

For registration and hotel information, please go to the NNER Website: www.nnerpartnerships.org

Like democracy, the NNER is a work in progress. United in our optimism, we work toward an ideal: the renewal of schools and of those who prepare teachers. As stewards of such an ambitious education enterprise we must occasionally pause to reflect and retool. Our 2008 NNER conference, "Looking to the Past to Inform the Future," offers the perfect opportunity.

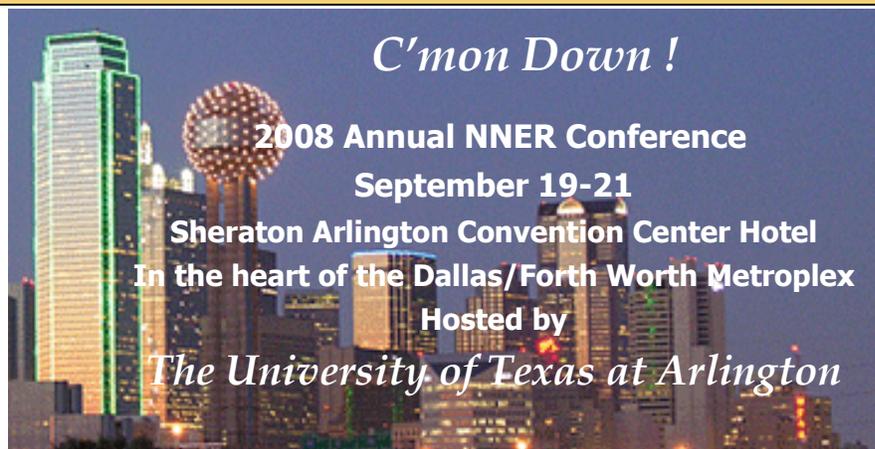
Ann Foster
NNER Executive Director

Meeting Schedule

Tripartite Council & Governing Council

- Thursday, Sept. 18, 2008**
4:00-6:00 pm
Tripartite Council
Welcome Reception
6:00-6:30 pm
Walking Tour of Campus
6:30 pm-8:30 pm
Tripartite Council Meeting
- Friday, Sept. 19, 2008**
8:30 am-12 noon
Tripartite Council
12 noon-1:00 pm
Tripartite Council & Governing Council Lunch
1:00-4:00 pm
Governing Council
1:00-4:00 pm
New-Participants session

Please see page 2 for conference highlights



NNER settings from Manitoba to El Paso, from the East Coast to the Hawaiian Islands, in rural settings to large urban centers, will send representatives to share their experiences and initiatives, to raise questions and seek input from their peers across the network. We expect three days of stimulating conversation, new connections, and new learning – all dedicated to securing for every student the education that sustains a democracy. So, today, right now, what could be more important? It's time to register!

The conference theme, "Looking Back to Inform the Future," is reflected in three strands, described below, to provide a framework for considering the work of the NNER from its inception and into the mid-21st century.

Strand 1: Paving the Way

Revisiting our History. We can learn a great deal by looking back at almost a quarter century of NNER partnerships. This strand reminds us of research that has illuminated partnership work, along with the many stories and models of successful practices that laid the foundation for current and future accomplishments. ♦

Strand 2: Working Together

Reflecting on Current Research, Policies and Practices. The Agenda for Education in a Democracy, the Postulates, and the NNER's framework for partner schools,

together with a common set of principles, guide the work of the NNER settings. To improve P-16 education, we need to deliberately review and assess our current and ongoing efforts at all levels. ♦

Strand 3: Looking Ahead

Considering Possibilities for the Times Ahead. Much work lies ahead if we are to fulfill the NNER mission. All stakeholders must be involved in planning future research and exploring new strategies and practices. Only with such a broad effort can we create the P-16 education necessary to prepare all students to fulfill their roles in a democracy. ♦

2008 NNER Annual Conference, *Looking forward to...*

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This will be the 9th NNER annual conference, a notable record of continuity. But more notably, this gathering of partners and colleagues continues to excite, inspire, and educate all of us. It is our own "coming home." So be sure to register, and we'll see you in September!

▣ Keynote Speaker

George C. Wright, president of Prairie View A&M University and well-known Southern historian, will give the Friday evening keynote speech.

▣ Concurrent Sessions

Sessions and discussions will be framed by three conference strands (see page 1). Concurrent sessions will include a **plenary session** with a panel of experts who will introduce each of the three strands.

▣ **Small-group discussions** and a **poster session** will be conducted during the concurrent sessions.

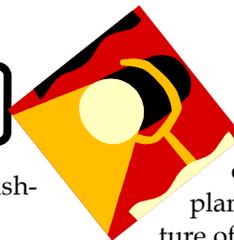
▣ **Field trips** to schools and other notable venues such as the JFK Memorial and Museum housed at the famous School Book Depository.

▣ **Orientation session** for participants new to NNER. They will have a chance to learn more about the mission, goals, and work of the network.

▣ **Presentation of awards.** One outstanding institution will be presented with the Richard W. Clark Award for Exemplary Partner School Work; and another will receive the Nicholas Michelli Award for Advancing Social Justice. First presented in 2005, these awards have become an important NNER tradition.

▣ **Taste of Texas** evening at the famous Billy Bob's of Texas, located in the Fort Worth Stockyards. The barbecue dinner will be accompanied by bull-riding contests, dramatized cowboy gunfights, and a country western concert. ♦

In the Spotlight



Mona Bailey

Mona Bailey, senior associate with the Institute for Educational Inquiry, has been appointed to co-chair a statewide advisory committee that will spend six months conducting a detailed analysis of the African American student achievement gap in Washington State and then recommend a comprehensive plan for closing that gap.

This is important work with potentially widespread implications, and the organization may serve as a model for other NNER settings seeking to have an impact on educational policy in their respective states.

Mona and co-chair, Trish Millines Dziko, will lead the 15-member committee, which was created and funded as part of legislation

recently passed by the Washington legislature.

Trish Dziko is director of the Technology Access Foundation and a former Microsoft manager. The committee is working in partnership with the Center for Improvement of Student Learning, which is housed in the state's Office of the Superintendent of Public Instruction. ♦

Deborah Shanley

Deb Shanley, dean of Brooklyn College's School of Education and a member of the NNER executive board, has been invited to serve on the National Parks Second Century Commission. In anticipation of the 100th birthday of our national parks system in 2016, the commission has been

charged with developing a plan that will help map the future of the parks system but will also provide guidance for the Congress and next administration.

This is a prestigious group that includes a former Michigan governor, the CEO of the National Geographic Society, the funding director of the National Museum of the American Indian, and many other distinguished academics.

Deb was quoted as saying, "Participating on the commission gives me the opportunity to braid essential knowledge needed in the 21st century with our critical understanding of the relationship between education and democracy and the moral dimensions of teaching and learning in a deeper way in our work at Brooklyn College." ♦

("Spotlight" continues on p. 3)



John H. Skillings

Maria Uribe

Principal of Goldrick Elementary School in Denver and an LTPS alumna, Maria Uribe is co-author of *Literacy Essentials for English Language Learners*, a new book to be published (Aug. 2008) by Teachers College Press (TCP). Her co-author is Sally Nathenson-Mejia, an associate professor in the School of Education and Human Development at the University of Colorado Denver.

As described on the TCP Website, this new book “provides research-based, best practices for teaching English language learners in kindergarten through fifth grade.” This “hands-on text features sample lessons and children’s literature that can be used to help ELL students develop the skills and knowledge they need to succeed in school.” To order a copy, go to: <http://store.tcpress.com/-0807749044.shtml>. ♦

John Skillings, executive vice provost for academic affairs, Miami University, recently received an award from the Talawanda/Miami Partnership, in recognition of his significant contributions to partnership work. John retired from his post in June and plans to return to teaching statistics at Miami University.

Through his long tenure with the NNER, John did a great deal to help increase participation from the arts and sciences, which included serving as the arts and sciences tripartite chair for many years.

NNER Online Journal. Last fall, John agreed to co-facilitate the NNER online journal committee with John Anderson, University of Nebraska, Kearney. Joining members representing a cross-section of NNER settings, John drafted a proposal for an online journal that seeks to inform the

network about issues, policies, and practices related to advancing the Agenda for Education in a Democracy. In his “retirement,” and pending approval from the NNER executive committee and governing board, John will continue to coordinate the journal’s work. He also has offered resources housed at Miami University, host-site of the journal, for a three-year period. ♦



John H. Skillings (right), Executive Vice Provost for Academic Affairs, Miami University, receives an award from Thomas S. Poetter (left), Director of the Miami University Partnership Office.

DISCOUNT OPPORTUNITY

‘Education and the Making of a Democratic People’

edited by **John I. Goodlad, Roger Soder, Bonnie McDaniel**

Released in hardcover in March, *Education and the Making of a Democratic People* is the latest publication from the Institute for Educational Inquiry. Paradigm Publishers will release the paperback version in September, but you can order your copy *now*, at the discounted price of \$28.00 (hardcover, \$82)!

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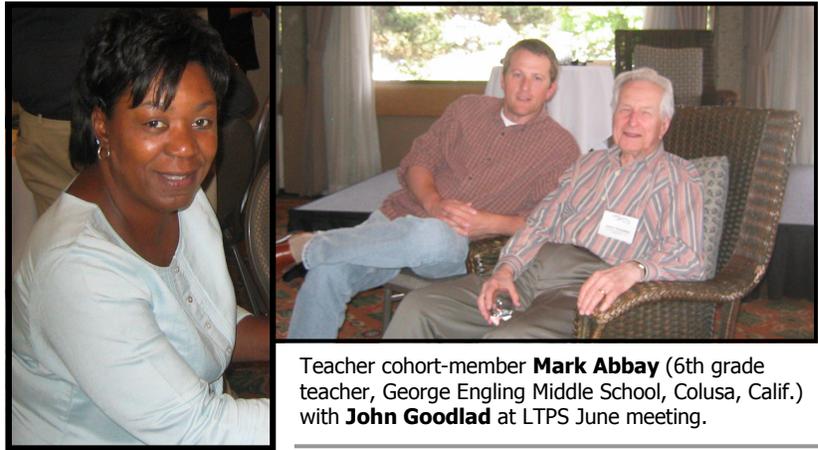
a note from Ann Foster:

As the Leaders for Teacher-Preparing Schools (LTPS) project comes to a close, we have lots to celebrate and much new learning that will guide NNER's renewal. The three-year project supported year-long cohort sessions for teachers and principals from throughout the NNER. These school leaders work in areas where students depend on the highest quality education to offset difficult societal conditions that impede or limit access to the wide array of life choices.

LTPS focused on "what are partner schools?," which included understanding the resolute commitments required, why they are critical to both P-12 schools and teacher preparation programs, and how to lead effectively in this complex environment. Sessions focused on strategies and skills that school leaders need if they are to be successful in helping future teachers to work effectively with students in isolated rural and large urban centers, and, also, to provide quality education for the P-12 students currently attending their schools.

A Proud, Happy Finish for LTPS

Leaders for Teacher-Preparing Schools comes to end of three-year funding grant



Teacher cohort-member **Mark Abbay** (6th grade teacher, George Engling Middle School, Colusa, Calif.) with **John Goodlad** at LTPS June meeting.

Principal cohort-member **Phyllis Combs**, Paul Laurence Dunbar High School, Dayton, Ohio.

Thirty-six principals and 44 teachers participated from settings as diverse as Ethete, Wyo.; Honolulu, Hawaii; Colusa, Calif.; and Newark, NJ. Partner school work varied as widely as the geography, with schools in fledgling stages working alongside of long-standing partner-school leaders. And, not surprisingly, while there were common challenges, each

school brought along its own set of puzzles and dilemmas to stimulate the conversations.

As we look back at the work, several future possibilities emerge. It is apparent that ongoing support for developing the particular skills needed by partner school leaders is important to the NNER mission. While the grant supported districts that qualify under the federal requirements, partner school leaders from throughout the network should have opportunities to work and learn together. The project leaders are examining possibilities for local or regional sessions where the LTPS curriculum can be adapted to local needs. As we continue to explore options for the future, the reflection below is a reminder that our partner schools – a primary strategy for advancing the NNER mission – require constant nurturing, guidance, and inspiration. LTPS participant **Orvetta Moore**, a teacher at Broadway Elementary School in Newark, NJ, wrote:

The LTPS experience was a very rewarding one and hardly a day goes by that I'm not reminded of some aspect of the conversations,

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Members of the 2007-08 LTPS principals cohort: **Back row:** Annie Brelsford, Pam Hopkins, Ann Foster, Phyllis Combs, Sylvia Shead, Holli Gover, Tracey Mallory, Ann Russek. **Front row:** Aloha Coleman, Eileen Bayens, Virginia Rivera, Heather Sherburn, and Cherie McMillan.

Summer Symposium 2007

"My Personal Journey with the NNER"

by Laurie Friedman-Adler,
Brooklyn College Academy

The privilege of participating in a widely respected, yet still growing, national educational movement has broadened both my practical and theoretical understandings. Since attending the National Network for Educational Renewal's (NNER) Summer Symposium held last year in Seattle, Wash., I have learned that educational responsibility, which grows more important every year, cannot be thoroughly understood by attending just one symposium. The NNER concepts of simultaneous renewal and school climate had to be turned into tangible, practical strategies applied to my own classroom instruction.

The Agenda for Education in a Democracy (AED) places enormous responsibility on its colleges of education and of arts & sciences, and on its community partnership collaborators. All students have the right to learn in an equitable environment where they are guided by "gateway" mentors, administrators, and educators. Concepts and skills for equity that I acquired at the symposium made me realize I had a responsibility for carrying valuable information back to my colleagues.

Understanding how the public schools directly affect a democratic society was crucial to my realizing the importance of why I attended the symposium. The notion of fostering a "good" citizenry for a democracy was probably the most difficult lesson to absorb. In particular, democracy and its powerful tool, *public education*, presented a "practice" dilemma for me: How do I present democracy in the classroom in ways that help my students to understand the profound value of the democratic concept? As John Goodlad states in his Agenda:

Democracy requires that citizens develop the abilities to make careful and informed decisions about often complex issues. . . We are not born with the skills or knowledge required for effective participation in a democratic society, nor do we acquire them by simply going about our business. Rather, they must be learned, practiced, and nurtured. This is why democracy requires that all citizens receive not just an educa-

tion, but a particular kind of education.

All the information presented at the symposium was stimulating yet overwhelming. I needed to go back to my "New York comfort zone" to digest everything. For the next two and a half months, the process of comprehending the new ideas and translating theory into practice had to be formed into a functioning work of art.

While envisioning NNER concepts, I tried to conceptualize the climate of my class, my social responsibilities, nurturing abilities, renewing the lessons to keep up with "NYC reforms of the week," and teaching the skills required for all learners to become active citizens in a democracy. How could I live up to the NNER postulates, and, more important, turn the theories into practical solutions for my high school and college learners?

After two and a half months of digesting the Seattle symposium, I attended the West Virginia NNER annual conference. This occasion introduced me to the communal-

(continued on next page)



Author, Laurie Friedman-Adler (center), with a few of her students at Brooklyn College Academy. From left to right: Jahiani Roberts (Djembe), Me'Dina Cook (Udu), Lessner Guerrier (Shakere, Native American Rattles, Ocean Drum, Vocals), Barbara Peterson (Tambourine, Mani Pouilli Sticks), and Dakari Patterson (Djembe and Gu Szeng).

Reflections (continued from p. 5)

ities of education in rural and urban America. It was interesting to learn that New Yorkers should not take ownership of its foreign language learners and that they should realize how other states, with large rural communities, are helping “dialect learners” encountering language problems.

One such seminar, “Adapting Successful Strategies from the Urban Setting to Strategies for the Rural Setting,” highlighted strategies to produce equitable education. The difficulties teachers encountered in rural settings sounded all too familiar. In states where “urban difficulties” never existed, this was an awakening for educators who taught in homogeneous communities. The shared urban/rural problems resulting from teacher attrition, an influx of migrant workers, and students speaking local dialects posed difficult issues for rural educators.

For many students, written texts were becoming synonymous with loud noise, which the seminar instructors described as “verbal noise.” Students had to learn to shut out most of the text and focus on comprehending one line at a time. This was all too familiar

to this New Yorker, who witnessed her grandparents struggle with language differences, trying to accommodate their new culture while remaining loyal to Old World language. With this in mind, I set out to renew my methods for teaching students about how a practical democracy and language work in my classroom. Being able to teach them to play musical instruments from all over the world at the same time as teaching about various seemingly opposing cultures, served as a practical lesson about democratic principles. Using musical instruments as “paths of forgiveness,” would allow me to teach and spread the principles of peaceful coexistence.

My journey to Charleston, West Virginia, reinforced the strong bonds of a proud, honorable profession. No matter how many variations we discover in our teaching methodology, the central theme remains the same: we involve ourselves in stimulating conversations to improve and renew the schooling of our students. It’s not just the serenity of Seattle’s Puget Sound or the rolling hills of West Virginia – it’s the quiet strength of our convictions that makes the journey worthwhile.

Laurie Friedman-Adler

Music Teacher, Brooklyn College Academy
Clarinet Professor, Hofstra University

LTPS (continued from p. 4)

debates and information gleaned from those times in Denver and Seattle. Winding down and in the last few months of my administrative internship causes me to reflect on terms such as equity, equal access and democracy. It's interesting how these terms have come to be the lens through which I view education and the delivery of instruction that I'm involved with in my current and probable future administrative position. Although I've always attempted to provide the best that I've had to offer my students and colleagues, the full clarity of those terms and their impact became evident due to the LTPS experience.

When I returned to this school in September (2007), our school had been assigned a new principal, and I discussed the concept of a university partnership with him. He shared that he had previously thought about that concept himself and that in the near future, would like to further explore those possibilities. I truly hope that our school is indeed afforded the opportunity for a university partnership along with the plethora of resources that it would open up to us as a school.

I would encourage anyone who might be contemplating participating in the LTPS experience to take advantage of it because it is a rewarding one, and from the onset, will expand one's way of looking at education in our society as it currently is and how it could look in the future.

Again, thanks to all of you for the privilege and opportunity to join you in the exploration.

Orvetta Moore



National Network for Educational Renewal



SETTING	STATE/PROVINCE
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California State University, Chico	California
Colorado Partnership for Educational Renewal*	Colorado
University of Connecticut	Connecticut
Georgia Center for Educational Renewal at Georgia Southern University	Georgia
University of Hawai'i and Hawai'i Institute for Educational Partnerships	Hawai'i
Illinois State University	Illinois
University of Southern Maine and Southern Maine Partnership	Maine
The Brandon School-University Partnership (The Brandon School Division and Brandon University)	Manitoba
St. Cloud University and the St. Cloud School District	Minnesota
Metropolitan St. Louis Consortium for Educational Renewal*	Missouri
MU Partnership for Educational Renewal	Missouri
Nebraska Network for Educational Renewal*	Nebraska
Montclair State University Network for Educational Renewal	New Jersey
University of New Mexico – Albuquerque Partnership	New Mexico
CUNY and the New York City Department of Education	New York
Miami University Partnership	Ohio
Wright State University	Ohio
South Carolina Network for Educational Renewal*	South Carolina
Arlington University-School Network for Educational Renewal (AUSNER)	Texas
University of Texas at El Paso	Texas
Brigham Young University and BYU-Public School Partnership	Utah
University of Washington	Washington
Benedum Collaborative at West Virginia University	West Virginia
University of Wyoming and Wyoming School-University Partnership	Wyoming

*denotes multiple IHE site settings

National Network for Educational Renewal

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