



2011 NNER Annual Conference

October 20 – 22, 2011, Hartford, Connecticut

Education for Everyone: Many Perspectives, One Purpose

The 2011 NNER annual conference is being planned collaboratively by representatives from CUNY, Montclair State, University of Southern Maine, and University of Connecticut. CUNY and Montclair State are leading efforts on the call for papers and session development, USM is handling registrations and program design, and UConn is working on conference logistics, travel, and local programs.

The planning committee is working together to develop a vibrant and relevant conference program. Keynote highlights include a town-hall style meeting with school principals from public, charter, and magnet schools to discuss issues of equity and access within their various formats. The conference committee is also planning local partner school visits.

The conference will be based at the Hartford Hilton in downtown Hartford. Hartford is located right off two major highways, and two hours drive from NYC and Boston. Local attractions include the [Mark Twain House](#), Harriet Beecher Stowe [Center](#), the Connecticut [Science Center](#), and the [Wadsworth Atheneum](#). The Basketball Hall of Fame is located less than 30 minutes away in Springfield, Massachusetts, and the beautiful New England fall foliage will be everywhere!

Conference sessions to coordinate conversations

Access to Knowledge for All - Sessions in this strand will provide examples of innovation and ongoing renewal strategies and activities that improve learning for all.

Diverse Voices, Common Good - Sessions in this strand will address how as stewards of education NNER settings engage with broadly defined school and university communities to improve schooling and the education of educators including practices, strategies, processes, and research.

Simultaneous Renewal in Tough Times - Sessions in this strand will provide specific examples of simultaneous renewal in the face of the current local, national, and international policy climate.

What is Quality Education for All? Sessions in this strand will include examples of curriculum and curriculum development, professional development, pedagogy that serves all students well, quality and diverse assessments, democratic school and college practices that promote quality education.

Education for Everyone:
Many Perspectives,
One Purpose

nnerpартnerships.org

Spread the word!

NNER 2011 Annual Conference
October 20-22, 2011
in Hartford, CT

Hosted by
City University of New York
and NYC Department
of Education Partnership,
Montclair State University
Network for Educational
Renewal,
Southern Maine Partnership,
UConn School - University
Partnerships

Governing Council Meeting Summary

On Feb 24, the NNER governing council met in San Diego.

Their conversations touched on NCTQ, NCATE, and the overall tone concerning teacher education nationally.

NCATE

A set of questions related to the NCATE Blue Ribbon Panel report, developed by the executive board, was distributed. The questions (included on pp. 8-9 of this newsletter), based on the NNER mission, are intended for use in partnership meetings, to allow school and university colleagues to reflect on local work and perspective. Promoting conversation at the local level was noted as critical to advancing our work and focus on the mission. Feedback from settings where the questions have been used note that the conversations increased school and A&S partners' understanding of the NCATE process, reinforced the importance of partner school collaboration, provided opportunities to hear different perspectives, and advanced understanding of the AED in local work.

NCTQ

Ada Beth Cutler, reporting on responses to the NCTQ reviews, encouraged NNER members to be proactive and thoughtful in media and public interactions, stressing local work and details of the NCTQ review process. She suggested highlighting the reviews' use of inputs (primarily information from web pages) with no follow-up on outputs (including employers of graduates). She noted that media informed about the processes employed and selective information led to substantive, challenging press questions to NCTQ representatives.

The Settings, etc.

The council also approved a whistle-blower policy recommended by the auditor, and a 2011 operating budget of \$120,000. The 2010 annual report, distributed at the meeting, and soon posted online, summarized the quality and range of activity in the settings. It serves as a foundation for collaborative grant writing and sharing information across settings. In addition to providing evidence of capacity to implement collaborative grants, information from the report will help settings illustrate the breadth of NNER-related activities for their university and district administrations and to communities.

The NNER Journal will transition from Miami of Ohio after this year's edition, with CUNY, Winthrop, and UTEP sharing editorial responsibility. The journal will be housed in the School of Education at Brooklyn College. The group is exploring special focus editions as well as the current annual edition. One suggestion for a focus issue called for articles from the NNER annual conference, using the conference theme as a guide.

Note: the summer symposium application is available—we hope to see participants from throughout the NNER. Please encourage participation from your area. Applications are due this month. An application form appears on pp. 10-11 of this newsletter.

Community Engagement; Nebraska Collaboration in Action

When **Mary Los**, Nancy County economic Development Director, heard **Peter Longo** and **John Anderson's** presentation about their community engagement work at a Nebraska Economic Development session, she invited them to help her get something similar started in her county. Peter and John met with them, and their visit became the impetus for community involvement. With support from the Nebraska University Foundation, students, teachers, university faculty, and superintendent **Dr. Jeffrey Anderson**, the Fullerton Senior Class Community Mural is well underway. It is another example of the good that comes from engaging with rural communities on local work to improve communities and forging connections between schools and their communities.

A \$2,000 Foundation grant funded the project, and students are developing it. After reviewing each other's designs and holding a vote, students purchased the materials themselves, and began the 8-foot tall by 36-foot wide painting in a hallway of the school, generating buzz among the student body. The mural's six panels will eventually be hung on the front of a downtown grocery store.

Fullerton High art teacher **Marta Roeder** and **Mary Los** met with the Fullerton Chamber to ask their support for unveiling the mural during the town's annual Fourth of July festivities, culminating in a cookout at the grocery store after the unveiling. Afterward, student artwork will be on display at the city park, along with booths for jewelry making, face painting, pottery, and other art-related activities and displays.

With "Unveil Your Talent" as the overarching name and theme, Mary Los hopes to continue the event from year to year, with participation from regional artists in an annual area attraction. For more information on this event, or the community engagement work that John Anderson and Peter Longo presented at the NNER conference, contact John Anderson at andersonj@unk.edu.

Georgia Southern University College of Education Tripartite Structure and Function: A History of Successful Connections

by Dianne Bath

Since joining NNER, we have always had representation from public schools, College of Education, and College of Liberal Arts and Sciences in our local and network-wide work. In 2007, the responsibility for this tripartite group was moved to the Georgia Center for Educational Renewal, giving the responsibility for bringing the group together regularly to one person and creating an infrastructure for sustaining interactions.

Tripartite members have decided to hold meetings in an informal setting—a bakery with good coffee and delightful treats—to foster productive and collegial gatherings. The meetings focus on reinforcing one another's work, not necessarily creating new work. Tripartite members invite folks they know are interested in the democratic agenda.

Over time, the group has determined that 8:00 a.m. is the best time for good participation, before everyone is already engaged in the day's normal tasks. The group typically begins the meeting with conversations on a previously selected "democracy centered" reading. They also share what is happening with various members and make additional connections to the work, in order to foster ideas and suggestions for strengthening individual work. We have only four meetings a year, the dates set the prior year and sent to everyone.

As an example of the group's local connection, it is the job of a committee from the Tripartite group to review and select the High Flying Schools for recognition at the annual National Youth-at-Risk Conference hosted by Georgia Southern University. The Tripartite hosts the High Flying Schools Poster Session at the conference as well.

AED Scholars meet



Jennifer Robinson presents John with a photo of the Edgar St house signed by attendees of the 2011 AED conference.

Two dozen AED Scholars joined John Goodlad in Seattle, January 27-29, 2011 for conversation and reflection, focusing on on three themes:

- What has been each Scholar's source of inspiration and hope?
- What does it mean to be a steward of the AED?
- What can we do to inspire and encourage others?
- Each Scholar shared brief stories of people who inspired their work and promoted hope for the future. (These stories are also [online](#).)

New digs, new technologies



On April 12, 2011, the first John Goodlad-led activity at the new home of the Goodlad Institute (now located away from the UW Bothell campus, with meeting and office space for collaborative work) featured a skype session between John and members of the Illinois Partnership. **Molly Munson-Dryer**, Director of the Cecilia J. Lauby Teacher Education Center at Illinois State University, requested the session, to coincide with the last of four annual meetings of their IMPACT group, consisting of their primary school partners, PDS

liaisons, administrators, mentor teachers, university liaisons and university faculty. The group was focusing on the topic of stewardship and wanted to hear Dr. Goodlad's thoughts on being good stewards of public schools in this era of political attack.

They found the session illuminating and inspiring. Said Munson-Dryer afterward,

"I want to thank John for taking the time to talk with us, and the Goodlad Institute staff for facilitating this. I can't tell you how rejuvenating this was for our faculty and school colleagues. We spent about half an hour de-briefing from the interaction. We talked about the assembly line analogy that Dr. Goodlad used quite a bit and how we are kept so busy with day-to-day tasks that we are encouraged, almost, not to think.

"We also brainstormed ways to better involve parents in our

A series of readings helped the meditations on the role of stewards of the Agenda.

- a. From Robert Coles, *Lives of Moral Leadership*, part IV, story of Elaine Vogel: "A Teacher's Minicourse in Moral Leadership"
- b. From J. Edward Chamberlin, *If This is Your Land, Where Are Your Stories*, Introduction and from Part I, "Them and Us," and "Babblers"
- c. From Peter Schwartz, *The Art of the Long View*, "Epilogue: To My Newborn Son"
- d. G. Thomas Bellamy, "High Reliability and Leadership for Educational Change," University of Washington Bothell, 2010
- e. Vanessa Domine and Julianne Bello, "Stewarding Urban Teacher Education in Newark: In Search of Reflection, Responsibility, and Renewal," in *Education in a Democracy: A Journal of the NNER*, vol. 2, October 2010

Meeting participants included Bill Mester, Bernard Badiali, Ann Foster, David Keiser, Molly Munson-Dryer, Nadine Ball, Jim Strickland, Leslie Wilson, Francisco Rios, Bonnie McDaniel, Greg Bernhardt, Tom Bellamy, Margie Maaka, Phyllis Fernlund, John Anderson, Jennifer Robinson, Dennis Potthoff, Alan Wood, Liz Urban, Dick Clark, Gene Edgar, Laurie Friedman-Adler, Steve Baugh, Cori Mantle-Bromley, and Tom Poetter.

partnership schools. Many people commented how helpful it was to focus again on what is really important. We also talked about ways that we can more intentionally integrate the Agenda into our work. I think that several schools are going to take John's reading suggestion for this summer. (He suggested *The Teaching Career* by Tim McMannon and John Goodlad as good background reading.) Thank you all for being so supportive of our work here and for being our compass as we navigate the, sometimes, treacherous terrain. We value you all very much."

Tom Bellamy, director of the Institute, followed the skype session with an open house honoring John and celebrating the new space. For more information on the Goodlad Institute, visit their web [site](#).

www.nnerpartnerships.org/

New Mexico Network member meets government, political challenges

During the past fifteen months, I served as Cabinet Secretary for the New Mexico Higher Education Department, appointed by Governor Bill Richardson in September, 2009. It was an interesting time to be a government employee working closely with state legislators and key policy makers. Having spent most of my professional career in higher education as a faculty member and university administrator, I found it a challenge to oversee higher education in New Mexico and to observe the full impact of politics and education on a state P-20 system.

The NM Higher Education Department (HED) is a governmental agency reporting directly to the governor, with responsibility for developing and coordinating policies, programs, and services supporting equitable access to college. The Department is responsible for overseeing and implementing state laws, regulations, and managing state financial allocations to postsecondary institutions in New Mexico, including seven 4-year institutions, and seventeen 2-year community colleges, comprising seven independent and ten branch campuses.

My time at the NM Higher Education Department was focused on working closely with higher education, public education, nonprofits and businesses to forge a future for New Mexico through education with the aim of increasing educational attainment for all New Mexicans. As Cabinet Secretary, I was tasked with bringing colleges and universities together with the New Mexico Public Education (K-12) and Higher Education departments to create a seamless P-20 education system.

We worked hard to develop and support an integrated system of education to raise student achievement at all levels.

With the many challenges facing higher education in the state, it was impossible to master all of them at once. I chose to concentrate on selected areas: new postsecondary funding formulas, remedial education funding, course articulation agreements, increased dual credit access, a longitudinal P-20 student data system, and new ways of looking at student scholarships – such as the NM Lottery Scholarship, for which all students graduating from a New Mexico high school are eligible, that pays tuition at any New Mexico postsecondary institution.

The responsibilities of the position helped me gain a broader statewide view. For example, the HED Data System, which tracked enrollment for all students attending higher education, indicated more than 140,000 students in postsecondary education. The overall graduation rate is less than 40%, directly impacting New Mexico's economy. Understanding who attends higher education in New Mexico was important in addressing these low completion rates. The state's largest minority populations are Hispanics and American Indians, composing 46% (versus 12.5% nationally) and 10.5% (versus a 1.5% national share) respectively. Adequate resources and effective strategies are critical for these students and the state's overall educational success. It became obvious that a state master plan was needed to identify and address matters facing higher education in New Mexico. But no such plan existed to systematically identify the major issues in higher education, with strategies and recommendations to address the academic needs of all students in a P-20 educational system.

New Mexico's educational system is rated 48th nationally. A good K-12 education has a direct impact on the preparedness of students for

college; hence, researching and planning was focused on P-20 issues. K-12 collaboration with higher education, alignment of curriculum, college remediation, articulation and transfer issues, assessment and placement into college level coursework, all came under scrutiny, as well as the lack of cohesive well articulated statewide transfer policies. It was also clear that disparities in educational performance had long been a major challenge for New Mexico, as postsecondary institutions struggled with how to prepare students to do college work.

Budgetary and fiscal constraints were obstacles to moving forward. But helping were a number of already-approved statutes stressing educational renewal efforts, which were ready for implementation. We worked with key state and university/college leaders, faculty, and business leadership. We solicited the public's voice, in sixteen public Town Hall meetings, where we heard opinions and thoughts from students, parents, businesses, educators, administrators, and other interested people on improving higher education in New Mexico. We collected many wonderful ideas and recommendations, crucial in creating the State Master Plan for Higher Education. (Information can be found on the plan by going to the [New Mexico Higher Education Department](http://www.nmhighered.gov) website.)

It was a rewarding opportunity, to work with so many policy makers and key leaders across the state to improve education in New Mexico, and help with the development of educational policy that would make a difference. This experience will serve me well as I return to the University of New Mexico and continue P-20 work. I look forward to continued efforts as national educational partners with the NNER Agenda. We will all continue working together for the success of all students.

--Dr. *Vi Florez* is Professor and Endowed Chair at the University of New Mexico
www.nnerpartnerships.org/

Executive board member honored

NNER Executive Board member **Greg Bernhardt** was granted the title of Dean Emeritus by the Wright State University Board of Trustees on February 4, 2011, the first dean to have been given the honor. Some excerpts from the Dean Emeritus policy created by the board indicate the depth and breadth of Greg's contributions:

The title of Emeritus Dean recognizes the contributions made by deans who have served with distinction as chief academic officers of schools or colleges at Wright State University. The title of Emeritus Dean shall recognize academic leadership and administrative excellence, as well as effective regional, state, and national outreach.

Partner District Finalist for Prize



Ysleta Independent School District, a partner district with the University of Texas El Paso, was named by The Eli and Edythe Broad Foundation as one of the four large urban school districts selected as finalists for the 2011 Broad Prize for Urban Education, the second year in a row the Texas district has received the national honor.

Hector Giron, Director for Bilingual Ed. / ESL Department, was an AED Scholar and LTPS participant, he and other district personnel are active NNER members.

For more information visit <http://news.yisd.net/story.aspx?id=919>

New role unveiled

Partnership Associate for district, university leaders



Dean Charlotte Harris and Executive board member Greg Bernhardt, at the meeting that drew about 25 representatives from area partner districts

Dean Charlotte Harris and Partnership Director **Colleen Finegan** convened school and university partners at Wright State University to explore the newly developed role of Partnership Associate—intended for district and university leaders advancing partner work using the Agenda for Education in a Democracy (AED) as a foundation.

The session wove the NNER mission and AED into practical application at school, university, and district levels. **Chuck Birkholtz**, IEI Leadership Associate and recipient of the John Goodlad Award for advancing the AED, facilitated a session on democratic practices in schools and universities. **Jim Tomlin**, also an IEI Leadership Associate, used his background in arts and sciences to demonstrate the critical need to for teachers to understand their content and use good pedagogy to explore students' misconceptions in order to nurture learning. NNER executive board member **Jean Eagle** had the group explore practical application of simultaneous renewal from various perspectives.

Greg Bernhardt, past chair of the NNER governing council, and NNER executive director **Ann Foster** facilitated a session on access to knowledge, providing background on the NNER that served as a foundation for the day's work.

One school superintendent observed, "I so enjoy working on real issues, moving our district ahead while connecting with a true partner." Said another participant, "Thanks for making me think differently! I find that rejuvenating."

A University Partnership Associate noted, "I like the way we can see how the partnerships can become mutually supportive as we seek simultaneous renewal.... This is a chance to take the changing landscape of how schools operate and use the power of the partnership to further meaningful goals for everyone. There are opportunities for the empowerment of teachers in the changes taking shape. As our district moves toward a functioning learning community in a new K-12 facility, the administrative team is focused on creating and facilitating initiatives, procedures, and environments where considerations are given to the nurturing of a participative democracy involving all the stakeholders. That speaks directly to the work of the NNER and the missions of both WSU and our district."



Book Study Brigade launched

No matter what the subject, books can provide a window to the world, allowing individuals to reflect on challenging topics

while providing an open-forum for discussion, and lead to change. The Book Study Brigade will provide a collaborative interaction between varied levels within the education arena by merging, in conversation and action, a public urban institution, a private suburban institution, and the public P-12 school system in dialogue and follow-up. The initial book for our study is *Other People's Children*, by Lisa Delpit. In five sessions in October, November, February, March, and April, sites will meet to discuss and develop a culminating Action Plan for implementation during the 2011-2012 school year. Part of the work will be selecting a second book to result in a culminating or continuing action plan for the 2012-2013 academic year.

The timeline:

Session I (October 27, 2010; 6:00-7:30 p.m.):

Article: Democracy, Schools, and the Agenda
Pages 11-20 Skills and Other Dilemmas of a
Progressive Black Educator

Pages 21-47 The Silenced Dialogue: Power and
Pedagogy in educating Other People's Children

Session II (November 17, 2010; 6:00-7:30 p.m.):

Article: Access to Knowledge Through Partner Schools
Pages 48-69 Language Diversity in Learning
Pages 73-76 Lessons from Home and Abroad
Pages 77-90 The Vilis Tokples School of Paupa New
Guinea

Session III (February 16, 2011; 6:00-7:30 p.m.):

Article: Beyond the Classroom
Pages 91-104 "Hello grandfather:" Lessons from Alaska
Pages 105-127 Teacher Voices: rethinking Teacher
education for Diversity

Pages 131-134 Looking to the Future: Accommodating
Diversity

Session IV (March 16, 2011; 6:00-7:30 p.m.):

Article: Jazz at the Improv
Pages 135-151 Cross-Cultural Confusions in teacher
Assessment

Pages 152-166 The Politics of teaching Literature
Discourse

Pp. 167-183 Education in a Multicultural Society: Our
Future's greatest Challenge

Session V (April 13, 2011; 6:00-7:30 p.m.):

Pages 185-187 Reflections On: Other People's Children

Pages 188-192 Teaching the Hard of Head
Pages 193-199 Other People's Children: The Lasting
Impact

This book study addresses all four moral dimensions:

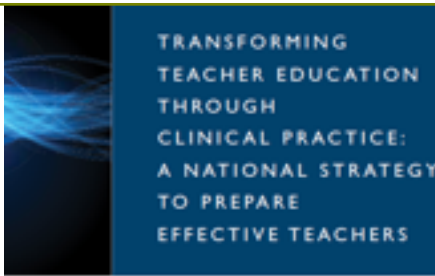
- Stewardship of the school—Through this book study, participants, “will work at their own teaching and the teaching of others as well as collaborate with others in practices that serve the school, its students and the larger community.”
- Pedagogical nurturing— Through this book study, participants will “nurture their own pedagogical skills so that” their teaching, modeling, and practice will assist their pre-service teachers “to her/his highest potential within a caring learning community.” These teacher candidates will in turn utilize these practices in their own classrooms.
- Access to knowledge— Through this book study, participants will “provide equitable access to knowledge for ALL students based on developing understanding of the unique strengths and needs of students within the context of culture.” Our teacher candidates will in turn utilize these practices in their own classrooms.
- Enculturation into a social and political democracy — Through this book study, participants, will “model behaviors and create opportunities that help students learn and practice caring, fairness, tolerance, and responsibility.”

In keeping with the NCATE standards and the conceptual framework of the participating institutions, all teachers involved in this book study will be able to address in their teaching and model the following:

- Expressing the beliefs that all students *can learn, will learn and differ* in their approaches to learning, and that all instruction should adapt to the learning experiences of diverse learners.
- Demonstrating ways of maximizing positive aspects of diversity and engaging in developmental processes to address students' different learning styles, abilities and interests.
- Demonstrating the ability to actively engage learners, meaningfully assess all students *equitably (fairly)* and modify strategies to become more inclusive and accurate.

LaTisha Smith is Dean of Education at Harris-Stowe St. University

www.nnerpartnerships.org/



NCATE Blue Ribbon Panel Questions

The recently published **Blue Ribbon Panel Report--*Translating Teacher Education through Clinical Practice***--relates specifically to the work of the NNER, both the long-term strategies that promote simultaneous renewal and our commitment to ongoing renewal. At its December meeting the NNER executive board drafted an endorsement of the report citing its support for clinical experiences consistent with the NNER's work and the report's attention to institutional change required to support quality clinical work. The NNER response

noted that the panel's recommendations can strengthen our work by promoting policy changes and recognizing the changing context in which we work. The recommendations promote strategies that support quality preparation for future teachers so that all students receive quality and relevant schooling experiences.

The board noted that a fundamental strategy in our partnerships is conversation that engages many voices and perspectives. The report provides an important source of such conversation. Sharing perspectives among arts and science, school, education, and community colleagues can serve as a renewal strategy as we continue to advance our mission. The following questions were constructed as a starting place for such conversation with the understanding that there are many additional questions or topics that might be developed locally for conversation and action.

As a foundation for conversations, the NNER mission is included below. The key characteristic that differentiates the NNER from other membership organizations is our commitment to a set of principles that guide our processes and strategies. Our collaboration promotes the simultaneous renewal of NNER institutions' as we work to advance the Agenda for Education in a Democracy.

NNER Mission Statement

The National Network for Educational Renewal (NNER) leads by example as it strives to improve simultaneously the quality of education for thoughtful participation in a democracy and the quality of the preparation of educators. The NNER works through partnerships among P-12 schools, institutions of higher education, and communities.

Members of the Network agree on a four-part mission to advance Education in Democracy, which is as follows:

- provide access to knowledge for all children ("equity and excellence");
- educate the young for thoughtful participation in a social and political democracy ("enculturation");
- base teaching on knowledge of the subjects taught, established principles of learning, and sensitivity to the unique potential of learners ("nurturing pedagogy"); and
- take responsibility for improving the conditions for learning in P-12 schools, institutions of higher education and communities. ("stewardship").

Enabling Actions

Members of the Network assert that quality schooling for a democracy and quality preparation of educators can best be accomplished by sharing responsibility for the following actions:

- engaging university faculty in the arts and sciences, education, public schools, and community members as equal partners collectively responsible for the Agenda;
- promoting and including partnership settings nationally and internationally that together represent urban, suburban, and rural communities, ethnically and socioeconomically diverse public school and university students, and a broad range of public and private teacher education institutions of varying sizes and missions;
- inquiring into and conducting research pertinent to educational practices and the renewal of public schools and the education of educators;
- proposing and monitoring federal, state and local policy that supports the implementing the Agenda for Education in a Democracy;
- providing opportunities for professional and leadership development for participants in NNER settings.

continued next page

www.nnerpartnerships.org/

NCATE Questions, cont.

As background for its many recommendations, the report stated that:

“The needs of public education are greater than they have ever been before. In light of this, we need a dramatic overhaul of how teachers are prepared. This will require two major shifts.

First, the very focus of teacher education programs needs to be redesigned from beginning to end. Teacher education has too often been segmented with subject-matter preparation, theory, and pedagogy taught in isolated intervals and too far removed from clinical practice. But teaching, like medicine, is a profession of practice, and prospective teachers must be prepared to become expert practitioners who know how to use the knowledge of their profession to advance student learning and how to build their professional knowledge through practice. In order to achieve this we must place practice at the center of teaching preparation.” (p. 2)

From your perspective, what are the implications of this statement for your work and that of colleagues? How closely do it and the further description provided in the report align with current practice?

Pages 5 and 6 of the report list 10 design principles for clinically based teacher preparation programs.

Which of the principles do you feel most urgently need attention if you are to renew your teacher preparation program? Which describe principles that are well established in your setting? Which do you feel are most centrally critical to the long term health of the program for school, universities, and communities?

Expand on the call for more and more rigorous research related to clinical practice. What needs to be done? What is being done? What are we learning from the current work?

Pages 13-15 include examples of promising practices to expand and enrich clinical experiences.

What is occurring locally that could be added to this list? Which of the examples included, from your perspective, would strengthen the program most significantly and why would you select those specific examples?

The report specifies five recommendations, each of which has tremendous implications for practices and policies: more rigorous accountability; strengthening selection and placement of candidates; revamping curriculum, incentives, and staffing; supporting partnerships; expanding the knowledge base to identify what works and support continuous improvement).

Unpack these (and reflect on what is occurring in your program, where are strengths that align with the recommendations? What areas need attention? What are you doing that is not included in the list that you feel is critical to quality clinical experiences? Which of the included suggestions more resonate with your work? What are you doing—given that NNER settings already engage in extensive clinical practice and authentic partnerships—that go beyond the report’s recommendations? The report calls for action and examines the role of accreditation agencies in making the shifts recommended.

What are your thoughts related to the role of accreditation agencies for p-12 and higher education in supporting efforts to provide quality clinical experiences for teacher candidates and quality learning experiences for P-12 students?

While the report provides detailed examples of what needs to be done to ensure quality teacher preparation programs and promote partnership collaboration it does not address the purposes of public schools other than economic advancement. The NNER is founded on the Agenda for Education in a Democracy that delineates a clear purpose for our work—why we engage in processes required for collaboration and partner school work.

In your setting how is the NNER mission advanced? What evidence is there that the public purposes of schools and democratic practices are addressed in the partner work? How are the AED principles evident in daily practices in your work (in classrooms, department meetings, faculty meetings, student organizations, community engagement)?



April 19, 2011

To: NNER Setting Leaders

Re: A Summer Symposium on the Agenda for Education in a Democracy and its Implementation in the NNER

From: The NNER Executive Board and Executive Director, Ann Foster

Date: January 6, 2011

We are pleased to announce an opportunity to study the Agenda for Education in a Democracy (AED) this summer in Seattle. We are developing a week-long summer symposium for those who have not had the opportunity to participate in year-long leadership programs and who are interested in learning more about the Agenda and how to apply its principles in their work and the NNER mission. Activities and interaction will be developed using evaluation information from previous symposium participants. The symposium will provide opportunities to meet with colleagues from across the NNER, discuss issues pertinent to the health of our public schools, universities, and communities, and to study and interact with NNER and IEI leaders committed to advancing the AED.

During the week we will study the AED and NNER mission, the conditions necessary for their implementation, and strategies we find most promising for putting the concepts into action. Prior to the session, Executive Board member, Dennis Potthoff will be in communication with all participants to engage in online community building and share perspectives from the online resources to build background knowledge for the session. In addition, readings that will be used in the session will be sent to participants prior to the session to ensure that participants have the background knowledge to participate fully in the session. Social democracy in the larger surround—public places beyond education institutions will be explored. There will be time for informal interaction with colleagues where participants can raise questions and proffer strategies that advance our work in these challenging times. We encourage settings to send teams as this supports the tripartite nature of our work and allows teams to plan how to work together after the session as well as meet colleagues from throughout the NNER.

The symposium is planned for the week of July 18-21, 2011. The cost for each participant is \$750 for materials and most meals. Travel and lodging costs are the responsibility of each participant. The symposium will be held at the Silver Cloud Hotel, Lake Union, Seattle, WA.

If you are interested in sending participants to this intensive professional development opportunity, ***We must receive registrations no later than April 11, 2011 including the registration fee of \$750 per participant. Make checks payable to the National Network for Educational Renewal. Mail c/o Ann Foster, 2125 First Ave. #2305, Seattle, WA 98121***

Application and Registration Form

Agenda for Education in a Democracy
Summer Symposium
Week of July 18 – 21, 2011
Silver Cloud Hotel, Lake Union
Seattle, Washington

Application for participation in the 2011 Summer Symposium on the Agenda for Education in a Democracy in the NNER.

Name and role (i.e. classroom teacher), printed

Applicant's Summer Mailing Address

Email Address (summer)

Address, continued

Telephone Number

Name of Institution of Employment

Institution Address including zip code

Name of NNER setting

Instructions:

Send this completed application and your registration fee to

Ann Foster

2125 First Ave. #2305,

Seattle, WA 98121

not later than **April 11, 2011**. If you have questions, please call the NNER office (206-850-2017) or email Ann Foster at annfoster@nnerpartnerships.org.

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
Georgia Center for Educational Renewal at Georgia Southern University	Georgia
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
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

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

*Please submit suggestions for
 articles, information about
 people, and events in NNER
 settings to Ann Foster at:
annfoster@nnerpartnerships.org*



www.nnerpartnerships.org/