<p>With support, understand how academic expectations may shift with new, more rigorous HQIM.</p>
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<b>PHASE 1</b> <b>Goal: Move from “Mechanical Use” of HQIM to “Routine Use” of HQIM (i.e., implement the curriculum as written, building understanding and trust in the process).</b>	<b>PHASE 2</b> <b>Goal: Move from “Routine Use” of HQIM to “Refinement” of HQIM (i.e., make strategic decisions about implementation to maximize impact on student learning).</b>	<b>PHASE 3</b> <b>Goal: Move from “Refinement” of HQIM to “Integration” of HQIM (i.e., become experts in the implementation and help others maximize</b>
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