ISEA-SAI

Effective Labor-Management Collaboration Conference

June 19, 2018

Twitter: #IowaL-MCollaboration
Introduction to CEC

• Began in 1987 as a non-profit educational organization
• Grew out of interest-based teacher contract negotiations
• Formed to allow leaders to collaborate & communicate focused on what is best for students
The Power of COLLABORATION

A fundamental belief in CEC is that continuous improvement and systemic change can happen only when key stakeholders work together.
The Teacher Union Reform Network (TURN) is a union-led effort to position the nation’s teachers unions as leaders of continuous improvement efforts that will ultimately lead to deeper learning for all students.

www.turnweb.org
The Three Frames of Comprehensive Unionism

Industrial
The collective power to meet bread & butter needs and ensure fairness from management.

Social Justice
Equity for our students through active engagement in the community and through policies that impact educational and social-economic opportunities.

Professional
Control of the profession to ensure quality.
Regional TURN Satellites

NW TURN
CALTURN
SW TURN
GL TURN
MASE TURN
NE TURN
FLORIDA TURN
Regional TURN Satellites
Labor-Management Collaborative Partnerships to Improve Teaching and Learning

Expansion of our TURN Regions encourages union-led collaborative partnerships focused on authentic conversations and action planning to improve teaching and learning.
REFORM POLICIES

Intensification Period (1983-1987)
President: Reagan

A Nation At Risk
Tightened existing education regulations & raised student requirements
- HS Graduation Requirements
- Longer School Day/Year
- Skills Tests for Beginning Teachers
Reform Policies

Restructuring Period (1986-1995)
Presidents: Reagan, Bush, Clinton

Altered Way Education was Organized & Governed-

- Devolving Authority to Schools & Parents
- School-Based Management
- School Choice
- “Whole School” Designs
- New American Schools
- Success For All
- The Edison Project
- Accelerated Schools
Established content **standards** for student knowledge, performance standards regarding levels of student mastery, and opportunity-to-learn standards governing conditions of learning.

- Learning Goals & Curriculum Changes
- Accountability Assessments
- Charter Schools
- Contracting
- Privatization
REFORM POLICIES

Program-Governance versus Finance Reform (Post 1983)

Legal Challenges to state school-finance systems

- Judicially mandated finance changes to ensure equitable provisions of resources

- These 2 strands began to converge in 1992

  14 State Supreme Courts – “public education must be adequate, not just equitable”
1. Standards & Assessment
   - Annual Progress
   - Student Test Scores & Data Measurements
   - Adequate Yearly Progress

2. Effective Teachers & Principals
   - National Board for Professional Teaching Standards

3. Turnaround Low Performing Schools
U.S. DEPARTMENT OF ED REFORMS

RACE TO THE TOP (R2T) 2009 - Obama

1. American Recovery & Reinvestment Act ($4.35 Billion tied to Competitive Grants)

1. Standards & Assessments

   • Data & Accountability
     • Student Growth & Multiple Measures linked to Evaluations

2. Effective Teachers & Principals
   • Evaluation Systems

3. Turnaround Low Performing Schools
   • School Improvement Grants (SIG)
### Three Keys to Maximizing Impact

*Michael Fullan*

- **Key 1:** Leading Learning
- **Key 2:** Being a District & System Player
- **Key 3:** Becoming a Change Agent

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#### Policies and Strategies Intended to “Drive” School Improvement

<table>
<thead>
<tr>
<th>Wrong Drivers</th>
<th>Right Drivers</th>
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<tbody>
<tr>
<td>Accountability</td>
<td>Capacity Building</td>
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<tr>
<td>Individualistic Solutions</td>
<td>Collaborative Effort</td>
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<tr>
<td>Technology</td>
<td>Pedagogy</td>
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<tr>
<td>Fragmented Strategies</td>
<td>Systemness</td>
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</table>
SIGNS OF CHANGE
SOCIAL MOVEMENT CULTURES 1960s TO NOW
DAN GREENWALD and JOSH McGUIRE
in collaboration with EXIT ART
Systems-Thinking Leadership Capacity Building

The Impact of Union-Management Partnerships on Professional Practices, Student Learning, Teacher Retention & Poverty
Saul Rubinstein, Rutgers University
John McCarthy, Cornell University

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Restructuring Our Schools
A Primer On Systemic Change
by W. Patrick Dolan
Edited by Lilot Moorman
The 7 Norms of Collaboration
(pages 35-37)

1. Pausing
2. Paraphrasing
3. Probing
4. Putting Ideas on the Table
5. Paying Attention to Self and Others
6. Presuming Positive Presuppositions
7. Pursuing a Balance Between Advocacy and Inquiry
Coherence Framework

Fullan and Quinn

FOCUSING DIRECTION:
Jointly Established GOALS

CULTIVATING COLLABORATIVE CULTURES

SECURING ACCOUNTABILITY:
Jointly Determined MEASUREMENTS

DEEPENING LEARNING:
PLC Focus on PEDAGOGY to drive improvement

https://www.youtube.com/watch?v=MBUnYzs1NX0&feature=em-upload_owner-smbtn
Building a Culture of Collaboration
Focused on Teaching and Learning
W. Patrick Dolan

Coherence Rubric Self-Assessment

1. Review the “Focusing Direction” Component.

2. Highlight key words in descriptors that describe your district.

3. Work with your team to reach consensus on the language that describes your work.

4. Consider Strengths, Challenges, Opportunities for Improvement
Building Collaborative Structures:  
A Systems Approach  
W. Patrick Dolan

Exploring Alignment

A. How does the focus on teaching and learning issues flow through the system as a whole – from the central office to the school sites and classroom levels?

B. How do the principals and site leadership exercise their roles and responsibilities in relationship to the teaching and learning focus flowing from the central office?

C. What is the level of depth and quality of the collaborative teams at the school site and how integrated is their work in relationship to key school and district teaching and learning initiatives?
The Six Boundaries of a School System

• **Boundary 1**: The 3 Anchors: BOE + Admin + Union

• **Boundary 2**: Teachers, Support Staff + Students

• **Boundary 3**: Principals

• **Boundary 4**: Information System

• **Boundary 5**: Central Office & Specialists

• **Boundary 6**: External Environment – Parents, Community
The Six Boundaries of a School System
W. Patrick Dolan

http://www.turnweb.org/videos/the-6-boundaries-of-a-school-system/
Implementing Continuous Improvement through Collaborative Leadership Structures

Developmental Sequence

- Unions
- Administrators
- Superintendents
- Board Members

District Leadership Team

School Leadership Teams

Professional Learning Communities

Empower
Goals & Measures

Targets

Random Acts - Little Focus
Shared Focus

Goals & Measures

Aligned Acts of Improvement
## Deciding How To Decide

<table>
<thead>
<tr>
<th></th>
<th>MY Decision</th>
<th>MY Decision</th>
<th>MY Decision</th>
<th>JOINT Decision</th>
<th>YOUR Decision</th>
<th>YOUR Decision</th>
<th>YOUR Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will INFORM you prior to implementation.</td>
<td>I will CONSULT with you before I decide.</td>
<td>We will CO-CONSTRUCT this decision.</td>
<td>You will CONSULT with me before you decide.</td>
<td>You will INFORM me before implementation.</td>
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1. My Decision – I will ask if I need you.
2. My Decision – I will INFORM you prior to implementation.
3. My Decision – I will CONSULT with you before I decide.
4. Joint Decision – We will CO-CONSTRUCT the decision together.
5. Your Decision – You will CONSULT with me before you decide.
6. Your Decision – You will INFORM me prior to implementation.
7. Your Decision – You will ask if you need me.
To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.
New Pedagogies for Deep Learning
Michael Fullan

Global Competencies for Deep Learning – 6 C’s

Six Global competencies define what it means to be a deep learner. Deep Learning experiences are engaging, relevant, authentic and build the 6 C’s.

CREATIVITY
Having an ‘entrepreneurial eye’ for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.

COMMUNICATION
Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.

CITIZENSHIP
Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

CRITICAL THINKING
Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

CHARACTER
Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

COLLABORATION
Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.
Building Collaborative Team Structures Focused on School Improvement
From Unaligned Structures...

- School Leadership Team - Transformation
- Content Based PLCs - Teaching and Learning
- Transformation Committees - Specialized Capacity Builders
- GLTs - SEL/Student Specific concerns
- GLTs - SEL/Student Specific concerns
To Aligned, Collaborative Leadership Structures

Focusing Direction: Jointly established goals
SLT School Improvement Planning within parameters of district strategic goals

Cultivating Collaborative Cultures
High Performing Teams Foundations
Communication/Decision-making

Securing Accountability: Jointly determine measures
Internal monitoring & support by teacher

Deepening Learning: PLC - Pedagogy
Create CIA processes
Content Area Instructional Reform
Teacher visits / External Team Learning Walks
Cycles/Calendar Alignment at PLC/SLT levels
CFAs & CSAs with data dives & solution sessions
<table>
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<th>Strong PLCs</th>
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<tr>
<td><strong>3 Areas of Focus</strong> (Page 32)</td>
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<tr>
<td>Highlight words that describe your PLCs</td>
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<tr>
<td>-Which is the strongest area of focus for your PLCs?</td>
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<tr>
<td>-Which area(s) requires additional development?</td>
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<tr>
<td><strong>6 Essential Characteristics</strong> (Page 33)</td>
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<tr>
<td>Highlight words that describe your PLCs</td>
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<td>-Which characteristics are strengths of your PLCs?</td>
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Engaging Teacher Voice in leading Teaching & Learning

“Teacher Voice in Corona Norco”

Plan

Do

Reflect

Apply

*
## Next Steps?

### Communication Plan

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Organization Name:
This work we are about is as important a work as there is to be done. We must do it with courage, and with vision, but we must also do it with good theory, deep experiences and practice..... And some grace.

W.P.Dolan
SAVE THE DATE

Great Lakes TURN Labor-Management Collaboration Conference

November 8-9, 2018
For More Information

www.cecweb.org
www.turnweb.org

Thank You!

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