

National Network for Educational Renewal
Annual Report
2009

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL

ANNUAL REPORT

2009

In Praise of



Education

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NNER ANNUAL REPORT 2009

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 2009 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 of our students and within our settings, and the ongoing changes that occur through attrition and growth, the NNER takes pride in its 2009 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 2010 NNER settings

EXECUTIVE DIRECTOR'S REPORT

Ann M. Foster

2009 was one continued development for the NNER infrastructure. As noted in last year's report, the NNER's independent not-for-profit formation was underway 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 to advance our mission, we nurture conditions that encourage and support these efforts. The bedrock operating principles inherent in shared leadership define our collaboration or co-labor and serve as primary strategies 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. Current NNER status update,
2. Expanding the Network's responsibility toward leadership development,
3. Expanding the Network's work toward long-term goals and communication,
4. Enacting collaborative efforts to expand the NNER's influence on policy and practice,
5. Concluding statements and options as we continue to form our future.

NNER STATUS UPDATE

After focus on the transition from an initiative of the Institute for Educational Inquiry (IEI), 2009 was a year of focus on the organization's infrastructure, leadership initiatives, and setting work to advance our mission.

If transition is described by changes in the structures and places that we know that provide stability and identity, the sale of the Edgar Street house—where over the years NNER members have gathered to work on new initiatives, study, and build community—serves as a significant reminder of change. In so many ways, the interaction at the IEI formed and informed the NNER; how we connect with one another, our commitment to the AED, and a culture of questioning and challenging assumptions. 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. As a commemorative of the personal and professional connections and as a thank you to John Goodlad, the Goodlad Institute created posters of the Edgar Street house that were distributed at the 2009 NNER conference and given to IEI board members. And this gesture served as a bridge from the past to the future.

I continue to work with the Executive Board and Governing Council examining the NNER needs for office and meeting space to 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, provided housing to the NNER with office space for the next several years at Miller Hall on the University of Washington campus. The office space and infrastructure are providing stability for the day-to-day office needs.

NNER/IEI interchange continues with 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. Positive papers developed by the scholars were reviewed and critiqued at the 2009 conference and are posted on the NNER web page.

Of significance, four settings dropped membership in the NNER for 2010 citing budget constraints and changes in leadership as the primary reasons. The executive board and the new setting study committee continue to work toward renewing the energy within the organization and recruiting new members that share our commitment to providing quality education for all students so that they can continue to improve this democracy.

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 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 in July in Seattle. Twenty-three participants from throughout the NNER gathered for the session. A brief summary of the activities follows:

Executive board members Greg Bernhardt, Jean Eagle, Deb Shanley, Dennis Potthoff, and Leslie Wilson and I developed and facilitated the session. Readings include the following books and articles:

Education for Everyone: Agenda for Education in a Democracy,

Teacher Education for Democracy and Social Justice, Those Who Dared: Five Visionaries Who Changed American Education, Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America.

“*Adaptive Work*” by Ronald A. Heifetz

Education for Democracy; The Foundation for Democratic Character

Posted On Blackboard

Jazz at the Improv

A Morally Defensible Mission for Schools in the 21st Century

Caring and Expectations, chapter 3 in *Kids and School Reform*

The session included Socratic seminar structured conversations on the readings with a focus on deepening understanding of the NNER mission and the AED and their application to day-to-day work in our schools and universities. A democracy walk had participants exploring the Seattle area public places using the concepts from the reading materials as a foundation to study who we are as a public and the relationship between publicness and public schools. Time for role-alike and cross setting conversations were provided.

2009 NNER Conference The University of Washington hosted the 2009 NNER conference *In Praise of Education: the new Three Rs; Reflection, Responsibility, Renewal*. This conference came as the 10th anniversary of the first In Praise of Education conference sponsored by John Goodlad, and the conference returned to the site of that session—providing an appropriate venue for celebrating John Goodlad’s vision and the NNER’s progress in the past decade toward realizing that vision. Gene Edgar chaired the committee, with local committee members including Mona Bailey, Tom Bellamy, Marisa Bier, Dick Clark, Ann Foster, Laraine, Hong, and Tony Smith and with executive board members Greg Bernhardt, Nick Michelli, and Jean Eagle serving as liaisons to the group, and Steven Baugh serving as an NNER member-at-large. This broad set of voices and experiences served the planning process well. Keynote sessions included a panel of leaders—all of whom were at the first In Praise conference—from the book, *Those Who Dared: Five Visionaries Who Changed American Education*, Pat Wasley, Dean of the College of Education at the University of Washington and Vicki Phillips Director of the Gates Education Foundation, and a performance by the members of the World Ensemble, high school students from Brooklyn College Academy.

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. Over 30 people attended this year’s session. Stephanie Kenney from Georgia Southern University and John Spencer from Alpine School District in Provo, Utah, co-facilitated the session along with Rod Lucero from Colorado State University setting. 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.

Tripartite Council and Governing Council Conference Meeting New setting recruitment, support for leadership development, continued work on community engagement, and addressing policy issues were identified as central to the work for 2009 by the governing council. The tripartite council continued to provide insights into the focus issues for the organization through its work with the expert panels (see descriptions beginning on page viii) and in role-alike sessions.

Deb Shanley was elected as Governing Council Chair and has begun to serve a two-year term. Ada Beth Cutler was elected as Governing Council representative-at-large to the executive board. Greg Bernhardt and Dennis Potthoff will continue on the executive board. The Tripartite Council A&S group elected Leslie Wilson as chair and the school group elected Jean Eagle as chair. Nick Michelli continues to serve as education chair. All three serve on the executive board.

Awards Acknowledge Leadership **The Clark Award for Exemplary Partner School Work** was presented to Benjamin Franklin Elementary School in Newark, NJ in partnership with Montclair State University. A long-term partner school serving a community where most children live in poverty, the school boasts outstanding achievement on state assessments, low teacher turnover, an unusually high number of teachers that have become school principals as examples of its success. Additionally, as a partner school multiple university connections are evident including teachers serving as clinical faculty and on-site inquiry projects and community service expectations for university students.

The Michelli Award for Promoting Social Justice was presented to the Brandon, Manitoba setting for their significant district-wide work founded on the AED that is providing access to the highest quality school environment for all learners. These activities include a district-wide focus on quality literacy instruction and achievement for all students and an extensive study of early high school leavers that resulted in an alternative option for graduation that has so far provided access to a high school diploma for over 200 students that had dropped out. The district is engaged in developing school funding policies that provide funds based on student needs rather than pupil count and once passed will be the first of its kind in Canada.

The 2009 conference included an additional award, the first **John I. Goodlad Award** presented to individuals who advance the work of the NNER in their local settings; leaders who exemplify the application of the principles that form our work. Recipients were Chuck Birkholtz, superintendent of a rural district in OH who has worked as long term partner with Wright State University and Nicolas Mazzarella, principal of Brooklyn College Academy where he works in partnership with the School of Education. Both provided rich examples of initiatives that advance opportunities for students—most importantly providing access for students too often underserved by our public systems.

New Materials The governing council at its winter meeting in Chicago noted that materials for local leadership development were needed. To help address this need, the BYU Partnership developed a booklet, ***The NNER Today*** that overviews the NNER mission, the

AED and provides examples of application of the NNER principles from settings along with contact information to encourage cross-setting work and learning. The booklets were distributed to attendees at the 2009 conference and an additional 1500 were printed and distributed to settings at their request. The publication is also posted on the NNER web site. In addition, the BYU partnership produced DVDs of excerpts from talks John Goodlad has given over the years. The excerpts, ranging from 30 seconds to 5 minutes are clustered into themes that include change, renewal, and collaboration, as examples. This resource was also distributed to participants at the 2009 conference and will be available on the NNER web site.

The Goodlad Institute sponsored a **Literary Café** at the 2009 conference where more than 100 publications written by NNER members were on display. The institute has posted the annotated bibliography for these books on its web site (www.uwb.edu/centers/goodladinstitute) which is linked to the NNER web site. One overarching purpose for this initiative was to illustrate and therefore celebrate the depth of work that is taking place across the NNER as documented in writing. An additional purpose for the display was to encourage people to peruse the materials for use in their course work, in-services, and other professional development.

Continued LTPS Follow-up The LTPS project was awarded an extension grant to conduct research on our work. My responsibility for was to develop 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 served as the study site. The case study will be available on the web site.

Dick Clark, working with Tom Bellamy and me, is leading our efforts to publish a book of best practices from partner schools. Carol Wilson developed annual cases that describe new principals' first year as a school leader.

NNER Online Journal Education in a Democracy: A Journal of the NNER's inaugural issue was distributed at the 2009 conference and is available on line. The first edition has articles by authors from throughout the NNER and serving in a wide range of roles. John Skillings continues as the managing editor and Miami University of Ohio continues to support the infrastructure needed for the publication. John Anderson, Jean Eagle, Laura Nicosia, and Thomas Poetter continue to serve as co-editors and James Tomlin and Caren Town serve on the editorial board. The journal fosters inquiry related to the NNER mission and informs 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.

ADVANCING LONG-TERM GOALS AND COMMUNICATION

Expert Panels With the dual goals of increasing involvement in the long term direction for the organization and promoting action toward goals central to our mission, the 2009 conference planning committee initiated an expert panel process where NNER members with interest and background in areas deemed key to the organization's health and activity. The areas identified were then brought to the executive board for final approval. The result was the formation of eight expert panels that convened at the conference, each facilitated or co-facilitated by NNER leaders or others with expertise in the specific areas and interested in our work. Following are summaries from each of the eight groups. The groups' work will guide the NNER actions.

EXPERT PANEL: Increased Participation by Deans of Schools and Colleges of Arts and Sciences

Chair: Ronald E. Cambra
Panel Members: John Skillings, Rory Scanlon, Louann Reid, Howard Daudistel,
Anny Morrobel-Sosa, Brenda Greene, Mary Ellen Finch,
John Rosenberg, Leslie Wilson

Recommendations:

1. Move toward A&S and COE identifying and working together on "common" projects.
2. Make assessment and learning outcomes a key part of creating common areas and common projects so all can learn from current and future experiences.
3. Address the issue of the "culture" of schools and programs early by developing dialogues. Ensure that issues of "cultures" are discussed and understood early, and where necessary, develop a notion of the need for systematic change where necessary.
4. Much of the culture issues are issues that administrations need to address as "beginning points." Notion of building a sense of "community" of learning in new cultures.
5. NNER needs to serve as a professional academic organization of this work, and it needs to offer its members a chance to "grow" into exemplars for others to follow and build on.
6. Institutions need to understand who they are as a university or college and who their students are and how their mission as a university or college comes together with the students' needs. Every new faculty member should receive this background.
7. A major concern expressed by everyone is the promotion and tenure issues, related to discipline. For the work to succeed there is a need for deans to offer leadership, to show how scholar's education reflects the understanding of the student body, and how the work fits the requirements of the institution.

8. A need also exists to understand community and civic involvement. It is critical to listen to the community voices, and bring those voices into the conversation.\
9. Identify national organization and divisions that are supportive of the work, and share with all parts of NNER.
10. Develop and share a sense of “core values” that support the work within schools. These “core values” should be shared, discussed, and practiced with everyone.

EXPERT PANEL: New Settings

Chair: Randy Hitz
Group Members: Tina Nolan, Kate Meyer, Pam Campbell, Tony Smith, Betty Epanchin, Van Dempsey, Nancy Cartwright, Carol Wilson (liaison)

Recommendations:

1. The panel applauds the NNER effort to expand membership. However, the messages to potential new members appear at times to be contradictory. On the one hand the seven recommendations of the New Member Recruitment Committee suggest positive ways that NNER can reach out and support new members. On the other hand, language of “evaluating” proposals of potential members and “denying full membership” remain and contradicts the notion of support. It appears that the NNER is still not sure about the extent to which it wishes to grow. If it is the desire to grow very slowly then it may be appropriate to retain applications, evaluation, and potential denial of membership. On the other hand, if the NNER wishes to promote its agenda by growing a larger membership, then the complex and difficult application process is a barrier. The panel suggested that the current system is like a beauty contest and only winners can become members. They suggest something more like on-line dating where the two parties explore their relationship and build at an appropriate pace.
2. The NNER needs to be more explicit about the nature of a “network” as opposed to a membership organization.
3. What potential members need is support. \$5000 is a lot of money for organizations to allocate toward a membership and any organization able and willing to come up with the money is showing a great deal of commitment to the NNER mission. It seems unnecessary to ask for further evidence of commitment.
4. The idea of “provisional” membership is attractive to the panel as it is consistent with the idea of helping sites develop their work though the word “provisional” has a connotation that may not be in keeping with nurturing and supporting settings. The group also discussed the possibility of creating several levels of membership depending upon capacity and maturity of settings.

5. The leadership training that NNER offers is powerful and could be used more to promote membership. The panel specifically recommended taking the leadership training (or a version of it) to sites (at a cost to sites) so that more people from a site could be involved.
6. NNER may want to consider fewer national conferences and more local work, thus reducing costs to sites while maintaining support. A journal for practitioners may also be a good supportive effort that brings in members.
7. The idea of individual memberships was discussed. Many individuals may want to be involved in the AED and NNER work even if their institution is not able to do so. Keeping individuals invested may lead to institutional participation.

EXPERT PANEL: Doctoral Programs for Future Teacher Educators Reflecting AED

Co-Chairs: Nick Michelli, Marisa Bier, and Ken Zeichner
 Group Members: Frances Rust, David Imig, Bill McDiarmid, Bernard Baladai,
 Laura Gellert, Darla Linville, Lidia Gonzales, Liza Pappas
 Gene Fellner

Recommendations to the NNER:

The major conclusion of discussions and the force behind our recommendations is that the preparation of teacher educators should be intentional, especially if we seek future faculty members who understand the work of the NNER and the Agenda for Education in a Democracy.

1. Survey NNER institutions with doctoral programs to determine where “intentional” programs for the preparation of teacher educators exist. Also ask for the proportion of graduates who enter teacher education for all programs.
2. Ask for rich descriptions of such programs including course descriptions, requirements, organizational patterns, expected research, and placement of students where available.
3. After reviewing the descriptions, recommend structures, content, and experiences to be considered.
4. Do follow-up studies of doctoral graduates of NNER settings. Where are they, what are they doing, how are they doing? Where possible, disaggregate these data from data already collected by institutions.
5. Include a strand on preparing teacher educators in future NNER meetings.
6. Examine the idea of an institute for practicing teacher-educators.

7. Include elements in programs specifically related to the NNER principles, for example the nature of the tripartite along with the community. Involve future teacher educators in the negotiations required to establish partner school relationships.
8. Prepare graduate students who will teach in teacher education programs for their work. Build seminars for teaching assistants to debrief and enhance their experiences.
9. Include clinical faculty and administrators in the planning of and execution of the program.
10. Continue outreach to policy makers and engage in research that informs our work. Gather stories of programs that work and successful efforts to influence policy makers and our own institutions.
11. Present an annual award for the outstanding dissertation that focuses on teacher education at the NNER meeting.
12. Actively use the NNER to recruit and employ graduates of programs in line with the principles through job fairs and other devices.

EXPERT PANEL: Superintendents

Chair: Jim Lowham
 Group Members: Frank Alvarez, Cliff Janey, Dianna Clapp, Amelia Cudeiro,
 Dave Barker, Vern Henshaw, Chuck Birkholtz, Bill Mester,
 Ray Schulte, Jerry Wilson

Recommendations: What can the NNER do for superintendents?

Develop readers' guides to books and documents that will build conversation about the Agenda. Keeping the NNER and the Agenda as a topic in the professional development and orientation programs of districts is critical. The NNER has many "readers", let's publish some annotations, study guides/advanced organizers.

Recommendations: What can superintendents do for the NNER?

Keep their districts involved in the work of the NNER and the Agenda. Superintendents could be key leaders in the Access to Knowledge issue discussed in the following paragraphs.

Further Recommendations:

The work of the NNER must be accessible to staff developers, leaders, and policy makers. The NNER must be part of the front-line with issues (i.e. dual/concurrent enrollment for college credit and access to knowledge) that are important to the practitioners and the

students. The NNER could be a convener of conversations that could move the work into meaningful dialog. Without such a convener the conversation may well be a turf fight without winners, just a long list of losers, including those who are concerned about access to knowledge.

1. Sharing stories of successful Leadership Associate programs would be valuable. Settings with successful, sustaining Leadership Associate programs should be encouraged to open their programs to other settings.
2. It would be beneficial for the NNER setting to make purposeful visits with new superintendents.
3. There seems to be little time for conversation related to the philosophical underpinnings of our work, yet there is a reported hunger for such conversation. Many times tensions get naturally untangled through such conversation.
4. The concept of asking “Essential Questions” related to the work of the Agenda generates thought and conversation. Symposia could be a way to infuse the Agenda into local conversations
5. Superintendents could make the Agenda part of the induction program in their districts.

EXPERT PANEL: Community Engagement

Group Members: Carole Basile, Steven Baugh, Jerry Bergstrom, Gregg Crocker, Gayla Holmgren, Audrey Kleinsasser, Hal A Lawson, Robert E. McCarthy, Jennifer Robinson, Pat Salvatini, Donnan Stoicovy, Elisabeth Cullin. Facilitators: Mona Bailey, Dennis Potthoff, Coir Mantle-Bromley

Recommendations:

The study group agreed to five action steps that we believe should be considered if community engagement is to become a higher priority within the NNER.

1. The governing board formally adopts /declares a new vision for the Agenda for Education in a Democracy that includes a bold commitment to the community’s engagement in school and educator preparation renewal.
2. The governing board asks an ad hoc committee to create a rubric that could help settings assess their community engagement efforts.
3. Each setting assesses its current skills, efforts, and status with regard to community engagement and educational renewal.

4. A setting may create its own assessment of engagement, with the understanding that all settings are working toward meaningful partnerships with all stakeholder groups.
5. Each setting puts forth a community engagement action plan for their setting that is included in their NNER annual report.

Note: The steps above are modeled after the process used to increase commitment to and progress toward equity within the NNER settings.

EXPERT PANEL: GLBTQQIIAA (Gay, Lesbian, Bisexual, Transgender, Transsexual, Queer, Questioning, Intersex, Intergender, Asexual, Ally)

Chair: Tina Jacobwitz
Group Members: Nadine Ball, Joel Bolling, Dan Condon, Jane Chadsey, Danne Davis, Noreen Gelling, Angela Jaime, Jennifer Jay, Brandon Knox, Darla Linville, Maria R. Sharron-del-Rio, Wayne A. Reed, Amy Scharf, Nancy Williams

Recommendations for Future Teachers:

1. Safety:
 - a. Future teachers must be made aware of the statistics that show that GLBT students are not safe in schools. They are subjected to harassment and bullying by other students as well as teachers. A good resource for this is the GLSEN Executive Report at <http://www.glsen.org/cgi-bin/iowa/all/library/cord/2340.html?state=research&type=Research>
 - b. Teach students how to be stewards in terms of creating safe places in their schools.
2. Language:
 - a. Become familiar with the vocabulary and language of GLBT culture, e.g. queer, affectional orientation, gender fluidity, homodiscrimination, intrasex)
 - b. Become intolerant of anti-GLBT language such as “That’s so gay.”
3. Identity:
 - a. Educators should trust that young people have experiences and knowledge about themselves in terms of sexuality and gender expression - and we can learn from them

- b. Pre-service teachers need to understand that sexuality (or sexual orientation) and genders are socially constructed categories.

4. History:

- a. Because current textbooks in history and social studies are unlikely to highlight GLBT history both in terms of its heroes and oppression, it is important that pre-service teachers learn this history and ways of incorporating it into their curriculums. A good place to start is at the GLSEN website: <http://www.glsen.org/cgi-bin/iowa/all/library/record/1718.html?state=tools&type=educator>

5. Educating Parents and the Community:

- a. Pre-service teachers need to understand that LGBTQ (TQIIAA) students and students with non-traditional families are within our community and, even if we think they are only a small fraction of our communities and schools, they are not expendable. We must teach them. It is a matter of social justice.

6. Policy:

- a. Future teachers should be aware of existing Safe Schools policies at the local, state and federal levels. (See <http://www.glsen.org/cgi-bin/iowa/all/involved/policy/index.html> for examples of such policies.)
- b. Future teachers should be encouraged to contact their elected officials and other policy makers to encourage them to support policies that ensure safe schools for all students.

Recommendations: What can the NNER Do to Continue and Move this Work Forward?

1. Reestablish the Equity Task Force as a permanent committee of the NNER and make the GLBTQIIAA expert panel and the special education expert panel subcommittees of the Equity Committee. The annual equity reports could then be reviewed by the Equity Committee and these two subgroups would look at those aspects of the reports that apply to them. Co-chairs of the subgroup will be elected by the group.
2. Continue to have sessions on GLBTQIIAA concerns
3. Educate our members so that they can educate their pre-service students. We can't assume that teacher educators have the skills, knowledge and dispositions required to accomplish the goals we have set forth above for teacher education programs.
4. Have speakers, movies, dialogue, panels

5. Collect work on the policy level that is done to create safe spaces
6. Make connections with organizations that are already doing this work
7. Bring and support experts on LGBTQQIIAA to come to NNER.
8. Make connections between equity committee and other NNER groups as well as the NNER leadership.
9. Serve as a clearinghouse for resources
10. Offer sessions and pre-sessions for training
11. Have bigger/open sessions for dialogue on the program
12. Have a fair/poster session on LGBTQQIIAA
13. Walk the walk: NNER leadership is aware of, concerned about, has a commitment to and is an advocate of, LGBTQQIIAA concerns
14. Provide social spaces for LGBTQQIIAA special interest and caucus groups

EXPERT PANEL: Special Education

Group Members: Bonnie Utley, Gene Edgar, Bob, Elizabeth Kozleski, Jennifer Robinson

Recommendations:

1. We believe that we need to establish and maintain an NNER network dedicated to:
 - a. Embedding tiered approaches to whole school renewal
 - b. Developing apprenticeship systems that produce teachers who are highly skilled in developing and implementing universal designs for learning
 - c. Supporting mental health
 - d. Infusing technology
 - e. Creating feedback systems that engage student voices in assessing what works in schools.
2. An important vehicle for this trajectory could be a year-long leadership symposium for teacher educators to study and develop the curriculum for this kind of venture.

3. Further, technical assistance teams from the NNER partner sites could offer support around blending programs for special and general education.

EXPERT PANEL: Education Deans

Chair: Ada Beth Cutler
Group Members: Deb Shanley, Sam Hausfather, Jennie Rakestraw,
Phyllis Fernlund, Greg Bernhardt, Richard Young,
Donna Cooner, Betty Lou Whitford

Recommendations-What can and should the NNER do for and with Education Deans?

1. Provide space at conferences for role alike groups- ed deans group, Expert Study Panels.
2. Develop a resource bank, an internal experts directory- with key words about what we do.
3. Develop a Ning community for ed deans.
4. Develop more transparency within the NNER. For instance, make it clear Gov Bd. Meeting, Tripartite meeting, all meetings are open. We need to improve communication, sharing information, within the NNER. Perhaps make better use of Web 2.0 (social networks, etc.)
5. Develop new rituals and ceremonies for the NNER- e.g. Opening NNER Address for the Annual Meeting, because it used to be John Goodlad as the touchstone and we can't depend on him that way anymore.
6. Allow Award Winners to present for the whole group- not just in a breakout session- so everyone can have exemplars of excellence in the NNER.
7. Provide more expert visits (draw on retired group of leaders too- emeritus status), and set a regular cycle of director visits.
8. Promote regional connections (even visits) within the NNER for more frequent contact among and between settings.
9. Issue of setting contact: if it's not the Ed Dean, cc Ed Dean on everything.
10. Organize initiatives, events, around particular issues or areas for us to participate in- e.g. the arts in education, Teacher Preparing Schools, whether grant funded or not, and make them widely publicized and communicated.

Recommendations-What can and should Education Deans do to support and promote the NNER and the Agenda for Education in a Democracy?

1. Cultivate a larger group of leaders within our settings at national level too- e.g. bring someone to GB meeting each time.
2. Be proactive about recommending and cultivating new members for the NNER.
3. Be available to each other deliberately and consciously.
4. We must be the chief steward, chief worrier for the Agenda and NNER in our local sites.
5. The Ed deans have to take responsibility for planning regarding a successor to Ann and think ahead. We won't have her wonderful leadership forever!
6. Make it a priority to send people to Summer Symposium and other NNER events.
7. Look at structure, infrastructure, leadership, resources, etc. of NNER for the future.

Technology Dennis Potthoff, Audrey Kleinsasser, Steven Baugh, and Bernard Badiali expanded their AED scholar writing project to include a set of online tools to support efforts to advance engagement with the broader public including families and policy makers. The tools are available on the NNER web page and include a set of scenarios, a blog and a forum for additional scenarios to be added. The interactive and relevant material advances the NNER's efforts to engage authentically with communities.

The teacher stories section of the NNER web page continues to expand with additional stories added on an ongoing basis. The stories, teachers' reflections, relate experiences, conflicts, and contradictions between policy and practices that support all students and their attempts to deal with these.

As noted earlier in the report, the DVD of excerpts from John Goodlad's talks over the years is available on the web site and provides a resource for local leadership development.

COLLABORATION WITH OTHER ORGANIZATIONS TO ADVANCE OUR WORK

The NNER is a partner with ASCD in the Whole Child initiative. I continue to send examples of exemplary child-centered work from the NNER settings for the posting on the web site. We continue to work closely with the Forum for Education and Democracy and the Rethink Learning Now Project on policy and practice change. I attended a leaders' work

session sponsored by the Forum where leaders from educational organizations met to examine current national policy on teaching and learning where information was gathered to further policy and practice that supports well-rounded, nurturing, accessible, and rigorous

schooling for all students. The NNER continues to collaborate with the National Association for Professional Development Schools (NAPDS). Respect for All, a program of Groundspark, is a nonprofit film production company that creates and distributes documentary films on uses of social and economic justice. The organization partnered with the NNER at the 2009 conference where Amy Scharf, Director of Educational Programs showed the film “Straightlaced: How Gender’s Got Us All Tied Up,” a series of interviews with high school students reflecting on questions and dilemmas as they form their social and emotional identities. The organization’s films are used for training for educators and others working with youths on issues of equity, violence, bias, and working for change. We continue our work with the Goodlad Institute where NNER members are working on cross-setting grant proposals and writing projects as examples. The Institute’s web site www.uwb.edu/centers/goodladinstitute outlines current projects and initiatives and contains the annual report for its first year of operation. The NNER and the Goodlad Institute continue to work closely with Jonathan Cohen, Ph.D. President of the Center for Social and Emotional Education, partnering to explore ways to integrate his work on social and emotional standards for schools into teacher preparation and partner school work.

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 and the IEI board collaborated to launch 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. The first annual report is attached to this report as appendix A.

Multiple sessions at the past two NNER conferences have given the membership many opportunities to participate in its formation and future work. As noted in the collaboration section, currently several NNER members are working on collaborative grant applications. 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. Along with the Executive Board, I continue to look for ways to support innovative and wider ranging communication options. We continue to explore electronic communication options and plan to have a pod cast for local leadership development. The web page, updated regularly, contains wide-ranging information on the NNER. The NNER directory is ready to post.

The NNER Executive Board continues to take an active leadership role, strategically poising the NNER for growth while sustaining support for current settings. With Deb Shanley's election as chair, an experienced executive board member replaces Greg Bernhardt who served two terms as chair providing needed continuity and experience. 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 and the recommendations from the new setting task force and the expert panel convened at the 2009 conference provides needed input. There is interest in membership and bringing new partnerships into the NNER will require 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. Work at the Colorado State University newly reorganized partnership included meetings with school and university leaders. I did a keynote session for the Greater Cincinnati Consortium of Colleges and Universities relating the NNER partner work to other university, community, and school partnerships and worked with members of the Miami of Ohio setting. I attended the Shepard Symposium for Social Justice at the University of Wyoming and met with

NNER colleagues. John Goodlad was honored at a dinner held at the AERA conference this year; a wonderful convening of long-term NNER supporters and those that worked with John as he developed the AED. A visit to the Illinois setting included meetings with the site coordinators and liaisons, interactions at several partner schools, and meetings to begin forming the 2010 conference venue. A Rhode Island meeting with the Forum for Education for a Democracy that included organizational leaders resulted in the beginning stages of connecting the NNER with the Rethink Learning Now project and provided time with Ted Sizer shortly before we lost his visionary voice and presence in our work. The executive board meeting was held in New York this year as most of the board members live in the east. Having the meeting near so many settings provided an opportunity to talk to other NNER members as well as meet with the board.

2010 promises to be significant for the NNER:

- Nurturing the 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 2010 Conference, Realizing the Democratic Ideal hosted by Illinois State University Partnership is a wonderful next step in our journey toward putting our mission into action at all levels. There will be strands devoted to community engagement, policy work, and applying the mission in classrooms as well as throughout institutions.
- 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.”*

CALIFORNIA STATE UNIVERSITY, CHICO

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

Tripartite Representatives: Maggie Payne, Associate Dean, College of
Communication and Education
Bruce Grelle, Department of Religious Studies
Sam Chimento, Superintendent,
Palermo Unified School District

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting.

CSU, Chico engaged in a self-study related to diversifying faculty that included a critical friend process. Faculty hosted two colleagues from Brigham Young University who facilitated large and small group discussions over two days. These discussions led to the development of a set of conditions or activities for diversifying faculty and staff:

1. Communicate commitment to recruiting and retaining faculty of color through a variety of media and venues;
2. Institutionalize commitment through affirmative action goals, incentives for hiring a diverse faculty, research funds for junior faculty and faculty of color, and competitive salaries;
3. Include senior faculty mentor and junior faculty of color in their professional networks and assist them in their research;
4. Demonstrate value for research issues related to equity and marginalized groups;
5. Resist overburdening faculty of color with committee work in an effort to include a minority perspective;
6. Recognize and reward informal advisement that faculty of color provide for students of color;
7. Recognize and reward faculty's contribution and service to communities of color outside the university;
8. Familiarize the tenure and promotion committee with a variety of research publications and senior scholars of color;
9. Have an institutional plan for improving diversity and issues related to it;
10. Provide opportunities for faculty and staff to develop their own cultural competence;

11. Provide opportunities for faculty and staff to develop awareness about their own prejudices and discriminations;
12. Provide opportunities for faculty and staff to develop strategies for interrupting discriminatory behaviors and fostering inclusion;
13. Provide physical spaces and programs that support diverse communities and provide a welcoming environment; and
14. Provide an annual report on the status of and achievement toward diversity for the Dean, President, Provost and Academic Senate.

Additionally, faculty identified current examples of efforts related to each of these conditions and activities and offered suggestions for additional future efforts.

Other efforts include:

1. The participation of the School of Education in the campus E-Learning Academy, which led to the redesign of the *Access and Equity* course required for all initial credential programs. Through this effort, faculty were able to standardize the content, to develop online modules to enrich the face-to-face sessions, and to make effective use of technology to provide access to resources and experiences related to diversity that are otherwise unavailable in the region.
2. The participation of credential candidates in the campus-based *Conversations on Diversity* forums that are held several times each semester.
3. The field experience and placement of teacher candidates in community organizations that serve diverse populations of students and families.
4. Increased contact and collaboration between program faculty from Bilingual Education, Special Education, and initial credential programs.

Challenges:

- 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

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

1. **Emotional Disorders Program:** When the Sutter County emotional disorders program lost the support of the local mental health agency, the county office of education sought support from the NNER consortium. A special education faculty member assessed the situation and then solicited the help of a faculty member in the Psychology Department

and the county SELPA director. Together with the county special programs director and the principal and staff of the emotional disorders program, they developed a set of measures for assessing their progress toward clearly defined goals. After designing a professional development workshop related to these goals and measures for the four staff members in this program, they decided that the content would benefit faculty in all special programs. As a result, over 60 special educators from all districts in the county participated and benefitted from the work of this collaborative partnership.

Challenges:

The original hope of reinstating the mental health agency support has not been realized. Additionally, the special education faculty member has had to take a hiatus from this partnership in order to address other scholarship priorities.

- 2. Two-Way Spanish Immersion Program:** Faculty in the Bilingual Program have worked with the administration, faculty and parents of a local elementary school to create a professional development school focused on two-way (English/Spanish) immersion. This process includes the merging of programs at two elementary schools into one. Faculty have visited other two-way immersion schools and shared recent research on student achievement and curriculum.

Challenges:

The merger of the two elementary schools has slowed down this process as teachers and students adjust to the new organization. A faculty member with assigned time to be at the school site will be a critical factor in helping with the transition and exploring the professional development school concept with faculty and administration.

- 3. Induction program inservice:** California's credentialing process includes a two-year induction program for new teachers, the Beginning Teacher Support and Assessment (BTSA) program. Two county BTSA directors provided a workshop to familiarize School of Education faculty with the program and recent changes in the support activities related to the program. The faculty welcomed the information and indicated that they felt more confident about their ability to help candidates transition to the induction phase. This workshop was particularly significant for our member site, as it was the first project that focused on the K-12 partners providing service to the School of Education. We are now planning on a similar workshop related to supporting at-risk learners.
- 4. STEM Conference:** A collaboration between the School of Education and the Colleges of Natural Sciences, Agriculture and Engineering led to the development of a one-day STEM Conference for area K-12 administrators and faculty. The conference included local and national presenters and hands-on activities, as well as an additional workshop on math and science pedagogy for Noyce Scholars.

General Challenges:

- The need to expand collaborations with arts & sciences faculty;
- The need to find funding to support for proposed projects, such as professional development for teachers who teach world religions;
- The need to identify additional ways for K-12 partners to share their expertise with SOE faculty;
- The workload concerns for SOE faculty in the current budget environment;
- The need to expand our consortium to include the counties and districts partnering in our new Teacher Quality Partnership Grant projects; and
- The need to continue the work begun on our equity self-study.

COLORADO STATE UNIVERSITY

Setting Contact: Donna Cooner, Director Teacher Licensure
School of Education, Colorado State University
Rod Lucero, School of Education

Tripartite Representative: Rod Lucero, School of Education

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. We encouraged student participation in the Matthew Shepard Symposium, hosted by fellow NNER Setting, University of Wyoming.
2. There is a current focus on the STEM areas on the Colorado State University campus implicit in this focus is the recruitment of under-served populations.
3. STEPP has established a Master's/Teacher Licensure cohort in an urban setting, defined by lower socio-economic status, high drop-out rate, and low student achievement rates.
4. We will continue our work with the "star-alliance" schools that assist in creating a pipeline for minority students who choose to attend Colorado State University.

Engaging a mature partnership

1. We created a Principal Advisory Board, consisting of Principals from all partnership schools, that meets bi-annually.
2. We established an Executive Board that oversees the work of the partnership. Membership consists of three persons from the local school district and three people from the University and includes the following:
 - Superintendent of Schools
 - Assistant Superintendent for Secondary Services
 - Executive Director for Student Achievement and Professional Development
 - Dean, College of Applied Human Sciences
 - Director, School of Teacher Education and Principal Preparation
 - Associate Director, School of Teacher Education and Principal Preparation.
3. We were also thrilled that five of the six members of the Executive Board were able to attend the annual NNER conference/10th anniversary of "In Praise of Education," held this past October in Seattle.

4. We will re-visit the concept of “Simultaneous Renewal” and re-commit to the daily activities of the partnership, while actively defining the educational benefits for all participants.
5. We will engage in the re-negotiation of the Memo of Understanding between the local school district and the University that ties the Agenda for Education in a Democracy into the daily work and operation of the partnership.

Establishing STEPP

We established The School of Teacher Education and Principal Preparation, (effective July 1, 2009), with a renewed focus on PreK-12 teacher and principal preparation, and the deeper incorporation of the NNER Agenda into the partnership work.

National Accreditation

We are studying the complexity of the partnership work via the TEAC National Accreditation framework. We have moved from the NCATE National Accreditation process to the TEAC National Accreditation process. Our inaugural TEAC visitation was November 11-13, 2009.

Challenges:

The ongoing challenge is maintaining relationships and effective communications within a mature, complex partnership, insuring full inclusion for stakeholders across the setting, and acculturating new stake holders as they move into the partnership. We have discussed and are moving forward on a more active research agenda that could take place within the context of our setting.

Other setting information

- We established The School of Teacher Preparation and Principal Preparation (STEPP) as a result of a Provost-commissioned Task Force. The recommendations of the Task Force served as the underpinnings upon which STEPP was founded. The Provost who charged the Task Force has recently been named President of Colorado State University.
- STEPP is no longer part of the School of Education, but parallel to it, with all the rights, privileges, and responsibilities expected of a “school” at Colorado State University.
- The teacher licensure program (STEPP) is, for the first time, based, budgeted, and broadly supported by the President, the current Provost, and the Dean for the College of Applied Human Sciences. This is particularly noteworthy, given the current economic outlook across the United States.

UNIVERSITY OF CONNECTICUT

Setting Contact: Marijke Kehrhahn, Director of Teacher Education

Tripartite Representatives: Manuela Wagner, Associate Professor, Modern and Classical Languages
Robin Hands, Director School-University Partnerships, Office of Teacher Education, Neag School of Education
Kerry Swistro, Teacher, Bulkeley High School, Teacher Prep Academy

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

The Neag School of Education has focused on three major themes in our Advancing Equity work in 2009: (1) Improving college/post-secondary education opportunities for students of color, students in urban high schools, and first generation college students, with a focus on future educators; (2) Engaging with urban school partners to bring university resources to the development of new academic centers; and (3) Enhancing our teacher candidates' abilities to teach English language learners.

1. Improving college/post-secondary education opportunities for students of color, students in urban high schools, and first generation college students, with a focus on future educators;
 - a. In Fall 2009, Bulkeley High School in Hartford, in partnership with the Neag School of Education, opened the Teacher Prep Academy, a junior-senior academy for Hartford high school students who aspire to careers in education. The TPA enrolled 80 high school juniors and seniors in its inaugural class. Students enter the academy after successfully completing their 9th/10th grade studies. Citywide high school choice allows students throughout Hartford to select the TPA as their high school of choice. Curriculum development was led by Neag School professor Dr. Rene Roselle, P-12 Representative Kerry Swistro, and BHS Principal Gayle Allen-Greene. The innovative curriculum, modeled after the Neag School teacher education curriculum, includes coursework for college credit that meets state requirements for teacher certification, clinic-based experiences, and seminars to connect education concepts to clinical experience. UConn teacher candidates serve as TPA interns, supervising clinic experiences and working with guidance counselors to provide college counseling for TPA students. In our first year, we recognize the accomplishment of launching the academy and also the tremendous amount of work ahead.
 - b. TPA students joined Neag teacher candidates, faculty, and alumni and UConn Admissions and TRIO staff at a celebration of diversity dinner in Fall 2009 at which a Neag teacher education graduate who is now a principal in Hartford Public Schools encouraged students to pursue their dreams of becoming teachers

- c. In addition to the TPA interns, Neag interns work in Bulkeley's College For Every Student efforts. College For Every Student (CFES) is a nonprofit organization committed to raising the academic aspirations and performance of underserved youth so that they can prepare for, gain access to, and succeed in college (<http://www.collegefes.org/about.php>); the organization sponsors local programs and Neag interns participate in the delivery of services at the Bulkeley site. Interns set up a college life fair that focused on what it's like to be a college student rather than the typical academic and testing topics and also sponsored BHS student visits to the UConn campus. One of the main features of the college life fair - students set up a dorm room in the high school so students could get a better sense of what living space was like in college and could ask questions about roommates and the ins and outs of sharing residential space with others.
 - d. While our long-standing partnership with Hartford Public Schools has provided us with unique opportunities to address the dire shortage of teachers of color in Connecticut and the U.S., we have acted on our commitment to increasing the number of teachers of color graduating from our programs by implementing a comprehensive plan developed by the Neag School Diversity Advisory Council and endorsed by UConn Provost in the university's academic plan. Under the direction of Academic Advisor Noemi Maldonado, we have established partnerships with the university's cultural centers (Native American Cultural Center, African American Cultural Center, Asian American Cultural Center, Puerto Rican and Latino American Cultural Center) and have conducted joint activities to meet students, discuss teaching careers, and support applicants to Neag programs. The dinner event *In Celebration of Diversity* brought together a community of high school and college students, teacher education students, teachers and administrators, with university faculty and staff to share enthusiasm for and ideas about careers in education and to build solidarity for our collective commitment to preparing teachers of color. In 2009 we increased our endowed scholarships for minority teacher recruitment and awarded our first Hearst Foundation scholarships to students entering the teacher preparation program. We continue to work with the UConn Foundation to secure scholarship funds for students of color from private and corporate donors, and work extensively with UConn Financial Aid professionals to build the most complete financial aid packages we can for students of color pursuing careers in education. We are awaiting word from the Woodrow Wilson Foundation on their selections for their teacher education fellowships, and we are hopeful that the Obama administration, which has publicly recognized the shortage of teachers of color, will develop new programs that provide additional financial aid.
 - e. Lastly, recognizing that beginning one's college career with college credit can ease the anxiety of first year experiences, we are working with UConn's Early College Experience office to extend the availability of UConn courses in Connecticut's urban high schools by facilitating connections and conversations with our partner urban high schools.
2. Engaging with urban school partners to bring university resources to the development of new academic centers

Recognizing that we can't do all the work alone, we have worked in 2009 to bring others from the university community into our Hartford partnerships. Humanities and English department faculty have joined the efforts to develop a Humanities Academy at Bulkeley High School, and Math, Chemistry, and Engineering faculty have signed on to support the design of K-8 STEM Academy at Annie Fisher School.

3. Enhancing our teacher candidates' abilities to teach English language learners.

Perhaps one of the biggest equity challenges that Connecticut schools face is the effective teaching of English language learners. English language learners in Connecticut fall significantly behind students for whom English is their primary language in every education measure as well as measures of child well-being. While the state requires all teacher candidates to complete coursework in second language acquisition, the Neag School faculty recognized that a stand-alone course would not result in the kind of integrative understandings needed to scaffold meaningful instructional differentiation. The faculty has formed a professional learning community for collaborative learning and program modification to infuse knowledge and skill development about teaching English language learners into twelve courses in the teacher education program. The faculty learning phase of the project is well underway with the implementation of new course structures planned for Fall 2010. We believe our approach will foster the notion that English language learners are valued members of all classroom communities who should be effectively included rather than segregated for specialized instruction or left to "sink or swim".

Challenges:

1. Our desires to promote and engage in social change exceed our resources to do so. We often struggle with wanting to do more and prioritizing our involvements.
2. We continue to be challenged by differences between university cultures, school cultures, and community cultures and how those cultures influence working styles, goals, pacing, desires, and mental models. At times, discovering and incorporating cultural differences is interesting and rewarding; at times, it's exhausting and disheartening.

Engaging with the community to advance educational renewal:

As a ranked school at a large public university, the Neag School is fortunate to have resources and access that we can leverage for the greater good. In 2009 we focused on bringing our resources of people, access, influence, and funding to community projects that we believe exemplify the ideals of the AED.

1. We obtained a \$25,000 gift from Bank of America for the Bulkeley Teacher Prep Academy that will be used to support college connections, college visits, and college prep materials for students.

2. We advocated for and obtained legislative funding for the CommPACT (Community, Parents, Administrators, Children, and Teachers) Schools project, a school renewal project that centers on collaboration and the role of the community in supporting and renewing schools. In addition, we obtained a substantial grant from the NEA to study the effectiveness of collaborative, inclusive planning and implementation in school renewal.
3. We continue to participate in the Community Conversations program of *Democracy Works* which provides communities with funds to hold inclusive community-wide conversations about education.
4. We are beginning our engagement as a member of a steering committee of community representatives to craft a Promise Neighborhood proposal for the Hartford Children's Zone, modeled after the successful Harlem Children's Zone, a comprehensive Birth-College approach described in the book Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America by Paul Tough. Our role has been to engage an ever-increasing number of interested parties at the university as well as within the larger community to build support and buy-in, gather and share data to help build the proposal, and to stand firm on the value of the effort. The HCZ effort is a most exciting and challenging project, largely because it requires us to work beyond our school partners to working with community organizations and agencies.

Challenges:

1. Learning to respect and bridge cultures – institutional, ethnic, community.
2. Staying out of the 'lead' role and instead, supporting others' leadership
3. Limits on time, people, money
4. State budget implosion and legislative wavering on commitments

Other setting information:

Tom DeFranco was appointed the new Dean of the Neag School of Education in May 2009. Tom was a member of one of the earliest NNER Leadership Cohorts and is an engaged supporter of the work of the NNER at UConn and nationally. Marijke Kehrhahn, Director of Teacher Education and NNER Governing Council member, was appointed Associate Dean.

We reconstituted our Schools as Clinics Leadership Committee in 2009. The committee includes school leaders from each of our six professional development districts and makes policy and procedural decisions about all aspects of our teacher education program. In 2009 we tackled implementation of changes in state regulations, fingerprinting and criminal background checks of candidates, and critical shortages of well-prepared cooperating teachers. We are encouraged by the engaged participation of the members of the committee and their willingness to talk over and make collaborative decisions that benefit not just our program but their schools. They are truly an amazing group of leaders and we feel very fortunate to be in partnership with them! Of our six partner districts, four have appointed new

superintendents within the last two years, providing us with new challenges in sustaining our partnerships.

We formed a new partnership with Manchester, CT High School and junior high school this year. We are excited about partnering with the fourth largest high school in Connecticut and look forward to the partnership unfolding over the next few years! The high school's demographics almost perfectly reflect the demographics of the entire state, one of few schools in CT that is not imbalanced with regard to ethnicity, race, or SES, providing us with a rich learning environment.

Collaborative work of the Neag School of Education faculty, College of Agriculture and Natural Resources, and the College of Liberal Arts and Sciences faculty continued to develop this year. CLAS faculty join the Teacher Education faculty regularly at our monthly faculty meetings, on admissions committees, and curriculum development activities. CLAS faculty participated in the development of some of our NCATE SPA reports. Manuela Wagner, Tripartite Council Member and Professor of German, was appointed as the Associate Director of Teachers for a New Era and has developed a continuing plan for cross-university partnerships. Neag School faculty and staff meet regularly with faculty from English, Modern and Classical Languages, the sciences, Agriculture, and Mathematics to share, discuss, and plan. Through these meetings we have strengthened our camaraderie and have developed more complete shared understandings about undergraduate education, liberal arts and sciences education, and teacher preparation. We feel as though we are moving from the beginning stages of our collaborations to more mature interactions, norm setting, and problem solving. The university Provost has acknowledged our joint work.

Finally, we would like to acknowledge our teacher education students who contribute many, many hours of time in the interest of children and youth in our partner schools. In 2009, students enrolled in our programs based in Storrs, Hartford, and Waterbury collectively contributed 162,250 hours to 40 schools and countless students! Their idealism, energy, and intelligence give us great hope for the future.

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

Setting Contacts: Stephanie Kenney, Interim Dean
Dianne Bath, GCER Interim Director

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

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

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:

2008-09 has been a year of gathering survey data. We do not know the scope of our gaps. The largest challenge we currently have is the personnel and time to conduct this work.

Engaging the community to advance educational renewal:

Successes:

1. Partnering for Portal, our Developing Networks initiative, meets on a regular basis and focuses on the work that is an outgrowth of Partnering for Portal; concentrating 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. A local church and Portal Elementary continue to work together to provide after-school tutoring at the church. The high school has joined the group through the

implementation of student service projects. Two teachers coordinate students to assist with tutoring and the church after school program. 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 them to access the computer driven tutorial programs at home. We continue to look for resources to support the tutorial programs. Infrastructure work continues through the Mayor's office.

- b. The city of Portal has been able to obtain grants for sidewalks and sewer system. Sidewalks have been completed, and the first phase of the sewer project has begun.
 - c. 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.
 - d. A restaurant has now opened in Portal.
 - e. A small community park was completed on the west entrance of the city limits. This was done through cooperation with the Bulloch County School Board, Portal Historical Society, and City of Portal.
 - f. The planning phase for a new high school was completed, and the construction is well on the way.
 - g. The Partnering for Portal group began a more in-depth planning process and formalized a set of goals and timelines for their work.
 - h. Finally, groundwork continues for the development of a Portal area Boys and Girls Club, a community center, and improved recreational facilities.
2. Partner School and Professional Development School work is on-going and expanding. The College of Education long established partner school relationships with P-12 schools has expanded to involve 31 schools. The focus of the partnership work is: field placements, professional development, action research, school improvement, and recruitment. The Dean's administrative team is refocusing the college goal to "institutionalize a range of partnership initiatives that support teaching and learning in school, universities, and communities." The work will be guided by the Partnership Council, a standing committee within the College of Education.
3. International Learning Community (ILC) work continued. 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 guests 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.

4. The College of Education's National Youth At-Risk Conference 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. Tripartite has assumed the responsibility of facilitating the High Flying Schools Awards process, including advertising, selecting schools, and facilitating activities. At the Youth At Risk Conference in the spring of 2009, an international conference hosted by GSU, five schools from across the nation were recognized for their excellence in student achievement and democratic practices.
5. Hands Across America regional coordinator has joined our Tripartite this past year. We are beginning to work closely to incorporate more service learning opportunities into the broader community with a democratic purpose.

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. (Please see self-study documents)

Challenges/Gaps:

As we revitalize our school/university partnerships, we are adding the community focuses to that work. We now have three models to help us: Partnering for Portal, the Professional Development District and Hands Across America. We are still challenged to have community members on the tripartite. How and who select that would represent such a large community without, by default, isolating others. We must select a Tripartite meeting time that enables all to attend.

The perennial challenge is resources (personnel, time, and money).

Current local initiatives that advance the Agenda for Education in a Democracy in addition to what is described in the two areas listed above:

Successes:

1. 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 in 2007 to around 12 in 2008, and in 2009 we have 21 members. This expansion continues to add more depth and breadth to the work.
2. We have two area schools who are members of the League of Democratic Schools: Stilson Elementary School and the Bulloch County Performance Learning Center. The

schools have set several goals to promote democratic principles and practices in their schools. The Tripartite continues to support them in their work.

3. GSU has begun implementation of a new Education Leadership Program with many of its courses focused on democracy centered leadership. They have also implemented the only approved Teacher Leader Endorsement Program in Georgia with a focus on democracy centered leadership principles. They trained 25 Teacher Leaders from across the state in this program who are now serving in schools. The agenda of the NNER work has influenced the design of these programs. The Education Leadership Program Coordinator is a member of the Tripartite group. As the program is implemented the new goal is “deep development” of the knowledge and skills of the leaders in the program.
4. The Center for Excellence in Teaching director and the GCER director worked together to offer a pilot reading roundtable which would include area high school teachers and college professors. The goal is to narrow the gap between high school and college teachers by providing an opportunity to share the challenges faced in educating youth. We hope this continues to grow and become a vital part of our professional support for strengthening the P-20 educational continuum for both students and teachers/professors.
5. Tripartite members were the reviewers of the Youth At Risk Conference High Flying Schools Award. We selected five schools that were supported to attend the conference and present the work of their schools.
6. The Tripartite supported a faculty member who received a grant to sponsor bringing Robert Compton author of the video “Two Million Minutes: A Global Imperative” to campus to help focus attention on the challenges of education in the global context of the 21st Century. It was well attended by student, community, and faculty. It certainly brought attention to the challenges of the future in education.

Next Steps

- Continue to develop AED partnerships with the College of Liberal Arts and Social Sciences (CLASS) and the College of Science and Technology (COST).
- Continue to develop AED partnerships with community groups that will carry the work out into the various community settings.
- We are revisiting our COE partnership goal to determine the types of partnerships we have established and whether or not there are any gaps in the types of partnerships that we already have and if there are, how to fill those gaps.

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.

ILLINOIS STATE UNIVERSITY PARTNERSHIP

Setting Contact: Molly Munson Driver, Associate Director,
Lauby Teacher Education Center

Tripartite Representatives: William Ducett, PDS Coordinator,
C&I and English Departments
JoNancy Warren, Partnership Coordinator,
Illinois State University
Pat Salvatini, Wheeling PDS

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

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:

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

The intellectual commitments are:

1. Wide general knowledge and deep knowledge of the content to be taught
2. Knowledge and appreciation of the diversity among learners
3. Understanding of the factors that affect learning and appropriate teaching strategies
4. Interest in and ability to seek out and use informational, technological and collegial resources
5. Contagious intellectual enthusiasm and courage enough to be creative

See the full conceptual framework document at:

<http://www.teachereducation.ilstu.edu/councilforteacherred/democratic-ideal.shtml>

Successes:

1. The Council for Teacher Education approved a set of proficiencies related to diversity which all teacher candidates must demonstrate prior to graduation. These include:
 - a. Understand many forms of diversity, contexts of schooling and inequities.
 - b. Facilitate inclusive learning environments, demonstrate respect, honor and equitable interactions, and differentiate instruction and assessment.
 - c. Understand how to advocate for students, teachers, parents, and self.
 - d. Use continuous reflection including examining one's own personal perspectives and biases.
2. All teacher candidates must now complete a minimum of 50 hours in diverse field experiences prior to graduation. These field experiences will be incorporated throughout the professional education sequence, with 10 hours earned in Educational Administration and Foundations, 20 hours in Curriculum & Instruction and, 20 hours in departmental methods courses. Extensive professional development will be available to faculty teaching these courses.
3. The Council for Teacher Education formalized a new standing sub-committee named the Vision Committee. This sub-committee will be responsible for overseeing the fidelity of the unit's conceptual framework, Realizing the Democratic Ideal. Special attention will be paid to the implementation of the new diverse field experiences requirement.
4. The Chicago Pipeline Project continues in earnest. 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.

5. 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 2008-2009, the PDS partnership includes 17 interns. New this year is the inclusion of an eight week experience in neighboring Lawndale, a predominantly African-American area.
6. TEACH (Teacher Education and Access to College for Highschoolers) are student clubs in the Chicago public high schools which provide 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, 110 students in 9 high school chapters participate in this initiative.
7. 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.
8. UNITE: Urban Needs in Teacher Education is a student organization at Illinois State University which allows students to explore their interests in urban education.
9. Secondary PDS in Peoria: 20 students participated in a year-long PDS experience at Woodruff High School in Peoria in 2008-2009. All students and mentor teachers were trained in co-teaching practices which were implemented in all of the classrooms. Two other high schools in Peoria have been recruited to be PDS sites in 2010-2011.
10. 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/glbt/index.shtml>
11. Disability
 - a. 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.
 - b. 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 was the

recipient of the “2008 Educating Illinois in Action” award because it exemplifies the core values of diversity and civic engagement.

- c. 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 inservice 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.
 - d. In an effort to sculpt enrollment in the College of Education, the Department of Special Education is experiencing a 10% increase in enrollment this year. The College is responding to the growing need for Special Educators needed in our nation’s public schools. The College is committed to shifting resources to meet this imperative.
12. 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:

1. One specific challenge that we have encountered this year involves our secondary PDS in Peoria. After much debate, the District 150 Board of Education in Peoria has decided to close Woodruff High School at the end of the 2009-1010 academic year. This is where our PDS is housed. We have been actively involved in efforts to “save” Woodruff from this fate. Together, our interns and the Woodruff mentors have analyzed student achievement data and have spent the last year and a half implementing co-teaching strategies to directly impact student achievement. The 2008-2009 test scores show a 6% increase in meets and exceeds in both math and reading. We were making some major strides together, only to be un-recognized by the board. We need to learn and practice better advocacy skills to advance our work. We also need to work to institutionalize the PDS at the district level.
2. Another challenge that we encounter has to do with the implementation of the 50 hour diversity requirement mentioned above. We are geographically challenged to find ways

to provide meaningful experiences to all 1,200 of our teacher education majors each year. We need to further our partnerships with the Chicago Public Schools, as well as Peoria, Springfield and Decatur.

Engaging with the community to advance educational renewal

Successes:

1. We have worked hard this year to engage the community to advance educational renewal. Specifically, we have focused upon the communities most in need within an hour driving radius.
2. We have formed a Special Education partnership with the Decatur Public Schools which have high poverty and racial demographics.
3. We have also increased the number of freshmen who participate in a freshman clinical experience designed to introduce them to Decatur and its schools.
4. In addition, we have expanded our work in the Peoria Public Schools.
5. We have increased our presence into three high schools, offering professional development partnerships in each.
6. With the new requirement of 50 hours in diverse settings, our students are increasingly choosing Peoria as a community with which to engage.
7. Locally, students and faculty have expanded our work with local agencies including the Boys and Girls Club of McLean County, the Juvenile Detention Center and the Unity Center among many others.
8. Faculty in the Educational Administration and Foundations Department, in particular, have sought out agencies with which to partner in order to meet their diversity requirements.

Challenges:

Our greatest challenge to engaging the community to advance educational renewal involves professional development. Although the interest, along with the requirements in diversity has greatly increased, students and faculty are often still unprepared to enter into diverse environments.

Other setting information

Illinois State University is excited to host the 2010 Annual Conference next October!

UNIVERSITY OF SOUTHERN MAINE

Setting Contacts: Cathie Fallona, Associate Dean and Director of Teacher Education and Human Development

Tripartite Representatives: Kelly McCormack, Assistant Professor,
Mathematics Department
Cathie Fallona, Associate Dean of Teacher Education
College of Education and Human Development
Jan Goldsberry, Curriculum Director, Sanford School
Department

The teacher education department is entering the second year of a \$350,000 grant funded by the U.S. Department of Education's Office of Special Education Programs. The goal of our grant is to integrate our teacher education program with principles of universal design for learning (UDL) and culturally responsive pedagogy (CRP).

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

A success over the last year is the development of a deeper and shared understanding of UDL and CRP among full and part time teacher education faculty.

Challenges:

Our challenges in this work are identifying and providing all of our interns with experiences in K-12 partner schools where these principles are modeled and where all our teacher candidates interact with the greatest diversity of teacher candidates.

Engaging a mature partnership

Successes:

At our setting we have been working collaboratively with the college of arts and sciences to design a liberal arts major for elementary teachers. The new liberal arts major has been approved and is being implemented this year. This major is a success because it preserves the academic major in the college of arts and sciences and provides K-8 teacher candidates with content knowledge needed to be successful teachers. The content in this major

1. Exceeds the minimum content required by the state for teacher certification,
2. Provides each K-8 teacher candidate with core content knowledge in English/Language Arts, Math, Science and Social Studies that aligns with the Maine state learning results,

3. Prepares all graduates to be highly qualified to teach at least one content area at the middle level, and
4. Offers specially designed interdisciplinary coursework so that future teachers can experience how disciplines can be integrated to create meaningful learning experiences for students.

Challenges:

The current focus on undergraduate teacher education in our setting is also a challenge in our setting. The College of Education and the College of Arts and Sciences have been mandated to design a 120 credit hour secondary teacher education program. This is a challenge for a number of reasons. The first of these is that we do not have an undergraduate major in the College of Education and Human Development. Therefore, our internships and methods courses are at the graduate level. Although we could offer these courses at the undergraduate level, it is still a challenge for us as we do not have the resources to offer distinct undergraduate and graduate level pathways. In addition, many majors in the College of Arts and Sciences are heavy credit bearing, making it nearly impossible to design a 120 credit hour teacher certification program that aligns with these majors and doesn't compromise quality teacher education.

Other setting information:

The teacher education program at USM was recently accredited by TEAC.

BRANDON SCHOOL DIVISION AND BRANDON UNIVERSITY

Setting Contacts: Donna Michaels, Superintendent of Schools/CEO,
Brandon School Division
Jerry Storie, Dean, Faculty of Education, Brandon University

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

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

During the 2008/2009 school year the evidence of our concerted work on equity issues identified in this setting is seen in the achievements of the Professional Development School at Betty Gibson. Clearly, the Brandon School Division and Brandon University have taken on a much more concerted focus on the development of literacy in early years children through direct praxis in the classrooms involving pre-service teachers, in-service teachers, and administrators. This has been a major breakthrough both for our School Division and Brandon University as historically the student teaching program was conducted in a very traditional manner. Having student teachers actually learning on site from Brandon School Division teachers in the actual teaching processes for an 8-week period have borne significant results for all concerned. These results are noted in the annual reports submitted by Mr. Gustafson. It is the intention of our NNER site to expand and deepen the Professional Development School experience by extending it to other schools in the Division in the areas of technology in learning and numeracy development. We plan to formalize the partnership and to celebrate it publicly in recognition of these developments.

In April 2009 the Brandon School Division presented at the National School Boards' Association 69th Annual Conference, in San Diego, California, on "Equitable Resourcing for Student Success". Two School Principals and the Coordinator of Research and Evaluation Services presented the work being done in the Brandon School Division, supported by Brandon University, in addressing low kindergarten readiness rates through the application of a new focus on equity modeling and resource distribution. This presentation actually demonstrated the differences that can be made in student achievement with the equitable distribution of resources to children and programs where additional emphasis is needed in literacy development.

Our site's proposal for presentation at the 2009 NNER Annual Conference has been accepted. It is entitled "The Fourth 'R' – Rightfulness: A Multi-Dimensional Approach to Pursuing Excellence and Equity". The Brandon University and Brandon School Division NNER partnership identifies a fourth "R" in the pursuit of excellence and equity for all learners and the preparation of students for participation in democracy. In the spirit of this conference's emphasis on three Rs: reflection, responsibility, renewal, we add rightfulness. This fourth "R" is the requirement for rightful action to move the ideals and concepts of excellence and equity into real time practice.

In this session we presented this fourth “R” to illustrate that a multi-dimensional approach is essential to pursuing excellence and equity. Equity of opportunity and excellence in achievement pursuits are foundational democratic practices enabling all students to realize their potential talents, aspirations, and dreams.

Equity, not equality, can assure each student that he/she has a just and fair opportunity to quality learning, quality teaching, and quality support services. The pursuit of equity and excellence requires a multi-dimensional approach in the schools, the university, and the systems supporting each. One policy, one program, or one support service cannot achieve and sustain equity and excellence. Our current historical structures in classrooms, schools, universities, and districts are outmoded and creaking in their increasing inability to address and respond to an ever increasing diversity and intensity of students’ learning and personal development needs. Reflection and responsibility are teaching us that renewal of our approaches to schooling requires a systemic multi-dimensional approach. Integral to this approach are the simultaneous development, implementation, and ongoing assessment of the critical components of change for renewal – an overall umbrella strategic plan focused on student achievement; enabling policies and procedures; flexible and creative organizational structures; professional and staff development; leadership capacity building; and partnerships. A piecemeal of one or two of these components renders such to isolated events championed by experts or gurus and susceptible to fizzle out without the whole system engaged in the renewal process. The question at hand is what constitutes sustainability in enabling excellence and equity to root and spread as foundational values and practices? The predictable failure of educational reform according to Seymour Sarason is well established in both the United States and Canada.

Our presentation provided a systemic perspective for the pursuit of excellence and equity for all learners. Specifically we will address, for the input and advice of participants:

1. Strategic planning for students’ achievement, focusing on the equitable access to quality learning, teaching and support services;
2. Policy procedures on equity and distribution of human and financial resources;
3. School and divisional organizational structures providing flexibility and creativity in teaching and learning activities;
4. Professional and staff development focusing on learning in and for the 21st century;
5. Leadership development and capacity building; and
6. Professional Development School partnerships in literacy and technology in learning.

These three “Rs” are work in progress. Our partnership supports very energetically NNER’s agenda to advance democracy in education through reflection and responsible renewal within a required multi-dimensional approach of organizational staff and professional development.

During the 2009/2010 school year it is our intention, as an NNER site, to deepen our study and pursuit of equitable practices to enable more students to experience success in both the School Division and the University. We will be undertaking a major research study to examine the longitudinal development of students' literacy patterns; the expansion of the Professional Development School; the engagement of senior high teachers and university faculty in exploring the issues of literacy and numeracy as students transition from grade 12 to first year university. We will be studying the Brandon School Division equity policy and procedures to critique and inform best practices.

Successes:

1. Transitions of students from public schools to university – continued joint research;
2. Dual credit courses at Vincent Massey and Neelin High Schools; providing student with first year standing in courses undertaken as grade 12 students;
3. Professional Development School (with an emphasis on literacy) undertaken by the Faculty of Education of the Brandon University and Betty Gibson School of Brandon School Division
4. Expansion of the Professional Development School into two other areas, including technology literacy and numeracy literacy
5. Advanced placement courses in chemistry, physics and calculus established
6. May 1, 2007 Brandon School Division/Brandon University Forum “Student Transition in Equity: An Exploration of the Transition Realities of Senior High Students to University within the Perspectives of Equity”
7. High school science teacher professional development initiative at Vincent Massey High School in collaboration with Brandon University Faculty of Science instructors
8. Brandon School Division Partnerships with a focus on social justice issues; involving participation from Brandon University faculty and community members; and
9. Community Drug and Alcohol Education Coalition with associated funding from the Government of Canada; involves 14 community members: Brandon School Division, City of Brandon, Brandon Police Service, Addictions Foundation of Manitoba, Child and Family Services of Western Manitoba, Child and Adolescent Treatment Centre, Teen Challenge, Brandon Ministerial Association, Probation Services, Brandon Regional Health Authority, Canadian Forces Base Shilo, Brandon Chamber of Commerce, Family Services and Housing, Brandon Friendship Centre, and Brandon University

Our Mission is to provide an educational program within the community related to the effects of drug and alcohol abuse in order to reduce the harm to our children and young people. A Change Coordinator is in the process of being hired through the \$173,000 provided by the Government of Canada. Brandon University has been invited to participate.

Challenges

Our site is:

1. Reviewing internal and external policies regarding equity with a view to changing those practices which provide barriers and discrimination;
2. Addressing culture and climate of our institutions as related to equity through a wider discourse and dialogue related to matters affecting social justice in education;
3. Continuing to study and address these issues through the promotion of equity practices in the area of culturally responsive practice, policies and research, collaboration with the Brandon and area community in areas such as service learning, recruitment and retention of Aboriginal and Hutterian teachers; and addressing the growing English as an additional language population in Brandon;
4. Realistic about the barriers we face with respect to time, resources and culturally entrenched practices; and
5. Identifying the resources and assistance that we need in the area of funding dollars and human resources. We recognize that there is a major political advocacy to be done here on behalf of both institutions.

Advancing the agenda for education in a democracy

Update: Tracking Forward / Tracking Back: Aboriginal Student Achievement in Brandon

Tracking Forward, Tracking Back: Aboriginal Student Achievement in Brandon is a 3-year research project. It was initiated in January 2007 by professional agency and parent groups. It is a comparative research design that incorporates mixed-method (quantitative and qualitative) post-hoc pupil record and student and parent interview information. All Brandon School Division Aboriginal students in Grades K, 3, 5, 7, 9 (2006-07) are assigned to one of two study groups; those with at or above grade literacy skills and those with lower literacy skills. Comparisons between the groups will explore the success indicators of student literacy, including measures of school progress, community activities and family indicators.

Tracking Forward, Tracking Back: Aboriginal Student Achievement in Brandon steering committee is a multi-agency, collaborative group which includes community professionals and parents in the decision-making and ongoing reporting of the study. After the study is completed, students will contribute in an advisory role to the committee to assist in development of the study recommendations for Brandon School Division, Brandon University, and Brandon community agencies.

METROPOLITAN ST. LOUIS CONSORTIUM FOR EDUCATIONAL RENEWAL

Setting Contacts Sam Hausfather, Dean, School of Education
Maryville University

Tripartite Representative Robert Ealy, Adjunct Professor of Biology,
Harris Stowe State University
Sam Hausfather, Dean, School of Education,
Maryville University
Courtney Rejniak, English Teacher,
Parkway South High School

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. Consortium partners Maryville University, Harris Stowe State University and St. Louis Public Schools came together in 2006 to collaboratively develop and teach a program to prepare mentors and promote future administrative leaders for this urban district. Maryville's principal preparation program was jointly reconstituted with a focus on diversity and urban schools. We built trust and deepened understanding among three distinct cultures. All 15 teachers completed the program in July 2009 and several have already moved to school administrative positions in the district.
2. Maryville joined with Parkway School District and St. Louis Public Schools to receive and implement a grant to train middle school math teachers in research-based practices. Using consultants from Math in the City (at CCNY), the project brought together teachers and students from the urban and suburban districts to learn together, breaking down preconceived notions about each other.

Challenges:

The Consortium has not launched any effort to self-assess regarding issues of equity, diversity, and moral stewardship. Just keeping up with changes in personnel and partnership efforts seems to fill the time. As the Collaborative renews itself in the coming year, assessment of issues of equity can be brought to the fore.

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

Successes:

1. Through the Consortium, Maryville has worked with Roosevelt HS since 1993, a large comprehensive highly-diverse urban high school in St. Louis. After the school was reconstituted in 2006, grants allowed a professor release time to establish Professional Learning Communities at Roosevelt. Two summer institutes trained department chairs,

administrators, and teacher leaders in PLC models focused on increasing student achievement. Academic year involvement includes regularly observing PLC meetings and meeting with team leaders to troubleshoot. Improvements in academic achievement have been slow but a school-wide focus on teacher engagement is improving steadily. Maryville's involvement of pre-service teachers has been strengthened through reorganization of the urban experience and tying in to revitalized teachers in the school.

2. Maryville established three magnet Early Childhood Centers in St. Louis Public Schools in 1988 as models of developmentally appropriate early childhood practice. We have continued to provide in-depth professional development of teachers only at Wilkinson ECC through a dedicated Maryville professor's work. This last year we added gifted teacher preparation to assist with nurturing the potential of diverse students for gifted programs. Stix ECC has asked to be involved with Maryville again so we are working with the district and possible funders to renew the Project Construct curriculum at both sites. Parents are now asking us to assist in planning for a new 3-5 school to continue these practices.
3. Maryville and Parkway South HS have reinvested in their partnership as the secondary education pre-service program has grown. Through the active involvement of our HS teacher coordinator, the partnership has raised its visibility and impact at the high school. The pre-service program has been significantly strengthened by the creation of "rounds" during the initial summer-school field experience, allowing candidates to more clearly focus on the needs of adolescents across content areas.
4. The Arts and Sciences Department at Harris Stowe State University formulated a proposal which was submitted and approved by the National Science Foundation. As a result, the Arts and Sciences Department was awarded a five year grant which started summer 2009. This grant allowed the department to create the Science and Math Academy. The Science and Math Academy focuses on incoming freshmen, giving them an academic experience that will help each student be prepared for and adjust to academic life at the university. In addition, this academy will assist in retaining these students.

Challenges:

Funding presents a continuing challenge as the university limits release time for partnership work and schools are challenged to do more with less. The search for outside funding provides many leads but few successes. Adding partnership work on top of full-time teaching, whether at the university or public school, burns out valuable human resources.

Other setting information:

Maryville successfully passed an NCATE and state accreditation review fall 2008, with accolades given for its work with the public school community.

Harris Stowe State University is preparing for an NCATE and state accreditation review fall 2010.

The dean of the department of teacher education at Harris Stowe State University left, and Dr. LaTisha Smith was named the new dean.

The superintendent of Webster Groves School District retired, and Dr. Sara Riss was named the new superintendent.

St. Louis Public Schools named a new superintendent, Dr. Kelvin Adams, in fall 2009.

St. Louis Public Schools closed Sheppard Elementary School, the partner school for Harris Stowe State University within the consortium.

UNIVERSITY OF MISSOURI- COLUMBIA PARTNERSHIP FOR EDUCATIONAL RENEWAL

Setting Contacts

Dan Lowry, Co-Director of MPER, College of Education,
University of Missouri
Michael Pullis, Co-Director & Chair of Special Education
MPER/College of Education & Special Education
University of Missouri

Tripartite Representatives Dan Lowry, Co-Director of MPER, MU College of Education
Mark Penny, Superintendent, Moberly School District

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. University of Missouri System President, Gary Forsee, was appointed a P-20 Task Force in May, 2009. Dr. Dan Lowry, Co-Director of MPER, was selected by President Forsee to serve as Co-Chair of the Task Force.

The UM System P-20 Task Force is charged with “producing an inventory” of UM campus initiatives and their outcomes related to pre-college pipeline efforts (pre-kindergarten through 12th grade) that help prepare students to succeed in college and their careers. It will identify programs or actions that represent the best practices and programs across the four campus systems that can be leveraged and/or replicated across the state. The goal is to recommend programs that higher education institutions may adopt as part of their accountability to the state to improve the desired set of outcomes. Specifically, the focus will be on existing university programs that improve college going and college readiness. Opportunities to develop new programs that promote greater student success will be explored. An invitation will be extended to other two- and four-year public higher education institutions in the state.

2. 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 amongst our student body, a new program was initiated. 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.

3. 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 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 your 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.

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

Successes:

1. In order to achieve its mission of simultaneous 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 are shared with the members of the Partnership via our annual meetings, the MPER website, and our quarterly publication.

2. To advance collaboration between our Partnership, the community, and parents, MPER budgeted \$30,000 this last 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.
3. 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. Her research is described as follows:

“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 members have recently been hired and assigned to specific districts and schools.

Other setting information:

1. 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.
2. The primary objective of the academy is to develop or enhance school leaderships’ understanding of the following:
 - a. Mental health issues of students and the impact on learning,
 - b. School-driven promotion and prevention activities for increased student well-being and academic success, and
 - c. Provision of learning supports for students with mental health challenges.
3. The design of our academy includes:
 - a. 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.
 - b. An “Advisory Council.” This group reviews input from the academy sessions as well as the Governing Board to develop the program for the year.
 - c. A Systematic, sustained program of study. One mental health issue topic is addressed each year (vs. a “shot gun” study plan).
 - d. 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.
4. 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.
5. 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.

6. One of the major outcomes of this year's "14th Annual Conference on Advancing School Mental Health" was a full-day meeting devoted to exploring the possibilities of collaborative programs and research between the USA and Canada. Dr. Lowry has been appointed to the Advisory Board for this effort entitled "Strengthening the U.S. / Canadian Alliance"
7. In 2008, Dr. James Koller (Professor Emeritus in the Department of Educational School & Counseling Psychology) concluded a three-year research study for the Missouri Department of Mental Health in regards to the critical issue of suicide prevention. One product of that study was the development of a program to train educators in regards to suicide prevention. As MPER educational leaders, we have been made aware that
 - a. Suicide is the third leading cause of death of our youth.
 - b. The suicide rate for youth aged 10-14 has doubled since 1980.
 - c. According to the Surgeon General, over 90% of youth who commit suicide have a pre-existing.
 - d. 98% of suicide incidents are predictable.
 - e. The majority of educators report that they are not prepared to recognize the predictors of suicide.
 - f. 90% of America's schools have policies that are designed to "react" to suicide, but not how to "prevent."
8. MPER Partner Districts will have the exclusive opportunity to participate in the pilot of the "Trainer of Trainer" sessions in regard to suicide prevention. At the conclusion of the two-day training session, each district will develop an "Action Plan." That plan will set the design for the training of the district's certified and non-certified staff with respect to suicide prevention. It will also recommend the review of the district's policies and procedures.
9. The MPER office has received inquiries from school districts and professional organizations in both the USA and Canada regarding the suicide prevention training coursework.

NEBRASKA NETWORK FOR EDUCATIONAL RENEWAL (NeNER)

Setting Contact: Dennis Potthoff, NeNER Executive Director

Tripartite Representatives: Neal Schnoor, UNK Departments of Music/Teacher Education
(Joint Appt.)
Dennis Potthoff, UNK Teacher Education Department
Dean Tickle, Principal, Lexington Middle School

Overview of the NeNER (2008-2009)

2008-2009 was a transition year for the Nebraska Network for Educational Renewal. The decision of the Wayne State College site to disassociate itself from the NeNER reduced the NeNER to a single site. As of June, 2009, the Nebraska Network for Educational Renewal consists of the University of Nebraska-Kearney and its Network of Partner Schools. While this decision was disappointing and sad, we are pleased to report that the NeNER continued to move forward in positive ways.

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. In March 2009, a partial NeNER Governing Board (UNK site only) met. The board:
 - a. Brainstormed key questions regarding the future for the NeNER:
 - i. What are the desired outcomes of participation in the NeNER?
 - ii. Are there/what are the desired outcomes that move beyond the “personal” level to the organizational level?
 - iii. How might the NeNER publicize more effectively publicize its activities, accomplishments, and purposes.
 - iv. 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?
 - b. Agreed to wait until the end of June 2009 before reconfiguring the NeNER Governing Board (the deadline for WSC to rejoin the NeNER).
 - c. Reaffirmed its commitment to delivering a local or regional Leadership Associates Program in the near future (2009-2010).
 - d. Announced support for proposed revision of the UNK undergraduate teacher education Program of Excellence (POE) budget to include a line item for the NeNER.

- e. Expressed support for an emerging technology collaboration between TE 206 and the Lexington Middle School (LMS); LMS is on the front end of a 1-to-1 initiative (each student has a laptop provided to them).
 - f. Expressed hope that a COE/Partner School Constitution Day collaboration might happen in the Fall 2009.
 - g. Expressed support for future collaborations with the UNK American Democracy Project initiative.
 - h. Praised John Anderson for his key role in helping launch the NNER electronic journal (first issue to be published in the Fall 2009).
2. In March 2009, the UNK Department approved revisions to the POE budget. The revised budget, for the first time, includes an annual line item for the NeNER. The 2009-2010 budget for the NeNER is \$24,500. The Executive Director of the NeNER is the chief financial officer.
 3. In May 2009, POE funds provided support for a daylong NeNER Renewal Conversation
 - a. A tripartite team of twelve individuals participated in this conversation
 - b. Most powerful experiences (most related to Leadership Associates Program experiences), key accomplishments (enhanced networking with P12 schools, impact on program curriculum, and collaborative events), disappointments (funding constraints and loss of sites within the NeNER), and future opportunities (Associates Programs, networking with administrators, collaboration opportunities, reading circles, and expansion) were identified and discussed.
 4. The NeNER continued its involvement at the national level:
 - a. NeNER Executive Director continued to serve on the NNER Executive Board
 - b. A Teacher Education faculty member was appointed to serve on a NNER new member expansion committee
 - c. A political science faculty member serves as co-editor of the NNER journal.
 - d. Two individuals are members of the AED Goodlad Scholars group.
 - e. A team of 10 individuals attended the 2009 NNER Annual Conference. The team was tripartite. They were involved in numerous presentations and groups.

5. The NeNER proactively pushed for cross-setting interaction:
 - a. In April 2009, our NeNER / CUNY collaboration was elevated to a new level; a group of high school students and teachers from the Brooklyn College Academy traveled to Nebraska. They presented concerts in Walthill, Kearney, Lexington, and Sumner. This special event was co-sponsored by the American Democracy Project and the NeNER.
 - b. In the Spring 2009, the NeNER engaged in a series of conversations whose goal is to create a regional Leadership Associates Program—with settings in Wyoming and Colorado. Recent conversations have also included BYU as a possibility.
6. In September, 2009 two new school/university collaborations were born:
 - a. The inaugural Constitution Day collaboration between Kearney Public fifth grade classrooms and students in our UNK social studies methods course (TE 352, Teaching Elementary and Middle School Social Studies) took place September 23, 2009. The collaborative effort included 41 UNK methods students, ten Kearney Public Schools elementary buildings with seventeen fifth grade classrooms (400+ 5th graders). The parties involved, including the fifth grade teachers, decided the lessons should be based on the Bill of Rights with freedom for the UNK students to choose the specific focus and content for the lessons within that framework. Amendment One was the focus of the majority of the lessons.
 - b. The TE course instructors for TE 206 and the principal for Lexington Middle School put together a model for undergraduate teaching candidates to work on technology initiatives with LMS teachers. This work will enhance LMS' efforts to transition to a 1 to 1 initiative in the school.
7. In October 2009, the NeNER Tripartite Council sought feedback from other NNER settings relative to strategies for involving advanced programs more directly and fully in NNER-related initiatives. This conversation yielded excellent ideas. Moving forward with this issue is one goal for 2009-2010.

Findings across the setting related to equity

1. 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 due to significant growth in the Hispanic population, the fastest-growing minority group in the state. UNK's traditional service area has experienced this population shift as well. As a result of this significant change UNK and the College of Education have heightened 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 starting to be reflected in enrollment numbers. 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 AND GRADUATION TRENDS*									
Year of Matriculation	2001	2002	2003	2004	2005	2006	2007	2008	2009
Number Declaring BA/BS Ed	Enroll-5	Enroll-12	Enroll-26	Enroll-41 Grad-0	Enroll-22 Grad-3	Enroll-21 Grad-2	Enroll-22 Grad-10	Enroll-26 Grad-8	Enroll-21 Grad-8

*KASE Demographic Data Base available through 2009

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 second recent and major effort is a scholarship program, the Kiewit Scholarship, funding provided by the Kiewit Foundation 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. In 2008-2009, the number grew to 32. For the Fall 2009, 37 Kiewit scholars became a part of the UNK community (awards ranged from \$4,000-\$10,000). An advisor from the College of Education serves as their sponsor and as a liaison with the Admissions Office and the Office of Multicultural affairs.

2. Retention

Providing Praxis I support for minority/second language students is a major retention priority within the UNK College of Education. The pass rate for Latino/Hispanic applicants who scored below 22 (composite) on the ACT continues to lag behind the pass rates for Caucasian students. Initiatives designed to enhance initial passing rates have been implemented. Additional practice books and software were purchased. Two sites were established for practicing the PRAXIS I. The Director of the Learning Strategies Center hired 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 is now distributed 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 was initiated. 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.

3. 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. This year, the Art Department hired Dr. Lori Santos, who in addition to being a minority has extensive knowledge and experience teaching art through multi-cultural perspectives.

In the Summer 2009, UNK hosted a one day workshop, “Preparing Content-Area Teachers for Language-Diverse Classrooms,” which specifically targeted teacher education faculty in all endorsement areas and also involved educational administration faculty and school administrators. A nationally known McREL consultant facilitated this event.

4. Programs/Initiatives

Campus Kitchen, a non-profit initiative serving the hungry in the Kearney community, continued to thrive in its second year. Campus Kitchen is primarily driven by members of the Community for Active Citizenship in Political Science, but the participation of many education majors is vital to its operations. The operation currently serves about 70 meals twice a week.

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

Successes:

1. Networking with the UNK Chapter of the American Democracy Project
 - a. Co-sponsorship of Brooklyn Academy Performing Group
 - b. Limited interactions between COE and Arts and Sciences faculty via ADP-sponsored projects – including the Times Talk series
2. School / University Collaborations
 - a. Constitution Day Event
 - b. Progress with technology-related partnerships
3. Cross-Setting Collaborations
 - a. Brooklyn Academy/Brooklyn College Exchanges
 - b. Exploration of Regional Leadership Associates Program

- c. AED (Goodlad) Scholars initiative has brought together individuals working throughout the Network. Two of the working teams include UNK-affiliated individuals. Progress to date includes revision of the NNER website, creation of a new blogspot, and the authoring of a series of white papers to be published in a future monograph.

Challenges:

1. Seeking ways to advance the AED locally via more effective collaboration within advanced programs offering MAED degrees/specialist degrees (especially the Department of Educational Administration) at UNK.

In October 2009, the NeNER Tripartite Council sought feedback from other NNER settings relative to strategies for involving advanced programs more directly and fully in NNER-related initiatives. An impressive list of possible ideas and strategies were brainstormed. Best action ideas are being considered.

2. Broadening service learning initiatives and infrastructure beyond the College of Education
 - a. New Vice-Chancellor is interested in exploring the possibility of creating a “service” category on transcripts to reflect students’ service to the common good of the Institution and beyond. Conversations remain informal
 - b. Recommendation to “move” the Office for Service Learning out of the College of Education and to university-wide status continues to be discussed but also without action
 - c. Interest in creating formal linkages between curriculum-based service and service-based activities that are a part of the extra-curricular component of UNK continues to be discussed without action.
 - d. Interest in finding best ways to link the Office for Service Learning with the American Democracy Project are in the discussion stage.

MONTCLAIR STATE UNIVERSITY/MSUNER

Setting Contacts: Ada Beth Cutler, Dean College of Education and
Human Services
Jennifer Robinson, Director of the
Center of Pedagogy

Tripartite Representatives: Leslie Wilson, Department of History/
Center of Pedagogy
Jennifer Robinson, Director of the
Center of Pedagogy
Marisol Diaz, Principal, Newark Public Schools

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. CEHS Administrative Council had a retreat on race and racism. As a result, Dean Cutler established the Ad Hoc Committee on Race and Racism.
2. As in 2007 and 2008, the Teacher Education Advocacy Center hosted a Discussion Series on Equity for MSU students and faculty.
3. 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 at one of seven Partnership for Instructional Excellence and Quality (PIE-Q) teacher-preparing partner schools in Newark.
4. 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.
5. Urban Teaching Academy (UTA) students completed teaching internships in partnership with the Boys and Girls Clubs of Newark and the All-Stars Project of Newark.
6. MSU Honors Program Academy comprised of high school seniors and juniors studied the principles of the Agenda and also did volunteer work with the Boys and Girls Clubs.

Challenges:

1. Diversifying the teacher education program.
2. Providing services for students whose primary language is not English.

3. Providing properly scheduled courses so that students can take them all- year long and graduate on time.

Engaging a mature partnership:

Montclair State University is committed to working with urban and suburban districts and increasing the number of quality teachers working in the 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:

1. Through our PIE-Q Network, we were able to establish hiring policies that enabled more than 90 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 Department hosted more than 30 cooperating teachers for the annual Cooperating Teacher Dinner, recognizing the outstanding work of Newark experienced teachers.
2. MSU is involved in changing policy in the university and in the state Department of Education to revise the requirements for gaining math and science certification to address the current “math and science teacher shortage”. The Governor petitioned the state legislature to create fast-track science and math certification. The resulting program at MSU, called “Traders to Teachers” began its first classes this summer.
3. Dean Cutler chairs a statewide task force to establish the protocols for a new teacher education curriculum approval process.

Challenges:

1. Establishing technical standards to assist us in certifying diverse teaching populations, especially students with disabilities to become teachers.
2. 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.
3. As the University continues to grow and more students are admitted into to the Teacher Education Program, the pressures of finding field placements for students continue to increase.
4. There is a challenge of working with policymakers and citizens who do not seem to value public education or our mission to educate the youth for citizenship in a democracy.

Other setting information:

- The College of Education and Human Services was awarded a five-year grant, in the amount of \$6,348,432.64, the largest in University history, from the U.S. Department of Education for the "Newark-Montclair Teaching Residency Program" (NMTRP). Dr. Jennifer Robinson, Executive Director of the College's Center of Pedagogy, is the Principal Investigator. Partners include the College of Science and Mathematics, Newark Public Schools and the Newark Teachers' Union.
- The College of Education and Human Services has been selected to receive the 2010 Wisniewski Award for Teacher Education from the Society of Professors of Education. The Wisniewski Award is named for Richard Wisniewski, past president and treasurer of the Society of Professors of Education, past president of AACTE and former Dean of the College of Education at the University of Tennessee. The purpose of the award is to recognize an institution that has made "singularly significant contributions to the theory and practice of teacher education." The award will be presented at the organization's 2010 Business Meeting, which is held in conjunction with the American Educational Research Association's annual meeting in May 2010 in Denver, Colorado.
- Tina Jacobowitz will facilitate an expert study panel on LGTB equity at the 2009 NNER Annual Meeting.
- Leslie Wilson and David Keiser serve as co-coordinators of the Agenda for Education in a Democracy in the Center of Pedagogy. Leslie, as Assistant to the Dean of the College of Humanities and Social Sciences, also serves as liaison of the CHSS to the College of Education and Human Services.
- Laura Nicosia of the Department of English is on the Advisory Board of the NNER Journal.

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

Setting Contact: Nick Michelli, School of Education

Tripartite Representatives: Nick Mazarella, School Partner
Martha Corpus, Liberal Arts and Science

The City University of New York and its partner schools made significant progress in moving forward policy that would support the collaborative work characteristic of The National Network for Educational Renewal. An opportunity for significant input came about when the New York State Board of Regents established a Regents Workgroup on Urban Teacher Education. Prior to the establishment of the Workgroup the New York State Professional Practices and Standards Board made a specific recommendation to the New York State Department of Education to support pilot settings to develop Centers of Pedagogy in urban areas. The Department suggested that the proposal be referred to the Regents Workgroup. When the Workgroup was established four of the members were from CUNY, and another 7 represented the New York City educational community.

Ultimately, after months of deliberation, the first recommendation of the Workgroup focused on supporting partnerships among faculty in arts and science, education, cultural institutions, other community stakeholders and the P-12 schools for the renewal of teacher education. The recommendation has two parts. One is the general recommendation to support partnerships. A second is to support pilot programs that would be charged to go deeper into achieving equitable partnership relationships. The specific recommendations, based on the Center of Pedagogy idea were these:

Improving Pre-K-16 partnerships

Preparing high quality teachers for urban schools continues to be an important goal in New York State and across the nation. One difficulty with preparing urban teachers is the effect of limited collaboration among institutions of higher education and the school districts they serve. We need teacher education programs designed to meet the special needs of culturally and linguistically diverse students in high-need urban areas. Partnerships between teacher education programs and schools should create a structure that will allow for collaboration among faculty in education, faculty in arts and sciences, and faculty in Pre-K-12 schools responsible for both preparing teachers and improving schools. Partnerships should include their extended communities (parents, businesses, cultural institutions, and community partners).

Actions:

1. Strengthen partnerships and extend the relationship between teacher education programs and PreK-12 schools to improve the preparation, induction and mentoring of new urban educators. Partnerships must recognize the joint responsibility of faculty in education, arts and sciences, and Pre-K-12 schools in the preparation of excellent educators.

- a. Provide incentives, including fiscal support, to colleges, universities and urban PreK-12 schools for establishing, maintaining, and assessing these partnerships.
 - b. Empower PreK-12/university partnerships to propose and implement innovative approaches to establishing appropriate PreK-12 student learning outcomes and the means to assess those outcomes, as well as other institutional practices that are fitting to the needs of their urban environment.
2. Provide incentives for partnerships between teacher preparation programs and cultural institutions. Create opportunities for research-based cultural institutions to infuse content-specific resources, in disciplines such as science and history, into all aspects of the teacher preparation program, resulting in field placements, required courses, and certification preparation strategies.
 3. Support pilot projects that are designed to develop model partnerships that demonstrate the impact of strong partnerships on preparing excellent educators.
 4. Create or expand regional networks to improve the learning experience of urban school students. Encourage regular communication and collaboration among Pre-K- 12 schools, teacher preparation programs, cultural institutions, schools of arts and sciences, business leaders, and other community partners.

A second related recommendation was designed to enhance the capacity of colleges and university faculty to work in schools by supporting the recognition of this work in the appointment, reappointment, tenure and promotion of faculty. Specifically, the Workgroup recommended:

1. Strategically build the capacity of teacher preparation programs to strengthen their effectiveness in preparing and supporting urban educators.
2. Provide incentives for teacher preparation programs and nonprofit organizations to play a role in supporting induction and mentoring of their graduates.
3. Encourage college and university leadership to consider time spent by faculty supporting students in PreK-12 schools in promotion, tenure, and reappointment decisions.

Notably, the grounding for making these recommendations was focused on the lack of justice children in urban schools are afforded. In the introduction to the report, the framers of the document said:

In July 2008, the New York State Board of Regents established a work group on the preparation, recruitment, and retention of teachers for urban education. The charge of the work group was to “*examine the Department’s requirements for teacher preparation and professional development with the goal of strengthening those requirements to better serve the needs of teachers and students in urban schools*” (Regents Item, July 9, 2008, Work Group on

Preparing, Recruiting and Retaining Teachers for Urban Education, Duncan-Poitier, 2008). The group is made up of a wide variety of stakeholders from throughout urban areas in the state, including teachers, school and district level administrators and staff, leaders of teacher education programs, cultural institution staff, researchers, and Department staff.

Challenges:

Recent data for New York State reveal that those students furthest away from the standards are mostly Black, Hispanic, and American Indian students (especially males), students with disabilities and English language learners in hard-to-staff urban school districts, especially the Big Five, and also New York State's small cities. Many of these students in the performance gap are being educated in our high need schools where there is an inequitable distribution of highly qualified teachers. The work of the Regents Work Group is centered upon achieving the Board of Regents primary goals of raising student performance and closing achievement gaps. To that end, the work group has identified specific actions that could have a direct impact on teacher recruitment, preparation, and retention and positively impact teaching and learning in our urban areas, especially in our high need schools. While some of the recommendations will require additional funding to fully implement, we recognize that in this tightened fiscal environment, additional funding may not be possible in all cases. Therefore, we are recommending that we first examine existing funding sources and identify potential opportunities to use these resources more effectively to better prepare, recruit, and retain teachers in urban settings. Where new funding is available, it will be important to strategically determine where those new resources will have the most impact and target funding accordingly.

We consider this an important step in the recognition of the importance of equitable partnerships for the preparation of teachers. Other recommendations would strengthen clinical experiences and extend the role of college and university faculty into the first years of teaching by assisting in induction.

We are by no means sanguine or naïve to expect that these recommendations will be embraced. This is a very difficult time in New York State for two reasons. First, the budget shortfall is extraordinary. While public universities like CUNY have the advantage of scale that allows relatively small increases in tuition to cover costs, the shortfall disproportionately affects public urban education. The state never met its full obligation to adjust funding for urban schools to overcome disparities despite court findings. In addition new leadership in New York State has a conservative bent that questions any but the traditional purposes of education, the use of constructivism, and even the viability of the ideas of John Goodlad.

Action:

Our Ph.D. Program in Urban Education, which has begun to be a major source of young faculty in urban universities, including CUNY, takes a critical and proactive stance on this inequity. The program values students who work to expose inequities and use participatory action research to involve students and community members in the work. Recent dissertations, for example, have reflected this focus. Examples are:

- A dissertation using student researchers, some that had left school, to examine the toxic effect of urban schools and the connections between good health and presence in schools. The dissertation identified the range of ways urban schools disguise the size of the dropout problem and connect dropping out to poor health, arguing that we must begin to see school leaving as a public health problem.
- A dissertation that examines the role mathematics can play in fostering social justice, both by providing full access to mathematics and seeing its role in restricting the advancement of students as well as by using mathematics as a tool to examine social justice issues.
- A dissertation that used ethnographic methodology and concepts from geography to examine spaces in schools that were potential dangerous or renewing. The examination used mapping to show how students navigate the school with student researchers using video techniques to examine and document the space. The study also considered the school to prison pipeline characteristic of urban schools and ways to mediate it.

Each of these young scholars is committed to careers in urban teacher education and, in fact, two of the three are from minority groups.

In addition to our impact on NYS policy and research, members of our CUNY/NYC DOE Partnership thrived in other areas as well.

Action:

Our work with Brooklyn College Academy expanded to include a visit to another NNER Partnership site – the University of Nebraska, Kearney. On a visit to NYC, from UNK’s Professor Anderson’s students, our BCA students asked “when can we visit you?” They were relentless in their pursuit to make it happen and worked with their music teacher and principal to organize and align it with their BCA World Ensemble group’s philosophy of freedom in a democracy. In spring 2009, the BCA World Ensemble hit the skies and introduced their learning and playing of non-traditional instruments to students in Omaha and Kearney, including the Omaha Nation Reservation School. The experience was life changing and was a great example how to bring students together across settings to learn more about each other, our great country and how to emerge as future stewards of our democratic society.

Challenge:

The single biggest challenge is finding funding to continue exchanges with our school partners.

Action:

Summer Institute BC faculty returned to campus and integrated readings about the NNER work into the Foundation course required by undergraduates (ED 16). Professor Rose has

developed Socrates Café, a monthly conversations to explore topics aligned with the agenda. And, Professor Reed participates in activities with a team of faculty (GLARE) to work with a performing artist from London to address issues of differences, teen and family challenges and resilience for educators in our undergraduate and graduate programs and in partnership schools.

Challenge:

Raising seed money to raise additional monies to support efforts in our communities.

Action:

Summer Institute Early Childhood participant Charlene Kohl Britton organized with A. Foster to present the AED at a national conference for Early Childhood Educators. The AED has become an anchor in the discussions at the Center with teachers, staff and families. Patrick Eckleman continues his commitment to social justice and action with his DVD series on the curriculum topics for his 4 year olds. He has trained the other teachers to do the same with the other age groups.

Challenge:

None identified for 2009-2010.

Action:

David Genovese, a Social Studies teacher and AP of Supervision, is developing an Early College course for 11-12 graders that addresses issues of democratic practice, current issues in education and the use of public space including a democracy walk.

Challenge:

Adjunct funding to cover costs of instruction.

Action:

Dean Deb Shanley with Professors Mike Schoenfeld, Jennifer Adams and Haroon Kharem continue their work with the National Park Services including holding a public meeting with the Caribbean and Guyanese communities to discuss a film developed by both high school and college students on the public use of Gateway for what purposes and identified challenges about access. A Faculty Resource Book was published for faculty across the partnership containing the NPS resources and explorations with the African Burial Ground site is in progress including advocating for Saturday availability for students and their families.

Challenge:

Funding across CUNY, the NYC DOE and the NPS to continue MOU.

MIAMI UNIVERSITY PARTNERSHIP

Setting Contacts: Tom Poetter, Miami University, Professor and Partnership Director
Jean Eagle, Talawanda Schools, Principal and District Partnership Director.

Tripartite Representatives: John Skillings, Miami University, Statistics.
Tom Poetter, Miami University, Professor and District Partnership Director.
Jean Eagle, Talawanda Schools, Principal and District Partnership Director

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. Planned for a significant partnership project based on the Laramie Project Epilogue, a play to be presented by the Miami University Performing Arts Series in Fall 2009. Partners across campus and throughout the school district met on numerous occasions to develop curriculum and plan for the residency event surrounding the world-premier reading of the Epilogue.
2. Planned for a significant project across schools and NNER sites for a Freedom Summer 1964 webinar introducing students to Miami's new website honoring the 45th anniversary of this key civil rights event. Several NNER sites will be included in the work throughout the 2009-2010 school year.
3. Continued support for the UniDiversity Latin American Festival at Miami University, a long-running celebration of racial and ethnic diversity. The partnership collaborated with organizers for student participation and dissemination of events. For the first time, programming came to one of the partnership's elementary settings. The middle and high school settings participate each year, even building classroom assignments around the event.
4. Talawanda and Miami continue to be involved, along with other area school district partners, in a consortium on equity in K-12 education called "Developing Inclusive School Communities," (DISC) led by Dr. Ray Terrell of Miami University
5. 727 Adopt-a-School volunteers were assigned to students in all five district buildings. For the first time, teachers were able to request tutors via an online sign-up. Training occurred in all buildings, including the high school, where in response to requests, volunteers provided direct assistance in the classroom in addition to Extra Time/Extra Help lab. The Office of Community Engagement and Service reports a 20% increase in the placement of tutors during the school year.

6. 172 America Reads mentors worked with Talawanda students in grades K-6. Miami faculty liaisons coached these tutors and provided ongoing support regarding best practices and specific literacy strategies. Tutors continued to support English Language Learners and serve as translators. 38 tutors provided support to high achieving students in grades K-2.
7. Sponsored summer reading programs for struggling readers at Miami University's Reading Clinic, which for the first time was hosted in the highest poverty elementary school in Talawanda in order to better serve the lower SES community.
8. Provided multiple experiences for local children to experience diversity in the performing arts, including over 1100 students attending a performance of the Peking Acrobats.
9. Freedom Summer 1964, a third year cooperative effort in involving Miami's Western Archivist Jackie Johnson and students from Darlene Mahaney's Minority Affairs class, engaged in a public forum this spring.
10. The After School Foreign Language Program, one of the longest ongoing collaborative efforts between Miami and Talawanda (25 years), took place again this spring. This year over 200 Talawanda students attended informal classes facilitated by over 40 Miami student volunteers.
11. "Hooked on Books," a First Book Project led by Dr. Chuck Catania's EDP 432 students, guided Kramer Title and ELL students through the process of selecting literature during the school year. Supported in part by a \$600 Partnership grant won by Frances Yates and Marilyn Kopp, Miami students assessed students and provided teachers an opportunity to match literature to specific student needs.
12. Collaborated with The Oxford Community Arts Center to provide an after school art program held at the center, targeting diverse students.
13. Bogan School fifth graders became pen pals with students in Tanzania with the help of Meredith Poff and the African School Advancement Program (ASAP) at Miami.
14. LAST, The Language Acquisition Support Team continued to meet about district and university collaborations supporting English Language Learners in our schools and community.
15. Miami's Performing Arts Series visiting a cappella group, Naturally Seven (a diverse hip-hop vocal group), provided a workshop for Talawanda High Vocalists.
16. Six Talawanda teachers participated in the Myaamia Summer Workshop offered by Donald Kaufman and the Hefner Museum.
17. Tom Poetter, Bobbe Burke, Daryl Baldwin, and Jean Eagle presented an overview of partnership work to the Greater Cincinnati Consortium of Colleges and Universities at NKU in February.

18. Miami University's Performing Arts Series used the stage at Bogan School for a community performance of the sign-stage play James and the Giant Peach.
19. SALCE (Student Activists for Language and Cultural Exchange, a Miami Student Group) worked with ELL's at Kramer, TMS, and THS. In addition, members assisted with ESL dinner nights for ELL families at Kramer School.
20. Miami's Performing Arts Series worked in conjunction with the Family Resource Center to provide tickets to the Afro Cuban All Stars for district ELL families.
21. Eva Rodriguez, Spanish Linguistics faculty member at Miami, collaborated with district ESL teacher Linda Bucher to provide translation and interpretation services and outreach to the families of English Language Learners.
22. Talawanda Thanksgiving is hosted by the Talawanda Teacher Academy and Miami for over 100 residents of the community, celebrating a community tradition and extending food resources to all residents during the holidays.
23. Supported the 4th Annual Back to School Celebration offering school supplies and backpacks to all students on free and reduced lunch.

Challenges:

Resources, Time, Energy, Personnel, Conflicting Interests

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

Successes:

1. We hosted our first day-long leadership seminar led by Jean Eagle and Dennis Potthoff (University of Nebraska-Kearney). This event was well attended, and catalyzed several new activities across the partnership. We hope to continue working with Jean and Dennis to expand upon conversations begun about how our work is connected to a broader framework in the fields of educational practice and community engagement.
2. We began the new NNER Journal here at Miami and celebrated one of the inaugural articles based on significant activities in our partnership setting.

Challenges:

Time, Energy, and Money

WRIGHT STATE UNIVERSITY

Setting Contacts:

Greg Bernhardt, Dean, College of Education and
Human Services, Wright State University
Donna Cole, Assistant Dean, for Partnerships & Clinical
Experiences, Wright State University
Ron McDermott, Assistant Director,
Office of Partnerships & Field Experiences
Wright State University

Tripartite Representatives: James Tomlin, Professor, College of Science & Mathematics
Wright State University
Chuck Birkholtz, Director of Curriculum & Instruction
Sugar creek Local Schools
Donna Cole, Assistant Dean, for Partnerships & Clinical
Experiences, Wright State University

Work, initiatives, and actions related to the NNER equity self-study

I think we can all agree that the world is getting smaller and smaller, thanks to technology and the expanding global workplace. So, building a diverse community of learners working and learning from each other has never been more important if we are to prepare our graduates for the world that awaits them.

Nothing is more exhilarating than when I look out my window and see the diversity of our employees, faculty, and our over 17,000 students.

Indeed, it is this interplay of peoples, cultures, beliefs, abilities, and life experiences that breaks down barriers and opens doors to new ideas and innovation.

Dr. David Hopkins, President, Wright State University

Wright State University (WSU), named for the Wright Brothers, inventors of powered flight, is beginning its 5th decade of serving the needs of the Dayton, Ohio region, the state, and the nation with the same spirit of creativity and innovation that made the brothers famous throughout the world. In its mission statement, WSU values diversity and continues to support and implement ways to create a climate of inclusiveness and equality for all faculty, staff, and students.

The campus began its history with diversity in the forefront of the planning by linking all campus buildings with an underground tunnel system, eliminating the physical barriers caused during inclement weather for students with mobility issues. The tunnel system also created a safe environment for travel between classes; however, universities require more than bricks and mortar. Accepting individuals with different characteristics, values, and needs

and developing programs and organizations to support equity and diversity have been supported by the university in its 40-year history.

The university is a model for the region by working to break down the other barriers of discrimination on the basis of race, sex (including gender identity/expression), color, religion, ancestry, national origin, age ability, or disability, veteran or military status, thinking style, skills, educational background, life experience, or sexual orientation. Several organizations sponsor activities and events each year at WSU to promote acceptance, appreciation, and understanding of differences and to establish diversity as a priority for the university.

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

The College of Education and Human Services (CEHS) at WSU promotes equity awareness in the following ways:

1. The CEHS mission, “Preparing professionals to meet the educational and human services needs of a diverse, democratic society,” and the four themes of the National Network for Educational Renewal (a. enculturation into a social and political democracy, b. access to knowledge for all, c. nurturing pedagogy, and d. responsible stewardship) continue to serve as the overarching umbrella for the Conceptual Framework. The development of the Framework itself was the result of collaborative contributions made by unit faculty, educators from the partner schools, university administrators, and faculty from the Arts and Sciences
2. Diversity conversations are infused throughout program curricula
3. Programs of study, course syllabi, and field experience policies and requirements have been designed, refined, and coordinated to assure that all programs foster in candidates the ability to apply diversity related knowledge, skills, and dispositions
4. Each course includes information on social and cultural foundations of education, the complexity of teaching in a pluralistic society, and concepts of understanding diversity and equity
5. Field experiences for all candidates include placements in urban, rural, and suburban settings, providing candidates the opportunity to actively participate in different cultural settings and to prepare them to work in any diverse setting
6. All candidates take courses that prepares them to work effectively with students with exceptionalities

7. All students are enrolled in the class, *Education in a Democracy*, which has a focus on the concepts of a civil society, social justice, access to knowledge, and development of democratic character in the young
8. CEHS faculty, led by Lawrence Mrozek, held a book study to discuss Kenji Yoshino's, *Covering: The Hidden Assault on Our Human Rights*, which is about the author's personal experiences as a gay Asian American. Yoshino talks about penalties that people are given if they refuse to cover their differences from the public.
9. CEHS faculty is reading the book, *Three Cups of Tea: One Man's Mission to Promote Peace One School at a Time*. The book highlights the educational and political problems in Pakistan.
10. "El Puente" (The Bridge) is a grant-funded program designed to improve reading and learning skills for Latino students in the Dayton Public Schools. Tony Ortiz, Department of Health, Physical Education and Recreation at WSU, wrote the grant that will include Teacher Candidates being placed in the remediation and enrichment program. Teacher Candidates will gain valuable experience in working with Second Language Learners.
11. An Early Childhood Education cohort traveled with two university professors, Colleen Finegan and Anna Lyon, to Concepcion, Chile to work with Latin American children at the Thomas Jefferson School.
12. Will Mosier traveled to Concepcion, Chile to establish a partnership with the Universidad de San Sebastian and the Universidad de Concepcion that will involve an exchange of faculty and students with WSU. This endeavor will include a "duel" master of education program. While in Chile, Dr. Mosier taught several classes for the staff at the Thomas Jefferson School, including bilingual education, inclusive education, positive child guidance, curriculum development, and testing and measurement.
13. WSU publishes a yearly calendar that highlights ethnic celebrations that can be used as a resource for the university community to promote multicultural awareness and involvement.

Challenges:

Anna Lyon has submitted a grant to develop an urban cohort for teacher candidates placed at the single gender Dayton Boy's Preparatory Academy. Dr. Lyon serves as the site liaison and teacher candidate supervisor at the Academy. Plans include the early childhood cohort classes being taught at the Academy. The challenge is to successfully prepare teacher candidates for the experiences associated with urban teaching and learning.

Engaging a mature partnership

1. WSU is proud to receive the Ohio Department of Education STEM school grant to operate as a public school for a three county area. The school is located adjacent to the

campus and opened this year with 90 students, eventually growing to a school of 600. This new school is inspired by three interesting principles (the new three R's)

- a. Relevant: The work of school must connect to the real world and personal interests of students.
 - b. Rigor: School must be challenging in ways that develop students' understanding and skills.
 - c. Relationships: Schools must be the right size and provide opportunities to connect students, parents, and teachers in meaningful ways.
2. Brian Boyd, assistant professor of mathematics, will serve as the STEM schools first principal. Dr. Boyd was a former middle school principal before coming to WSU.
 3. Cathy Keener is the recipient of a \$500,000 U.S. Department of Education Special Education grant. The grant will be used to train middle childhood teacher candidates to become highly qualified in the area of high incidence exceptionalities, such as learning disabilities and emotional disturbances.
 4. CEHS utilizes a model of teaching democratic values and citizenship to pre-service education candidates, by requiring teacher candidates to enroll in the class, **Education in a Democracy**; the class includes discussions on current education and citizenship issues.

Other setting information

- Chuck Birkholtz, formerly Curriculum Director with Sugarcreek Local Schools, was named Superintendent of Ripley, Ohio City Schools. It didn't take long for Chuck to have a team from WSU to visit his district to talk with administrators and teachers about the importance of partnership work, hosting teacher candidates, and the NNER agenda. Ripley is 85 miles from the WSU main campus.
- Jill Lindsey was named Chair of the Department of Educational Leadership
- Lisa Porter is the visiting teacher (hybrid educator) from the Trotwood-Madison City School District. Lisa will be teaching classes in early childhood, serve as a site liaison at Fairborn's Wright Campus, and supervise teacher candidates.
- Donna Cole was named Assistant Dean for the Office of Partnerships & Clinical Experiences.
- Christa Agiro comes to WSU from Ohio University and will serve a dual appointment with the CEHS and the College of Liberal Arts. Dr. Agiro will be a site liaison and supervise teacher candidates.
- Tracey Kramer was named program coordinator for Middle Childhood education at WSU

- During her sabbatical, Richele O'Connor researched and implemented a school reintegration program for pediatric oncology patients at Children's Hospital.
- Nimisha Patel and Tracey Kramer have been working with partnership school districts on the co-teaching model of instruction. Co-teaching will be a key component of the Middle Childhood program at WSU.
- Drew Pringle, Chair of Health, Physical Education, and Recreation, currently serves on the Fairborn Board of Education. Fairborn is WSU's oldest partner school district.
- Ron Helms, Professor and Program Coordinator of Adolescent/Young Adult has several diversity links on his website to assist his students in finding information about equity and discrimination.
- David Lawrence, principal at Thurgood Marshall HS in Dayton, and Joe Mitchell, principal at Baker Middle School in Fairborn, are added to the long list of partnership principals who have attended the NNER academies in Seattle.
- The WSU Center for Urban and Public Affairs sponsors a program called Summerbridge Dayton. The event prepares at-risk middle school students for the future by enhancing their academic abilities, encouraging them to stay in school, exposing them to diverse cultures and the arts, and educating them on the importance of proper nutrition and a healthy, active lifestyle.
- The WSU Presidential Lecture Series is held to advance human justice and promote the university's commitment to creating a diverse community and learning environment.
- WSU supports several student and faculty organizations to encourage more cultural, social, and intellectual awareness, dignity and respect for the many differences found on the campus, such as:
 - International Brown Bag Lectures
 - Asian/Hispanic/Native American Center
 - Black Women Striving Forward
 - Black Men on the Move
 - Bangladesh Student Association
 - Chinese Students Association
 - Latinos Involved in Further Education
 - Taiwanese Students Association
 - Lambda Union
 - Women's Center
 - Bolinga Black Cultural Center
 - Horizons in Medicine Program
 - Male Responsibility Program
 - University Center for International Education
 - Quest for Community
 - Pathways to Success for African American High School Seniors

SOUTH CAROLINA NETWORK FOR EDUCATIONAL RENEWAL (SCNER)

Setting Contact: Roy Blakeney, SCNER Chair - Assistant Principal,
Dreher High School
Bruce E. Field, SCNER Vice Chair – Executive Director of
School-University Partnerships, College of Education,
University of South Carolina
Beth Oliver, SCNER, USC-PDS Liaison, Dreher High School

Tripartite Representatives: Laura Thompson, Biology Professor, Furman University
Bruce E. Field, SCNER Vice Chair – Executive Director of
School-University Partnerships, College of Education,
University of South Carolina
Roy Blakeney, SCNER Chair - Assistant Principal,
Dreher High School

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

The USC College of Education appointed a faculty, staff, student task force for 2008-09 that discussed issues of diversity in the College. The task force ultimately recommended the establishment of a standing committee on diversity in the College's by-laws. The College Diversity Committee shall: develop, monitor the implementation, and revise annually a strategic action plan for diversity for the College to be coordinated with Administrative Council; provide leadership in the College's efforts to improve student, staff and faculty recruitment, retention, support and mentoring, informed by regular self-study research in the college, and by the COE Alliance for Social Justice and Diversity; work cooperatively on diversity-related issues brought to the committee by department chairs, the deans, other standing committees or the College of Education Alliance for Social Justice and Diversity; and recommend professional development activities to the dean. Members for the committee were elected and the first meeting was held in October 2009. Besides other issues that will be addressed by the Committee as they deem appropriate, the Dean asked the Diversity Committee to consider four issues: identifying a task force to review and possibly recommend revisions to the College of Education's mission statement; recommending and implementing a process to analyze the diversity climate/culture in the College of Education; suggesting changes to the promotion and tenure criteria and a timeline for their consideration; and recommending appropriate training for diversity representatives on annual review committees

1. After engaging in a year-long series of professional development experiences exploring issues of diversity, USC's Department of Instruction and Teacher Education revised their mission statement to increase the focus on diversity. It now reads as follows:

The Department of Instruction and Teacher Education (ITE) is a dynamic, nurturing, collaborative learning community that supports

the growth of aspiring and practicing educators. We are committed to understanding the perspectives of, and preparing educators to work effectively with, those who have been traditionally discriminated against, excluded, or marginalized locally, nationally, and internationally. We promote educational transformation through pre-service teacher preparation and professional development in schools and other educational settings. We actively partner with government agencies, professional organizations, schools, and other stakeholders to advocate for high quality education and social justice for all learners.

2. We enact our mission at the intersection of research, theory, and practice. We want our students to develop critical inquiry as a habit of mind. We strive to prepare educators who have strong knowledge of their specialty areas and who: respond effectively to the complexity of 21st century schools and classrooms characterized by increasingly diverse populations; use evidence-based strategies and practices to provide equitable and effective opportunities for all people to learn; are prepared to effectively use available technology and resources to reach all learners and connect them to the world beyond the classroom; and promote democratic principles and ideas within all educational settings.
3. Two senior faculty at USC were selected as Moore Child Advocacy endowed chairs. Their work focuses on supporting children of poverty and children of color.
4. USC faculty continued to increase the extent to which candidates are prepared to work with diverse populations. For example, the Early Childhood Education program designed an urban education experience being piloted by two undergraduate cohorts this fall. They have also proposed adding a course on Culturally Relevant Pedagogy as a requirement for all students.
5. The USC College of Education Alliance for Social Justice and Diversity continues to meet on an on-going basis. This is a self-generated faculty group that gathers to offer support to faculty of color and explore common areas of interest.
6. USC's Office of Multicultural Student Affairs is currently sponsoring a Diversity Dialogue Series that brings together the community for casual dialogues about different aspects of diversity. For example, the October 2009 dialogue is on the subject of "Religious Diversity: God, Society, Culture.
7. At Winthrop University, a Dispositions Task Force was created in 2009 to think through dispositions issues encountered in the past ten years, achieve conceptual clarity, and propose new ways to meet NCATE's mandate to assess candidates' dispositions of fairness and the belief that all students can learn, both of which are directly related to the achievement of equity. In meeting the charge, the Task Force also considered ways to align dispositions with aspects of the NNER's mission and postulates to guide the renewal of teacher education programs. To date, the Task Force has accomplished the following:
 - a. Proposed new dispositions and aligned them with relevant standards;

- b. Proposed new assessments of dispositions; and
- c. Developed guidelines and a new scoring guide for the essay used to assess candidates at admission to teacher education. The new admission essay will be piloted in November 2009.

Challenges related to advancing equity:

USC has a major focus on efforts to retain faculty of color and other under-represented groups, yet it is a challenge for us as a predominately white institution to do so.

Research related to advancing the agenda for education in a democracy

Successes:

1. In 2008-2009, representatives of the SCNER began examining the ways that the influence of the NNER might manifest itself within an institution. Through many hours of conversation, we decided that one good way we might see this influence would be through an examination of teacher candidate dispositions. In short, we wondered how closely the dispositions adopted at SCNER institutions mirrored the work of the NNER. In 2009-2010, we have embarked on a research study to attempt to answer this question.
2. In addition to our initial query, we also wondered if there was any significant difference between teacher candidate dispositions at SCNER sites versus non-NNER sites in South Carolina. We have reached some initial conclusions, most notably the considerable difference in terms of the emphasis placed on stewardship within SCNER sites. We intend to continue and expand this study as part of our on-going efforts to advance the Agenda for Education in a Democracy.

Challenges:

When we began this research project, the SCNER consisted of seven South Carolina institutions of higher education and their P-12 partners. Unfortunately, the current economic situation has caused all but three of those institutions, for now at least, to withdraw from the work of the NNER in South Carolina. (There was also an element in their withdrawal that suggested that they questioned the value of involvement with the NNER.) This reduction in numbers has limited the scope of our work, not only for this particular project but also for the on-going conversations necessary to sustain our focus on the Agenda.

Other setting information:

- The University of South Carolina's Professional Development School Network held a well-attended one-day retreat in June 2009 at Dreher High School to re-energize P-12 and university faculty commitment to the NNER Agenda.

- North Springs Elementary School, one of the twelve Professional Development Schools affiliated with the University of South Carolina, received the National Association for Professional Development Schools' (NAPDS) first-ever Award for Exemplary Professional Development School Achievement.

ARLINGTON UNIVERSITY-SCHOOL NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact: Dr. John A. Smith, Chair, Dept. of Curriculum & Instruction

Tripartite Representatives: Dr. Eric Bolsterli, Assistant Dean, College of Fine Arts
Dr. Greg Hale, Assistant Dean, College of Science

The University of Texas at 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 28,000 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 and Health Professions 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 and Health Professions is also a member of the Holmes Group and a partner to many Texas school districts, community colleges, and community organizations.

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. 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 2009. 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.
2. Ann Cavallo is PI and Co-director of the \$1.4M UTeach Science and Mathematics Teacher Education Program Replication grant project that focuses on helping disadvantaged youth pursue careers in science teaching.
3. John Smith received a Rising to the Challenge grant from the Greater Texas Foundation for the purpose of helping under-represented and first-generation students make a successful transition to four-year universities. Peggy Semingson and Carla will be submitting a continuation grant to continue the project next year.
4. Stephanie Daza continues her work on a five-year study on teaching diversity and social justice in online teacher education courses. Dr. Daza is also conducting a research study in collaboration with four scholars at four different institutions. This project analyzes textbooks from three continents and intends to tell distinct, yet inter-related stories of US imperial relations; attempts to nationalize and decolonize curriculum; how cultural discourses and images travel; and the impact of textbook adoption policies on said content.

5. Holly Hungerford-Kresser just received the 2009 J. Michael Parker Award from the National Reading Conference for her work on a year-long qualitative study of Latino/urban-schooled youth and their transition to the university. Dr. Hungerford-Kresser will also be starting a new study on first-generation college students and the ways in which their writing abilities contribute to their creation of a college-going identity and subsequent success at the university.
6. Peggy Semingson is continuing her study with Carla Amaro of Parents' Narratives about their Own Literacy Practices and their Participation in their Children's Literacy Learning in Home and School (participants: Latina mothers and community personnel). This study began March, 2009 and is in progress. It also includes a content analysis of the bilingual curriculum used for the family literacy project.
7. Joohee Lee is submitting a research grant proposal to the Foundation for Child Development Research Grant program. Using ECLK data, this study aims to investigate whether all Hispanic children have been exposed to high-quality mathematics education (e.g., access to educational math materials, family supports in math learning, and quality teachers) in their early years
8. Joy Wiggins continues her study of the effectiveness of a Peacekeeping Curriculum that incorporates conflict resolution and positive communication in language arts, PE, and art courses. Dr. Wiggins is also interested in researching the contexts of women in academia.
9. Shirley Theriot is applying for and directing various service learning grant projects to involve UT Arlington students in serving local community agencies and families.
10. Visiting professor Carla Amaro is conducting a research study titled From Being an English Language Learner to Becoming a Teacher of English Language Learners.
11. Luis Rosado and Carla Amaro received a P-16 Regional Councils Grant (one year; Texas Higher Education Coordinating Board) to increase college participation and completion rates of Latino high school students; implement and document a 'trainers of trainers' model for parents of Latino students
12. 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:

1. Perhaps the largest challenge toward advancing equity is how to ensure that under-represented and first-generation students make successful transitions from high school and community colleges to four-year universities. UT Arlington and the College of Education and Health Profession are taking many steps to ease this transition and to increase the graduation rates among these populations.

2. There remains a need to increase diversity among the UT Arlington Education faculty. C&I is currently seeking to fill an opportunity hire position.
3. 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.

Collaborative Work with Other Organizations

1. UTA Education Dean Jeanne Gerlach continues to represent the Texas Education Deans on the Texas State Board for Educator Certification.
2. Dean Gerlach continues to serve as a member of the Texas Education Reform Caucus, chaired by the local state representative who chairs the Texas House Education Committee.
3. A partnership with the Fort Worth ISD, to provide coursework for the district's new Educational Leadership program, is now underway.
4. UT Arlington continues to run an elementary education certification program on the campus of McLennan Community College in Waco, Texas. The coursework and field experiences fully duplicate the elementary education program provided on-campus in Arlington.
5. UT Arlington continues an active partner with the Arlington Independent School District in AUSNER (the Arlington University School Network for Educational Renewal). Both the elementary and middle-level faculties meet with their AISD counterparts 1-2 times each semester to discuss collaboration issues associated with teacher education program coursework and field placements.
6. 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 faculty meet regularly with representatives of all partner community colleges.

Engaging with the community to advance educational renewal

College of Education and Health Professions Dean Jeanne Gerlach also holds the UT Arlington title of Vice President for K-16 Initiatives. In this capacity she founded and continues to chair 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.

EL PASO NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact: Dr. Josefina V. Tinajero, Professor and Dean

Tripartite Representative: Dr. Irasema Coronado, Associate Professor,
Liberal Arts
Dr. Judith Munter, Associate Professor, Education
Dr. Pauline Dow, Chief Academic Officer, Ysleta ISD

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

UTEP's College of Education has secured several federally funded and state grants in recent years to advance equity and access for educators in this region.

1. Focus on college readiness for first-generation Hispanic students (6th – 12th grades):
 - a. Project BEST (high school to college): Over the past two years we have collaborated with Canutillo and Ysleta ISD's to reduce the need for developmental education for high school students ("rising seniors"), increasing the number of Hispanic high school students from this region who are college-ready. The grant-funded program – Project BEST -- aims to increase the number of 4-year bachelor's degrees, and increase the number of college students who will complete their studies and graduate with a Teacher Education degree, fully certified to teach by 2015. This initiative, supported by the Texas Higher Education Coordinating Board, connects the COE with area high schools where we have developed a series of college readiness initiatives to help first-generation Hispanic students as they transition from their high school to college years. College readiness is a topic of great relevance to our local school district partners. The CB-funded grant allowed us to institutionalize college readiness open house events, serving as a bridge to assist first generation Hispanic high school students as they prepare to transition to college. Our plan over the next three years is to expand these events, engaging faculty and counselors in day-long college readiness training sessions.
 - b. Project START (6th grade to high school to college): Project START focuses on the well-documented need to improve educational access and attainment for underrepresented populations in the US public school system. The project enhances UTEP College of Education's pre-collegiate outreach services to middle schools that serve high percentages of Hispanic youth and families, located on the U.S./Mexico border, building on the highly acclaimed Mother-Daughter/Father-Son Program. Since its inception in 1986, UTEP's highly acclaimed and nationally recognized Mother-Daughter/Father-Son Program promotes the completion of high school and the promotion of college/university attainment in the lives of girls and boys from the El Paso, Texas region. The program offers 5 major activities sponsored throughout each school year that MD/FS cohort members attend, via the assistance and

promotion of the project at the public school district level. Project START strengthens UTEP's success at graduating Hispanic women in education and the STEM professions, by connecting to a community-based framework, engaging students, parents, and teachers in the Canutillo Independent School District with university personnel to promote a college-going culture in the community.

2. Focus on equity issues for K-12 teachers:

- a. Project ACE – (focus on gender equity and service-learning): UTEP's Project ACE is an important component of the MD/FS Model as the project promotes gender equity in education, the promotion of Science, Technology, Engineering, and Mathematics (STEM) and service-learning in the lives of this unique demographic population. Both of these programs have a long history of making positive change in this community which is continuously challenged by limited economic realities and a growing border population. Project ACE engages UTEP professors and K-12 teachers in the work of teaching for equity.
- b. Project LEAP UP –(focus on bilingual education) (Learning, Encouraging, And Planning to Uplift Performance) focuses on preparing K-12 teachers to work with English language learners. An additional federal grant, Project LEAP UP provides scholarships for future bilingual teachers. This is an area of teacher shortage in the El Paso community, as well as in the national at large. This project is also engaged, together with UTEP faculty/staff, in creating video and networking resources to provide information and support for high school teachers so that they can prepare lessons that will provide excellent resources for English learners in science and mathematics. Project LEAP UP is also focused on improving the teacher education program at UTEP to better prepare all teachers to provide effective instruction to LEP students by engaging 8 University faculty in professional development that leads to curriculum revision. The program is also focused on enhancing the knowledge and skills of at least secondary (and other K-12) teachers in schools with large LEP student populations to integrate state English proficiency standards and content standards to improve math and science instruction for LEP students.
- c. Project PARA – (focus on special education): The UTEP COE Special Education program participates in a federally funded personnel preparation grant, Project PARA (Paraprofessionals), which has provided financial support for tuition/fees and textbooks for undergraduate students to complete their undergraduate degrees in Special Education. This initiative has and will continue to offer educational opportunities to students who otherwise might not consider a teaching career in Special Education.

3. Focus on U.S.-Mexico collaboration in teacher preparation:

Project SABEMOS: Our location on the U.S./Mexico border creates unique opportunities for partnering with educators in Mexico to promote educational renewal on both sides of the border. Project SABEMOS, a grant funded by US-AID provides scholarships for teachers in the State of Chihuahua. UTEP is partnering with a Mexican university, the Instituto

Tecnologico de Estudios Superiores de Monterrey (ITESM), to create these opportunities for Mexican teacher educators. The model also features a “trainer of trainers” model, through which each one of the scholarship recipients (12 master teachers) will provide training for at least 10 teachers in remote areas of the State of Chihuahua. This will create opportunities for professional development of 120 teachers/professors, and numerous opportunities for children and families in the border region of the State of Chihuahua.

4. Other Initiatives

Expanded advising services to enhance retention of undergraduate students. Advising services are extended to pre-education students through our close partnership with the Academic Advising Office. We have also developed a joint advising position with EPCC to ease the transition of community college students into the COE. An advising center (CASE) for pre-service teachers in the Colleges of Liberal Arts and Science (future high school teachers) was developed collaboratively to extend enhanced advising to these students who major in the content areas and minor in Education

Challenges:

1. Violence in Ciudad Juarez and travel warnings have created challenges for UTEP students/faculty/staff in relation to binational initiatives. Student and faculty exchanges have been suspended in Juarez and the entire state of Chihuahua.
2. As indicated above, many of our most successful equity focused projects are grant-funded; the continual challenge is to seek and procure additional grant funds to sustain and extend these initiatives.

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

Successes:

1. Working with local K-12 Partners, we have developed EPRIC (the El Paso Regional Induction Consortium) to develop plans for the induction of new teachers as a key component of the teacher preparation continuum. We have worked with regional school districts for more than 20 years to develop a seamless, comprehensive educational program that supports teachers and learners at every level from K-16. By the time college students have complete their undergraduate studies, they have learned from experience how to practice nurturing pedagogies that result in high levels of achievement for ELLs, and all students. Our graduates, these novice teachers, merit continuing attention, and in recent years, an induction component has been developed to strengthen the work of our recent graduates.
2. The induction program builds on research (e.g., Ingersoll, 2001) that examines the ways in which the organizational conditions of schools both impact and are impacted by teacher turnover. Recent studies (e.g., Ingersoll, 2001; Kardos et al., 2001) have clearly pointed to the factors underlying the teacher shortage in U.S. schools today: the problem

is not simply one of supply that can be resolved by fast-track entry schemes for large pools of new recruits; the shortage is, in large part, a function of the low rates of retention, particularly in high-need schools (Cochran-Smith, 2004). The establishment of a well-planned, systemic induction program acknowledges that while the preparation of new teachers is a critical priority, support for sustaining their participation in the teacher workforce cannot be ignored.

3. The schools where UTEP graduates teach are typically located in high-need communities, with high proportions of families in poverty, recent immigrants, and children who are limited English proficient (LEP). Once novice teachers complete their preparation and are placed in classrooms, the complex challenges of teaching and opportunities for continuous learning continue. Research shows that, at this critical point, the results of high-quality induction programs, such as the one that UTEP and Canutillo ISD have planned and implemented, can be profound (Bartell, 2004; Claycomb, 2000; Moir & Gless, 2001). Effective induction programs do more than help novice teachers stay in the profession – they enable novices to become better teachers by developing reflective skills, a sense of responsibility, and renewing our shared commitment to schools and communities.
4. Our programs contribute to high quality induction by providing support that includes holistic approaches and a community focus, including high quality instruction in content areas linked with well-designed parental involvement activities, culturally responsive methods, and dual language instruction. Novice teachers in this border community provide children with opportunities to succeed and excel in their academic course work, while providing hope, direction, and guidance to parents and communities consisting of high proportions of recent immigrants with limited educational backgrounds and scarce financial resources (Bullough, 2001).
5. The induction program includes the following components and support strategies: (a) orientation of new teachers to the community, district and school program; (b) high quality teacher mentoring that includes matching beginning teachers with expert teachers who are trained as mentors; (c) adjusted working conditions for new teachers to reflect their novice status to ensure they have time for collaboration with other teachers; (d) opportunities for new teachers to draw directly on the expertise of teacher mentors, faculty and researchers; (e) engagement of IHE faculty in teacher induction; (f) regular, structured observation and evaluation of new teachers by multiple evaluators; and (g) tailored support for new teachers.
6. During the 2008-09 academic year, UTEP provided professional development to over 700 cooperating teachers who mentor UTEP's student teachers, addressing best practices and sustainable structures for mentor training and deployment. Also provided professional development to 40 Trainer of Trainers (TOTS), 68 Lead Mentors, and 700 cooperating teachers—all from the four P-12 school districts where student teachers are placed (Canutillo, El Paso, Socorro, and Ysleta ISD). Over 100 secondary mentor teachers were also engaged in professional development. All training has been accomplished through collaboration between the school districts in the El Paso areas, Education Service Center Region 19, and UTEP. The New Teacher Center in Santa Cruz

has also been engaged in the training. The College of Education also hosted the 5th annual ABC (A Better Beginning Conference) for novice teachers, their mentors and university faculty and staff.

Challenges:

Funding to expand and sustain these services.

Other setting information:

- UTEP/COE obtained approval from THECB July 2008 for PhD in Teaching, Learning and Culture in the Department of Teacher Education. The goals and aims of the new degree are oriented toward research and capitalize on the strengths of the faculty in the areas of literacy/biliteracy, and math, science and technology. The Program enrolled the first Cohort of 12 in Spring 09 and selected a second cohort of 25 that began classes fall 09.
- Awards: Dr. Bill Robertson, Assistant Professor of Teacher Education was awarded the UT System's Outstanding Teaching Award. Dr. Carolyn Awalt received an award for outstanding work in technology innovation.

BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP

Setting Contacts: Steven Baugh, Director, Center for the Improvement of
Teacher Education and Schooling (Cites)
Richard Young, Dean, David O. McKay School of Education

Tripartite Representatives: John Rosenberg, Dean, College Of Humanities
Richard Young, Dean, David O. McKay School of Education
Gary Seastrand, Assistant Superintendent,
Alpine School District

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. Department of Teacher Education Diversity Efforts September 2009 Report Follow-up to 2008 initiatives and on-going 2009 initiatives:
 - a. Elementary education program renewal proposal to the University Curriculum Committee proposes to make the following courses mandatory for all elementary education majors: 1) second language acquisition course and 2) assessment course. Additionally, it is proposed that all methods courses attend to issues of culturally/linguistically appropriate pedagogy. Effort to increase skills and knowledge about diversity among faculty members as a result of our elementary education program renewal that focuses on integrating elements of culturally/linguistically appropriate pedagogy into all methods courses.
 - b. The primary focus of our Elementary Education Program renewal is to prepare candidates to work with diverse learners and their families. Enriched Environment Proposal focused on recruiting Utah Valley Latino high school students to be Elementary Education majors submitted and approved by Teacher Education Faculty. Development of a post-baccalaureate licensure program with a focus on recruitment of diverse candidates. Elementary Education major now an open application process. During application orientation meetings, candidates are encouraged to participate in the ESL endorsement. Continued opportunities for participation in an urban cohort in Salt Lake City and student teaching in Houston, and Washington DC.
2. 2009 Initiative
 - a. English Language Learner (ELL) Symposium held focusing on improving the education of ELLs and the experiences of their families. The planning team consisted of representatives from the schools, school of education, arts and science colleges, state office of education, and the community. Symposium was attended by more than
 - b. 300 people and featured three nationally acclaimed speakers. This will be an annual conference sponsored by BYU departments of Teacher Education, Linguistics, and

Spanish/Portuguese. Faculty recruitment efforts have been paused due to BYU hiring freeze.

- c. Student initiated organization of a student club focused on recruiting and mentoring Utah Valley Latino high school to apply to BYU and major in elementary education, secondary education, or special education.
- d. Increased interaction with BYU Multicultural Student Services through various endeavors including:
 - i. Sponsorship of three barbeques for diverse high school students attending Summer of Academic Refinement (SOAR) which is a five-day college preparation program.
 - ii. Providing keynote speaker at Foundations which is a one-day event at BYU for local multicultural students in their 9th grade year.
 - iii. Integration of African American Children's Fair participation into many Winter sections of El. Ed. 351 and TELL 400.

3. Department of Communication Disorders

We have formed a department level diversity committee, composed of three faculty members and one student from the department. Similar to the endeavors of the university and conceptual framework of the McKay school of education, this committee was created to research and promote activities and department programs which will further our understanding of differences between individuals and groups, with accompanying adaptation of intervention and assessment methods. In addition, this committee is charged to assist the department in maintaining an environment of respect for all others, as well as discourage prejudice and discrimination.

Through our program's admissions policies, academic curriculum, clinical experiences, and research opportunities, we seek to train and prepare students to work effectively and ethically in a diverse society and to promote respect for individual differences. To accomplish these aims, we have worked to develop strategies to promote diversity in our students, faculty, and the individuals which we serve in our clinic. Some examples of the initiatives we have implemented or are currently developing are as follows:

- a. As a department, we have spent considerable time reevaluating our criteria for admission to the graduate program, with the goal of eliminating any admissions policies that may under-represent qualified students of diverse backgrounds and thereby improving the graduate experience for all students.
- b. In an effort to better inform a more diverse group of potential graduate applicants concerning our department, we have sought to improve the scope and quality of the information we distribute concerning our program. Specifically, we have recently

created a new department brochure that can be distributed to undergraduate students attending institutions in diverse geographic locations.

- c. The course ComD 636 (Multicultural Issues in Speech Language-Pathology) focuses on the assessment and treatment of communication disorders in culturally and linguistically diverse populations. Specific topics include culture and ethnicity in the education system, the legal and judicial rights of diverse individuals, second language acquisition, bilingualism, and service provision. Regarding service provision, there is a heavy focus on assessment and intervention methods for individuals from diverse backgrounds.
 - d. In clinical placements, students have the opportunity to work with persons from culturally and linguistically diverse backgrounds. Several clinical opportunities that involve diverse individuals include 1) head start screenings, 2) bilingual schools in Provo School District, and 3) regular schools in diverse neighborhoods (e.g., Lincoln Elementary in Salt Lake City school district includes children from over 30 different countries).
 - e. Initiatives in this area are as follows: 1) Identify possible alumni candidates and maintain a database of their contact information, 2) encourage our MS graduate students to earn a Ph.D. in fields related to speech, language, and hearing, and 3) continue to discuss faculty recruiting efforts on a regular basis in ComD faculty meetings.
4. Special Education Enriched Environment Report 2009
- a. Progress on 2008-2009 Objectives/Initiatives:
 - i. Carol Solomon shared multicultural information each faculty meeting to keep us informed regarding current and effective trends and practices.
 - ii. Some of our graduates with diverse cultural/linguistic backgrounds are seeking graduate programs.
 - iii. Efforts were made to provide support to teacher candidates with diverse backgrounds. Specifically, guiding them to access International Student Support Services, Multicultural Student Services, scholarships, and VISA information.
 - iv. Faculty wrote publications and chaired theses about cultural and diverse programs
 - v. Faculty assisted with the high school program “Latinos in Action.”
 - vi. Faculty assisted with the placement of graduates with diverse backgrounds, including working with school districts to place international students
 - vii. Graduate faculty wrote letters to school personnel who have diverse backgrounds as a means of recruiting them to our graduate programs.

- b. Objectives/Initiatives for 2009-2010:
- i. Continue to provide support to teacher candidates with diverse backgrounds. Specifically, guide them to access International Student Support Services, Multicultural Student Services, scholarships, and VISA information
 - ii. Continue to write publications and chair theses about cultural and diverse programs.
 - iii. Assist with the high school program, "Latinos in Action." Assist with the placement of graduates with diverse backgrounds.
 - iv. Graduate faculty write letters to school personnel who are have diverse backgrounds as a means of recruiting them to our graduate programs.
 - v. Share culturally/linguistically diverse tips at beginning of faculty meeting.

Challenges:

1. In the Partnership, preK-12 and higher education, we have a continuing goal to hire faculty from diverse backgrounds. We feel we have made good progress but this continues to be a challenge.
2. In the McKay School of Education, 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.
3. In the arts and sciences our biggest challenge in this regard is that the university has in place a hiring freeze due to the economic downturn. For now we are not able to hire new faculty. 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 world-wide membership in the Church continues to expand, demand for enrollment greatly exceeds available openings.

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

Successes:

One of our successes is our Utah Journalism/Education Team (UJET). We formed this group in preparation for the Journalism, Education, and the Public Good conference, held in Bend, Oregon, September 26-29, 2006 and have been meeting regularly since then. Here are some details:

- Team members from the schools, school of education, arts and sciences colleges, and community
 - Steven Baugh, BYU-Public School Partnership
 - Rhonda Bromley, Public Information Officer, Alpine SD
 - Joel Campbell, university professor, communications
 - Rebecca Cressman, FM radio, Salt Lake City
 - Vern Henshaw, superintendent, Alpine SD
 - Todd Hollingshead, university communications
 - Roxanna Johnson, public relations, school of education
 - Shauna Valentine, public relations, school of education
 - Tad Walch, print news editor, Salt Lake City
 - Susan Walton, university professor, public relations

- Purpose
 - Create public dialogue around the critical issues of media and education in Utah
 - Increase understanding and awareness between educators and journalist
 - Strengthen relationships within the two industries
 - Disseminate the BYU-PSP philosophical underpinnings of the moral dimensions and education for democracy
 - Build collaboration between journalists and educators to promote the public good
 - Increase community understanding and participation within public schools

- Activities
 - Monthly team meetings to build our own knowledge, skills, and dispositions (we have become a professional learning community)
 - Held focus groups and training sessions with school board members/district and school administrators and journalists
 - Presented to state and district public information officers
 - Presented to the Society of Professional Journalists regional conference
 - Presented to the Utah Press Association conference
 - Presented to the Utah School Superintendents Association
 - Developed a website
 - Scheduled to present to the Utah School Boards Association in January

Challenges:

The two issues that continue to surface in our outreach activities are a lack of knowledge and a lack of trust between educators and journalists. Yet, we have seen some positive things come out of our work and are encouraged that what we are doing makes a difference. Continuing effort is required.

Our team members from print and broadcast news have had increasing difficulty to be involved due to severe employee cutbacks. This has necessitated them to take on more responsibility with their work, limited time they can spend with the team. Despite this challenge, they remain enthusiastic and committed to helping where they can.

Other setting information:

1. The following attended the 2009 Summer Symposium:
 - Mary Bailey, Canyons School District
 - John Patten, Alpine School District
 - Pam Su'a, Jordan School District
 - Greg Clark, College of Humanities
 - James Porter, College of Life Sciences
 - Nancy Wentworth, David O. McKay School of Education

2. Paul Wangemann, BYU-Public School Partnership, produced two items for the 2009 NNER Conference held in Bellevue, WA:
 - A brochure entitled NNER Today provides a clear and concise explanation of the mission of the NNER, including specific examples from the settings
 - A DVD featuring clips of speeches by Dr. John Goodlad entitled John I. Goodlad Speaking of the AED

3. Our Partnership set a goal in January 2009 for strong support of and participation in the 2009 NNER conference. Following is a summary of our participation:
 - 28 total participants (3 others registered but were unable to participate due to illness)
 - 10 (school of education)
 - 4 (arts and sciences)
 - 9 (schools)
 - 3 (graduate students)
 - 1 (community)
 - 1 (Partnership)
 - 12 presentations
 - 4 participated in Expert Study Panels
 - 3 participated in AED Scholars paper presentations
 - 1 member of the conference planning committee
 - 2 products produced
 - 8 books displayed in the Literary Café
 - 1 co-facilitator in the Newcomers Session
 - 3 co-authors in two articles in the inaugural NNER journal

UNIVERSITY OF WASHINGTON PARTNERSHIP

Setting Contacts

Eugene Edgar, Professor, College of Education
Kenneth Zeichner, Director, Teacher Education Program,
Professor, College of Education
Marisa Bier, Coordinator Secondary Teacher Education
Morva McDonald, Assistant Professor, College of Education

Tripartite Representatives Elizabeth Nesbitt, Curator, Burke Museum, Associate
Professor Earth and Space Sciences
Eugene Edgar, Professor, College of Education

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

The College of Education has had a focus on increasing the number of students of color in the Teacher Education Program for the past five years. We continue to collect data on the number of students of color who apply, are admitted, and complete the program. We have been actively developing strategies to increase these numbers. Additionally the Teacher Education Program, through the renewal process, has just completed a revamping of the program with a focus on preparing teachers to work in high poverty urban schools that have a history of achievement gaps problems. Part of the program revisions deal with placement of our students in partner schools that meet this definition. Another aspect of our program addressing work with community based organizations that serve k-12 students of color, and finally we are working on data analysis techniques to measure the k-12 student achievement in the schools in which our students are placed.

Successes:

A Minor in Education and Society has been launched, jointly sponsored by the College of Arts and Sciences and the College of Education. The first year of the minor has been a huge success with over 155 students enrolled. Of these 155 students 50% are students of color (14 African Americans, 15 Latino, 42 Asian, 3 American Indians). This program has allowed for a major outreach to undergraduates of color and first generation students.

The College has also implemented a new interdisciplinary undergraduate major in Early Childhood Family Services. The focus of this program is to prepare early childhood educators for work in preschool programs such as Head Start, community day care programs, and other family centered early childhood programs. This program has been very successful, currently has 75 students enrolled, and has attracted a number of students of color (1 African American, 24 Asians, 3 Latinos, and 1 American Indian). We view this program as a potential pipeline for recruiting students to graduate programs in special education and the Teacher Education Program.

Challenges:

The success of the minor and Early Childhood Families Services major has strained COE and A&S resources to provide advising and access to course work. We need to find ways to found additional advisor time and to make more courses available to interested students.

Successes:

Both the Elementary and Secondary Teacher Education Programs were redesigned through a renewal process with one of the major goals being to make the program more accessible and more attractive to students of color. The programs were condensed by one quarter, an induction year was added, and the application deadlines and start dates were moved in response to student feedback.

Challenges:

The new start and end times have put a strain on COE resources (room availability for teaching, faculty to teach in the summer quarter). Additionally University-wide budget cuts have reduced the number of Teaching Assistant slots in the College.

Successes:

The College has raised funds from faculty and staff earmarked to students of color in the Teacher Education Program. We have been successful in fund raising so faculty-staff fund one student a year. Additionally we have received funds form the Edgar Martinez Foundation that funds five students of color a year in the Teacher Education Program. Summary of scholarships available for students of color interested in becoming teachers:

- Martinez Scholars - 5 (\$7,500 scholarships for undergrads in the Ed minor or major who plan to become teachers)
- Martinez Fellows - 5 (\$15,000 fellowships for MIT students)
- TEP Diversity - 1 \$8,000 fellowship for a student of color in TEP
- Zesbaugh - 10 \$4,500 scholarships for undergraduates

Challenges:

There is always the need for additional scholarship funds.

Overall Challenges related to advancing equity:

We continue to have low numbers of applicants for the Teacher Education Program from African American, Latino, and Native American students. Current enrollment of students of color in the TEP:

- EL TEP 83 total enrolled 1 African American, 5 Latinos, 16 Asian (27% students of color)
- SEC TEP 68 total enrolled, 0 African American, 5 Latinos, 9 Asians (21% students of color)

Application Data

(AA = African American, L = Latino, A = Asian. AI = American Indian)

Applied, Admitted, Denied, Withdrew

- EL TEP 06 AA 1W, L 5/1/2D/2W, A23/9/11D/3W (33% students of color)
07 AA4/3/1W, L3/1D/2W, A22/7/10D/5W, AI 1W (23% students of color)
08 AA 4/4, L5/5, A12/9/3D (25% students of color)
09 AA2/1/1W, L11/2/1D/8W (21% students of color)
- SEC TEP 05 AA3/2/1D, L3/2/1D, A 13/4/8D/1W, AI 1/1 (30% students of color)
06 AA2/2. L 1/1, A 7/4/3D, (19% students of color)
07 AA 1/1, L2/2, A 18/14/3D/1W (25% students of color)
09 AA 1/1D, L11/6/2D/3W, A17/9/1D, 7W (30% students of color)

We continue to have far too few African American, Latino, and American Indian students in the program. Asian student enrollment is close to the target area. On reviewing the application data the problem seems to be in attracting applicants from the desired ethnic pools of potential candidates. We continue to struggle with strategies to address this issue.

Other setting information

The other achievement section will focus on the outcomes of the renewal of the Elementary and Secondary Teacher Education Programs and our deepening work with our partner schools. Additionally we will comment on our attempt to develop an induction program for both programs.

1. Renewal of Elementary Teacher Education Program

Successes:

We are currently in the second cohort of the Elementary Teacher Education Program. The program components of note are the relationship with Partner Schools, the inclusion of an internship in community based agencies, studio days where methods courses are conducted in partner schools, and an induction program.

The Partner Schools (part of the Ackerly Project) have been asked to recommit to the partnership. We now have 22 local schools in the partnership, all representing high poverty and high numbers of students of color. All the Elementary and Secondary teacher education students do their practicum and student teaching in these schools. Additionally the principals and lead teachers from each partner school meet monthly for professional development and for providing feedback to the Teacher Education Program.

The Elementary program has added a field-based experience in a local Community Based Organization (CBO) that provides out of school programs to students from the Partner Schools. These include: Delridge Community Center South Park Community Center Urban

League YMCA Concord - Concord Elementary Chinese Information Service Center El Centro de La Raza Vietnamese Friendship Association YMCA Lake Heights Rainier Vista Boys and Girls Club Rainier Community Center High Point Community Center Neighborhood House - Park Lake Garfield Community Center. During this experience the Teacher Education students have the opportunity to get to know individual children at a deep level as well as to provide support to the community based organizations. So far this experience has proved to be highly successful and is highly valued by the teacher education students and the staff from the CBO's.

As part of the Elementary Program methods teachers hold a number of their university classes in partner schools. During these sessions the Teacher Education students have guided observations in classrooms, tutor students, and have reflection sessions with their University instructor and the partner schoolteachers. These sessions have proved to be popular with the University students.

An induction program has been developed for the Elementary candidates. They complete their certification program during the first year of the Teacher Education Program and then complete their Masters in Teacher Program during their first year of teaching taking two classes that provide ongoing support during their first year of teaching. This has allowed us to shorten the certification portion of the program to one year, has enabled the Teacher candidates to begin teaching a year early, and provides them with ongoing support during their first year of teaching.

Challenges:

The placement of relatively large numbers of student teachers in one school has resulted in some partner schools not having student teachers and in some other schools that do have the student teachers there has been an over load of university people flooding the schools. This issue is being addressed in the second year of the program with feedback from the Partner Schools.

The work in the CBO's has resulted in a decrease in the time the candidates spend in classrooms and some methods faculty are finding the lack of time in classrooms to require changes in their course assignments. Negotiations are under way with the CBO's to alter some of the assignments the University students receive in the CBO's to better align their work with students with their University course work.

The use of studio days has resulted in the University faculty to cut down on the material covered in their courses. This move to less broad and deeper instruction has required some major revision in the university course work. Additionally, with some of the larger methods classes there are too many university students and staff in the Partner Schools at times. Additional placements and logistics are being worked out.

As a result of the economic environment we had a very low number of elementary graduates who obtained full time jobs in the Seattle area. This has resulted in the need to re-conceptualize the induction program for students who are not full time employed and yet

maintain the program structure for the future when we anticipate almost full time employment.

2. Renewal of the Secondary Teacher Education Program

Successes:

We are currently working with the first cohort of secondary teachers in the new program. Success includes a more focused partnership with our partner schools, the inclusion of placement of all students in a summer program at a partner high school, studio days conducted by methods professors in partner schools.

The secondary teacher education students take part in a summer bridge program at a local high school. This program was developed to provide a transition from the Middle Schools to the High School for the transitioning ninth graders. The Teacher Education students work in the classrooms, tutor individual students, and serve as a mentor to one student. Additionally the Teacher Education students take two academic courses that are provided on site and have course assignments they can do with their mentor students. This experience has proven successful as the Teacher Education students report that they have a unique opportunity to form non-classroom relationships with the students. The ninth grade students report they appreciate the individual help they receive from the university students.

As with the Elementary Program methods teachers are moving some of their course work into the partner schools. These studio days provide the faculty and university students to ground their work in actual classroom settings.

The first cohort of this program is in the second quarter of their program. Plans for an induction phase are currently being developed.

Challenges:

The summer program, while being generally rated a success by all parties needs to be revised so as to provide more ninth grade students (last summer there were almost more university students than ninth grade students). Also the academic course work needs to be more integrated into the high school summer program. On a related note the second quarter of the program has revealed that the university course work is overwhelming the students and is distracting from their field setting placements. This issue is currently being addressed for the second cohort.

WYOMING SCHOOL-UNIVERSITY PARTNERSHIP

Setting Contacts: Audrey Kleinsasser, Director
Wyoming School-University Partnership

Tripartite Representatives: David Barker, Superintendent
Platte County School District #2
Audrey Shalinsky, Professor of Anthropology, and
Associate Dean, College of Arts & Sciences
University of Wyoming
Richard Luchsinger, Superintendent
Niobrara County School District #1
Audrey Kleinsasser, College of Education
Professor of Educational Studies and Director,
Wyoming School-University Partnership

Advancing equity related to the NNER self-study process and/or other initiatives that advance equity within the setting:

Successes:

1. Several years ago, the Department of Educational Studies took the lead developing what is now a well-established option for students, EDST 3000, Teacher as Practitioner - Denver Urban experience. Students registering for this six-credit hour section complete practicum experiences that link theory and philosophy to classroom practice in urban schools. External funding for three years enabled a similar theory-practice experience on the Wind River Reservation, EDST 2480, Diversity and the Politics of Schooling, a four-credit hour course. Rich readings and activities around diversity issues are core to the teacher education program. College of Education faculty established, agreed to, and continue to reflect on common assessments related to diversity.
2. UW has a well-established, generously endowed, and annual Shepard Symposium on Social Justice which invites local, regional, and national participation, including K-12 teachers. The 14th symposium is slated for April 7-10, 2010. Through an afternoon teacher tea established in 2008, more teachers are participating, though they are chiefly from the Laramie and Cheyenne schools. For several years, the Symposium has also featured events for junior and senior high students, e.g., a hip-hop dance and a movie premiere of "Straight-laced." The Symposium has always been open to community participation and advertised in the local newspaper.
3. With support from the UW President's Office and leadership from AED scholar, Francisco Rios, UW launched a Social Justice Research Center in 2008. The center supports faculty and student research projects and has brought a range of social justice speakers and workshop leaders to campus, including Leticia Saucedo, University of Nevada, Las Vegas; Jeff Duncan-Andrade, San Francisco State University; Guadalupe San Miguel, Jr., Kenneth M. Orona and Louis "Panco" McFarland for the Chicano Studies Program Hispanic Heritage Month Lecture Series; Mary Romero, Arizona State

University, and Sandy Grande, author of *Red Pedagogy: Native American Social and Political Thought*. Professor William Ayers is slated to speak at UW April 5-6, 2010.

4. In 2008, College of Education faculty created an Advisory Council on Diversity as one result of Romney Associates Inc. conducting a diversity and multicultural assessment (2007). The council is one of the college's standing committees and has the following charge: develop a three-year diversity plan for the college and update the plan annually or as needed, advising the dean. The council is also responsible for overseeing the implementation of this diversity plan aligned with the goals of the college's academic plan. Assistant Professor Angela Jaime chairs this group, which includes faculty, a staff member, and a student.
5. Using its online registration system, the Partnership assisted Francisco Rios and the UW Social Justice Research Center in registering teachers statewide for K-12 Educator day at the annual National Association of Multicultural Education conference in Denver, October 31, 2009. The College of Education allocated \$5,000 to support the NAME conference, in particular, the registration and travel of teachers for the one-day event. From Wyoming, seven teachers registered, again, from Laramie and Cheyenne, but a severe snowstorm closed Wyoming-Colorado roads for three days, and the Wyoming teachers did not participate.

Challenges:

1. Distance: While the UW Laramie campus is rich with opportunities to hear and interact with leaders in multicultural education and social justice issues, the same opportunities are greatly limited statewide, for both community college and K-12 faculty and administrators. Onsite or distance opportunities for K-12 faculty focus chiefly on coursework related to master's degrees and undergraduate and graduate ESL certification and a graduate-level, Teachers of American Indian Children certificate developed by Tim Rush and Angela Jaime. The partnership has been stepping up efforts around social media and online opportunities so partners in sites away from the Laramie campus can participate. One example is a UW campus talk by writing scholar Kathleen Yancey that will be taped November 12 and shared via WyoCast. Then, a follow-up discussion November 13 will occur using eLearning's Elluminate, a real-time web conferencing tool.
2. Under-representation of minority populations, statewide and university: the state of Wyoming and its single four-year university face a major challenge to recruit and retain students, faculty, and staff of color. One exception would be the Shoshoni and Arapahoe populations on the Wind River Reservation, served by Fremont County school districts, three of which are Partnership districts. The university created an associate vice president level position for diversity, naming Nell Russell to the role. One of Russell's immediate initiatives was to restructure what had been called the President's Advisory Council on Minorities and Women's Affairs to the Strategic Diversity Initiatives Committee. The university-level committee has plans to launch a student and faculty exchange program with historically black colleges and universities.

3. Communication and collaboration: a number of activities and initiatives are underway, organized, but communication and collaboration might improve and be coordinated better. This may or may not be a role for the Partnership, but it is worth further examination in order to maximize effects, energy, and momentum.

Collaborative work with other organizations and engaging with the community to advance educational renewal

Successes:

1. 2009 NNER Conference Scholarship Program: A year before the 2009 NNER annual conference and 10th year anniversary of In Praise of Education, the Partnership Governing Board allocated \$20,000 (one-half from FY 2008; one-half from FY 2009) to create conference scholarships for Wyoming presenters. Over the course of nearly a year, through process that started with an application process, 29 educators representing K-12, education, and arts and sciences participated and ultimately presented at the Bellevue meetings (nearly 45 Wyoming educators participated or attended the conference). In accepting the scholarships that supported registration, travel, and lodging, recipients also agreed to present in other local, statewide, regional, and national venues. The Partnership is about to finalize a winter conference (January or February 2010) during which Wyoming's NNER conference presenters would reprise their sessions for a statewide audience. In this way, connections to the NNER and the Agenda for Education in a Democracy are maintained as is some momentum for Partnership work.
2. Expectations Gap: The Partnership has provided statewide leadership for a series of summits, institutes, and colloquia under the broad umbrella of secondary to postsecondary transitions. A democratic, simultaneous renewal approach distinguishes these events: a) participants meet at a neutral site to symbolize a level playing field; b) planners involve secondary and postsecondary in a way that values all voices, not just a powerful university voice. In 2008 - 2009, the Partnership collaborated with UW, community colleges and school districts to sponsor three statewide meetings around reading and writing (n= 126); the 4th annual life sciences summit (n=26); and the third annual math articulation (n=56). The meetings are guided by the principles of simultaneous educational renewal. The life science summits are characterized by participants across levels bringing examples of student work to share and discuss. Skilled facilitators have created a meeting culture that promotes understanding and dialogue, while discouraging finger-pointing and blaming.
3. Collaboration with Wyoming P-16 Education Council: Working with the Wyoming P-16 Education Council, the Partnership guided completion of five course comparison charts that map onto the state's Hathaway Success Curriculum and scholarship program (mathematics, science, social studies, and world languages, writing). Printable versions are available online at www.uwyo.edu/wsup. Audrey Kleinsasser is a member of the Council.
4. Qwest Foundation Gift: In May, 2009, the Partnership received a \$15,000 Qwest Foundation gift to continue and deepen transition work. To date, six College of Arts &

Sciences departments have signed on to create proposals tapping into the Qwest gift, using a democratic, simultaneous renewal approach: English, history, life sciences, languages, mathematics, and political science.

5. Colorado-Nebraska-Wyoming Regional Leadership Associates Program: 2010-2012: In July, a planning group representing the Colorado, Nebraska, and Wyoming Partnerships received a nod from the NNER Governing Council to develop a regional leadership associates program, contingent on using the meetings to recruit new NNER members, namely Fort Hays State University, Hays, Kansas. The Governing Council allocated \$4,000 to support implementation. Going forward will depend, in part, on capacities of the Colorado and Nebraska Partnerships to provide matching funds.

Challenges:

1. Building-Level Engagement: During the 2009-2010 school year, the Partnership aims to increase League of Democratic School sites from three to nine. The Partnership hired Jennifer Grooms to coordinate Wyoming League efforts. Plans are already underway for teachers at Woods Learning Center in Casper to host the 2010 Rocky Mountain regional meeting, March 25-26.
2. Executive Committee SWOT Exercise: The executive committee of the governing board met for a retreat, May 18, in Guernsey, Wyoming. The group developed a SWOT to identify strengths, weaknesses, opportunities, and threats. Weaknesses included district membership numbers under 50%; inability to put AED philosophy into classroom practice; reliance on key personalities for leadership; lack of sustainability; structure may not have depth (lack of buy-in from building-level principals); membership is dues driven; Partnership work represents a minority and a silent voice compared to the dominant narratives of testing and accountability. Threats included finances, support, history, geographic distances, and competing agendas.

Along with weaknesses and strengths, the committee identified the following strengths:

- Participant diversity,
- Tripartite representation,
- Simultaneous renewal strategies in place;
- Agenda for Education in a Democracy as a foundation;
- The high school to higher education transitions initiative;
- The people and their commitment; membership growth over the last few years;
- Increased and improved communication, including email, meeting preparation, and board packets;
- NNER connection; and multiple opportunities for growth and professional development.

Opportunities included

- People, commitment, and professional development options;
- Ways to apply the Agenda for Education in a Democracy to strengthen schools in a testing and accountability environment;
- Chances to subvert the dominant testing and accountability narrative;
- Opportunity to ask, “What is the purpose of public education?”
- Expand transitions initiative to complete Hathaway Success curriculum;
- Involve other UW colleges;
- Expand membership and conversation;
- Examine structure, the system;
- Do a better job explaining benefits of Partnership membership to nonmember districts.

Other setting information:

The Partnership is composed of 20 school districts, all seven Wyoming community colleges, the Wyoming Department of Education, the Wyoming Education Association, and the UW College of Arts & Sciences and College of Education. Membership represents 74% of Wyoming’s Pk-12 student population, 42% of Wyoming school districts, and all of Wyoming postsecondary education. The Governing Board is composed of ___ members and meets four to five times yearly, usually in a central location such as Casper. In between meetings, the director updates and consults with the executive committee on some actions and expenses.

NNER MISSION STATEMENT*

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

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

- Provide access to knowledge for all children (“equity and excellence”);
- Educate the young for citizenship in a social and political democracy (“enculturation”);
- Base teaching on knowledge of the subjects taught, established principles of learning, and sensitivity to the unique potential of learners (“nurturing pedagogy”); and
- Take responsibility for improving the conditions for learning in the entire school and university community (“stewardship”).

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

- Pursuing the Agenda for Education in a Democracy;
- Engaging university faculty in the arts and sciences with faculty members in education and public schools as equal partners collectively responsible for the Agenda;
- Including partnership settings nationally and internationally that together represent urban, suburban, and rural communities, ethnically and socioeconomically diverse public school and university students and a broad range of public and private teacher education institutions of varying sizes and missions; and
- Inquiring into and conducting research pertinent to educational practices and the renewal of public schools and the education of educators.

**MEMBERSHIP IN THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL
(as of October 2009)**

State/ Province	Setting (Number of IHE sites within setting)	Year Admitted
California	<ul style="list-style-type: none"> • California State University, Chico 	2006
Colorado	<ul style="list-style-type: none"> • Colorado State University, Ft. Collins, CO • Colorado Partnership for Educational Renewal 	2008 1986
Connecticut	<ul style="list-style-type: none"> • University of Connecticut 	1988
Georgia	<ul style="list-style-type: none"> • Georgia Center for Educational Renewal at Georgia Southern University 	2002
Hawai'i	<ul style="list-style-type: none"> • Hawai'i Institute for Educational Partnership 	1987
Illinois	<ul style="list-style-type: none"> • Illinois State University Partnership 	2002
Maine	<ul style="list-style-type: none"> • University of Southern Maine/Southern Maine Partnership 	1986
Manitoba	<ul style="list-style-type: none"> • Brandon School Division and Brandon University 	2004
Minnesota	<ul style="list-style-type: none"> • St. Cloud Network for Educational Renewal 	2001
Missouri	<ul style="list-style-type: none"> • Metropolitan St. Louis Consortium for Educational Renewal (2) • University of Missouri-Columbia Partnership for Educational Renewal 	1993 2002
Nebraska	<ul style="list-style-type: none"> • Nebraska Network for Educational Renewal (2) 	1996
New Jersey	<ul style="list-style-type: none"> • Montclair State University Network for Educational Renewal 	1991
New Mexico	<ul style="list-style-type: none"> • Albuquerque Public Schools-University of New Mexico Partnership 	2003
New York	<ul style="list-style-type: none"> • The City University of New York and the New York City Department of Education (8) 	2000
Ohio	<ul style="list-style-type: none"> • Miami University Partnership • Wright State University 	1991 1993
South Carolina	<ul style="list-style-type: none"> • South Carolina Network for Educational Renewal (6) 	1991
Texas	<ul style="list-style-type: none"> • Arlington University-School Network for Educational Renewal • El Paso Network for Educational Renewal 	2003 1993
Utah	<ul style="list-style-type: none"> • Brigham Young University-Public School Partnership 	1986
Washington	<ul style="list-style-type: none"> • University of Washington Partnership 	1986
West Virginia	<ul style="list-style-type: none"> • Benedum Collaborative/West Virginia University 	2003
Wyoming	<ul style="list-style-type: none"> • Wyoming School-University Partnership 	1986