



January, 2012 Volume 8 (1)

## NNER Welcomes first Affiliate Member

The NNER is proud to welcome Ohio University's Gladys W. and David H. Patton College of Education and Human Services Center for

Professional Development School Partnerships to NNER as its first Affiliate Member.



The Governing Council voted unanimously to include OH as a member beginning January, 2012. Said Dean Renée Middleton, "The entire faculty and I are very excited about our new association with NNER. NNER's purpose and values are consistent with the CORE Values of The Patton College of Education at Ohio University: social justice, diversity, and lifelong learning."

Dean Middleton and Partnership Director Marcy Keifer Kennedy were introduced at the Governing Council meeting in



Renée Middleton

Hartford, where they provided materials and an overview of their extensive partnership work and commitment to providing quality education for all students. Click on [this link](#) to read a .pdf of the application materials, which provide in-depth detail on the wide range of work that advances the NNER



Marcy Kennedy

mission and commitment to community engagement.

During a one-day spring conference they will introduce NNER to the entire student-body, faculty,

and staff. "Today more than ever," noted Dean Middleton, "it is important to align with members and organizations who understand the importance of 'common schools' to the democracy of our nation."

For more information about the Patton College of Education, you can visit these websites:

[www.cehs.ohio.edu](http://www.cehs.ohio.edu)

<http://www.facebook.com/PattonCEHS>

<http://twitter.com/PattonCEHS>

## Michelli award bestowed on two institutions

The Nicholas Michelli award for Promoting Social Justice was presented to two institutions for their work on social justice. Both of these settings, The University of Missouri at Columbia and their school partnership, and The City University of New York and participating schools from the New York City Department of Education, demonstrate this commitment in different contexts and ways.



Dan Lowry, Co Director of MPER and Nick Michelli

For more on the schools' achievements, please see the story on page 5.

## Take Note



### NNER Governing Council Meeting

AACTE Chicago  
2/16/2012  
1:00 PM - 4:00 PM  
Gold Coast Room - Hyatt Regency  
Chicago

### 2012 Summer Symposium

July 16-19  
Seattle  
Application materials will be sent out in February  
  
2012 Annual Meeting  
Oct. 18-20  
Brown Palace Conference Center  
Denver, CO

## Education in a Democracy: A Journal of the NNER

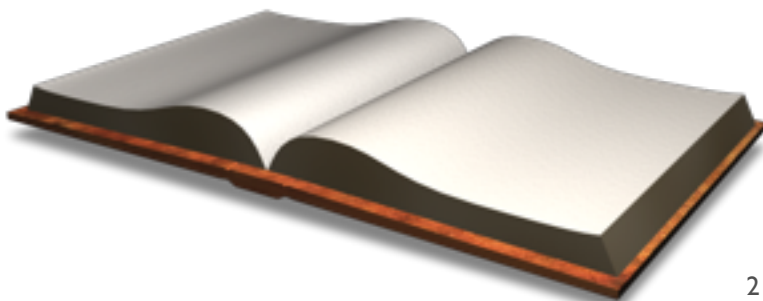


### NNER Journal update

John Skillings' hard work and vision have been realized in the first two editions of the *NNER Journal*.

Building on this strong foundation, three NNER settings are assuming leadership for the journal. CUNY, Winthrop University, and UTEP will co-host the journal; Deb Shanley, Jennie Rakestraw, and Josie Tinajero will serve as co-editors. (See following for a listing of 2012 editorial board members.)

To be considered for publication in Volume 4 in 2012, submissions should be sent for review by March 31, 2012, to Deb Shanley. The editors look forward to a good number of strong papers. Please visit the NNER web site for detailed information on manuscript submission guidelines.



#### 2012 Editorial Board

A.J. Angulo, Winthrop University  
Audrey Allan, York #1 School District, South Carolina  
Beth Costner, Winthrop University  
Bill Robertson, University of Texas at El Paso  
Charlene Kohler-Britton, Brooklyn College Early Childhood Center  
Deborah A. Shanley, Brooklyn College (co-editor)  
Jennie Rakestraw, Winthrop University (co-editor)  
Josie Tinajero, University of Texas at El Paso (co-editor)  
Judith Munter, University of Texas at El Paso  
Laura Gellert, The City College of New York  
Laurie Friedman-Adler, Brooklyn College Academy  
Nicholas Michelli, CUNY, Graduate Center  
Noel Anderson, Brooklyn College  
Sharon O'Connor-Petruso, Brooklyn College  
Editorial Assistant  
Kellie Pennington, Miami University

[www.nnerpartnerships.org/](http://www.nnerpartnerships.org/)

# NNER conference in Denver taking shape

## NNER Conference 2012

**Oct. 18-20, 2012**

The 2012 NNER conference, **Simultaneous Renewal: Everyone Teaches, Everyone Learns**, is set for the historic Brown Palace Conference Center in Denver Colorado, October 18-20.

The conference program kicks off Thursday, October 18, 4 p.m., with welcomes and a plenary session. Thursday's schedule also features a regular meeting of the NNER's Tripartite and Governing Councils, plus a newcomers' session. An early evening welcoming reception concludes



Thursday's activities. Conference planners are urging NNER setting leaders to look ahead to the conference and involve as many pre K-12 and postsecondary faculty as possible. In particular, planners encourage sessions presented and co-presented by teacher candidates and their mentors.

Then, on Friday and Saturday, conference participants will be able to attend a wide range of small and large group sessions, including one-hour breakouts and a poster session. A Friday luncheon and keynote will highlight award winners of the Nicholas Michelli Award for Advancing Social Justice and the Richard W. Clark Award for Exemplary Partnership Work.

Planners are excited about Saturday's schedule as it is designed to attract practicing educators and teacher candidates. Saturday afternoon will feature three to five professional development classes that will carry university credit and licensure renewal opportunities. Preliminary planning has identified sessions on sustainability, literacy and brain development, publishing for children and young adults, and LGBT issues. While planners encourage all conference participants to sign up

for the professional development classes, they are designed to accommodate Colorado, Nebraska, and Wyoming teachers and teacher candidates who will be able to travel to downtown Denver for the day by car or bus.

Conference-related activities will wrap up Saturday, October 20, 4:30 p.m.

The Colorado, Nebraska, and Wyoming NNER settings are co-sponsoring the 2012 meetings. Look for the call for proposals to be announced in March. Until then, visit <http://www.nnerconference.org/> to

sign up for conference updates and announcements.

The 2012 conference planning group includes Donna Cooner and Rod Lucero from Colorado State University, Dennis Potthoff from the University of Nebraska-Kearney, Audrey Kleinsasser, the Wyoming School-University Partnership, Ann Foster, NNER executive director. Brenna Wanous, also from the University of Wyoming has designed the website and is working with the planners on marketing.

*NNER*  
Conference  
2012  
Simultaneous  
Renewal:  
Everyone  
Teaches,  
Everyone  
Learns  
[www.nnerconference.org](http://www.nnerconference.org)

[www.nnerpartnerships.org/](http://www.nnerpartnerships.org/)



# Strategic planning ongoing

## NNER looks to future

In December a group of NNER colleagues gathered in Seattle for a renewal strategic planning session to frame recommendations for the organization's future. Facilitated by Gene Edgar, longtime NNER leader and IEI board member from University of Washington, the group addressed immediate structural and process needs associated with my upcoming retirement, as well as long-term possibilities for the organization. The group's work resulted in creative and innovative options for the NNER that the executive board reviewed and used to form recommendations to be forwarded to the governing council for conversation and action at their February meeting. These recommendations address membership options, research, technology, and a transition process for the permanent executive director housing and infrastructure.

*From Ann Foster*  
**Executive Director**

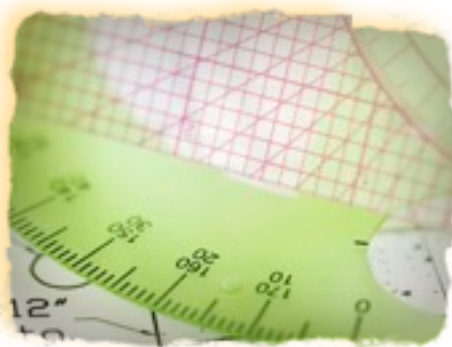


The process for selecting an interim executive director was finalized and approved by electronic vote on January 13<sup>th</sup>. The application and timeline for selection are posted on the NNER web site and have been distributed throughout the NNER.

Group members selected from throughout the NNER to participate were Tom Bellamy, Director Goodlad Institute for Educational Renewal; Dan Clay, Dean, College of Education, University of Missouri; Tom Defanco-Dean, Neag School of Education, Professor, Dept of Mathematics, University of Connecticut; Jean Eagle, Talawanda School District, Oxford, OH, School, NNER School Tripartite Chair; Harriet

Jaworowski, Associate Superintendent, Rock Hill Schools, York County District, Rick Hill, SC; Audrey Kleinsasser, Director of the WYO School-University Partnership; Dennis Potthoff, Department Chair Teacher Education, University of Nebraska Kearney, NNER executive board secretary/treasurer; Deb Shanley, Dean School of Education, Brooklyn College; Governing Council Chair; LaTisha Smith, Dean of College of Education Harris Stowe State University; Sue Taylor, former Principal, Franklin Elementary School, Newark (2009 Clark Award recipient) Director, Newark Montclair Urban Teacher Residency; Jim Tomlin, Professor, dual appointment (BIO/TED) faculty, Interim Department Chair, Department of Teacher Education (TED), Wright State University; Lemuel Watson, Dean College of Education, University of South Carolina, Columbia.

In addition, the following board members also participated:



Ada Beth Cutler, College of Education, Montclair State University, governing council executive board member at-large; Vi Florez, University of New Mexico, Chair Education Tripartite Council; Ann Foster, NNER Executive Director

Nick Michelli, CUNY Graduate Center, NNER governing council chair emeritus

Leslie Wilson, Montclair State University, Chair A&S Tripartite Council  
Greg Bernhardt, immediate past chair.

Additionally, the group met with NNER founders Mona Bailey, Richard Clark, and Roger Soder, who provided perspectives on the NNER's foundation and their visions for the work. John Goodlad was able to converse with the group before the formal start of the session, and share his reflections on early research and current contexts for the work.

[www.nnerpartnerships.org/](http://www.nnerpartnerships.org/)

## Two institutions receive Michelli awards

In presenting the Nicholas Michelli award for Promoting Social Justice to two institutions for their work on social justice, it was noted that the University of Missouri at Columbia and their school partnership and The City University of New York and participating schools from the New York City Department of Education demonstrate commitment to social justice in very different contexts and ways.

**The University of Missouri, Columbia** celebrates is committed to preparing educators to respond to evidence of mental illness of students.

The MPER Partnership has used the term “School mental health” to indicate a comprehensive, integrated approach involving family-school-community partnerships and a full continuum of mental health promotion, problem prevention, early identification, and intervention services.

According to national and state research statistics, the approximate numbers of children in Missouri’s preK-12 schools experiencing mental health problems are enormous: 45,700 suffer a significant emotional disturbance. Seventy-five thousand suffer depressive disorder, of whom 45,000 show major depression. Nearly 50,000 adolescents seriously think about suicide; 20,500 attempt suicide resulting in hospitalization for 1,200 and 45 deaths.

Despite alarming figures like these, each year over 140,000 children in Missouri with emotional disturbance do not receive services.

Faced with the dearth of adequate services it believed represented a case of discrimination and repression of children in need, the setting initiated the “Mental Health Leadership Academy” in 2007. Since, it has conducted workshops on building infrastructure to support school mental health and early childhood mental health issues; suicide prevention; and developing resiliency in elementary and secondary students.

Attended by educators from across the setting, these workshops have led to deeper understanding of the problems faced by young children.

**The City University of New York**, the nation’s largest urban university with 400,000 students on 23 campuses, recognizing and embracing its obligations to the children and citizens of New York City, has taken several congruent paths in addressing issues of social injustice in the schools.

First, along with public K-12 schools, CUNY works explicitly toward providing all children full access to life’s opportunities, in the belief that children cannot consider possibilities unless they can imagine themselves in the roles they might aspire to in the economy, in leadership, or lives in support of the lives of others. The University’s College Now program, undertaken in close collaboration with public school partners, is a dual enrollment program in collaboration with New York City high schools allowing students to earn college credit. Inspired by a belief that an early exposure to the demands and rewards of college-level coursework would motivate middle-achieving students (those neither excelling nor failing) to pursue postsecondary education upon graduation, the program has thrived. By the mid-2000s, 40% of students admitted to CUNY had participated in College Now.

Additionally, the University’s schools of education work with the Lincoln Center Institute on enhancing imagination, and researching the impact of the use of the arts in fostering imagination.

At Early Childhood Centers, especially at Brooklyn College, CUNY works tirelessly to involve parents in a deeper understanding of its curriculum using technology, as well as the hiring and integration of students with special needs from partner school the Brooklyn Transition Center.

The Music Ensemble Program with Brooklyn College Academy partners specifically focuses on sharing global perspectives across settings (e.g., a University of

Nebraska-Kearney two-way exchange).

New York City comprises one of the nation’s greatest concentrations of students of color, students for whom English is not the first language or the language spoken at home, and immigrants. A commitment to serve these students is evident in the demography of CUNY’s students. Nearly 80% of admitted students are targeted minorities. The University works to enhance the graduation rates of high schools it serves, all in New York City, and a close monitoring is undertaken of graduation rates among the CUNY colleges.

Another of the paths to social justice at CUNY is based—especially at Brooklyn College—on educators learning how to work with and provide services to LGBTQ students in partnership settings as well as on campus.

Exemplifying yet another social justic approach is the university-wide effort called the Black Male Initiative, that recognizes that Black males often have difficulty succeeding in schools and in life. This program provides a series of action-oriented projects to help black males overcome the inequalities that lead to poor academic performance in the K-12 system, the attendant weak enrollment, retention, and graduation from institutions of higher education, and high rates of joblessness and incarceration.

Finally, believing that research at urban universities committed to social justice must include a core of relevant research agendas, faculty members across CUNY engage in social justice research relating to social justice, democracy, and education.

CUNY’s relatively young Ph.D. Program in Urban Education—only a decade old as the 11<sup>th</sup> cohort is admitted—has become an important source of future teacher educators with social justice perspectives. For work on social justice embedded throughout the fabric of the University, the City University of New York Partnership is a Michelli award recipient.

[www.nnerpartnerships.org/](http://www.nnerpartnerships.org/)

## The Celebration of Teaching & Learning

March 16-17, 2012 in New York City



The Celebration of Teaching & Learning—hosted by WNET New York Public Media, parent company of New York’s flagship public television stations THIRTEEN & WLIW21 and operating company of NJTV —brings together the world’s best experts, advocates, and more than 10,000 educators for a professional development conference as exceptional as its participants. This two-day experience to honor educators as global professionals will be held **March 16-17, 2012 at the Hilton New York in New York City**. The seventh annual

Celebration will once again bring together global experts, advocates,

practitioners, and academics with more than 10,000 educators to create a unique professional development experience where knowledge meets inspiration. The 2012 Celebration will honor teachers as global professionals and provide the opportunity for knowledge sharing across classrooms and cultures. Speakers this year include, Barnett Berry, Charlotte Danielson, Dr. Keith Devlin, Dr. Christopher Emdin, Henry Louis “Skip” Gates, Jr., Sal Khan, Yul Kwon, Wes Moore, Pedro Antonio Noguera, Ph.D., Michael J. Sandel, Steve Spangler, Susan Szachowicz, and many more who will address the Arts, English Language Arts, Financial Literacy, Global Awareness, Health & Wellness, Instructional Technology, Science, Technology, Engineering and Math (STEM), Social Studies, Special Education and Whole School Issues. [Register now](#), sign-up for e-mail updates, access resources and find the latest information and speaker lineup at [thirteencelebration.org](http://thirteencelebration.org). Also be sure to connect with our online communities on [Facebook](#), [Twitter](#) and [YouTube](#).

THIRTEEN, WLIW21 and NJTV gratefully acknowledge sponsorship support from **Lead Sponsors:** MetLife, National Education Association; **Premier Sponsors:** American Federation of Teachers, CSA-ELI, Deloitte, Bill & Melinda Gates Foundation, NYSUT, SMART Technologies/Teq, United Federation of Teachers; **Major Sponsors:** Fordham University Graduate School of Education, The William and Flora Hewlett Foundation, NJEA, Simons Foundation; **Event Sponsors:** Barnes & Noble, CEA, Disneynature, NYSSAC; **Media Sponsor:** Education Week.



Kimberly Ruebel

### Congratulations

#### *UT Arlington Program honored*

The Association for Middle Level Education (AMLE, formerly NMSA) has announced that the University of Texas Arlington’s Middle Level Program was one of only two programs in the nation to be named ‘Outstanding Middle Level Education Program’ for 2011. Additionally, the organization designated Kimberly K. Ruebel, UT Arlington associate professor and associate chair of the Department of Curriculum and Instruction, as its sole Outstanding Professor of Middle Level Education for 2011.

“These awards confirm what we already know – our mid-level faculty are creative and innovative and are preparing our mid-level candidates to enter the teaching field fully equipped to be teachers of tomorrow,” said Jeanne Gerlach, associate vice president for K-16 Initiatives and dean of the College of Education and Health Professions.



# **NNER 2011 Conference Features Great Events**

## **Principals' Panel and Town Hall Meeting**

A town meeting style session with administrators from public, charter, and magnet high schools in the greater Hartford area explored the issues of educational equity and equal access for all students.

With a growing number of educational options available – public schools, charter schools, magnet schools, private schools, home-schooling—the session concentrated on how these different approaches to education address the underlying issues of equity and access. What, it examined, are the equity and access issues that are most pressing for the high school student population? How do each of the school communities working to address inequities and lack of access for students in their setting? What do administrators worry about with regard to equity and access for high school students, teachers, community? How is the debate about charter schools vs. public schools helping or hurting? Are there stronger approaches for ensuring equity and access within the educational system?

The session was led by Dr. Leslie Wilson, Professor of History at Montclair State University (and coordinator in MSU's Center of Pedagogy). Also included were Russell Sills, Principal of Windsor High School, Windsor, CT; Gayle Allen Greene, Principal of Bulkeley High School, Hartford, CT; Steven Taylor, Principal of Hartford's Classical Magnet High School; Richard Beganski, Assistant Director of Hartford's Capital Prep Magnet School; Paige MacLean, Director of Strategic Partnerships, Achievement First; and Jerome Maas, Assistant Principal of Greater Hartford Academy of Math and Science.

Panelists shared diverse points of view on equity and access issues, shared experiences working in regional education systems that focus on school choice, and discussed many of the challenges administrators, teachers, and students face.

## **Student Performances**

The 2011 conference featured performances by student groups of all ages, focusing on making a strong and real connection between our work and the education of children and youth, and emphasizing the importance of the arts in a democracy. We were reminded again and again, as we watched these young people perform, of the value and magic of collective effort and the give and take of collaborative performance.

### **Windham Young Poets**

Five years ago, a group of Windham High School and Windham Academy students came together to share their voices and experiences through poetry. They write from their hearts, experiences, hopes and dreams with a raw honesty that takes the breath away. Their words of determination, and at times sheer survival have the power to stop people in their tracks and re-evaluate what is important in education and in life. The group has published two books of poetry – *The Streets Hold No Secrets* and *Voices Rising From The Streets* are available on lulu.com.

### **Main St. Singers**

The non-profit organization Main Street Singers provides the opportunity for children in greater New Britain, Connecticut, to sing in choirs that build community, strive for artistic excellence, and foster a life-long love of music. Both the Junior Choir (grades 1-4) and the Senior Choir (grades 5-8) performed at the conference. The group sprung from conversations in 2001 with local educational administrators and teachers as well as pastors, members, and leaders of South Church, New Britain, Connecticut, about a community children's choir to reach out to the diverse population of children in the greater New Britain area. From the symphony hall to the ball field, these children share their joy of singing! <https://sites.google.com/a/mainstreetsingers.org/home/Home>

### **Brooklyn College Academy World Ensemble**

A musical group of high school students from the Brooklyn College Academy in New York City, the Brooklyn College Academy World Ensemble perform on non-traditional musical instruments collected from various cultures. The ensemble is a unique performance group whose performance enriches their audiences. Their performances create an understanding of and appreciation for the diverse cultures whose musical traditions they explore. Learn more about the World Ensemble at [http://abclocal.go.com/wabc/gallery?section=resources/lifestyle\\_community/community&id=6842654&photo=1](http://abclocal.go.com/wabc/gallery?section=resources/lifestyle_community/community&id=6842654&photo=1).

### **A Minor A Cappella**

One of UConn's co-ed a cappella groups, A Minor was formally established in 2004 by members of the Asian American Cultural Center following a performance during the 2003 Annual Alma Mater Homecoming Competition. Subsequently, A Minor, a family of more than 25 alumni and current members, remains passionate about a cappella music and sharing their gift with the community! See A Minor perform on their YouTube channel <http://>

# Around the NNER

## Nebraska students extend NNER work



A student-led effort to re-open a movie theater in Lexington attracted the support of the Lexington Board of Education. Students interested in having the board to partner with them in exploring ways to purchase and renovate the Majestic Theatre presented their plan to the board in January.

Board members agreed to help the students. They authorized the district's superintendent to work with the group to negotiate the purchase of the building. A year ago, students identified re-opening the town's only theater as a way to better the community, a proposal which surfaced while brainstorming ideas for a project with the National Network for Educational Renewal led by University of Nebraska at Kearney professors Peter Longo and John Anderson.

## Goodlad-Inspired School Designs—An Invitation to Participate

Although scattered across diverse parts of the US and Canada, NNER partnerships represent remarkable unity of purpose and principles. This enduring network of school districts and universities—nested in small and rural, mid-size, large, and urban communities—has persevered for over two decades, using John Goodlad's writing, insights, and inspiration to guide the continuing local renewal of schools and the preparation of educators. The practices that have emerged from this work differ across partnerships, but, taken together, they provide a remarkable vision of what is possible as well as a host of innovations that continue to make that vision even more compelling.

With so much attention on “new” school designs in today's policy rhetoric and funding priorities, now seems to be a great time for us to pull together the many practical innovations that have resulted from NNER partners' work to improve the quality of local P-12 schools. By sharing and collecting school practices aligned with Dr. Goodlad's vision, we hope to create an invigorating, even inspiring conversation within the NNER and to provide firm footing for even more collective participation in the national conversation about school-level change.



*Emeritus Professor John Goodlad, UW Bothell  
Chancellor Kenyon Chan, and Institute Director  
Tom Bellamy celebrate the launch of the Goodlad  
Institute for Educational Renewal. Photo  
courtesy of Marc Studer, UW Bothell.*

As you look at practices in your partnership's schools, think critically and expansively. Share without being deterred by the knowledge that there is still more work to do. What can Goodlad-inspired school designs look like in today's circumstances? How would they be organized? How would they function each day and across time? What might it take to develop such-schools? We have no solid answers now, but we know that two decades of experience in the NNER partnerships have produced creative and practical responses to these questions. Our plan is to gather these practices and collectively create even more ideas that result in new school designs that provide access to quality and relevant learning for all.

Let's begin this conversation! The Goodlad Institute has launched a blog specifically to host this conversation. <http://goodladschool.blogspot.com/>

We encourage you to contribute comments, ideas, descriptions of your work, and perspectives that come to mind. And feel free to return to the site many times with additional thoughts and ideas. Directions for posting comments are provided below the blog's introductory text. Should you have any trouble posting your comments to the blog, you may send them to Kellie Holden at the Goodlad Institute ([kholden@uwb.edu](mailto:kholden@uwb.edu)), and she will post them for you.



# 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
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
Ohio University Partnership	Ohio
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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