

Accountability Council
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Re-imagining the Organizational Structure of NSRF Initial Thinking and Brainstorming

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Organizational Structure conversation and brainstorming were guided by the following questions and structures:

1. What is the work of NSRF?
2. What is our practice?
3. What are the things that stand in evidence of our practice as an organization?
4. Fifty years out, what is the most significant trace of this work? What's visible?
5. What are NSRF's resources and assets?
6. Can what is most important in our work be managed with what we have currently?

1. What is the work of NSRF?

- Equal access to learning, for each student, regardless of zip code.
- Professional development that offers a philosophy of reflection and collaboration among educators with the aim of enhancing student learning.
- Communicating, learning, taking risks and making a difference.
- Integrity – we do it/we say it.
- Design facilitation of transformational learning experiences.....
- Offer ideals, structures and processes that lead to transformational learning.
- Transforming the learning of individuals, groups and institutions through dialogue, inquiry and reflections.
- A reformation/transformation of schooling based on adults learning and working well together in the service of each child.
- To facilitate and support the development of learning communities that can help makes schools places students need.
- Making our work public/transparent.
- CFGs – using data showing collaboration role in student achievement.
- Equitable access – equitable outcomes.

4. What will be visible in fifty years?

- A protocol book, literature.
- A few teachers would know different ways of talking and being with each other and kids in collaborative settings.
- 100,000 dues-paying members.
- Happy, energetic teams of teachers and students (diverse racially and economically) actively engaged in all ways.
- Teachers ask and seek probing questions about real issues.
- Teacher training programs.
- The books that we wrote are now considered seminal.

- Schools are models of collaborative/transformational learning. No excuse for failure.
- In districts, race, ethnicity and socio-economic factors are not indicators of success.
- Educators are engaged in transformational learning with one another.
- There are schools where teachers have the time to work in these ways.
- Teaching is acknowledged as full time work
- Educators work consistently and collaboratively to adapt their practices to meet the needs of all.
- Permanency of a national organization.
- Educator's voices inform public policy on education.
- National Facilitators are in permanent educational leader roles.

5. What are NSRFs resources and assets?

- Continued growing edges of work – expansion of knowledge
- Reciprocity of literature/practice
- Agendas/plans that have grown
- Highly skilled facilitators
- Public nature of work
- 700K operating annual budget
- Wide reach – geographically and with respect to roles, common culture/language, etc.
- Database – 12,000 names, 2,000 dues-paying members
- Structures for professional discourse
- Profound collegiality
- Network – ongoing communication
- National staff – skilled, knowledgeable
- Website
- A growing body of research – Linda Darling-Hammond mentioned us!
- Work widely used if not always attributed
- “Most” powerful PD organization
- Clout
- A dedicated funder
- Membership
 - CFG members
 - Coaches
 - National Facilitators
 - Experience and knowledge = collective wisdom and experience
- Intellectual property
 - Protocols

6. Can what is most important in our work be managed with what we have currently?

- Dues-paying membership is not at 100,000
- Don't have independence from funders for the essentials
- Need research and literature
- Stay focused on the work
- Incorporate our work into contexts in which we work
- Sustained dedicated volunteerism