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| **NNER and Partnership Grounding Assignment**  **Prior to the January 28 meeting, please read through these questions to guide your reading**  **of the Partnership’s 2014 annual NNER report,**  **and John Goodlad’s obituary in the New York Times.** |

It is the practice of the governing board to dedicate time at every meeting to ground ourselves in the principles of the Agenda for Education in a Democracy, the ideals that guide the National Network for Educational Renewal (NNER) and the Wyoming School-University Partnership. Board members see the opportunity as a time to step back and slow down, to renew ourselves to meet challenges of the work we do.

Every year, the NNER asks its members to submit an annual report of the setting’s accomplishments, challenges, and goals for the future. These reports should reflect the guiding principles of the NNER.

**The Partnership’s 2014 Annual NNER Report**

1. What is one thing in the NNER report the Partnership accomplished during 2014 that surprised you?
2. What is one Partnership accomplishment during 2014 that you view as a success?
3. What do you see missing from this report? Or, put another way, what is not in here that you would like to see the Partnership work on during 2015 or 2016?

**John I. Goodlad**

1. In 1983, the New York Times reported “a world of talky teachers and uninterested students, who work in a context of unclear goals and serious social and educational inequities.”  Has this changed by 2015?  Why or why not?
2. John believed that teaching school is a “moral enterprise,” not just a matter of getting the right techniques and organizational structure.  Does our current teacher development program encourage teaching as a moral enterprise?  Do teachers in classrooms see their calling as a moral enterprise?  If not, what can we, as educational leaders, do to make this a reality?  Should it be a reality?
3. Is schooling central to our democracy?  Are teachers responsible for the academic development of students, but also their social and citizenship development?
4. Should students, as John believed, be in non-divided grades and their work not graded?  How would that belief fit with today’s system of accountability?
5. What have we recycled in education in your career time frame?  What do you wish had been adopted and what do you wish had not been adopted during this recycling process?
6. In light of John’s statement that it “doesn’t matter how many bills you pass and how many policies you lay down from on high – when it comes right down to it, the individual school has an incredible capacity for rejecting it [educational change] passively or taking it on and doing something about it,” where do you think our state is headed with a new Superintendent, the legislative body in session, and the continuing work of the State Board of Education?