



Fall 2014

Volume 10(3)

The 2014 Annual Conference, October 23-25

Hosted by the NNER settings at Miami University, Ohio University, University of Cincinnati, and Wright State University, the 2014 NNER Conference will be held Thursday, October 23 to Saturday, October 25 at the Hilton Cincinnati Netherland Plaza, Downtown Cincinnati, OH. Registration is under way [here](#).

The theme for this year's conference is Building Sustainable Communities: Reclaiming Our Value. Five strands will be explored: Using Data to Sustain Our Work; Sustaining Democratic Engagement; Empowering Teachers to Lead and Sustain the Profession; Building Community for Social Sustainability; and Sharing responsibility in Higher Education for Sustainable Partnerships.

Please join us at the conference, where opportunities for networking and socializing with colleagues from around the country will combine with informative keynotes and almost 100 professional presentations. There will be opportunities to learn about the journal of the NNER - *Education in a Democracy: A Journal of the NNER* (all attendees will receive a hard copy of the fall 2014 edition). Our hotel is a national landmark located only a few blocks from the Ohio River and a number of museums and [attractions](#). As a bonus, Cincinnati's fall is pleasant and mild.

The conference will begin Thursday evening after the earlier business meetings of the NNER's TriPartite Council and Governing Council.

Welcome Newcomers!

Understanding of the NNER's mission deepens through dialogue and action. Through dialogue and collaboration we create change. It is particularly valuable to “Newcomers” to join the conversation. The inclusion of new voices, diverse perspectives, and different experiences deepen understanding and clarify direction for all. It is in those hopes that a session is designed to inform those new to the NNER and involve them in a participatory experience where all will learn. Simultaneous renewal, through which we all grow, is the backbone of creating knowledge together and the NNER.

The NNER's vision is to renew schooling in the United States, to ensure excellent education for all children. Conversation among NNER setting members, including public school educators, university faculty (arts and science departments and school of education departments), educational researchers and scholars, and community members across the nation, began over thirty years ago, inspired by the Four-Part Mission of the Agenda, a philosophical framework for change and renewal which emerged from a nationwide study of schools. In the early 1980's, Dr. John Goodlad and his colleagues from the University of Washington conducted a study of schools, hundreds of classrooms, students and teachers in the U.S., and published their findings in 1984's groundbreaking book, *A Place Called School*. Through this study Goodlad and the co-founders of the NNER shared their deepened understanding of what was happening for some students in some schools, yet clearly not for others. Some of the inequities they discovered were lack of teacher training, lack of solid curriculum, lack of student participation, lack of parent and community engagement, lack of joy and lack of learning. Though some students were taught—mostly by chance—to be leaders and to be able to participate in their democratic society, for too many others the educational system missed the mark completely. This became the impetus for the work of the National Network for Educational Renewal, and its initiation of a dialogue for change in the direction of social justice, inclusion and democracy. Out of the study and conversation among those working with Dr. Goodlad, the Four-Part Mission of the Agenda was conceived: Equal Access to Knowledge for All Students; Enculturation into our Democratic Society; Nurturing Pedagogy; and Stewardship of the Mission. The Mission of the Agenda will be the focus of our conversation during the Newcomers Session. What is it? What does it mean to you? How do you see it in the reality of your work? What is a strategy for implementing this mission? What can you take back to your setting? What will your setting bring? What resources and support are available?

The facilitators for the session will be Karen Rowe, Ph.D and Liz Urban, Ph.D. — Colorado State University. Karen and Liz have worked in the NNER for over twenty years, creating and sustaining a Professional Development School with CSU and Poudre School District in Fort Collins, Colorado. Karen and Liz look forward to meeting you, learning with you and creating new meanings of our shared vision. Dr. Goodlad clarified both the mission and vision. Together we can move forward toward that vision. We look forward to a dynamic conversation.



Summer Symposium reinforces ideas, ideals

Twenty-four colleagues from NNER settings and other institutions interested in the NNER mission gathered in Seattle during July's perfect rain-free weather to engage in conversation and activities designed to deepen and broaden understanding of the AED and promote ways to implement the NNER values into daily work. The group comprised teachers, school administrators, university faculty and administrators from education and arts and sciences. Together, they used readings and other media to ground the conversation and explore current issues related to advancing our mission. Highlights of the session:

- A Socratic seminar using a Wyoming Humanities Council publication, *Hair Up and Heal Over*, a provocative set of essays and excerpts, both current and historical, that relate to civility and social justice and who we are as a nation, facilitated by Francisco Rios, Dean of the Woodring College of Education at Western Washington University.
- A conversation about the concepts in the book *Education for Everyone*, with Cori Mantle-Bromley, who co-authored with John Goodlad and Stephen Goodlad. Discussion included how the education context has changed since the publication was written.
- A community inquiry study, the Democracy Walk, in which participants observed who we are as a public, and education's role in promoting a healthy and socially just society. Roger Soder's work on democratic character in the young served as grounding. Groups presented their findings using pictures, artifacts, and observations.
 - Unpacking the NNER four-part mission, using a range of pedagogy by executive board members.
- Dennis Potthoff facilitated online community building prior to the session. Participants learned about one another's work, interests, and experiences in democracy. The group also conversed electronically on the NNER mission, creating shared background knowledge.
- Audrey Allan and Jean Eagle provided insights into simultaneous renewal, and the key strategy for enacting the AED. Groups wrestled with how to develop and/or renew local structures to promote quality partnerships. Primary reading was *Designs for Simultaneous Renewal in University-Public School partnerships: Hitting the "Sweet Spot."* Participants noted it as a key resource for translating the abstract idea of simultaneous renewal into action.
- Vi Florez led the interaction on being good stewards of our profession, how we can initiate needed changes and enable youth to more fully participate in our democracy, critical if we are to advance quality schooling in diverse communities.
- Nick Michelli and Leslie Wilson led an introduction to enculturation into a social and political democracy. It set the stage for other aspects of the NNER work. Nick also facilitated a simulation on education policy and educator responsibility to be knowledgeable and proactive in policy formation.
- Leslie Wilson facilitated a session that wove together roles, missions, and practices in preparing future teachers, with an emphasis on the critical role of Arts and Sciences in providing quality content knowledge and content-related pedagogy. He also facilitated work on access to quality learning for all, including a focus on our responsibility to students in communities of poverty where education can open doors to life's possibilities.
- Dennis Potthoff and Ann Foster presented a session providing challenging content using pedagogy to nurture quality learning as a foundation for providing access to knowledge for all. It reinforced the critical nature of quality partnerships between arts and sciences and education in preparing teachers with the skills and dispositions to provide quality learning for all.

Participants enjoy summer symposium

Participants noted the readings were helpful to understanding the key concepts that differentiate the NNER. It was felt the democracy walk bridged the abstract concepts and could impact lives and teaching. Participants stressed the need to be more aware of responsibilities to engage with policy makers locally and nationally. The variety of pedagogy used was noted as a strength and the strategies modeled would be used in local work. Unstructured time to plan, work with colleagues and converse was also noted as helpful as participants explored ways to use the information in their own work. Overall, the evaluations noted that the sessions met the goal of increasing understanding of and commitment to engage with the NNER mission in a variety of work settings.



Participants from nine NNER settings and three areas where NNER work is being done included Mary Chiusana, Marilyn Chu, Michael Day, Tina Dyches, Amy Elston, Maria Timmons Flores, Barry Graff, Dena Harshbarger, Dorothy Heard, Angela Jaime, John Kambutu, Joseph Keferl, Sally Lamping, Dee Ludwig, Brett McInclly, Dick Meyer, Val Middleton, Matthew Miller, Deborah Roberts-Harris, Ingrid Spence, Ryan Taylor, Lucy Villaluz, Kenneth Vogler, Kim Wachenheim.

Executive Board holds summer meeting

Each year the Executive Board (EB) has the privilege of co-facilitating the Summer Symposium. The work is hard but gratifying. Interactions with the 24 participants in the 2014 Symposium were engaging. While in Seattle, the EB also met. This article summarizes the key topics addressed, in hopes that you might share any thoughts/ideas you might have.

Financially, the NNER continues to operate efficiently. Mid-year expenditures are on target. Approximately \$6,000 of the \$30,000 allocated for 2013-2015 mini-grants has not been allocated. Contact Ann or Greg if you have interest in applying for funds. The mini-grant strategy is working; local settings are advancing the NNER Agenda in significant ways.

Programmatically, three positive developments were addressed. The Ohio-based settings are excited to collaboratively host the 2014 Annual Conference. A site for the 2015 Conference was tentatively identified. Josie Tinajero is working hard to deliver an outstanding 2014 iteration of the NNER Journal and the UCONN setting has agreed to host the Journal for the next three years. The EB is considering plans that will elevate the emphasis given to the issues of equity and influencing public policy.

Membership recruitment is a primary focal point for the current EB. The EB has declared a goal of increasing membership by 10% annually for the next five years. A sub-committee of the EB is formulating a plan for “branding” the NNER. The plan will be presented to the Governing Council in October. The EB is also conceived a plan for communicating with the new Deans/leaders within current settings. Retaining members is crucial.

The EB reminded itself of the need to effectively share the NNER mission/vision --to prepare educators and also the youngest in our society for engaged living in a democratic society. This vision is inherently local; the best work of the NNER occurs daily in classrooms, schools P-16+, and in communities. Thus, the EB is exploring changes to the NNER annual report format in order to more effectively document organizational priorities and to more powerfully tell the NNER story.

The EB discussed the agendas for the Fall 2014 Governing Council and Tripartite Council meetings. Both meetings will include opportunities for discussion of the NNER membership growth/ “branding” initiative and discussion of scheduling future annual conferences. The agenda for the tripartite council will also engage participants in a conversation regarding how to effectively develop and use annual setting reports.

--Dennis Potthoff, chair



Annual Conference 2014

Keynote Speaker Dr. George Wood is Superintendent of Federal Hocking Local Schools in Stewart, Ohio, and serves as the 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 is the Founding Director of Wildwood Secondary School in Los Angeles, and served as principal of Federal Hocking High School for 21 years. Federal Hocking, a rural school in Appalachian Ohio, is recognized as a Coalition of Essential Schools Mentor School, a First Amendment School, and among America's 100 best by Readers' Digest. Dr. Wood 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 Deborah Meier). More information on Dr. Wood is available [here](#).

Main Conference Luncheon Speaker Dr. Deborah Meier, 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, spent 45 years working in K-12th grade public schools in New York City and Boston, including providing leadership to several 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. She blogs for Ed Week on issues affecting students, teachers, and schools (Bridging Differences). More information on Dr. Meier can be found at [this link](#).



Ewha Womans University, in Seoul, home to more than 20,000 students

Korean Education Meets UT Arlington

The College of Education and Health Professions at the University of Texas Arlington (UTA), under the direction of Dr. Jiyoung Yoon, has established a Teacher Internship Program in cooperation with Ewha Womans University (EWU), of Seoul, Korea. EWU, a private women's university in central Seoul founded in 1886, is one of the largest institutions of higher education in Korea, and the world's largest female educational institute, with over 20,000 students enrolled from throughout Korea. Its College of Education has been ranked #1 in education in Korea since 2010 and has established various international education programs to foster global perspectives and multicultural knowledge in pre-service teachers and become a world-class university.

The UTA-EWU Teacher Internship program was designed to provide the pre-service teachers of EWU an opportunity to interact with American students. In January, twelve EWU education students, an EWU supervisor, and the EWU Dean of Education arrived on UTA's campus. They spent the first week attending workshops provided by UTA faculty and sitting in on several UTA education classes. For the next three weeks, the EWU students were matched with local K-12 mentor teachers and placed in elementary, junior high, and high school classrooms in the Arlington School District for a teaching practicum. EWU students observed US education firsthand and had opportunities to work with their mentor teachers to develop and teach several lessons. Afterward, they returned to UTA to review and share their achievements. Additional components of the internship included visits to local museums and historical sites, Dallas Cowboy and Texas Ranger stadiums, and Arlington restaurants. The internship culminated with a farewell banquet attended by the EWU students, their mentor teachers, and UTA education faculty. Highlights of the banquet included the awarding of certificates, cultural performances by the EWU students, and a group rendition of Home on the Range.

Program evaluation suggests that the UTA-EWU Teacher Internship Program was effective for educational and cultural growth of EWU pre-service teachers. Mentor teachers and their students, UTA faculty and students, and the people of Arlington also benefitted from this cultural exchange. The UTA-EWU Teacher Internship Program will be a role model for future international teaching exchange programs at UTA, and in developing more international collaborations in research, teaching, economic, and community development.

--Jiyoung Yoon and John A. Smith

Educational policy and NNER

--Nick Michelli

My work at the CUNY Graduate Center focuses on educational policy for K-12 schools and higher education. One of our perspectives is the impact of policy on democracy and social justice.

For a while now it has been clear to me that most of the policies we see from federal and state governments do not enable the core mission of the NNER, including the role of education in enculturating students into a social and political democracy. We looked at this with our summer symposium group this year and identified a host of policy issues that hinder our work.

Never has there been seen such a confluence of policy as exists now, one that deprofessionalizes teaching, minimizes the preparation of educators, narrows the curriculum and takes away the critical role of faculty in K-12 and colleges and universities in judging the readiness of students to begin teaching. In New York, for example, the state has mandated the Education Teacher Performance Assessment (edTPA) to be used to judge the pedagogical readiness of teachers. Any assessment and judgment of faculty during an internship regarding the readiness of a candidate to begin teaching is usurped by this instrument, which is rated by individuals employed by the Pearson company, using a set of rubrics. Among other outcomes, we have seen the reduction of methods courses to “test prep” for edTPA.

This summer we concluded that we must connect settings facing federal, state, and possibly local policy incursions that inhibit our mission. One proposal, to be reviewed by the Governing Board in October, is a survey of stakeholders in settings to identify these policy issues and experiences, so we can learn from and support each other. What have we encountered? What forms do they take? How have we responded? What else can we do? I have agreed to develop a draft of the survey, with the able assistance of Katherine Entiger, one of our new Ph.D. students at CUNY who will work with me this year. We hope to look both at specific policy issues and organizations sponsoring and influencing policy.

Among the policy issues we see as important follow. This not an exhaustive list. We encourage you to suggest other policy issues and sources we should consider for inclusion in our survey:

- Value Added Assessment (VAA) Roots in Tennessee in the 90s. (William Sanders and June Rivers).
- Basing tenure and continued tenure/ employment for teachers and principals in part on VAA through standardized test score improvement.
- Evaluating teacher education program on the VA of their graduates. Some states have implemented the process.
- Teacher Performance Assessment (edTPA).
- The National Center for Teacher Quality (NCTQ).
- The American Board for the Certification of Teacher Excellence (ABCTE).
- The Fordham Foundation
- Students First Core Policy Recommendations
- Council for Accreditation of Educator Programs (CAEP) new draft standards
- American Legislative Exchange Council or ALEC Corporate investment in education.

In our symposium we used recent articles addressing these issues, including some in the NNER journal, *Education in a Democracy*, including: Jacobowitz, Kovacs and Michelli, *Understanding and Confronting Policy and Corporate Pressure in the Current Era: Implications for the Agenda for Education in a Democracy*. (October 2013). There are other articles in our journal and elsewhere that address policy issues; in particular I recommend Dennis Pottoff's piece in the October 2013 issue of *Education in a Democracy*, *Nurturing the NNER Agenda: Preparing for the CAEP Crusader.*

We need to work together to respond to policy issues, and I look forward to your comments and seeing you in Cincinnati in October.



School climate and education for democracy: Trends and resources

--Jonathan Cohen

School climate, the quality and character of school life, has been a focus for educational leaders for more than a century. The [National School Climate Council](#) (with NNER participation) has consensually developed and recommended definitions for “school climate”, and a “positive and sustainable school climate” as well as proposing an effective school climate improvement process.

School climate improvement efforts are recognized, supported and endorsed by a growing number of federal agencies (U.S.

Departments of Education and Justice, CDC, Institute for Educational Sciences and SAMHSA), state DOE's, and districts. School climate measurement and improvements efforts are a potentially powerful research-based school improvement strategy supporting the skills, knowledge and dispositions providing the foundation for democracy.

However, educating for democracy is not the sole reason for a growing interest in school climate reform.

The 49-state anti-bullying laws, as well as presidential and the Justice department focus on student dropout rates, are two further contributing factors.

Several challenges face school leaders interested in furthering school climate improvement efforts. Varying accountability systems, confusion about how PBIS and school climate reform differ, lack of knowledge about district level school climate policy, and difficulties in selecting school

climate measuring tools, “road maps,” or leadership development options can obstruct leaders’ efforts. Policy and practice resources supporting classroom, building and district integration of school climate improvement efforts exist, however.

School climate improvement resources

The National School Climate Center’s (NSCC) School Climate [Practice Briefs](#) for Implementation and Sustainability present the latest in research and best practices.

Research summaries: School leaders are often interested in research summaries for their own edification as well as to further conversations with school board and/or other community leaders. For and comprehensive school climate research summaries, see the [Cohen, McCabe, Michelli, & Pickeral](#) article.

Policy guidelines: Policy shapes school improvement practices. The Center provides information, guidelines and school climate standards on [our web site](#). The Center’s policy and legal director – Jessica Savage, Esq. – is invested in being able to support district and state level policy efforts in detail.

Measurement: The U.S Department of Education and the School Climate Council recommend scientifically sound surveys recognizing student, parent/guardian and school personnel “voices” be used to assess how members of the community perceive a range of safety, relationship, teaching and learning and environmental issues. The only School Climate Readiness Self Assessment I am aware of is [NSCC’s tool](#), designed to support principals and their leadership teams in assessing strengths and needs at the beginning of the planning and preparation process.

School Climate Process of “end of stage” [self-assessments](#) have been

developed by NSCC. School climate improvement is a continuous process as important as any short-term outcomes. These short “end of stage” self assessments are designed to support principal and leadership teams’ assessments of the process of planning, assessments, understanding assessment findings and action planning, implementing the action plan, and, beginning anew.

NSCC has developed a [Community Scale](#) and a youth-led School-Community Partnership Process. NSCC Community Scale recognizes the “voice” of community members and leaders. It can be used with our [Comprehensive School Climate Inventory](#) or any other school climate survey. The School-Community Partnership Process engages middle and/or high school students to take a leadership role taking this survey out to 15 sectors of the larger school community and forging partnerships that support the schools improvement goals.

Improvement: School leaders value “road maps,” delineating tasks and challenges that shape an effective improvement process. The Character Education Partnership offers 11 [principles](#) of effective character education and a growing host of best practices used by National Schools of Character. A road map and a host of related resources are a part of the web-based [School Climate Resource Center](#), including learning modules, “expert voices”, best practices, and social forums, as well as the road map.

Leadership Development: In addition to on-site professional development and our annual school climate [institutes](#), NSCC partners with a growing coalition of organizations to offer a [School Climate Leadership Certificate Program](#).

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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annfoster@nnerpartnerships.org*

