

NNER

National Network for Educational Renewal



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Hartford Hilton
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2011 Annual Conference Promises Growth, Connections

The 2011 NNER conference promises to be interactive and beneficial to all NNER members with sessions focusing on school, university, and community perspectives as we work to bring our mission to life in classrooms, departments, institutions, and within the communities we serve. Among other events, the recent Save our Schools rally in Washington D.C. provides a relevant backdrop for the conference—speakers from diverse perspectives and backgrounds made passionate cases for supporting public schools and the professionals that serve our students. Many of the issues raised resonate with our work and our hopes—we strive every day to improve teaching and therefore learning. With our eye on the prize of providing quality and relevant education for all, NNER schools and universities are models of the public purpose of schooling in a democracy. And our conference is an opportunity to share practices that make a difference, learn from one another's research to move our profession forward, and seek ideas and different perspectives on challenges and dilemmas. In essence we are a social network—and this is our best networking opportunity where we renew and discover friends and colleagues upon whom we can rely long after the conference ends.

Mark your calendar

Thursday, October 20 **Friday, October 21**

9:00 a.m. *Tripartite Council convenes*

Noon-1:00 p.m.
*Tripartite Council and
Governing Council
Luncheon*

1:00 p.m. *New Comers' Session*

1:15-4:00 p.m.
*Governing Council
Meeting*

First General Session
follows

Visit to Bulkeley High School the 2010 recipient of the Clark Award for Exemplary partner school work (Sign up is required; see registration material for details)

Education for
Everyone:
Many Perspectives,
One Purpose

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Spread
the
word!

NNER 2011
Annual Conference
October 20-22, 2011
in Hartford, CT

Hartford

Hosted by
City University of New York
and NYC Department
of Education Partnership,
Montclair State University
Network for Educational
Renewal,
Southern Maine Partnership,
UConn School - University
Partnerships

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2011 Conference in Hartford



Highlights

This year's NNER conference, as the name describes, provides opportunities to hear from colleagues who are working on issues central to our commitment to equity,

engage in conversation on paradoxical and controversial issues, and stretch our imaginations. The following conference highlights provide examples of the rich and diverse sessions—the many voices working toward a shared purpose.

- Timothy Black, Associate Professor of Sociology and Director of the Center for Social Research at the University of Hartford and author of *When a Heart Turns Rock Solid: The Lives of Three Puerto Rican Brothers On and Off the Streets*.
- Scott Noppe-Brandon, Executive Director of the Lincoln Center Institute and co-author of *Imagination First: Unlocking the Power of Possibility*.



Planning for next year

The form and direction of next year's NNER conference—to be held in Denver October 18-20, 2012—will be largely the result of information gleaned from a breakout session by the planning committee at this year's Hartford conference, where the committee will seek input on conference content and format, with the aim of ensuring that future annual conferences continue to meet the needs of the NNER membership. The planning committee includes Audrey Kleinsasser, Dennis Potthoff, Donna Cooner, Rod Lucero, Brenna Wanous, all eager to get input.

- A town-hall style meeting with school principals from public, charter, and magnet schools to discuss issues of equity and access within their various formats.
- A to visit **Bulkeley High School** Teacher Preparation Studies program in Hartford. Bulkeley was the 2010 recipient of the Richard W. Clark Award for Exemplary Partner School Work. Bulkeley has approximately 1,500 students in grades 9-12. Students represent 42 different countries; 18 different languages can be heard in the halls. The school is approximately 69 percent Latino, 23 percent black and 8 percent white. The visit is planned for Friday morning, October 21 from 8 a.m. to 10 a.m. Please check the box on the registration form if you are interested in joining the visit.
- Research Deans meeting co facilitated by Tom Defranco and Jeanne Gerlach.
- Presentations from member settings and the opportunity for conference participants to catch up with old acquaintances and make new friends.



Hotel info

Headquarters for this year's conference is the 315 Trumbull Street, Hartford CT. The hotel is ideally located in the business and dining district. A special conference rate of \$149.00 per night (plus tax) has been arranged for NNER Conference Participants and Presenters. Reservations must be made no later than 9/19/2011. Registration information can be found on the NNER web page, or by clicking on this special [NNER Hilton link](#).

Session on LGBTQ voices in education

One of the featured presentations at this year's NNER conference in Hartford is a workshop titled *With Liberty and Justice for All? Including LGBTQ Voices in Democratic Practice*. The workshop will be organized by GLARE (GLBTQ Advocates for Research and Education), a committee of Brooklyn College



faculty devoted to creating safe spaces for queer youth in schools. The session explores inclusive democratic practices in public education for lesbian, gay, bisexual, transgender, queer and questioning students, teachers, and administrators and highlights GLARE's use of affective education as a pedagogical tool to challenge homophobia and heteronormativity in classrooms and schools. The interactive workshop draws on the history of GLARE's work and on the foundation laid by other NNER partnerships which advocate for increased dialogue on LGBTQ issues. Tina Jacobowitz, Montclair University, is introducing the session.

By offering this workshop at NNER, GLARE hopes to foster a deeper understanding of issues faced by LGBTQ in schools and to offer practical knowledge for creating inclusive, democratic educational contexts. As a faculty devoted to creating safe spaces for queer youth, GLARE has an eight-year history of producing experiential learning events which challenge the invisibility and silencing of LGBTQ voices in schools. Using affective education as one of its primary pedagogical tools, GLARE engages high school and college students in difficult dialogues in an effort to counteract bias and discrimination and to promote school climates which are creative, healthy and sexually diverse. *With Liberty and Justice for All?* includes a presentation by a performing artist, facilitated discussions and a panel discussion by representatives of the Brooklyn College-Brooklyn College Academy partnership. All NNER conference participants are invited to attend this important session.



Hartford is happy to be the host city for the 2011 NNER Conference. Visit www.hartford.com to learn more about all there is to do in Hartford. Keep an eye on your email in September for more information on specific events and special opportunities for NNER visitors!

Summer Symposium stimulates conversation



Our commitment to children

Linda Darling-Hammond began her address at the Save our Schools March last month in Washington D.C. *“Many people are asking: Why are we here? We are here because we are committed to a strong public education system that works for ALL our children. We are here because we want to prepare children for the 21st century world they are entering, not for an endless series of multiple-choice tests that increasingly deflect us from our mission to teach them well. We are here to protest the policies that produce the increasingly segregated and underfunded schools so many of our children attend, and we are here to represent the parents, educators and community members who fight for educational opportunity for them against the odds every day.”*

For a week in July 25 colleagues from the NNER along with the executive board demonstrated this commitment to educating all children well by engaging with one another at the 2011 summer symposium in Seattle. Lively conversation on applying the NNER mission in settings as varying as early childhood and graduate programs abounded. The session was founded on the four part mission of the NNER.

Participants interact from their various roles and experiences on how to implement the mission, where there are tensions, and what we need to do to renew the mission as times and students’ needs change.

Future directions pondered

Highlights included comments by **John Goodlad**, who reflected on the current state of education and



Vi Florez (UNM), John Goodlad, and Herman Jiesamfoek (Brooklyn College) share a moment at summer symposium

traced some key historical events challenging the group to make the changes needed in the face of a policy and budget environment that has shackled education.

The group also participated in a democracy walk to look at conditions for democracy in public places as articulated by

Roger Soder. They studied who we are as a public and related what they found to our responsibilities to improve and renew this democracy through the P-20 schooling experienced by our students.

Board members Leslie Wilson, Jean Eagle, Nick Michelli, Deb Shanley, Greg Bernhardt, and Dennis Potthoff, and Ann Foster facilitated the session. In addition to John Goodlad, Dick Clark and Tom Bellamy contributed to the session.

Looking to the Future

--Ann Foster

Continuing commitment

The NNER continues to move forward advancing our mission. Through hard work and innovation we keep our eye on the core purposes of schooling in a democracy—providing knowledge and skills that will encourage students to be active participants in improving formal and informal democracy. NNER settings' commitment to quality teacher preparation stands as a model of high standards and exemplary practice.



In this complex and troubling time for education we know we can continue to make a difference and our commitment to do so is stronger than ever. In this context the executive board has called for a strategic planning, design, and action session where NNER colleagues can shape the future of our work and results.

Some background: I have decided to retire within the next twelve months providing the NNER with new opportunities to look at how the organization is structured as we look to the future and address changing needs and new technology options that promote growth and innovation.

The process

The executive board developed the following guidelines for the session. Twelve NNER colleagues will participate including three executive board members Deb Shanley, Dennis Potthoff and Jean Eagle. In addition three A&S, three school, and three education colleagues from throughout the NNER will be selected. Selection will seek diverse voices that represent the range of NNER settings and roles. The session will be held December 3rd and 4th in Seattle followed by an executive board meeting where the board can begin to activate the group's recommendations. Travel and lodging expenses will be covered by the NNER. Seattle was selected so that we can include John Goodlad and other NNER founders in conversation.

Considerations

The group will consider the current state of the NNER while looking at future options that include forming a plan for the executive director recruitment and hiring process and defining the role. Melding these two critical aspects of the NNER's future will allow significant decisions and innovative options to be explored. Nominations will be sent to Ann Foster. NNER governing council members have the nomination process information. The participants will be announced at the NNER conference in Hartford.

SOS--Save Our Schools

Rally seeks to reclaim control of schools



--by Ken Jones

The [Save Our Schools \(SOS\) Rally](#) was held on a very hot Saturday, July 30, at the Ellipse in Washington DC. As the Maine Information Coordinator for SOS, I had been, in my own small way, part of the months-long planning for this event. Now, I was there with friends and colleagues to stand in solidarity with our struggling public school teachers and students and to advocate against their increasingly oppressive conditions, as they are tested and budgeted to submission.

Organized by a group of education bloggers and grassroots activists (including Ken Bernstein and Anthony Cody), the SOS demonstration was attended by approximately 3,000 people. This is just the beginning. Teachers, parents, and all who care about public education can use this event, full of both hope and indignation, as a springboard for

further

political action.

Speakers included Linda Darling-Hammond, Jonathon Kozol, Deborah Meier, Diane Ravitch, Pedro Noguera, Texas superintendent John Kuhn, and movie star Matt Damon. All were pointed, passionate, and inspirational. [Check the YouTube videos of their speeches [here](#)].

Afterward, we marched around the White House chanting and waving our signs and banners. Along the way, we were cheered by a large group of Syrians protesting the U.S. support of Syrian President Assad, a heartening reminder of the connections between U.S. imperial policies abroad and the corporate exploitation of our economy and social systems at home.

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Should NNER consider joining grassroots political movements?

Yes, says Ken Jones

Over the past few years, I have come to regard the educational “reforms” in the U.S. as part of a global neoliberal ideology and agenda, in which extreme concentrations of wealth and power, unregulated rule by Wall Street, dismantling of “public good” in favor of privatization and consumerism, attacks on labor unions and teachers, and disastrous plundering of the planet compose parts of a whole—an attack on democracy and democratic values.

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The four guiding aims of SOS are founded on democratic principles for education and provide a framework for reversing much of the damage done by federal education policies such as No Child Left Behind and Race to the Top.

1. Equitable funding for all public school communities: Equitable funding across all public schools and school systems; full public funding of family and community support services; full funding for 21st century school and neighborhood libraries; an end to economically and racially re-segregated schools.
2. An end to high stakes testing used for the purpose of student, teacher, and school evaluation: The use of multiple and varied assessments to evaluate students, teachers, and schools; an end to pay per test performance for teachers and administrators; an end to public school closures based upon test performance.
3. Teacher, family and community leadership in forming public education policies: Educator and civic community leadership in drafting new ESEA legislation; federal support for local school programs free of punitive and competitive funding; an end to political and corporate control of curriculum, instruction and assessment decisions for teachers and administrators.
4. Curriculum developed for and by local school communities: Support for teacher and student access to a wide-range of instructional programs and technologies; well-rounded education that develops every student’s intellectual, creative, and physical potential; opportunities for multicultural/multilingual curriculum for all students; small class sizes that foster caring, democratic learning communities.

These aims seem to fit very well with NNER’s Agenda for Education in a Democracy. Is it not a moral issue that the testing regimen imposed by federal policies advantages the white privileged over those from either impoverished living circumstances, those who have recently immigrated to this country, or those with special needs? Doesn’t a nurturing pedagogy and access to knowledge mean that the curriculum needs to be decided upon locally rather than through national bodies of state governors and corporate philanthropists? Doesn’t stewardship for the school mean local empowerment and resisting a system that is designed for “failure” and public humiliation? Doesn’t a concern for justice and equity mean that we need to push for adequate and fair funding of all schools?

I believe NNER as an organization stands for the same values as SOS. The question is how, or even whether, we can join together in common cause with SOS, in a public and political way. At this event was a table of literature from the [Coalition of Essential Schools](#) and a delegation from the [North Dakota Study Group](#). The SOS website has a long list of endorsers, including [Parents Across America](#), [FairTest](#), [The National Council of Teachers of English](#), Teachers College Department of Curriculum and Teaching at Columbia University, and others. I believe NNER needs to have a presence as well.

Might NNER become part of a larger, explicitly political movement? Does our mission of social justice include acting against unjust educational laws and policies? Can our organization take a stance and establish a voice in a grassroots political movement of educators? Does this moment call for solidarity beyond the networking and professional development that has typically been our function?

I would argue for yes on all of these questions. Perhaps we can have this discussion at our upcoming annual meeting.





Rios named dean at WWU

Wyoming partnership member Francisco Rios has been appointed to serve as dean for the Woodring College of Education at Western Washington University, Provost Catherine Riordan announced today. Rios, professor and chair of the Educational Studies Department in the College of Education and founding

director of the Social Justice Research Center at the University of Wyoming, is a nationally known figure in the field of multi-cultural education. He will begin at Western on or before Sept. 1, 2011, and was selected following a national search.



Maggie Payne tabbed as interim dean



On retirement of Phyllis Fernlund

This summer Maggie Payne was selected as the new Interim Dean of the College of Communication at Chico State. The former Dean, Phyllis Fernlund, has retired but will work half-time as a faculty member in the School of Education. Phyllis will continue to support NNER partnership activities, oversee the Teacher Quality Partnership grant, and teach a course each semester. Deborah Summers is the new Director of the School of Education and will continue her participation in NNER.

Films give voice to NNER mission



Louder Than a Bomb, a documentary film, tells the story of four Chicago high school poetry teams as they prepare for and compete in the world's largest youth slam. By turns hopeful and heartbreaking, the film captures the tempestuous lives of these unforgettable kids, exploring the

ways writing shapes their world, and vice versa. While the topics they tackle are often deeply personal, what they put into their poems—and what they get out of them—is universal: the defining work of finding one's voice. The students and teachers in this film bring to life all that we hope for in our schools and serve as a reminder when challenged, motivated, and supported, students rise to the task and live and breathe what learning can and should be.

For more information, please visit the [Louder Than A Bomb web site](http://www.louderthanabomb.com) or contact ltab@siskeljacobs.com

The Economics of Happiness describes the paradox of a world moving simultaneously in two opposing directions. On the one hand, government and big business continue to promote globalization and the consolidation of corporate power. At the same time, all around the world people are resisting those policies, demanding a re-regulation of trade and finance—and, far from the old institutions of power, they're starting to forge a very different future. Communities are coming together to re-build more human scale, ecological economies based on a new paradigm – an economics of localization.

The film features voices from six continents and six perspectives reminding us that climate change and peak oil give us little choice: we need to localize, to bring the economy home. The good news is that as we move in this direction we will begin not only to heal the earth but also to restore our own sense of well-being. The Economics of Happiness restores our faith in humanity and challenges us to believe that it is possible to build a better world. For more information, please visit <http://www.theeconomicsofhappiness.org/about-the-film>



University of Wyoming news

Ellbogen Award for Meritorious Teaching, the university's highest award for classroom teacher.

Allen Trent

Dean Kay Persichitte has named Allen Trent, associate professor of Educational Studies, to be the next associate dean for undergraduate studies.

Allen is well-known by NNER colleagues. Allen might say that work in arts education is his first love, but it is also true that has many loves. He's been instrumental in building the foundation for UW teacher education students to spend

time in the Denver Public School system and work with teachers and principals there. Allen also guided a number of classroom-based inquiry projects statewide and in the Laramie schools. He, too, received the university's John P. Ellbogen Meritorious Classroom Teaching Award in 2010, the college's "Outstanding Contributions to the College Climate" Award (2007 and 2004) and the Outstanding Teaching Award in 2003. He also was selected as one of the Mortar Board senior honor society's "Top Profs" three times.

Judy Ellsworth

This summer, Judy Ellsworth wraps up a remarkable and significant career in education. She will be retiring from her position as associate dean for undergraduate studies. The University of Washington Ph.D. also directed Wyoming's Science and Mathematics Teaching Center and is an associate professor in the College of Education. She won the

NOTES

Community Engagement in Wyoming

Last year several people gathered at the Annual Conference of the NNER to discuss expanding the community engagement work started at the University of Nebraska at Kearney, which was known as “Empowering Nebraska Youth.” The hope of those gathered (Tom Bellamy, Ann Foster, John Anderson and Audrey Kleinsasser) was to expand to other settings and to seek funding for that expansion. An inquiry was made to the Bradley Foundation and discussions were started with the Wyoming School-University Partnership (a multi-district statewide setting housed at the University of Wyoming). While the foundation grant wasn’t successful, the Wyoming School-University Partnership decided to launch an initiative that mirrored the work done in Nebraska and it expanded upon the idea to encourage more school/community buy-in. John Anderson is now based in Wyoming and his background and learning from the projects and structures developed in Nebraska creates a strong foundation for the work in Wyoming.

The Wyoming School-University Partnership’s “Community Engagement Initiative” will begin this fall, with the call going out to teachers across the 22 member districts. Participating districts will be required to support their teachers with a \$2,500 commitment, as well as support for up to \$2,500 in travel, with the goal of sustainability by providing enough funds from each participant to make it work. Several university partners have engaged in the work, including Student Affairs and the Office for Student and Community Engagement. The NNER has also provided \$3,000 to help start the work and their commitment illustrates the collaborative nature of it. While other sources are being sought, the work begins with a bare-bones budget and the commitment of educators across the spectrum (elementary to university to student affairs). In the parlance of many in the wider education community, the work is a seamless effort and multi-disciplinary. In most respects, this will be a true four-part initiative that

represents the NNER and its values quite well.

By next spring, participants and their projects will be more clearly identified. At that time, we will bring reports to the NNER through this newsletter. We also plan to make a “big splash” at the annual conference in Denver in 2012 when many of the schools and their students will present what they have done. We also hope to use that time to launch a wider conversation about making community engagement an activity in many settings.

Montclair State’s Urban Teacher Residency Program

The cross-site visit took place in mid-September, beginning with a program overview of the Newark Montclair Urban Teacher Residency by its director. Designed and built on decades of partnership between Montclair State University’s College of Education and the Newark Public Schools, the Newark Montclair Urban Teaching Residency (NMUTR) is a new and innovative model of teacher preparation, one which makes clinical preparation its centerpiece. Residents are immersed into the Newark schools from “day one.” Their master’s degree coursework is embedded in the context of their classroom experiences. The unique program format ensures that future teachers will receive expert-guided, on-site preparation and professional development. Following are descriptions of the cross-site activities, prerequisite course work, and the MSUNER partnership.

The 28 districts in the Montclair State University Network for Educational Renewal (msuner.org) give priority to Montclair State University students for placement in clinical experiences. Several schools within the MSUNER provide enhanced partnership settings offering intensive embedded clinical experiences such as on-site coursework, action research projects, and student case studies.

Benjamin Franklin Elementary School (2009 recipient of the Clark Award for Exemplary Partner School Work) is a K-4 school in Newark in which 86% of its 545 children are from homes

where Spanish is the first language. It is the “hub” school for the cluster of residents in the MAT program for Early Childhood/Elementary (P-3/K-5) with Teacher of Students with Disabilities certification. Participants observed residents teaching and engaged in discussion with residents, mentors, and NMUTR faculty.

Public Purposes of Education: Democracy and Schooling (Curriculum 210) is a field-embedded course that is a prerequisite for applying to the teacher education program. The course is designed to help students understand the historical, institutional, cultural, ethical and political factors that may affect democratic practice in schools. As part of the course requirements, students must attend a half-day school orientation session, spend one full day observing a teacher, attend at least 2 school/community meetings, and participate in 10 hours of community service in the partner school.

East Side High School is a large four-year comprehensive school in the Ironbound community and “hub” school for the math and science residents. East Side’s principal hired all three Cohort 1 residents as teachers of record beginning in September 2011 as a plan to transform his mathematics and science departments. Participants observed the Induction Program for the NMUTR in action. The goal of the program is to strengthen the resident as a new teacher, to mentor and support any other new teachers in the school, and to offer professional development to building administrators.

Bradford Elementary: the University Magnet School:

Teacher candidates apprentice in Bradford classrooms throughout their preparation programs and seminars are co-taught on-site by MSU professors and clinical faculty. The MSU faculty liaison spends two days a week in the school providing support for both teacher preparation and induction. Participants observe student teachers in classrooms and engaged in a discussion with cooperating teachers, MSU students, the principal, and the faculty liaison.

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National Network for Educational Renewal

SETTING	STATE/PROVINCE
California State University, Chico	California
Colorado State University and the Poudre School District Partnership	Colorado
University of Connecticut	Connecticut
Georgia Center for Educational Renewal at Georgia Southern University	Georgia
Illinois State University	Illinois
University of Southern Maine and Southern Maine Partnership	Maine
The Brandon School-University Partnership (The Brandon School Division and Brandon University)	Manitoba
St. Cloud University and the St. Cloud School District	Minnesota
Metropolitan St. Louis Consortium for Educational Renewal*	Missouri
MU Partnership for Educational Renewal	Missouri
Nebraska Network for Educational Renewal*	Nebraska
Montclair State University Network for Educational Renewal	New Jersey
University of New Mexico	New Mexico
CUNY and the New York City Department of Education	New York
Miami University Partnership	Ohio
Wright State University	Ohio
South Carolina Network for Educational Renewal*	South Carolina
Winthrop University-School Partnership	South Carolina
Arlington University-School Network for Educational Renewal (AUSNER)	Texas
University of Texas at El Paso	Texas
University of Washington	Washington
University of Wyoming and Wyoming School-University Partnership	Wyoming

*denotes multiple IHE site settings

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