



National
School
Reform
Faculty

Harmony
Education
Center

www.nsrffharmony.org

Guidelines for NSRF National Facilitators

Building on Core Principles of Critical Friendship
and Facilitative Leadership

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The mission of the National School Reform Faculty is to foster educational and social equity by empowering all people involved with schools to work collaboratively in reflective democratic communities that create and support powerful learning experiences for everyone.

The National School Reform Faculty (NSRF) is rooted in the following core beliefs:

- Working together, teachers and administrators can make real and lasting improvements in their own schools.
- Teachers and administrators must help each other turn theories into practice and standards into actual student learning.
- The key to these efforts is the development of a “learning community” based on public, collaborative examination of both adult and student work.
- Practitioners need quality learning experiences and sustained support to create this community.

NSRF National Facilitators have the primary responsibility of advancing the mission and work of NSRF. They meet the highest standards with regard to their **knowledge** of learning communities, their **disposition toward equity** and skill in advancing it, and their **experience** at local and national levels. National Facilitators are authorized to lead NSRF seminar experiences and they have specific **responsibilities** to NSRF.

The following guidelines are benchmarks for the skills and dispositions needed to become and maintain status as an NSRF National Facilitator. These are national guidelines meant to be enacted and integrated into local contexts, processes, and definitions.

Knowledge

National Facilitators know the history, mission, and core beliefs of NSRF.

They demonstrate they know how to promote, develop, and sustain collaborative learning communities.

They demonstrate they know how to design and facilitate professional learning, which develops and supports educators and learning communities.

They demonstrate they know and use foundational texts and research regarding the link between professional learning communities and improved learning for all students.

They contribute to the knowledge base that underlies the work of NSRF by means of their research, writing, protocol and process development, or other contributions they make to the national discourse.

Disposition Toward Equity

National Facilitators link discussion and examination of student and adult work to issues of expectations and assumptions based on race, gender, class, sexual identity, learning abilities, and language and their impact on children and teachers.

They demonstrate they are skillful in promoting and facilitating conversations about assumptions and hidden curricula – conversations that move participants to foster more equitable practices.

They use protocols, activities, and texts from multiple race, ethnic, and gender perspectives to support changes in practice.

Experience

National Facilitators promote and participate in critical friendship – a Critical Friends Group being NSRF's common manifestation, have a deep commitment to making their work public, and are open to others' perspectives.

They have significant leadership experience in their local context – within or across schools, districts, organizations, or networks.

They contribute in significant ways to the work and community of NSRF at a national level, by means of their leadership, coaching, writing, or involvement at national meetings.

Responsibilities

National Facilitators continue to develop, personally and professionally, in order to move us closer to realizing our mission.

They coach emerging National Facilitators through internships and other processes developed locally.

They maintain current membership in NSRF as a dues-contributing National Facilitator member.