



DELRAN TOWNSHIP SCHOOL DISTRICT

52 Hartford Rd., Delran NJ, 08075

"dedicated to nurturing a supportive, student-centered environment where all people are treated with dignity and respect"

Collaborative Leadership in Delran Township Public Schools



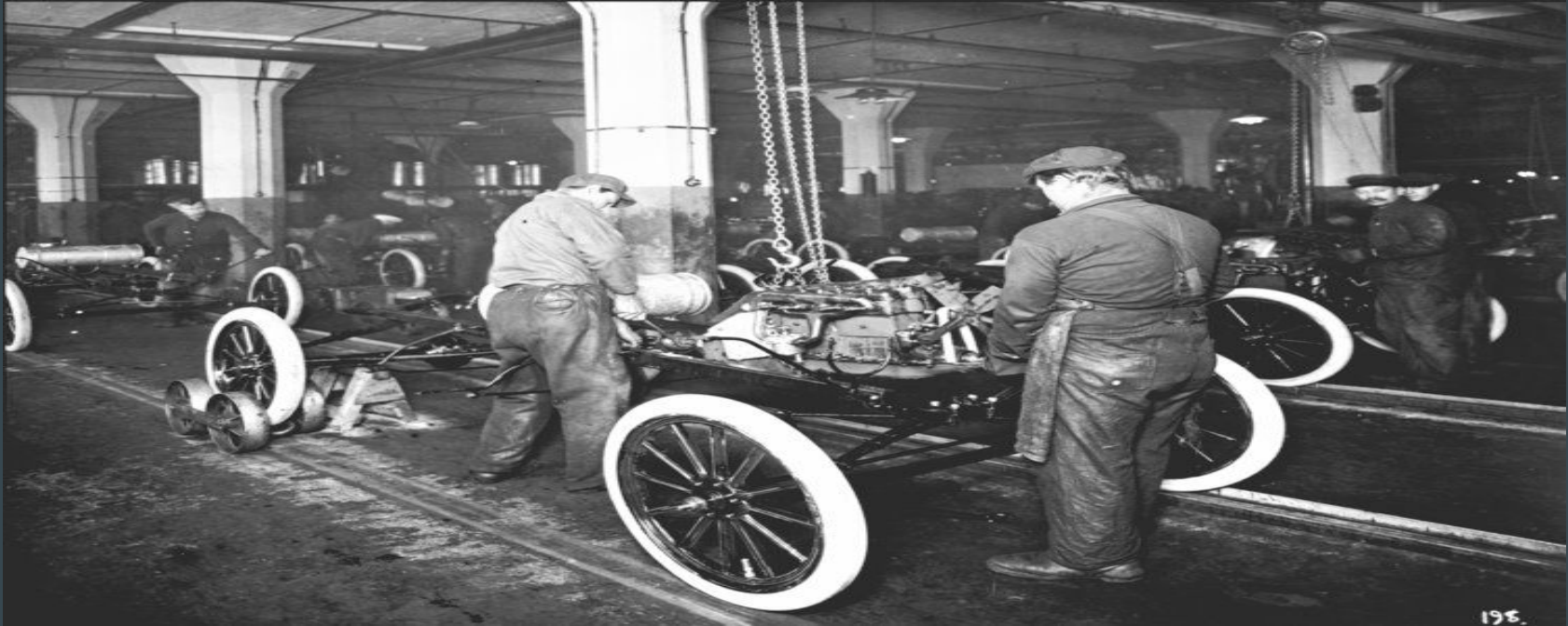
*Connecting the Administration, Delran Education
Association and Board of Education
January 18, 2019*

Presenters

Delran Education Association: Kathleen McHugh, Kindergarten Teacher: Lifelong resident, second career educator, staff trainer, Delran Education Association Secretary and lead Collaborative Leadership representative

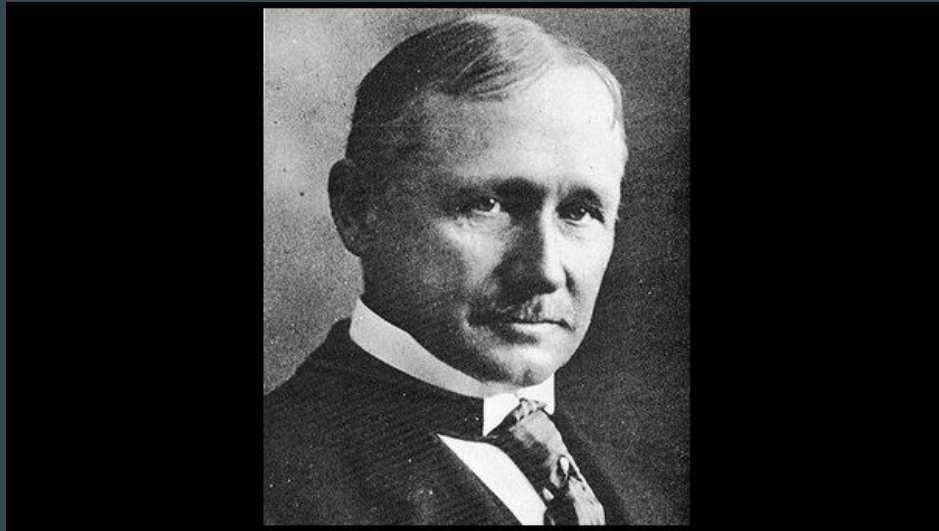
Management: Brian Brotschul, Superintendent and lead administrative Collaborative Leadership Representative

Collaborative Leadership: Automobile Production, 1913



Collaborative Leadership: Evolution of Research and Theory

Frederick Taylor: 1913 Division of Labor and Management research suggests that management designs and labor implements. Additional findings focus on specialization of labor



Collaborative Leadership: Evolution of Research and Theory

1913, Role Specialization Research Implementation: Reduction of Model T chassis assembly line from 12 hours to 2.25 hours



Collaborative Leadership: Mass Production Era of 1913-1973

System failure resulted and proved the system unresponsive.

Lack of focus on end users and undervalued workforce

Must reintegrate “thinking” and “doing”

Importance of all employee input for improved decision quality
and implementation

Collaborative Leadership: Research

Union-Management Partnerships and Influence on Quality

School Level/District Level Management Collaboration

Empowering Educator Collaboration

Innovation from Educators

Focus on Teaching and Learning

Collaborative Leadership: Research

Rubenstein and McCarthy (2011) studied long term collaborative partnerships and found:

Culture of collaboration

Common interests

Strategy focus on teaching and learning

Organizational infrastructure from governance to classrooms

Collaborative Leadership: Research

Common Patterns

Motivation to Collaborate: Crisis or pivotal event

Strategic Priorities: System quality enhancements with front line participation and voice

Support System Infrastructure: Culture, Systems and Opportunity

Sustaining Factors: Community engagement, Board support, state and national Association support

Collaborative Leadership: Applying the Research Locally

Partnerships

Solution Identification Processes

Focus on Organizational Systems

Human Capital & Social Capital

Collaborative Leadership: Applying the Research Locally

Importance of Failure - Finding out what we didn't know

Added Value of Association - Administration Collaboration

Positive Climate / Mutual Belief and Trust through Democratic
Representation

Natural Embedded Network of Delran Education Association

Infrastructures for Problem Solving

Enhanced Communication, Idea Sharing and Debriefs

Collaborative Leadership: Implications for Student Achievement

California (2012 Academic Performance Index)

Increase of 76 improvement points

Decrease of impact of poverty by 1%, which results in 101 improvement points

New Jersey (Rubenstein & McCarthy, 2018)

13 percent increase on LAL PARCC & 4 percent increase in Math PARCC

Delran (2016-2018 Every Student Succeeds Act Accountability Profile)

8% increase on LAL PARCC and 2.5% decrease of impact of poverty

7% increase on Math PARCC and 5% decrease of impact of poverty

Collaborative Leadership: Connectivity

Schools Network Communication Density study (Rubenstein, 2012) examined 30 California schools, 1,000 educators and 21,000 students and found that lower connectivity to colleagues, results in lower student achievement.

- Low Partnership (lower third of achievement)
 - A school that improves from 17%-30% would influence achievement by 9 Academic Performance Index (API) points
- High Partnership (upper third of achievement)
 - A school that improves from 30% to 69% would influence achievement by 36 Academic Performance Index (API) points

Implications for Delran: Continuing connectivity initiatives amongst roles improves teacher experience and influences student outcomes

Collaborative Leadership: Connectivity with Association

High Partnership Schools

Association and administration connect daily in 58% of high partnership schools and weekly in 42%. These schools *always* meet more than once per month. When they meet, 8% are informal and 92% are both formal and informal.

Low Partnership Schools

Association and administration connect daily in 15% of low partnership schools, 54% weekly and 31% meet once per month. When they meet, 25% are formal, 0% are informal and 75% are both formal and informal.

Implication for Delran: Commission a study through Rutgers University School of Labor and Management Relations to study connectivity in Delran

Collaborative Leadership: Summary of Findings

Association-Management Partnership Improves Achievement (even for students in poverty)

Increased partnership increases collaboration between teachers (which increases achievement)

Increased partnerships results in more frequent and more informal communication between Association and Management

Partnerships are embedded institutional networks for sharing information and diffusing information

Collaborative Leadership: Implications for Delran

Partnership as Vehicle

Management: Task not Employee Class

Balanced Representation

Processes to Examine Roles

Mobility and Organizational Influences

Capacity Building and Training

HOW WE CONDUCT OUR WORK: THE DELRAN LABOR MANAGEMENT COLLABORATION FRAMEWORK

PREPARE

Delran understands the benefits of collaboration (increased student outcomes, educator retention, and association & administration roles in teaching and learning) and invite other stakeholders who might be interested in collaborating around student centered goals. Seek commitment to collaborate.

AGT

Delran built the structures and processes needed to collaborate successfully by forming teams and define how we will do our work and develop outcomes for what we want to accomplish. We determined the support services to train and support collaborative teams (which is delivered by the District Leadership Team).

REACT

Delran self assesses and knows where it stand in relation our goals. The React Phase provides us with the tools we need to evaluate our work (identified by our teams), determine our successes and challenges and share our lessons-learned with others. This analysis is key sustaining our work. As we cycle through our framework, we improve how we function and further embed our tested structures into systems. We create change systematically.

HOW WE CONDUCT OUR WORK: THE DELRAN LABOR MANAGEMENT COLLABORATION FRAMEWORK

PREPARE

Learn the Case for Collaboration

Delran explored research findings on the benefits of collaboration (student achievement; teacher retention)



Identify Partners

Delran was read to partner with each other. We communicated with each other about the opportunities to partner and identified and invited partners to join together.

Discover Shared Goals

We agreed to collaborate in multiple areas of student achievement

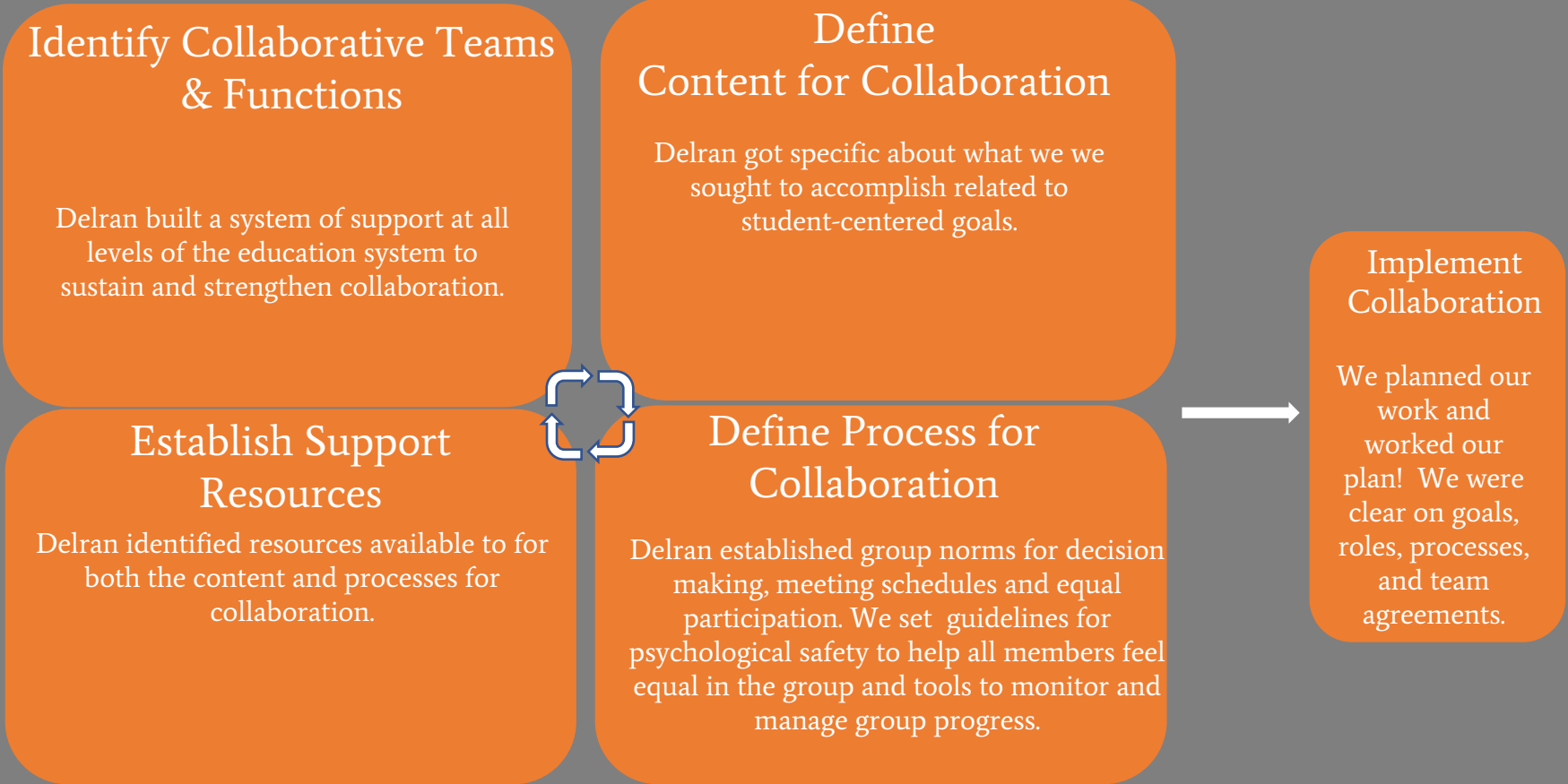


Commit to Collaborate

We continue to document our shared understanding of the commitment to collaborate by not letting each other fail.

HOW WE CONDUCT OUR WORK: THE DELRAN LABOR MANAGEMENT COLLABORATION FRAMEWORK

AGT



HOW WE CONDUCT OUR WORK: THE DELRAN LABOR MANAGEMENT COLLABORATION FRAMEWORK

REACT

Evaluate Outcomes, Process & Content

Delran reviewed and evaluated our successes and challenges based on what we anticipated to accomplish at the School Leadership Team and District Leadership Team



Sustain the Effort & Expand Effort to Collaborate!

Delran strives to continuously improve processes and efforts to collaborate.

Collaborative Leadership: Implications for Delran

<u>Millbridge</u>	<u>DIS</u>	<u>DMS</u>	<u>DHS</u>	<u>District</u>
School Improvement Planning / Quality School Review	School Improvement Planning / Quality School Review	School Improvement Planning/Quality School Review	School Improvement Plan completion	<i>This We Believe</i> Norms
Budget Development	World Language Implementation	<i>Students Working At Growth</i>	School Improvement Plan Refresh	Accountability and Organizational Structures
Calkins Connectivity	Gifted and Talented		Quality School Review	Association Structure Considerations
Intervention and Referral Services and student articulations	Standards Based Reporting		Personnel Search	Workplace Experience Interviews
Personnel Search	Personnel Search			Personnel Search

Collaborative Leadership in Delran

School Leadership Teams

DHS: Dan Finkle, Lena Galati, Brian Stolarick, Austin Anderson, Laura Schreiner, Jim Maloney, Cait Como, Linda Mason, Laura Diamond, Karen Rau, Laura Foster

DMS: Wendy Luyber Devicaris, Mike McHale, Michelle Fiorini, Rick Cameron, Carol Wolf, Sue Davenport, Jon Skvir, Mike Frisella, Lorianna Mann, Lynn Biehn, Melissa Merrill, Erin Gupta, Megan Flynn, Vicki Donaghy

DIS: Lisa Favieri, Josh Bessinger, Kristin McKeen, Sarah Finnan, Brett Mclaughlin, Jason Caldwell, Ruth Kim, Kim Hickson

Millbridge: Chris Dillon, Tracey McGonigle, Stacy Juliani, Janine Lenguadoro, Pat Friel, Chrissie Cusack, Beth Cohen, Jenn Lowe and Steve Blenderman

Collaborative Leadership in Delran

District Leadership Team

Kathy McHugh

Brian Brotschul

Amy Yodis

Lisa Della Vecchia

Ani McHugh

Christine Desimone

Stephanie Segrest

Collaborative Leadership: Governance and Policy

Implications

Recommendation for connectivity between Collaborative Leadership outcomes and the Board of Education

Recommendation of a standing committee from the Board that meets quarterly with District Leadership Team to learn about the experience from the front lines, hearing about matters involving the classroom experience while developing relationships.

Collaborative Leadership in Delran Township

*We will not let each other fail! The Association,
Management and Governance*