

ARTICLE 23: COLLABORATIVE MODEL TO FOSTER STUDENT LEARNING

- (a) The District and the Association agree to establish, support, and sustain a Professional Learning Community (PLC)/Collaborative model at each school site and within each team. PLC is a culture of collaboration among educators (teachers, administrators, etc.) to address student learning and make instructional decisions based on content standards and student performance data that encourages success for all students. The four established essential questions of a PLC/Collaborative model will be the foundation for all team discussions and work:
- What do we want students to learn?
 - How will we know when they have learned it?
 - What will we do for those who do not?
 - What will we do for those who already know it?
- (b) Unit members may be required to provide a brief statement of progress after each collaborative meeting.
- (c) The core tenets of a PLC/Collaborative culture will be shared with all new unit members.
- (d) The District and the Association will work collaboratively to provide the time, resources, and access to data for efficient use of PLC/Collaborative discussions and work.
- (e) Special Education teachers will work collaboratively with site administrators to develop a flexible schedule that allows them to collaborate with General Education and/or Special Education teachers in order to make the most efficient use of PLC/Collaborative discussions and work.
- (f) The District and the Association will prioritize explore and elective teachers working collaboratively with like-curriculum unit members (e.g., visual arts teachers working with visual arts teachers).