



In Praise of Education: The New Three Rs

2009 Conference Highlights

The University of Washington conference planning committee has spent over a year crafting what should be a particularly memorable NNER gathering. Following are just a few of the people and events that you will not want to miss.

- Luncheon conversation between **Pat Wasley**, dean of the College of Education, University of Washington, and **Vicki Phillips**, director of education division of the Gates Foundation.
- **John Goodlad, Deborah Meier, Henry Levin, and James Comer** participate in a panel facilitated by **Carl Glickman** and **George Wood**.
- **Nel Noddings**, prominent figure in educational philosophy, will speak on "Happiness and Education."
- New tradition: the **Literary Café** provides an opportunity to talk about books authored or edited by NNER members and associates.
- **Newcomers' Session** (Oct. 15, 1:00-4:00). Co-facilitated by **Stephanie Kenney** and **Barry Graff**.
- Presentation of the inaugural **John I. Goodlad Award** to an NNER member who has demonstrated outstanding leadership that moves the NNER

forward in this current education context.

- **Agenda for Education in a Democracy Scholars** will lead conference discussions based on papers they have prepared on critical education issues related to the AED. ♠

Tending to governance at the 2009 conference

Meeting schedule:

❖ Governing Council

October 15 ~ 1:15-4:00 pm

A new governing council chair will be elected at the governing council meeting on Oct. 15. Governing council members interested in this role are encouraged to stand for election. Those interested will be asked for a one-page summary of why they are interested in the role and some background addressing their skills for the role. These will be posted prior to the election.

In addition, one governing council at-large representative to the executive board position is up for election. A call for nominations

Reflection

Renewal

Responsibility

will be held at the governing council meeting for this role.

❖ Tripartite Council

October 14 ~ 6:00-8:00 pm

October 15 ~ 8:30-12:00 noon

Tripartite Council chairs, **Jean Eagle, Leslie Wilson, and Nick Michelli** will be contacting the members with the agenda and session details. Setting contacts or tripartite council members, please send **Ann Foster** (annfoster@nnerpartnerships.org) names, email addresses, and tripartite group for any members new to the role this year.

School and arts and sciences tripartite chair positions are up for election. Those elections will take place at the tripartite council meeting during the role-alike sessions. ♠

(Lunch will be served for the tripartite and governing councils on Oct. 15, 12:00-1:00)

Newsletter Features

"New York City Comes to the Midwest" - p. 4

"Two NNER portraits of AED Principles at Work" - p. 5

Official NNER conference Website:
<http://depts.washington.edu/nner2009/>



The Institute for Educational Inquiry Closes Its Doors on Edgar Street, but the Work Continues

For 17 years, the modest cottage on Edgar Street in Seattle, provided home and meeting place for the Institute for Educational Inquiry (IEI) founded by **John Goodlad**. A long extraordinary chapter in the life of the IEI is coming to a close. John is in the process of completing the sale of the IEI



LTPS group working at a table in the Edgar St. house, as have so many groups throughout the years, learning together and forming a network of support.

building, and a new institute begins to carry on the NNER mission. Although the Edgar Street address will no longer be used, the IEI continues to function as a nonprofit organization committed to advancing the Agenda for Education in a Democracy (AED).

For many individuals in the NNER, the IEI is synonymous with leadership development. The Edgar Street building itself holds many memories for those who participated in IEI programs: the leadership associates, journalism and education for the public good, league of democratic schools, developing networks, high school partner schools, secondary school renewal, the well-educated teacher, diversity in teaching and teacher education, and summer symposia. During NNER's annual conference, October 15-17, 2009, participants will have an opportunity to write down their memories of Edgar Street experiences, which will be collected and passed along to John.

John and **Tom Bellamy**, director of the new Goodlad Institute for Educational Renewal at the University of Washington, regularly touch base about ways in which both institutes can contribute to the AED. While the IEI continues, with John's work at its core, the Goodlad Institute is developing grants and other initiatives with NNER members across the settings to ensure that the AED continues to be applied in our daily work

(continued on p. 7)

The new mailing address for the IEI is 117 East Louisa Street #371, Seattle, WA 98102. Its phone number and Web address remain unchanged: (206) 325-3010; <http://www.ieiseattle.org/>. Email contact with John Goodlad continues to be through Paula McMannon at paulam@ieiseattle.org



JOIN US!
OCTOBER 15-17, 2009
Annual NNER conference
10th Anniversary of
"In Praise of Education"

Take Note

Ann Foster
Executive Director

Reunion ~ Leadership Associates

As part of the 2009 conference and the celebration of the 10th anniversary of In Praise of Education, there will be a reunion of all the leadership cohorts sponsored by John Goodlad's Institute for Educational Inquiry (IEI). The conference planning committee hopes that the leadership associates will strongly consider attending the conference; the reunion activities are scheduled for Friday evening, October 16. Wilma Smith will open the event, welcoming one and all. During this reunion, cohort participants will renew old acquaintances and have the opportunity to chat with the faculty from their "old training days."

Film Viewing Option: Friday, Oct. 16, 5:45 pm

"Straightlaced – How Gender's Got Us All Tied Up," an unforgettable new documentary from Academy Award winning director Debra Chasnoff, takes an intimate look at how popularity pressures around gender and sexuality are shaping the lives of American teens. The film proudly showcases the diverse and unscripted voices of more than 50 youth from a wide range of high schools, who speak with breathtaking honesty, insight, and humor about gender roles and their struggles to be who they really are. From girls confronting popular messages about culture and

(continued on p. 3)



AED Scholars to Lead Conference Discussions

Schools and universities in NNER settings need to engage community members and educators in deliberative conversations about critical issues associated with the deep structure and regularities of the schooling enterprise. During the 2009 NNER conference, Agenda for Education (AED) Scholars will share five papers, grounded in theory and practice, written to help stimulate such conversations. Issues addressed include:

- inequities in the nation's educational systems
- failure to attend to the individual differences of students
- lack of commitment to the essential role of schooling as the means of preparing

participants in a democratic society

- failure of society to recognize the powerful educational influences of forces other than schooling in the education of the nation's people.

The AED Scholars developing the papers have been recognized by the Institute for Educational Inquiry for their long-term efforts as individuals and group members to advance the mission, create its necessary conditions, and develop strategies for implementing the AED. The scholars include school leaders and professors from colleges of education and the arts and sciences.

(contd. next column)

(AED Scholars ~ contd.)

Drafts of the scholars' papers will be posted on the NNER Website in September.

During the conference discussions, participants will be invited to add concrete examples of problems and practices to those described in the drafts. Some of the scholars are also giving attention to developing ongoing processes that will allow the addition of cases and scenarios that provide more sources for settings as they engage in the conversations. The ultimate goal is to create materials that will be equally useful to both lay and professional audiences. ♣

(Take Note, from p. 2)

body image to boys who are sexually active just to prove they aren't gay, the students in "Straightlaced" illustrate the toll that deeply held stereotypes and rigid gender policing take on all of our lives. Their courageous stories also model the possibility for dialogue and action, offering both teens and adults a way past anxiety, fear, and violence toward a more inclusive, empowering society.

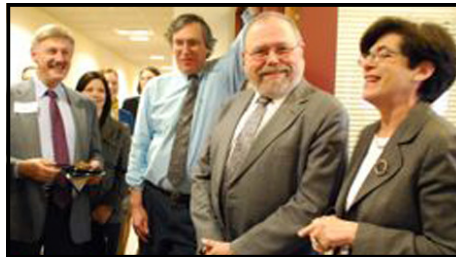
Annual Reports

Setting contacts have the 2009 annual report format, which continues to emphasize the efforts of the equity task force so that we can learn from one another as we advance quality schooling for all in safe and nurturing school communities. Please email your reports to Ann Foster (annfoster@nnerpartnerships.org) by Nov. 2, 2009.

For the **Literary Café**: Members from all settings are asked to contact Tom Bellamy, with titles of books that they have authored or edited that relate to the Agenda for Education in a Democracy (tbellamy@uwbu.edu). ♣

Dedication of the "Nicholas Michelli Conference Room": Recognizing 30 years of Service to Montclair State University

On April 23 Montclair State University dedicated the **Nicholas Michelli** Conference Room in the new College of Education building. A gift from colleagues, friends, and family, this honor recognized Nick's 30 years of MSU service, including 20 years as dean. The event included a lecture by Nick, the ribbon cutting, and a reception. ♣



MSU President Susan Cole makes some remarks at the ribbon cutting.

At the ribbon cutting were several NNER members: David Keiser, Lisa DeLorenzo, and Tina Jacobowitz. On either side of Tina, looking on with pride, are Nick's Aunt Marge, his mother-in-law Miriam, and over Nick's left shoulder, his brother-in-law Sheldon.



A Recap

Resisting the temptation to bask in Seattle's July sunshine, 23 dedicated NNER members immersed themselves in a series of lively conversations at the 2009 Summer Symposium. The session was grounded in study and debate on the roles and responsibilities of individuals and institutions in a social and political democracy as related to the NNER mission.

Public school teachers and administrators worked alongside university education and arts and sciences faculty and administrators during the four-day session. The group studied *Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America* by Paul Tough as a basis for examining their work to engage with local communities. School leaders noted the need for connecting authentically with the communities in which their students spend their school lives, developing support for each student as a learner and a person of worth.

Roger Soder's conditions for democracy set forth in *Education for Democracy: The Foundation for Democratic Character* served as the background for the democracy walk, when groups became ethnographers studying how we are as a public, exploring and observing public interactions. The groups went to various public places to study how the public interacts with one another, the infrastructures that support social democracy, and the connections to our roles in formal education.

Major goals for the summer symposium included developing background knowledge about the AED and the NNER mission; enlarging networks so that NNER

New York City Comes to the Midwest

**"The Nebraska Experience" by Nicholas Mazarella,
Principal of the Brooklyn College Academy**

*S*hofar, tabla, gu zheng, and balafone— probably sound like foreign words to most students around the country, but they actually belong to a universal language. They are names of international musical instruments, and at **Brooklyn College Academy** (BCA) our faculty and administration believe music is the universal language and that this kind of "language acquisition" is empowerment.

During the 2008 NNER Conference, I approached **John Anderson** from the University of Nebraska at Kearney about bringing six students from the BCA World Ensemble music group to perform concerts on Native American reservation schools. Participating in and experiencing the traditions of a living culture enabled these six students to be educated outside the isolation of the classroom. The Native American reservation offers rich learning environments filled with wonderful linguistic

variations, tribal traditions, and moving oral histories. On April 5, 2009, the snow gods looked with favor upon our collaboration and allowed us to escape the earlier blizzard! Our students travelled a total of 680 miles throughout Nebraska performing four concerts for diverse audiences. Not only did the students witness the diversity of their audiences, but every performance culminated with an exchange of respect.

The central theme emerging from the students' written reflections was how much this Nebraska experience influenced their lives. Taking our students to the Seattle conference in October to perform and read these reflections will be an impressive demonstration of how imperative it is to collaborate in a holistic, democratic system where students are not afraid to think in critical, thoughtful, and creative ways. ♠

See also *Friedman-Adler* article, p. 5.

Summer Symposium (contd.)

members can connect with colleagues throughout the network; and examining ways to implement the concepts and values embedded in the NNER in each participant's sphere of influence.

Participants from seven diverse NNER settings enriched the conversation and shared learning. Participants included: **Tim Cashman, Julio Noboa, Felice Harrison, Linda Hutchison, John Patten, Gregory Clark, Pam Su'a, Jim Porter, Nancy Wentworth, Mary Bailey, Charlene Kohler-Britton, David Lawrence, David Genoves, Shernell Thomas-Daley, Susan Payne, Sandra Bill-**

ings, Robin Hands, Joe Mitchell, Beth Mitchell, Grant Hambright, Karel Rose, Wayne Reed, and Jessica Seigel.

NNER executive board members **Deb Shanley, Jean Eagle, Leslie Wilson, Greg Bernhardt,** and **Dennis Potthoff,** and executive director **Ann Foster** facilitated the symposium sessions. Prior to gathering in Seattle, a pre-session online activity, developed and facilitated by Dennis Potthoff, built a sense of community, voice, and shared understanding of the NNER mission. ♠



Following are examples of two NNER members' journeys. Their grounding in the AED principles contributed to actions that bring the principles to life in significant and different ways. John Goodlad has observed that NNER settings are the proving grounds for the AED, where we all work toward the same mission in many and varied ways. The critical factor is "work," putting the concepts into action. The AED lives through individual and institutional action, as we see an inequity or an opportunity to improve the political and social democracy in which we live we act on it. As an organization, we celebrate with and because of the hard work of NNER members such as Steven and Laurie to make the nation and our schools better.

Laurie Friedman-Adler was recognized on Above and Beyond: Inspiring Students Inspiring Teachers on NYC's ABC Channel 7. Her World Ensemble program at Brooklyn Academy High School was highlighted as an exemplary program. Laurie teaches the ensemble using her own lifetime collection of about 150 world instruments. As she notes, "If you respect the instruments you also respect the culture." And, further, she observes that the instruments each tell a story, and through the stories she teaches historical and archeological aspects of cultures.

School principal **Nicholas Mazzarella** noted that Laurie has a passion for what she does, and she takes things to the ultimate level. And ultimately, students benefit. A foundation observation that drove her work on this remarkable program is equity; she noted that in other parts of New York State, students have access to instrumental music much earlier than in NY City, so she wanted her students also to experience music and develop the skills to continue to advance and enjoy playing instruments.



Laurie Friedman-Adler (center) with a few of her students last year. From left to right: Jahlani Roberts (djembe), Me'Dina Cook (udu), Lessner Guerrier (shakere, Native American rattles, ocean drum), Barbara Peterson (tambourine, Mani Pouilli sticks), and Dakari Patterson (djembe and gu zheng).

If you go to <http://abclocal.go.com/wabc/video?id=6876080>, you can see and hear the vibrant performances and get a sense of the commitment and quality of the students' work. You can also listen to students reflecting on their experiences and view the range of instruments Laurie has collected and taught to her students play. The video includes Laurie and her principal reflecting on the program and their commitment to it. ♠

Steven Baugh is executive director of the Brigham Young University Public School Partnership and director of the Center for the Improvement of Teacher Education and Schooling. He has a story to tell:

Years ago, someone shared with me the parable of the parachute. Maybe you've heard of it: Why is it that we are so often climbing out of trees that we never climbed into in the first place?

I was a school superintendent for 12 years and often felt this way as difficult problems landed in my lap. "Hey," I would moan, "I didn't cause this. Why is this now my problem?" Well, in early January 2008 I climbed into the tree on my own by announcing my intention to run against the Republican incumbent for the state legislative seat in my district. As one of the five percent of registered Democrats in what is arguably the reddest district in the country (of course I don't know Oklahoma that well), why would I do this? And we hadn't elected a Democrat in our county to a statewide office in 15 years, so where did the journey begin that would lead me try this? The answer: the Agenda for Education in a Democracy.

As one of 19 participants in the Leadership Associates program (Seattle, Cohort II, 1993-94), I was exposed to Agenda ideas and topics such as simultaneous renewal, the public purpose of schooling, the postulates, and the moral dimensions of teaching. During that program year, I read more than I'd read in total (continued on p. 6)



Colleagues in arms: Steven Baugh with John Goodlad and Tom Bellamy.



Shepard Symposium Work Advances Social Justice



Sylvia Parker, from the UWYO Science and Mathematics Teaching Center, served on the 2009 steering committee.

The Shepard Symposium on Social Justice is held each spring at the University of Wyoming (UW). The symposium seeks to engage participants in discussion and analysis of strategies and actions that can eliminate social inequality. It strives to reach a broad audience of community members (on and off campus), as well as regional and national groups of participants.

The theme of the 2009 symposium, held April 1-3, was "Greet the dawn, not the setting sun: shining light on human rights." Keynote speaker, Elizabeth Birch, is a national leader in the gay and lesbian civil rights movement. She served as executive director of the Human Rights Campaign for nearly a decade. Academy Award winner Debra Chasnoff introduced her organization's newest documentary, *Straightlaced- – How Gender's Got Us All Tied Up* which takes an intimate look at how popular pressures around gender and sexuality are shaping the lives of American teens. Beth Lofferda, author of *Losing Matt Shepard: Life and Politics in the Aftermath of Anti-Gay Murder*, was the closing speaker. Loffreda is also director of the MFA Program and associate professor of English at the University of Wyoming. Breakout sessions led by high school, university students and faculty, university faculty and community leaders addressed a wide range of social justice issues.

Begun in 1997 by two faculty in the College of Education, Omawale Akintunde and Margaret Cooney, the symposium, then called The Symposium for the Eradication of Social Inequality, aimed at involving University of Wyoming and local students in dialogue on issues related to social justice, particularly within the context of public education. In 2003 the annual event was renamed the Shepard Symposium to honor the work of the Shepard family and the memory of their son, Matthew Shepard, a UW student and social activist. The symposium is a living reminder of the need for information and dialogue about social justice concerns in the United States and beyond. From those early beginnings, the symposium has grown in several ways. It has broadened its focus so that participants from throughout the community, state, and region have presented on social justice issues within a variety of arenas, including but also beyond public education. The symposium has expanded its topics to include inequalities based on race/ethnicity, gender, sexual orientation, disability, and class. The Shepard Symposium was the 2007 recipient of the NNER's Michelli Award for Promoting Social Justice. ♠

(Baugh ~ from p. 5)

since graduate school/benefitted deeply from conversations with fellow colleagues in the cohort in K-12 and higher education from around the country; and learned much from close contact with the likes of **Wilma Smith, Dick Clark, Roger Soder, Ken Sirotnik, and John Goodlad**. The program affected me greatly – both personally and professionally. At the time I'd been a superintendent for five years and needed a mental and emotional boost. I was dying inside. The study of the moral dimensions and the other elements of the Agenda was the boost I needed. It kindled a fire in me. I returned home renewed and impassioned about the importance of public schooling and what I was doing.

Fast forward 10 years. I had retired from the school district and found myself in a position where I could do more than complain about the lack of political balance in the Utah State Legislature – the lack of balance which, in my view, caused the legislature year after year to fail to properly address issues of importance to the people: public schooling, health care, legislative ethics, and immigration. I decided to quit merely talking about it and actually do something. I announced my candidacy for the state legislature in January, formed a committee, raised some funds, held numerous neighborhood meetings, and knocked on almost 5000 doors until election day in November. My supporters and I worked hard, talked to a lot of people, shared important

views, and in the end, garnered 41 percent of the vote. Initially disappointed with the results, I later reflected that I did, after all, get 41 percent of the vote in a largely Republican district – the glass is half full.

It goes without saying that each of us needs to be actively involved in our democracy. It doesn't mean we all run for office; but for me, I needed to do this. Without question, I would not have done so had it not been for my "enculturation" in the Agenda and the work of **Dr. John Goodlad** and his colleagues. ♠

On page 7, Steven shares some of the compelling ideas that influenced him ultimately to run for office:



Education in a Democracy.

A Journal of the NNER

NER's new peer-reviewed journal, *Education in a Democracy*, will appear for the first time this fall and will include ten articles dealing with various aspects of the work of the NNER. The journal will be available online by the end of September and can be accessed via the NNER Website (choose the "Journal" icon). Hard copies of the journal will be distributed at the annual NNER conference.

Invited articles have been written by **John Goodlad** ("Yesterday and Today: Telling the Story of Renewing Education in a Democracy") and **Richard Clark** ("Community Engagement and Renewing Education"). Other articles have been written by arts and sciences faculty, education faculty, and teachers in schools. Articles deal with topics such as practice, democratic education, goals for educate, a school-supporting a math implementing the equity and school principles in literacy schools, why we university partnership curriculum project, agenda for a democracy in a teacher education program, and how the journal was formed.

Authors from all parts of the partnership are encouraged to submit their work for consideration

Many people have contributed to a successful inauguration of this new journal. The following individuals have been especially involved: editorial board members ~ **John L. Anderson**, co-editor (University of Nebraska-Kearney), **Jean Eagle** (Talawanda Schools), **Laura Nicosia** (Montclair State University), **Thomas Poetter**, co-editor (Miami University), **John Skillings**, co-editor (Miami University), **James Tomlin** (Wright State University), and **Caren Town** (Georgia Southern University). Editorial assistant is **Kellie Pennington** (Miami University).

The journal will appear in an online format once each fall, with articles that discuss inquiry related to the mission of the NNER and the Agenda for Education in a Democracy. Although there is reason to celebrate the appearance of the first edition of the journal, articles are needed for the second edition (fall 2010). Articles can be submitted via e-mail to **John Skillings** (skillijh@muohio.edu); for best consideration they should be submitted by December 15, 2009. ♣

(IEI & Edgar Street ~ from p. 2)

and constantly renewed as social and political contexts change.

AED Scholars associated with the IEI are developing a series of papers addressing critical issues in education. These papers will be posted online prior to the October conference and will be discussed during conference sessions. (see p. 3 for related article)

John Goodlad has spent much of this summer at his favorite get-

away in the San Juan Islands, where he has had time to reflect on current critical issues in education and do some writing. He looks forward to meeting with past leadership associates, NNER colleagues, and others attending NNER's annual conference. ♣

Ideas that Can Change a Life ~

from Steven Baugh

See related article on page 6.

"One might also ask the question, 'Whatever happened to the idea that public education is the essential starting point for addressing the well-being of democracy?'"

There is only one institution with the capacity to provide the education necessary to the existence and renewal of a democratic public—the common school."

from **John Goodlad**, *Education and the Making of a Democratic People*

"... public schools are not merely schools for the public, but schools of publicness: institutions where we learn what it means to be a public and start down the road toward common national and civic identity. They are the forges of our citizenship and the bedrock of our democracy."

from **Benjamin Barber** in *The Public Purpose of Education and Schooling*

Characteristics of a democratic citizen:

- Respect for civil discourse
- Free and open inquiry
- Recognition of the difference between a persuaded audience and a more thoughtful public

from: **Roger Soder**, *Developing Democratic Character in the Young* ♣



National Network for Educational Renewal



SETTING	STATE/PROVINCE
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California State University, Chico	California
Colorado Partnership for Educational Renewal	Colorado
Colorado State University and the Poudre School District Partnership	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

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

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