

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL

ANNUAL REPORT

2010

In Praise of



Education

December 2010

NNER ANNUAL REPORT 2010

PROLOGUE BY JOHN GOODLAD

In 1984, in the final chapter of *A Place Called School*, I suggested that in order to build the schools and systems of education we need, there should be a “network of . . . partnerships, each a tub on its own bottom but linked with the others, pursuing common goals.” Acting on this proposal, my colleagues and I at the University of Washington’s Center for Educational Renewal (CER) created the National Network for Educational Renewal (NNER).

Over the ensuing quarter of a century, the NNER has evolved into one of the nation’s preeminent forces for wise simultaneous renewal of schools and the education of educators. There have been a variety of published accounts of the work being completed in the NNER settings. Since 2001, each partnership has contributed an annual report detailing ways in which they have helped to advance the ambitious Agenda for Education in a Democracy.

Frequently I am asked: “Is the work you are doing making any difference?” As the network has moved on from its initial dependence on the CER and the nonprofit Institute for Educational Inquiry and become a self-supporting, stand-alone nonprofit, these annual reports continue to provide rich information from which I am able to answer the question. Good, important work abounds. As you read the reports that follow, I am certain you will agree.

John I. Goodlad
November 2010

NNER ANNUAL REPORT 2010

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 settings that comprise the NNER as of December 2010 and highlights the considerable progress related to the AED that represents our commitment to its principles regardless of the political, economic, or social context that prevails at any point in time. Given the complex navigation required to work within the larger surround during these challenging times, the NNER takes great pride in its 2010 accomplishments aimed at meeting the needs of our students and those of our institutions. Noting ongoing changes that occur through attrition and growth, the NNER recognizes areas that pose demanding and emerging challenges to advancing the AED in policies and practices.

This report includes:

- 1) A prologue by John Goodlad
- 2) The Executive Director's year-end report
- 3) Reports from the individual settings listed alphabetically by state/province
- 4) The NNER mission statement revised in 2006
- 5) A listing of 2010 NNER settings

EXECUTIVE DIRECTOR'S REPORT

Ann M. Foster

2010 was a challenging yet renewing year for the NNER. The current financial crisis, that dark cloud that hovers over our institutions, continues to create hardships and obstacles to advancing our work. However, we have learned that in this environment our work is critically important and therefore we have renewed energy for collaboration that results in the best possible education for all.

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 the shared commitment to our mission define our collaboration or co-labor and underpin the primary strategies for advancing our mission.

The Executive Director's report will highlight this year's journey, provide a summary of accomplishments and challenges, 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) The Network's efforts toward advancing the Agenda for Education in a Democracy,
- 3) The Network's efforts toward communication and collaboration,
- 4) Concluding statements and options as we continue to form our future.

NNER STATUS UPDATE

As noted in the 2009 annual report, the NNER has been transitioning to a fully functioning independent entity. Also as noted in the 2009 report, a significant change occurred when John Goodlad sold the Edgar Street house that for so many years housed the Institute for Educational Inquiry (IEI) and much of the NNER's history. As a symbol of moving forward while celebrating the long and distinguished history of this special place, at the 2010 NNER conference, a large poster of the house was available for individuals to write notes to John Goodlad reflecting on their learning and the network of friends that began there. The poster was presented to him by the Goodlad Institute. Our transition continues and our organization remains strong and active, learning from the past as we move into uncharted waters.

The 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. The

IEI and NNER continue to hold positions on the boards of each organization. Deb Shanley, NNER Governing Council Chair represents the NNER on the IEI board and Dick Clark represents the IEI on the NNER Governing Council. As the responsibilities for grant writing have transferred to the Goodlad Institute the NNER now works closely with Tom Bellamy and the Institute staff on collaborative grant writing. The most recent grant work relates to the arts and teaching history. In addition, in collaboration with the Goodlad Institute, the NNER and the National School Climate Center have submitted a grant proposal for NNER schools to assess school climate factors. These efforts will continue and expand as grant opportunities arise.

Of significance, one setting, the BYU Public School Partnership, withdrew from the NNER at the end of 2010. And a new option was approved by the executive board that allows institutions within multi university NNER settings to be members of both the local consortium and the NNER directly as dual members. Using this policy, in 2011 Winthrop University will become a member of the NNER while remaining a member of the South Carolina Network for Educational Renewal. Potential membership continues to emerge with universities expressing interest in membership; the executive board continues to work with those institutions to support their interest and all NNER members serve as ambassadors for potential new members. Supporting this commitment to new members, the Governing Council approved a membership option that allows interested new members to join as affiliate members for up to two years with a reduced annual dues fee. The option is designed to support new members who are building capacity and developing the critical mass of support needed to be a full active and contributing setting.

Our work continues to reach wider circles of connections with other groups that share our commitment to social justice, improved democratic practices, and quality education for all. As an example, I was invited to attend a UNESCO meeting in Paris in the spring of 2010 where participants gathered to support efforts to advance the teacher education initiative described as follows:

“ UNESCO’s role as lead of the DESD (Decade of Education for Sustainability Development) is fully in line with UNESCO’s function as laboratory of ideas, standard-setter, clearing house, capacity-builder and promoter of international cooperation. UNESCO will use its DESD coordination role to:

- catalyse new partnerships with the private sector, with youth, and with media groups;
- foster monitoring and evaluation;
- encourage a research agenda and serve as a forum for relevant research on ESD (Education for Sustainability Development);
- serve as a forum for bringing together important stakeholders in the Decade such as: representatives of the private sector, faith-based institutions, youth associations, indigenous people, etc.;
- share good ESD practices;
- link Member States that have put in place ESD curricula, policies, research, etc., with those Member States that are requesting help;
- convene flexible working groups on particular topics; and fulfill its strategic role with regard to ESD and Teacher Education

(continuation of quote regarding UNESCO'S role)

Teacher education institutions (TEIs) and teacher educators are key change agents in reorienting education to address sustainability. TEIs fulfill vital roles in the global education community. They have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society, so such a future is possible. Teacher education institutions:

- educate new teachers
- provide professional development for practicing in-service teachers by updating their knowledge and skills
- create teacher education curricula
- carry out research
- contribute to textbooks
- provide expert advice to local schools upon request
- provide expert opinion to provincial and national ministries of education
- educate and certify headmasters, principals, and other school administrators

Because of this broad influence in the education community, faculty members of teacher education institutions are perfectly situated to promote ESD.”

Delegations to the UNESCO conference on ESD and Teacher Education from affluent countries including the US were limited to three people. I was included because of the NNER's network capability and our mission alignment. The meeting included policy and educational leaders from throughout the world, each committed to improving quality of life conditions worldwide. The commitment extends to improving social, economic, environmental, health, and educational aspects of quality of life with a primary strategy of using teacher education to advance the necessary awareness, skills, knowledge, and action needed to ameliorate the inequities students face worldwide. Washington State is active in this work and that also helped form a base of connections for the NNER. In addition, the Manitoba NNER setting is deeply engaged with this work and provides another base of support to advance it.

ADVANCING THE AGENDA FOR EDUCATION IN A DEMOCRACY AND THE NNER MISSION

Summer Symposium In 2010, the summer symposium included a rich set of interactions with participants from throughout the NNER from Arts and Sciences, Colleges of Education, and public schools. Held July 19-22 in Seattle, the intensive week-long summer symposium provided renewal and new learning for the diverse group of 29 participants. The executive board and executive director facilitated the sessions that unpacked the four part mission and implementation of simultaneous renewal through partnerships. In addition, in his role as an AED scholar, Francisco Rios facilitated a Socratic Seminar using Carol North's book on social justice and classroom practices. John Goodlad joined the group for informal conversation which was a highlight of the session. Feedback from the session indicated that the participants found

several pedagogical practices engaging and transferrable to their work. In addition, the democracy walk was seen as a learning experience that connected the abstract concept of democracy with day-to-day life as we interact as a public. The extensive on-line work facilitated by Dennis Potthoff prior to the session provided additional time for interaction, extended study, and community building.

2010 NNER Conference Illinois State University Partnership hosted the conference, “*Realizing the Democratic Ideal.*” The overarching conference theme reflected the College of Education’s conceptual framework and the NNER mission providing a wonderful example of the mission in context. Keynote speakers Greg Michie and Bill Ayers reinforced the NNER mission and its critical importance in forming and sustaining partnership work based on a shared mission to advance public good.

The second annual ***Literary Café*** sponsored by the Goodlad Institute showcased publications by NNER members and created a powerful visual of the extensive work occurring in the settings that renews the spirit of the NNER mission and its practice. The range of publications created a rich tapestry of new perspectives that keep the work relevant in changing times and within the wide array of local contexts in which we work. 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.

A panel of NNER leaders from throughout the Network provided perspectives on advancing the mission in the political context in which each works. The impact of local and national policy ranged widely in the examples of new initiatives and challenges that were provided.

The quality of breakout sessions was listed as a strength in the post conference evaluations as was the availability of time to network and make new connections that carry the cross-setting work forward long after the conference. Related to networking and staying connected, with the confluence of John Goodlad’s inability to travel and the availability of technology, Dr. Goodlad was able to visit with colleagues via Skype. This was a highlight for many participants and for him as well.

Tripartite Council Meeting The Tripartite Council chairs developed an interactive session that provided time for colleagues to engage on topics that move the organization forward and relate the mission to the current context. A session on charter schools facilitated by Leslie Wilson, Arts and Science chair, allowed the group to explore the overarching concept of charter schools, the current political context, and examples of the schools in practice. The group reached a position that noted that with the range of ‘public’ options, all forms of public schools that advance our mission of providing access to quality education to all students—education that gives them the skills and knowledge to promote a better democracy—should be supported by the NNER. The group also reinforced the need to continue to work toward improving and expanding our collaborative work to promote quality education for all in areas that we see deficiencies. The group reinforced the importance of sustaining quality partner schools in areas defined by poverty. Significantly, the group’s response has been instrumental in forming the cornerstone of the 2011 conference to be held in Hartford, CT. An interactive session is being planned to further explore the many faces of charter schools.

In other work, the group responded to a presentation on the UNESCO DESD work (described earlier in the report). There was enthusiastic response from many settings. As a result we will engage in follow-up activities throughout 2011.

Governing Council Conference Meeting Governing Council Chair Deb Shanley facilitated the meeting held at the annual conference. Continued work on supporting current settings and engaging new settings was central to the session. As noted earlier in the report, the group approved a new option for new settings—Affiliate Membership. There was discussion on the concept of initiating individual membership for the Goodlad Institute where individuals not in NNER settings could connect with the NNER activities and renew their commitment to the mission. The concept is still under consideration.

Awards Acknowledge Leadership **The Clark Award for Exemplary Partner School Work** was presented to Bulkeley High School in Hartford, CT. The school, a long-term partner with UConn was nominated by clinical faculty member Rene Roselle whose application was in the form of a journal from her perspective. The result was a rich array of examples of voice from all partners and clear dedication to students first and foremost by all. While Dick Clark was unable to attend, in a Skyped presentation, he noted the times he had spent at the school, its long history of dedication to serving its students well using the partnership as an additional resource to do so. The school's principal, students, teachers, and UConn faculty and administrators were all present to accept the award, demonstrating the strength and authenticity of the partner work.

The Michelli Award for Promoting Social Justice was presented to Ken Jones from the University of Southern Maine for his years of work with teachers that resulted in the NNER web page section, *Teacher Stories*. Ken had a vision that classroom stories are the most powerful way to teach future teachers and provide reflection for current public school and university faculty. To that end he developed a process for teachers to write candidly and reflectively about real issues, dilemmas, successes, and challenges related to providing quality education for all—advancing democracy and social justice in the school environment. An editorial board reads and selects stories for publication. The stories selected are posted on the web page and used throughout the NNER in courses and in-service work. This is an example of addressing social justice in real life teaching situations. Ken was in India continuing this work at the time of the award presentation but was able to converse with the conference audience via Skype. Cathie Fallona, Director of the School of Education at the University of Southern Maine, was on hand to receive the award on Ken's behalf, and she noted that the work has influenced teachers' work and that of the university.

NNER Online Journal *Education in a Democracy: A Journal* of the NNER's second issue was distributed at the 2010 conference and is now available on line. The 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, P-12 faculty, and community members interested in education. Miami of OH has agreed to take editorial and posting responsibility for the journal for three years. John Skillings and Tom Poetter continue to lead this initiative. The NNER will send out a call seeking settings that are interested in serving as the editorial home for the journal after the third edition which will be completed in October 2011.

ADVANCING COMMUNICATION AND COLLABORATION

As noted earlier in the report, grant writing continues to be a major activity of the Goodlad Institute. Lead by Tom Bellamy, the NNER and the Center for School Climate wrote and submitted a grant to work with NNER schools on school climate assessment. The grant was not funded, but the work is being used to resubmit to foundations while Tom Bellamy continues to monitor the federal grant categories for funding opportunities. The collaboration with the Center for School Climate includes my role on the board for the center. At the December executive board meeting, the board voted to adopt the School Climate Standards and to work with the center as collaboration opportunities arise. The standards are as follows:

The School Climate framework is comprised of five standards and a set of indicators and sub-indicators that support the school community:

1. Developing a **shared vision** and plan for promoting, enhancing and sustaining a positive school climate.
2. Developing **policies** that promote social, emotional ethical, civic and intellectual learning as well as systems that address barriers to learning.
3. Promoting **practices** that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning.
4. Creating an environment where all members are **welcomed, supported, and feel safe** in school: socially, emotionally, intellectually and physically.
5. Developing meaningful and engaging practices, activities and norms that **promote social and civic responsibilities and a commitment to social justice**.

In other connections, NNER continues as 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 ASCD web site. We continue to work closely with the Forum for Education and Democracy on policy and practice change. 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's films and curriculum materials are available for NNER settings for use as a resource to address issues of equity, violence, bias, and working for change. Charlene Kohler-Britton, Early Childhood Center Director at Brooklyn College, was instrumental in the NNER's connections with the National Coalition for Campus Children's Centers (NCCCC) where she and Deb Shanley

presented the NNER work on democratic classroom practices as they relate to early childhood practices.

NACTE published its Blue Ribbon Panel report on Teacher Education in November noting that partnership work between schools and universities was central to quality and relevant teacher preparation programs. The report also emphasized that university reward systems must acknowledge the importance of clinical work and provide resources for the intensive on-site school work recommended in the report. The NNER responded noting that we agree with the recommendations that do, in fact, mirror our mission and practice and further support the need for resource allocation and acknowledgement of this critical foundation to teacher preparation. In addition, the NNER endorsed the report calling attention to the long-term partner work in the network and our commitment to improving and expanding that work and applauding recommendations that institutions must provide adequate resources for this 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. As noted in the 2009 executive director’s report, with the scaling back of activity related to the IEI, John Goodlad transitioned the functions of research and grant seeking to the newly established Goodlad Institute. 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 in grant development,
- 3) Its work will support local setting initiatives. For the Goodlad Institute 2010 annual report go to www.uwb.edu/centers/goodladinstitute.

Multiple sessions at the past three NNER conferences have given the membership many opportunities to participate in the formation and future work of the Institute.

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 including the expanding range of electronic communication options. The web page, updated regularly, contains wide-ranging information on the NNER. The 2010 NNER directory is posted.

The NNER Executive Board continues to take an active leadership role, strategically poising the NNER for growth while sustaining support for current settings. The board along with the

Governing Council has shown strong leadership within the NNER and beyond, actively engaging in work that furthers our goals to influence policy and expand our mission implementation in the settings and sharing NNER-related initiatives in interaction with other organizations.

The advent of the NNER journal has increased the dissemination of research related to the NNER mission. In collaboration with school principal, Sue Taylor, I conducted an in-depth case study of Benjamin Franklin Elementary School in Newark, NJ to learn more about the school culture where teacher attrition is low and leadership development is extensive. Of the few teachers who have left the school in the past few years, moving to school leadership roles was the primary reason. Partnering with Montclair State University, the collaboration is apparent in all aspects of the school. This serves as one example of NNER-related research. David Keiser is in the process of mapping nurturing pedagogy as it is practiced in the settings and as it is noted in conceptual frameworks and other documents that guide local work. The number of NNER members who contributed examples for this study is appreciated and noteworthy. The results will be available on the NNER web site in 2011. Dissertations on equity and stewardship have been completed with more doctoral students attending the annual conference and presenting their research. The Executive Board is examining the addition of an outstanding dissertation award to encourage and acknowledge research related to the mission.

Once again, setting visits throughout year gave me opportunities to participate in vibrant renewal work, meet with many NNER members, and see firsthand the range and quality of work that advances our mission. My travels included a session in El Paso where I did a keynote presentation for school and university partners. The well-attended workshop, organized by Josie Tinajero, was alive with conversation and collaboration from the school and university faculty and administrators and students who participated. Visits to Colorado State University gave me the opportunity to see the transition to the new teacher education program now directed by Donna Cooner where the secondary partner school work continues to grow in numbers of schools and deepen in terms of quality and collaboration. I was asked to serve as a team member for the curriculum review process at Iowa State University. And subsequently, I was asked to return to do a keynote talk at a partnership meeting that included university, school, and community leaders. I continue to follow-up with this group as their work is well aligned with the NNER mission. Visits to the University of New Mexico setting were a reminder that the financial crisis is serious and yet quality work continues. While funds are at an all time low, the College of Education continues to recruit and retain Native American students, work to improve education for its diverse population, and as Dean Richard Howell noted, “One of the things that I always try to remember in these extremely difficult economic times is that every day 28,000 students show up on the UNM campus and expect to receive a quality education... It means that regardless of the cuts to services and the academic mission, we must still do our jobs to teach and research and provide service throughout the state. In the College of Education, we take this responsibility very seriously and we are making major strides despite the adversity taking place in the world around us.” (See message from the Dean <http://coe.unm.edu/administration.html>). Dean Jennie Rakestraw and her colleagues at Winthrop University organized a partnership workshop in the spring in which Deb Shanley and I were invited to participate. The carefully planned and interactive session included school and university partners—teachers and administrators from all the partnering districts and COE and Arts and Science colleagues. The session was renewing for long term partners and welcoming for partner school colleagues new to the collaboration. I was able to attend the Maryville SOTL conference in early October and the vibrant sessions on teaching and learning from a wide range

of perspectives, in particular Arts and Sciences, was encouraging. The attention to pedagogy and student engagement was noteworthy throughout the university. The NNER 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, visit the Brooklyn College setting including working with colleagues from Brooklyn College Academy prior to the board meeting.

2011 promises to be significant for the NNER:

- Nurturing the NNER structure will continue to be a focus, as will collaboration with the 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, using the new membership option to encourage new membership, advancing our technology use, conducting research, and supporting the work in the settings.
- The 2011 Conference, *Education for Everyone; Many Voices one Purpose* promises to be vibrant and innovative. It also opened a new option for conference hosting. The event will be held October 20-22, 2011 in Hartford, CT co-hosted by four settings—City University of New York and the NYC Department of Education Partnership, Montclair State University Network for Educational Renewal, Southern Maine Partnership, and UConn-School University Partnership. This is the first conference hosted by multiple settings and the combined energy, skill, and expertise is proving to be renewing and exciting.
- The action of networking across settings 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 and open hearts and minds to one another. 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, the following quote reminds us why we persevere in doing this hard work of advancing quality education for all in a time when that goal is not necessarily shared by all:

"That all citizens will be given an equal start through a sound education is one of the most basic, promised rights of our democracy. Our chronic refusal as a nation to guarantee that right for all children.... is rooted in a kind of moral blindness, or at least a failure of moral imagination.... It is a failure which threatens our future as a nation of citizens called to a common purpose... tied to one another by a common bond." —Senator Paul Wellstone, March 31, 2000

CALIFORNIA STATE UNIVERSITY, CHICO
2010

Setting Contact:

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DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

In California, credential programs are typically post-baccalaureate programs. For the past decade, CSU, Chico has operated one blended program leading to a bachelor's degree in Liberal Studies and an elementary teaching credential. With the support of a Teacher Quality Partnership grant, that program is being redesigned as the Integrated Teacher Education Core Program (ITEC). The redesign is intended to make several significant changes to the former program that relate closely to the NNER Mission.

First of all, the original program was seen as appropriate only for students capable of carrying a high-unit load; it was predominantly populated with middle class white female candidates. The new ITEC program is actively recruiting students from under-represented populations, including those who are ethnically and linguistically diverse and those with exceptionalities. In addition, while the original program was limited to those seeking an elementary teaching credential only, ITEC serves those seeking an elementary, bilingual elementary, or special education credential. Those seeking an elementary credential will complete the program with a minor in special education. The ITEC program also works to connect candidates to the community through early field placements in local schools and local community agencies that provide support to children and families. Additionally, candidates will participate in service-learning activities and develop instructional plans using service-learning as pedagogy.

Challenges:

One persistent challenge for the School of Education has been to find ways to better partner with Arts and Sciences (A&S) faculty in the preparation of teachers. Because the Liberal Studies Program depends on A&S departments and faculty to develop and teach courses, the redesign of the ITEC program has provided an opportunity to address that challenge. Dedicated instructors teaching courses from a variety of disciplines within Liberal Studies met with faculty from the Integrated Teacher Education Core (ITEC) program to establish an innovative forum, Linked Core Collaboration (LCC), for course development and professional discourse. Grant funding from the TQP grant has supported these collaborative sessions. Members of the LCC have met monthly with the goal of developing meaningful connections between subject matter curriculum and the ITEC students' early classroom experience at Emma Wilson School. LCC members included faculty from the physics, history, English and philosophy departments who worked jointly in the development of course activities that included the incorporation of four student field experience reflections that bridged academic concepts such as critical thinking and academic language to the teaching of reading and math. Instructors also shared effective instructional strategies that included a demonstration of a social bookmarking website that promotes students' ability to find and share research

tools. The forum also provided faculty with the valuable opportunity to discuss student progress and provide additional academic support and advisement as needed.

One faculty member summarized the benefits of the collaboration, “I’ve really appreciated the opportunity to learn more about the courses that my students are taking, and what kind of ideas are being developed in this interdisciplinary major. It’s given me a chance to see links between my class and their other courses, and how to better connect my instruction with their career goals.”

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

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

Successes:

As a member of the National Network for Educational Renewal, CSU Chico, along with its partner counties and school districts, is committed to the simultaneous renewal of schools and universities that prepare teachers. Our NNER Consortium has engaged in a variety of projects and activities aimed at simultaneous renewal, but none more powerful than the Rural Teacher Residency’s (RTR) Program, which is funded by our Teacher Quality Partnership Grant. This pathway is an 18-month program leading to an initial special or general education credential and a master’s degree in education for candidates who are interested in working in high-need rural schools. During a full-time academic year residency in a rural school, teacher residents continue their coursework, engage in intensive daily collaboration with their assigned mentor teachers, participate as members of professional learning communities at their school sites, and engage in site-based inquiry leading to completion of a master’s project.

An interesting feature of the program is that general and special education candidates are together as a cohort for much of their coursework and collaborate on course and fieldwork assignments to incorporate both perspectives. Small districts in high poverty rural areas may have only one special educator serving all schools within a district or all districts within a county. These circumstances call for special educators with skills in coaching and collaboration to support the efforts of general education teachers who are also well prepared to ensure achievement by students with disabilities in inclusive classrooms.

In summer 2010, nine general and special education residents began coursework in the RTR pathway. In August, they began full-time residencies with mentor teachers in two high-need rural school districts. Professional development opportunities will also be provided for experienced classroom teachers, school administrators and teacher residents.

In early August, the RTR leadership team organized a four-day workshop intended to prepare teacher residents and their mentors for participation in the residency portion of the RTR program. It ended up being a powerful experience of the NNER mission and the first steps toward simultaneous renewal within our partnership. The workshop began with university and school district staff, faculty and residents all learning together in a one-and-a-half-day training in co-teaching provided by Dr. Nancy Bacharach of St. Cloud State University. The training focused on impacts of the co-teaching model on student achievement, the seven co-teaching strategies, interaction styles and building the co-teaching relationship between the teacher residents and mentors. Over the week, there were a variety of sessions presented by university and K-12 faculty. Dr. Ann Schulte from the School of Education (SOE) facilitated a session on action research, which will be an important focus for the master’s component of the program. Brian Packham from Cascade School District engaged the participants with online math and science resources and experiences, including a dizzying virtual flight in a small plane, to demonstrate the power of SMART Boards as a teaching tool. He was followed by Dr. Cris Guenter of the SOE, who did a hands-on session on the Multimedia Educational Resources for Learning and Online Teaching (MERLOT),

demonstrating how to search, create collections, and mine the over 22,000 resources. Cascade District faculty Carol Moreland and Rita Mitchell teamed with SOE's Dr. Susan Porter to provide a session on pre-referral intervention models and particularly on the unique and comprehensive Response to Intervention model used in the district. Director Karen Hackett-Villalobos from Tri-County BTSA joined Dr. Rebecca Justeson from the SOE to engage participants in various models of supervisor and peer coaching, and faculty and administrators of the Palermo District joined Dr. Mimi Miller from SOE to describe the development and implementation of Professional Learning Communities (PLCs) in the district.

Each day of the workshop, participants were encouraged to make connections between the ideas and strategies being presented and the four-part mission of the NNER. Participants discussed co-teaching and effective use of technology as nurturing pedagogy and explored how schools operating as PLCs and using tiered intervention models insure equitable access to education for all students. Coaching, too, was seen as a nurturing pedagogy and also as a discourse skill important to democratic citizenship. And, finally, site-based action research was seen as a key component of responsible stewardship of schools.

Since the beginning of the residency, the RTR leadership team has solicited feedback from mentors and school site administrators and made changes to schedules, assignments, and course content. Based on input from our four partner districts, a professional development event is being planned for the spring semester with a focus on literacy. Another benefit of the TQP Grant is that each of our partner districts is able to work with two external evaluators, Education for the Future on school improvement processes and the CSU Center for Teacher Quality on the impact of program graduates on student achievement.

Challenges:

One challenge that has become very apparent in the first year of the program is the need to support the residents in this very intensive and demanding program. Feedback from our residents and mentors has been critical in identifying pressure points and brainstorming possible solutions. RTR faculty agree that more of the assignments need to be field-based and they have developed confidence in the mentors' ability to help shape and guide those assignments.

In the second year of the RTR Program, we will be expanding the number of residents and mentors as we expand the number of active partner districts from two to four. While we are eagerly anticipating this growth, it presents some challenges:

- **Recruitment of residents:** The intent of this program is to focus particularly on recruitment of underserved populations and older, returning students, particularly career changers and paraprofessionals. The problem is that these are people who have financial responsibilities and have to leave jobs in order to do a full-time residency program. Although we can offer some support, it is not enough to replace their salaries.
- **Geographic challenges:** Our region is rural and our partner districts are substantial distances apart. This means that our candidates have to commute either to their school site or to campus for seminars. Also, it makes planning events with all of our partners necessitate travel for some as well. We hope to make creative use of technology to solve some of these problems, but maintaining good relationships and encouraging networking among partners requires some face-to-face time.
- **Financial challenges:** As a state-funded institution we are naturally affected by the current budget challenges being faced by the state of California. Although our ITEC and RTR programs are funded in part by the TQP Grant, we are challenged nonetheless to create these programs in ways that will be sustainable beyond the grant period. In addition, as we see that elements of our programs are having beneficial effects for our candidates, our partner schools and teachers, and for K-12 students, we are challenged to incorporate these elements into other programs in affordable ways.

OTHER SETTING INFORMATION:

Until now our NNER Consortium has included K-12 partners from two counties and four school districts, including one of our RTR partner districts. We have begun a process of getting approval from our membership for the inclusion of the three remaining RTR partner districts, which reside in three additional counties.

**COLORADO STATE UNIVERSITY
2010**

Setting Contact(s):

Dr. Donna Cooner, Director, School of Teacher Education and Principal Preparation
Dr. Rodrick S. Lucero, Assoc. Director, School of Teacher Education and Principal Preparation

Setting Tripartite Council Arts and Science Representative:

Dr. Meena Balgopol, Science Methods Instructor

Setting Tripartite Council Education Representative:

Dr. Rodrick S. Lucero, Associate Professor/Associate Director

Setting Tripartite Council P-12 Representative:

Dr. Jerry Wilson, Superintendent, Poudre School District

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

The continued identity development of the “new” School of Teacher Education and Principal Preparation (S.T.E.P. P., est. July 2009).

- Continued work within the University
 - o Refining budget stream maintenance and sustainability
 - o Defining the working relationship with the School of Education
 - o The establishment of a “Cording Ceremony” to recognize completion of the licensure process.
 - o In addition to our undergraduate program, we have established three Master’s level cohorts founded on the principals of the NNER. Students in these cohorts are able to complete a Master’s degree and licensure in any of these three programs. Each cohort is taught on site in collaborative partnership with a local school district:
 - Option # 3A Poudre School District
 - Fossil Ridge High School
 - Kinard Junior High School
 - Option # 3B Adams City School District
 - Adams City High School
 - Kearney Middle School
 - Adams City Middle School
 - Option # 3C Windsor School District
 - Windsor High School
 - Windsor Middle School
 - Severance Middle School
 - Windsor Charter Academy

- Continued work with external constituents
 - Maintaining the complex relationships inherent in effective partnership work.
 - Developing partnerships that represent the mission of the NNER, and the STEPP.
 - Working with School District partners around the development of mutually beneficial research opportunities.
 - Working with School District partners around the re-thinking of the teacher candidate role within their school sites.
 - Regularly meeting with the School District leadership to facilitate conversation, identify problem areas, and encourage growth of the already strong partnership.
- The Executive Board: Superintendent of Schools
 Asst. Superintendent of Schools
 Executive Director
 Dean, College of Applied Human Sciences
 Director, STEPP
 Associate Director, STEPP
- The re-negotiation of a Memo of Understanding with all partners that reflects the concept of “simultaneous renewal”, and upholds the standards laid out by the NNER.
 - We were pleased to have 7 faculty/staff members attend the annual fall conference in Normal, Illinois. All 7 were presenters at the conference!
 - TEAC accreditation completed with accolades for the high quality of the teacher licensure process.
 - TEAC Designation as one of the top three field placements licensure programs in the nation!

Challenges:

Effective Communication/Research

- Maintaining relationships and effective communications across our several settings.
- Insuring the full inclusion of all stake holders.
- We continue to move forward on a more aggressive research agenda.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

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

Successes:

- Certainly the establishment of three successful Master’s level cohorts is our way of enhancing the NNER mission at the local level. These successful cohorts have boasted high placement rates, and high student satisfaction. They are becoming increasingly more competitive, in terms of admissions requirements. Approximately half of all

participants are interested in the S.T.E.M. areas of teaching. The first cohort was established three years ago, and we have added one in each of the next consecutive years. Furthermore, it fills our mission as a land grant university for continued outreach.

- We are also pleased with the continued work in developing a relationship with the local school district, through the Executive Board, and the Principal's advisory board. These meetings are important in the facilitation of formal and informal conversations related to our work. Our school partners are reporting that they feel included in the partnership, and are active participants in the evolution of the partnership.

Challenges:

- **Budget**
We are no exception to the concerns that are facing high education across the country. How do we continue to pay competitive compensation to top quality educators? How do we provide the same level of service as budget continues to shrink?
- **Interim Leadership**
We are currently undergoing a national search for a new Dean. Our current Interim Dean is a former educator, former Dean of our college, and the former director of the School of Education on the CSU campus. She is supportive and engaged in our work. However, she is here on an interim basis, and her imminent departure is angst-provoking. The same is true of the Director for the School of Education, who holds a parallel position to the Director of STEPP. The directorship of the School of Education is currently held by a very supportive and engaged interim director. Her departure will leave a void that may have consequences for our current situation.

Other Setting Information:

This was included in last year's report, but is worthy of note again, as much of our work continues to be the establishment of the "new" School of Teacher Education and Principal Preparation.

- The establishment of the School of Teacher Education and Principal Preparation (STEPP) was the result of a Provost commissioned Task Force. The recommendation of the Task Force served as the underpinnings upon which STEPP was founded. The Provost who charged the Task Force is currently serving as the President of Colorado State University. Further, the current Provost and Executive Vice-President, was the former Dean who led the Task Force work
- STEPP is no longer part of the school of Education, but parallel to it, with all the rights privileges, and responsibility expected of a "school" at Colorado State University
- STEPP is base budgeted, and broadly supported by the President, Provost and Executive Vice-President, and the Dean of the College of Applied Human Sciences.

UNIVERSITY OF CONNECTICUT
2010

Setting Contact(s):

Marijke Kehrhahn, Associate Dean
Rene Roselle, Assistant Professor

Setting Tripartite Council Arts and Science Representative:

Manuela Wagner, Associate Professor, Modern and Classical Languages

Setting Tripartite Council Education Representative:

Robin Hands, Director of School-University Partnerships, Neag School of Education

Setting Tripartite Council P-12 Representative:

Kerry Swistro, Teacher and Director of Teacher Prep Studies, Bulkeley High school, Hartford, CT

Note: I've added weblinks to our report this year to help you find additional information about some of our efforts or resources.

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

Bulkeley High School was the recipient of the 2010 Richard W. Clark Award for Exemplary Partner School Work. The school was recognized at the 2010 NNER Annual Conference where Principal Gayle Allen-Greene, Associate Dean Marijke Kehrhahn, Bulkeley students Willie Nunez and Shantel Honeyghan were on hand to accept the award along with school-university partners Kerry Swistro, Kevin Clemens, René Roselle, and Lisa Camargo. Following the award presentation, the group facilitated a break out session on the school's long-term partnership.

Bulkeley High School Teacher Preparation Studies: Our faculty and interns have completed a full year and a half of work with high school faculty and the first cohort of students to enter BHS Teacher Prep Studies. The entire team has worked to develop and implement a teacher prep studies curriculum, to assist students with college exploration and applications, and provide students with experiences that provide insight into careers in education.

Interns in Schools: Neag School of Education students continue to contribute a substantial number of hours to our partner schools. Given our simultaneous renewal stance, students adopt the notion that they are in school not only to learn but to make the partner school a better place through their work. From January to May 2010, 395 students interned for a total of 83,556 hours; from September to December 2010, 440 students interned for 72, 282 hours. The contributions of our students to our partner schools would not be possible without the investment of 835 classroom teachers who serve as mentors and guides who are committed to the simultaneous renewal of our teacher education programs, and who participate in providing feedback and encouragement to our faculty and administrators.

Strengthening School Partnerships. Our Schools-As-Clinics committee, made up of Neag School teacher education faculty and administrators and partner school administrators, tackled some major issues in the past year, including how to collaboratively implement the state’s new criminal background check policy and the development of a school-university partnership agreement. The dialogue required to develop our agreements deepened our resolve to work together and helped us better understand and articulate our common purposes.

Clinic-based education: On the heels of the AACTE report on clinic-based education, UConn’s Teacher Education Programs have been acknowledged by NCATE for our school partnerships and the variety and quality of the clinic experiences students have access to as a result of our partnerships.

Partnering with Arts and Sciences. We continue to develop our partnerships between the Neag School of Education and the College of Liberal Arts and Sciences (CLAS), Agriculture, and Fine Arts. Finding common ground and mutually beneficial tasks seems to be the key to productive collaborative work. The Teachers for a New Era Curriculum Committee, a joint COE-A&S committee, works primarily on refining teacher preparation curriculum in Math, Biology, Chemistry, Modern and Classical Languages, English, Agriculture, and Music. We have recently begun to develop a more collaborative relationship with the History department. We are able to offer, through our TNE endowment and funds, small research grants for projects requiring COE and A&S collaboration, and we are currently launching a follow up study of recent graduates who earned their degrees from both the Neag School and CLAS, exploring the perceived value of holding a content area degree from the point of view of teachers, colleagues, and school administrators.

Challenges:

Bulkeley High School Teacher Preparation Studies: Working on the high-school-to-college pipeline issues at BHS continues to be a challenge. As the high school shifts its commitment toward “college for every student,” its capacity-building needs to move toward that goal are enormous. We have engaged the university’s admissions and student support offices to provide information and develop processes. We are often surprised by how difficult it is to get some of what we perceive as simple tasks accomplished within the large city school system and within a school that has not focused its energies and college placement in the past.

Teacher education redesign: Teacher Education faculty began a series of conversations last year that will lead to the redesign of our teacher education programs. Ann Foster, Executive Director of the NNER, and other teacher education scholars were kind enough to respond to our request for their thoughts on teacher education curriculum and challenges. Our current program model is over 20 years old, and we believe it’s time to take a careful look at internal and external environments, and to listen to personal and professional voices as we design our approach to preparing future educators. We are struck by the importance of dialogue and debate as we work to build consensus for our purposes and processes around central ideas such as equity and access, high-needs schools, clinic-based learning, and core curriculum. Stay tuned!

Arts and Sciences linking with partner schools. We continue to be challenged to find ways and motivations for connecting A&S faculty with partner school faculty and programs.

Advances related to aspects of the NNER Mission that are most central to our current focus:

Engaging with community. The University of Connecticut has identified Public Engagement, particularly with Connecticut's communities, as a top priority. This year, the university made an application to receive the Carnegie Community Engagement designation (http://classifications.carnegiefoundation.org/descriptions/community_engagement.php?key=1213). The establishment of the university priority provides a strong and secure platform for the Neag School's engagement work. We have a large number of projects on which we are working, and two that we would like to highlight here:

- 1) *CommPACT Schools:* The Neag School has partnered with CEA, AFT-CT, the CT Superintendents Association, and the CT Administrators Association to launch the CommPACT Schools project. CommPACT - Community, Parents, Administrators, Children and Teachers – is a new inclusive approach to school improvement that engages the entire school community in developing and implementing an action plan for the school. Early outcomes show a substantial increase in parent participation in school development and school governance, and promising practices for engaging multiple constituencies in school improvement projects.
<http://www.education.uconn.edu/research/compact/>
- 2) *Hartford Promise Neighborhood.* The Neag School has supported the development of a promise neighborhood proposal for a neighborhood in Hartford, under the leadership of a Neag faculty member. The process has required the convening of a task force of over 30 representatives from the neighborhood, the city, social service agencies, foundations, and the university to explore, design, discuss, and write a proposal. While we did not receive funding, the activities brought many ideas to the surface that we can now engage with others to address. Neag School students are currently engaging in service learning activities in the schools within the promise neighborhood zone and we continue to work to build collaborations that will improve life for children and families living in the neighborhood. <http://www.huskysport.uconn.edu/hartford%2Dzone/>

Equity and access We continue to work on recruitment, retention, support, and scholarship issues to increase the numbers of teachers of color. We have engaged the University of Connecticut Foundation to help us find substantial donors who might fund our efforts or endowed scholarships for students of color (<http://advance.uconn.edu/2009/090608/09060809.htm>). We have begun more in-depth conversations with partner schools on establishing more predictable pathways for students who are interested in becoming teachers. Equity and access is a focal point of the revision of our Intro to Teaching course and our clinic seminars, both of which have been piloted in the last year.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES

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

SUCCESSES AND CHALLENGES:

As we all know, challenges to university-based teacher education are widespread and persistent. The same is true in our state. This year, more than in recent years, we took on the role of engaging in local, state, and national level conversations about the preparation of teachers. While we wrestled with carving out the time to become involved and with feelings that we were not being heard, we continued to engage – particularly at the state level – with representatives of government, the business community, and concerned citizen groups to discuss critical issues in teacher education and to educate large groups about the central components of effective teacher preparation, such as those described in the NNER postulates. We were invited to work directly with the Connecticut Commission on Educational Achievement (<http://www.ctachieve.org/>) to inform their recommendations concerning the preparation of new teachers. We have a new governor, soon-to-be-named new Commissioner of Education, and a new University President, and we are hopeful for continued opportunities to influence state policy.

OTHER SETTING INFORMATION:

- We welcomed new Director of Teacher Education Wendy Glenn back from a Fulbright Visiting Scholar program in Norway in August. (<http://spotlight.education.uconn.edu/2010/new-head-of-teacher-prep-wendy-glenn/>)
- We will be co-hosting the 2011 NNER conference in Hartford, CT.
- We hosted the Council for Exceptional Children Career Development and Transition conference in October and were able to highlight teacher education students engaged in a local high school transition program (<http://today.uconn.edu/?p=28073>).
- The UCONN Administrator Preparation Program is redesigning its internship placement strategy to ensure that all candidates are placed in diverse school settings.
- We held a summit for music educators from our partner schools to discuss the development of more and more enriching clinic experiences for music ed students.
- The Teacher Education unit faculty and staff completed the UCONN Rainbow Center Ally Training (<http://www.rainbowcenter.uconn.edu/Programs/huskyally.html>) and are on track to obtain our ally designation.
- The Connecticut Legislature passed a school governance council law, establishing parent governance councils in “schools in need of improvement” to empower parents to engage in school improvement and governance efforts.
- We hosted Taylor Mali (<http://www.taylormali.com/>) to perform at the end-of-the-year reception in Hartford for students in our post-baccalaureate program; Bulkeley HS students and faculty participated. In addition, the Windham Young Poets (<http://www.whsliteracyzone.com/The%20Young%20Poets.htm>), a group of high school writer/performers, performed for the final class of Intro to Teaching and shared their views on education, school, and life. We really hope the Young Poets will join us for the

2011 conference – they are amazing and you can see them on YouTube!
(<http://www.youtube.com/watch?v=GjP4fG05pwA>)

**GEORGIA CENTER FOR EDUCATIONAL RENEWAL
AT GEORGIA SOUTHERN UNIVERSITY
2010**

Setting Contact(s):

Thomas Koballa, Dean

Stephanie Kenney, Associate Dean for Undergraduate Teacher Education

Dianne Bath, GCER Interim Director

Setting Tripartite Council Arts and Science Representative

Caren Town, Professor, Literature, College of Liberal Arts & Social Sciences

Setting Tripartite Council Education Representative

Pat Parsons, Director of Academic Education, College of Education

Setting Tripartite Council P-12 Representative

Eileen Bayens, Principal, Bulloch County Schools

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Work In Partner Schools

Successes:

- In the past year the College of Education has focused on developing a partnership with an elementary and middle school that is built on the same campus (which includes a common kitchen). This work is an outgrowth of the two schools approaching the college with a goal of developing a partnership that identified the mutual needs of both schools. To date the partnership has established a governance board with equal representation from each site. The governance board will guide the work of the partnership, share resources, knowledge, experience and training; and will be committed to clinical practice/field experience, pursue professional development identified by school improvement goals, and encourage and support research. Historically both schools have hosted large cohorts of teacher candidates so the formalized partnership is a natural next step in our collaborative work. Special education faculty have planned and established tutoring programs for at risk learners. They have used test data to guide teacher candidates in preparing tutoring sessions that meet the needs of specific learners. The next step is for the governance board to look at the school improvement plans from both schools and identify goals for the work of the partnership. In addition to this focused work with Langston Chapel Elementary and Langston Chapel Middle schools, the College of Education faculty continues to support our remaining 30 partner schools with professional development.

College of Education and Other Colleges

Successes:

- The Tripartite has grown to 21 members in 2010 to include community, school, associate deans, and faculty from 3 of the university's colleges. The tripartite meets

four times a year. The winning atmosphere for these meetings is an 8:00 A.M. morning coffee at a local bakery where we gather around a large table and open the meeting with a discussion of an article about educating for a democratic society.

- The Center for Excellence in Teaching offered a reading roundtable which includes 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 are now participating in our third roundtable.
- The Developing Network, Partnering for Portal Community still moves forward on community projects. A new high school was completed and opened this year. Phase II of a sewer system is being completed. This will enable the community to look at a community center as a next step for seniors and afterschool programming. A local church is still operating an after school program. Several students from this program have qualified for the gifted program in the local elementary school.
- The Tripartite has assumed the responsibility of facilitating the National Youth At-Risk Conference High Flying Schools Awards process including advertising, selecting schools, and facilitating activities. We had 55 strong applicants last year!
- The performance-based Educational Leadership Program has a distinction of democracy centered leadership. The program coordinator is a member of the Tripartite and stresses the importance of distributive leadership throughout the program. Faculty members are designing a disposition instrument to assess the changes in candidate dispositions after completion of the Educational Leadership Program through a pre and post test model.
- The Georgia Center of Educational Renewal co-chairs the Eastern Region of the League of Democratic Schools. The regional meeting was hosted by Lehman Alternative Community School in Ithaca, New York. There were 30 attendees and all the arrangements were made by a student for her senior project. We were all awed by the student's skills and by the excellent work done to support student voice in the school.

Challenges

- Finding the time when everyone who is interested and committed to the work can join together to discuss "educating students for a democratic society" is still the greatest challenge to the work. Participants have increasing work related responsibilities to fit into their workday.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

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

Successes:

Tripartite

- Georgia Southern has a solid Tripartite group consisting of twenty-two members representing schools, community, College of Education, College of Liberal Arts and Social Sciences. The group is bound by its commitment to the AED agenda. Members

of the Tripartite from the Educational Leadership Program and Political Science Programs led the restructuring of their programs to focus on democracy-centered leadership and social justice with far reaching implications for students who exit those programs. The Tripartite leadership was able to infuse into the National Youth At-Risk Conference High Flying Schools' selection criteria a democracy education component. A committee from the Tripartite is involved in the selection of the High Flying Schools recognized at the conference. Tripartite members have worked with partner schools to develop virtual libraries for student use and provide targeted tutoring for ESL learners. Partner School Tripartite members have focused on service learning and provided community gardens with assistance from other community Tripartite members. College of Education faculty has served on assessment teams in the schools through the Georgia Center for Educational Renewal. Tripartite members have worked with local communities to improve the services provided in their community such as parks, new school, sidewalks, sewer systems, and after school programs. Tripartite members were instrumental in supporting a 21st Century Vision for education by bringing Robert Compton to campus. Tripartite members head the Goizueta Collaborative at the university to support first generation and Hispanic college students. The work involved a needs assessment of university programs and services based on research. The gaps were identified and action plans developed to begin to address the needs. The collaborative has representation from most service programs at the university, community organizations, student organizations, and COE faculty. This work is in its second year and is already resulting in programs that support the needs of first generation students and is beginning to develop a stronger outreach program into high schools.

Challenges:

- **Who to Invite** This has been a challenge, but what is working best is for individuals to invite people they know who are interested in democracy and schooling. The group sends a personal invitation to them to join the group.
- **Meetings** How often to meet, where to meet, and what should be the agenda have been the challenges. We have decided to meet four times a year and the setting that has worked the best has been to have an early morning meeting at a local bakery and coffee shop. The first item on the agenda is always an article related to the AED agenda. The discussion is lively and engaging. Different members recommend articles for discussion. The rest of the agenda is around the various initiatives that folks are working on in their everyday responsibilities.
- **Tripartite Work** It was a challenge to determine what work the group will be engaged in doing. It was decided early on that everyone had their plates full with the work they were already responsible for doing and that we would not create additional work for members. They bring to the table the work they are doing and share it with others. They often get feedback from the group that encourages them. In addition, they receive helpful suggestions from the group. This format seems to energize and reinforce the members.

ILLINOIS STATE UNIVERSITY
2010

Setting Contact(s):

Molly Munson-Dryer, Director,
Cecilia J. Lauby Teacher Education Center

Setting Tripartite Council Arts and Science Representative

Dr. Richard Hughes, Associate Professor, Department of History

Setting Tripartite Council Education Representative

Jill Donnel, Director of Partnerships, Department of Curriculum and Instruction

Setting Tripartite Council P-12 REPRESENTATIVE

Kim Mougey, Site Coordinator, Peoria High School PDS

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

- *Engaging with community:*

Chicago This has been a major emphasis by Illinois State University and our partnership schools. The Chicago Teacher Education Pipeline made the decision in 2009-2010 to form an official partnership with a second neighborhood in CPS called Auburn-Gresham. This decision was made after visiting with the community development organization and multiple administrators and teachers in the community. The community is very welcoming and is actively engaged in the education of its children. One of the highlights of the Chicago Teacher Pipeline Project, which now includes work in Little Village and in Auburn-Gresham is the Step-Up program. Step-Up is a paid, one-month Chicago-based summer internship experience which provides students with daily clinical experiences in the Chicago schools, service-learning opportunities with Chicago neighborhood community organizations, and training sessions devoted to topics related to Chicago and urban education. Successful completion of the STEP-UP Program *culminates with a 3-year teaching contract to work in the Chicago Public Schools.*

Wheeling Our partnership with the Wheeling community continues to expand. Interns in the Wheeling PDS partner with the parks and recreation department and the after-school programs to provide education to parents as well as children.

Peoria The Peoria secondary PDS program starts with a contextual component. PDS students spend one week immersed in the community prior to their year-long PDS experience. Interns meet with community organizations and visit housing and community resources.

Unit 5 Normal: PDS interns work in the neediest, Title 1 schools. They provide one-on-one instruction on literacy to both students and parents. Students are also actively involved in community organizations that support families.

- *Advancing Equity for All:* In 2009, the Council for Teacher Education adopted a policy which requires all teacher education majors to acquire 50 hours of clinical experiences in diverse settings prior to graduation. The requirement is distributed between three

departments: The Department of Educational Administration and Foundations now requires students to complete 10 hours in diverse settings; Curriculum and Instruction requires 20 hours in diverse settings and content departments require the remaining 20 hours. Because ISU is located in a relatively non-diverse locale, this requirement has increased the radius that we serve. The EAF department works primarily with agencies in regionally diverse areas including: Bloomington-Normal, Peoria, Springfield, Decatur and Chicago. The C&I department works primarily in diverse school settings. Content departments have increasingly formed partnerships with P-12 partners in diverse schools to meet the needs of their students. Although diversity was a significant priority prior to the new policy, this mandate has increased the conversation and resource-sharing across the unit. Faculty who specialize in particular areas of diversity have been called upon to provide professional development for course preparation.

In addition to the emphasis on diverse clinical experiences, the faculty continues to re-design courses to have more of an urban tract. Thanks to the Teacher + Plus Partnership grant, over 40 courses have been re-designed to include a significant urban component and clinical experience. The Urban Teacher Preparation Steering Committee continues to pursue urban pathways for interested candidates through teacher education.

In addition to urban experiences, all teacher education candidates have experiences with Special Needs populations. ISU is fortunate to house the SEAT Center (Special Education Assistive Technology). All teacher candidates, regardless of major, are trained in the use of assistive technology. They must pass a competency evaluation before they can student teach.

The foundation was laid in 2009-2010 to establish the first rural PDS partnership at the secondary level. ISU has partnered with a consortium of 12 small, rural high schools to offer a PDS program to secondary education majors in 2011-2012. Secondary education majors in PDS programs will experience rural, urban (Peoria) and suburban (Normal) settings as they complete their year-long residencies.

Challenges:

- The challenges that we have encountered are certainly familiar to many settings. As we continue to pursue and nurture partnerships with school districts and communities, it is incumbent upon us to not only understand the needs of our partners, but to provide services to help meet those needs. Because of our financial circumstances and our state's unwillingness to make partnerships a priority, we must be creative in the ways that we can give to our partnerships. We continue to ask faculty to be involved in our partnership sites. This is always a challenge because the faculty is very busy, and we do not have resources to compensate the time that they give away from their work. School settings are in desperate need of professional development for such topics as literacy, use of data, RTI, and English language learners. We have faculty who are experts in these areas, but their availability is limited.
- Another challenge that we face is ensuring that all students work with students who have special needs. Although we have made great strides in reaching out to urban areas and addressing issues of race and poverty, we are not making adequate progress in addressing special needs populations. Although we have the largest Special Education Department

in the country here at ISU, we continue to have challenges finding ways to bring that department together with Curriculum and Instruction. Clinical experiences with special needs populations are also challenging because we have such a large population of students (4,500) needing experiences and limited data as to the number of special education students in local schools.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES

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

Successes:

- We were proud to be able to host the 2010 NNER National Conference here in Normal, Illinois. This opportunity helped to re-invigorate our setting's commitment to the NNER mission locally. We spent the year prior to the conference reading and discussing about the mission of the NNER at our IMPACT partnership meetings. We, internally, sought to "map" the ways in which our partnership settings are advancing the Agenda. This proved very helpful to us as we were called upon to explain our association with the NNER prior to the conference.

Challenges:

- One of the challenges that we encounter is trying to find a way to sustain the conversation about the NNER agenda. We would like to form a leadership training group at some point and would welcome suggestions from other settings.

Other Setting Information:

We have spent too much time this year trying to refute the NCTQ study which gave ISU an "F" in teacher education (in Elementary Education and Special Education). This study was completely bogus. The group asked for a very select group of syllabi upon which they came to these conclusions. They did not visit our campus, interview our candidates or graduates or even provide us the standards upon which they came to their conclusions. Yet, they received media publicity for surveying Illinois teacher education institutions, all of which they uniformly condemned.

**UNIVERSITY OF SOUTHERN MAINE
2010**

Setting Contact(s):

Cathie Fallona, Director of the School of Education and Human Development

Setting Tripartite Council Arts and Science Representative:

Kelly McCormick, Assistant Professor, Mathematics

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

USM was selected to be a site for the Woodrow Wilson Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color.

Challenges:

University reorganization has led to the College of Education and Human Development becoming a part of a larger college that includes Business, Social Work and Public Policy. The organizational structure is still unclear and the uncertainty has been challenging. In addition, we have a structural deficit so we're in a place where we need reconsider all aspects of our work in light of our fiscal situation.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES LISTED BELOW.

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

Successes:

Cathie Fallona is on a statewide committee for the reauthorization of Maine State Ch. 114 which articulates the standards for educator preparation.

Challenges:

Sustaining high quality K-12 partnerships in times of economic stress at the University and in Public Schools.

Other Setting Information:

- Betty Lou Whitford, Dean of the College of Education and Human Development left USM to become Dean of the College of Education at Auburn University.
- Ken Jones, Associate Professor of Teacher Education, was a Fulbright Scholar in India.
- Julie Canniff was promoted to Associate Professor and Tenured.

**BRANDON UNIVERSITY/BRANDON SCHOOL DIVISION
2010**

Setting Contact(s):

Dr. Donna M. Michaels, Superintendent of Schools / CEO, Brandon School Division
Mr. Jerry Storie, Dean, Faculty of Education, Brandon University
Dr. Cam Symons, A/Dean, Faculty of Education, Brandon University

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

During the 2009/2010 school year our joint work focused on strengthening the transition of grade XII students to Brandon University. This is a matter of equity as a more effective transition process provides more equitable opportunity for students to succeed in first year university education.

Of particular importance are the outcomes arising from the Brandon School Division and Brandon University Forum on “Transitioning Our Students” Grade 12 to First Year” on May 7, 2010. We developed the following key priorities:

- Continue to improve contact, discussion, dialogue between Brandon School Division and Brandon University staff; including student services and counselors.
- Increase senior high students’ awareness and understanding of the Brandon University system: programs, requirements, support available, expectations; including the involvement of grade 11 and 12 students in a two-day conference at Brandon University.
- Arrange for inter-Brandon School Division-Brandon University classroom visitations of staff.
- Renew our expectations of what constitutes desired educational outcomes for K-Adult education, i.e., “the Educated Citizen”.
- Increase in maintaining standards joint work to maximize the success of students as they make their transitions to Brandon University; includes means to identify potentially “at risk” students, emphasis on work habits.

In November 2010, this work continued with a joint Brandon School Division/Brandon University administration meeting held to prepare for the implementation of these priorities. Reference was made to Brandon University’s Strategic Plan – Key Direction: Student Success; Objective 2 – regarding “meaningful partnerships with surrounding school divisions for the purpose of supporting high school completion and improving student recruitment and student preparedness for transition to post-secondary education”.

Discussion was held regarding the Brandon University initiatives being implemented to meet this objective. These include changes to recruitment practices, establishment of retention committee to focus on reasons why/why not students are succeeding; changes to the scholarships for the International Baccalaureate and Advanced Placement Programs for greater recognition and financial support and to the Board of Governors entrance scholarships, formal establishment of the Manitoba and Brandon Science Academy (summer programming for senior high students with two high school credits granted upon successful completion).

It was agreed that joint in-depth discussions take place between Brandon School Division and Brandon University staff this school year regarding students' writing skills upon entry to university. Several matters within this area require close examination and consideration. A joint task force is to be established to develop an understanding of the entry writing skills required for first-year Brandon University students. Representatives from Faculties of Arts, Science, Education, Student Services and four Brandon School Division Senior High teachers to form the task force. Dr. C. Symons volunteered to organize it.

Successes:

The successes related to advancing equity in this context are noted as follows:

- Transitions of students from public schools to university – continued joint research;
- dual credit courses at Vincent Massey and Neelin High Schools; providing students with first year standing in courses undertaken as grade 12 students;
- 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
- expansion of the Professional Development School into two other areas, including technology literacy and numeracy literacy
- advanced placement courses in chemistry, physics and calculus established
- 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”
- high school science teacher professional development initiative at Vincent Massey High School in collaboration with Brandon University Faculty of Science instructors
- Brandon School Division Partnerships with a focus on social justice issues; involving participation from Brandon University faculty and community members; and
- 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

Challenges:

The challenges related to advancing equity in this context are:

- reviewing internal and external policies regarding equity with a view to changing those practices which provide barriers and discrimination;
- 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;
- 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;
- being realistic about the barriers we face with respect to time, resources and culturally entrenched practices; and
- 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.

Important additional initiatives to address equity in our site include our site's participation in the 2010 NNER Annual Conference. It was entitled:

EQUITY – From Policy to Practice: What is Happening for Our Students?

As educators and citizens we are obliged to ask very pressing questions as policies and practices are implemented to change public schools for increased accountability. The key ethical questions are: "What is happening for our students in the process and what are the real results we seek?"

While we strive and purport to increase accessibility, achievement, and accountability in both U.S.A. and Canadian public schools, the lives of our children and youth continue to be impacted by adults' short-sighted actions and superficial understandings of what it means to change cultures of entitlement for some students to cultures of accomplishment for all students. This is essential to advancing the NNER's agenda of democracy in education.

Our presentation focuses on the implications arising from the implementation of Brandon School Division Board Policy 1001.1: Equity. The essence of this policy is as follows:

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

Education "equity" refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of "equity rights" provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as embedded in the mission statement of the Brandon School Division.

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

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

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

The implementation of this policy is work in progress and very likely to remain so for a considerable time to come. Our work to date identifies key implications related to:

- *student achievement results grades 1 to 12*
- *student engagement in learning*
- *student learning needs*
- *best practices in teaching*
- *teacher staffing*
- *allocation and deployment of resources*
- *professional learning*
- *school-based development*
- *school district operation*

While each of these areas can be considered independent factors, the acknowledgement and understanding of their interrelatedness and interdependence is essential to addressing the systemic issues of equity in public education.

These implications will be shared through the lens of “what is happening for our students in the process and what real results are we seeking?”

Attached is a copy of the Brandon School Division’s Policy 1001.1: *Equity*. Currently this policy is in implementation with a set of procedures having been developed.

As an NNER site we are fortunate in having proximity to each other’s institution and staff. We recognize and understand the significance of our joint work in advancing our pursuit of equity in public education.

BRANDON SCHOOL DIVISION

POLICY

POLICY 1001.1

EQUITY

Adopted: Motion 36/2010; March 22, 2010

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

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

Educational “equity” refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of “equity rights” provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as embedded in the mission statement of the Brandon School Division.

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- the advocacy for funding and resources to support students in at-risk situations; and
- the advocacy for the enactment and protection of student equity rights.

**METROPOLITAN ST. LOUIS CONSORTIUM FOR
EDUCATIONAL RENEWAL
2010**

Setting Contact:

Executive Director: Sam Hausfather, Dean, School of Education, Maryville University

Setting Tripartite Council Arts and Science Representative:

Robert Ealy, Adjunct Professor of Biology, Harris Stowe State University

Setting Tripartite Council Education Representative:

Sam Hausfather, Dean, School of Education, Maryville University

Setting Tripartite Council P-12 Representative

Courtney Rejniak, English Teacher, Parkway South High School

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

Harris-Stowe State University has begun a partnership with Clyde C. Miller Career Academy (St. Louis Public Schools – SLPS). Rigor, Relevance, and Relationships, the Clyde C. Miller Career Academy has a commitment to provide the best academic, technical and college preparatory education to students. Clyde C. Miller will:

- Teach 800 city students in grades 9-12
- Continue to expect students to have a high attendance and graduation rate
- Provide a four-year, full-day academic school with a career and technical education focus centered around 12 technical pathways
- Expect students to complete the school district's rigorous graduation requirements
- Operate on a block scheduling model
- Require students to complete real-world learning experiences in the form of shadowing, college visits and senior year internships
- Have a college articulation agreement for each of the 11 technical pathways
- Immerse students in a technical curriculum that is current with economic and workforce trends that respond to the Regional Chamber and Growth Association (RCGA) and other community needs
- Involve business, industry and college persons through advisory committees and student experiential components
- Foster a positive, caring, culturally and racially sensitive learning environment
- Expose students to entrepreneurship and leadership curricula
- Offer adult training in the evening (www.millerca.org)

At Clyde C. Miller, “the academic program is rigorous and includes four years each of English, mathematics and science and three years of social studies. Students must earn 24 units to graduate. Most have more than that because of their technical specialty area. Additionally, our students must complete an internship in their senior year. College is emphasized through

articulation agreements for many senior level courses within the students' technical pathway or major (www.millerca.org).”

Maryville University continues to work with Roosevelt High School (SLPS) in support of Professional Learning Communities. Roosevelt HS met AYP targets on the End of Course Exams for 2010. Communication Arts scores saw significant increases over the last two years; math and science continue to be rather flat. The Maryville faculty liaison is focusing more support time on the social studies and math PLC teams to assist their new teacher leaders. Funding this continued work remains a challenge as grant funds have been expended.

Maryville University continues to renew its secondary education partnerships with Roosevelt HS, Parkway South HS, and Parkway North HS. The partnership work at Roosevelt has been improved through assigning two supervisors to work with candidates during their time at Roosevelt, along with more detailed training of cooperating teachers. In addition, we had our first cross-school get-together involving cooperating teachers from all three schools. The inclusion of Parkway North HS continues to be strengthened through greater communication and involvement with the program.

Maryville University facilitated a grant to allow Wilkinson and Stix Early Childhood Centers (SLPS) to train/retrain all their teachers in the Project Construct approach. Using creative accounting and with the assistance of the Parsons Blewett Fund, Maryville contracted with the Project Construct National Center to provide training at the beginning of the school year and continuing during PD days, at the same time earning Maryville graduate credits which will help pay for the training.

Maryville University has collaborated with Wilkinson and Stix Early Childhood Centers (SLPS) and the Missouri Botanical Garden to submit a 2-year grant proposal for an Improving Teacher Quality grant through the state. The grant would allow for ongoing professional development and coaching on constructivist early childhood science instruction around environmental education concepts.

A group of Parkway South High School teachers were supported by a grant through Maryville’s *Center for Civic Engagement and Democracy* to travel to South Africa during the summer along with the center director. Upon their return, they created an interdisciplinary (communication arts and social studies) long-term unit on *Unpacking the Concept of Ubuntu in Civic Education*, which they are now piloting in their classrooms. They have also presented about the unit at the NNER Annual Meeting and the Consortium Full Board Meeting. The unit is available at www.maryville.edu/documents/pdf/The_Gears_of_Citizenship_Unit.pdf.

Juniors and seniors from two SLPS urban schools, Roosevelt HS and Carnahan HS, attended a week-long workshop entitled *Students and Teachers Anatomical Research Series (STARS)* at Maryville University in summer 2010. The 16 students participated in an immersion program designed to introduce them to human anatomy through computer labs, lectures, and actual work on human cadavers.

Challenges:

With the closing of Shepard eMints Academy, Harris-Stowe was left to develop a relationship with a new partner school to move the work of the agenda. After careful consideration, Clyde C. Miller Career Academy (St. Louis Public Schools) was suggested due to the history of its administration in past efforts in the Consortium work. Once the agreement was in place, the two institutions moved forward in solidifying a relationship that would prove to be a win-win situation for all involved.

The Consortium continues to have serious discussions about the Agenda and ways to renew our collective work. These discussions occur primarily at whole board meetings. However, it continues to be a challenge to get involvement of superintendents and key central office administrators given the multiple demands upon their time.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

- o Research and inquiry related to advancing the Agenda for Education in a Democracy
- o Collaborative work with other organizations and/or within the setting that advance the NNER mission locally

Successes:

- Dean LaTisha Smith at HSSU has initiated and renewed a reading group for university and partner school faculty. The group has begun meeting monthly with participation from both universities and several K12 schools. The group is reading *Other People's Children* along with several NNER articles as it discussed issues in equity and democracy.
- The Consortium began a Mini-Grant Program focused on proposals that further the *Agenda for Education in a Democracy*. Three proposals were accepted for projects which focus upon one or more of the four NNER moral dimensions. *Developing Culturally Responsive Pedagogical Knowledge and Skills* supports the above book study group focused on collaborative book study and discussion of implications for and between partners. A culminating Action Plan will be created for follow-up. *The Right Books at the Right Time* supports "Access to Knowledge" through the creation of a leveled library at Wilkinson Early Childhood Center to support expanded guided reading programs. *Using Cultural Artifacts and the Arts to Develop Non-Traditional Methods of Teaching U.S. History* involves history faculty from HSSU, Maryville, Parkway South HS, and Roosevelt HS in developing new ways to teach U.S. history, producing course outlines, activities, and assignments to be used the following fall. "Stewardship" and "Pedagogical Nurturing" will be emphasized and reinforced through the cross-institution collaboration. The Consortium will monitor these mini-grants and hopes to offer additional ones next fall.

- Clyde C. Miller, one of our newest partners, is working with HSSU, placing student teachers and participating in the book study, reading *Other People's Children* by Lisa Delpit. The two institutions will continue to partner and collaborate in the best interest of the students and training pre-service teachers.
- Maryville University is involved with four cultural institutions (St. Louis Science Center, St. Louis Art Museum, St. Louis Symphony, and the Missouri Botanical Garden) in preparing curriculum, training teachers, and evaluating the program with two large Head Start centers in the city of St. Louis. The program, Grow Up Great funded by PNC Bank, focuses on bringing experiences and language development to children and their families who otherwise would not have the resources to interact with these cultural institutions.

Challenges:

- Funding is always a challenge. HSSU is working within an especially challenging funding environment as state support begins to be cut in response to state budget shortfalls. Corporate and foundation funding continues to be difficult to find and procure. Faculty in universities and schools are doing more with less, so asking for their commitment to Consortium initiatives involves real sacrifices on their part.

Other Setting Information:

Changes in Personnel:

Wilkinson Early Childhood Center (PDS with Maryville) has a new principal, Ms. Julie Wuch.

Parkway School District's superintendent retired and Don Senti was appointed as Interim Superintendent in July 2010.

Celebrations:

Harris Stowe State University had a successful NCATE reaccreditation in spring of 2010.

**UNIVERSITY OF MISSOURI PARTNERSHIP FOR
EDUCATIONAL RENEWAL (MPER)
2010**

Setting Contact:

Dr. Dan Lowry & Dr. Michael Pullis, Co-Directors

Setting Tripartite Council Arts and Science Representative:

Dr. Lloyd Barrow, Professor, Science Education, Department of Learning, Teaching, Curriculum

Setting Tripartite Council Education Representative:

Dr. Dan Lowry, Co-Director of MPER – MU College of Education

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

- In an on-going effort to study ways in which the College of Education (COE) can enhance the teacher development program, Dr. Lowry is providing leadership in studying the incorporation of the “Co-Teaching Model” in a more systematic way into MU’s program. There are several reasons that MU is seriously studying this model:
 1. National and state departments of education as well as accreditation associations are calling for the enhancement of teacher development programs.
 2. Growing resistance from teachers to host teacher candidates has been noted, due to the strong emphasis on the importance of spring achievement testing and teacher/building/accountability regarding student learning.
 3. PL94-142 (Now IDEA) which became law in 1975, called for special education and general education teachers to provide the “least restrictive environment” for special needs students. Special education teachers have received instruction in cooperative teaching, but general education teachers have received little or no instruction regarding the various models of cooperative teaching.
 4. Four-year research conducted by Dr. Theresa Heck and Dr. Nancy Bacharach at St. Cloud State University in regards to the Co-Teaching Model demonstrated that:
 - a. A higher percentage of elementary students demonstrated mastery in reading proficiency when compared to students in classrooms where cooperative teaching was not utilized.
 - b. A higher percentage of elementary students demonstrated mastery in math proficiency when compared to students in classrooms where cooperative teaching was not utilized.
 - c. When considering demographic data for free/reduced, special education, and English Language Learners, the data results showed statistically significant positive differences for students taught in

cooperative teaching classrooms versus those who were not. This was true for both reading proficiency and math proficiency.

The MU College of Education is now providing the leadership for thirteen other Missouri higher education institutions that are studying the incorporation of the Co-Teaching Model into their respective teacher development programs.

- 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.
- 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:

- o MMEET participants learn through rich discussion, through the experience and advice of veteran men teachers; through selected research publications and informative web sites, videos, and other media; through experimenting with their own classes; through writing, reflecting, and sharing; and through interacting with like-minded individuals.
- o 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.

- o 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.

Challenges:

The major challenge that the University of Missouri is confronting (no different from other higher education institutions across the nation) is dealing with the fiscal challenges of reduced budgets during the worst recessionary period that our nation has ever endured.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

Successes:

Influencing Policy at Local, State, and/or National Levels:

- o For the first meeting of the MPER “Governing Board” (voting members are the superintendents of the twenty-two Partner districts, the Deans of the College of Education and Arts & Science, and the two Co-Directors) which is held during the first weekend of August, the Board invites Missouri Legislators to hold round-table discussions with the group. These discussions allow for “give and take” talks on issues impacting Missouri education. For the last three years, the leadership of the Education Committees for the Missouri Senate and House of Representatives has attended the sessions. These discussions have led to further collaboration between the MPER Partnership and our legislative leaders.
- o The third and last meeting of the MPER Governing Board is held the first Tuesday of February. The session is conducted in the very nice Reynold’s Alumni Center on the campus of the University of Missouri. For the last two years we have invited Missouri Government leaders to join us for round-table discussions regarding issues impacting Missouri’s students. Two years ago, Lieutenant Governor Peter Kinder was our guest. This year, Attorney General Chris Koster was our luncheon guest. One of the chief issues that were discussed involved the legal hurdles that schools were experiencing in dismissing tenured teachers who were counterproductive to students’ learning.
- o Next year, we are pleased to have Governor Jay Nixon as our guest. In addition to Governor Nixon, we will also be having Commissioner Chris Nicastro (Department of Elementary & Secondary Education) and Higher Education Commissioner David Russell joining us for discussions regarding the P-20 issues impacting our students.

The point that I would emphasize regarding each of the activities above is that no guest is invited to speak to the group. Every session is designed as a “round table discussion” on topics that have been suggested by both the members of the Governing Board as well as our guests. The exchange of information has been very good and

that is one reason that legislators and government leaders have been very open to returning when invited for follow-up discussions.

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

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

This last year, the Academy focused on the issue of suicide prevention. The research that was reviewed and the programs that have been developed have gained national and international attention.

Due to our studies and development in programs related to suicide prevention, MPER was invited to present our work and collaborate with the Missouri School Board’s Association as well as the Missouri National Guard.

Research and inquiry related to advancing the Agenda for Education in a Democracy

- o 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 (of up to \$1,500 each). The results of these studies is shared with the members of the Partnership via our annual meetings, the MPER website, and our quarterly publication

Other Setting Information:

The University of Missouri’s College of Education is the primary sponsor and an active member in the nation’s largest educational partnership. The MU Partnership for Educational Renewal (MPER) was initiated in 1994. Through the MPER partnership, 22 Missouri districts, the MU Colleges of Education and of Arts and Science, State Fair and Moberly Area Community Colleges, the Missouri Department of Elementary and Secondary Education (DESE), and the Heart of Missouri Regional Professional Development Center (RPDC) aspire to simultaneously

renew Pre-K through twelfth grade education and improve teacher preparation by providing information and provoking critical thinking around standards-based education. The Missouri school districts (representing over 182,000 students) participate in this partnership to achieve renewal by focusing on four functions:

- (1) Educating children and youth
- (2) Preparing school professionals
- (3) Providing ongoing professional development
- (4) Conducting inquiry.

NEBRASKA NETWORK FOR EDUCATIONAL RENEWAL (NeNER) 2010

Setting Contact:

Dennis Potthoff, NeNER Executive Director

Setting Tripartite Representatives:

Joe Blankenau, Wayne State College, Political Science Department

Dennis Potthoff, UNK Teacher Education Department

Dean Tickle, Principal, Lexington Middle School

Setting Overview of the NeNER (2009-2010)

Transition again! In May 2010, the appointment of Dr. Neal Schnoor to the Deanship of the Wayne State College School of Education and Counseling created new possibilities for the NeNER. (Dr. Schnoor was a former UNK faculty member with a shared position in music and teacher education.) Soon thereafter, it was confirmed that WSC would renew its commitment to the NeNER. They paid their portion of the annual dues. A WSC faculty member was reappointed to the tripartite council and attended the 2010 Annual Conference. One over-riding goal for the coming few years is to reunify our two sites.

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

- Expansion and enhancement of the collaboration involving the UNK Political Science and Teacher Education Departments
 - o Implementation of collaborative policy projects co-facilitated by PSCI and TE faculty members. Education majors in TE 100: Teaching in a Democratic Society, working in collaborative teams, research and present findings and recommendations relative to key education-related policy issues in the United States.
 - o Expanded collaboration of PSCI/TE partnership relative to campus-wide exploration of possibilities for creating a new entity on our campus that brings together like-minded and democracy/citizenship related organizations; due to our substantial involvement with the Office for Service Learning (TE) and the American Democracy Project (PSCI), both departments are key players in this conversation.
 - o Co-sponsorship of selected initiatives including our ongoing partnership with Brooklyn College.
 - o Department of Political Science collaborative with rural communities and schools.

- Continued involvement of NeNER–affiliated individuals at the National Level (and regional level) within the NNER
 - o Co-editor of the NNER Journal
 - o Manuscript reviewer for the NNER Journal
 - o NNER Executive Board Member and Board Secretary/Treasurer

- o Co-facilitator for the 2010 NNER Summer Symposium
 - o One participant in the 2010 NNER Summer Symposium
 - o A tripartite team attended and presented at the NNER Annual Conference
 - o Continued active engagement of two UNK faculty in the AED Scholars Group
 - o Continued involvement of the NeNER in ongoing conversations regional Leadership Associates Program—with settings in Wyoming and Colorado.
 - o Active involvement in conversations regarding possible co-sponsorship of the 2012 NNER Annual Conference—with settings based in Colorado and Wyoming.
- Preliminary exploration and pilot implementation of a renewed model for student teaching in the Fall 2010. The new model is a co-teaching model.
 - o Sent a team of UNK-based and Partner school-based individuals to St. Cloud State (NNER setting) for training in co-teaching model for student teaching.
 - o Preliminary training of additional individuals within our setting; gearing up for two pilots in 2011.
 - o The overriding goal for this renewal project is to enhance the learning of the youngsters attending P-12 schools in our Network of Partner Schools (and beyond).
- Implementation of a professional development initiative involving Arts and Sciences and Education faculty. The conceptual foundation was commitment to enhancing the learning of ALL students (in P-12 and higher education settings). Primary focal points included:
 - o Extensive training/conversation relative to Curriculum Differentiation theory base and application. This included consultant support for ASCD.
 - o Extensive connections to the NNER agenda—especially including the moral dimensions of Access to Knowledge and Nurturing Pedagogy.
 - o Specific focus on helping college faculty and teaching candidates to learn knowledge, skills, and dispositions that will enhance the learning achieved by second language learners/newcomers to the United States. This included support from the Marzano/NW lab group and from the Nebraska Department of Education.
- Completion of remarkably successful NCATE and NDE accreditation visits. The level of success is most obvious in the inordinate number of “target” level ratings that were awarded.
 - o The centrality of UNK’s commitment to the NNER Agenda was visible and powerful.
- Highly successful second iteration of a Constitution Day celebration that directly involved undergraduate teaching candidates (facilitated by education faculty) in a campus-wide presentations; this performance was also shared with elementary-aged students and teachers.

Challenges:

- Struggles to effect/enact changes that would bring together like-minded, democracy-directed organizations and initiatives on the UNK campus. Budget pressures and constraints in 2010 both encouraged and discouraged this ongoing work.
 - Throughout 2010, the NeNER Executive Director participated in campus-wide conversations relative to creating a “new place/entity” on our campus that would bring together:
 - Like minded organizations who are particularly oriented toward the goal of educating for democracy/citizenship. The conversation involved individuals from the academic side and residential life side.
 - The NeNER effort on the UNK campus is a prominent conversant as are the American Democracy Project and Office for Service Learning. 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
 - Over the course 2010 momentum increased. Still, we’ve not yet been able to generate sufficient momentum for the Vice-Chancellor/University to take the bold steps necessary to renew our democracy work.

- Reunification of the Wayne State College and UNK sites within the NeNER setting.
 - NCATE/State Accreditation visits in the Fall 2010 effectively halted possible connecting events.
 - A projected setting-wide Leadership Associates Program was delayed until 2011.
 - Reconceptualization and resumed meeting of a NeNER Executive Board was postponed until 2011.
 - The need for re-thinking the NeNER budget given the changed setting partners is still under review.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

- **Research and inquiry related to advancing the Agenda for Education in a Democracy**

Successes:

1. Fall 2010 implementation of 4 collaborative inquiry projects. Each project team includes a minimum of one arts and science or education faculty member and a minimum of one P-12 educator. All projects are based in P12 partner schools. Each project is expected to formally share research-based results in the form of a written manuscript and/or

presentation of results at a professional conference. The NeNER allocated \$1,000 in funds to be awarded at the time of successful completion of each inquiry project.

2. Preliminary research on effectiveness of utilizing the purposes for schools blogspot (<http://purposesforschools.blogspot.com/>) in an introductory education course/field experience block.
3. Implementation of collaborative policy projects in our PSCI 110/TE 100 blocks. Undergraduate teaching candidates, working in teams and supported by PSCI and TE faculty and key library staff, conduct historical research and present findings during a final examination.

Challenges:

1. Fortitude to see projects through to full completion.
2. Need for conceptualizing a thoughtful plan for researching the effectiveness of a co-teaching student teaching model in our specific local context.
3. Elevating the scholarly quality of undergraduate teaching candidates collaborative policy projects to a level that is worthy of presenting and publishing in appropriate venues.

**MSUNER/MONTCLAIR STATE UNIVERSITY
NETWORK FOR EDUCATIONAL RENEWAL
2010**

Setting Contact:

Dr. Jennifer Robinson, Director-Center of Pedagogy

Setting Tripartite Council Arts and Science Representative:

Leslie Wilson, Department of History

Setting Tripartite Council Education Representative:

David Keiser, Department of Curriculum & Teaching

Setting Tripartite Council P-12 Representative:

Marisol Diaz, Newark NJ Public Schools

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

- The College of Education and Human Services was awarded a five year \$6,348,000 grant, the largest in the University's history, from the US Department of Education for the Newark Public Schools. Under the direction of Dr. Jennifer Robinson, as principal investigator, 100 teacher residents will participate in clinical apprenticeships with highly qualified mentor teachers.
- The "Traders to Teachers Program" was selected to receive designation as a 2010 Innovations in American Government "Bright Idea," which is sponsored by Harvard University's Ash Center for Democratic Governance and Innovation. We have won this distinction in the initiative's inaugural year. "The Bright Ideas" initiatives serves to complement the Innovations in American Government Awards Program by shining a light on noteworthy and promising government programs and practices so that government leaders, public servants, and other individuals can learn about the ideas and adopt the initiatives that work."

Traders to Teachers is a collaboration between the NJ Department of Labor, NJ Department of Education, and Montclair State University to recruit, train, and support former financial/business sector employees to become outstanding beginning mathematics teachers. This past year more than 50 candidates were selected from a highly competitive pool of applicants to engage in three months of intensive, full-time (five days/week) teacher preparation. Upon successful completion of the three-month component of the program, candidates received a specially-issued temporary teaching certificate for P-12 Mathematics and most have found full-time math positions for this fall in New Jersey public schools. After two years of successful teaching, candidates will receive NJ's permanent teacher certification for P-12 Mathematics.

- The MSUNER offered 40 mini courses in its fall and spring professional development series in 2009-2010. Over 1000 teachers participated in the annual PD series attending mini courses on topics related to teaching for critical thinking, culturally responsive

teaching, coaching and mentoring strategies, technology, differentiated instruction, problem-based learning, ELL instruction, and inclusion strategies among others.

- The Teachers As Scholars program is a collaboration of the College of Education and Human Services and the College of Humanities and Social Sciences. It provides MSUNER school teachers and administrators the time to become students again and immerse themselves in scholarly topics and issues. MSUNER hosted seven 2-day seminars focused on three main themes: (1) Great Lives and Literature;(2)Living, Learning, and the Arts; and (3) Science Matters.
- The theme of the annual MSUNER Summer Conference (June 28) was “Teach for the World: 21st Century Learning.” Dr. John Barell, the keynote, engaged over 400 teachers and administrators from MSUNER partner schools illustrating ways problem-based inquiry can be adapted for meaningful use with students of all ages, talents, and challenges. Participants attended presentations by teachers engaged in MSUNER grant funded Teacher Study groups, Dodge Action Research teams and Teacher Incentive grant projects.
- MSUNER offered its August Mentor Institute, an intensive, two-day (August 24-25) primer on provisional year coaching for mentor-teachers and administrators alike that is both content rich and cost-effective. The following topics were covered: Guiding Principles of Induction, Role of the Mentor, NJ Professional Standards for Teachers, Five Phases of First Year Teaching, Support and Assessment Strategies, Mentoring Conversation Protocol, Feedback and Conferencing: A Reflective Model, Strategic Coaching Conversations, Observation: Data Collection Tools and Analysis of Data.
- *Carpe Diem*, the MSU Department of Broadcasting's weekly show, featured: “State Aid Cuts to Education” in May 2010. The program hosted by Cheryl Hopper, the director of MSUNER focused on current state aid cuts to education which are being called “a disaster for public school children” by some, and the best answer to closing New Jersey’s budget gap by Governor Christie.
- On September 25th, the Newark Public School system, which is part of the MSUNER, received the promise of a matching grant gift of \$100 million from Facebook founder Mark Zuckerberg.

Challenges:

NJ is facing a budget crisis. Chris Christie, the newly elected governor, named President Susan Cole and Dean Ada Beth Cutler to his transition team on education. He is in favor of supporting charter schools and vouchers. However, his approach to resolving high property taxes and an enormous budget deficit includes cuts to K-16 education. The entire state is confronting ways to deliver quality education while managing with less state funding.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES:

- o Research and inquiry related to advancing the Agenda for Education in a Democracy
- o Influencing policy at local, state, and/or national level

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

Successes:

- MSUNER members are involved on every level in mediating the severe cuts to public education throughout the state.
- MSUNER members are continually winning grants to improve teacher education.

Challenges:

- MSUNER members must work with faculty and unions to secure the best opportunities for NJ students, teachers and future teachers in a climate that is very anti-teacher and extremely anti-teacher union.

OTHER SETTING INFORMATION:

- In April 2010, the Department of Dance had a performance and panel discussion on the topic: "What Is African American Choreography?" The program was designed to introduce and enhance students to issues of diversity in the performing arts as well as educate students to the contributions of African Americans to the field.
- In May 2010, the university graduated its largest class of students certified to teach.
- The 2010 Summer Leadership Associates Program Cohort 14 had its most diverse cohort in four years. The LAP had a wide range of Arts and Science, College of Education, and K-12 faculty, and added nineteen new members to its ranks.

**COLLEGE OF EDUCATION
THE UNIVERSITY OF NEW MEXICO
2010**

Setting Contact(s):

Dr. Richard Howell, Dean

Setting Tripartite Council Arts and Science Representative

Dr. Kristin Umland, Dept. of Mathematics, College of Arts and Sciences, UNM.

Setting Tripartite Council P-12 Representative

None specified – partnership with the Albuquerque Public Schools was dissolved at the beginning of the school year because of severe financial issues within the district.

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

The faculty, staff and students of our College are fully cognizant of the major challenges that face educators today in the areas of accountability, the achievement gap, and the increasing global competition. They know that they will have to achieve at consistently higher levels through the application of innovative and creative ideas that demonstrate their ability to solve the critical issues of our day. We are fortunate to live in the living laboratory called New Mexico, the first majority - minority state in the U.S., and the nexus of the demographic changes that will take place in the country over the next 20 years. In this rich multicultural and multilingual state, we confront the major educational issues that will frame education for the next 50 years.

Challenges:

One of the things that I always try to remember in these extremely difficult economic times is that every day over 4,000 students show up in the College's degree programs and expect to receive a quality education. The College and the other educational entities have absorbed their full share of the pain of this recession, and we face the largest in history in the upcoming year, 2012. And in the midst of all these cutbacks, the students still keep coming – and we still keep breaking records for enrollment increases. So, life in higher education goes on – and we continue to do more with less.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

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

Successes:

There were some successes in the development of a new Field Services system that increases collaboration with all of our public school partners across the state. This system is innovative in

the sense that it allows for transparent access to available schools, their faculty, and administration alongside that of the College. It creates the ability to make initial, virtual matches that are later confirmed with direct meetings and confirmation by the schools.

Challenges:

One of the most significant challenges on faculty, staff and students was the termination of all Albuquerque Public Schools/University of New Mexico partnerships including the Special Education MR/SD partnership, and the two specialized teacher education programs: the Career Development Program (CDP) and the Science, Technology and Mathematics education (STMS) program. The economic demands in APS forced them to cancel over \$2.1 million dollars worth of services. The college had to deal with the sudden absorption and rapid completion of 60 MA students and 3 full-time lecturers as a result of the programmatic and financial impact of this decision.

Other Setting Information

We are making dramatic improvements to our research and teaching facilities in the College, creating the most functional and beautiful environments available in the U.S. For instance, our recently opened College of Education building achieved LEED Platinum status this year – the first publicly funded structure in the state to achieve the highest level of sustainability. It is an iconic structure where architects, high school students, and planners are coming to learn about our design and educational technology advances. Our students will be educated in the best environments using integrated curriculum and collaborative teaching techniques applied to authentic problems. This will better prepare them for the team - based, collaborative work settings that will make them highly competitive for the jobs of the future.

TALAWANDA/MIAMI PARTNERSHIP 2010

Setting Contact:

Dr. Jean Eagle – Director, Talawanda/Miami Partnership

Setting Tripartite Council Education Representative:

Dr. James Shiveley, Chair, Teacher Education - Miami University, Oxford, Ohio

Setting Tripartite Council P-12 Representative

Dr. Jean Eagle, Director of Partnerships and Principal, Bogan Elementary School – Talawanda Schools, Oxford, Ohio

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

- 550 Adopt-a-School volunteers were assigned to 500 students in all five district buildings. These university students served as mentors providing interventions, as well as supports and enhancements in all content areas in grades P-12. Talawanda students were the recipients of over 9000 service hours this past school year.
- 120 *America Reads* mentors worked with Talawanda students in grades K-6. Miami faculty liaisons coached these tutors and provided ongoing support regarding best practice and specific literacy strategies. Tutors continued to support English Language Learners and serve as translators, while more than 30 tutors provided support to high achieving students in grades K-2.
- *America Counts*, a sister program to *America Reads* that provides math interventions, was piloted at the elementary level. Math educators worked with 20 pre-service teachers to provide training that aligns with the districts' constructivist curricula.
- The fourth annual Elementary Science Week provided over 1100 district students and 55 teachers with a day-long experience in a variety of experiments and activities hosted by 60 Miami faculty and graduate students in laboratories across Miami's campus.
- Science Instructional Leader Jeff Winslow is coordinating ecological and environmental partnerships at the new Talawanda High School site. These include work with Miami's Zoology department and the US Fish and Wildlife Association regarding wetlands usage, the construction of dams, and outdoor education projects. Additional organizations joining these partnerships include Pheasants Forever and Ducks Unlimited. Students across settings and 20 Wilkes Scholars, under the direction of Dr. Tom Klatt of the Geology Department, are researching potential barriers, as well as sustainability. Seeking LEED Gold Status, this partnership is quickly becoming a model for environmental school construction throughout Ohio.
- For the fifth consecutive year, Talawanda High School's four Advanced Placement teachers were paired with four Miami faculty colleagues with the intent of nurturing pedagogical support for the program. Funding in the amount of \$2,000 per team was provided by the Partnership (through the Provost's Office) to support collaborative ventures in the form of materials and professional development.

- The Partnership organized a two-day Co-teaching Seminar facilitated by Drs. Nancy Bacharach and Teresa Washut Heck from St. Cloud State's Teacher Quality Enhancement Center. Twenty-eight Talawanda teachers participated alongside Miami faculty and teachers from neighboring districts in training meant to enhance the intern experience for students from both the district and the university.
- Amy Thornley from Miami's Instructional Materials Center worked with Talawanda Chinese instructor, Jing Zhao, to enhance resources for Talawanda Middle School's new Chinese class.
- Talawanda Gifted Coordinator, Jean Pauna, and ESL teacher Linda Bucher won a grant with Amy Thornley for literacy materials and activities for Chinese students and their families at Kramer School. Ninth graders created these bags and assisted with distribution.

Challenges:

- Programmatic changes, in response to new state legislation, licensure, and university requirements, necessitate modifications in course offerings, specifically field experiences. District administrators and coordinators continue to work with university faculty to ensure that students from both settings receive optimal benefits from these experiences. We recognize that this as an evolutionary process and are committed to continuing collaborative efforts.
- Leadership transitions occurred during the Fall 2010 semester within the university partnership structure. Miami continues to fully support our partnership efforts, and voiced commitment to growing collaboratives, both within our setting and in other districts and regions. A new Associate Dean position was created with job responsibilities that include school/university partnership work.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

- o Research and Inquiry related to advancing the Agenda for Education in a Democracy.
- o Collaborative work with other organizations and/or within the setting that advance the NNER mission locally

Successes:

- SALCE (Student Activists for Language and Cultural Exchange) tutors worked with English language learners at Kramer Elementary School, the middle school and high school. In addition, they assisted with both ESL dinners at Kramer.
- Roland Smith, author of Cryptid Hunters, visited the community as part of the Sandy Hormell Book Celebration held on September 24 and 25. Smith spent a day with Talawanda Middle School students, and 35 Kappa Delta Pi students led discussion groups in classrooms. In the evening, he spoke with over 200 community members at a

book talk held at the Oxford Community Arts Center and a signing that followed at Lane Library.

- A Back-to-School Celebration, which provides local families with opportunities to prepare for the upcoming academic year by providing them with free book bags and school supplies, received funding from the Partnership. The project is jointly run by Oxford United Way, Talawanda Schools, The Partnership Office, and the Oxford Church of God.
- Talawanda High School's Teacher Academy hosted the Fourth Annual Talawanda Thanksgiving Celebration for approximately 200 community families.
- The Partnership supported 3 separate Read-ins held at Bogan, Kramer, and Marshall elementary schools for over 350 primary learners. This event was co-sponsored by district Title funding, building PTGs, and the Lane Library, and co-facilitated by Miami volunteers and pre-service teachers.
- The Talawanda School District is partnering with Miami's Institute of Environmental Sciences to provide recycling containers for Kramer, Talawanda Middle School and Talawanda High School.
- Dr. Eva Rodriguez, Spanish Linguistics faculty member, collaborated with district ESL teacher Linda Bucher to provide translation and interpretation services and outreach to the families of English Language Learners.
- The Missoula Children's Summer Theater program was offered to 55 district children during the week of August 10. A portion of the proceeds from the enrollment fees will be contributed to the Talawanda High School Drama Department. This year, Talawanda students will have the opportunity to participate in the production of Robinson Crusoe during the week of August 9-13. Miami theater students will serve as coaches for up to 60 Talawanda students.
- The annual "Red Mitten" Campaign, sponsored by Miami's School of Business, provided school supplies and holiday gifts for district families in need. A kick-off was held at the Farmer School of Business on October 3. Once again, this year the giving was focused on the English Language Learner community at Kramer School.
- High school students are now involved in ShareFest, a semi-annual Miami and community program that includes the collection and distribution of unwanted household items following the end of Miami's semester in the spring.
- Talawanda Middle School students and teacher Lori Gloeckner met artist Rob Shutterly at McGuffey Hall to learn about his traveling portrait exhibit entitled, "Americans Who Tell the Truth".
- A Kramer School "Cultural Pride Day" was held on April 23 to highlight the diversity of students and their families. Many Miami faculty and staff participated in this event that included food and activities. Currently 36 different languages are spoken at Kramer.

Challenges:

- While the work listed above implicitly embraces the mission of the NNER through collaborative work with our district, Miami University and the community, we continue to seek ways to communicate the mission in more explicit terms, primarily through our Partnership Committee. In the summer of 2009, we hosted a one-day, on-site training session for key university and school personnel regarding the work of the NNER. Since

then, we've been more focused on living the mission, and need to spend some time reflecting on how our efforts advance the agenda on a local level.

- Funding for all partnership efforts remains tenuous and impacts the scope of some of our work. We greatly appreciate the continued commitment of leadership at Miami and Talawanda to sustain our Partnership and explore how we can strengthen programming and collaborations despite the current economic forecast.

Other Setting Information:

This report would be incomplete without due recognition given to Dr. Tom Poetter and his work with the Talawanda/Miami Partnership. Over a decade ago, Tom came to Oxford as a young Miami faculty member with, as he has often says, a briefcase and a dream to increase and improve the quantity and quality of school/university partnerships. Realizing the potential of merging resources in a way that would benefit both Talawanda and Miami students, Tom began knocking on doors and challenging the existing paradigm that despite the random cooperative programs and activities that were occurring, an organized partnership should not be a non-starter with the local district. Working behind the scenes, Tom influenced administrators from both institutions to come together and sign an agreement to formalize our intent to work together in the best interest of our students and community.

The early years of the partnership were marked by the formation of a Task Force made up of teachers, faculty, and administrators from both settings. Chairing the committee, Tom fostered relationships between entities and listened to countless proposals that were brought to the table. With a persistent eye on increased student achievement, one of the first projects of the new partnership involved a new co-teaching and supervision model for district student teachers. Now, more Miami students serve as tutors and mentors in our classrooms thanks to Tom's efforts with the *Adopt-a-School* and *America Reads* programs.

Tom never hesitated to explore new possibilities that enhance experiences for students. Under his direction, a number of significantly large collaborations came to fruition. He laid the groundwork for Miami University Partnership to Enhance Teaching (MUPET) math, a cooperative effort that provided ongoing professional development for district teachers in constructivist curricula. Working with current partnership Co-Chair, Patti Liberatore, he opened up the wide world of performing arts to thousands of Talawanda students. Science Week, a unique hands-on opportunity for hundreds of elementary learners is now an annual event. According to district Science Instructional Leader, Mr. Jeff Winslow, the current Erik Sustainability Initiative would not have been launched without our partnership framework, one that has become a model for comprehensive school/university partnerships nationwide.

Personally, I consider Tom a mentor, a colleague, and a friend. He encouraged me to join him in a wider exploration of partnerships that ultimately resulted in the authorship of two books and an Executive Board position with the National Network for Educational Renewal. However, it's the work with our local students that grounds us, and will ultimately serve as Tom's legacy. Tom will once again take his briefcase and dreams with him when he returns to what he loves most in

Fall 2011: teaching future educators and advancing scholarship related to curriculum and leadership.

WRIGHT STATE UNIVERSITY PARTNERSHIP

2010

Setting Contact(s):

Dr. Charlotte Harris, Associate Professor, Dean of College of Education and Human Services

Dr. Colleen Finegan, Professor, Associate Dean, Office of Partnerships and Field Experiences, College of Education and Human Services

Setting Tripartite Council Arts and Science Representative:

Dr. James Tomlin, Professor, 1/3 Teacher Education [College of Education and Human Services] 2/3 Biology [College of Science and Math]

Setting Tripartite Council Education Representative:

Dr. Colleen Finegan, Professor, Associate Dean Office of Partnerships and Field Experiences, College of Education and Human Services

Setting Tripartite Council P-12 Representative:

Mr. Charles Burkholtz, Superintendent, Ripley, Union, Lewis, Huntington School District

The following is taken from statements by Wright State's President, David R Hopkins. It describes succinctly the mission and purpose of WSU.

For more than 40 years, we have been transforming the lives of our students and the communities we serve by providing a high-quality, affordable education. With nearly 20,000 students from all 50 states and 64 countries, Wright State offers an inclusive, diverse learning community to prepare students to succeed in today's global economy. Our commitment to diversity and inclusion is a driving force behind all of our strategic initiatives... Our Ohio Centers of Excellence, coupled with the ongoing success of the Wright State Research Institute, are transforming the Dayton and West Central Ohio regions. Current and future collaborations with business, industry, and government will stimulate our economy by creating high-paying jobs. Our world-class faculty and staff mentor students, preparing them for

the workforce of tomorrow. Just as our namesakes—the Wright brothers—took the first flight and changed the world, Wright State is helping the Dayton region forge a glorious future as one of the world's centers of innovation. The first decade of the 21st century saw our reputation for excellence grow around the world. During this next decade, we will be Ohio's most innovative university. We will be known and admired for our diversity and for how we transform our students and the communities we serve. Through our academic programs, our Centers of Excellence, and through the Wright State Research Institute, we will extend our reach ever deeper into our community to revitalize the economy and to improve the quality of life for all its citizens. This is an exciting time to be in higher education; and when we enter the third decade of this century, our region will be stronger because of the work each of us is doing.

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

ENGAGING WITH COMMUNITY

- We celebrated our collaborative partnership between WSU and Wright-Patterson Air Force Base with the Raiders hosting the Air Force Academy in a basketball game.
- WSU hosted representatives of WPAFB and the Veterans Administration to showcase our Nursing Institute's Living Laboratory and our Center of Excellence in Human-Centered Innovation.
- On Veteran's Day, WSU honored its growing number of veterans on campus by inviting anyone who has served in military's uniforms to meet for a group picture.
- The WSU Staff Council has developed a "We Serve You" volunteer program being developed by Staff Council. Through such programs we will transform the communities we serve.
- The Second Mile Group has been working to enhance shuttle service to make parking easier and more convenient for students.
- WSU's *University Center for International Education* (UCIE) has become the umbrella organization to support *Dayton Coalition on World Affairs* (DCOWA), a nonprofit organization whose mission is to promote informed opinions and decision making concerning international issues and to engage people on diverse world issues, points of view, and cultures.

- During WSU International Week, WSU/Dayton Council on World Affairs hosted approximately 200 high school students in the Junior Council on World Affairs.
- WSU's University Center for International Education and the Intercultural Exchange host our yearly International Friendship Affair. The theme was Wedding Traditions including a mock wedding from India, a fashion show, samples of world cuisine, and booths representing 37 student groups, community groups, and campus clubs that promote internationalism. About 2,000 people participated over the course of the day.
- WSU president, David Hopkins, visited Thomas Jefferson School in Concepcion, Chile, which was near the epicenter of last years' devastating earthquake. This school has pre-kindergarten through 12th grade and is a valuable partner of our College of Education and Human Services. Many of our faculty, students, and alumni spend time there.
- Ohio Center of Excellence in Human-Centered Innovation. State efforts to enhance the economic vitality of our region are inextricably linked to higher education and the Centers of Excellence.
- WSU hosted the University Clean Energy Alliance of Ohio representatives, where our Master of Science in Clean and Renewable Energy was featured.

SERVICE TO COMMUNITY

- WSU was named to the 2009 President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement. Almost 5,000 students committed more than 220,000 hours to our communities.
- Project Linus made 1,052 fleece blankets for children in local area hospitals, abuse shelters, and service centers.
- We inaugurated the Student Choice Awards, where a panel of students selects the outstanding student organization and student program. The students selected American Humanics and Horizons in Medicine as this year's winners.
- WSU's fourth annual Regional Summit meets to collaborate to address the region's needs and to demonstrate the role of higher education in revitalizing Ohio's economy.

ADVANCING EQUITY AND EXCELLENCE FOR ALL LEARNERS

- Larry James, Dean of the School of Professional Psychology, was selected as one of the Top 10 African-American Males by Parity, Inc.
- At the General Education/Writing Across the Curriculum Awards Luncheon, WSU faculty nominated by students for excellence in teaching and students recognized by faculty for excellence in writing were honored.
- WSU accountancy students ranked first in the state for pass rate among the public universities in Ohio on this year's CPA exam reflecting well on our students and the dedication and commitment of the faculty and staff.
- WSU students and faculty, working with Brain Actuated Technologies, won the Brightest Idea for 2009 Award at the National Center for Technology Innovation Conference. Their work in hands-free computing will provide an alternative input mode for people who cannot use standard computer input devices.
- Tony Ortiz was recognized by the Ohio House of Representatives for being named League of United Latin American Citizens (LULAC) Man of the Year. Tony has been instrumental in raising diversity awareness and recruiting Latino students to Wright State, as well as providing support for students in Dayton Public Schools that are Learning English as a Second Language through Service Learning Projects with the College of Education and Human Services and WSU's Service Learning office.
- Tony Ortiz and Latino Dayton unveiled their strategic plan to “empower Latinos to be catalysts for successfully leading sustainable change in the integrated and diverse greater

Dayton region, while preserving their culture and assisting with assimilation into the fabric of the community.”

- Spanish Immersion Day brought about 150 students from the region to emphasize the importance of a second language.
- Multicultural Halloween blends the North American Halloween customs with fall celebrations from around the world. Costumes, food, dance, and music fill the Student Union.
- At the Presidential Lecture, Ron Marshall delivered, "The Next Big Thing for People with Disabilities: From Civil Rights to Economic Well-Being."
- WSU is a founding sponsor of the Ohio Civil Rights Hall of Fame. Our nominee this year, U.S. Rep. William McCulloch from Piqua, was recognized by President John F. Kennedy as "... the most important and powerful political force" in passing the 1964 Civil Rights Act.
- Dana Patterson, Director of the WSU Bolinga Black Cultural Center, was named to the board for the National Association of Black Cultural Centers.
- Renate Frydman received an Honorary Degree. Thanks to her generous support, The Charles and Renate Frydman Educational Resource Center in Allyn Hall has become a Repository for Holocaust Resources.
- WSU Office of Disabilities Services and the *Learning with Disabilities Fellows* coordinated a very successful Learning with Disabilities Workshop.
- As part of WSU's Presidential Lecture Series, Greg Mortenson, author of this year's common text, "Three Cups of Tea," will address the WSU and broader community.
- The theme of WSU's 10th Annual Quest for Community was "Innovation through Diversity: Creating Innovative Methods for Teaching Multicultural Competency Across the Curriculum." We had 200 campus and community members in attendance and our featured speaker was Frans Johannson, author of "The Medici Effect."
- Annual Ohio Mathematics Contest was co-sponsored by the Department of Mathematics and Statistics, the Dayton branch of the Korean-American Scientists & Engineers Association, the Asian-American Council, and the Ohio-SW Chapter of the Society of Hispanic Professional Engineers.
- Dr. Herbert Woodward Martin, Dayton Poet Laureate received an honorary degree at Commencement, making the connection between the Wright brothers and Paul Laurence Dunbar known around the world.
- Dr. Gary LeRoy, Associate Dean of Student Affairs and Admissions in the Boonshoft School of Medicine, has agreed to lead our effort to integrate our diversity initiative more seamlessly across the university. He will be working with our University Diversity Advocacy Council, our Multicultural Centers, Affirmative Action, Human Resources, Service-Learning, Student Affairs, and the entire university community to make our diversity efforts more effective.

- WSU's Safe Space program is designed to provide training to faculty, staff and students to be respectful of others who may be gay, lesbian, bisexual, transgendered, and questioning.

PROVIDING NURTURING PEDAGOGY FOR ALL (P-12 AND IHE STUDENTS)

- WSU initiated the STEAM3 program in which students use art and music to help teach the traditional STEM disciplines of science, technology, engineering, mathematics, and medicine.
- SHARE program--a collaboration between Wright State University and Sinclair Community College. In this program, a student completes an associate degree in nursing at Sinclair while working on a B.S.N. at WSU.
- At the WSU Board of Trustees meeting two students from WSU's Dayton Regional STEM School (DRSS), shared why they chose the STEM School, and how it has transformed their lives, which confirms and affirms the innovation of our faculty and staff.
- Sheri Stover, instructional designer in the Center for Teaching and Learning, was selected as an Illuminate Hero, leading the way at Wright State in technological methods of teaching, learning, and conducting related business practices
- Funding for WSU's Wright Bound that assists Dayton High School students considering WSU for their college careers was renewed.
- WSU's inaugural "Celebration of Research, Scholarship, and Creative Activities" a collaboration among Office of Undergraduate Research and STEM Activities, Research and Sponsored Programs highlighted more than 140 young scholars from almost every college.
- WSU's Task Force on Student Success/Community Engagement's goal is to become the new 21st century model of higher education pursuing our goals of academic distinctiveness, student success, diversity, community engagement, and, most important, investment in people.
- In our Graduate Initial Licensure Programs, candidates are introduced to the concept of nurturing pedagogy through an online practicum seminar designed to provide a dedicated space and structured opportunities for them to process their experiences with diverse student populations and to promote collaborative and reflective practice and cultural effectiveness.
- The philosophy of our special education program is certainly consistent with nurturing pedagogy. One of the primary aims is to instill in our teacher candidates, the belief that all students, particularly those with exceptional learning needs, have a right to an appropriate education alongside their peers. We focus on teaching the knowledge, skills, and dispositions required for intervention specialists to become student advocates, collaborators in inclusive communities, and masters at assessing students' strengths and needs, and designing effective instruction based on their interests and preferences.
- Students who take ED 210, Education in a Democracy, engage in a partnership with the Dayton Public Schools and the Catholic Diocese (El Puente-The Bridge) to help children

who have English as their second Language complete their homework, learn to understand and use English, and interact with their teachers and peers in English.

- Each year, Wright State hosts a “hybrid educator” from one of our partner districts. This individual acts as a visiting instructor for the year, teaching courses, supervising teacher candidates in the field and participating in other faculty activities. At the end of the year, the hybrid returns to his/her school and continues to act as a liaison between WSU and the partner district.
- One of our district partnerships is located in Ripley, OH, a very economically challenged, rural part of the state. We are currently working with the superintendent in that district to design a plan whereby teacher candidates from WSU could live in Ripley while they completed their student teaching.

ADVANCING STEWARDSHIP OF THE PROFESSION

- The Big Lens Film Festival provides the opportunity to ponder thought-provoking subject matter presented to us through the expertise of the members of WSU’s film program.
- WSU’s Bolinga Black Cultural Resources Center, Libbey, Inc., the Office of Disability Services, the University Diversity Advocacy Council, and the House of Bread sponsored a “Bowl of Hunger” event, highlighting how random and rampant poverty is in our world community. Juxtaposed with the earthquake in Haiti, it shows how interdependent we are.
- Dr. Pat Martin, Dean, College of Nursing and Health, received a Woman of Leadership award from the Girl Scouts of Western Ohio. The award is designed to honor the many exceptional women of our community who are positive role models for girls through their outstanding leadership in community volunteerism, professional achievement, philanthropic work, or Girl Scouting.
- Two film program professors, Julia Reichert and Steven Bognar were nominated for an Academy Award for best short subject documentary for their film "The Last Truck: Closing of a GM Plant."
- The National Association of Social Workers, Ohio Chapter District 7, selected Dr. Anita Curry-Jackson, Dean, WSU-University College, for the 2010 Lifetime Achievement Award.
- Dr. Marian Kazimierczuk, professor of Electrical Engineering was granted the title of National Professor of Technical Sciences by Poland's President Lech Kaczynski.
- WSU's volleyball team is a recipient of the 2009-2010 American Volleyball Coaches Association Team Academic Award that recognizes teams who complement their commitment to sport with an equal commitment to excellence in the classroom.
- WSU's first-year writing program received the 2010 Association of General and Liberal Studies' Exemplary Program Award recognizing as an institution that improves "...learning through collaborative efforts to gather results, use the results to develop systematic learning improvement projects, and then verify those improvements."

PROMOTING EDUCATION FOR PARTICIPATION IN THE DEMOCRACY

- At fall commencement, 1,500 degrees were bestowed with families and friends in attendance. WSU works hard to keep a college degree affordable to all families in the Dayton Metro area.
- Opportunities for all to discuss the Draft Master Plan have been in place for the better part of the year. We have held public forums and solicited feedback from the campus and extended community providing all the opportunity to share thoughts and insights.
- WSU's *Day of Innovation* was a day of virtual brainstorming session where new questions were posted online every 30 minutes providing the opportunity for all to be heard on a variety of human-centered innovation topics.
- It is WSU's goal to create an effective and appropriate environment accessible to our veterans. The recent wars have raised the need to rethink how we help veterans re-enter the workforce.
- Several sections of ED 210, Education in a Democracy, designed by Dr. Greg Bernhardt, are taught each quarter for students planning to enter the field of education. Students in ED 210 are involved in service learning opportunities such as tutoring young students in a local urban school, and assisting high school students who need a little extra help to pass the Ohio Graduation test.

Challenges:

- We rely on principals to recommend excellent cooperating teachers for our teacher candidates. However, it is often difficult to locate cooperating teachers that are appropriate in illustrating excellence in content pedagogy emotional intelligence, classroom management skills, etc. It sometimes seems that principals may recommend teachers that might need help in the classroom due to impending retirement, pregnancy, etc., or recommend teachers who the principal thinks that the candidates may influence for the better.
- We also have difficulties when we assign Caucasian students to fulfill their field experiences or student teaching in schools attended predominately by students of color. What we often find is that students placed in classrooms of predominately students of color, end up confirming their stereotypes about teaching students of color because of their experiences.
- It is sometimes difficult to engage faculty in areas other than supervising candidates, i.e. in the NNER agenda, such as simultaneous renewal.
- It is a challenge to locate supervisors who will provide consistent, professional supervision of candidates.

- It is time-intensive for supervisors and faculty to provide intervention within the school sites to resolve academic and social issues (regarding cooperating teacher or candidates concerns).
- If we had more contact with students earlier, we could more successfully identify candidates who may need intervention BEFORE they get to student teaching.
- When service learning was introduced at WSU, some faculty/administrators felt that candidates had enough experience in schools, but didn't seem willing or knowledgeable about the need for candidates to get involved in the community from which the students come.
- Getting financial support to assist our partnership schools/districts to move ahead in areas in which they would like to move.
- How to best prepare our candidates to teach all students in all settings.

Other Setting Information:

Updates at Wright State University's College of Education and Human Services:

- Dr. Charlotte Harris is the new dean of the College of Education and Human Services. Dr. Harris served as associate dean in the college since 2007 and chair of Teacher Education prior to that. Throughout her career, she has been known for her commitment to diversity and to excellence, having received a Faculty Research Award, an Excellence in Teaching Award, an Instructional Technology Award, and recognition for being an Outstanding Reviewer.
- The college has been led by Dean Greg Bernhardt for the past 15 years. Under his leadership, the College of Education and Human Services (CEHS) has established a reputation of quality unmatched in the state. Dr. Bernhardt continues to work with the Dayton Regional STEMM School, a project for which he was strategically responsible. Dr. Hopkins, stated that, "Under Greg Bernhardt's leadership, CEHS has personified our vision and values statements; how they have transformed the many school districts they've work with; the innovative programs and services they've delivered; and our commitment to diversity has made our CEHS a model for other universities to follow."

**SOUTH CAROLINA NETWORK FOR EDUCATIONAL RENEWAL (SCNER)
A MULTIPLE-SITE SETTING INCLUDING
FURMAN UNIVERSITY, THE UNIVERSITY OF SOUTH CAROLINA AND
WINTHROP UNIVERSITY
2010**

Setting Contact:

Bruce E. Field, Executive Director of School-University Partnerships and Clinical Experiences,
College of Education, University of South Carolina

Setting Tripartite Council Arts and Science Representative:

Laura Thompson, Biology Professor, Furman University

Setting Tripartite Council Education Representative:

Bruce E. Field, Executive Director of School-University Partnerships and Clinical Experiences,
College of Education, University of South Carolina

Setting Tripartite Council P-12 Representative name, title and School or District

Roy Blakeney, Assistant Principal, Dreher High School, Columbia, SC

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

- Winthrop University just completed Year One of our Teacher Quality Partnership grant (NetSCOPE) which has resulted in the development of a university-school Partnership Network. This network includes 6 Professional Development Schools and 16 Partner Schools in 9 school districts, 5 of which are high-needs, high-poverty districts. All Elementary and Early Childhood Education majors are being placed in these schools with carefully selected and trained mentor teachers. The overall goal of this initiative is to create a dynamic and sustained university-school partnership network that will promote simultaneous renewal of schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty.
- The goals of the Winthrop Partnership Network are to (1) improve P-12 student learning by increasing student achievement in areas targeted by the partners, engaging in community collaboration in support of children and families, and preparing students for participation in a democracy; (2) improve professional learning for district and university faculty and teacher candidates by establishing professional learning communities, engaging in cooperative staff development, and engaging in collaborative inquiry to inform and improve school and university teaching and learning; (3) improve the quality of teacher preparation by increasing teacher candidates' ability to assess and effectively differentiate instruction to meet diverse learners' needs, increasing field experience opportunities throughout the teacher preparation programs, increasing involvement of P-12 faculty in university courses and curriculum development, and increasing retention of new teachers who graduate from Winthrop's programs; and (4) increase the application of

research-based practices in classrooms and schools through the implementation of collaborative research and inquiry projects and engagement in collaborative grant activity to support improved practice and partnership goals.

- The major focus of the NetSCOPE grant is to totally redesign our teacher preparation program in order to fully prepare our candidates to meet the needs of diverse students, including English language learners, students with special needs included in the regular classroom, and students living in poverty. To do this, we are transforming our program to be field-based with a year-long internship during the senior year and are rethinking how we provide learning opportunities for candidates in the areas of literacy, classroom management, assessment, and technology. Our intensive work through the NetSCOPE grant is specifically addressing issues of equity and excellence for ALL learners, providing nurturing pedagogy for all students, and advancing the stewardship of the profession.
- Additionally, Winthrop University has established a new center that will help support and sustain this collaborative work, our Institute for Educational Renewal and Partnerships. The role of the Institute is to shepherd the Agenda for Education in a Democracy in our curriculum and in the schools associated with the Winthrop Partnership Network, build and maintain the Partnership Network, foster collaborative school-based inquiry and teaching, and promote ongoing professional learning through the Partnership Network.
- Faculty at the University of South Carolina have continued their leadership role in the Professional Development Schools national initiative through their sponsorship of the annual PDS National Conference and their active engagement in the National Association for Professional Development Schools. USC, in fact, was recognized by the NAPDS in 2010 as a recipient of the NAPDS Award for Exemplary Professional Development School Achievement. USC's PDS Network once again held a summer retreat designed, in part, to advance an understanding of the Agenda for Education in a Democracy among its P-12 and university faculty. The Network, and particularly its P-12 component, also played a key role in a major revision of the university's *Pre-Service Clinical Experiences Manual* and in recommending that every teacher preparation program at USC add a requirement that all teacher candidates work at some point with both English Language Learners and students with exceptionalities – a recommendation that became a reality in 2010.
- The work of faculty at the University of South Carolina was enhanced in 2010 by having two external reviews. First, the College of Education invited two independent evaluators to assess the climate of the College of Education as related to diversity. They came to campus in Spring 2010 and interviewed nearly every faculty and staff member of the college and then returned in Fall 2010 to share their report. While the assessment presented USC with some challenges, it also generated much positive dialogue and a further appreciation of the complexities involved in creating a mutually respectful academic environment. Second, USC's NCATE visit in the Fall of 2010 prompted a number of major assessments, with a particular focus on the clinical component of its teacher preparation programs and the ways in which USC candidates are prepared to work with diverse student populations. In the newest iteration of the NCATE accreditation process, institutions of higher education are asked to identify one of NCATE's six standards as the one they believe they are meeting most successfully or, in the language of NCATE, "approaching the target level." USC chose to feature Standard

Three, clinical experiences, and was rewarded with an extremely positive evaluation, with team members commenting repeatedly on the strength of the relationship between USC and its partner schools and the shared focus and vision. As a result of this assessment, USC will soon be featured on the NCATE website and will also be hosting training for NCATE Board of Examiners aspirants in Summer 2011.

- At Furman University several faculty members are active participants in either School Improvement Councils or Title I Committees for individual schools in the Greenville County School District. Furman's Education Department works deliberately to have its teacher candidates complete their field experience in Title 1 schools.

Challenges:

Winthrop is facing three major challenges as it proceeds with its Partnership Network initiative:

- 1) Demand on faculty time,
- 2) Maintaining strong communication regarding various aspects of the work across departments, and
- 3) Opportunities to have in-depth conversations regarding the NNER Agenda with our faculty and school partners.

So much is being accomplished in a rather short period of time that these challenges are to be expected; we will continue to press forward and address these issues over the next year. The University of South Carolina and Furman University face similar challenges of time and resources, and graduates of all three institutions continue to face the reality of a difficult job market. At Furman, in particular, program graduates prefer to seek employment in Title 1 schools, but with the economy and limited numbers of new teachers being hired, it is more difficult for graduates to find employment in these settings.

Collectively, the three member institutions of the SCNER continue to face the challenge we reported on at the end of 2009:

The decline in numbers of institutions of higher education in the state expressing an interest in getting involved with (or continuing involvement with) the NNER. The economy surely plays a part in this decline, but we also detect, as we did last year, a questioning of the actual value of being a part of the Network. We believe this challenge needs to be addressed as quickly as possible by NNER leaders at the national level!

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES

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

Successes:

- The SCNER in 2010 continued its work on the "Research and inquiry related to advancing the Agenda for Education in a Democracy" priority. We began this work in 2009 by asking two questions: (1) If the candidate dispositions adopted at SCNER institutions mirrored the work of the NNER, and (2) if there was any significant difference between candidate dispositions adopted at SCNER institutions versus non-

SCNER sites in South Carolina. We learned then that there appeared to be a considerable difference in terms of the emphasis placed on stewardship within SCNER sites as opposed to non-SCNER sites. We presented these findings at the 2009 NNER annual conference and then took the study to another level by asking, in 2010, whether or not there was a shared understanding of the meaning of stewardship within the three remaining SCNER institutions. Surveys of teacher candidates, university faculty, and P-12 faculty revealed a great deal of consistency in the understanding of stewardship across all three focus groups, but also some interesting variations in emphasis – which we then reported on at the 2010 NNER annual conference.

Challenges:

Our greatest challenge is to find the time and resources to bring together in publishable form the results of our two years of research. Our work has been well-received at both conferences, and we have been encouraged to put it together so that others can either benefit from lessons learned or use our research model as a basis for their own studies. Hopefully one or more of us will find the time to do so – or else it will just fall into the “well, that was a good idea while it lasted” file.

Other Setting Information:

Winthrop University received a \$3.75 million School Leadership grant (NetLEAD) from the USDOE and is in the first year of implementation. This grant goes hand-in-hand with the NetSCOPE grant, extending the NetSCOPE leadership component. Winthrop is working with 11 high-needs districts, including 7 districts in the impoverished PeeDee region of the state. This grant will prepare, support, and strengthen school leaders (principals and assistant principals) to address issues of equity in student learning in high needs schools. We have hired the founding director of the Institute, Dr. Barbara Mallory, who has been engaged in NNER work and will provide strong leadership in advancing the Agenda.

Winthrop University also now has two mini-grant opportunities for collaborative school-based research and inquiry (one through NetSCOPE and one sponsored by the COE for other program areas in addition to teacher education). Both mini-grant programs foster advancing the Agenda for Education in a Democracy. We just awarded the first four mini-grants.

UNIVERSITY OF TEXAS AT ARLINGTON
SCHOOL NETWORK FOR EDUCATIONAL RENEWAL
2010

SettingContact:

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

Setting Description:

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 33,000 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.

Successes:

Related to Advancing Equity

- Luis Rosado and Carla Amaro-Jiménez received three grants from the Texas Higher Education Coordinating Board to increase college participation and completion rates of Latino and under-represented high school students and to implement and document a 'trainers of trainers' model for parents of Latino students. Currently, the program is serving approximately 3,500 students in eight high schools across three school districts in the Metroplex. The UTA College Readiness Program was developed in 2009 with funding from the Work-Study Mentorship Program, the P-16 Regional Councils Program and the AmeriCorps*State Program all from the Texas Higher Education Coordinating Board. Our program aims to reduce the dropout rate among minority/underserved high school students, to prepare these first-generation students for post-secondary education, and to develop a college-going culture at the high school campuses being served. So far, the funding received has allowed us to create and man the GO Centers at eight high

schools which are located in three school districts in the Dallas-Fort Worth area. In the 2010-2011 year, we are working with students at Arlington High School, Lamar High School, Juan Seguin High School, South Grand Prairie High School, Dubiski High School, Summit High School, Timberview High School and Martin High School. The GO Centers are dedicated spaces at the high schools where the high school students and the G-Force mentors work collaboratively throughout the year. Each GO Center has at least 10 computers, several desks and shelves, and college-related materials. G-Force mentors are all UT Arlington students who are bilingual and first-generation themselves. As part of the program, these mentors undergo continuous training to work with the students served at the GO Centers. Some of the activities these G-Force mentors do at the high school schools include providing students with information regarding career options available to them, helping them fill out financial aid applications, and searching for scholarship opportunities, among others.

- Dr. Andrew Milson is a new faculty member in Social Studies, holding a joint appointment with the UTA History Department. Dr. Milson directs the Texas Faculty Collaborative for Social Studies under contract with the Texas Higher Education Coordinating Board's College and Career Readiness Initiative. The faculty collaborative involves college and university faculty from social studies education and the social studies disciplines in symposia, workshops, and seminars designed to improve awareness of the Texas College and Career Readiness Standards (CCRS) for social studies and to improve future social studies teachers' abilities to engage in CCRS-aligned pedagogy.
- Dr. Milson is also conducting a series of workshops funded by the National Science Foundation for elementary school teachers on advancing earth science education for Latino/a English Language Learners"
- New UT Arlington faculty member, Dr. Jodi Tommerdahl, embeds a type of nurturing pedagogy into her bilingual education class where she teaches future teachers to work effectively with English language learners in their classrooms. It involves the following characteristics:
 1. An immediate declaration that the classroom is a safe place where we are encouraged to speak our mind and we are able to make mistakes, correct each other, discuss any ideas without limits. This is important in a class where there are lots of discussions about groups of different people who belong to different races, communities, ethnic identities. This comes up all the time as we're studying how children learn English as an additional language and refer to categories of people from around the world.
 2. Part of the class is a 'class within a class' where the students are taught an unknown language. This puts them into the position that the children in their classrooms will be in when my students become elementary school teachers. I tell them that learning

this unknown language (Norwegian in this case) has nothing to do with their intelligence and that they will never be questioned or graded on it. It even has little to do with the amount of effort they put in to understanding it. It is a passive process in some senses, where they let language wash over them just as infants do. When they feel ready, they can participate in producing the new language too, but are never required to. This helps to create an extremely different learning environment from the typical university classroom.

3. On the first day of class, the students design the assessment part of the syllabus with me, meaning that they decide how many tests /assignments they will have, when they should be, and what percentage of the grade each item should carry.
- UT Arlington's \$1.4M UTeach Science and Mathematics Teacher Education Program Replication grant project is up and going much faster and better than expected. This project focuses on helping disadvantaged youth pursue careers in science teaching. Dr. Ann Cavallo, co-PI, expected to begin the program with approximately 60 students. To everyone's pleasant surprise, the UTA UTeach program began with 96 students, the highest UTeach start in the nation.
 - 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.
 - Peggy Semingson is continuing her study with Carla Amaro-Jiménez 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. A peer-reviewed publication has resulted from an initial component of the study.

Challenges:

Related to Advancing Equity

- Perhaps the largest challenge toward advancing equity remains 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. For example, UTA develops and updates “articulation agreements” with its community college partners so that education students at these campuses can be advised on which course to take that will count toward their programs at UTA. This year, UTA took an entire building in the center of campus and turned it into a freshman center where all new students go to receive advising, tutoring, and other support they’ll need to be successful at UTA.

- There remains a need to increase diversity among the UT Arlington Education faculty. UT Arlington was very fortunate to have three successes in this area this year. We hired visiting professor Dr. Carla Amaro-Jimenez into a tenure-track position. In addition, we hired Dr. Yolanda Parker, an African American mathematics education professor into a tenure-track position. The Department of Educational Leadership and Policy Studies hired Ifeoma Amah, an African American into a tenure-track position.

Collaborative Work with Other Organizations

- UTA Education Dean Jeanne Gerlach continues to represent the Texas Education Deans on the Texas State Board for Educator Certification. She also 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.
- 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.

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.

THE UNIVERSITY OF TEXAS AT EL PASO
EL PASO NETWORK FOR EDUCATIONAL RENEWAL
2010

Setting Contacts:

Dr. Josefina Tinajero, Dean

Setting Tripartite Council Arts & Science Representatives:

Dr. Irasema Coronado, Associate Provost

Dr. Pat Witherspoon, Interim Dean, College of Liberal Arts

Setting Tripartite Council Education Representative

Dr. Judith Munter, Associate Dean

Setting Tripartite Council P-12 Representative

Dr. Pauline Dow, CAO, Ysleta Independent School District

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

- Dr. Tinajero has developed and led a very successful project for teacher induction, EPRIC —El Paso Regional Induction Consortium. The consortium has focused its work on the professional development of mentor (cooperating) teachers for UTEP's interns (student teachers). Approximately 525 mentor teachers and lead teachers have received professional development as mentor teachers during the past 15 months. The professional development was planned and delivered by central office staff in 4 of the 5 school districts where interns are placed, in collaboration with staff, faculty and administrators from the Education Service Center, Region 19 and UTEP. Additional professional development will follow this year.
- Dr. Tinajero has developed and led a program for Hispanic girls and women, Mother Daughter (MD) for more than 24 years. Under her expertise and leadership, this program has positively impacted thousands of girls and women on the US-Mexico border. Program administrators are now working with colleagues in *Ciudad Juárez (Cd. Juárez)*, Mexico—across the border from El Paso, TX, to replicate the MD program there.
- Dr. Tinajero and Dr. Dow were instrumental in bringing the Texas Association for Bilingual Education (TABE) state conference to El Paso in October 2010, positively impacting bilingual education programs on the US-Mexico border. The conference is focused on providing professional development to teachers, administrators, parents and university faculty and staff to address the needs of non-English and limited English speakers in Texas.
- Dr. Bill Robertson, Associate Dean, and Dr. Olga Kosheleva, Assistant Professor have engaged hundreds of girls and women in science and math activities through the Mother Daughter, ACE (Action for Equity) and START programs.
- Dr. Tinajero is PI on a FIPSE grant in collaboration with NCTAF (National Commission on Teaching and America's Future) to link teacher mentors through Project TLINC

(Teachers Learning in Networked Communities) via electronic program initiatives. This initiative engaged 7 universities, including UTEP. Faculty leaders engaged in this work include Dr. Carolyn Awalt and Dr. Teresa Cortez.

- UTEP's ARC (Advising, Recruitment and Career) Center at the College of Education hosts a College Readiness grant, Project BEST. Through this grant, THECB (Texas Higher Education Coordinating Board) has provided funds that have assisted more than 150 high school students from Canutillo ISD and Ysleta ISD to successfully begin their freshman year at UTEP.

Challenges:

- Changes in state certification regulations require UTEP's COE to change evaluation structures in school settings, bringing in new staff (supervisors) and additional expenditures.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES

Successes:

- Dr. Tinajero and Dr. Pauline Dow (Tripartite Member) have been successful in collecting longitudinal data on dual language programs and publishing their work in order to disseminate successful program models for English Language Learners (ELLs).
- Dr. Tinajero and Dr. Dow were instrumental in bringing the TABE Conference to El Paso; policy roundtables included discussions with state/city officials about educational policy impacting bilingual education programs, bilingual educators, and ELLs.
- Other faculty in UTEP's COE have published work on bilingual, teacher education, and school-university partnerships in education. Titles of their recent publications include:

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Challenges:

- Funding from the federal government for grants to support and expand university-led teacher preparation programs has been limited in recent months/years.
- The NCTQ (National Council on Teacher Quality) report had a negative impact in Texas, and there have been questions about the future of teacher preparation programs in Texas, with greater emphasis on content knowledge. We don't yet know what impact all of this will have on legislation.

OTHER SETTING INFORMATION:

1. Several UTEP faculty have won awards and Fulbright opportunities to travel abroad. These include:
 - a. **Fullbright Awards**

- i. COE faculty receiving Fulbright awards include: Dr. Bill Robertson, Dr. Mourat Tchoshanov, Dr. Reynaldo Reyes, and Dr. Judith Munter.
 - b. **UT System Outstanding Teaching Awards:** Dr. Robertson, Dr. Mourat Tchoshanov, and Dr. Reynaldo Reyes.
2. The COE Doctoral Program, Teaching, Learning and Culture (TLC), is developing a model for working with Ysleta ISD to prepare education researchers and scholars in real world settings. The PhD program in Teaching, Learning, and Culture (TLC), housed within the Department of Teacher Education at UTEP, is committed to producing graduates who will be well prepared to serve in diverse roles of professional work, such as practitioners, researchers, and evaluators. The TLC program will collaborate with YISD on the development and implementation of a program where the doctoral students would be working with principals, teachers, and/or other staff at YISD on research questions of significance to the schools—i.e., real-world research. Doctoral students would build on this work for their dissertation research and YISD personnel would use the research to inform their decision-making. One possible model for this collaboration would include a series of three initial meetings between doctoral students and school personnel. The outcome would be the organization of research teams (consisting of one or two students and one or two teachers or other staff) who would periodically meet, as a team, over a period of a year or more—until the research was completed. Panel presentations would be one of several means of dissemination of project outcomes. The project would be cyclical, in order to engage incoming cohorts of doctoral students as well as emerging research questions in the school district.
3. **Changes in personnel:** Dr. Bill Robertson has been named Associate Dean at UTEP's College of Education, working closely with the Dean on a number of projects involving technology, action science, graduate programs, and dissemination of research and information about the College.

UNIVERSITY OF WASHINGTON, SEATTLE
2010

Setting Contact(s):

Charles (Cap) Peck, Professor of Teacher Education and Special Education
Marisa Bier, Coordinator, Secondary Teacher Education Program

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

- **Collaboration between COE and Arts and Science**

A major project undertaken during the period of TNE funding at UW Seattle was the development of “Field Committees”, comprised of faculty from Arts and Science, the College of Education, and the P-12 sector. Conclusion of TNE funding constituted a significant challenge to the maintenance of effort for this initiative, as has for all aspects of the TNE work. We are happy to report that the Field Committee structure has survived its first two years of post-TNE operations. A significant achievement has been the expanded involvement of A&S faculty in the admissions process for TEP. The Field Committees have also been an important venue for working a variety of inter-unit problems related both to policies and the logistics of implementing the newly reorganized elementary and secondary TEP programs.

- **Innovations in Collaborative Practice with School Partners**

One of the goals for the 2009-2010 year was to strengthen and more clearly define all the relationships between UW and our partner schools. This manifested in a number of innovative ways, detailed below.

 - o **Practice-based Teaching**

The Elementary TEP (ELTEP) program implemented a “practice-based teaching” model in the fall of 2009. Three ELTEP courses--Literacy Methods, Mathematics Methods, and Dilemmas--were held in two of our partner elementary schools: Wedgwood Elementary and Bailey Gatzert Elementary. UW instructors worked closely with the school principals and teachers to structure the courses so that teacher candidates could observe practicing teachers and/or work with k-5 students during each class session, the goal being that the partnership benefits both teacher candidate learning and k-5 student learning. A typical class period in the Literacy Methods course entailed general lecture and discussion, lesson modeling by the instructor, lesson preparation, work with k-5 students, and lesson debrief. TEP funded research is currently underway to examine the practice-based teaching model. A detailed description of the practice based teaching model can be found at http://education.washington.edu/news/stu_spotlight/eltep_literacy.html.

- o **Community Based Organizations**

Another innovative step the TEP program began in 2008 was the inclusion of Community Based Organizations (CBOs) as placement sites for elementary TEP students. These placements included such organizations as El Centro de La Raza, the Vietnamese Friendship Association, the Urban League, the Chinese Information Service Center, and South Park Community Center. During their summer quarter, ELTEP students worked in 10 CBOs in the Seattle area. The purpose of these placements is to prepare teachers with the knowledge and practices to learn about children in the context of their communities. A longitudinal study to examine the implementation and outcomes of this innovation is currently underway and led by Dr. McDonald. Below, we describe this innovation in greater detail to highlight possible opportunities it provides for the Network.

- o **STEP Garfield Summer Bridge Program**

The Summer Bridge Program collaboratively implemented by Garfield High School and TEP was developed in 2008-2009 with two objectives in mind. Garfield aimed to create a summer program that transitions incoming 9th graders into high school for the purpose of reducing the freshman failure rate. The UW College of Education aimed to provide teacher candidates with an intensive experience of working with adolescents in a structured, academic context while also teaching graduate courses on site. Garfield created a 6 period block schedule that included courses in the 4 major academic areas, along with an Advisory and Technology class. Teacher candidates served as mentors to the Garfield students and worked closely with them in their content areas to get to know them as learners as well as to help them achieve success. UW teacher candidates participated in their content area classes and rotated through technology and advisory classes as well. In addition, teacher candidates' three courses were held at Garfield High School. A TEP funded research study is underway to evaluate the Summer Bridge Program, specifically its impact on teacher candidates and on Garfield High School students. Preliminary analysis suggests that participation in the Garfield Summer Bridge Program helped Garfield students feel more at ease with entering high school and helped the teacher candidates feel better prepared to enter their fall placements.

- o **ELTEP Summer School: Concord International Elementary and Beacon Hill Elementary**

The Seattle Public Schools, the University of Washington College of Education, and an array of community partners collaborated to implement a dual language summer school program at Concord and Beacon Hill elementary schools. In the summer of 2009, the first instantiation of this summer school was spear headed by a parent at Beacon Hill who worked tirelessly to provide an integrated literacy and science experience for bilingual children. In the fall of 2010, the UW COE teamed with this individual to work with the District to continue this innovative summer school program. In the summer of 2010, this dual language literacy program provided additional instruction to some of the highest needs, Spanish bilingual students in the District. This program also offered literacy instruction to

the parents of the students in an effort to build the overall proficiency of the whole family. As an example of the practice-based teaching model, UW Literacy faculty partnered with Seattle Public Schools teachers to provide high-quality instruction to students, and to offer our 58 elementary pre-service teachers with opportunities to learn about literacy instruction with guided assistance from faculty. Each one of our candidates provided reading support to individual children, both during the literacy block of instruction and in the enrichment parts of the day. We are currently analyzing data on the reading outcomes of the children involved in the summer school, and hope to continue this partnership next year.

Challenges:

- A tremendous challenge with each of these innovations, as so many in the NNER agenda, is developing resources for sustaining innovations that have proven valuable for teacher candidates, P-12 students and staff, and university faculty. This is obviously even more problematic in the current budget context. On the other hand, the crisis in resources, coupled with what we are learning through the innovations described above, also sets the occasion for change. UW Seattle College of Education leaders are currently in discussion with partner school districts about development of an urban teacher residency program that might provide both strong structural and organizational supports for a “practice-based” teacher education program, as well as a more secure funding base for such a program.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE NNER PRIORITY

o **Collaboration with other organizations**

**Ackerley Network: The Partnership for Teacher Development
Overview of the 2009 – 2010 Year**

Partner Schools

In 2009-2010, there were a total of 22 schools participating in the Network, 11 elementary and 11 secondary. Six districts were represented in the Network: Seattle, Renton, Bellevue, Highline, Edmonds, and Shoreline.

Several partner schools from 2008-2009 left the Network because they no longer met the criteria for participation: Eckstein Middle, Sacajawea Elementary, and Wedgwood Elementary. TT Minor and Cooper Elementary, which were also partner schools in 2008-2009, closed at the end of 2009. The majority of students from TT Minor moved to Lowell Elementary, whom we added as a partner school. Hilltop Elementary School and Cleveland High School also joined the partnership.

During the year, Morva McDonald, Dean Pat Wasley, and the Director of Teacher Education, Ken Zeichner, met with superintendents from the six partner districts to strengthen the

partnership and receive feedback. Superintendents pressed UW to place teacher candidates in the districts' most high-needs schools. The Teacher Education Program (TEP) responded by establishing a partnership with Rainier Beach High School in Seattle and changing the Bellevue elementary partner school from Newport Heights to Lake Hills for the 2010-2011 school year. Each partner school designated a teacher liaison who attended monthly Network meetings and spearheaded the inquiry work, and a site coordinator who oversaw the cooperating teachers and teacher candidates. Often, the same person served as liaison and site coordinator.

Successes:

In the 2009-2010 year, the Network continued to develop and grow as the UW College of Education, districts, and local schools collaborated primarily around teacher development and the preparation of elementary and secondary teachers. The UW TEP program continues to place almost all of its candidates in Ackerley schools, all of which are situated in racially diverse, poverty-impacted communities in the Seattle/Puget Sound area. During the past year, a particularly important initiative has been the expansion of the Partnership work to include more active participation of Danforth Principal Preparation Program interns at Ackerley sites. The expanded integration of TEP and Danforth participation in the Ackerley partnership has provided useful opportunities to learn for interns, and provided additional support for Ackerley school administrative and teaching staff.

Challenges:

In her 2009 Ackerley Network Annual Report, Director Morva McDonald summarized key challenges for this year's work in the partnership : "From my perspective, the Network has room to grow and change in three key areas: (1)capitalizing on the collective knowledge and expertise in the Network, (2)improving the overall quality of the school based projects, and (3)increasing faculty's direct participation with schools around their needs."

At this point, an untapped resource within the Network is the collective knowledge and expertise that exists within and across the public schools to address their difficult and enduring challenges. While the monthly meetings--both principal and school liaison meetings--act as a venue for helping school professionals connect and build relationships with one another, we can better organize these activities to cultivate particular areas of expertise that could be shared with others. We can also focus their attention on specific issues and encourage their collective understanding to help address those issues. In short, the Network does not yet function like a network in which loosely affiliated organizations share common interests as well as identify and work in specific ways on shared commitments.

Secondly, the inquiry projects are an excellent opportunity to leverage the collective knowledge and expertise of the Network, but their full potential has not been reached. To date, many individual inquiry projects have successfully provided opportunities for specific teachers and schools to investigate issues of teaching and learning. However, a review of past inquiry projects reveals they vary greatly in terms of quality and focus. Furthermore, they tend to emphasize work in individual school sites without making connections to the work or knowledge in others schools or at the University. As the Network moves forward, we need to harness the potential of these school based projects to focus attention on pressing issues of teaching and learning, and leverage the relationships and learning across schools and between schools and the University.

By making the projects a more collaborative endeavor across sites, and lengthening the duration of the projects, we can also improve their overall quality.

Finally, the Network should be envisioned, not only as a partnership between the University College of Education and the schools, but more importantly as a partnership between UW faculty and staff and school principals and teachers. Over the past few years there have been a handful of examples in which faculty and staff have worked directly with schools in the Network to address questions, challenges, or issues they are facing regarding teaching and learning and/or the preparation of teachers. From all reports, these interactions and activities have successfully benefited the work going on in schools and connected faculty more closely with the realities faced in today's schools. To a great extent, these opportunities relied on the good will of individual faculty or staff to engage with the schools. An ongoing challenge for us is to organize the Network to better facilitate faculty's capacity to work directly with a small set of school sites around common interests and challenges.

The Network, now in its fourth year, is positioned to take on some of these challenges directly and be restructured to capitalize on the collective knowledge of the Network, the school based projects, and faculty knowledge and expertise.

WYOMING SCHOOL-UNIVERSITY PARTNERSHIP 2010

Setting Contact:

Audrey Kleinsasser, Director, Wyoming School-University Partnership

Setting Tripartite Council Arts and Science Representative:

Audrey Shalinsky, Professor of Anthropology, and Associate Dean, College of Arts & Sciences

Setting Tripartite Council Education Representative:

Audrey Kleinsasser, College of Education, Professor of Educational Studies and Director,
Wyoming School-University Partnership

Setting Tripartite Council P-12 Representative:

Richard Luchsinger, Superintendent, Niobrara County School District #1

Governing Council Representative:

David Barker, Superintendent, Platte County School District #2

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING

Successes:

Statewide Convenings and Co-sponsored Events

1st Wyoming In Praise of Education conference

Casper. 78 registrants, January 28-29, 2010

Featured a panel and follow-up online book discussion of Hugh Hecló's *On Thinking Institutionally*, guided by John Anderson from the Nebraska Network for Educational Renewal and Wyoming sessions reprised from the 2009 Bellevue In Praise of Education conference. The Partnership sponsored an online book discussion as a conference follow-up with one-hour UW graduate credit with four enrollees.

2nd Wyoming In Praise of Education conference

Casper, 55 registrants, November 3-5, 2010

The conference featured Donnan Stoicovy, State College, Pennsylvania, as keynoter and also facilitator of a principals' working dinner. Breakout sessions featured Wyoming presenters from elementary, secondary, and postsecondary.

Rocky Mountain/Plains Chapter, League of Democratic Schools conference

Casper, March 25-26, 2010

Jennifer Grooms, Wyoming's 2009-2010 League coordinator, organized the meetings which drew 48 registrants. Along with several plenary sessions, one featuring Joel Dvorak, Casper Superintendent of Schools, registrants visited Casper classrooms, including Woods Learning Center and Star Lane. Five registrants enrolled for the 1.0 PTSB continuing credit.

14th Shepard Symposium on Social Justice

University of Wyoming, Laramie, April 7-9, 2010. Provided marketing for the event and sponsored the K-12 teachers' tea. This year's focus was environmental justice. Symposium co-chairs included Angela Jaime, Sylvia Parker, and Kate Welsh.

2nd UW, College of Education Literacy Conference

College of Education, University of Wyoming, Laramie. September 24-25, 2010, co-sponsored the two-day event featuring David Pearson, for 140 registrants.

2nd eVolution Technology Conference

University of Wyoming, Laramie, September 30-October 1, 2010. The conference is unique in that an online component is featured along with a face-to-face component. We also arranged for PTSB continuing credit. Four people registered for .5 credits. The forum registered 123 participants with 10-20 visitors a day, accessing videos.

High School to Higher Education Transitions Initiative

This work is, perhaps, the Partnership's shining light and represents a strong, positive relationship with the state's P-16 Education Council. The work is supported by a \$15,000 gift from the Qwest Foundation awarded May, 2009 and another \$10,000 awarded in November 2010. We are focusing on the five content areas of the state's Hathaway Scholarship program, (1)English/language arts, (2)mathematics, (3)science, (4)social science, and (5)world languages. The initiative also connects to an examination of the state's dual/concurrent enrollment practices and a strong emphasis on equity and access. A consensus process was used to assemble stakeholders, identify issues, collect information, and make recommendations. The work was funded through Senate Enrolled Act 52, with significant implications for all Wyoming secondary and postsecondary institutions.

- 1. English/Language Arts:** co-sponsored with the College of Education and the UW Art Museum a visit of Shirley Brice Heath, March 30, 2010. Hosted the Institute for Reading and Writing Instruction: Developing Social Media Across the Curriculum, in Sheridan, April 16, 2010, for 46 registrants.
- 2. Life Sciences:** site swap with Carbon County #2 School District, where high school teachers and administrators came to UW to participate in biology lab and lecture classes, met lab TAs, life science faculty and others. Then, UW returned the visit to two Carbon #2 high schools. February 18-19; April 20, 2010. The 5th annual life sciences summit occurred May 5, 2010, in Casper for 37 registrants. Work in the life sciences, thanks to the leadership of Mark Lyford, sets a high standard for other transition projects and a strong, positive model of collaboration across levels using democratic practices.
- 3. Mathematics:** co-sponsored the statewide mathematics and statistics articulation meeting, Cheyenne, February 19, 2010 for 47 registrants. The group focused on ACT data and ways to help students improve their understanding of mathematical concepts. ACT helped sponsor the meeting.
- 4. Social Studies:** 2010-2011 planning includes social studies, specifically, geography, history, and political science. These are the three concurrent social science secondary majors supported by the College of Arts and Sciences and the College of Education.
- 5. World Languages:** A statewide group of 37 predominantly French, German, and Spanish language teachers met for a two day meeting in Casper, April 17-18. From that larger

group, a small work committee convened via conference call over the summer and fall to develop a common set of student learning expectations for French, German, and Spanish 1010, courses taught via dual, concurrent, and university options. The work group also began the task of making recommendations about a statewide placement process. Then, on October 22, at the statewide meeting of language teachers (n=77), the 1010 documents were discussed further and overwhelmingly supported. Next steps include the next course, 1020 and continued work on a transparent and effective placement process.

League of Democratic Schools

The Partnership pays for one-half of the \$500 yearly membership fee for each school. Three Wyoming schools are members: Guernsey-Sunrise High School (Platte #2), University Lab School (Albany #1), Woods Learning Center (Natrona #1). During the 2009-2010 school year, retired Woods Learning Center teacher, Jennifer Grooms, was engaged as a paid consultant to forward the Wyoming League work.

Professional Development Renewal and University of Wyoming Credit

The Partnership arranges for Wyoming Professional Teaching Standards Board continuing credit and/or University of Wyoming graduate credit whenever possible. During the 2009-2010 school years, 108 teachers earned 72.5 PTSB renewal credits and 23 University of Wyoming graduate credits for professional development sponsored or co-sponsored by the Partnership.

Challenges:

1. ***League of Democratic Schools.*** We were hopeful that the identification of a coordinator would grow the number of schools from three to nine. We were unsuccessful in that goal and will not have a coordinator for the 2010-2011 school year. However, we will use this experience to examine other civic and citizenship building models and conduct a small inquiry and, perhaps, initiate a small grants program. The inquiry will be kicked off during the November 4-5 In Praise of Education conference.
2. ***Teacher Education and Partner Districts.*** It is a challenge to engage mentor teachers in Partner districts to participate in the statewide In Praise of Education conference. Being a member of the Partnership is different from being a Partner district host site for student teachers.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO AT LEAST ONE OF THE NNER PRIORITIES.

- o Research and inquiry related to advancing the Agenda for Education in a Democracy

Hutchison, L., Buss, A., Ellsworth, J., and Persichitte, K. (2010). Soothing Cerberus: The Wyoming Odyssey. In L.Erickson and N. Wentworth (Eds.) Tensions of Accreditation. Emerald Group Publishing, Ltd.

Trent, A. (2010). *Collaborative Artmaking and Installation: Fostering Creativity and Democratic Thinking*. National Art Education Association Annual Conference (Baltimore, MD).

Trent, A., Perry, S., Johnson, R., Hanks, R., Hockley, D., Heuschkel, P. (2010). *Doing Action Research In Your Classroom*. UW Fall 2010 Literacy Education Conference (Laramie, WY).

Trent, A., Cho, J., Rios, F., Mayfield, K. (2010). Democracy in teacher education: Learning from preservice teachers' understandings and perspectives. *Education in a Democracy: The Journal of the NNER*, 2, 183-210. Available at: <http://www.units.muohio.edu/nnerjournal/currentissue.html>

- o Influencing policy at local, state, and/or national level and Collaborative work with other organizations and/or within the setting that advance the NNER mission locally

The Partnership's high school to higher education initiative is well-supported by the state's P-16 Education Council and also represents a strong collaboration. The transition work is in concert with the P-16 Council's two-fold goal a) increase the number of Wyoming students completing high school, and b) increase the number of Wyoming students in postsecondary study.

Successes:

The Partnership's singular success continues to be its high school to higher education initiative which focuses on access, equity, and ground-level up democratic practices and collaboration. The initiative has had a statewide impact in four of the five Hathaway Success Curriculum areas (English/language arts, mathematics, science, and social studies) with faculty across K-12, community college, and university participating.

Challenges:

- Wyoming distances and geography are an ongoing challenge.
- Despite a concerted effort to grow more League of Democratic School sites with the help of Jennifer Grooms who was hired to direct the initiative, we are holding at three schools and will be evaluating our continued participation in the initiative.
- Rebuilding and building meaningful connections with partner sites for student teaching/other field experiences in concert with inservice professional development.

Other Setting Information:

- 1) The Partnership is composed of 22 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, 46% of Wyoming school districts, and all of

Wyoming postsecondary education. The Governing Board is composed of 29 members and meets four to five times a year, 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 via telephone and email.

- 2) Membership and benefits are dues-driven. School districts pay \$2,500 by August 15, for the school year. Dues vary for other institutions. The director's nine-month salary and benefits are paid by the College of Education with a two-month summer stipend paid by the Partnership. The office associate is three-quarter time with salary and benefits paid by the Partnership. The Partnership offices are on the campus of the University of Wyoming, representing significant in-kind support by the college and university.

Celebrations and Accomplishments:

Hosted, Sponsored or Co-sponsored

- 1 Online book study, Hugh Hecló's *On Thinking Institutionally*
- 2 Statewide Wyoming *In Praise of Education* conferences
- 2 Blogs and Wiggio social networking sites
- 3 League of Democratic Schools building sites
- 3 Agenda for Education in a Democracy scholars (A. Kleinsasser, F. Rios, A. Trent)
- 3 Participants in the 2010 NNER Summer Symposium (P. Fenton-Hughes, F. Rios, K. Roxas)
- 5 UW lectures made available and public through WyoCast online
- 8 Statewide transition to higher education institutes, summits, and symposia and other meetings hosted or co-sponsored (English/language arts, literacy, math, science, world languages, technology, social justice)
- 22 * Wyoming school districts belonging to the Partnership
- 24 UW s/u graduate credit hours
- 72.5 Wyoming Professional Teaching Standards Board continuing education renewal credits (n=108 teachers)
- 100% percentage of Wyoming Community Colleges belonging to the Partnership
- 41% * percentage increase, Wyoming's 48 school districts belonging to the Partnership since 2005 (n= 13, 2005; n=22, 2010)

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER)

MISSION STATEMENT

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

MISSION

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

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

ENABLING ACTIONS

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

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

Adopted by electronic vote 2006

**MEMBERSHIP IN THE
NATIONAL NETWORK FOR EDUCATIONAL RENEWAL
(as of December 2010)**

State/ Province	Setting Names	Year Admitted
California	• California State University, Chico	2006
Colorado	• Colorado State University	2008
Connecticut	• University of Connecticut	1988
Georgia	• Georgia Center for Educational Renewal at Georgia Southern University	2002
Illinois	• Illinois State University Partnership	2002
Maine	• University of Southern Maine/Southern Maine Partnership	1986
Manitoba	• Brandon School Division and Brandon University	2004
Missouri	• Metropolitan St. Louis Consortium for Educational Renewal	1993
	• University of Missouri	2002
Nebraska	• Nebraska Network for Educational Renewal (NeNER)	1996
New Jersey	• Montclair State University Network for Educational Renewal	1991
New Mexico	• College of Education/The University of New Mexico	2003
New York	• The City University of New York and the New York City Department of Education	2000
Ohio	• Talawanda/Miami Partnership	1991
	• Wright State University	1993
South Carolina	• South Carolina Network for Educational Renewal (SCNER) A Multiple Site Setting: Furman University, The University of South Carolina and Winthrop University	1991
Texas	• University of Texas at Arlington—School Network for Educational Renewal	2003
	• The University of Texas at El Paso—El Paso Network for Educational Renewal	1993
Washington	• University of Washington, Seattle	1986
Wyoming	• Wyoming School—University Partnership	1986

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