

**National Network for Educational Renewal
Annual Report
2005–2006**

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL

ANNUAL REPORT

2005–2006



December 2006

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NNER ANNUAL REPORT

2005–2006

INTRODUCTION

This annual report describes progress being made in the National Network for Educational Renewal (NNER) as member settings pursue the Agenda for Education in a Democracy (AED) as defined by the Network's mission statement.

The report includes information from the twenty-four settings that comprised the NNER as of October 2006 and highlights considerable progress on the Agenda. The progress represents collective commitment to the AED and thoughtful work within the individual context of each setting by numerous participants. Given the complex navigation required to work within the larger political surround, the vast range of needs among our students and within our settings, and the ongoing changes that occur through attrition and growth, the NNER takes pride in its 2005–2006 accomplishments and recognizes the areas that pose ongoing challenges to advancing the AED in policies and practices.

This report includes:

1. The Executive Director's year-end report
2. Reports from the individual settings listed alphabetically by state/province
3. A copy of the NNER mission statement and a listing of current NNER settings

EXECUTIVE DIRECTOR'S REPORT

Ann M. Foster

This report highlights the 2005–2006 activities of the National Network for Educational Renewal (NNER) and my third year as Executive Director. This year has brought changes to the NNER and the Institute for Educational Inquiry (IEI), and among them, the half-time position as IEI senior associate—the position that created a shared role for the NNER and IEI work—is no longer in effect. Rather, in addition to the role as NNER executive director, I am co-principal investigator of a federal grant written to support the NNER partner schools. The grant supports partner school leaders to engage in year-long leadership associates programs and is operated through the University of Washington at Bothell. The work continues to support the Agenda for Education in a Democracy (AED) through initiatives that deepen and broaden the influence of the AED and continue to support the IEI and NNER collaborative work.

This report represents a significant transition period for the NNER. The network continues to change and welcome additional settings and further collaboration with other entities dedicated to promoting democracy through education. This year, the California Polytechnic State University Partnership withdrew from the NNER, and the California State University, Chico, Partnership became the newest NNER member. The IEI continues to examine its role of providing leadership development to advance the AED and is directing more attention to studying democratic practices in schools.

I have organized the Executive Director's report into sections that highlight the 2005–2006 priorities identified for the Executive Director by the Executive Board: (1) engaging in strategic planning and initiating the recommended actions, (2) supporting inter-setting connections, (3) advancing the role of the NNER in leadership development, (4) implementing the equity report as adopted by the Governing Council at the February 2004 meeting and reaffirmed by the tripartite council, and (5) continuing the collaborative efforts with other organizations. The report concludes with notes of appreciation and future considerations.

STRATEGIC PLANNING

Work in this area began with a discussion involving Executive Board members and IEI leaders regarding the NNER's future and continued collaboration with the IEI in light of the IEI's shifting its focus. The Executive Board and Governing Council recommended engaging a group of NNER participants to study and proffer direction for the network. A planning group that included members of the NNER Executive Board, John Goodlad, Dick Clark, NNER members with tripartite perspectives, the NNER Executive Director, and facilitator Stephen McCormick met in June 2006 with the following charge:

The purpose of the meeting is to celebrate the NNER's 20-year history and make fundamental decisions about the Network's future. Over the course of our retreat, we will review the institution's history, its mission, the value it provides constituents, and how it delivers this value (its structure, operations, staffing). We will look at how the

NNER can continue to deliver value over the next twenty years and what changes are needed to ensure that it does.

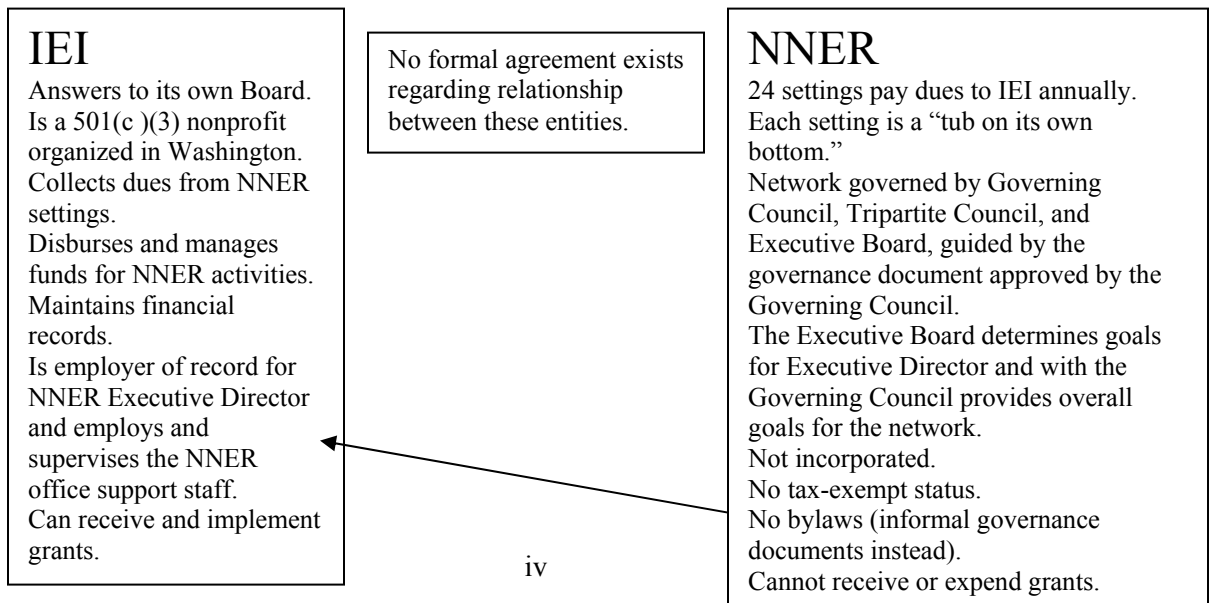
Desired Outcomes—By the end of this meeting, we hope to have reached consensus on the following recommendations to the Governing Council:

- Agreement on whether or not to incorporate the NNER as an independent institution and, if so, what kind;
- Ratification and/or proposed modification of the institution’s overall mission;
- Recommendations on how the NNER can continue to deliver value to constituents, and how it might change or expand its offerings;
- Recommendations on an appropriate operational framework for the next period of NNER’s history (structure, staffing, etc.);
- Recommendations on how NNER should maintain relationships with key partners and how it might consider modifying these relationships;
- Agreements on the broad elements of a necessary “business plan” should NNER be incorporated as an independent institution.

The interaction was grounded with shared background from Ken Sirotnik’s book, *Renewing Schools & Teacher Education: An Odyssey in Educational Change*. The detailed analysis of the NNER’s history, relationship with the IEI, and hopes for the future provided structure for the session.

Separate Not-for-Profit Status

At session’s end, there was agreement that the current relationship of the NNER as depicted below creates a dependency rather than collaborative interdependence, and the group recommended that the Governing Council approve moving the NNER to an independent not-for profit 501(c)(3) organization. The following diagram represents the current IEI/NNER relationship:



Follow-up action on the recommendation to research and seek Governing Council approval was initiated. I talked with a consultant that specializes in not-for-profit start-up processes and to the chair of the IEI Board of Directors. The Executive Board members contacted the Governing Council members; information was distributed and time was allotted at the October 2006 Governing Council meeting to discuss questions, issues, and perspectives. The Governing Council voted to move forward toward separate not-for-profit status.

To date, I have drafted a set of bylaws consistent with the current operation of the NNER governance group and have met with an attorney to begin the incorporation process.

Mission Statement and Organization Values

In other strategic planning activities, the group studied the current NNER mission statement and proffered a slightly revised document for review by the NNER membership. The revisions reaffirmed the NNER's commitment to the AED, made more overt the NNER's work toward direct and equal partnering with local communities, and included our commitment to provide leadership development. The Tripartite Council and Governing Council reviewed the proposed amendments at the October 2006 meeting, and the Governing Council will return in February 2007 to vote on a final statement.

SUPPORTING INTER-SETTING CONNECTIONS

This goal is related to the NNER's new, more active role in developing and supporting members' engagement in the AED, a goal that will be addressed in a subsequent section of the report. Recognizing that the NNER has little formal infrastructure—one half-time Executive Director and one part-time support staff—we recognize that ongoing development of leaders who understand the mission must occur in the settings as well as in network-sponsored activities. To this end, settings are undergoing renewal sessions—local leadership activities that use local expertise and that of colleagues around the network. To support these efforts, I am working with setting leaders to help plan, review materials, and facilitate or participate as needed in the sessions. Upcoming sessions will be held in the Nebraska, Georgia Southern, AUSNER, and Wyoming settings. Several settings have longstanding leadership programs, and these serve as models for other settings.

The Wyoming and Colorado settings co-hosted a celebration of both settings' twenty years in the NNER. The session was held in Cheyenne, Wyoming, and drew over 120 participants from both states. Founding Wyoming Partnership leaders, Lynn Simons and Wayne Porter, were acknowledged, and the session included a tribute to Cal Frazier. Earlier, the Utah setting held a similar celebration. These and other setting-initiated sessions serve as models and also as opportunities for colleagues in nearby areas to participate. In addition, they renew individuals' commitment to and understanding of the AED.

The Brandon setting held its NNER orientation session with over forty participants at the two-day and one evening session. John Rosenberg, Swanya Pitts, Dennis Potthoff, and I facilitated

the session. The Chico Partnership will have its orientation as the newest NNER member in spring 2007. Colleagues from around the NNER working in conjunction with the Chico Partnership leaders will co-facilitate this session as well.

Also, in spring 2006, the IEI hosted a community engagement session, following up the original work of the Developing Networks of Responsibility to Educate America's Youths (DN) initiative. Teams that included community members from fourteen NNER settings met in Seattle to learn more about community engagement, apply the AED to the work, and plan for local educational renewal. Members of the original ten DN settings served as facilitators, and cross-setting sessions and planning sessions were included. The format encouraged conversation and shared learning. We will continue to use this model and the experiences of participants as the NNER works to engage with community in school renewal.

A think tank on equity, also emanating from the DN work, was co-sponsored by the Hawai'i setting and the NNER, with financial support from the IEI. The session was designed to address equity issues and develop materials to improve the NNER's work in this area. More than fifty people from twelve NNER settings and other institutions that share our commitment to addressing the issues related to providing equity in policy and practice participated. The session, the first of its kind, served as a pilot with the goal of having working sessions on specific topics for members whose interest and expertise can advance our efforts. The success of the session has promoted interest in additional sessions to further this work. This initial effort's success indicated that there is interest throughout the NNER for hosting and participating in focused sessions.

NNER-INITIATED LEADERSHIP DEVELOPMENT

The NNER, as a self-making organization, is responsible for supporting new leaders, keeping current leaders engaged, and working with the inevitable change in membership communities with retirements, new hiring, and expansion. The work in this area for 2005–2006 is closely related to the inter-setting connections. All these activities are purposeful efforts to advance the AED for individuals, groups, institutions, and settings working on renewal that results in action and change.

Summer Symposium

In support of the charge to address the NNER's role in providing leadership development, the strategic planning group recommended that the NNER take responsibility for facilitating one week-long summer symposium each year. The goal is to increase the number of NNER members that have access to readings, conversation, and inquiry to support their understanding of the AED and their role in advancing it in their settings. The Executive Board members endorsed this initiative by volunteering time and resources to conduct the session. Along with the Executive Director, the group planned and facilitated the 2006 Summer Symposium for twenty-one participants from throughout the NNER and institutions interested in membership. John Goodlad and Dick Clark of the Institute for Educational Inquiry were contracted to lead

specific sessions. In 2007, the Executive Board will host a comparable session and expand the participation to thirty members.

Leaders for Teacher-Preparing Schools (LTPS)

The federally funded grant, Leaders for Teacher-Preparing Schools, is in its second year. The grant focuses leadership development on three questions: What are partner schools? Why are they needed? How can principals effectively lead partner schools? The sessions include learning how the AED impacts day-to-day partner school practices and policies and how the mission is different from that of other schools, discussing the roles of universities in partner schools, and developing specific skills and knowledge that principals must have to lead these schools. Twenty-four prospective and current principals completed the first year-long cohort programs and more than seventy partner school colleagues—principals, teachers, and university faculty—participated in a working conference in June 2006. Currently, there are fourteen principals and fifteen prospective principals engaged in the year-two cohorts.

This grant provides NNER leadership development for school leaders throughout the network and opportunities for university and school partners to learn from one another. Participants indicated that the sessions and interaction deepened their understanding of both institutions' goals, mission, constraints, and operating cultures. In addition, they reported that they understood the AED more deeply and renewed their commitment to working in large urban or isolated rural communities to provide quality education for current students and future teachers. The project will hold the second annual working conference in Bellevue, Washington, in June 2007.

NNER Annual Conference

The NNER annual conference and Governing Council meeting was held in Cincinnati, Ohio, October 18-21, 2006. The conference, following the very successful 2005 conference hosted by the South Carolina setting, modeled excellent inter-setting collaboration and provided outstanding professional development for more than three hundred NNER setting members and others interested in the NNER work.

The conference was co-hosted by the Wright State University and Miami University partnerships, and the conference planning committee worked with the South Carolina conference planning team. The combination of skills and commitment to the NNER resulted in a well-planned and content-rich session. Bryan Burgin, Bruce Field, and their conference planners from South Carolina provided detailed support for all logistics, which resulted in an attendee-friendly session, transitions that encouraged networking and attendance at the break-out sessions, and quality materials. The Wright State and Miami planning team developed strong strands that ensured participation by arts and sciences, school, college of education, and community participants. Keynote speakers included outstanding presentations from varied backgrounds, including university and school district leaders at the sessions and community leaders at the Freedom Center.

Central to the successful conference was the strong Tripartite Council meeting where more than sixty Tripartite Council members participated in an extended meeting to study the revised mission statement and provided observations to the Governing Council, review the annual reports for themes that the NNER should address, and forward last year's recommendation that the equity work be advanced. Members of the three settings that piloted the equity self-study participated in a panel discussion, sharing their processes and beginning learning.

The Governing Council meeting, also well attended, voted to move forward on the following: the steps for setting up the NNER as a not-for-profit, setting conversations using the tripartite-recommended guiding questions related to the mission statement revisions, advancing the research agenda, and including the equity self-study in the annual reporting process for all settings.

Related to the NNER commitment to provide more leadership development, the second annual session for new participants to the annual conference was held. Stephanie Kenney and Barry Graff co-planned and facilitated the session as they did in 2005. The session attracted more than fifty participants, including individuals interested in NNER membership, new setting members, and those new to the conference. The session highlighted the AED, reviewed the four-part mission and the NNER operating structure, and included a walkthrough of the break-out sessions. In addition, the session created a cadre of colleagues for newcomers early in the conference to ensure that they had a network of colleagues with whom to interact.

ADVANCING THE EQUITY WORK

At the 2004 Tripartite Council meeting, the group strongly recommended to the Governing Council that steps be taken to ensure that the equity report is being actualized in the settings. The Executive Board outlined a process for bringing an equity task force together, and the Governing Council approved the process and recommended individuals for participation. In April 2006, the task force met and developed a comprehensive self-study and critical friend process to address setting-wide progress, barriers, and focal points for this work. The task force members—Julie Canniff, Maughn Gregory, Leslie Wilson, Paul Chaplin, Carol Wilson, Barry Newbold, and I—recommended the process to the Executive Board, and the board approved a pilot process. Southern Maine, the BYU–Public School Partnership, and the Montclair Partnership for Educational Renewal volunteered to pilot the process. The participants agreed that all settings had had significant conversations that uncovered new and important learning about their institutions. In addition, they noted that the process—given the short amount of time for implementation—only scratched the surface in this important area and that involving setting partners was a complex task. It will take time to develop and improve processes for large-scale involvement of partner schools and districts and the wide range of institutions of higher education (IHE) departments and units involved in the NNER. The critical friend aspect of the process has not been piloted yet and is a critical component for reflection and progress.

As noted earlier, the Hawai'i setting held the first of what is hoped will be an annual think tank to further this work. The resulting materials should provide ways for settings to work toward addressing tough issues and taking steps to improve inequities.

The Wyoming Partnership, 2006 recipient of the Michelli Award for Promoting Social Justice, is sponsoring the annual Shepard Symposium in March 2007 with the theme of “A Child’s Hope and Our Dream of Justice: Living, Working, and Creating Change in the 21st Century.” The keynote speaker will be Christopher Quinn, director of “God Grew Tired of Us; The Story of Lost Boys of Sudan,” documentary and dramatic award winner at the 2006 Sundance Film Festival. A call for proposals was sent to all NNER settings to encourage an NNER presence at this session.

CONTINUED COLLABORATION WITH OTHER ORGANIZATIONS

The NNER continues to work with other organizations. Most recently, Executive Board member Nick Michelli and Tom Clark, chair of International Networking for Educational Transformation (iNet), will submit a protocol for cooperative work between the NNER and iNET. This has the potential of creating stronger international connections for the NNER—allowing us to look at democracy and the AED from a broader lens and continue our renewal efforts.

I have had conversations with groups that have expressed interest in the NNER. This includes representatives from Washington State University, Western Washington University, Kansas University, Buffalo State University, and Fairmont University in West Virginia, and Nick Michelli has been in conversation with the University of Wisconsin at Madison.

The NNER continues to have a presence at the AACTE conference, holding a Governing Council meeting and an open meeting each year.

Other Work

We continue to refine our electronic communication and are in the process of updating the NNER web page with consultation from web developers that critique web pages for use by lay readers and potential funders. The newsletter continues to be published a minimum of five times per year. This year, with the reduction of staffing at the IEI, I have contracted Laraine Hong to edit the publication.

NOTES OF APPRECIATION AND FUTURE CONSIDERATIONS

It is fitting to combine these topics as the commitment demonstrated by individuals and settings continues to strengthen our work, building a strong foundation of understanding and action toward the simultaneous renewal of schools and places that prepare educators. An example of this is the new and spreading work related to community as partners in our work. Leaders of the DN work, Carol Wilson, Mona Bailey, and Cori Mantle-Bromley, initiated a thoughtful and reflective process and nurtured both the process and the participants, resulting in stronger partnerships, actions that improve education for underserved groups, and a continuing commitment to forward this work. The leaders in the DN settings continue to build on past progress and create new options for conversation and change. This renewal is ecological and the

personal and community impacts are significant. The recent IEI publication, “Engaging with the Community,” tells the personal stories that make this work so powerful and includes lessons learned from the three-year evaluation and follow-up sessions.

The Governing Council, Tripartite Council, and Executive Board—stewards of the NNER mission—created a culture of action and dedication, giving of their own time, their institutions’ resources, and making thoughtful decisions using the principles of the AED to guide each one. Ada Beth Cutler, Van Dempsey, John Anderson, and Vern Henshaw—Executive Board members leaving office—ensured that diverse perspectives were accounted for in all actions and decisions while serving this network. The advocacy for arts and sciences and school voices led by John and Vern dramatically changed the level of involvement of these groups. Ada Beth and Van consistently promoted candid conversation and action to improve our work and include underserved groups in accordance with our mission. These leaders have my deepest gratitude; they have been and remain role models for me personally and for our work.

Greg Bernhardt, chair, and Carol Wilson, immediate past chair, of the Governing Council continue to give immense amounts of time to this organization. In light of the many other responsibilities they have, both consistently find time for conversations, feedback, and engagement to improve our work. Their mindful leadership serves this network well and is creating a foundation for future leaders that will enable us to advance the AED.

The Executive Board members contributed huge amounts of time and their considerable expertise. Nick Michelli’s work with iNET serves as an example. All board members—those returning, the new members, and those leaving office—have volunteered to facilitate the upcoming summer symposium. In addition, all Governing Council members and setting contacts renew the network through the daily work with colleagues in settings and by the conscientious communication at Governing Council meetings and through electronic discussions.

The task force, conference, and committee work this year have been extensive. Sincere thanks to all members of the equity task force and the settings that agreed to pilot the innovative and critical process. The Hawai‘i setting, with the leadership of Margit Watts, charted new territory for the NNER with the equity session. This important new format and setting leadership will serve as a model for other efforts as we move more of the work out into various settings. Other hardworking NNER leaders included Stephanie Kenney, Barry Graff, members of the 2006 conference planning committee, and the many newsletter contributors. And these are but a few of the many who made contributions that define this self-making organization and keep it vital and renewing.

As we look to the future, John Goodlad’s leadership continues to inspire our commitment to this renewal process. In his most recent presentation at the 2006 conference, he noted that no matter the size of the audience all speeches are interactive—all participants must have internal conversations with the speaker—processing information, considering concepts, agreeing and disagreeing with points made. For me, this served as a model of his commitment to deep conversations that result in change and growth not simply in agreement. His articulate and thoughtfully crafted message reaffirmed the AED’s clarity of purpose and, most importantly, his unwavering message of renewal and hope.

REPORTS FROM SETTINGS

CALIFORNIA STATE UNIVERSITY, CHICO

Setting Contact: Phyllis Fernlund, Dean of the College of
Communication and Education

Tripartite Representatives: TBA

STATEMENT

California State University, Chico, became the newest member of the NNER in 2006, and as such they have no report from 2005–2006. The following is a brief statement about this setting.

California State University, Chico, is California's major site for teacher education north of Sacramento. Its service region in northeastern California encompasses rural and small town schools throughout a geographic area the size of Ohio. Educator preparation programs are conducted in collaboration with many of these schools as well as with school districts in urban and suburban areas beyond the region. CSU, Chico, is a partner with many area agencies for provision of professional development, with major projects in teacher induction¹, subject area studies for teachers, and special education.

The University identifies itself as the anchor institution in higher education for learning in northern California. The university's strategic plan encourages the entire campus to develop strong connections with K-12 schools. During the past decade, a growing number of education faculty, arts and sciences faculty, and K-12 partners have joined in efforts to study and implement facets of the Agenda for Education in a Democracy. The continuous renewal of education is under way as we prepare teachers, counselors, and administrators who will be able to implement a democratic agenda for education; these graduates are taking positions in schools in California and beyond.

The CSU, Chico, partnership brings to the NNER many rural K-12 settings in northern California in addition to rapid growth areas in Sutter County. These schools serve children and their families from high-poverty as well as affluent areas and from diverse ethnic groups including Hmong, Latino, and Native American communities.

With close to a decade and half of effort on the Agenda as a non-NNER member, the university and K-12 community partners have faced many issues and solved many problems to prepare educators for California's schools and for our democratic society. We offer to the NNER the experiences we have had, the pragmatic and place-based solutions we have implemented, and the desire to engage in the conversation in new and innovative ways. We seek to build a northern California NNER partnership that will find innovative, research-based solutions to the challenges facing our schools and university. We seek the opportunity to test our ideas and learn through the experiences of the members of the NNER.

¹ Improving Teacher Quality grant with Northeastern California Teacher Education Collaborative

COLORADO PARTNERSHIP FOR EDUCATIONAL RENEWAL

Setting Contact: Elizabeth Parmelee
Tripartite Representatives: Eugene Sheehan, School of Education
Jo Barbie, K-12
John Lanning, Arts & Science

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

During the 2005–2006 academic year, the Colorado Partnership for Educational Renewal (CoPER) began conversations about the formation of a Research Consortium designed to bring together the voices of K-12 and higher education on the topic of research. Two major concerns are the obstacles to carrying out the more scientific research currently required by the U.S. Department of Education and the disconnect between district needs for evaluation and research and higher education research projects. While this research consortium has been slow in getting under way, it is hoped that it will create a new research environment that works more efficiently for all and supports further research on topics related to the AED.

Overall, research in Colorado on the AED has been stymied by the lack of access to quality data. This issue has delayed the work of Just for the Kids and presents a challenge to conducting broad research on teacher preparation and quality, although some programs are tracking their own graduates and gathering information about their success, retention rates, etc. In response to this issue, the Colorado Partnership has been working collaboratively with other organizations, primarily the Alliance for Quality Teaching, in order to improve access to existing data and create a better statewide data system. This effort has included positive contacts with State Board members and participation in a series of meetings sponsored by the Alliance to look at the creation of a unique teacher identifier.

Influencing Local and/or National Policy

The policy environment in Colorado continues to be challenging, with deep splits between different groups on the State Board and many local school boards. Nonetheless, there are many promising indicators of change, including the fact that many state leadership offices will change in January 2007. Additionally, there have been multiple opportunities to engage broad groups in conversation about the Agenda for Education in a Democracy, and while these conversations have not yet yielded concrete results, there is a sense that—despite political divisions—the broad public is conscious of the importance of public education and is willing to engage.

The Colorado Partnership has been successful in working with State Board members regarding access to data (discussed above) and—through the Campaign for the Civic Mission of Schools—

has focused on working at the local policy level by engaging district school boards and communities in conversation about civic learning. Additionally, a serendipitous opportunity arose to leverage the influence of the Civic Mission of Schools and other state youth leadership initiatives to help ensure that money appropriated by the legislature for civics was wisely spent for professional development of educators. This program is supported by an ongoing appropriation, which, though small, is significant in supporting educators for democratic education.

In addition, CoPER celebrated its twentieth anniversary in the NNER with a joint Colorado and Wyoming conference. Approximately 125 participants engaged in book study, conversations, and small-group sessions and learned from keynote presentations. Of note, the conference attendees honored the contributions of Cal Frazier, influential state and national leader (recently deceased).

Collaborating with Other Organizations to Advance the AED

The Colorado Partnership has continued to collaborate with multiple education organizations in Colorado. The difficulty of finding funding helps push all education organizations to work together more effectively. In August 2006, the Colorado Partnership worked with the Public Education and Business Coalition (PEBC) to organize a retreat of education organizations in order to share our missions and plans for future work. Additionally, the Colorado Partnership is working on joint grant initiatives and proposals with several organizations, including the Alliance for Quality Teaching, Colorado Educators Association, the PEBC, and Great Education Colorado.

CoPER was well represented at the June 2006 NNER Leaders for Teacher-Preparing Schools conference where Carole Basile and colleagues contributed to an engaging large-group session on university and school roles in partner school collaborations.

Forwarding the NNER Statement on Equity

The Colorado Partnership has worked for many years on equity through the Equity Cadre and a few key leaders in this area such as Vivian Elliott. The Equity Cadre has continued to work with the “Emerging Teacher Leaders” program in Jefferson County Schools and Denver Public Schools and conducted a successful book study over the summer using an online forum. Based on feedback from Cadre members, the Colorado Partnership plans to “renew” the Equity Cadre by incorporating new members and reflecting different roles within education. Whereas the original Cadre consisted exclusively of classroom teachers, the new cadre will include administrators, higher education faculty, counselors, and others.

More importantly, there has been a recent renewed focus on equity across a variety of organizations that have come together to work collaboratively on closing achievement gaps across the state. At the state level, plans are in place to develop a “Colorado Compact” that would engage state leaders, community members, and others in this important work. Although

this is still in its preliminary stages, the Colorado Partnership will remain a visible leader in this effort.

Engaging the Community to Advance Educational Renewal

The Colorado Partnership has built on the Developing Networks initiative created in North East Denver and plans to expand this work into two districts: Adams 14 (Commerce City) and Falcon 49 (Colorado Springs). While this work is slow, with many distractions and internal district politics making progress difficult, the two selected communities are ones where the work promises to yield positive results. At the same time, greater effort is being made to engage other organizations and work with them to build community voices through such initiatives as the Campaign for the Civic Mission of Schools and the Colorado Schools First Coalition (a coalition of organizations convening community conversations about priorities for education).

Partner school highlights included Rishel Middle School (a Denver public school), in partnership with the University of Colorado at Denver and Health Sciences Center, receiving the Richard W. Clark Award for Exemplary Partner School Work at the NNER 2006 annual conference. In addition, teachers and principals from Denver Public Schools and Adams 14 participated in the NNER Leaders for Teacher-Preparing Schools program.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

The major challenge in this area is the lack of funding and the disparate needs and interests of university and district researchers. Another stumbling block, particularly pertinent to research on teacher preparation, is the difficulty of accessing available data from the state and the gaps in the data that exist. On the other hand, because a variety of organizations are all seeking data, there is a positive momentum for change in this area and the possibility that a single coherent data system will emerge.

Influencing Local and/or National Policy

Colorado is very much in a holding pattern with regard to policy, waiting for the results of state elections that will have a broad impact on education issues. A primary challenge faced in many parts of the state is the degree of divisiveness that exists on local school boards as well as the state board. These divisions create instability or unpredictability for district leaders and make it hard to move forward long-term work.

Collaborating with Other Organizations to Advance the AED

The only major challenges in this area are the multitude of organizations, the tendency to be overshadowed by state policy issues, and the issue of funding in general. However, these obstacles aside, there is a growing recognition of the need for, and power to be gained from, collaboration. Collaboration is sometimes made more difficult by a sense of pessimism about the possibility of creating change in the current policy environment; however, organizations are recognizing the power of collaboration.

Forwarding the NNER Statement on Equity

Perhaps the biggest challenge is the lack of dedicated funding for this work. Additionally, the high-stakes environment nationally gets in the way of the reflective work that is needed to address equity issues at a deeper level. District leaders tend to be looking for “quick fixes” that will raise test scores of certain groups. At the school and classroom level, educators sense that they are putting band-aids on the problem rather than addressing its roots. Despite these immediate frustrations, there is broad recognition that equity issues must be addressed and that collaboration will yield the greatest success.

Engaging the Community to Advance Educational Renewal

Again, an obstacle is the state-level policy environment and the holding pattern we are in. At the level of the local community, there are splits that reflect the national level splits and are played on by both sides, making community work more difficult. On the positive side, collaboration among organizations in this area is strong, and the Partnership has gained a high level of respect from others and growing visibility in this area.

OTHER SETTING INFORMATION:

The Colorado Partnership’s plan for 2006–2007 reflects some of the priorities and challenges described above. During 2005–2006, CoPER reexamined its role in the education community. While the fundamental issues confronting the NNER work have shifted very little, the work that will be most effective in addressing these issues has changed. Several universities and districts have developed excellent partner schools, and many outstanding providers of professional development have emerged. Rather than compete with such providers, the time is ripe for the Colorado Partnership to embark on a new strategic direction—one that focuses on bringing in the additional stakeholders needed to undertake the work of the Agenda for Education in a Democracy.

The efforts of our Colorado partners are limited by the ability of educators to impact the broader context in which education occurs. Business and community leaders, as well as policymakers and parents, play a critical role in building and sustaining successful schools and systems. Unfortunately, there are few structures currently in place that effectively support or promote the engagement of these stakeholders.

In response, the Colorado Partnership plans to focus on the following overarching issues:

- P-16 System: to develop a coherent system that prepares all students for post-secondary success.
- Closing the Achievement Gap: to support schools, districts, and communities statewide in ensuring that all students are prepared for success.
- Democracy in Education: to enhance the capacity of schools and communities to prepare all students to become active participants in their neighborhoods and our democracy.
- Stewardship and Leadership: to enhance collaboration and leadership among community members, educators, business leaders, and policymakers in support of P-16 education for all young people in Colorado.
- Advancing Research through Collaboration: to increase the capacity among educators to conduct valuable scientific research that supports improvement of education practice.

While the above themes are quite broad and encompass many possibilities, we have developed a work plan for 2006–2007 that addresses each theme through specific activities and measurable objectives. CoPER will work with other education organizations such as the Public Education and Business Coalition, the Alliance for Quality Teaching, and state associations of educators, administrators, and school boards to leverage available funds and resources and avoid duplication of efforts.

UNIVERSITY OF CONNECTICUT

Setting Contact: Marijke Kehrhahn, Director of Teacher Education
Tripartite Representatives: Manuela Wagner, Arts and Sciences
Tory Niles, K-12 Schools
Marijke Kehrhahn (soon to be Michael Alfano),
College of Education

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

The University of Connecticut currently has two research projects related to the AED. One study is framed by the question “In what ways and to what extent do teacher candidate views on diversity and equity change as a result of student teaching?” The other project focuses on resilience and retention of new teachers in urban schools. Both sets of researchers aim to provide recommendations for teacher preparation.

Influencing Local and/or National Policy

Our focus on policy has been at the state level with two focal points this year: influencing the development of new certification regulations and opposing the instant certification of Teach For America candidates to teach in urban schools. The development of new certification regulations has posed several challenges. First, the state department of education has conducted the process in private with little input from stakeholders resulting in a statewide outcry from colleges of education. Second, in an attempt to address NCLB requirements, the developers of the new regulations have made some strong comments with regard to subject-area knowledge that are generally seen as positive. They have proposed ending special education, bilingual education, and TESOL education as initial certification, causing some alarm with regard to the teacher shortages in these areas and with regard to equity issues in the state’s poorest districts. We continue to encourage dialogue and to voice our concerns about the process and the product.

In 2006, the Connecticut General Assembly passed a statute allowing the certification of Teach For America candidates exclusively in urban settings. Our concerns regarding this move center on the certification of individuals who lack real preparation to teach and the placement of these individuals exclusively in Connecticut’s poorest school districts and in failing schools where we assert the most skilled teachers are needed. Despite our protests, the statute was passed with a clause allowing a review team to accredit the TFA program at the state level. At this point, our action involves joining the accreditation team with the intention of providing a fair but rigorous review of the program through the framework of the state regulations for the accreditation of teacher preparation programs. Stay tuned!

Collaborating with Other Organizations to Advance the AED

We are not sure what this item means, but thinking about it doesn't bring anything to mind that we should report.

Forwarding the NNER Statement on Equity and Diversity

In 2005–2006, we have engaged in “learning from and with others” with regard to views on diversity and equity within our teacher preparation program. We began the year by learning that our program is not perceived as welcoming or supportive of students of color. We are committed to addressing this issue. Under the leadership of our new assistant dean, Yuhang Rong, we have established a diversity work plan and a diversity advisory board that includes members from the state department of education, the university's cultural centers, the Hartford Public Schools, as well as College of Education representatives. More important than the diversity work plan itself is our persistence and commitment to understanding the issues and inequities that exist in our environment. Our teacher education students have formed a group called DEED—Dedicated Educators Emphasizing Diversity—that has committed itself to being the “conscience” of the College of Education on diversity and equity issues.

Representatives from the College of Education have joined a statewide effort for minority teacher recruitment, and we had our first statewide conference in October 2006. An action-oriented group, we are also committed to building a shared understanding of the barriers to minority teacher recruitment and the conditions under which students from under-represented populations will choose teaching as a career.

Engaging the Community to Advance Educational Renewal

Under this title, we believe that our community includes people from the College of Education, the College of Liberal Arts and Sciences, our partner schools, and the communities in which our partner schools exist. Our community-engaging activities have focused on “inquiry that leads to action,” “learning from and with others,” and building shared understandings through dialogue. For example:

- We hired three clinical faculty/hybrid educators to facilitate coordination and collaboration with our partner schools.
- Through Teachers for a New Era, teacher education faculty and arts and sciences faculty are examining and revising the subject-area major course sequences for all certification areas.
- School leaders from our partner schools have participated in the NNER Leaders for Teacher-Preparing Schools program and the communities project.
- We are piloting a project in which our first-year students identify a need in the partner school to which they are assigned and implement a project to meet the need in order to leave their “handprints” on the school. The project is helping students look below the

surface to see needs of students, faculty, and school communities and to develop doable ways to address unmet needs.

- We have instituted community meetings for teacher education faculty and community meetings for principals from partner schools, and we have built communities of practice for clinic experience seminar leaders in the teacher education program. We hope to begin to build communities of practice for cooperating teachers this year.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Our hope is to create a research agenda for teacher education that includes arts and sciences and partner school faculty. Funding for such projects is certainly a gap. We hope to begin discussions about an inclusive agenda this year.

Influencing Local and/or National Policy

We track and engage in much dialogue about policy at the state level, but do not have an agenda to work on policy at the national level.

Collaborating with Other Organizations to Advance the AED

We would like to hear what others are doing here.

Forwarding the NNER Statement on Equity

Minority enrollment at our institution continues to be low; we will need to work in arenas bigger than teacher preparation to make changes here.

For the past few years, twelve of our partner schools have been labeled “failing schools” by the federal government. This condition is unacceptable to us. We hope to begin dialogues with our partner districts this year to build an understanding of how the university’s resources could best be used to improve instruction and scaffold access to knowledge for children and youths in our partner schools.

Engaging the Community to Advance Educational Renewal

Coordinating activities to engage the community is big job! Turnover in our partner schools and at the university have made this work particularly challenging.

Pressures on school administrators with regard to NCLB have shifted their priorities significantly; they are not sure that they can devote teacher and administrator time to collaborative work with the university if it is not focused on NCLB issues.

OTHER SETTING INFORMATION:

Current initiatives at the University of Connecticut include:

- Build a website for our partner schools;
- Revise our clinic-based experience evaluations to reflect our conceptual framework;
- Support our graduates during their first two years of teaching (as part of the Teachers for a New Era initiative);
- Host a “secondary summit” to discuss teaching and learning issues at the secondary level;
- Build relationship with our new partner school, Metropolitan Learning Center, a high-tech global awareness magnet school in the greater Hartford area;
- Develop our Schools as Clinics Committee (from the Teachers for a New Era initiative) with a focus on research on clinic-based learning and on developing tools for clinic settings;
- Revise our introduction to teaching course to emphasize the experience for new students of joining the teacher education community; and
- Explore and expand study-abroad options within teacher preparation.

**GEORGIA CENTER FOR EDUCATIONAL RENEWAL
AT GEORGIA SOUTHERN UNIVERSITY**

Setting Contacts: Cindi Chance, Dean, College of Education
Stephanie Kenney, Associate Dean, College of Education

Tripartite Representatives: Dianne Bath, Bulloch County Schools
Wendy Chambers, College of Education
Caren Town, College of Liberal Arts & Social Sciences

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Highlights

- Our College of Education Partnership Council is working on restructuring school/university partnerships. One goal is to facilitate action research within their learning communities.
- Our International Learning Community (ILC), through the leadership of our Director of Field Experiences and Partnerships, continued to sponsor field research visits from our school and university partners in the U.K. In this program, groups of teachers, head teachers, and university colleagues in ILC partner schools make extended visits in our partner schools in order to address research questions (comparative studies) related to strategies used to close the achievement gaps of all learners in the U.S. and U.K.
- Two professors new to our NNER work attended the Hawai'i Think Tank on Equity in Education as a way of furthering and sharing their research in this area. They then returned to our setting with the goal of sharing and expanding research efforts focused on equity issues in our region.

Challenges/Gaps

- This area of our setting work has been the last and most difficult to get implemented. The recent expansion of our NNER interest base beyond our teacher preparation faculty to faculty in our Leadership and Curriculum, Foundations, and Reading departments has enabled us to tap into a group of faculty who, in addition to doing undergraduate teacher preparation work, also have a primary interest in graduate education and research. They are very interested in leading this piece of our NNER work.

Influencing Local and/or National Policy

Highlights

- “Partnering for Portal,” our DN work, has been successful with influencing local government priorities and student achievement through its network membership, which includes local church leaders, governmental leaders, and school and university leaders. Examples of this work include building sidewalks from the main street to the elementary school; installing and operating a computer lab for after-school-hours drill and practice/tutoring purposes in a local church; establishing a satellite medical facility in a distant Portal community to service basic medical needs of children, parents, and seniors; and influencing developers to consider locations and affordability of housing projects.

Challenges/Gaps

- Our DN work, “Partnering for Portal,” could serve as a model for other surrounding, rural Georgia communities. The biggest challenge of this project relates directly to its major goal, and that is to mature this networking in the community to the point that the community people are assuming the major leadership role of the network, rather than the university. We believe that, with the addition of our LSDS school, we will increase the potential to influence state policy.

Forwarding the NNER Statement on Equity

Highlights

- Our Professional Development District (FIPSE-funded work) has focused on systemic changes toward greater equity of learning opportunities for all students in the district. To facilitate this process, faculty groups from elementary, middle, and high schools formed learning communities and were provided training in culturally responsive teaching, poverty education, and differentiated instruction. Instructional coaches were placed in each building to assist teachers in their implementation and evaluation of new teaching and learning strategies. Finally, PDD faculty redelivered the training to our teacher candidates.
- Our League of Small Democratic Schools (LSDS) work is just beginning with the formation of the Institute for Educational Inquiry’s Eastern Region of the LSDS. This work is being led by a principal who recently received training in the Leaders for Teacher-Preparing Schools program.
- Our partnership with the International Networking for Educational Transformation (iNET) collaborative work with our local and U.K. partner schools/universities is focused on planning proactively and futuristically to meet the learning needs of all students into the year 2020. This work follows closely the model of simultaneous renewal.

- Our Georgia Center for Educational Renewal made a promotional video seeking funding for a series on “Teaching the Minority Male.” We will make one video in the series and present/distribute twenty copies at our session at the 2007 At-Risk Conference in March. We hope to gain interest for financial support for the series by requesting data from the recipients of the twenty copies on the effectiveness of the one video.
- Our East Central Georgia Region PRISM (Partnership for Reform in Science and Mathematics) funded by NSF is designed to address equity issues around science and mathematics achievement for all P-12 students with the goal of closing the achievement gaps. Seven school districts and Georgia Southern University’s College of Education and College of Science and Technology are partnering on this project to establish learning communities, mini-grants, ongoing in-service opportunities, and a wide range of other resources to support this goal.

Challenges/Gaps

- Certainly more of this work needs to occur within our other partnerships. The first two initiatives—the Professional Development District work and the League of Small Democratic Schools work—will provide models that we plan to expand to other partnership sites. The biggest challenge we face is not faculty and administrator vision, but rather faculty resources (time and finances) for partnership work. Our Partnership Council is currently addressing the restructuring of our partnership models.

Engaging the Community to Advance Educational Renewal

Highlights

- The College of Education is working with the College of Science and Technology, its Bulloch County Partners, ILC Partners in the U.K., and iNET to enhance the work of Project Lead the Way in Bulloch County Schools. During the fall 2006 semester, a team of folks from the Bulloch County Schools, the College of Science and Technology and the College of Education visited St. Benedict’s School, one of our ILC Partner Schools in Derby, England, to learn from its model Project Lead the Way work.
- Our partner schools in Bulloch County have taken advantage of the LTPS training for their principals and lead teachers. During the past two years, three principals and six teachers have received training.
- Our NNER work has now converged with our College of Education’s National Youth-At-Risk Conference to expand the criteria for High-Flying Schools to include the Moral Dimensions. We appreciate the support of Ann Foster in the expansion of this work.
- Please see “Partnering for Portal” discussion above for another example of our work to engage the community.

- Our recently established “One-Room School Project,” an effort being led by a member of our COE Board of Advisors, is focused on preserving the history of the one-room school educational experience in South Georgia. This project will provide opportunities for our public school partners and university faculty to design curriculum and lead students in a reenactment of teaching and learning in a one-room schoolhouse, an early institution of our democracy.
- Stephanie Kenney, associate dean of the College of Education, co-planned and facilitated the new participants’ sessions at both the 2005 and 2006 NNER annual conferences. More than fifty newcomers participated in the Cincinnati session.

Challenges/Gaps

- The biggest challenge we have in all of our work is finding the resources (time, energy, finances) to address our vision in all of these areas.

HAWAI‘I INSTITUTE FOR EDUCATIONAL PARTNERSHIPS

Setting Contact: Alice J. Kawakami
Tripartite Representatives: Ronn Nozoe, Hawai‘i Department of Education
Alice J. Kawakami, UHM College of Education

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

A number of College of Education (COE) faculty members are engaged in research on issues of equity and access to quality education. These projects support the Conceptual Framework of the COE as well as reflect the mission of the NNER.

1. **Margie Maaka** serves on the NNER Equity Committee and continues to conduct research on issues of equity in Hawai‘ian Language Immersion Schools in the state of Hawai‘i. She and colleagues Kalehua Krug, Pohai Kukea Schultz, Keali‘i Gora, and Laiana Wong just completed the first year of implementation of Kupu Na Leo, the Hawai‘ian Language Immersion Master’s of Education in Teaching (MEdT) to prepare teachers for Hawai‘ian Language Immersion K-12 classroom settings. This program is a collaboration among the College of Education, the College of Arts and Sciences, and the Hawai‘i Department of Education’s Leeward District.
2. **Stephen Marble**, who participated in the IEI’s Initiating Simultaneous Renewal Leadership initiative, continued his ongoing research on school partnerships within the Master’s in Education in Teaching (MEdT).
3. **The Campbell Complex** in Ewa Beach and the University of Hawai‘i at Mānoa, through the Developing Networks (DN) of Responsibility to Educate America’s Youths initiative, continued to involve citizens of the Campbell Complex community and K-12 and postsecondary educators from Leeward Community College and the UHM College of Education. They began working on the implementation of their plans in spring 2005. The work focused on three general areas: Quality Teachers, Community Pride, and Student Leadership Development. The grant ended in spring 2006 and laid the foundation for collaborative activities among the COE and the DOE in the Campbell Complex of schools.
4. **The Strengthening and Sustaining Teachers (SST)** project created a new and successful partnership bringing together the UHM College of Education, the Hawai‘i Department of Education, and the Hawai‘i State Teachers Association (union) to focus on the continuum of support for teachers from recruitment into preservice teacher education programs to employment and induction and ongoing professional development for veteran teachers. Hawai‘i was one of seven newly added sites in the SST project selected

to conduct applied research by piloting an instrument to identify the status of the continuum. The final report identified perspectives of novice and experienced teachers from the Leeward Coast of O‘ahu regarding issues of induction and retention. That area of the statewide Hawai‘i DOE continues to be a hard-to-staff area with high teacher transience and low retention. A DVD of a new teacher focus group meeting visually presents the passion of these young educators as they describe their experiences. It provided valuable information on gaps in the continuum and has yielded ongoing conversation and collaboration to develop a plan for improvement. (Details are provided in the section on collaboration.)

Influencing Local and/or National Policy

The COE is active in numerous collaborative efforts with educational institutions, professional organizations, and policymakers to ensure access to a quality education for our candidates and the students in Hawai‘i’s schools. Specific activities associated with the Hawai‘i Institute for Educational Partnerships (HIEP) during the 2005–2006 academic year are:

1. The HIEP funded a series of papers as part of the Hawai‘i Educational Policy Center perspectives on Reinventing Education Act of 2004. Each brief provided quick takes on Act 51 issues as the policy is being implemented.
2. The editorial series on Education in the State of Hawai‘i, *Voices of Educators*, continued with contributions from educators to the *Honolulu Advertiser*.
3. Information gathered as part of the Hawai‘i SST project was requested by the chair of the Hawai‘i Senate Higher Education Committee to better understand the issues of new teacher induction.

Collaborating with Other Organizations to Advance the AED

1. NNER- and IEI-Affiliated Collaborations:
 - a. Developing Networks of Responsibility to Educate America’s Youths—Through a grant from the Institute for Educational Inquiry (from Kellogg Foundation funds), an action plan was implemented with the Campbell Complex, led by Gail Awakuni, Aiko Oda, and Stephen Marble;
 - b. Margie Maaka—Equity Committee;
 - c. A Strengthening and Sustaining Teachers (SST) grant led by Alice Kawakami, Georgiana Alvaro, and Gerald Okamoto to act as a catalyst for discussion to develop support for teachers from recruitment to professional development through partnerships among the UHM COE, Hawai‘i DOE, and the HSTA;
 - d. Participation in the 2005 NNER Annual Conference in Myrtle Beach, South Carolina—Randy Hitz, Alice Kawakami, Stephen Marble (COE), and Joann Soong (DOE);

- e. Associate dean Ron Cambra, UHM College of Arts and Sciences, participated in the NNER strategic planning process;
- f. Margit Watts, representing Mānoa Partnerships, and Clifton Tanabe, representing the UHM College of Education, attended the 2006 NNER Summer Symposium; and
- g. Margit Watts, representing Mānoa Partnerships, worked in collaboration with the NNER and IEI to plan a Hawai‘i Think Tank conference in November 2006 focused on equity issues.

2. Collaborations with the UHM College of Arts and Sciences:

In collaboration with the UH Mānoa Outreach College and staff from other colleges at UH Mānoa, about a dozen 500-level courses were offered to in-service teachers.

3. Collaboration with Hawai‘i DOE:

- a. The DOE and COE tripartite directors met throughout the year to communicate and to serve as liaisons between the partners. Various projects to develop more effective partnerships between the DOE and the COE included the development of a system for field placements and collaborative planning for mentor teacher orientations and appreciation events.
- b. Three Mentor Teacher Appreciation Events were carried out on O‘ahu, Kaua‘i, and the Island of Hawai‘i. This was significant because it facilitated relationship building not only on the main island of O‘ahu but also recognized the increasing need for the statewide teacher education program to address needs of the other islands in the state. The fall 2006 enrollment for the statewide cohort has doubled, further emphasizing the need for connections between the DOE and the COE. The events were implemented in collaboration with the Hawai‘i State Teachers Association, the Hawai‘i DOE, the Hawaii business community, and the University COE Institute for Teacher Education. In addition to mentor teachers, guests also included principals and curriculum coordinators, legislators, Board of Education members, COE administrators and faculty, and DOE administrators. Participants provided feedback on issues related to the teacher education programs and mentoring.
- c. Principals Gail Awakuni (Campbell High School) and Alvin Nagasako (Kapolei High School) were part of the NNER Leaders for Teacher-Preparing Schools grant where principals worked on being effective partners with the university and community. They participated in a year-long cohort.

4. Collaboration with Hawai‘i DOE, private schools, social service agencies:

A “Courage to Teach” retreat, based on the work of Parker Palmer, was planned and implemented in March 2006 for twenty-five educators from elementary schools, high schools, community colleges, universities, and health and social services agencies. The retreat was offered as a means of addressing equity issues by piloting an approach to teacher professional development that focuses on dispositions instead of

the customary knowledge and skills of teacher workshops and courses. The retreat was a success with classroom teachers and others forming a reading group and expanding the planning committee for the next retreat in the fall semester.

Forwarding the NNER Statement on Equity

There are a number of other initiatives (cohorts and grants) in the college that address the needs of underserved and under-represented groups in Hawai‘i’s public schools.

The Kupu Na Leo, the Hawai‘ian Language Immersion Master’s of Education in Teaching (MEdT) is being implemented and enrolls about fifteen students in the pre-teacher education phase, and fifteen more in the MEdT, as well as advising and supporting thirty-plus graduate students.

Ka Lama o ke Kaiaulu Elementary teacher education cohort graduated its fifth cohort in May 2006. Students in this cohort complete four semesters of field experience and student teaching in the Leeward O‘ahu schools as a means of preparing teachers from the community to be eligible to be hired back into schools where they live. The premise is to improve the quality of education by stabilizing the teaching force in this area of high Native Hawai‘ian students and high teacher transience.

Through the statewide teacher education program, preservice teachers are placed in schools on all of the major islands of the state of Hawai‘i for field experience. Hybrid course offerings provide access to students in remote and isolated communities throughout the state.

In October 2005, UHM and HIEP were selected as the recipient of the Nicholas Michelli Award for Promoting Social Justice.

Engaging the Community to Advance Educational Renewal

In the past few years, the COE has experienced significant infrastructure and organizational change, and during that period, the immediate focus was on implementing the organizational changes. Although various collaborative projects had been implemented, each project operated independently. The challenge in 2005–2006 was to refocus on the critical relationships that enable teacher education programs to operate smoothly with mutual benefit to the COE and DOE and to initiate communication opportunities for simultaneous renewal. Significant progress was made this year in establishing open and effective communication among the tripartite directors of the DOE, COE, and DOE’s Office of Human Resources and the Teachers’ Union. It was also a year to focus on expanding conversations and supporting partnerships in the statewide COE programs in order to reach teacher candidates and in-service teachers in distant, rural parts of the state. The year was focused on reestablishing communication with partners to clarify roles and to initiate new collaborations.

Events that focused on the COE/DOE relationship for mentor teachers also included policymakers from the Hawai'i Legislature and the Hawai'i Board of Education. Their presence helped to promote the concept of simultaneous renewal and the need for legislative and administrative support for teachers and future teachers.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Individuals and collaborations continue to address issues related to the agenda for AED.

Influencing Local and/or National Policy

Relationships with policymakers in the state arena have improved, and with the coming election, newly elected officials and newly assigned committee composition will need to be addressed.

Collaborating with Other Organizations to Advance the AED

Maintaining and nurturing the relationships in the face of personnel changes is a constant issue.

Forwarding the NNER Statement on Equity

Due to the diversity of the Hawai'i population, many efforts are being developed and implemented to address these issues from the university, the public schools, and the private schools.

OTHER SETTING INFORMATION:

Changes in the College of Arts and Sciences (CAS) and a new interim dean in the College of Education destabilized the CAS representation and impeded setting progress. It is an area that will need to be clarified and addressed.

ILLINOIS STATE UNIVERSITY PARTNERSHIP

Setting Contact:	Molly Munson-Dryer, Associate Director, Teacher Education Center
Tripartite Representatives:	Barbara Nourie, Interim Chair, Curriculum and Instruction JoNancy Warren, Director of Partnership Programs, K-12 Richard Hughes, CAS Department of History

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Working with teacher candidates begins with “Realizing the Democratic Ideal,” the conceptual framework adopted by the Council for Teacher Education in March 1997. This framework provides the philosophical foundation for all undergraduate and graduate professional education programs; there are thirty-seven such programs, including undergraduate teacher education and graduate-level support personnel preparation and administrator preparation. Illinois State graduates approximately 1,300 undergraduates in teacher education annually; these graduates teach not only in Illinois schools but in schools across the nation. An excerpt from “Realizing the Democratic Ideal” follows (see the full conceptual framework document at <http://www.coe.ilstu.edu/council-teachered/democratic-ideal.shtml>):

Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places upon them. . . . [Illinois State teachers unite] the moral and intellectual aspects of teaching by embodying what one might call its virtues.

The moral virtues are:

- sensitivity toward the varieties of individual and cultural diversity;
- disposition and ability to collaborate ethically and effectively with others;
- reverence for learning and a seriousness of personal, professional and public purpose; and
- respect for learners of all ages and a special regard for children and adolescents.

The intellectual virtues are:

- wide general knowledge and a deep knowledge of the content to be taught;
- knowledge and appreciation of the diversity among learners;
- understanding what affects learning and appropriate teaching strategies;
- interest in and an ability to seek out informational, technological, and collegial resources; and
- contagious intellectual enthusiasm and courage enough to be creative.

A comprehensive performance-based assessment system assures that all candidates know the tenets of “Realizing the Democratic Ideal” and demonstrate that knowledge in coursework and in clinical practice. The Teacher Education Center conducts extensive research to determine whether candidates know and can do all that the conceptual framework requires. For the teacher education unit performance-based assessment system, see <http://www.coe.ilstu.edu/teachereducation/performancebasedassessment/index.shtml>.

Research is ongoing at multiple partnership sites. At the Little Village partnership, researchers have begun a qualitative study of what the year-long experience is like for those “outsiders” who enter into an urban PDS. Instructors at the Wheeling PDS are conducting research with student interns to facilitate their understanding of how their cultural autobiographies influence their instructional decisions and relationships with students from diverse backgrounds. Other researchers are looking at the issues/challenges that are emerging from the start-up of a new secondary education PDS at Peoria Woodruff High School.

Influencing Local and/or National Policy

Established in 1995, the Center for the Study of Education Policy provides research and expertise to policymakers and practitioners geared towards implementing systemic and sustainable education reform strategies. Center activities focus on elementary, secondary, and postsecondary issues.

- In 2001, Illinois was one of fifteen states selected by The Wallace Foundation to complete a project aimed at strengthening educational leadership throughout the state. ILSAELP, which is housed in the Center for the Study of Education Policy at Illinois State University, is focused on strategies designed to address both the *conditions* that enable effective leadership and *leadership development* in Illinois schools. Aligned with the goals of the No Child Left Behind (NCLB) legislation, these strategies center on strengthening school leaders’ decision-making authority and ability to address issues of student achievement and stimulating administrator preparation and professional development programs that focus on improving student achievement.
- State Higher Education Funding Study: The Center, along with NASSGAP and SHEEO, has been awarded a two-year \$300,000 grant from the Lumina Foundation for Education to conduct a major study of higher education finance and student financial aid.
- NCEA Just For The Kids: The Center for the Study of Educational Policy was chosen as the lead institution for Illinois in the National Center for Educational Accountability (NCEA) Just for the Kids project, a collaborative effort with the Education Commission of the States, the Illinois Business Roundtable, and the University of Texas at Austin. Illinois State University is working in conjunction with several of our partners (Pekin, Springfield, Peoria) to pilot work coming out of NCEA.

In addition to policy and research conducted in the center, a sampling of other projects conducted in 2005–2006 that focus on equity and access issues leading to policy change include:

- Literacy Center Policy Forum: Literacy leaders from across the State of Illinois came together on International Literacy Day at Illinois State University to participate in the inaugural Policy Forum on Literacy Teaching and Learning sponsored by the Center for Reading and Literacy. Participants at the forum included representatives from Governor Blagojevich’s office, the Secretary of State’s Literacy office, universities, community colleges, school systems, adult literacy programs, independent literacy consultants, the Illinois State Board of Education, the Illinois State Library, the Illinois Reading Council, the Illinois Community College Board, and the DeWitt-Livingston-McLean Regional Office of Education.
- Autism Spectrum Symposium: The Autism Spectrum Institute sponsors an annual event to promote access and equity for special needs students with autism. This is a collaborative effort between the Autism Spectrum Institute at Illinois State University (ISU), Department of Special Education at ISU, Autism Society of McLean County, Student Council for Exceptional Children, Autism Society of Illinois, Easter Seals, Illinois Autism/PDD Training and Technical Assistance Project, Livingston County Special Services, Mackinaw Valley Special Education, and STARNET Regions I and II.

Collaborating with Other Organizations to Advance the AED

American Democracy Project

Focused on undergraduates at public colleges and universities, the American Democracy Project has created a collaborative network of 199 public colleges and universities that are member institutions of the American Association of State Colleges and Universities (AASCU) and represent more than 1.7 million students. The three-year project, sponsored by AASCU in collaboration with *The New York Times*, will provide opportunities for participating campuses to engage in activities and projects designed to increase the number of undergraduate students committed to meaningful civic actions.

The American Democracy Project at Illinois State is a cooperative effort by students, faculty, staff, and administration. The goal of the project is to promote civic engagement in many different forms on the part of undergraduates, now and in the future. The project embraces all organized activity designed to promote constructive civic engagement on the part of undergraduates while they are on campus and after they graduate. Building on the wide variety of such activity already occurring at Illinois State, the project is designed to serve as a catalyst for programmatic changes that will ensure that each Illinois State undergraduate is fully prepared to assume a responsible role as a contributor to civic society.

Forwarding the NNER Statement on Equity

New partnerships through the work of IMPACT have evolved in the past year, with the specific intent to address issues related to equity through collaboration between the university and the school district. IMPACT is an action council that has grown out of the work of the Council for Teacher Education External Advisory Committee and the NNER Tripartite Council:

- Unit 5: Support to find teachers to work with students of poverty, Limited English Proficiency, and diverse backgrounds and increase diversity of teaching population
- District 150: Peoria Woodruff High School—a partnership to explore issues of urban education at the secondary level
- Decatur Public Schools: Early clinical experiences for freshman students in an urban setting

Our Little Village project with Chicago Public Schools focuses on urban school equity issues. On May 13, 2001 (Mother’s Day), a group of eighteen residents, including elderly grandmothers, staged a nineteen-day hunger strike to ensure that the children of the community would get a much-needed and promised brand new high school. That high school, Infinity, opened in September 2005. This is a community where democracy is alive and well and where the university can make a significant contribution to the education available for the children of Little Village. The university has initiated a significant commitment to Little Village, through major grant funding, including the construction of a multi-purpose building that will provide permanent housing for teacher education candidates and temporary housing, on an as-needed basis, for university faculty who teach in the community. A professional development school site opened in fall 2005 at Eli Whitney Elementary School, and collaboration with the new high school has begun with mathematics and science educators.

Our bilingual certification program, with several grants, addresses bilingual needs and programs and ELL programs. The bilingual education grants are the result of a serious partnership between the College of Education and the U46 School District for the purposes of preparing bilingual teachers and improving student achievement. Entitled “Partners in Preservice and In-service Teacher Education for Teachers of English Language Learners Project,” this multi-year project is designed to provide assistance to in-service bilingual teachers who want to complete the State of Illinois requirements for ESL Endorsement and for in-service monolingual teachers who want to learn processes and strategies to teach English Language Learners (ELLs) and/or complete required courses to earn an ESL (English as a Second Language) certificate to effectively teach English Language Learners. In addition, we are working in a related grant project in Lake County to prepare bilingual paraprofessionals for full elementary certification.

Recruitment and support of students of color is ongoing on campus, in addition to efforts in the Chicago/Elgin projects noted above.

- English Scholars—In response to the anticipated shortage of minority teachers in the State of Illinois, the Mary F. English Technology Award was established at Illinois State University during the 2001–2002 academic year to assist in the statewide effort to recruit

disadvantaged and minority students in teacher education programs. The award was established by private donors, Dr. Robert English and Mary English. The objective of the award is to assist and support minorities in pursuing the teaching professions and ultimately increase the number of minority teachers in the state of Illinois. Those selected must be pursuing a teacher education program of study, may be from a disadvantaged background, and must possess and maintain full-time status. Approximately fifty students are currently in the program. Through the Mary F. English Technology Award, Illinois State University contributes computers, printers, and software to students for their educational and personal use as long as they continue to actively and progressively pursue a teacher education program.

- Bowman Fellows—The College of Education has established the Bowman Fellows program named for the seventeenth and current (2006) president, C. Al Bowman. The Bowman Fellows are a cohort of students selected by application to participate in this program. The program goals are to provide minority teacher candidates with an opportunity to gain valuable skills in the role of mentors to local middle and high school students. At the same time, members of the Urban League Young Professionals group mentor the Bowman Fellows. This program seeks to combine experiences for academic growth, service, and community involvement for these future educators.
- Access and inclusion for those with disabilities is a major initiative on our campus, since we prepare more special education teachers than any other campus in the state. Ongoing projects include the work of the Special Education Assistive Technology (SEAT) Center through which every teacher education candidate must document competency as part of the comprehensive performance-based assessment system.
- Addressing gay/lesbian issues occurs in one instance through the GLBT—Gay Lesbian Bisexual Transgender Safe Schools Grant Project—Paula Ressler (English Education) with Jyl Josephson (Social Work). The goal of the grant is to teach high school and junior high school staff members, students, and parents about the needs of GLBT youths and the ways that schools can create safe environments for all students, including sexual minority youth. For additional information, see <http://www.deanofstudents.ilstu.edu/diversityadvocacy/safezone/localresources/>.

Engaging the Community to Advance Educational Renewal

The Developing Networks grant from the Institute for Educational Inquiry used in the Wheeling community has engaged and changed a community. The Illinois State/Wheeling partnership collaborated for the past three years to engage members of families who had a silent voice. The result of the action plan (How to Engage the Spanish-Speaking Community Members to Help with Student Achievement) has become part of a community, school district, and Park District. There are five hundred community members meeting weekly in a variety of settings. The activities involve learning English, field trips, children's activities including academic support and activities from the Park District, and support for families new to the community. The school district has provided an on-site community liaison to continue the work after the grant initiative

has been completed. The “buy in” from all community members is evident by this commitment. There are numerous stories about how people’s lives have been changed. Renewal has changed our mind’s eye picture of “us.” “Renewal” has become part of the community because we want to improve ourselves—“because we want to” (as John Goodlad defined “renewal” in *The Goodlad Occasional* on June 2, 2006).

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Expanding research is a matter of time and personnel. We would like to expand our action research initiatives at our partnership sites. Many of our sites are located a significant distance from ISU, making continuous research on site challenging. Site coordinators are very busy running the partnerships, and they often do not have time for extended research.

Collaborating with Other Organizations to Advance the AED

We are currently working with State Farm Insurance as a part of the Little Village project. We would like to continue our work and bring in other partners.

Forwarding the NNER Statement on Equity

We continue to have challenges recruiting minority students to our campus. Through the Chicago Pipeline Project, we have worked with Future Educators’ clubs to expand our recruitment efforts in Little Village and the surrounding areas. We will continue this process as well as step up our recruitment of minority students locally and in the surrounding small metropolitan communities.

Engaging the Community to Advance Educational Renewal

The Developing Networks project has made a significant impact in the community of Wheeling. We would like to bring this great work to our other partnerships.

UNIVERSITY OF SOUTHERN MAINE/SOUTHERN MAINE PARTNERSHIP

Setting Contact: Ken Jones, Director of Teacher Education, College of Education and Human Development

Tripartite Representatives: Ken Jones, College of Education
Jan Goldsberry, P-12
Kelly McCormick, Arts and Sciences

HISTORY

At the 2003 NNER annual meeting in Salt Lake City, representatives from each setting joined in a study group to discuss matters of equity. We grappled with our definitions of a commitment to diversity and equity in our programs. One of the outcomes from this meeting was that each setting would begin accounting for its progress toward diversity and equity and present evidence starting with the 2004 annual report.

In January 2006, the NNER Governing Council appointed a task force to study the current progress in each setting toward this goal. The Equity Task Force met in April 2006 in Seattle, Washington. Our charges were to collate findings from the annual reports relevant to progress toward improving equity and our challenges to furthering equity and to formulate a process by which member settings could engage more thoughtfully around the implications of equity in their programs and institutions—specifically with regard to areas that seemed intransigent.

Two outcomes emerged from this three-day meeting:

- A decision to frame the next generation of equity reports as self-studies focused deliberately on dimensions of equity, in which recognition of diverse identities would be only one part; and
- The expectation that settings would seek critical friends to sustain an ongoing discussion about progress or lack of progress on equity issues.

APPROACH & RATIONALE

The USM Teacher Education Department (TED) has decided to approach the self-study as a longitudinal process of data collection and analysis with the following partners:

- Professional Education Department (PED)
- Human Resource Development Department (HRD)
- Southern Maine Partnership (SMP)
- Center for Education Policy, Applied Research, and Evaluation (CEPARE)
- Teacher Education Council (TEC)—universitywide

The TED faculty includes representatives from our K-12 partners.

We define equity as “access and opportunity to learn.” For the purpose of data collection and analysis, we will focus on five areas of effort that promote equity and are cross-referenced with the “identities” noted on the April 2006 NNER Equity Task Force document’s Continuum of Equity Practices:

- Standards, Assessment & Curriculum
- Program Development
- Practices
- Policies
- Research

Our rationale for including the partners noted above is that we are all engaged in programs and policies that focus on initial teacher certification. Together we are undertaking a two-year preparation for state program approval and national accreditation with TEAC, which will require a similar self-study process. In addition, this year each college at USM will be revising its Diversity Plan.

Self-study as an ongoing norm is part of the culture in the Teacher Education Department. The university- and school-based faculty have participated in day-long advances twice a year since 2000—we don’t retreat. Our purpose is to examine, critique, and revise our standards, our program assessments, and course curricula to ensure better access and opportunity to learn for our initial certification candidates and to prepare new teachers who exhibit culturally responsive beliefs and practices.

For the past two years, the Department of Human Resource Development has revised the curricula for their programs in school psychology and school counseling to meet the standards of Peggy McIntosh’s theories of inclusive teaching and the approach to educational access espoused by Universal Design for Learning.

The Teacher Education Council includes universitywide faculty in Music Education, Art Education, Technology Education, Special Education, and undergraduate Math Education for secondary candidates. Working collaboratively with TED, it has revised and approved the new USM Teaching Standards to include language that is culturally responsive to candidates seeking initial certification. This council will now also look at issues of equity around curriculum, research, program development, policies, and practices.

The Southern Maine Partnership maintains consistent ties with thirty-six partnership schools focusing on small school initiatives, local assessments and curriculum, and teacher professional development. Recently, Lynne Miller, the co-director, has received a Russell Fellowship to study the access, opportunity to learn, and the retention of first generation Maine students to attend USM. Her research is illuminating the experiences for students of low socioeconomic status—a primary context for much of Maine’s population.

METHODOLOGY

The study will be conducted in the manner described below. The organizations in our member setting are already firmly in agreement with and committed to the NNER equity statement (Question #1).

Initial Data Gathering

The researcher for the self-study is Julie Canniff, assistant professor of teacher education. She will conduct the study using three approaches:

- Attending faculty department meetings for TED, HRD, and PED to conduct focus group interviews related to the five areas noted above—The researcher will document evidence of equity practice in specific examples of policy statements and advocacy efforts, current research, curricula, programs, and practices. She will also gather data from faculty and student recruitment efforts, search committees, retention studies, and possibly exit interview data regarding institutional climate.
- Interviewing the co-directors of SMP and CEPARE to gather specific examples of regional and state policies, initiatives, and research around issues of equity—As CEPARE is directly involved with researching and writing educational policy for the state of Maine, it will be informative to see the ways in which their work intersects with initial teacher certification.
- Enlisting the representative members of the TEC to gather data on the five study areas from their respective faculties—The TEC members represent programs that serve undergraduate students who will benefit from some of the new university-wide initiatives to reform the general education core curriculum around themes such as civic engagement. USM is also undertaking an intense and long-term study of student retention. Both of these issues will have an impact on the candidates in our undergraduate teacher certification programs.

The Equity Study Questions (#2 through #5) connected to the data gathering stage of the study are:

2. To what extent has our setting reviewed internal policies regarding equity to identify overt or explicit elements of discrimination and/or anti-democratic values? If such policies or practices exist, what have we done to attempt to change them? If they cannot be changed, what have we done to mitigate their effects?
3. How have we studied and addressed the culture and climate of our institutions as related to equity? Might practices of organizations in our setting result in inadvertent discrimination or equity?

4. What do colleges and schools and other community organizations say are the most urgent equity issues as listed on the Continuum of Equity practices in our setting currently?
5. What efforts have we undertaken in our setting to address these issues by promoting equity in each of the dimensions of the Continuum of Equity?

Data Analysis

The TED faculty sets aside regular time during its monthly department meetings to grapple with foundational issues such as this equity study. As the researcher gathers data for this study, TED will prioritize issues and look at challenges or opportunities for change.

In addition, regular meetings of the college faculty and the TEC will provide the forums to follow up on equity issues that surface during the initial data gathering.

The process that each university college is now undertaking to review its Diversity Plan will inform this study, particularly around practices, curriculum/standards/assessments, and research.

The Equity Study Questions (#6 through #8) related to the analysis stage of the study are:

6. To what extent has our setting involved the community in the above efforts to promote equity in teacher education and schooling?
7. What particular barriers or challenges do we face in addressing the issues we identified? What particular opportunities are there?
8. What kinds of resources or assistance do we need to address these issues further or more effectively? What more do we need to learn?

CRITICAL FRIENDS

At regular intervals in the process of data collection and analysis, we envision seeking out one or more NNER settings to be our “critical friend.” In some instances, we may have promising practices to share; in other instances, we may need a neutral partner to listen and provide feedback on places where we might be stuck. We expect to have opportunities for such interactions at annual meetings of organizations as the NNER, AERA, or AACTE.

REPORTING PROGRESS

Each stage of this self-study will be documented to show USM’s policies, research, practices, program development, and curriculum/assessments/standards. Information will be analyzed with respect to whether activities in these areas demonstrate initial activity, sustained progress, and/or a high degree of success. These data will be cross-referenced with the Continuum of Equity Practices. These findings will form the basis for the USM annual NNER report.

BRANDON SCHOOL DIVISION AND BRANDON UNIVERSITY

Setting Contacts: Donna Michaels
Jerry Storie

Tripartite Representatives: Donna Michaels, Superintendent of Schools/CEO,
Brandon School Division
Jerry Storie, Acting Dean, Faculty of Education,
Brandon University

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Our setting's comprehensive research focuses on the following research question: "How do teaching and learning processes between and within secondary and postsecondary institutions help students in their perceptions of self and in their educational achievement?"

Three research initiatives sponsored by each of the Faculties of Arts, Science, and Education as follows:

- a. *Arts*—providing and offering a dual credit first-year Arts University course to Grade 12 students in an introductory course (e.g., "Fundamentals of Inquiry");
- b. *Science*—providing and offering a dual credit first-year Science University course to Grade 12 students in an introductory course (e.g., "Geography"); and
- c. *Education*—providing and offering a research inquiry methods course in one or both of these areas: After Degree – 2nd year; master's degree.

The transition experiences of the students involved will form the focus of the research work to be conducted. This research will provide us with a rich source of insight into teaching/learning processes as students experience transition from high school to university.

Our site orientation forum connected this vital research inquiry to the four-point agenda of the NNER in a very timely and effective manner. As colleagues, we explored ideas, issues, and practices related to our youths:

- effective participation in a social and political democracy;
- access to the understandings and skills required for satisfying and responsible lives;
- access to educators who nurture their learning and well-being; and
- access to educators who are competent and committed stewards of schools.

This exploration engaged all of us very actively in deep levels of personal and professional thinking, dialoguing, and responding. Truly, it was a time of learning as the social creation of

knowledge. Ann Foster, Swanya Pitts, John Rosenberg, and Dennis Potthoff were received very well by all of us. We appreciated their abilities and willingness to adapt to a new culture, new people, and new circumstances with the courage of their convictions. We welcomed their openness and honesty, a hallmark value of this mid-western Canadian community.

Influencing Local and/or National Policy

Given the size of our community, our influence on local policy is important. We are collaborating as a K-adult system of public education to providing educational opportunities to all students. Having our respective staff work together is helping to strengthen our joint capacity to change in our responsiveness to students' realities.

Collaborating with Other Organizations to Advance the AED

Currently, we are collaborating as a university and a public school system. Over time, it may be possible for us to collaborate with the local community college. Such collaboration would strengthen the learning continuum for all students K-adult.

Our collaboration (Brandon University and Brandon School Division) was strengthened and advanced through our orientation site visit in May 2006. The focus of our forum was to advance our understandings of what democracy in education means and looks like in practice.

This forum was facilitated by our guests: Ann Foster, Executive Director, National Network for Educational Renewal; Swanya Pitts, Coordinator of Recruitment, University of Texas at El Paso; John Rosenberg, Dean of Humanities, Brigham Young University; and, Dennis Potthoff, Department Chair of Teacher Education, University of Nebraska at Kearney. In attendance were staff members from Brandon School Division's three high schools and Brandon University Faculties of Education, Arts, and Science.

The purpose of this forum was to extend and deepen the discussion regarding our joint partnership inquiry and research regarding "Transition of Senior High Students to University." This discussion was organized around the four-point mission of the NNER—enculturating the youths in democracy, nurturing the learning and well-being of all students, ensuring youths access to understandings and skills required for satisfying and responsible lives, and ensuring educators' competence in and commitment to serving as stewards of schools.

Each of these four parts was explored and "unpacked" through video and reading examples. Specific attention was given to the meaning and application of these four dimensions in school and university practices.

Forwarding the NNER Statement on Equity

Our work here currently focuses on creating a greater awareness of the meaning of equity as it pertains to public education at both the school district and university levels. Our research will inform us as to the systemic factors that support and inhibit students' equitable access to quality learning opportunities.

Engaging the Community to Advance Educational Renewal

Our engagement of the community to advance educational renewal is primarily with our faculty communities at this point in time. We are making good progress in bringing our staff members together to examine issues of democracy in education.

GAPS OR CHALLENGES FACED IN:

Engaging the Community to Advance Educational Renewal

The greatest gaps or challenges we face are those associated with:

- a. time to meet, plan, and act collaboratively;
- b. resources in both systems (in the context of declining enrollments and reduced funding);
and
- c. cultural tradition in which collaboration was limited in both systems.

In conclusion, we are working well together to develop and advance our joint agenda of furthering democracy in education K-adults.

ST. CLOUD NETWORK FOR EDUCATIONAL RENEWAL

Setting Contacts: Gayla Holmgren
John Hoover

Tripartite Representatives: Gayla Holmgren, College of Education
Kurt Helgeson, Science & Engineering
Bob Huot, K-12

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Teacher Quality Enhancement Grant Research

St. Cloud State University (SCSU) was awarded a five-year U.S. Department of Education Teacher Quality Enhancement Partnership grant in October 2003. The primary focus of the initiative was to implement a new model of student teaching using co-teaching strategies. Two years of data have now been collected, and the impact of co-teaching in student teaching on student achievement and on teacher candidates is convincingly strong.

Impact on P-12 Achievement

Reading Gain Scores—In both Year One (N=474) and in Year Two (N=439), the reading gain scores for students in co-taught settings were higher than for students in any other educational setting. Using individually administered Woodcock-Johnson III research edition assessments, the findings were statistically significant both years.

Math Gain Scores—In Year One (N=474), the math gain scores for students in co-taught settings was slightly below those of students in co-taught settings. In Year Two (N=439), every teacher was asked to identify the students that were actually co-taught for math instruction as many students move to other classrooms due to ability grouping. Controlling for that factor, math gain scores were higher in Year Two for students in co-taught settings. This finding was statistically significant at the .004 level.

Reading and Math Proficiency—Both the reading and math proficiency levels for co-taught students were higher than for non-co-taught students in Year One as measured by the Minnesota Comprehensive Assessments. [Reading: $\chi^2(1 \text{ df}, N=1,353) = 7.37, p=.007$; Math: $\chi^2(1 \text{ df}, N=1,332) = 7.09, p=.008$]. Year Two data has not yet been released by the state of Minnesota.

The positive effect of co-teaching on K-6 student attendance rates was statistically significant in both Year One and Year Two. [Year One: $SS(1 \text{ df}, N=4921) = .029, p=.008$; Year Two: $SS(1 \text{ df}, N=4431) = .19, p=.015$].

Impact on Teacher Candidates

The College of Education at St. Cloud State University has adopted a summative evaluation of student teaching that is based on the ten Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates that co-taught during their clinical experience consistently scored higher on the summative evaluation than did students who were not co-teaching. In addition, on the follow-up survey sent to all SCSU teacher preparation completers, 81.3% of co-teaching candidates reported feeling well prepared to collaborate, compared to 50% of traditional candidates.

Research on New Teacher Mentoring

The Teacher Quality Enhancement grant also had a new teacher mentorship component. Fifteen pairs of new teachers and their mentors were part of a research group that completed online logs documenting the topics they were discussing and responding to monthly reflective questions. Other components of the program include mentor training, a mentor/mentee handbook, new teacher workshops, and a year-end survey and focus group.

Safe Schools/Health Students Grant Initiative

We concluded research on early childhood education, alternative programs for suspended and expelled students, mental health initiative, and P-12 safety and security measures through a Safe School/Health Students grant with St. Cloud Area School District.

Influencing Local and/or National Policy

- The dean of the SCSU College of Education meets quarterly with area superintendents. Among agenda items are state legislative issues.
- Area superintendents and the dean of the College of Education meet yearly with area legislators on pending legislation policy and educational issues.
- Interim associate dean, John Hoover, served on the Board of Reclaiming Youth International, an international advocacy group for “at risk” kids.
- Interim associate dean, John Hoover, is also a charter member of the Bullying Research Network.

Collaborating with Other Organizations to Advance the AED

1. Teacher Quality Enhancement grant partnership collaborated with eleven area school districts in three areas: Co-teaching model for student teaching, a multi-district mentorship program for new teachers, and collaborative professional development opportunities.

2. Teacher Preparation Partnership (TTP) is a collaboration with North Branch School District and the Anoka-Ramsey Community College Cambridge Campus to provide an off-campus cohort program to prepare elementary and special education teachers in this area of the state where there are no easily accessible teacher preparation programs.
3. The Urban Block Program is a collaboration with two Minneapolis elementary schools to provide SCSU teacher candidates the opportunity for field experiences in urban schools.
4. Science and COE faculty collaborated with local high school teachers and their students on two grant programs that did research on student health issues and the environment.
5. The MnSCU Teacher Center is a collaboration among Minnesota State Colleges and Universities to use combined resources to educate the best possible teachers for Minnesota schools. In addition to a statewide web page of professional development opportunities, they have collaborated on a program for science teachers, regardless of their location in the state, to add new science licensure fields to their license.
6. The Community Options 2 program (CO2) is a transitional program for St. Cloud School District 742 students, ages 18-21, with development/cognitive disabilities or autism spectrum disorders. This partnership between the school district and the College of Education is housed in the College of Education building and uses settings on campus and in the community to give students real-life experiences.
7. Sisters in Action is a community/school district/university partnership that has college female students of color mentor junior and high school female students of color.
8. School district and college of education faculty from five departments created a Teacher Leader Graduate Certificate Program (18 credits) that will be implemented in summer 2007.
9. The St. Cloud NNER Partnership held a Partnership Retreat with tripartite representation to set goals for 2006–2007.
10. SCSU professors served on an active board of directors for the Safe Schools Healthy Students Initiative grant for the St. Cloud area that was completed in September 2006.
11. A faculty member at SCSU (summer 2005) helped develop a regional anti-bullying conference with District 742, several community agencies, and the St. Cloud Hospital.
12. A special education faculty member provides—free of charge and on an ongoing basis—professional development regarding technical aspects of continuous improvement measurement to two districts (Brainerd and Pillager).
13. A special education faculty member partners with the University of Minnesota and eight districts to provide behavioral measurement and support—technical assistance—to early childhood special education students.

14. The Portal Project is a partnership between SCSU and Anoka Ramsey Community College—Coon Rapids Campus ARCC-CR. SCSU special education teacher courses are being offered on the ARCC-CR campus at the present time. Special education offers SCSU special education courses in the Minneapolis–St. Paul area to recruit candidates of color into special education teaching programs.

Forwarding the NNER Statement on Equity

- Secured an ongoing partnership with the SCSU Student Work Study Program to provide college work study students—education majors—for tutoring K-6 students in reading and math in high-need buildings.
- Delivered interrupting bias curriculum to fifth, ninth, and eleventh graders at Tech High School and Talahi and Lincoln Elementary.
- Portal Project (see #14 above)
- Sisters in Action (see #7 above)
- Teacher Preparation Partnership (TTP) (see # 2 above)
- MnSCU Teacher Center (see #5 above)

Engaging the Community to Advance Educational Renewal

- Three community members serve on our local NNER Partnership Leadership Team.
- St. Cloud Partnership was part of the IEI's Developing Networks (DN) of Responsibility to Educate America's Youths program.
- Team of educators and community and youth representatives participated in the Seattle Developing Networks Working Conference in 2006.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

- SCSU faculty partner in numerous collaborations with K-12 and the community and provide evaluation services for these projects. Few of these collaborative programs, however, are involved in comprehensive research.

Influencing Local and/or National Policy

- Changing leadership at both the university and the school district level have made advocating for local and national policy difficult because new leadership does not have an immediate awareness level of the NNER Agenda.

Collaborating with Other Organizations to Advance the AED

- We have had high school students involved in our Developing Networks initiative but have not maintained communication or placed students on our leadership team.
- We have had little involvement or representation on the leadership team from the Colleges of Arts and Humanities and Social Sciences.
- The Developing Network initiative was very successful locally, but a mechanism for continuation would be valuable.
- The College of Education belongs to several national organizations. Focusing on just the NNER and incorporating it into the college mission would help advance future collaborations.

Forwarding the NNER Statement on Equity

- Changing leadership at both the university and the school district has presented challenges.
- The Interrupting Racial Bias curriculum was well received in three school districts, but personnel changes have halted its continuation.
- Institutionalizing programs such as Sisters in Action is a constant funding battle.
- COE faculty are reluctant to teach off campus in rural and urban programs.

Engaging the Community to Advance Educational Renewal

- We need to make meeting agendas more relevant for community members.
- Community awareness of the NNER and the NNER Agenda is very limited.

OTHER SETTING INFORMATION:

Additional Information

- The St. Cloud Area School District has a new superintendent, Bruce Watkins.
- SCSU has a new permanent College of Education dean, Kate Steffens.
- SCSU has a new interim associate dean, John Hoover.
- Colleges of Arts and Humanities and Social Sciences, both, have interim deans.
- Changes in leadership have presented ongoing challenges.

METROPOLITAN ST. LOUIS CONSORTIUM FOR EDUCATIONAL RENEWAL

Setting Contact: Mary Ellen Finch
Tripartite Representatives: Linda Pitelka, Arts & Sciences
Carol Hall-Whittier, School
Kathe Rasch (Interim), College of Education

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Maryville University

As reported last year, the types of research that are ongoing at Maryville University tend to be collaborative and action research in orientation. The work that is done directly influences the lives of the faculty at Maryville University and its partner schools.

A reading professor, Dan Rocchio, at Maryville University spent spring 2005 on sabbatical researching the ways in which reading specialists support classroom teachers and change literacy instruction, particularly for struggling readers. During the past year, he has used two case studies he developed during that time with his preservice teachers. In addition, he has continued collaborative research with two literacy teachers in schools and districts that have significant African-American populations. He has continued to work with students in one of those schools to develop reciprocal teaching strategies for teaching literature. In the other district, he has designed a program that will use the literacy instruction provided to district teachers to provide further instruction so that these faculty can be licensed as reading specialists. This research has attended carefully to the current research on encouraging literacy development for African-American and special needs students.

Nadine Ball and Nance Roth have further refined the student teachers' work sampling projects (known as the Assessment Project at Maryville University) to collect data related to the achievement gap in local St. Louis districts. All rubrics were revised, and presentations by the student teachers show a remarkable, sophisticated presentation and understanding of student learning. The data are being used in the unit for program improvement. This is one of the major assessments in Maryville University's comprehensive assessment system.

Nadine Ball and the Clark Elementary School faculty continue to focus on achievement in literacy and mathematics and to improve instruction to enhance achievement on the state academic tests. The evaluation report of every year, completed for the Professional Development School Collaborative, contains information related to the mathematics and literacy achievement.

As part of project completed as the result of the IEI's Sustaining Simultaneous Renewal (SSR), Nadine Ball prepared a report and presentation on sustainability and organized and convened a task force to address issues of sustainability at Maryville University. Using her own knowledge of environmental education and her current position as President of the Missouri Environmental Education Association, she has access to a broad forum to assist in this program. Because of this work Maryville University hosted a regional conference in October 2006 on sustainability. This conference involves not only faculty and students from Maryville, but faculty from other regional colleges and universities and members of various state-wide organizations with sustainability concerns.

A variety of additional events are planned related to sustainability. These are discussed under the "Influencing Policy" section of this report.

A Lilly/Carnegie Conference on the Scholarship of Teaching and Learning took place at Miami University in Oxford, Ohio, November 2006. Nadine Ball, together with three additional faculty members from Maryville University's Physical Therapy, Nursing, and Rehabilitation Counseling departments, presented the following study:

This descriptive action-research study will explore what "seeing students learn" means in a junior science methods course. She will describe her own plans, instructional decisions, and challenges as she invites candidates to see their students as individual learners and to create space for individual learners' ideas in a classroom. Nadine will use candidates' written reflections, lesson plans and reflections, and classroom reactions to better understand how they come to see each learner in their classroom.

The questions guiding this study include:

1. *What do I do to help preservice teachers learn to see their students learn? How can I help preservice teachers learn to make instructional space for their students' learning?*
2. *What evidence exists in candidates' written work about how they "see" student learning? What does a close consideration of candidate work reveal about their developing understanding of their own students' understanding?*

Nadine has pre- and post-data from last year as well as this, and she plans to videotape key lessons in which having candidates "see" learning is an explicit goal.

For the initial semester in the Maryville Teacher Education Program, candidates are asked to answer the question, "What does it mean to be a morally responsible teacher in a diverse and democratic society?" They begin to work to know St. Louis through studying a street in the community. This year, Dan Deschamp and Kathe Rasch specifically studied the students' abilities to do a financial analysis of the districts on urban to suburban streets. Using refined strategies to assist them in their analyses, the class assignments collected contained more

thoughtful and analytical information about school finance. This information has helped candidates look more carefully at issues of equity among the many school districts in the metropolitan area.

The Roosevelt High School teachers, working with Nancy Williams and Mary Ellen Finch as well as several external consultants, continued to work on the portfolio process. Unfortunately, the school has been totally reconstituted this year, and data from the portfolios has, as yet, not been analyzed.

Dan Deschamp and Keith Kinder have been refining the process for creating professional growth plans with each group of doctoral students. They are also helping candidates use the ventures for excellence tool to study their own leadership themes. They have developed beginning guidelines for the internship data. At the master's level, candidates are interviewed during the principalship class to ascertain their ability to handle complex, problematic issues they will face as principals.

The faculty at Parkway South have begun to track student achievement on the state tests and address it more specifically in the curriculum.

In the College of Arts and Sciences, Linda Pitelka is engaging in research that informs not only the courses she teaches in the general education courses, but also has had a direct influence on the ways in which secondary candidates at Maryville University use primary history sources as they work with secondary students at Parkway South. Linda is taking a sabbatical in spring 2007 in order to complete her book, *Fencing the Valley: Racial Boundaries on a Multi-Ethnic California Frontier, 1850-1940*. It looks at race and ethnic relations in a rural county in northern California by analyzing the changing situations of American Indians, Anglo American settlers, and European and Chinese immigrants over time.

Harris-Stowe State University

As a professional preparation undergraduate degree granting institution, the position of the Carnegie Foundation (1990) regarding research and scholarship of teaching frame the foundations of research for Harris-Stowe State University. This distinction is part of the institution's history and unique original mission as a normal school designed to prepare teachers for the St. Louis Public School System. Therefore, the initiatives include questions regarding the teaching-learning process, student outcomes, and the principles and methods of instruction.

The ongoing process of self-examination continues to challenge the AED focus in the Teacher Education Department. This challenge includes, but is not limited to, the department's efforts to remain focused on the big picture of what is taught and what change of direction is desired in advancing the Agenda. In addition, institutional changes have played a major part in our work. Opportunities presented within the past several years include major leadership changes within the administrative/organizational structures, and the Missouri legislation granting the institution university status.

The highlights of our efforts, therefore, address the formulation of three broad questions: What do the best practices of our past teach us? What does the ideology of preparing teachers in a moral democracy require of us as teacher educators? What does our scholarship of introspection and assessment, consistent with the mission of our University, demand of us? These questions formulate the didactics of learning and teaching that our journey follows in re-examining our commitment to simultaneous renewal and engaging our recent organizational and leadership changes in this re-examination process.

Faculty members in the Arts and Sciences Department worked with the Teacher Education Department faculty in utilizing a recently adopted web-based assessment system. Conversations directed toward consistent examination of candidate performance data moved our reflections to a more clarified effort of analyzing our professional education sequence. The collaborative and action research projects spearheaded from these conversations form the basis for future action research and bridge the disconnect of the importance of Arts and Sciences faculty in preparing teachers in a moral democratic society.

Reflections of recent institutional changes address our need for a systematic orientation system that engages and provides the foundation for sustaining our institution's commitment to teacher education and the AED. We examined our academic obligations to the nonacademic constituency—parents, legislators, and others. And, as we presented additional questions, we studied the challenge of performing academic work responsibly at the highest level and instilling these practices in our candidates so that the socialization of new teachers addresses the AED instead of reinforcing traditional approaches.

This same format was utilized with Shepard eMints Academy during our conversations regarding the examination and analysis of student performance data. Our specific activities were directed toward the collection, analysis, and evaluation of student performance data in preparing curriculum recommendations and individualized instruction for student performance on the Missouri Assessment Program (MAP). Adam Shariff, professor of Biology/Science Education, works directly with Shepard Academy to analyze MAP student performance data and plan appropriate instructional strategies and processes. The research/scholarship of teaching opportunities represent an important AED focus.

At Shepard eMints Academy, in alignment with the state standards, the teachers have created an essential question. Students must respond to constructed response questions on the Missouri Assessment Program spring assessment. This involves the students answering an open-ended question using only the resources given to support their answers. The essential question provides students with learning tasks that are similar to those presented on the assessment. The questions deal with issues taken from “real world” experiences and are in direct correlation with students' character development and an assessment of their problem-solving abilities.

The questions are designed at the students' academic level as well. The first two questions came from a newspaper article publicizing a neighborhood issue where pizza companies decided to discontinue services to a particular neighborhood because of increased incidents of robbery and bodily harm. At the intermediate level, the question was “Are businesses like Imos and Dominos Pizza justified in refusing to deliver to high crime neighborhoods?” Our primary level question

was “What happens when people never follow rules?” Student responses were as varied as adult responses. Most students answered based on their experiences. Many were in agreement with the pizza chains. The younger students’ answers were all over the place, from not understanding the questions to thinking solely of themselves. (Piaget anyone?)

Our next question will address making good choices. The intermediate question will be “When you make poor choices you must live with the consequences. How do consequences help you to make better choices?” The primary question will be “What does it mean to make good choices?” All of these questions relate to the AED and help the teachers and students further their thinking and living in a moral community.

Influencing Local and/or National Policy

The St. Louis Consortium hosted a mini-conference on June 24, 2006, focused on the theme of “Advocating for Public Schools: An Imperative for Our Democracy.” The conference was the outcome of conversation held by the Board of the Consortium regarding the role of the Consortium in the St. Louis region. Approximately fifty people, representing a wide range of stakeholders (school board members, media, teachers, higher education faculty/administrators, parents, and students) viewed the documentary, “The Corridor of Shame,” produced in South Carolina and then related the thrust of the documentary to issues in the St. Louis region. As this report is written, an analysis of the data from the conference is taking place, which will then provide the Consortium direction for the next several years.

Campus Sustainability Day: Maryville University hosted a regional conference on campus sustainability on October 25, 2006. This coincided with a national webcast on campus sustainability put out by the Society of College and University Planning (SCUP). Sherry Muir (OT) and KatyMike Smailstra (Missouri Botanical Garden) got the ball rolling with a great outline and networked so that the Green Building Council helped co-sponsor the event. Acting President Nedwek, who is a past-president of SCUP, agreed to frame the event in the morning and offer concluding remarks. Informative morning sessions were scheduled, and afternoon sessions offered time for each university to get together with their own group. This was an exciting opportunity for Maryville to kick off our own initiative as well as impact policy more broadly. Pam Culliton (campus nurse) secured a donation of Earth Shell recyclables for the event, and our campus catering service, Fresh Ideas, compiled a quote for local/organic/free trade and vegetarian foods; and the Emerging Green Builders organization co-hosted with us (Green Builders Association and the Garden).

Screening and Panel Discussion of *An Inconvenient Truth*: This will occur on the Maryville campus on February 13 and 16, 2007, at 7:00 p.m., along with a panel discussion on February 13.

The St. Louis Public Schools annually conducts the Novice Teacher Professional Development Seminar in collaboration with the Harris-Stowe State University Education Department. Data from these sessions assist in the examination of current initiatives in professional development/compliance with the Missouri Beginning Teachers Assistance Program.

Differentiated instruction was addressed during the past sessions. Participants engaged in interactive sessions on differentiated instruction. Evaluations from these sessions indicated favorable responses and provided the appropriate documentation to meet professional development plans preparation required by the State of Missouri for beginning teachers. The extent to which teachers are actually using these skills (presented/examined) is not documented. However, the scholarship involved in addressing the impact of these experiences is important for future initiatives.

The Missouri certification requirements, in the area of professional development, requires careful attention to detail, and the assistance provided by Harris-Stowe State University in assisting novice teachers navigate through the system proves invaluable to the St. Louis Public Schools and helps to promote the AED.

Collaborating with Other Organizations to Advance the AED

The St. Louis Consortium is by its nature a collaborative organization. During this past year, the board held two retreats to revisit and modify its mission statement. The June annual conference included collaboration with the League of Women Voters, various school board members, and several local legislators. Follow-up with these groups will occur during the 2006–2007 year.

Linda Pitelka was one of the coordinators of the regional conference on Women’s History that occurred on the Maryville campus in June 2006.

The School of Education, through the work of Dan Rocchio, hosted a major “Literacy Conference,” which drew a full house.

Forwarding the NNER Statement on Equity

Please see last year’s report. (There is nothing new in this area.)

Engaging the Community to Advance Educational Renewal

As indicated above, the June 2006 conference of the Consortium members produced important conversation about renewing our own consortium. Board President Carol Hall and Executive Director Mary Ellen Finch came to the Executive Board in September with a proposal to have a Board retreat to consider whether or not the Board wanted to assume an advocacy role in addition to its activities. The other major task ahead was to re-engage members of the partnership from Harris-Stowe State University, given that the dean had been asked to also serve as interim chief academic officer. For all of the participating partners, changes in staff and administration seemed to indicate that the retreat would also bring reaffirmation and further education on the part of Consortium Board members, later translating into work in each institution to advance the Agenda for Education in a Democracy. Held in January and February,

these retreats did result in a change in the mission statement as well as plans for the June mini-conference.

A sizable contingency from the partnership (representing Roosevelt, Wilkinson, HSSU, Parkway South, Maryville, and Clark Elementary) attended the NNER annual meeting in South Carolina and gave several presentations. This was extremely helpful in informing the attendees of the Board retreat in January and February.

The curriculum in Maryville's Teacher Education Program is tied directly to the moral dimensions of teaching. In particular, this year there was new focus on morally responsible leadership with the beginning of the Ed.D. program.

In the preservice program, faculty looked specifically at how candidates are taught to work with children who are English language learners and those with special needs.

At Shepard eMints School, a variety of activities took place over the year. An advisory group has been organized by the principal, Carol Hall-Whittier. This group helped raise funds for the school playground. Ongoing conversation continues among the staff members at the school, a direct outcome of the participation of its former principal, Savannah Young, and the current principal, Carol Hall-Whittier, in the leadership program of the IEI. Also, in conjunction with the Kalish Foundation, St. Louis Police officers work individually with students at Shepard on their reading and literacy.

Consortium Board member Kathe Rasch and Executive Director Mary Ellen Finch met with the University of Missouri's Partnership for Educational Renewal to begin to explore ways in which the two organizations could cooperate and share resources. This meeting and subsequent communication was encouraging.

A team from Parkway, Webster Groves, St. Louis television (NBC affiliate), and Maryville attended the IEI's Journalism, Education, and the Public Good initiative meeting in Bend, Oregon, in October 2006.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

The Metropolitan St. Louis Consortium for Educational Renewal continues to have many changes in faculty and staff. The continuing re-education of new players is a constant challenge. More specifically, in spite of our January and February retreats, which produced a new mission statement, many changes have occurred that move us into a renewal mode:

- A new dean for the Maryville School of Education (Sam Hausfather).
- A new principal for Clark Elementary School (Bill Schiller).

- A new principal for Roosevelt High School (Bobby Gines). In addition, Roosevelt has been totally reconstituted with teachers moved to other schools. Few teachers involved with the NNER and the Consortium remain in the building. Sylvia Shead, former principal at Roosevelt has moved to the Lafayette Ninth Grade Center.
- Cynthia Jaskowiak, former assistant superintendent in the Parkway Schools and vice president of the Consortium Board has moved to New Trier in Illinois.
- Harris-Stowe State University has a new vice president for academic affairs (Dwyane Smith) as well as a new assistant vice president for academic affairs (Michelle L. McClure).
- Maryville University currently has an acting president (Brian Nedwek) and an interim vice president for academic affairs (Mary Ellen Finch).
- The new representative to the Consortium Board from the St. Louis Public Schools is Mulugheta Teferi, the chief academic affairs officer.

In essence, the Consortium is in a rebuilding mode. We planned a retreat in November for members to educate and renew our partners on the Agenda for Education in a Democracy.

Influencing Local and/or National Policy

We believe that this will be challenging for our small organization unless we can do it collaboratively with other partners. Perhaps the collaboration with the University of Missouri will help our Consortium.

It is very difficult to even begin to articulate the challenges of establishing and maintaining initiatives in the St. Louis Public Schools. The sixth superintendent in three years was named after a change in the school board from mayor-supported members to community-based members. The strife, economic challenges, constant change in personnel, and retirement and departure of many dedicated educators with a history of the district has made it almost impossible to influence and renew. There are successes with individuals in our partner schools who have stayed the course courageously. The current superintendent and deputy superintendent both have ties to Maryville. We hope this will facilitate the process. A recent meeting with the chief academic affairs officer, Mulugheta Teferi, was hugely successful, and we have hopes of re-engaging the district in our work.

**UNIVERSITY OF MISSOURI–COLUMBIA PARTNERSHIP
FOR EDUCATIONAL RENEWAL**

Setting Contacts: Dan Lowry and Deb Carr (Co-Executive Directors)
Tripartite Representatives: Dan Lowry
Cindy Giovanini
Tom Baugh

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

- The “Senior Year On-Site Program” (SYOSP) is in its second year after four years of pilot studies. This full-year internship program for elementary interns is designed to give senior year education students the experience of a full academic year with sixteen weeks of student teaching the second semester. The first semester is designed to give interns the opportunity to work in and observe each of the grade levels as well as all other programs (i.e., physical education, art, music, special education). This provides the interns with an understanding of, and experience with, a learning community. There is a strong curricular focus on literacy during the first semester. The SYOSP is a four-year undergraduate teacher preparation program unlike some institutions’ five-year programs. The Special Education Department has initiated this full-year internship for its undergraduate students this year.
- A number of COE faculty members are engaged in research on issues of equity and access to quality education.

Influencing Local and/or National Policy

- The Governing Board, at its summer retreat in July, invited three members of the Missouri House of Representatives’ Education Committee to meet with the group and discuss issues related to education in Missouri. Those elected officials in attendance included the chairperson of the Education Committee, Representative Jane Cunningham. Small-group discussion included not only educational issues, but also a vision for educating Missouri’s children. This meeting was viewed as highly effective by all involved, and plans were made to continue such discussions in the future.
- Collaborative work has been ongoing as the COE has worked with state community colleges in developing articulation agreements regarding the Associate of Arts Degree. This work has proven to enhance collaboration between the University of Missouri–Columbia and community colleges in respect to the transfers pursuing certification as teachers.

Collaborating with Other Organizations to Advance the AED

- Extensive work has taken place this past year with the two largest urban school districts in the state of Missouri—St. Louis City School District and the Kansas City School District. For the first time, the St. Louis City School District is participating in the MU Teaching Fellowship Program and has six fellows teaching in the district this year.
- Missouri Community Colleges—i.e., Moberly Area Community College, St. Louis Community Colleges, and Metropolitan Community Colleges (KC)
- Department of Elementary and Secondary Education
- Coordinating Board of Higher Education

Forwarding the NNER Statement on Equity

- Required experiences/placements of teaching interns in diverse settings.
- A new program was initiated entitled “Men for Excellence in Elementary Teaching” (MEET) with the goal of recruiting, supporting, and developing the best qualified men to enter into the field of teaching (with a focus on elementary education). This program is a collaborative program sponsored by the Department of Learning, Teaching, and Curriculum.
- The MPER Governing Board has included within its meetings research studies regarding the “Achievement Gap” at both the elementary and secondary levels. Plans are being made to study effective programs to address this national problem and develop pilot studies.
- A recognized need in the urban school districts is the lack of quality leadership at the building level. In its second year, the New Leaders Program (NLP) in St. Louis aims to prepare aspiring principals for the St. Louis School District. The University of Missouri–Columbia College of Education delivers an extensive year-long principal preparation program and master’s curriculum in collaboration with leadership professionals from the St. Louis public schools. This preparation plan is modeled after the innovative New York Leaders Academy’s Aspiring Principals Program and the Danforth Educational Leadership Program at the University of Washington. The program, which successfully served twenty-two aspiring principals during the first year, is now serving ten principals in its second year.

The New Leaders Program is based on six working assumptions 1) equity and excellence, 2) leadership, 3) organizational change, 4) collaboration, 5) inquiry and reflective practice, and 6) teaching and learning. Each participant receives a \$3,000 stipend and is designated as an MU Leadership Fellow. Each receives thirty hours of tuition-free, graduate-level credit from the University of Missouri leading to a master’s degree and principal certification.

After completing the NLP, those selected as new principals receive continued mentoring and individualized assistance from mentors during their induction year. It is critical that a new principal be supported during their first year. This ongoing professional

development, which is included in the program, is designed to further enhance their leadership skills while in the field.

Engaging the Community to Advance Educational Renewal

- Through a competitive grant from the U.S. Department of Education, the Moberly Public Schools (a member of MPER), and the University of Missouri–Columbia are collaborating with several area social service agencies to integrate mental health services for students. Beginning in January 2006, a significant project concerning the mental health of children has been taking place in rural Moberly, Missouri. It began with a \$1,000 grant from the Missouri Partnership for Educational Renewal in the University of Missouri–Columbia College of Education. The MU College of Education’s Center for Advancement of Mental Health Practices in Schools (CAMHPS), housed in the Department of Educational, School, and Counseling Psychology, is co-directed by Drs. James Koller and Karen Weston and has been a prominent organizational force behind the Moberly Project.
- The eighteen-month, \$309,116 grant was the only one of its kind awarded in Missouri and established the Moberly Community Coalition for Children and Families Project. The Coalition is building a more effective and comprehensive system for integrating mental health services for students in the rural Moberly school district. The emphasis of the project is on prevention and early identification of mental illness as well as the promotion of social and emotional wellness. Collaborators are working together to link a full continuum of services to meet student needs.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED); Influencing Local and/or National Policy; Collaborating with Other Organizations to Advance the AED; Forwarding the NNER Statement on Equity; and, Engaging the Community to Advance Educational Renewal

- Partner schools and universities have fewer dollars to spend on collaboration efforts (dues, conference expenses, travel, etc.).
- National pressure to devalue the work of Colleges of Education and quality teacher preparation.
- Decreasing dollars for field experiences.
- High drop-out rates in urban districts and attracting minority students to higher education and teacher preparation.
- Increasing number of certification programs going to online delivery.
- Need for universities, colleges, and programs to solicit dollars to support what the state has traditionally funded. Matching funds from the university are diminished.
- The challenge of getting external funding for collaborations.
- Increased emphasis on research and lack of emphasis on field connections for faculty.

NEBRASKA NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact: Dennis Potthoff, Executive Director, NeNER
Tripartite Representatives: Mike Moody, Superintendent, Wakefield Public School (P-12)
Dennis Potthoff, Chair, UNK Department of Teacher Education (Education)
Joe Blankenau, Faculty, WSC Political Science Department (Arts and Sciences)

AN OVERVIEW OF THE NENER (2005–2006)

It is hoped that 2006 will prove to be an important time in the history of the Nebraska Network for Educational Renewal (NeNER). In fall 2006, there is good cause for optimism. It appears possible that the NeNER setting is emerging from a tough time. Revitalization of the NeNER is the goal for the next twelve months.

Three key events created hard times for the NeNER: First, in 2003, seven of the nine IHE sites along with their partner P-12 schools left the NeNER. Second, this change in membership included losing the Executive Director for the organization. Finally, in 2004 and in 2006, the deans of the respective colleges of education at the University of Nebraska at Kearney (UNK) and Wayne State College (WSC) left their positions. Both departing deans had been prominent supporters and driving forces in the organization.

Since 2003, the two remaining NeNER sites—the University of Nebraska at Kearney and Wayne State College—have worked to sustain and also to reinvent the organization. There have been noteworthy successes. Two highly successful Leadership Associates Programs (2003 and 2005) occurred. The UNK site participated in a highly successful Developing Networks (DN) of Responsibility to Educate America's Youths initiative, and NeNER-affiliated individuals remained visible and active in national level governing groups, etc. A team of central administrators—vice chancellor, arts/sciences dean, and assistant superintendent—from the UNK site attended a national leadership training event—the 2006 Summer Symposium in Seattle, Washington—hosted by the NNER.

In August 2006, with both new education deans present, the two sites met for an important conversation about the future of the NeNER. Good conversation resulted in a decision on the part of both sites to reaffirm their commitment to the NeNER. Subsequently, a new executive director for the NeNER was appointed. We were pleased to send a tripartite team of eleven to the 2006 NNER Annual Conference. Members of the NeNER Governing Board have been identified, and the first Board Meeting was scheduled for November 1, 2006. Finally, preliminary planning for the NeNER event to be hosted by Wayne State College in April 2007 has begun. The future appears to be bright. In the remainder of this report, we will share highlights from the past year.

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

University of Nebraska at Kearney

- Research Study—Creating a Democratic Learning Community in an Online Environment (Ken Messersmith and Dennis Potthoff);
- Research Study—Ziebarth, J., & Bovill, R. “No Longer a Silent Partner”: The University of Nebraska at Kearney Network of K-12 Partner Schools;
- Research Study—Ziebarth, J., Bovill, R., and Lorentzen, Cultivating Seeds of Service-learning on Combined Turfs: Collaboration between an English Professor and Teacher Education;
- Research Study—Potthoff, D., & Walker, E., 21st Century Goals for Schools in the United States: Comparing the Views of Parents, School Board Members, College Faculty, K-12 Teachers, and Teaching Candidates;
- Research Study—Strawhecker, J. Dissertation plus follow-up study looking at how a renewed and field-based teacher preparation program influences the mathematical preparation of preservice teachers; and
- Action Research Studies—P-12 based educators working within the UNK Network of Partner Schools enroll in a tuition-free summertime graduate course. The key assignment in the course is an action research project. Participants research cutting-edge educational issues.

Wayne State College

- Study of the inclusion of Justice content in the MSE C&I—Learning Community delivery format. Since the majority of students in the program are in-service educators, the faculty-mentors are in the process of including justice-oriented content in both the course delivery and the action research projects required.
- Mike Moody, Joe Blankenau, Monica Snowden, and Marian Langan are co-authors of a paper exploring the nexus between environmentalism and civic education. It is expected that the paper will be submitted for publication by the end of 2006.

Influencing Local and/or National Policy

University of Nebraska at Kearney

- The UNK Department of Political Science brought a “By The People Forum” to the UNK campus. The event involved COE and A&S facilitators as well as partner school faculty inviting others to participate. This project required collaboration with the Nebraska Commissioner of Education, Doug Christensen, the University of Nebraska Public Policy Center, and NETV.

Wayne State College

- The “Rethinking the High School” initiative that was begun last year will enter into the second phase. A two-day conference involving schools from five Educational Service Unit areas and representing approximately twenty-five school districts was held in October 2006.
- A team of Wakefield Public School teachers and administrators gave a presentation at the annual State School Boards/Council of School Administrators’ fall conference. The presentation will focus on how the district’s involvement with the AED and the League of Small Democratic Schools has influenced change at the high school level.

Collaborating with Other Organizations to Advance the AED

University of Nebraska at Kearney

- Attended AASCU meeting on the American Democracy Project;
- UNK Office for Service Learning: This past year, the Office for Service-Learning provided training in service-learning pedagogy to college faculty, individuals working in community-based programs, and P-12-based educators. The goal is to encourage schools, administration, and teachers to use service as a methodology of teaching children. Service-learning connects students to the community, enhances their knowledge of their connection to the real world, and helps to encourage students’ participation as citizens in our democratic society;
- Developing Networks (DN) of Responsibility to Educate America’s Youths initiative: A multi-year collaboration that links UNK with the Lexington (NE) Public Schools and the Lexington community;
- Engagement with other NNER settings:
 - Partnership involving UNK and Brooklyn College—A visit to NYC for UNK Political Science and Education students culminates a seminar study.
 - The NeNER executive director served as a co-facilitator for an NNER orientation event for the Brandon University (Manitoba) setting.
- The UNK Department of Political Science brought a “By The People Forum” to the UNK campus. The event involved COE and A&S facilitators as well as partner school faculty inviting others to participate. This project required collaboration with the Nebraska Commissioner of Education, Doug Christensen, the University of Nebraska Public Policy Center, and NETV; and
- UNK faculty from the Mathematics and Teacher Education Departments are engaged in ongoing collaboration with P-5 schools to improve mathematics preparation and learning.

Wayne State College

- At WSC, elements of the AED are included in traditional course delivery (e.g., introductory educational foundations course work, the “Teaching Democracy Project,” and in Social Studies Methods courses).

- Wayne State College hosted the 2006 Great Plains Political Science Conference where a roundtable on the NNER was provided.

Forwarding the NNER Statement on Equity

University of Nebraska at Kearney

- In fall 2006, UNK became a host for Campus Kitchen, a nonprofit initiative that serves the hungry in the Kearney community;
- UNK completed the final year of participation in the IEI's Developing Networks (DN) of Responsibility to Educate America's Youths initiative that also involved the Lexington Nebraska Public Schools and the Community of Lexington, Nebraska; and
- UNK completed the final year of an Access to Higher Education grant.

Wayne State College

- An Equity Statement is an integral part of the School of Education and Counseling's conceptual framework. In this regard, in all facets of the School's programs, equity is a primary focus of all programs.

Engaging the Community to Advance Educational Renewal

University of Nebraska at Kearney

- UNK Office for Service Learning—Enculturation in our Democratic Society is reinforced as community agencies and programs, serving and educating individuals with numerous needs, participate in service-learning training and conversations that help them understand the role they play in helping students learn through service as they develop citizenship skills.
- Network of Partner Schools Graduate Course—The tuition-free summer class for partner school-based educators includes an NNER presentation that showcases the four moral dimensions. Participants follow this up with a discussion of how the moral dimensions fit into what they do with student teachers.

Wayne State College

- At WSC, community engagement is a vital part of the institution's commitment to the region. It is also a fundamental goal for the institution to articulate its commitment as an agent of change via engaging the community in a comprehensive dialogue in educational renewal and change.
- Wakefield Community School recently involved a group of students in a project (process) entitled "Dialogue Across Nebraska" (DAN). The intent of the DAN activity was to

bring together a group of students and community members representing five distinct generations. The participants engaged in dialogue regarding growing up and growing of age in rural Nebraska. The participating students plan to modify and closely replicate the process within the school setting.

- Wayne State College is developing the idea of having a “Government Day” that will coincide with the annual Legislative Forum hosted by the Wayne Chamber of Commerce. The next step is the formation of an advisory council to assist in the planning of the activities and logistics.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

University of Nebraska at Kearney

- Conceptualizing and implementing a more sustainable model for conducting P-12 school-based research that involves university and partner school faculty. For the past three years, the UNK and K-12 partner schools network has encouraged and supported inquiry. To date, limited success has been achieved. Lapses in communication and commitment from university and partner school educators have proven to be stumbling blocks.

Wayne State College

- We need to provide more of a structure and support system whereby research excursion would possibly be less daunting. We have begun some preliminary conversations regarding what that might look like, and we shall see where it takes us.

Influencing Local and/or National Policy

University of Nebraska at Kearney

- As a group, professional educators do not seem to be well equipped and/or adroit to influence policymaking at even the basic level. Influencing policy may need to become an NNER objective. Quite honestly, much of the inability to develop and promote policy positions or even to critique policy proposals goes to a general lack of understood and/or articulated educational purpose. Unfortunately, we do not seem to be having these conversations in our own settings. Creating more coherent and shared understandings within our own organizations and institutions is a key step toward influencing policy and policymakers.

Wayne State College

- Time and expertise are inhibitors to policy influence. We need to be more reflective and collaborative in these regards.

Collaborating with Other Organizations to Advance the AED

University of Nebraska at Kearney

- Time, as always, is a barrier.

OTHER SETTING INFORMATION:

University of Nebraska at Kearney

- Progress made toward institutionalizing the NNER Agenda into Teacher Education Graduate Programs:
 - TE 803—Philosophy of Education includes a DEMOCRACY module—The NNER Agenda is a featured component of this module. This is a required course in all graduate programs;
 - TE 819P—Teacher Development Training in Community Service Learning is an elective course that includes an NNER component;
 - TE 814P—Developing Capable People is an elective course that includes a required community service learning component; and
 - Within the UNK setting, the vice chancellor for academic affairs declared his intention of forming/convening a UNK-wide Teacher Education Council.

Wayne State College

- At the Undergraduate Level—EDU 201 Introduction to Professional Education, EDU 367 Human Relations, and EDU 400 Secondary Schools; statements and content focusing on equity, “The Democratic Classroom,” and educational renewal are integral (assessed/required) parts of the overall learning experience.
- At the Graduate Level—EDU 674 History and Philosophy of Education, a required course in all the master’s level programs in education, features the themes of equity, democracy, and educational renewal.

MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact: Ada Beth Cutler, Dean, College of
Education and Human Services

Tripartite Representatives: Marisol Quinones-Diaz, Schools
Jennifer Robinson, College of Education
Leslie Wilson, Arts and Sciences

**Guiding Questions for the Self-Study
NNER Equity Pilot Project
Montclair State University Network for Educational Renewal
November 2006
Contact for this Report: David Lee Keiser**

Note: The bulk of this report was completed prior to the October 2006 NNER Annual Meeting. After consulting with the other pilot settings, in particular BYU, slight amendments have been made. The MSUNER partnership remains committed to the equity pilot and remains available to facilitate or otherwise help other settings begin this essential work.

Are the organizations in our member setting in agreement with and committed to the NNER Equity Statement?

Yes, both in spirit and principle, the member districts of the MSUNER support the equity statement. While the variegated nature of our partnership and the districts represented in it make impossible a single overriding concern about one equity issue per se, the laws of the State of New Jersey, state and local education codes, and the self-selecting process of joining the MSUNER virtually ensure compliance with the spirit of the equity statement.

To what extent has our setting reviewed internal policies regarding equity to identify overt or explicit elements of discrimination and/or anti-democratic values? If such policies or practices exist, what have we done to attempt to change them? If they cannot be changed, what have we done to mitigate their effects?

Our setting continually reviews policies to both uncover possible discriminatory practices and policies and to look forward to future challenges and opportunities that inevitably arise. Representation on university committees on affirmative action, gay and lesbian issues, and disability rights ensure that the MSUNER partnership remains vigilant in this area. Although blessed with a host institution that values diversity and equity, inevitable roadblocks emerge. For example, when we must implement policies (i.e., related to passing Praxis scores, student applications, etc.), we take into account possible ripple effects upon the ways these issues or policies affect equity and try to make modifications or create additional opportunities (such as offering additional Praxis review sessions) to try to minimize the impact upon students and

partners. Built-in anchors such as our Annual Advance—a yearly professional development day for the tripartite—bring to the foreground issues of equity through topics such as white privilege, race and class, urban education, and health. We also are cognizant that, while MSU is a well-intentioned institution, the particular ongoing challenges of size, demographics, and the pace of institutional change make it difficult to do as much as we would like to do.

How have we studied and addressed the culture and climate of our institutions (e.g., democratic values, academic experiences, student retention and satisfaction, faculty satisfaction, and employee satisfaction) as related to equity? Might practices of organizations in our setting result in inadvertent discrimination or inequity?

See above. The Teacher Education Policy Committee, a tripartite body, continually reflects on policies and practices affecting our partnership and, wherever and whenever appropriate, makes suggestions and/or tries to change those policies and practices that seem inequitable. Again, however, the devil is in the details. While we may not agree with New Jersey school districts, some in our partnership choose to take Dr. Martin Luther King’s birthday as a professional development day and not a holiday, and local negotiating procedures obviate any control or sway we might have over that policy. We are resolved to respond not only to inevitable societal and field challenges to equity (i.e., NCLB, Praxis, etc.) but also to those that emanate from within, including handicapped accessibility, faculty and student safety on campuses, and maintaining safe spaces for our LGBT students and families.

What do colleges and schools (including faculty, students, parents) and other community organizations say are the most urgent equity issues as listed on the continuum of equity practices in our setting currently?

The urgency of equity issues varies across the partnership. Given the range/continuum of equity practices, it was hard to come to consensus on which issues were most urgent. For example, we are known for our work in Culturally Responsive Teaching, yet some of us feel we have much work to do in the areas of race, class, and language; others feel that issues not yet on the equity agenda for our partnership, such as age and personal appearance, are glaring omissions and must be addressed. Taken as a whole, the continuum prompted us to discuss these practices and to underscore how much work there is to do. One suggestion floated at partnership meetings was to focus on a particular issue on the continuum, rather than the entire chart, for a year or two in order to more fully engage with the issue.

What efforts have we undertaken in our setting to address these issues by promoting equity in each of the dimensions of the Continuum of Equity? (Examples of effort and initiatives that support promoting equity in our partner institutions and community include: culturally responsive practice; policies and research; grants, financial aid, and funding resources; curriculum; collaboration with community [e.g., service learning and structures to promote a four-part alliance]; recruitment and retention; addressing the culture and climate of institutions; and recognition of identities.)

Efforts include mini-courses on Creating Safe Spaces, Working Groups on Inclusion and Culturally Responsive Teaching, renewed engagement with urban school districts, continual professional development around issues of equity, and participation of partner school principals and teachers from high-poverty communities in the NNER Leaders for Teacher-Preparing Schools program. Most importantly, the process of self-study has jump-started us into seeing our equity work as nearly impossible to complete, but imperative to work at continually.

Several projects bear mentioning:

- In a Newark elementary school, an art professor prepares and exchanges art knapsacks, literally and virtually, with students, challenging them to engage with new artists and styles, at home and with their families. This program, Art Backpacks, was conceived and is directed by Dorothy Heard, an experienced teacher educator and IEI Leadership Associate.
- In the College of Education and Human Services, an established center for recruitment and retention of diverse students and preservice teachers was conceived as a Leadership Associate Inquiry Project by a professor of teacher education. This Center, the Teacher Education Advocacy Center (TEAC), sits within the Center of Pedagogy, directed by Jennifer Robinson.
- In a local elementary school, an experienced art teacher constructs a hero's portrait book with her students, whose entries include family, superheroes, deities, and athletes. For each, they write who it is and why they chose that hero (i.e., relation to self, special power). Towards the end of a long and successful career in teaching art, leadership associate Diana Lee used her inquiry project to conceive of the portrait book.

To what extent has our setting involved the community in the above efforts to promote equity in teacher education and schooling?

We have community representation on the aforementioned Teacher Education Policy Committee and other important committees. We participated in the Leaders for Teacher-Preparing Schools initiative of the NNER. We continue to look for seams for community members and constituencies to become and stay involved. In terms of the local partnership and Agenda work in general, community members are involved at both school and university levels.

What particular barriers or challenges do we face in addressing the issues we identified? What particular opportunities are there?

Challenges continue to include the differences in time and culture between the university and the public schools, the multiple institutional and administrative demands upon those who would most likely engage in this work, and the enormity of the continuum itself. That said, the pilot study makes possible extended discussions on both barriers and opportunities.

What kinds of resources or assistance do we need to address these issues further or more effectively? What more do we need to learn?

We need time, resources, and focus. We need to learn both the longer-term goal of the equity project and the details of it. Given that only three sites are piloting this self-study and that the initial group met three years ago, we fear that the importance and immediacy of the challenge is perhaps diluted by the extent of the pilot. That said, we need to focus on one or two issues at a time and make a concrete, manageable equity plan to address the issues.

After completing the Continuum of Equity Practices, for any areas that are marked “no action at this time,” please explain why.

Often, equity policies and programs are driven by the discovery of a problem or issue with which the setting grapples. In our case, the fact that we checked “no action at this time” for Age and Personal Appearance does not indicate that we are perfectly equitable in these areas, but rather that, due both to a lack of understanding that these are problem areas and to a lack of ability to focus on all of the areas simultaneously, we have not yet begun to develop strategies through which to tackle them.

Closing Comments

The work is ongoing and occurs before a backdrop of increased pressures for teacher-preparing partnerships to do more with less. Yet, we know that in times of need those with the least continue to get the least, whether the commodity is access to school, measured by recruitment, retention, and graduation rates, or tenure, or class size. That is, by making equity work a focus of our annual reports, the NNER takes a leadership role in ensuring that we will marshal intellectual and institutional resources to meet challenges and continually retool and reflect.

We look forward to taking the next steps with the equity work—serving as critical friends and creating pilot programs—in the spirit of simultaneous renewal for all our partners.

ALBUQUERQUE PUBLIC SCHOOLS–UNIVERSITY OF NEW MEXICO PARTNERSHIP

Setting Contacts: Vi Florez and Anne Madsen
Tripartite Representatives: Anne Madsen, College of Education
Tom Keyes, Department of Teacher Education
Nelinda Venegas, Schools
Wanda Martin, Arts and Sciences

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

1. This is the third year of membership in the NNER for the Albuquerque Public Schools–University of New Mexico Partnership. The school/university partnership has a long history that has continuously pursued major initiatives dedicated to educational renewal, with goals reflecting the mission and guiding principles of the NNER. The school/university partnership has implemented changes that better align them with state policies and initiatives, national education efforts and educational reforms.
2. The College of Education is collaborating with the university, civic, business, educational, community, and professional organizations in Albuquerque to develop and implement a community school. This pilot educational endeavor is designed to involve all members in the education of the children of the community.
3. The Institute for Professional Development has focused efforts on advanced professional opportunities for teachers and school leaders. The responsiveness to the school district needs have reflected the demands from the state as they apply to the New Mexico Three-Tiered Licensure System.
4. The Institute for American Indian Education has focused on the preparation of Indian teachers who want to teach Indian children and work in their communities.
5. We have strengthened partnerships with public schools, especially high-need schools or schools that have been classified as low performing. This fall, we are completing the third semester of the teaching Academies. These Academies involve initial teacher preparation programs and advanced professional development for practicing teachers.
6. The six departments and two institutes in the College of Education are involved in research and grant activities, scholarship, teaching, and community work that reflect the intent and spirit of the NNER postulates. (These are described below.)
7. The Department of Teacher Education is developing a Ph.D. in Teacher Education for the preparation of teacher educators and focused on the guiding postulates of the NNER, the

COE Strategic Plan, and the recommendations from national organizations studying improvements in teacher education.

8. Four individuals from the northern New Mexico consortium participated in the NNER's Leaders for Teacher-Preparing Schools initiative in 2005–2006.

Influencing Local and/or National Policy

1. The UNM College of Education faculty assisted with the development and implementation of the Three-Tiered Licensure System. This was a Senate Bill 212 that mandated many educational reforms in K-12, which included the Three-Tiered Licensure System. The faculty offered numerous professional development workshops to assist teachers in the preparation of their professional dossiers for licensure advancement.
2. The UNM College of Education Early Childhood faculty has collaborated with all two-year and four-year institutions across the state to develop an Early Childhood Education Licensure Program (birth through age 8) with common competencies that allow for the transfer of course content and credit between all licensure offering institutions.
3. The Institute for Professional Development has continued to provide training for all Dossier evaluators in the Three-Tiered Licensure System. Every Level 1 teacher in the state of New Mexico must submit a Dossier at the end of their third year of employment for evaluation. If the Dossier evaluation is successful, they are moved to Level 2.

Collaborating with Other Organizations to Advance the AED

- Enhancing and strengthening our relationships with school/community/university partnerships;
- Working closely with other institutions in the Far West Region involving the Navajo Nation Consortium, which is gathering together principles of integrating Navajo thought and culture within the science and mathematics curriculum as a matter of voice and equity issues;
- Working directly with community agencies and businesses to address the academic needs of students, particularly with schools that have been identified as needing improvement;
- Working directly with the New Mexico Commissioner for higher education and the Public Education Department to provide access through distance education for rural communities; and
- Collaborating with Albuquerque Public Schools (APS) and faculty in A&S to develop and implement the curriculum for the new charter high school in APS.

Forwarding the NNER Statement on Equity

The College of Education's strategic plan has three strategic directions; one is diversity. The faculty has defined "diversity" and established strategies to improve recruitment and retention of minority students in the College:

Diversity is the multiplicity of people, cultures, and ideas that contribute to the richness and quality of life. Diversity includes: race, ethnicity, social class, national origin, language, exceptionality, religion/spirituality, age, sexual orientation, gender, and gender identity. Values, philosophies, ideas, and world views that individuals and groups possess are integral parts of this conceptualization. Diversity embodies inclusiveness, mutual respect, and multiple perspectives. This view of diversity encourages the free exchange of ideas, while honoring the maintenance of individual identity and the integrity of culturally centered knowledge.

The NNER statement on equity includes many of the elements identified in our strategic plan. Some current activities are working toward improvement of campus climate, academic experiences, student recruitment and retention, and recruiting diverse faculty and staff.

Some of the work of the faculty in the College involves native language revitalization as an effort for voice in a diverse democratic society, which is reflective in the NNER equity statement.

OTHER SETTING INFORMATION:

Reflections on progress toward and/or challenges related to initiatives in your setting that advance aspects of the Agenda for Education in a Democracy

1. The College has continued to implement the mission and principles of NNER throughout its programs and activities in every department, center, and institute.
2. Efforts continue to improve professional development for faculty and students by providing learning activities that provide specialized knowledge and skills in order to understand and respect the value of differences.
3. There is a tremendous need in the state for high-quality teacher licensure programs that prepare teacher candidates for teaching in schools that are highly diverse, multicultural, and multilingual. We are continually working on developing programs in the COE and at our branch campuses that reflect these needs.
4. Courses are being developed in every department at the freshman and sophomore level to introduce pre-major students to learning experiences and the knowledge base in their intended academic/professional program.

Changes and updates within the setting, names and contact information for those working on initiatives

1. U.S./Mexico Education Programs—The College and Department of LLSS is working with the U.S./Mexico Education Programs for Mexican-American adults on the UNM campus. This program awards a high school diploma from Mexico by providing a completion program through UNM. The government of Mexico provides the books and materials, and UNM/COE provides the personnel. Contact: Nieves Torres
2. UNM Interdisciplinary Degree in Film and Digital Media—All colleges and professional schools at the University of New Mexico are participating in the development of an interdisciplinary undergraduate degree in Film and Digital Media. The degree will be housed in the School of Engineering, College of Arts and Sciences, and College of Fine Arts. The College of Education faculty are planning courses and experiences that can be used as electives or will support either a minor concentration or a teaching field in Film and Digital Media. Contact: Anne Madsen
3. Americorps Academy—A collaborative effort with school communities, including principals, teachers, counselors, and families that have been identified as low-performing schools and in need of improvement. The Americorps Academy has a two-fold mission: 1) to provide on-site advance professional development to practicing teachers in these schools, and 2) to recruit nontraditional students who are interested in the teaching profession to become interns in these schools, which will be established as partner schools. The interns will work toward a New Mexico Teaching License as well as a master’s degree from the University of New Mexico. Upon completion of the program, they will be placed in collaboration with school district leadership in a school needing improvement, as identified by the district. Contact: Michael Morris
4. Simultaneous Renewal—All of the activities are geared toward the simultaneous and continuous renewing of educator (including principals, counselors, etc.) preparation and schools. The College of Education has submitted grants for funding to address teacher shortage in high-need areas and to create academic programs enhancing content knowledge and teaching skills of students. Contact: Kathryn Watkins
5. Summer Institutes—Intense summer programs that focus on content in mathematics and science, teaching English as a Second Language, Spanish Immersion, and Reading/Literacy for middle school teachers. Contact: Anne Madsen (Math and Science Institutes), Holbrook Mahn (ESL), Don Zancanella (Reading/Literacy in MS)
6. Saturday Community Literacy Program—The development of a literacy program for children and parents in a community with over 60 percent limited English proficient students in attendance of local neighboring schools. Contact: Leila Flores-Duenas
7. Office of Community Learning and Public Service (CLPS)—CLPS provides programs in communities that are designated to assist “pocket of poverty” neighborhoods, low-income barrios, border towns, and tribal reservations without youth development

programs. We believe that the university must do more than just provide education; it must improve the health, economic development, and quality of life for the people of the state and the region. Therefore, faculty members along with university students, are assisting with the program activities. The CLPS programs provide support for UNM students to work in the community with youth development opportunities, such as after-school programs, which include tutorial literacy programs. Contact: Michael Morris

**THE CITY UNIVERSITY OF NEW YORK
AND THE NEW YORK CITY DEPARTMENT OF EDUCATION**

Setting Contact: Deborah Shanley, Brooklyn College
Tripartite Representatives: Nicholas Michelli
Vincent Fucillo
Nick Mazarella

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

Each of the colleges within The City University of New York, including Brooklyn College, Lehman College, Hunter College, Queens College, Medgar Evers College, The City College of New York, York College, and New York College of Technology, is engaged in ongoing research on the degree to which their programs achieve stated goals as part of their ongoing commitment to NCATE accreditation. At each college, the conceptual framework, the basis for assessment in NCATE, specifically includes the key elements of the Agenda for Education in a Democracy.

In addition to ongoing research on the specific elements of the Agenda for Education in a Democracy, CUNY initiated and participates in the Pathways to Teaching research project (see Boyd, Grossman, Lankford, Loeb, Michelli, and Wyckoff, “Complex by Design,” *Journal of Teacher Education*, March/April 2005). This study systematically examines the performance of every teacher entering the New York City public schools and analyzes their performance using value-added measures and persistence in the profession. At the same time, the elements of each pathway into teaching (college recommended, NYC Teaching Fellows, Teach for America, transcript review) are examined for relevant factors and correlated with the outcomes. The study is at the point where outcomes can be noted for each pathway, and these have been reported publicly (see www.teacherpolicyresearch.org).

Our goal in initiating this research was to demonstrate that colleges with a commitment to the Agenda for Education in a Democracy and to promoting democratic practice, social justice, and higher-level thinking and decision making would do at least as well on measures of student academic gain as other colleges not taking an approach consistent with the AED. So far, we know this by pathway:

- Teachers graduating through college routes—college-recommended teachers—do better in influencing the academic performance for their students at almost every grade level for mathematics and English/language arts. There is some inconsistency in mathematics at the middle school level.
- Teachers graduating through college routes are much more likely to remain in the profession after three years than those entering through other routes.

Within the next few months, individual colleges will have their results on these measures and the overall results. (The study includes all colleges preparing a large number of teachers entering teaching in New York City.) Individual CUNY colleges will then be in a position to compare their success with the overall success of the pathway. To the extent that they have successfully gathered the kind of qualitative data necessary to assess elements of the Agenda for Education in a Democracy, they will be able to demonstrate whether or not there were any differences in the more traditional quantitative measures of academic achievement. There is, it should be noted, variation in the degree to which our colleges have committed to this important qualitative research, but every CUNY college has demonstrated through their success in the NCATE accreditation process that their conceptual frameworks are adequately assessed and used for program improvement.

In addition, several doctoral dissertations have been initiated that examine issues related to elements of the Agenda for Education in a Democracy as CUNY has operationalized the Agenda. These include a study of the relationship between health quality as an issue of social justice and school completion rates as well as a study of the use of aesthetic education as a critical element of education in a democracy.

Finally, as NCATE-accredited colleges, we note with concern the changes in NCATE standards that clearly move away from a commitment to both social justice overall and the nature of diversity. We will continue to attempt to influence that process. A letter was sent to NCATE's president and vice president that expresses CUNY's concerns.

This is very complex and difficult work, and even dangerous work, in any situation but especially in the current policy environment. Our struggles, in a good sense, are with finding ways to demonstrate the achievement of the more difficult to measure and yet often more important outcomes of education related to the Agenda for Education in a Democracy. We are consistently aware that, as Al Shanker once said, there is a big difference between saying "what matters is what we measure" and "we measure what matters." That is a gap we are seeking to close.

Influencing Local and/or National Policy

Faculty members of CUNY's colleges continue to be active in policy matters at all levels. Specific examples include:

- Participation as chair of the deans group of the colleges of education affiliated with The Council of Great City Schools. The Council takes the lead in influencing policy at the national level that affects education in sixty-six of the largest urban districts, which are of course the nature of the schools CUNY works with. In her role on this body, Dean Deborah Shanley represents the interests of the deans of CUNY's colleges and consistently provides briefing on changes under way at the national level. In her role, she meets with and discusses education policy with Members of Congress and their staffs and serves on the Executive Board as an ex officio member.

- Participation as a member of the New York State Professional Standards and Practices Board for Teaching. The PSPB considers all policy relating to teaching, the preparation of teachers, and the assessment of teacher education and teaching and makes recommendations directly to the Regents of the State of New York. Nicholas Michelli is in his fifth year representing college deans on this Board. Issues related to the Agenda are consistently brought to the attention of the Board, and one outcome is the specific inclusion of our civic and democratic responsibilities as part of the New York State Teachers' Code of Ethics. The Board is currently examining centers of pedagogy as a means of pressing for tripartite participation in teacher education and will consider research related to the effectiveness of programs that include a commitment to such participation. The Board is considering social and emotional education as an element of democratic living and examining the curriculum standards and standards for teacher education for their inclusion.
- Two NSF grants designed to provide teachers of mathematics and science for the schools have adopted elements of the Agenda and consider their role as an element of achieving social justice within the city. One specifically works with students to achieve a passing rate on the Regents examinations and promote high school graduation, a continuing serious problem in New York City and other urban school districts. Both projects also are working to examine and make progress on the disparity in test scores among students of different racial, cultural, and socioeconomic groups.
- In addition, efforts to influence policy within the New York City Department of Education is ongoing. CUNY colleges currently operate more than forty schools in New York City and are affiliated with dozens of others, including the School for Aesthetic Education initiated by the Lincoln Center Institute.

Policy work is difficult and complex. Deans of education, more than almost any other group in a college, are involved in such work. One difficulty is making it count as an important part of our work and involving faculty in our colleges and the multiple K-12 settings in the work.

Policy matters are likely to get even more complex in the city as the current administration moves to establishing empowerment zones that will decentralize the system moving back from what has been a trend toward centralization. It will be an ongoing effort to understand the policy changes and position ourselves to better influence policy in the city.

Collaborating with Other Organizations to Advance the AED

As we have indicated, we continue to work with organizations such as The Council of Great City Schools, Teachers for a New Era, and state policy agencies. In addition, our faculty is active in AACTE and ATE and makes presentations at these organizations related to the work of the Agenda for Education in a Democracy. In addition, our colleges have adopted AASCU's American Democracy project and collaborate with the National Commission on Teaching and

America's Future, bringing elements of the Agenda for Education in a Democracy to each of those organizations.

Forwarding the NNER Statement on Equity

At this point, the colleges have examined the statement and their own programs to understand what must continue to be done. We await the outcome of the settings that are piloting the new assessment protocol and expect to implement it when appropriate.

It should be noted that equity and social justice are high on the agenda of the colleges of CUNY. We cannot afford to do otherwise. Our student body is extremely diverse and more likely to have a language other than English as a first language than any other student body in the city, and many are immigrants who are seeking equity and democratic living. We are very aware of our obligations in this regard.

On the Brooklyn campus, the faculty involved with the Bushwick High School for Social Justice has been involved with the high school English teachers in writing a curriculum of social justice. There are multiple examples of the other campuses working directly with the AED and issues of equity with their school partnerships.

We can never be fully satisfied with our efforts in regard to equity. Considering the changes in NCATE policy in the definition of diversity is one way we will seek to try to strengthen rather than weaken accreditation as a tool for equity.

Also, our efforts to diversify faculty continues to be difficult. It is difficult to compete with private colleges, often with lower teaching loads, for faculty of color, but we remain committed to that effort.

Engaging the Community to Advance Educational Renewal

Community in New York City is very complex. We have often held that New York City does not really exist as an entity one can act on or with. What do exist are hundreds of smaller communities, often culturally and racially distinctive, with local schools. It is at this level that our colleges most effectively interact with communities.

In recent years, by opening new schools and serving on planning committees and boards for such schools, colleges such as Brooklyn, Lehman, and Queens have extended their community involvement. Medgar Evers participated in the IEI's Developing Networks communities project and has benefited from that participation. Brooklyn sent a team to the Developing Networks activity in May, and they have begun to strengthen relationships and work closer with local community-based organizations and other members of the surrounding NYC community.

We expect to continue our efforts to connect with a wide range of community members and welcome NNER's effort to focus more on the community as a fourth part of the equation that is responsible for the education of future participants in our democracy.

OTHER SETTING INFORMATION:

1. Once again we are initiating a reading group of administrators and faculty who will read a book or monograph relevant to the Agenda for Education in a Democracy and meet to discuss the implications.
2. There has been relative stability among CUNY deans, with only one change this year, which actually brought back to CUNY a dean who was committed to the work of the NNER. This cannot be said of our partners in the New York Public Schools where leadership changes are common and ongoing, making ongoing collaboration increasingly difficult.
3. Dean Deborah Shanley will serve as CUNY's setting contact, as Nick Michelli assumes the chair of the Education Tripartite Council.

MIAMI UNIVERSITY PARTNERSHIP

Setting Contact: Thomas S. Poetter, Director, Miami University
Partnership Office

Tripartite Representatives: John Skillings, College of Arts and Sciences,
Office of the Provost
Jean Eagle, Director of Curriculum, Intervention,
and Partnership, Talawanda Schools
James Shiveley, Chair, Department of Teacher
Education

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED); Influencing Local and/or National Policy; Collaborating with Other Organizations to Advance the AED; and, Forwarding the NNER Statement on Equity

One major part of our work as an NNER setting is the cultivation of our partnership with Talawanda Schools. Both Miami University and Talawanda enjoy a healthy, maturing partnership (2001 to the present). Several research projects are ongoing and are related to the Agenda as a result of our strong, enduring relationship. These research projects fall under two categories: Science Associates Partnership Research Group Project, four studies funded by the partnership office between science educators at Miami and local teachers/administrators; and Partnership Research Associates Project, seven studies funded by the partnership office between Miami faculty members and local teachers/administrators. The end result of these collaborations will be a book entitled *The Art and Science of Partnership: Schools, Universities, and Agencies Create Knowledge and Meaning*.

We publish a partnership newsletter together, profiling our mission and programs. The document acts as a focal point of inquiry in our organization. The document is distributed twice a year to selected recipients and to the wider community electronically. Members of the two institutions and the broader community submit pieces for review and inclusion in the document. It subsequently acts as an inquiry-oriented portfolio for the work that we are pursuing. The Miami University Partnership Office also publishes updates on partnership activity taking place outside of Talawanda in other area school district partner sites and in area agencies.

Miami University's work in building partnerships has not only included Talawanda but has expanded to include the Coalition for Healthy Communities, the Center for School-Based Mental Health, the Oxford Family Resource Center, the Friends of Lane Library, and the United Way of Oxford. Projects that involve the university, schools, and grassroots community organizations have been initiated through the partnership and continue to flourish. One such project, the IEI's Developing Networks of Responsibility to Educate America's Youths (DN) initiative, engaged a representative group from the wider community in a series of meetings designed to build

understanding across constituencies as well as to build leadership capacity for future decision making and action. The group followed the guidelines of the DN initiative in extending its reach to include a wider group of citizens and students, engaging the community in Study Circles to answer the question, “How can we foster the valuing of public education and achievement in Talawanda?” A representative group of citizens from the Talawanda School District and the Miami University community participated in these circles to articulate concerns, issues, and values each brought to this relationship. The participants also conducted interviews throughout the community regarding constituents’ perceptions of strengths, weaknesses, and key issues of the relationship between the community and the university. Students from Talawanda High School have also participated. This dialogue continues and provides rich insight into the needs and expectations of the community.

Several key projects emerged from the DN work. First, citizens are developing a wider, more encompassing e-newsletter targeted to senior citizens and new residents to the Talawanda Schools. Second, the DN Leadership Team supports the Talawanda Teacher Academy in its Talawanda Thanksgiving Project, a community-wide meal and discussion celebrating the season and the schools. Third, the DN Team also began an “Introducing Talawanda Night” meant for new residents interested in learning more about Talawanda and the Talawanda-Miami Partnership. The event will be repeated in tandem with the Talawanda Thanksgiving each fall.

Beyond the projects mentioned above, partnership activities have also included Miami University students’ tutoring school students throughout the Talawanda School District. Over six hundred students work through the Adopt A School Program and through the America Reads Work Study Program to deliver literacy lessons and support to countless students in the district. These students combine with students of teaching who are studying in the schools during their early field experiences to create a legion of support educators emanating from the university. All in all, this is no doubt the single most important commitment to action by both institutions. The training and placement work of students is centered in the Office of Community Engagement and Service (Student Affairs). In the course of our work, we have become more efficient and effective in training students to tutor and in connecting students and teachers with the most need to students who can provide much needed, acute academic support.

We have had some wonderful successes connecting across Miami’s campus. Every year, professors from the College of Arts & Science agree to serve as mentors to entry-year teachers in Talawanda. These professors “adopt” the new teacher and help school-based mentors and the school administration to ease the transition from college to work. As far as we know, this is the only three-pronged teacher mentoring program for entry-year teachers in the state. A doctoral student from the Department of Educational Leadership founded and implemented the Talawanda Teacher Academy at Talawanda High School that is designed to work with students who have an interest in the teaching profession. The Teacher Academy, sponsored by EDL and the Graduate School, participated as a unit in the DN initiative and acts as a progressive spark within the partnership, school, and university communities. After three years of graduate support, the teacher is now a full-time instructor at the High School.

Finally, we have created a partnership office at the university that has the responsibility of shepherding the development and maintenance of partnership work across three areas:

school/university partnership work, work in connecting human and social service agencies together across a broad constituency and multiple communities, and work in making possible collegueship and shared activity for partnership across university campuses and the campus. The office opened in fall 2006. Several important outreach activities are under way and are either being supported or sponsored by the partnership office:

- The League of Small Democratic Schools, Eastern Region, is just beginning. An organizational meeting was held at Miami in fall 2006. Member institutions also attended the meeting in Cheyenne in October and will continue through spring 2007.
- For the first time, a local contingent attended the Journalism conference in Bend, Oregon, sponsored by the IEI. This is an exciting time for public relations and media communication for the partnership office and the schools/agencies working together in the region. This is a tremendous opportunity for professional development and future action in the partnership.
- The partnership office is also supporting the development of a new advisory program for the new freshman academy (in process) at the Talawanda High School, based on principles of well-being that are being implemented across the Miami community through the office of human resources.
- The partnership office is working across campus and the region to explore developing a college access program. Miami understands its role in the state and region as a steward of higher education and is interested in expanding its influence in this area.
- The partnership office supported two major projects. The first was a summer harvest food drive done in conjunction with local service clubs meant to benefit the work of the Family Resource Center to address hunger during the “down” months for food donations. The second project was the Sandy Hormell Book Celebration, a community-wide celebration of Sandy’s life and love of literature, which involved multiple community agencies and connected constituents across multiple boundaries, simultaneously strengthening the community’s infrastructure for supporting others and itself while also stimulating the intellectual life of the community.
- On an ongoing basis, the partnership office supports a regional consortium of educators exploring issues of race and equity in public education. The group’s discussions are called “courageous conversations” on race and equity. The partnership office has been working across campus and the region to support the development of an urban cohort of teachers. The partnership office was the main support entity for the National Network for Educational Renewal’s Annual Conference in West Chester, partnering with Wright State University and the conference team in South Carolina to deliver this 2006 program and activities.

WRIGHT STATE UNIVERSITY

Setting Contact: Greg Bernhardt, Dean, College of Education and Human Services

Tripartite Representatives: Jim Tomlin, Associate Professor, College of Education and Human Services; Joint Appt. with the College of Science and Mathematics
Chuck Birkholtz, Director of Curriculum and Instruction, Sugarcreek Local Schools
Donna J. Cole, Professor, Director of the Office of Professional Field Experiences

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

- Wright State University is committed to training teacher candidates to become productive citizens. Education in a Democracy is a required course designed to explore the role of public education as a cornerstone of democracy. The College of Education and Human Services (CEHS) believes that teacher candidates need to understand the issues of our society, since they will play a valuable role in teaching the freedoms, responsibilities, opportunities, and hopes to children in their classrooms. (Wright State University Catalog)
- The CEHS Department of Educational Leadership (EDL) is working with a cohort of teachers from the Dayton Public Schools (DPS) on a specially designed initiative to train potential urban administrators for the district. Tom Diamantes, associate professor of EDL, is directing the Dayton Principal Academy in collaboration with Willie McGrady, Central Office Administrator of DPS. The group of prospective principal candidates meets for classes on Saturdays at the Dayton Board of Education building.
- Ron McDermott, WSU School Partnership Outreach Coordinator in the Office of Professional Field Experiences, and Tom Diamantes, associate professor of EDL, have arranged for a prospective principal who is currently enrolled in the WSU principal licensure program to become involved in the NNER Leaders for Teacher Preparing Schools Program (LTPS). Dayton Public Schools Teacher, Lisa Minor, was selected to attend the training program. The goal of the program is to improve principal leadership for teacher-preparing schools that serve high-needs communities, such as Dayton Public Schools.
- Three principals from the Dayton Public Schools are part of an NNER initiative that is providing year-long opportunities to advance their work in their high-needs schools. Partner school administrators Charles Davis (principal at Fairview Elementary School),

Peggy Burks (principal at Charity Adams Earley Academy for Girls), and Jalma Fields (principal at Meadowdale Elementary) are joining a national cohort of leaders in Seattle to further their leadership skills.

- Ron Helms, WSU professor, is active with the Dayton Public Schools on a project to improve the teaching of social studies. He is involved in developing American history activities intended to increase student engagement. This federal grant project includes summer institutes where teachers design hands-on activities, collaborate with social studies department members on units of instruction that align with the Ohio Content Standards, and develop on-line curriculum resources.

Influencing Local and/or National Policy

Selected examples include:

- WSU CEHS is working with the NNER and Trotwood-Madison, a partner school district, on the IEI's Journalism, Education, and the Public Good initiative. A team of five traveled to Bend, Oregon, to engage in conversations that included journalists and educators. The team members that represented the WSU and Trotwood-Madison were: Gerald Fox, principal at Trotwood-Madison High School; Sue Tackett, coordinator of Curriculum and Instruction at Trotwood-Madison City Schools; Terry Logan, coordinator of Student Activities at Trotwood-Madison City Schools; Richard Bullock, professor of English and director of Writing Programs at Wright State University; and Ryan Fox, reporter with the *Dayton Daily News* in Dayton, Ohio. The goals of the project were to engage the community members of the Trotwood-Madison City School District to become involved in discussions around education, social justice, and democratic issues. Second, the purpose was to assure that the local media portrays the Trotwood community and the Trotwood-Madison City Schools with truth and accuracy.
- Greg Bernhardt, dean of CEHS, serves on Ohio's Educator Standards Board, which oversees licensure and professional development standards for teachers and administrators in Ohio. In addition, he assisted Ohio to implement NCLB by serving on the Ohio Department of Education's Committee of Practitioners and serves on the Governor's Task Force on Quality High Schools.
- Ron McDermott, Partnership coordinator, serves on the WSU School of Medicine's Department of Community Health Advisory Board for the Weekend Intervention Program (WIP) that influences local policy and referral procedures in the area of substance abuse intervention and treatment in the Southwestern Ohio jurisdictions. He also served as a project coordinator for the Ohio Department of Education to facilitate the planning, preparation, and implementation of the High School Program Models for Ohio administrators.
- Bonnie Mathies, associate dean of CEHS, serves as a national program reviewer for Technology and Education, which influences preparation and licensure approval for

technology; serves on the International Society for Technology and Education, which influences program and licensure approval for technology in teacher education programs; provides professional development opportunities for teams of arts and sciences and education faculty; writes grants for acquisition of emerging technologies; provides forums for dialogue about infusion of technology into higher education programs; serves as a member on the Board of Trustees for the Ohio Public Library Information Network (OPLIN); is the institutional representative for Preservice Survey for the Teacher Quality Partnership (TQP); is a member of the writing team for the Ohio Department of Education Computer and Information Science K-12 License; is a member of the advisory team for the Ohio Department of Education on Technology Standards; and served as past president of the Ohio Educational Library Media Association (1200+ K-12 membership).

- Donna Cole, professor and director of Professional Field Experiences, serves on the Board of Directors for the Ohio Confederation of Teacher Organization (OCTEO), which plans a bi-annual meeting for the fifty state higher education institutions in Ohio, and serves on the Ohio Field Directors forum, which formulates policy for field experience departments in the universities and colleges of Ohio.
- Donna Hanby, assistant dean of CEHS, is a Board of Examiners member of NCATE, serves on the Stakeholders group with the Ohio Department of Education (ODE), is a member of the Advisory Committee with ODE, is co-chair of the Ohio Teacher Standards alignment committee, serves on the Board of Trustees for the Ohio Confederation of Colleges of Education (OCTEO), is a member of the Special Education Personnel Development Advisory Committee, and is the Teacher Quality Partnership institutional representative.
- Charlotte Harris, associate professor and chair of Teacher Education, serves on the NCATE Unit Accreditations Board and served on the planning committee for the NNER social justice strand.
- Colleen Finnegan (professor) and Burga Jung (associate professor) introduced a mid-career licensure program specifically targeting the areas of math, science, foreign language, and special education.
- Colleen Finnegan, professor, served on the alternative licensure board in Ohio, served on the Arts of Ohio Board to support artists and museums in the area of disabilities, received an enhancement grant to support students of color who want to become teachers or administrators, served as a representative for the Ohio Academic Leadership Academy working to shadow administrators at Miami University one day a week, and is a representative for Women In Leadership at the American Council on Education.

Collaborating with Other Organizations to Advance the AED

- Throughout its history, the CEHS has maintained a close working relationship with the public schools and community agencies in the regional area, such as the Children First

Council of Montgomery and Greene counties, Family and Children Services, the Dayton Urban League the Miami Valley Regional Center, and the Montgomery County Board of Mental Retardation and Developmental Disabilities. Frequent involvement of the CEHS faculty in the schools and agencies of the area, and the advice and planning assistance of public schools and agency personnel, serve to improve the college's programs, the programs of the community schools, and the service of community agencies.

Forwarding the NNER Statement on Equity

- The CEHS is committed to achieving an intellectual, cultural, and social environment in which all are free to make their contribution. The faculty encourages every student to think, learn, and grow without prejudice, without intimidation, and without discrimination. WSU CEHS promotes the acceptance and appreciation of every individual regardless of race, gender, age, ethnicity, ability or disability, sexual orientation, socioeconomic status, religious affiliation, or national origin.
- WSU CEHS Office of Professional Field Experiences (OPFE) and the Department of Teacher Education provide coursework and school placements for teacher candidates in diverse settings. Coursework in many classes explore cultural diversity in schools and in a pluralistic American society. OPFE has produced an instructional video that will be used at all beginning practicum orientations. The video addresses the diversity issues that students will face in their field placements.
- The strength of the CEHS is that the faculty is very involved with initiatives in the partner schools. University faculty members have built collaborative relationships with the PK-12 schools that are in our partnership network. Building and district partnership networking meetings are held, and mutual discussions occur between university and partner school faculty. The topics have included educational equity, racial, and class bias.
- Don Walls, director of the Department of Professional Development, designs in-service programs for partner districts that address equity issues. Some of the course titles are: "Bullies and Victims," "Unrecognized Crisis in Schools," "Planning and Structuring Environments for Children with Autism," and "A Framework for Understanding Poverty: The Work of Ruby Payne."
- Teacher candidates enrolled in the Education in a Democracy classes attended a campus event that addressed political agendas, equity, race, and democracy in the United States. Dr. Cornel West, professor at Princeton University, presented *Democracy Matters*, in which he discussed "democracy as not just a system of governance, but a cultural way of being." Dr. West encouraged the WSU community to engage in human conversation on matters of democracy.
- CEHS has a standing committee on diversity that actively engages and monitors efforts to promote an equitable and diverse democratic society through the preparation of

outstanding educators. A committee of faculty members discusses the concerns of CEHS and maps out strategies for renewal and change. The Diversity Committee recently completed research into the hiring and retaining of diverse faculty and students in the College of Education and Human Services. Current initiatives involve in-service on diversity at the annual faculty retreats. A collection of films, books, and artifacts will be housed in the Educational Resource Center (ERC) for faculty to utilize in their courses that will include topics on diversity, such as race, religion, sexual orientation, ethnicity, etc. There will be faculty reading groups established before the end of the winter quarter to explore new ideas and differing viewpoints from noted authors.

- Sugarcreek Local Schools and Dayton Public Schools and WSU have been working on initiatives that will improve instruction for gifted/talented students by training the staff in methods of encompassing the needs of this frequently neglected population. A second initiative is being designed to provide intervention for high school students who may be at risk for taking remediation classes when they enroll in a university. A third initiative is to provide in-service training to the faculty that will address the needs of English as a Second Language (ESL). The benefits of these initiatives are for the PK-12 students to have access to better opportunities to be successful and for the teacher candidates placed in the district who will attend the workshops to practice what they learn during their field experiences. A major benefit to the PK-12 teachers is that WSU faculty will work with the staff in specifically designed programs that will lead to a license endorsement.
- Patricia Renick, associate professor (Intervention Specialists), has written a grant for PK-12 teachers in economically disadvantaged partner schools who are willing to be trained as moderate to severe multi-handicapped specialists. There is a need to increase the number of highly qualified teachers for this underserved population. A program is being coordinated to prepare highly qualified intervention specialists in rural school districts using distance-learning strategies. There are two sites for the distance learning: Celina at the WSU Lake Campus and Greenfield, Ohio. To date, over sixty highly qualified intervention specialists have been licensed to teach students with special needs in over seventeen rural school districts.
- Mary Ellen Bargerhuff (associate professor), Donna Cole (professor), and Laura Teeters (human services graduate student) designed an action plan to assist preservice teachers with disabilities to successfully student teach. The plan appears in a recent article that encourages teacher candidates to disclose their disabilities early in their WSU career so that the Office of Disability Services, school districts, adult service agencies, etc., can provide more support to ensure appropriate accommodations and communication.
- All WSU CEHS faculty received a copy of the book, *Shame of a Nation: Apartheid Schools in America*, by Jonathan Kozol. The purpose of selecting this book was to provide knowledge about the realities to be found in urban public schools as it relates to matters of racial isolation and the reverse trend away from desegregation. Book study groups discussed the issues.

- Starting in fall 2006, WSU will offer a bachelor's completion degree in Sign Language Interpreting and Deafness (SLI) to meet the needs of our diverse student population, especially those who enter WSU with an AA degree in Interpreting.

Engaging the Community to Advance Educational Renewal

- Frank Nicholas Elementary located in West Carrollton, a partner district, secured a 21st Century Grant from the Ohio Department of Education in the amount of \$595,000. The City of Moraine and WSU collaborated with the faculty and staff to develop a program designed to provide full-day kindergarten opportunities to all students in this economically disadvantaged school. The initiative includes a free before- and after-school child care, tutoring, and homework assistance program, as well as summer enrichment classes. Teacher candidates serve as mentors for the children in the after-school care portion of the program.
- WSU is working with other area universities in grant writing and staff development programs designed to work with partner schools on improving math and science in the PK-12 schools. Specific grants target teachers who are located in economically disadvantaged schools. The goal is to improve the quality of instruction for students. Four science and math summer workshops were held that ran three weeks in length and twelve workshops were held that ran one week in length and provided standards and inquiry-based instructional skills.
- WSU teamed with partner schools in Sugarcreek, Fairborn, and the Greene County Educational Service Center (ESC) to provide a university setting in which some of the students with multiple disabilities could obtain work experience as part of their transition plans. The students volunteer two mornings a week in the Department of Teacher Education, Office of Professional Field Experiences, Office of the Dean, Department of Educational Leadership, and the Educational Resource Center, as well as the Office of Disability Services. The students are learning specific work skills and overall employability skills while experiencing life on a college campus. This program provides benefits to the WSU faculty, staff, and students who experience a richer diverse environment as a result of this partnership endeavor. The program will be monitored by conducting follow-up interviews with students, PK-16 faculty, staff, parents, etc., and by documenting students' future employment activities.
- In a partnership with the College of Science and Mathematics and Teacher Education, Jackie Collier (assistant professor), Mary Ellen Bargerhuff (associate professor), Michele Wheatly (dean of the College of Science and Mathematics), and Heidi Cowan (support staff, Biological Sciences) wrote and received a National Science Foundation grant to fund the hiring of content-area specialists in science, math, and reading, as well as intervention specialists to examine peer-reviewed lesson plans that are posted on the Ohio Resource Center (ORC) website. The lesson plans follow best practices, are aligned to the Ohio Content Standards, and suggest accommodations for students with disabilities, such as physical and sensory impairments, autism, learning disabilities and emotional

disturbance. While the accommodations maintain the rigor of the original lesson, added components will help teachers increase a curriculum base for all students. To date, over three hundred lesson plans have been written, modified, and posted on the ORC site. Monitoring comments and feedback are the methods that will be used to collect data.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

- Faculty and staff conducting research on the Agenda for Education in a Democracy will report their findings to the Partnership Office so that evidence and data can be shared with the professional learning community.
- Although the members of the faculty are actively involved in the Agenda for Education in a Democracy, more data collection and analysis are needed.
- Finding the needed time to work in the partner schools and to collaborate with colleagues on endeavors has been a challenge, not only for the university faculty, but also for the public school staff.
- More discussions must take place with other colleges within the university such as the College of Science and Mathematics, the College of Arts and Sciences, and the College of Liberal Arts to promote the Agenda for Education in a Democracy as well as to further define their key role in teacher education.

Influencing Local and/or National Policy

- Faculty and staff are frequently asked to participate on committees, serve on boards, and provide valuable expertise in local and national policy; however, an inventory method needs to be established to tabulate where WSU CEHS serves the community and our nation.

Collaborating with Other Organizations to Advance the Agenda for Education in a Democracy

- A committee is looking at infusing a Service Learning Project as a part of CEHS graduation requirements. This volunteer project would require a certain number of participatory hours in partner schools.
- It should be the goal of the faculty and staff to seek out and work with local and state organizations to foster the importance of living in a democratic society.

Forwarding the NNER Statement on Equity

- WSU CEHS is committed to providing an equal access environment to students, faculty, and staff regardless of sexual preferences where individuals are not just tolerated but valued. The nondiscrimination statements in the WSU CEHS policy manual will be reviewed to expand the meaning of diversity. Currently, our belief statements are: to value the ideals of a democratic society and the inherent worth of each individual; diversity is essential to achieve our goals; a community of learners cherishes intellectual freedom, diversity, and service; and creating learning environments that meet the intellectual and emotional needs of students are necessary to the success of the education process. (College of Education and Human Services Policy and Procedure Manual)

Engaging the Community to Advance Educational Renewal

- CEHS works with other area institutions of higher learning to promote math, science, and foreign language growth as a response to Governor Robert Taft's high school core proposals to better prepare Ohio youth.

OTHER SETTING INFORMATION:

- Charles Ryan, professor in the Department of Educational Leadership, is the chair of the Doctorial Planning Committee for the CEHS. His committee has proposed a PhD degree in "Sustainability* in the Helping Professions." The new program has been approved at the university level and is being sent to the Ohio Board of Regents for review.

**The term "sustainability" was first used to refer to factors that would benefit the environment. Later, this term was applied to aspects of urban studies. In the 1980s, John Goodlad married the terms sustainable and renewal together. He claimed that we needed to apply the principles and practices of sustainable renewal to real-world learning, education, and educational organizations.*

SOUTH CAROLINA NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact: Patricia Graham
Tripartite Representatives: Gary Callahan, College of Education
Roy Blakeney, P-12
Arts and Sciences Representative TBA

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

University of South Carolina

As referenced in last year's report, the newly redesigned PDS and Partnership Network at the University of South Carolina requires its ten PDS sites to include the Agenda for Education in a Democracy as a part of their school cultures. To further that goal, faculty from USC have conducted on-site workshops on democratic classrooms for many of the ten sites. As a by-product of those workshops, USC will be offering one of the ten schools an on-site course for its faculty this coming spring semester on the AED. Faculty from that school and USC will then collaborate on a research project examining the effect of that course on the school climate, with particular interest in the potential effect on student behavior.

Winthrop University

Professor Lisa Johnson received a Winthrop University Research Council grant (\$2,606) and a College of Education Tolbert Funds grant (\$800) to fund research on teacher candidates' development of moral judgment. She has researched and determined a theoretical base for connecting moral judgment to teacher dispositions. Professor Johnson used a scale to assess teacher candidates' moral judgment at the beginning and end of the senior year and analyzed data to determine the extent of change. She plans to pursue additional funding for a longitudinal study to follow candidates through their induction year of teaching.

Rebecca Evers and Jonatha Vare received a Winthrop University Research Council grant (\$1,850) to assess undergraduate teacher education candidates' conceptions of educational inequity. They conducted a literature review and developed a matrix of equity indicators for the moral domain. They are using the matrix to code teacher candidates' moral judgments and actions with regard to educational equity. They will then analyze patterns in data and determine whether teacher candidates' judgments and actions as revealed in capstone assignments correspond to actions and judgments in internship performance assessments.

Furman University

A. Scott Henderson, Education Department, is working on a long-range research project comparing the democratic functions of public education in India with those in the United States. In addition, he completed/submitted an article manuscript to *Social Education* entitled “Responding to Holocaust Denial: An Ethical and Pedagogical Challenge.” He presented a paper at the 2006 NNER Annual Conference entitled “That’s So Gay!”: School Leaders, GLBT Youth, and the Ethical Challenge to Create and Maintain a Supportive Environment for All Students.”

Also, the entire education department participated in book talks in small groups throughout last year.

Influencing Local and/or National Policy

University of South Carolina

The University of South Carolina’s PDS and Partnership Network joined with the South Carolina School Improvement Council in sponsoring a Primary Candidate Forum on Public Education prior to South Carolina’s June 2006 primary election. The forum featured candidates for Governor and State Superintendent of Education appearing on the June 13 primary ballot and was attended by approximately three hundred citizens.

In addition, USC College of Education dean Les Sternberg served as an advisor and template developer for “Teacher Education Reform: The Impact of Federal Investments” (AACTE, 2006) and also authored op. ed. pieces for *The Greenville News* on comparing the strengths and weaknesses of U.S. and Chinese educational systems.

Winthrop University

A.J. Angulo and Carol Marchel continued their ethnographic study of the Stratford High School drug raid in Goose Creek, South Carolina. The study examines the controversial incident from multidisciplinary perspectives of school law, educational psychology, and educational administration and from the perspectives of various stakeholders as well (i.e., students, parents, teachers, administrators, community leaders, and community members). They hope to publish their results in a national journal in the field of educational law.

Carol Marchel worked with A.J. Angulo of Winthrop University and Gary Callahan of Benedict College to submit a proposal to the NNER’s initiative on Journalism, Education, and the Public Good. Other team members included Christine Melton from Chester County Schools and two journalists from South Carolina. The group’s proposal was accepted, and the SCNER team was one of ten accepted to participate in the NNER project this year. The team traveled to Bend, Oregon, for training in October 2006 and will continue their work in the coming year.

Dean Patricia Graham served as chair of the SC Professional Review Committee, the body that reviews all policies regarding teacher education program approval and makes recommendations to the State Board of Education. Standards focusing on diversity of field experiences, faculty, and curriculum were important issues during the past year's deliberations.

Collaborating with Other Organizations to Advance the AED

University of South Carolina

In addition to working with the South Carolina School Improvement Council, the University of South Carolina's PDS and Partnership Network has worked closely with the National Association for Professional Development Schools as that organization moves forward in its efforts to create a continuous dialogue about the meaning of public education in the United States. The USC/NAPDS-sponsored PDS National Conference has featured a number of sessions on the AED in the last seven years and anticipates doing so again at the March 29-April 1, 2007, conference in Las Vegas, Nevada.

Furman University

A. Scott Henderson, Education Department, actively works with the South Carolina Council on the Holocaust and the United States Memorial Holocaust Museum. In addition, he serves on the Advisory Board of the Riley Institute's Center for Educational Policy and Leadership at Furman University. In this role, he has participated in year-long project gathering information on public education in South Carolina.

Forwarding the NNER Statement on Equity

University of South Carolina

The University of South Carolina's Paul Chaplin has participated in the NNER's Equity Task Force.

Winthrop University

Jonatha Vare and the Educational Leadership faculty in the Center for Pedagogy received a \$776,036 Improving Teacher Quality grant from the South Carolina Commission on Higher Education to offer a four-year *Pee Dee Leadership Academy* to four school districts in the I-95 corridor of South Carolina. The grant will fund a principal preparation program for two cohorts of twenty-five teachers each in four partnering high-need districts (Clarendon 3, Darlington County, Marlboro County, and Marion 2). Partners from the English and mathematics departments in the College of Arts and Sciences at Winthrop University will help to increase

participants' knowledge in content areas as a key aspect of their master's program in Educational Leadership.

The Center for Pedagogy held a day-long retreat in spring 2006 to discuss the mission of the NNER and its relation to Winthrop's teacher and principal preparation programs, core curricula, and partnership structures. Faculty read a book chapter about the mission of the NNER and two articles about critical pedagogy in preparation for the retreat. Small groups discussed ways in which our current courses and renewal structures meet the four-part mission of the Agenda for Education in a Democracy. Groups also discussed their visions of the deeper purpose of the Center for Pedagogy. Plans for fall 2006 included discussion of next steps. For example, what changes do we need to make in order to more fully incorporate the Agenda into our core courses and renewal structures?

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

A large part of the "gaps and challenges" has to do with faculty finding time in our already-crowded schedules to focus meaningful effort on promoting the Agenda. While we have many well-intentioned individuals who would relish the idea of making the Agenda a (if not "the") key focus of our work, it is difficult to get people together to discuss such an approach and then equally difficult to keep them on task amidst the other (some legitimate, some not so legitimate) requirements that they need to meet as part of their day-to-day work. The SCNER Leadership Associates program was active for several years and was an excellent beginning, but even it had but a limited impact on faculty across the board.

In a similar vein, the Teacher Education Roundtable discussions that Cindy Johnson-Taylor (Winthrop University) and Bruce Field (USC) initiated in that same timeframe were also useful, but they lost momentum and died when the chief stewards had other pressing issues on their plates. How do we maintain momentum (and make real, across-campus impacts) while facing these realities?

Influencing Local and/or National Policy

We have a genuine problem in a South Carolina climate where private school vouchers and other anti-public school/anti-progressive approaches to education seemingly are supported by a discouragingly large percentage of the state population. How can we get P-16 public educators more actively engaged in the political process, assuming that by doing so they could make a difference?

Collaborating with Other Organizations to Advance the AED

While we have done a good job in some aspects of such collaboration, groups that we approach must feel that we have a real possibility of having a meaningful impact on the state of education in South Carolina.

At Winthrop University, the campus is engaging in a complete restructuring of its school/university partnership. Janice Poda, former Deputy Superintendent of Education for the SC Department of Education, has been hired to lead this effort. She began November 2006.

ARLINGTON UNIVERSITY–SCHOOL NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact: Carol Sue Marshall, College of Education
Tripartite Representatives: Greg Hale, College of Science
Eric Bolsterli, College of Liberal Arts
Carol Sue Marshall, College of Education

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

- The College of Education (COE) at the University of Texas at Arlington (UTA) is a charter member of the Center for Research Evaluation and Advancement of Teacher Education, a consortium of the Texas A&M University System, the Texas State University System, and the University of Texas System. CREATE works to provide opportunities for member institutions and the profession at-large to systematically explore quality and effectiveness issues related to teacher preparation, retention, and student achievement. Under the guidance and direction of a coordinating committee, which consists of representatives designated by the chancellor of each sponsoring system, CREATE focuses its work on priority research areas having the greatest potential to contribute practical solutions to pressing issues in education. Numerous UTA COE faculty members are engaged in funded research regarding such interests as effectiveness of our graduates during the induction year and integrating/aligning preK-16 curricula. All members of the COE leadership team are engaged in monthly CREATE Academy for Instructional Leadership in Teacher Education sessions conducted by and with members of other Texas university systems.

Influencing Local and/or National Policy

- The dean was appointed by the governor to represent the college of education deans on the State Board for Educator Certification.
- The College of Education is working closely with the UTA K-16 Council to provide access and success for all students in a seamless, aligned curriculum from kindergarten through bachelor's degree and beyond.
- The College of Education is working closely with two-year institutions to provide access and success through an efficient path to earning a four-year degree with teacher certification.

Collaborating with Other Organizations to advance the AED

- By bringing all stakeholders together, the UTA K-16 Council works with representatives from business/industry, community colleges, K-12 schools, and across-university colleagues, all focused on closing gaps and ensuring access and success for all.
- UTA Educational Leadership and Policy Studies department faculty and DISD Principals and central office administrators are joining AUSNER to enhance the preparation of administrators for Partner Schools in Dallas. Partner School principals will attend and participate in the 2006–2007 Leadership Development Initiative.

Forwarding the NNER Statement on Equity

- The entire university is focused on issues of equity. The dean of the COE will not send forward recommendations for any new hires if there is no representation of diversity.
- The COE has been awarded a grant addressing Gender Equity in Science and is working with the Dallas Women’s Foundation to develop strong programs for females in science.
- The UT System encouraged the university and the colleges to conduct “target searches” during the 2006–2007 academic year, with funding approved for those hires. The COE is currently seeking a secondary educator and a bilingual educator under the target hires.

Engaging the Community to Advance Educational Renewal

- The College of Education at UT Arlington truly believes it takes a village to prepare educators. As evidence of that belief, the first annual Texas K-16 Conference was recently hosted on the UTA campus; speakers included the three state commissioners for education, higher education, and workforce and Katy Haycock, director of the Education Trust. During the conference, superintendents, presidents of community colleges, and representatives from business and industry across Texas participated in discussions regarding the challenges and opportunities for providing K-16 education to all learners in Texas.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

- Changing faculty and field office director
- Challenges with resources
- Decreasing support for conducting research in “soft” areas at a research institution
- Increasing pressure by public and policymakers to conduct qualitative research

Influencing Local and/or National Policy

- Political/public focus currently is on content with reduced attention to issues surrounding pedagogy

Collaborating with Other Organizations to Advance the AED

- Resources: faculty time, ISD personnel time, and funding

Forwarding the NNER Statement on Equity

- Keeping everyone informed about all that we do. Sometimes lack of communication deters the process

Engaging the Community to Advance Educational Renewal

- Resources: time and funding

EL PASO NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact: Josie Tinajero, Dean, College of Education
Tripartite Representatives: Howard Daudistel
Judith Munter
Pauline Dow
Tripartite Meeting Attendees: Howard Daudistel, Judy Reinhartz, and James Steinhauser

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

The impetus for educational renewal efforts at the University of Texas at El Paso originated from the efforts of university faculty, public school, and community partnerships that were informed by the principles of the NNER Agenda. While not directly connected to the NNER Agenda, the UTEP mission is fully compatible with it. Our mission, which is focused on providing the people of the El Paso-Juárez region with access to educational opportunities while also producing excellence in classroom instruction, research and scholarship, is firmly connected to our longstanding belief in the importance and value of collaborative community-based partnerships. More recently, UTEP has become a member of the Teachers for a New Era (TNE) initiative and is moving to institutionalize both NNER and TNE principles within the very fabric of its institutional efforts to train teachers to work in this region.

Comprehensive research on teacher preparation and student learning is a key component of the Carnegie Teachers for a New Era initiative. The TNE work groups have worked collaboratively, with members representing the Colleges of Education, Science, and Liberal Arts to study questions related to the Agenda for Education in a Democracy. Ten groups of faculty from all three colleges are working on funded research in diverse areas to support the research agenda.

Two College of Education research conferences (summer and fall) have been organized and held to promote research among faculty, future teachers, and current teachers at UTEP. These conferences will be expanded and enhanced with leadership from the UTEP faculty and the associate deans.

Influencing Local and/or National Policy

Local and state education policies have been influenced through the following initiatives:

- UTEP was selected as one of eleven universities to receive \$5 million as part of Carnegie Corporation's Teachers for a New Era (TNE) initiative. This visionary reform initiative is designed to stimulate the renewal of teacher education programs at selected colleges and universities. The transformation processes will require radical policy changes (e.g.,

allocation of resources, academic organization, criteria for evaluating participating faculty, internal accountability measures, clinical campus faculty, and relationships with practicing schools).

- UTEP and the other ten selected universities are engaged in developing research and policy for this national re-examination of teacher preparation programs. Over the last three years, the TNE initiative has had a significant impact on the renewal of teacher preparation. Renewal efforts, based on the TNE design principles, include partners at the El Paso Community College and PK-12 districts across the El Paso region. Working with these partners, activities and priorities have been developed within a broader context of community-based educational reform.
- Key priorities for the initiative include: decisions driven by evidence, engagement of arts and sciences faculty in the preparation of teachers, and strengthening teaching as an academically taught clinical profession—with schools serving a critical role in the preparation of teachers. With deans and faculty from the Colleges of Liberal Arts, Science, and Health Science, the College of Education is engaged in efforts such as:
 - Working with faculty in Liberal Arts and Science disciplines to collect evidence and develop strategies for strengthening the content preparation of future teachers. Much of this work has involved introducing faculty to standards expected of teachers through the Texas Essential Knowledge and Skills (TEKS) and the TExES teacher certification examination.
 - Increasing attention to identification of and support for preservice teachers, particularly at the secondary level and in mathematics and science. A key priority is to graduate more well-prepared science teachers who have received meaningful clinical practice opportunities in the schools.
 - Conducting research focused on measuring the impact of curricular and instructional reforms on pupil learning growth. This research is currently in a pilot phase. However, a system for examining the impact of UTEP graduates on their pupils' learning growth is a long-term objective for TNE.
 - Strengthening support for new teacher residency and induction. Eleven schools (led by administrator and faculty leadership teams) are participating in a pilot effort that is under way this year.
- Beyond the specific initiatives and outcomes associated with TNE-related efforts, systemic institutional changes reflect the willingness of the faculty and the educational partners to view teacher preparation as a community and university collaborative effort based on common goals, and guided by empirical evidence. The faculty from the Colleges of Education, Liberal Arts, and Science are collaborating on a range of initiatives that include:
 - Increasing recognition through special events and annual faculty merit performance reviews for those committed to teacher preparation and community-based activities.

- Aligning high school and university math courses taken by teacher education students.
 - Developing history instructional modules for use in the public schools that were designed by a collaborative team of teachers and university and community college faculty that not only meet the “content knowledge needs of pupils,” but are constructed in such a way that they respect the principles of a democratic society.
 - Involving the Center for Civic Engagement that facilitates the civic involvement of elementary and secondary students.
 - Forming a collaborative partnership between the Colleges of Education and Liberal Arts to create a new tenure-track faculty position for an anthropologist with specialized interest in bilingual and intercultural education and indigenous populations and a new faculty position in the history department to improve courses for preservice teachers seeking careers in middle and high school social studies.
 - Partnering with the College of Education to make courses such as Political Science 4318 “Teaching Democracy” and Political Science 4314 “Women, Power, and Politics” available to preservice teachers.
 - Supporting student participation in meetings and seminars consistent with the NNER Agenda.
 - Increasing the levels of support to border studies including action and research efforts to advance a bi-national and bi-cultural view of education in the El Paso-Juárez region.
 - Supporting the development of new language and literacy initiatives that capitalize on the bilingual talents of young people in the El Paso region.
- Faculty-led work groups serve as the vehicles to inform priorities and activities. The activities of each of the work groups are guided by the TNE design principles and informed by an “emerging model.” A key component of the “emerging model” includes support for new teacher residency and induction:
 - The Teacher Induction work group led by Josie Tinajero brings together faculty from the Colleges of Education, Science, and Liberal Arts and K-12 partners to develop a model for enhancing teacher retention and facilitating a successful transition of students from their teacher preparation experiences into the experiences of the first three years of teaching. This work group has written a concept paper that is guiding the Campus Leadership Teams in building specific campus-based induction programs. A two-day Leadership Institute was held in June, and eleven school campuses were represented and sent team members. A series of three follow-up sessions are planned for the 2006–2007 school year. A special feature of the leadership teams is a UTEP faculty liaison. The faculty liaison is a member of the leadership team who will help shape the induction program to meet the unique aspects/challenges at specific school campuses. The major goal of each induction program is to structure supportive experiences for new teachers once they enter the classroom.

- We continue to expand on the Job-Embedded Model for Paraprofessionals. This initiative provides access to knowledge to teacher aides, clerical support personnel, and other paraprofessionals employed in the schools. This partnership, with El Paso Community College and all nine school districts in El Paso County, serves paraprofessionals and other district employees who want to pursue a college degree and teacher certification but who cannot stop working to attend daytime classes or complete the typical internships. Classes are scheduled in the evening at convenient sites across the county (not always at the university's west-side location which can be as much as forty-five miles from some rural schools), and internships/field experiences are embedded at their job site. Superintendents have committed to change employees' job placements when necessary to place them in an appropriate internship/field experience setting.

Collaborating with Other Organizations to Advance the AED

The El Paso setting is engaged in numerous collaborative initiatives (from the individual to institutional level). A few highlights are included below, and additional information specific to K-16 Collaborations can be found at the UT System website (www.utsystem.edu):

- Partnership activities with Canutillo ISD include having PDS sites at the elementary, middle, and high school levels, including participation in the NNER's Leaders for Teacher- Preparing Schools initiative;
- Major collaborations include work with EPCC, Region 19 Head Start, Kellogg-funded Center for Civic Engagement (Developing Networks [DN] of Responsibility to Educate America's Youths is also Kellogg funded through the IEI), and work across colleges and districts in the region;
- Currently a major effort led by the College of Education is continued efforts to bring key players together to re-conceptualize degree plans, field experiences/internships, and professional development schools; and
- The College of Education brought a series of national and regional scholars to UTEP to lead a series of "dialogues" with faculty, teachers, and students to inform teacher preparation and its connection to the first years in the classroom. These speakers included Ed Fuller and Gary Bloom and Tomasita Villarreal-Carman from New Teacher Center, UC Santa Cruz.

Forwarding the NNER Statement on Equity

The El Paso setting is committed to equity. UTEP's motto for more than a decade has been "access and excellence." We have established a national reputation for success with minority and first generation college students. But we can do better and continue to work on equity issues. Three recent examples follow:

- Public schools, UTEP, and EPCC are committed to recruiting, supporting, and retaining diverse faculty and administrative teams.

- The College of Education, UTEP in collaboration with La Universidad Autónoma de Ciudad Juárez co-sponsored the International Conference on Education, Labor, and Emancipation, September 2006.
- UTEP, the Universidad Autónoma de Ciudad Juárez (UACJ), and the University of Monterrey have initiated a series of collaborative dialogue sessions to increase knowledge and understanding of border studies and to develop bi-national linkages in academic programs and research initiatives.

GAPS OR CHALLENGES FACED IN:

The questions listed below embody some of the major gaps and challenges confronting our setting:

- How do we assess the long- and short-term impacts on all stakeholders (preservice teachers, pupils, novice and experienced teachers, school administrators)?
- How do we reward/recognize involvement in the Partnership (especially higher education faculty from the Colleges of Liberal Arts and Science)?
- How do we engage schools and university participants in dissemination of their work (i.e., connecting scholarship with best practices in teaching-learning)?
- How do we bring state legislatures and other policymakers on board as partners in supporting the NNER Agenda?

General Reflections on Work Related to the Four-Part Mission

The NNER mission and vision have played a vital role in guiding the development of UTEP's field-based program of studies over the past decade. Overall, the four-part mission has shaped policies and processes ranging from commitment to access through expanded outreach and student recruitment, recruitment and retention, hiring of creative and energetic new faculty, development of coherent curricula, and assessment of current practices based on fair and equitable policies. Challenges that lie ahead include promoting a balance between access and excellence in all areas of teacher preparation and retention, concomitant with reductions in state budgets for public education and heightened calls for increased reliance on mandated standardized tests as measures of school accountability.

OTHER SETTING INFORMATION:

Highlights were included above.

BRIGHAM YOUNG UNIVERSITY–PUBLIC SCHOOL PARTNERSHIP

Setting Contact: Steven Baugh
Tripartite Representatives: Vern Henshaw, Superintendent, Alpine School District
 John Rosenberg, Dean, College of Humanities
 Richard Young, Dean, College of Education

Working Document Continuum of Equity Practices Compiled in Behalf of the BYU–Public School Partnership October 19, 2006

	No Action at This Time	Acknowledging and Defining Issue	Making Plans	Beginning to Implement	Sustaining Progress	Promising Practice to Share
Age					X	
Disability					X	
Gender					X	
Language			Xa	Xa	X	
Locality			Xa	Xa	X	
Personal Appearance					X	
Political Ideology					X	
Race			Xa	Xa	X	
Religion					X	
Sexual Orientation			Xb	Xb		
Socioeconomic Status			Xa	Xa	X	
Other						

- Xa) Language, Locality, Race, and Socioeconomic status—We are making plans and beginning to implement a number of programs/initiatives in these areas. Specifics are listed below entitled “Programs/initiatives to promote equity.” As a general statement, we are sustaining progress in these areas.
- Xb) Sexual orientation—The School of Education is in the process of identifying the knowledge, skills, and dispositions that every teacher candidate should possess to assist all students in the schools to access a quality education regardless of sexual orientation, disability, gender, etc. The primary place for teaching this is designated for the multicultural classes required of all teacher candidates. In addition, all teacher candidate course work and field experience is undergirded by the moral dimensions of teaching.

Programs/Initiatives to Promote Equity

- Faculty in the School of Education wrote for and received a federal grant to fund a three-year program to recruit minority students for a master's degree program in special education. Thus far, forty-three students from minority backgrounds have been recruited and are currently progressing through the program.
- Through the efforts of the dean, donations have been secured for undergraduate and graduate scholarships; a specific effort is made to use these funds for minority students.
- We have established an active recruiting campaign for minority students to pursue teaching as a major. We are cooperating with the University's office of multicultural student services in this effort.
- All five departments in the School of Education have made specific action plans for recruiting faculty from minority backgrounds.
- In the last three years, the University specifically targeted the hiring of more female faculty in math and science and has been successful in achieving a gender balance in those areas. The School of Education assisted in this effort.
- Recently, the University revised its admissions process to allow individuals from diverse backgrounds increased opportunity to be admitted. The School of Education has membership on the admissions committee and contributed to the debate; the dean of the School of Education can make recommendations to admit individuals from diverse backgrounds.
- The School of Education has recently developed and implemented a conceptual framework that provides a philosophical and practical foundation for the School. The "moral dimensions of teaching" are four of the seven elements of the framework. Access to knowledge for all is a key moral dimension. It is a School requirement that the moral dimensions are a part of the objectives for all courses.
- The dean and others in the School of Education, in collaboration with educators in Washington, D.C., have established a charter school for inner-city youth, called the Washington Academy. School of Education faculty members and the dean serve as consultants and trainers for Academy teachers and administrators. Student teachers and interns from the School of Education are placed in the Academy. We are increasing the number of student teachers in Washington, D.C. The student and teacher/administration population is almost exclusively African American. One indication of the positive relationships occurred in April when we learned that several teachers from the Academy were coming to our April convocation to see the graduation of the student teachers and interns that had been working at the Academy.
- The School of Education has developed a collaboration with Howard University in Washington, D.C. The dean of the School of Education has visited Howard University

and has had conversations with deans and department chairs at the university and especially in their college of education. They have discussed faculty exchanges and collaborative research projects. The associate dean of the School of Education has also visited Howard University, made several presentations, and invited a faculty member to visit BYU in winter semester 2007.

- Beginning with the 2005–2006 academic year, the School of Education developed a series of monthly lectures focusing on issues of diversity, many presented by individuals with minority backgrounds—African American, Native American, Latino, and Polynesian. Titles of the lectures include:
 - ◇ “Looking Beyond the Label: A Glance at Native American Learner
 - ◇ “Communicating When They Don’t Understand: Methods for Teaching ESL Students”
 - ◇ “Representing Our Heritage: Multicultural Children’s Literature in the Classroom”
 - ◇ “Including Every Student: Keys to African American Education”
 - ◇ “Teaching in Black and White: Perceptions of Race in American Classrooms”
 - ◇ “Teaching in Urban Schools: Lessons from Washington, D.C.”
 - ◇ “Indigenous Students Surviving Colonial Education”
 - ◇ “Multicultural Issues and Resources at BYU”
 - ◇ “The Truth about Bilingual/Biliterate Education”
 - ◇ “Cross-Cultural Considerations: Context Matters in the Classroom”
 - ◇ “No Excuses! How to Increase Minority Student Achievement”
 - ◇ “Education from a Parent’s Perspective: ‘That There Should Be an Equality Among All Men’”

Language is a Valuable Resource

- The multicultural course has been revised using the questions: What do we want our students to know and be able to do? How will we know if they have mastered it? How will we respond if they don’t? Particular emphasis has been given to teaching the knowledge, skills, and dispositions needed to ensure that teacher candidates will know how to provide a safe haven for students of diversity.
- Three years ago, the School developed the Diversity Committee. The committee meets once a week. The chair of the committee meets with the dean’s committee every week, and every week, diversity items are on the Agenda.
- In August 2006, the opening faculty/staff meetings for the School of Education focused on the need to actively recruit and hire faculty and admit students from minority backgrounds. Each department made specific action plans.
- In May 2006, we established an executive committee to identify how to best reach into the community (a result of their attendance at the “Convening Community to Advance

Educational Renewal: Learning from the Developing Networks Initiative” in Seattle in May 2006) and especially to the underserved Hispanic population. The executive committee has met twice a month since August and has specific plans to work with underprivileged Hispanic students regarding high school success and preparation for university studies. Two of the three committee members are Hispanic.

- Twice a year for two days, the deans and superintendents in the tripartite, with their assistants, meet around issues dealing with the moral dimensions in what we call our Leaders Associates program. The program recently focused on Hispanic issues and poverty and includes the following:
 - Panel of parents
 - Panel of students
 - Presentation by Fidel Montero and Jose Enriquez
 - Action plans
 - Focus on a family who recently arrived from Central America
 - One outcome of the program was the hiring of one of the parents from the panel to assist with the implementation of the minority recruitment grant.

(For more information, see “Current Partnership Practices: Relating to the Growth of Hispanic Student Population” in the CITES Annual Report 2004, p. 13.)

- Associates Programs—Each year, 125 school and university educators work together for twelve to fourteen days in understanding and applying the moral dimensions, of which access is a key part. Over a thousand educators in the Partnership have participated since 1993.
- A team of five will be participating in the diversity/equity conference in December in Hawai‘i. The team consists of the dean, CITES director, the University’s Multicultural Student Services director, the School of Education’s chair of the diversity committee, and the assistant dean in the BYU School of Law.

The Equity Task Force recommends that the following questions be used to guide the self-studies of member settings. The BYU-Public School Partnership responses follow each question and are in italics.

1. Are the organizations in our member setting in agreement with and committed to the NNER Equity Statement?
To the extent that the statement focuses our attention on the quality of education for all children, we are in agreement.
2. To what extent has our setting reviewed internal policies regarding equity to identify overt or explicit elements of discrimination and/or anti-democratic values? If such policies or practices exist, what have we done to attempt to change them? If they cannot be changed, what have we done to mitigate their effects?

The pilot survey has been reviewed by the dean's committee, committee of department chairs, diversity committee, and partnership governing board. It will be presented to the University Council on Teacher Education (UCOTE) in its first meeting this year. Each entity has reviewed its policies regarding equity.

3. How have we studied and addressed the culture and climate of our institutions (e.g., democratic values, academic experiences, student retention and satisfaction, faculty satisfaction, and employee satisfaction) as related to equity? Might practices of organizations in our setting result in inadvertent discrimination or inequity?

Culture and climate of our institutions as related to equity are studied and addressed through a variety of processes. For the University, NCATE and Northwest accreditation and specific program accreditation are occasions when this is studied and addressed. For the schools, boards of education review, public involvement council reviews, individual school accreditation, and legal reviews are primary occasions when this is studied and addressed. Inadvertent discrimination or inequity is something all of our institutions try to be aware of and address. It is subject to constant review in the schools, districts, departments, colleges, and university.

4. What do colleges and schools (including faculty, students, parents) and other community organizations say are the most urgent equity issues as listed on the continuum of equity practices in our setting currently?

For the University, it is recruiting students and faculty from minority backgrounds. The most pressing need identified by the schools is providing access to a quality education for the increasing Hispanic population. Providing for the needs of the special education population is always an important equity issue for the schools given the lack of funding and the scarcity of qualified special educators.

5. What efforts have we undertaken in our setting to address these issues by promoting equity in each of the dimensions of the Continuum of Equity? (Examples of effort and initiatives that support promoting equity in our partner institutions and community include: culturally responsive practice; policies and research; grants, financial aid, and funding resources; curriculum; collaboration with community [e.g., service learning and structures to promote a four-part alliance]; recruitment and retention; addressing the culture and climate of institutions; and recognition of identities.)

(For more information, see "Current Partnership Practices: Relating to the Growth of Hispanic Student Population" in the CITES Annual Report 2004, p. 13.)

6. To what extent has our setting involved the community in the above efforts to promote equity in teacher education and schooling?

(For more information, see "Current Partnership Practices: Relating to the Growth of Hispanic Student Population" in the CITES Annual Report 2004, p. 13.)

7. What particular barriers or challenges do we face in addressing the issues we identified? What particular opportunities are there?

Challenges in recruiting students and faculty into the University are very much the same in all institutions in Utah and most of the intermountain west because there are

not large populations of minorities. Another challenge we face is the lack of open faculty positions. There is less turnover. New faculty slots are not being created. The pool of available faculty with minority backgrounds is limited in much of the intermountain west, and every institution seems to compete for the same individuals. However, we are having increasing success in securing donations for scholarships for minority students. We are able to add adjunct faculty and part-time faculty from minority backgrounds.

8. What kinds of resources or assistance do we need to address these issues further or more effectively? What more do we need to learn?

We need additional funding to provide scholarships for students from minority and impoverished backgrounds. We need to find ways to identify and better prepare potential university students from minority and impoverished backgrounds while they are in middle and high school. Preparation to better ensure their success must begin much earlier.

9. After completing the Continuum of Equity Practices, for any areas that are marked “No action at this time,” please explain why.

General Suggestions Regarding the Continuum

It would be very helpful to have some narrative describing each category along both the vertical and horizontal axis. Terms need to be defined.

The continuum is difficult to use for multiple partners, that is, for both the university and the schools. It is difficult to place both partners on the same grid. We chose to use the continuum to identify the university partner rather than the schools.

Clarify that there may be several marks along the continuum in certain areas. For example, in the area of race you may feel you are “sustaining progress” in the main, but are “making plans” in a specific program or initiative dealing with race, and may be “beginning to implement” in another specific program or initiative also dealing with race.

Regarding the Nine Questions

Consider changing Question 1 to read, “[To what extent] [a]re the organizations...” It is the only question of the nine that asks for either a “yes” or “no” and does not seem to be in the spirit of a continuum.

Question 2, first line, probably should add “and practices” in order to be consistent with the second sentence.

UNIVERSITY OF WASHINGTON PARTNERSHIP

Setting Contact: Patrick Sexton, Associate Director, Teachers
for a New Era

Tripartite Representatives: Bill McDiarmid, College of Education
Erasmo Gamboa, Arts and Sciences
Wanda Brown, P-12 Education

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in Democracy (AED)

Teachers for a New Era (TNE) provided funds for University of Washington (UW) faculty to engage in research that relates to the AED. Below is a summary of some of the related efforts.

Urban Teacher Scholars Program: Bridging Theory & Practice for Novice Teachers: At the request of an urban high school that had only a 40 percent pass rate for ninth-grade mathematics (especially for African American males), a College of Education (COE) faculty member and an arts and sciences faculty member came in to explore possible solutions. A COE faculty member, in collaboration with a colleague from the math department, provided mediated experiences of real-time teaching, holding the Mathematics Methods class at the school. TNE funds supported a first-year UW Teacher Education Program (TEP) graduate in the department who served as a bridge between the university and the department, actively consulting with the preservice TEP students and course instructor, while simultaneously releasing some of the department's teachers from their teaching load, providing them time to meet with the UW faculty and making them more accessible to the preservice students.

The project, therefore, provided ideas for the renewal of the TEP, demonstrating the potential of opportunities for preservice teachers to observe and engage with secondary teachers in rethinking curriculum and instruction in "real time." The key, of course, is that UW faculty are working with the preservice teachers to mediate what they are experiencing. Given the intense work with the ninth-grade mathematics department, the pass rate went up to 80 percent.

Experiences of Students of Color in TEP—Implications for Pedagogy: This project's goals were to: 1) gain an understanding of effective and ineffective pedagogical strategies for preservice teachers of color (and, ultimately, all our students); 2) engage the UW TEP community in collective inquiry into the experiences of students of color in the program; and 3) develop a student survey tool for the continued evaluation of the climate of our program. The final report is due soon.

Role of Multiple Contexts in TEP Students' Development of Teaching Identity, Interest, and Commitment to Learning to Teach: In its third year, the researchers—TEP faculty and graduate students—followed a cohort of secondary TEP students into the second year of the program. They focused on questions about how students develop into professional teachers, given the variety of contexts for their learning and development including methods courses, field placements, and informal settings. Initial findings show the importance of experiences that allow for individuals to face the differences between their stated beliefs and the realities of the public schools if they are to be well prepared to meet the needs of all students. The final report is due soon.

Analyzing Teacher Retention, Mobility, and Career Pathways of UW TEP Graduates: The primary purpose of this research was to provide TNE with baseline information and analyses about UW TEP graduates during their first five years of teaching. The TEP graduates' mobility and retention patterns were compared with those from all other institutions in the state, examining novice teachers' movements from one school to another within a district, movement from one district to another, and the characteristics of schools in which the graduates leave or stay.

The rate of novice teacher retention appears considerably higher in Washington state than in the nation. Mobility rates are higher for early career teachers, especially moving from high-poverty schools to low-poverty schools. Finally, although the UW TEP enrolls a more diverse pool of potential teachers, the current statewide teaching force does not match the ethnic and racial diversity of the student population.

Influencing Local and/or National Policy

As a Teachers for a New Era (TNE) site, considerable overlap exists between the NNER's Agenda for Education in a Democracy and the TNE guiding principles. The Carnegie Foundation is seeking and supporting efforts that influence policy, and as a result, the UW tripartite members are involved in multiple efforts to gather and use evidence to drive simultaneous renewal—at the local, state, and national level.

To guide policy changes, TNE has two committees that meet to discuss issues and renewal efforts. One is the TNE Steering Committee, a group that meets monthly with representatives from the arts and sciences, the College of Education, and a variety of P-12 partners. The TNE Advisory Council meets twice a year and includes statewide leaders in education. These committees are able to influence policy decisions within the UW partnership and their own entities, as well as across the state.

The Professional Education Advisory Board (PEAB) is a state-mandated oversight body that participates in and cooperates with the UW on decisions related to the development, implementation, and revision of each professional educator preparation program. Wanda Brown, Distinguished P-12 Educator for the UW, co-chaired the PEAB for the teacher education program. PEAB's discussions last year focused largely on the changing demographics of

schools and the achievement gap and the role of teacher certification programs in responding to each. Among their recommendations, the PEAB urged the UW to recruit for a more diverse teaching pool, ensure that their current program supports student teachers of color, and examine the program to ensure that graduates are prepared to teach a broad range of students with diverse backgrounds, abilities, and learning styles.

Based on the TNE efforts to influence policy around teacher preparation from the undergraduate level through the early professional development years, two statewide roundtables were held in late fall and early winter. The first one concentrated on induction while the second highlighted teacher data tracking systems and ways to link pupil learning to teacher preparation. Each roundtable was designed to bring together a variety of stakeholders to examine current practices and policies, identify issues, and explore possible ways to address the challenges.

The TNE project director, Susan Jeffords, has met with key stakeholders (district superintendents, state level educators, etc.) to share information about the TNE project and its focus on use of evidence to impact pupil learning. She is working with educators participating in the “Washington Learns” Committee and the Ethnic Commissions focused on “closing the achievement gap” that exist among students of color across the state. She is in the process of scheduling a meeting with Governor Gregoire to share the TNE work, with the hopes of securing a line item in the state budget to support the TNE evidence/database currently being planned.

Collaborating with Other Organizations to Advance the AED

The TNE leaders have been reaching out to numerous organizations involved in teacher preparation. These include the Washington Association of Colleges for Teacher Education (WACTE), the National Commission on Teaching and America’s Future, other TNE institutions along with the Carnegie Foundation, local community colleges, educational service districts, and the national Strengthening and Sustaining Teachers project.

Work continued with our network of partner schools in five local districts. The purpose of the network is for university and P-12 educators to work collaboratively to prepare and support teachers who are able to teach a broad range of students, especially those who currently struggle in schools. These schools will become the sites for prospective teachers to tutor and gain undergraduate experiences in education, for teachers in the TEP to gain field experiences, for novice teachers to become successful early career educators, and for experienced teachers to gain and share their leadership and knowledge with university faculty. Over the next few years, it is also hoped that these partner schools will become the sites to prepare school administrators as well as to conduct collaborative research.

To increase the number of potential preservice teachers who better match the diversity of our student populations, a new partnership with Seattle Community Colleges (SCC) is being established. Students from under-represented groups, in particular, will be recruited to take undergraduate foundational courses at the SCC and then transfer to the UW to take additional coursework in a newly developed Education Minor.

To further these efforts, we have identified local high schools that enroll large numbers of students from under-represented groups to serve as potential recruitment sites for prospective students. We will actively recruit students with an interest in becoming future teachers, recruiting from the pool of students currently enrolled in existing programs designed to support students in earning postsecondary education credits.

TNE funds have been made available for the other WACTE sites so they can receive data on the mobility and retention patterns of their respective graduates as compared to the Washington State data. It is hoped that this opportunity will encourage teacher preparation institutions to use data to inform their program renewal decisions.

Forwarding the NNER Statement on Equity

This year witnessed numerous efforts to advance equity focused on P-12 students, prospective teachers, student teachers, novice teachers, and College of Education faculty. Below is a brief summary of some of these efforts not already mentioned above.

English Language Learners: This tripartite study group met for a full year to establish recommendations to improve teacher preparation regarding ELL issues—especially in the partner school network districts.

Elementary and Secondary TEP Renewal: Representatives from the COE, the arts and sciences, and the P-12 schools held regular meetings to discuss program philosophy, outcomes, and new structures. A number of design principles emerged, many addressing improved teacher preparation to meet the needs of our increasingly diverse student population. TEP faculty have reviewed the recommendations for the Elementary TEP Renewal and discussions are continuing with an eye to having the outlines of the revised program by December. The Secondary Renewal effort will continue during the 2006–2007 year.

Elementary Teacher Education Program Renewal—Social Justice/Multicultural Education Seminar Team: The Elementary Teacher Education Program recruited a tripartite group to begin the process of studying and renewing the teacher education program. Four tripartite teams met over summer 2005 to plan for a series of seminar discussion. The Social Justice/Multicultural Education Seminar team has worked to ensure that multicultural/social justice issues are integrated into the renewed program. Recommendations include the integration of multiculturalism/ELL focus throughout the Teacher Education Program, cultural competence training for TEP faculty, culture building in the college to ensure a community where all students are welcome, and closer alignment of the program with the changing demographics of P-12 schools.

Educators for Social Justice (ESJ)—Student Organization: This student group, comprised of students from across the College, focuses on diversity issues raised initially in the student-produced “Students of Color” video. In this video, COE students of color described the discomfort they experienced in the COE. They also drafted COE/TEP grievance letters to the dean in spring 2005.

In the 2006–2007 year, the group will be working closely with community groups on diversity initiatives. ESJ is also included in the COE Diversity Task Force and has lobbied for a community representative to be added to the committee. The ESJ will be working with the COE on more substantive changes (second-order changes) this year.

Partner School Network: Three seminars on culturally responsive teaching were offered throughout the academic year. During the 2006–2007 year, three modules focused around Race Literacy will be provided to P-12 partner schools, COE faculty and students.

College of Education—Diversity Task Force Committee Initiatives

The Diversity Task force is comprised of COE faculty, administrators, and students. The committee is chaired by the associate dean of Student Affairs and co-chaired by the College of Education’s Distinguished P-12 Educator.

Committee Goals:

1. To improve the overall climate of the College of Education to reflect the social justice principles outlined in its mission statement. We strive to create a culturally inclusive community where students and faculty feel welcome and valued;
2. To increase diversity in the College of Education through the active recruitment of under-represented groups into all COE programs; and
3. To provide support to students and faculty to increase their ability to engage in cross-cultural communication and increase their skills as they relate to “cultural competency.”

Meeting Schedule/Topics of Discussion:

The committee meets weekly to discuss progress related to climate/diversity issues raised by COE/TEP students last spring (grievance letters). The student representatives from Educators for Social Justice (ESJ) provide regular reports/updates on their efforts.

Accomplishments:

1. The Diversity Task Force hired Edree Allen Agbro to serve as a Diversity Consultant. She conducted a facilitated dialogue with COE faculty and students regarding issues raised in the “Students of Color” video and the grievance letters filed. She drafted a report with recommendations to the COE faculty about how to further address the issues in a sustainable manner.

2. The committee met with Dean Pat Wasley in fall 2006 and requested that the Diversity Task Force be provided a budget to assist in carrying out the committee goals and to address the diversity needs of the College of Education. The committee was allocated \$5,000 per year to be used for professional development within the College. Last year, the committee secured funds from the dean to hire a Diversity Consultant who facilitated a conversation between faculty and students about COE diversity issues.
3. Douglas Leeks, Diversity Recruitment Director from the Evans School, was invited to describe to the COE's Diversity Task Force the Evans School's recruitment plan, strategies, and outreach efforts. This presentation prompted the Diversity Task Force to request that the COE fund a Diversity Director position. The team developed a job description in collaboration with the Office of Student Services. This issue is on the agenda of the College of Education Strategic Planning Process/Futures Groups.
4. The Diversity Task Force has prompted the development of a College of Education Recruitment Calendar that would include local education events that cater to educators of color. The College of Education will use these events as recruitment opportunities for the College.
5. The staff from the Office of Student Services and various COE departments attended the Washington Alliance for Black School Educators (WABSE) conference, scheduled March 16–18, 2007, to recruit as well as to share information about TNE.
6. The Diversity Task Force hosted a Diversity Summit on May 4, 2006. This event provided an opportunity for faculty to listen to experts—including students—and discuss issues of diversity.
7. The College of Education recently hired a Diversity Recruitment Director in the Office of Student Services (OSS) to support the college with recruitment of diverse student populations across the UW campus and to develop and carry out a community outreach plan for under-represented populations (African-American, Latino, and Native-American communities).

GAPS OR CHALLENGES FACED IN:

One of our greatest challenges is to carry out systematic and sustainable research that ties pupil learning to teacher preparation. The difficulty is multifaceted and includes disjointed sets of data that do not easily integrate with one another across the schools, districts, universities, and state; confidentiality issues and risks for pupils and teachers; and the costs involved in establishing and maintaining effective data collection systems and analysis that can be used to inform teacher preparation program renewal.

BENEDUM COLLABORATIVE/WEST VIRGINIA UNIVERSITY

Setting Contact: Sarah Steel
Tripartite Representatives: Sarah Steel, Interim Director, Benedum Collaborative;
Clinical Instructor, College of Human Resources
and Education, WVU
Carl Friebel, Superintendent, Harrison County Schools
Mary Ellen Mazey, Dean, Eberly College of Arts and
Sciences, WVU

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in Democracy (AED)

Benedum Collaborative Strategic Research Plan

- Continue to develop program research initiatives and expand into new areas, including the following general themes:
 1. The effectiveness and impact of the Five-Year Program
 2. The work of Professional Development Schools
 3. Partnership Structures—The impact of professional development school efforts across the West Virginia Partnership for Teacher Quality (WVPTQ)
- Specific Areas of Research Opportunities and Activities:
 1. Action research efforts with preservice candidates and PDS teachers
 2. Graduate Follow-Up Research (case study, survey development, piloting, other) (include induction/mentoring experiences as framed by NCTAF)
 3. Content Research
 - a. Follow-up with graduates in particular areas of emphasis (literacy, mathematics, instructional design, assessment, instructional technology, etc.)
 - b. Research in particular content-discipline based practices (subject-matter areas, learning theory, race/class/poverty, etc.)
 4. Collaborative Structures and Institutional Frameworks
 - a. Partnership development, institutionalization, and sustaining work (including cost analysis)
 - b. Clinical coordination and intensive clinical experiences
 - c. Partnership governance; P-12—higher education linkages
 - d. Professional development themes for 2006–2007
 - i. Children and Families in Poverty
 - ii. Special Education—Regular Education Connections
 - iii. Leadership and Empowerment
 - iv. Technology Integration
 - v. 21st Century Learning Skills

5. Effects of PDS on State Higher Education Institutions preparing teachers:
 - a. Analysis and adoption of NCATE/FIPSE PDS standards
 - b. The status of PDS implementation across state partnership institutions
 - c. Examination and analysis of clinical experience structures across the state

Graduate Follow-Up Interviews

The following summary points are based on a series of interviews conducted by PDS and University faculty with graduates of the Five-Year Teacher Education Program. Open-ended, semi-structured telephone interviews were conducted with a convenience sample of 64 graduates of the Benedum Collaborative Five-Year Teacher Education Program, including members of the 2002–2004 cohorts (262 total graduates). Interviewees were asked to describe the teaching positions they had held since their graduation and their motivation for selecting those positions, the nature of the students in their classrooms and the communities served by their schools, their assessment of their impact on student learning and the evidence they believe supports that assessment, the aspects of the Five-Year Program that were strengths and weaknesses in their preparation, the responsibilities they have assumed beyond their teaching assignments, and their readiness to teach as compared to other novice teachers in their schools. A preliminary analysis of this initial data set yielded the following points:

- Graduates believe that the *extended clinical placements* in a PDS are the most important and central feature of the program and that these experiences are valuable and provide a foundation for their effectiveness in their classrooms and for their professional identities.
- Graduates believe that the depth and breadth of their *content preparation* is a critical strength of the program.
- Graduates are committed to *engaging in professional development* to improve their teaching and take initiative to do so.
- Graduates believe that being a *reflective practitioner* is central to being an effective teacher and that the program “ingrains” reflective habits.
- Graduates believe that they are well prepared to use *technology* and to learn and implement new technologies.
- Graduates believe that their experiences in the program prepare them to assume *leadership roles* in their schools and districts and cite examples of taking on such roles.
- Graduates believe that they have had a positive impact on *student achievement* and cite data that substantiates that impact, including standardized tests, student work samples, alternative assessments, and portfolios.
- Graduates believe that they were well prepared for their *initial teaching experiences* and articulate a high degree of confidence and efficacy as new teachers.

Based on these findings, a one-school pilot was designed and conducted at a Benedum Elementary PDS. This pilot consisted of qualitative interviews of mentor teachers, teachers who were graduates of the Five-Year Program, and the school administrator. Based on findings from this research, a revised protocol will be used at other schools with Benedum graduates, both inside and outside West Virginia, for a more detailed description of the earlier survey data.

WVPTQ Research Initiative

The Collaborative is engaged in an effort to identify the critical elements of PDS-based partnership structures and what the associated costs for those structures are over the long term. This initiative is currently in the planning stages for implementation within the next six months. Thus far, efforts have been focused on securing initial funding. The Benedum Foundation has awarded \$30,000 for formulation and initial implementation efforts. This initial work will involve:

- The strategies for forming a statewide research team.
- Research design formulation and implementation.
- Consultation with national experts.
- Securing necessary resources for subsequent research efforts.
- Publicizing and explaining the research agenda outside the partnership network.

The initial research effort will include case studies of four participating WVPTQ institutions. These institutions were selected by funding providers on the basis of support received, perception of implementation status, and diverse settings and implementation structures.

Influencing Local and/or National Policy

National Commission on Teaching and America's Future (NCTAF)

The Benedum Collaborative is actively involved in West Virginia University's efforts with NCTAF. These efforts include:

- **Mentoring and Induction Initiative:** As a result of research presented to the West Virginia Board for Professional Teaching Standards by Collaborative partners, a statewide study was initiated by the West Virginia Board of Education of the state's existing mentoring practices. This study has led to statewide study and focus groups to evaluate the current status of the existing state mentoring program. Collaborative partners continue to play active roles in this statewide reform effort to help West Virginia's mentoring efforts evolve into a true induction program.
- **The Center for Teaching and Learning:** The interim director and a newly hired Benedum Collaborative Professional Development fellow are seeking to work with college administrators to establish an entity to address professional development needs for all professional development school/university partners.
- **The 2006 national NCTAF Symposium:** The Collaborative was invited to present on the structure and successes of the Five-Year Program at West Virginia University. This session was a highlighted plenary session.

West Virginia Partnerships for Teacher Quality (WVPTQ) Statewide PDS Effort

The Benedum Collaborative participates in a statewide effort to create, support, and sustain ten partnerships in West Virginia. These are based at the ten public institutions of higher education and link those institutions with seventeen school districts and over sixty local schools across the state. For the 2006–2007 fiscal year, WVPTQ has received a combined \$1.2 million in private and public funding to support the initiative. Participation in the WVPTQ research initiative is a key action item for the current year.

Policy Initiatives

The Benedum Collaborative is providing leadership to an effort to focus energy and resources on the identification and analysis of key education policy issues in West Virginia. This effort is linking the College of Human Resources and Education with faculty in other WVU colleges, public education faculty, and policy stakeholders in the state. Initiatives include participating on the Mentoring Study Group, the task force for revising Policy 5100 and 5202 on teacher licensure and teacher preparation, action research training for principals, and participation in the state's efforts related to 21st Century Learning Skills.

National Board for Professional Teaching Standards

For the seventh consecutive year, the Benedum Collaborative is supporting a cohort of PDS and non-PDS teachers who are seeking NBPTS certification. The cohort provides participants with materials, mentors, web resources, and face-to-face meetings throughout the development of their four portfolios. The program also strives to prepare these individuals for the assessment. Two National Board Certified PDS teachers provide leadership to this effort. Participants in the program have achieved a 70 percent pass rate.

Collaborating with Other Organizations to Advance the AED

National Association for Professional Development Schools (NAPDS)

Within the Benedum Collaborative, there are multiple members of NAPDS, including faculty from PDS sites and WVU, principals, department chairs, and students. (WVU's College of Human Resources and Education is a founding member of the organization.)

National Commission on Teaching and America's Future (NCTAF)

See above comments.

National Board for Professional Teaching Standards

See above comments.

Business Partners

The Collaborative is creating partnerships with local businesses to provide additional resources for teachers working on National Board Certification and professional development in 21st Century Learning efforts.

Forwarding the NNER Statement on Equity

Professional Development Initiatives

The Benedum Collaborative has developed a set of themes to guide professional development efforts among participants in the partnership. These themes represent those that are shared at all PDS sites and at WVU. Each site also develops themes unique to each, and the combination of the shared and unique themes are used to create an overall professional development direction for the Collaborative. The shared themes include: 1) a focus on working with children and families in poverty; and 2) supporting and enhancing the relationships between special education and regular education learning communities.

OTHER SETTING INFORMATION:

The Benedum Collaborative is currently at various stages of planning and implementing initiatives with the following:

- **Technology Integration Plan:** The Collaborative has developed a technology plan to guide the creation and support the use of technology in learning contexts in the PDS network and at WVU. This is a major, long-term initiative involving faculty and administrators at the PDS, college, university and district levels.
- **21st Century Learning Skills:** The Benedum Collaborative is involved in incorporating this effort into the professional development and preparation work of the partnership.
- **Faculty Load Restructuring:** Faculty at WVU continue to explore ways to restructure faculty assignments to integrate teaching-research-service expectations in such a way that they better support and sustain involvement in the partnership. One academic department in particular has taken the lead in piloting strategies and providing models to other departments.
- **Dean of Arts and Sciences:** Mary Ellen Mazey continues to participate in discussions to examine the tripartite relationships in the Collaborative. She participated in the 2006 national NCTAF Symposium and has been invited to participate in WVPTQ.
- **Transition Plan:** With the departure of its veteran director, Benedum Collaborative partners were challenged to develop a transition plan that would ensure the continued

work and strength of the Collaborative in the 2006–2007 academic year. Highlights of the plan follow.

Leadership

An interim director was selected from within the membership. A support team was identified that included members of the Cross-site Executive Committee, a Professional Development Fellow position, a technology integration coordinator, a Clinical Experiences Fellow, and a research coordinator.

Strategic Planning

Beginning in the fall semester, the Collaborative will engage in a process of strategic planning in order to identify both short-term and long-term goals for our work. The strategic planning process will inform decisions about leadership and the structure of the Collaborative beyond the interim period.

Consulting Services

Van Dempsey, ex-director of the Benedum Collaborative, agreed to serve as a consultant. Van assisted with the development of the proposal and budget for the state funding, continues to serve as an advocate for the Collaborative with the statewide initiative, contributes to a strategic planning process, and advises the interim director on an as-needed basis.

Support for Ongoing Professional Development Agenda

In an unprecedented arrangement, the Benedum Collaborative was able to hire a Benedum Collaborative Fellow for Professional Development using funding provided jointly by three PDS county school systems, the Benedum Collaborative, and the College of Human Resources and Education. This Benedum Fellow is responsible for coordinating the professional development agenda across the Collaborative and working with the five counties to identify areas: 1) where they can work together to meet mutual needs, and 2) where they need to develop initiatives that address needs that are unique to the partnership work. This position is also responsible for coordinating the Benedum Collaborative efforts related to the PDS Standards Project (funded by a FIPSE grant), supporting the National Board initiative, and identifying and implementing professional development to strengthen Site Steering Committees. Using a standard candidate search process, the interim director worked with the Cross-site Executive Committee to identify and hire the Fellow. Carol Muniz, a science teacher at Morgantown High PDS, is on leave for one year to serve as the Fellow.

Support for Clinical Experiences

A half-time Benedum Fellow for Teacher Education position was created to assist with general organization of the six clinical experiences in the program, manage placements, and provide leadership for the Tutor and Participant Practica. This Fellow position is funded by the College of Human Resources and Education. Kaye McCrory, recently retired from her position as second grade teacher and PDS teacher education coordinator at Suncrest Primary PDS, was selected for the job.

Support for the Research Agenda

Jaci Webb-Dempsey agreed to work over the summer to facilitate the work of a team of WVU faculty to organize the Five-Year Teacher Education Program database, collect additional data from graduates, conduct analyses, and prepare manuscripts. She will also provide leadership to the work of this group and to the larger group of PDS and WVU faculty who will contribute to the research agenda over the next year.

Support for the Installation of the Technology Integration Plan

Amy Kuhn assumed a full-time position, funded by the College of Human Resources and Education, to organize and manage the installation of the Technology Integration Plan (TIP), the development of a system for documenting student technology skills as they matriculate across courses, and the coordination of professional development for both WVU and PDS faculty to support the installation of the TIP.

Support for Governance

Chairpersons for the governance groups (the Cross-site Steering Committee's Executive Committee) have taken responsibility for ensuring that the groups they represent provide continued support across all Collaborative activities. Each group has assumed responsibility for establishing a regular schedule for meetings, setting the agenda for each of their meetings, establishing an agenda for their own ongoing professional development, taking the initiative for assessing the needs of their constituents and working with the interim director to address those needs during the interim period, and participating in strategic planning.

WYOMING SCHOOL–UNIVERSITY PARTNERSHIP

Setting Contact: Audrey Kleinsasser
Tripartite Representatives: Ray Schulte, Superintendent, Goshen County School District # 1 (K-12)
Audrey Shalinsky, Associate Dean, College of Arts & Sciences
Audrey Kleinsasser, Professor of Educational Studies, College of Education, and Director, Wyoming School–University Partnership

HIGHLIGHTS OF PROGRESS TOWARD:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

To date, we are not engaged in comprehensive research. Jane Nelson submitted a proposal, “Examining Pivotal Junctures in Student Learning, Grades 8-14: An Inquiry-based Secondary and Postsecondary Faculty Professional Development Model,” to the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education. (\$503,389.00 – not funded, 10-10-06)

Influencing Local and/or National Policy

- Summer and Fall 2005: The governing board invited three legislators and the superintendent of public instruction to participate in board conversations around the issue of student contact hours;
- Purchased and sent copies of the Education Commission of the States’ document, *Prisoners of Time* to all governing board members and the superintendent of public instruction;
- Sent copies of *Prisoners of Time* with cover letter to members of the Wyoming Legislature’s Joint Education Committee (fourteen packets);
- Testified (five members of governing board and director) about work of the Wyoming Partnership to the Joint Education Committee, September 20, 2006, showing a ten-minute edited version of the 2004 BYU NNER tape and fielding questions;
- Collaborated with the academic affairs deans at the university and community colleges and Wyoming Department of Education to spearhead a K-16 high school to higher education articulation in biology. Work is also starting in mathematics and language arts.

This work affects curriculum, instruction, and assessment by inviting a conversation around issues important to teaching faculty at all levels and administrators;

- Celebrated the Partnership's twentieth anniversary with a joint Wyoming-Colorado conference in Cheyenne, October 12-13, 2006. Approximately 125 participated. Attendees received a copy of keynote speaker Larry Cuban's *The Blackboard and the Bottom Line: Why Schools Aren't Businesses*. Other plenary speakers included Christine Sleeter and Carmen Mendecino, "Forging Partnerships for Multicultural Education." We also recognized and honored some of the Partnerships' foundational leaders: Cal Frazier (now deceased), Carol Wilson, Lynn Simons, Wayne Porter, and Ed Paradis;
- Reinstated the Wyoming Leadership Associates Program with a sixth cohort of eighteen representing K-12, community college, and the University of Wyoming. The work was funded with \$25,000 from the Sublette County School District. We invited author and naturalist Terry Tempest Williams to join the group at its March 23-24, 2006, Evanston meetings. Participants read her book, *The Open Space of Democracy*. We used *Education for Everyone* as the study text. We received another \$25,000 from Sublette for 2006–2007 and will focus the leadership development program in Professional Learning Community sites in five counties: Albany, Fremont, Natrona, Sheridan, and Sweetwater (seven districts). These districts have signed memoranda of agreements for concentrated field placements for student teachers;
- Supported the participation of five educators at the NNER 2006 Summer Symposium, July 25-29, 2006, in Seattle: Audrey Shalinsky (associate dean, UW Arts and Sciences), Sylvia Parker (UW Science and Mathematics Teaching Center), Tim Blum (UW Prep School), Marty Wood (Torrington High School), and Jean Davies (Laramie #1, Cheyenne);
- Participated in the *Leaders for Teacher-Preparing Schools* initiative. This initiative focuses on high-needs districts. Fremont #14 qualified. Principal Pam Fredricks participated during the 2005–2006 school year and Principals Owen Sinclair and Philip Garhart are participating during 2006–2007. Participants travel to Seattle four times during the year for intensive study sessions. Superintendent Michelle Hoffman also attended the July 28-30, 2006, meetings in Seattle with Pam Fredericks and Audrey Kleinsasser; and
- Kay Persichitte, director of Teacher Education, worked with her counterpart in the College of Arts and Sciences and others to formalize and finalize a total of fifteen secondary concurrent majors between the two colleges. The Office of Academic Affairs viewed this work as one of the university's most important achievements of the 2005–2006 academic year.

Collaborating with Other Organizations to Advance the AED

- K-16 articulation (biology, math, language arts) with UW's College of Arts and Sciences, the Wyoming Community College Commission (all seven Wyoming colleges), the Wyoming Department of Education, the Wyoming Education Association;
- Provided the administrative home to the National Board Certification for Teachers, the Teacher Policy Institute, and the Wyoming Leadership Academy; and
- Partnership received \$15,000 from the UW President's Office (plus budget funds) to further K-16 transition work.

Forwarding the NNER Statement on Equity

- Nominated the Shepard Symposium for Social Justice for the NNER's Nicholas Michelli Award for Promoting Social Justice and is the 2006 recipient; and
- Over the 2005–2006 academic year, the College of Education dean's office and leadership council worked together to launch a college-wide assessment of our strengths and challenges related to diversity issues. Patricia Romney and Rita Hardiman (Romney & Associates) have been to Laramie several times. To date, they have met with the Leadership Council (spring 2006) and have conducted a series of focus groups and individual interviews (fall 2006). Additional information about their organization can be found at <http://www.romneyassociates.com>.

Engaging the Community to Advance Educational Renewal

- Submitted a proposal to and was accepted for participation in the Journalism, Education, and the Public Good meetings held October 26-29, 2006, in Bend, Oregon. Participants included Jim Angell, Wyoming Press Association director; Barbara Deshler, UW Prep School middle school teacher; Jenni Dillon, Natrona County School District community relations facilitator; and Audrey Kleinsasser, Partnership Director. The team is planning events for early 2007 to occur with the Wyoming Press Association's annual conference and the spring meeting of the Wyoming School Improvement Conference;
- Invited community members to the 20th Anniversary Wyoming-Colorado Partnership Conference, Cheyenne, Wyoming, October 12-13, 2006; and
- Collaborated with the UW Office of Academic Affairs and others to complete a proposal in response to WICHE's State Scholars Initiative. Four Partnership districts (Fremont #25, Natrona #1, Niobrara #1, Sheridan #2) will partner with four businesses and the university to further develop a K-16 council over the next two years. Submitted November 6, 2006—\$300,000.

GAPS OR CHALLENGES FACED IN:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy (AED)

We are looking forward to this challenge, particularly in the context of K-16 articulation work.

Influencing Local and/or National Policy

Interactions with legislative committees over the last year have been positive. We will continue to look for ways to inform this group about our work.

Collaborating with Other Organizations to Advance the AED

The Partnership is poised to provide leadership for K-16 articulation in the content areas and to play a role in strengthening Wyoming’s extant K-16 education council (WEPCC).

Forwarding the NNER Statement on Equity

Our site has always focused on this issue, perhaps not with a focus on the NNER’s particular needs or challenges, however. The NNER Statement on Equity is not on the minds of people here.

We participated in the University of Hawai‘i at Manoa’s *First Annual Think Tank Series on Diversity* by supporting the participation of Francisco Rios (College of Education) and Meredith McLaughlin (UW Prep School teacher). Other Wyoming attendees included Carmelita “Rosie” Castaneda and Tim Blum.

Engaging the Community to Advance Educational Renewal

We are poised through the leadership associates program and the journalism and education initiative to engage the community more visibly and actively. Another opportunity occurs through the IEI’s League of Small Democratic Schools initiative.

OTHER SETTING INFORMATION:

Executive Board

Jim Lowham	Superintendent, Natrona #1, (Chair)
Trish Cook	Assistant Superintendent, Converse #1 (Chair-Elect)
Ray Schulte	Superintendent, Goshen #1 (Past Chair)

Pat McClurg Dean, College of Education, UW
Audrey Shalinsky Associate Dean, College of Arts and Sciences, UW

Membership reflects approximately 70 percent of the K-12 students in Wyoming and 30 percent of the school districts.

Albany #1, Campbell #1, Converse #1, Fremont #14, Fremont #25, Goshen #1, Hot Springs #1, Laramie #1, Natrona #1, Niobrara #1, Platte #2, Sheridan #2, Sublette #1, Sweetwater #1, Uinta #1, Washakie #1

Wyoming Community College Commission
Wyoming Department of Education
Wyoming Education Association
University of Wyoming, Colleges of Arts and Sciences and Education

Dues Structure, 2006–2007 (adopted April 2006)

\$2,000	Each individual school district
\$2,000	College of Arts and Sciences; Community College Commission, Wyoming Education Association
\$4,500	Wyoming Department of Education

The College of Education supports the executive director's salary and the half-time office associate's salary. It also provides office space for the Partnership.

Current Projects and Initiatives

- 20th Anniversary Conference, October 12-13, 2006, Cheyenne Holiday Inn; co-hosted by the Colorado Partnership for Educational Renewal
- League of Small Democratic Schools, October 11, 2006, regional meeting and school visits (Laramie, Fort Collins)
- Wyoming Leadership Associates Program
- Wyoming Leadership Academy, a mentoring program for new principals
- Journalism, Education, and the Public Good Study Session; program involving a five-member WSUP team of educators and journalists, Seattle, 2006–2007

Policy Issues

- K-16 curriculum articulation
- Increasing student contact hours; school year/school day time issues
- Mentor Teachers and seven Professional Learning Communities:
Albany #1, Natrona #1, Sheridan #2, Fremont # 14 and #25, Sweetwater #1 and #2

- Leadership Institute, Agenda for Education in a Democracy, in Casper, Wyoming (January 24-25, 2007), with a focus on the seven Professional Learning Communities

The report underwent several stages of completion. The director created a first draft that the executive committee read and reacted to. A next draft went to the governing board during its November 2, 2006, meeting. The final draft is based on input solicited from all of the partners.

NNER MISSION STATEMENT*

The National Network for Educational Renewal (NNER) leads by example in its commitment to improve simultaneously the quality of education for citizens of our democracy and the quality of preparation of educators for our schools through Institution of Higher Education/Local Education Agency (IHE/LEA) partnerships.

Members of the Network agree on a four-part mission for teaching in a democracy:

- Provide access to knowledge for all children (“equity and excellence”);
- Educate the young for citizenship 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 the entire school and university community (“stewardship”).

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:

- Pursuing the Agenda for Education in a Democracy;
- Engaging university faculty in the arts and sciences with faculty members in education and public schools as equal partners collectively responsible for the Agenda;
- 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; and
- Inquiring into and conducting research pertinent to educational practices and the renewal of public schools and the education of educators.

**Under revision; to be acted on February 2007.*

**MEMBERSHIP IN THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL
(as of October 2006)**

State/ Province	Setting (Number of IHE sites within setting)	Year Admitted
California	<ul style="list-style-type: none"> California State University, Chico 	2006
Colorado	<ul style="list-style-type: none"> Colorado Partnership for Educational Renewal (5) 	1986
Connecticut	<ul style="list-style-type: none"> University of Connecticut 	1988
Georgia	<ul style="list-style-type: none"> Georgia Center for Educational Renewal at Georgia Southern University 	2002
Hawai'i	<ul style="list-style-type: none"> Hawai'i Institute for Educational Partnerships 	1987
Illinois	<ul style="list-style-type: none"> Illinois State University Partnership 	2002
Maine	<ul style="list-style-type: none"> University of Southern Maine/Southern Maine Partnership 	1986
Manitoba	<ul style="list-style-type: none"> Brandon School Division and Brandon University 	2004
Minnesota	<ul style="list-style-type: none"> St. Cloud Network for Educational Renewal 	2001
Missouri	<ul style="list-style-type: none"> Metropolitan St. Louis Consortium for Educational Renewal (2) University of Missouri–Columbia Partnership for Educational Renewal 	1993 2002
Nebraska	<ul style="list-style-type: none"> Nebraska Network for Educational Renewal (2) 	1996
New Jersey	<ul style="list-style-type: none"> Montclair State University Network for Educational Renewal 	1991
New Mexico	<ul style="list-style-type: none"> Albuquerque Public Schools–University of New Mexico Partnership 	2003
New York	<ul style="list-style-type: none"> The City University of New York and the New York City Department of Education (8) 	2000
Ohio	<ul style="list-style-type: none"> Miami University Partnership Wright State University 	1991 1993
South Carolina	<ul style="list-style-type: none"> South Carolina Network for Educational Renewal (6) 	1991
Texas	<ul style="list-style-type: none"> Arlington University–School Network for Educational Renewal El Paso Network for Educational Renewal 	2003 1993
Utah	<ul style="list-style-type: none"> Brigham Young University–Public School Partnership 	1986
Washington	<ul style="list-style-type: none"> University of Washington Partnership 	1986
West Virginia	<ul style="list-style-type: none"> Benedum Collaborative/West Virginia University 	2003
Wyoming	<ul style="list-style-type: none"> Wyoming School–University Partnership 	1986

