

In This Issue

Debbie Bambino, Pennsylvania

A new school year can mean a fresh start, a chance for renewal with new students, new schedules and in some cases, new colleagues. In this issue, our colleagues invite us to reflect with them on ways to take our considerable reflective, collaborative will and skill to a deeper level as we sharpen our focus on our mission, “to foster educational and social equity by empowering all people involved with schools...”

In the Director’s Report, Steven Strull shares his reflection on his first year as our executive director, sharing his experiences and thinking about our next steps as we move toward a membership structure to sustain our work. Ellen Key Ballock’s article introduces her research into the impact of our CFG work and offers some insights and reflective tools to help us strengthen the connection between our espoused goals and our actual effect on teaching and learning. In NSRF’s Living History, Peggy Silva talks with Greg Peters of Leadership High and the San Francisco Center about his journey as a reflective practitioner focused on equitable outcomes for students. Joshua Frank from Brookline shares his questions about the equity issues behind disciplinary decisions when these decisions are made across racial difference. Maria Elena Rico reviews *Principal Accomplishments: How School Leaders Succeed*, calling it a “must read” for leaders who are willing to challenge their leadership assumptions.

Camilla Greene’s conversation with Dr. Paul Gorski invites us to think critically about issues of class and poverty and the underlying assumptions of Ruby Payne’s framework.

In *Protocols in Practice*, Kim Feicke tackles issues of voice and privilege as she asks us to examine the ways our protocols can be used to silence some while empowering others. Lynda Robinson supports Kim’s analysis by sharing a candid reflection about her silencing as an African-American woman in a new coaches seminar.

From the National Center Chris Jones offers a summer roundup of seminars and institutes, while Sarah Childers paints a harrowing picture of the reality of anti-Muslim discrimination in our schools and the steps we can take to challenge these practices, as well as our own assumptions about Muslims, in our classrooms and communities.

The *Courageous Conversations about Race* book chat group shares quotes from our ongoing discussion and urges others to read the book and initiate a second tier of conversations, both electronically and in real time.

Finally, in *Students at the Center*, I offer a glimpse into the ways a relatively new teacher has distributed ownership for classroom learning with “winning” results.

We encourage you to respond to this issue on the coaches’ and facilitators’ lists. Tell us how you are using the articles in your CFGs and classrooms. Let us know if you are interested in writing for *Connections*, or if you have a story that we can help you explore. ■

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