**More Resources on Superintendent - Union Collaboration**

**3B: Labor Management Toolkit**

A resource guide developed by the Massachusetts Education Partnership: *Labor Management Community Collaboration – Resources for Educators and Community Partners*.

This 30-page toolkit was prepared in 2015 to support superintendents, school committees and union leaders to develop more collaborative approaches to district improvement. It includes tools to support that work. Chapter titles include:

* Getting Started with the Basics: Understand Collaboration and Assess your Readiness
* Interest-based Bargaining: The Promise of Process and Trust Building
* Expert Facilitation: The Power of Perspective
* Working Together on Meaningful Reforms: Focusing on What Matters to Teachers
	+ Peer Assistance and Review
	+ Extended Learning Opportunities
* The Ecosystem of Support Organizations Ready and Willing to Help
* References
* Practices in Action: Case Studies of Collaboration.

**3C: Research Supporting Labor Management Collaboration**

An often-cited article detailing the research evidence supporting labor management collaboration around common interests, *Strengthening Partnerships – How Communication and Collaboration Contribute to School Improvement* (Saul A. Rubinstein, American Educator, winter 2013-14)

Rubinstein observed examples of long-term union-management partnerships that were improving education in local districts in areas such as curriculum development, scheduling, budgeting, strategic planning, hiring, K-12 subject articulation, interdisciplinary integration, mentoring, professional development, and evaluation. His subsequent research aimed at discovering and describing the underlying patterns of effective collaborations and the impacts on student achievement of the sustained practice of collaboration.

Key findings included:

* The quality of formal partnerships between teachers’ unions, administrators, and teachers at the school level had an important and significant positive impact on student performance as well as performance improvement, even after controlling for poverty.
* High-quality teacher-administrator partnerships predicted “denser” school-level collaboration and communication (stronger and more numerous networks between teachers and administrators) around: (a) student performance data; (b) curriculum development, cross-subject integration, or grade-to-grade integration; (c) sharing, advising, or learning about instructional practices; and (d) giving or receiving mentoring.
* Strong-partnership schools have structurally different patterns of union-management collaboration. The strength of partnerships predicted different communication patterns between union building representatives and principals, with the communication in high-partnership schools becoming more frequent and less formal.