San Juan Unified School District and the San Juan Teachers Association:
CREATING AND SUSTAINING A COLLABORATIVE CULTURE

The District and Association agree to take responsibility and be held accountable for the improvement of the quality of teaching and learning which represents an expanded role in public education. It is in the best interest of the San Juan Schools that the District and the Association cooperatively engage in activities and communication which demonstrate mutual respect for all stakeholders and results in the improvement of student achievement through the development of common goals, a cooperative, trusting environment, and teamwork. It is the belief that actively and constructively involving all relevant stakeholders contributes significantly toward achieving these goals.

Shared responsibility and accountability for results are at the core of a continuous improvement model. Joint responsibility for student success means that educators share in celebrating what works and share in identifying together areas that are not working and are in need of improvement.

Evidence of our collaboration:

Leadership Teams
Capacity building is essential in order for any school site to ensure success and sustainability. SJUSD and SJTA collectively believe in distributive leadership. Each school site has a leadership team made up of the site administration and elected teacher leaders. Leadership team members, in consultation with the staff, make and implement decisions related to the school-wide, continuous improvement of instructional practices (including curriculum and assessment consistent with Board policy.) Additionally, they design and facilitate professional development and learning opportunities in the school.

Joint Assessment Committee
Assessment has become synonymous with “test” over the last decade. This myopic view of assessment has shifted the focus in schools from learning to results/scores. SJUSD and SJTA understand that learning is a process and that formative assessment practices are essential components of an effective instructional practice and a powerful tool for student learning. During the learning process, teachers need to make instructional adjustments based on data and students need clear targets and on-going feedback about their progress. The focus of our work is to help support school sites in becoming assessment literate.

PAR (Peer Assistance and Review)
Teacher quality is essential to a strong education system. Our PAR program demonstrates a commitment from both parties to upholding a high level of quality in the teaching profession. Teachers that receive unsatisfactory evaluations are referred to the program to receive intensive
support from a Consulting Teacher whom is a peer who has been deemed to be both an excellent teacher and an effective communicator. The Consulting Teacher makes reports to a PAR panel that is made up of seven members (3 administrators and 4 teachers). The Panel is responsible for making a recommendation at the end of the year on whether the referred teacher has improved enough to exit the program or if the teacher continues to be deficient and needs to be recommended for dismissal.

**Budget Review Committee**
This is the most recent addition to our work together. SJUSD and SJTA believe in budgeting a plan (instead of planning a budget). Both parties come together to collectively look over the District’s budget to determine how resources should be allocated to best support student achievement. This process includes review of programs, expenditures, adjustments, budget priorities, restoration and overall implementation.

For specific contract language for the work above:
*Leadership Teams (Article 24)*  
*Joint Assessment Committee (Exhibit O)*  
*PAR-Peer Assistance and Review (Article 4)*  
*Budget Review Team (Article 1.08)*

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