



CAL TURN: Relationships Matter!

CA Sacramento, CA
March 1-2, 2018

With mounting research that correlates relationships with successful learning environments and outcomes for students, March CalTURN focused on relationship building as a vehicle to improve student success.

The conference started off with a review of research conducted by Alan Daly from UC San Diego that indicates relationships are an underutilized resource. His research touches upon the efforts to increase human capital with such things as professional development even though those efforts tend to produce limited results versus focusing on building social capital that correlates to positive outcomes for students.

Teams also learned about the work of Building Assets-Reducing Risks (barrcenter.org) which builds out groups of teachers that serve as support teams to a specific group of students. The team regularly reviews student grades and mentors students when an individual is identified

as needing support academically or emotionally. A union-district team from Moreno Valley shared their efforts to implement BARR strategies in schools and classrooms.

Other break out sessions included the following topics:

- *Engagement strategies to recruit, retain and support quality educators*
- *Interest based bargaining and managing conflict*
- *Strengthening relationships*

Day two of CalTURN was power packed starting off with an engaging presentation from the San Jose Unified and San Jose Teachers Association team that demonstrated what deep trust and commitment in a labor-management partnership might offer. The team shared their journey to becoming partners and examples of various initiatives they have created together. They then provided the context for a very unique and mutually agreed upon financial formula that not only governs the traditional bargaining issue of salary, but also various innovative efforts.

Leaving the room stunned and then energized was the final presentation about the Supreme Court case: Janus v AFSCME. Teams heard from CTA General Council, Glen Rothner and Bob Lawson from In the Public Interest. The panelists addressed the potential initial effects of the decision as well as the efforts to weaken unions that are likely to follow the Supreme Court ruling and the possible impact on public education. Teams had time to discuss their reactions and ways the ruling might impact their partnerships and their district communities. As teams talked, the energy in the room shifted from one of anxiety to one of empowerment and culminated in a clear and resounding commitment from participants in the room to continue to work together to improve outcomes for students regardless of the Supreme Court ruling.

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GL TURN: Examine The Issue of Equity

GL Lisle, IL
May 10-11, 2018

Several large school and district teams participated in the May 10-11, 2018 GL TURN conference in Lisle, IL to delve into the issue of ensuring equity with excellence for all students. Kedda Williams, Partners

for Each and Every Child, provided a review of federal and state efforts to address equity as well as determine key foundational needs to apply equity throughout school systems. Kathleen Osta, National Equity Project, was joined by Superintendent Edward Condon and Community Outreach Coordinator Dawne Sim-

mons, of River Forest Public School District 90 in Illinois to provide a deeper understanding of their journey to ensure equity with excellence for students in their community.

Larry Thomas, Oakland County ESC in Michigan joined Rachel Guinn and

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MASE TURN: Guilford County Launches EdCamp for Beginning Educators

MS Greensboro, NC
July 11, 2018

The Guilford County Association of Educators' Early Career Leadership Fellows (ECLF) are making a positive impact on newer educators of Guilford County by hosting EdCamps on topics relevant to teachers. EdCamp is an informal professional learning opportunity for teachers guided by teachers. Data in Guilford County indicates that many newer teachers are quitting the profession within the first three years. The primary reason is lack of support. The EdCamps allow us to support the teachers, listen to

them, acknowledge the issues they face and provide strategies that can be used immediately in their classes.

Supporting beginning teachers is a goal for ECLF, and thanks to the National Education Association (NEA) and MASE TURN, that goal is being met. EdCamp enables teachers to share ideas and strategies based on specific topics which include dealing with stress and becoming a reflective teacher. Time is provided to network and strengthen relationships. Materials are provided based on the related topics and ECLFs follow up with the teachers to offer additional

support after the EdCamps. The Ed Camps allow for rich, meaningful conversations about how to implement the ideas generated and how to use the materials successfully.

The group successfully launched their first Beginning Teacher Conference on July 11, 2018, focused on topics shared by early career educators. They will continue meeting throughout the 2018-19 school year.

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REGIONAL TURN ACTIVITIES

2018

CA CALTURN

October 11-12, Moreno Valley, CA

GL GREAT LAKES TURN

November 15-16, Naperville, IL

NE NORTHEAST TURN

September 28-29, Burlington, MA

NW NORTHWEST TURN

November 2-3, Federal Way, WA

SW SOUTHWEST TURN

September 21-22, Denver, CO

To register for a conference, visit:
TURNweb.org

NW TURN Hit's its 5 year Anniversary in 2018

NW Teachers, support staff and administrators from districts in Washington, Oregon and Alaska continue to work together to improve their schools and empower their teachers. As NW TURN enters its fifth year, new district and Association teams continue to step up and move forward, with hopes of engaging Idaho and Alaska locals in the coming year. NW TURN teams continue to focus on efforts to engage early career teachers, promote social-emotional learning and deepen their culture of collaboration in schools and districts.

District teams continue efforts to develop an Eastern Washington cohort to support collaborative school improvement. Wenatchee's superintendent and Association president reported in a letter to all staff progress in helping to enhance the

district's culture of "deep listening, mutual respect, and meaningful collaboration." Their work continues to focus on improving communication within the district and school leadership teams through a series of "listening and learning" tours of school sites. Next on their list of goals is addressing a systemic approach to social-emotional learning.

Planning is underway for a November 2-3, 2018 NW TURN meeting in Federal Way, WA focusing on addressing equity issues within our schools, integrating social-emotional and academic learning and strengthening collaborative partnerships in a Post-Janus environment.

Northwest TURN Director

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Northeast TURN

NE **Burlington, MA** NE TURN met on March 23-24 at the Microsoft Technology Center in Burlington, MA. Many thanks to Paul and Dennis Toner for their help in securing this wonderful facility for our NE TURN conferences!

The opening session on “Excellence Through Equity” by Dr. Ron Ferguson, Director of the Academic Achievement Gap Initiative at Harvard University, provided the context for our participating teams as they considered how to define and address the issue of “equity.”

Tripod Education Partners (tripoded.com) shared research findings from their Beginning Teacher Survey which engaged 5 NE TURN districts in their pilot survey this year. The survey collects feedback on topics including: assessing students, classroom management, lesson planning, managing stress.

BARR, Building Assets-Reducing Risks, shared their approach to leverage strength to serve all students with an intensive focus on 9th graders entering high school. Snowden International School at Copley, a Boston Pub-

lic School, shared their experiences using the BARR approach.

A newly formed NE TURN Steering Committee met prior to start of our spring conference to finalize the agenda design and begin future planning. This group will help shape the NE TURN focus and help develop the fall agenda design, which will continue to support teams efforts to address issues of equity and implement SEL through school and district level union-management partnerships.



Dr. Ron Ferguson addresses excellence through equity

Northeast TURN Director

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Southwest TURN

SW **Austin, TX** Austin, Texas hosted SW TURN April 6-7, 2018, offering an engaging, inspiring visit to Lanier High School, a community school in Austin. It was impressive to see high school students focused on well-crafted CTE programs, working with real steel and live animals.

The Lanier HS Principal shared the importance of using the school’s instructional program as a tool to break down institutional racism. The personification of relationships and relevance in education was evident throughout the schools.

The timing of this meeting was opportune. By coincidence the SW TURN meeting took place right in the middle of the “Red for Ed” teacher protests throughout the southeastern states. Louis Malfaro, Texas AFT and Richard Khouri, Texas State Teachers Association facilitated an en-

gaging conversation about these state struggles in each state and the impact of these courageous educators to all those in the union movement as well as those in the poorly funded southwestern states in the United States.

Ken Zarfs, President, Education Austin shared their association’s inspiring “Respect Now!” campaign which encourages respect for educators. Dale Decesare and Jack Hill of APA Consulting, who provide facilitative and program support, will be working with SW TURN leaders as they design their September 21- 22, 2018 meeting in Denver.

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GL TURN: Examine The Issue of Equity *Continued from page 1*

Kevin Hall, from Birmingham Public Schools in Michigan to shared their efforts to ensure equity through pedagogical practices to deepening student learning. This session showcased the work of a cohort of Michigan schools that are engaged in the New Pedagogies for Deep Learning (npdl.global) global network.

Rob Metz, BARR Center, (barrcenter.org) also shared their powerful story that began when Angela Jerabek, BARR founder first started implementing this program as a 9th grade counselor at St. Louis Park High School in 1998. At that time, just 56 percent of freshmen were passing all their core classes. Today, more than 85 percent of St. Louis Park freshman pass all their core classes.

Tamika Chambers delved into the topic of SEL using the 5 Pillars of social, emotional and academic development to guide educational policies and practices to ensure student success in schools and districts. (casel.org)

GL TURN will continue to address issues of equity and social-emotional-academic learning needs of students



Rachel Guinn, Larry Thomas and Kevin Hall from Birmingham Public Schools in Michigan

at the upcoming GL TURN conference on November 15-16, 2018 in Naperville, Illinois.

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Reflection and Progress of TURN

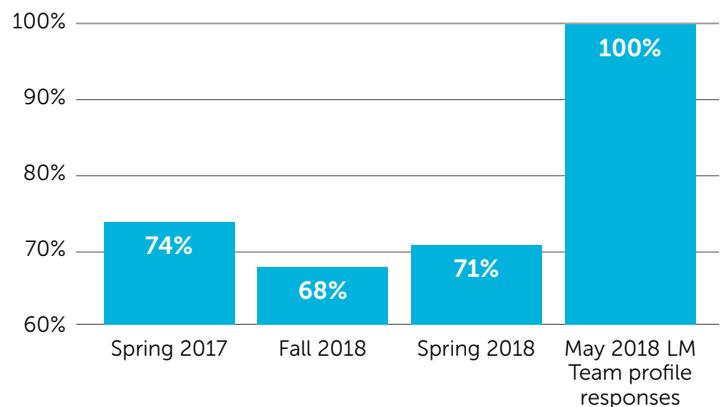
Each year CEC reviews Regional TURN information and data to reflect on its goal to deepen and expand the work of the TURN regions. Data sources include the post-conference feedback surveys, annual TURN survey, and team action plans related to building collaborative labor-management structures and processes aimed to deepen teaching and learning.

Over a 3 year period, Regional TURN aimed to, and has accomplished their goals of:

- Increasing labor management teams by 45%, from a baseline of 135 labor management teams across all regional teams
- Increasing the number of teachers/teacher leaders by 50%, from a baseline of 525 teachers and teacher leaders across all regional teams
- Providing on-site technical support to at least 12 labor management teams
- Producing 9 video case studies, which can be accessed on the TURN website (turnweb.org)

- Producing 6 TURN Talks. Over 20 including multipart TURN Talks series focus on the work of Dr. Patrick Dolan, Bob Goodman, Michael Lamb, Saul Rubinstein, Michael Fullan, Paul Reville, and Ron Ferguson.

TURN Mostly or Exactly matched teams needs



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Changing the Frame:

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



Jo Anderson, Jr.

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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 dealing 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 push-back 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) 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 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.