Sample RACI Chart

Area of Responsibility: Create and facilitate teacher PD					
Task or Decision	**Head of School (Karla)**	**Director of Teaching and Learning (Trevor)**	**Dean of STEM (Chris)**	**Director of Operations and Finance (Audrey)**	**Dean of School Culture (Arianna)**
Set vision and priorities for year-long PD arc	A	R	C	–	C
Write vision and priority-aligned PD arc	A	R	C	–	I
Design monthly Humanities PD sessions	A	R	–	–	–
Design monthly STEM PD sessions	A	–	R	–	–
Facilitate monthly Humanities PD sessions	–	A, R	–	–	–
Facilitate monthly STEM PD sessions	–	–	A, R	–	–
Analyze data quarterly, and revise PD arc as needed	A	R	C	–	I

Responsible: "The Doer"	The **R** is responsible for initiating and completing the task. Ideally, only one person is assigned responsibility.
Accountable: "The Buck Stops Here"	The **A** is ultimately accountable for the successful completion of the task, and must review it before it's considered complete. Only one person can be assigned accountability.
Consulted: "Keep in the Loop"	The **C** must provide input prior to a final decision or action. Minimize the number of C's.
Informed: "Keep in the Picture"	The **I** needs to be informed after a final decision or action, because they may be required to take action. Minimize the number of I's.

Informed by Role & Responsibility Charting (RACI) by Smith and Erwin

Building a RACI Chart

☐ **Step 1: Identify overlapping areas of responsibility**
- List the highest-impact areas of responsibility that more than one A-Team member is necessarily involved in.
- An "area of responsibility" is a chunk of work that's broad enough to add tasks to. Examples include *creating and facilitating teacher PD,* or *preparing an annual budget.*

☐ **Step 2: List tasks and decisions for every area of responsibility**
- For every area of responsibility, list the most important tasks and decisions that need to be made. Write the tasks and decisions using action verbs like *schedule*, *write*, or *monitor*.
- Avoid listing generic or administrative to-dos like *attend team meetings* or *provide status reports*.
- List the most important 5-10 tasks or decisions. Don't list too many or get too granular, or the RACI chart will become difficult to use.

☐ **Step 3: Assign RACI values**
- Per the sample RACI chart, you don't have to assign a value to all A-Team members.
- Assign R's and A's first, and at the lowest possible levels. The Head of School doesn't always have to be assigned the R and A.
- Assign only one A per task or decision.
- Ideally, assign only one R per task or decision, to ensure there's no confusion about who initiates and completes it.
- Minimize the number of C's and I's per task or decision, to maximize team efficiency.

☐ **Step 4: Horizontally and vertically review your RACI chart, and revise**

Horizontal Analysis	
Finding	Possible Interpretation
No A's	There will be no accountability for the task or decision.
No R's	Will the task or decision be completed? No one is assigned to initiate it.
Too many R's	Will the task or decision be completed? The assigned R's might assume the others will take initiative.
No C's or I's	Will a lack of communication between team members result in parallel or uninformed actions, and create the perception of a misaligned team?

Too many C's	Will the task or decision be completed efficiently? Do the benefits of additional input justify the time taken to consult all of these team members?
Too many I's	Do all of these team members need to take action as a result of the task or decision?

Vertical Analysis	
Common Finding	Possible Interpretation
No R's or A's	Can this team member be given the accountability and/or responsibility for other tasks or decisions?
Too many A's	Can some of the accountability for tasks and decisions be pushed down to another team member?
Too many R's	Does this team member have the capacity to initiate and complete all of these tasks and decisions? What will be the impact on their effectiveness?
No empty spaces	Does this team member need to be involved in so many tasks or decisions? What will be the impact on their effectiveness?