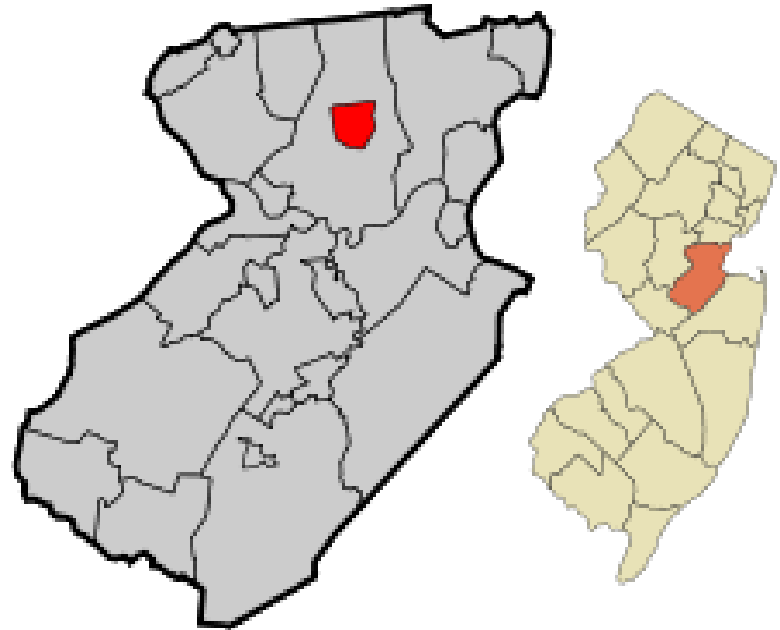


Union-Management Partnership and Educator Collaboration in the Metuchen Public Schools

December 2018

Who are we?

- PreK to 12 district in central NJ
- (2010, A to J) DFG = 1
- \$38 million budget
- Four schools
 - Moss: preK & K
 - Campbell: grades 1-4
 - Edgar: grades 5-8
 - MHS: grades 9-12
- 2300 students
- 200 certificated staff
- 300 total employees



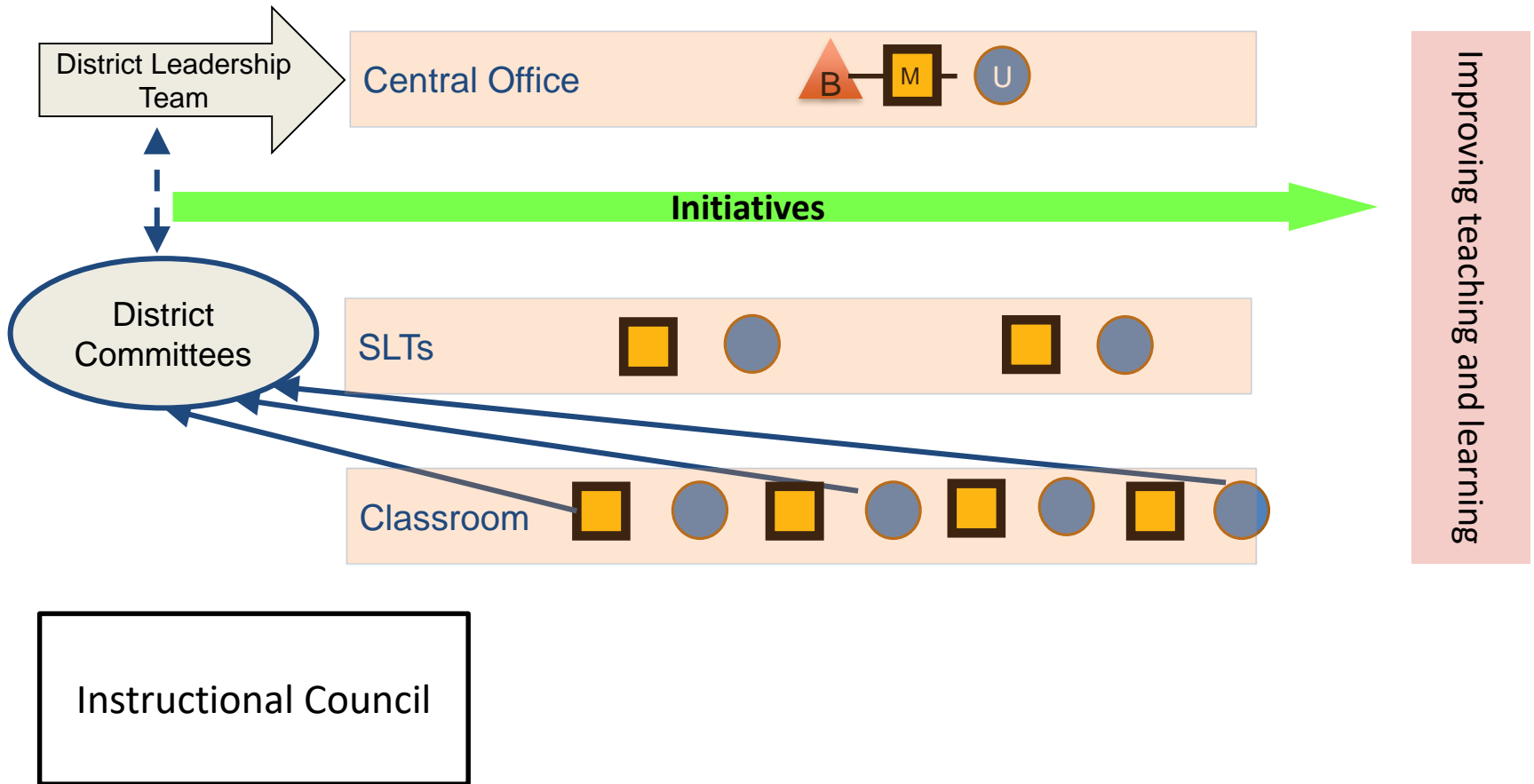
How did we get here?

- 2014 – County Supt asks if Metuchen would take meeting with Rutgers University professor to learn about new initiative
- 2014 – Robbins and Caputo meet with Rubenstein. “He had us at hello,” with gains in student achievement in ABC district (CA)
- 2015 – Teachers, admins, BOE learn about collaborative leadership
- Summer 2015 – Teachers, admins, and BOE: 2 days of training to establish guiding principles and first project
- 2015-2016 – Full participation with district committees
- 2016-2017 – Start sharing our story, form DLT, align district/board committees, revamp committees (incl. Instructional Council)
- 2017-2018 – Expand DLT, form SLTs, revamp committees
- 2018-2019 – Added parent rep to DLT, SLTs and data, two new committees

“A-ha” Moments

- Crisis? (Yes - all facing a crisis in public education)
- That first summer – district committees
- Calendar committee “fiasco”
- 7-point decision making continuum
- Board of Education involvement & commitment
- A single inquiry model for all problem-solving
- The WHAT vs the HOW
- How do you know this is having an impact?
- Change in leadership and sustainability?

Overview of Collaboration

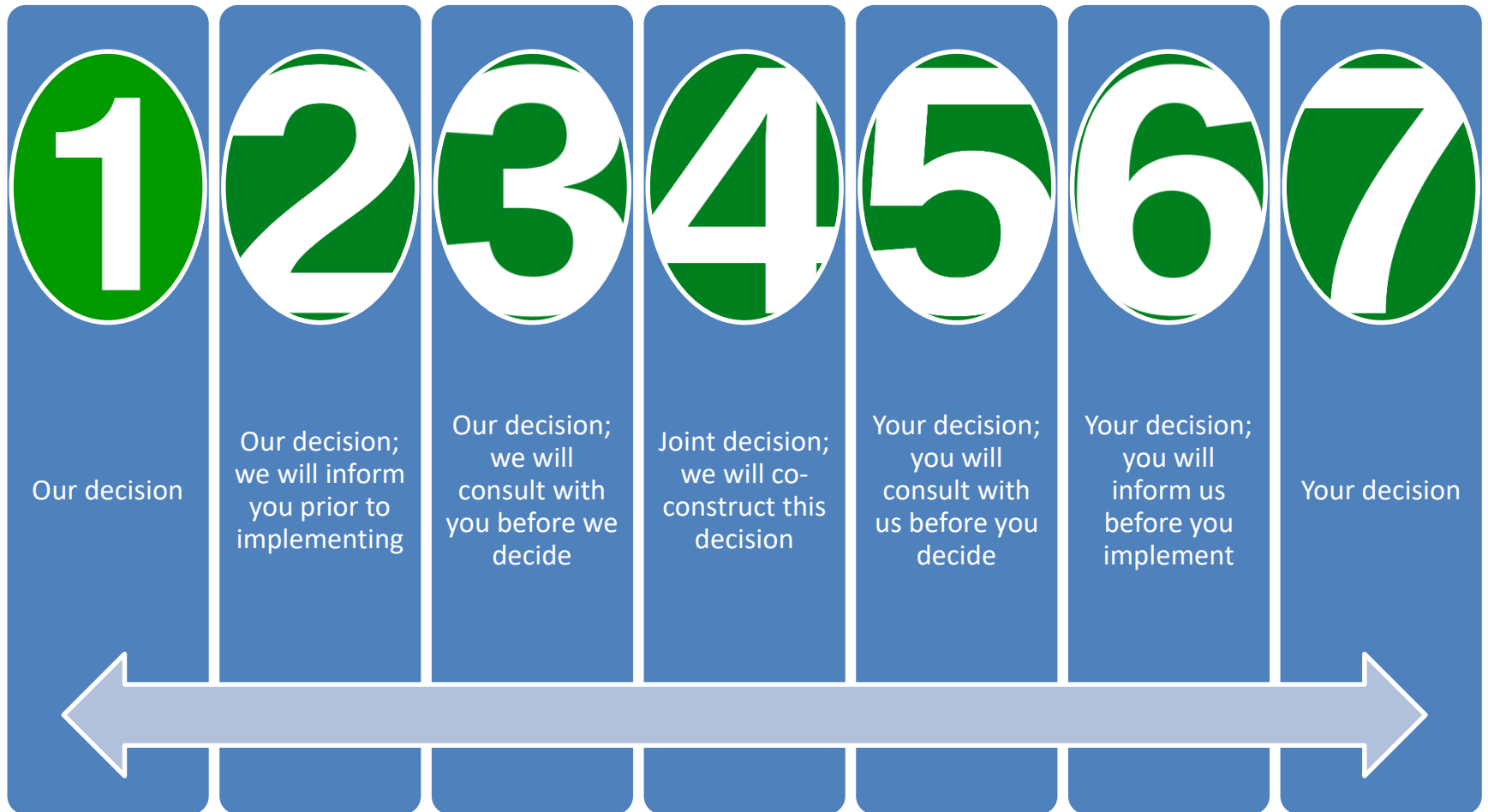


District Committees for 2018-2019

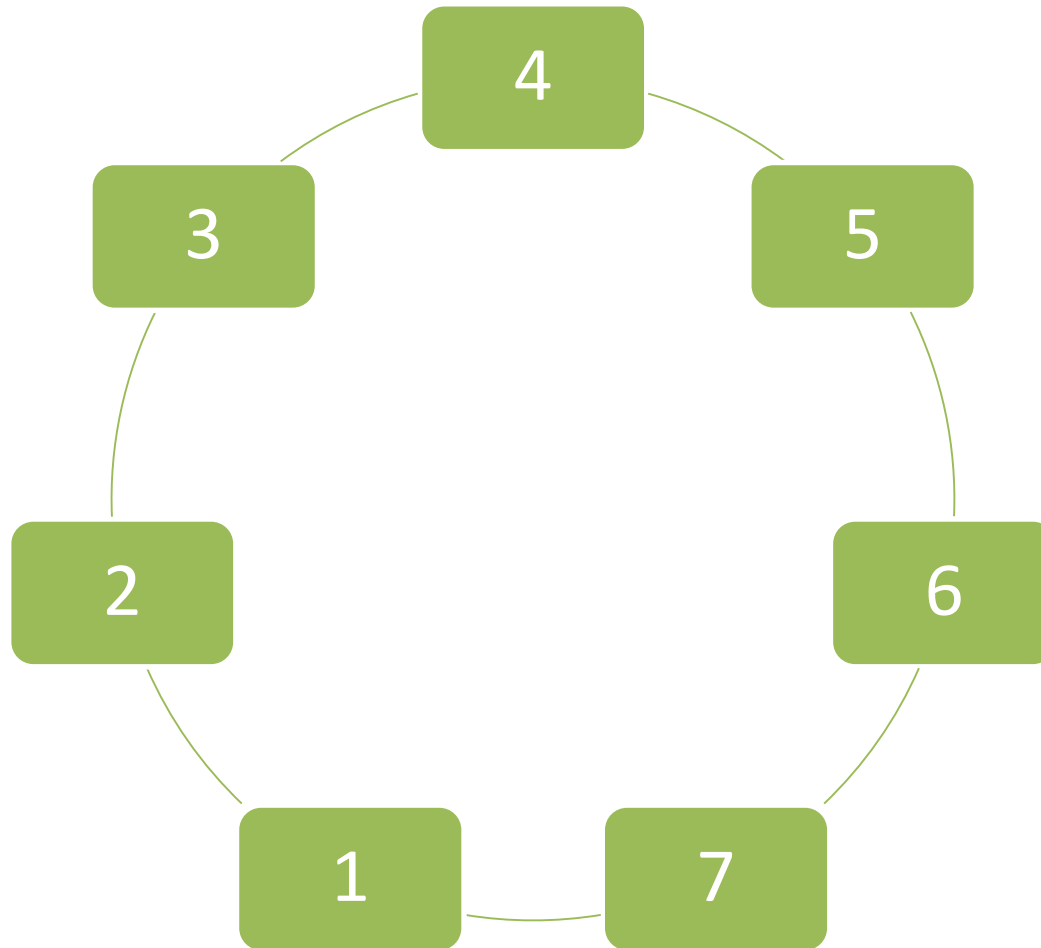
Group A – Sept 25, Nov 27, Jan 29, Mar 26	Group B – Oct 30, Dec 18, Feb 26, Apr 30
DPDC – DeSimone and Logan	Policy – Paredes and Wardlow
SECD – Kirschner and Cheung	Staff Wellness – Cathcart, LButler, Zaneto
Attendance – Henn and Karger	Service Learn. – Kamin and Khoudja
Health and Safety – Stike and Miller	Technology – Evans and Little
Instructional Council – alternate months	All-Committees Celebration – May 21

7-point decision making continuum

(Consortium for Educational Change, 2013)



An alternate look at the 7-point decision making continuum (Metuchen, 2017)



Alignment of district and board of education committees (18-19)

District Committee	Board Committee
Technology – Evans, Little	Technology
Service learning – Kamin, Khoudja	Curriculum
Staff Wellness – Cathcart, LButler, Zaneto	Athletics
DPDC – Desimone, Logan	Curriculum
SE/CD – Kirschner, Cheung	Curriculum
Policy – LaFauci, Wardlow	Policy
Attendance – Henn, Karger (new for 18-19)	Policy
Health and Safety – Stike, Miller (new for 18-19)	Finance/Facilities

District Leadership Team (DLT)

Membership for 18-19:

- MEA president
- Four (4) teacher reps, one from each SLT
- Superintendent
- Assistant Superintendent
- Board of Ed president
- Board of Ed vice president
- Parent representative (new for 18-19)

School Leadership Teams (SLT)

- Special Ed
 - communication/articulation (best practices scheduling and collaboration time)
 - special programming (incl. Unified PE, Club and MILE)
 - special education professional development (incl. para training)
- Moss
 - #1: establish peer collaboration time
 - #2: disruptive, challenging student behaviors
 - #3: safety and security
 - #4: conferences
- Campbell
 - #1: disruptive hallway transitions
 - #2: improve music lesson schedule
 - #3: support needs of all students (examine low math classes in grades 3, 4)
 - #4: co-teaching collaboration time
 - #5: Personalized Learning Time
- Edgar
 - #1: revise format & topics of advisory program (year long project)
 - #2: scheduling
 - #3: struggling students
- MHS
 - #1: parent-teacher conference schedule
 - #2: at-risk (at-promise) students and advisory program
 - #3: career education

**Metuchen's Common
Inquiry-Based Research Cycle**

Threaded by
Metuchen Achievement Coaches
and Adapted from:

Action Research Processes:

- NJDOE Evidence-Based Conversations
- NYU Metropolitan Center for Urban Education
Action Research Process
- Kemmis & McTaggart's Action Research Model

Social Problem Solving Models:

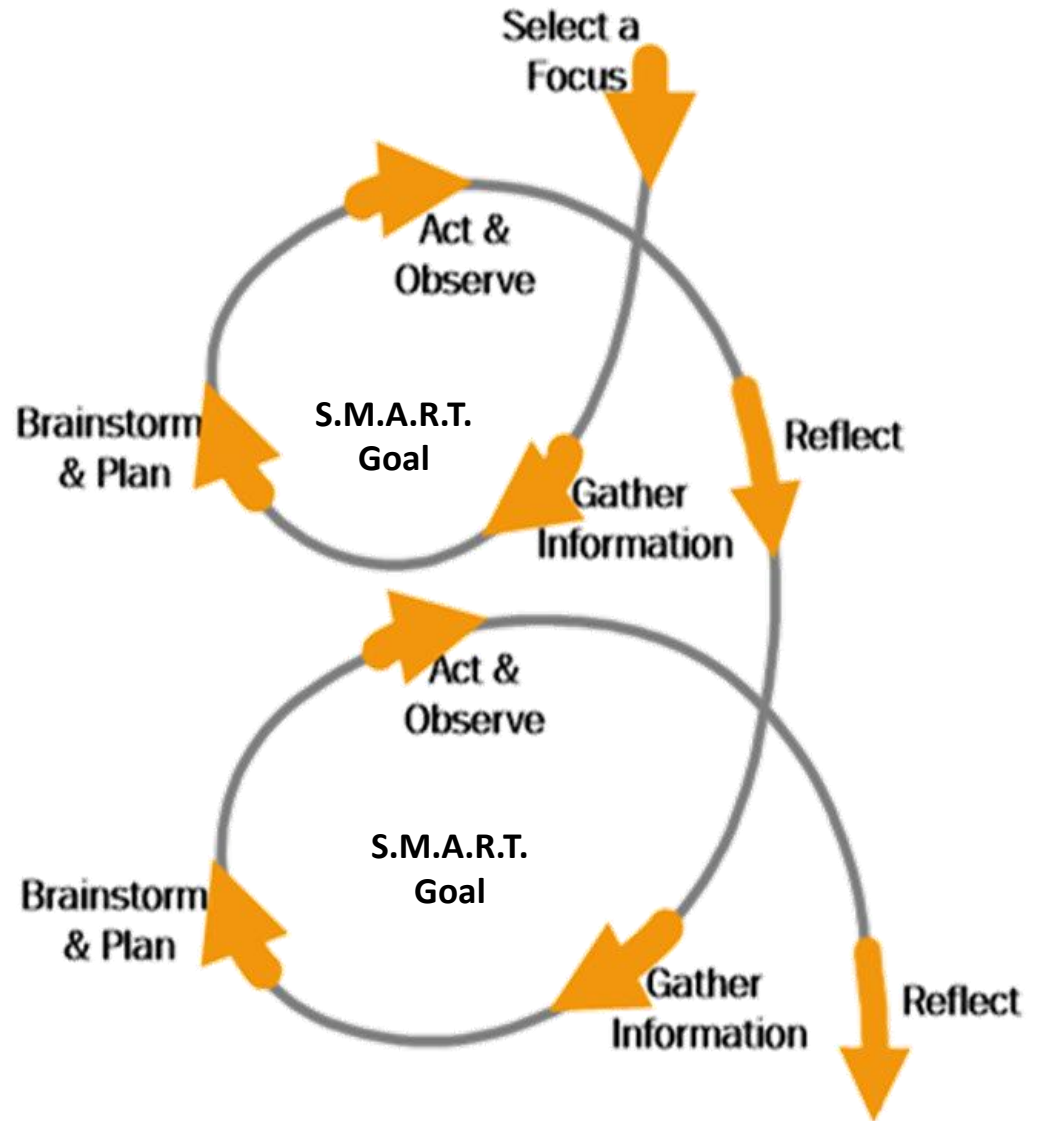
- Dr. Maurice Elias, Rutgers University
- Dr. Myrna Shure, Drexel University
- Moss School Teachers' Common Core Problem
Solving Model

SGO Processes:

- NJDOE SGO Process
- James Stronge SLO Process

Collaborative School Leadership

Problem solving and Shared Decision Making process



Labor-Management Climate Survey

(Dr. Rubinstein, Rutgers University)

Conditions for success	Moss (pK-K)	Campbell (1-4)	Edgar (5-8)	MHS (9-12)
Peer collaboration	=	=	-	-
Discretion	=	=	=	+
Goal alignment	=	+	=	=
Shared decision-making	=	=	-	-
Psychological safety	=	+	=	=
Efficacy perceptions	=	=	=	=
Resource access	=	=	=	=

(Compared w/ other like schools) Each is working on raising one – to = (or one = to +)