

APPENDIX M – WEDNESDAY COLLABORATION

Collaboration: A system process in which educators work together interdependently to analyze and to impact their professional practice in order to achieve better results for their students, their collaborative group, and their school. In the Salinas Union High School District, collaboration at all middle schools happens every Wednesday and at the High Schools nearly every Wednesday according to the District-adopted calendar for that school year, and dependent on the availability of Supplemental/Concentration funds as prescribed in VII.D.2 of this agreement.

A. Professional Learning Community (PLC) Terms:

The purpose of a Professional Learning Community is for educators to engage collaboratively in a continuous cycle of inquiry, learning, and improvement, grounded in the four (4) questions below, so that their collective efforts strengthen instructional practice and lead to better student outcomes, curriculum, instruction, and assessment (CIA)

The four questions:

- 1) What do we want our students to learn?
- 2) How will we know if they have learned it?
- 3) How will we respond when some students do not learn it?
- 4) How will we extend and enrich the learning for students who have learned it?

Collaborative Teams Definition:

A group of people working interdependently to achieve a common goal for which the members are held mutually accountable.

Teams will be made up of a group of bargaining unit members who teach the same course. (Shared content creates an inherent mutual interest.)

1. Bargaining unit members who teach more than one (1) course will select the course areas team in which they will participate. This selection will be made in mutual agreement with the principal of the site. They will remain with that team for the school year. If they believe there is a need to change to another team, they must meet with and receive approval from site administration. The bargaining

unit member shall receive information (e.g., common assessments, common goals, data, etc.) for courses that they teach but are not a team member. Education Specialists shall be in the subject-area collaborative teams in which they co-teach or serve as in-class support. Should they co-teach or serve as in-class support in more than one (1) subject, or not do either Education Specialists will select their PLC with mutual agreements of the site principal. At least once each month, all Education Specialists at a comprehensive school site shall meet with their Special Education Department peers during Wednesday Collaboration. They are expected to adhere to the goals and plans and provide data to those teams in addition to the team in which they actively participate.

- a. With mutual agreement between the PLC Lead and a bargaining unit member who has a split teaching assignment, and along with site-based administrator approval, nothing shall preclude bargaining unit members who have a split teaching assignment from meeting outside of the workday with a PLC Lead in order to confer regarding PLC continuity. This work shall be compensated at the hourly rate of pay for both bargaining unit members, using Supplemental/Concentration Grant funds.
2. For the following work year, course leads shall be nominated and elected by the collaborative team and approved by the site administration on or before the last work day of the school year. New course leads may be elected by the PLC during the work days preceding the subsequent school year should staffing changes impact the makeup of PLCs. The principal may reject the results of the election only if the resulting candidate has been terminated for cause in the past. Course Leads may be removed by the site administration when they do not fulfill or are otherwise unable to fulfill the responsibilities and duties of the position as outlined in this appendix and/or the Board-approved job description. If rejected, the department may submit a new name to the site administration within three (3) days of receiving the rejection. If a course lead is not nominated by the collaborative team, the site principal shall appoint a bargaining unit member with 3+ years of experience in the content area, by mutual agreement with SVFT, as the course lead. In the event mutual agreement is not reached, then the PLC will be dissolved and members will be assigned to other PLCs at the principal's discretion. It will be the responsibility of the course leads to make sure that information (i.e., curriculum and pacing guides, common formative

assessments, data analysis) is given to all bargaining unit members who teach the course. Course leads will be responsible for providing administration with the mutually agreed upon work product. Course leads will also be responsible for notifying administration of the location of all team meetings. All meetings will be held at a District site. Course leads shall receive a \$2390 (effective 2019-2020 school year) stipend, paid in two (2) equal parts, at the end of each semester. The course lead stipend shall be included in application of Appendix N of this agreement. Each middle school will have up to twenty (20) course leads. Each high school will have up to thirty (30) course leads. The District shall have up to twenty (20) course leads for singleton teams that meet across the district. ROP shall have up to fifteen (15) course leads. The Salinas Adult School shall have three (3) course leads. Stipends shall not be paid from Base Grant funds so long as Supplemental/Concentration Grant Funds are available. Should Supplemental/Concentration Grant funds not be available, and both parties wish to continue with Wednesday Collaboration, then the parties shall meet within thirty (30) days to re-negotiate this appendix.

3. Those bargaining unit members who are the sole instructor of a subject area on their campus, including R.O.P., will meet with other similar subject area bargaining unit members in the District. It is understood that in order to accomplish this, the bargaining unit members involved will meet outside of the contract day (e.g., allowing for travel time back to the individual's site would necessitate starting earlier). The agreed upon meeting time and location shall be shared with site administration. This time shall be credited toward the bargaining unit member's adjunct duty requirement.
4. Each team will provide an agreed upon, explicit set of group norms to the site administration by the second (2nd) week of each school year.
5. Each team will provide the agreed upon form and supporting materials (e.g., goals/assessments/agendas/minutes, etc.) to the site administration each week. The Course Lead will make sure that intervention providers (e.g. Opportunity teachers, Education Specialists, Independent Studies teachers, Alternative Education teachers and Home Hospital teachers) are provided with the work products of the academic teams by request.

6. If a team determines that it needs support and/or help from outside the team, the course lead will work with the department chair, instructional coaches, or site administration, to find and provide the appropriate help. Any expense for this purpose shall be paid from Supplemental/Concentration Grant funds.
7. The administration shall distribute a list of all elected course leads for the following work year on or before the last work day of each school year to all bargaining unit members at sites and programs. Should staffing over the summer months create a change, an updated list shall be distributed to all site bargaining unit members by the first day of instruction.
8. Course leads shall be provided a list of all bargaining unit members teaching the same course on or before the first (1st) Wednesday collaboration day of each work year.