



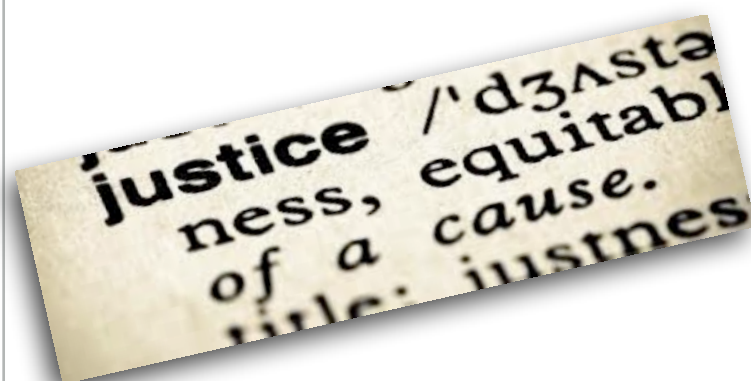
Previous Summer Symposia fellows have enjoyed themselves and the glorious Seattle summer weather.

Spring 2014

Volume 10(2)

Summer symposium approaching quickly

The 2014 NNER Summer Symposium will convene July 14-17 in Seattle. Participants in the interactive session will unpack the NNER mission and Agenda for Education in a Democracy using common readings and facilitated sessions. Building shared vocabulary, forming a network of collegial support, and learning from one another are central to the session. While the NNER comprises people in diverse roles and settings, it is our shared values around the role of public schooling in a democracy that advance the mission. We are currently accepting applications for the session. The fee is \$600 per participant and includes most meals and all materials. The application form is here, on the NNER [web page](#) .



NNER Welcomes Two New Affiliate Members

The NNER has approved affiliate membership for the most recent settings to join the network: the University of Cincinnati's College of Education, Criminal Justice, and Human Services and Western Washington University's Woodring College of Education. Deans Lawrence Johnson (UC) and Francisco Rios (WWU) are exceptional and experienced educators and leaders and they will bring an outstanding team of colleagues from their respective partnerships to the efforts of the NNER to strengthen public education in a democracy. We look forward to working with them and learning from their outstanding efforts in Ohio and Washington on behalf of our nation's youth. Please welcome our colleagues at UC and WWU and say hello to them during the fall annual conference in Cincinnati.



Nominees for Awards sought

Nominations for two prestigious NNER awards are being accepted through June 30. The **Richard W. Clark Award for Exemplary Partner School Work** recognizes a partner school collaboration—public school, arts and science, and college or school of education—that is advancing the complex work of developing, sustaining, and renewing partner schools.

The **Nicholas Michelli Award for Promoting Social Justice** recognizes a setting or a group within a setting for work that promotes social justice as described in the Agenda for Education in a Democracy. Highlighting the NNER's commitment to access to knowledge and providing a nurturing learning environment for all students, the award is intended for a cross-role team including arts and sciences, schools, colleges of education, and community.

Application forms are located on the NNER website.



Wright State University Network for Educational Renewal

2nd Annual Conference



Participants check in

Jack McKnight, Assistant Director of Partnerships and Field Experiences, led the planning for the 2nd annual conference for the school-university partners held April 26 at Wright State University (WSU). The planning committee members (Kevin Bell, Nancy Mack, Betsy Chadd, Rusty Clifford, Yoko Muira, Ed Gibbons, Charlotte Harris, David Lawrence, Anna Lyon, William Slattery, Ryan Taylor, and Jim Tomlin) represented A&S, Education, P-12 and community perspectives. Topic diversity and range of participants' roles reflected the quality and depth of the partner work.

Dr. David Hopkins, President of WSU, delivered the keynote speech in which he noted that public education is key to renewing our democracy by fulfilling its role of providing quality education for all. In a message to the university Prior to the conference, Dr. Hopkins remarked, "For more than 20 years, we have developed strong partnerships with nine K-12 school districts* and, more recently, the Dayton Regional STEM School, to develop excellent teachers and rehabilitation practitioners. But the real goal is the simultaneous renewal of our system of education in our region." This kind of community partnership, observed Dr. Hawkins, makes a difference: "By working together across the entire spectrum of Ohio's system of education, we make the dream of a better future a reality for many."

Charlotte Harris, Dean of the College of Education and Human Services, thanked participants for the partner work essential to quality education for future teachers and current practice in school and university programs. She

also noted that WSU's long-term commitment to partnerships is founded on the Agenda for Education in a Democracy and underlined the importance of local conferences in renewing this work.

The conference included presentations by school partners from throughout the local network and provided opportunity to meet in groups and reflect on learning and possible next steps to implement what was learned. Breakout session topics included a wide range of practices and programs such as flexible approaches to reading instruction, using assessment results effectively, employing Girl Scouts and community to support student learning, as well as the Common Core and kindergarten curriculum.

Jim Tomlin, Donna Cole, and Ann Foster facilitated a half-day special session on the NNER and its application to local work. The workshop focused on introducing the concepts and language of the NNER's mission, and stressed the notion of simultaneous renewal that engages participants in "human conversation," as John Goodlad has described in his writing. Attendees included community, university, and, P-12 partners; each received *Education for Everyone* prior to the session.

The conference was supported by a setting renewal grant from the NNER and local sponsorship.



Session participants featured presentations by school partners

**Bellbrook-Sugarcreek Schools, Dayton Public Schools, Fairborn City Schools, Trotwood-Madison City Schools, Milton Union Exempted Village Schools, Troy City Schools, Ripley Union Lewis Huntington Schools, Huber Heights City Schools, West Carrollton City Schools*

Dan Lowry reflects on lessons learned

I am preparing for my second retirement to be realized on October 31. After having dedicated 31 years in K-12 as a teacher, guidance counselor, coach, principal, and superintendent, I've served for the past 10 years as Co-Director of the University of Missouri Partnership for Educational Renewal (MPER). Ann asked me to share what I feel are the keys to a successful partnership.

Most of you know that MPER, initiated in 1994, is unique from several standpoints. First, our partnership is composed of 22 school districts (representing over 182,000 K-12 students), the MU College of Education, the Missouri Department of Elementary and Secondary Education, as well as two community colleges. The 22 districts represent urban, suburban, and rural districts and range from Kansas City to St. Louis, a driving distance of 277 miles. Another point that makes our partnership unique is that these districts pay annual membership dues from \$2,500 to \$6,250 depending on the size of the district. I should note that Partner district dues are used solely to fund the programs offered by MPER. Within the past five years, only one district has dropped its membership, and we have letters from eight districts asking to be considered for membership if there is an opening (Note: According to the MPER By-Laws the maximum number of K-12 districts is 22).

So, reflecting back over the last ten years, what do I consider to be the key points that make for a successful educational partnership?

1. That partner district and organizational representation is by the key leaders of those groups.



Dr. Dan Lowry, MPER Co-Director

I firmly believe that, if a partnership is to be successful, it requires the participation of the superintendents and Dean of the College of Education. The Partner districts that gain the most from their participation are those represented at our Governing Board meetings by their superintendent –the key decision-maker for the district.

2. That higher education and K-12 educators are on equal footing within the partnership. Both groups must understand the needs and seek to meet those educational requirements of a PreK-20 partnership. MU is a Level I research institution and thus needs the collaboration of the K-12 partner districts. Its teacher development program utilizes the classrooms and instructors for its teacher development program. The K-12 districts value the professional development opportunities that are gained via our partnership.

3. That the programs of the partnership are developed based on identified needs. MPER has developed programs such as the “MU Teaching Fellows” (an induction program leading to a master’s degree), “Senior Year On-

Site” (Elementary and Special Education full-year internship), “Study Proposal” (funding for research designed to encourage collaboration between MU faculty and K-12 faculty), and the “Mental Health Leadership Academy” (identified in 2012 by the NNER as a recipient of the Nicholas Michelli Award for Promoting Social Justice).

4. That networking between K-12 and higher education is imperative if true renewal is to take place. In addition to our Governing Board and Operations Council meetings (each group holding three meetings each year), networking was expanded when MU hosted the first “Midwest Region Leadership Conference” this past fall.

5. That visibility is crucial. One of my most important roles as Co-Director of MPER has been to maintain a physical visibility in each of the 22 partner districts at least once if not twice each year. These district visits accomplished two primary purposes: first, to conduct a needs analysis of the districts and thus help coordinate MU faculty research requests with district instructional needs and second, to keep administrators aware of the MPER programs and the value the partnership has for their district/building.

This is simply a short list of what I feel are key points of a successful partnership. The educational partnership between public and higher education can be sustained and nourished when both entities realizes a working relationship that accomplishes our primary mission – preparing the teachers of tomorrow and positively influencing the classrooms of today.



Equity/Social Justice task force issues invitation

The Equity and Social Justice Task Force (ESJ) invites participants at the upcoming annual conference, October 2014, to join us in a conversation on equity and social justice in NNER. To create space for this dialogue, ESJ is sponsoring several sessions in the regular conference schedule. Additionally, we are hosting a social hour on Friday afternoon of the conference—an opportunity to come together, build community and support each other's efforts.

One of the ESJ sessions in Cincinnati, *Envisioning and Sustaining Democracy through Partnerships for Social Justice*, is designed to offer partnerships an opportunity to report on existing initiatives and to imagine new possibilities for fostering equity and social justice in schools, universities, and communities. The purpose of the *Envisioning* session is for representatives from various partnerships to share accomplishments and to identify the challenges faced in the difficult work of building equitable communities. The session will end with a discussion on how best to continue this work within NNER and to establish a strategy for sustaining communication throughout the year. We greatly look forward to learning about the important efforts currently underway throughout the Network.

NNER's Task Force on Equity and Social Justice is a committee dedicated to diversity and the inclusion of all voices, even as partnerships continue to build educational communities of authentic democratic practice. The Task Force's current efforts are a continuation of the recommendations articulated by the LGBTQ Study Group in 2009; it is also a response to needs expressed during last year's conference in Albuquerque. With the ongoing support of NNER's Governing Council, the Task Force seeks to expand its membership in 2014-2015.

Anyone interested in knowing more about the Task Force or ESJ plans for Fall 2014 is encouraged to contact Wayne A. Reed at wreed@brooklyn.cuny.edu.

2014 NNER Conference dates, speakers, theme set

The 2014 NNER Conference, hosted by Miami University, Ohio University, University of Cincinnati, and Wright State University will be held at the Hilton Cincinnati Netherland Plaza, Downtown Cincinnati, OH, from Thursday, October 23 to Saturday, October 25.

2014 NNER annual conference keynote speaker will be Dr. George Wood, Superintendent of Federal Hocking Local Schools in Stewart, Ohio, and executive director of The Forum. Dr. Wood's 30-year career in public education includes work as a classroom teacher, school board member, professor of education, and school principal. He authored Governor Ted Strickland's (OH) K-12 Education Transition Paper as well as the books *Schools That Work*, *Time to Learn*, and *Many Children Left Behind*, edited with our main conference luncheon speaker, Dr. Deborah Meier.

Deborah Meier is a senior scholar at NYU's Steinhardt School, and Board member of the Coalition of Essential Schools, FairTest, SOS and Dissent and The Nation magazines. She spent 45 years working in K-12th grade public schools in New York City (East Harlem) and Boston (Roxbury) including leadership of several highly successful small democratically run public urban schools. Her books include *The Power of Their Ideas* and *In Schools We Trust*. In 1987 she was the first educator to receive a McArthur "genius" Award.

The theme for this year's conference is: **Building Sustainable Communities: Reclaiming Our Value**, with the following strands:
Using Data to Sustain our Work: This strand focuses on how teachers and faculty partner to use student data to improve outcomes, and on the conditions that influence successful use of data to advance

the mission of NNER partnerships. Information on how to use data is essential in improving student outcomes. This strand is seeking to hear from the field how "data-based decision making" reforms or practices are occurring.

Sustaining Democratic Engagement:

This strand focuses on how universities, P-12 schools, and community organizations partner to promote, cultivate, and sustain the knowledge, skills, and dispositions for thoughtful participation in a democracy.

Empowering Teachers to Lead and Sustain the Profession: Teachers and education faculty must be empowered to lead policymaking and reshape our profession. Legislators don't build profession, only teachers can. How is your partnership training your candidates to join teachers in shaping democratic policies? This strand is designed to share models of how we clear the way for teachers to lead.

Building Community for Social Sustainability: This strand calls for thinking creatively and innovatively about what it means for a community to be socially sustainable and for ways in which we can contribute to that goal.

Sharing Responsibility in Higher Education for Sustainable Partnerships:

This strand will focus on the efforts of the university to expand partnership involvement with pK-12 schools and community organizations beyond that of the college of education to include the colleges of arts and sciences and other campus academic units.

Proposals for the 2014 NNER Annual Conference can be submitted (until May 9) at <http://nnerannualconference.org/> For more information please contact Dorcas Oduro, NNER Conference Planning Committee Assistant, at NNERconference@gmail.com.

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
Illinois State University	Illinois
The Brandon School-University Partnership (The Brandon School Division and Brandon University)	Manitoba
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
Ohio University	Ohio
University of Cincinnati	Ohio
Wright State University Network for Educational Renewal	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
Western Washington University	Washington
University of Wyoming and Wyoming School-University Partnership	Wyoming

*denotes multiple IHE site settings

National Network for Educational Renewal
 NNER News
 206-850-2017
 Editor: Keith Bromley
 contact: annfoster@nnerpartnerships.org
 NNER Website: <http://www.nnerpartnerships.org>

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 articles, information about
 people, and events in NNER
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annfoster@nnerpartnerships.org*

