

Centers of Activity Summit • Atlanta, Georgia
October 5th - 6th, 2007

National Facilitators Standards Group notes

Working group: Katy Kelly, Meg Anderson, Janet Howard, Annmarie Boudreau, Donna Reid, Frances Hensley, Joe MacDonald, Sue Horan, Jonett Miniell, Gene Kadish

Standard #2

Experience Addressing Equity Issue

- Links examining student/adult work to issues of expectations, assumptions and beliefs based on race, gender, class, learning challenges, and language plus other forms of institutional bias
- Recognize inequities and understand/access tools to guide participants to interrupt and replace practice

Experience at National Level

- Has a network of allies in the work
- Altered national facilitators meeting
- Lead a workshop at winter meeting

Experience Adapting Tools/Know/Skills to a Variety of Settings/Audiences

- Different ways to implement what you have learned (models that others have done successfully)

Experience Collaborating with other National Facilitators &/or Coaches
(as an intern in a CFG training—mentoring interns)

- How to co-facilitate
- Have experience as a coach and an internship at a coaches training
- Work collaboratively with school/district/facilitation teams

Experience as a Member and a Coach of a CFG

- Experience with CFG crisis
- Present work to others (CFG members) for feedback
- Be a member &/or coach of a CFG
- Lead a home group at winter meeting
- Experience with a variety of groups from different contexts
- Go through a training
- Coach a CFG group (2yr)?plus?

Standard #3

“Living the Work” Embodying (You)

Make Work Public

- Modeling work with an openness to ones own learning
- Makes own work public/is
- Make your practice public (publish)
- Willingness to make your work public
- Model the work ex. Have a peer observation relationship

Hopeful

- Carry positive intent

Collaborative

- Values relationships
- Work collaboratively
- Belief in the wisdom of collective “smarter together than alone”
- Value multiple points of view

Reflective

- Know when you don't know
- Humility: continuous assessment of ones own challenges, learning needs, and finding opportunities that will push oneself toward learner
- Reflective practitioner
- Self-reflection as well as building the capacity to reflect in others
- Humility: know when you don't know and say it
- National facilitators have to “live the work”—i.e. be disposed to do what they say
- Knowing who you are in the work in order to explicitly have deep conversations
- Seeks out and receives critical feedback on their work

Standard #4

Commitment to National Mission of NSRF

See the Big Picture

- Always puts student learning first
- History, mission values of NSRF and CFGs
- Live to mission—billed reflective democratic communities
- Know history of NSRF, mission, core beliefs, and key knowledge
- Be able to articulate the history, mission, and core beliefs of NSRF and CFGs
- Know the research
- Stay abreast of advances in the work
- Peer observation across centers of Act between national facilities
- Research base of PLC in general, CFG specifically
- Committed to the mission of NSRF as a national orientation

Standard #5

Significance Experience in Four other Standards

Skills: Disposition and Knowledge

- Be familiar with research about reflective, collaborative, professional groups
- Choose protocols
- Tweak protocols
- Make your own protocols
- Be adept at crafting framing questions to guide feedback/discussions
- Ability to read needs of audience
- Know—protocols, team building, icebreakers
- Understand: “why protocols” and be able to articulate
- Understand how to work with staff serving historically oppressed populations
- National facilitators have to be dispersed to and skillful in contributing to the advancement of equity in schooling and school reform
- How to work with large groups of people—even strangers!
- Deep understanding of facilitative leadership
- Knowledge of 5 processes, protocols
- Deep knowledge of protocols so that the needs of the group/situation dictates the choice of protocol
- Choose appropriate protocols to meet the needs of presenters
- Know how to negotiate the micro-politics of a setting
- Analyze body of work and be able to set agenda
- Design agenda that meet the needs of adult learners and provide opportunity to learn the skills and knowledge to support collaborative learning
- How to take the work back and start a CFG or ???
- Commission between PLCS and change in educations practice and servant learning
- Know how to build a collaborative culture
- Be able to articulate the critical elements of professional learning communities
- Be able to articulate the connection between creating professional learning communities change in educator practice and student learning
- Understand difference between collegial and collaborative
- Varied and deep compilation of text to meet local context needs
- National facilitators have to be knowledgeable about professional learning communities and their role in school reform—and skillful in leading and coaching them

Flexible

- Capacity to listen and be adaptive/flexible to the audiences needs
- Ability to read and use the context to make decisions
- Knows (the) research supporting our work

- Recognize and adjust to meet changing needs of participants
- Ability to recognize and interrupt conversations that hold biases, intractable opinions, emotional challenges so that the underlying issues are surfaced and addressed

Courageous

- Understand the need to focus on issues of equity as we work and know
- Skill in moving through the risk zone and making others safe
- Understand context of/and community needs
- Hold space time and focus for individuals and the group
- Be able to expect and accept non closure
- Hold space for different conversations especially those that cause discomfort for oneself
- Know when to interrupt a conversation
- Bring self and others into awareness of self migration to oppression, hold space for difficult conversations
- Foster education and social equity
- Ability to hold spaces for difficult conversations
- National facilitators have to be able to “close the loop”—i.e. move from thoughtful process to beneficial outcomes for kids
- Understand multiple entry points
- Recognize capacity of staff (entry) and move deeper
- Strong interpersonal skills
- Skilled and emotional intelligence
- Knows research supporting our work
- Meet multiple learning styles
- Be brave
- Openness to risk zone
- Value opportunities to be “disturbed”
- Has a growing understanding of own personal culture, bias, etc.

Not in a Category/Standard

- National facilitators have to be aware of and disposed to assist in the national work of NSRF
- Add to the literature. Publish your own action research
- Pursue new mentors for the national organization
- Coach coaches