

Consortium for Educational Change (CEC) **OPERATIONAL FLEXIBILITY**

CEC's work is firmly grounded in the concept that effective school change is only possible when the "three anchors" of the school board, school district leadership, and teachers union representatives are working effectively together. By supporting these relationships, CEC helps ensure that SIG schools and districts can negotiate effectively about changes to operational structures to support transformation efforts.

CEC has worked with districts to establish operational flexibility in many areas, including:

- **Staffing** (e.g. adding staff to support SIG initiatives, transferring teachers who are not a good fit for the transformation, redefining and reallocating staffing positions)
- **Time** (e.g. use of in-service days, adjusting school day/year, adding time for collaborative professional development and common planning time)
- **Capital Budgets** (e.g. prioritizing building facility improvements)
- **Evaluation systems** (e.g. implementation of new feedback systems for teachers, incorporating measures of student growth, effective use of formative and summative feedback to improve teaching & learning)

CEC's model is based on more than 20 years of work in schools in Illinois and nationally and is founded on research-based best practices, including the work of DuFour and Eaker, Charlotte Danielson, W. Patrick Dolan, Michael Fullan, Saul Rubinstein and others. CEC serves as the lead partner on several current SIG grants, and is a nationally recognized leader in the field of labor-management collaboration.