



National Network for Educational Renewal
October 15 - 17, 2009

2009 Annual Conference
Bellevue, Washington

Volume 5(2)

NNER Newsletter

April 2009

Plan now to attend NNER's 10th anniversary conference

In Praise of Education: The New Three Rs

Every annual NNER conference is a special event. But the 2009 conference will be a milestone in the life of NNER – it marks the 10th anniversary of *In Praise of Education*, an innovative conference held in Seattle in 1999. **John Goodlad** envisioned and organized that first conference, and he continues to provide sustaining inspiration and intellectual integrity for our work. Dr. Goodlad chose Seattle as NNER's home, and for this year's conference we look forward to seeing many colleagues from those earlier years return to join in the celebration. Here are some highlights you won't want to miss:

- **Pat Wasley**, dean of the College of Education at the University of Washington, and **Vicki Phillips**, director of the education division of the Gates Foundation, will engage in a conversation at a luncheon session on the changing context of education and describe their ideas of what will be required to provide quality learning for all students
- Icons of education – **Deborah Meier**, **Henry Levin**, and **James Comer** – will join John Goodlad for an opening panel facilitated by two other national contributors to education, **Carl Glickman** and **George Wood**. (see related article, p. 2).
- **Nel Noddings**, one of the most influential figures in educational philosophy across two centuries, will give speak on "Happiness and Education." (see related article on p. 2)
- **NEWCOMERS' SESSION (Oct. 15, 1:00-4:00)**. Initiated in 2004, this conference event has become one of the most important ways for us to welcome new members and provide an orientation to NNER's activities and governance structure. The session will be co-facilitated by **Stephanie Kenney** and **Barry Graff**, who played central roles in designing and implementing this orientation program.

- A new *literary café* will offer a cozy spot for attendees to get together to talk about books relating to the AED that were authored or edited by NNER members and associates. (See p. 3 for full article about how books will be selected and displayed.) ♠

Reflection

Responsibility

Renewal

Official NNER conference Website:
<http://depts.washington.edu/nner2009/>

Take Note

Ann Foster
Executive Director

As is customary, the annual conference will include the work of governance. Here's the meeting schedule:

Governing Council
October 15 ~ 1:15-4:00

Tripartite Council
October 14 ~ 6:00-8:00
October 15 ~ 9:00-12:00 noon
(Lunch will be served for the tripartite and governing councils on Oct. 15, 12:00-1:00)

NNER Summer Symposium.
We are pleased to announce an opportunity this summer in Seattle to study the Agenda for Education in a Democracy (AED) and its application throughout the NNER. The week-long summer symposium will be a chance to meet with colleagues from across the Network, discuss issues pertinent to the health of our public schools, universities, and communities, and to study and interact with NNER and

(continued on p. 4)



A Few Close-Ups of Conference Events not to Missed!

Nel Noddings Gives Conference Talk

One of the most influential educational philosophers of the late 20th and early 21st century, **Nel Noddings** will give a talk on "Happiness and Education," Saturday, October 17.

Dr. Noddings has had a profound influence on the Agenda for Education in a Democracy, and she holds strong personal connections to the NNER. She is a graduate of Montclair State University (formerly Montclair State College), an NNER member since 1992. She spent her early career as an educator, teaching mathematics and serving as an administrator in New Jersey public schools. Dr. Noddings earned a Ph.D. in educational philosophy from Stanford University, where she later served on the faculty, retiring in 1998 as the Jacks Professor of Education Emerita. In 2006 she was awarded an honorary doctorate from Montclair State University.

Nel Noddings has written seminal books on an ethic of caring and its role in schooling and education. *Caring: A Feminine Approach to Ethics and Moral Education* (1984) and *The Challenge to Care in Schools* (1992) are among almost 20 books and over 200 articles that have added to our fundamental understanding of the Agenda for Education in a Democracy, especially in regard to pedagogical nurturing and access to knowledge for all students. Her most recent books, *When School Reform Goes Wrong* and *Critical Lessons: What our Schools Should Teach* are timely, provocative, and centrally relevant to the work of the NNER. ♠

Eminent Panel Opens Conference

James Comer, John Goodland, Deborah Meier, and Henry Levin. These internationally recognized educational leaders, make up an illustrious panel that will open the 2009 NNER annual conference on October 15 in Bellevue, Wash. **Carl Glickman**, president of the Institute for Schools, Education, and Democracy, will moderate the panel along with **George Wood**, founder of The Forum for Education and Democracy.

Drawing on their long individual histories of seminal contributions to education, each panel member's remarks will build on stories highlighted in a newly released book, *Those Who Dared: Five Visionaries Who Changed American Education* (Teachers College Press), edited by Carl Glickman, himself a visionary in American education. An excerpt from the publisher's notes:

*For decades, practically every major initiative in American education (from top-down standards to the testing movement) has moved decision-making farther away from the school. Throughout their careers, **Deborah Meier, John Goodlad, James Comer, Ted Sizer, and Henry Levin** have been at the forefront of the fight against this trend, working to give our schools back the ability to educate students in the broadest and richest traditions of activity, inquiry, and problem solving. Now these visionary educators have joined together to share their personal stories of the challenges and triumphs they faced in the classroom, and their ideas of what*

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Presentation of New John Goodlad Award

The first *John I. Goodlad Award* will be presented to an NNER member who has demonstrated outstanding promise for future leadership. The award represents a significant, tangible commitment to the future generation of NNER leaders, those who will ensure that the NNER mission and AED continue into the next two decades.

The NNER executive board will select the recipient of this honor, based on accomplishments that demonstrate commitment to advancing the NNER work in the current educational and political climate while still looking toward the future. Such work includes: helping to develop structures that advance the Agenda in day-to-day practice, such as coursework; initiatives based on collaboration with other NNER settings; and genuine partnership activities with colleagues in universities, schools, and communities included in the local setting.

Inauguration of the Goodlad Award will be an auspicious occasion for the network, and you will want to be present for this first presentation. ♠



RESERVE THE DATES!
OCTOBER 15-17, 2009
Annual NNER conference
10th Anniversary of
"In Praise of Education"
Bellevue, Washington



AED Scholars to Lead Conference Discussions

Agenda for Education in a Democracy Scholars will lead five conference discussions this year. These individuals have worked long and hard to enhance conditions required to advance the Agenda for Education in a Democracy and to acquire the strategies for implementing it in their work. AED Scholars include school leaders and faculty from colleges of education and the arts and sciences.

Introduction to the discussions will be an overview of the seemingly intractable issues that frustrate our efforts to develop the good society: a society in which the people are both healthy and wise, and the culture as a whole is democratic, caring, and charitable. Following the introduction, the

scholars will present papers dealing with four issues they identified over the course of their meetings, then invite responses from colleagues. Discussion topics include:

- **Gross inequities** in virtually every aspect of this nation's system of public education.
- Inattention to the huge body of information accumulated about **individual differences** among humans and about human development in general.
- The general **failure of policymakers, professionals, and the general public to work together with common purpose**, such as renewal of education to fulfill the public democratic purpose of schooling. ♠

Come to the *Literary Café* and join the conversations about a decade of NNER writing

In Praise of Education, the 2009 NNER annual meeting, celebrates the accomplishments of the network and its settings over the past decade. This celebration would be incomplete without acknowledging the many significant contributions to the professional literature made by our NNER colleagues and supporters over the years. Members from all settings, as well as leadership associates no longer associated with settings, are asked to identify books that they have authored or edited that relate to the Agenda for Education in a Democracy. An announcement will go out from the Goodlad Institute requesting one copy for display at the conference

together with a 30-word description of the book's relevance to the AED. The displays of books will be impressive tangible evidence of the network's scholarly and professional work dedicated to advancing the AED.

During the conference, the books will be displayed in the *literary café* near the coffee-break area so that attendees can appreciate NNER's historical literary legacy. Once you peruse a few of these books, you'll want to join colleagues in the NNER café for informal conversations about books you have written, use in course work or in-service programs, or to learn more about books that could

"Panel," continued from p. 1

education can and should be for every student.

The book recounts the many instances when the authors thought beyond the conventional boundaries of educational practice to find innovative solutions in several critical areas, including developing more effective curriculum and assessment, expanding the benefits of gifted education to every child, strengthening school/community partnerships, and addressing the specific needs of small schools and learning communities.

You won't want to miss this opportunity to hear, in person, individuals who are among the most influential voices in the history of contemporary American education. Whether you are university faculty, principal, or teacher - from an urban, suburban, or rural community - you will be enlightened and inspired to press ahead with the urgent business of renewing America's public schools.

♠

be used in your work. The literary café is a new conference addition sponsored by the recently established Goodlad Institute for Educational Renewal at the University of Washington. The descriptions contributed by authors will allow the Institute to maintain an ongoing list of books on its Website (in development).

For more information about the literary café, go to: <http://depts.washington.edu/nner2009/cafe.html>. Or, you can contact Tom Bellamy at tbellamy@uwb.edu ♠





Outlining Future Directions for the NNER: Study Panels to Convene at Conference

Among the 8 topics: issues of inclusion for GLBT students, expanding role of school leaders, role of arts and sciences leaders, and recruiting new NNER settings. . .

During its December 2008 meeting, the NNER executive board approved the planning committee's proposal to include several study panels to convene at the 2009 NNER Conference. Invited members of the eight study panels will meet in morning sessions prior to the breakout sessions; those requiring more time may also decide to meet on Thursday afternoon.

The task of the study panels is to provide the governing and tripartite councils with recommendations for network-wide activities in areas critical to the NNER's current work and context. The information will also be dissemi-

nated to settings for use in local renewal. The panel topics include:

- issues of inclusion and safety for gay, lesbian, bisexual, and transgendered (GLBT) students
- optimizing the role of deans in advancing our work
- optimizing the role of school leaders in advancing our work
- issues of inclusion for students with special needs in NNER setting work
- expanding the role of arts and science leaders in the NNER
- exploring options for recruiting and supporting new NNER settings

- advancing our efforts to engage with communities
- working with future teacher-educators to advance our mission

Each panel will be co-facilitated by individuals from throughout the NNER and beyond, who have facilitation skills and relevant background that will contribute to the conversation and final recommendations. Individuals will be invited to join the panels based on recommendations from the governing council and executive board, with the goal of representing all the settings and all the roles required to fulfill the NNER mission and its objectives. ♠

("Take Note," continued from p. 1)

IEI leaders who are committed to advancing the AED.

In addition to conversation and reflection on the readings participants will study social democracy in public places beyond education institutions. There will also be time for informal interaction with colleagues and NNER executive board members. Participants can raise questions and proffer strategies from their experiences that advance this work. .

The symposium will be July 19-22 at the Lake Union Silver Cloud Hotel. The registration fee for each participant is \$750 for materials and most meals. Travel and lodging costs are the responsibility of each participant. Please contact Ann Foster for registration materials or for more information.

Center for Social and Emotional Education (CSEE) Holds 12th Annual Summer Institute, July 7-9

The Center for Social and Emotional Education's (CSEE) 12th Annual Summer Institute is an event you won't want to miss! Educators, parents, practitioners and researchers gather in NYC every year for the three-day workshop, which offers practical strategies and the most up-to-date knowledge needed to create safe and supportive learning environments.

Plan to spend July 7-9 this summer on the campus of Fordham University, where individuals and school teams will learn about measuring and improving school climate, specific efforts that reduce bullying, and strategies and

12th Annual Summer Institute

Promoting Healthy & Democratic K-12 School Communities:
NYC—July 7-9, 2009 @ Fordham University

Register: www.schoolclimate.org

activities that develop students' core social, emotional, and intellectual competencies.

Register today at the early bird special rate! We hope to see you there.

www.schoolclimate.org/programs ♠



Recommended Reading



Education Now: How Rethinking America's Past Can Change Its Future
A new book by Paul Theobald
Paradigm Press, December 2008

Reviewed by John Anderson, University of Nebraska-Kearney

Many people with the NNER are already familiar with Paul Theobald and his work, especially his book, *Teaching the Commons: Place, Pride and the Renewal of Community*. Whether that earlier work is familiar or not, I recommend picking up a copy of Professor Theobald's new book, *Education Now: How Rethinking America's Past Can Change Its Future* (Paradigm Press). This book speaks to many issues and concerns that members of the NNER find pressing. Most notably, Paul's book can mend some of the broken connections between thought and action that plague our conversations. It can be used to deepen our conversations about education in this country (as well as in other places).

Paul Theobald's new book traces the origins of current thought back to the early modern era when economic and political liberalism took shape. Paul reveals the roots of current understandings and misunderstandings that dominate our conversations about education in a democracy. To make this connection, Paul draws on Charles Taylor's thinking about U.S. political culture to suggest there were two major streams of thought and action. Using these two streams helps us avoid the kind of current talk that is plagued by the polarizing effects that labels of "conservative" and "liberal" now impose. In place of the two popular terms for ideologies, Theobald describes one dominant stream of thought and

action that stemmed from the liberal/capitalist branch of American political culture founded in John Locke's writing. Alongside that Lockean stream runs a communitarian stream of thought based in the writings of Montesquieu. This simple reappraisal helps us to see more clearly the social, economic, and political contours of conversations.

Professor Theobald was not afraid to make some real-world suggestions, which should attract many people serious about the work of the NNER and the IEI. As a moral steward of education, Paul demonstrated that it is important to generate unique solutions. One such solution is his suggestion that we create local boards of assessors in order to ensure citizen engagement in schools and local political decision-making. I applaud this suggestion because it will stir debate and open the possibility of changing structures that seem to frustrate renewal.

We seem generally just to want to change the way people think, when we might be better served by changing the rules that dictate behaviors and channel outcomes. My suggestion might lead to disagreements, but read the book to better understand how Paul is led in that direction.

Finally, Paul Theobald presents his "rethinking" of how we should approach thought and action about current education in an accessible manner. His

writing style makes it quite easy to understand the intricacies of the dominant political streams and the ends they hope to achieve. In other words, without bogging us down in the minutiae of earlier debates, he effectively describes the political and economic assumptions of each stream. You might say that this book is a fine example of what a public intellectual might offer to a specific debate over an important policy issue. I strongly recommend that you read *Education Now: How Rethinking America's Past Can Change Its Future*, especially if you find some of the current language about democracy, policy, and education perplexing or problematic. ♠

KUDOS TO...

Jeanne Gerlach, dean of the College of Education, University of Texas at Arlington, recently received the prestigious Robert B. Howsam Award from the Texas Association of Colleges of Teacher Education (TACTE). The award is presented to an individual who has demonstrated "leadership at the state and national levels; has a high level of collegial respect and admiration; is creative, innovative, and has made significant contributions to education; and has a history of scholarly research, publishing, or exemplary teaching."

Richard Schwab, dean of the University of Connecticut's Neag School of Education, has received the 2009 Margaret B. Lindsey Award for Distinguished Research in Teacher Education. Presented by the the American Association of Colleges for Teacher Education, the award "recognizes an individual whose research over the last decade has

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("Kudos," continued from p. 5)

made a major impact on the field of teacher education."

Dr. Schwab has been the dean of the Neag School of Education for more than 10 years. Also a professor in educational leadership, Schwab has focused his research on teacher and administration education reform, with his most recent interest being the effectiveness of a five-year educational program for graduates. The Neag School of Education currently offers its own five-year Integrated Bachelor's/Master's (IB/M) program.

Schwab has published work on education technology and occupational stress and health in educational organizations.

In a press release, UConn's Provost Peter Nicholls said, "Rich is an outstanding teacher, researcher, and leader and I am delighted that his work is being recognized in this way."

(This article is adapted from: Kruger, Meghan, "Neag Dean Wins Research Award," *The Daily Campus* (online edition), Feb. 12, 2009, University of Connecticut. ♠)

MARK YOUR CALENDARS!

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NNER Members Invited to Participate in International Research Initiative:

a comparative study of educational policies

NNNER members are invited to participate in an exciting international research initiative to examine educational policies in the U.S., England, Wales, and China. As the world flattens, it is critical that educators at all levels share policies and practices that have been successful in improving teaching and learning. Recent United States documentaries such as *Two Million Minutes*, *Where We Stand*, and *The Global Achievement Gap*, highlight the varied levels of effectiveness in education systems in the U.S., United Kingdom, and China. The research will seek answers to the following questions:

1. What policies support students' readiness to compete with students around the world?
2. What policies have a positive impact on recruitment and retention of excellent teachers?
3. What policies are supporting the development of student skills needed to succeed in the 21st Century?
4. Are national/state testing policies yielding positive results?
5. Do education funding policies support improved teaching and learning?

International Networking for Educational Transformation (iNet) will support an international survey of member schools and universities. School 'snapshots' as well as focus groups of teachers, teacher education faculty, school leaders, policymakers will add richness to the survey data. We invite you to join these on-site research efforts, which will be critical to the research but not labor-intensive.

The results of the two-year research project will culminate in an international education policy think tank in conjunction with the 2010 NNER conference.

Research leaders from schools, arts and sciences faculty, and education faculty, or a collaborative team, are invited to participate. Data gathered will be jointly owned by the site researchers.

Several sites expressed interest during the February meeting of the NNER governing council. Please confirm and provide a contact person by sending an email to **Cindi Chance**, lcance@georgiasouthern.edu. If any other sites are interested, please contact Cindi. We would like to have at least 10 settings represented in the study. ♠



National Network for Educational Renewal



SETTING	STATE/PROVINCE
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California State University, Chico	California
Colorado Partnership for Educational Renewal	Colorado
Colorado State University and the Poudre School District Partnership	Colorado
University of Connecticut	Connecticut
Georgia Center for Educational Renewal at Georgia Southern University	Georgia
University of Hawai'i and Hawai'i Institute for Educational Partnerships	Hawai'i
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 – Albuquerque Partnership	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
Arlington University-School Network for Educational Renewal (AUSNER)	Texas
University of Texas at El Paso	Texas
Brigham Young University and BYU-Public School Partnership	Utah
University of Washington	Washington
Benedum Collaborative at West Virginia University	West Virginia
University of Wyoming and Wyoming School-University Partnership	Wyoming

*denotes multiple IHE site settings

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Please submit suggestions for articles, information about people, and events in NNER settings to Ann Foster at:

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