Connections
Sarah Childers, Indiana

Winter Meeting Wrap-Up

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Coaching Whole School Change: Lessons in Practice from a Small High School
Book Review by Peggy Silva, New Hampshire

Protocols in Practice: Racial Microaggressions
Text-Based Discussion
Wendy Brannen, New York, and Kim Feike, Oregon

Forming Learning Communities is Just the Beginning...and Can Be a Dead End
Debbie Bambino, Pennsylvania

NSRF’s Living History: An Interview with Brandon Cosley
Greg Peters, California

Center of Activity Report: New Center Established in New York
William Pollock, New Jersey, and Deven Horne, New York

Students at the Center: The Reason for the National School Reform Faculty - Students Michaelann Kelley, Mary Matthews and Paul Cross, Texas

Connections is a journal of the National School Reform Faculty, a division of Harmony Education Center. Published three times per year, it provides a forum for CFG Coaches and other reflective educators to share their practice.

Editorial Board: Debbie Bambino, Sarah Childers and Greg Peters

If you have any feedback or are interested in contributing to Connections, contact us at 312.330.2702 or dbambino@earthlink.net.

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. - Adopted June 2001

Learning conversations. Like the V-8 commercials in which people slap themselves in the heads, I realized that my diverse group of students had critical information to share with me, their white teacher, about what they didn’t understand about my content, and whether my directions, which were clear to me and to my similarly educated colleagues, were in fact clear as mud to them. Looking back this seems like an obvious step, but in my experience, sharing power with students was relatively unusual, especially between white teachers and their students of color, who were generally treated as disinterested parties in their own education. Along similar lines, I have been involved with teams of urban educators in CFGs across the country, teams in which predominantly white teachers describe their problems with “hard to reach par-

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References:

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