Unite, Inspire, Lead
Our Students, Our Union, Our Future
Collaboration for Student Success and Association Strength

#NEASummit

Andrea Walker, NEA
Dr. Saul Rubinstein, Rutgers University
Marie Blistan, NJEA
Steve Swetsky, NJEA
This session addresses:

• **NEA Strategic Goals**
  – Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  – Strategic Goal 2: Empowered Educators for Successful Students

• **NEA Organizational Priorities**
  – Every Student Succeeds Act (ESSA) Implementation
  – Racial Justice in Education
  – Early Career Educator Supports
COMPETENCY: Governance & Leadership

Levels 1, 2, & 3

Primary Themes Addressed:

– Develops self and others as leaders
  • Builds a diverse group of leaders to take on greater roles and responsibilities in the association
– Effectively executes governance & leadership responsibilities
– Advances the organization by internalizing its mission, vision, and core values
– Sets strategic objectives to guide long-term goals
Session Overview

I. EDUCATORS EMPOWERED to Shape Teaching & Learning
   – Why Do We Want It?
   – What Is It?
   – How Do We Secure and Inspire It?

II. PATHWAY TO EMPOWERMENT: Partnerships & Collaboration
   – Benefits of Union/Association-Mgmt Partnerships & Collaboration
     • Student Outcomes
     • Teacher Retention
     • Reduced Effects of Poverty
     • Strengthened Union/Association Role in Teaching & Learning

III. EXAMPLES OF EDUCATORS EMPOWERED TO COLLABORATE
   – State, Local, School Levels
   – Writing Your Own Story
EDUCATORS EMPOWERED to Collaboratively Shape Teaching & Learning

Andrea Walker, NEA Strategy

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Long-Time Theory of Success

- Elect & Influence Pro-Public Education Politicians
- Focus on Federal and State
  - Appropriate Public Policy & Investment
  - Practice & Strategies for Students
- Student Achievement
- Public Support for Public Education
Our Context Has Led To...
What do Educators Say Will Improve Education?

Responses of 2,500 randomly selected k-12 public school teachers in 2011:

To what degree do you agree or disagree that the following changes would strengthen teaching as a profession? National Center for Education Information: Profiles of Teachers in the U.S. 2011

- Greater participation in school decision-making: 97% in 2005, 98% in 2011
- Greater participation in district decision-making: 96% in 2005, 97% in 2011
- Autonomy on what & how is taught: 72% in 2005, 78% in 2011
Why do Educators Go Into Education?

To Make a Difference in the Lives of Their Students and Help Them Learn!
Educators Empowered To Influence Education

1. Empowered Educators Shape Learning for All Students
2. Collaboratively Developed School Plans Centered on Student Learning
3. Focus on Locals & Members
4. Policies at District/State Level Defining Professional Practice
5. Practices and Strategies for Students
6. Success of ALL students
7. Public Support for Education
EDUCATOR EMPOWERMENT is...

...the process by which educators individually and collectively activate their power to achieve their goals.
Empowerment: Two Key Elements

Structural:
- Processes
- Laws/Agreements
- Partnerships/Coalitions

Psychological:
- Knowledge
- Skills
- Ability
- Disposition
What Do Educators Need and Want?

- **Greater Involvement in Decision-Making for Teaching & Learning**

- **Greater Collaboration With Each Other & Education Stakeholders (Administrators, Parents, Community)**
Union-Management Partnerships & Collaboration: A Path to Educator Empowerment

Dr. Saul Rubinstein, Professor
Rutgers University
School of Management and Labor Relations
Pathway for Success

Labor-Management Partnerships → Educator Collaboration in Schools → Teaching Quality Student Achievement
Collaboration:

• Improves Student Outcomes
• Retains Teachers
• Reduces the Impact of Poverty
• Increases the Association Role in Decision-Making
Collaboration: Student Outcomes
Labor-Mgmt Partnership and Performance (English)
So, For Every “Step Increase” in Quality of L-M Partnership...
Collaboration & Performance (English)
L-M Partnership & Performance (Math)
With Good L-M Partnerships, Teachers Collaborate On:

**Instructional Practices**

- Implement Cycles of Professional Learning
- Observe
- Prepare and Share Feedback
- Support and Develop

**Student Performance Data**

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<th>Textual Evidence / Inferences</th>
<th>Transitional/Links</th>
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**Curriculum Development**

- Almost 2x More than in Low Quality L-M Partnerships

**Mentoring**
What This Means for Students?

Collaboration: Teacher Retention & Engagement
Collaboration, Poverty and Turnover (McCarthy and Rubinstein, 2016)
So, For Every “Step Increase” in Collaboration...

+%

~+%
More Teachers Retained

+%

Nearly Eliminating the Effects of Poverty.
Collaboration and Teacher Engagement

Teacher Engagement/Attachment

| Low | Collaboration | High |
Also Improved in Collaborative Environments?

- Shared Decision-Making
- Aligned Goals
- Teacher Discretion
- Psychological Safety
What This Means for Teachers?

They Are More Engaged and Stick Around Longer.
Collaboration & Role of Association Rep
Collaboration and Principal as Resource in Teaching & Learning
Collaboration and Association Rep as Resource in Teaching & Learning

Coef = .32
A View of A Collaborative School with A Strong L-M Partnership
Collaboration Inside the School Results in Innovation Sharing Across Schools!

What This Means for Association Leaders?

They Are Seen By Their Peers as Greater Resources for Teaching & Learning.
What This Means for Education Associations?

They Are The Stable Network for Innovation
L-M Partnership A Sustainable Structure for Success
Labor Management Partnerships Lead to Educators Empowered to Collaborate.

And, Collaboration Leads to....
Collaboration Leads To...

• Improved Student Performance
• Reduced Teacher Turnover, Particularly in High Poverty Areas
• Elevated Association Role in Teaching & Learning
• Increased Cross-School Innovation and Learning
Pathway for Success

- Labor-Management Partnerships
- Educator Collaboration in Schools
- Teaching Quality Student Achievement Association Strength
A View From New Jersey

Marie Blistan, Vice President, NJEA
Steve Swetsky, Assistant Executive Director, NJEA
A Story of Collaboration & Lessons Learned

Montgomery Township, NJ
Montgomery Township, NJ:
Start on Issues That Everyone Cares About!

“It’s a good thing to have your best teachers working alongside of you. It’s a
great thing to have them alongside of you also wearing their union hats.”
Corey Delgado, Principal Montgomery Upper Middle School

- Established Guiding Principles committing to shared success
- Involved Entire School in Two Projects: Scheduling & Advisory Program
- Set up School Leadership Team to institutionalize collaborative processes

“Both younger and veteran educators want to be involved in decisions. The union
reps are now seen as the leaders, the conduits for educator voice, and even young
non-tenured teachers are asking to be building reps.”
Shelley Moore, Vice President Montgomery Education Association
Writing Your Story:

• Start Somewhere! ID an student-centered issue or project that could be worked on collaboratively in your school, district, or state

• What are your greatest opportunities for:
  – Securing structural processes for educators empowered to collaborate?
  – Readying educators to collaborate?

• What are the easy first steps you can do right when you get back home? Then, what?
Session Outcomes

• The content from this session can be used to:
  – Secure processes for collaborative decision-making around teaching and learning for educators in your local or state
  – Ready members to play empowered roles in their worksites
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• Twitter-win!

• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment