

**National Network for Educational Renewal
Annual Report
2008**

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL

ANNUAL REPORT

2008

In Praise of



Education

December 2008

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NNER ANNUAL REPORT 2008

INTRODUCTION

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

The report includes information from the twenty-five settings that comprise the NNER as of December 2008 and highlights the considerable progress related to the AED that represents our commitment to its principles. 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 2008 accomplishments and recognizes areas that pose ongoing and emerging 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) The NNER mission statement revised in 2006
- 4) A listing of current NNER settings

EXECUTIVE DIRECTOR'S REPORT

Ann M. Foster

This year was one of change and immerging stability for the NNER infrastructure. As noted in last year's report, a new path was taken and this report describes the NNER as our journey continues. Transition and renewal for the NNER, now positioned to expand our work, widened our view of partnerships and increased our activity to advance the mission. The executive director position continues to be half-time; shared leadership with NNER members throughout the Network keeps the NNER vibrant and the initiatives diverse. As a network that implements innovative ideas that advance our mission, we create conditions that encourage and support these efforts. The bedrock operating principles of shared leadership define our collaboration or co-labor and serve as a primary strategy for advancing our mission.

The Executive Director's report will highlight this year's journey, provide a summary of accomplishments, and outline the next steps for the Network. The report is organized into the following major categories that encompass the direction set by the NNER Executive Board and specific initiatives:

- 1) Advances on our independent not for profit corporation progress,
- 2) Expanding the Network's responsibility toward leadership development,
- 3) Enacting collaborative efforts to expand the NNER's influence on policy and practice,
- 4) Concluding statements and options as we continue to form our future.

FIRST-YEAR NNER NOT FOR PROFIT STATUS UPDATE

As noted in last year's report, the NNER working closely with the Institute for Educational Inquiry (IEI), took the initial steps toward independent not for profit status. A major task was examining the NNER governance document deliberately crafted by the Governing Council to reflect a loosely coupled structure guided by operating principles. The conversion to articles of incorporation and by-laws was framed by the goal of keeping the networking spirit at the heart of the required format. Once approved by the Governing Council and in operation, the new by-laws were then reviewed by the Executive Board and with the above goal guiding the examination. Modifications were recommended to the Governing Council. Some minor changes were made to be consistent with NNER terminology and practice. Related to the latter and of note, the NNER's role in advocating for policy that supports our mission was clarified and defined. The changes were approved by the Governing Council; the current by-laws are posted on the web page.

Transitions within the IEI resulted in continued transitions for the NNER. John Goodlad's decision to close the IEI annex and reduce the activity and staff at the main house—where over the years NNER members have gathered to work on new initiatives, study, and build community—illustrates the constant nature of change. Recent reminiscences with NNER colleagues abounded with stories of vibrant conversation, meeting now lifelong friends for the first time, intimidation when faced with challenging reading and even more challenging conversation, and life changing learning that has occurred over the years at the little green house on Edgar Street. In so many ways, the interaction there has formed and informed the NNER; how we connect with one another, our commitment to the AED, a culture of questioning and

challenging assumptions, and strategies that sustain and improve the NNER work were begun at this intellectual and collegial oasis that has been for so long our physical and symbolic center. And now, building on while moving from this foundational strength, we are forming a new future—from the ground up.

With a small operating budget and an infrastructure to create, I continue to work with the Executive Board and Governing Council examining the NNER needs for office and meeting space that will build the culture of the NNER future. With the independent not-for-profit groundwork completed, the strategy of hiring contracted services for specific projects—an effective and cost-efficient option for small organizations—will continue to be used to provide most of the office related support. Pat Wasley, Dean of the College of Education at the University of Washington, has offered housing to the NNER for the next several years. We are exploring this option with university officials and will know if this will be possible for 2009.

The NNER continues to maintain strong communication and shared activity with the IEI. Reciprocal board membership policies between the two organizations ensure that the NNER Executive Board chair serves on the IEI board and the IEI (as has always been the case) will continue to appoint a representative to serve on the NNER Governing Council. A second example of continued NNER/IEI interchange is the AED Scholars, an initiative of the IEI. The group, selected by John Goodlad, meets periodically to explore various aspects of the AED through readings and conversations and by developing position papers. The diverse group includes faculty and administrators from colleges of education and arts and science, teachers, principals and superintendents from school districts, and leaders of school-university partnerships. Coming from widely varying locations and professional roles, most are associated with the NNER. The group membership is updated yearly to ensure active participation and diverse perspectives. This year AED Scholars met with NNER peers at the conference in Arlington, TX where they sought responses to the position papers being developed.

NNER LEADERSHIP DEVELOPMENT

Summer Symposium The intensive week-long summer symposium provides professional development as new members and settings engage in the NNER work. Response has been consistently positive for the three sessions held thus far; participants from a wide variety of roles and settings across the Network continue to enroll. This year's NNER summer symposium was held July 14-18, 2008 in Seattle. Thirty participants from throughout the NNER and institutions interested in the Network gathered for the session. A brief summary of the activities follows:

NNER Executive Board members Nick Michelli and Deb Shanley engaged the group in conversation and activity that deepened their understanding of the AED and the NNER's commitment to social justice in a democracy, Carol Wilson led activities that related stewardship of our schools with the wider concept of community engagement that collaboratively identifies and addresses difficult and critical adaptive problems for authentic renewal. Greg Bernhardt, using the Auspitz article often used in the IEI Leadership Associates program, demonstrated the complexity and importance of providing access to quality knowledge for all and Jean Eagle led group readings and conversations that illustrated what simultaneous renewal looks like in practice and why it is critical to the ongoing improvement of schools. Dick Clark and

I refined the protocol for the Democracy Walk—an activity that has been used for all three years. This community-based activity connects the reading concepts with the realities of our social democracy. Dennis Potthoff designed, coordinated and managed the first online component of a summer symposium. Using Blackboard as the format and a wide variety of materials including articles, film clips, and art, he facilitated extensive electronic interaction on the nuances and challenges of nurturing pedagogy. The participant evaluations on this first technology component for the session were encouraging and provided excellent feedback for future use. John Goodlad and Alan Wood, authors of the book, *The Making of a Democratic People*, co-facilitated conversations with small groups to examine the many ways that text can be interpreted. Tom Bellamy, Director of the Goodlad Institute facilitated a session on the role of teacher education in advancing the AED in the current policy context. The NNER Executive Board, the IEI, and Goodlad Institute leaders continue to volunteer their time and expertise to ensure that the summer symposia participants each year have access to information, processes, and people with whom they will work as they continue to advance the NNER mission in their roles.

2008 NNER Conference The University of Texas at Arlington hosted the 2008 NNER conference, *Looking to the Past to Inform the Future*. Carol Sue Marshall led the planning efforts that promoted deliberation on the NNER’s work. The strands featured plenary sessions with NNER leaders’ reflecting on our roots, current collaboration, and challenges for the future. The Tripartite Council members proffered recommendations to further the equity work and recommendations related to the settings’ annual reports to the Governing Council. Leslie Wilson replaced Gary Callahan as chair of the A&S group. Gary has accepted a new position and is no longer at an NNER setting. The A&S group elected Caren Town as its representative to the Governing Council and the Public School group elected Roy Blakeney as its representative. Anna Galvin principal of Ben Milan Elementary School in Dallas hosted a partner school visit where she and colleagues brought the partner school concept to life. Larry Allen, principal of Alex Sanger Elementary School, shared his school’s work and with pictures illustrated its long history and the changes that occur over time. Both partner school leaders were Leaders for Teacher-Preparing Schools (LTPS) participants.

Conference New Comers Session Since 2005 a New Comers session has been included in the NNER annual conference activities. The session continues to grow and receive strong positive responses from participants. Fifteen people attended this year’s session. Stephanie Kenney from Georgia Southern University and Barry Graff from Alpine School District in Provo, Utah, co-facilitators since this was initiated, once again led the session. It serves as one example of the NNER’s shared leadership. Their work increases the number of people who understand the mission. In addition the session serves as an opportunity for leadership development.

The Clark and Michelli Awards In its fourth year, the awards provide the most visible recognition of the remarkable work occurring in our settings. The Hawaii setting, this year’s Clark recipient, models the action needed to create hope for the future; authentic collaboration at Ho‘okulāiwi, a Community, School and University Partnership for the Vitalization of Native Hawaiian Education demonstrates that a concerted effort including listening to and engaging with community, developing policy, and building collaboration across groups can bring about significant and needed change to improve lives of children underserved by the education system. Similarly, the Michelli Award recipient, The Chicago Teacher Education Pipeline’s Little

Village Education Partnership, an initiative of the Illinois State University NNER setting, demonstrates the power of community partnerships and what happens with vision and sustained passion; housing for students and faculty, effective community liaisons, and school and beyond connections combine to form an in-depth experience for the pre-service teachers. Little Village a vibrant Chicago community, and the university community have traditionally been isolated from one another, and with these new connections it is now a thriving, learning community for all.

The Leaders for Teacher-Preparing Schools (LTPS) The three-year federal grant, now completed, provided leadership development for 44 teacher leaders and 37 partner school principals in year-long cohorts. Eleven of the program's teacher leaders are now serving as school principals or assistant principals and 29 have completed principal licensure programs. More than 230 partner school colleagues participated in the three June annual working conferences that explored what, why and how to lead in partner schools in a democracy. The NNER Governing Council supported eight participants' attendance by allocating funds to pay their registration fees.

Participants' reflections on the experience noted that they had a clearer vision of what partner schools can contribute and the critical role of the school leader in advancing the work. Teachers noted that many of the concepts, authentic collaborative leadership in particular, were not included in their preparation programs. They discovered the range of community voices and priorities and learned that these people can contribute significantly to their schools' success. Principals noted that they had little understanding of the university culture, requirements, and expectations for faculty. As one participant noted, "I now understand that my voice is important in the partner school work, and so is my listening to others' points of view. I was not aware of the role I can play and the difference we can make if we learn from one another."

Extending the work, Susan Taylor, LTPS participant and principal at Franklin Elementary School, Newark, NJ, Tom Bellamy, and I facilitated a half-day workshop for partner school principals at the 2008 NASPD conference. We developed the curriculum from the year-long session to guide conversations and activities on the role of school leaders in partner schools.

Continued LTPS Follow-up The grant provided the NNER with the time and expertise to develop and refine curriculum for partner school leaders. With carryover funds, the Goodlad Institute in conjunction with the NNER, has developed a boilerplate grant proposal for local setting LTPS-guided leadership sessions. Using shared resources—funds from local foundations and support from the LTPS carryover—settings and/or collaborative cross setting groups can host year-long programs for partner school personnel with support from the LTPS facilitators.

In addition, the LTPS project was awarded an extension grant to conduct research on our work. My responsibility for this is developing a school case study that explores the roles and opportunities for teacher leadership development—development that encourages teachers to become principals and that provides a wide variety of leadership opportunities to build skills for partner school leadership in high need communities. Franklin Elementary School will serve as the study site.

Dick Clark and Carol Wilson served as leaders for the two cohorts. Tom Bellamy and I served as co-principle investigators for the work. Support from school and university colleagues throughout the Network has been key to nominating quality participants. Including cohort

members and June conference attendees, 19 NNER settings have been included in the work; these partner school colleagues work in rural, urban, and suburban areas in widely ranging geographic areas. Dick Clark, working with Tom Bellamy and me, is leading our efforts to publish a book of best practices from partner schools. Carol Wilson is working with new principals on annual cases that will describe their year as a school leader.

NNER Online Journal Education in a Democracy: A Journal of the NNER was launched at the 2008 conference. John Skillings is serving as the managing editor and providing support for the journal from Miami University. The Governing Council approved his proposal at their September meeting and follow-up sessions were held at the conference for potential authors. John Anderson, Jean Eagle, Laura Nicosia, and Thomas Poetter will serve as co-editors and James Tomlin and Caren Town serve on the editorial board. The call for proposals is out; the first edition is scheduled for the fall 2009 NNER conference. The journal fosters inquiry related to the NNER mission and will inform the Network about issues, policies, and practices related to the AED. One goal is to increase engagement across the four collaborative groups identified in the NNER mission—education, arts and sciences, and P-12 faculty, and community members interested in education.

Critical Friends Two settings, Southern Maine and California State University at Chico, received critical friend grants so that they can engage with colleagues from other settings who will provide feedback and insights into the work each is doing related to the NNER equity self-study. Chico Department of Education faculty Ann Schulte, Debbie Summers, and Maggie Payne will facilitate a visit by BYU colleagues who will provide additional perspectives on how white teacher educators might improve their cultural competence. Julie Canniff, Southern Maine University faculty member, will initiate collaboration with another NNER setting that has a pre-service internship model similar to the new model that emerged from their setting's visioning process. Both groups will have information to share with colleagues in 2009.

COLLABORATION WITH OTHER ORGANIZATIONS TO ADVANCE OUR WORK

The NNER continues to explore developing a policy symposium that can bring together voices and perspectives to inform people of our work and to advocate for policy locally and nationally that supports our mission. Cindi Chance, working with Georgia Southern University colleagues Stephanie Kenney and Dianne Bath, continues to lead the process, currently refining a proposal for funding and organizing the symposium. She presented a proposal draft to the Governing Council at the 2008 conference. From that group Greg Bernhardt, Bob Hoffert, Nick Michelli, Dennis Potthoff, Deb Shanley, and I volunteered to work with the GSU planners.

Two NNER schools, Brooklyn College Academy and Passaic Valley Regional High School were awarded one year iNET memberships by the NNER. The schools will use the international electronic connections to exchange practices and perspectives with students and faculty from other countries. The project is designed to promote conversation and connections on democracy from many points of view.

The NNER continues to collaborate with the National Association for Professional Development Schools (NAPDS). As noted earlier in the report, Sue Taylor, principal Franklin Elementary School in Newark, NJ, Tom Bellamy, and I co-facilitated a pre-conference workshop on the

principals' role in leading a partner school at the NAPDS conference in April, 2008. In addition, an article highlighting our learning from the program will be published in the NAPDS journal.

The League of Democratic Schools (LODS), an IEI initiative that began as the League of Small Democratic Schools, is dedicated to supporting and building collaboration among the member schools to advance democratic practices in schools. Revising the criteria from an emphasis on "small" to a focus on schools dedicated to democratic practices created a larger network of schools and opportunities to share practices and challenges while learning from colleagues. Regional coordinators Tom Poetter, Stephanie Kenney, and Judy MacDonald work with Dorothy Lloyd, the current LODS director, work across the NNER and beyond to create networking opportunities for the group. Many of the LODS schools are NNER schools that partner with their setting universities to promote best democratic practices that enhance student learning and participation from the school community.

NOW AND LOOKING INTO THE FUTURE

As John Goodlad once noted, "the NNER serves as the proofing sites for the Agenda for Education in a Democracy." Once the IEI was established, it provided leadership development and research to advance the AED and as noted earlier, becoming our physical and symbolic center. The IEI's new scaled back structure necessitated new options for continuing this critical work. Aware of what could become a gap in moving the AED forward, John Goodlad, working with the IEI board, collaborated in launching the Goodlad Institute. Led by Tom Bellamy, research and development grants and activities continue. Handing off this baton from the IEI to the Goodlad Institute is significant for the NNER for three critical reasons:

- 1) It ensures continued attention to the AED keeping it vibrant and focused yet adaptable to changing conditions,
- 2) It provides opportunities for Network-wide leadership development and participation by NNER members,
- 3) Its work will support local setting initiatives.

From the new institute's initial formation, NNER members have provided input for the direction, and serve as leaders for the emerging projects. Multiple sessions at the past two NNER conferences have given the membership many opportunities to participate in its formation and future work.

In our first full year as an independent organization, structural and operational logistics continue to dominate day-to-day work for the executive director; the Governing Council and Executive Board's collective time and wisdom provides a strong base of support and direction. The Executive Board meeting time is divided between careful attention to the NNER operational considerations and advancing our goals.

In these transitional times, multiple forms of communication are more important than ever to advancing and expanding our work. The NNER newsletter continues to be a primary channel of communication. Distributed electronically, it provides current updates on setting work, NNER-wide initiatives, and resources. Options for distance communication and its effective use continue to be explored. Last year, Greg Bernhardt held an open conference call during the initial

work toward becoming an independent not-for-profit organization so that people could check in on the transition. This practice will continue. Along with the Executive Board, I continue to look for ways to support innovative and wider ranging communication options. We will explore electronic communication options at the winter board meeting. The web page, updated regularly, contains wide-ranging information on the NNER. Examples include the teacher case studies initiated by Ken Jones with new examples recently posted that explore the complex world of teaching from very personal experiences, governance information including meeting minutes, newsletters and reports, membership benefits, and background information. The NNER directory will be on line in 2009.

The NNER Executive Board continues to take an active leadership role, strategically poising the NNER for growth while sustaining support for current settings. Greg Bernhardt's election to a second term as chair provides experience and stability as we learn to operate in a new structure. The health of the organization can in large part be attributed to his simultaneous attention to details and the long view. The Executive Board members' collective energy and wisdom continues to add vitality to the NNER. The board along with the Governing Council has shown strong support for the NNER, actively engaging in work that furthers our goals to influence policy and expand our influence in the settings, using the mission as the filter for ideas and strategies.

We continue to examine membership processes and options. The Executive Board is embarking on a process to explore the new membership options using the by-laws as the foundation. There is considerable interest in membership that requires nurturing and support; as we move forward in this process, we seek equilibrium between growth and depth of understanding needed to engage in the work. We also continue to consider institutional and geographic diversity.

Research related to the NNER's impact remains elusive. While initiatives, collaboration, projects, and structures founded on the AED abound, study of these using the AED principles as the theory of action is not common. As an option to build a body of research from which the NNER can learn if and in what ways we have impact, I have proposed an NNER research and evaluation function. Brian Cobb, former co-director of a collaborative research and development center has agreed to work with me on this endeavor. Using the AED and NNER mission, we are developing a theory of action from which a wide variety of quantitative and qualitative research and evaluation can be done. This option, if used by settings, will provide information for the NNER and serve as an option for collaborative research teams from throughout the NNER to work with colleagues across settings. As data and information are collected, we can study the NNER as a whole by examining results from multiple studies.

Setting visits this year gave me opportunities to participate in vibrant renewal work. At Southern Maine University, a visioning session facilitated by Ken Jones and Betty Lou Whitford, brought together school and university partners to exchange ideas and perspectives as the setting renews its partner work. Meeting with people working in many capacities in the USM partner schools allowed me to better understand the proposed changes and the current work. Other setting activities included meeting with NNER colleagues at the University of New Mexico, working with the LTPS group throughout the year in Colorado and sessions with the CoPER planning committee as the setting begins a new era. Colorado State University Partnership joined the NNER as a separate setting this year and I met with its leadership as well. A week at the CUNY setting included partner school visits, meetings with former summer symposium participants, and

opportunities to meet with faculty and a university class where we introduced an adaptation of the Democracy Walk. The NNER conference in Arlington provided an opportunity to present the NNER research and evaluation center concept and meet with local school and university partners as well as attend outstanding conference sessions. Franklin Elementary School in Newark, NJ, a partner school working with Montclair State University is serving as the case study site for the LTPS research grant. To complete this study, I visited with faculty, administrators, and university partners to learn how the school culture supports teacher leadership development. In addition, I presented the NNER mission and examples of implementation and partnership work to a long-range planning group at Arizona State University. The NNER Governing Council met at the American Association of Colleges of Teacher Education (AACTE) and at the NNER open meeting where we provided an overview of our work and mission. I was privileged to be the discussant for a session on providing quality education to traditionally underserved students led by Alice Kawakuni, from the Hawaii setting.

2009 promises to be significant for the NNER:

- We will be celebrating the 10th anniversary of **In Praise of Education**. This central event puts us at the confluence of forming our future and reflecting on our rich history. The NNER, formed by John Goodlad and colleagues after the AED emerged from their research on schools and teacher preparation, was envisioned as the structure where the AED could move from abstract concepts to real change. In a recent conversation I had with John Goodlad, he noted that the NNER is distinguished from other education organizations by its shared mission and self-making culture that depends on individual effort and collaboration across groups that have traditionally worked in isolation of one another. 2009 will bring together Leadership Associates, Developing Network colleagues, NNER members many of whom have advanced specific initiatives, and colleagues from beyond the NNER to look closely at what has been achieved in the past 10 years and areas that now require our attention and energy.
- Nurturing the fledgling NNER structure will continue to be a focus, as will support for the new Goodlad Institute. Summarizing earlier comments, priorities include continuing to seek interested groups to write and lead grants to deepen and broaden the NNER's work, examining new options for membership, advancing our technology use, conducting research, and supporting the work in the settings.
- The action of networking continues to weave a strong fabric of support for individuals, groups, and institutions—one of the few international educational venues where people come together in honest conversation about our progress and struggles. There is much to learn from John Goodlad's vision, the thoughtful strategies used to build the Network, and its long history. It is critical, as we move forward, to cultivate strong new leaders committed to the simultaneous renewal of schools, communities, and institutions that prepare teachers. The Leadership Associates model, proven to be an effective model of professional development, with adaptations will continue so that we can nurture new generations of NNER leaders.

In closing, reflecting on all the change as well as the stability that comes with a clear and well articulated mission, I selected a quote from César Chávez that articulates the heart of our work

and our future—social change for improved lives and opportunities. *“Once social change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore. We have seen the future, and the future is ours.”*

REPORTS FROM SETTINGS

CALIFORNIA STATE UNIVERSITY, CHICO
2008

Setting Contact(s):

Phyllis Fernlund, Dean, College of Communication and Education
Maggie Payne, Associate Dean, College of Communication and Education

Setting Tripartite Representatives:

Maggie Payne, Education

Successes Related to Advancing Equity:

In Fall 2008, we began a self-study process to examine how we might better attract and retain a more diverse faculty in the School of Education (SOE). We first surveyed faculty to solicit information regarding institutional and departmental efforts to recruit and retain diverse faculty as well as suggestions for future efforts. A grant from NNER supported the participation of two critical friends from Brigham Young University who visited our campus and led discussions around the following questions:

- 1) Why do we want to diversify our faculty?
- 2) What sacrifices would we be willing to make in that effort?
- 3) What are the structures through which we conduct formal and informal, explicit and implicit communications among SOE faculty? With others in the institution?
With our K-12 partners and community?

In addition, faculty engaged in discussions and activities to explore the ways in which we are diverse, including a “Telling our Stories” activity in which faculty recalled lessons learned from personal and/or professional experiences in diverse cultural contexts. Next steps in our process include involving K-12 partners and students in our process.

Challenges Related to Advancing Equity:

- Demographics of our region
- Demographics of our faculty
- Budget cuts limit our ability to hire new faculty
- Overcoming the complacency that results from being a homogeneous faculty

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS.

- **Collaborative work with other organizations and/or within the setting that advance the NNER mission locally**

Successes:

- **Guided Democratic Inquiry** (with Palermo Elementary School District): Following success of this model in engaging administration, faculty and staff with university faculty in examining and ultimately revising district policy regarding retention in grade, the same process is being used to examine the district policies and processes related to special education. Addresses equity and excellence, nurturing pedagogy, and stewardship of schools.
- **Enhancing Education Through Technology (EETT)** (Golden Hills Elementary, Palermo): Funded by an EETT grant, this is a four-year plan to help teachers better utilize existing technology resources and to integrate curriculum in language arts, social studies and science for fourth through seventh grades. Dr. Cris Guenter, a teacher education faculty member at CSU, Chico, is providing ongoing guidance and mentoring to the teachers and will share her experiences with teacher education faculty who are seeking better ways to prepare candidates for technology integration in their teaching. Addresses equity and excellence, nurturing pedagogy, and stewardship of schools.

In Development:

- **Professional Learning Communities (PLC)** (Butte County)
Following the attendance by faculty at a county-sponsored workshop on PLCs, the School of Education is requesting ongoing support from district personnel in integrating PLC practices into teacher and administrator preparation curricula and into the unit's assessment system. Addresses stewardship of schools.
- **Math Education Project** (Yuba City School District)
Yuba City School District is exploring partnering with Chico State and the Mathematics Subject Matter Project to provide professional development training and ongoing mentoring in math education to fourth and fifth grade teachers. The partnership may also involve an intensive summer institute. Addresses equity and excellence and nurturing pedagogy.
- **Special Education Project** (Sutter County)
The Sutter County Office of Education has begun discussion with Special Education faculty at CSU, Chico to explore providing ongoing mentoring for teachers working with students with emotional disorders in the Live Oak School District. Special Education faculty are exploring the possibility of including the Live Oak faculty in either an existing grant project or an upcoming grant proposal. Addresses equity and excellence and nurturing pedagogy.

Challenges:

- University and K-12 members learning to work together across cultures
- Insuring simultaneous renewal and learning together
 - Proposed 4th grade math project (with Yuba City Unified School District)
 - Proposed Special education/behavioral disorders project (with Sutter County)
- Encouraging K-12 partners to value projects unrelated to accountability
- Keeping K-12 and Arts and Sciences engaged with us in tough budget times

OTHER SETTING INFORMATION:

- In October 2007, we held our NNER Orientation Conference. Over 65 people, representing Arts & Sciences, Education and P-12 schools attended to learn about the NNER agenda from facilitators Ann Foster, Nick Michelli, Claude Louishomme, and Rod Lucero and to engage in lively discussion. We also had one assistant principal and one teacher selected to attend the *Leadership for Teacher Preparing Schools* institute in 2007-08.
- Since we became a member site, two of our active Arts and Sciences deans have left, but we are fortunate that the new deans are enthusiastic about the NNER association. Additionally, one of our district superintendents has left, and his replacement has been less enthusiastic but has provided a representative to work with us and appears to be taking a wait-and-see approach.
- Perhaps the most significant concern at the moment has to do with the current budget situation in our state and the need to convince our consortium members that using scarce resources to participate with us is worthwhile.

COLORADO PARTNERSHIP FOR EDUCATIONAL RENEWAL 2008

Setting Contact:

Robert W. Hoffert, Executive Director

Setting Tripartite Representatives:

Robert W. Hoffert, Director, CoPER, Arts and Sciences

Successes Related to Advancing Equity

- Conducted October and March “Youth Policy Summits” for five-member student/faculty teams from throughout the state. Recruited and achieved high levels of racial/ethnic, economic, and regional diversity on student/faculty teams, and many teams chose diversity related policy foci for their projects.

- Convened a team of Colorado educators to conceptualize new possibilities and directions for Colorado Partnership for Educational Renewal (CoPER) that had a considerable amount of racial, ethnic, and gender diversity.

Challenges Related to Advancing Equity

- Challenges are best reflected by the general status of the setting. See “Other Setting Information” section.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS:

- **Advancing the Agenda for Education in a Democracy**

Successes

- Implemented the Colorado Youth Leadership Network

- Offered iNet links for three higher education institutions and 18 partner schools to connect students and schools globally.

- Completed and published “A Snapshot of Civic Learning in Colorado” as part of the Civic Mission of Schools project.

- Continued another Civic Mission of Schools project “Student Journalism, Media Literacy, and the First Amendment”.

Challenges

- Challenges are best reflected by the general status of the setting. See “Other Setting Information” section.

OTHER SETTING INFORMATION:

- The Colorado Partnership for Educational Renewal (CoPER) is in the midst of significant changes. In June, 2007, the CoPER Board voted to reframe its operations – dues were significantly reduced, permanent staffing was eliminated, and explorations of possible reformulations of CoPER were initiated. Several significant members discontinued their institutional affiliations, and I agree to serve as Executive Director on a pro bono publico basis.
- CoPER was active on several fronts during 2007-08 even as we discussed organizational options ranging from modifying to disbanding our organization. Activities included those identified above in sections I and II of this report as well as participation in NNER Tripartite Council and Annual Meeting in Charleston and Governing Council meeting in New Orleans. On the question of modification or dissolution we made little or no progress.
- In April, we hired an outside consultant to convene a diverse group of Colorado educators from partner schools, schools of education, and arts and sciences who knew and appreciated the Agenda as well as CoPER’s historic role in serving the Agenda in Colorado. The meeting generated positive energy, candor, and commitment to find a creative path to a new future for CoPER. Participants acknowledged the possibility that it may be necessary to disband CoPER, but endorsed an option to re-form CoPER into a “Coalition of Partners in Educational Renewal.”
- Their preferred option was built on an organizational form that would give individual higher education institutions and their partner schools opportunities for direct control over what they “get out of it” and what they “put into it”; direct relationships with the NNER; greater institutional visibility; diverse and site-specific initiatives; and clearer responsibilities to recruit and develop new cadres of participants in the work of the Agenda. In addition, this working group prepared a comprehensive analysis of factors that contributed to CoPER’s accomplishments in the past (“Then”) and that contribute to its challenges in the present (“Now”).
- Members of the CoPER Governing Board met in May to consider the analysis and options presented by the working group. They reluctantly, but unanimously, endorsed “...an orderly, incremental process to accomplish the full dissolution of CoPER.” At the same time, they approved a process for reconsideration of this decision and set an extended deadline, June 30, 2010, for its full implementation so that opportunities for a revised and revitalized CoPER would not be totally abandoned.
- Already we have used the reconsideration process to help us better explore new opportunities for CoPER. Specifically, this arose in relationship to CoPER’s affiliation

with NNER. Initially, the Board's action implied a termination of that relationship. In July we agreed, unanimously, that the process of dissolution would be smoother or the process of reinvention would have greater possibilities if we continued working within the NNER umbrella. They authorized the Executive Director to pay NNER association dues and to participate as a NNER member.

Where are we now?

Our response to the organizational and institutional challenges we face must be guided by our mission and the values and purposes of the Agenda for Education in a Democracy. Therefore, we felt the need for NNER Governing Council oversight and were able to initiate an oversight process in September at the Annual Meeting in Arlington. Elements of the oversight we sought include the following:

- 1) To monitor that nothing we do to respond to CoPER's challenges will create displaced difficulties for other member sites or the NNER.
- 2) To receive the best guidance regarding what serves the long term interests of successful work in behalf of the Agenda across the network.
- 3) To get support introducing and guiding conversations that might lead to CoPER evolving into a subordinate state extension dimension within the Colorado State University membership, if that develops into a possibility.
- 4) If CoPER evolves into a reformulated organization, to offer considered judgments about the appropriateness and effectiveness of the proposed alterations. For example, a reformed CoPER may wish to include individual members, not just institutional members. Is that appropriate? Is it in the interest of the NNER and the work of the Agenda?
- 5) The pursuit of either previously mentioned option will be greatly enhanced if it is possible for the NNER's leadership to participate in their exploration and formulation.
- 6) If CoPER is dissolved, to receive input to do this in a manner that is as little damaging and distracting to the vitality of the NNER as possible and that, especially in expending CoPER's fiscal reserves, ensures everything possible is done to contribute effectively to the purposes of the Agenda in Colorado.

**CONNECTICUT CENTER OF PEDAGOGY
UNIVERSITY OF CONNECTICUT
2008**

Setting Contact(s):

Marijke Kehrhahn, Director of Teacher Education, University of Connecticut Neag School of Education

Setting Tripartite Representatives:

Michael Alfano, University of Connecticut Neag School of Education

Rene Roselle, University of Connecticut Neag School of Education

We continue to seek more active involvement in campus and community activities that promote equity and diversity and that provide learning opportunities with regard to equity and diversity for students, faculty, and administrators.

- *Bulkeley High School Teacher Academy*: With the restructuring of Hartford Public Schools, U Conn has joined with Bulkeley High School faculty and staff to design and seek approval for an academy within the school devoted to educator preparation. The overall goals of the academy are to prepare every student for post-secondary education that will prepare them to be employed in a variety of education settings. The university's involvement in the development of the academy goes beyond involvement of the education school to include arts and sciences faculty, admissions, early college experience, student support services, and financial aid. We are excited about the prospects of such an academy which was approved by the Hartford Board of Education in December 2008. The Academy will open in September 2009.
- *The Neag School* has begun work with foundations to seek gifts that will fund support for students of color entering educator preparation programs. We recently received such a gift from the Hearst Foundation.
- *The Neag School of Education* has hired a new academic advisor whose primary responsibility is outreach to under-represented populations and urban centers to recruit students to our educator preparation programs. The position was created as a result of the diversity planning process (as outlined in the 2006-2007 NNER Annual Report).
- The university has recently published its *Academic Plan* and named increasing the diversity of both student and faculty populations as a strategic priority. As a strategic priority, funding and effort will be channeled into diversity efforts. We are hopeful that we will be able to learn as we grow.
- The Neag School of Education is in the process of crafting its Academic Plan. Faculty on the planning committee have agreed that the Neag School's strategic priorities will center around supporting, studying, and facilitating improvement in schools in our urban centers with widespread participation of the community, parents, students, teachers, and

administrators as a core strategy. We have formed the *Institute for Urban School Improvement*, partnering with Atlas Communities and Accelerated Schools, to work with Connecticut's urban schools. We are hopeful that we will learn from our work with struggling schools and will be able to share what we learn with others, and that many opportunities for growth and development will emerge from our developing partnerships with urban schools.

- In the spring of 2008, the teacher education program staff joined with the university's multicultural affairs office and the office of undergraduate admissions to reach out to the *Mashantucket Pequot Tribal Nation* to explore the possibilities of young tribal members attending the University of Connecticut. At this time, we are learning about each other and identifying the support needs of first generation college students who are tribal members.
- In addition to our *study abroad* options through the university, the Neag School is collaborating with others to explore options for an urban semester experience and study abroad experiences in K-12 schools in China.
- The Neag School of Education has recently funded and formed the Institute for Urban School Improvement, led by Dr. Richard Lemons and staffed by professionals from Atlas Communities and Accelerated Schools. The first major undertaking of the Institute has been the formation of the *CommPACT* schools initiative. CommPACT Schools are schools that have been empowered by the State Board of Education to include the community (Comm), parents, administrators, children, and teachers (PACT) in designing, implementing, and evaluating local efforts to improve student learning. Schools that have been identified as "failing schools" for three or more years were eligible to become part of the program and eight schools were selected for year one. University faculty and students are working closely with the school communities to take stock, craft their action plans, gather data, enhance instruction, etc. We are particularly excited about the local level ownership and democratic approaches that are being implemented in the CommPACT schools project.
- We continue to work side-by-side with our PDSs and work to understand the complexities and challenges of educating children, particularly within urban schools and in chaotic environments. We seek to contribute to the education of children in all settings through service learning and student internships. We are excited that our 5th year interns staffed the *College For Every Student* program (www.collegefes.org) at Bulkeley High School. It is just one of the many examples of how UConn teacher education students are contributing to education in our PDSs.

Ultimately, a limitation of our approach to tackling issues of equity and diversity is our unilateral focus. We continue to work as a university group and have not been successful in generating projects that include our CLAS partners and our PDS partners.

**GEORGIA CENTER FOR EDUCATIONAL RENEWAL
AT GEORGIA SOUTHERN UNIVERSITY
2008**

Setting Contacts:

Cindi Chance, Dean
Stephanie Kenney, Associate Dean
Dianne Bath, GCER Interim Director

Tripartite Representatives:

Jody Woodrum, Assistant Superintendent, Bulloch County Schools
Eileen Bayens, Principal, Bulloch County Schools
Caren Town, Professor, College of Liberal Arts & Social Sciences
Pat Parsons, Director of Academic Education, College of Education

Successes Related to Advancing Equity

- In responding to the self-study questions, we found that we have pieces of most issues addressed; however, we do not have a systematic, comprehensive plan and continuous evaluation process to guarantee that we are systematically addressing equity practices across stakeholders and issues. As outlined in the “plan” sections of our self-study, our first step is to develop a plan. Within that plan, the first step is a needs assessment (survey and focus groups) that invites all stakeholders to voice their current beliefs and activities around each equity practice. In 2007-08 the Tripartite Council developed a survey to be administered to university, community, and PK-12 schools. We gained approval to administer the survey and began an initial use of the survey with student teachers and graduate students. We will continue to administer the survey, compile data, and analyze the results during the 2008-09 school year with a focus on development of a plan of action based on results.

Challenges/Gaps

- Since we have not yet completed our needs assessment with all groups, we do not know the scope of our gaps. The largest challenge we currently have is the personnel and time to conduct this work.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED ONE OF THE NNER GOALS:

- **Engaging the Community to Advance Educational Renewal**

Successes

- Partnering for Portal, our Developing Networks initiative, began to meet on a more regular basis and focus on the work that is an outgrowth of Partnering for Portal. This project focuses on developing a network to build the needed infrastructure to (a) support the learning of all students in Portal and (b) attract new families to the Portal area. A local church and Portal Elementary continue to work together to provide after-school tutoring at the church. During the school term there are about 40 students who attend and during the summer this increases to around 60 students. This community supported afterschool program has been able to obtain computers from multiple sources, restore/upgrade them and place them in the homes of students enabling students to access the computer driven tutorial programs at home. A grant was written through the university to obtain literacy materials for the center (award results pending). Infrastructure work continues through the Mayor's office. The city of Portal has been able to obtain grants for sidewalks and sewer system. Sidewalks have been completed, sewer project money has been garnered, and project is pending engineering approval. An early Partnering for Portal effort to bring affordable private housing to Portal has resulted in two housing developments in which homes are being built. A restaurant has now opened in Portal. A new high school is being planned as the final land access was done and site surveys completed. The Partnering for Portal group has begun a more in-depth planning process by beginning to formalize goals and timelines. These will be completed in the fall of 2008. Finally, groundwork continues for the development of a Portal area Boys and Girls Club.
- The Professional Development District (PDD) work continued. Year 2006-07 was the final funding year for the FIPSE Grant that supported the work of the PDD. The evaluation had shown positive results in student achievement with a narrowing of the achievement gap and improved pass rate on the Georgia High School Graduation Test for Screven County High School. A positive change in teachers' perceptions of students' abilities to learn, and in their own competencies to teach at-risk students. University faculty became more aware of and involved in partnerships with P-12 schools. As an extension of the PDD model, we have established a new partnership with our First District RESA, the educational service agency for our region. We will partner with RESA and the 14 school districts in this region to very prescriptively address the staffing needs (recruiting and retaining) in these rural schools. This new initiative is driven by our belief that all schools should have equal opportunity to attract and retain our teacher candidates.
- Partner School and Professional Development School work is on-going and expanding. The College of Education has a long established partnership with fourteen area P-12 schools. This will be expanded to include an additional sixteen schools committed to field placements and school-university collaboration. Faculty members representing three program areas are working with identified partner schools to move them to professional development schools. This work is in the early stages and will be structured using what was learned from our FIPSE Professional Development District work. The work will be guided by the Partnership Council, a standing committee within the College of Education.
- International Learning Community (ILC) work continued. Working with our U.K. partners, St. Benedicts, and its Head Christopher Reynolds, Dean Chance engaged one U.K./U.S. industry, JCB, to support the ILC's work of simultaneous teaching and

learning renewal with U.K. and U.S. universities and the partner schools. Chris Reynolds has agreed to sponsor eight (8) of our partner high schools' iNet membership. The International Study Opportunity (ISO) continued during this year. Eleven Georgia Southern teacher candidates participated in a month long student teaching experience in partner schools in Sheffield, England. In addition, they were guest in classes on the campus of Sheffield Hallam University. We expanded the ISO experience by hosting six Sheffield Hallam teacher candidates at Georgia Southern for a four week experience in Georgia Southern partner schools. As well as observing and teaching in partner schools they participated in classes on campus.

- The College of Education's National Youth At-Risk Conference (NYARC) joined with NNER to broaden their High-Flying Schools awards to recognize at-risk schools who not only made significant gains on test scores but who were at the same time involved in curriculum and activities that focused on democratic practices in schools and communities. At the Youth At-Risk Conference in the spring of 2008, an international conference hosted by GSU, a poster session was held on the League of Democratic Schools (LODS) to bring more awareness to this work. A recent outgrowth of our NYARC/NNER collaboration is that our Tripartite has assumed the responsibility of facilitating the High Flying Schools Awards process, including advertising, selection, and facilitating activities at the Youth At-Risk Conference.

Next Steps: We will continue these projects while developing a comprehensive Umbrella Plan for systematic implementation and evaluation of our Equity Practices and the Moral Dimensions.

Challenges Related to Advancing Equity

- As we revitalize our school/university partnerships, we will add the community focuses to that work. We now have two models to help us: Partnering for Portal and the PDD. We are still challenged to have community members on the tripartite. How and who to select that would represent such a large community without by default isolating others.
- The perennial challenge is resources (personnel, time, and money).
 - **Research Related to Advancing the Agenda for Education in a Democracy (in addition to what is described in the two areas listed above)**

Successes

- Tripartite members decided to expand the group by inviting key people to the conversations with a goal of having a larger impact in the various settings. People were targeted who had shown interest in the work and personally invited by a member to attend. Meetings were scheduled at a regular time and place with the atmosphere being more casual-- local coffee shop. Each meeting began with a discussion of a reading related to the Agenda. A report was given of the progress of the various initiatives. The group has grown from three or four to around twelve. This expansion has added more depth and breadth to the work.
- We began to develop our first LODS site at Stilson Elementary School. The principal and two teachers received training. Our COE and A&S Tripartite members began meeting with Stilson faculty to look at needs, possibilities and resources.

- The Eastern Region held its first meeting at the University of Miami at Oxford, Ohio. GSU sent a team of folks to this first meeting. The highlight of the meeting was touring a school that practiced democratic process with faculty, students, and parents.
 - A second LODS site was established at the Bulloch County Performance Learning Center. The Coordinator of the program attended the Eastern Region meeting.
 - We continued Leaders for Teacher-Preparing Schools (LTPS) training, with one Middle School Principal receiving training in the second cohort. We nominated 2 more principals and two teachers for the final cohort. The goal with our Bulloch County cohorts is to have a principal and an aspiring principal trained across feeder schools (elementary, middle and high). We believe this will help establish our Moral Dimensions/Democracy work in the schools.
 - At our June 2007 Tripartite planning meeting we decided to divide our work and each member agreed to focus on a particular aspect of the work, such as LSDS initiatives and LTPS selection and follow-up.
 - We sent two of our Tripartite members to the Summer Symposium to receive in-depth training in the NNER work.
 - GSU submitted its Education Leadership Program for state review and approval and received approval with no revisions, one of only five schools approved on the first submission round in the state. The influence of the NNER work has led to development of three courses related to the Agenda:
 - At the masters degree level, a course entitled “Developing the Democracy-Centered School Leader”
 - At the specialist degree level two courses entitled “Mobilizing Communities in Democracy-Centered Schools” and “Leading School Renewal”.
- As the program is implemented, the new goal is “deep development” of the knowledge and skills of the leaders in the program.

Next Steps:

- Add the Educational Leadership faculty and their principal cohort to our work. This will be facilitated by adding a faculty member from this program to our Partnership Council.
- Maintain involvement of LTPS principals/aspiring principals. This will be done by adding these individuals to our Partnership Council.
- Next steps for the College of Liberal Arts and Social Sciences (CLASS) and the College of Science and Technology (COST) include creating a database of activities, grants, research, and more informal connections between Arts and Sciences faculty (and their various departments) and the public schools. We also plan to survey our partner schools’ teachers and administrators to find out just what kinds of collaborative programs they would like to see in their schools. Once we have a clear sense of what is already being done in the way of partnerships (and what schools would like to see in the future), we can better assess what our new directions should be.

Challenges

- Getting principal-aspiring principal teams trained and keeping them stable in a school setting is an ongoing challenge.
- The challenge for the A&S arm of the Tripartite is (and has always been) getting A&S faculty involved in the collaborative process. Work in the public schools is often not

considered in promotion and tenure decisions, and money (for stipends and course releases) is rarely available. We have a few dedicated people in both the arts and sciences, but they end up having to do the lion's share of the work. In addition, schools often seem reluctant to take on collaborative projects that may (they believe) distract students and teachers from their curricula and interfere with preparation for standardized exams.

**HAWAI'I INSTITUTE FOR EDUCATIONAL PARTNERSHIPS (HIEP)
UNIVERSITY OF HAWAI'I
2008**

Setting Contact(s):

Christine Sorensen, Dean

Setting Tripartite Representatives:

Margit Watts, College of Education

Background on the Equity Self-Study

In the Spring of 2006, the College of Education Faculty Senate accepted responsibility for conducting a self study of the College of Education related to diversity issues. The Senate Diversity Committee was charged to carry out the study. Following a year-long study, the committee completed and submitted its report and recommendations to the Faculty Senate. The report was accepted by the Senate in its April 2007 meeting and shared with the Dean for further action.

The overall conclusion of the Diversity Committee was that a wide range of diversity does indeed currently exist within the College of Education (COE). However, there are areas that needed improvement if the College is to fulfill its core value of a "diverse mix of faculty, staff, and students whose aims are to advance and generate knowledge in the fields of education, human development, counseling, administration, assessment, evaluation, research, technology, disabilities and other related disciplines."

The COE is addressing the recommendations of the Senate Diversity Committee in the following areas.

Improved Data Systems and Tracking

- The Dean's office regularly collects and reports ethnicity and gender inclusivity data on both students and faculty/staff. Data are available to all interested parties in the College Annual Report.
- COE through its Office of Student Academic Services (OSAS) and the Technology and Distance Programs (TDP) office developed and implemented a cohort-data system to track students from initial enrollment to graduation.
- COE is working with the Department of Education and the Hawai'i Teacher Standards Board (HTSB) to develop and implement compatible data systems to track graduates through licensure and initial employment.
- OSAS and TDP are working to align COE data systems with UHM and UH system data.

Recruiting and Retaining Students

- The COE has reorganized its Office of Student Academic Services (OSAS) to provide a one-stop shop for information on all programs leading to initial licensure.
- The COE through OSAS developed and implemented a common admissions format for prospective students applying for initial licensure programs.
- The COE has increased its efforts to recruit Filipino and Hawaiian/Part-Hawaiian, and African American/Black students to the COE.
- The Kalama elementary program recruits and prepares candidates to work in Hawaiian language immersion schools.
- The Hookulaiwi program recruits and supports alternative track candidates for teacher licensure and in graduate programs targeting students from Native Hawaiian backgrounds, while providing role models for the schools they work with on the Leeward Coast. COE is collaborating with Waianae Complex to deliver a masters degree program on site.
- Faculty are working with Niihau to deliver a customized teacher preparation program to prepare their teachers to meet NCLB requirements.
- COE signed an agreement with Leeward Community College accepting graduates of LCC's Associate of Arts in Teaching (AAT) program directly into the COE BED in Elementary Education program.
- COE is working with Leeward Community College to accept AAT graduates into the College's BED in Secondary Education.
- COE is negotiating similar agreements with Kapiolani Community College (KCC), Honolulu Community College (HCC), Kauai Community College (KCC), and Maui Community College (MCC) providing smooth transitions of community college graduates into COE teacher preparation programs.
- COE began offering an evening program option in its dual licensure BED in Elementary Education program with licensure in special education in Fall 2008, providing a more flexible, part-time undergraduate program for working students.
- COE will offer a fully online option for secondary mathematics and science post-baccalaureate licensure programs in January 2009.
- Despite the severe lack of space, the COE is converting the Curriculum Resource Center into a gathering place for students and faculty, creating a "sense of place" where individuals can gather to talk story, eat, and network.

Recruiting and Retaining Faculty/Staff

- The College successfully recruited and hired under-represented faculty during the past year including those of Native Hawaiian, Chinese, Indian, and those with disabilities. A total of 17 new faculty members joined the College community.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS.

○ **Engaging the Community to Advance Educational Renewal**

The COE is active in numerous collaborative efforts with educational institutions, professional organizations and policy makers to ensure access to a quality education for our candidates and the students in Hawai'i's schools. Specific activities associated with HIEP during the 2007-08 academic year are:

1. Voices of Educators. The Voices of Educators continued its editorial partnership with the *Honolulu Advertiser* to present the professional educators' perspective; a perspective guided by research and best practices. See the following dates and titles.

- 10/05/08 *Face, role of higher education changing*
- 09/07/08 *Schools adapting, with eye on future*
- 08/03/08 *Early learning critical for successful future*
- 07/06/08 *Rigorous courses benefit everyone*
- 06/01/08 *Students need social services to succeed*
- 05/04/08 *Will you be a change leader, too?*
- 04/06/08 *Bill would ensure keiki come first*
- 03/02/08 *Needed: Leaders to transform education*
- 02/03/08 *Putting our keiki first pays big dividends*
- 01/06/08 *Benefits huge when we invest in schools*
- 12/02/07 *Retaining quality teachers is critical*
- 11/04/07 *Developing the teacher workforce*
- 10/07/07 *Time for commitment to public schools is now*
- 09/02/07 *New UH education dean looks at future challenges*
- 08/05/07 *Nurture children's learning from birth*
- 07/01/07 *Public schools taught him well*

2. The Manoa Partnership program developed under HIEP provides opportunities for students to collaborate with each other, with faculty, with K-12 schools, and with the wider community. Manoa Partnerships has recently focused on developing a pipeline into teaching for candidates in other colleges on the Manoa campus and in community colleges. Anticipated outcomes include higher retention rates for undergraduate students, research possibilities for undergraduate and graduate students, and a solid understanding of the meaning of civic engagement. Supported projects consist of partnerships across colleges, departments, and with other organizations. The participation of K-12 schools is highly encouraged. Each project includes the development of leadership skills and opportunities to become

involved in the community; both fundamental to civic engagement. Reflective assessment is a strong component of the evaluative process.

Manoa Partnerships has made progress in two very distinct areas in the past year, the continued development of the SL9+1 program and the initiation of Get FIT. Both programs are described below.

The first pilot year of the Servant Leadership program (SL9+1) was very successful. Manoa partnered with Iolani and Punahou schools, as well as Kapiolani Community College and several K-12 and higher education institutions on the mainland. The program integrates the teaching of servant leadership attributes into the context of civic engagement activities. The guiding educational philosophy is an understanding that student engagement in academic endeavors is greater when they see a real connection between their academics and life. Additionally, students are always looking for 'value added', and both the experience and the servant leadership certificate adds to their college, graduate school and job applications.

The SL9 that were agreed upon are: integrity, respect, community, communication, ethics, innovation, vision, collaboration, and stewardship. The +1 is added by each site as a reflection of a particular culture, age group, region, or other guiding feature. Each site developed a project (or integrated into an existing program/project) leading to outcomes where students are able to articulate an understanding of the SL9+1. Additionally, students are given opportunities to demonstrate that they can apply these SL9+1 attributes within the context of a civic engagement activity. When the project is completed, students receive a certificate stating that they participated in servant leadership training. This year all participants attended the Greenleaf Center's annual conference in June 2008 in Indianapolis to share their projects and help develop models of best practices for the future. This was the first educational strand for the Greenleaf Center, an organization that has historically focused on training in servant leadership. To build on the work started with SL9+1, Manoa Partnerships plans to implement a program embedding the servant leader attributes into the development of teachers for the future.

The College also created a program called Get FIT (Get a Future In Teaching), a program designed to support students in high school, community colleges on all islands, and UH Manoa in choosing teaching as a profession. Get FIT currently has some 70 community college and university students who have applied to participate. Several hundred high-school students who are part of the Teacher Cadet program also have access to the program.

Get FIT is the first program to support students *before* they are actually members of the COE. Students will be able to explore the profession without yet committing to it. In addition, they will be guided throughout their academic years to be prepared to join the COE at the appropriate time.

Get FIT offers participants a wide range of resources and experiences to prepare them for their journey at the College of Education, such as classes, workshops, field experience opportunities, early advising, the development of personal portfolios in preparation for COE application, availability of Praxis study guides, a lounge on campus with educational materials, and personal help deciding on a course of study. In the fall of 2009, there will be a residential component for those choosing to participate.

Additionally, these 'teachers of the future' will learn how the servant leadership attributes align with the concept of character education. All aspects of servant leadership such as integrity, respect,

communication, collaboration, stewardship, and so forth are directly linked to the kinds of character traits we would like to see in teachers.

In June 2009, Manoa Partnerships will once again be responsible for an all day pre-conference workshop for the Greenleaf Center to be held in Milwaukee. Plans are underway to develop a workshop centered on servant leadership for a sustainable world. Much of the emphasis in this workshop will be on the work presently underway in the many schools partnering with UHM and the students within the Get FIT program.

Think Tank II. In November 2007, Manoa Partnerships held Think Tank II, with a focus on virtual reality and virtual communities and what these new opportunities mean for educational pedagogy. Howard Rheingold, author of many books, including *Virtual Reality*, *Virtual Community and Smart Mobs*, provided focus for approximately 70 participants, including both K-12 and higher education faculty, as well as private consultants interested in new media and education. The Think Tank was a participatory event meaning that everyone was considered an "expert" and could bring their ideas to the table.

3. Hawai'i Educational Policy Center (HEPC). The Hawai'i Educational Policy Center is active in numerous collaborative efforts with educational institutions, professional organizations, and policy makers to ensure access to a quality education for all students in Hawai'i's schools. During the past year the HEPC produced a number of policy reports and briefs specifically targeted to decision makers in Hawai'i. Among these are:

Interim Report to the Legislature on Senate Concurrent Resolution 118 SD1 HD1, Improving the Community's Understanding of the Department of Education's Programs and School Expenses Including A Comparison with other States on Adequacy of Funds. Draft #2, July 2008.

- *Interim Report to the Legislature on Senate Concurrent Resolution 56 S.D. 1 Requesting the HEPC to Report on the Retention and Change in Assignment of Teachers within the Department of Education,* (23 pp, 423 KB, PDF), Teacher Education Work Force Research Group (TEWFRG), January 2008.
- *Middle Level Grade Configuration: Impact on Hawai'i's Schools,* (66 pp, 197 KB, PDF) Valerie McFarland, November 2007.
- *Hawai'i Department of Education Survey on Education for Military Families in Hawai'i,* (63 pp, 2.15 MB, PDF), Kathleen F. Berg, Amanda A. M. Quijano, Thomas G. Gans, November 2007.

- o **Initiatives that Advance the Agenda for Education in a Democracy**

A number of 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. Hookulaiwi Center for Native Hawaiian and Indigenous Education

Partners: UHM College of Education, UHM Kawaihuelani, Hawai'i Department of Education, Nanakuli/Waianae community. Hookulaiwi is recognized as a leading center for research on indigenous education, especially in the areas of teacher education, professional

development schools partnerships, language revitalization, educational leadership, and educational policy development. Over the past year, the Hookulaiwi Partnership received numerous research awards and recognitions from national and international institutions of higher learning, as well as from internationally-recognized research associations.

a. Margaret Maaka (2007, July): Recipient. Agenda for Education in a Democracy National Scholar. National Network for Educational Renewal/Institute for Educational Inquiry, Seattle, Washington.

b. Laiana Wong (2007, November): Keynote Speaker/Hawai'i Delegate. Regional Pacific Ethics of Knowledge Production Workshop. Apia, (Western) Samoa.

c. Maaka (2007, December): Recipient. Te Tohu Pae Tawhiti Award for Excellence in Research on Maori education. New Zealand Association for Research in Education, New Zealand.

d. Maaka & Kauaanuhea Lenchanko (2008, January): Joint Keynote Speakers. Conference on the Influence of School, Place, and Culture on Indigenous children's Learning, Providence University, Taichung, Taiwan.

e. Maaka (2008, February): Invited Presenter. Nankai Symposium and Workshop on the Higher Education of Indigenous Peoples and Minorities, Nankai University, Tianjin, P. R. China.

f. Maaka (2008, April): Keynote Speaker. Indigenous Pedagogies and Methodologies Roundtable, Cornell University, Ithaca, New York.

g. Wong (2008, June): Keynote Speaker. Nga Pae o te Maramatanga National Institute of Research Excellence for Maori Development and Advancement 3rd International Conference, Auckland, New Zealand.

h. Maaka (2008, June): Adjunct Professor and Keynote Speaker. National launch of the Graduate Studies Program of Te Whare Wananga o Awanuiarangi, Whakatane, New Zealand.

i. Myron Brumaghim & Elden Esmeralda (2008, July): Hawai'i Delegates. The Five Freedoms Project Leadership Academy, Washington, DC.

j. Wong. (2008): Recipient. Board of Regents' Medal for Excellence in Teaching. University of Hawai'i.

k. Maaka, Krug, & 'Iwalani Hodges (September, 2008): Keynote Speakers. The Fourth Annual Richard W. Clark Partner School Award, Conference of the National Network for Educational Renewal, Arlington, Texas.

l. Krug (September, 2008): Visiting Scholar. Administration for Native Americans, Washington, DC.

m. Wong, Krug, Maaka & Oliveira plus three graduate students (to be named November 2008): President's Visiting Scholars/Keynote Speakers. University of Alaska at Fairbanks, Alaska.

2. The Master of Education in Teaching (MEdT) Program supports site-based teacher preparation in conjunction with quality professional development in public schools. Pre-service elementary and secondary teachers are prepared through a master's degree program where they experience research, teaching, and learning while being fully immersed in school settings. Simultaneously, the program supports on-going professional development for in-service teachers working, with those candidates in partnership schools. Working together as a community, teachers and teacher-candidates inquire into how to improve their classroom practices and the culture of learning in which they work. Currently in its 18th year, the program has 140 plus full time graduate teacher candidates working in partner schools on Oahu.

The Master of Education in Teaching program (MEdT) in 2008 continued its long standing relationships with public DOE schools and public charter schools that serve to support pre-service teacher education and the simultaneous renewal of teacher preparation and K-12 schools. MEdT continues in a Professional Development School model with the following schools: Kalani High School, Kaimuki Middle School, Moanalua High School, Moanalua Middle School, Moanalua Elementary School, Salt Lake Elementary, and University Laboratory School. MEdT also supports the development of teachers for work in Hawaiian communities and Hawaiian Immersion through our work with Hookulaiwi who partner with Anuenue School, Kawaihona Charter School, Nanaikapono Elementary School, Nanakuli High School, and Waianae High School.

Many other individual schools also serve as field sites for the preparation of pre-service education, but do not necessarily engage in the partner school model.

In Fall 2008, the MEdT program worked to establish a new partnership with the Campbell complex schools. The teacher and administrators in this complex had been eager to engage in professional development school work, but due to limited enrollment were previously unable to participate. With expansion of the program this year MEdT was able to include the Campbell complex. Unfortunately recent budget cuts require consolidation of the program and the release of some temporary instructors. As a result students will be moved out of the Campbell complex and into other partner settings.

3. Dr. Alice Kawakami continues the work of the Strengthening and Sustaining Teachers project in collaboration with a community-based non-profit the Institute for Native Pacific Education and Culture (INPEACE) to recruit individuals from the Leeward Coast of Oahu and to conduct a needs assessment of community members who aspire to and do enter postsecondary programs, teacher education programs, and employment by the Department of Education on schools on the Coast
4. Partner Welcome and Appreciation Events were carried out on Oahu, Kauai, Maui, and the Island of Hawai'i. These events worked to build partnership between the COE,

Hawai'i DOE, and other statewide associations supporting teacher education (e.g. Hawai'i State Teachers Association, Teacher Standards Board, Association for Independent Schools, business community). More than 750 individuals were invited to these events. Participants included mentor teachers, principals, curriculum coordinators, COE faculty and administration, DOE administrators including Superintendent Patricia Hamamoto, legislators, and board of education members, Over 450 mentor teachers host COE students in their classrooms each semester. These mentors are only provided with a \$50 stipend for hosting students two days each week and \$200 for hosting students five days per week for the entire semester. The COE solicited the Hawai'i business community to donate a variety of door prizes as a means to extend the COE's gratitude toward our partners. COE partners engaged in small group discussion to improve teacher education throughout the state.

Challenges

Financial support for HEIP-NNER is exclusively provided by the College of Education, The Hawai'i Department of Education and College of Arts and Sciences partners have been unable to provide financial support for activities for the past several years.

Current and pending budget cuts at the University of Hawai'i will negatively impact the College of Education and reduce our ability to continue NNER activities. As a result, HEIP and the NNER affiliation commitments have been less than desired. The functions and relationship are being reviewed by the new administration. Some activities may have to be eliminated in order to focus declining resources on core functions of the COE.

ILLINOIS STATE UNIVERSITY 2008

Setting Contact:

Molly Munson-Dryer, Associate Director, Lauby Teacher Education Center

Setting Tripartite Representatives:

Dr. Richard Hughes, Arts & Sciences, Assistant Professor Department of History

JoNancy Warren, Education, Partnership Coordinator, College of Education

Mary Lange, P-12, Site Coordinator, Pekin PDS

Background on the Equity Self-Study

At its January 29, 2006 meeting, the NNER Governing Council elected to appoint an Equity Task Force of no fewer than 5 and no greater than 7 members to study the current state of progress toward more equitable practices throughout the NNER as a follow-up to the work of the 2003 Equity Study Group and its report adopted by the Governing Council in 2004. Governing Council members nominated individuals for this task force from each group of the tripartite council (school, college of education, arts & sciences), the governing council, the executive board and two members from the original 2003 Equity Report Task Force. The group developed an inquiry-based self-study process designed to:

- facilitate a process of formative self-assessment around equity, diversity, and moral stewardship for all
- facilitate greater collaboration among member settings in learning about and from each other's work;
- provide the NNER with data regarding work being done on equity across the Network, to know how to support and further such work

To facilitate the above, the group developed a continuum of practices and questions to guide the self-study process. Using these, each setting can respond to successes and challenges in this ongoing work toward improvements in these areas. The equity report from 2003 and the equity task force self-study are posted on the NNER web page.

Successes Related to Advancing Equity

Illinois State University and its partnership programs are committed to democratic practices in all of our teacher education endeavors. This includes our willingness to evaluate ourselves on the continuum of Equity Practices. Our conceptual framework, "Realizing the Democratic Ideal" provides a moral framework which guides our policy and processes. The conceptual framework adopted by the Council for Teacher Education in March 1997 (and recently revised and adopted in October 2008) provides the philosophical foundation for all undergraduate and graduate professional education programs; there are 41 such programs, including undergraduate teacher education and graduate level support personnel preparation and administrator preparation. Illinois State graduates approximately 1200 undergraduates in teacher education annually; these

graduates teach not only in Illinois schools but in schools across the nation. An excerpt from the newly revised “Realizing the Democratic Ideal follows:

Illinois State University has a historic and enduring commitment to prepare teachers and other school administrators who will be responsive to the ethical and intellectual demands that ensure the continuance of a democratic society. To teach in a democracy is to consciously take up the challenge of improving the ethical and intellectual quality of our societal dialogue by including in it as many educated voices as possible.

The ethical commitments are:

- Sensitivity toward the varieties of individual and cultural diversity
- Disposition and ability to collaborate ethically and effectively with others
- High regard for learning and seriousness of personal, and public purpose
- Respect for learners of all ages, with special regard for children and adolescents

The intellectual commitments are:

- Wide general knowledge and deep knowledge of the content to be taught
- Knowledge and appreciation of the diversity among learners
- Understanding of the factors that affect learning and appropriate teaching strategies
- Interest in and ability to seek out and use informational, technological and collegial resources
- Contagious intellectual enthusiasm and courage enough to be creative. See the full conceptual framework document at:
<http://www.teachereducation.ilstu.edu/councilforteacher/democratic-ideal.shtml>

Advances in Efforts to Achieve Equity Include:

- **Race/Socio-Economic Status:** Illinois State University, Chicago Public Schools and City Colleges of Chicago have partnered to establish a pipeline of qualified teachers for high-need schools. The Chicago Teacher Education Pipeline works to increase urban teacher recruitment and improve urban teacher retention through mentoring and support.
 - The Pipeline project received two national awards in 2007-2008 including the Nicholas Michelli Award for Promoting Social Justice by the NNER and the Best Practice Award in Support of Global Diversity and Inclusion award presented by AACTE.
 - Part of the Chicago Teacher Education Pipeline includes a growing presence in the largely Hispanic area of Little Village where a thriving Professional Development School continues to grow. In 2007-2008, the PDS partnership expanded to include 19 interns representing a 58% growth in student enrollment.
 - The Multicultural Mentorship Project (MMP) continues to encourage middle school students in the Chicago Public Schools to think about continuing their education post high school. Approximately 30 ISU students are mentors for 20 CPS students in grades 5-8.
 - TEACH (Teacher Education and Access to College for Highschoolers) is a student club in the Chicago public high schools which provides high school students and their parents with post-secondary awareness seminars, including

campus visits, college application and financial aid workshops; and tutoring and mentorship opportunities. Currently, 80 students in 7 high school chapters participate in this initiative.

- The Chrysalis Summer Bridge program was established at ISU to act as a bridge for newly admitted CPS students who come to ISU. The program provides academic, social and cultural programming over three a three week period.
 - The Urban Education Teaching Initiative allowed faculty to re-design courses to emphasize urban education. Twenty-five Illinois State Faculty from across campus who prepare students for teaching in urban settings have participated in an urban education course development program. The program included a summer faculty-in-residence program hosted in Chicago's Little Village where faculty had the opportunity to become immersed in the community and collaborate with other colleagues. The initiative supports the development of courses taught by participating faculty members to include a focus on urban education. Each faculty member revises one course syllabi (i.e., course materials, assignments, ideas for units and lessons, and assessment processes) and includes an urban clinical/field experience in Chicago's Little Village neighborhood.
 - UNITE: Urban Needs in Teacher Education is a student organization at Illinois State University which allows students to explore their interests in urban education.
 - Bowman Fellows - The College of Education has established the Bowman Fellows program named for the 17th and current (2007) 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.
 - The Lauby Teacher Education Center established a secondary Professional Development School at Woodruff High School in Peoria in 2006. Woodruff High School is a high needs, high poverty and high minority urban high school in central Illinois. Approximately 20 students from departments across campus with an interest in urban education participate each year in this opportunity.
 - The Council for Teacher Education adopted a Purposeful Plan for the placement of all students in diverse settings in October of 2008. All Illinois State University students will be required to have a minimum of 50 hours in diverse settings prior to student teaching. Diverse clinicals will be a vital part of coursework in Educational Administration and Foundations, Curriculum and Instruction and secondary programs.
- Sexual Orientation
 - Addressing gay/lesbian issues occurs in one instance through the GLBT – Gay Lesbian Bisexual Transgender Safe Schools Grant Project – P. Ressler (English Education) w/J. Josephson (Social Work). The goal of the grant is to teach high school and junior high school staff, students, and parents about the needs of

GLBT youth and the ways that schools can create safe environments for all students including sexual minority youth. For additional information, the following website will be useful:

<http://www.deanofstudents.ilstu.edu/help/glb/index.shtml>

- Disability
 - 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 nation. On-going projects include the work of the SEAT Center (Special Education Assistive Technology) through which every teacher education candidate must document competency as part of the comprehensive performance-based assessment system.
 - Best Buddies is a nonprofit organization that enhances the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment. The [Best Buddies chapter at Illinois State University](#) in Normal, Illinois was presented with an Outstanding Chapter Award at Best Buddies International's 18th Annual Student Leadership Conference on July 20-23, 2007 in Bloomington, Indiana. Illinois State University was chosen as one of 16 outstanding college chapters from 434 programs throughout the world for its dedication to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships.
 - The Autism Spectrum Institute provides supportive education programs and trains pre-service and teacher educators as well as parents and families of children and youth with autism spectrum disorders. The Institute provides a multidisciplinary network of consultants that can assist in identifying, selecting, and implementing effective programs, a [lending library](#), and information to families and professionals through workshops and in-service trainings. It will also serve as a coordinating site for classroom-, home-, and clinic-based research with an emphasis on the empirical validation of intervention strategies.
 - The Department of Special Education initiated a new partnership for field base work with the Macon-Piatt region, which includes Decatur, Illinois. This partnership will allow students to engage in semester long field base practice in a high needs urban environment located one hour south of Bloomington-Normal.
- Language
 - 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 Pre-service 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.

Challenges Related to Advancing Equity

- The most significant challenge that we face as a university is a result of our geographical location. We are located in central Illinois in a predominantly white, middle class town. The majority of our students come to us from central Illinois and from the Chicago suburbs. We must continue our efforts to recruit students from urban and rural areas and find ways to make them feel comfortable being a part of our community. The TEACH program, mentioned above, provides an excellent way for our students to encourage disadvantaged students to apply to ISU. The Chrysalis Bridge program is a great start to assist students in their transition to college. These programs must be replicated in some of our other partnership areas, such as Peoria, Springfield and Decatur.
- As noted above, the Council for Teacher Education recently adopted a requirement that all teacher education students spend a minimum of 50 hours in diverse settings prior to student teaching. We feel like this is a positive step forward for us. We do have many challenges involved in the implementation of this plan, however. We must make sure that students are prepared to enter diverse settings. (If they are not prepared, we fear that their existing stereotypes will be reinforced.) We also need to build in plenty of time for reflection. Finally, we are able to identify racially and socioeconomically rich sites for our students to work in, but we have more challenges identifying quality environments with special needs populations. We need to work closely with the Special Education Department to make that happen.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS

- **Engaging with the community to advance educational renewal**

Successes:

- Illinois State University in partnership with the Wheeling Community Consolidated School District has successfully created an educational and recreational learning opportunity for the growing immigrant population in that area. This program is called The Family Learning Program. The program began during the 2004-2005 school year. Its two main purposes were to provide affordable and accessible learning opportunities for the Spanish-speaking families (adults and children alike) and to empower Spanish-speaking immigrants by providing them with control over what and how opportunities are offered to their families. In collaboration with the Wheeling Park District, the Family Learning Program serves over 200 Spanish-speaking families through its evening educational classes (e.g. English Language, computer skills), recreational classes (e.g. dance, karate) and community events. In addition to weekly family learning nights, six schools in District 21 offer formal afternoon tutoring through the Family Learning Program. Over 300 hundred students are getting specific academic support from high school or adult tutors once or twice a week.

- The Chicago Teacher Education Pipeline project serves as a model for community involvement. Illinois State University has formed a solid partnership and presence in the Little Village Community of Chicago. The Little Village Community Development Corporation (LVCDC) is an important contributor to the partnership, as is the Housing Department for Chicago Public Schools. Through the shared mission and vision of the partners, ISU interns now work in eight schools in the community and reside in housing located in the Little Village area.

Challenges:

- One of the primary challenges to community engagement seems to be resources. Housing is a particularly important resource which is difficult to arrange.

OTHER SETTING INFORMATION:

- Dr. Phyllis Metcalf-Turner is the new Chair of the Curriculum and Instruction Department at ISU
- ISU hosted the Second Annual Pacific Rim Conference in October of 2008 welcoming participants from 16 international countries.
- ISU received a four-year, \$750,000 grant from the National Science Foundation's (NSF) Robert Noyce Teacher Scholarship program in October of 2008. The grant provides stipends and scholarships for 40 pre-service teacher education students in mathematics, biological sciences and chemistry.

**UNIVERSITY OF SOUTHERN MAINE
2008**

Setting Contact:

Ken Jones, Assoc. Professor, Director of Teacher Education Department

Setting Tripartite Representative:

Julie Canniff, Asst. Professor, Teacher Education Department

Background and Approach to the NNER Equity Initiative

In the academic year 2007-2008, the USM College of Education and Human Development Teacher Education Department (TED) decided to approach the equity self-study as a longitudinal process of data collection within the college, with the university-wide Teacher Education Council and with our school-based partnerships. We decided to focus the lens of equity on five dimensions that promote equity and may be cross-referenced with the social identities noted on the Task Force Continuum.

1. Standards/assessments/curriculum
2. Programs
3. Practices
4. Policies
5. Learning/Research

The 2008-2009 Annual report will continue using these five dimensions to analyze the successes and challenges undertaken by the College of Education and Human Development related to the NNER Equity agenda.

Successes Related to Advancing Equity

Standards/Assessment/Curriculum

- The College of Education and Human Development revised its Core Values in the fall 2007. This action initiated a college-wide response to align all course blueprints with the new core values to ensure that course outcomes accurately reflect these values. (See attachment: *Conceptual Framework for Preparing Educators and Human Development Professionals for Responsible and Ethical Service*).
- The Teacher Education Department (TED) held a Visioning Meeting in March 2008, which included teachers, administrators, university faculty, specialists and interns from partnership schools. There was a consensus at this meeting that all TED programs should improve the preparation of teacher candidates for working in diverse and inclusive classrooms. In the summer of 2008, the TED faculty designed a new course for the ETEP program, *Understanding and Teaching Diverse Learners*. It is now being implemented in Fall 2008. The course incorporates activities and assessments related to differentiation, universal design for learning (UDL), and culturally responsive pedagogy (CRP).
- A USDOE grant has been awarded to TED to facilitate the redesign of all internships, seminars, and coursework, and to include principles and strategies of universal design for

learning (UDL) and culturally responsive pedagogy (CRP). The five-year grant includes funds for the hiring of an expert in these areas to collaborate with faculty in the planning and delivery of redesigned program components.

Programs

- The K-8 Unified ETEP program now includes two options for dual certification: General Education/Special Education and General Education/ESL. Coursework and Seminars are being redesigned to focus on all three areas.
- TED has worked with the College of Arts and Sciences (CAS) departments of Mathematics and Modern and Classical Languages and Literature to create undergraduate pathways into the TED initial teacher certification program. These two 4.5 year programs include majors in the respective CAS departments and lead to the College of Education and Human Development's Masters of Teaching and Learning.
- TED has also worked with the College of Arts and Sciences (CAS) faculty to design and implement a new interdisciplinary Liberal Studies major. Open to all undergraduates, this major includes a specific concentration for those enrolled in TED's undergraduate option for teacher certification (**T**eachers for **E**lementary **A**nd **M**iddle Schools – TEAMS). The new major allows TEAMS teacher candidates to be highly qualified for elementary classrooms and for at least one subject area in middle schools. This major has now been approved by the CAS faculty and will be implemented in Fall 2009.

Practices

- The ETEP cohort in Portland is piloting a new school-based model for coordination and supervision. Interns are placed in one of six Portland Public Schools sites. Each school is providing a lead teacher who will supervise interns in the building and work with the TED faculty cohort coordinator and the Building Steering Committees to select and support mentor teachers and assess the performance of interns. In some cases, there is more than one school-based coordinator or supervisor per building. Depending on how the pilot proceeds, TED intends to apply this same model with other cohorts.
- TED was awarded a \$1000 stipend from NNER to convene a critical friend outreach to a setting. An initial meeting with faculty from Georgia Southern University was held at the 2008 NNER Annual Conference. The purpose of the meeting is 1) to share policies and practices related to culturally responsive supervision, and 2) to share policies and practices related to the Unified (general ed, special ed, and ESL) teacher certification programs. A follow-up teleconference is scheduled during the TED Fall Advance in November. The discussion will include the school-based model for intern coordination and supervision being piloted in Portland.

Policies

- TED Equity Framework is now used as a prompt for program admissions essays.
- Measurement of candidate equity awareness, perspectives, and actions is accomplished through admissions interviews, entry, exit and post-graduate surveys, standards reviews, and units.

Current Research

Studies currently being conducted by faculty on different aspects of equity:

- The influence of a secondary (7-12) unified general education/special education teacher preparation program on the teacher identity and practices of beginning teachers (Shank & Whitney);
- The systemic impact of an elementary (K-8) unified general education/special education teacher preparation program that primarily serves educational technicians employed in schools and is delivered online (Kimball);
- A study of how the Teacher Education Program fosters moral dispositions (Fallona, Canniff, and Hitchens).

Challenges Related to Advancing Equity

Standards/Assessment Curriculum

- Faculty, instructors, supervisors, and mentors need professional development in principles and application of UDL and CRP, including the appropriate use of technology.
- Formal observations of teacher certification candidates have not been systematically aligned with the ten USM Teaching Standards. As the department transitions to a distributed model of supervision, faculty need to revise observation forms. This work is currently underway.

Programs

- Internship settings do not all include significant diversity of student population regarding race, language, or ethnicity – reorganization of placement sites for internship cohorts is now in planning stages to increase experiences with more diverse student populations.
- The number of students coming through undergraduate pathways in teacher shortage areas--particularly mathematics, science, and foreign languages--remains small.

Policies

- University budget constraints continue to be a challenge.

ATTACHMENT
University of Southern Maine

**Conceptual Framework for Preparing Educators and
Human Development Professionals for Responsible and Ethical Service**

Mission

We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Values

We share the following commitments:

- Democracy – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
- Civility and caring – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
- Equity and Diversity – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
- Social Justice – to speak for and empower people who are disenfranchised and work towards a more just society.
- Ethical practice –to engage in and insist on the highest level of professional practice.
- Scholarship – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
- Professional Learning and Continuous Improvement – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

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**BRANDON SCHOOL DIVISION AND
BRANDON UNIVERSITY
2008**

Setting Contact(s):

Donna M. Michaels, Superintendent of Schools /CEO, Brandon School Division
Jerry Storie, Dean, Faculty of Education, Brandon University

Successes Related to Advancing Equity

The 2008 year has been a most productive one in advancing the policy and tenets of equity fundamental to the National Network of Educational Renewal (NNER). In Brandon, Manitoba, Canada, our partnership work expended equitable opportunities for learning to students, in-service and pre-service teachers through the development of an initial Professional Development School experience. This exciting work involved Brandon University Faculty of Education students learning about the teaching of literacy to early years students at Betty Gibson School (grades 1 to 6) under the tutelage, guidance, and assistance of the teachers, principal and faculty advisor. Details are provided in the following points:

- A cohort of 10 pre-service teachers in the last semester of their final year of their undergraduate program participated in the project.
- Combination of class time and practicum.
- Scheduled times for debriefing among pre-service teachers, classroom teachers and Brandon University (BU) instructor.
- Use of Web Log for pre-service teachers to write reflections and for BU instructor to post assignments, links to websites, information to read, and responses to reflections/questions.
- Interns move from participatory observation of literacy assessment and instruction to individual assistance to small group assistance to one-on-one instruction.
- Rotation of pre-service teachers among the four classrooms in order to provide them with experience from Kindergarten to Grade 4/5.
- Teacher candidates expected to achieve proficiency on literacy assessment such as PM Benchmarks, Phonological Awareness Screenings, Observation Survey, Sight Word and Spelling Inventories, and Reading Interviews.
- Instructional strategies focused on phonemic awareness and the alphabetic principle, word attack skills, development and integration of cueing systems, cross-checking behaviours, fluency, self-monitoring, and comprehension strategies.
- Collaboration with the classroom teacher about selected students, assessments, materials and strategies.
- Teacher candidates plan and conduct assessments and diagnostic teaching sessions with students.
- Use assessment information to plan instruction and carry out instruction with one students – Case Study format.

The Brandon School Division continues work on the development of an equity policy with accompanying procedures to direct implementation. This policy has been two years in the

making, with considerable research done in the matter of equity and its application in school districts. The statement of policy is as follows:

The Board of Trustees believes that education is a fundamental building block to establishing “*equity*” rights for all students.

The Mission Statement of the Brandon School Division states, “*The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth. We accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of society.*”

Educational “*equity*” refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of “*equity rights*” provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as described in curricula and support documents produced by Manitoba, Education, Citizenship and Youth.

The Board recognizes and accepts its responsibility to provide policy direction and resources to enhance and support quality instruction and learning opportunities that assist schools in closing educational achievement gaps by investing strategically in all students.

To demonstrate its commitment to equitable education in all Board activities, the Board commits to governance decisions that reflect these principles:

- the provision of appropriate learning opportunities for all students;
- the assessment of the effectiveness of programs and services to help students succeed;
- the identification and removal of systemic barriers to student achievement;
- the use of data to inform resource allocation decisions;
- the advocacy for funding and resources to support students in at-risk situations; and
- the advocacy for the enactment and protection of student equity rights.

The procedures, in development, focus on those factors that affect the distribution of resources and will address how such distribution is to occur given the interactive factors noted. Ultimately the emphasis on equity (policy and procedures) is to enable each learner to access quality learning experiences. The results of such access must be realized in increased and improved achievement for all students; particularly those children and young people not born into privilege.

The integral connection of equity to student achievement is in its research stages in the Brandon School Division. This exploratory work was presented by Mr. Greg Malazdrewicz, Principal, Neelin High School, at the NNER Annual Conference in Texas (September 2008) in his presentation *Moving from Equality to Equity: Actualizing the Agenda for Democracy in Education*.

Two overarching questions:

1. What does it mean in change and practice to actualize the agenda for democracy in education?
2. How does moving from equality to equity advance this change?

In the Brandon School Division and Brandon University we are striving to actualize the NNER Agenda for Democracy in public education (K-12). In this very complex and timely process we are moving from decision-making based on the historical perspective and assumption of equality to decision-making based on equity. This represents a fundamental shift from addressing primarily the needs of the adults to those of the students.

The spring of 2005 saw our Division develop our 2nd Divisional Strategic Plan. This plan for 2005-2008 was focused with four primary goals. Each goal addressed what we held as critical components of our systemic concerns:

1. the nature of the learner;
 2. the nature and substance of learning;
 3. the community and our learning environment; and
 4. the need to maintain an ongoing critical lens on a wide range of Divisional activities.
- Goal 4 – School Change: To continually develop schools that are relevant, reflective and adaptive to changing times, has been our primary change engine.

Reflecting and attempting to put a practical approach to the concept of equity we chose to begin with examining the possibilities around applying the concept of equity to financial allocations within the Division and, more specifically, to support specific needs in schools. In the fall of 2005, we began with a broad literature review to help us develop a frame of reference to focus our conversations and begin our transition from equality to equity. A conceptual model framed subsequent stages of our developing model.

With feedback from school administrators, we refined our model to address what the literature and our experience identified as the discrete “fundable” components.

The Board of Trustees of the Brandon School Division believes that education is a fundamental building block to establishing “equity” rights for all students. Educational “equity” refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of “equity rights” provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as described in curricula and support documents produced by Manitoba Education, Citizenship and Youth.

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- the identification and removal of systemic barriers to student achievement;

- the use of data to inform resource allocation decisions;
- the advocacy for funding and resources to support students in at-risk situations; and
- the advocacy for the enactment and protection of student equity rights.

The fundamental principles are:

1. Appropriate Learning Outcomes
2. Effectiveness of Learning
3. Identification and Removal of Systemic Barriers
4. Utilization of Data
5. Funding and Resources
6. Rights of the Child

Organization factors impacting on the equity principles (in support of the equity principles):

1. School Based Resources
2. Staffing
3. Access to Curriculum and Learning Experiences
4. Learning Support Services
5. Professional / Support Staff Development
6. Transportation

In April 2009, the following Brandon School Division staff members – Ms. Nancy Dane, Principal, Meadows School; Mr. Chad Cobbe, Principal, Harrison Middle School; Adrian Kuryliw, Coordinator, Research and Evaluation Services – are scheduled to present at the National School Boards Association (NSBA) Conference.

The Brandon School Division focuses its strategic directions on the equitable access of students to quality learning and teaching opportunities. An equity policy and model have been developed and are being applied to enable all schools to be environments of quality learning and teaching. Equity in education focuses on the fair and just accessibility to and distribution of all resources. We will outline the reasons, processes and outcomes of the strengthening of school through equity.

Entitled *Strengthening Schools Through Equity*, the presentation focuses on the application of the beliefs, values, and practices related to equity in education. The Brandon School Division has chosen to undertake the development and implementation of an equity model as it relates to the provision of quality learning opportunities for all students, with fair and just resourcing.

The conceptualization, development, and application of the equity model and its corresponding processes began as a result of the Divisional strategic plan update review in 2005.

It was recognized that continued application of the concepts and practices related to equality was causing increasing disparity amongst our school communities and students. To initiate the process of establishing equity, a renewed focus was placed on student achievement as being the major purpose of school development planning. It became increasingly evident that we needed to gather more SMART (specific, measurable, achievable, relevant, and time-sensitive) data on student achievement from school, division, and provincial assessments. Upon analysis of the student achievement data, it was found that some schools were experiencing more success with

their students than others. To address this reality, we developed an Equity Model that provides for fairer and more just distribution of resources. This model is now inextricably tied to our School Development Planning process as it exists in each school.

The equity policy was first applied through the distribution of literacy support teachers to the elementary schools. It was successful in that the process and results were considered to be fair and supportive of schools.

Currently, the Board's application of our equity model has resulted in a more proactive distribution of staffing resources among our schools in an effort to impact positively students who otherwise struggle academically and to sustain increased student achievement results.

As a result of the creation and implementation of Brandon School Division's Equity Model, the student achievement gap between schools is narrowing. Our success has caused us to rethink the philosophy "what's good for one is good for all". Contrarily, we now subscribe to the idea that "to provide equal resourcing to 'unequals' provides continued inequities".

Several other key lessons have been learned in the process:

1. There are many research sources worthy of consideration; however, very few equity models are being utilized in North America for resource distribution to schools.
2. Conceptualization and development of policy and model was hard work. The development of application processes was ever harder.
3. Moving from equality to equity is easy to talk and dream about. It's far more difficult to do because of the 100-plus years of tradition of equal distribution of resources.
4. Striving for social justice for all learners requires a significant evolutionary change process.
5. It is all worth it to see students' success who historically have been marginalized and systemically discriminated against through the implementation of the practices of equality.
6. The journey has just begun.

Challenges Related to Advancing Equity

Moving towards equity in actuality is the most serious challenge facing public education in Canada. Our entire historical structure and regulatory principles are based on the principle of equality. Bringing a new lens of social justice to the decision making affecting students raises many new and significant possibilities!

OTHER SETTING INFORMATION

Mathew Gustafson, principal at Betty Gibson School participated in the year-long Leaders for Teacher-Preparing Schools session in Seattle. He and his school and university colleagues are developing the model for partner school work in the setting.

Greg Malazdrewicz, principal at Neelin High School, currently serving as interim Senior Executive Assistant to the Superintendent in Brandon School Division, presented the setting's work on learning the deeper issues related to diversity and steps to address them at the 2008 NNER conference.

ST. CLOUD NETWORK FOR EDUCATIONAL RENEWAL 2008

Setting Contact(s):

John H. Hoover, Associate Dean, College of Education

Kurt Helgeson, Interim Associate Dean, College of Science and Engineering

Setting Tripartite Council:

Kurt Helgeson, Interim Associate Dean, College of Science & Engineering, A&S

John H. Hoover, Associate Dean, College of Education, Education

Robert Huot, Principal, North Junior High School, St. Cloud District 742, P-12

Successes Related to Advancing Equity

- As part of our 2007-2008 NNER Round-Table series, we hosted Dr. Les Green, Diversity Coordinator at St. Cloud State University (SCSU). Dr. Green, who also represents District 742 as a school board member spoke on the topic of “eliminating the achievement gap.” As a result of Dr. Green’s NNER presentation, a study group decided to meet in order to respond to a system call for an induction program focusing on students of color in District 742. Thirty-five individuals attended, about evenly divided between District 742 and St. Cloud State University attendees.
- One of the NNER Round Tables was dedicated to forming a four-way partnership between SCSU College of Education, SCSU College of Science and Engineering, District 742, and [Science House](#), a teacher-service subdivision of the Minnesota Science Museum. The central idea of the presentation, by Science House Representative Liesl Chatman, was reducing the achievement gap in science between males and females—and increasing the interests of females in Science, Technology, Engineering, and Mathematics (STEM) careers.
- A culminating NNER activity for the year was the use of grant monies (see below) procured by NNER members to transport eleven teachers and one District 742 school administrator to Science House where a training session was held. In the end, Science House representatives provided all eleven teachers with (a) two stipends totaling \$160.00 and (b) a year’s membership in the Science House.
- Under the recommendation of Dr. Green, the College of Education agreed to participate in the writing of a system-wide grant for improving the performance of students of color in District 742 (Access and Opportunity Project). At least one member of the NNER Core Leadership Team, John Hoover, served as a grant writer. Ultimately, the grant effort was successful and the partnership between District 742 and SCSU received 2.2 million dollars for the induction program. The project is well under way and Associate Dean Hoover remains active in the grant leadership team as technical advisor to the grant research consultant.

- Our NNER focus in 2007-2008 was on the nexus between STEM and diversity. To this end, two grants were written by members of the NNER, primarily Gail Holmgren, totaling over \$15,000. These grants were designed to institute partnerships between St. Cloud State University and District 742 around STEM initiatives. A community team was put together in the spring of 2006. Follow-up meetings to develop grant activities were also organized.
- The President of St. Cloud State University, Dr. Earl Potter, requested that members of the leadership team in the College of Education participate in policy discussions with the system lobbyist and with legislators. Based on this, Dean Steffens and Associate Dean Hoover identified two primary challenges for Minnesota: The first was the achievement gaps in reading, mathematics, and science between white and students of color. The second was the extant shortage of educators in the STEM fields that threatens to become a crisis for Minnesota's economy in the coming decade.

Challenges Related to Advancing Equity

- Generally Minnesota, including the central region of the state served by SCSU, performs above the national average on nearly all metrics related to academic performance. The exception to this is that African American and Hispanic students perform far below the level of their white counterparts. For example, in fourth-grade reading and mathematics, as measured by the National Assessment of Educational Progress (NAEP), Minnesota children perform in the top five of the nation (statistically speaking, at the very top). In fourth-grade reading, Black Minnesotans ranked 19th out of 41 states with sufficient numbers to generate estimates. The problem is especially dire among black males in nearly every index that is measured (e.g., test scores, proficiency ratings, truancy figures, dropout statistics, and college attendance). It is telling that Black Minnesotans experience a roughly equal chance of going to prison or attending college.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS.

- Research Related to Advancing the Agenda for Education in a Democracy
 1. A thorough review of the educational status of students of color was performed by Associate Dean Hoover, as well as a review of teacher shortages and educational best practices. This information was presented to the University President, the system legislative lobbyist, and members of the legislature.
 2. Efforts were continued to critically examine best practices in induction programs by Dr. Gayle Holmgren
 3. A project to study cyber bullying was initiated as an NNER project at North Junior High School in St. Cloud and Apollo High in the same district. The initial phase of this project was presented at (a) the NNER Conference in Arlington Texas and (b) the National Child and Behavior Institute in Minneapolis.

- Influencing Policy at Local, State, and/or National Level

See above

- Collaborative Work with Other Organizations and/or Within the Setting that Advance the NNER Mission Locally

1. Initial steps were taken, via the academic planning process, to hire a STEM Coordinator at St. Cloud State to organize and integrate all activities in the service region related to STEM. While this was not an NNER initiative, the Leadership Team endorses this effort and plans to introduce NNER concepts into the hiring process.
2. As is true in the STEM domain, via the planning process at SCSU the decision was taken to hire a PreK-16 coordinator to be housed in the Provost's Office. Once more, this was not an NNER initiative, but does reflect the collaborative spirit that the NNER has brought to the institutions. The Leadership Team agreed that the NNER mission and vision statement should be brought to the hiring process.
3. St. Cloud State has had a grant funding collaborative efforts between St. Cloud State and 17 local districts, including St. Cloud District 742. Efforts have been made to continue the professional development relationship between SCSU and District 742 after grant money runs out. There are three primary foci of these efforts:
 - First, we plan to institutionalize the co-teaching model at St. Cloud State University (at the request of school partners).
 - Second, the continued participation of SCSU in professional development partnerships with local districts is being explored.
 - Third, efforts will be made to critically examine the possibility of continuing the induction portion of the grant.
4. The COE continues to participate in the 2.2 million Access and Opportunity grant (see above).
5. The Colleges of Education and Science/Engineering have co-authored several grants related to enhancing content pedagogy in the teaching of algebra. Dr. Sonja Goerdts, Mathematics Education, has formed a consortium with six low-SES districts and the College of Education (in the person of Dr. Martin Hsiu Lo) to provide professional development to mathematics teachers. A National Science Foundation grant has been written.
6. The deans of the COE and the College of Science and Engineering have instituted joint bi-monthly meetings with regional school superintendents. The intent of these meetings is to continue the process of simultaneous renewal via strengthening the relationship between the two colleges and local districts (N = 10). While STEM (and STEM teacher shortages) is a primary focus of these meetings, many other issues have been identified (e.g., shortages of special education teachers, the need for summer institutes).
7. The College of Engineering has received funding for a mobile laboratory. The intent of this laboratory is to maximize professional development in the area of science among elementary, middle school, and secondary teachers. Summer professional development opportunities will

be followed by week-long visits by the mobile laboratory in support of curricular best practices in the area of science.

- Engaging with the Community to Advance Educational Renewal

Successes

1. A community (parent) representative was added to the '06-'07 NNER Leadership Team.
2. Members of the NNER Core Team worked on the partially-successful levy set by St. Cloud District 742. The first of three levy questions passed.
3. See above, *Collaborative Work* section.

Challenge

Little doubt remains that the NNER Core team, under the able leadership of Dr. Holmgren, has produced a sea change in the relationships between St. Cloud State and District 742. For example, St. Cloud State has received considerable national attention for the Teacher Quality Enhancement project described above. At some level, it could be argued that the co-teaching, professional development, and induction elements of the project would never have been funded without the NNER agreement having been in place. Many other collaborative activities have resulted from the NNER influence. A District 742 school principal, for example, commented that, "He had never seen the relationship better between the District and SCSU." He attributed the improved teamwork to the efforts of the NNER leadership team.

The above spirit of collaboration being noted, it seems that most participants do not equate the gains in collaboration with the NNER, itself. Several reasons may exist for this lack of perceived influence. These issues have been explored during fall semester and will continue to be examined for the rest of the academic year.

- a. Frequent changes in leadership may reflect a de-emphasis in the NNER by the two colleges. It is natural that, over times, the excitement about a new project wanes. However, the two deans that initiated the NNER application are no longer serving. It is the job of the NNER Leadership Team to re-ignite an interest in NNER among the deans, the Provost, and the President. We have set an initiative for 2007-2008 to explain NNER repeatedly to all of the stakeholders in the partnership including the following:
 - (1) The STEM coordinator search committee
 - (2) The Pre-K to 16 coordinator search team
 - (3) The Superintendents of partner districts (who meet with the deans)
 - (4) The new President of SCSU
- b. Some indication exists that buy-in from a "critical mass" of faculty members has never existed, or, if it did, the excitement was ephemeral. Some groundwork was laid during the '07-'08 academic year by the bi-monthly community round tables. We plan to take up this effort this year with an exchange of STEM faculty members between the two

institutions. We see the new NNER journal as a great step forward in demonstrating practical significance for at least the university players.

- c. Some have argued that NNER's national materials and philosophical statements lack practical day-to-day significance. The concept of simultaneous renewal (SR) is a case in point. While the idea of SR is clearly significant, it is difficult to (a) identify practical examples that excite teachers in the district and SSCU faculty members, and (b) to publicly help participants identify successful instances of SR with the behind-the-scenes working of the NNER Leadership Team.

OTHER SETTING INFORMATION

Plans for 2008-2009

- 1) We aim to present information about NNER to important players, including regional superintendents, the two deans, and the new President of SCSU.
- 2) We plan to set up an exchange between District 742 STEM-area educators and SCSU. Once these exchanges have been undertaken, we will hold a planning meeting to look at renewal of the organization based on these mini-partnerships.

**METROPOLITAN ST. LOUIS CONSORTIUM FOR
EDUCATIONAL RENEWAL
2008**

Setting Contact(s):

Dr. Mary Ellen Finch, Executive Director and Interim Vice President for Academic Affairs,
Maryville University

Setting Tripartite Representatives:

Mr. Robert Ealy, Asst. Professor of Biology, Harris-Stowe State University
Dr. Sam Hausfather, Dean, School of Education, Maryville University
Carol Hall-Whittier, Principal, Shepard Elementary School, St. Louis Public Schools

Successes Related to Advancing Equity

The questions and Continuum of Equity Practices will be the focus of the December Board meeting in our setting. We will be focusing upon social justice and what this means in each of our partnerships. As you can see below, a number of initiatives in our setting focused upon equity/diversity but not specifically related to the questions or the chart.

Challenges Related to Advancing Equity:

We simply have not made this a priority so far.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS:

- Collaborative work with other organizations and/or within the setting that advance the NNER mission locally.

Successes

Our primary successes are our collaborative work with other organizations and within our own setting (see, for example, Harris-Stowe and Maryville's work with the St. Louis Public Schools).

Challenges

Our greatest challenge is time (time to get together and to work together on the issues). However, the chaos in the St. Louis Public Schools has inhibited our work there as well.

OTHER SETTING INFORMATION

Initiatives Undertaken

Urban Leadership Program This is a master's degree leadership program offered among Maryville University, Harris-Stowe State University (HSSU) and the St. Louis Public Schools. The program is funded by the Parsons Blewett Fund of St. Louis and is open only to teachers in the St. Louis Public Schools. The graduate degree is offered from Maryville University.

- ***St. Louis Public Schools/ Missouri Colleges/Universities Program.*** The Consortium has sponsored two lunch meetings of all the colleges and universities which have partnerships/activities with the St. Louis Public Schools (SLPS). These meetings have been held to help the SLPS understand the various activities taken place in the District and the various higher education constituencies involved. The intent is to institutionalize these meetings so that one will be held in the fall and one in the spring. We hope that eventually the SLPS can work with the group to indicate needs which the higher education institutions can fill.
- ***Board Dinners.*** Planned but not yet implemented are a series of Board dinners where local legislators are invited to share a dialog on education. Our first dialog will involve Representative Russ Carnahan
- ***HSSU's Health, Safety, and Nutrition Class*** met at Shepard twice weekly during the 2008 spring semester to engage students in activities embracing *Global Warming*. The activities supplemented the Communication Arts section of the MAP. The eight candidates enrolled in EDUC0308: Health, Safety, and Nutrition worked with 3rd graders on reading and writing skills that resulted in Shepard students writing a children's book entitled, "H is for a Healthy Planet: Global Warming on a 3rd Grade Level". We are currently seeking additional funding to cover illustration and publishing costs. This project sought to improve the achievement of Shepard students while increasing the pre-service teachers' effectiveness in the classroom; link theory to practice; address the Agenda for Democracy; strengthen PDS initiative.
- ***HSSU and Shepard Faculties*** jointly planned and implemented a Parents' and Community Forum. HSSU candidates enrolled in EDUC0416: Family Involvement and EDUC0305: Utilizing Family and Community Resources and Shepard students were actively engaged in this event. Community agencies participating in this symposium were: Jackie Joyner Kersee Foundation, Lead Prevention Agency, Herbert Hoover Boys and Girls Club, and The Catherine Dunham Museum. HSSU candidates engaged parents and children in learning activities at several activity tables, healthy snacks were given to all participants, a full dinner was served, and door prizes won by many parents.

Other Institutional Initiatives

- Harris-Stowe State University has just received a 1.3 million dollar grant to fund mathematics/science for helping incoming students update their skills.
- Maryville University received a Boeing grant of \$15,000 which permits a faculty member to work at Roosevelt HS .25 time. This time is dedicated to professional development of the Roosevelt HS faculty.
- Maryville University, the SLPS and the Parkway School District have received 1.5 million dollars over three years for a “Math in Residency” grant. Professional development for middle school math teachers took place in all three locations.
- Maryville University expanded its work with SLPS on gifted education in the district, including collaborating on writing a five million dollar Javits grant (unfunded).
- Maryville University participated in piloting development of the SPLC Teaching Diverse Students initiative.

**UNIVERSITY OF MISSOURI
PARTNERSHIP FOR EDUCATIONAL RENEWAL
2008**

Setting Contact(s):

Dr. Dan Lowry and Dr. Michael Pullis – Co-Directors

Setting Tripartite Representatives:

Dr. Dan Lowry, Education, College of Education

Dr. Jill Janes, Superintendent, Hannibal School District

Successes Related to Advancing Equity

- The University of Missouri has had a goal of enhancing faculty equity for several years. To encourage the hiring of qualified minority faculty members, the Central Office of the University will provide monies to assist with the salary of a minority faculty member. Search committees are designed to represent all aspects of the college, including minority interests.
- To enhance the equity among our student body, a new program was initiated this year. The “Missouri College Advising Corps” is designed to recruit and train MU seniors to work full time as high school and community college advisors for one or two years after graduation. These advisors will coach students on how to prepare themselves for college admission, how to choose a college that matches their interests and aptitudes, and how to complete admission and financial aid applications. Guides will also provide parents with information they need to encourage and support their children’s pursuit of a college degree. This is part of a nation-wide initiative to significantly increase college enrollment and graduation among high-ability, low-income high school students and to encourage community college students to continue their studies toward completion of bachelor’s degrees.
- The profound lack of men teachers — especially at the elementary level — remains a systemic problem in American culture, as well as in others, including China, Australia, India, and the United Kingdom.
 - The Mizzou Men for Excellence in Elementary Education (MMEET) program, founded at the University of Missouri-Columbia, is dedicated to helping highly-motivated, articulate, skilled, compassionate men teachers succeed in the teaching of elementary school students. This is especially important because only 9% of all of America’s elementary teachers are male.
 - This problem affects how males and females develop and how they interact with each other and their own children, influencing their personal and career decisions and the success they experience throughout their lives. Many people have

identified the lack of male teachers as a problem, yet few institutions have addressed it like the University of Missouri–Columbia has through the MMEET program:

- MMEET participants learn through rich discussion; through the experience and advice of veteran men teachers; through selected research publications and informative web sites, videos, and other media; through experimenting with their own classes; through writing, reflecting, and sharing; and through interacting with like-minded individuals.
- Graduates aim to serve as models for boys and men alike, who, for whatever reasons, never considered or may have quickly dismissed the idea that men can be superb teachers of young children, while also serving as much-needed male role models.
- This program represents an alternative approach to defining what and who men and teachers are. This program represents an alternative approach within a culture that too often perpetuates the notion that boys and men should be silent, overly-active, aggressive, non-cooperative, non-collaborative, non-readers, and non-writers.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS.

- Collaborative work with other organizations and/or within the setting that advance the NNER mission locally

Successes:

- In order to achieve its mission of simultaneous renewal, Missouri University Partnership for Educational Renewal (MPER) provides funding opportunities for partner schools' faculty members. This funding supports collaboration with MU faculty or faculty members from our two community college partners. Study groups are formed at the building or district level to connect the MPER roles/functions as well as relate to the partner School Improvement Plan and Professional Development Plan. This year \$45,000 was budgeted to fund 30 proposals. The results of these studies is shared with the members of the Partnership via our annual meetings, the MPER website, and our quarterly publication.
- To advance collaboration between our Partnership, the community, and parents, MPER budgeted \$30,000 this year to fund three \$10,000 MU faculty research studies. The research proposals that were awarded the monies were based on educational needs identified by the MPER Governing Board.
 - One of the funded research proposals is that of Dr. Karen Weston. Dr. Weston is conducting research in the area of building capacity for the prevention of mental illness through school-family-community partnerships. As Co-Director of the

“Center for Advancement of Mental Health Practices in Schools” (CAMHPS), she has selected six MPER districts for her research. The description of her research includes:

“Once the six school districts have been identified, each district will appoint one school professional and one parent to serve as liaisons to the community-wide Children’s Mental Health Action Team (C-MHAT). These individuals will identify and invite leading members of the community who are stakeholders in the health and well-being of children (e.g., parents, directors of after-school programs, public health and mental health professionals, directors of Head Start, business leaders, spiritual leaders, etc.) to join in the C-MHAT’s efforts.

CAMHPS will provide training to all C-MHATS in the following areas:

- Recruiting the right community partners
- Best practices in building community partnerships
- Strengths and difficulties of true collaboration
- Asset mapping and gap identification
- Aligning mental health initiatives with other school initiatives (e.g., PBS, character education, bullying prevention)
- Determining short-term and long-term goals and objectives of the C-MHAT
- Identifying strategies to meet these goals and objectives
- Identifying funding streams and opportunities for braiding and blending funding
- Developing logic models and evaluation processes
- Developing interagency agreements and linkage protocols

Challenges

One of the most difficult barriers to advancing educational renewal in public school settings has been the dramatic turnover in public school leadership. Our most successful public school settings are where the school leadership is stable from year to year. One way we have attempted to address this challenge is by providing continuity from our end. Several clinical faculty have recently been hired and assigned to specific districts and schools.

OTHER SETTING INFORMATION

- MPER and the Mary Paxton Keeley Elementary School (Columbia School District) was very pleased to be the recipient of NNER’s “The Richard W. Clark Award for Exemplary Partner School Work” for 2007.
- In 2007, MPER added to its partnership a second community college. In addition to Moberly Area Community College, we were pleased to accept the application of State Fair Community College. The partnership now includes twenty-two school districts (representing over 191,000 students, the MU College of Education, the Missouri Department of Elementary & Secondary Education, and two community colleges.

- In 2007, MPER launched our newest program: “The Mental Health Leadership Academy”. The academy is designed to enhance school leaders understanding as to the negative impact that mental health issues have on the learning of children as well as the impact on faculty. The leadership academy is one means of accomplishing our goal of renewal and is a joint project with the MU College of Education’s “Center for Advancement of Mental Health Practices in Schools” (CAMHPS). The need for the academy grew out of a two-year study conducted by the MPER Governing Board and Operations Council regarding mental health issues impacting our students and faculty (preK-12). Dr. James Koller and Dr. Karen Weston, Co-Directors of CAMHPS, facilitated this study.

The primary objective of the academy is to develop or enhance school leaders’ understanding of the following: (1) mental health issues of students and the impact on learning, (2) school-driven promotion and prevention activities for increased student well-being and academic success, and (3) the provision of learning supports for students with mental health challenges. The design of our academy includes:

- Two one-day sessions each year. These will be supplemented this year by webinars, policy briefs, and newsletters in order to keep the participants connected to one another and to the emerging field of school mental health.
- An “Advisory Council.” This group reviews input from the academy sessions as well as the Governing Board to develop the program for the year.
- A systematic, sustained program of study. One mental health issue topic is addressed each year (vs. a “shot gun” study plan).
- Interdisciplinary representation. Partner districts and member organizations send several representatives to the academy. The districts determine the appropriate representatives depending on the topic of study.

In just one year, the academy has received both national and international attention. It has been noted by the Center for School Mental Health at the University of Maryland School of Medicine as one of the first programs that focuses on enhancing school leaders’ knowledge and leadership skills in the area of mental health issues.

Due to this work, Dr. Dan Lowry (MPER Co-Director) was invited to serve on the Advisory Board of the Center for School Mental Health. He is the first educator to join the board along with other certified mental health specialists.

**NEBRASKA NETWORK FOR
EDUCATIONAL RENEWAL (NENER)
2008**

Setting Contact(s):

Dennis Potthoff, NeNER Executive Director

Setting Tripartite Representatives:

Joe Blankenau, Wayne State College, Department of History, Politics, and Geography

Craig Patzel, Wakefield Public Schools, Elementary Principal

Dennis Potthoff, University of Nebraska-Kearney, Department of Teacher Education

Background on the Equity Self-Study

2007-2008 proved to be an unexpectedly challenging year for the NeNER. The Wayne State College/Partner School site was impacted by the prolonged absence and then departure from the Institution of the Dean of the School of Education. As this report is drafted, the WSC School of Education is being led by a three member team of interim co-deans. One of the interim co-deans expressed a belief that the institution will ultimately choose to continue its affiliation with the NeNER/NNER. At this point in time, however, the annual dues from this past year have not yet been paid. Wayne State's member of the NeNER tripartite council, however, did make valuable contributions to this annual report. Uncertainty regarding Wayne State's future commitment to the NeNER/NNER also had the domino effect of convincing the Wakefield Public Schools to call a timeout regarding their NeNER-related work. One specific impact of this decision was to decide not to send our NeNER P-12 representative to the NNER Tripartite Council (Wakefield Elementary School Principal, Craig Patzel) to the 2008 NNER Annual Conference. The following list of key events provides a brief snapshot in support of this positive conclusion:

- In November 2007, the NeNER Governing Board convened via teleconference. Key elements of the conversation included:
 - Reflections regarding the need for clarifying the key purposes for the NeNER
 - Brainstorming possible strategies for bolstering the budget in order to create support for NeNER-sponsored activities and initiatives.
 - Approval of funding for the next iteration of the NeNER Leadership Associates Program; this program, which will be delivered in a blended format (face-to-face and online formats), is slated to begin the Fall 2008.
 - Discussion of cross-site collaboration opportunities (WSC and UNK) which might be possible through mutual involvement in the American Democracy Project.
- The American Democracy Project was formally approved on the University of Nebraska-Kearney campus (Spring 2008).
- One individual, a middle school principal from a UNK Partner School, participated in the 2008 NNER Summer Symposium in Seattle, WA.

- A faculty member from the UNK Political Science Department remained one of the driving forces in the NNER online journal initiative; an exciting new venture that has become real over the past few months!
- The NeNER Executive Director served on the NNER Executive Board and as a part of this role spearheaded implementation of an online component of the 2008 NNER Summer Symposium.
- The NeNER sent a contingent of six individuals to the 2008 NNER Annual Conference in Arlington, Texas. The delegation represented the NeNER setting in the following ways/roles: (1) Tripartite Council, (2) Governing Board; (3) Executive Council; (4) Online Journal Initiative; and (5) Professional Presentations. Active and varied involvement in the Annual Conference confirmed our desire is to continue our own learning in ways that strengthened and also deepened commitment to the Agenda for Education in a Democracy.

Arguably, the key current need for the NeNER organization, at this particular moment in time, is to undertake a process of renewing its vision of the purpose/focus for the NeNER. Not unlike the annual report of two years ago, this report notes challenges to the NeNER. The Steering Committee identified this need; the loss of several institutions of higher education and the accompanying loss of the majority of the funding, continues to pose a significant challenge to the present and future. Having said this, it is also true that having a smaller and less complex NeNER has proven to also facilitate positive results; the University of Nebraska - Kearney and Wayne State College, with their partner P-12 schools, have continued the good work. Victories have been achieved. Progress has been noted. The Executive Board posed the following list of questions as a starting point for this important conversation:

- What are the desired outcomes of participation in the NeNER?
- Are there/what are the desired outcomes that move beyond the “personal” level to the organizational level?
- How might the NeNER more effectively publicize its activities, accomplishments, and purposes?
- Is the NeNER willing and also able to make a commitment to sharing its voice via writing editorial, articles, etc., that could be published by media outlets?

One goal for the coming year is to act upon the visioning recommendation. The first step will be to clarify if the Wayne State College site will choose to participate in this important renewal conversation.

Successes Related to Advancing Equity

University of Nebraska-Kearney Site Recruitment

- The University of Nebraska at Kearney (UNK) and the College of Education are located in a state whose demographic composition has been primarily Caucasian. The state of Nebraska is currently undergoing a major demographic shift with significant growth in the Hispanic population. The greatest source of population growth in the state and UNK’s traditional service area has been within the Hispanic population. As a result of this significant change, UNK and the College of Education has increased efforts to increase

recruitment of ethnically/racially diverse students with Hispanic students attending regional K-12 schools receiving particular emphasis. Efforts undertaken over the past several years are beginning to be reflected in enrollment. The largest minority group in Nebraska and in particular the University's traditional recruitment base is the Hispanic population. The chart below illustrates the changing matriculation trend.

Diversity Enrollment: Hispanic Enrollment Trends*

Year of Matriculation	2001	2002	2003	2004	2005	2006	2007
Number Declaring BA/BS Ed	5	12	26	41	22	21	22

*KASE Demographic Data Base available through 2007

The changes reflect increased efforts to specifically recruit Hispanic students from regional schools as well as two other major efforts. The first major recruiting effort is sponsored by the Admissions Office and the Office of Multicultural Affairs. They bring students to campus for a Leadership and Scholarship Day. This year 17 students attended who were interested in teaching as a career.

- The Kiewit Scholarship, provided by the Kiewit Foundation (from Omaha, NE), is specifically for Hispanic students attending the University of Nebraska at Kearney and seeking to become teachers. The scholarship provides up to \$10,000 per year for qualified students. Five students received the scholarship in 2007-08. An advisor from the College of Education has been appointed to serve as their sponsor and as a liaison with the Admissions Office and the Office of Multicultural affairs.

Retention

- The data collected from the PRAXIS I was summarized for the time period of 2004-2006 in January and February to analyze initial and persistence passing rates of applicants to the Teacher Education Program. The data were disaggregated by ACT Composite scores and race/ethnicity. Applicants with a composite ACT score of 22 and above had a 100% pass rate on the PRAXIS I. The initial pass rate for all candidates was 85% rising into the 90% plus range with subsequent retakes. The Writing subtest had the lowest initial and final passing rates.
- A significant difference in passing rates of Latino/Hispanic applicants was found. If the Latino applicants had an ACT of 22 or higher their passing rate was 100%. However, if their ACT score was 21 or below the initial passing rate on the Writing subtest was 69% compared to 85% for the entire group of applicants. The data were re-examined in August disaggregated by each year from 2004 through mid-2007. The trend in performance was the same as the previous aggregated analysis.
- An initiative to enhance initial passing rates was undertaken. Additional practice books and software were purchased. Two sites were established for practicing the PRAXIS I. The College of Education's Testing Center already had practice materials. Those materials were updated and the number of computer stations with those materials was increased. The Director of the Learning Strategies Center agreed to hire a student tutor to provide individualized support as well as use the practice materials and software purchased by the College of Education. A letter for parents was developed for

distribution at the freshmen summer orientation. Advising materials about PRAXIS I practice and preparation services for faculty advisors were developed and distributed in June and August. The KASE Office Director met with students in each introductory level course (TE 100) and provided information about practicing for the PRAXIS I. The College of Education Computer Testing Center began to track the number of students using the practice services. Annual tracking of passing rates will be reported each January for the preceding year to determine if this intervention step has an impact on passing rates.

Faculty

- The College of Education continues to place priority on recruiting diverse faculty and follows institutional hiring guidelines. The institution has made special opportunity hiring funds available to assist with supplementing salaries when hiring ethnically/racially diverse faculty members. An instructor of Hispanic origin, in the Physical Education program, who has been working on his doctoral degree, was placed in a tenure-track position in August. A portion of his salary is supported by special opportunity hiring funds.
- Four faculty members from the UNK Department of Teacher Education made a commitment to participating in a multi-year and Mid-continent Research for Education and Learning (McREL) sponsored Nebraska English Language Leadership Initiative. The focus for this initiative is “classroom instruction that works with English Language Learners.” One extension of this was a Summer 2008 workshop, hosted by UNK and partially supported with UNK funds, that drew teacher educators from across the state.

Programs/Initiatives

Campus Kitchen.

- Campus Kitchen, (a non-profit initiative that serves the hungry in the Kearney community), continued to thrive in its second year. Campus Kitchen is mostly driven by the Community for Active Citizenship in Political Science, but many education majors are vital to its operations. The operation current serves about 70 meals two-times a week.

Wayne State College Site

Wayne State College is located in rural northeast Nebraska, an area that is primarily Caucasian. Thus, the school actively seeks to promote diversity. According to the **Wayne State College Report on Diversity and Multicultural Initiatives**, there are many annual activities to promote diversity on campus. A partial listing of the programming includes:

- Brown Bag Lunches which promote regular speakers and discussions on cultural issues and social/cultural awareness
- ESL/Language Emersion Programs
- Co-teaching and instruction with professors on campus
- Cultural Food Festivals
- Outreach Initiatives with other universities/colleges

- Several student organizations (Latinos United, MACT, International Student Organization, PRIDE, Native American Student Association)
- Resume assistance
- Graduate Assistant’s Networking Luncheon for multicultural activities

WSC also has coordinated recruitment and retention programming to promote diversity. The **Office of Multicultural Affairs (OMA)** works directly with the Admissions office on college fairs and visitation days. The OMA works with academic and athletic offices to address obstacles for minority matriculation. The OMA assists students who seek their services in helping connect with necessary campus services.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS

- **Engaging the Community to Advance Educational Renewal**

Successes

University of Nebraska-Kearney Site:

- **AMERICAN DEMOCRACY PROJECT (ADP)**
New York Times
 - We are bringing the New York Times back to campus on a next-day delivery basis for five days a week. Next-day delivery is the best we can do at this time but it provides us with extra benefits:
 - It is less expensive and we still get access to the speakers bureau.
 - We can have the Sunday Times available on Monday.
 - We can approach it as a trial and adjust next year. This year the Times will cost roughly \$14,000 for 100 papers over 30 weeks. Funding for the paper will come from several sources, including the deans, the Senior Vice Chancellor, student government and the ADP. Hopefully, the ADP’s portion of the costs will be around \$5,000.
 - We will have six news stands for distribution in West Center, COE, Calvin T. Ryan, the union, Copeland and the Fine Arts building. The paper will be available to faculty, staff and students but we want to encourage student use. The Times will help sponsor “Times Talk”, a faculty-led event held regularly on campus for students. We hope to hold these events in the student union. If it is acceptable to the advisory group and others on campus, we hope to hold professional development activities to promote “Times Talk” as an effort to instruct students and encourage the use of news sources in the classroom.

Student Interns

- We have two excellent opportunities to employ students in the work of the ADP.
 - 1) One opportunity will come through the Office of Service Learning and their Americorp grant. This position will be one-quarter time and will provide a \$2,000 stipend to a student to help with the ADP for 450 hours during the school year. There may be an education award of \$1,250 with this position.

- 2) The other opportunity comes from a non-profit started by N.B.A. player, Adonis Foyle. The non-profit is called Democracy Matters and it pays a student \$500 a semester to become a Democracy Matters intern. Democracy Matters may need to be run through a student organization dedicated to its work but we plan to use it, as many other campuses (almost 70), as a part of the ADP since its goal is to engage students in political activities. You can find more about these organizations at; www.ruralcorpos.org <http://www.democracymatters.org/site/c.lgLUIXOwGnF/b.3742845/>

Constitution Day

- Constitution Day comes on September 17 and it has been sponsored by the departments of History and Political Science since its inception. This year the ADP will help with the event, especially funding and providing media coverage. It looks like there will be several events on that day:
 - a. Hand-out pocket Constitutions, provide mail-in voter registration materials.
 - b. Constitutional law scholar to address a class and an audience in the evening.
 - c. Senatorial debate between Galen Hadley and Jim George.
 - d. The College of Education will collaborate with Kearney Public Schools to do events in the schools. This is an opportunity for future work.

County Government Day

- County Government Day is sponsored by the American Legion, and we will be charged with helping host the event by providing speakers and debaters. Six professors from Political Science have agreed to provide three debates on topics of interest to the organizers and students attending the events.

Governor's Lecture

- On September 18, David Gergen will present the Governor's Lecture in Lincoln. We will host a satellite-based version of the speech (live) in the Communications Center, room 101. We, along with Political Science, also plan to sponsor a bus to the event in Lincoln. At this time, the Senior College in Kearney is also working to book tickets for their members to attend the speech. The effort with the Senior College may be the start of a larger effort to establish a speaker's series.

Empowering Rural Youth to Empower Nebraska Communities Project. The University of Nebraska Foundation funded a grant, co-written by two political science professors, that is aimed at teasing out the positive features of small town rural life and thereby encouraging young Nebraskans to stay in Nebraska. Five Nebraska small towns (population of 5,000 or less) will be selected for this proposal. Young Nebraskans (grades 10-12) from these towns are trained to engage their community in serious discussions about the positive and negative features of their respective communities. The teams of youth will work with UNK political science faculty to conduct survey research as well as focus group deliberations. Such activities will fortify the community and offer a stake for youths to remain in Nebraska as the results help reveal the best features of Nebraska life and, of course, areas that need improvement. Students will offer

solutions to the latter finding, but more importantly, will see first-hand the positive features of life in rural Nebraska. Such awareness will encourage students to attend the University of Nebraska and, in time, return to Nebraska communities.

UNK Office for Service-Learning. For 2007-2008, the UNK Office for Service Learning acknowledged the following activities and accomplishments:

- The vision for service-learning is to connect students to the community, enhance students' knowledge of their connection to the real world and help to encourage student participation as citizens in our democratic society. Community partners from approximately 25 agencies provided service-learning experiences for nearly over 300 Teacher Education students. The focus for participating agencies/programs covers a broad range of services including working with: persons with disabilities; youth at-risk; service organizations, i.e. Red Cross, Museums, etc.; the elderly populations; and helping to tutor/mentor small children and youth in centers and after school programs.
- College faculty, staff and community-based program representatives attended a three-day training in service-learning pedagogy.
- P-12 teachers participated in a one day service-learning training symposium.
- The UNK Office for Service-Learning, engages in planning and facilitation of the work of the Midwest Consortium for Service-Learning in Higher Education. UNK faculty and students will present at the Consortium's annual conference, which includes participation of 27 higher education institutions across the states of NE, SD and Western Iowa.
- Two AmeriCorps VISTA members have been working in positions here at UNK with the Office for Service-Learning to help build capacity in our work with this pedagogy.
- A Federal, AmeriCorps grant, submitted by the Office for Service-Learning in partnerships with Kearney Area United Way, has been funded to provide for 19 positions for students and community members to enhance our efforts in meeting community needs.

The UNK Advisory Council on Teacher Education. This newly formed Council met for the first time in October, 2007. The vision statement is as follows: *The very best university teacher education programs in the United States are those that use a tripartite approach to planning and curriculum development. This approach seeks to join the efforts of the teacher education faculty with the active involvement and advice of the university Arts & Sciences faculty and the P-12 teachers & administrators who form the university's network of partner schools. This approach brings together the crucial elements of knowledge of content, pedagogical expertise, and practical experience in P-12 schools. It is the goal of the UNK Advisory Council on Teacher Education to play a key role in this work by providing formal opportunities for dialogue, planning and recognition of significant contributions to teacher education at the University of Nebraska at Kearney.* In the Spring of 2008, the inaugural class of four were inducted into the UNK Academy of Excellence in Teacher Education.

Wayne State College Site:

- **Engaging with the Community to Advance Educational Renewal**

There were several activities that brought students and community members into democratic action. WSC political science students participated in the **Midwest Model United Nations** held

in St. Louis in the winter of 2007. The WSC Model UN was reinstated in 2006 to reconnect students with international issues and international organizations. The college has generously supported student participation, lodging and travel and is committed to do so again this year. The college organizes a **Constitution Day** speaker each year, which is open to students and the general public. The college coordinates each year with the Wayne Chamber of Commerce to put on a **Legislative Forum** bringing in area state senators to meet with students and community members and answering questions on political and policy matters. Each year the Department of History organizes a **History Day** for area grade-school students, who provide presentations (written, oral, artistic) on selected historical events. WSC participates in the **Governor's Lecture** as a host for a satellite feed of the presentation which is held in Lincoln. There will also be a roundtable discussion in Wayne following the presentation.

DESCRIBE SIGNIFICANT CHALLENGES RELATED TO ONE OF THE NNER GOALS

- **Influencing Policy at Local, State, and/or National Level**

Overview:

A few years ago, the NNER identified influencing policy as a key goal/area of emphasis. The NeNER Executive Board identified the influencing policy goal as a special area of challenge. The Executive Board attributed part of this to a lack of clarity of purpose/focus. As was stated previously in this annual report, the board brainstormed the following list of key purpose-related questions that might provide a stronger foundation for increasing organizational capacity as it relates to influencing policy:

- What are the desired outcomes of participation in the NeNER?
- Are there/what are the desired outcomes that move beyond the “personal” level to the organizational level?
- The NeNER (should more effectively) publicize our activities, accomplishments, and purposes.
- The NeNER should considering making a commitment to writing editorial, articles, etc. that could be published by media outlets

University of Nebraska-Kearney Site

Unfortunately, the process of making influencing policy a reality within the UNK site of the NeNER has not yet taken hold. In part, this deficiency reflects a general lack of understood and/or articulated educational purpose. We've not yet found a structure for facilitating useful and vital policy-related conversations. Creating more coherent and shared understandings within the UNK site would represent a key step toward influencing policy/policy-makers. A second key is the need for better communicating and bringing together the multiplicity of activity that is happening within the site.

Wayne State College Site

The greatest challenge to WSC public policy efforts is organizational. The most critical step for public policy programming is bringing all like-minded groups together under the NNER

umbrella. While there is a tremendous amount of activity at WSC, there has not been a strong collaboration among these groups. It is necessary to bring these groups together, assess what they consider to be the most compelling public policy and coordinate our efforts.

It is important to note that the School of Education at WSC is undergoing leadership changes. This year there are two interim deans who are supportive of NeNER but most likely are only in their positions for one year. Once a new dean is appointed, NeNER participants at WSC will work towards building a strong, collaborative effort.

**MONTCLAIR STATE UNIVERSITY
NETWORK FOR EDUCATIONAL RENEWAL
2008**

Setting Contact(s)

Ada Beth Cutler, Dean, College of Education and Human Services
David Lee Keiser, Interim Chair, Associate Professor, College of Education and Human Services

Setting Tripartite Representatives:

David Lee Keiser, College of Education
Leslie Wilson, Arts & Science
Marisol Q. Diaz, Public School

Successes Related to Advancing Equity

- CEHS Administrative Council Retreat on Race and Racism in the College.
- As in 2007, the Teacher Education Advocacy Center hosted a Discussion Series on Equity for MSU students and faculty. The series ran in Spring 2008, focusing on issues related to gender, language, race, socio-economic status, and personal appearance. Nearly 50 students, staff, and faculty appreciated the opportunity to engage in meaningful discussions about these topics in a safe, non-evaluative atmosphere.
- All sections of the Public Purposes of Schooling pre-requisite course spend required field hours of observations, community service, and attendance at a community meeting in one of seven Partnership for Instructional Excellence and Quality (PIE-Q) teacher-preparing partner schools in Newark.
- Fourth annual Urban Educators Institute in 6 PIE-Q schools in Newark during June. Over 50 MSU students and faculty participated in the Institute, from our Urban Teaching Academy, Prudential Teaching Scholars Project, Public Purposes of Schooling, and Education in the Inner City courses.
- Dr. Erik Jacobson of the Early Childhood, Elementary and Literacy Education Department, utilized teen's love of sports to teach writing to Newark and West Orange middle school youth this summer. The two-week summer camp, "Write on Sports," allows 30 teenagers to interview a variety of sports figures and write about the experience.
- UTA students completed teaching internships in partnership with the Boys and Girls Club of Newark, NJ.
- Democracy Walks through the Leadership Associates Program

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS.

o Influencing policy at local, state, and/or national level

Montclair State University is committed to working with urban and suburban districts and increasing the number of quality teachers working in urban schools. The Center of Pedagogy has been engaged in a series of activities with its partner communities to influence local policies and to advance renewal within the community.

Successes:

- Through our PIE-Q Network (Partnership for Instructional Excellence and Quality), we were able to establish hiring policies that enabled more than 20 of our graduates to get hired in a fast-track way in Newark. A member of the Human Resources Department now sits on the Council and the HR Dept. hosted more than 30 cooperating teachers for the annual Cooperating Teacher Dinner, recognizing the outstanding work of Newark experienced teachers.
- MSU is involved in changing policy in the university and in the state Dept. of Education to revise the requirements for gaining math and science certification to address the current “crisis.” We conducted statewide meetings on the STEM crisis in New Jersey schools, convened at MSU by the Education as well as the Science and Mathematics Deans. The meetings helped to lay the groundwork to support current efforts to develop a fast-track math certification for MBAs.
- The faculty from the Department of Early Childhood, Elementary, and Literacy (ECEL) submitted significant comments to a state DOE proposal to change the requirements for K-5 teacher certification that positively influenced the outcome in the area of literacy education.
- Dean Cutler chaired a statewide task force to review and propose a new process for certification program curriculum approvals.
- President Susan Cole, state co-chair and Dean Cutler are members of the statewide committee on high school redesign and contributed significantly to new policies related to this mandate. The governor, who is the other co-chair, recently approved the final state design. They continue to sit on the Task Force charged with overseeing implementation.
- MSU was selected (Dean, Director of CoP, and Assistant Superintendent of Newark Public Schools) as one of five institutions from around the country to speak about “Partnerships that Work: Turning Around Low-Performing Schools,” at a Congressional Briefing during the Day on the Hill, June 18-19, 2008. Other institutions that participated in the briefing were: Black Hills State University, California State University, Long Beach, Stanford University, and National-Louis University.

Challenges:

- New Jersey is in the middle of a financial crisis that has grave consequences for public higher education. The challenge is to reduce spending, absorb budget cuts, and still have successful programs.

- As the University continues to grow and more students are admitted into the Teacher Education Program, the pressures on finding field placements for students continues to increase.
- There is a challenge of working with policy makers and citizens who do not respect public education or our mission to educate the youth for citizenship in a democracy.

OTHER SETTING INFORMATION

- MSU named one of 10 best teacher education programs in the nation by the George Lucas Educational Foundation
- Ada Beth Cutler received a New Jersey Policy Maker award from the Executive Women of New Jersey (EWNJ).
- Montclair State names a new Provost, Willard Gingrich.
- Leslie Wilson named Co-Chair of the NNER Tripartite Council.
- Leslie Wilson serves as Co-Coordinator of the Agenda for Education in a Democracy in the Center of Pedagogy (CoP). Wilson continues in his joint appointment to the Center of Pedagogy and the College of Humanities and Social Sciences
- Laura Nicosia, faculty in the English Dept. at MSU, is on the Advisory Board of the NNER Journal
- The George Lucas Educational Foundation showcased MSU faculty and students in a video profile of “The New PE.”
- CEHS is approved for a new Ph.D. program in Counselor Education.
- Dr. Mark Kaelin, Professor, Health and Nutrition Sciences, was recently awarded a \$1.3 million grant from the National Institutes of Health for “Epidemiology and the Energy Balance Equation.”
- David Keiser named interim chairperson for Dept. of C&T. Invited faculty at Center for Contemplative Mind in Society.
- Tina Jacobowitz named chairperson of the Dept. of ECEL.
- Susan Taylor, principal of Franklin Elementary School in Newark, presented a half-day workshop at the NAPDS conference on effective partner school leadership.
- Joseph DeCorso teacher at Franklin Elementary School, Newark was selected to participate in the NNER Leaders for Teacher-Preparing Schools (LTPS) year-long leadership associates program in Denver and Seattle.
- Franklin Elementary School was selected as a case study site (LTPS) because of the number of teachers that are in principal licensure programs and/or have become school administrator while the nation-wide trend is for fewer teacher leaders to aspire to principalships.
- Montclair State's award-winning program with the Newark Public Schools, The Partnership for Instructional Excellence and Quality (PIE-Q), was put forward at the briefing as a model of a program that is successful in meeting educational needs in some of the nation's most challenging classrooms.

MIAMI UNIVERSITY PARTNERSHIP 2008

Setting Contact(s):

Tom Poetter, Director, Miami University Partnership
Jean Eagle, Director, Professional Development and Partnerships, Talawanda School District

Setting Tripartite Representatives:

John Skillings, Arts and Science
Tom Poetter, Education
Jean Eagle, Talawanda Schools

Successes Related to Advancing Equity

- Support for the UniDiversity Latin American Festival at Miami University (a long running educational celebration of racial and ethnic diversity) and collaboration with organizers for student participation and dissemination of programming throughout the partnership.
- Involvement by the Talawanda District in the regional Consortium on Racial Equity in K-12 Education at Miami University.
- 863 Adopt-A-School volunteers from Miami in Talawanda, representing more than 50 majors across campus. Most tutors provided academic interventions focused on student need.
- 174 America Reads tutors worked to support literacy across the district, some were assigned specifically to support language acquisition for English Language Learners.
- Sponsored summer reading programs in support of struggling readers, including School of R.O.C.K. (Reading and Organization for Cool Kids) and the Miami University Summer Reading Clinic.
- Multiple experiences for students to experience diversity in the performing arts, including over 1,000 students attending a performance of the African Children's Choir.
- Talawanda High School's Minority Affairs Class unit on Freedom Summer 1964, which included a funded trip to the Freedom Center in Cincinnati, Ohio.
- After School Foreign Language Program: Miami students volunteer to teach an after-school foreign language program in over 20 languages. The program is the longest running partnership program besides student teaching (23 years).
- Secured a First Book Grant, a national initiative that donates literature to students from low income families giving primary grade students the opportunity to receive their first book for the home library;
- Supported the design and implementation of a professional development workshop for local teachers relating to the Myaamia Project at Miami and to building ties to the Miami Tribe.

- Completed editing a book of 12 partnership case studies for publication entitled *The Art and Science of Partnership: Catalytic Cases of School, University, and Community Renewal*.
- Grant awarded by the Lau Center of the Ohio Education Department to the Language Acquisition Support Team (LAST) to explore cooperative support for rising numbers of English Language Learners (ELL) in Talawanda. Program culminated in implementation of SIOP training program delivery. This program helps extend capacity of the district to work effectively with English Language Learners.
- SALCE (Student Activists for Language and Cultural Exchange) is a Miami University student group focused on sharing their Spanish/English speaking skills with citizens needing language support. The group held a fall family reception and tutored ELL's one-on-one in local businesses.
- Extended transportation routes to outlying schools for volunteers from Miami in teacher education and community engagement volunteer positions. Miami University Volunteers for Education (MUVE) ride the MUVE line as they will for 32 weeks each year;
- An after-school program facilitated by Big Brothers/Big Sisters of Butler County served 61 students in grades 4-8.
- Support for Student Assistance Program (SAP), a collaborative program among Talawanda, Miami, and the community in support of Talawanda students beyond academic achievement.
- Talawanda High School's Teacher Academy hosted the second annual Talawanda Thanksgiving Celebration for approximately 225 community members. This is a free meal sponsored by the school and the partnership. The event grew out of community energy created by participation in NNER's DN Initiative 2003-2005.
- Participation in the Democracy and the Public Good Journalism Conference sponsored by NNER in 2006 led to support for the new high school newspaper including the purchase of much needed software for the paper staff to use in formatting each edition.
- Back-to-School Celebration sponsored by Talawanda, Miami, Oxford United Way, Walmart, Oxford Church of God and countless local entities providing free school supply kits and bookbags for all citizens on free and reduced lunch.

Challenges Related to Advancing Equity

- Resources, Time, Energy, Personnel.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS

- *Research Related to Advancing the Agenda for Education in a Democracy*

Successes:

Poetter, T., & Eagle, J. (in press). *The Art and Science of Partnership: Catalytic Cases of School, University, and Community Renewal*. Lanham, MD: University Press of America.

In Fall 2005, our partnership awarded five research awards to newly entering Miami University faculty members who were hired by departments in the School of Arts and Science and Teacher

Education to work in the science education area (Physics, Chemistry, Mathematics, Botany, Science Education). We called the group Science Partnership Research Associates. Under the auspices of the Partnership Office, the five new faculty members purposefully engaged members of the local school community and began working on partnership projects that fall. The charge of the grant was for them to engage in a sustainable, mutually beneficial project that would yield a scholarly book chapter at the end (or in the middle!) and be published with several others in a book of case studies about partnership work in area schools and community agencies.

In Fall 2006, we extended the awards with a call for proposals to spend time and money engaging local school people and community members in mutually beneficial and sustainable projects that would benefit children and communities. We granted awards for seven more projects and they began working alongside the Science Partnership Research Associates. We renamed the group "Partnership Research Associates." Over the course of 2006-2007, the group members from all 12 study teams met several times to share progress and concerns as well as to receive coaching about how to progress through the writing stage. Each of the 12 teams submitted a written description of their work by December 2007, and we made progress on the final book through 2008. The book will be published by University Press of America in December 2008. The full title of the book is *The Art and Science of Partnership: Catalytic Cases of School, University, and Community Renewal* (full citation above). Each of the 12 book chapters reflects differing aspects of work in a partnership setting that includes schools and community agencies. Each of the pieces addresses content in the area of concern; describes the work at hand; interprets impact of the work on students, teachers, and the community; and discusses partnership work and its strengths, weaknesses, and possibilities.

The book has 35 co-authors. The table of contents is listed on the following page.

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WRIGHT STATE UNIVERSITY PARTNERSHIP 2008

Setting Contact(s):

Greg Bernhardt, Dean, College of Education and Human Services
Donna Cole, Professor and Director
Ron McDermott, Assistant Director

Setting Tripartite Representatives:

Jim Tomlin, Professor, College of Science and Mathematics
Chuck Birkholtz, Director of Curriculum and Instruction
Donna Cole Director, Office of Professional Field Experiences and Partnerships

Background on the Equity Self-Study

Wright State University (WSU) is celebrating 40 years as an institution of higher learning in Ohio. The university is also celebrating its diversity of individuals, groups, and cultures by the different organizations on campus. It is active in promoting appreciation for each individual regardless of race, ethnicity, age, ability or disability, gender, sexual orientation, socioeconomic status, religious affiliation, or national origin. WSU established diversity as a priority in 1995 and articulated an agenda to develop and implement new policies and practices to support diversity, redesign curriculum to reflect diversity, and increase efforts to diversify the entire university community.

Successes Related to Advancing Equity

The College of Education and Human Resources (CEHS) has engaged in a variety of activities related to promoting awareness and cultural competence within the curriculum, and diversifying the teaching force. Based on national availability, the college exceeds the expected number of minority faculty, and partnership schools provide candidates with field experiences in culturally diverse settings. Listed are some of the ways that the CEHS is making diversity a part of the program:

- Diversity is a major strand in the Conceptual Framework.
- Diversity conversations are infused throughout the curricula.
- Programs of study include coursework that introduces candidates to the complexities of a pluralistic society and concepts related to using diversity understandings effectively in the classroom or agency.
- Field practicum/internship experiences include placements in rural, urban, and suburban settings for ALL candidates:
 - Dayton Public---97.7% economically disadvantaged and a majority of African American students
 - Sugarcreek Local---9.8% economically disadvantaged and 98% non-Hispanic, white
 - Milton-Union---98% non-Hispanic, white population

- Fairborn City Schools---large Appalachian population, high transit community because of military transfers at Wright-Patterson Air Force Base (WPAFB)
- Troy City Schools---small town USA
- Trotwood-Madison---large middle-class African American population
- Reading Community Schools---middle-class suburb of Cincinnati
- West Carrollton City Schools---blue color suburb
- All students take at least one course that helps them work with students identified with special needs and/or exceptionalities.
- A survey is given to faculty to assess whether diversity is reflected in their classes.
- Candidates are evaluated on their ability to execute culturally appropriate intervention strategies during their field based experiences.
- CEHS faculty meets or exceeds the number of available Ph.D.'s from diverse ethnic backgrounds and the number of women in education exceeds the averages.
- The Diversity Committee of CEHS is composed of representatives from each of the four departments and two student candidates. The committee makes recommendations that relate to the college's commitment to diversity, issues of student recruitment, retention, scholarships, and college climate.
- The Assistant Director of the Office of Professional Field Experience (OPFE) visits with school principals and has discussions about the ethnic, socioeconomic, racial, language, and exceptionality background of the students. Placement sites are selected that are diverse, equitable, and safe learning environments for candidates.
- The CEHS Educational Resource Center has recently received from the Dayton Holocaust Resource Center donations of many teaching materials, books, curriculum guides, videos and educational files that are available for checkout by students and faculty. The collection is the largest in the Midwest. The Diversity Committee of CEHS has purchased many books, reference materials, videos, and other resources on diversity that are also available for circulation.
- The CEHS Book Study Group was held at the faculty retreat in September. The book titled, *What Makes Racial Diversity Work in Higher Education*, by Frank Hale was discussed. Another book study group read and discussed *Overcoming Our Racism* by Derald Wing Sue.
- The NNER Principal Leadership Conference was held again this year in Denver and Seattle with many principals and prospective principals attending from the Dayton Public Schools and Trotwood-Madison City Schools. Both of the districts qualified for the conferences by meeting the federal poverty level guidelines of the community that they serve. On a high note, one of the participants this year was named principal in Dayton Public Schools this academic year.

The following organizations and programs are very active on the WSU campus:

- **Upward Bound** is a pre-college program that is designed to motivate and provide academic skills for students from first-generation college and low-income families who are interested in pursuing an educational program beyond high school. This program is funded through the U.S. Department of Education and meets during the summer, giving students the opportunity to live on campus and participate in academic, social, and cultural activities.
- **Office of Disability Services** offers programs to assist students with physical and learning disabilities realize their full potential. Students who have disabilities may

receive classroom accommodations, such as adaptive technology and communication device support. WSU makes accessible campus housing available to students with physical disabilities that allow for independent living and better mobility.

WSU was built with a purpose---to allow access for students with disabilities by constructing underground tunnels that connect all campus buildings.

- **Asian/Hispanic/Native American Center** is the newest of the cultural centers on campus that supports the academic, social, and cultural needs of students, faculty, and staff.
- **Bolinga Black Cultural Resources Center** promotes the understanding of the cultural heritage of Black Americans. Activities for Black History Month focus the campus on the heritage of African culture. Black Scholars Speaker Series is facilitated by the Center. An example of the speakers was Dr. Cornel West, author of *Race Matters* and *Democracy Matters*.
- **Women's Center** actively works to create an environment in which women are supported and encouraged. Numerous educational programs are hosted throughout the year on health, wellness, feminism, activism and other political and economic issues. Past visitors to campus have been Gloria Steinem and Betty Friedan.
- **International Office** facilitates an environment where students, faculty, and staff have increased opportunities to gain international understanding.
- **Rainbow Alliance** is an organization on campus that supports, educates, and provides outreach and advocacy for Gay, Lesbian, Bisexual, Transgender, and Questioning Community of Heterosexual Allies. During the Hate Crime Awareness Week, Judy Shepard, mother of Matthew Shepard who died in an anti-gay hate crime, was brought to campus during a lecture series. A Charity Drag Revue is hosted each year that features professional male and female impersonators and WSU students to raise money for AIDS Research. A "Coming Out Week" is held each October on campus.
- **Presidential Lecture Series** had its kick off this year by hosting Dr. Beatrice Berry. Dr. Berry was on campus in September to tell her story of being told that she "is not college material," yet she graduated magna cum laude and earned her PhD at the age of 26.
- **Calendar published by WSU for 2008-2009** that has all of the holidays, festivals, and ethnic celebrations. The calendar is used to promote understanding of various ethnic groups and nationalities by describing some of the many ways they celebrate their beliefs and their national pride.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS

- **Collaborative Work with Other Organizations and/or Within the Setting That Advance the NNER Mission Locally**

Successes

- Dr. Michelle Wheatly, Dean of the College of Science and Mathematics, was awarded a \$3 million grant from the National Science Foundation to increase the representation of women faculty in STEM (Science, Technology, Engineering, and Mathematics). By attracting more women to the STEM fields means having who become role models for teaching and research.
- Dr. Wheatly received a second grant for \$3 million to expand the participation of students with disabilities in STEM education and professional careers. WSU is a university that was built to bring more students with disabilities to higher education by having all academic buildings on campus connected by an underground tunnel system, making travel between classes easier during inclement weather.
- Dr. Catherine Keener is the Project Director of a \$500,000 grant from the U.S. Department of Education to train middle school pre-service teachers of students with high incidence disabilities, such as learning disabilities, emotional disturbance, and mental retardation. This undergraduate program is designed to improve the quality of the special education teacher preparation programs and ensure that WSU graduates meet the highly qualified teacher requirements of the Individuals with Disabilities Education Act, as well as the Middle Childhood program requirements in the content areas.

Challenges

- Two challenges have been identified and discussed by the Department of Teacher Education at their monthly faculty meetings:
 - 1) Providing better preparation for teacher candidates to be successful in urban field placements.
 - 2) Recruiting and retention of minority candidates in the College of Education and Human Services.
- Although 99% of the education majors have a field experience in an urban setting, more effort needs to be done to prepare candidates for the challenges of working in a high-needs district. The current teacher education program does not have a specific focus on preparing individuals to be effective urban teachers, but rather has a general goal of preparing candidates to work in more diverse districts.
- Conversations have begun to discuss the reasons why minority students do not elect teacher education as a major course of study, and how to retain those that are currently enrolled in the programs. Much more work in this endeavor in the near future should be undertaken.

OTHER SETTING INFORMATION

- Wright State University is the recipient of a \$600,000 state funding grant from the Ohio Board of Regents to develop a STEM (Science, Technology, Engineering, and Mathematics) school to be located near the WSU campus designed to help students gain the required academic and social skills needed to be successful in higher education and in the global economy.

- The STEM school is a joint community coalition of partners working with Dayton area universities, colleges, career technical centers, public school districts, EDvention, local businesses, and Wright Patterson Air Force Base. The new school has a planned opening in the fall of 2009. Admission to the school will be open to students who have a strong desire to excel academically, with a special emphasis on underserved communities in a three county region surrounding the university. The STEM school will also serve as a resource to the partnership schools in the improvement of teaching and learning in the STEM courses.
- Dr. Greg Bernhardt, Dean of the College of Education and Human Services, is the chief facilitator for the project, with Dr. Brian Boyd, Assistant Professor and a joint appointment in the College of Education and Human Services and the College of Science and Mathematics, serving as the school's first principal. The school will begin with 80 freshmen students the first year, followed by the addition of the eighth and tenth grades the second year, until the school reaches 560 students, grades six to twelve.
- West Carrollton City School District has introduced a research-based program in the schools to improve the quality of student life called "40 Developmental Assets." The program provides the students with support, empowerment, and boundaries, with and emphasis on values, strengths, and commitments that they need in order to lead successful lives.
- Fairborn High School initiated a 9th grade program called "Freshmen Focus" that empowers upper classmen to serve as mentors. The program is designed to change the culture of the school and to give freshmen tools, resources, and strategies they will need to be successful in high school. The themes of the "Freshmen Focus" include conflict management, academic success, as well as cultural, equity, and diversity training.
- Sugarcreek Local School District Board of Education was presented information by Chuck Birkholtz on looking at equity, diversity, and the connections to WSU and the NNER. Sugarcreek has been a very active partnership district.

SOUTH CAROLINA NETWORK FOR EDUCATIONAL RENEWAL 2008

SETTING CONTACT(S)

Jonatha W. Vare, Winthrop University

SETTING TRIPARTITE REPRESENTATIVES

Roy Blakeney, School
Bruce Field, Arts and Sciences
Jonatha Vare, Education

Successes Related to Advancing Equity:

- Clemson University's Faculty of Teacher Education in the Eugene T. Moore School of Education once again points to the *Call Me Mister* (CMM) program as the primary and most effective effort related to issues of equity. There are now 13 state Colleges/Universities within SC in the CMM network, and they have now placed 35 certified Misters into the elementary classrooms of SC. In addition, CMM is being franchised to other states with programs now set at Longwood University (VA), Cheney State University (PA), Metro Community College (MO), Albany State University (GA), and the NE Florida Educational Consortium (FL). More about this program can be seen at <http://www.callmemister.clemson.edu/>.
- Furman University recently hired a new coordinator for the TESOL (Teaching English as a Second or Other Language) program. This program is meeting a critical need for TESOL trained/certified K-12 teachers in the Upstate of South Carolina, which is experiencing a high rate of Hispanic immigration. Furman University's Teacher Education Program continues to place its pre-service teachers in highly diverse field placements. Scott Henderson served on the School Improvement Council for Berea Middle School during the 2007-2008 school year. Shirley Ritter served on the Title I Committee for Berea Elementary School during the same time period. Geneal Cantrell, Renita Schmidt and Judy Stuart served on the School Improvement Council for Monaview Elementary School during 2007-2009. Martha Shaleuly served on the Child Development Board of Greenville Technical College during 2007-2008.
- At USC, two groups focused on issues embedded in the NNER Equity Report: (1) a college-wide "Alliance for Diversity and Social Justice" group which created a space in the College of Education for discussions about race in faculty's professional and personal lives, and (2) a Department of Instruction and Teacher Education (ITE) "Diversity Committee" to examine issues of diversity within that particular department. Of the two groups, the ITE Diversity Committee has been the more active, as the department as redesigned its monthly meetings to include an hour of professional development time prior to its general business time. At the last ITE meeting of 2007-2008, Dr. Gloria Boutte-Johnson engaged the faculty in a presentation entitled, "Beyond the Illusion of Diversity: Imagining Infinite Possibilities of Humanity and Creating and Sustaining Legacies of Love." She continued the conversation in part two of the presentation at the first meeting of 2008-2009, and a third related presentation is scheduled for the September meeting of the department. The faculty has found these discussions most helpful in expanding their understanding of equity-related issues.

- At Winthrop University, there are several initiatives related to equity.
 - First, the Diversity Committee is hosting a conference on November 21, 2008, which will assist with faculty development.
 - Second, the Center for Pedagogy is continuing outreach with its Educational Leadership program through implementation of its second principal preparation program in the Pee Dee region, a high-need area of the state. Principal candidates receive focused instruction regarding skills needed for effective leadership of challenged schools.
 - Third, Winthrop University is also continuing implementation of a \$700,000 grant from the USDOE to prepare teacher candidates, faculty members, and local school district teachers to work with students who have limited English proficiency.
 - Fourth, two professors in the Center for Pedagogy received a university assessment grant to examine the extent to which teacher candidates' evidence conceptions of equity and social justice in their judgments and actions. The faculty members have analyzed assessment data produced by a random sample of 25 students in their senior-year teacher preparation courses. Results of the project will be presented to a university-wide group on September 22, 2008.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS

- **Research Related to Advancing the Agenda for Education in a Democracy**

Successes:

- On March 14-16, 2008, Scott Henderson presented a paper entitled, "About Us: How Colleges and Universities Use Historical Narratives to Shape Their Public Identities," at the 2008 conference of the Southern History of Education Society, Tuscaloosa, Alabama. This paper examined how colleges portray their historical struggle to diversify their campuses. Scott Henderson also served on a committee that created a Poverty Studies Concentration at Furman University (concentrations are like minors). This concentration will provide students with an opportunity to study views on poverty, as well as participate in internships with anti-poverty agencies. One of the required courses in the Teacher Education Program will count toward the Poverty Studies Concentration.
- In spring 2008, the SCNER Executive Board identified a topic for collaborative research—the extent to which aspects of the Agenda for Education in a Democracy are represented in dispositions for teacher education across the various SCNER settings. We began our initial inquiry by obtaining information about dispositions for teacher education from each individual setting—the four charter member institutions (Benedict College, Furman University, University of South Carolina, and Winthrop University) and the two state-level affiliates (Clemson University and Lander University). The second step was to engage in qualitative analysis to determine areas of commonality and the extent to which aspects of the Agenda for Education in a Democracy were represented. Next, the Executive Board plans to consider ways in which we can measure dispositions across the six SCNER constituent institutions and to search for sources of funding for future research.

Challenges

- Furman University's Teacher Education Program needs to expand the ways in which it provides teacher education candidates with pedagogical strategies for teaching diverse groups of students.

OTHER SETTING INFORMATION

- Patricia L. Graham, former SCNER Chair, is no longer Dean of the Richard W. Riley College of Education at Winthrop University. She remains at Winthrop as a special assistant to the Vice President of Academic Affairs. The new dean of the RWR College of Education is Dr. Jennie Rakestraw, who began her service in July 2008.

**ARLINGTON UNIVERSITY—SCHOOL NETWORK
FOR EDUCATIONAL RENEWAL
2008**

Setting Contact:

Dr. John A. Smith, Chair, Department of Curriculum & Instruction

Tripartite Representatives:

Dr. Eric Bolsterli, Assistant Dean, College of Fine Arts

Dr. Greg Hale, Assistant Dean, College of Science

Dr. John A. Smith, College of Education

Background on the Equity Self-Study

The University of Texas at Arlington (UT Arlington) is situated in the heart of the Dallas-Ft. Worth Metroplex. Its tree-lined campus encompasses 420 acres and more than 100 buildings. The university's nearly 25,000 culturally-diverse students pursue more than 180 bachelor's, master's, and doctoral degrees. The Carnegie Foundation for the Advancement of Teaching classifies UT Arlington as a Research University/High Activity. Since the 2001 fiscal year, research expenditures have grown nearly 70 percent, with the largest increases coming since 2005. The College of Education is comprised of the Departments of Curriculum and Instruction, Educational Leadership and Policy Studies, and Kinesiology. The College is located in eight different facilities across campus and has experienced a record 700% growth in the last seven years. In addition to NNER, the UT Arlington College of Education is also a member of the Holmes Group and a partner to many Texas school districts, community colleges, and community organizations.

Successes Related to Advancing Equity

- The UT Arlington College of Education had its latest NCATE accreditation visit last month and was told by the Board of Examiners that the college met all six NCATE standards, including Diversity.
- UT Arlington hosted the 2008 NNER Annual Conference.
- UT Arlington is home to a thriving Center for Bilingual and ESL Education. This center has grown steadily from its initial 18 students in 2000 to over 88 students in 2008. The center offers a bachelor's degree in Child/Bilingual Studies and master's degrees in Curriculum and Teaching with specializations in Bilingual Education and ESL.

- C&I faculty members are involved in a number of research studies and projects associated with equity issues. Ann Cavallo is PI and Co-director of a UTeach Science and Mathematics Teacher Education Program Replication grant project that focuses on helping disadvantaged youth pursue careers in science teaching. Stephanie Daza is conducting a five-year study on teaching diversity and social justice in online teacher education courses. Dr. Daza is also involved in an action research project titled RAP: Research Activist Pedagogy (Teacher-Participant Action Research). Holly Hungerford-Kresser is conducting a year-long qualitative study of Latino/urban-schooled youth and their transition to the university. Peggy Semingson is beginning a study of Latino parents' participation in their children's literacy learning. Joy Wiggins is studying the effectiveness of a Peacekeeping Curriculum that incorporates conflict resolution and positive communication in language arts, PE, and art courses. This curriculum also includes yoga in PE.
- UT Arlington is studying the possibility of structuring coursework so that all early childhood education students will graduate with ESL certification.
- During their two-semester internship experiences, teacher education students are required to address diversity issues found within their district's Academic Excellence Indicator (AEIS) reports. Candidates are also required to find strengths and weaknesses within their districts as they pertain to various subpopulations and potential learning modalities of students and their performance on the state-wide TAKS tests. They also must measure other forms of student performance such as attendance, drop-outs, and discipline.
- Being situated in the heart of an urban metroplex, UT Arlington is able to place its teacher education students in classrooms with very diverse student populations for their practicum experiences.

Challenges Related to Advancing Equity:

- There is a need to increase diversity among the UT Arlington Education faculty. Toward this end, the College submitted applications to add two faculty lines dedicated to diversity.
- As with many other universities, there remains the on-going competition with other colleges such as Science, Engineering, and Business for resources and faculty lines.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS

- **Collaborative Work with Other Organizations**
 - UTA Education Dean Jeanne Gerlach was appointed by the Governor of Texas to represent the Texas Education Deans on the Texas State Board for Educator Certification.

- Dean Gerlach is also a member of the Texas Education Reform Caucus, chaired by the local state representative who chairs the Texas House Education Committee.
- UT Arlington has entered into a partnership with the Fort Worth ISD to provide coursework for the district's new Educational Leadership program.
- UT Arlington continues to run an early childhood education program on the campus of McLennan Community College in Waco, Texas. The coursework and field experiences fully duplicate the early childhood education program provided on-campus in Arlington.
- UT Arlington is an active partner with the Arlington Independent School District in AUSNER (the Arlington University School Network for Educational Renewal). This group meets several times each semester to discuss collaboration issues associated with teacher education program coursework and field placements.
- Most of the UT Arlington Curriculum and Instruction undergraduate students complete their first two years of college at one of UTA's partner community colleges. To facilitate the seamlessness of the education programs and the transition to UTA for the final two years, UTA has entered into articulation agreements to fully align coursework between UTA and its partner colleges.

- o **Engaging with the Community to Advance Educational Renewal**

- College of Education Dean Jeanne Gerlach also holds the UT Arlington title of Vice President for K-16 Initiatives. In this capacity she founded and chairs the P-16 Council, a group of university, school district, community college, and community leaders that meet monthly to discuss education issues. The current emphasis is on collaborating to create an effective and seamless K-16 experience so that all students, particularly those from disadvantaged backgrounds, will be better prepared to succeed in university degree programs.

**BRIGHAM YOUNG UNIVERSITY
PUBLIC SCHOOL PARTNERSHIP
2008**

Setting Contact(s):

Steven Baugh, Director, Center for the Improvement of Teacher Education and Schooling (CITES)

Setting Tripartite Representatives

Richard Young, Dean; David O. McKay, School of Education
John Rosenberg, Dean, College of Humanities
Chris Sorensen, Superintendent, Nebo School District

Successes Related to Advancing Equity

- This past year we have experienced success in our goal to recruit faculty members from minority backgrounds. Ramona Cutri has been hired as full-time faculty and is teaching multicultural courses to teacher education candidates. Carol Westby, visiting professor from New Mexico, and Ovita Harris, visiting professor from Howard University in Washington, DC, also teach and lead seminars in diversity. Lisa Ann DeGarcia, visiting professor in Math Education, teaches courses in teacher education.
- For several years the McKay School has sponsored faculty exchanges between the McKay School of Education and Howard University in Washington DC. We have developed a strong collaboration with them. This summer we will implement a program for teacher candidates to serve as interns in summer schools in the Washington DC area.
- Lynnette Erickson, professor of teacher education, has developed a program at Orem High School to assist Hispanic high school students tutor Hispanic elementary school students.
- The McKay School works in cooperation with Fidel Montero, Timpview High School Assistant Principal and McKay School graduate student, in the Latinos in Action program. This is also a collaborative effort with Utah Valley University in Orem.
- The University's English Language Learner program has been moved into the McKay School and has just received a 5-year grant to strengthen its ability to assist ELL students.
- The McKay School is sponsoring the first statewide ELL symposium, June 11-12, 2009, which will involve participants from Brigham Young University, other Utah universities, the state office of education, other state agencies, and public school teachers and administrators. The theme is "Diversity is a Resource."
- A new research institution has been established at BYU, the Wheatley Institution. It has three major goals, one of which is education. Associates from around the country serve on the advisory board. One of those is Norma Gonzalez, Arizona State University, who works closely with the McKay School. Her major field of emphasis is working in areas of diversity.

- To assist with recruiting minority students, the university has modified its admission requirements. In addition, the BYU-Public School Partnership is making a strong effort to assist minority K-12 students to prepare for university admissions. Specific areas include study skills and test-taking preparation.
- Each district in the Partnership is involved in a variety of programs and activities to reach out to and assist minority students. For example, the Nebo School District recently identified the following programs in this regard:
 - Latino nights, What Counts, parent classes, community education, district academics, Title VII Native American Education, and summer migrant program. (Details of these programs can be provided on request.)

Challenges Related to Advancing Equity

- We feel we have made good progress in hiring faculty from minority backgrounds, but this continues to be a challenge. We will continue our efforts in this regard. Since we have a relatively young and stable faculty, one challenge is our lack of available positions. When a position does become available, we have difficulty securing someone from a minority background for two primary reasons: 1) Membership in the Church of Jesus Christ of Latter-Day Saints is required in most situations, and 2) We tend to recruit the very people that universities in the surrounding states are also recruiting. The applicant pool is small and the need is great. Competition for what is a relatively small pool of candidates is keen.
- While we have made strides in recruiting students from minority and/or impoverished backgrounds, this continues to be a challenge. University standards are very high. The university has an enrollment cap. Since our university is church-sponsored and worldwide membership in the Church continues to expand, demand for enrollment greatly exceeds available openings.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS.

Collaborative Work with Other Organizations and/or Within the Setting that Advance the NNER Mission Locally

Successes

- The Partnership, in collaboration with the McKay School of Education Alumni Committee, sponsored a national literacy conference in March 2008 entitled Literacy Promise. The conference was held in Salt Lake City and featured nearly a dozen national leaders/presenters in K-16 literacy. 1000 teachers, school administrators, and university faculty members participated in this 3-day event. The conference will be held every two years.

- Our Literacy Associates completed its second year. 35 participants from the schools, school of education, and the university arts and sciences met in six day-long sessions to hear presentations and discuss important issues dealing with literacy. One of our purposes was to ensure understanding and encourage cooperation between K-12 and university literacy specialists and between university special education and teacher education faculty with responsibility for instructing teacher candidates in literacy instruction. Our observations and the written evaluations indicate that we made progress with this goal. All of our work in the Literacy Associates is undergirded by helping participants understand and apply the Agenda for Education in a Democracy. Specifically, our major emphasis is the importance of a literate citizenry for the health of the American form of democracy.

Challenges

- Our greatest challenge is finding meaningful ways to reach out to the community. For example, one of our most successful programs is our Associates Program, which involves 125 people from the schools, school of education, and university arts and sciences (the “old” tripartite) each year. We are looking for ways to invite community members (parents, business leaders, legislators) into the mix (the “new” tripartite). Finding community members who are willing to commit the days in the year to the experience is a challenge. Another challenge is helping those typically involved to feel completely open in their conversations with “outsiders” present.

OTHER SETTING INFORMATION

- Barry Graff continues to co-facilitate the new comers session at the NNER annual conference. He and Stephanie Kenney, a colleague from Georgia Southern University have planned and co-facilitated this session since it was initiated at the 2004 conference. Feedback from attendees indicates that this is a needed and appreciated introduction to the AED.
- Mary Anne Prater, Department Chair, Counseling Psychology and Special Education; Chris Sorensen, Superintendent, Nebo School District; Richard Young, Dean, BYU School of Education; and Jeffrey Keith, Associate Academic Vice President attended the 2008 Summer Symposium in Seattle in July.
- Public school leaders Catherine Anderson, William Hanvey, Carolyn Johnson, Kestin Mattinson, Brent Shaw, Terri Summers attended the Leaders for Teacher-Preparing Schools summer conference where Kestin was a member of a panel where experienced partner school leaders from throughout the NNER provided ideas for sustaining and renewing quality partner schools.

UNIVERSITY OF WASHINGTON PARTNERSHIP 2008

Setting Contact(s)

Eugene Edgar

Setting Tripartite Representatives

Erasmo Gamboa, A&S

Doris McEwen Harris, Partner Schools

Successes Related to Advancing Equity

We have not, as yet, begun work on the Equity Self-Study. We commit to this process for the coming year.

Challenges Related to Advancing Equity

We have focused on equity issues, such as changing the length of our Teacher Education Programs with an eye toward recruiting more students of color, developing a Minor in Education and Society, developing a project with Seattle Community College that provides for a pathway from community colleges, through the undergraduate program at the University of Washington and into the Master's level Teacher Education Program to recruit and support students of color, and having an active College of Education (COE) faculty-student committee on diversity. To some extent these activities have distracted us from the equity Self-Analysis.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS.

o Educating the Community to Advance Renewal

Successes

Educating the university, P-12 and broader education communities is a key component of UW's strategy of building deep partnerships among Teacher Education Programs (TEP), Arts and Sciences (A&S) and partnership schools. Our work on renewing the Elementary and Secondary Teacher Education Programs has included members from the A&S faculty and the partnership schools and as a result there is actually some "buzz" around the University about renewal and the idea of ongoing inquiry within programmatic units. Teaching by modeling including:

TEP Renewal

- The elementary program is currently engaged with their first cohort of the renewed program. There are 60 students in the program. Major changes include shortening the length (4 quarters rather than 5), including "studio days" when UW faculty teach their course work on the partner schools, the use of partner schools only for placements, and a summer internship in a community agency working with children in non-school settings. To date the new program is functioning well with the anticipated problems of a first cohort and new program models. The faculty and partnership school staff are deeply

engaged in continuous renewal activities, working out immediate problems and developing new ideas based on the data. A good example of “reflection in action”. The learning from this first cohort will be put in place for the second cohort which starts this spring quarter. Sort of building the airplane while flying. More to come!

- The secondary program is currently finalizing the new program and the first cohort will begin in March 2009. As with the Elementary Program the length of the program has been shortened from 5 to 4 quarters, we will use only partnership schools for placements, the partnership schools are actively engaged in developing the program as are A&S faculty, and we will have a summer internship program at Garfield High School where the secondary TEP students will work directly with students while receiving University coursework in literacy, methods for English Language Learners, and culturally competent instructional strategies. Planning is furious.

Partner School Network

- We have established a firm Partner School network with 22 schools. These schools will be the only sites for student teaching placements. There is ongoing training for the Partner School staff in joint sessions with University faculty. Partner School staff are deeply involved in the development of the Secondary Program and are hands-on in the Elementary program.

Community College Partnership

- This project is “up and running”. Erasmo Gamboa is the University contact person. There are 12 students currently enrolled at Seattle Central Community College. The plan is for them to transfer to the UW, enter formal majors in a variety of disciplines, become part of the Education Minor, and move directly into the Teacher Education Program.

Education Learning and Society

- The COE and A&S jointly sponsor the ELS minor. The advisory committee consists of its director, Erasmo Gamboa, and the academic advisor who is located in the American Ethnic Studies department (A&S).
- A 31-credit minor in Education, Learning, and Society (ELS) was created and approved during the 2006-2007 school year. Currently there are 100 students enrolled with another 50 students indicating an interest (they can only officially enter the program when they achieve Junior status). In some regards, our success has created a management problem in dealing with this number of students.

Challenges

The TNE grant has ended and there are considerable fiscal pressures appearing within the University. We will be challenged to maintain the gains we have made over the past. Also Bill McDirmond, who has been a crucial part of developing this project, will be leaving the University for a deanship in North Carolina. He will be difficult to replace. Finally, the renewal of our two Teacher Education Programs continues to consume large amounts of faculty time and addition. This coming year we will focus on consolidating our recent activities and attending to the Equity Self-Study.

**THE BENEDUM COLLABORATIVE
COLLEGE OF HUMAN RESOURCES AND EDUCATION
WEST VIRGINIA UNIVERSITY**

Setting Contact:

Diane Yendol-Hoppey, Professor of Education, College of Human Resources & Education,
Director of Benedum Collaborative

**THE FIVE-YEAR TEACHER EDUCATION PROGRAM
2007-2008 PROGRESS REPORT**

PART I: Report for 2007-2008

The activities explained below are funded as part of the WVPTQ initiative to support school-university partnerships and PDS work across the state of West Virginia. As a result of gaining WVPTQ approval to spend our remaining 2007-2008 funds on summer activities focused on preparing the four new PDSs, the Benedum Collaborative is returning no funds from last year's award (See Appendix).

A. Teacher Education Candidate Participation

The total enrollment of prospective teachers pursuing a Bachelor/Masters Degree in Education with certification within the Five-Year Teacher Education Program was 327 during the 2007-2008 academic year. Each of these students completed all clinical experiences in Professional Development Schools. In addition, approximately 250 students were engaged in volunteer activities as part of the pre-major requirements of the Five-Year program.

B. Professional Development School Participation

Table One lists each of the partnership schools and notes the location, enrollment, number of mentor teachers present at each school, and estimated number of service hours provided by 5 Year prospective teachers during the 2007-2008 school year.

Table 1. Professional Development Schools Enrollment (2007-2008)

School	County	Enrollment	# of Mentor Teachers	# of Prospective Teachers Serv	# of Hours* Served by Prospective teachers per year
1. Anna Jarvis El.	Taylor	648	23	14	5416
2. Blackshere El.	Marion	431	17	10	3567
3. Bridgeport Middle	Harrison	618	25	14	4014
4. Bridgeport High	Harrison	823	23	12	2735
5. Bruceton	Preston	486	25	15	5470
6. Clay Battelle Middle/Hig	Monongalia	484	13	8	3228
7. East Dale El	Marion	627	32	19	6849
8. East Fairmont High	Marion	874	27	16	5524
9. East Park El	Marion	399	21	12	4137
10. Fairmont Senior	Marion	826	16	9	2812
11. Grafton High	Taylor	733	18	11	4091
12. Johnson El	Harrison	613	19	11	3852
13. Mason-Dixon El	Monongalia	335	16	10	4268
14. Morgantown High	Monongalia	1664	29	17	5809
15. Mountainview El	Monongalia	649	26	16	6456
16. Mylan Park El	Monongalia	487	8	4	216
17. North El	Monongalia	661	24	15	6171
18. North Marion High	Marion	905	20	12	4145
19. Rivesville Elementary/Middle	Marion	338	14	9	3983
20. Skyview El	Monongalia	443	6	3	162
21. South Harrison Middle/High	Harrison	408	27	16	5524
22. Sucnrest Middle	Monongalia	459	19	11	3621
23. Suncrest Primary	Monongalia	199	19	11	3621
24. Taylor County Middle	Taylor	676	6	3	162
25. University High	Monongalia	1229	29	17	5809
26. Valley El	Preston	449	6	3	162
27. Watson El	Marion	393	16	10	3806
28. West Milford El	Harrison	446	23	14	5416
29. White Hall El	Marion	205	10	6	2188
30. Wilsonburg El	Harrison	207	17	10	3567
31. Woodburn El	Monongalia	225	10	6	2188
ESTIMATED TOTAL HOURS SERVED					118,969

*Interns = 7.75 hrs. x 16 weeks (80 days) Fall + 135 contract hours in spring = 755 hours

Participants = 5 hrs. x 15 weeks in Fall + 14 hrs. x 15 weeks in spring = 285 hours

Tutors = 2 hours x 27 weeks in fall & spring = 54 hours

It is important to note that the bulk of the 5-Year Program WVPTQ award is: (a) returned to the school and used for school identified needs, (b) that the university support is largely dedicated to professional development activities to strengthen teaching and learning in partner schools, and (c) that the 5-Year students are providing an estimated 118,969 hours of service to K-12 students each academic year. Thus, the dollars previously awarded and currently requested in this proposal are clearly an investment in public schools that influences the learning of university faculty, public school teachers and administrators, teacher candidates, and K-12 students. Of equal importance is acknowledging the degree of WVU resources that are offered in-kind to support the Benedum Collaborative’s outreach work.

Table Two presents the number of school-based educators that were directly engaged in partnership activities during 2007-08. Please note that some people served in multiple roles.

Table 2. 2007-2008 School-based Teacher Educator by Role Involvement¹

Roles	#
Mentor Teachers	684
Teacher Education Coordinators	42
PDS Site Steering Committee Chairs	34
Principals	31

We are pleased to announce that during this funding year, we have added four PDSs that are preparing for participation in Fall, 2008. Table Three presents the list of new PDS and expected participation.

Table 3. New PDSs

School	County	K-12 Enrollment	# of Mentor Teachers	# of 5 Year Program Prospective Teachers
Valley Elementary School	Preston County	449	6	3
Taylor County Middle School	Taylor County	676	6	3
Skyview Elementary	Monongalia County	443	6	3
Mylan Park Elementary Schools	Monongalia County	487	8	4

C. Partnership Development Efforts 2007-2008

¹ Estimated numbers

In this section we describe the process and structure the 5-Year Teacher Education Program has established for demonstrating that we are meeting the NCATE PDS Standards. We also present our self-assessment using the following rating scale: beginning, developing, at standard, and leading.

Standard 1: Learning community

The PDS is a learning-centered community that supports the integrated learning and development of P–12 students, candidates, and PDS partners through inquiry-based practice. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge. They believe that adults and children learn best in the context of practice. Learning supported by this community results in change and improvement in individual practice and in the policies and practices of the partnering institutions.

The PDS partnership includes principal and supporting institutions and individuals. The principal PDS partners are members of the P–12 schools and professional preparation programs who agree to collaborate. The supporting PDS partner institutions include the university, the school district, and the teacher union or professional education association(s). Arts and sciences faculty, other interested school and university faculty, family members, community members, and other affiliated schools are important PDS participants in the extended learning community.

*Excerpt from: National Council for Accreditation of Teacher Education (Spring, 2001).
Standards for Professional Development Schools.*

Self-Assessment Rating: At Standard²

Process and Structure

The 5 Year Program Strategic plan (see Appendix One) was reviewed by all governance groups in the PDS Learning Community. The groups collectively identified the following areas of focus for 2008-2009: (1) increased attention to research and dissemination in scholarly journals, (2) increased public relations and recognition, (3) linking the PDS work to the state’s decision making and policy making processes, (4) documenting impact of PDS on faculty learning, teacher learning, candidate learning, and student learning, and (5) overall attention to the strategic plan.

Other PDS learning community activities engaged in during the 2008-2009 include:

- National Board Activities integrated into the graduate class, the five-year program with *Take One* and practica assignments, and a June Institute.
- Teaching Appalachian Culture in the 21st Century. This 2-day conference, planned and offered in collaboration with FSU, focused on 21st Century Learning Skills frameworks. The design included a combination of presentations by outside experts, site-based workshops, and an opportunity to create an implementation plan with colleagues while at the conference. The PDS Site Steering Committee Chairs assumed the lead in planning this event.

² Given the size of the Benedum Collaborative, we would like to note that our self-assessment ratings reflect the Collaborative as an organization rather than the work of individual PDSs. As discussed in the NCATE PDS Standards, unevenness due to variation in degrees of commitment, level of expertise, degree of institutionalization and support, and the impact the PDS partnership has outside its partnering institutions is likely to exist. Our work during the 2008-2009 school year will be to address this unevenness.

- Initiated construction of a professional development “catalog” available online where professionals from WVU and PDS describe professional development activities they can offer.
- Initiated site-specific professional development drawn from online professional development catalog (e.g. North, Bridgeport Middle, and Wilsonburg).
- Administrator network presentation on 21st Century frameworks by principals who attended training offered by the WV State Dept. of Education
- Sharing professional development activities in PDSs at Cheers meetings. Examples include:
 - Sheila Benson (HRE) and Natalie Singh-Corcoran (A&S) presented on the WVU Writing Project.
 - Natalie Webb presented North Elementary’s digital story initiative.
 - Kristi Asterino presented East Park Elementary’s work from their Enhancing Technology through Education grant.
 - Mary Lynn Westfall described the Book Study done on working with rural, low SES students.
 - Megan Oliverio conducted a book study with teachers at Bridgeport Middle School. After surveying their staff, they discovered that morale was low. In order to boost morale, they conducted a book study on [Fish! A Remarkable Way to Boost Morale and Improve Results](#). Megan also shared the professional development opportunity given to her staff.
 - Dr. Amy Kuhn and Natalie Webb from the Benedum Collaborative conducted an after school training session to more than 15 teachers at the school. The teachers were divided into two groups based on their knowledge of using PowerPoint in their classrooms. The beginning groups learned the basics of PowerPoint and how to use it with students. The advanced group learned how to make Jeopardy games, record sound and insert music to existing PowerPoint presentations.

As a result of these Cheers meetings, PDSs made contacts and professional development was taken to other schools who had similar interests and needs.

Standard 2: Accountability

PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. They define clear criteria at the institutional and individual levels for participation. PDS partners collaboratively develop assessments, collect information, and use results to systematically examine their practices and establish outcome goals for all P–12 students, candidates, faculty, and other professionals. The PDS partnership demonstrates impact at the local, state, and national level on policies and practices affecting its work.

Excerpt from: National Council for Accreditation of Teacher Education (Spring, 2001). Standards for Professional Development Schools.

Self-Assessment Rating: At Standard

Process and Structure

The 2007-2008 accountability and research activity focused on understanding the impact of action research activities using program data. Both data from EDUC 600 and from the PDS teacher action research fellow's cohorts. Based on this work, the following was published:

Shambaugh, N. And J. Webb-Dempsey (2008). "Focusing the Study: Framing a Researchable Question" In s. Israel and C. Lassonade (Eds.) A comprehensive Guide to Teacher Research. International Reading Association.

Two national presentations were also made (AERA and NNER) related to action research:

Developmental Study of Action Research in Teacher Preparation: Building Capacity to Make Data-Based Teaching Decisions" (J. Webb-Dempsey with R. Curtis & N. Shambaugh). American Educational Research Association Meeting, March 2008, New York, NY.

"Action Research as Scholarly Productivity" (J. Webb-Dempsey with R. Curtis and M. Born). Benedum Collaborative/Fairmont State University Working Together for Excellence Conference August 2007, Fairmont, WV.

We continued to engage in a meta-analysis of all research activities undertaken to document the impact of the PDS initiative and the five-year teacher ed. program. That ongoing work resulted in this publication:

Webb-Dempsey, J., Dempsey, V., Shambaugh, N., & Steel, S. "Simultaneous Renewal in Research: Principles to Consider in Research on Partnerships." *School-University Partnerships*. Vol.1(1) Spring 2007.

and was presented at the following:

"Principles to Consider" (J. Webb-Dempsey with V. Dempsey, N. Shambaugh & S. Steel). 2008 National Association of Professional Development Schools Conference, April 2008, Orlando, FL.

"Bridging Cultures to Strengthen Inquiry: Democratic Principles in Practice" (J. Webb-Dempsey with V. Dempsey, N. Shambaugh & S. Steel). National Network for Educational Renewal Annual Meeting, October 2007, Charleston, WV.

Jaci Webb-Dempsey was invited to participate as one of the presenters in an AERA mini-course on using the results of the meta-analysis to help new PDS networks around the country begin to build their partnership work and the system for assessing that work.

"Implementing Professional Development Schools" (AERA mini-Course withi G. Benson, W. Curlette, D. Taylor, J. Neapolitan, S. Ogletree, C. Martin & C. Hall). American Educational Research Association Meeting, March 2008, New York, NY.

Out of the graduate study, Drs. Reagan Curtis and Jaci Webb-Dempsey presented at AERA the analysis of the development of content knowledge in the five-year teacher education program. This research made use of the developing Benedum Collaborative database.

“Developing Content Knowledge in Novice Teachers in a Community-Based Teacher Education Program: Answering the Call to Connect Context with Outcomes” (J. Webb-Dempsey with R. Curtis, A. Kuhn & L. Moore). American Educational Research Association Meeting, March 2008, New York, NY.

The pilot database was unveiled in several presentations in the College. The graduate study team continued to meet to further inform the development of that database.

Faculty at WVU and Marshall took the lead on disseminating the work of the WVPTQ study.

“Documenting Development: Studying a Statewide School/University Partnership” (J. Webb-Dempsey with V. Dempsey & R. Templeton). American Educational Research Association Meeting, March 2008, New York, NY.

“Suspension Bridging: Partnerships and Inquiry Statewide” (J. Webb-Dempsey with J. Cole, WV Department of Education and the Arts & V. Dempsey). National Network for Educational Renewal Annual Meeting, October 2007, Charleston, WV.

“School/University Partnerships in West Virginia: Promising Practices.” Benedum Collaborative/Fairmont State University Working Together for Excellence Conference, August 2007, Fairmont, WV.

Dr. Reagan Curtis and Melissa Born, a 2007 graduate of the Benedum Collaborative Five-Year Teacher Education Program, submitted Melissa’s action research project to *Journal of Curriculum and Instruction* in May, 2008.

Dr. Webb-Dempsey’s work with action research in the Benedum Collaborative Five-Year Teacher Education Program led to her leadership in the development of the action research project in West Virginia Center for Professional Development’s Principals’ Leadership Academy for all new principals in the state. To date, more than 300 administrators have led their school faculty through an action research experience modeled on the five-year program.

In addition to studying action research efforts, the Collaborative also engaged in work related to diversity and governance. For example, a research team made presentations related to Culturally Responsive Teaching at presentations at NNER and the Benedum Collaborative/Fairmont State University Working Together for Excellence Conference. These presentations were based on work done as part of the development of the Context of Education course in the Benedum Collaborative Five-Year Teacher Education Program.

“‘Seeing the Water’ in a Rural Context” (J. Webb-Dempsey with G. Jones & S. Steel). National Network for Educational Renewal Annual Meeting, October 2007, Charleston, WV.

“Fostering Culturally Responsive Teaching” (J. Webb-Dempsey with M. Roberson). Benedum Collaborative/Fairmont State University Working Together for Excellence Conference, August 2007, Fairmont, WV.

Second, research focused on governance and re-envisioned roles in partnerships were also highlighted in conference sessions:

“Emerging Roles and Structures in Partnership Work: A Network of Support” (S. Steel with J. Webb-Dempsey, R. Curtis, P. Pitrolo, & R. Farley) 2008 National Association of Professional Development Schools Conference, April 2008, Orlando, FL.

“Site Coordination of Preservice Teachers: Three Different PDS Models” (P. Pitrolo & C. Muniz) 2008 National Association of Professional Development Schools Conference, April 2008, Orlando, FL.

Finally, the work that the Benedum Collaborative engaged in related to the FIPSE PDS Standards Project was represented at this presentation:

“A Framework for Research on Professional Development Schools” (J. Neapolitan, J. Tunks, & C. Muniz) 2008 National Association of Professional Development Schools Conference, April 2008, Orlando, FL.

Doctoral students also contributed to the Collaborative accountability and research efforts. For example, Lucas Moore, a doctoral student in HRE’s Counseling Department, defended his dissertation in April. The dissertation focused on determining the measurement properties of the performance assessment rubrics used for the Professional Internship in the Five-Year Teacher Education Program.

In light of the attention the Collaborative has given to research, Dr. Webb-Dempsey presented a summary of the research conducted related to the Benedum Collaborative at a December 2007 Legislative Oversight Committee on Education Accountability (LOCEA) meeting.

Standard 3: Collaboration

PDS partners and partner institutions systematically move from independent to interdependent practice by committing themselves and committing to each other to engage in joint work focused on implementing the PDS mission. They collaboratively design roles and structures to support the PDS work and individual and institutional parity. PDS partners use their shared work to improve outcomes for P–12 students, candidates, faculty, and other professionals. The PDS partnership systematically recognizes and celebrates their joint work and the contributions of each partner.

Excerpt from: National Council for Accreditation of Teacher Education (Spring, 2001). Standards for Professional Development Schools.

Self-Assessment Rating: At Standard

The 2007-2008 collaboration efforts relied on the continued use of the intricate organizational structures that characterize the Benedum Collaborative. The existing organizational structures create the mechanisms for the shared work to occur and the knowledge of all participants to be shared.

Process and Structure

- Governance structure continues to ensure shared decision-making for all stakeholders.³

³ See Appendix for organizational structure

- Begun last year, the Collaborative engaged in two Tripartite luncheon meetings in an effort to strengthen our connection with the College of Arts and Sciences. In October, the tripartite group took another step to build their understanding of issues educators are facing related to teaching and learning in the 21st Century. Dr. Jillian Darwish, program director in the Knowledge Works Foundation, presented a “Map of Future Forces Affecting Education” that her organization has developed. Using the map, Dr. Darwish provoked the group to think deeply about their context and the forces of change present in society. In March, small mixed group engaged in informal discussions around 21st C. frameworks issues. Dr. Pam Whitehouse captured the discussions electronically so they could be shared across the Tripartite group and so that they could be used to plan future work.

- Collaboration was also evidenced in positions that were jointly supported by HRE and three county school systems:
 1. Professional Development Fellow (Natalie Webb)
 2. Teacher Education Fellow (Kaye McCrory)
 3. Technology Coordinator (Amy Kuhn)
 4. Shared graduate assistant with Suncrest Primary and C&I~Literacy (Amy Cook)
 Given the collaborative nature of these positions, these models are being studied to determine their utility and viability for future PDS positions.

- Collaboration in delivering the five-year teacher education program was strengthened. For example:
 - Teams of HRE faculty and PDS teachers taught the Teacher as Leader course.
 - A PDS teacher also taught a section of the Instructional Design and Evaluation course.
 - A Five-Year Teacher Education Program graduate taught the introductory colloquium for the program.
 - PDS teachers have also been involved in offering seminars for students. For example, several PDS teacher education coordinators engaged in online chats with participants around the topic of authentic assessment.

Standard 4: Diversity & Equity

PDS partners and candidates develop and demonstrate knowledge, skills, and dispositions resulting in learning for all P–12 students. PDS partners ensure that the policies and practices of the PDS partner institutions result in equitable learning outcomes for all PDS participants. PDS partners include diverse participants and diverse learning communities for PDS work.

*Excerpt from: National Council for Accreditation of Teacher Education (Spring, 2001).
Standards for Professional Development Schools.*

Self-Assessment Rating: At Standard

The 2007-2008 Diversity and Equity activities targeted cultivating a shared knowledge base related to understanding issues of diversity and equity. These efforts focused on participation in networks both internal and external to the collaborative.

Process and Structure

- Natalie Webb and Sarah Steel served as members of the HRE Diversity Task Force. Helped plan April event where Dr. James M. Patton, College of William and Mary, Virginia presented on *Culturally Competent Responses to the Disproportionality and Achievement and Behavior Gap Challenges*.
- At HRE, faculty participated in a book study on cultural competence. Helen Hazi, WVU/PDS liaison, led a book study at EFHS for faculty and interns on a topic they selected related to diversity. Interns brought articles about teaching low SES students. Discussions focused around students' lack of reading skills within the content areas. As a result, EFHS used funding from their site's Benedum Collaborative monies to purchase the book 50 Content Area Strategies for Adolescent Literacy for teachers.
- Hosting the NNER conference. Collaborative team organized the event around the following themes:
 1. *Bridging the NNER's past, present and future*
 2. *Bridging challenges and opportunities in rural and urban schooling*
 3. *Bridging philosophy and ideology with practice*
 4. *Bridging democratic practice, inquiry and education policy to support simultaneous renewal*

Keynote speaker Wendy Puriefoy, President of the Public Education Network. Her presentation along with sessions related to all themes allowed participants to explore issues in partnership related to equity across roles, settings, and policy.

Standard 5: Structure, Resources, & Roles

The PDS partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of P–12 students, candidates, faculty, and other professionals. The partner institutions ensure that structures, programs, and resource decisions support the partnership's mission. They create new roles and modify existing roles for P–12 students, candidates, faculty, and other professionals, to achieve the PDS mission. The partnership effectively uses communication for coordination and linkage with the school district, university, and other constituencies and to inform the public, policy makers, and professional audiences of its work.

*Excerpt from: National Council for Accreditation of Teacher Education (Spring, 2001).
Standards for Professional Development Schools.*

Self-Assessment Rating: At Standard

During 2007-2008, the 5 Year program engaged in the following processes and created the following structures to support the PDS development.

- A new director, Diane Yendol-Hoppey was hired February 2008 and began her position July 1, 2008. The hiring was a collaborative effort where stakeholders were involved on the search committee. PDS visits were included in the interview process so that the Director candidates could interact with PDS faculty.
- Addition of four new PDSs: Rationale for growing the Collaborative relates to the commitment we have to ensure that all students enrolled in the Five-Year Teacher Education Program have appropriate clinical experiences in Professional Development Schools. In analyzing program needs, we determined that we should add at least 3 new PDSs that include middle school grades (5-9) and special education classrooms. In the fall a selection team was recruited. It was important that all stakeholders were included on the team. In particular, we included the clinical experience coordinator for HRE's Post-Baccalaureate program on the selection team as we wanted to ensure that in growing the Collaborative we did not damage HRE's other teacher education program's ability to place their teacher candidates. CSSC approved the selection process. The invitation to apply was distributed to all PDSs within an hour's drive to WVU that were located in the five counties who partner with WVU in the Benedum Collaborative. Pre-application informational meetings were held in January. Six schools applied. The selection team recommended that four of the applicants be selected: Valley Elementary School in Preston County, Taylor County Middle School in Taylor County, Skyview Elementary and Mylan Park Elementary Schools in Monongalia County. A welcome celebration was held in May and an orientation on July 23rd. The orientation will address key features of the Collaboration including professional development, teacher leadership, and partnering in teacher education. Six participants from each new PDS will take a bus ride to visit two veteran PDSs as they learn about these features.
- Additional resources supporting the work of the Collaborative include the grant from the State Farm Insurance Company used to support the Collaborative's National Board Certification Coaching Program. This fall, Dr. James Rye has collaborated with us to pursue two major grants that will target recruitment of secondary math and science students into the Five-Year Teacher Education Program.

Grant 1: The Teaching Excellence At College for High Achievement in West Virginia (TEACH-WV) Scholarship program is recruiting freshmen and sophomore science, technology, engineering, and mathematics (STEM) majors to become credentialed secondary STEM teachers through a collaborative effort by the WV University College of Human Resources and Education, Eberly College of Arts and Sciences, and the Regional Education Service Agencies III, V and VIII of WV.

The TEACH-WV Phase 1 Robert Noyce Teacher Scholarship Program provides scholarships for 20 West Virginia University (WVU) students to complete the Benedum Collaborative Five-Year Teacher Education Program. Scholarship recipients will earn a STEM bachelor's degree, as well as a master's degree in education upon completing the program.

The program objectives are to: 1) Increase retention of students who traditionally leave STEM majors; 2) Attract freshmen and sophomore students to elementary and secondary STEM teacher certification; 3) Provide a continuum of mentoring services through collaborative advising from

STEM content mentors and STEM education mentors; and 4) Increase the number of graduates with 5-12 STEM education certification. The methods to be employed include utilizing contextualized science teaching methods, targeted recruitment and internship opportunities, STEM and education department mentoring, and a formative and summative program evaluation.

The TEACH-WV program will impact the state of WV and the field of STEM education by applying pedagogical content knowledge to STEM teaching and education recruiting. The program promotes teaching, training, and learning, while also appealing to a broader base of underrepresented groups. The results of the program will be disseminated broadly through the 5-12 STEM pipeline as each scholarship recipient will impact approximately 140 students per year (on average 28 students per class, 5 classes per year for each teacher), for a total of 16,800 students over the 6 year commitment of the 20 scholarship recipients to teach in high-need school districts in WV. In addition, specific strategies to retain students in STEM majors and recruit 5-12 teachers are provided and will be disseminated at professional meetings.

Grant 2: West Virginia University's (WVU) Innovative Collaboration to Enhance Educational Impact (ICEEI) will enhance synergy and collaboration across NSF-funded projects at WVU, towards an educational environment where artificial boundaries are significantly reduced and the student experience is more fully integrated. This vision will be accomplished through a two-tiered project. At the administrative level, procedures and mechanisms will be developed to increase the collaboration between and the impact of educational outreach efforts that are part of currently-funded NSF projects (as well as future NSF projects and STEM research funded by other public and private entities). At the program level, this project will integrate undergraduate research, education, and professional development experiences; collaborations with in-service teachers, mathematics and science education faculty, and researchers; and professional development opportunities into a transformative pre-service teacher experience. This student experience, which brings together diverse programs on campus that often operate in individual silos, will create a more fully integrated student experience and will function as a mechanism for directing and accomplishing substantive change in university-wide procedures and policies. Ultimately, the collaboration of university groups and programs to create this seamless student experience will lead to institutional integration. In this way, the student experience is itself the *product* of institutional integration while also being the *mechanism* that drives innovative integrations.

With the direction of the Office of the Provost, and support of the deans of the Eberly College of Arts and Sciences, the College of Human Resources and Engineering, and the College of Engineering and Mineral Resources, ICEEI will bring together the WVNano Initiative (in particular the WVNano Summer Undergraduate Research Experience (SURE) and Summer Bridge Program for Rising Freshmen), Engineers of Tomorrow (in particular its professional development program for pre-service teachers), Kentucky-West Virginia Louis Stokes Alliance for Minority Participation (KY-WVLSAMP), and the Benedum Collaborative (five-year dual-degree teacher preparation program). Mathematics and science education majors, particularly minorities and other underrepresented groups including first-generation college students and women, participating in the Benedum Collaborative or the Post-Bac/Initial Certification program will be recruited to participate in an innovative opportunity that links an eight week authentic research experience with professional development activities including collaborating with in-service teachers and mathematics education professors. Professional development workshops will be interspersed throughout duration of the research experience, leading to the collaborative experience facilitation to develop mathematics materials that are problem-based and contextualized through their laboratory research; field testing and improving these learning modules during STEM summer programs; encouraging secondary students' active problem-based learning by integrating these learning modules during their student teaching semester; and co-presenting their experience and results at national and regional STEM education conferences.

- Melanie Rogers, HRE's new Marketing and Public Relations Coordinator, has worked with interns to create public relations and outreach materials to be used to recruit secondary math and science teachers for the Five-Year Teacher Education Program.
- Superintendents of the five counties continue to provide resources to the Benedum Collaborative. They provide released time for teachers to attend governance meetings.
- North Central West Virginia Professional Development Partnership (NCWVPDP) is a newly created structure that supports the collaborative efforts of Fairmont State University, West Virginia University, WV RESA VII and six county school systems. The goal of the group is to strengthen teaching and learning through coordinated professional development efforts. More information about the NCWVPDP can be found at <http://professionaldevelopmentpartnership.wetpaint.com/?t=anon>.

Influence on Best Practices and Enhancing Learning of K-12 Students

Missing from our existing PDS work has been a tightly coupled effort to document changes in teaching practice and student learning for policy makers and academic outlets. However, our efforts to strengthen the action research component of the Collaborative's work as evidenced in this report establish the foundation for capturing changes in practice and K-12 student learning. The challenge of capturing student learning is not unique to the Benedum Collaborative as PDSs across the nation struggle to document their impact. We believe that during the 2008-2009 academic year we will build a model that we can use to capture changes in Best Practice and student learning. This is the signature work of simultaneous renewal in a PDS.

D. Budget Report

During the 2007-2008 funding year, the 5-Year Teacher Education Program incurred the expenditures found in Table 4.

Table 4 2007-2008 Budget¹ Encumbered amount reallocated to summer new PDS development with permission of WV Dept. of Ed and the Arts

GENERAL COLLABORATIVE BUDGET PLAN AND REQUEST: 2007-2008					
Item	Amount Requested	Amount Awarded	Expended	Encumbered	
Clinical Coordinators: 160 Intern (Masters students), 112 Participants (Students) 122 Educators (Teachers, Approximately 250 Community Service Volunteers (Treatment Supporters)	\$280,000.00	\$215,000.00	\$212,549.51	\$210,549.51	\$2,000.00
WV Faculty Liaisons: Faculty at WVU who work with teacher, Education, and Professional Development activities in PDS	\$40,250.00	\$36,225.00	\$36,225.00		
PDS Faculty Adjuncts for Five Year Programs: Supports PDS teachers who serve as co- teachers and supervisors at the Five Year Teacher Education Program	\$5,000.00	\$4,000.00	\$4,000.00		
Graduate Assistantships 12 at \$13,500 each 112 SENIS plus Fringe (7.5%) 1 Educator at \$20 plus Fringe (2.1%)	\$36,000.00	\$17,218.00	\$17,218.00	\$19,782.00	\$16,218.00
Office Expenses: Consumables to support full teacher advisory and clinical components of the Five Year Teacher Education Program	\$25,000.00	\$0.00	\$0.00	\$0.00	
Travel: Support for WVU and PDS faculty to attend and present at national, state, and local conferences at teacher education and PDS	\$20,000.00	\$0.00	\$0.00	\$0.00	
Cross-Site Steering Committee Operating Budget: Operating budget to support activities of the committee	\$1,500.00	\$500.00	\$26.17	\$273.83	
Cross-Site Steering Committee Executive Committee: Operating budget to support activities of the committee	\$1,500.00	\$500.00	\$500.00		
Teacher Education Coordinator Network: Operating budget to support activities of the committee	\$1,500.00	\$500.00	\$500.00		
PDS Site Steering Committee "Cheers": Operating budget to support activities of the committee	\$1,500.00	\$500.00	\$100.58	\$150.42	
WVU Faculty Liaison Network: Operating budget to support activities of the committee	\$1,500.00	\$0.00	\$0.00		
PDS Principal Network: Operating budget to support activities of the committee	\$1,500.00	\$500.00	\$75.00	\$225.00	
National Board of Professional Teaching Standards: Supports cohort members, facilitators and members of the teacher cohorts who discuss National Board activities	\$1,000.00	\$0.00	\$0.00		
Professional Development for Learning Teams: Supports the Collaborative, wide professional development directed by the Board and Faculty	\$25,000.00	\$10,000.00	\$6,673.87	\$13,326.13	
Research/Action Research: Supports research activities related to the work of the Research Collaborative and Professional Development Schools	\$25,000.00	\$0.00	\$0.00		
Grow for the Collaborative: Supports expenses for recruiting and orienting new PDSs added to meet student placement needs.	\$5,000.00	\$2,127.00	\$2,127.00		
TOTAL:	\$478,375.00	\$315,000.00	\$363,926.59	\$11,753.14	

Encumbered Funds: Documentation for approval of summer expenditure

>>> "Robin Taylor" <rtaylor@wvosea.org> 7/21/2008 10:54 AM >>>
Sarah,

We are pleased to inform you that your request for extension for Grant Number 2008-TEP-09 has been approved through December 31, 2008. A final report will be due February 28, 2009.

If you have any further questions, please call 304-558-2440.

Sincerely,

Robin J. Taylor
WV Dept. of Education and the Arts
1900 Kanawha Boulevard, East
Building 5, Room 205
Charleston, WV 25305
304.558.2440
304.558.1311 (fax)

June 3, 2008

Robin Taylor
Literacy Program Director
West Virginia Department of Education and the Arts
State Capitol Building Five, Room 205
1900 Kanawha Boulevard East
Charleston, West Virginia 25305

Dear Ms. Taylor,

On May 28th, I received a message from Van Dempsey, convener of West Virginia Partnership for Teacher Quality regarding requesting extensions on expending funds from this year's allocation from the legislature. In his message, he asked that I contact you directly with my request on behalf of the Benedum Collaborative at West Virginia University.

This letter is to serve as a written request for an extension to spend from this account until September 15, 2008. I estimate that the total amount left unexpended after June 30th will be \$11,800. We have encumbered these funds to support the following activities:

1. Salary and fringe benefits for Benedum Collaborative graduate assistants on 12 month schedules: \$5000
2. Orientation and professional development activities for new professional development schools (includes a summer orientation to the Benedum Collaborative and fall host teacher training workshops): \$6800

If you have any questions, please feel free to contact me at 304-293-6762 or by email at sarah.steel@mail.wvu.edu. Thank you for your assistance.

Sincerely,

Sarah Steel, Interim Director
Benedum Collaborative

C: Van O. Dempsey, Dean
Fairmont State University

WYOMING SCHOOL-UNIVERSITY PARTNERSHIP 2008

Setting Contact(s):

Audrey Kleinsasser, Director

Setting Tripartite Representatives:

David Barker, Superintendent, Platte County School District #2

Audrey Shalinsky, Associate Dean, College of Arts & Sciences

Audrey Kleinsasser, Professor of Education, College of Education

Trish Cook, Director of Curriculum, Governing Council Representative

Successes Related to Advancing Equity

- The Partnership is a co-sponsor of the annual Shepard Symposium on Social Justice.
- The College of Education, through its Ellbogen Teaching and Learning Symposium, sponsored the visit of Jonathan Kozol, October 10, 2008. Almost 300 copies of the book were distributed to attendees with another 100 copies available for lending and small group discussions. The Partnership is helping facilitate those follow-up discussions.
- Fremont County School District #1 bussed students from Lander to Laramie to participate in the 2008 Shepard Symposium on Social Justice.

Challenges Related to Advancing Equity

- The Wyoming School-University Partnership is a statewide network, currently with 20 school district members. There are many initiatives, some of them locally generated, others mandated by the Wyoming Department of Education. At the same time, the College of Education emphasizes democratic practice and equity in its mission statement, curriculum, and instructional practices. Those successes and challenges are well documented and ongoing. The Partnership, as a leader and convener around equity issues, acknowledges this context and is always looking for ways to support ongoing joint efforts.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS.

- o **Influencing policy at local, state, and/or national level**

Successes

The high school to higher education transitions initiative detailed below.

Challenges

The challenges are simultaneous educational renewal across multiple institutions and educational levels in a geographical large statewide partnership.

OTHER SETTING INFORMATION

Highlights and Celebrations

- Deepened and broadened work around P-16 transitions, particularly in the content areas of life sciences (three multi-district summits and a third statewide summit), a statewide mathematics articulation meeting, and a statewide writing colloquium. One outcome of this work was a collaboration with the Wyoming P-16 Education Council to produce comparison charts that provide information about the features of secondary and postsecondary education. The charts have been distributed statewide in hard copy. Charts for the life sciences and social studies will be developed as well. This work represents an important UW planning objective and is cited in academic plans for the college and the university. ***This work influences state-level educational policy, serves as a model of collaboration, and involves the broader community.***

In collaboration with the University of Wyoming, hosted a two-day P-16 strand as part of UW's Fall Forum on Learning and Assessment, October 19-22. Approximately 68 K-12, community college, university, and Wyoming Department of Education educators participated. During a working dinner, the group examined course comparison charts for mathematics, world languages, and writing. The charts were produced by the Wyoming P-16 Education Council. They provide opportunity for a conversation about college for K-12 teachers and students. Electronic versions are available at www.uwyo.edu/wsupt and at www.wp-16.org, the Wyoming P-16 Education Council website.

- In conjunction with an October 10, 2008 lecture by Jonathon Kozol for the 2nd annual John P. "Jack" Ellbogen Teaching and Learning Symposium, hosted by the College of Education, the Partnership distributed copies of Kozol's *Letters to a Young Teacher* to the Governing Board and will invite follow-up book discussions statewide. The college development office purchased 100 paperback copies as a kind of lending library for the discussions. Other books distributed to the Governing Board for discussion included Schmuck and Schmuck's *Small Districts Big Problems: Making School Everybody's House*. ***This work engages with the community to advance educational renewal.***
- Gained two school districts as members, Carbon #2 and Fremont #1, bringing the total school district membership to 20. Forty-two percent of Wyoming school districts belong to the Partnership. Almost three-quarters of Wyoming's 85,344 PK-12 students (Fall 2006 snapshot) are enrolled in Partnership school districts. All of higher education is represented through the University of Wyoming and the seven Wyoming community colleges.
- Gained a third member in the League of Democratic Schools, Platte County School District #2 (Kenneth Griffin, contact). Other League members include UW Lab School, Laramie (Margaret Hudson, contact), and Woods Learning Center, Casper (Jennifer Grooms, contact)

- Wyoming School-University Partnership was identified as a strength in the successful 2008 NCATE review of the College of Education's undergraduate and graduate programs.
- NNER 2008 Summer Symposium: supported the participation of three attendees by paying the \$750 registration fee for each: Dave Barker, Platte #2; Roger Humphrey, Goshen #1; and Edward Janak, UW College of Education.
- The setting has two AED scholars, Audrey Kleinsasser and Francisco Rios. Both have been participating in Seattle-based meetings since the group's formation, July, 2007, and continue to participate.
- The Partnership sent the director and two public school teachers to the 4th annual Day on the Hill, sponsored by the American Association of Colleges of Teacher Education. Jennifer Grooms, Natrona County School District #1, Jayne Wingate, Laramie County School District #1, and Audrey Kleinsasser participated in the two-day meeting that included legislative updates about pending legislation and visits to the state's two senators and representative. The Partnership designated \$1,000 each for Grooms' and Wingate's registration, travel, and lodging. The College of Education paid for Kleinsasser's expenses.
- The Governing Board learned about a research project being conducted by Cammy Rowley, a Casper College instructor and University of Wyoming Ph.D. student in curriculum and instruction, "Constructing Understandings: An Ethnographic Study of Young Children's Social Emotion Learnings in a Multiage Group." Cammy also presented at the 2008 NNER conference. We want to better track research around Agenda for Education in a Democracy issues in the next reporting year.

Next Steps and Challenges

1. Form a task force composed of secondary and postsecondary faculty (not administrators) to guide the philosophical grounding of Wyoming P-16 transitions.
2. Work with the Wyoming Department of Education around the Hathaway Success Curriculum for high quality student work and a better high school to college transition for students.
3. Work with Francisco Rios, AED scholar, and the UW Social Justice Research Center, to expand the work of the center to K-12 settings, particularly around the issue of equity, voice, community, and student generated inquiry through videography.
4. Collaborate with the director of teacher education to infuse Agenda for Education in a Democracy principles into Wyoming partner school initiatives.
5. Deepen understandings by providing support for Wyoming educators to present and participate in the 10th anniversary of In Praise of Education conference, October 15-17, 2009, Bellevue, Washington.
6. Participate in the university's academic planning process by providing action items in the College of Education document. Draft action items include the following:

- a) Collaborate with the UW Assessment Coordinators, the Ellbogen Center for Teaching and Learning, and the Learning Resources Network around a “best practices symposium for the assessment of student learning,” (APIII, page 6). The collaboration will build on the Partnership’s extant high school to higher education initiative and the co-sponsored 2007 and 2008 Fall Forum on Learning and Assessment meetings to a) promote curricular and institutional articulation that spans high school, community college, and university and b) increase the number of faculty participating, across secondary and postsecondary levels. Hathaway Success Curriculum content areas, language arts, mathematics, science, social studies, and foreign language, provide the prime disciplinary foci.
- b) Co-sponsor and expand the “science summit” model that brings together faculty from secondary and postsecondary Wyoming settings in Hathaway Success Curriculum content areas.
- c) Continue to co-sponsor the statewide Writing in Wyoming Colloquium, launched in 2008.
- d) Participate in a sub-committee of the P-16 Council to plan annual P-16 education summits that Participate in a sub-committee of the P-16 Council to plan annual P-16 education summits that would include policy makers and all levels of classroom faculty.
- e) Work with the UW Director of Teacher Education to create professional development opportunities around the Agenda for Education in a Democracy in partner districts; extend these opportunities to Partnership members.
- f) Promote the League of Democratic Schools initiative to increase members and support Wyoming members by sharing the \$500, yearly membership cost.
- g) Follow up the October 19, 2008 Jonathan Kozol visit to UW with small discussion groups around his book, *Letters to a Young Teacher*, and the topic of induction into the profession. Expand this series of 2-5 events to a yearly, Partnership-wide book discussion initiative that also includes community members.
- h) Promote the participation of Partnership members at the 10th anniversary of the *In Praise of Education: The New Three Rs* Conference, October 15-17, 2009, Bellevue, Washington.
- i) Promote the Partnership and its collaborative work at local, statewide, and national meetings, such as the Wyoming School Improvement Conference, the Wyoming School Boards Association, Wyoming P-16 Education summits, and the National Network for Educational Renewal.

ADDITIONAL INFORMATION

Dues and Membership

School District dues are \$2,500 (enacted at the May 1, 2008 governing board meeting). Dues for each community college are \$500; WDE, \$2,000; College of Arts & Sciences, \$2,000; and the Wyoming Department of Education \$4,500. Current members include:

School districts: Albany County School District #1; Campbell County School District #1; Carbon County School District #1; Converse County School District #1; Fremont County School District #1; Fremont County School District #14; Fremont County School District #25; Goshen County School District #1; Hot Springs County School District #1; Laramie County School District #1; Natrona County School District #1; Niobrara County School District #1; Park County School District #1; Platte County School District #2; Sheridan County School District #2; Sublette County School District #1; Sweetwater County School District #1; Sweetwater County School District #2; Uinta County School District #1; Washakie County School District #1.

Wyoming Community Colleges: Casper College, Central Wyoming Community College, Eastern Community College, Laramie County Community College, Northwest Community College, Sheridan-Gillette Community College, Western Community College. *Carmen Simone, Vice President for Academic Affairs, Casper College, is the representative to the governing board.

Other members: UW College of Arts and Sciences; Wyoming Department of Education; Wyoming Education Association.

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER) MISSION STATEMENT

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

MISSION

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

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

ENABLING ACTIONS

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

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

Adopted by electronic vote 2006

**MEMBERSHIP IN THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL
(as of October 2008)**

State/ Province	Setting Names	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 • Colorado State University 	1986 2008
Connecticut	<ul style="list-style-type: none"> • Connecticut Center of Pedagogy--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 (HIEP)—University of Hawai'i 	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 • University of Missouri—Partnership for Educational Renewal 	1993 2002
Nebraska	<ul style="list-style-type: none"> • Nebraska Network for Educational Renewal (NeNER) 	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"> • 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 	2000
Ohio	<ul style="list-style-type: none"> • Miami University Partnership • Wright State University Partnership 	1991 1993
South Carolina	<ul style="list-style-type: none"> • South Carolina Network for Educational Renewal 	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"> • The Benedum Collaborative, College of Human Resources and Education--West Virginia University 	2003
Wyoming	<ul style="list-style-type: none"> • Wyoming School—University Partnership 	1986