CONSORTIUM FOR EDUCATIONAL CHANGE

Resource Guidebook

Cultivating a Culture of Collaboration Focused on Student Learning

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About the Consortium for Educational Change (CEC)

Working to Integrate Collaboration and Capacity-Building with Teaching and Learning

What is CEC's Work?

From its early beginnings in 1987, the Consortium for Educational Change (CEC) has defined its work as assisting schools and districts by providing collaborative, capacity- building services. CEC's present work is best described through its mission and vision statements.

CEC's Organizational Mission

The Consortium for Educational Change builds collaborative structures, processes and cultures with and among key educational stakeholders, including labor and management, to transform educational systems to continuously improve learning and achievement for all students.

CEC's Strategic Vision

CEC will be a best practice exemplar of a system of support to build capacity in districts and schools in Illinois and across the country in order to move them to higher levels of performance.

The collaboration commitment is seen through CEC's insistence on working with a school district's "Three Anchors" – the board of education, the administration, and the teachers' organization leadership. Its capacity building commitment is seen through its dedication to bringing impactful, research-based practices to districts and schools as well as collaboratively building capacities to allow districts and schools to sustain such practices on their own.
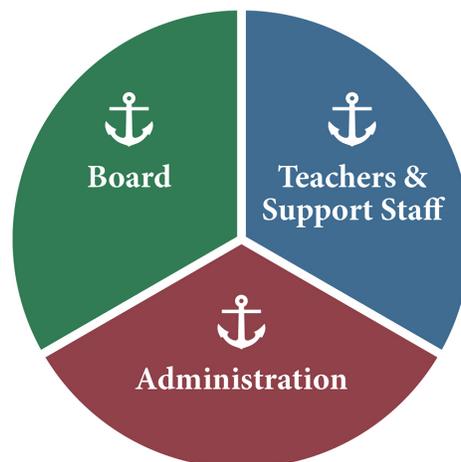
CEC's Theory of Action

The purpose and meaning behind CEC's work focuses on four systemic elements:

At the heart of our work, our key purpose is to impact **Student Empowerment Through Learning**.

This is supported by the **Implementation of Emerging Pedagogy** – teachers and other practitioners are utilizing data to drive instructional strategies and pedagogy linked to academic, social and emotional learning standards to help all students succeed. As teams of teachers focus on impactful data and research to inform instruction, shared leadership opportunities emerge.

Then, **Transforming the Profession** comes into play as educators reflect and share their lessons, instructional and pedagogical strategies and student work in collaborative teams in ways that impact both teaching practices and student learning.

Fostering Labor-Management Collaboration

Transforming The Profession

Implementing Emerging Pedagogy

Empowering Students Through Learning

Establish Collaborative Commitment

Diagnose Needs

Set Direction

Utilize Collaborative Structures & Processes

Target Support

Coaching Delivery Model to Build Local Capacity

It is through a culture of **Labor-Management Collaboration** that distributed leadership opportunities are most likely to emerge and be sustained.

CEC's ability to impact a district or school within any of the four elements above is due to its ability to translate relevant theory and effective practices to match the specific needs of districts and schools. CEC is committed to building internal capacities to continually sustain the work after CEC's outside training and support is not longer present.
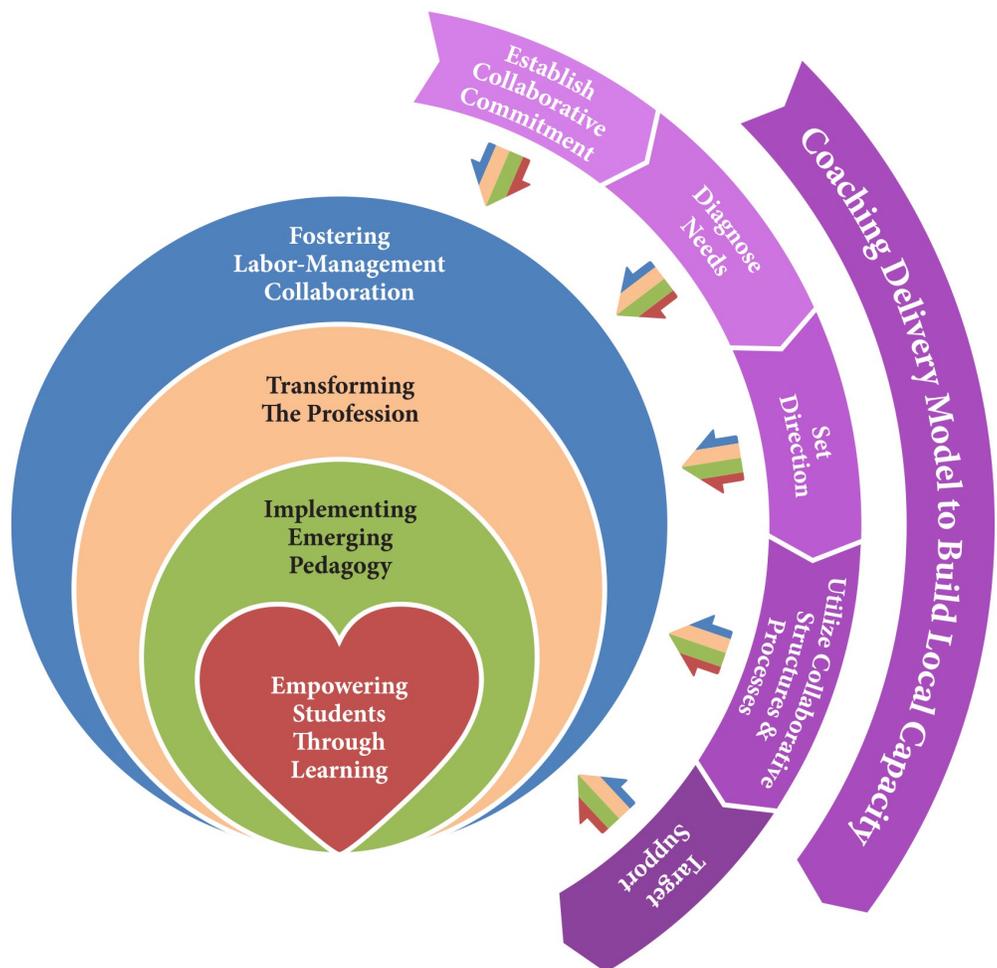
The Six Boundaries of a School System

Adapted from Restructuring Our Schools: A Primer on Systemic Change by W. Patrick Dolan.

To illustrate the boundary concept, we can use the example of a typical school district. There usually are six boundaries or subsystems within a school district. Each of these boundaries plays a unique and essential role within the larger system.

Boundary 1:
The 3 Anchors, which represent the Board of Education, the Superintendent and Administrative Cabinet and the Executive Council of the Union(s)

Boundary 2:
The Teachers, Support Staff and Students

Boundary 3:
The Principals

Boundary 4:
The Information System

Boundary 5:
The Central Office and Specialists

Boundary 6:
The External Environment, which includes Parents and Community

BOUNDARY ONE
THE THREE ANCHORS

BOE   SUPT.   UNION

BOUNDARY FOUR
INFORMATION SYSTEM

BOUNDARY SIX
PARENTS & COMMUNITY

BOUNDARY FIVE
CENTRAL OFFICE

PRINCIPAL   BOUNDARY THREE **PRINCIPALS**   PRINCIPAL   PRINCIPAL

BOUNDARY TWO
STAFF, STUDENTS
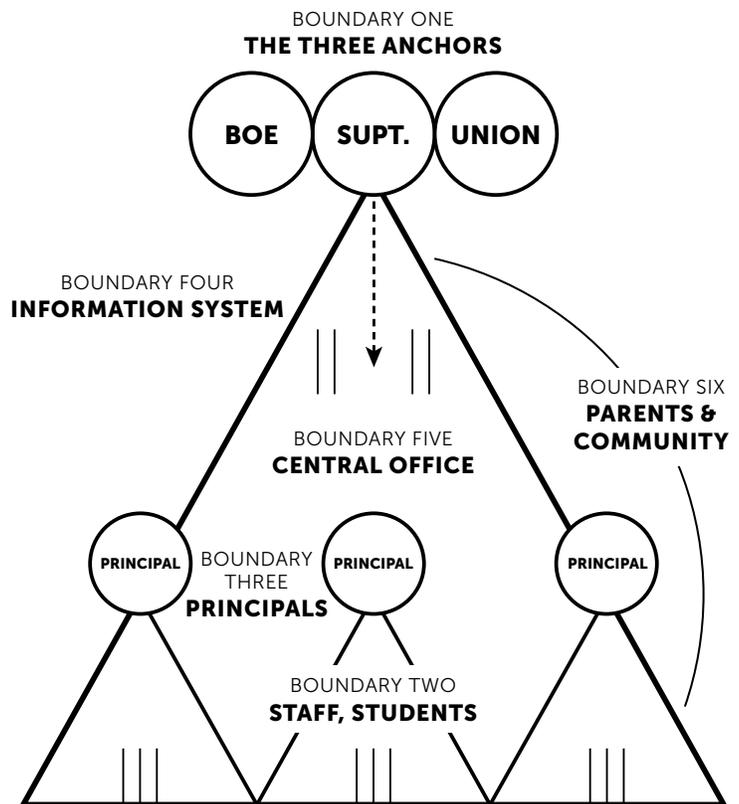
The Six Boundaries: W. Patrick Dolan

Download the full Boundary Audit Rubric: **bit.ly/2KT8XLV**

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Boundary One — The Anchors

This comprises three major players whose jobs, morally and legally, are to anchor the system from the top. The *elected school board* expresses the educational goals of the community and translates that into policy directions. The *administrative leadership team* is responsible for taking the policy directions of the board and the resources allocated by the community to organize the highest quality and most efficient delivery of public education. The *organized labor leaders* are elected to represent their members and their rights within the work setting.

Each of the three anchor positions of Boundary One represents distinct legal and moral obligations. If you want to achieve any significant change within the larger system, you must find a way to move three often adversarial relationships toward a more trusting, collaborative, and supportive relationship that frees the rest of the system to act differently, even as they retain their separate functions.

Boundary Two – Teachers, Support Staff, and Students

Boundary Two includes the people who do the real work of the system – the teachers, support staff and students. In school systems, teachers teach and children learn. It's the bottom of the pyramid, often un-empowered and disconnected from the decisions made in the system that impacts their work - resulting in alienation from the system.

One of the most damaging outcomes in this scenario regards the issue of "responsibility." The higher levels of authority have been taught that they are responsible for the quality and efficiency of "those below," which pushes managers to develop fairly complicated methods of monitoring, controlling and assessing who is, and who is not, in compliance with the myriad of policies, rules, regulations and initiatives. As federal and state policies and initiatives multiply and rain down on districts, schools and teachers – open dialogue fades away, classroom teachers and students withdraw from the system, and eventually away from their own responsibility for their work.

The unique worker in education is the student. His or her work of learning is, of course, the real work, and all others are present to support this effort. Yet, who is responsible for this effort? All you have to do to answer that question is look at who directs, controls, monitors, evaluates, rewards and punishes in this particular pyramid. It soon becomes clear that it is the adults who have the information, the power, and by extension, the responsibility. Predictably, too many students display the same attitudes as workers in an industrial enterprise: hopelessness, powerlessness, anger, sullenness and finally deep alienation.

It may seem curious to group the teacher and the student together in a single categorization. But as you look at the two types of workers at the bottom of the educational pyramid, you will see that both are powerless, and both have had responsibility for their performance taken out of their hands, and assumed by those "above."

Boundary Three – The Principal

In the classic organizational pyramid, authority and strategy are held at the top. The middle manager, the principal, often acts as the shock absorber in the system. The most effective principals, interrupt the constant stream of demands and requests from above, soften the frustration and anger from below and mediate the tough issues between the two levels, protecting the site and its work from unreasonable demands. They shelter the "troops" and when a command comes down that can't be avoided, they call their troops together and say: "Here is one we cannot dodge. How do we figure this one out?" The staff works with the principal in developing a plan that allows them all to stay afloat.

The principal's role is a tough one in the system. If the command sees them aligned with the "troops," they may be viewed as too close to the "troops" and unable to carry out the demands. If their staff members see the principal aligned with the top and ready and willing to carry out their demands regardless of the implementation challenges, they may not follow their site leader.

Boundary Four – The Information System

Boundary Four is the information system developed to answer the essential question – "How are we doing?" Every functioning system must have a clear set of objectives and a way of gauging its performance. Typically, objectives are set at the top and sent down in the form of specific directives to the middle via the principals, who are then charged with implementing, measuring, and reporting progress back upstream. In a typical system, Boundary Four very often exists for the benefit of the "central office." The information that is accessible to the teacher is too often not helpful, not timely, and has very little to do with what actually is going on the classrooms. As a result, "someone else" is responsible for the work, and the teacher and students are there only to carry it out.

If you are going to redesign an educational system so that it places responsibility for quality where it belongs – with those who do the work – then they have to help create the vision, the goals, and the measures that are relevant to them. It is important to note that Boundary Four is continuous. You must constantly be working on it to keep the system listening, learning, communicating, and improving (i.e. pushing and pulling itself.)

Boundary Five: The Central Office and Specialists

School systems rely on experts in curriculum, assessment and instruction, special education and other educational areas to provide support and enhance the knowledge and skills of educators throughout the system. These are essential skills. The problem is what we have done with these specialists. They are often situated high up in the system, where they have become part of the command structure. Suddenly, their job isn't just to help and support the real work but to monitor, control, police and evaluate.

The students and teachers often feel the central office and specialists are not there to collaborate in their difficult work of classroom learning. Instead, there is a feeling by students and teachers that the classroom is there to satisfy the discrete, un-integrated or even opposed special requirements of the command units above. These requirements become the focus, instead of what should be the focus - the needs of the classroom. It can become a system "gone haywire" – a system in reverse. The special expertise located in Boundary Five is absolutely necessary for excellence in the system. It should be the place where integration and strategy flow, to produce a quality product. The issue is how to use these special skills to support, inform, and improve without becoming a separate set of demands.

Boundary Six: Parents and Community

Boundary Six is the external relationship of the school system with the community. This is a critical environment where the school system offers its service. It also can be a place of tension, and at times antagonism. There is a dynamic relationship between customer and system, which can become heated and divisive if not fostered. At times, the external community is so diverse and demanding that the instinctive response by the school system is to treat it as a threat. This further heightens customer frustration and raises the level of shrillness, which in turn further increases the self-protectiveness of the system. The real question, however, is how to keep the listening sharp with respect to the customer's needs and requirements and still maintain the integrity of the system.

Summary

The central idea of systems theory is that the Six Boundaries are highly interconnected. This means that if we want to move any of the six, we must move the whole system. Each of the Six Boundaries represents a significant element or subsystem of the larger system. Any significant change to one boundary means a significant change for every other part. That makes the process of change highly complex and resistant. It also means we can create considerable torque on tough systems. If our tactics are consistent at each boundary, then the pressure on one place will create other pressures elsewhere. It is a source of powerful energy because pressure applied at one boundary can dislodge another resistant boundary.

This is a movement of responsibility, information, empowerment and engagement that goes deep into the organization - to the school level, to the student level and to the teacher level. It involves changing much of the monitoring and controlling that has traditionally been done higher up in the organization to one of support, consultation and facilitation.

By far, the best process to achieve this is to explore the possibilities together, in a way that builds a shared vision and deep buy-in throughout the system. There is a need to build district and site level reflective structures that enable the key stakeholder groups in the system to listen and learn together. This involves creating vertical and horizontal communication and sharing with a sharp focus on how best to support and sustain high quality teaching and learning in classrooms and schools through a culture of collaboration.

These structures are built at the district, school and classroom levels with clear linkages throughout the system. The District Leadership Team (DLT) comprised of school, district, teacher and union representatives focuses on listening and learning together primarily from the reflective work of the school sites. The DLT provides opportunities to model and support a culture of collaboration where all stakeholders are engaged in building a system that is focused on continuous improvement. The School Leadership Team (SLT) establishes and communicates a shared school vision engaging broad and deep participation from stakeholder groups to carry out and realize school's vision. The SLT sets the direction and pace for the school, consistent with school and district goals, and communicates progress.

National Study on Union-Management Partnerships and Educator Collaboration in U.S. Public Schools

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Adapted from the October 2017 Collaborative School Leadership Initiative Working Paper

The entire six page Working Paper can be found at:

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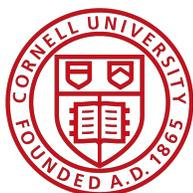
Over the past 16 years, federal efforts to improve public education have focused on market reforms (charter schools and voucher programs). To date, there is little evidence that these reforms have produced the promised benefits. However, for the past 10 years, we have been studying a different approach to improving and reforming public education—one based on building strong relationships among teachers' unions and school administrations, and developing collaborative institutions in schools and school districts focused on improving teaching and learning. We have been conducting a national study on union-management partnerships and educator collaboration in public schools across the country, which includes over 400 schools in 21 school districts in six states: California, Illinois, Maine, Massachusetts, Minnesota, and New Jersey.

We focus on school and district decision-making and problem-solving, particularly as they apply to the relationship among administrators, teachers, and their unions. We are interested in how collaborative processes at the school level—specifically shared decision-making; goal alignment; and teacher discretion, voice, and psychological safety[1]—impact student performance, teacher turnover, and engagement, and the extent to which teachers view their principals and union leaders as educational resources. In addition, we study how union-management partnerships in school districts shape school culture. Our findings reveal that union-management partnerships help to catalyze productive collaborative behaviors that benefit students and educators alike.

Summary of Findings:

- School-level collaboration **improves student performance** (ELA and math), even after we control for poverty.

- School-level collaboration **reduces voluntary turnover and increases school commitment. (These effects are particularly strong for high-poverty schools.)**

- Highly collaborative schools and strong union-leader networks **increase cross-school knowledge sharing.**

- Formal union-management partnerships at the district-level seem to be **a catalyst for building highly collaborative schools**, as we find that district partnerships are positively associated with school collaboration.

- School representatives in high-partnership districts are more likely to **view** collaboration-building as central to their union roles and responsibilities.

In addition, we also found that collaboration, including shared decision-making, goal alignment, teacher discretion, voice and psychological safety, are all positively associated with teachers' perceptions of:

- Individual teacher and collective faculty efficacy;

- Principal resourcefulness;

- Union representative resourcefulness.

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District Culture Attribute Descriptions

Partnership Quality

The relationship between the union and management. High quality partnerships are demonstrated by shared decision-making, collaboration, and mutual respect between formal union leaders and administrators.

Attribute	Description
Peer Collaboration	The amount and quality of collaboration among administrators within a district. It encompasses information sharing, social support, and the extent to which administrators successfully work together to accomplish goals.
Discretion	The amount of autonomy afforded to school administrators within a district. In high employee discretion settings, administrators have the latitude to make school-level decisions independently.
Goal Alignment	The extent to which administrators work towards common goals. High goal alignment is demonstrated by a common purpose and shared priorities.
Psychological Safety	The extent to which school administrators are comfortable voicing their concerns and sharing their opinions. Administrators that experience psychological safety believe that they will not be harshly judged for making mistakes or voicing concerns about district policies. Psychologically safe environments allow for respectful discourse that includes all viewpoints.
Shared Decisions	The extent to which school administrators, district administrators, and the superintendent collaborate on important decisions. In environments high in shared decision- making, the superintendent and district administrators regularly consult with school administrators for input on significant issues.

National Study on Union-Management Partnerships and Educator Collaboration in U.S. Public Schools

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School Culture Attribute Descriptions

Partnership Quality

The relationship between the union and management. High quality partnerships are demonstrated by shared decision-making, collaboration, and mutual respect between formal union leaders and administrators.

Attribute	Description
Peer Collaboration	The amount and quality of collaboration among teachers and faculty members within a school. It encompasses information sharing, social support, and the extent to which faculty successfully work together to accomplish goals.
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Goal Alignment	The extent to which teachers and faculty members are working towards common goals. High goal alignment is demonstrated by a common purpose and shared priorities.
Psychological Safety	The extent to which teachers and faculty are comfortable voicing their concerns and sharing their opinions. Teachers and faculty that experience psychological safety believe they will not be harshly judged for making mistakes or voicing concerns about school policies. Psychologically safe environments allow for respectful discourse that includes all viewpoints.
Shared Decisions	The extent to which school management and teachers/faculty collaborate on important decisions. In environments high in shared decision-making, school administrators regularly consult with teachers/faculty for input on significant issues.

Coherence: The Right Drivers in Action for Schools, Districts, and Systems

'Whole system reform' is the name of the game and 'drivers' are those policy and strategy levers that have the least and best chance of driving successful reform. A 'wrong driver' then is a deliberate policy force that has little chance of achieving the desired result, while a 'right driver' is one that ends up achieving better measurable results for students. Whole system reform is just that – 100 per cent of the system...

Michael Fullan, 2011

Policies & Strategies Intended To "Drive" School Improvement Michael Fullan	
Wrong Drivers	**Right Drivers**
Accountability	Capacity Building
Individualistic Solutions	Collaborative Effort
Technology	Pedagogy
Fragmented Strategies	Systemness

1. Where is your school/district placing the emphasis for leading change?

2. How could your school/district increase the use of the right drivers?

Fullan & Quinn, 2015

The What

The How

Focusing Direction

- Shared purpose drives action
- A small number of goals tied to student learning drive decisions
- A clear strategy for achieving the goals is known by all
- Change knowledge is used to move the district forward

Collaborative Cultures

- A growth mindset underlies the culture
- Leaders model learning themselves and shape a culture of learning
- Collective capacity building is fostered above individual development
- Structures and processes support intentional collaboration

Securing Accountability

- Continuously improving results
- Underperformance is an opportunity for growth not blame
- External accountability is used transparently to benchmark progress

Deepening Learning

- Learning goals are clear to everyone and drive instruction
- A set of effective pedagogical practices are known and used by educators
- Robust and authentic processes used regularly to improve practice

Coherence Progression: From Thinking to Doing*

Coherence Progression Components		Emerging	Accelerating	Mastering	Opportunity
Focusing Direction	A. Shared purpose drives action				
	B. A small number of goals tied to student learning drive decisions				
	C. A clear strategy for achieving the goals is known by all				
	D. Change knowledge is used to move the district forward				
Collaborative Cultures	A. A growth mindset underlies the culture				
	B. Leaders model learning themselves and shape a culture of learning				
	C. Collective capacity building is fostered above individual development				
	D. Structures and processes support intentional collaboration				
Deepening Learning	A. Learning goals are clear to everyone and drive instruction				
	B. A set of effective pedagogical practices are known and used by educators				
	C. Robust and authentic processes used regularly to improve practice				
Securing Accountability	A. Continuously improving results				
	B. Underperformance is an opportunity for growth not blame				
	C. External accountability is used transparently to benchmark progress				

Adapted from: The Taking Action Guide: Building Coherence in Schools, Districts and Systems. Fullan, Adams & Quinn, 2015

* See Emerging, Accelerating, Mastering Rubric on following pages

Coherence Progression: Focusing Direction

	EMERGING	ACCELERATING	MASTERING
Shared purpose drives action	A stated purpose or focus for the organization exists in formal documents but is not widely shared and does not drive decisions.	The stated purpose and focus are clearly articulated formally and groups are beginning to articulate this focus in their work. The purpose and focus is beginning to drive decisions but not consistently.	The purpose and focus are clearly articulated and shared by all levels of the organization. There is strong commitment to the purpose and it drives decisions at all levels of the school/district.
A small number of goals tied to student learning drive decisions	A small number of goals are stated but may be unclear and there are a number of competing priorities. The school/district may be feeling overload from too many initiatives or priorities. Fragmentation may be felt when the goals do not seem to be connected in a meaningful way.	A small number of goals are stated and understood by some but deep understanding and action is inconsistent across the school/ district. The goals drive some decisions but inconsistently. There is a strategy to reduce the number of competing priorities and eliminate distractors.	A small number of goals clearly focused on improving learning are well articulated and implemented by leaders, teachers and staff at all levels of the system. Decisions are directly aligned to the stated goals. A vigilant process is in place to remove distracters, base decisions on data and remain consistent year to year.
A clear strategy for achieving the goals is known by all	The strategy for achieving the goals lacks clarity and precision. A few decision makers understand the strategy but is not widely understood at all levels. A clear link between decisions on the allocation of resources and the priority goals is not evident.	The strategy for achieving the priority goals is stated but led by a small number of leaders. Ongoing opportunities for interaction and engagement with doing the work are needed so that clarity and commitment are developed across the school or district. Decisions and the allocation of resources are linked to priorities but not consistently.	The strategy for achieving the goals is well defined and can be clearly articulated by all educators at every level of the school/ district. Leaders recognize that it is more important to learn from doing the work and adjusting strategy than having a lengthy front end process. Decisions and the allocation of resources are driven by the strategy and goals.
Change knowledge is used to move the district forward	Leaders see their role as managing the change process one interaction at a time. They rely on formal roles and structures. Collaboration between and among leaders and teachers is limited to formal structures. Deep trusting relationships are not consistent. There is an effort to build internal capacity but a reliance on external experts and packaged solutions continues. There are few or inconsistent structures and processes for building vertical and horizontal relationships and learning across the school/ district.	Leaders are beginning to see their role as developing others and creating structures and processes for interaction. However opportunities to develop new leaders both formal and informal are not always evident. Collaboration and trust are emerging within groups but are inconsistent across the school/district. Capacity building is recognized as a lever for change and efforts to build the collective capacity of groups is emerging. There are some structures and processes in place to foster relationships and learning vertically within schools/ districts and horizontally across roles within schools and districts.	Strong leadership with a bias for action exists at all levels of the school/district. Leaders are intentionally developed at all levels. A culture of collaboration with deep trust and risk taking has been fostered at all levels to promote innovation and shifts in practice. Capacity building is a key lever for building confidence and competence and pervades the culture. The culture uses the group to change the group by fostering strong vertical and horizontal relationships and learning opportunities.

Taking Action Guide: Building Coherence in Schools, Districts and Systems, Fullan, Adam & Quinn, 2015

Coherence Progression: Cultivating Collaborative Cultures

	EMERGING	ACCELERATING	MASTERING
A growth mindset underlies the culture	A comprehensive internal leadership development strategy is not in place. Leaders build their capacity individually through courses, workshops and conferences and less frequently in collaboration with others. There is a reliance on experts to "fix " the problem or for pre-packaged solutions. There is a reliance on external hires for leadership and key roles rather than a focus on building internal capacity.	An intentional strategy for developing internal leadership is emerging. There is a commitment to move from individual development to collaborative learning. Talent is being noticed and nurtured but strategies may not yet be consistent across the entire school/district. Capacity to lead internally driven solutions is growing. The reliance on external hires, programs or experts to "fix" the problem and prepackaged solutions is decreasing.	Leaders possess a growth mindset that builds capacity in themselves and others. A comprehensive strategy is in place to develop the next generation of leaders from within. The organization views problems and challenges as an opportunity to grow capacity. They see internal expertise as the driver of solutions and innovation in policy and practice and have ways to identify and mobilize that talent. Rich and diverse external resources are used as inputs to their internally driven solution finding processes.
Leaders model learning themselves and shape a culture of learning	Leaders support and send others to learning sessions but rarely participate as learners themselves. Leaders are beginning to articulate learning as a priority but are unclear or inconsistent with the allocation of resources. Trust may be developing but is not consistent across the school/district. The structures and processes that exist such as PLC's and coaches may not be well coordinated or targeted to the priorities.	Leaders participate as lead learners and are beginning to make learning for everyone a priority at the district/school. Leaders are beginning to identify and develop other leaders at all levels. Leaders are shaping the culture by developing trusting relationships but these do not exist with all groups. Structures and processes to support meaningful collaborative work are more common but are inconsistent across the school/district.	Leaders model learning by participating as learners and by leading robust capacity building in the school/district. They make learning a priority and actively foster leadership at all levels. Leaders shape culture by building trust and relationships both vertically and horizontally. Leaders create structures and processes for collaborative work and support cycles of learning and application. They provide resources strategically to propel what matters.
Collective capacity building is fostered above individual development	Professional learning opportunities exist but often focus on individual needs and are viewed as more of an event than a sustained process. Inquiry practices are beginning to be used but inconsistently across the school/district. The level of trust is growing but there remain some topics that are avoided and an unwillingness to be sharing practices such as peer observation and feedback.	A culture of learning and collaborative inquiry exists where teachers and leaders reflect on, review and adjust their teaching and leadership practices. Learning experiences are designed using effective practices that foster collaboration and application in role. Trust is growing and practices are becoming more transparent such as observation and feedback. These practices are evident but not yet consistent at all levels of the school/district.	A powerful culture of learning pervades the school/district as the way we do things here. Learning collaboratively is the norm. Strong trust exists and supports innovation and risk taking. Learning opportunities are rich and diverse with an emphasis on collaborative learning. Opportunities to apply the learning in role are supported consistently. Successes are celebrated and shared and challenges seen as opportunities for deeper learning.
Structures and processes support intentional collaborative work	There are few resources such as coaches, mentors, or teacher leaders to support implementation. These supports are not consistently available or focused. Pockets of collaboration for learning exist but it is not the norm. Collaborative practices such as PLC's are not linked to data and use of learning goals for students.	Structures and processes exist to develop collaborative learning and collective capacity but are inconsistently used across the school/district. Mechanisms such as coaches, networks and communities of practice exist but are not yet focused, connected or consistently used across the school/district.	Professional learning models include structures and processes to foster collaborative learning that builds collective capacity. "Learning from the work" involves cycles of application and collaborative inquiry within and across the school and district. Mechanisms such as coaches, learning networks and communities of practice, consistently support horizontal and vertical development tied to goals.

Taking Action Guide: Building Coherence in Schools, Districts and Systems, Fullan, Adam & Quinn, 2015

Coherence Progression: Deepening Learning

	EMERGING	ACCELERATING	MASTERING
Learning goals are clear to everyone and drive instruction	The learning goals for students are unclear or conflicting. For example, the relationship between core curriculum standards and deep learning competencies are unspecified. Some goals to improve precision in pedagogy have been identified but are not clearly articulated or understood. The strategy for improvement is unclear, implemented inconsistently, or underresourced.	Learning goals are being articulated, and the link between deep learning competencies and core curriculum standards is being made more visible. A small number of goals to improve precision to pedagogy is clearly articulated. A strategy for improvement is clear to leaders but not well understood at all levels or implemented with consistency.	Learning goals for deep learning competencies and requirements of core curriculum standards are clearly articulated and integrated. A small number of goals to improve precision in pedagogy is clearly articulated. A strategy for improvement is clear, well understood, and being implemented consistently and with impact.
A set of effective pedagogical practices are known and used by all educators	A comprehensive framework for learning that identifies goals and high-yield pedagogies is in the beginning stages of development but is not understood widely or used consistently to guide learning.	A comprehensive framework for learning that identifies goals and high-yield pedagogies is articulated but is not yet consistently used across the school or district to design and assess effective learning experiences. A strategy for fostering deep learning accelerated by digital is bring developed.	A comprehensive framework for learning that identifies goals and high-yield pedagogies is understood by all and used consistently across the school or district to design and assess effective learning experiences. A clear strategy for fostering deep learning accelerated by digital is being implemented in a culture of trust and risk taking.
Robust processes such as collaborative inquiry and examining student work are used regularly to improve practice	The work of coaches, teacher leaders, and support personnel is left to the local unit and not explicitly tied to the learning goals or priorities. Deep collaborative practices such as collaborative inquiry and protocols for examining student work may be used by some teachers or some schools, but there is no consistency of practice or support.	The school or district provides some resources and expertise for collaborative learning structures. The work of coaches, teacher leaders, and support personnel is coordinated but not consistently across the school or district. Deep collaborative practices such as collaborative inquiry and protocols for examining student work are being used with greater frequency but inconsistently across the school or district.	The school or district provides resources and expertise for collaborative learning structures to thrive. The work of coaches, teacher leaders, and support personnel is well coordinated by the school or district to maximize impact and achieve the student learning goals. Deep collaborative practices such as collaborative inquiry are protocols for examining student work are used consistently across the school or district. Collaborative inquiry is used to monitor progress on impacting learning at all levels.

Taking Action Guide: Building Coherence in Schools, Districts and Systems, Fullan, Adam & Quinn, 2015

Coherence Progression: Securing Accountability

	EMERGING	ACCELERATING	MASTERING
Educators take responsibility for continuously improving results	The school or district is beginning to shift from conditions of control and external accountability to increasing internal accountability by building capacity. Mechanisms to build precision in pedagogy are beginning but not comprehensive. Processes such as examination of student work and collaborative inquiry are used by some educators buy not consistently in the school or district. Structures and processes for using data to improve learning are used but not consistently.	The school or district intentionally develops conditions to increase internal accountability by building capacity. Mechanisms to build capacity in pedagogy are used frequently but not consistently across the school or district. Processes such as examination of student work and collaboration inquiry have been introduced but are not used consistently. Structures and processes for using data to improve learning are in place but not yet used consistently at all levels.	The school or district develops conditions that maximize internal accountability by building capacity. Mechanisms to build capacity of precision in pedagogy are comprehensive and used consistently. Processes such as examination of student work and collaborative inquiry are used to ensure consistency of quality practices across the school or district. Structures and processes for using data to improve learning are used consistently at all levels and monitored for impact.
Underperformance is an opportunity for growth, not blame	Ongoing monitoring of the performance of the system, including direct intervention in cases of persistent underperformance, may be viewed as negative by the system. Quick fix strategies, such as school closures, terminations, and external prepackaged solutions, are favored. Performance processes emphasize evaluation with little emphasis on strategies for building capacity. Interventions, through programs such as turnaround schools, are seen as imposed and punishments.	Ongoing monitoring of the performance of the system, including direct interventions in cases of persistent underperformance, is viewed as an opportunity for growth. Interventions such as turnaround schools and performance appraisal systems are developed as a partnership to support improvement. Reliance on buying programs, solutions, and external experts is decreasing as internal capacity develops.	Ongoing monitoring of the performance of the system, including direct intervention in cases of persistent underperformance, is an opportunity for growth. Performance processes are undertaken by respected peers and leaders and developed with teacher leaders so that the quality of teaching becomes collective responsibility. Interventions for underperforming schools are developed as a partnership and focus on capacity building, not buying short-term solutions.

Taking Action Guide: Building Coherence in Schools, Districts and Systems, Fullan, Adam & Quinn, 2015

Coherence Progression: Securing Accountability (continued)

	EMERGING	ACCELERATING	MASTERING
External accountability is used transparently to benchmark progress	Standards and expectations for learning, teaching, and leadership are becoming clearer but are not understood or shared by the schools or district. A culture of competition, not collaboration, is evident. The school or district overemphasizes negative strategies such as performance appraisal and public ranking of data as incentives for improving performance, rather than using capacity building as the driver for improvement. Trust is not strong, and intervention is viewed as negative.	The school or district has established standards and expectations for learning, teaching, and leadership, but they may not by understood and used consistently. The school or district is moving to use more capacity-building strategies such as viewing performance appraisal as a vehicle for growth rather than an evaluation. Data are used more transparently and incorporates measures of organizational health as well as student performance, but the process may not yet be trusted by everyone or used consistently.	The school or district establishes and promotes professional standards and practices, including performance appraisal. Data are used transparently and with expertise to improve the learning process at all levels. Measures of organizational health, student performance, and well-being are monitored. Indicators of organizational health include staff retention rates, leadership turnover rates, teacher absenteeism rates, number of crisis-related incidents, degree of collaboration, and levels of trust. Indicators of student performance and well-being include performance data as well as student sense of control over destiny and engagement in learning.

Taking Action Guide: Building Coherence in Schools, Districts and Systems, Fullan, Adam & Quinn, 2015

Global Competencies for 21st Century Learners

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 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 independently 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.

New Pedagogies for Deep Learning, 2015

Visit New Pedagogies for Deep Learning: **npdl.global**

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.
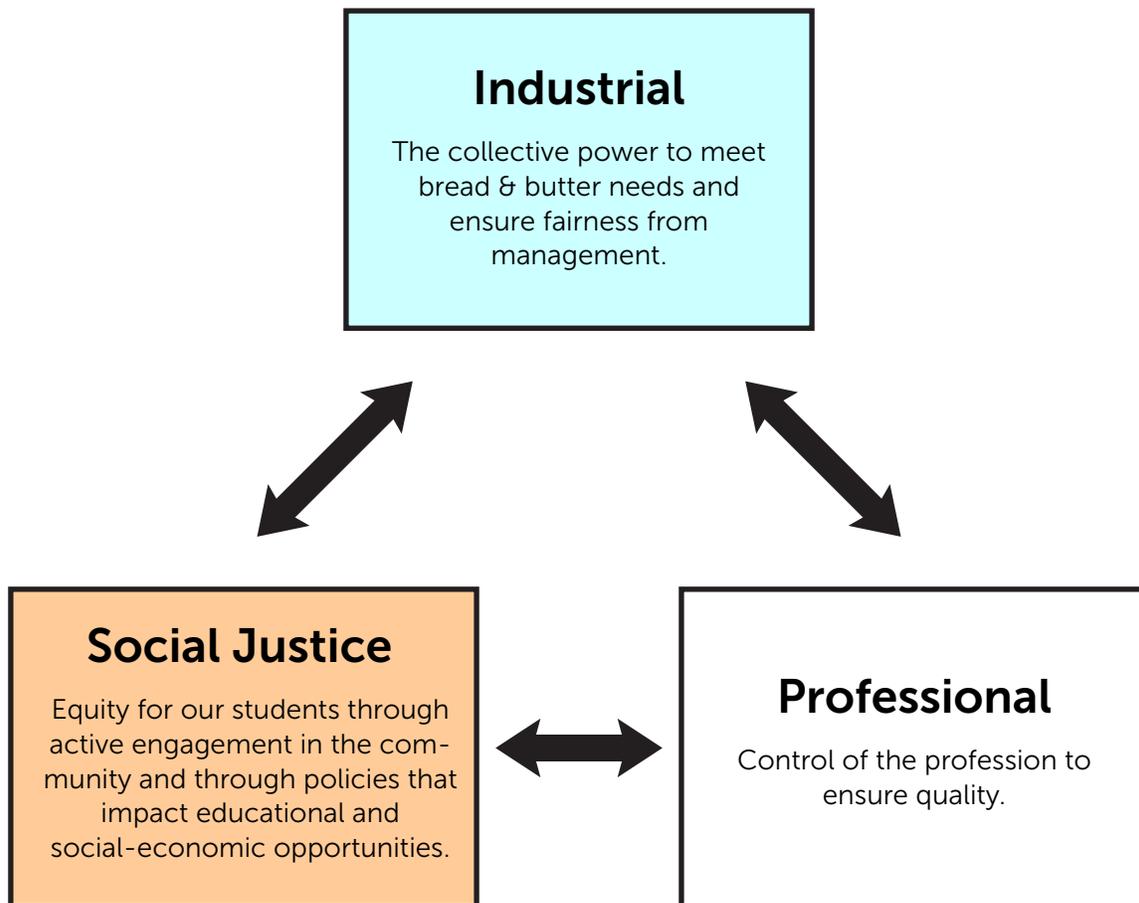
Consortium for Educational Change

Adapted from "Survival and Justice: Rethinking Teacher Union Strategy," Peterson, Bob; Transforming Teacher Unions: Fighting for Better Schools and Social Justice - A publication of Rethinking Schools, 1999

Constructing "Comprehensive Unionism" Out of Three Frames

Industrial Unionism *"Collective power to meet bread and butter needs and ensure fairness from management"*	Professional Unionism *"Control of the profession to ensure quality"*	Social Justice Unionism *"Equity for our students through active engagement in the community"*
ORIENTATION		
• Emphasizes separation of management and union roles in defining teacher work. "Boards make policy, administrators lead, teachers teach." • The role of the union is to advocate for its members rights, focusing on working conditions, wages and benefits.	• Emphasizes building professional learning communities and building the craft and the profession of teaching. • The Union promotes and protects high quality teaching as a craft, resists threats to teacher professionalism and asserts teacher leadership and member engagement in decisions that impact the teaching & learning conditions.	• Emphasizes alliances with parents and the community to organize for social justice to help all children succeed – schools and the conditions around schools must both change to improve educational outcomes. • Race and class challenges and socio-economic segregation must be addressed if achievement gaps are to be narrowed.
VIEW OF MANAGEMENT		
• Assumes labor-management relations are hostile and adversarial. Defends teacher rights & responds to grievances. • Fights for teacher priorities and standard of living in the budget. Organize teachers as an independent force.	• Values labor-management collaboration and partnership to improve and preserve public education and the profession. • Emphasizes programs and priorities to improve school quality and student achievement in the public interest	• Management and labor are partners in engaging families, community and ethnic groups to build support for public education. • Advocate together for levy referenda, grants, foundation support, and to resist inequitable solutions based on race & class.
ROLE OF PARENTS		
• The Union reaches out to Parents when engaged in bargaining crisis or labor/mgmt. conflict. • Limit parent intrusions into the classroom to protect teacher autonomy.	• The Union works with parents to improve individual parent support for their child's learning and work as partners with the education professionals.	• The Union reaches out to parent and community allies in strategic alliances to improve the quality of teaching, teacher cultural competency and increase opportunities for all students to be successful.
BARGAINING		
• Limit scope of bargaining to bread and butter issues of salary, hours, and "working conditions." • Views the Contract as way to institutionalize all changes.	• Broad scope and interest-based bargaining are a way to address teaching quality and support issues. • Agreements are also sought outside the contract. • Contracts are a way to codify change once the bugs have been worked out.	• Infuse bargaining with concerns that address race, class, democracy, empowerment and equity issues. • Change can only be institutionalized and sustained by organizing rank-and- file members and the community.
DECISION-MAKING		
Management prerogatives respected on a school and district level. Teachers grieve management decisions through their union.	Expands teacher decision-making and instructional leadership at school and district level. Joint decision making expands teacher and union ownership.	Democratic input by all stakeholders creates processes for institutionalized teacher, parent, and student empowerment.

THREE FRAMES OF UNIONISM

Industrial Unionism	Professional Unionism	Social Justice Unionism
TEACHING AND THE ACHIEVEMENT GAP		
• Teachers and Support Professionals have limited ability to control conditions that cause the gap in student achievement. If students come to school unable or unwilling to learn, or if school conditions aren't adequate, teachers and support personnel must not be blamed. • Efforts to close the achievement gap must not be based on unreasonable expectations and the union's role is to ensure that training and accountability measures don't contribute to an un-sustainable working & learning environment.	• Quality teaching is critical to closing the achievement gap. It is possible to define and measure quality teaching. The union's role is to make sure good methods are used, and that tools like "value-added-modeling" are used judiciously and carefully. • Union takes a leadership role in improving the quality of teaching/learning and professional development.	• Belief in "effort-based intelligence"--all students can learn if adequate resources are equitably distributed and available. • Cultural competency/proficiency for teachers to reach all students. • School district funding, equitable distribution of accomplished teachers and school resources are priorities.
TEACHING WORKING CONDITIONS		
• The union works to improve conditions of teaching (Class size, adequate text books and supplies, hours, etc.) • Union emphasizes protection of teachers' rights – files grievances to resolve conflicts. • Seniority provisions are the best protection against employer favoritism.	• The union is willing to take control of the improvement of teaching, support for teacher effectiveness, and quality control in the profession. • Alternatives to seniority-based transfer, assignment and layoff procedures are developed by the union to balance needs of younger and older teachers and the program needs of the educational enterprise.	• Assignment of teachers to schools ensures high-quality, experienced teachers in hard-to-staff schools. • The union supports preferential teaching and learning conditions (e.g. lower class sizes) for high poverty schools. • Seniority-based reductions in force will be modified by the union so as not to disproportionately impact high- poverty, high-turnover schools.
CURRICULUM, INSTRUCTION AND ASSESSMENT OF STUDENT LEARNING		
• Primary role of union is to improve wages, benefits, retirement, and equal treatment for all members. • Curriculum, professional development, assessment and grading policy are the responsibility of the district management. • Teachers are responsible for teaching and students are responsible for learning. • Teachers must not be evaluated primarily based on student test scores because that unfairly and inaccurately credits teachers for low performance that has other causes.	• Union promotes additional responsibility and pay for teacher instructional leaders. • Union brings the teachers' voice to the design, implementation and evaluation of curriculum, assessment and instruction. • The role of student test scores and other factors in teacher evaluation is negotiated and monitored by the union. • Union accepts necessary role of student achievement/learning in teacher and school accountability, because that is how public schools are judged.	• Union safeguards teachers' role in promoting critical thinking, critical pedagogy, and a broad curriculum, not aimed primarily at standardized tests. • Teachers encouraged to make curriculum relevant to students' lives and to incorporate student's lives into learning – cultural competence. • Union advocates for a "Broader Bolder Approach" to building a movement to improve the social context for schooling – health care, jobs, housing, etc.

Adapted from MITUL Cohort Draft 5.0, March 2011

District Learning Team

Purpose

The District Learning Team, comprised of representatives of school and district administrators and teacher and union leaders, focuses on listening and learning together primarily to the reflective work of the school sites, to improve teaching effectiveness and student learning. The District Learning Team provides opportunities to model and support a culture of collaboration where all stakeholders are engaged in building a system that is focused on continuous improvement.

Guiding Principles

- Commit to a culture of collaboration
- Require active engagement of the union, district, and school communities
- Focus on empowering staff and students through reflection and team work
- Foster opportunities for success and remove barriers that diminish excellent teaching and student learning
- Commit to interest-based problem solving approaches

Composition

- Represents district and school administrators, and union and teacher leaders
- A district administrator and a union leader serve as co-chairs
- Members of the District Learning Team are jointly nominated by the DLT co- chairs
- Team members are representative of the district and school community
- District representation should include representatives from the departments of curriculum and instruction, human resources, and/or students support services
- Union representation may include executive committee members, negotiations committee members and other committees focused on improving professional practice
- School-level representation may include principals, assistant principals, teachers, union leaders and support professionals

Function

- Establishes a shared labor-management vision focused on creating a school system rather than a system of schools
- Builds system-wide capacity focused on listening and learning together – a culture of "we"
- Sets district direction to empower students through learning
- Identifies and diagnoses needs and targeted supports
- Tracks and monitors progress – focused on "How are we doing?" and "How do we know?"
- Jointly broadcasts results system-wide about accomplishments, challenges and opportunities for improvement
- Empowers and supports School Learning Teams (SLT)
- Communicates and broadcasts to the internal and external communities the learning in the system

School Learning Team

Purpose

The School Learning Team establishes and communicates a shared school vision engaging broad and deep participation from stakeholder groups to carry out and realize the school's vision. The School Learning Team sets the direction and pace for the school, consistent with school and district goals, and communicates progress to parents and the school community.

Guiding Principles

- Commit to, and model, a culture of collaboration
- View themselves as a listening/learning team focused on "we"
- Seek active engagement of all members and designs systems for involving the school community (teachers, staff, parents, and community)
- Commit to interest-based problem solving approaches

Composition

The School Learning Team is selected by peer groups and is composed of:

- Principal and administration
- Representatives from grade level and content areas
- Union representatives
- Professional support staff

Function

- Establishes clear and compelling learning expectations for students
- Aligns curriculum, instruction, and assessments to support teachers in empowering students through learning
- Collects, analyzes, and uses data on learning and assessment
- Establishes vertical and horizontal structures to listen, learn, and share progress, opportunities, and challenges with the District Learning Team and Collaborative Learning Teams (PLCs)
- Communicates the learning and challenges to the entire school community
- Identifies the conditions for a school environment focused on student learning
- Implements strategies that support students, staff and families

Collaborative Learning Teams

Purpose

Collaborative Learning Teams are learning communities focused on improving professional practices to empower and engage students in their learning.

Guiding Principles

- Focus on, and are committed to, the learning of each student
- Work together interdependently to achieve common goals to improve professional practices and student learning
- Commit to continuous improvement
- Hold each other mutually accountable
- Commit to interest-based problem solving approaches

Composition

- Grade level and/or subject level teams
- Classroom teachers
- Instructional leaders (department chairs, content specialists, coaches)
- Professional support staff

Functions

Collaborative Learning Teams work together to develop a common understanding by exploring questions such as:

- What do we expect students to know and be able to do?
- How do we track and monitor progress consistent with rigorous expectations?
- What are the appropriate interventions and targeted support to meet the needs of each learner?
- How do we engage and empower students to take ownership for their learning?
- How do we ensure that conditions for learning are in place?
- How do we support the professional learning of each collaborative learning team member?

Collaborative Learning Teams share their learning vertically and horizontally with other Collaborative Learning Teams, the School Leadership Team, and the District Learning Team.

CEC's Collaborative Leadership Structures

Developmental Sequence

- Unions
- Administrators
- Superintendents
- Board Members

District Leadership Team

Empower

School Leadership Teams

Professional Learning Communities
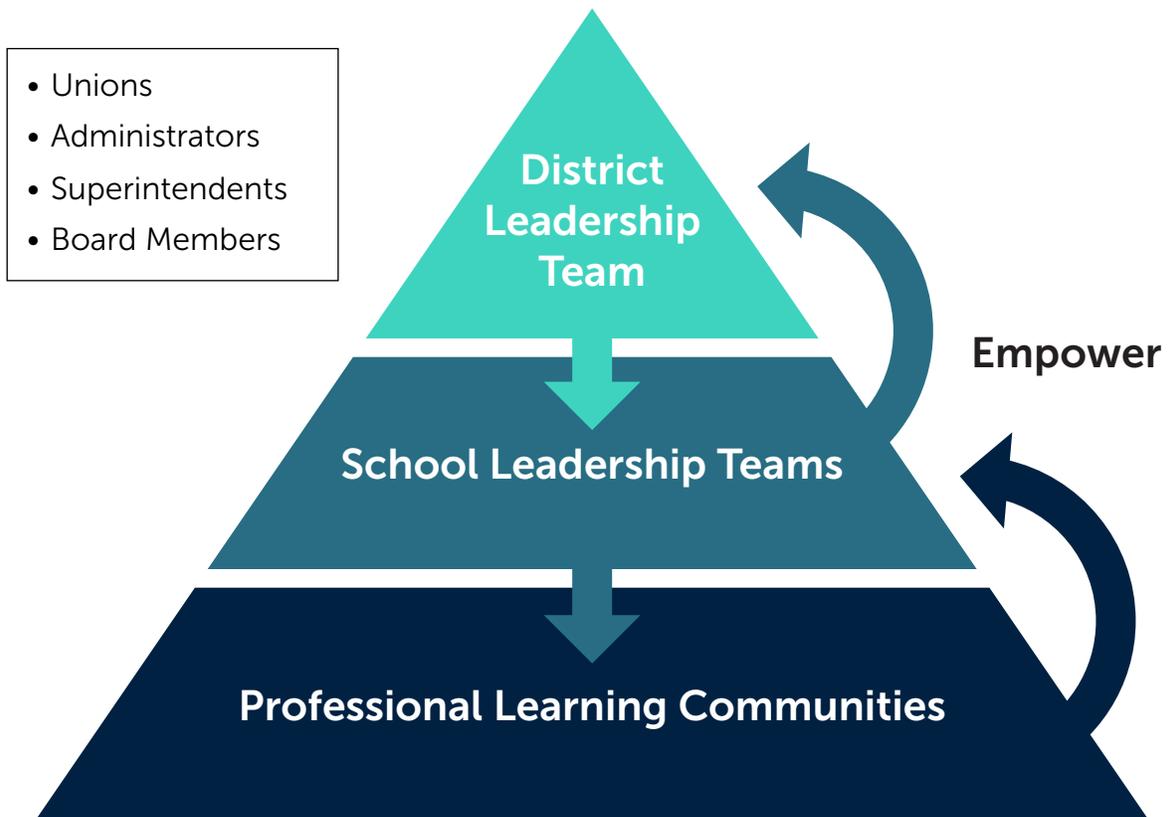
Implementing Continuous Improvement

Leadership Team Resources

Leadership Structures: Reviewing Purpose and Voice			
School:	Date:	Team Members:	
Current Structure	**Purpose**	**Stakeholders**	**Opportunities for Improvement**

The Site Leadership Team: Assessing Our Work

School:		Date:
Criteria	**Questions**	**Indicators**
Selection of SLT Members	How were SLT Members Selected? What criteria were used in selecting SLT Members? Length of time linked to SLT Membership	
Focus of Work	What is the work of the SLT? How much of the work is operational? How much is instructional? Who establishes the SLT agendas? What goals are established?	
How it Works	How often does the SLT meet? How long are the meetings? What expectations are in place for SLT meetings? Members? How are goals determined?	
Relationship with PLCs	What is the relationship of SLTs to PLCs and/or Grade Level/Subject Area Teams? What communication expectations are in place to/from PLCs and/or Grade Level/Subject Area Teams? Are minutes kept of PLC meetings? Who are these minutes shared with? How is relevant information shared with the SLT? The Administration? The Faculty?	
Relationship with Administration	What is the role of Administration with the SLT? How often does the Administration meet with the Faculty? How often does the Administration meet with Union Representatives? What is the purpose of these meetings?	
Relationship with Faculty	What information is generally shared with the faculty? How is information shared with the faculty?	
District Leadership Team	What information is shared with the DLT? How is that information shared? How is this information used to support the work of teachers? How is this information used to enhance supports for students?	
Opportunities for Improvement		

4 Functions of an SLT: Benchmarking Our Efforts

School:	Date:

Indicators
N/A = No conversation or action
I = Initiating- Some conversation but no action
B = Beginning- Some action but not effective
P = Progressing- Effective action
S = Sustaining- Effective action with monitoring and results

SET DIRECTION

The SLT leads a school improvement process that determines school goals by analyzing data and information linked to teaching and learning.

School goals focus on improving student learning.

The school improvement process includes major stakeholders. Action plans are developed.

School goals and action plans are repeatedly communicated to all stakeholders.

SLT members use the Mission, Vision, and Values of the school to guide decision-making.

EMPOWER AND SUPPORT

SLT identifies barriers to achieving school goals.

SLT develops creative solutions to address barriers to achieving school goals.

SLT involves the school community in problem solving barriers to achieving school goals.

Monitor and Communicate

SLT systematically collects and analyzes data related to school goals from all stakeholders.

SLT communicates progress toward school goals to all stakeholders.

SLT identifies and communicates barriers to achievement of school goals.

SLT celebrates progress and achievement of school goals with school community.

EVALUATE AND IMPROVE

SLT has standard processes it follows to do business.

SLT evaluates the effectiveness of each process. SLT evaluates each meeting.

Professional Learning Community Resources

Best Practices for Professional Learning Teams

- Teachers work in collaborative planning teams to discuss and examine critically standards-based learning expectations for students.

- These teams select evidence-based instructional strategies for meeting the standards.

- Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning.

- Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning.

- Teams review student work and discuss student understanding of the standards.

- Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.

Education World: Connecting Educators to What Works, "Best Practices for Professional Learning Communities," April 17, 2016

A Big Picture Look at Professional Learning Communities

"A Professional Learning Community engages educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators."

—Adapted from the work of Richard DuFour, Rebecca DuFour, and Robert Eaker.

Focus on LEARNING

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?

- How will we know if they have learned? Are we monitoring each student's learning on a timely basis?

- What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?

- What will we do if they already know it?

Build a COLLABORATIVE CULTURE

No school can help all students achieve at high levels if teachers work in isolation.

Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Focus on RESULTS

PLCs measure their effectiveness on the basis of results rather than intentions.

All programs, policies, and practices are continually assessed on the basis of their impact on student learning.

All staff members receive relevant and timely information on their effectiveness in achieving intended results.

6 ESSENTIAL CHARACTERISTICS OF A PLC

Shared mission, vision, values, goals

Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.

Collaborative teams focused on learning

In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning. "Collaboration is a systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results."

Collective inquiry

Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.

Action orientation and experimentation

Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.

Commitment to continuous improvement

Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all.

All teams engage in an ongoing cycle of:
- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing the strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying the new knowledge in the next cycle of continuous improvement

Results orientation

Educators in a PLC assess their efforts on the basis of tangible results. They are hungry for evidence of student learning and use that evidence to inform and improve their practice.

The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.

Decision-Making: Deciding How to Decide

There are a lot of different ways to go about making a decision. Since a team is a collaborative effort, decision-making in the team also needs to be collaborative. The key to good collaborative decision-making is for the team to be explicit about its decision-making process – selecting the right decision-making process for the need.

Collaborative decision-making is highly effective when:

- Decisions require diverse, creative ideas
- Many perspectives are needed to understand the issue or problem
- A fundamental or significant change is likely
- Many people or groups share the same problem
- The group will determine the best decision-making option for each situation
- The group members will support the decisions made by the group

1	2	3	4	5	6	7
MY Decision	**MY Decision**	**MY Decision**	**JOINT Decision**	**YOUR Decision**	**YOUR Decision**	**YOUR Decision**
	I will INFORM you prior to implementation.	I will CONSULT with you before I decide.	We will CO-CONSTRUCT this decision.	You will CONSULT with me before you decide.	You will INFORM me before implementation.	
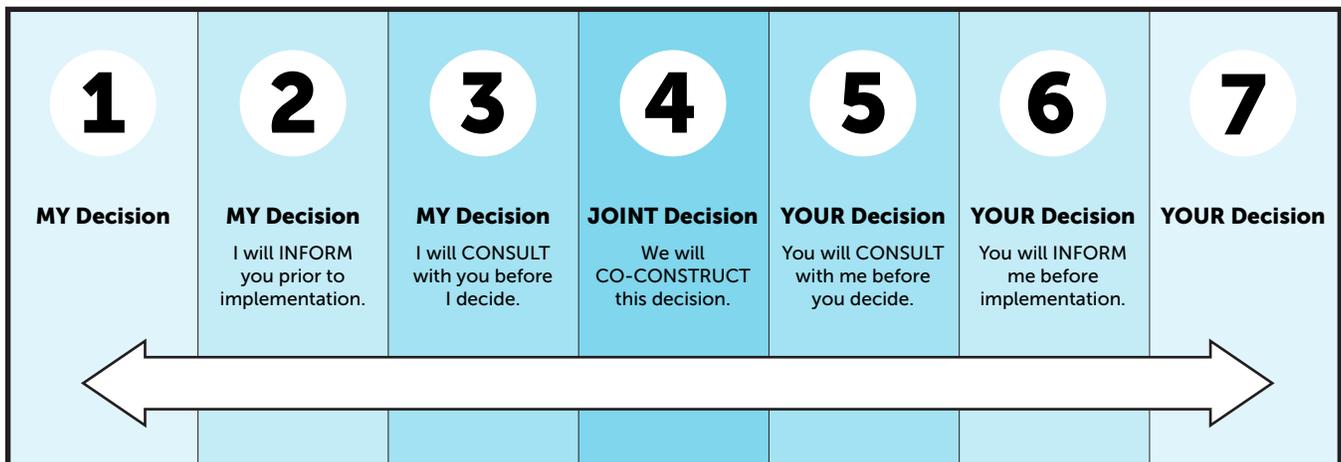
1. My Decision – I will ask if I need you.
2. My Decision – I will INFORM you prior to implementation.
3. My Decision – I will CONSULT with you before I decide.
4. Joint Decision – We will CO-CONSTRUCT the decision together.
5. Your Decision – You will CONSULT with me before you decide.
6. Your Decision – You will INFORM me prior to implementation.
7. Your Decision – You will ask if you need me.

Log onto the link below for an overview of the 7 Point Decision7Making Continuum by Dr. W. Patrick Dolan: http://youtu.be/r1jtpnqJUms

The Seven Norms of Collaborative Work

Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.

Paraphrasing

Using a paraphrase starter that is comfortable for you: "So…" or "As you are…" or "You're thinking…" and following the starter with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.

Probing

Using gentle open-ended probes or inquiries such as, "Please say more…" or "I'm curious about…" or "I'd like to hear more about…" or "Then, are you saying…?" increases the clarity and precision of the group's thinking.

Putting ideas on the table

Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…"

Paying attention to self and others

Meaningful dialogue is facilitated when each group member is conscious of self and of others and is aware of not only what she/he is saying but how it is said and how others are responding. This includes paying attention to learning styles when planning for, facilitating, and participating in group meetings. Responding to others in their own language forms is in one manifestation of this norm.

Presuming positive presuppositions

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive presuppositions in your speech is one manifestation of this norm.

Pursuing a balance between advocacy and inquiry

Pursuing and maintaining a balance between advocating a position and inquiring about one's own and other's position's assists the group to become a learning organization.

Adapted from William Baker, Group Dynamics Associates, 720 Grizzly Peak Blvd., Berkeley, CA, 94708 The Adaptive School: Developing and Facilitating Collaborative Groups, Robert Garmston and Bruce Wellman, Four Hats Press, 337 Guadalupe Drive, El Dorado Hills, CA 95762 (916) 933-2727

Norms Inventory

Rating the Consistency of Group Member Behavior

Place a mark on each scale, to reflect your perception of the behavior of group members.

1. Pausing

A. We pause after asking questions.

Low	1	2	3	4	High

B. We pause after others speak to reflect before responding.

Low	1	2	3	4	High

C. We pause before asking questions to permit thoughtful construction.

Low	1	2	3	4	High

2. Paraphrasing

A. We listen and paraphrase to acknowledge.

Low	1	2	3	4	High

B. We listen and paraphrase to organize.

Low	1	2	3	4	High

C. We listen and paraphrase to shift levels of abstraction.

Low	1	2	3	4	High

3. Probing

A. We pose questions to explore perceptions, assumptions, and interpretations.

Low	1	2	3	4	High

B. We inquire before putting ideas on the table or advocating.

Low	1	2	3	4	High

C. We seek specificity of data, assumptions, generalizations, and the meaning of words.

Low	1	2	3	4	High

Adapted from "Thinking Collaborative"

Norms Inventory (continued)

4. Putting Ideas on the Table and Pulling Them Off

A. We state the intentions of our communications.

| Low | 1 | 2 | 3 | 4 | High |

B. We provide relevant facts, ideas, opinions, and inferences.

| Low | 1 | 2 | 3 | 4 | High |

C. We retract or announce modification of previously offered ideas, opinions, and points of view.

| Low | 1 | 2 | 3 | 4 | High |

5. Paying Attention to Self and Others

A. We balance participation and open opportunities for others to contribute and respond.

| Low | 1 | 2 | 3 | 4 | High |

B. We restrain my impulses to respond, react, or rebut at inappropriate times and in ineffective ways.

| Low | 1 | 2 | 3 | 4 | High |

C. We maintain awareness of the group's task, processes, and development.

| Low | 1 | 2 | 3 | 4 | High |

6. Presuming Positive Intentions

A. We communicate respectfully, whether we agree or disagree.

| Low | 1 | 2 | 3 | 4 | High |

B. We embed positive presuppositions in our paraphrases, comments, and summaries.

| Low | 1 | 2 | 3 | 4 | High |

C. We embed positive presuppositions when we inquire or probe for specificity.

| Low | 1 | 2 | 3 | 4 | High |

Adapted from "Thinking Collaborative"

Norms Inventory (continued)

7. Pursuing a Balance between Advocacy and Inquiry

A. Advocates for own ideas and inquiries into the ideas of others: "Do you see any flaws in my reasoning?"

Low	1	2	3	4	High

B. Presents rationale for positions, including assumptions, facts, feelings: "This is the data I have. This is what I think it means. In what ways do you see it differently?"

Low	1	2	3	4	High

C. Disagrees respectfully and openly with ideas and offers and seeks rationale for disagreement: "I am seeing this from the point of view of..."

Low	1	2	3	4	High

Adapted from "Thinking Collaborative"

Developing Norms

School:	Date:

When Establishing Norms, Consider:	Proposed Norms:
TIME • When do we meet? • Will we set a beginning and ending time? • Will we start and end on time?	
LISTENING • How will we encourage listening? • How will we discourage interrupting? • What do we want to learn? • How can we ensure open, honest conversations?	
CONFIDENTIALITY • Will the meetings be open? • Will what we say in the meeting be held in confidence? • What can be said after the meeting?	
DECISION MAKING • How will we make decisions? • Are we an advisory or a decision-making body? • How will we deal with conflicts?	
PARTICIPATION • How will we encourage everyone's participation? • How we will ensure broad participation from all stakeholders?	
EXPECTATIONS • What do we expect from members? • Are there requirements for participation? How will we determine our school-wide instructional focus? • How will we communicate with our school community?	

Effective Team Management

Balancing Process and Content

PROCESS for the Meeting

HOW the Meeting Proceeds:

- Participate in Problem-Solving *as a group*

- Determine Communication and Representation Links

- Address and Manage Conflicts

- Determine Types of Decision-Making to be Used

- Establish and Follow Group Norms

- Analyze Meeting Effectiveness

CONTENT of the Meeting

WHAT the Meeting is About:

- Purpose of the Meeting (State the Problem)

- Develop an Agenda that is Linked to the Purpose

- Review and Analyze Relevant Data

- Track and Monitor New Procedures/Programs

- Provide Expert Advice

- Develop an Action Plan

- Implement the Action Plan

- Reflection and Refinement

Meetings That Work

Detailed Agenda	What will be discussed? Estimate of how long each item will take Establish a goal for the discussion Who is bringing the item forward?
Clear Process Notes	Describes the tools and techniques that will be used
Assigned Roles	Facilitator (Process Focused) Chairperson (Content Focused) Recorder (Capture Key Discussion & Action Items) Timekeeper (Time Focused)
Set of Group Norms	Created and Adhered to by members Posted in meeting room or on agenda
Clarity about Decision-Making Options	Unanimous (trivial issues) One Person Decides (expert decides) Compromise (polarized positions) Multi-voting (sort or prioritize many options) Majority Voting (trivial matter, clear options, division of group is OK) Consensus (collaborative; total buy-in matters; impacts entire group) Seven Point Decision-Making Continuum Tool
Effective Member Behaviors	Listen to others Build on other's ideas Seek and accept feedback Deal with facts
Periodic process checks	Make sure progress is being made Determine impact of decisions
Clear Conflict Management Strategies	Revisit Group Norms – Emphasize Listening Clarify Issues Plan and Implement Interventions as Needed Call "Time Out" to Regroup if needed Create Closure
Process that Creates True Closure	Summarize Action Items, Timelines & Responsibilities Identify Items for Next Meeting's Agenda
Detailed and Clear Minutes	Identify Key "Take-Away" Messages Clarify Process for Sharing Key Messages
Post-Meeting Eval.	Identify Strengths and Opportunities for Improvement

Communication Plan

Organization Name:				
Name	**What?** Key Messages	**Who?** Assigned Stakeholder	**How?** Method	**How Often?** Timelines

Team Roles and Responsibilities

Team Leader/Chair	• Serve as the contact person for the team • Leads the Team Meetings • Integrate and align the vision of the organization within the team's work • Develop ways of updating others affected by the team's work • Plan team meetings with a clear focus on teaching and learning issues • With Team Recorder, keep official team records/documentation (agendas, minutes, etc.) • Ensure that tasks are completed between meetings by monitoring follow-through • Solicit meeting evaluation/feedback from team members • Make recommendations or changes to ensure team effectiveness • Ensure opportunities to celebrate the work of the team
Before the Meeting	• Prepares and distributes agenda with timelines • Using team data/input - sets a few specific goals for the meeting
During the Meeting	• Keeps the team focused for efficient, data-driven decision-making • Reinforces constructive contributions • Encourages balanced participation and input • Maintains an appropriate pace • Makes sure follow-up activities are planned • Provides opportunity to evaluate meeting effectiveness
After the Meeting	• Provides feedback (What went well + Suggestions/alternatives for improvement) • Keeps documentation of meeting • Communicates the work of the team with appropriate groups within the organization
Facilitator	• Provides structure, process and support so group meetings are able to function effectively • Assists Team Leader in planning and implementing meeting logistics
Recorder	• Keeps minutes of meeting, highlighting key decisions and actions for next meeting Assists Team Leader in providing documentation of meetings • Distributes minutes to all team members (within 48 hours as a rule) • Assists Team Leader in implementation of Communication Plan to all stakeholders
Timekeeper	• Keeps the team notified of time used or remaining for each item on the agenda
Team Members	• Consider the team's work a priority • Contribute fully as an active team member (both sharing and listening) • Listen to others and be open to their ideas • Carry out assignments between meetings • Assist with communicating the work and vision of the team • Honor, respect and adhere to the group norms/ground rules

Building Trust

5 Key Components Commonly Used to Measure Trustworthiness

Benevolence:

Having confidence that another party has your best interests at heart and will protect your interests is a key ingredient of trust.

Reliability:

Reliability refers to the extent to which you can depend upon another party to come through for you, to act consistently, and to follow through.

Competence:

Similar to reliability, competence has to do with belief in another party's ability to perform the tasks required by his or her position. For example, if a principal means well but lacks necessary leadership skills, he or she is not likely to be trusted to do the job.

Honesty:

A person's integrity, character, and authenticity are all dimensions of trust. The degree to which a person can be counted on to represent situations fairly makes a huge difference in whether or not he or she is trusted by others in the school community.

Openness:

Judgments about openness have to do with how freely another party shares information with others. Guarded communication, for instance, provokes distrust because people wonder what is being withheld and why. Openness is crucial to the development of trust between supervisors and subordinates, particularly in times of increased vulnerability for staff.

Source: Tschannen- Moran and Hoy's (1998) comprehensive review of the literature

Barriers to Building and Maintaining Trust

• Top–down decision making that is perceives as arbitrary, misinformed, or not in the best interest of the school

• Ineffective communication

• Lack of follow--through on or support for school improvement efforts and other projects

• Unstable or inadequate school funding

• Failure to remove teachers or principals who are widely viewed to be ineffective

• Frequent turnover in school leadership

• High teacher turnover

• Teacher isolation

• Perhaps the greatest obstacle that schools experiencing a lack of trust must overcome is their past. Identifying the specific causes of mistrust in the school and making a sincere commitment to address them is the first and probably most important step.

Source: Northwest Regional Educational Laboratory. BUILDING RELATIONSHIPS FOR SCHOOL IMPROVEMENT: Implications for Principals and Teachers by Cori Brewster and Jennifer Railsback

Interest-Based Problem Solving

PROBLEM–SOLVING APPROACHES: CONTRASTING PRINCIPLES	
Position-Based Approach	**Interest-Based Approach**
Use or Withhold Information Tactically	Be Candid & Fully Disclose
Commit to Separate Solutions at the Beginning	Defer Commitment Until The End
Focus on Positions	Focus on Interests
Focus on Separate/Individual Preferred Solution	Explore Many Possible Solutions
Do What it Takes to Prevail	Ask Questions to Understand – Make Our Thinking visible
Try to Convince, but if not, use Leverage/Coerce)	Rationally Persuade
Decide Separately (in caucuses)	Decide Together by Consensus
Connect Relationship & Content Issues	Separate Relationship Issues from Content Issues
Decide Separately How to Treat Others	Agree on How to Treat Each Other

| ELEMENTS OF THE INTEREST-BASED PROBLEM SOLVING PROCESS |
|---|
| 1. Define the Issues |
| 2. Identify Stakeholders & Interests |
| 3. Generate Options |
| 4. Evaluate Options |
| 5. Commit to Solutions |
| 6. Agree on a Plan of Action |

CONSENSUS DECISION–MAKING

Everyone in the group supports, agrees to, and can live with the decision

CONSENSUS IS MOST BENEFICIAL WHEN...	CONSENSUS IS LEAST BENEFICIAL WHEN...
The issue to be decided upon is important	The issue is of little importance
Diverse interests will be impacted	Stakeholders have already identified an alternative process
The decision must be widely understood	The value does not outweigh the time required
Ownership is important	Speed is critical
Implementation requires cooperation	

THE 8 ATTITUDES OF EFFECTIVE RELATIONSHIP BUILDERS

Be wholly trustworthy, not wholly trusting
Always consult before deciding
Accept the other person
Separate relationship issues from process and content issues
Choose rather than react in kind
Describe rather than characterize
Assume the other person's good will
Be unconditionally constructive

Managing Conflict & Difficult Conversations
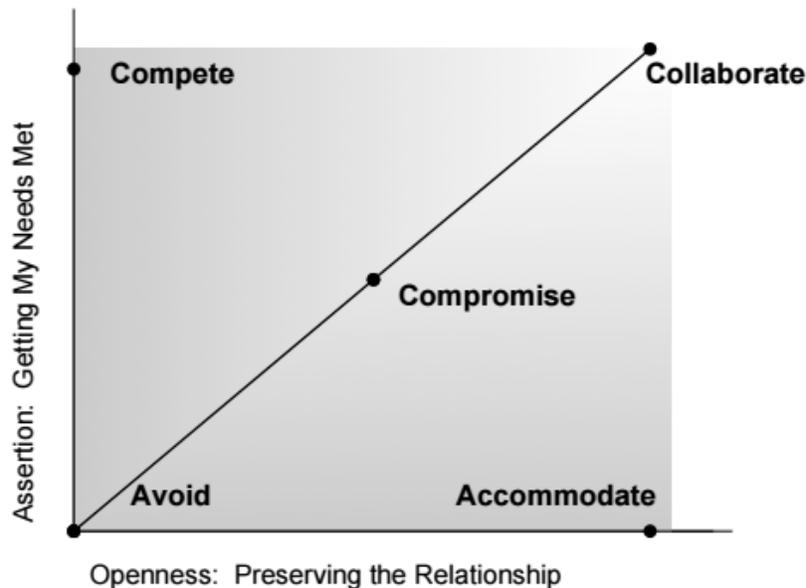
There is a fundamental tension in managing conflict between getting our needs met and preserving our relationships with others. Each of us tends to resolve that tension in different ways depending on how we managed conflict growing up and how conflict management was modeled for us.

We often perceive that we have to sacrifice our own needs to preserve the relationship or vice versa.

- If we typically put needs before the relationship, we tend to be **competitive**.

- If we typically put relationships before our needs, we tend to **accommodate**.

- If we trade off some of each, we tend to **compromise**.

- Some of us are so adverse to conflict that we simply **avoid** dealing with issues. As a result we neither get our needs met nor preserve the relationship.

- The goal is to manage conflict in a way that both meets our needs and preserves the relationship — to **collaborate.**

The Ladder of Inference

I take actions based on my adopted beliefs.

I refine and update my beliefs about the world.

I draw conclusions.

I make assumptions based on things I "know" and meanings I add.

I select, or filter, some portion of the data that I observe.

I observe external data and occurrences.

A reflexive loop: our beliefs affect the data we select — or see—in the future...

Adapted from Chris Argyris and Peter Senge

USING THE LADDER OF INFERENCE

You can't live your life without adding meaning or drawing conclusions. It would be an inefficient, tedious way to live. But you can improve your communications through reflection, and by using the ladder of inference in three ways:

- Becoming more aware of your own thinking and reasoning (reflection);
- Making your thinking and reasoning more visible to others (advocacy);
- Inquiring into others' thinking and reasoning (inquiry).

There are questions that can be used to make your own and other's ladder of inference clear.

- What is the observable data behind that statement?
- Does everyone agree on what the data is?
- Can you run me through your reasoning?
- How did we get from that data to these abstract assumptions?
- When you said "[their inference]," did you mean "[My interpretation of it?]"

The Role of the Facilitator

The facilitator is responsible for walking the group through the process and keeping it on task. With good facilitation, the group is free to focus its energy on the issues.

A neutral facilitator is responsible for the process, not the content, and creating a safe environment by:

- Jointly developing a set of ground rules for the process.

- Assisting the group to surface and resolve relationship issues.

- Protecting individuals and their ideas from attack.

A facilitator keeps the group focused on its task:

- Help the group to build an agenda for the meeting.

- Pull them back when they wander off track from the issue at hand.

- Use process checks when the process starts to falter.

- Protect the group from domination by a few individuals.

- Encourage silent members to participate.

- Identify when the group reaches consensus on anything.

A facilitator is sensitive to the physical needs of individuals and the group.

- Honor the group's decisions on starting/ending times, breaks and meal times.

- Call for breaks when necessary.

Facilitating Adult Learners

Learning theory applies to adults in the same way it applies to children. The developmental and cognitive level of the learner, as well as the experiences they bring are what influence the strategies a facilitator might select to ensure there is active engagement and relevant learning.

Consider the following ideas:

Know the learner:

Take time to familiarize your self with the participants.

Who is in the room? Why are the participants in the session? Did they choose to be in the session or are they fulfilling a compliance requirement? What authentic connections might be made to their daily work? How do the learning outcomes align with their purpose for attending?

Make the learning relevant:

Participants come with knowledge and experiences. As you facilitate the learning, invite participants to share what they know and what they have done that aligns with the learning. Listen to discussion and capitalize on questions that reflect expertise and prior knowledge of the topic, theory or content being shared.

Vary the learning experiences:

Learning styles vary so it is important to provide opportunities to see, hear, touch and move in a learning session. Incorporate visual cues into the lecture components of the learning. Provide opportunities for movement throughout the session. Allow for drawing or constructing a model to demonstrate understanding and new ideas. Provide opportunities for individual, small group and large group learning.

The learner does learning:

Learning by doing is key. Be sure the activities in the learning session require the learner to actively do something beyond passively listening. Provide opportunities to answer complex questions, solve problems and share rationales for ideas.

Create a positive and supportive learning environment:

Encourage participants to engage in the tasks and contribute to the learning. Allow for flexibility to accommodate the participants and ensure they feel comfortable in the session. Welcome multiple perspectives that reflect the background and experiences of the learner. Adult learners may have varying comfort levels with speaking in front of the crowd, working with others they don't know etc. Caution: don't overdo it! Adult learners appreciate being respected and feel discouraged and disrespected if the tone is condescending.

Adapted from The Five Principles of Adult Learning Pioneered by Malcolm Knowles

Team Assessment Tools

Effective Team Assessment

Instructions: Rate your team on each of the following nine dimensions, using a scale of one to seven, to indicate your assessment of your team and the way it functions. Circle the number on each scale that you feel is most descriptive of your team.

1. Goals and Objectives

1	2	3	4	5	6	7

There is a lack of commonly understood goals and objectives

The team members understand and agree on goals and objectives

2. Utilization of Resources

1	2	3	4	5	6	7

All resources of team members are not fully recognized and/or utilized

The resources of all team members are fully recognized and utilized

3. Trust and Conflict Resolution

1	2	3	4	5	6	7

There is little trust among team members, and conflict is evident

There is a high degree of trust among team members, & conflict is dealt with openly & worked through

4. Leadership

1	2	3	4	5	6	7

One person dominates, and team- leadership roles are not carried out or shared

There is full participation in leadership; leadership roles are shared by team members

5. Control and Procedures

1	2	3	4	5	6	7
There is little control, and there is a lack of procedure to guide team functioning						There are effective procedures to guide team functioning; team members support these procedures and regulate themselves.

6. Interpersonal Communications

1	2	3	4	5	6	7
Communications between team members are closed and guarded						Communications between team members are open and participative

7. Problem-Solving/Decision-Making

1	2	3	4	5	6	7
The team has no agreed-upon approaches to problem-solving and decision-making						The team has well-established and agreed upon approaches to problem-solving and decision-making

8. Experimentation/Creativity

1	2	3	4	5	6	7
The team is rigid and does not experiment with how things are done						The team experiments with different ways of doing things and is creative in its approach

9. Evaluation

1	2	3	4	5	6	7
The team never evaluates its functioning or processes						The team often evaluates its functioning and processes

Resources

Publications

Beyond PD: Teaching Professional Learning in High-Performing Systems
Learning First/Center on International Education Benchmarking The National Center on Education and the Economy, 2016
www.ncee.org/cieb

Coherence: The Right Drivers in Action for Schools, Districts, and Systems
Corwin, August 2015
Michael Fullan and Joanne Quinn

Deep Learning - Engage the World, Change the World
Corwin Press and Ontario Principals Council, 2018
Michael Fullan, Joanne Quinn, Joanne McEachen

The Taking Action Guide to Building Coherence in Schools, Districts, and Systems
Corwin, 2016
Michael Fullan, Joanne Quinn, Eleanor Adam

IQ: A Practical Guide to Inquiry-Based Learning
Oxford University Press 2014
Jennifer Gail Watt and Jill Colyer

On the Same Page 2.0: Field Guide for Implementing College-and-Career Ready Standards Through Labor-Management Collaboration
Consortium for Educational Change, 2015

Restructuring Our Schools: A Primer on Systemic Change
Westport Group, Naperville, 1994
W. Patrick Dolan

Teachers Unions and Management Partnerships: How Working Together Improves Student Achievement
Center for American Progress, March 2014
Saul Rubinstein and John E. McCarthy

The ABC's of Partnership: Creating a Labor-Management Partnership Focused on Student Achievement
American Federation of Teachers, 2012
Linda Jacobson, AFT Innovation Fund

The Principal: Three Keys to Maximizing Impact
Jossey-Bass, 2014
Michael Fullan

TURN Talks

turnweb.org

Filmed in front of live audiences, TURN Talks are presentations by educational thought leaders focused on organizational change strategies. These strategies help strengthen union-management-community partnerships to empower practitioners in ways that improve teaching effectiveness and deepen student learning.

Union-Led Organizational Change Strategies featuring Dr. W. Patrick Dolan

Dr. W. Patrick Dolan, author of "Restructuring Our Schools: A Primer for Systemic Change," founded his own consulting company in 1976, which conducted pioneering work in labor-management change. Since 1992, Dr. Dolan focused his work on public education and its restructuring, always working from a joint perspective of union- management cooperation. This series of presentations focuses on organizing frameworks and strategies related to strengthening collaborative partnerships, structures and processes that empower practitioners to improve teaching effectiveness and deepen student learning.

Session 1	Building Labor-Management Partnerships to Improve Teaching and Learning Through CEC and TURN	http://turnweb.org/dolan1
Session 2	Education Reform Elements Influencing the Act of Teaching	http://turnweb.org/dolan2
Session 3	The Impact of Federal and State Educational Policies in America's Schools	http://turnweb.org/dolan3
Session 4	Organizational Change and Change Structures	http://turnweb.org/dolan4
Session 5	Why Public Education?	http://turnweb.org/dolan5
Session 6	The Damage of Life Below in Educational Systems and Its Impact on Teaching and Learning	http://turnweb.org/dolan6
Session 7	Learning to Live Together: Building a Culture of Collaboration Focused on Improving Teaching and Learning	http://turnweb.org/dolan7
Session 8	Organizing Through the Three Frames of Unionism: Industrial, Professional, & Social Justice	http://turnweb.org/dolan8

Turnaround for Children

Turnaround for Children uses research and data to develop tools and strategies that raise awareness about the impact of adversity on learning. This video series features Michael Lamb, Executive Director, Washington DC with Turnaround for Children and discusses the challenges of poverty-related stress facing schools and districts as well as tools and strategies to help all children succeed.

Video 1	Chronic Stress and ACES	http://turnweb.org/videos/chronic-stress-and-aces/
	Michael Lamb, Executive Director, Washington, D.C. with Turnaround for Children, shares the role that chronic stress and Adverse Childhood Experiences (ACEs) have on students. As part of his presentation, he shares the power a teacher has to impact the lives of children, especially those dealing with chronic stress and ACEs. Lamb shares data about how students dealing these challenges are much more likely to have learning and behavioral problems.	
Video 2	The Science Behind Student Behavior	http://turnweb.org/videos/the-science-behind-student-behavior/
	Michael Lamb, Executive Director, Washington, D.C. with Turnaround for Children, shares the science around the impact that chronic stress and Adverse Childhood Experiences (ACEs) have on students' brains. He discusses why students dealing with these challenges have a more difficult time with focusing in school and are more likely to act out … and why that is a natural and healthy response that educators need to understand in order to provide the right support.	
Video 3	What Does it Mean to be Trauma-Informed?	http://turnweb.org/videos/what-does-it-mean-to-be-trauma-informed/
	Michael Lamb, Executive Director, Washington, D.C. with Turnaround for Children, shares what it means to be a trauma-informed educator and how students should be approached who have experienced chronic stress and Adverse Childhood Experiences (ACEs).	
Video 4	The Importance of Mindset	http://turnweb.org/videos/the-importance-of-mindset/
	Michael Lamb, Executive Director, Washington, D.C. with Turnaround for Children, discusses mindset and how teachers can create learning environments to help students with chronic stress and Adverse Childhood Experiences (ACEs) build a growth mindset. He shares how students with a growth mindset are more successful in school and on standardized tests.	

Video 5	Responding to Adversity and Chronic Stress	http://turnweb.org/videos/responding-to-adversity-and-chronic-stress/
	Michael Lamb, Executive Director, Washington, D.C. with Turnaround for Children, discusses adversity and its impact on how children learn. He also shares how educators can work to prioritize students who have been impacted by chronic stress and Adverse Childhood Experiences (ACEs) and their needs within the educational environment. He shares the building blocks for learning that start with the foundations of attachment, stress management and self-regulation.	
Video 6	What is Trust?	http://turnweb.org/videos/what-is-trust/
	Michael Lamb, Executive Director, Washington, D.C. with Turnaround for Children, shares the impact of trust and its connection to academic achievement for students who have faced chronic stress and Adverse Childhood Experiences (ACEs).	

Labor-Management Collaboration featuring Dr. W. Patrick Dolan and Dr. Saul Rubinstein

In this series of videos, Dr. Dolan and Dr. Rubinstein discuss the impact of labor-management partnerships in schools and districts as well as the processes and focus of this collaborative work.

Dr. W. Patrick Dolan, author of "Restructuring Our Schools: A Primer for Systemic Change," was an organizational development consultant, supporting union-management collaborative partnership in large institutions. Dr. Saul Rubinstein is the Associate Director of the Rutgers University School of Management and Labor Relations for Workplace Transformation. His research focuses on the impact of changes in work organization on firms and unions, including schools, districts and unions engaged in the Teacher Union Reform Network regions.

Session 1	The Impact of Labor-Management Collaboration	http://turnweb.org/rutgers1
	Dr. Saul Rubinstein, Rutgers University, shares his research findings on the positive impact of school and district level union-management partnerships related to outcomes such as student performance, teacher turnover, knowledge transfer and adoption of innovation based on the results from this research.	
Session 2	Building a Culture of Collaboration Focused on Teaching & Learning	http://turnweb.org/rutgers2
	Dr. W. Patrick Dolan uses Michael Fullan and Joanne Quinn's Coherence Framework to describe how collaborative structures and processes help to establish and clarify improvement goals, measurements and accountability in ways that enable practitioners to focus on pedagogy and student learning.	

Session 3	How To Build Collaborative Processes Focused on Student Learning	http://turnweb.org/rutgers3

Using Michael Fullan and Joanne Quinn's Coherence Framework, Dr. W. Patrick Dolan and Dr. Saul Rubinstein, explore how organizations develop collaborative structures and processes to set direction and goals for the school. These common goals increase both ownership and accountability among students and staff in ways that can enhance instructional practices and student learning.

Rubinstein shares how the collaborative journey (collaborative process, clarity around goals and strategies, ownership of accountability, and pedagogy or the engagement of all learners in deep thoughtful work) tie to the labor-management collaboration research that has been conducted.

Session 4	Building Collaborative Structures: A Systems Approach	http://turnweb.org/rutgers4

Dr. Patrick Dolan provides an overview of how to establish an organizational change process in school systems through union-management partnerships in schools and districts. School and district level "learning teams" linked to the work of subject and grade level collaboration teams provide listening and learning opportunities that help to create authentic goals and measures to track and communicate student progress among school and district stakeholders.

Session 5	Union-District Partnerships that Support School Level Collaboration	http://turnweb.org/rutgers5

Dr. Saul Rubinstein joins Dr. Patrick Dolan in discussing the need for strong union- district partnerships that provide opportunities to jointly listen and learn about school improvement efforts in school sites in ways that strengthen and support teaching and learning in classrooms.

Excellence with Equity

Author and Harvard profession Ron Ferguson is featured in this video series focused on addressing the issues of equity and excellence in supporting all students succeed.

Session 1	Helping Students Navigate the Worlds in Which They Live	http://turnweb.org/ferguson1

Author and Harvard professor Ron Ferguson shares information related to the many settings that children live in every day, and how educators can help students navigate those settings in a way that will lead to social and academic success.

Session 2   Closing the Achievement Gap

http://turnweb.org/ferguson2

Author and Harvard professor Ron Ferguson discusses the importance of both excellence and equity to ensure the needs of ALL students are met. He shares the concept of group proportional equality. This is achieved when a district's already high achieving students reach higher levels of academic achievement, while at the same time, the district's struggling students improve at a faster rate, in order to equal or close the achievement gap.

Session 3   Building a Movement

http://turnweb.org/ferguson3

Author and Harvard professor Ron Ferguson discusses the movement that is taking hold with increasing urgency to close the achievement gap and ensure excellence with equity for all children throughout the nation.

Session 4   Inspiring Agency

http://turnweb.org/ferguson4

Author and Harvard professor Ron Ferguson discusses how to support students to make their way in the world, build a successful life and care about others. He defines agency as the capacity and propensity to take purposeful initiative. Students effective in agency seek meaning and act with purpose to produce the changes they desire in their own life and in others' lives.

Session 5   Why Test Scores Matter

http://turnweb.org/ferguson5

Author and Harvard professor Ron Ferguson talks about the importance of standardized tests, saying they measure the skills for which employers will pay. While he does not defend the current system, he does share that his image for the ideal system includes standardized testing.

Session 6   Serving Kids Takes Leadership

http://turnweb.org/ferguson6

Author and Harvard professor Ron Ferguson discusses the impact of a teacher on the lives of students. He shares that the purpose of a teacher is to protect and serve children through leadership. He encourages teachers to stand up for students, even at times where they might feel like they are in the minority.

Session 7   Seeding Success

http://turnweb.org/ferguson7

Author and Harvard professor Ron Ferguson shares information about the home/school connection and its importance in the success of students. He discusses a project titled "Seeding Success Zero-to-Three" and shares one outcome of the project called the fundamental five early childhood care giving practices.

Session 8   How Teaching Predicts Agency-Related Factors

http://turnweb.org/ferguson8

Ron Ferguson discusses the 7 C's of Effective Teaching which include Care, Confer, Captivate, Consolidate, Clarify, Challenge, and Classroom Management. He shares information about the impact of each of these areas on student achievement based upon student survey data. He also explores each of the 7 C's of Effective Teaching at a deeper level.

Building On-Ramps to STEM Careers featuring Dr. Robert Goodman

Dr. Robert Goodman, 2006 New Jersey Teacher of the Year, Executive Director of the New Jersey Center for Teaching and Learning and a graduate of MIT, has developed ground breaking strategies for teaching math and science to high needs students. He has also pioneered new approaches to providing professional development for veteran teachers preparing them to teach physics and chemistry. NJCTL is now the number one producer of physics teachers in the United States

Session 1	In Innovative Strategy for Science and Mathematics Education	http://turnweb.org/goodman1
Session 2	Eliminating Aptitude-Based Testing	http://turnweb.org/goodman2
Session 3	The Foundational Role of Physics in Science and Math Education	http://turnweb.org/goodman3
Session 4	Resources for Implementing a Proven Science and Math Pedagogy	http://turnweb.org/goodman4

Additional Video Resources

Early Career Leadership Fellow Initiative: Transforming Future Association Leadership	http://cecillinois.org/early-career-leadership-fellow-initiative/
Early Career Leadership Fellow Initiative: Part II	https://www.youtube.com/watch?v=ffo4alWZknY
Leading Our Profession: TURN Regional Network	http://turnweb.org/leading-our-profession/
Labor-Management Collaboration: Rockford's Journey *Learn how Rockford Public Schools had positive impacts on the district's culture and student outcomes through a comprehensive partnership approach with the Consortium for Educational Change (CEC). Rockford Public Schools and CEC partnered on new approaches to collaboration and collective bargaining, stakeholder engagement in major initiatives, and relationship building among the teacher union, administration and the Board of Education.*	http://turnweb.org/videos/rockford/
Changing the Culture: Peoria High School	http://turnweb.org/videos/peoria-high-school/
Southland Education and Health Initiative: Part I — Introduction	http://turnweb.org/partnership-for-resilience/
Southland Education and Health Initiative: Part II — A Journey Toward Trauma-Informed Schools	http://turnweb.org/partnership-for-resilience/
Teacher Voice in Corona-Norco, CA	http://turnweb.org/corona-norco/

Raising the Bar in Corona-Norco	http://turnweb.org/corona-norco/
Corona-Norco Teacher Stories - Sunny Kaura	http://turnweb.org/corona-norco/
Corona-Norco Teacher Stories - Michelle Yoshida	http://turnweb.org/corona-norco/
Corona-Norco Teacher Stories - Marie Naia	http://turnweb.org/corona-norco/
Michael Fullan, New Pedagogies for Deep Learning *CEC through the Teacher Union Reform Network (TURN) regions is partnering with Michael Fullan, Joanne Quinn and Joanne McEachen on an approach titled New Pedagogies for Deep Learning that aims to articulate and demonstrate how the potential for learning can be realized through new pedagogies in a digital-rich society.*	http://cecweb.org/npdl/
Mag Gardner, New Pedagogies for Deep Learning *CEC through the Teacher Union Reform Network (TURN) regions is partnering with Michael Fullan, Joanne Quinn and Joanne McEachen on an approach titled New Pedagogies for Deep Learning that aims to articulate and demonstrate how the potential for learning can be realized through new pedagogies in a digital-rich society.*	http://cecweb.org/npdl/

Voices from the Field Podcast

A podcast series featuring insights from educators who are positively impacting student learning in the classroom.

Michael Fullan: The Critical Importance of Deep Learning for Students	http://turnweb.org/voices-from-the-field/
Batavia School District Leaders: The Journey Toward Labor-Management Collaboration to Help Students	http://turnweb.org/voices-from-the-field/
Ann Cummins-Bogan: The Impact of Labor-Management Collaboration on Student Success	http://turnweb.org/voices-from-the-field/
Tali Raviv: The Effect Trauma-Informed Educators Can Have on Student's Lives	http://turnweb.org/voices-from-the-field/
Mary Tavegia: The Strategies for Classroom Teachers to Help Students Impacted by Trauma	http://turnweb.org/voices-from-the-field/
Loukia Mastrodimos: The Role of Teacher Wellness on Student Learning	http://turnweb.org/voices-from-the-field/

The Consortium for Educational Change (CEC), founded in 1987, is a nonprofit organization that works with the three anchors of a school district (union leaders, administrators and school boards) to establish a culture of collaboration and continuous improvement focused on deepening student learning. Since 2005, CEC has provided support to expand and deepen the work of the **Regional Teacher Union Reform Network** (TURN), which is a national network of more than 250 union locals from the American Federation of Teachers (AFT) and the National Education Association (NEA). There are numerous TURN regions across the country, which bring together labor-management teams representing local union and teacher leaders, classified staff, and school and district administrators twice a year as a community of practice to share and learn together. For more information, log onto turnweb.org.

This resource guidebook is intended to provide educators with an overview on establishing a labor-management collaborative culture in schools and districts that is focused on student learning. Many districts and schools across the country partner with CEC to help establish collaborative relationships among educational leaders throughout the entire system. Many unions, schools and districts seek out CEC's support to assist them in their efforts to become strong leaders and partners in this challenging work.

CEC's work follows a unique pathway, and is guided by six core values of capacity building, labor-management collaboration, partnerships, accountability, continuous improvement, and research-based effectiveness. Learn more about CEC's mission and vision at cecweb.org

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