Camilia Greene believes in “speaking our truth...staying in Discourse II” in all her work...her high school evolved under the leadership of a female principal, Karley Meltzer. The Stamford school district was about 48% African American and Latino and 52% white. Dr. Meltzer, the principal at our CES high school, had a vision for educating each student regardless of race, class or gender. Under her leadership we dealt with our own equity issues as a staff. We had many tough and courageous conversations about race. We had intentionally provocative conversations as a whole staff based on texts like Other People’s Children, by Herbert Kohl, and White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh. These conversations were given the time and space to develop every other month. We also incorporated block scheduling, and training across disciplines with planning time every day. Rippowam High School had 300 to 400 students. We visited other schools practicing CES principles.

Camilla Greene is committed to being a part of the work that happens in the DISCUSSION I and II work. She believes in the power of dialogue and the importance of creating equitable spaces for all voices to be heard. She is passionate about the work of the National School Reform Faculty (NSRF) and is dedicated to working towards equity in education. She is a strong advocate for the rights of all students, particularly those who are marginalized or disadvantaged. Camilla Greene is committed to working towards a more equitable and just society, and she is dedicated to making a difference in the lives of young people through her work in education.

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NSRF’s Living History (continued from page 15)

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NSRF’s Living History: An Interview with Camilla Greene
Mary Hastings, Maine

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Debbie Bambino, Pennsylvania Center of Activity Report: Pennsylvania

Center of Activity Report: Pennsylvania
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The Pennsylvania Center of Activity is actually the greater Philadelphia Center, with members who work in schools in Philadelphia, the adjacent suburbs, and New Jersey. The Leadership CFG that directs our work has eleven members who have been meeting in our current community for nearly five years. Most of us are National Facilitators and some of us have been working together in schools for almost twenty years, as well as in assorted CFGs since 1996.

We are a community of educators across difference. We are white and African American, Anglo and Latina, female and male, Christian and Jewish educators. Today our core of eleven members is dispersed across the spectrum of school administration, from elementary through intermediate and high school, and at the district level as leaders responsible for the professional development of all administrators, and for support for student assistance teams. As a graduate student and external coach, I am the only member who is not working full-time in the schools.

Most of our CFG work is embedded in the way we do things as administrators and external coaches. However, we have also offered seminars for new coaches and summer professional development for administrators in our districts each year. This year our Leadership CFG is digging into the text "Connections: A Field Guide for Achieving Equity in Schools" by Glenn E. Singleton and Curtis Linton. While we have discussed issues in the past, this intentional focus on race is "disturbing our comfort" and opening us up to new possibilities for growth and changing our practice. Here are some reflections from last month’s meeting:

- This group is taking me to a level of thinking and self-evaluation that I did not envision before.
- Examining who I am and how the world sees me is the most difficult challenge for me, and I experience it daily.
- Equity/Race Roadmap—Powerful time spent in self-reflection, deepening self-awareness, envisioning the physical & emotional & social journey with the goal in sight. I know that I will revisit this roadmap either alone or with this group to maintain my focus on the journey.
- The continuation of your acceptance—there was a moment of fear as I passed my very personal roadmap the first time—and I realized it was in the hands of a very trusted critical friend.

- Be courageous in my conversation with staff.
- AWESOME activity; very reflective; some of my experiences were brought forth to them to the surface; appreciated the sharing of others that allows me the opportunity to see what shaped/shaped perspectives on race, equity...I can use this with my staff.

As we come to the close of another school year we are pressing forward with our focus on race and equity by filtering next year's planning through the lens presented by Singleton and Linton's opening questions:

- What is it that [we] educators should know and do to narrow the racial achievement gap?
- How will [we] educators know when [we] are experiencing success in [our] efforts to narrow the racial achievement gap?
- What will [we] do as [we] discover what [we] don't yet know and are not yet able to do to eliminate the racial achievement gap?

As part of our efforts, we are moving the test-based conversation into our schools and leadership teams and reconsidering the shape and design of our seminar and workshop agendas.

Organizationally, we are taking a long view of our work and our ability to sustain it over time: we need to move the extended campaign to partner with a university or universities in the coming years. As budgets become tighter, our schools need outside support to fund the learning and practice of collaborative learning communities in the Philadelphia area. To date we have, and have had, case-by-case university support of specific seminars and retreats developed through grants, our personal networks and our job-related roles. We need a sustained plan of action to develop a university-based and -funded Center of Continuing Education for Critical Friends with the possibility of college credits and research support. Universities would also allow us to reach out to students and family members in our efforts to extend community membership to the nonprofessional stakeholders who are at the center of our work. We welcome the feedback of our colleagues in NSRF who have already developed successful university partnerships.

For more information, or to offer your feedback, please write to Debbie Bambino at dbambino@earthlink.net.

every day. We practiced distributive leadership: we changed team leaders every two months. I began to teach Connections at a Chicago high school (AISW) that I worked with a Collaborative Assessment Conference (CAC) protocols with my team. I used a Collaborative Assessment Conference (CAC) protocol with my teaching team and the students after I experienced it at a conference where my student's work was used. I began to use a variety of protocols in my classroom and I taught the students the Connections protocol as a process for beginning our classes. We did not do Connections everyday, but the students learned to ask for Connections and they learned to facilitate it as well. I also took Socratic Seminar training and began to use this process too. My classes met in a circle with lots of open space and conference tables instead of desks. I had lots of visitors coming to see what we were doing. I began working with teachers in Philadelphia in the summer. Jackie Simmons hired me to go to Paul Robeson High School in Chicago to train teachers in CFC work. It was usually Faith Dunne, Gene Thompson-Grove, Carol LaCerenza and me. Race became an issue in Philadelphia because two black female teachers felt CFC wasn't willing to do this work in the summer if race was not an issue. I spoke up at that point and reassured them that race would be part of the conversation. This was in 1991-94. We read articles I was familiar with, and had courageous conversations about race.

I realized that programs and materials we used were designed by suburban white women to use in urban, black schools.

The disconnect...

I was at the reception in Washington announcing the Annenberg Foundation's award of $100 million for high school reform. The Annenberg Institute for School Reform (AISR) at Brown included NSRF. At this time I was a senior associate at the Institute for School Reform (AISR) at Brown included NSRF. I was given the opportunity to attend the Annenberg Institute. AISR was mainly white, so some of us formed the Collaborative for Urban Excellence. We worked together for about four years. During my two years at Annenberg, we pulled together fifty educators of color and met in Chicago, paid for by Annenberg. We had a transcription of these teachers’ comments, questioning why white people had all the money to work in urban schools. There were prominent black educators there like Lisa Delphi and Asia Hilliard. As a result of this meeting of black educators, Annenberg decided to establish an ad hoc panel of educators of color to give them feedback about what they would do in urban schools.
Camilla Greene believes in “speaking our truth...staying in Discourse II” in all her work “to be a National Facilitator” (NSRF) listserv rush to make each other feel comfortable. I choose to stand in the mines our assessment of what the participants want the space for tough conversations about equity deter... Camilla Greene can be contacted at camilla.green@eslatt.net, and Mary Hastings can be reached at m Hastings@greatschoolspartnership.org.