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John Goodlad, 1920-2014

John Goodlad, whose work over the last sixty years had a major impact on schools and the education of educators, died on November 29 at his home in Seattle. He was 94.

“John Goodlad offered an alternative vision of what schooling should be,” said David Imig, for thirty years head of the American Association of Colleges for Teacher Education and a long-time-colleague. “He was passionate in his beliefs about the role of schools in a free democratic society...[He] could fill an auditorium with overflow crowds and challenge them to do better for all students. He had the perseverance to shake every congratulatory hand and to engage in conversation with an extraordinary range of adherents, critics, admirers, and detractors, all with civility and respect.”

Dr. Goodlad was born and educated in Canada. He later took a doctorate at the University of Chicago--by the end of his life he held twenty honorary doctorates from colleges and universities in the United States and Canada. He taught at all grade levels in a variety of institutions, including a one-room, eight-grade rural school in Canada. Following positions in Georgia and the University of Chicago, Dr. Goodlad was professor at UCLA, where he served as dean of the Graduate School of Education for sixteen years. Under his direction, the School became one of the top-ranked in the nation.

He authored, co-authored, or edited over three dozen books, provided chapters for more than one hundred others, and published more than two hundred articles in professional journals and encyclopedias.

In 1984, he accepted an offer from the University of Washington to teach and do research. There, he created the Center for Educational Renewal and created the Institute for Educational Inquiry in 1992.

In 1986, Dr. Goodlad created the NNER to be a national network of schools and universities focusing on the simultaneous improvement of schools and teacher education. The network today includes some 27 colleges and universities and 160 school districts.

In memoriam: good friend and mentor, John Goodlad



John on his beloved boat



students from the Brooklyn College Academy World Ensemble class, their teacher Laurie Freidman-Adler, and John

Though John Goodlad's research and teaching focused in part on curriculum and the "hows" of school teaching and management, for us the deeper issue will always be teaching as an ethical act. The NNER, formed by Dr. Goodlad, was his way of advancing practice founded on his research on schools and places that prepare future educators. He and colleagues developed the Agenda for Education in a Democracy (AED) and the NNER partnerships—schools and universities sharing a commitment to the AED were envisioned as "proofing sites" for embedding the AED into educator preparation and school practices.

He coined the term 'simultaneous renewal' to recognize that when schools and universities work together both entities improve and most importantly our students' schooling improves. NNER settings continue to advance Dr. Goodlad's work, as new generations of educators' preparation is founded on the AED tenets. He was a mentor and a friend to all,

engaging with colleagues in the 'human conversation' at the IEI headquarters where groups gathered for many years.

Self-effacing as only the great can be, John Goodlad was squarely in the center of his profession. Recalled U Wyoming's Allen Trent, "I was certain John would be impressed with my arts in the curriculum experiences. John started our meeting asking me if I knew Elliot Eisner's work in this area. 'Prepare to be impressed John,' I thought. 'Of course I know his work John. I'm very familiar. In fact, my adviser at Ohio State was Gail McCutcheon, and when Gail received her doctorate from Stanford, Elliot was her advisor.' John pushed back from his desk, made eye contact with me, grinned, and said, 'And I was Elliot's advisor at Chicago.'"

As Dick Clark said, what many will remember about John is "his determined commitment to ideas that is not deterred by concerns from others who are quicker to see problems than they are to see potential."



IEI headquarters, site of so many good conversations

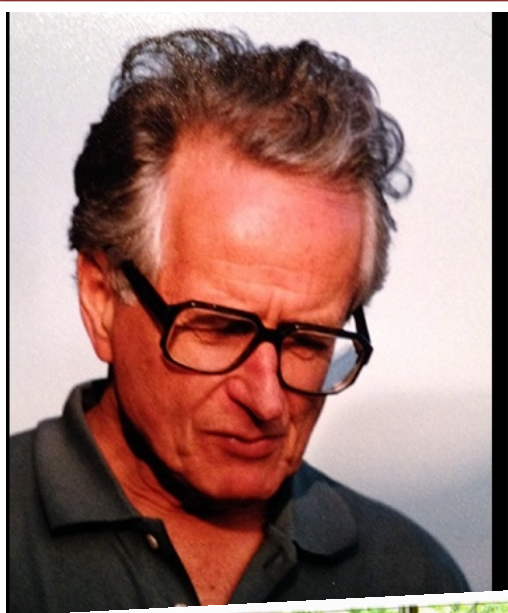


John, right after the publication of *A Place Called School*

PICTURES FROM A LIFE WELL-LIVED



"My daughter, not involved in education, asked me why people were so in awe when she told them she was working for John Goodlad. The only way I could explain his vast influence was to say, "You are working for the Paul McCartney of education." John's clear call for good schooling defined every aspect of what can and could be and continues to resonate with new generations of learners." --Ann Foster



"This kind, sensitive, modest man had every reason to ignore the "little" people. He did not....He made you feel important to him, never beneath him." --Steven Baugh



"One of the things you learn is that good things keep recycling, If it's a time, it'll make it this time." --John Goodlad



19th Shepard Symposium

Consider joining colleagues for the 19th annual symposium, set for April 8-11, 2015, in Laramie, Wyoming.

enhance social justice efforts. Sessions will look at ways media are used to shift paradigms of thought, attitudes and beliefs. Presenters will challenge social “norms” and critique the ways media are used in a global society.

The call for proposals is available at the Shepard Symposium [website](#).

Please contact Angela Jaime at [307.766.3991](tel:307.766.3991) or Jaime@uwyo.edu for more information.

The theme of this year’s symposium is *Social Justice in a Media-Driven World*. Planners invite proposal submissions that describe and highlight the ways in which media influence, manipulate, support and/or

NNER 2015 Summer Symposium set for Laramie, WY, June 26-29



Start thinking about joining NNER colleagues in Laramie, Wyoming, this summer for the annual summer symposium.

The Wyoming School-University Partnership submitted a proposal to co-host the symposium with the NNER. The Wyoming setting is viewing its co-hosting responsibilities as a way to renew and engage its own constituency and those of nearby states. Prior to the symposium, Wyoming is planning a one-day meeting, June 25, that will involve NNER leadership and a group of 100-125 participants. The Wyoming meeting will serve as a way to expand member recruitment in the region.

There's plenty to do in and around Laramie for the Western history buff or any outdoors lover. Hiking, biking, rock climbing, and camping can be found at Vedauwoo, the famous rock formation twenty miles east. Or try scenic drives, hiking, biking, fishing, and camping in the Medicine Bow National Forest or Curt Gowdy State Park. If you're interested in history, visit the Wyoming Territorial Prison State Historic Site in Laramie, or the University of Wyoming's Geology or Anthropology museums, both found on campus. Find more information about local restaurants, shopping, and other attractions at <http://visitlaramie.org/>.

Summer Symposium sessions will be held in the University of Wyoming's Marian H. Rochelle Gateway Center. For more information about the Gateway Center, see [here](#). Registration fees are \$650 with lodging available at the Hilton Garden Inn & University of Wyoming Conference Center, 307.745.555. Rooms will be \$109 per night, plus tax.

Out-of-state symposium participants can fly into Denver International Airport, rent a car, and drive to Laramie (135 mi.) or fly directly into Laramie via Denver. [Green Ride](#) shuttle service is also available from Denver to Laramie and back, and a shuttle serves the Laramie airport as well. Travel is the responsibility of symposium participants and facilitators.

NNER Explores branding



“Can you describe what the NNER is and does in just a few words?”

This question kicked off discussion at the Executive Board several months ago to actively pursue a rebranding strategy for building NNER membership. Critical to branding a non-profit organization such as NNER is deliberately articulating a core message, in our case one to succinctly communicate the benefits of membership while capturing the essence of being part of the network supporting the Agenda.

This effort will encompass more than just membership growth; it will also serve to strengthen our internal identity and cohesion, and enhance our social influence in accordance with the NNER’s values and culture.

The Tripartite Council (TC) and Governing Council (GC) engaged in this discussion at the October NNER conference meeting, focusing on development of a branding strategy and a growth-focused, mission-sensitive marketing plan. The Executive Board has committed to a branding initiative that advocates for network partners and delivers out consistent, positive messages about NNER’s role in

promoting simultaneous renewal and the AED.

The TC, GC, and Executive Board were presented a series of essence statements and taglines for review and discussion. Their sessions helped clarify the branding initiative and ensure that there was collective understanding about both the direction the Executive Board was taking to assist membership growth and the specific focus of branding efforts. The essence statements and taglines served as catalysts to a discussion of how to best present the NNER journey, motivate active engagement with the NNER agenda, and influence those not active members of the network. The resulting rich dialogue resulted in several statements and taglines for presentation and approval by the Governing Council in late February.

It was agreed that NNER should reach out to Network partners to assist in formulating a marketing and branding strategy. The University of Nebraska Kearney Marketing Department has offered assistance in preparing a marketing plan to assist in these efforts. The first collaboration meeting is scheduled for mid-January, and a plan for action is expected before the end of the spring semester.

The Executive Board is committed to engaging membership in fine-tuning our core message and communication efforts supporting the NNER’s new member growth initiative. We welcome comments and feedback on the essence statement and tagline under consideration. See following page for more details.

Non-profit Branding

A brand is a psychological construct held in the minds of all those aware of the branded product, person, organization, or movement. A brand captures the persona of an organization and represents its very soul or essence describing what you are, what you do, and why that matters.



Essence Statement

The Brand Essence is a two to three word phrase (typically in the format “adjective adjective noun”) capturing the “heart and soul” of the brand.

Brand Essence is the shared soul of your company, the underlying "it" that bonds you as a group of people working together and, simultaneously, interests your customers in working with you.

"Why 'brand?'" you may ask. "Isn't branding just about marketing?" Your company's brand is about so much more than traditional advertising-based branding. **It is about the clear, compelling, motivating beliefs you want your customers and employees to have about you.** You can't fulfill your mission unless you motivate customers and employees, so I believe it makes perfect sense to replace your mission statement with something more fundamentally related to your brand.

When you define your Brand Essence, you define a focused, tight idea that **the entire company can think about in an instant and act on for years.**

Your Brand Essence is a simple sentence that sums up everything that your organization is all about. It captures your brand experience. It defines your *raison d'etre*. And every aspect of your organization - specifically your marketing - must exude your Brand Essence. Your brand essence should be: Experiential, Emotional, Evocative, Esoteric, and Exclusive.

Proposed NNER Essence Statement: *The National Network for Educational Renewal (NNER) is dedicated to simultaneously renewing education for a socially just democracy through developing partnerships among schools, universities, and communities.*

TAGLINE

A really great tagline conveys a company's benefit with personality and attitude and the most memorable taglines connect on an emotional level.

In the 1950s, ad agencies called them "slogans." You may have heard them referred to as a catchphrase, marketing line, or even trademark line, but these days, the standard term is tagline (or "tag line" written as two words).

Despite the terminology, we're still talking about a short phrase that tells your audience what you offer.

Proposed NNER Tagline: *NNER, since 1992, engaging School, University, and Community Partnerships to Improve Education.*

NNER Policy Project

We need your help

Katherine Entigar and Nick Michelli
The Graduate Center, The City University of New York
Jennifer Streater and Tina Jacobowitz
Montclair State University



Policies present obstacles

All of us are dealing with policies from federal and state agencies that may be obstacles to our work on the Agenda for Education in a Democracy. Some of you may recently have heard from one of us asking for contact information for individuals in your setting in higher education and in the K-12 partnership. We want to emphasize how important it is that you respond, and we will remind you again soon, given that our first request coincided with the beginning of the holidays.



First step: gathering data

The project will, through survey and interviews, give us a collective understanding of the policies that are affecting our work. Among these policies: the pervasive use of high stakes testing, value added assessment of teachers and administrators, changes in accreditation and Title II of the Higher Education Act, Race to the Top, and more. I expect we will hear of some at the state level that we have not included. It seems endless.



NNER response

This research project will tell all of us which policies are affecting our settings, what that impact is, how settings are responding, and hopefully, put us in a proactive position for dealing with policy. The survey, interviews, and analysis of the results will allow us to pair settings dealing with similar policy issues and create a support network.

The first step is having a valid list of individuals and their contact information to start from. Please help us by responding to our request. If you have questions, call Nick Michelli at 917 882 7670.

UT ARLINGTON ENJOYS A VISIT

Last September, UT Arlington's NNER Partnership enjoyed a real treat, a visit by Ann Foster. During the two days that Ann was here she visited local partner schools and met with school principals to learn about university/school connections and to advance practices related to simultaneous renewal and the agenda for education in a democracy.

Ann also met with UT Arlington faculty members and attended a meeting of the university's Teacher Education Council.



A highlight of Ann's visit was her keynote presentation, "It's About Students," to UTA faculty members from across campus at the College of Education's speaker series.

She spoke about the centrality of simultaneous renewal, the importance of on-going conversations, and recognizing the expertise held by various education stakeholders. She reminded us that we are the stewards of our profession and that we should do research with schools, rather than to schools.

Ann pointed out the importance of student voice and providing active learning opportunities and reciprocal learning rather than relying on a test-driven curriculum. Ann suggested that

education partners need to agree upon the purposes of schooling, because it is the public schools that will shape the public.

She concluded by sharing characteristics of effective NNER settings. These include a sustainable structure, all partners working together as full partners, and each bringing expertise and commitment to the table. She spoke of the importance of reaching agreement on shared roles across instructions, opportunities for hybrid educators, and the need for professional trust.

Ann's visit was informative and invigorating, and the partners at UT Arlington very much appreciate her willingness to spend some of her time with us. In gratitude, UT Arlington Education Dean Jeanne Gerlach established a scholarship in Ann's name for a student doing NNER work in one of our partner schools.





Fall Conference Highlighted Local Work and Collaboration

The 2014 conference, *Building Sustainable Communities: Reclaiming our Values*, was held October 23-25 in Cincinnati at the Netherland Plaza Hotel. The historically significant location was the perfect atmosphere to reflect on our history as we move the NNER forward to meet the current challenges facing our students and our work. Keynote speakers included Deborah Meier and George Wood. Tammy Schwartz and Tom Dutton, recipients of the Michelli Award for Promoting Social Justice, held a plenary session on the Miami Urban Teaching Cohort that included community members from the Cincinnati neighborhood of Over-the-Rhine.

Each October, NNER colleagues and friends with a shared vision of quality partnerships gather at the Network's annual conference, to learn from one another and network informally. This year's conference continued that tradition, with four settings co-hosting the venue. The University of Cincinnati, Miami of Ohio, Ohio University and Wright State University created an environment where people could interact, both in formal sessions as well as in the Human Conversation room.

The conference also featured artwork from Spire Arts, a vocational and therapeutic art program for artists who have developmental disabilities; and closed with a Noshing & Networking session, providing a final opportunity for participants to network within and across settings over lunch.

Conference strands were Using Data to sustain our Work, Empowering Teachers to Lead and Sustain the Profession, Sharing Responsibility in Higher Education for Sustainable Partnerships, Building Community for Social Sustainability, and Sustaining Democratic Engagement. Breakout sessions led by school, university, and community members included research results, quality practices, updates on ongoing programs, and new initiatives.

**BUILDING SUSTAINABLE COMMUNITIES:
RECLAIMING OUR VALUES**

Wright State Network plans 3rd annual conference



The third annual Wright State University Network for Educational Renewal (WSUNER) Conference is scheduled for April 25, 2015. Wright Patterson Air Force Base commander Colonel John Devillier will open the conference with a keynote address focusing on the importance of partnership. Thirty-two proposals to present have been accepted. These examples of best practices will be presented during three forty-five minute sessions by teachers from WSU's nine partnership school districts and the Dayton Regional STEM School. Community organization partners will also participate by highlighting the advantages of their programs to PK-12.

Once again this year the conference will include a two-hour NNER training workshop for twenty to thirty partnership district administrators and WSU faculty. This session affords an opportunity to expose those in leadership positions to the mission of NNER, encouraging continued commitment to the concepts of "simultaneous renewal" and "democratic engagement." Ann Foster and Greg Bernhardt, Co-executive Directors of NNER, along with James Tomlin, WSU Chair of Teacher Education, will lead the session.

New in 2015 will be the addition of a Curriculum/Technology Forum. The forum will include a session on Microsoft 365 conducted by Microsoft and a panel discussion focusing on various educational learning platforms. Curriculum and technology administrators from approximately 25 local school districts will participate.

Up to 280 professionals are expected to attend the conference, including teachers, administrators, community organization members, WSU faculty and student teachers. The event will be held in Allyn Hall, the home of the College of Education and Human Services, on the WSU campus. The WSUNER Committee is very appreciative of the National Network for Educational Renewal's support for our earlier conferences and for the \$3000 Setting Renewal Grant awarded in support of the 2015 conference.

Michelli award for promoting social justice to Miami's Urban Teaching Cohort

Dr. Tammy Schwartz, Director, Urban Teaching Cohort, and Professor Tom Dutton, Director, Miami's Center for Community Engagement in Over-the-Rhine, presented an overview of the UTC program at the 2014 NNER conference in Cincinnati. Community members from Over-the-Rhine and school and university faculty and students were there to receive the award, demonstrating clearly that it was received on behalf of all the program's partners.



In Fall 2008, Miami University's College of Education, Health and Society inaugurated the Urban Teaching Cohort (UTC) in collaboration with leaders and residents from Over-the-Rhine, Cincinnati's oldest and poorest neighborhood. Over-the-Rhine's population is predominantly of color, and the site of racial unrest thirteen years ago. Years of relationship-building in Over-the-Rhine resulted in UTC's community-based approach to teacher education, which expands traditional teacher education to incrementally and intentionally immerse UTC students in community- and school-based experiences. As part of their 3-year experience, students and community people engage in critical analyses of their own histories, systemic injustice, urban spaces, and urban public education. Critically-minded "community teachers" (Murrell, 2001) are aware of the assets related to urban communities and school culture and are able to utilize this knowledge to build culturally relevant curriculum and pedagogy that opens space for youth to empower themselves.

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

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