NSRF
National School Reform Faculty
Harmony Education Center

CONNECTIONS

October 2018

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If you're reading this file on an electronic device, click through blue type to go straight to our website!

New specialized trainings

Responding to requests from our CFG® community and other collaborators, NSRF is creating some new training opportunities on specialized topics.

In addition to the long-available Three-Day Critical Friends Group Work for Administrators trainings and the On-Site Experienced Coaches' Trainings (which are always personalized to the needs of trained CFG coaches at a given school or district), we have three exciting new offerings in the works!

First, we're now partnering with clinical psychologist David Gleason, PsyD, on "Now What?" workshops for leaders of highly competitive schools. (See page 3-5 for details.)

We're also developing brand-new Peer Critical Friends Coaching™ online training, which will pair educators to cultivate best practices and promote continuous improvement. This digital offering should be available in the Spring with "open" enrollment for participants anywhere in the world. Click a link on page 5 to be added to our email list to stay informed.

Next in line is Belonging Mindset on-site training, which will focus upon improving students' and teachers' experiences in classrooms. NSRF Director Michele Mattoon recently gave a TEDx talk on the power of Belonging Mindset in group works. When the video is available we'll have a link on the NSRF website and in our social media.

If you're interested in anything here, please let us know. Some of these trainings will provide new certifications and all will provide a deeper reach into important topics, leveraging the wisdom and experience of your staff. We want to pilot each of these programs with care, ideally with a group of people who are friends of Critical Friends Group® work.

Have you visited our new website?

This spring we launched a redesigned and improved NSRFharmony.org, and in case you missed our previous issue with details, here's a quick recap. If you have trouble logging in or finding what you need, call 812-330-2702 or email nsrf@nsrfharmony.org.

Requires password reset—check your spam filter

We could not import passwords from our previous website database, so the first time you login using your existing username or email address, you will need to set your password. You should have received an email with a password reset link—***if you didn't see it, please search your mail for "@nsrfharmony.org" and then please "whitelist" us by indicating that we are "not spam."***

New Protocol Matching Tool

For years, CFG coaches have requested help matching their work with possible protocols or activities, and, tadah, here it is! The PMT is only available for paying members, and as previously, $25 members have access to a more limited library of protocols than $75 certified coach members. ***New: you are not required to purchase a membership, but if you do not, you will need to register a free account to see the original materials.***

Help us by pointing out "potholes"

As you run into the inevitable "hazards" of a new website, please have patience and tell us, so we can address them ASAP. We hope to keep you all moving forward on your #CFGwork path as smoothly as possible.

Once we get all the problems solved, more upgrades are coming soon. If you have ideas, requests, or comments about the new site, please email nsrf@nsrfharmony.org.

Ready to sharpen your facilitation skills?

Become a certified CFG® Coach!

Bloomington, IN:

Feb 4-6, 2019*

These are the first three days of our standard 5-day training, with the last two days to be determined by the participants, usually in March or April. If the group-selected dates do not work for your schedule, you will have a credit with NSRF to complete later with another cohort. Total cost for five days: $850 (link)

If one or more colleagues or friends joins you in Bloomington in February or July, you each receive a $50 discount!

July 8-12, 2019

$850 for five days of training (same as above, but consecutive days) (link)

Open Training benefits: Each participant receives a copy of the Critical Friends Group Coaches' Handbook, AND a 12-pack of Collaborative Cue Cards

Rave reviews from participants:

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

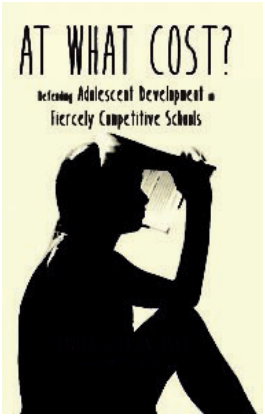
"This training introduced me to a supportive group of colleagues. I did not have this before this training." ~ A new coach in Toronto

"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 website or call 812-330-2702!

What to do about overstressed adolescents

By David Gleason, PsyD, Critical Friends Group coach, author of ***At What Cost: Defending Adolescent Development in Fiercely Competitive Schools****. dgleason@developmentalempathy.org*



Dr. Gleason's book can be purchased through the NSRF website here. Details on the "Now What?" Workshops can be found on the NSRF website.

For the past two years, I have been intrigued by what I have come to appreciate as a profoundly effective methodology for professional development for adults in schools, as well as in many other organizations, such as in businesses and healthcare institutions.

Two years ago, I witnessed the undeniable value of Critical Friends Group® work in action during a visit to the American Community Schools of Athens, Greece. Critical Friends Group communities use a structured and highly engaging approach to faculty professional development in schools, and it is currently utilized in many schools throughout the US and around the world.

I was struck immediately by how collaborative and trusting this group of 12 faculty members was with each other. Each group member contributed, like a peer-consultant, to help another member generate possible solutions to the particularly challenging classroom dilemma she had presented to the group.

In a follow-up conversation with that group's leader, David Nelson, a member of the ACS Athens faculty and NSRF International Facilitator, I learned that more than 80% of the teachers in this K-12 international school had been participating in these "collaborative learning communities" (so named by the school) as their primary approach to professional development for three-to-five years by then, and that their collective sense of cohesiveness and teamwork as a full faculty were very well-established.

These collaborative learning communities had been meeting monthly for two hours, on school-sanctioned time, allocated explicitly for faculty professional development.

I watched this diverse group of educators (representing 13-grade levels and all academic disciplines) as they brainstormed, asked probing and clarifying questions that fed off one another, conveyed understanding and validation to the presenter, and, ultimately, generated numerous possible solutions for this one teacher's dilemma.

I was struck by how effective this approach was — and is — in contrast to the most common and, in my opinion, least effective approach to real professional development for adults in schools.

Typical professional development consists of teachers and administrators leaving their schools to attend conferences, where they listen to content-specific presentations, often in large lecture halls among total strangers. They then return to their schools, only to resume "business (or teaching) as usual." While the insights and curricular lessons gleaned in these conferences can be valuable, they rarely – if ever – lead to the full faculty's actual growth and development.

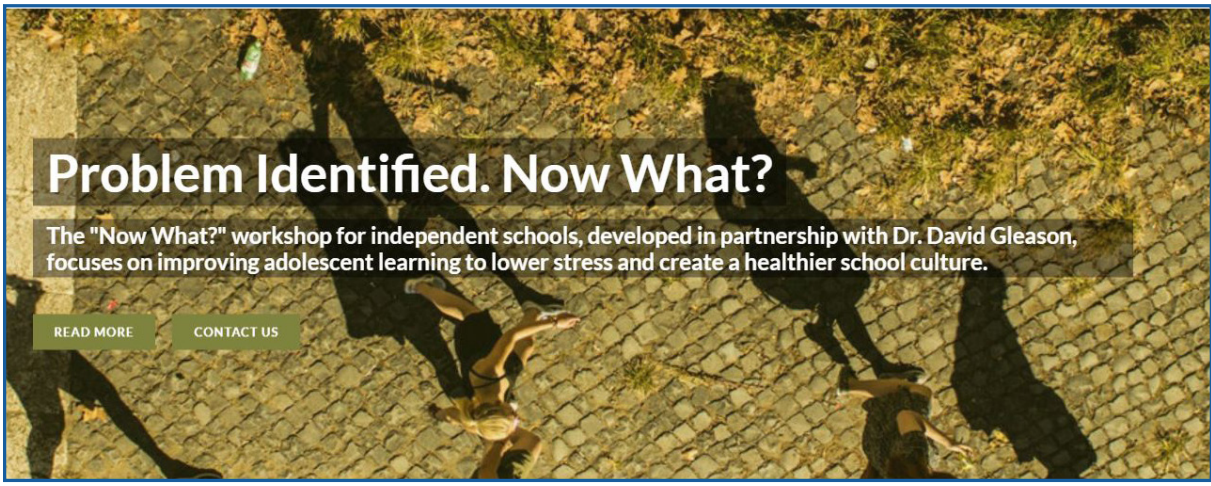
While observing these professional learning groups, in and of itself, was incredibly heartening, its major impact on me was the unexpected realization that these collaborative learning groups could play a vital, if not pivotal, role in advancing my mission: to promote "developmentally empathic" practices and policies in schools everywhere.

This is what motivated me recently to participate in an "Open Training" at the National School Reform Faculty (NSRF) in Bloomington, Indiana, in an effort to become certified as a CFG coach. In my open training week, I realized that while my original observations of Critical Friends Groupwork portrayed individual faculty members presenting their own unique dilemmas to their fellow group members, these

For more information about CFG work at ACS Athens, see this two-part series written by NSRF International Facilitators Dave Nelson and Penny Kynigou in previous issues of NSRF Connections: Part 1 and Part 2

David Gleason is the founder of Developmental Empathy, LLC, and a CFG Coach. This article was reprinted with permission from his blog at developmentalempathy.org

protocol structures are also adaptable and applicable to larger-group quandaries and challenges, such as an entire faculty's desire to become a more developmentally empathic school.



As I describe in my book ***At What Cost?,*** anxiety, depression, and their dangerous manifestations, including substance abuse, eating disorders, self-injury and suicide are increasing student conditions at many competitive high schools throughout the U.S. and all around the world. Paradoxically, most of these schools promote themselves as being committed to their students' holistic development in academics, athletics, and the arts, and in their personal, social, and emotional growth. Unfortunately, these dedicated educators all around the world fully admit to overscheduling, overworking and, at times, overwhelming their students.

This conflict – adults wanting to educate students in healthy, safe, and balanced way but, at the same time (and against their best intentions), overscheduling, overworking, and overwhelming them – reflects a true bind for these well-meaning adults.

Fortunately, and to their tremendous credit, after admitting to this bind, they ask, "What do we do now? How can we begin to reclaim our primary commitments to the healthy and balanced education for our students?"

For the past two years – since the publication of ***At What Cost?*** – I have been presenting at schools and conferences around the world with the primary mission of trying to expose the conflicting dynamics of the adults' bind, and then to recruit these adults – educators and parents alike – to try to begin making changes that help them to (1) validate and reclaim their original and primary missions of wanting to educate and parent their students in healthy, safe, and balanced ways, and (2) recognize and respect their students' still-developing status as children and adolescents who are simply not ready to manage the amount of pressure and stress that is imposed on them by the adults in their lives and by the ultra-competitive culture at large.

Helping well-intentioned adults to make changes necessary to benefit adolescents

One of the main lessons I have learned throughout these various presentations is that these well-meaning educators already feel so pressed for time in their busy, often hectic, lives and jobs, that even though they truly want to begin making developmentally empathic changes, they are just not sure of how to actually start what feels to them to be a somewhat overwhelming – if not daunting – change process.

New partnership between Developmental Empathy and National School Reform Faculty

To address this issue, and to provide schools with a practical and realistic option for beginning this change process, my consulting group, Developmental Empathy LLC, has recently partnered with the NSRF organization to design a straightforward "next step" intervention for schools to employ to review their current maladaptive practices and to begin generating achievable goals and concrete plans for changing them in the developmentally empathic direction.

Specifically, we have designed a one- or two-day professional development workshop to facilitate the start of this challenging change process. By the end of the workshop, participants (administrators, teachers, and/or parents from the same schools), will have generated real and actionable "next steps" in the process of making long-term adaptive changes. As Michele Mattoon, Director of NSRF, has succinctly stated, "***At What Cost?*** clearly provides the 'why' for schools to change. NSRF can help provide the 'how.'" I couldn't agree more.

Anxiety, depression, and their dangerous manifestations including substance abuse, eating disorders, self-injury, and suicide are increasing student conditions at many competitive high schools throughout the U.S. and all around the world. Paradoxically, most of these schools promote themselves as being committed to their students' holistic development in academics, athletics, and the arts, and in their personal, social, and emotional growth.

Peer Critical Friends Coaching™

Have you wanted to attend a five-day CFG Coaches' training, but couldn't for financial, travel, or scheduling reasons? Have you been hoping for online training in Critical Friends work?

Biweekly online PCFC™ classes use special new NSRF protocols and activities so pairs may coach each other locally or via the Internet, anywhere!

If you're interested in participating in our pilot program launching this spring, email us at PCFC@NSRFharmony.org and ask to be put on our email list for updates.

Problem identified: NOW WHAT?

Author David Gleason of **At What Cost?** has revealed the dilemma: highly competitive schools feel deeply committed to educating their students in healthy, safe, and balanced ways, challenging them with appropriate rigor, and meeting their students where they are. Yet these same educators also admit that they have been overscheduling, overworking, and sometimes overwhelming their students.

Next steps

Developmental Empathy, LLC, partnered with National School Reform Faculty,® originators of Critical Friends Group® work, to develop workshops helping you take action around this dilemma. In a one-day event, your team, with expert facilitation support, can begin to build an action plan supported by David Gleason's research.

CALL US: 1-844-9-EMPATHY (1-844-936-7284)

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NSRF® National School Reform Faculty® Harmony Education Center

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Various uses for the Futures Protocol

By Luci McKean
with support from Terry Daugherty, NSRF National Facilitators, luci@nsrfharmony.org terry.daugherty.nsrf@gmail.com

Instead of feeling stuck, disheartened, or worried, participants in a Futures Protocol get excited about the future that they want to build. The structure of this brainstorming protocol frees up energy and excitement to spur on creativity and empower the participants' visions, no matter the age of the participants or their current situation.

Purpose and setup

For those who have not experienced a Futures Protocol, its purpose is "to expand and clarify the vision of what the presenters are trying to accomplish, to identify opportunities and avenues for focused work or improvement, and/or to guide purposeful actions and reduce wasted efforts on any new plan or project." This is one of NSRF's most challenging protocols (rated 5/5 in facilitation difficulty), but when conducted successfully, it invigorates a group into actions to turbocharge the future they envision.

It's a bit challenging to write about this protocol because, within it, we talk about and experience time differently than in our everyday lives. After the set up, the presenter briefly tells what they are trying to accomplish, and set a time-frame. For example, a relatively new CFG community might use this protocol to brainstorm ways that a thriving culture of CFG work might transform their environment within five years. Stating a specific "end date" allows participants to anchor their imagination in one particular timeframe, rather than some people thinking ahead only a few months and others thinking of a time further out.

After the setup and presentation of the central idea, the participants can ask a few clarifying questions, and then the presenter shifts to a chair at the back of the room. At the front, at least two easels with chart paper are set up, with volunteers to help scribe this fast-moving protocol. The presenter being out of the field of vision of the rest of the group is an important aspect, as we do not want the participants to gauge the effect of their thoughts on the presenter, nor the presenter driving the direction of the ideas through body language or facial expression. Plus, the presenter being at the back of the room gives them a unique viewpoint of how this particular group might "take the idea and run with it" that they would not necessarily experience if they were sitting within the group.

The future is now

The facilitator then explains that we're removing ourselves from the current date and projecting ourselves to the date set by the presenter. Some facilitators find that physical movement helps participants with this shift in perspective: they may move to a different place at the front of the room to physically mark the shift, or they may invite the participants to get up, walk around the table, and "when we return to our seats, it will be 2021!" As the group settles back into their seats, the facilitator welcomes everyone "back" and adds to the illusion of time with verbal cues.

It's vital that everyone knows to begin speaking from the perspective of 2021, using present-tense verbs rather than future tense, especially when used cautiously: "Every teacher, administrator, and staff member is supported with a CFG community" rather than "we might have more people doing CFG work." Facilitators should warn participants that we must strictly follow this guideline and they may be requested to rephrase accordingly. This is part of the reason the protocol has 5/5 rating for facilitation: you must be prepared to gently but firmly redirect a participant whose words make the illusion of 2021 falter!

Also, we say "the word 'no' does not exist in this protocol." This is not literally true, but we encourage partici-

pants to think of the bright futures rather than tempering their thoughts with negativity. Ideas that may today be considered impossible are now courageously spoken as truth in this future time. "All students pass the state-mandated test!" or "We no longer retain students!"

Once the group begins to dream positively about the future, things start happening very quickly, so you'll need at least two scribes to keep up. If there's a lag, the facilitator should have a few probing questions in mind to help: "What's happening in the hallways between classes?" "How are the teachers interacting with one another?" "What do parents think about your school in 2021 and how do you know those things?" When the timer rings, it's time to place the last of the charted results onto the wall and move to the next step.

What was it like "back in 2018"?

The next set of charted lists should be titled with today's date. Still within the context of "2021" we now "look back" to what it was like in 2018. Our language use must keep with the perspective of being "in 2021" and thus we say "Back in 2018, our parking lot was full and not very safe" and "Our school had a D rating from the Department of Education."

It's surprising what looking "back" at what is actually happening now does to our thinking. From the context of the future, we can be sad, but already a bit detached from what currently feels like plaguing issues to us. After the almost-giddy imaginings of the previous step, participants might struggle a bit with this part of the protocol. After creating an exciting future one might expect this step to feel like a screeching stop. But as we create the list of what it was like "back then," we find some clues for the next step in this protocol, "remembering" actions we took to move from "then" to "now" (2018 to 2021). Some 2018 practices are inhibiting the future we envision in 2021, and we might not have seen that fact were it not for this protocol. This step reminds us of why we needed to change and what some of those changes need to be.

How did we do that?

Finally, after posting the charted list of "back then" to the far left of our "future" charts on the wall, we analyze steps that "did" happen in the meantime.

In this step, participants connect what "was" and what "will be" and list specific actions in between. Again, it's important to continue speaking from the time zone of 2021: "those CFG meetings we had back in 2018-2019 really began shifting our culture to 'one school.' And when we got more people involved, the teachers felt much better supported." By "remembering" steps (in real life: brainstorming steps) we recognize many actions that will contribute to the future listed in the first part of this protocol.

The experience here may be a bit surprising: many of the ideas generated in this step are very practical and easy to implement. From our current time-frame of reference outside the protocol, the ideas might be rather invisible, or might be obvious but seem unimportant. Other ideas generated here are more idealistic and need a little more buy-in to make them operational. But the participants can see a connection and can take intermediate steps now to help build to those activities.

Debriefing and next steps

After bringing the presenter back into the circle and getting some feedback from them, the whole group debrief is used to begin narrowing the ideas and actions into manageable subsets for teams to address. This process is important in helping to transform the envisioned future into a reality story.

Sometimes, in the debrief, the group finds it overly challenging to narrow the ideas or actions into specific pathways and priorities. If this happens, the facilitator might act as presenter if there is a concept or action in that list that they find most helpful to focus on. If time is available, you might even do a bit more action step brainstorming around that part.

Again, it's difficult to describe in text because this protocol is such a powerful, unique experience. The group leaves with excitement about the future and a variety of clear action steps, something that doesn't often happen within run-of-the-mill meetings without protocols! Even if the group does not follow through with all the defined action steps or if the future doesn't happen quite as they'd envisioned it (maybe teachers and admins but not staff members have their own CFG meetings), use of this protocol shifts the participants' attitudes toward change and gives them hope, which might be sorely lacking.

Uses to consider

Normally a small group within a staff use the protocol to shift some part of the school to a new place of improvement. In addition to various faculty or staff projects, the protocol might be used to envision changes in things like an in-school suspension program, the literature club, or Student Council. The Futures Protocol is a great way to begin the planning process toward a big district change or a school-wide initiative such as implementing project-based learning or differentiated instruction. Here are a few other specific success stories.

The future of 8th graders

On a much smaller scale, a classroom teacher newly

trained as a CFG Coach had the idea of using the Futures Protocol on a personal level with his 8th grade class. Each student was to brainstorm individually on a sheet of paper what their future would look like eight or ten years into the future, after they were done with school. What would they be doing as career? Where would they be living? What does their house and car look like? What did they enjoy doing as a pasttime?

Then the students got another sheet of paper labeled "The Past" and they began to think back to what were they doing in 7th and 8th grades that "was" helpful to this future they have envisioned? What were some of the inhibitors or roadblocks to success? What wasn't working? Thinking about their current and recent history through the lens of their desired goals plants the seeds for actions steps later.

Then each student pulled a third piece of paper to write down action steps taken in high school that created that beautiful future. What classes did they take? What activities did they participate in? What did they do with their spare time? What helped them be successful in high school, and what moved them toward what came after high school? What did they do to look for a place to continue their education or training? What did they do to find the right place? Who did they talk with to get ideas?

Finally, each student started yet another list of action steps for "back in 8th grade." What did they begin to do as eighth graders to begin moving toward this bright future? The teacher prompted the students on how to write action steps concretely and to consider framing them as SMART goals (specific, measurable, attainable, realistic and timely). They were also prompted to look at their seventh grade "Past" list and consider who they talked to and what they did when they needed help. In debrief, these steps based on 7th and 8th grades are revealed as concrete actions that they could start on right away.

After debrief, this particular teacher sorted their students into groups to use a modified version of the Tuning Protocol to help each other fine-tune their plans. These students kept their finalized plans in their folder, and the teacher would prompt them to review the plan often to see how they were doing and remind them of the future they saw for themselves.

Working with a presenter from outside the school

On occasion I have seen groups who choose to work on a much larger scale with their future. In one case a true "Community High School" wanted to be an active change agent for their small community within a large city. This team brought in the director of the school who presented some of reasons she felt the need for the school to be more involved in its community. Then the CFG group used the Futures Protocol to envision the future the director had began to describe.

Ideas were all over the place, and, after seven minutes of brainstorming, we stopped to check in with the director: "Where are we heading in the right direction and where are we not?" She re-focused us on the ideas she heard that most closely matched her vision or pressed it into directions she appreciated. Then the group continued envisioning and brainstorming this beautiful, connected future. The group was very excited about the future they could create.

Because they chose a time-frame four years into the future and they had brainstormed a large number of possible outcomes, drafting actions steps felt a bit like "trying to eat an elephant bite by bite." The group decided to begin with action steps two years "back from the future" (which was actually still two years INTO the future from today's actual vantage point). What did we do two years ago that got us to our new future of today? After about seven minutes of that perspective, the group looked specifically to the beginning of our change four years ago (today, from the real-life perspective). The new prompts were: What were our first steps? How did we begin, leading to the steps we just generated that got us to those two years leading to this end-point?

These subtle changes gave the group a way to get started without doing everything all at once. First steps were practical and necessary to result in such a significant change in the school community. The director was excited for the ideas and the groups enthusiasm for her "not so pie-in-the-sky concept." She also felt like she had a group of people who now shared her vision. With her leadership and direction, the CFG group helped her form working committees to prioritize and organize next steps.

Conclusion

Although complicated to facilitate, the Futures Protocol has many qualities to appreciate. It will take a group from the impossible to the possible, making the future feel exciting rather than overwhelming, and giving them action steps to accomplish so much positive results.

And there are many other variations possible with this protocol: some groups convert the results of the Futures Protocol using the Affinity Mapping Protocol so different individuals or subgroups can take ownership of particular ideas. Some groups simply keep the chart papers posted on a wall for continued review over time. Others take photographs of the finished chart papers and read the contents into Google Voice, creating a digital document to be shared.

The Futures Protocol offers the opportunity to dream about what the future can be and then brainstorm practical ideas on how to get there.

Send "protocol fatigue" out of this league!

By Kevin Mabie, NSRF International Facilitator. drkevinmabie@gmail.com

When you work in the "protocol" business as we NSRF National Facilitators and CFG coaches do, you hear that word a lot, and not always in the most positive circumstances. However, when I hear the word "protocol," I get excited! A few years ago, a colleague made us buttons that recognized the wearer as a "Certified Protocologist." I wore my button with pride! But unfortunately, not everyone appreciates protocols like I do.

In most organizations that use protocols to accomplish work, you will run into a certain number of people with "protocol fatigue." These people may have trouble recognizing protocols as tools to help solve problems more efficiently and effectively and may instead perceive them as "different" or maybe even "weird," something that isn't so appealing because it requires new information to be learned and retained. These people are going to exist, so how do we use new and exciting protocols without dismaying our fatigued colleagues?

Be (a little) sneaky

First, I encourage you to consider avoiding using the word "protocol," when you introduce the practice to new, potentially skeptical, participants. Once, as I worked with a group of teachers, I needed them to engage in conversation around a topic. I broke the topic into three questions, and after dividing my staff into groups of three, I gave everyone time to reflect on each question before giving them approximately 90 seconds to speak. (In a nutshell, I just described the NSRF Microlabs Protocol.) However, when I engaged the teachers in this activity, I never used the word protocol and avoided them seeing the printed protocol in my hand. I got the input I needed from the staff, and I'm confident that some teachers used this same "unnamed" instructional strategy in their classrooms soon after.

Show a new use

Sometimes, protocol fatigue occurs when you're not showing your participants something new. Often, in trainings, I encounter participants who have learned some version of a protocol in the past, or perhaps a member of their staff had been previously trained and the protocol had already been used. This should never be a problem! Protocols are not made to be used only once; instead, they are like tools in a toolbox. Just as we wouldn't throw away a tool after using it only once, protocols should be kept as well, put safely away until they are needed again. As a facilitator, it is important for me to help participants see the various directions our conversation can go because of the wisdom in the room and because of the focusing question for which a presenter may be seeking answers. Unless the participants and the topic are exactly the same, and no work has been completed since a person's last attempt at the protocol, the protocol will produce different results!

"Activities" vs. "protocols"

Admittedly, some exercises in NSRF protocol handbooks have outcomes that are designed to reveal the same (or approximately the same) outcome. However, these exercises are almost always labeled as an "Activity" rather than as a protocol. When a participant repeats these activities, they may immediately decide that repeating one can be a waste of time...but an open-minded individual will see that it's not, and as a facilitator, you can help a participant to see this. For example, with an activity such as Compass Points, I might assume that if I self-identified as an "East" last time, I will again...but you might be surprised to know that participants often change directions as they mature in their professional development. Even if one keeps the same "work direction," I hope participants see the benefit of learning about the directions of new participants and hearing how they may describe themselves differently than how you'd categorized them in your own mind. When I know that some participants have experience with a given activity before I lead it, I can talk with them prior to beginning and give them some tips for learning, resulting in more generous and effective participation.

Differentiate!

Lastly, if you run into a real lack of desire to participate in an activity that has been done before, differentiate and appeal to participants' creative inclinations. At a training awhile back, I had a group that had experienced the Compass Points Activity before...but instead of eliminating the activity from our agenda (I thought it was important to revisit for its implications on our common vocabulary), I reshaped it, asking participants to create "party invitations" that appealed to each direction's partying needs :)

What do you think?

What are some ways you can creatively meet your organization's needs without advancing protocol fatigue?

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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

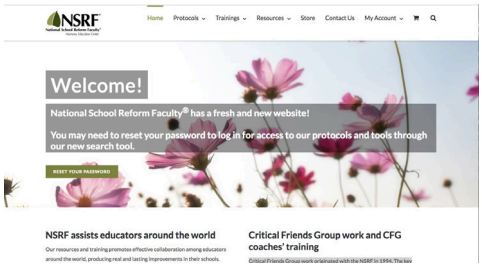
Have you written a thesis or dissertation on a topic associated with Critical Friends Group® work or NSRF® protocols?

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 we realize that most of it is 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 **Connections**, and 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 nsrf@nsrfharmony.org. We appreciate it!

Want to write for Connections?

Submit your ideas to luci@nsrfharmony.org and let's talk. Any of our previous writers can attest: our editors are helpful, professional, and kind! Authors of published articles receive one free year's subscription to NSRF.

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