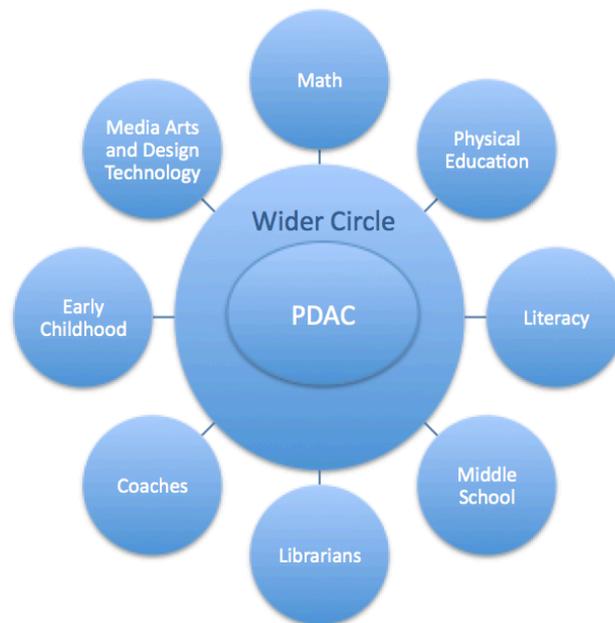


## Guidelines for NESAC Collaboratives

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NESAC Collaborative Groups as of May 2016

### DESCRIPTION

A collaborative is made up of educators from NESAC member schools seeking to be part of a professional community in specific disciplines (e.g., literacy, math, world languages, early childhood) or areas of professional responsibility (e.g., middle school principals, coaches, librarians).

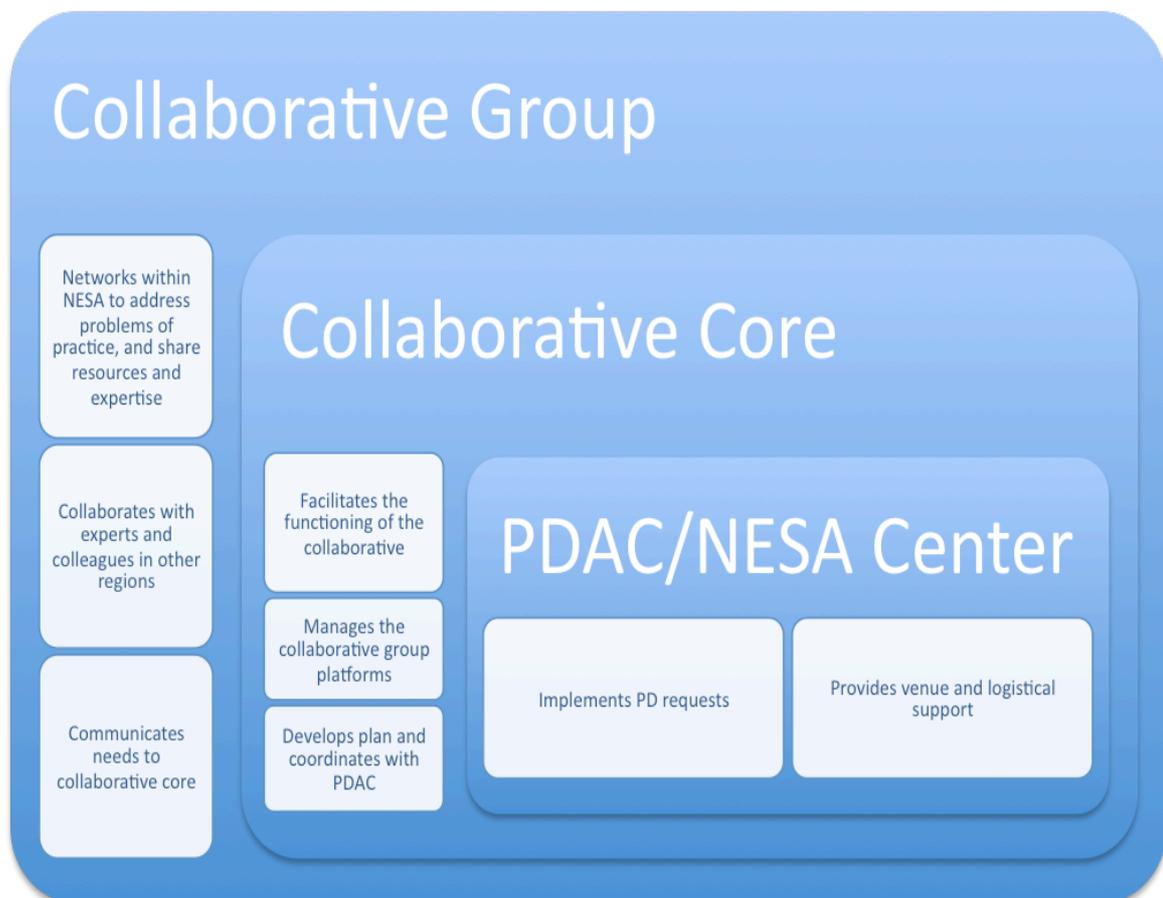
Collaborative groups support the NESAC community by developing and promoting a professional learning infrastructure that encourages members to cull and synthesize the best of what we know from scholarship and practice; rapidly develop and prototype prospective improvements; deploy what we learn about what works in schools and classrooms; and add to our knowledge to continuously improve professional performance.

Collaboratives are created in response to interest at the 'grass roots' level among educators in member schools who are committed to professional collaboration and to sustained, systemic, research-based professional learning.

Each collaborative is led by a Collaborative Core of 5-8 members designated by NESAs Director of Professional Learning. The size of each collaborative will vary, depending on the number of individuals interested in being involved. Their role is to advise the Professional Development Advisory Committee (PDAC) in its work of providing professional learning opportunities. They have two functions: first, to create and keep updated a plan for sustained, systemic professional learning for their discipline or community; and secondly, to support collaboration among their members.

NESA's role, in collaboration with the Professional Development Advisory Committee, is to support these groups in their work and to use their input in planning professional learning opportunities (e.g., conferences, institutes).

### NESA Collaborative Group Structure



# PROFILE

## Collaboratives:

- Are guided by NESAs mission, vision and values
- Function in direct service of improved student learning via high quality professional learning
- Operate under the oversight of the Director of Professional Learning and the PDAC
- Are coordinated by a collaborative core of five to eight members, appointed by the Director of Professional Learning in consultation with the Executive Director and the PDAC
- Consist of participants from member schools that are actively involved in NESAs.

## ROLES AND RESPONSIBILITIES

### Responsibilities of NESAs in relation to Collaboratives:

- Provide a planning template and process for developing a multi-year plan for sustained, systemic, research-based professional learning
- Provide material support for meetings connected to a NESAs conference or institute. This support includes:
  - Reimbursement of one night's accommodation at the conference hotel for advisory group members
  - Meeting space and refreshments (coffee/lunch) at the conference hotel for their meetings
- Support a communication network among colleagues across the region working in the same area/discipline through a Facebook group or other medium.

### Responsibilities of Member Schools in relation to members of a Collaborative:

- Support any member of their faculty who is part of a Collaborative's Core, including a one-day planning meeting adjacent to that conference/institute
- Within budgetary constraints, support the member's attendance at a NESAs conference or institute featuring their discipline/community.

### Expectations of a member of a Collaborative Core:

- Be aware of and support NESAs mission, vision and values
- Articulate norms and agreements to support their work and focus

- Organize face to face and virtual meetings, as needed
- Set agendas and timelines for completing the professional development plan
- Actively manage electronic communications among members of the Collaborative
- Share meeting updates and proposals with NESAs Director of Professional Learning and the NESAs Center staff
- Maintain open and vibrant channels of communication among the group
- Establish a communication network among colleagues across the region working in the same area/discipline
- Serve for a minimum of two years.

### Expectations of members of a Collaborative:

- Be aware of and support NESAs mission, vision and values
- Be actively engaged in and informed about the work of the group
- Be involved in face-to-face and virtual planning meetings
- Serve as an advocate for the work of the group at one's home school, with one's colleagues
- Participate in a communication network among colleagues across the region working in the same discipline/community
- Serve for a minimum of two years.

### References

Carnegie Foundation for the Advancement of Teaching

- [Core Expertise Groups](#)
- [Getting Ideas into Action: Building Networked Improvement Communities in Education](#)
- [Improvement Research Carried Out Through Networked Communities: Accelerating Learning about Practices that Support More Productive Student Mindsets](#)