

**CALIFORNIANS DEDICATED TO  
EDUCATION FOUNDATION**

# Resource Guidebook

**Cultivating a Culture of Collaboration  
Focused on Student Learning**

**The California Labor Management Initiative**

**a project of the CDE Foundation  
with support from the Consortium for Educational Change**

cecweb.org

CDEFoundation.org

August 2019

# 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.

# Table of Contents

CDE Foundation & the California Labor Management Initiative (CA LMI)	2
About the Consortium for Educational Change (CEC)	6
National Study on Union-Management Partnerships and Educator Collaboration	8
The Three Frames of Comprehensive Unionism	11
Coherence Framework	16
Global Competencies for 21st Century Learners	26
The Six Boundaries of a School System	27
CEC's Collaborative Leadership Structures	31
Leadership Team Resources	35
Professional Learning Community Resources	38
Team-Building Tools	41
Building Trust	51
Interest-Based Problem Solving	54
Managing Conflict	56
The Ladder of Inference	57
The Role of the Facilitator	58
Facilitating Adult Learners	59
Team Assessment Tools	60
Resources	62
California Labor-Management Team Plan	71



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## CDE Foundation & the California Labor Management Initiative (CA LMI)

### What is Californians Dedicated to Education Foundation?

Californians Dedicated to Education Foundation (CDE Foundation) is a nonprofit organization that works as a trusted partner with state education agencies, organizations and education leaders to create, resource, and implement solutions that result in a strong and valued public education system that serves every student in California. We work closely with the California Department of Education (CDE) to bring resources and capacity to support improved equitable outcomes for students and staff in our work with county offices, districts and schools across the state. To learn more about CDE Foundation and its other projects, like the California STEAM Symposium, visit [cdefoundation.org](http://cdefoundation.org).

### The California Labor Management Initiative (CA LMI) is a project of the CDE Foundation.

The CA LMI promotes and supports strong labor-management partnerships as an integral part of improving public schools and advancing educational equity in California. The CA LMI provides a structure and venue to bring together teams of board members, administrators, and union representatives as well as school site staff. Participating leaders across California have highlighted the value of having a supportive place to learn together and build trust and relationships. The CA LMI continues to focus on capacity building at the county, district and site level to support improved trust, communication, collaboration, goal alignment, accountability and better outcomes for students and staff.

### CA LMI Strategic Partnerships:



The CA LMI Steering Committee includes: The California Department of Education (CDE), Association of California School Administrators (ACSA), California County Superintendent Educational Services Association (CCSESA), California Federation of Teachers (CFT), California School Boards Association (CSBA), California School Employees Association (CSEA), California Teachers Association (CTA), California Collaborative for Educational Excellence (CCEE), California Teacher Union Reform Network (Cal TURN).

We are working to include additional state associations from both labor and management.



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[bit.ly/CA\\_LMI](https://bit.ly/CA_LMI)  
CA LMI Website

## How Do School Districts Benefit from These Partnerships?

The CA LMI seeks to create a culture shift in how educators, labor and management, partner to bring positive educational environments, opportunities and improved outcomes to California’s students and schools.

California school systems engaged with the CA LMI benefit directly from partnerships that provide access to trainings and technical assistance, new resources, and a network that extends beyond California’s borders. This support helps deliver effective capacity building opportunities for the state’s interconnected system of educators, unions and management.

The state educational associations—representing teachers, classified staff, administrators, and school board members—play a critical role in advancing labor-management collaboration on a broad scale. The CA LMI continues to develop partnerships with additional state associations.

The CA LMI also partners with the Consortium for Educational Change (CEC) to improve our ability to deliver effective capacity building opportunities for California educators. CEC is a national leader in labor-management collaboration.

We look forward to working with more education leaders across California to learn and grow this movement, build a collective knowledge base, provide capacity-building opportunities and resources, facilitate learning and sharing of promising labor-management practices, and improve a wide range of education outcomes.

California Labor Management Initiative – Building Partnerships to Create Great Public Schools

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*“Partnership and teamwork are critical to closing the achievement gap in California’s schools and districts. Fulfilling the promise that public education delivered to me – that all students, no matter their background and no matter their challenges, can succeed with a great public education requires all educators to work together in deep collaboration. Since the launch of the California Labor Management Initiative, the CA LMI has sought to advance continuous improvement and make labor-management collaboration an integral part of improving public schools and advancing equity in California” —*

Tony Thurmond, State Superintendent of Public Instruction



BUILDING PARTNERSHIPS TO CREATE GREAT PUBLIC SCHOOLS

[bit.ly/LMI\\_Supports19](https://bit.ly/LMI_Supports19)

## CA LMI Overview of Support Opportunities

The California Labor Management Initiative provides districts with three tiers of support to advance labor-management partnerships and collaboration.

**Universal supports** include multiple opportunities throughout the year to convene labor-management teams and are designed as a shared learning and team building experience for school districts and county offices. Our partnerships with the Consortium for Educational Change (CEC), Cal TURN and the ABC West Coast Institute allow us to offer a variety of opportunities to engage throughout the year in various regions of the state. CEC provides technical assistance across our support systems and provides staffing and consultants for each level of support. See the CA LMI website at [bit.ly/CA\\_LMI](https://bit.ly/CA_LMI) for upcoming events.

**Our Peer Support** is a growing area of additional capacity building, connecting multiple districts within geographic regions. For example our South Bay Area Network has been meeting for two years. In the 2017-18 school year, the group met for four days total in three sessions. Six districts participated in the series of convenings that were held in Salinas and Santa Clara. That regional effort led to a partnership with the Monterey County Office of Education and the California Collaborative for Educational Excellence (CCEE) to support a Monterey Regional Network that began in Salinas in February 2019 with 10 districts participating. A group of districts is also interested in creating a North Bay Area/Capital network that includes districts from the East Bay, Sacramento County and others. There is also interest from districts we have worked with to create a LA/Orange County Network and an Inland Empire Network. For information or interest in regional networks — Contact: Ed Honowitz, Sr. Project Director, CA LMI, [ed@cdefoundation.org](mailto:ed@cdefoundation.org)



### Universal

Universal Supports include Fall and Spring convenings & Learning Labs in Northern and Southern California and a statewide Summer Institute.



### Peer

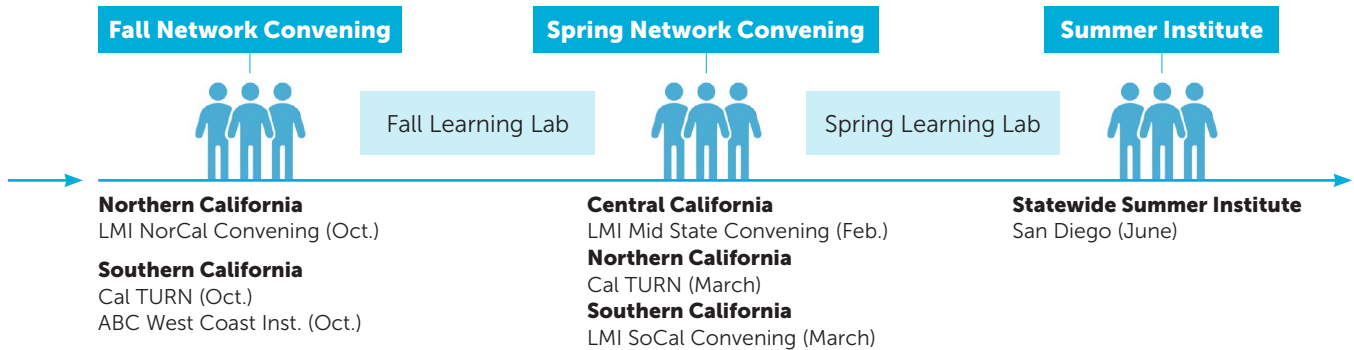
Peer Supports include regional networks in several areas of the state convening several times per year.



### Individualized

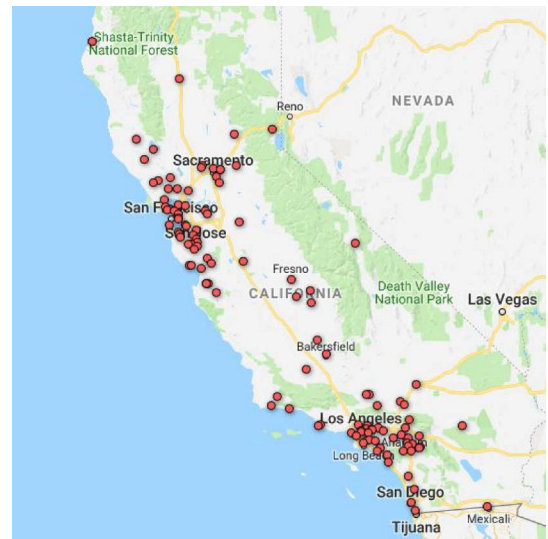
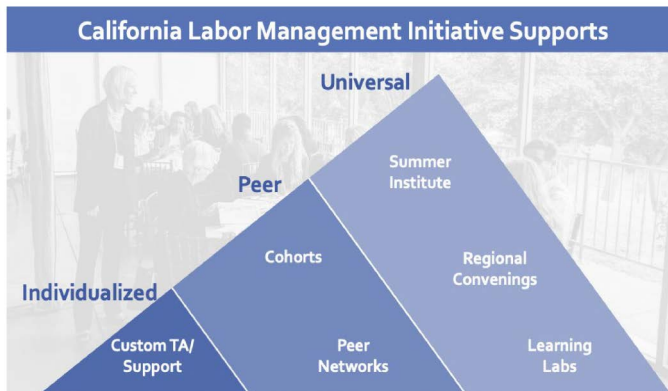
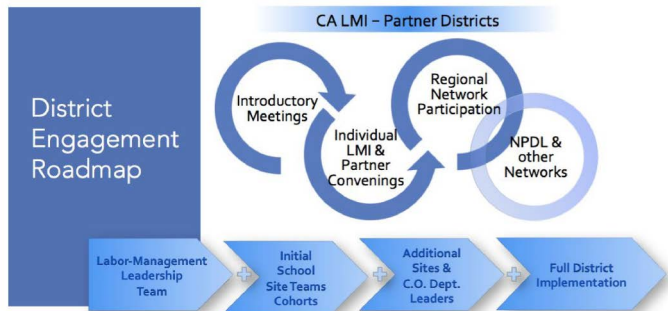
Individualized in-district support is provided via our partnership with CEC and can be tailored to meet the needs of each local education agency.

## CA LMI Universal Support Convenings



**Individualized district supports** include consultants organizing listening/learning sessions with cohorts of schools within a district and consulting with both classified and certificated union locals and central office and site administration. A sample of Individualized consulting services via CEC is linked here: [bit.ly/CALMI\\_Support19](http://bit.ly/CALMI_Support19)

Districts can choose to participate in any or all of these three levels of supports. Our most active districts are engaged in all three levels simultaneously including bringing labor-management teams to the CA LMI Summer Institute with new cohorts of school site teams attending the pre-conference for new district participants while also participating in regional network meetings and contracting with CEC to provide in-district consulting and listening learning visits for central office and school sites. We are also developing an MOU with our most engaged districts to create a small subset of partner districts. For more information contact Ed Honowitz, Sr. Project Director, CA LMI, [ed@cdefoundation.org](mailto:ed@cdefoundation.org)



Since 2015 the CA LMI has engaged over 140 labor-management teams in districts and county offices across the state. While concentrated in the Bay Area and Southern California, these participants represent the diversity of California.



## 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.

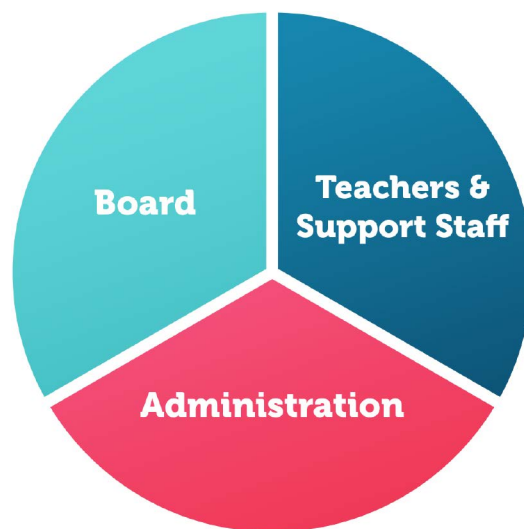
### CEC’s Organizational Mission

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.



The Three Anchors



## CEC’s Theory of Action

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

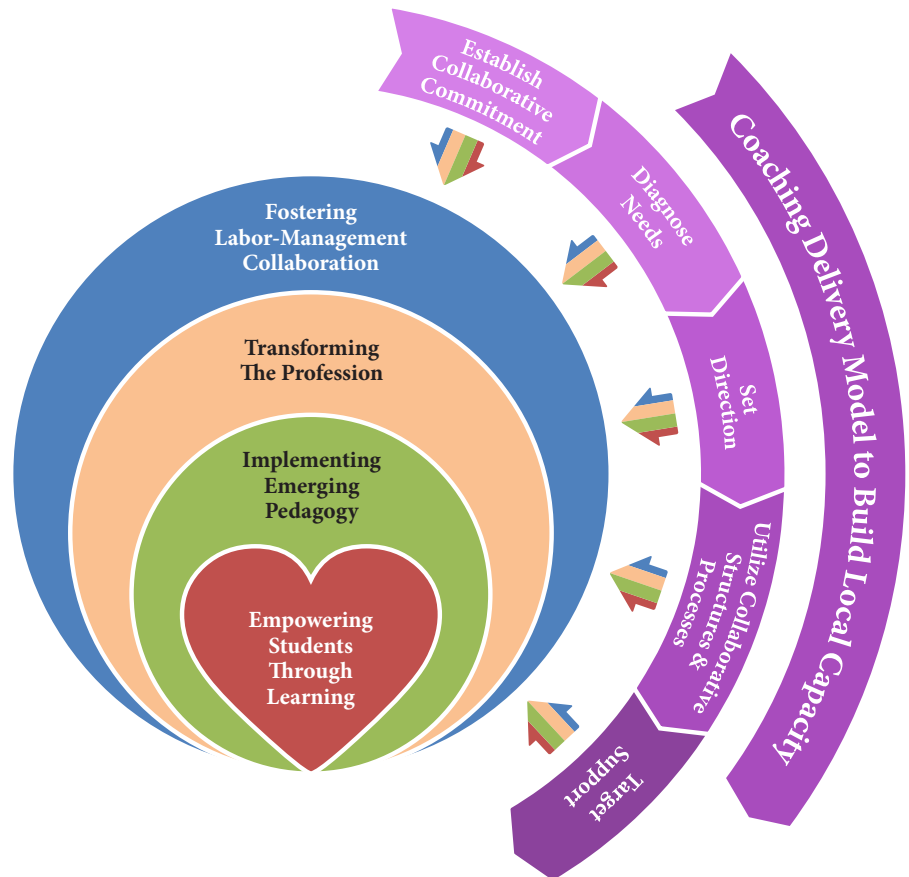
At the heart of our work, our key purpose is to impact **Student Empowerment Through Learning**.

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.

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.





# RUTGERS

## 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*

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<sup>1</sup>—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.

<sup>1</sup> Psychological safety is the extent to which one perceives that he or she can be open and question policies or decisions without fear of reprisal.

**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.



Download the six page Working Paper:  
[bit.ly/2sVzfRP](https://bit.ly/2sVzfRP)

# 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*

## 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.

## Cultural Attributes

Attribute	District Culture Attribute Description	School Culture Attribute Description
<b>Peer Collaboration</b>	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.	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.
<b>Discretion</b>	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.	The amount of autonomy afforded to teachers and faculty within a school. In high employee discretion settings, teachers have the latitude to make classroom-level decisions independently.
<b>Goal Alignment</b>	The extent to which administrators work towards common goals. High goal alignment is demonstrated by a common purpose and shared priorities.	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.
<b>Psychological Safety</b>	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.	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.
<b>Shared Decisions</b>	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.	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.

## Changing the Frame:

### A Vision for Comprehensive Teacher Unionism in a Post-Janus Environment

**Jo Anderson, Jr.**

Co-Executive Director

Consortium for Educational Change

In the current context of the Supreme Court decision on *Janus vs. AFSCME Council 31* centered on public-sector unions' ability to collect "fair share" or "agency" fees, as well as the statewide teacher walkouts in several of the southern states, much of the commentary and discussion convey an extremely narrow view of the role and purpose of teacher unions.

Teachers and their unions are perceived as chiefly interested in "bread and butter" issues such as better pay and benefits and not really concerned about larger issues like quality of teaching and learning and the social justice concern that all students have an equitable opportunity for a quality education. This limited frame leaves out two significant frames that form Comprehensive Teacher Unionism: professional unionism and social justice unionism. It is time for the public, education leaders and union organizations across the country to expand this frame.

The characteristics of a professional union and the long history of craft or trade unions go back to the medieval guilds. Current private sector labor law dating back to the Wagner Act of 1935 essentially only dealt with the industrial sector. Over time, this industrial template was applied to public sector teacher unions and collective bargaining. This is especially true with the notion of management rights that essentially oversee all of the issues that define the nature, quality and accountability for the work of teaching and learning, therefore rendering these issues a management right and responsibility. Craft unions, on the contrary, have a long history of deal-

ing with these quality issues that include control of apprenticeship programs and entrance to the craft.

Early efforts to secure collective bargaining in the 1960's and 70's involved an interest on the part of many teacher union leaders to secure voice in decision-making about the nature and the quality of the profession's work. School management pushback was successful in most places to defeat these interests and impose the private sector industrial frame on the collective bargaining process at the local district level and in the language of state statutes governing collective bargaining for teachers.

In many states, teachers have limited or no venues for collective voice and presence. It is hard to be a true profession without such collective voice and presence.

American Federation of Teachers (AFT) President Al Shanker began to reassert these notions of professional unionism in the mid 1980's, which were later also adopted by the National Education Association (NEA). The Carnegie Report in 1986 argued for turning teaching into a genuine profession and suggested a new type of teacher unionism called "collective professionalism."

From the late 1980's, there have been a number of examples and efforts to expand the more limited definition of industrial unionism to include the characteristics of professional unionism and social justice unionism. The National Teacher Union Reform Network (TURN) and the subsequent Regional TURN Networks ([turnweb.org](http://turnweb.org)) have been promoting and experimenting with professional union activities. These have included collaborative partnerships with administration, school boards and local communities to improve teaching and learning for all students. There are many local examples across the country of this kind of innovative labor-management collaboration to improve teaching

continued on next page

**Changing the Frame** continued from previous page

and learning, where the groups work together and advocate for the equitable treatment of all students.

In regard to agency fees or fair share, it has been my experience that local unions who worked collaboratively with school administration were able to secure these agreements. One main reason is that both the union and management saw this as a way to help protect progressive union leaders be able to take risks in the area of quality issues related to teaching and learning in the face of pushback from more traditional members who want the union to just deal with bread and butter issues. One huge unanticipated consequence of abolishing agency fees or fair share provisions could be that it leads to union leaders being more fearful and timid in taking on efforts to improve teaching and learning, ultimately hurting students in the process.

In the expanded frame, the purpose of a union is to be a vehicle for meeting the needs, interests and aspirations of its members. By organizing and banding together, the union's strength in numbers provides more power and effectiveness beyond what individuals could accomplish in isolation. Stephen Covey describes four basic human needs:

**To live, To love, To learn, To leave a legacy**

Those needs can be translated for teacher union members.

**To live** = the need for a decent salary and benefits and fair treatment.

**To love** = the need to be in relationship with colleagues and to have a sense of belonging in one's work.

**To learn** = the need to continuously grow and learn in one's practice.

**To leave a legacy** = the need to make a difference in ALL students' lives.

It is the need to leave a legacy where the teaching profession derives its moral purpose through making a difference in the lives of students. When the union serves as a conduit for teachers to collectively impact and improve the lives of all students, then the union exists for more than just the needs of its own members. Then it also exists for the benefit of students.

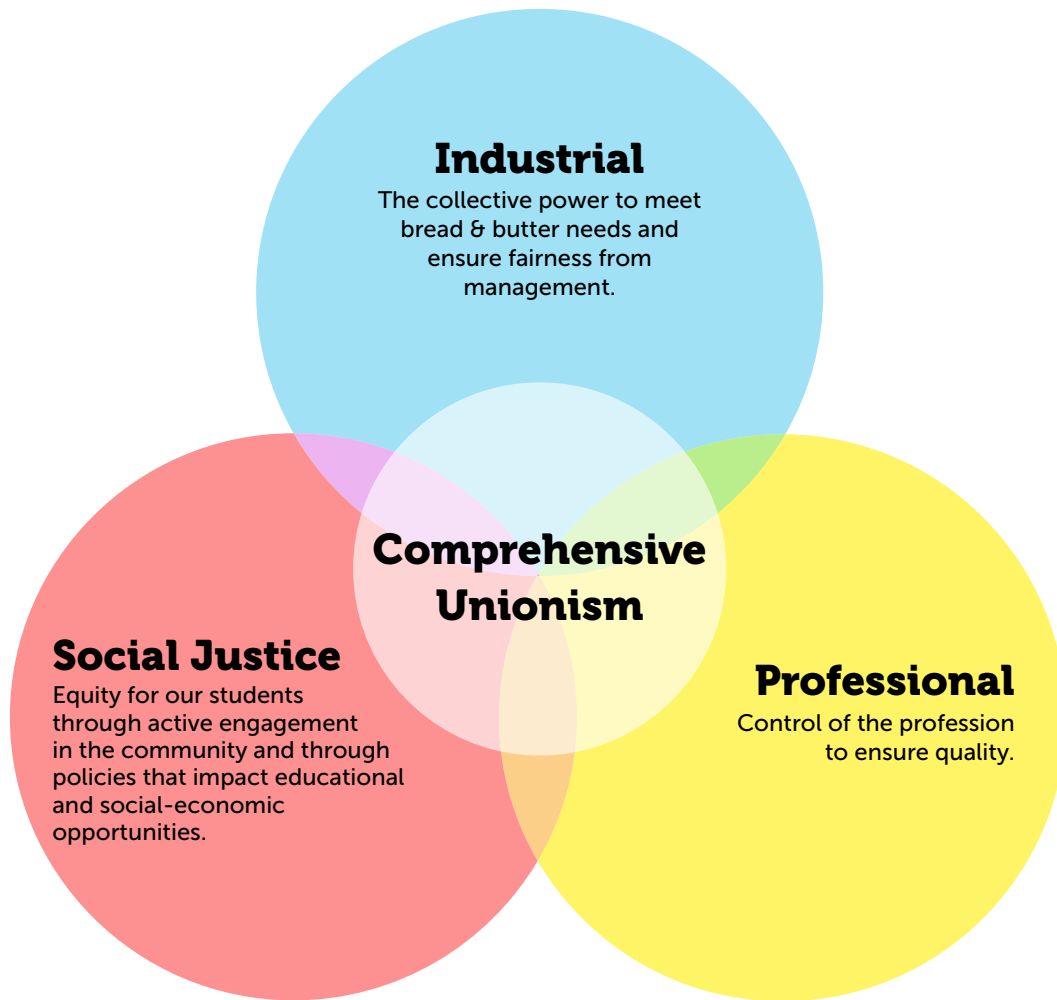
In order to improve the lives of ALL students, especially those impacted by poverty, the Comprehensive Union develops an array of community organizing and political organizing strategies to improve the circumstances in which many students live. The union, along with community partners, is a vehicle to organize around the social justice issues that impact the lives of their students and families.

The Comprehensive Union framework provides a vehicle for transforming teaching into a profession that will improve learning for All students within schools. The union cannot effectively do this by itself. It can work in partnership with administration and school boards to remove obstacles and improve the conditions needed to transform top down bureaucracies into learning organizations.

In order for teaching to be a true profession and for teacher unions to live out their full purpose in this post-Janus environment, we need to embrace the vision and frame of Comprehensive Teacher Unionism.

*Jo Anderson Jr. is the Co-Executive Director of the Consortium for Educational Change, a non-profit dedicated to labor-management collaboration. He is a former union organizer, Illinois Educational Association Executive Director and U.S. Department of Education Senior Advisor during the Obama Administration.*

## Integrating the Three Frames of Comprehensive Unionism



Download A Vision for Comprehensive Unionism:  
[bit.ly/2QG6VhS](https://bit.ly/2QG6VhS)

Adapted from "A Vision for Comprehensive Unionism," Anderson, Jo; Consortium for Educational Change, 2018.



## Constructing “Comprehensive Unionism” Out of Three Frames

<b>Industrial Unionism</b> “Collective power to meet bread and butter needs and ensure fairness from management”	<b>Professional Unionism</b> “Control of the profession to ensure quality”	<b>Social Justice Unionism</b> “Equity for our students through active engagement in the community”
<b>Orientation</b>		
<ul style="list-style-type: none"> <li>Emphasizes separation of management and union roles in defining members’ work. “Boards make policy, administrators lead, teachers teach.”</li> <li>The role of the union is to advocate for its members rights, focusing on working conditions, wages and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Emphasizes establishing professional learning communities and strengthening the quality of the profession.</li> <li>The Union promotes and protects high quality professional skills, resists threats to the professional and asserts member leadership and engagement in decisions that impact the teaching &amp; learning conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Emphasizes alliances with parents and the community to organize for social justice to help all children succeed – schools and the educational learning environment must both change to improve educational outcomes.</li> <li>Race and class challenges and socio-economic segregation must be addressed if achievement gaps are to be narrowed.</li> </ul>
<b>View of Management</b>		
<ul style="list-style-type: none"> <li>Assumes labor-management relations are hostile and adversarial. Defends member rights &amp; responds to grievances.</li> <li>Fights for member priorities and standard of living in the budget. Organize members as an independent force.</li> </ul>	<ul style="list-style-type: none"> <li>Values labor-management collaboration and partnership to improve and preserve public education and the profession.</li> <li>Emphasizes programs and priorities to improve education quality and student achievement in the public interest.</li> </ul>	<ul style="list-style-type: none"> <li>Management and labor are partners in engaging families, community and ethnic groups to build support for public education.</li> <li>Advocate together for bonds/parcel taxes, grants, foundation support, and to resist inequitable solutions based on race &amp; class.</li> </ul>
<b>Role of Parents</b>		
<ul style="list-style-type: none"> <li>The Union reaches out to Parents when engaged in bargaining crisis or labor/ mgmt. conflict.</li> <li>Limit parent intrusions into the classroom to protect teacher autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>The Union works with parents to improve individual parent support for their child’s learning and work as partners with the education professionals.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Bargaining</b>		
<ul style="list-style-type: none"> <li>Limit scope of bargaining to bread and butter issues of salary, hours, and “working conditions.”</li> <li>Views the Contract as way to institutionalize all changes.</li> </ul>	<ul style="list-style-type: none"> <li>Broad scope and interest-based bargaining are a way to address professional quality and support issues.</li> <li>Agreements are also sought outside the contract.</li> <li>Contracts are a way to codify and sustain change.</li> </ul>	<ul style="list-style-type: none"> <li>Infuse bargaining with concerns that address race, class, democracy, empowerment and equity issues.</li> <li>Change can only be institutionalized and sustained by organizing rank-and-file members and the community.</li> </ul>

## THREE FRAMES OF UNIONISM

<b>Industrial Unionism</b>	<b>Professional Unionism</b>	<b>Social Justice Unionism</b>
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### Decision-Making

<p>Management prerogatives respected on a school and district level. Members grieve management decisions through their union.</p>	<p>Expands member decision-making and instructional leadership at school and district level. Joint decision-making expands member and union ownership.</p>	<p>Democratic input by all stakeholders creates processes for institutionalized administrator, member, parent, and student empowerment.</p>
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### Teaching and the Achievement Gap

<ul style="list-style-type: none"> <li>Teachers and Support Professionals have limited ability to control conditions that cause the gap in student achievement.</li> <li>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 &amp; learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Professional quality in education is critical to closing the achievement gap. It is possible to define and measure quality teaching and supports. The union's role is to make sure good methods and tools are implemented with fidelity.</li> <li>Union takes a leadership role in improving the quality of teaching &amp; learning and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Belief in "effort-based intelligence"--all students can learn if adequate resources are equitably distributed and available.</li> <li>Cultural competency/proficiency for members to reach all students.</li> <li>School district funding, equitable distribution of accomplished teachers and support personnel and school resources are priorities.</li> </ul>
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### Teaching Working Conditions

<ul style="list-style-type: none"> <li>The union works to improve teaching and learning conditions (Class size, adequate text books and supplies, hours, etc.)</li> <li>Union emphasizes protection of members' rights – files grievances to resolve conflicts.</li> <li>Seniority provisions are the best protection against employer favoritism.</li> </ul>	<ul style="list-style-type: none"> <li>The union is willing to take control of the improvement of teaching, support for teacher and support personnel effectiveness.</li> <li>Alternatives to seniority-based transfer, assignment and layoff procedures are developed by the union to balance needs of younger and older members and the program needs of the educational enterprise.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of teachers and support personnel to schools ensures high-quality, experienced members in hard-to-staff schools.</li> <li>The union supports preferential teaching and learning conditions (e.g. lower class sizes) for high poverty schools.</li> <li>Seniority-based Reductions-in-Force will be modified by the union so as not to disproportionately impact high-poverty, high-turnover schools.</li> </ul>
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### Curriculum, Instruction and Assessment of Student Learning

<ul style="list-style-type: none"> <li>Primary role of union is to improve wages, benefits, retirement, and equal treatment for all members.</li> <li>Curriculum, professional development, assessment and grading policies are the responsibility of the district management.</li> <li>Teachers are responsible for teaching and students are responsible for learning.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Union promotes additional responsibility and pay for teacher instructional leaders.</li> <li>Union brings the teachers' voice to the design, implementation and evaluation of curriculum, assessment and instruction.</li> <li>The role of student test scores and other factors in teacher evaluation is negotiated and monitored by the union.</li> <li>Union accepts necessary role of student achievement/learning in teacher and school accountability, because that is how public schools are judged.</li> </ul>	<ul style="list-style-type: none"> <li>Union safeguards teachers' role in promoting critical thinking, critical pedagogy, and a broad curriculum, not aimed primarily at standardized tests.</li> <li>Teachers encouraged to make curriculum relevant to students' lives and to incorporate student's lives into learning – cultural competence.</li> <li>Union advocates for a "Broader Bolder Approach" to building a movement to improve the social context for schooling – health care, jobs, housing, etc.</li> </ul>
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Adapted from MITUL Cohort Draft 5.0, March 2011 by Consortium for Educational Change, May 2019

## 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

	<b>Emerging</b>	<b>Accelerating</b>	<b>Mastering</b>
<b>Shared purpose drives action</b>	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.
<b>A small number of goals tied to student learning drive decisions</b>	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 distractors, base decisions on data and remain consistent year to year.
<b>A clear strategy for achieving the goals is known by all</b>	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.
<b>Change knowledge is used to move the district forward</b>	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

	<b>Emerging</b>	<b>Accelerating</b>	<b>Mastering</b>
<b>A growth mindset underlies the culture</b>	<p>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.</p> <p>There is a reliance on experts to “fix” the problem or for pre-packaged solutions.</p> <p>There is a reliance on external hires for leadership and key roles rather than a focus on building internal capacity.</p>	<p>An intentional strategy for developing internal leadership is emerging. There is a commitment to move from individual development to collaborative learning.</p> <p>Talent is being noticed and nurtured but strategies may not yet be consistent across the entire school/district.</p> <p>Capacity to lead internally driven solutions is growing.</p> <p>The reliance on external hires, programs or experts to “fix” the problem and prepackaged solutions is decreasing.</p>	<p>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.</p> <p>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.</p> <p>Rich and diverse external resources are used as inputs to their internally driven solution finding processes.</p>
<b>Leaders model learning themselves and shape a culture of learning</b>	<p>Leaders support and send others to learning sessions but rarely participate as learners themselves.</p> <p>Leaders are beginning to articulate learning as a priority but are unclear or inconsistent with the allocation of resources.</p> <p>Trust may be developing but is not consistent across the school/district.</p> <p>The structures and processes that exist such as PLC’s and coaches may not be well coordinated or targeted to the priorities.</p>	<p>Leaders participate as lead learners and are beginning to make learning for everyone a priority at the district/school.</p> <p>Leaders are beginning to identify and develop other leaders at all levels.</p> <p>Leaders are shaping the culture by developing trusting relationships but these do not exist with all groups.</p> <p>Structures and processes to support meaningful collaborative work are more common but are inconsistent across the school/district.</p>	<p>Leaders model learning by participating as learners and by leading robust capacity building in the school/district.</p> <p>They make learning a priority and actively foster leadership at all levels.</p> <p>Leaders shape culture by building trust and relationships both vertically and horizontally.</p> <p>Leaders create structures and processes for collaborative work and support cycles of learning and application.</p> <p>They provide resources strategically to propel what matters.</p>
<b>Collective capacity building is fostered above individual development</b>	<p>Professional learning opportunities exist but often focus on individual needs and are viewed as more of an event than a sustained process.</p> <p>Inquiry practices are beginning to be used but inconsistently across the school/district.</p> <p>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.</p>	<p>A culture of learning and collaborative inquiry exists where teachers and leaders reflect on, review and adjust their teaching and leadership practices.</p> <p>Learning experiences are designed using effective practices that foster collaboration and application in role.</p> <p>Trust is growing and practices are becoming more transparent such as observation and feedback.</p> <p>These practices are evident but not yet consistent at all levels of the school/district.</p>	<p>A powerful culture of learning pervades the school/district as the way we do things here.</p> <p>Learning collaboratively is the norm.</p> <p>Strong trust exists and supports innovation and risk taking.</p> <p>Learning opportunities are rich and diverse with an emphasis on collaborative learning. Opportunities to apply the learning in role are supported consistently.</p> <p>Successes are celebrated and shared and challenges seen as opportunities for deeper learning.</p>
<b>Structures and processes support intentional collaborative work</b>	<p>There are few resources such as coaches, mentors, or teacher leaders to support implementation.</p> <p>These supports are not consistently available or focused.</p> <p>Pockets of collaboration for learning exist but it is not the norm.</p> <p>Collaborative practices such as PLC’s are not linked to data and use of learning goals for students.</p>	<p>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.</p>	<p>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.</p>

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



## Coherence Progression: Deepening Learning

	<b>Emerging</b>	<b>Accelerating</b>	<b>Mastering</b>
<b>Learning goals are clear to everyone and drive instruction</b>	<p>The learning goals for students are unclear or conflicting. For example, the relationship between core curriculum standards and deep learning competencies are unspecified.</p> <p>Some goals to improve precision in pedagogy have been identified but are not clearly articulated or understood.</p> <p>The strategy for improvement is unclear, implemented inconsistently, or underresourced.</p>	<p>Learning goals are being articulated, and the link between deep learning competencies and core curriculum standards is being made more visible.</p> <p>A small number of goals to improve precision to pedagogy is clearly articulated.</p> <p>A strategy for improvement is clear to leaders but not well understood at all levels or implemented with consistency.</p>	<p>Learning goals for deep learning competencies and requirements of core curriculum standards are clearly articulated and integrated.</p> <p>A small number of goals to improve precision in pedagogy is clearly articulated.</p> <p>A strategy for improvement is clear, well understood, and being implemented consistently and with impact.</p>
<b>A set of effective pedagogical practices are known and used by all educators</b>	<p>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.</p>	<p>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.</p> <p>A strategy for fostering deep learning accelerated by digital is being developed.</p>	<p>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.</p> <p>A clear strategy for fostering deep learning accelerated by digital is being implemented in a culture of trust and risk taking.</p>
<b>Robust processes such as collaborative inquiry and examining student work are used regularly to improve practice</b>	<p>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.</p> <p>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.</p>	<p>The school or district provides some resources and expertise for collaborative learning structures.</p> <p>The work of coaches, teacher leaders, and support personnel is coordinated but not consistently across the school or district.</p> <p>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.</p>	<p>The school or district provides resources and expertise for collaborative learning structures to thrive.</p> <p>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.</p> <p>Deep collaborative practices such as collaborative inquiry are protocols for examining student work are used consistently across the school or district.</p> <p>Collaborative inquiry is used to monitor progress on impacting learning at all levels.</p>

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

## Coherence Progression: Securing Accountability

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

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

## Coherence Progression: Securing Accountability (continued)

	<b>Emerging</b>	<b>Accelerating</b>	<b>Mastering</b>
<b>External accountability is used transparently to benchmark progress</b>	<p>Standards and expectations for learning, teaching, and leadership are becoming clearer but are not understood or shared by the schools or district.</p> <p>A culture of competition, not collaboration, is evident.</p> <p>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.</p> <p>Trust is not strong, and intervention is viewed as negative.</p>	<p>The school or district has established standards and expectations for learning, teaching, and leadership, but they may not be understood and used consistently.</p> <p>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.</p> <p>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.</p>	<p>The school or district establishes and promotes professional standards and practices, including performance appraisal.</p> <p>Data are used transparently and with expertise to improve the learning process at all levels.</p> <p>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.</p>

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

## CA LMI Coherence Quadrant Questions

### DEEPENING LEARNING THROUGH COLLABORATION AND COHERENCE

Pick 1 or 2 bullets points/questions to address in several of the four quadrants of the Coherence Framework to help frame your efforts to collaboratively improve teaching and deepen student learning.

#### FOCUSING DIRECTION

##### Shared Purpose Drives Action

- What shared purpose exists among the key stakeholders of your school system?
- How have you articulated the purpose and focus throughout the system?

##### A small number of goals tied to student learning drives decisions

- How have/are you working jointly to identify priority goals for your school system?
- How have you begun to align your decisions to these shared goals?

##### A clear strategy for achieving the goals is known by all

- What strategy have you jointly developed to achieve the shared goals established?
- How have/are you moving this strategy forward?

##### Change knowledge is used to move the district forward

- How are you working to build leadership capacity throughout the system/key stakeholders to support this ongoing collaborative work?

#### CULTIVATING COLLABORATIVE CULTURES

##### Structures & processes support intentional collaborative work.

- What collaborative leadership structures have you established to support your schools' continuous improvement efforts?
- How have you used these structures to strengthen a culture of collaboration among key stakeholders focused on improving teaching and learning?

##### A growth mind-set underlies the culture

- How have leaders in your organization helped build their own and other's capacity to identify and mobilize internal expertise?

##### Leaders model learning themselves & shape a culture of learning

- Have your organizations been able to view problems and challenges as opportunities to grow capacity? How?

##### Collective capacity building is fostered above individual development

- Explain your efforts to make learning a priority in ways that help foster leadership at all levels of the organization.
- Overall - what successes and challenges regarding your journey to develop and strengthen a culture of collaboration can you share?

**SECURING ACCOUNTABILITY**

**Educators take responsibility for continuously improving results.**

- How has the schools or district developed conditions that maximize internal accountability by building capacity?

**Underperformance is an opportunity for growth, not blame.**

- What processes are used to monitor the performance of the system, including direct intervention in cases of persistent underperformance, as an opportunity for growth and improvement?

**External accountability is used transparently to benchmark progress**

- How have your schools &/or district established and promoted professional standards and practices?
- How well is data used transparently and with expertise to improve the learning process for all?

**DEEPENING LEARNING**

**Learning goals are clear to everyone and drive instruction.**

- How clear are the learning goals and strategies for improvement in schools and classrooms throughout the system?
- How well has your system identified and articulated a small number of goals to improve precision in pedagogy in your system?

**A set of effective pedagogical practices are known and used by all educators.**

- To what extent does your system identify and circulate innovative and effective pedagogical practices?

**Robust processes such as collaborative inquiry and examining student work are used regularly to improve practice.**

- To what extent are teams of educators empowered to use evidence to make instructional decisions.

Adapted from the Coherence Taking Action Guide

## 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.

Visit New Pedagogies for Deep Learning: [npdl.global](http://npdl.global)

## 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:

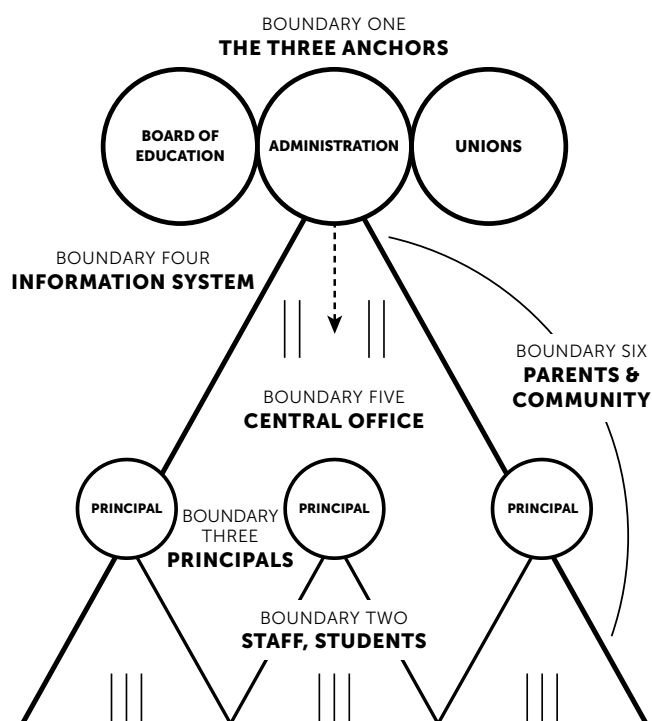
The Information System

### Boundary 5:

The Central Office and Specialists

### Boundary 6:

The External Environment, which includes Parents and Community



The Six Boundaries: W. Patrick Dolan



Download the full Boundary Audit Rubric:  
[bit.ly/2KT8XLV](https://bit.ly/2KT8XLV)

### 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 in 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

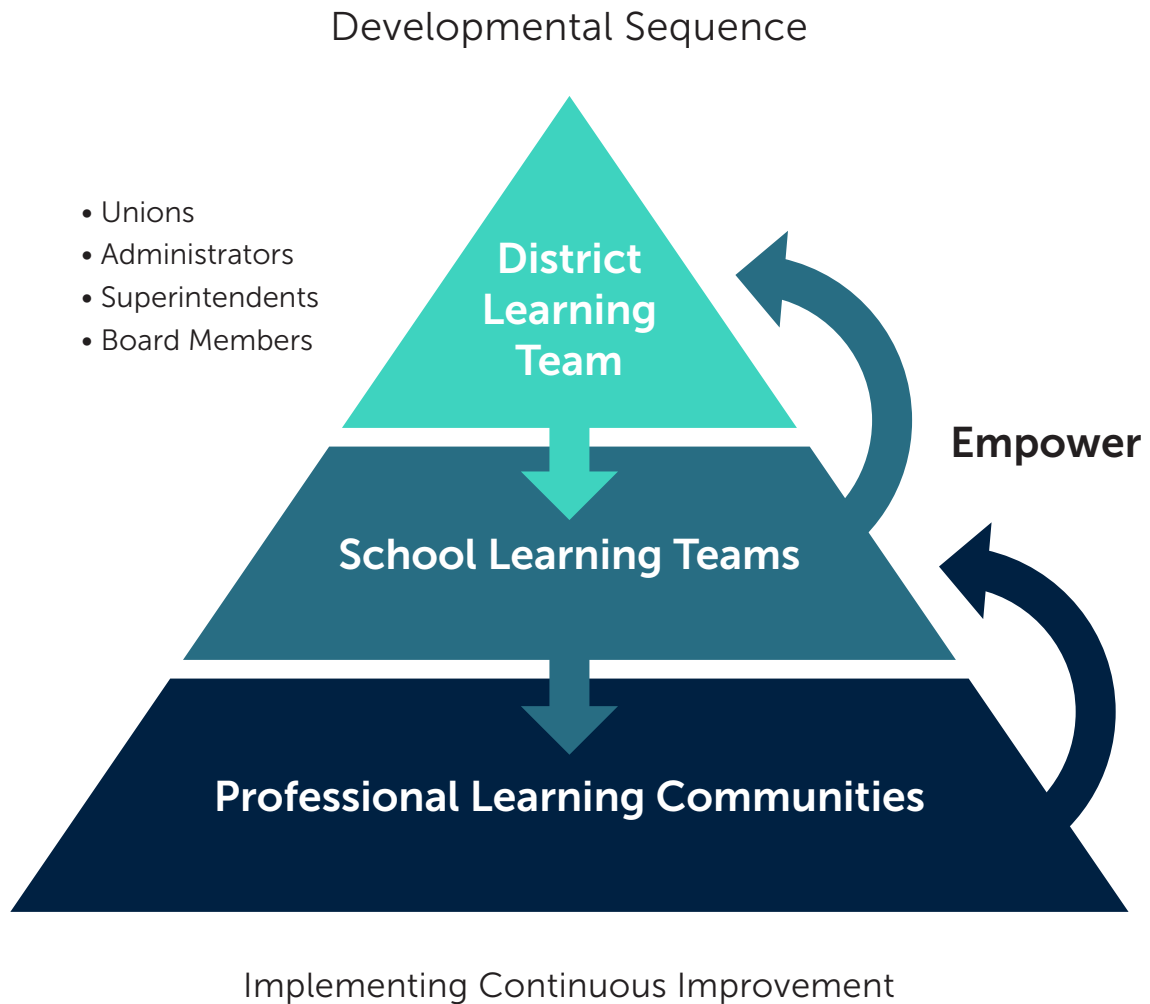
The central idea of systems theory is that the Six Boundaries are highly interconnected. This means that if we want to move any of the six, we must move the whole system. Each of the Six Boundaries represents a significant element or subsystem of the larger system. Any significant change to one boundary 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.

## CEC's Collaborative Leadership Structures



## 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

### Function

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.



## Leadership Team Resources

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

## Leadership Team Resources

The Site Leadership Team: Assessing Our Work		
School:		Date:
Criteria	Questions	Indicators
<b>Selection of SLT Members</b>	How were SLT Members Selected? What criteria were used in selecting SLT Members? Length of time linked to SLT Membership	
<b>Focus of Work</b>	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?	
<b>How it Works</b>	How often does the SLT meet? How long are the meetings? What expectations are in place for SLT meetings? Members? How are goals determined?	
<b>Relationship with PLCs</b>	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?	
<b>Relationship with Administration</b>	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?	
<b>Relationship with Faculty</b>	What information is generally shared with the faculty? How is information shared with the faculty?	
<b>District Leadership Team</b>	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?	
<b>Opportunities for Improvement</b>		

## 4 Functions of an SLT: Benchmarking Our Efforts

The Site Leadership Team: Assessing Our Work	
School:	Date:
<p><b>Indicators</b></p> <p>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</p>	
<p><b>Set Direction</b></p> <p>The SLT leads a school improvement process that determines school goals by analyzing data and information linked to teaching and learning.</p> <p>School goals focus on improving student learning.</p> <p>The school improvement process includes major stakeholders. Action plans are developed.</p> <p>School goals and action plans are repeatedly communicated to all stakeholders.</p> <p>SLT members use the Mission, Vision, and Values of the school to guide decision-making.</p>	
<p><b>Empower And Support</b></p> <p>SLT identifies barriers to achieving school goals.</p> <p>SLT develops creative solutions to address barriers to achieving school goals.</p> <p>SLT involves the school community in problem solving barriers to achieving school goals.</p>	
<p><b>Monitor and Communicate</b></p> <p>SLT systematically collects and analyzes data related to school goals from all stakeholders.</p> <p>SLT communicates progress toward school goals to all stakeholders.</p> <p>SLT identifies and communicates barriers to achievement of school goals.</p> <p>SLT celebrates progress and achievement of school goals with school community.</p>	
<p><b>Evaluate And Improve</b></p> <p>SLT has standard processes it follows to do business.</p> <p>SLT evaluates the effectiveness of each process. SLT evaluates each meeting.</p>	

## 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.

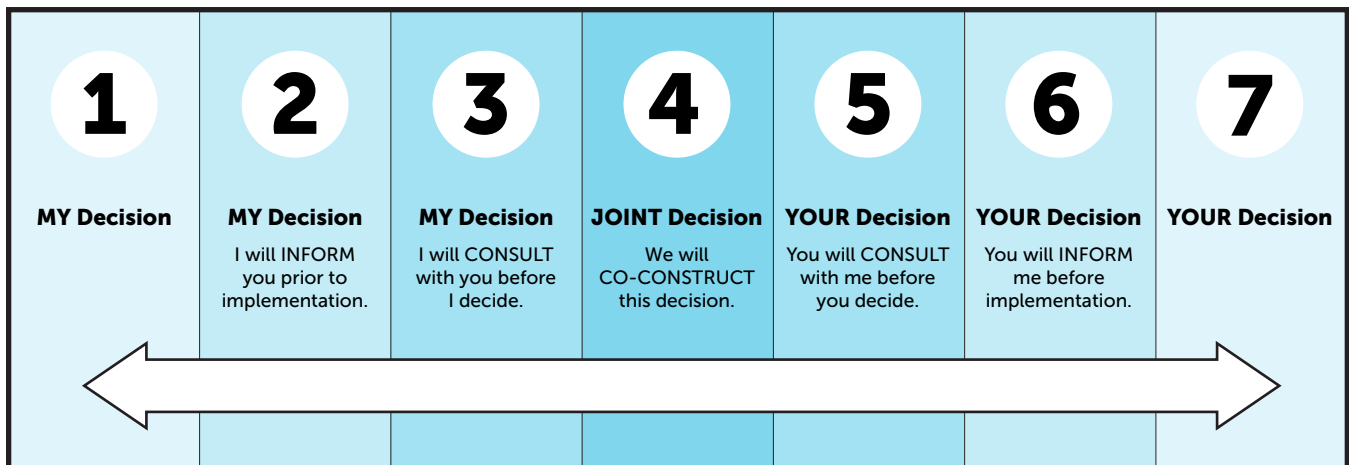
The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.

## 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. 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.

Click the link below for an overview of the 7 Point Decision Making 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     HIGH

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

LOW     HIGH

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

LOW     HIGH

#### 2. Paraphrasing

A. We listen and paraphrase to acknowledge.

LOW     HIGH

B. We listen and paraphrase to organize.

LOW     HIGH

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

LOW     HIGH

#### 3. Probing

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

LOW     HIGH

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

LOW     HIGH

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

LOW     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:
<b>When Establishing Norms, Consider:</b>	<b>Proposed Norms:</b>
<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• When do we meet?</li> <li>• Will we set a beginning and ending time?</li> <li>• Will we start and end on time?</li> </ul>	
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• How will we encourage listening?</li> <li>• How will we discourage interrupting?</li> <li>• What do we want to learn?</li> <li>• How can we ensure open, honest conversations?</li> </ul>	
<p><b>Confidentiality</b></p> <ul style="list-style-type: none"> <li>• Will the meetings be open?</li> <li>• Will what we say in the meeting be held in confidence?</li> <li>• What can be said after the meeting?</li> </ul>	
<p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>• How will we make decisions?</li> <li>• Are we an advisory or a decision-making body?</li> <li>• How will we deal with conflicts?</li> </ul>	
<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• How will we encourage everyone's participation?</li> <li>• How we will ensure broad participation from all stakeholders?</li> </ul>	
<p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>• What do we expect from members?</li> <li>• Are there requirements for participation? How will we determine our school-wide instructional focus?</li> <li>• How will we communicate with our school community?</li> </ul>	

## 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

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

## Communication Plan

<b>Organization Name:</b>				
<b>Name</b>	<b>What?</b> Shared Key Messages	<b>Who?</b> Assigned Stakeholder	<b>How?</b> Method	<b>How Often?</b> Timelines



## Team Roles and Responsibilities

<p><b>Team Leader/Chair</b></p>	<ul style="list-style-type: none"> <li>• Serve as the contact person for the team</li> <li>• Leads the Team Meetings</li> <li>• Integrate and align the vision of the organization within the team’s work</li> <li>• Develop ways of updating others affected by the team’s work</li> <li>• Plan team meetings with a clear focus on teaching and learning issues</li> <li>• With Team Recorder, keep official team records/documentation (agendas, minutes, etc.)</li> <li>• Ensure that tasks are completed between meetings by monitoring follow-through</li> <li>• Solicit meeting evaluation/feedback from team members</li> <li>• Make recommendations or changes to ensure team effectiveness</li> <li>• Ensure opportunities to celebrate the work of the team</li> </ul>
<p><i>Before the Meeting</i></p>	<ul style="list-style-type: none"> <li>• Prepares and distributes agenda with timelines</li> <li>• Using team data/input – sets a few specific goals for the meeting</li> </ul>
<p><i>During the Meeting</i></p>	<ul style="list-style-type: none"> <li>• Keeps the team focused for efficient, data-driven decision-making</li> <li>• Reinforces constructive contributions</li> <li>• Encourages balanced participation and input</li> <li>• Maintains an appropriate pace</li> <li>• Makes sure follow-up activities are planned</li> <li>• Provides opportunity to evaluate meeting effectiveness</li> </ul>
<p><i>After the Meeting</i></p>	<ul style="list-style-type: none"> <li>• Provides feedback (What went well + Suggestions/alternatives for improvement)</li> <li>• Keeps documentation of meeting</li> <li>• Communicates the work of the team with appropriate groups within the organization</li> </ul>
<p><b>Facilitator</b></p>	<ul style="list-style-type: none"> <li>• Provides structure, process and support so group meetings are able to function effectively</li> <li>• Assists Team Leader in planning and implementing meeting logistics</li> </ul>
<p><b>Recorder</b></p>	<ul style="list-style-type: none"> <li>• Keeps minutes of meeting, highlighting key decisions and actions for next meeting</li> <li>• Assists Team Leader in providing documentation of meetings</li> <li>• Distributes minutes to all team members (within 48 hours as a rule)</li> <li>• Assists Team Leader in implementation of Communication Plan to all stakeholders</li> </ul>
<p><b>Timekeeper</b></p>	<ul style="list-style-type: none"> <li>• Keeps the team notified of time used or remaining for each item on the agenda</li> </ul>
<p><b>Team Members</b></p>	<ul style="list-style-type: none"> <li>• Consider the team’s work a priority</li> <li>• Contribute fully as an active team member (both sharing and listening)</li> <li>• Listen to others and be open to their ideas</li> <li>• Carry out assignments between meetings</li> <li>• Assist with communicating the work and vision of the team</li> <li>• Honor, respect and adhere to the group norms/ground rules</li> </ul>

## 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 perceived 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



California Labor Management Initiative

BUILDING PARTNERSHIPS TO CREATE GREAT PUBLIC SCHOOLS



## Fostering a “Culture of Trust” Within and Outside a School System

<https://www.tdsb.on.ca/Portals/research/docs/reports/FosteringACultureOfTrustWithinAndOutsideASchoolSystem.pdf>

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Collaboration is a key element for district improvement, as noted by many authors (Anderson, 2003; Bjork & Bond, 2006; Leithwood, 2012; Togneri & Anderson, 2003). The district-wide emphasis on collaboration and team work in professional learning communities leads districts on a continuous improvement cycle and supports the development of “shared beliefs” and a “commitment to reform” (Anderson, 2003, p. 12). In strong districts, collaboration is an inclusive process that involves many groups of stakeholders across the district, including board members, principals, teachers, and union leaders (Togneri & Anderson, 2003).

To achieve good working relations, stakeholders need to learn to work together in order to improve teaching and learning (Togneri & Anderson, 2003). As Togneri and Anderson (2003) note, in their study of U.S. school districts that made improvements in student achievement:

Collaboration and trust did not simply happen in the districts; rather, they were the result of deliberate and involved processes. Led by their boards and superintendents, the most collaborative districts in the study worked on working together. They engaged in ongoing dialogue, created cross-role leadership structures to facilitate communication among stakeholders, and intentionally sought tools to facilitate collaboration.

Research indicates that collaborative districts have an easier time introducing innovations, have strong positive interactions, and have educational leaders who bring together stakeholders to address issues and challenges within the district. Studies indicate that these collaborative processes increase trust (Togneri & Anderson, 2003).

Furthermore, in research on high performing districts, collaboration seems to give staff the perception of a “flat” organization where they feel “organizationally close to those working in the central office” (Leithwood, 2010, p. 260). In these districts, there is more communication both vertically and horizontally which can lead to greater collaboration and shared values.

*“Trust is institutionalized in an organization’s rules, roles and relations. That means it is embedded in everything an organization does or tries to do. It is explicit and implicit. It is in the climate and culture. It is found in every interpersonal encounter, at every meeting. It is displayed in how outsiders are treated. It permeates organizations.”*

Anthony Carnevale, Dir. of Education and the Workforce, Georgetown University

## **Characteristics of a Culture of Trust**

<b>1. Shared values</b>	Values which are practiced at work but meaningful to employees outside of work.
<b>2. A shared mission or goal</b>	Employees’ commitment to communal goals, and not simply personal/ independent goals.
<b>3. Open and authentic leadership</b>	A propensity of a leader to demonstrate trust, among other values, towards employees.
<b>4. A culture of consensus not force</b>	Employees willingly contribute to shared missions or goals if there is a culture of trust, otherwise, employees may feel pressures or coerced to do so.
<b>5. A feeling of enjoying work</b>	A culture of trust is fostered if employees feel relaxed and sense that mistakes and failure are acceptable.
<b>6. An atmosphere of fun and enjoyment</b>	A workplace where employees can have fun, be themselves, and are open to pushing intellectual (i.e. ideas, concepts) boundaries.
<b>7. A desire to learn, not blame</b>	Fault associated with mistakes and failure does not nurture openness, trust, and ongoing development among employees.
<b>8. Honest and authentic conversations</b>	A culture of trust is fostered where there is sincere communication and information is not withheld across horizontal and vertical relationships.

Source: Bibb & Kourdi, 2004



<http://bit.ly/FosteringTrust>  
Full Report

## Interest-Based Problem Solving

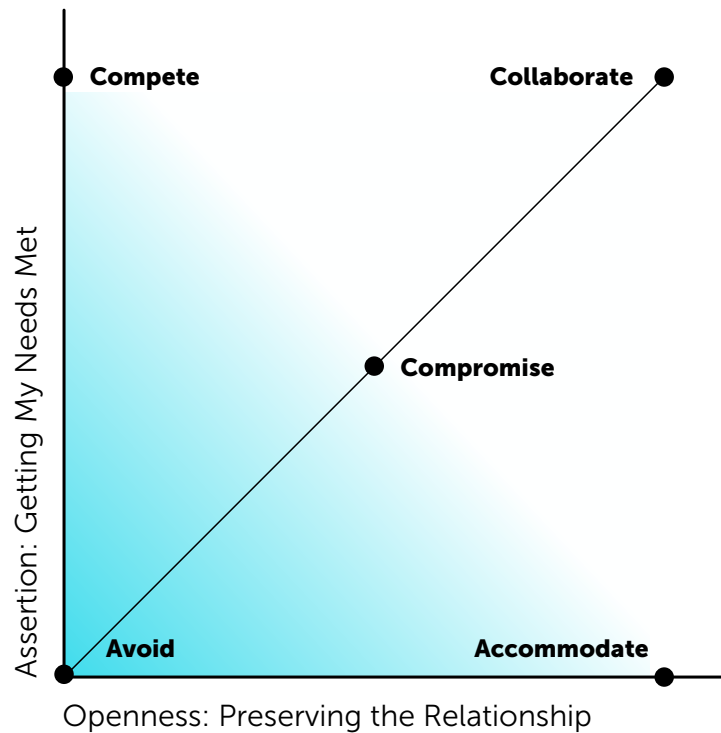
Problem-Solving Approaches: Contrasting Principles	
Position-Based Approach	Interest-Based Approach
Use or Withhold Information Tactically	Be Candid & Fully Disclose
Commit to Separate Solutions at the Beginning	Defer Commitment Until The End
Focus on Positions	Focus on Interests
Focus on Separate/Individual 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



### 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](http://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

## RESOURCES

### California Labor Management Initiative (CA LMI) Resources

<b>CA LMI Website</b>	California Labor Management Initiative website	<a href="http://bit.ly/CA_LMI">http://bit.ly/CA_LMI</a>
<b>CA LMI Strategic Plan</b>	CA LMI 2018-2020 Strategic Plan	<a href="http://bit.ly/2JG8D1K">http://bit.ly/2JG8D1K</a>
<b>CA LMI: Building Powerful Collaboration</b>	This video describes the work of the California Labor Management Initiative (CA LMI) and how the initiative is partnering with districts across California to improve labor management collaboration in schools and support student achievement. (3 minute video)	<a href="http://bit.ly/2xRcc03">http://bit.ly/2xRcc03</a>
<b>Michael Fullan on the CA LMI</b>	International education expert and author of “Coherence,” Michael Fullan speaks on the California Labor Management Initiative (3 minute video)	<a href="http://bit.ly/2HtZ0ho">http://bit.ly/2HtZ0ho</a>
<b>CA LMI 2017 Summer Institute Breakout Session with Michael Fullan</b>	International education expert and author of “Coherence,” Michael Fullan speaks on the role of the Principal in relation to teacher leadership, leading from the middle and Deep Learning (30 minute video)	<a href="http://bit.ly/2Ls9LTN">http://bit.ly/2Ls9LTN</a>
<b>Valuing Our Classified School Staff</b>	Hear why classified school staff are a key part of successful labor-management partnerships and why collaboration in schools should include classifieds at the table. (7 minute video)	<a href="http://bit.ly/2JAVJSn">http://bit.ly/2JAVJSn</a>
<b>California Labor-Management Initiative: School Climate</b>	California Labor Management Initiative – School Climate and Collaboration: A Path to Whole Child and Whole School Success (3 minute video)	<a href="http://bit.ly/2Hss60G">http://bit.ly/2Hss60G</a>

### California-Specific Resources

<b>State Priorities for Funding: The Need for Local Control and Accountability Plans</b>	CSBA State Priorities for LCFF fact sheet	<a href="http://bit.ly/2Hwnwji">http://bit.ly/2Hwnwji</a>
<b>State Priority Related Resources</b>	Links to tools, promising practices, and research posted on the Quality Schooling Framework (QSF) website to assist LEAs in addressing the state priorities in their Local Control and Accountability Plan (LCAP).	<a href="http://bit.ly/2sOMzrc">http://bit.ly/2sOMzrc</a>

**California-Specific Resources (continued)**

<b>Local Control Funding Formula Overview</b>	CDE overview site for Local Control Funding Formula (LCFF)	<a href="http://bit.ly/2Hs1KMk">http://bit.ly/2Hs1KMk</a>
<b>Introduction to the California School Dashboard</b>	The California School Dashboard is an online tool that shows how schools and districts are performing on local and state indicators. Local indicators are based on information collected by districts and charter schools. State Indicators are based on state data.	<a href="http://bit.ly/2xRUR7v">http://bit.ly/2xRUR7v</a>
<b>The California School Dashboard</b>	Dashboard home page with school / district search and information links	<a href="http://bit.ly/2xTDDXg">http://bit.ly/2xTDDXg</a>
<b>K-12 Public Education Brief: The Essentials of California’s Education System Upgrades</b>	This brief provides elected officials, candidates, and other education leaders with an overview of California’s major, recent education policy changes, how they link together, and how they establish the current landscape for decisions about the future success of California’s students.	<a href="http://bit.ly/2vKnpi8">http://bit.ly/2vKnpi8</a>
<b>CDE Social Emotional Learning Guiding Principles</b>	California Department of Education SEL Guiding Principles were developed by a state taskforce of over 20 education organizations to inform and support strong SEL practices as an essential part of every well rounded quality education setting.	<a href="http://bit.ly/2EHyKDA">http://bit.ly/2EHyKDA</a>
<b>Michael Fullan on LCFF – California’s Golden Opportunity</b>	In September 2017, Michael Fullan and Santiago Rincón-Gallardo released their fourth in a series of reports on the implementation of California’s Local Control Funding Formula (LCFF). The report outlines ten findings on LCFF implementation to date—both strengths and weaknesses—as well as a set of recommendations.	<a href="http://bit.ly/2xG2LiT">http://bit.ly/2xG2LiT</a>
<b>What California Educators Need to Know About “Continuous Improvement”</b>	This two page document explains what continuous improvement can look like in an education setting and why it matters for improving student outcomes.	<a href="http://bit.ly/2sKwraT">http://bit.ly/2sKwraT</a>

## TURN Talks

<http://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. In 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.

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



## 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.*

## RESOURCES

- 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.*
- Session 6** The 6 Boundaries of a School System <http://turnweb.org/videos/the-6-boundaries-of-a-school-system/>
- Dr. W. Patrick Dolan, a longtime consultant for the Consortium for Educational Change (CEC) provides an orientation to CEC’s framework for organizational development and systems change. Dolan creates a “visual map” of the school system to depict the roles and relationships of the 6 Boundaries of a School System as a diagnostic activity to identify strengths, challenges and opportunities for improvement throughout the school system.*

### Excellence with Equity

Author and Harvard professor 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.*

**Excellence with Equity (continued)**

- 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.*

## 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

<http://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 Video Series:

- Part I — Introduction
- Part II — A Journey Toward Trauma-Informed Schools

<http://turnweb.org/partnership-for-resilience/>

Corona-Norco, CA Video Series:

- Teacher Voice in Corona-Norco, CA
- Raising the Bar in Corona-Norco
- Corona-Norco Teacher Stories – Sunny Kaura
- Corona-Norco Teacher Stories – Michelle Yoshida
- Corona-Norco Teacher Stories – Marie Naia

<http://turnweb.org/corona-norco/>

New Pedagogies for Deep Learning Video Series:

- Michael Fullan
- Mag Gardner

<http://cecweb.org/npdl/>

*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.*

## Voices from the Field Podcast

<http://turnweb.org/voices-from-the-field>

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

- |                  |  |   |
|------------------|--|---|
| <b>Episode 1</b> | Michael Fullan: The Critical Importance of Deep Learning for Students<br><i>January 2018</i>                               | <a href="http://turnweb.org/podcasts/michael-fullan/">http://turnweb.org/podcasts/michael-fullan/</a>   |
| <b>Episode 2</b> | Batavia School District Leaders: The Journey Toward Labor-Management Collaboration to Help Students<br><i>January 2018</i> | <a href="http://turnweb.org/podcasts/batavia-public-school-district-101/">http://turnweb.org/podcasts/batavia-public-school-district-101/</a>                                   |
| <b>Episode 3</b> | Ann Cummins-Bogan: The Impact of Labor-Management Collaboration on Student Success<br><i>January 2018</i>                  | <a href="http://turnweb.org/podcasts/ann-cummins-bogan/">http://turnweb.org/podcasts/ann-cummins-bogan/</a>   |
| <b>Episode 4</b> | Tali Raviv: The Effect Trauma-Informed Educators Can Have on Student's Lives<br><i>January 2018</i>                        | <a href="http://turnweb.org/podcasts/tali-raviv/">http://turnweb.org/podcasts/tali-raviv/</a>   |
| <b>Episode 5</b> | Mary Tavegia: The Strategies for Classroom Teachers to Help Students Impacted by Trauma<br><i>January 2018</i>             | <a href="http://turnweb.org/podcasts/mary-tavegia/">http://turnweb.org/podcasts/mary-tavegia/</a>   |
| <b>Episode 6</b> | Loukia Mastrodimos: The Role of Teacher Wellness on Student Learning<br><i>January 2018</i>                                | <a href="http://turnweb.org/podcasts/loukia-mastrodimos/">http://turnweb.org/podcasts/loukia-mastrodimos/</a>   |
| <b>Episode 7</b> | Angela Jerabek – Building Assets, Reducing Risks<br><i>October 2018</i>  | <a href="http://turnweb.org/podcasts/angela-jerabek/">http://turnweb.org/podcasts/angela-jerabek/</a>   |
| <b>Episode 8</b> | Eugene Robinson, Jr.: Ensuring Postsecondary Success for All Students<br><i>April 2019</i>                                 | <a href="http://turnweb.org/podcasts/eugene-robinson-jr/">http://turnweb.org/podcasts/eugene-robinson-jr/</a>   |
| <b>Episode 9</b> | Ruth Cross and Gail Capps: Social Emotional Learning<br><i>May 2019</i>  | <a href="http://turnweb.org/podcasts/ruth-cross-and-gail-capps-social-emotional-learning/">http://turnweb.org/podcasts/ruth-cross-and-gail-capps-social-emotional-learning/</a> |

# California Labor-Management Team Plan

[bit.ly/LMITeamPlan](https://bit.ly/LMITeamPlan)

Coordination Information		
Organization:		
Primary Contact(s)	Name/Role	Email Address
Team Members	Names	Roles

Coherence Progression Components			
Focusing Direction	Collaborative Cultures	Deepening Learning	Securing Accountability
<ul style="list-style-type: none"> <li>A. Shared purpose drives action</li> <li>B. A small number of goals tied to student learning drive decisions</li> <li>C. A clear strategy for achieving the goals is known by all</li> <li>D. Change knowledge is used to move the district forward</li> </ul>	<ul style="list-style-type: none"> <li>A. A growth mindset underlies the culture</li> <li>B. Leaders model learning themselves and shape a culture of learning</li> <li>C. Collective capacity building is fostered above individual development</li> <li>D. Structures and processes support intentional collaboration</li> </ul>	<ul style="list-style-type: none"> <li>A. Learning goals are clear to everyone and drive instruction</li> <li>B. A set of effective pedagogical practices are known and used by educators</li> <li>C. Robust and authentic processes used regularly to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>A. Continuously improving results</li> <li>B. Underperformance is an opportunity for growth not blame</li> <li>C. External accountability is used transparently to benchmark progress</li> </ul>



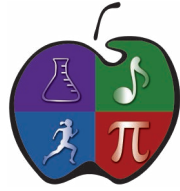
<b>Mid-Year Reflection</b>	
How are you progressing towards your <b>objectives</b> ?	
How are you progressing towards your <b>criteria for success</b> ?	
What <b>modifications</b> to your team plan have you made or are you planning to make?	

<b>End-of-Year Reflection</b>	
What did your team <b>accomplish</b> ?	
How will your experiences this year <b>shape</b> your shared work next year?	
How will you <b>communicate</b> the product of your collaboration?	









## CALIFORNIANS DEDICATED TO EDUCATION FOUNDATION

**Californians Dedicated to Education Foundation** (CDE Foundation) works as a trusted partner with state education leaders and entities to create, resource, and implement solutions that result in a strong and valued public education system that serves every student in California.

The **California Labor Management Initiative** (CA LMI) partners with the Consortium for Educational Change (CEC), a national leader in labor-management partnerships, to provide support, technical assistance and professional development to California school systems.

The CDE Foundation operates the following programs:

- The Alliance for Continuous Improvement
- California Labor Management Initiative
- California Alliance for NGSS
- California STEAM Symposium
- Collaboration in Common
- Family Engagement & the LCAP

The CDE Foundation is anchored by a small professional staff, a highly engaged Board of Directors, a complement of highly skilled and effective consultants, strong partnerships with the California Department of Education (CDE) and other education coalition members, foundations and corporations, and a network of individuals, educational institutions, and nonprofits across the state who share our commitment to public education and California's students.

[cdefoundation.org](http://cdefoundation.org)

**Jessica Howard**

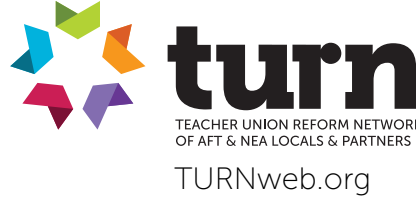
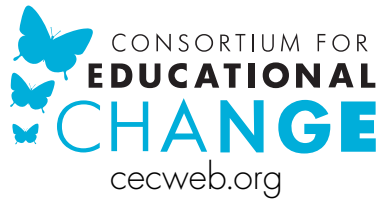
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The **Consortium for Educational Change** (CEC), founded in 1987, is a nonprofit organization that works with the three anchors of a school district (union leaders, administrators and school boards) to establish a culture of collaboration and continuous 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). Cal-TURN, which is one of six TURN regions across the country, brings 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.

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](http://cecweb.org)

[turnweb.org](http://turnweb.org)

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