



nea

NATIONAL  
EDUCATION  
ASSOCIATION

nea.org

COLLABORATING  
FOR STUDENT  
SUCCESS



A NEW FRAMEWORK  
FOR EDUCATION  
PARTNERSHIPS

**“EDUCATORS, COMMUNITIES, AND ADMINISTRATORS HAVE THE SAME GOAL: GREAT PUBLIC SCHOOLS FOR OUR STUDENTS.**

**WE ARE AT AN EXCITING POINT IN THE ASSOCIATION’S HISTORY, WHERE THOUGHTFUL COLLABORATION CAN TRANSFORM HOW WE WORK TOGETHER EFFECTIVELY.**

**WHEN WE WE COME TOGETHER, OUR STUDENTS BENEFIT MOST, AND THAT’S WHAT MATTERS.”**

**Lily Eskelsen García, NEA President**



## EFFECTIVE, STUDENT-CENTERED PARTNERSHIPS

# EDUCATION STAKEHOLDERS ARE OFTEN NOT AS CONNECTED AS THEY COULD BE



SCHOOL BOARD ASSOCIATIONS



ADMINISTRATORS



EDUCATORS



STUDENTS



PARENTS

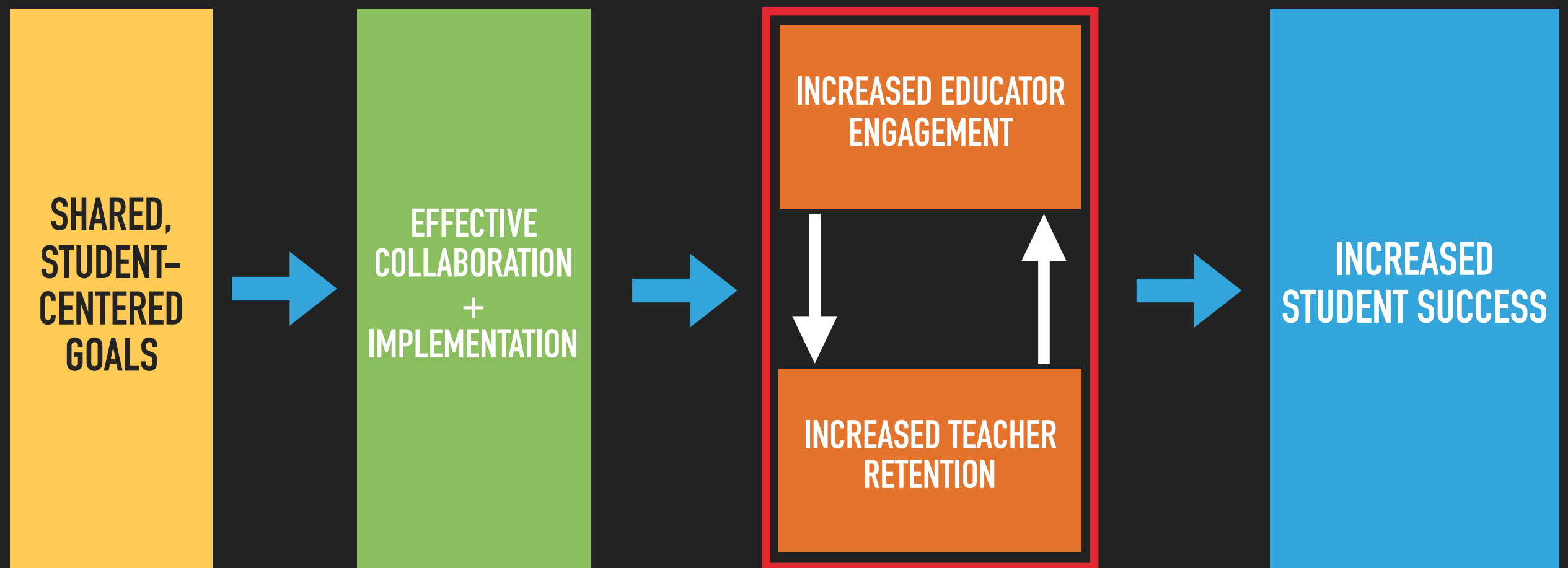


COMMUNITY GROUPS

## EFFECTIVE, STUDENT-CENTERED PARTNERSHIPS

# A NEW FRAMEWORK FOR EDUCATION COLLABORATION

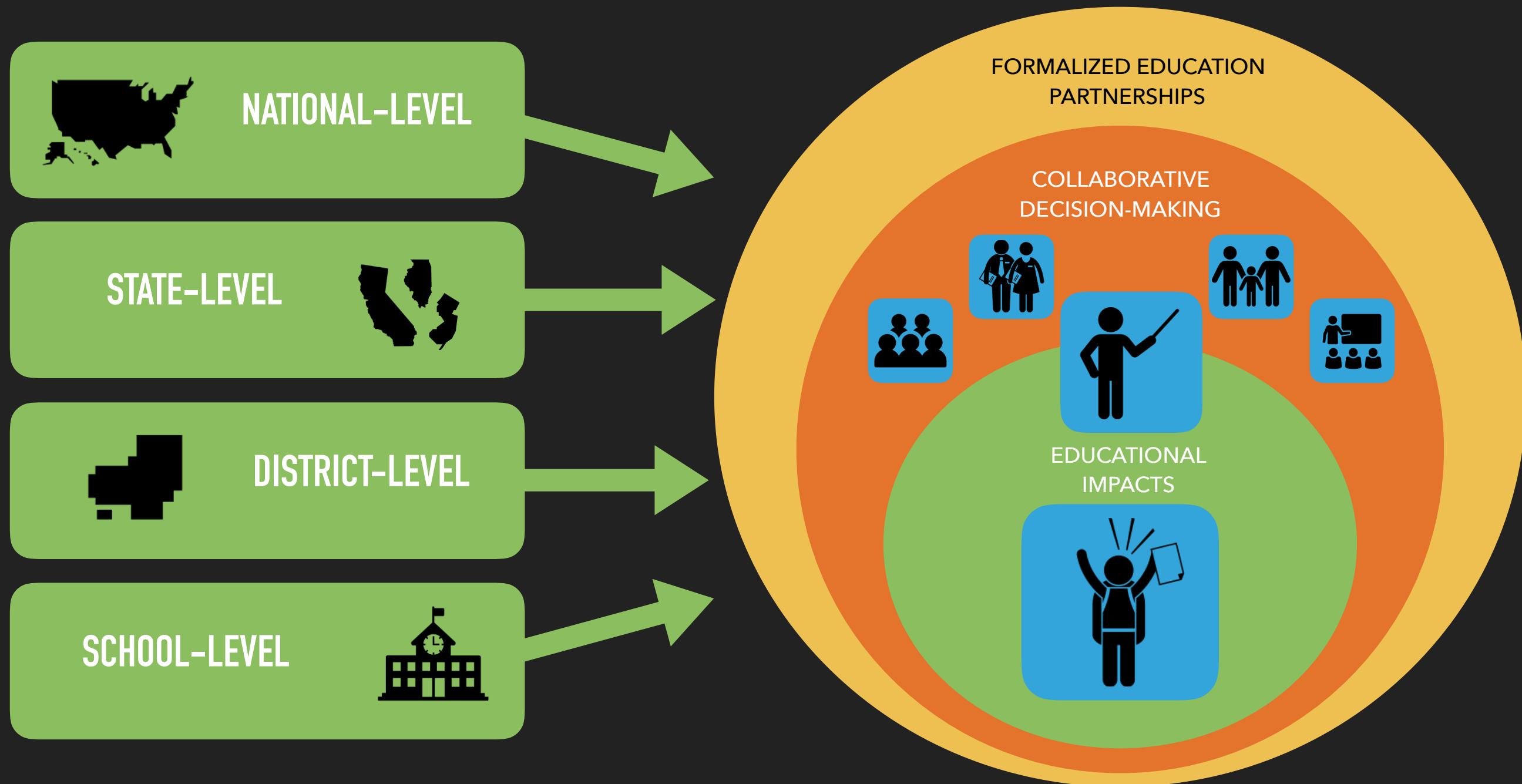
Together with other stakeholders, the NEA is championing a new generation of education partnerships focused on achieving student-centered goals through effective collaboration.



These collaborative partnerships are directly connected to statistically significant increases in student achievement in Math and English, as well as increases in educator retention. Research suggests that this environment is so nurturing to the educator and student that even the negative impacts that childhood poverty has on student outcomes can be mitigated. (McCarthy and Rubinstein, 2017)

## OUR VISION: PARTNERING TO INCREASE STUDENT SUCCESS NATIONWIDE

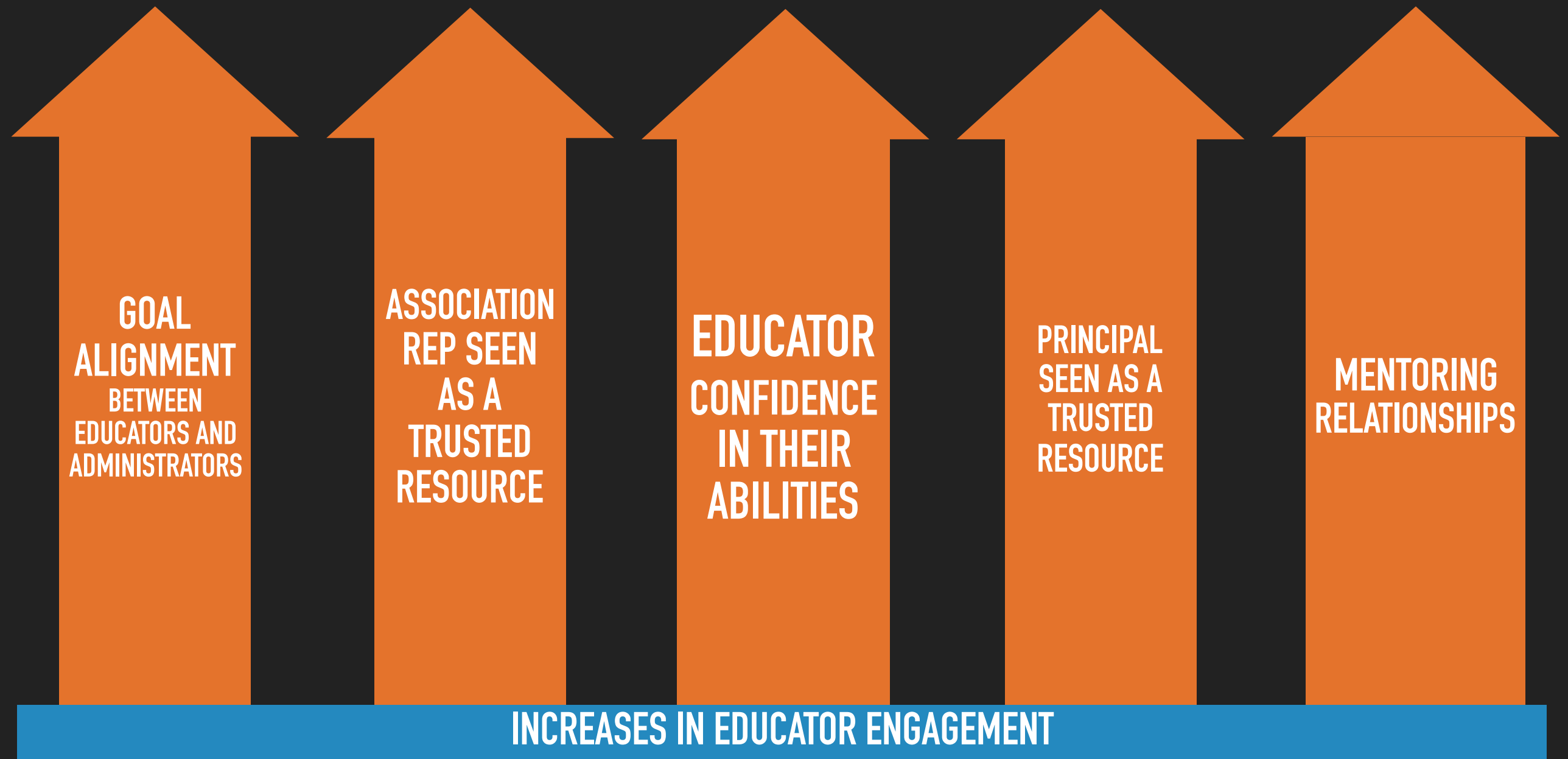
Creating a system-wide, collaborative network of support that fosters student-achievement.





# FORMALIZING THE COLLABORATIVE STRUCTURE HAS A MULTIPLIER EFFECT

Effective collaborative partnerships increase educator engagement with marked increases in a number of important behaviors, including those below. (McCarthy and Rubinstein, 2017)



# COLLABORATIVE EDUCATION PARTNERSHIPS TRANSFORM THE ROLE OF THE ASSOCIATION REP

Research shows that collaborative environments shift Association representatives' perception of their role to a more balanced focus on traditional vs. professional union functions.

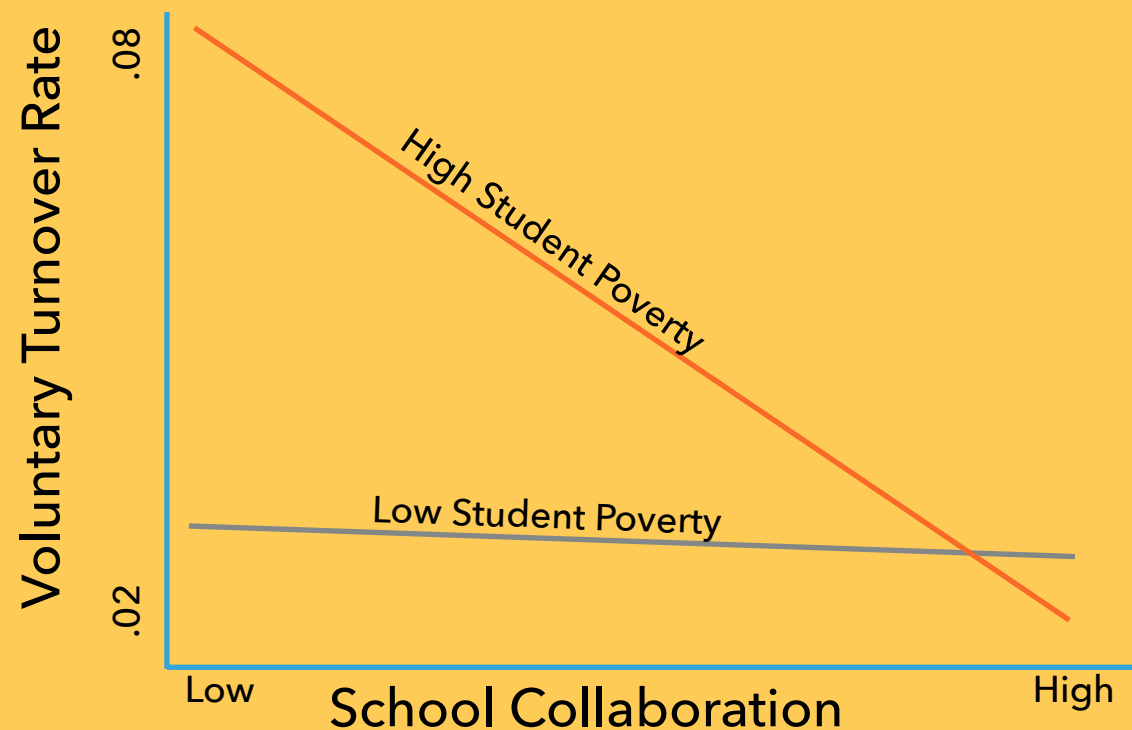
## SELF-PERCEPTION OF ROLE



## COLLABORATION MITIGATES THE NEGATIVE IMPACTS OF POVERTY ON TEACHER RETENTION

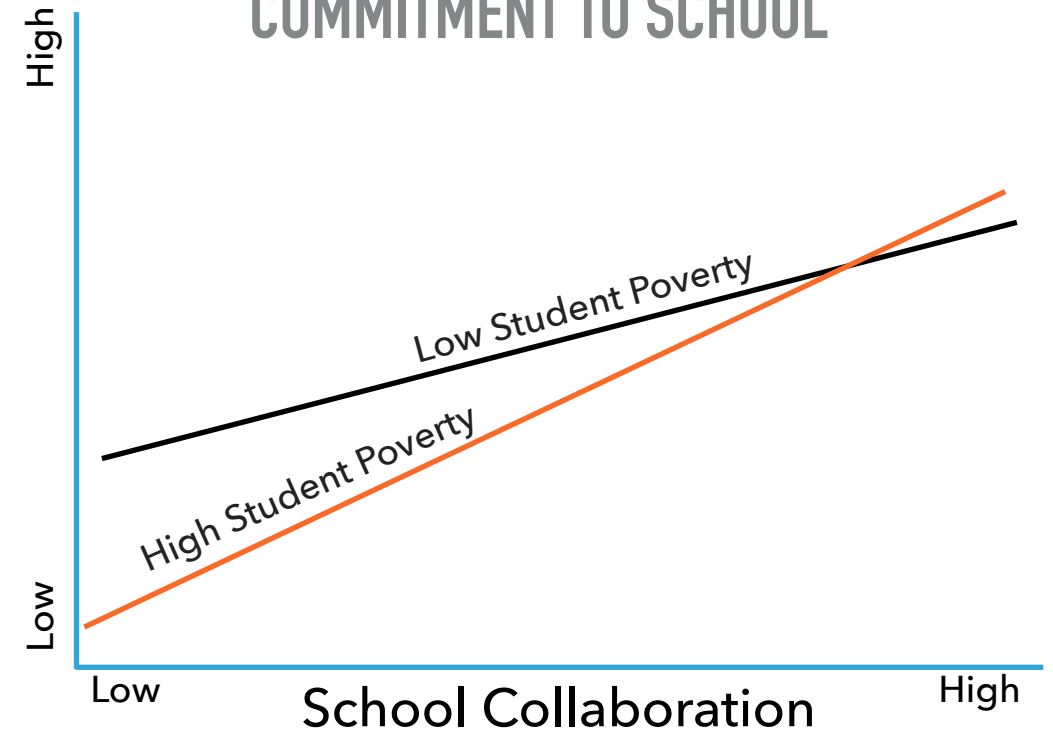
- WHEN COLLABORATION IS LOW: Teacher turnover is 3.5x greater in high-poverty schools than in low-poverty schools.
- WHEN COLLABORATION IS HIGH: There is no statistical difference in teacher turnover between high-poverty and low poverty schools.

### COLLABORATION, POVERTY & DECREASED TEACHER TURNOVER



### Teachers' Organizational Commitment

### COLLABORATION, POVERTY & INCREASED TEACHER COMMITMENT TO SCHOOL



INCREASES IN TEACHER RETENTION



# COLLABORATION IMPROVES STUDENT PERFORMANCE, INCLUDING IN HIGH POVERTY SCHOOL DISTRICTS

Schools with the highest levels of collaboration, on average, have 12.5% more students performing at or above standards in English Language Arts, and 4.5% more students performing at or above standards in math than schools with the lowest levels of collaboration, after adjusting for poverty. (McCarthy and Rubinstein, 2017)

12.5%

ENGLISH  
LANGUAGE  
ARTS

4.5%

MATH



INCREASES IN STUDENT PERFORMANCE

## SO WHAT DOES EFFECTIVE COLLABORATION LOOK LIKE? SHARED LEADERSHIP. SHARED DECISION-MAKING. **AT ALL LEVELS.**

The NEA and its partners are cultivating this transformational approach to collaborative partnerships. We are working to **REFINE, GROW, SUPPORT, and REPLICATE** successful models of this work across the country.

### COMMON PILLARS OF EFFECTIVE COLLABORATIVE PARTNERSHIPS

A PLEDGE BETWEEN AND AMONG STAKEHOLDERS:  
**"WE WILL NOT LET EACH OTHER FAIL."**

**THE START SOMEWHERE APPROACH:**  
ALL STAKEHOLDERS INITIATE COLLABORATION BY COLLECTIVELY  
COMMITTING TO A STUDENT-CENTERED PROJECT

ALL STAKEHOLDER GROUPS COLLECTIVELY  
SHARING IN DECISION-MAKING

CONSTANT CONTACT & COMMUNICATION  
BETWEEN ADMINISTRATORS & EDUCATORS

CURRENT EDUCATION CONSORTIA



# WHAT DOES EFFECTIVE COLLABORATION LOOK LIKE? SUCCESSFUL EXAMPLES FROM THE FIELD

CA



STATE LEVEL: The California Labor Management Initiative (CALMI) is a state-level collaborative partnership that holds convenings for teams of district-level stakeholders to learn and plan collaborative projects around local needs.

DISTRICT LEVEL: Alhambra Unified School District participates in CALMI, with a 15-member Excellence in Educational Growth Committee made up of board members, administrators, educators and association leaders that successfully improved school climate and policies, and raised student achievement, putting three of their high schools into the top 500 in the country.

NJ



STATE LEVEL: The New Jersey Collaborative School Leadership Initiative is convened by Rutgers University and a coalition of State level leaders from Association, School Boards, Principals, and Superintendent Associations. To date, 13 districts, 59 schools, 209 Administrators, over 5000 Educators, and over 35,000 students have benefitted from their efforts to develop collaborative structures for shared decision-making around teaching and learning.

DISTRICT LEVEL: Montgomery Township District started with one school and created a School Leadership Team that led to an improved school climate and fewer grievances, and eventually to a district-wide leadership team. MTEA Vice President: “My union gave me the opportunity to lead and have voice on our bottom line—educating all children and making them comfortable and confident.”

IL



STATE LEVEL: The Consortium for Educational Change (CEC) supports association collaboration across Illinois and across the country. They work with districts and use the regional Teachers Union Reform Networks (TURN) as a structure for district collaboration. They have a network of consultants that support districts in providing content expertise in teaching and learning and establishing collaborative structures.

DISTRICT LEVEL: Marquardt School District 15 established a District Partnership Council and School Partnership Council for shared decision-making. Collaborative structures were codified into the collective bargaining agreement, and the councils have seen improvements in school culture, parent satisfaction and student achievement.

