

Deadline for proposals: [June 15, 2010](#)

A Preview of Good Things to Come: the 2010 NNER Annual Conference

The October 7-9, 2010, annual NNER conference promises to improve the reach and benefits of our networking and significantly advance our work. We are particularly pleased that the conference will be held at Illinois State University in Normal, Illinois. With a statewide mission to prepare teachers for all of our public schools, ISU and its partnership sites work throughout the state to achieve simultaneous renewal in P-12 education.

We envision a conference that will give us an opportunity for lively and productive conversations about issues related to building and sustaining partnerships. The conference planning team invites leaders from P-12 classrooms and districts, university partners from arts and sciences and education, and community stakeholders to submit proposals that share lessons learned in their partnership settings. To help frame the discussions, we have identified four conference strands that represent important "dimensions of democracy."

- Practicing democracy in the classroom
- Engaging the wider community
- Creating citizens of the world
- Considering the implications of policy decisions

Full strand descriptions can be found at <http://www.ed.sc.edu/nner/default.asp>.

(continued on next column)

Robert (Bob) Patterson (1937-2010).

Please see p. 4 for a special tribute.

Conference time will be used for meetings of the tripartite council, the governing council, and executive board. For the sixth year, we will offer a session for individuals new to NNER and who would like an orientation to the NNER mission and goals. And, this will be the sixth year that NNER awards the Clark Award for Exemplary Partner School Work and the Michelli Award for Advancing Social Justice, each recognizing an institution for exemplary work . ♠

Doing the Honors . . .

❖ **Montclair State University's Secondary Teacher Education Program** ranked 14th in the nation in the 2010 U.S. News and World Report Rankings of Graduate Schools. It placed ahead of Harvard, NYU, UCLA, Berkeley, University of Texas Austin, and the University of Maryland. MSU's elementary teacher education program ranked 17th.

From **Dean Ada Beth Cutler**, "This wonderful recognition of our university-wide accomplishments in teacher education comes on the heels of two other recent honors. At the annual AERA meeting, Montclair State University will receive the 2010 Wisniewski Award from the Society of Professors of Education. This award recognizes an institution that has made 'singularly significant contributions to the

theory and practice of teacher education.' Montclair State has also been selected as one of 27 host institutions where Woodrow Wilson-Rockefeller Brothers Aspiring Teachers of Color Fellows may pursue MAT degrees."

❖ **Maryville University's Center for Teaching and Learning** held its national conference last fall, Oct. 2-3. During that conference, President Mark Lombardi announced the naming of the first Maryville Center for Excellence: the Center for Teaching and Learning is now known as the "**Dr. Mary Ellen Finch Center for Teaching and Learning**," an honor that came as a complete surprise to its namesake. Finch is director of the center and vice president for academic affairs. For pictures and background:

<http://blogs.maryville.edu/theclocktower/2009/10/center-is-renamed/> ♠

Take Note

Ann Foster, Executive Director

The 2010 NNER annual report is on the Web: (<http://www.nnerpartnerships.org/members/governance/minutes.html>) The report includes the executive director's report and detailed information from each setting. These include examples of ongoing work, initiatives, and research that advance the NNER mission and the AED. Governing council members noted that it serves as a wonderful resource with innovative ideas from settings on how to engage with community, advance equity, and build meaningful partnerships.

❖ The NNER directory is also now online. It includes contact information for local NNER participants as provided by each setting and will be updated each year.

❖ The Goodlad Institute now has its Web site up with updates on its work and connections to the NNER. <http://www.uwb.edu/academic/centers/goodladinstitute>

❖ The 2010 Summer Symposium will be held in Seattle, July 19-22, with over 25 participants from 10 settings already registered. The group includes tripartite members from a variety of roles. The symposium provides background on the NNER mission for those new to the work and leadership development to support work in local settings. The session will include an online component prior to the session to begin building a sense of community and shared background knowledge and vocabulary.

❖ Information and applications for the Clark and Michelli awards have been distributed to setting contacts. The applications are due in the NNER office on June 1. Please contact **Ann Foster** at annfoster@nnerpartnerships.org if you need more information or have questions about the application process. ♠

NNER Governing Council Meets in February

At its February meeting, the governing council voted to form a partnership with **Rethink Learning Now (RLN)**. RLN uses online participation and communication to generate activities to improve teaching, learning, and fairness. Public schools serve 50 million children in cities, suburbs, small towns and rural areas of the United States. Public schools will continue to serve the mass of our children. Rethink Learning Now embraces public education as a bedrock civic institution and at the same time seeks to strengthen public schools, particularly vulnerable schools that serve children who have been historically marginalized – poor children, children of color, and immigrants.

The Forum for Education and Democracy is a founding partner of Rethink Learning Now. Last spring, the Forum and several other civil rights and education organizations met to identify campaign goals and plan its initial activities. Since then, more than 30 additional organizations have joined and play an active role in conducting the campaign's work. ~ RLN Website: <http://rethinklearningnow.com/>.

2009 Expert Panels

The governing council spent considerable time examining next steps to the work of the expert panels at the 2009 conference. Following is a summary of the council's discussions:

❖ **Community engagement.** What is the significance of the formal new vision, which includes community, for the NNER? Good examples: At **Chico State University** special education majors are assigned to work with community agencies; at **CUNY**, arts and sciences engages with democracy in a large context that can enhance NNER collaborative work. The governing council recommended a rubric be developed to guide settings' efforts to improve community engagement.. To understand this complex partnership, it suggested a questionnaire be used to learn about what is already going on that makes a difference for students.

In addition, we need to learn how to make others (beyond the university and schools) part of the governance of a formal partnership. Questions for consideration included:

Continued on p. 5

A Busy 2010 Headstart for NNER Partners and Settings

University of Texas, El Paso (UTEP)

Principals' Forum:

Supporting UTEP Interns & Novice Teachers

University of Texas El Paso's College of Education and the El Paso Regional Induction Consortium's Feb. 9, 2010, session opened with comments by **Dean Josie Tinajero** who highlighted the vibrant and extensive involvement of schools and university partners engaged in providing the best possible education for current P-12 students and educators of the future. **Ann Foster**, NNER executive director, gave the opening talk on school/university partnerships, professional development, and partner schools. She described examples from throughout the NNER and from the Leaders for Teacher-Preparing Schools (LTPS) grant that included principals and teacher leaders from the UTEP partnership. ♠



Isela Velazquez, Ann Foster, Josefina Tinajero, Alexandra Diaz, Laura Marquez, and George Olvera.

City University of New York (CUNY)

Deborah Shanley and **Charlene Kohler-Britton** presented a workshop, **Partnering with the National Network for Education Renewal (NNER)** at the 38th Annual National Coalition for Campus Children's Centers on April 7-10, 2010 in Orlando, Fla. The workshop introduced early childhood educators to NNER principles and its mission, its partnerships, and how the work is a natural fit for an early education setting. Participants explored the idea of educating our youngest citizens in a social and democratic society. A DVD created by **Patrick Eckelmann**, showing children engaged in a community garden project was viewed and discussed as how it relates to the work of the NNER. Patrick is the lead teacher at Brooklyn College's Early Childhood Center and recipient of an Excellence in Teaching Award from the Professional Development Institute of CUNY. ♠

Wyoming School/University Partnership

Regional Conference:

Renewing Education at All Levels

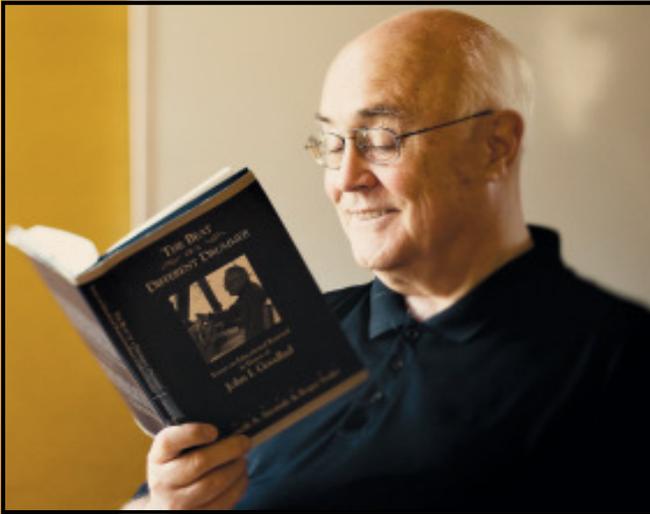
The Wyoming School-University Partnership held a regional conference on Jan. 28-29, in Casper, Wyo. Over 80 partnership members gathered to discuss key educational issues in Wyoming. They attended presentations, panel and small-group discussions, and obtained a clear understanding of the partnership's "Simultaneous Renewal Change Strategy," which engages schools, community colleges, universities, and the wider community in fostering academic excellence, stewardship of schools, and nurturing pedagogy. A post-conference, online book group delved into Hugh Hecló's *On Thinking Institutionally*, which was featured at an interactive session facilitated by **John Anderson** from the Nebraska NNER.

Audrey Kleinsasser, director of the Wyoming School-University Partnership, in her welcome message noted that the title of the conference, *In Praise of Education*, seemed familiar for a good reason. She observed that the phrase, *In Praise of Education*, "has been in use for over 10 years, summarizing and symbolizing efforts to simultaneously renew education in school, college, university, and community settings. In 1986, the partnership became a founding member of the National Network for Educational Renewal, which now includes 21 active school-university partnership settings in the U.S. and Canada. The NNER's most renowned conference, *In Praise of Education*, was held in Seattle in 1999. Since then, the continuing logo on the program cover signifies that influential event and the work that ensued." ♠



Participants in breakout session with Allen Trent, University of Wyoming. From right to left: Kate Muir Welsh, UW; Audrey Kleinsasser, WY School Partnership Director, Michelle Hoffman, Superintendent Fremont County School District #14; Dave Barker, Superintendent, Platte County School District #2.

Remembering Robert (Bob) Patterson



by Steve Baugh

Robert (Bob) Patterson, former dean of the McKay School of Education at Brigham Young University, passed away peacefully March 21, 2010. He would have been 73 on June 8. An outstanding teacher, administrator, and university scholar, Bob may be best known for his participatory leadership, inclusive nature, and sensitive caring personality, as well as his sense of humor. As McKay dean (1992-2003), Bob was the major force in strengthening the BYU-Public School Partnership, in both the quantity and quality of programs. He led efforts to create and implement the Associates and Leaders Associates programs, which continue today helping tripartite members understand and apply the AED. He quickly developed a close, mutually respectful association with the five partnership districts and their superintendents. Natural adept at gaining the trust of others and building superb relationships, he reached out to leaders in arts and sciences at BYU, bringing them into full partnership participation. **John Rosenberg**, dean of the BYU College of Humanities, observed: "Bob was the ideal leader. We trusted him because he trusted us. We trusted his ideas because he understood ours. We wanted him to succeed because our success was his primary objective."

Before coming to BYU, Bob taught at the University of Alberta for over 30 years, including a term as dean of education from 1983 to 1991. A strong AED advocate, Bob accepted numerous assignments to work closely with the IEI and NNER. **John Goodlad** recalls, "Bob and his colleagues accomplished some wonderful things—connecting all of the neighboring school districts through a school-university partnership; reconstructing secondary teacher education to incorporate a strong arts and sciences component; making excellent and sometimes courageous choices to build a very

competent faculty. Bob was one of the finest human beings I have known. On a personal note, when I was very ill, he called regularly to find out how I was doing and told Lynn that he did not want to disturb me but simply wanted to know that all was well. This meant a great deal to me." **Dick Clark** wrote, "I was truly sad to hear of Bob Patterson's passing. He was a good man who made many contributions to the children of North America." And from **Ann Foster**, "Bob will always be the embodiment of the NNER and people of good will."

Mary Ellen Finch wrote, "I am deeply saddened. I cannot tell you how I admired Bob and cherished my friendship with him. When the St. Louis Consortium joined the NNER and I made my first trip to Seattle, Bob was the first to welcome me with open arms. His kindness, compassion and deep commitment to our ideas were always an inspiration. When I was fortunate enough to visit BYU for the ATTE project, I always looked forward to my time with him."

Paul Wangemann, who worked closely with Bob in the BYU Partnership commented, "Bob combined extraordinary leadership skills with a sense of personal care and stewardship for everyone. He worked tirelessly to build relationships and establish a process that allowed everyone to renew together."

Bob's leadership and commitment are evident in his writing. He is the author of several books, book chapters, and journal articles, including the book *Centers of Pedagogy* (1990) with co-authors **Nick Michelli** and **Arturo Pacheco**. About relationships, he wrote, "If I could offer any leadership wisdom about the organization or function of partnerships, it would be this: The success of the partnership depends on relationships. We must consistently attend to activities that engender trust and respect. Partnership is clearly more about building relationships than it is about agreements or contracts. When we understand this and work assiduously to build this type of association, I believe progress and positive action will result."

On the 20th anniversary of the BYU-Public School Partnership, Bob's comments on the state of the organization reflected his optimistic, collaborative leadership: his personal legacy. He said, "We have laid the foundation for a culture of renewal through partnership and have solved problems and strengthened university/school renewal through a broad base of involvement and participation. We celebrate this progression and our hope for progression in the future."

Bob was a man of vision, who built and strengthened the foundations necessary for that vision to become reality. Everyone who knew him felt his love and generosity, and his dedication to renewing the education of children, youth, teachers, and society. ♠

- How do we bring others to the table and stay on track with the AED as our guide and not be derailed?
- What kind of community partnerships are most needed to accomplish NNER goals?
- How can/might the community become part of internal NNER governance?

❖ **Education Deans.** Developing a resource bank of work promoted or led by the deans was suggested. **Ada Beth Cutler** volunteered to develop a survey for the education deans from which a database of ideas that support the AED would be developed and distributed. Following are examples of work in the settings, led, guided, or supported by the deans, which will be included in the database:

- Local iterations of the Leadership Associates Program
- Successful advocacy of internal resources to support NNER activities
- Listing of outstanding features/programs within each NNER setting

The following question was raised: What could be the role of NNER education deans in helping prepare the next generation of education deans? As an example, a session in fall 2010, could bring together other administrators (chairs, associate deans, others) and deans to explore this issue. NNER deans can serve as mentors new to the work and/or the NNER.

❖ **Superintendents.** The group recognized that they need to connect to NNER and issues that relate to schools-on-the-ground information; materials and interaction related to schools' daily work; resources for working with superintendents and for work that superintendents do related to NNER. The settings would benefit if there were a resource base that could help connect P-12 administrators' daily work with the NNER mission/vision and activities.

❖ **New Settings.** By mission, NNER is a welcoming organization yet must maintain standards or expectations for membership; suggestions to address both included modifying the application process; streamlining it while remaining faithful to the mission. Support for new and current settings remains the central purpose for a network. With that in mind, the group agreed that the language of membership materials needs to be reviewed and updated.

❖ **A&S deans.** Publication guidelines in the arts-and-sciences departments don't include teacher preparation research. Can the AED be generalized to address the work of the A&S groups? It was sug-

2010 Expert Panel: GLBT Students *Preparing Future Teachers to Ensure Equity*

by Tina Jacobowitz, Facilitator

Our panel used the four dimensions of the AED as a framework for generating suggestions of important topics and issues, which will be included in a program to strengthen the support for educating future teachers with the skills, knowledge, and dispositions to address inequities currently faced by GLBT students. As we brainstormed the work needed as related to the AED, several themes emerged: safety, language, identity, history, educating parents and the community, and policy. We recognize that it is unlikely that an entire course will be devoted to preparing future teachers to work with GLBT students, so we have compiled suggestions and resources to include in existing courses. The course that mostly likely would address these topics is one on diversity, but our suggestions can be incorporated into a variety of teacher-education courses, e.g., on literacy, curriculum development and methods. The extensive list of resources compiled by the group is available on the NNER Web page: see, "expert panels." ♠

Governing Council ~ continued from column 1

gested that **Alan Wood** and **John Rosenberg** be asked to start the conversation, recognize these people at the president's level. The Teachers for a New Era project was one initiative that did a credible job of emphasizing that all P-16+ teachers play a crucial role in the preparation of teachers. University of Connecticut, University of Washington, and UTEP might have good materials to share for a resource bank on effective inclusion of arts and sciences.

❖ **GLBT.** *This report is highlighted in a separate article (see above). See the NNER Web page for the entire report and extensive list of resources and suggested uses to better prepare future teachers to provide a safe and inclusive environment for GLBT students.*

❖ **Doctoral Programs for Future Teacher Educators Reflecting the AED.** Montclair State is poised to begin a doctoral program for teacher educators in fall 2010. Interest in the program has been overwhelming. This topic reflects the desire to promote AED-related scholarship. A key first step is to determine if there are doctoral programs NNER settings (and beyond) focused on preparing future teacher educators—and also have an AED orientation. It was suggested that the NNER recognize quality dissertations that promote the AED. ♠

National Network for Educational Renewal



SETTING	STATE/PROVINCE
California State University, Chico	California
Colorado State University	Colorado
University of Connecticut	Connecticut
Georgia Center for Educational Renewal at Georgia Southern University	Georgia
Illinois State University	Illinois
University of Southern Maine	Maine
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—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
University of Wyoming and Wyoming School-University Partnership	Wyoming

*denotes multiple IHE site settings

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

