NSRF
National School Reform Faculty
Harmony Education Center

# Connections

January 2016

## In this issue

*Opportunities for CFG Coach's Training*
4

*Two book reviews with Dave's personal connections:* ***Belonging and Becoming*** *by Cervone and Cushman, and* ***Why Teach?*** *by Nehring*
6

*This is a short-but-sweet issue. If you've considered writing about your use of NSRF protocols, your experience within (or leading) a Critical Friends Group, or any associated topic around this work, please let us know! If we publish your article, we'll reward you with a free year's membership to our website!*

*If you're reading on an electronic device, watch for icons* O M C *and blue type indicating hotlinks to more content or email addresses.*

# Our dilemmas around "dilemmas"

***1. A situation in which a difficult choice has to be made between two or more alternatives, especially equally undesirable ones.***

***2. A difficult situation or problem.***

***— Google definitions of "dilemma"***

Throughout their careers, everyone runs into professional challenges without clear answers, issues that resist all our best attempts to solve them. NSRF defines professional dilemmas as puzzles, problems that are seemingly without any desirable outcomes. Dilemmas can arise in almost any relationship or situation. Dilemmas can be big (often the "elephants in the room" that no one openly addresses) or small (individual problems that apply to only one person in a very particular situation).

During our Five-Day CFG Coaches' Training, we spend almost an entire day learning about dilemmas and modeling dilemma protocols. In preparation for the training week, we ask everyone to bring to training a professional dilemma with which they currently struggle. The two most common responses to this request are:

*"I have so many dilemmas, I don't know which one to choose!"* and

*"I don't really have any dilemmas at this point in time."*

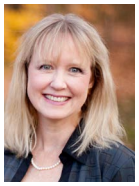
## No dilemmas? Really?

How is this possible? I do not believe those people are saying that they have perfect lives where everything goes exactly the way it should and/or that they know all the answers to every problem that arises. Rather, I suspect there is a problem around their definition of "dilemma" being significantly different than ours.

## What dilemmas are not.

People who have trouble bringing a professional dilemma to training tend to think that their struggles are too small, too insignificant, to warrant the time of the group. People who are hesitant about bringing a dilemma may also believe that, although they do have challenges, or issues that never seem to get resolved (things that come up over and over again), they have managed to live with them this long and they could probably continue to do so in the future. "Buck up," they may say to themselves, "Life is hard. Get over it!"

With all that in mind, it may be helpful to point out that **dilemmas can arise in almost any relationship or situation**: helping a student overcome significant challenges in a subject area, rolling out a new initiative in the best way possible, starting a new leadership position in a place known for interdepartmental infighting, and many others.



***Michele Mattoon is the Director of the NSRF, an International Facilitator, and CFG Coach. Prior to leading NSRF, she taught first and second grade at Harmony School for more than 20 years. Email her at michele@nsrfharmony.org.***

## Nobody will care. Nobody can help.

We've heard people assume that their prob-

*Everybody faces dilemmas. Some examples: a student completely missing a crucial concept, parents unable to deliver their children to weekend tutoring sessions, starting a new job in a school known for in-fighting, managing the start of a new initiative successfully.*

lems would not be interesting to the others, or that the others in training come from entirely different situations and thus couldn't relate.

The fact of the matter is that the more diverse the group to which you bring your dilemma, the broader the perspective and responses you will receive. Plus, if I can think about YOUR problem for an hour, and maybe become your personal hero by solving it for you, I don't have to worry about my own problems for awhile. And sometimes I'll have the bonus of discovering that your way out of YOUR problem may provide me some clues for addressing a dilemma of my own!

## Working on dilemmas within CFG meetings make individuals, groups, and entire schools stronger.

Schools that allow the creation and support of safe and trustworthy Critical Friends Group communities, where staff can admit to their toughest dilemmas, are the schools with the healthiest cultures and the greatest possibilities for continued adult and student learning. It's those places where it's NOT safe to address problems that we worry about. When a trusted group regularly tries to solve its participants' dilemmas by sharing, analyzing, and seeking solutions collaboratively, everyone wins.

Dilemmas that affect more than one person are often discussed in small groups in the parking lot or lounge, but not necessarily in arenas where the problem can be solved. Some dilemmas are obvious to everyone in a school, while others are more individual and can trigger feelings of vulnerability and inadequacy.

## Transforming a bad habit into a positive one.

Dilemma protocols transform the habit of complaining and venting about things you don't like or that don't work well into a habit of only discussing problems if you have some power to fix or at least influence them. If you CAN effect change, let's try to solve the dilemma. And if you don't have any power in the situation, there's no point in talking about it. CFG members encourage each other to accept things that can't be changed, thereby letting go of the stress associated with them.

## Getting by with a little help...

When we grapple with tough problems, it is easy to assume that the problems are undeniably and irrefutably "no-win" situations. Luckily, with that feeling often comes a little piece of hope—I might be able to solve this problem (or at least make a positive move forward) if only I knew how. NSRF dilemma protocols are useful because your critical friends may be the very people you need to find new vantage points or seeds of ideas to help you solve your puzzle.

Regularly scheduled CFG meetings foster a healthy atmosphere of continuous improvement by productively dealing with "the elephants in the room" that don't generally get addressed in any meaningful way. You may not know it, but bringing your dilemma to the group may also help someone else solve their own dilemma.

## "Don't try this at home!"

Dilemma protocols are powerful, because when they are used correctly, they enable people to "discuss the undiscussables." We want to be clear: You MUST create significant trust and safety before attempting to use NSRF dilemma protocols. Really, dilemma protocols should only be used within a CFG community that has completed several foundational and trust-building activities such as Probing Questions Practice Activity, Feedback Nightmares Activity (with a review of Giving and Receiving Feedback) and Zones of Comfort, Risk and Danger. **Be careful, unless a group has built significant trust together and effectively learned how to give and receive feedback, dilemma protocols can actually create more problems than they solve.** That said, when a CFG community has done the scaffolding to do this gratifying work, members can bring major challenges and receive both support and new ideas toward positive resolutions.

## Prepping for success.

Given the importance of discussing dilemmas during CFG meeting time, we recommend that anyone who can't readily identify a dilemma review the Dilemma Preparation Worksheet. This worksheet provides a definition of dilemmas and some steps to help you more clearly articulate your dilemma and create a focusing question for your dilemma protocol. These steps include:

**1. Decide whether the problem you want to bring to the group is a dilemma.** A dilemma is a dilemma if:

- *You are constantly thinking about it,*
- *It is not already on its way to being solved,*
- *You have some power to solve it, and*
- *It is important enough that you will spend the time and energy required to work on it.*

**2. Spend some time reflecting and writing about your dilemma.** Writing about your dilemma will help you articulate all the layers of complexity around it, including emotions you have about it. Some questions to think about:

- *Why is this a dilemma for you? Why is the issue important to you?*
- *What have you done already to try to solve the dilemma?*
- *What have been the results of those attempts?*
- *What context do your colleagues need to know surrounding your dilemma?* (The correct answer: surprisingly little.)

**3. Frame a focusing question that will guide your colleagues to the specific area(s) you want to address.** Focusing questions often start with "How can I..." or "How can we..."

Once this preliminary work is

done, you will be ready to take your dilemma to a preconference with your CFG coach who will choose the proper dilemma protocol for your needs.

## Final tips:

Remember that dilemmas are closely tied to emotional responses. If it didn't matter to you, it wouldn't be a dilemma for you. Because you do care about the situation, your emotions may come out in a stronger way than you are expecting. There may be times during a dilemma protocol when tears of frustration, anger or relief show up. That's OK. Remember, you are in a safe place, surrounded by your beloved critical friends. Because the group has created safety and because it's being led by a certified CFG coach, you can get the help you need to find some relief with your dilemma.

Dilemma protocols do NOT promise a complete solution, but occasionally one appears, and even when the protocol delivers something "smaller" like a powerful change in perspective or a variety of potential next steps, the relief you feel will be significant. Don't be afraid of dilemma protocols!

You must create significant trust and safety before attempting to use NSRF dilemma protocols.

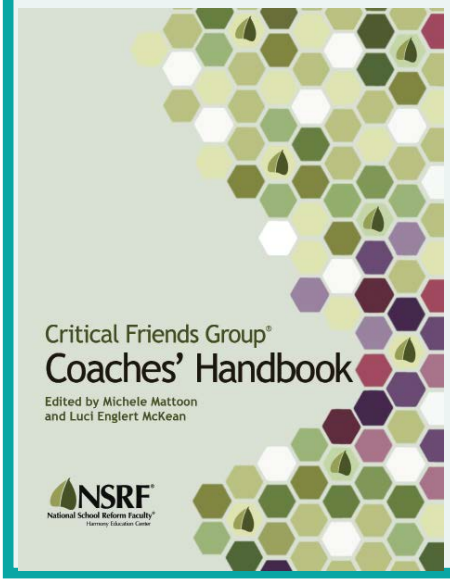
Are you ready to:

- sharpen your facilitation skills,
- improve your practice,
- build collaboration and trust among your colleagues,
- work on your own professional dilemmas and pieces of work, and
- help your organization improve student achievement?

# Isn't it time for YOU to become certified as a Critical Friends Group® Coach?

# Check out these options!

*Individuals and very small groups can select one of our "open" training options across the country. In one of these groups, you'll collaborate with a broad variety of educators from all sorts of educational organizations throughout the world. The range of participants bring great depths and different perspectives to the work you'll bring to the training, helping you find new solutions and support.*




*If you have 10-15 (or more) of your colleagues to train, we can save you money by bringing an NSRF National Facilitator to you with on-site trainings. If you are considering getting a jump-start on cultural change in your school or district and want to train a "critical mass" of CFG coaches at once, contact us soon — our summer is booking up!*

**These trainings will also be among the first to use the brand-new Critical Friends Group Coaches' Handbook!**

*Rave reviews from participants about NSRF CFG coaches' training:*

***"Best PD EVER!"***
*~ A new coach in North Carolina*

*"I'd been using NSRF protocols for years and even wrote about them in grad school, but* ***I had no idea how well they worked*** *until I learned the nuances of facilitating them in training."*
*~ A CFG Coach in Connecticut*

*"This training introduced me to a* ***supportive group of colleagues.*** *I did not have this before this training."*
*~ A new coach in Toronto*

*Currently scheduled "open" trainings (where any individual may attend) include opportunities in the St. Louis area, the Los Angeles region, Greater Boston, and at our "home base" in Bloomington, Indiana, with more to come!*

*"I learned that the protocols are really useful in* ***bringing out our 'best selves.'*** *They drew me into the activities in a way that nudged me towards being fully present. I developed a greater awareness of the effect of my behavior and how it might benefit or hurt the rest of the participants."*
*~ A new coach in Michigan*

**To enroll or learn more, click through to the NSRF Upcoming Events page or call 812-330-2702!**

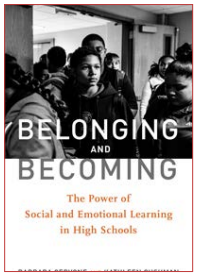
NSRF®
National School Reform Faculty®
Harmony Education Center

# Two book reviews with my personal "Connections"

**By Dave Lehman, Connections Executive Editor**

*This month we're offering two book reviews by authors I know and with whom I have enjoyed working. Kathleen Cushman – coauthor with Barbara Cervone of Belonging and Becoming: The Power of Social and Emotional Learning in High Schools – was the editor of Horace, the journal/newsletter of the Coalition of Essential Schools (for which I wrote articles). Cushman subsequently cofounded "What Kids Can Do," where she continues to publish insightful books based primarily on extensive interviews with students and teachers. I mentioned Cushman's website in the November 2014 issue of Connections in a review of website resources for educators. I met James Nehring – author of Why Teach?: Notes and Questions from a Life in Education when we both were members of the Principals' Seminar sponsored by the Annenberg Institute for School Reform out of Brown University.*

## *Belonging and Becoming: The Power of Social and Emotional Learning in High Schools*




by Barbara Cervone and Kathleen Cushman
Harvard University Press, 2015

***Belonging and Becoming*** by Barbara Cervone and Kathleen Cushman. In their initial chapter, "Integrating Social and Emotional Learning in High School," the authors point out:

*"We know that standards and accountability, in themselves, do not motivate students to reach high. Research backs up the educator's intuition and experience:* ***students do their best for teachers who show they care.***" [emphasis mine]

The authors also refer to a study of non-cognitive factors affecting adolescent learning done by the Chicago Consortium on School Research, which identified five such factors that underpin student success in middle and high school: academic behaviors, academic perseverance, academic mind-sets, social skills, and learning strategies.

The five high schools included Chicago's Fenger High School, Springfield Renaissance School in Massachusetts, Oakland, California's International High School, Quest Early College High School in Humble, Texas, and New York City's East Side Community School.

The last four of these high schools are part of Expeditionary Learning, the International Network of Public Schools, the Early College Network, and the New York Performance Standards Consortium. The cited study was begun in 2013 and involved visiting each high school twice for several days, observing and interviewing as many students and faculty as possible. In the winter of 2014 these schools were visited again, conducting new interviews to check on how well the initial findings were being sustained and paying off in terms of student results. For a more complete reporting of these interviews and observations the authors strongly suggest you visit the website www.howyouthlearn.org/SEL_student voices.html for recordings of students voices, audio slide shows, other short videos, and resources for taking action based on the in-depth study of these five high schools.

***Belonging and Becoming*** showed the following six key elements in secondary school practice which are contributing to the success of students in the five high schools:

1) a web of structural supports

2) an intentional community

3) a culture of respect, participation and reflection

4) a commitment to restorative justice

5) a curriculum of connection and engagement

6) a focus on developing student agency

In an overview, Cervone and Cushman state:

*"…weaving social and emotional learning into a schools' daily life, as these high schools have done, is patient, steady , and painstaking work. It extends much further than adopting, for example, an anti-bullying program, or adding, say student advisory groups to the schedule—though both are worthy contributions. Making social and emotional learning core requires a deep commitment from school leadership and staff to do many things differently. Some of those possible actions are big: setting aside one day a week for service learning; turning over several weeks of regular classes to interdisciplinary 'expeditions' by students; making time for independent reading for every student, every day. Some are small: a*

***Dave Lehman is the former founding principal/teacher of the Lehman Alternative Community School in Ithaca,NY. This public middle-high school was named for Dave and his wife Judy by the Ithaca, New York Board of Education upon their retirement after 30 years. Dave was a member of the very first "Principals Seminar" leadership group at the beginning of the NSRF, under the umbrella for the Annenberg Institute for School Reform at Brown University. Soon thereafter he was trained as a CFG coach and then an NSRF National Facilitator. His email is davelehman@mac.com***

*principal's greeting as students enter the building each morning; peace circles as a way to resolve conflicts; classroom norms that prize respectful participation."*

From this background and overview, I will review in more depth chapter 2, "Belonging Here and in the World." This chapter focuses on the story of East Side in New York City, one of the schools visited by my friend Kathleen Cushman, and the school which with I am most familiar since, like the Lehman Alternative Community School in Ithaca, East Side is a member of the New York Performance Standards Consortium. East Side was opened in 1992 and includes a middle and high school, grades six through twelve. *"From the schools' start, structures such as advisory groups, portfolio assessment, and community service fostered the social and emotional learning and reflection that buttress academic engagement."*

From the start, at East Side *Community* School [one of the simple connections for me to "Lehman Alternative Community School," the emphasis on "community"], there have been three structures in their holistic approach—advisory groups [called "family groups" at LACS], portfolio assessments ["graduation by exhibition" at LACS], and community service [60 hour minimum required at LACS]. These structures foster the social and emotional learning and reflection that buttress academic engagement.

There is a focus on academic "habits of mind" that emphasize different viewpoints, providing supporting evidence, drawing on currently relevant issues, and making connections across conventional subject areas [drawn from our shared membership in the Coalition of Essential Schools]. Advisory Groups are composed of 12 to 15 students with a staff member that meet twice a week and stay together for a year [similar to LACS's family group] emphasizing development in the following areas: work habits, mutual respect, health and healthy relationships, the college path, and connections between advisers and their advisees, with advisers serving as point persons for communication with families, monitoring attendance, academic performance and progress (for more about this and a detailed assessment tool check Exhibits 2.1 and 2.2 at the end of the chapter).

*"Despite growing attention to the importance of grit and other character traits for achievement, developing them in students rarely finds its way into secondary school curricula. Authors Barbara Cervone and Kathleen Cushman investigate the exceptions, telling the stories of five high schools with a national reputation for infusing rigorous academics with social and emotional learning, which results in demonstrable benefits for students."*
*~ from the cover*

East Side, being a diverse student body, draws heavily on the "Facing History and Ourselves" curriculum. The authors cite *"...its framework, rooted in historical instance of inequity and injustice, focuses on the very questions of belonging, identity, and agency that research suggests most affect the academic engagement and the social and emotional resiliency of adolescent learners."* This focus ties in well to the school's emphasis on thinking deeply about important issues in students' own lives; asking thoughtful questions, answering with supportive evidence, then revising as they learn more; and listening to each other respectfully, but then listening to others' critiques. As one teacher said when interviewed,

*"They learn how to talk to each other, how to listen, how to be respectful, how to draw on their own lives and analyze the world around them. They need to read complex and difficult texts and make sense of them and not give up."*

The philosophy of "not giving up" resonates throughout the culture, as evidenced by a quote from another teacher in the chapter:

*"We never quit on a student. Even the kids that aren't struggling, they see what happens with their class mates who don't have things as easy. They all pull together and help each other. They all want to cross the finish line together. And its extraordinary what happens."*

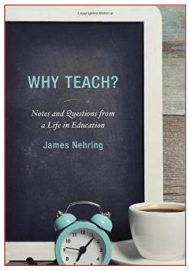
Again, I resonated strongly with this chapter, since one of the best complements I have ever received came from one of our LACS teachers upon my retirement: "Dave never gave up on a kid."

East Side features a number of other things that are familiar: a school garden and a host of other activities, particularly including the arts—visual and media, dance, cooking, creative writing, beat making and rhyming, rock band, choir, and chess. With funds raised by their parent organization, East Side students have access to over 50 additional activities through the city's Department of Youth and Community Development including skateboarding, several bands that practice in the school basement, two hip-hop groups, a weekend photography program, a bicycling group, and a rock-climbing group—all of which are typically also available to LACS students, several from parent/caregiver or community volunteers, who often grant PE credit for the participation!

As Kathleen Cushman pointed out in another of her books, ***Fires in the Mind***, the majority of what students reported related to what are often referred to as "extra-curricular"—sports, drama, ballet, and other things that typically happen after school, or even outside of school entirely.

In 2011, a post-secondary follow-up study was done by the New York Performance Standards Consortium of the graduates of the Consortium high schools, including East Side and LACS. The study showed that 86% of the African American and 90% of the Latino male graduates of Consortium schools were accepted to college (national averages are 37% and 43%). Additionally, 93% of Consortium graduates remained enrolled in colleges after the first two years, compared with a national average of 81%.

There now are 48 Consortium schools, and if nothing else, this should serve as encouragement for others who are struggling to create progressive high schools in the new era of Common Core and high stakes, standardized tests. As one East Side student put it, "Everything that we learn here at East Side eventually comes to help us out in the future of ourselves and in the future generations that look up to us." In Facing History terms, they begin to act as "upstanders" rather than "bystanders!"




***Why Teach? Notes and Questions from a Life in Education***
by James Nehring
Rowman and Littlefield, 2015

***Why Teach?*** is the second book I want to recommend in this issue. ***Why Teach?*** is really an autobiography tracing Jim Nehring's life in education, beginning with his decision to pursue a teaching career and his initial student teaching experiences, and continuing to his current position as Associate Professor of Education at the University of Massachusetts at Lowell. Nehring describes what he considers to be "the heart of it all" in his introductory chapter:

*"There is a mystery at the center of teaching, like the hard-to-track energy that physicists tell us runs between subatomic particles…. an energy that runs between a teacher and his or her students, which, more than the teacher or the students, defines teaching."*

Beginning with his student teaching of a high school course in anthropology, Jim talks about wanting the students to do something active, to learn something about which they were genuinely interested, something like the MACOS ("Man: A Course of Study") curriculum which he had learned about in his college teaching methods course.

While primarily teaching social studies at Middle Valley Middle School, Jim was asked to be an assistant track coach. Here is the first of several personal connections for me to Jim Nehring's journey: Nehring learned, just as I have, how much teaching has in common with coaching (see my article in the Fall 2009 issue of ***Connections***, "Reflecting on Coach and Coaching" as related to our work as coaches of Critical Friends Group® work). Here's how Nehring makes the connection:

*"I often think about the benefits of applying the concepts of coaching in the classroom: there are team goals and individual goals; there's no shame in whatever performance level you occupy, and if there were, you'd have to deal with it because it is public every day; and there's recognition that some things come easy to a few individuals and others have to work hard for it."*

It was here, too, that Jim learned—contrary to his principal's view of kids as being "like dogs"—kids "are not like dogs."

*"And they're not like robots. They're like me. They're curious, and they actually want to learn, given the right situation. They are capable of compassion and generosity, and they are capable of being insensitive and mean. They have personalities. They enter my classroom with lives attached. They are complicated. So teaching - good teaching - has to be complicated, too."*

Nehring's book also includes a number of pleasant anecdotes and historical reminders from his and my earlier days of teaching; things like ditto masters and the resulting purple ink all over your hands that was nearly impossible to clean off. I also chuckled and shook my head in remembrance at his mentions of filmstrip projectors requiring teachers to narrate, or play the record or tape and hope that it properly synced with the visual. I readily identify with Jim when he describes carrying 3 x 5 index cards to write little reminders to himself, something I began doing to help me keep track of all that happens in the life of a principal in a typical school day.

From his middle school years, Nehring's writing takes us to the next phase of his journey and the creation of a small Lab School in a couple of classrooms in Bethlehem High School. After some summer planning time, he writes of his experience with the before-school-begins retreat at Camp Mountain Laurel, where the students and staff get to know each other better, and do some planning for the upcoming school year. My experience was similar—a two-day, overnight "retreat" in early October when we, too, were in cabins by "Advisory Groups" (what LACS calls "Family Groups"), prepared our meals together, played touch football, soccer, volleyball, board games, and music together, building those key relationships that helped subsequently with the teaching and learning.

*"I read it once and sat back in awe. So I read it again… As you read* ***Why Teach? Notes and Questions from a Life in Education****, I think you'll realize that we're witnessing a rebirth of some of the spirit that led both Jim and me into teaching and that helped us invent new ways to imagine how it could be reconfigured on behalf of both democracy and the simple humanity of young people. Reading it with others, as his post chapter queries might suggest, would surely be in keeping with the book's underlying message — being part of a community of learners is in itself a way to learn, and to uncover the thread underlying your life's path."*

*~ from the Foreword, by Debbie Meier, MacArthur Fellow, Co-chair, Coalition of Essential Schools, and member of the editorial board for the Nation, Dissent, and the Harvard Education Letter*

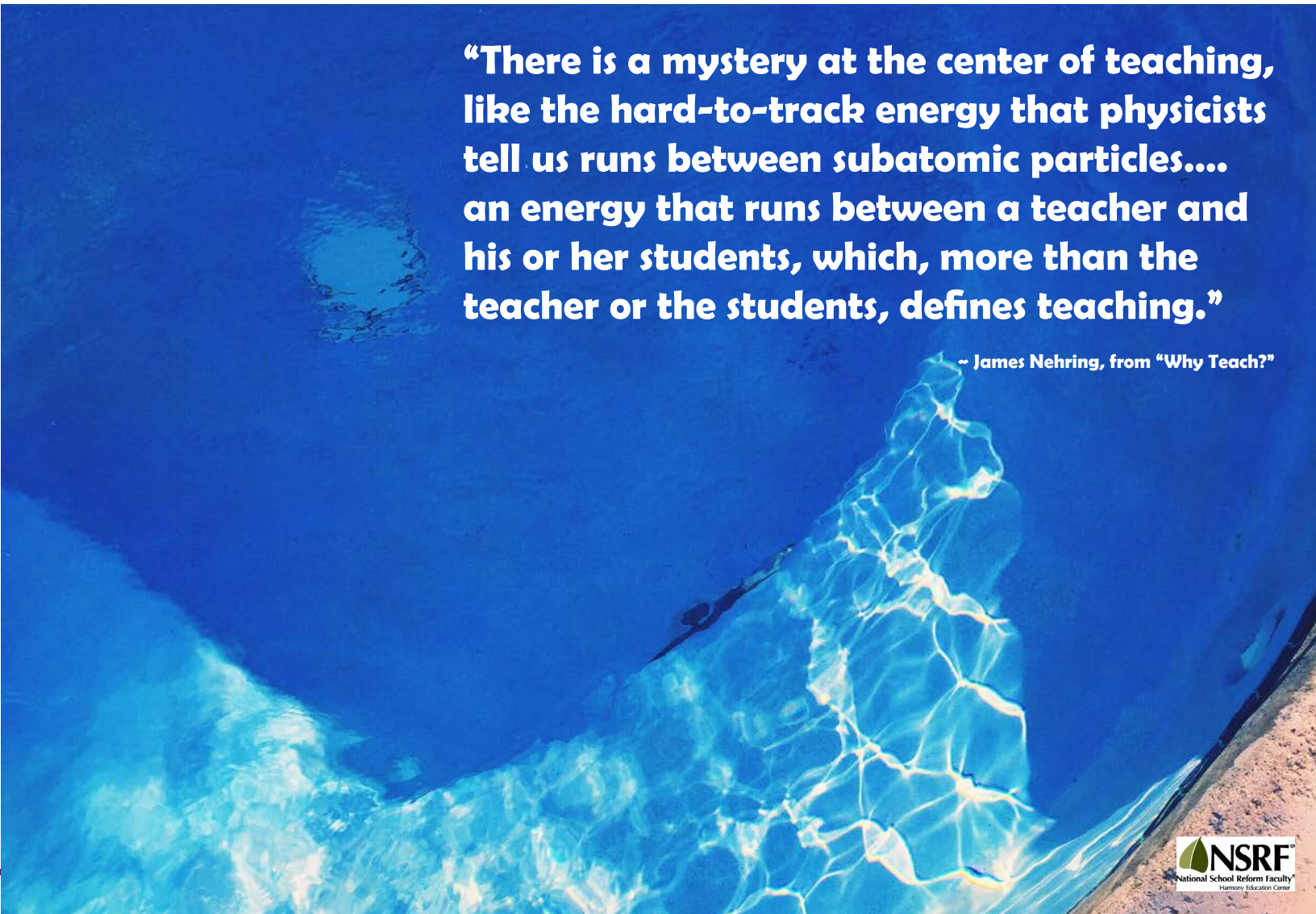
From here, Nehring's journey took him to Parker Charter High School in Massachusetts. Jim became principal of that school, "not because I

wanted to be a principal, but because I wanted to open a space for the kind of school I desperately wanted to be part of, the kind of school I wanted as many families as possible to have access to." Here, too, is a connection for me as I became a principal for similar reasons, continuing to teach at least one course each semester, something Jim continued to try to do as well. I think we both feel that it helps one stay close to the work of a school if one is teaching as well as administering.

It was refreshing, also, to read about how Jim often spent his summers, doing something active and concrete, like re-siding his house. It was just into our fourth year that my wife, Judy, and I took on the rebuilding of a lovely abandoned old house in the country outside of Ithaca, advertised as a "ghost house, take it as is!" Doing most of the work ourselves, like the Nehring's, we cleared out mounds of trash, replaced the old plaster-on-lathe walls with insulation and sheet rock, a fresh coat of paint on everything, as well as all kinds of other repairs to make it live-able for our family. Like Jim, I really enjoyed those summers when you could build a new porch from start to finish, actually seeing what you had accomplished—a refreshing contrast to the work of a teacher or principal where rarely do you see the end result of your effort, typically being left wondering what your students had really learned, what kind of adults they went on to become, and if you had made any difference.

In one of the later chapters of ***Why Teach?***, Nehring recalls his experience as a teenager learning how to navigate and race, a small sailboat, and how what is involved in sailing is like what other educators he admires learned to do. Making change in education—taking a different route in teaching, creating a more active role for students in their learning, starting a small experimental school (or a large progressive high school)—is like sailing into the wind, where you have to learn to zigzag, cutting back and forth across the wind. Or, like I've often said, it's like a salmon going upstream to spawn, where they use the force of the downstream current to push against their strong tails, using that force to thrust them ever forward.

In ***Why Teach?*** there is much food for thought for those confronted with sailing against the wind, or swimming upstream. Each of the 21 chapters is intentionally short, typically ten pages, with a series of thought-provoking questions and suggested readings at the end, ideal for a "text-based discussion" protocol in your next Critical Friends Group meeting!



NSRF Connections is published by

NSRF
National School Reform Faculty
Harmony Education Center

National School Reform Faculty™
Harmony Education Center
909 E. 2nd Street
Bloomington, IN 47401
812-330-2702

nsrf@nsrfharmony.org
www.nsrfharmony.org

*EXECUTIVE EDITOR:*
Dave Lehman (email)

*MANAGING EDITOR:*
Luci Englert McKean (email)

*NSRF DIRECTOR:*
Michele Mattoon (email)

NSRF is a non-profit, professional development initiative that focuses on increasing student achievement through a specific variety of professional learning communities. Part of Harmony Education Center, we train educators to coach Critical Friends Group communities. CFG communities use NSRF protocols and activities to facilitate meaningful and efficient communication, problem solving, and learning.

Paid membership helps us continue to provide NSRF materials via our website, as well as support our mission to offer training across the nation and world. We encourage you to support the Lois Butler Scholarship fund so that any teacher could participate in a training regardless of ability to pay our fee.

# Shout-out to researchers

***Have you written a thesis or dissertation on a topic associated with Critical Friends Group® work or NSRF® protocols?***

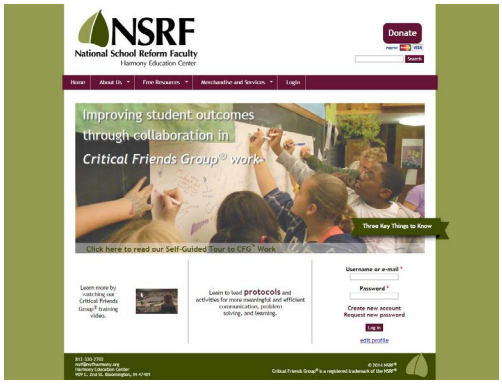
Now and then, we hear from someone seeking published research on the efficacy of Critical Friends Group® work, or the use of protocols in the classrooms. We're happy to share research we have on file, but realize that it's a bit dated. We expect some of you can point us to fresher research. If you know of any studies we should know about, too, please contact luci@nsrfharmony.org. Thanks so much!

# Shout-out to EVERYONE!

***What do you think? How are we doing with the new design and content of Connections, and with the new website?***

We're working hard to eliminate bugs and add all current members and member-coaches to the new website. We really want to hear feedback from you, whether you have warm or cool feedback to share ... especially if you're having a problem finding something you need!

Please send comments of any variety to luci@nsrfharmony.org. We appreciate it!




## Want to write for Connections?

Submit your ideas to luci@nsrfharmony.org and let's talk. Authors of published articles receive one free year's subscription to NSRF.

## MANY WAYS TO STAY IN TOUCH

http://www.fb.com/NationalSchoolReformFaculty

http://www.twitter.com/TheNSRF (We don't tweet much but we love being tweeted about!

We're just starting to learn about LinkedIn, but we'll be here soon, too.

http://www.NSRFHarmony.org and nsrf@nsrfharmony.org

NSRF
909 E. 2nd Street
Bloomington, IN 47401

812-330-2702