

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL

ANNUAL REPORT

2011

In Praise of



Education

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PROLOGUE

In 1988, John Goodlad wrote:

The United States is currently undergoing still another cycle of attention to educational reform—first of elementary and secondary schools, then of teacher and general education in universities. I say, ‘still another’ because cycles such as this one have occurred several times during the century. What is frustrating and even dismaying about these cycles is that they regularly address virtually the same issues and pose such similar recommendations for reform. The recommendations for improving the schools that surfaced most frequently between 1983 and 1986 paralleled closely those attracting attentions between 1957 and 1962. An analysis of reform reports in teacher education reveals repetition of many of the same recommendations since the late 1800s. Perhaps the most puzzling aspect of these reform cycles is the disjuncture between the target of the rhetoric and the targets singled out for improvement. Almost invariably, it is the institution or program—schooling, schools, teacher education, schools of education, general education—that require attention. But it is the teacher or, ironically, the student who is to be reformed. We are led to believe that all will be well if we select brighter teachers, put them through tougher programs, and test them during their careers. Similarly, we are to give students rougher tests, more often, or raise the expectations for passing grades or both.

Reflecting on these observations in 2012, one is struck by the irony as the conditions he describes mirror perfectly the context of today’s schools and programs that prepare teachers. And at the same time they provide much to celebrate, as NNER settings—both schools and universities—with our disposition for renewal continue inquiry into our practice, challenge learners in a nurturing environment, remain stewards of the profession, and maintain our focus on the democratic purposes of schooling. The NNER institutions rise above the norm; we understand our responsibility to continually improve, and we keep students at the center of our work. The setting reports that comprise this annual report demonstrate this eloquently and substantively.

Goodlad, J. I. (1988). School-university partnerships for educational renewal: Rationale and concepts. In K. Sirotnik & J. Goodlad (Eds.), *School-university partnerships in action: Concepts, cases, and concerns* (pp. 3-31). New York: Teachers College Press.

EXECUTIVE DIRECTOR'S REPORT

ANN M. FOSTER

The NNER continues to demonstrate its relevance and resilience in the current trying political and economic environments. As university teacher education programs remain under scrutiny from external organizations and groups—all programs painted with the same brush—NNER settings excel in partnerships between schools and universities to prepare quality educators so that all students have access to quality learning. NNER settings' collaboration includes extended clinical experiences and melding pedagogical theory, content knowledge, and practice. Strong collaboration among arts and science, education, and school colleagues continues to be a hallmark of our work. This authentic collaboration that advances a well-researched, shared mission defines the NNER as a needed and unique organization that makes a difference for current and future students. In addition, NNER settings focus overtly on the public purpose of schools—their role in sustaining a healthy democracy—and therefore seek meaningful engagement with communities. These additional strengths also set the NNER settings apart from other teacher preparing structures and institutions.

While the NNER remains a beacon for quality education for all, 2011 was a year of change and opportunities for growth defined by several events. The NNER leadership, as in the past, provided strong leadership and innovation to address the needs and opportunities provided by the year's events. I will frame the executive director's report around the year's unique events.

One significant change given the current structure of the NNER relates to my decision to retire in 2012. The Executive Board has put into place a process and timeline for selecting an interim executive director by early 2012 and a permanent executive director by 2013. Background related to the current transition includes the NNER's earlier transition from an arm of the Institute for Educational Inquiry (IEI) to an independent 501(c)3 not-for-profit organization in 2007. Activity at the Center for Educational Renewal (CER) ceased and the operation of the IEI has significantly scaled back. These changes increased the need for seeking funding sources for the NNER and somewhat reduced and certainly changed the support structure including office space, bookkeeping, and clerical support. Through these changes, a new source of support emerged. The Goodlad Institute for Educational Renewal was created and works directly with the NNER leading grant proposal development and other innovations that support our mission. With the scaling back of the IEI, the executive director office is now housed independently and as the leadership transition continues with my retirement, the Executive Board and Governing Council are exploring options including location, office infrastructure, general support, and communication mechanisms. The Executive Director position will continue to be half time; shared leadership with NNER members throughout the Network has and will continue to keep the NNER vibrant and the initiatives diverse. 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. This served as a guide for examining the NNER's future possibilities.

The first strategy that the Executive Board put in motion to address transition issues and other needs and opportunities for the NNER was a strategic planning session held in December 2011 and structured with great detail as a renewal process. The board determined that an application process for identifying participants would be developed to ensure that as many settings and roles as possible would be included. Additionally, the board determined that the participants should include diverse perspectives from leaders new to the NNER, young future-oriented voices, and participants with a long history in NNER leadership roles. Using the application process and the focus on diversity as described above, participants included thirteen NNER settings. NNER founders and the Goodlad Institute director also participated in and/or contributed to the process.

Participants were:

- Tom Bellamy, Director, Goodlad Institute for Educational Renewal
- Dan Clay, Dean, College of Education, University of Missouri
- Ada Beth Cutler, Executive Board Member, Dean College of Education, Montclair State University
- Dick Clark, Past NNER Executive Director
- Tom Defanco, Dean, Neag School of Education, Professor, Department of Mathematics University of Connecticut
- Jean Eagle, Talawanda School District, Oxford, OH, School Tripartite Chair
- Gene Edgar, Professor, University of Washington, Facilitator
- Vi Florez, Tripartite Council Education Chair, Professor and Endowed Chair, College of Education, University of New Mexico
- Ann Foster, NNER Executive Director
- Harriet Jaworowski, Assistant Superintendent, Rock Hill Schools, Rock Hill, SC
- Audrey Kleinsasser, Director, University of Wyoming School-University Partnership
- Nick Michelli, Executive Board Member Emeritus, Professor, Graduate Center, CUNY
- Dennis Potthoff, Department Chair, Teacher Education, University of Nebraska Kearney, Executive Board Secretary/Treasurer
- Deb Shanley, Dean, School of Education, Brooklyn College; Governing Council Chair
- LaTisha Smith, Dean, College of Education, Harris Stowe State University
- Sue Taylor, Former Principal Franklin Elementary School, Newark, NJ (2009 Clark Award recipient), Director, Newark Montclair Urban Teacher Residency
- Jim Tomlin, Professor, Dual Appointment (BIO/TED) Faculty, Interim Department Chair, Department of Teacher Education (TED), Wright State University.
- Lemuel Watson, Dean, College of Education, University of South Carolina
- Leslie Wilson, Tripartite Council Arts & Science Chair, Montclair State University

The group also met with NNER founders John Goodlad, Roger Soder, and Mona Bailey.

Following is the background information sent to the selected participants which provides an overview of the process for this report:

Overall mission of the Strategic Planning Session: Renewing the NNER

How can we build on our own experiences and the knowledge of others (readings and founders) to move the NNER into the future? This renewal effort is built on many past renewal processes—efforts that keep the NNER vibrant and aligned with our mission and the Agenda for Education in a Democracy’s core values as times and contexts for the work change. During the time we have together, the group will look at the NNER’s foundation and history, examine current issues raised by the tripartite council and other leadership groups, explore membership options, and recommend specific qualifications, responsibilities, structure, and organizational needs to inform the executive director search. The following readings inform the conversation and provide common background and vocabulary for the session:

- An expanded job description for the executive director,
- A summary of Tripartite Council deliberation on the four-part mission,
- *School-University Partnerships for Educational Renewal: Rationale and Concepts* by John Goodlad,
- *Some Thoughts about the Development of the IEI Leadership Associates Program* by Wilma Smith,
- *The NNER 1985-2011* by Dick Clark including the NNER mission statement (reviewed and adopted 2006),
- *The Meaning and Conduct of Inquiry in School-University Partnerships* by Ken Sirotnik,
- Overview of current executive director responsibilities.

(Note: all these readings are available from my office and may be useful in local leadership sessions.)

Recommendations

This process and the follow-up Executive Board meeting resulted in recommendations to forward to the Governing Council at its February 2012 meeting.

- A transition plan and timeline will be presented and discussed with the Governing Council to include the interim executive director selection process and a transition team to be identified to address long-term options for the NNER executive director infrastructure and location. Committee nominations will come from settings along with nominations by the Executive Board from members of the strategic planning group. The Executive Board will develop the permanent executive director job description.
- My retirement is targeted for May 2012, and the following timeline was recommended by the Executive Board: Work with the Governing Council to hire an interim director by February 2012 who will work with me for six to eight weeks and continue to serve as the interim executive director until July 2013 when a permanent executive director is hired. The interim executive director may apply for the permanent role.
- Research and data related to the NNER's work is needed to ensure that the network's unique structures and quality work receive recognition. The strategic planning group noted that steps should be taken to get information about our work out to a wide-ranging audience. The Executive Board recommended that a stipend be provide to a researcher to gather and collate information from the settings on our impact on the profession.
- The Executive Board addressed the need to increase NNER membership as a practical issue for the organization and as an important philosophical contribution to the profession. The board agreed to take a proposal to the Governing Council to create a category of individual membership for anyone not affiliated with a setting; this recommendation includes a dues fee to be set at \$100 annually. Membership will include benefits such as reduced registration fees for conferences and other NNER sponsored events.
- Effective and diverse use of technology was noted by the group as essential to the NNER's future. Ada Beth Cutler agreed to research options and will provide an update and set of recommendations for optimum use of technology and social media to advance our mission. The research will include ways to use Facebook, Twitter, and online conversations as examples and explore how to create a members-only section of the web site.

2011 NNER ACTIVITY UPDATE

The following section of the Executive Director's Report will highlight the 2011 year's journey, including a current NNER status update in addition to the strategic planning session outcomes, our efforts to promote our mission, and the quality of our work in the current political environment. This will also highlight our events, accomplishments, and challenges.

Connections

While activity at the IEI has been limited, John Goodlad is developing Occasional Papers on Schooling that are posted on the NNER web page as they are completed. The initial papers were used in the 2011 Summer Symposium. The Goodlad Institute hosted a community conversation using the first paper as the focus. The Institute also continues to develop grant proposals with NNER settings. The most recent successful collaborative effort is a grant funded with Montclair State University to work with special educators in STEM areas.

The NNER continues to seek collaboration with other organizations to advance our work. We are partners with ASCD in its Whole Child initiative. We continue to send examples of exemplary child-centered work from the NNER settings for posting on the ASCD web site. We have worked closely with the Forum for Education and Democracy on policy and practice change. The NNER also 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 addressing social and economic justice issues for youths. We are renewing our partner work with the organization to explore collaboration to provide professional development that incorporates their films into curriculum materials. NNER has a significant connection with Teacher Education for Sustainability. This initiative integrates our role and responsibility as educators to global wellbeing including stewardship of the environment, education, health, and the economy with a social justice mission. The NNER contact for the work is Victor Nolet with whom we will be working in 2012 to bring form and structure to advancing this work in interested NNER settings.

Setting Updates

The NNER is happy to welcome Ohio University as the newest NNER affiliate setting. Dean Renee Middleton and Center for Professional Development School Partnerships Director Marcy Keifer Kennedy presented an overview of their work at the October Governing Council meeting. Their partner school work is extensive and comprehensive. The partnership's commitment to the NNER mission brings new voices and energy to the NNER. The Arlington University-School Network for Educational Renewal (AUSNER), the NNER setting at the University of Texas Arlington, is taking a leave from NNER membership amid the extreme budget cutbacks in the state. We are saddened by this and will work with the AUSNER leadership to reactivate the membership when the budget situation improves. The setting has been active in NNER initiatives including participation in the summer symposium and developing partnership-wide collaboration founded on the NNER mission. The Georgia Southern Partnership has dropped its membership.

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

Summer Symposium

In 2011, 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 18-21 in Seattle, the intensive week-long Summer Symposium provided renewal and new learning for the diverse group of 22 participants. The Executive Board and executive director facilitated the sessions, which unpacked the four-part mission and implementation of simultaneous renewal through partnerships. NNER member Tony Smith

facilitated a Socratic seminar, providing an example of pedagogy that promotes including everyone's voice and perception in text-directed conversation. John Goodlad joined the group for informal conversation on his new occasional paper, which was a highlight of the session. Feedback from participants indicated that several pedagogical practices were engaging and transferable 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 online work facilitated by Dennis Potthoff prior to the session provided additional time for interaction, extended study, and community building.

2011 NNER Conference

This year's conference marked a new level of collaboration among NNER host settings, with four settings sharing leadership for the venue. The University of Southern Maine, Montclair State University, Brooklyn College, CUNY, and Neag School of Education at the University of Connecticut organized the conference, *Education for Everyone: Many Perspectives One Purpose* held in Hartford, CT. The settings' leaders whose vision and hard work resulted in the rich venue and inclusive interaction were Marijke Kehrhahn, Deb Shanley, Cathie Fallona, and Leslie Wilson. The plenary sessions reflected the diverse strengths and vibrant work in the settings. The following highlights illustrate the group's innovative and thoughtful planning that modeled the conference theme by providing many diverse voices and perspectives, all advancing the NNER mission.

Principals' Panel and Town Hall Meeting

A town meeting-style session was led by Leslie Wilson, Professor of History at Montclair State University (MSU), and also a coordinator in MSU's Center of Pedagogy. The panel was comprised of administrators from public, charter, and magnet high schools in the greater Hartford area and included: Russell Sills, Principal of Windsor High School, Windsor, CT; Gayle Allen Greene, Principal of Bulkeley High School, Hartford, CT; Steven Taylor, Principal of Hartford's Classical Magnet High School; Richard Beganski, Assistant Director of Hartford's Capital Prep Magnet School; Paige MacLean, Director of Strategic Partnerships, Achievement First; and Jerome Maas, Assistant Principal of Greater Hartford Academy of Math and Science. The overarching purpose of the town hall meeting was to explore the issues of educational equity and equal access for all students.

The panelists shared diverse points of view on equity and access issues, shared their experiences working in a regional education system that focuses on school choice, and discussed the many challenges administrators, teachers, and students face. The session included a lively Q & A interaction that brought to light the many difficulties public schools face and innovative ways these are being addressed to ensure quality education for our students.

Student Performances

The 2011 conference featured performances by student groups of all ages. The planning team's goal was to make a strong and real connection between our work and the education of children and youth and to emphasize the importance of the arts in a democracy.

Windham Young Poets

Five years ago a group of Windham High School and Windham Academy students came together to share their voices and experiences through poetry. They write from their hearts, experiences, hopes, and dreams with a raw honesty. Their words, determination, and at times sheer survival, made all in the audience re-evaluate what is important in education and in life. The group has published two books of poetry – *The Streets Hold No Secrets*, and *Voices Rising From The Streets* are available on lulu.com.

Main Street Singers

The Main Street Singers (MSS) is a nonprofit organization that provides the opportunity for children in greater New Britain, Connecticut, to sing in choirs that build community, strive for artistic excellence, and foster a life-long love of music. There are two choirs, the Junior Choir (grades 1-4) and the Senior Choir (grades 5-8), and both performed at the conference. For more information on this community-based initiative that truly focuses on students, go to the website <https://sites.google.com/a/mainstreetsingers.org/home/Home>

A Minor A Cappella

A Minor, one of UConn's co-ed a cappella groups, was founded in 2004 by members of the Asian American Cultural Center following their performance during the 2003 Annual Alma Mater Homecoming Competition. Since then, A Minor has become a family of more than 25 alumni and current members who remain passionate about a cappella music and sharing their gift with the community! See A Minor perform on their YouTube channel <http://www.youtube.com/user/UConnAMinor#p/a>

Closing Keynote: Laurie Friedman-Adler and the Brooklyn College Academy World Ensemble

The Brooklyn College Academy World Ensemble is a musical group of high school students from the Brooklyn College Academy in New York City who perform using musical instruments collected from various cultures—all the instruments are from the worldwide collection of their teacher, Laurie Friedman-Adler. Ms. Friedman-Adler, a middle school teacher, also delivered the closing talk reflecting on the cultural connections that music promotes and provided a teacher's perspective on integrating the NNER's mission into a music classroom. She received a well-deserved standing ovation. Learn more about the World Ensemble at http://abclocal.go.com/wabc/gallery?section=resources/lifestyle_community/community&id=6842654&photo=1

Tripartite Council Meeting

The Tripartite Council chairs, Jean Eagle, Nick Michelli, and Leslie Wilson, developed an interactive session that provided time for colleagues to engage in conversation across diverse roles and experiences to inform the strategic planning process. The well-attended session produced insights from sharing perspectives on what the NNER means to the Tripartite Council members, both individually and within their settings, and suggestions for keeping the NNER vibrant in changing times. Their reflections were presented to the Governing Council at a joint luncheon meeting where the Governing Council members were able to ask questions and provide reflections; the information was then forwarded to the strategic planning facilitator.

Vi Florez from the University of New Mexico was elected Education Tripartite Council Chair and Jim Tomlin from Wright State University was elected arts and sciences representative to the Governing Council.

Awards Acknowledge Leadership

The 2011 Michelli Award for Promoting Social Justice was awarded to two settings recognized for their significant and far-reaching work to advance social justice. These settings demonstrated overarching commitment to social justice and programs that are system-wide and well embedded in daily practice. They also demonstrate that social justice issues require us to challenge the system to advocate for those least served by our institutions and make changes not only to structures, but to how we think and behave with one another. Following are overviews of the work.

The Missouri Partnership for Educational Renewal (MPER) was recognized for its Mental Health Leadership Academy that was initiated in 2006. The idea for the academy developed out of a two-year study conducted by the MPER Governing Board regarding the mental health issues negatively impacting our student's learning and lives. Each year an advisory council (composed of guidance counselors, administrators, and representatives from the Missouri Department of Mental Health) selects one mental health issue, using suggestions collected from the 22 Partner Districts, that the two sessions of the academy will focus on that school year.

The mental health issues studied include:

- * Mental Health Issues Impacting Pre-School Children,
- * Developing Collaborative Working Relationships with Community Mental Health Organizations,
- * Suicide Prevention,
- * Developing Resiliency in Elementary Students, and
- * Developing Resiliency in Secondary Students.

The second Michelli Award was presented to The City University of New York (CUNY) and participating New York City Schools for a setting-wide effort to address issues of social injustice in the schools. CUNY, the nation's largest urban university with 400,000 students on 23 campuses, recognizes and embraces its obligations to the children and citizens of New York City. Examples of this work include:

First, colleges and universities along with public K-12 schools who work explicitly toward social justice recognize that among their key roles is providing all children full access to life's chances, which might also be said to be life's opportunities. The essence of providing access is believing that all children can learn and focusing on teacher expectations. Research at CUNY suggests that this is among the most critical factors in student learning (see the work of Jean Anyon, *Social Class and School Knowledge*, *Ghetto Schools*, and *Radical Education*). One piece of CUNY's work includes enabling students to understand what opportunities exist, and this cannot be done unless children learn what the possibilities are.

Second, an institution must assure that access to higher education is available for as many children as possible while maintaining excellence. CUNY has a long-term commitment to providing access and excellence to the diverse groups that live and contribute to the cultural richness of the area.

Third, the university must reflect the demography of the area it serves to provide full access and opportunity. The CUNY's effort extends to enhancing the graduation rates of high schools it serves, all in New York City, and a close monitoring is undertaken of graduation rates among the CUNY colleges.

Fourth, specific actions need to be undertaken in universities committed to social justice to focus on particularly at-risk students. CUNY provides many examples, including the efforts at many of its colleges, and especially at Brooklyn College, to expose all educators as to how to work with LGBTQ students in the partnership schools as well as to provide services for CUNY's own LGBTQ students on campus and the university-wide Black Male Initiative. Recognizing that Black males often have difficulty succeeding in college, a program to provide counseling and support to Black males at CUNY was initiated by the Chancellor after discussions with Medgar Evers College, one of CUNY's senior colleges that is an historically black institution.

And fifth, research at urban universities committed to social justice must include a core of relevant research agendas; social justice serves as such a core at the Graduate Center. Through direct projects affecting children and research to shape policy and prepare future teacher educators, the work to advance social justice is embedded in the fabric of the University.

NNER Online Journal

The third issue of *Education in a Democracy: A Journal of the NNER* was distributed at the 2011 conference and is now available online. The journal fosters inquiry related to the NNER mission and informs the Network about issues, policies, and practices related to the Agenda for Education in a Democracy (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. Because of the diligent work of John Skillings and Tom Poetter and the Miami of Ohio NNER setting, the journal is well established and the transition to new leadership is progressing smoothly. A call for interest to host the journal was sent to the NNER settings and Brooklyn College, Winthrop University, and the University of Texas El Paso have agreed to share leadership for the journal for the next three years. Deans Deborah Shanley, Jennie Rakestraw, and Josie Tinajero have identified editorial board members and timelines for the next edition.

NOW AND LOOKING INTO THE FUTURE

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 more varied communication options including the expanding range of electronic communication options. NNER is now on Facebook. The organization's web page, updated regularly, contains wide-ranging information on the NNER. The 2011 NNER directory is also 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.

2012 Promises to be Significant for the NNER:

- The NNER leadership is addressing the executive director transition with thoughtful long-view vision and careful attention to the details that provide the infrastructure needed to make the day-to-day operation successful.
- Nurturing the NNER structure will continue to be a focus, as will collaboration with the Goodlad Institute. Grant proposals that support our work and broaden our influence will be a continued priority. Collaborative writing teams must work across setting boundaries to develop innovative projects that connect tripartite colleagues and engage the NNER with local communities.
- The 2012 Conference, *Simultaneous Renewal: Everyone Teaches Everyone Learns* promises to be vibrant and innovative. Building on the 2011 cross-setting collaboration, it will be co-hosted by three settings: Nebraska Network for Educational Renewal, Colorado State University Partnership, and the Wyoming School-University Partnership. The conference will be held in Denver, Colorado, selected as a centrally located airport hub providing access to NNER members throughout the Network. The current planning committee has met with the 2011 planning team and is using their feedback and suggestions from 2011 attendees to develop innovative options and new ideas for the 2012 conference.
- 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, will continue with adaptations so that we can nurture new generations of NNER leaders.

In closing, I would like to extend my deepest appreciation to all my colleagues throughout the NNER who live and breathe this mission. It has been my privilege and joy to have you as colleagues and friends. Your collaboration or co-labor to provide quality and relevant schooling to all students so that they have access to life’s possibilities continues to be the most important work we can do as educators. I look forward to continued opportunities to work with and learn from you. And I look forward to seeing the renewal and innovation that new voices and new approaches to the work will bring.

**BRANDON UNIVERSITY / BRANDON SCHOOL DIVISION
2011**

SETTING CONTACT:

Dr. Donna M. Michaels, Superintendent of Schools / CEO, Brandon School Division

Dr. Sal Badali, Dean, Faculty of Education, Brandon University

Please note that this report reflects Brandon School Division's contribution to the NNER partnership as Brandon University has been unable to participate due to a change in the Dean in the Faculty of Education and the labour situation at the University this year.

During the 2010-2011 school year the work of Brandon School Division continued to be directed by the following strategic goals and objectives:

To engage ALL students actively in their learning through the provision of equitable, fair access to:

1. Quality learning experiences in:
 - 1.1 academic development
 - 1.2 social and emotional development
 - 1.3 physical development

facilitated by:

2. Quality teaching in:
 - 2.1 literacy
 - 2.2 numeracy
 - 2.3 multiple intelligences
 - 2.4 social and democratic responsibility

enabled by:

3. Quality support services (for students and staff) in:
 - 3.1 learning supports for:
 - students' school readiness (kindergarten entry)
 - appropriate educational programming
 - partnerships
 - new curriculum implementation
 - 3.2 professional growth opportunities:
 - mentorship
 - leadership development
 - principal preparation program

3.3 policy development support in:

- equity
- professional development
- literacy
- instructional cycle

3.4 flexible infrastructure:

- scheduling
- organization of teaching and learning
- organization of professional/staff development opportunities/times

OVERALL DIVISIONAL RESULTS AND ACCOMPLISHMENTS

WE ARE MAKING CONSIDERABLE PROGRESS IN PROVIDING OUR STUDENTS WITH EQUITABLE, FAIR ACCESS TO QUALITY LEARNING, QUALITY TEACHING, AND QUALITY SUPPORT SERVICES. KEY INDICATORS INCLUDE:

Quality Learning

- increased student achievement and engagement in learning; specifically literacy and numeracy (for details of the reported information of school by school results for each divisional and provincial academic assessment, please refer to the comprehensive report available on the Brandon School Division website under “Recent News” – <http://www.brandonsd.mb.ca>);
- increase in grade 12 graduation rate from 82% to 90.5%; including 110 students from Neelin High School Off Campus (since 2007, over 300 students have graduated from Off Campus);
- 100% of Brandon School Division schools focus on literacy, numeracy, and social responsibility in their School Development Plans; and
- increase in enrollment (70.0%) in senior high advanced placement courses.

Quality Teaching

- increased literacy development teaching and support in Reading Recovery®, literacy support, Empower™ Reading program, grades 3 to 4 literacy transition support;
- implementation of numeracy development strategies in elementary schools (e.g. Math Recovery™);
- professional development for new curricula;
- expansion of High Ability Learners Enrichment Programming (HALEP) in elementary schools;

- expansion of Advanced Placement program in senior high schools;
- expansion of Learning through the Arts – infusion of arts into all curricula at Alexander School;
- implementation of École Harrison – Single Track French Immersion program (effective September 2010); and
- expansion of language-based instruction services and support to new students who have English as an Additional Language (EAL); implementation of New Era Reception Centre; increased service in provision of language translators and interpreters.

Quality Support Services

- preparation for the implementation of Full Day / Every Day Kindergarten in four elementary schools;
- expansion of the incorporation of technology in learning with information and communication technologies (ICT); increased support for use of assistive technology;
- implementation of new Environmental Sciences program at Crocus Plains Regional Secondary School:
 - ✓ current topics in Environmental Science 30S; and
 - ✓ interdisciplinary studies in Water Science 40S;
- expansion of the Off Campus education and support services for senior high school students; providing an important, flexible alternative to regular high school education;
- final preparations for the implementation of dark fibre to expand the connection capacity of school/ divisional-based technology to global knowledge bases;
- increased access to new physical education equipment in the area of life fitness;
- implementation of the Community Drug and Alcohol Education curriculum K-12 to supplement and support the current health curriculum; appointment of new Community Drug and Alcohol Education Coordinator (funding provided through Health Canada);
- expansion/improvement of French Language professional consultant services and availability of teaching resources;
- recommendations regarding board policy development in education area of literacy (4053) in progress;
- drafting and implementation of “Best Practices” literacy documents;
- expansion of kindergarten readiness programming, “Welcome to Kindergarten” (The Learning Partnership), to include five new schools;
- implementation of expanded Building Student Success with Aboriginal Parents (BSSAP) initiative at George Fitton School;

- renewal of the Middle Years Student Support Program to provide increased services to students during a difficult adjustment time in their lives;
- implementation of increased support and direct services to students with learning disabilities;
- English as an Additional Language (EAL) Co-Teaching Project; and
- three additional speech and language educational assistants hired.

**CALIFORNIA STATE UNIVERSITY, CHICO
2011**

SETTING CONTACT(S)

Maggie Payne, Interim Dean, College of Communication and Education

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Debbie Summers, Director, School of Education

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Sam Chimento, Superintendent, Palermo Union School District

**SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSSES

Teacher Quality Partnership Grant: Collaboration for Student and Teacher Achievement in Rural Schools (Co-STARS) Project

The **Rural Teacher Residency Program (RTR)** is one of two programs funded by the Co-STARS Project. RTR is an 18-month program leading to an initial special or general education credential and a master's degree in education. General and special education candidates are grouped as a cohort for much of their coursework and collaborate on course and fieldwork assignments to incorporate both perspectives. During a full-time academic year residency in a rural school, teacher residents continue their coursework, engage in intensive daily collaboration and co-teaching 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. The first cohort of RTR residents completed the program in summer 2011 as the second cohort was beginning their program coursework. Because we needed to start small, only two of the four partner districts hosted residents in the first year. Beginning in fall 2011, all four districts are providing placement sites for residents.

Feedback from mentors, residents, and school and district administrators indicates a strong preference for the residency with co-teaching model over traditional student teaching models. Mentors have reported that they have been better able to support student learning and address all requirements of the curriculum with a second, albeit novice, teacher in the classroom. Our external evaluator is currently examining student achievement data provided by the partner districts to determine if the mentors' reports are validated. Feedback from supervisors also suggests that the residency/co-teaching model combined with the bringing together of both general and special education residents in a cohort has led to deeper understandings and greater skills in meeting the learning needs of all students on the part of residents as a group as compared to traditional student teachers as a group. This feedback will be investigated through examination of data from both the California State University (CSU) Exit Survey and the CSU System-Wide Evaluation of First Year Teachers and their Employers as soon as that data becomes available. In the meantime, we do know that all residents successfully passed the Performance Assessment for California Teachers (PACT) on the first submission.

The School of Education is now looking at ways to extend opportunities for general and special education candidates to collaborate in their preparation programs. One example is the inclusion of secondary special education candidates in the general education subject area pedagogy courses. In addition, two faculty members, one in general and one in special education, have combined forces to co-teach an assessment course for all pre-service teachers.

The success of the RTR Program has also led to the development of the **Chico Math, Science and Special Education Co-Teaching (MAS²COT) Program**, which began in fall 2011 to introduce the residency and co-teaching models into middle school student teaching in the Chico School District. Mentor teachers were selected in collaboration with the Chico Unified School District (CUSD) Superintendent and site principals and received training in the co-teaching model along with their new residents.

Integrated Teacher Education Core (ITEC), the second program funded by the Co-STARS Project, is a four-year combined Liberal Studies and initial credential program in which candidates earn a bachelor's degree and a multiple subject or education specialist credential. In an effort to enhance candidates' skills in teaching all learners in diverse classrooms, general and special education candidates work together as a cohort, and every candidate completes a minor in special education and undertakes coursework with an increased emphasis on supporting English learners. They may also complete a bilingual authorization. Another essential component of ITEC is early classroom experience. Within weeks of entering the undergraduate program, participants receive training as literacy tutors and work under the guidance of local elementary school teachers and university faculty. During their credentialing year, ITEC candidates will be offered the opportunity to complete their student teaching in high-need rural schools.

Since fall 2009, a team of arts and sciences and education faculty has been working to develop the curriculum for the first two years of the program with the goal of developing meaningful connections between the Liberal Studies curriculum and the ITEC students' early classroom experiences. The first cohort of freshmen entered the program in fall 2010, and samples of their responses to writing prompts in their classes show understanding of content as well as critical thinking about the relationship of concepts and skills to academic content standards and how those concepts and skills might be taught. Cohort 1 has completed the first year of the program, and the students are now half way through the second year. Recently they presented the electronic portfolios begun in their first year in which they demonstrated, not only strong skills in technology, but also a surprising depth of understanding about the work of teachers and the needs of students. The success of this revised curriculum and the integration of early field experiences has created a goal of providing similar experiences for all Liberal Studies students in the future. Cohort 2 entered the program in fall 2011, and the ITEC team is now working on the integration of the credential program coursework in preparation for the 2012-13 academic year. They are also working with area community colleges to develop an articulation plan that will allow transfer students to enter the ITEC program in their junior year.

Teachers' Professional Development for Inland California (PD INC) is a three-year collaborative professional development project funded through the California Postsecondary Education Commission's (CPEC) Teacher-Based Reform Initiative (T-BAR) Grant. The program is designed to serve 120 teachers in a region covering 33 counties from San Bernardino County in the south to Modoc and Siskiyou Counties in the north. University partners include CSU, Chico; CSU, Fresno; CSU, San Bernardino; and CSU, Bakersfield, as well as the Beginning Teacher Support and Assessment (BTSA) induction programs near those CSU campuses. Lead partners in the north of the state are CSU, Chico, the Sutter County Office of Education, and the Yuba City Unified School District. Project co-directors include representatives from education, science, and the BTSA Program.

The project is designed to support teacher-driven or teacher-chosen professional development. Teacher teams were recruited across grade levels and subject areas, with special emphasis placed on high-need schools. Teachers' PD INC has provided funding for teachers to obtain professional development intended to address a particular question or problem directly related to the teams' classroom practice. The goal is to help participating teachers make significant educational reforms that will increase student achievement in their classrooms and schools.

For example, one selected team from Golden Hills Elementary School in the Palermo School District focused their grant proposal on science and technology. Specifically, their objective was to gain knowledge and expertise in creating critical thinking projects for comprehension of science standards using technology. The grant supported their attendance at both national and state science and technology conferences. With the information the team acquired attending the conferences, they have begun the development of a hands-on, technology-based, learning-centered model for teaching science and the implementation of new learning activities. The plan is that during each science unit, students will work with various technology modules to show comprehension of science standards as well as to learn critical thinking skills. In small groups, students will work with interactive whiteboards, flip cameras, microscopes, laptops, online activities, and hands-on experiments to create movies, commercials, podcasts, and many more projects. All work will be placed in a student-created digital portfolio.

CHALLENGES

What all of the above successes have in common is that each is supported by grant funding. The amount of work required for such innovations could not happen without funding to provide travel and training costs, release time, summer stipends, and professional development and financial incentives for school partners. Ongoing severe budget cuts make it impossible to cover such costs within the School of Education (SOE) and school district budgets. The challenges arise in sustaining the programs past the term of the grants and in extending the best practices of these programs into other programs within the SOE. We can, of course, continue to apply for grants, and we have been highly successful in obtaining them in the past. To support future success, we established an Office of Outreach, Research and Grants in 2010-2011. The office is self-funded and has already proved invaluable.

SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

SUCCESSES: ENGAGING WITH COMMUNITIES TO PROMOTE QUALITY EDUCATION FOR ALL

The School of Education project **Partners in Education for Academic Learning through Service (PEdALS)** is funded by a grant through Duke University's Engaging All Learners in Service-Learning project and is designed to support teacher candidates in implementing the pedagogy of service-learning into

their teaching during their field placements. Candidates in the first year of the grant engaged in a variety of projects:

- In a second grade classroom, the teacher candidate partnered with a senior center located near the school. She integrated science, social studies, and language arts by having students work with their senior neighbors to build a garden at the center.
- The teacher candidate in a fourth grade classroom focused her project on endangered species, a subject which was part of the language arts and science curricula. Her fourth graders researched the animals in the local community that are endangered. Students focused on what caused the local species to become endangered and what people can do to help save them. The students created informational brochures, which they gave out after their presentations to parents and other students in their school.
- In a fifth grade class, inspired by a leaky classroom faucet, students began a project focused on water conservation that integrated science, social science, mathematics, and language arts. Students researched how many gallons of water were being wasted, calculated the cost of repairing the faucets, acquired a copy of the district water bill, and estimated how much water could be saved each month by making the repairs. Students then sent a letter to the school board summarizing their findings.
- In the project, *Peaceful Garden*, students in first, fourth, and eighth grades created a school garden. Students practiced mapping skills as they mapped out the garden components: life science and ecosystems, measurement, and decomposition. The students even took a field trip to a local worm farm as part of their science study. Through the project, students acquired an understanding of the importance of giving back to the community through their learning of science and math concepts and benefited the school, the students, and the community of Hamilton City.

Another community-based event this year was inspired by the Save Our Schools-Million Teacher March. Teacher candidates and their professor brought the community together at Chico's Thursday Night Market to celebrate educators and the way they have affected and changed the lives of students in our community. The students approached the Downtown Chico Business Association, which was excited to make it one of their spotlight events. Chico area schools joined together in the downtown Chico Plaza on April 21, 2011 to celebrate teachers and how they have affected students in our community. The Plaza Stage was a lively epicenter, where students of all ages demonstrated talents and skills that have been fostered by dedicated teachers. Local "kid-friendly" community organizations also participated to show their support for teachers and education. K-12 students, future teachers, and CSU, Chico faculty also took the stage to honor educators in their lives. The event brought parents, students, teachers, and friends of education together to celebrate the many contributions education has made to our community.

CHALLENGES: ADVANCING EQUITY

The CSU System-Wide Evaluation of Teacher Preparation, administered by the Center for Teacher Quality, provides the results of surveys administered to both graduates of initial credential programs completing their first year as in-service teachers and their employers on their perceptions of the quality of preparation they received in their programs. The results for each campus are provided as composite scores of substantively related groups of questions. Each year we are asked by our Chancellor's Office to pay special attention to four composite scores from employers, three of which relate to advancing equity. These are *Preparation to Teach Special Learners in Inclusive Schools*, *Preparation to Teach English Learners*, and *Preparation to Work with At-Risk Students and Families*. Although scores in these areas fluctuate somewhat from year to year, they persist in being below the target level, despite the use of a variety of strategies. It is our hope

that the models of the RTR and ITEC programs along with the merger of the two education departments described below and the accompanying increase in collaboration between general, special, and bilingual education programs will insure that candidates in all programs are developing heightened awareness of and strategies for supporting all learners.

OTHER SETTING INFORMATION:

For the past twenty years, educator preparation at CSU, Chico has occurred in two separate departments. The Department of Education housed the elementary and secondary education programs, along with the administrative credential program, while the Department of Professional Studies in Education housed elementary, special education, and bilingual education programs. For the most part, these departments operated independently of each other. However, in the past six years, accreditation pressures, grant projects, and our work on NNER-related activities have gradually increased the need for the two departments to collaborate, with the result that, beginning in fall 2011, the two departments have merged into a single unit as the School of Education. Already we are seeing benefits to this merger, most notably in the increased collaborations between general and special education, as described above. As budget restrictions force the streamlining of course offerings, we are beginning to see how taking the best out of duplicative courses to create new shared courses can lead to improvements in the preparation of all of our candidates to work in schools modeled on tiered interventions and to meet the needs of all students, including English learners and those with special needs.

This merger has also led to a centralized placement process coordinated by a new placement director who has begun to institute a plan to replace prior practice as the sole basis for field placement selections with the use of the EdResults.org website to identify high need, diverse schools that are making progress in closing the achievement gap. This approach is intended to increase the potential for student teachers to work with cooperating teachers who use best practices for student learning in a professional learning community environment.

**COLORADO STATE UNIVERSITY
2011**

SETTING CONTACT(S)

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

SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Dr. Karen Rattenborg, Assistant Professor

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

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

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Dr. Karen Rowe, Former Administrator/Current instructor

**SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSSES

School of Teacher Education and Principal Preparation (S.T.E.P.P.) has been established as a viable, sustainable center within the University community.

Work Within the University

- Established budget maintenance and sustainability,
- Defined working relationship with the School of Education,
- Established the “Cording Ceremony” to acknowledge the accomplishments of teacher candidates, every semester for the last six semesters,
- The Education cords received by teacher candidates are worn with academic regalia at each graduation ceremony, and are recognized by the dean of each college at their commencement ceremony,
- In addition to the undergraduate program, we have established three master’s level cohorts founded on the principles 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 Middle School
 - Option # 3B Adams City School District
 - Adams City High School
 - Adams City Middle School
 - Option # 3C Windsor School District
 - Windsor High School
 - Windsor Middle School
 - Severance Middle School
 - Windsor Charter Academy

- Inherent in the lesson planning component of the program is the development of democratic objectives for every lesson,
- The process for writing democratic objectives has been outlined by CSU instructors at the annual NNER meetings, and
- The Noyce Scholarship grant provides scholarships for students who are pursuing teaching careers in the STEM areas in high-needs schools.

Continued Work with Educational Partners

- Maintaining the complex relationships inherent in effective partnership work,
 - Developing partnerships that represent the mission of the NNER and the STEPP,
 - Working with local settings around the development of mutually beneficial research opportunities,
 - Working with local settings around robust, dynamic experiences for teacher candidates that enact the concept of simultaneous renewal,
 - Regularly meeting with the leadership of partner school districts to facilitate conversation, identify problem areas, and encourage the continued growth of the partnership,
- The Executive Board consists of:
- Superintendent of Schools
 - Assistant Superintendent for Secondary Schools
 - Executive Director
 - Dean, College of Applied Human Sciences
 - Director, STEPP
 - Associate Director, STEPP
- We were pleased to have five faculty members attend the NNER Annual Conference in Hartford, CT, all of whom also presented,
 - Continued work with the Teacher Education Accreditation Council (TEAC), as required for the maintenance of national accreditation, and received the TEAC designation as one of the top three field placement sites in the country,
 - Director of STEPP, Donna Cooner, and a high school partner administrator, Jennifer Roth, have been asked to serve on the review board for TEAC,
 - Associate Director of STEPP, Rodrick Lucero, serves on the Educational Success Task Force, a legislative task force looking at several issues related to education in Colorado,
 - The director and associate director of STEPP serve on the Colorado Council for Deans of Education,
 - The director of STEPP serves on the NNER Governing Board, and
 - Contributions by our faculty to *Education in a Democracy: A Journal of the NNER*.

CHALLENGES

Effective Communication/Research

- The maintenance of relationships and effective communications across several settings amid personnel changes, and
- Continuous progress toward a more aggressive research agenda, including several new studies being conducted in the STEM areas in cooperation with partner schools.

State/Federal Mandates and Critique of Teacher Preparation Programs

- Continual reiteration of the NNER agenda as related to our philosophy around effective teacher preparation with respect to the following:
 - State-mandated evaluation system (SB-191), which will require 50% of every teacher's annual evaluation to be based on the measured achievement of their students,
 - Additionally, 50% of every principal's evaluation will be based on the achievement scores of their students,
 - Pressure to provide online alternatives for teacher preparation,
 - Continued pressure from NCTQ to provide data that will, by all indications, be used against teacher preparation programs across the country, and
 - Competitive federal grant opportunities, such as Race to the Top, that do little to advance our democratic principles in the education of every child.
- Continued pressure from alternative licensing processes that undermine quality pedagogical training in favor of cheaper, less rigorous programs.
- Continued commitment to the delivery of a high quality teacher preparation program in spite of external pressures.
- Continued partnership with local school districts around the overall retention of a quality teaching pool.

OTHER SETTING INFORMATION:

Colorado State University, in collaboration with the University of Wyoming and the University of Nebraska, is busy planning the 2012 NNER Annual Conference. The proceedings will be held in downtown Denver at the Brown Palace Hotel, October 18-21, 2012. The conference website is live and new information is provided as it becomes available. Registration will be open soon along with a description of the conference schedule.

The planning committee consists of:

Dennis Pottoff, University of Nebraska
Audrey Kleinsasser, University of Wyoming
Donna Cooner, Colorado State University
Rodrick Lucero, Colorado State University

THE EL PASO NETWORK FOR EDUCATIONAL RENEWAL 2011

SETTING CONTACT(S)

Dr. Josefina V. Tinajero, Professor and Dean

SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Dr. Irasema Coronado, Associate Professor, Liberal Arts

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Dr. Judith Munter, Associate Professor, Education

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Dr. Pauline Dow, Associate Superintendent for Instruction, Ysleta ISD

SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

Background on the Equity Self-Study

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

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

To facilitate the above, the group developed a continuum of practices and questions to guide the self-study process. Using these, each setting can respond to successes and challenges in this ongoing work toward improvements in these areas.

(The equity report from 2003 and the equity task force self-study are posted on the NNER web page: nnerpartnerships.org)

SUCSESSES

1. Development of a College-Wide Strategic Plan

University of Texas El Paso's (UTEP) Colleges of Education, Liberal Arts and Science have collaborated with the Sid Richardson CREATE Project to develop a strategic plan for teacher preparation focusing attention on six target areas: Preparation and Performance; Graduation and Employment; Mentoring, Induction, and Retention; Faculty Engagement, Community College and K-2; and Program Effectiveness. This plan will enable re-engineering the professional identity formation of teacher candidates using Validation Theory to make evidence-based decisions. The end result will be more effective and caring teachers for children and youth and attainment of the aspirational goal to extend validation-based student success into teacher preparation and ultimately into the El Paso region's K-12 schools.

2. Focus on Equity Issues for K-12 Teachers in the Us-Mexico Border Region

Ph.D. Program, Teaching Learning and Culture

The program reaches out to teachers and school leaders in the border region, providing opportunities for educators to work on doctoral level research and coursework in the local community.

The ABC (A Better Beginning Conference) is a conference focused on providing support to novice teachers (0-3 years of teaching experience) and novice administrators (0-3 years in administration). Through this conference, workshops and sessions are provided to novice teachers and administrators in areas that they have indicated they need additional support. Presentation proposals are submitted to be able to present in high need areas. The event is held annually in September. This year over 450 teachers and administrators participated in the event. Last year, due to the request of several teachers and administrators, we had one speaker instead of the usual format. Mr. Dave Weber, author of *Sticks and Stones*, came and worked with all conference participants providing them support strategies on how to handle their first years and prepare for the challenging issues teachers/administrators face. All conference participants received a copy of the book. The conference and books were made possible through the support of two donors—State Farm and El Paso Federal Credit Union. This event culminated with a luncheon where the most outstanding novice teachers, their mentors, and administrators from the surrounding districts were recognized. Nominees for these awards had been submitted from teachers and administrators from the local districts. A committee reviewed all portfolios and conducted interviews to select the winners. Winners were awarded a financial stipend from two anonymous donors.

Bilingual Educators Emphasizing Multicultural Settings (BEEMS) Conference

This year's BEEMS Conference was the 18th Annual Conference. The theme was *Leading for the Future Through Excellence in Teaching and Learning*. There were more than 600 attendees from El Paso, the state of Texas, and also outside of Texas. The main goal of the BEEMS Conference is to improve teaching and learning in the bilingual classroom, including dual-language bilingual programs where all children have the opportunity to learn at least two languages. The BEEMS Conference accomplished this with outstanding invited speakers and sessions. The presenters shared strategies for planning the integration of academic subjects and connecting them to students' lives in the bilingual classroom. The presenters provided a variety of activities in their sessions to help implement effective teaching and learning in dual-language classrooms. Dr. Alma Flor Ada was a keynote speaker who

shared her journey about growing up as an English Language Learner (ELL) and later becoming a world renowned author and university professor. Dr. Virginia Collier and Dr. Wayne Thomas spoke to teachers about effective approaches for teaching linguistically and culturally diverse students. They also held a session for doctoral students helping them to develop relevant topics for their research. The BEEMS Conference offered sessions that served to teach and train educators, administrators, and parents about the most current tools for managing a classroom of bilingual students.

Conference for International Research in Cross-Cultural Learning and Education (CIRCLE)

UTEP College of Education's summer CIRCLE is designed to advance educational research and best practices, especially related to culturally and linguistically diverse populations. The sessions were interactive, engaging, and provided models of best practices. The conference theme was *Teaching, Learning, and Leadership in Times of Violence*. The many forms of violence that exist at the micro- and macro-level deeply impact teaching, learning, and leadership within and outside of educational systems. A total of 260 participants presented and attended from Mexico, New Mexico State University (NMSU), Texas A&M University, Central American Scholars from El Paso Community College (EPCC), K-12 teachers and administrators, and UTEP students, faculty, and staff. Dr. Natalicio and Dean Tinajero opened the event and guest speakers included Dr. Guadalupe Valdes from Stanford University, Maestra Mendoza administrator from Universidad Autónoma de Ciudad Juárez (UACJ), Dr. Beatriz Calvo, from Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS) (researcher) and Dr. Olivia Lynch from California.

Project CHANGE-UTEP's Project Children with Autism Need a Great Education (CHANGE) helps to prepare current and future educators working on master's degrees in special education with a concentration in autism. This grant is funded by the U.S. Department of Education.

Project LEAP UP – (focus on bilingual education). An additional federal grant, Project LEAP UP, provides scholarships for future bilingual teachers. This is an area of teacher shortage in the El Paso community, as well as in the nation at large. This project is also engaged, together with UTEP faculty/staff, in creating video and networking resources to provide information and support for high school teachers so that they can prepare lessons that will provide excellent resources for English learners in science and mathematics. The grant is funded by the U.S. Department of Education.

Project PARA – (focus on special education). The UTEP College of Education (COE) Special Education program participates in a federally-funded personnel preparation grant, Project PARA, which has provided financial support for tuition/fees and textbooks for students to complete their undergraduate degrees in Special Education. This initiative has and will continue to offer educational opportunities to students who otherwise might not consider a teaching career in Special Education.

Project BI-IDEEL. The grant focuses on finding solutions to the critical social problems of middle school children in the state of New Mexico. Funded by a multi-million dollar grant from The Atlantic Philanthropies, the project is directed and managed by Dr. Maria Luisa Gonzalez in partnership with the New Mexico Community Foundation and UTEP's College of Education

Project BEST – (high school to college) Over the past two years we have collaborated with Canutillo and Ysleta Independent School Districts (ISDs) to reduce the need for developmental education for high school students ("rising seniors"), increasing the number of Hispanic high school students from this region who are college ready. The grant-funded program – Project BEST – aims to increase

the number of four-year bachelor's degrees and increase the number of college students who will complete their studies and graduate with a Teacher Education degree, fully certified to teach by 2015. This initiative, supported by the Texas Higher Education Coordinating Board, connects the COE with area high schools where we have developed a series of college readiness initiatives to help first-generation Hispanic students as they transition from their high school to college years.

3. Focus on U.S.-Mexico Collaboration in Teacher Preparation

Project Mother/Daughter-SABEMOS 2. Since its inception in 1986, UTEP's highly acclaimed and recognized Mother-Daughter/Father-Son (MD/FS) Program has promoted the completion of high school and college/university attainment in the lives of girls and boys from the El Paso, Texas region by presenting five major activities sponsored throughout each school year. MD/FS cohort members attend these events at UTEP and participate throughout the year via project activities at the public school district level. MD/FS strengthens UTEP's success at graduating Hispanic women in education and the STEM professions, by connecting to a community-based framework, engaging students, parents, and teachers in the border region's school districts with university personnel to promote a college-going culture in the community. UTEP's SABEMOS 2 grant-funded initiative partnered with a Mexican university, the Universidad Autónoma de Ciudad Juárez (UACJ), to replicate the Mother-Daughter/Father-Son Program in Mexico. Our location on the U.S./Mexico border creates unique opportunities for partnering with educators in Mexico to promote educational renewal on both sides of the border. Project SABEMOS, a grant funded by USAID, provides scholarships for teachers in the State of Chihuahua

4. Other Initiatives

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

CHALLENGES

Violence in Ciudad Juarez and travel warnings have created challenges for UTEP students/faculty/staff in relation to bi-national travel, impacting joint research, teaching, and service to support equity and excellence in education in the border region.

As indicated above, many of our most successful equity focused projects are grant-funded; the continual challenge is to seek and procure additional grant funds to sustain and extend these initiatives.

SUCCESSSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

SUCCESSSES

Working with local K-12 Partners, we have established the El Paso Regional Induction Consortium (EPRIC) to develop plans for the induction of new teachers as a key component of the teacher preparation continuum. We are working with our school district partners, the Education Service Center/Region 19 and the El Paso Community College on a series of online training modules for cooperating teachers to enhance and continually renew their knowledge and skills in relation to mentoring pre-service and beginning teachers. Through the Teachers Learning in Networked Communities (TLINC) Project we have developed a continual online communications network with our network of cooperating and novice teachers. We have worked with regional school districts for more than 20 years to develop a seamless, comprehensive educational program that supports teachers and learners at every level from K-16. By the time college students have completed their undergraduate studies, they have learned from experience how to practice nurturing pedagogies that result in high levels of achievement for ELLs and all students. Our graduates, these novice teachers, merit continuing attention, and in recent years, an induction component has been developed to strengthen the work of our recent graduates.

The induction program builds on research (e.g., Ingersoll, 2001) that examines the ways in which the organizational conditions of schools both impact and are impacted by teacher turnover. Recent studies (e.g., Ingersoll, 2001; Kardos et al., 2001) have clearly pointed to the factors underlying the teacher shortage in U.S. schools today. The problem is not simply one of supply that can be resolved by fast-track entry schemes for large pools of new recruits; the shortage is, in large part, a function of the low rates of retention, particularly in high-need schools (Cochran-Smith, 2004). The establishment of a well-planned, systemic induction program acknowledges that while the preparation of new teachers is a critical priority, support for sustaining their participation in the teacher workforce cannot be ignored.

The schools where UTEP graduates teach are typically located in high-need communities, with high proportions of families in poverty, recent immigrants, and children who are limited English proficient (LEP). Once novice teachers complete their preparation and are placed in classrooms, the complex challenges of teaching and opportunities for continuous learning continue. Research shows that, at this critical point, the results of high-quality induction programs, such as the one that UTEP and its partner school districts and other collaborators have planned and implemented, can be profound (Bartell, 2004; Claycomb, 2000; Moir & Gless, 2001). Effective induction programs do more than help novice teachers stay in the profession – they enable novices to become better teachers by developing reflective skills, a sense of responsibility, and renewing our shared commitment to schools and communities.

Our programs contribute to high quality induction by providing support that includes holistic approaches and a community focus, including high quality instruction in content areas linked with well-designed parental

involvement activities, culturally responsive methods, and dual language instruction. Novice teachers in this border community provide children with opportunities to succeed and excel in their academic course work, while providing hope, direction, and guidance to parents and communities consisting of high proportions of recent immigrants with limited educational backgrounds and scarce financial resources (Bullough, 2001).

The induction program includes the following components and support strategies: (a) orientation of new teachers to the community, district, and school program; (b) high quality teacher mentoring that includes matching beginning teachers with expert teachers who are trained as mentors; (c) adjusted working conditions for new teachers to reflect their novice status to ensure they have time for collaboration with other teachers; (d) opportunities for new teachers to draw directly on the expertise of teacher mentors, faculty, and researchers; (e) engagement of Institutions of Higher Education (IHE) faculty in teacher induction; (f) regular, structured observation and evaluation of new teachers by multiple evaluators; and (g) tailored support for new teachers.

CHALLENGES

Paraprofessional Teachers: Texas Administrative Code updates have created challenges for paraprofessionals to continue working on becoming fully certified teachers. Josie Tinajero, together with other deans in Texas, is advocating for fuller opportunities for these valuable education professionals.

OTHER SETTING INFORMATION

Other Awards:

- Dr. Tinajero was elected President of Texas Association of Bilingual Education (TABE).
- Dr. Tinajero was named to Board of “Parents as Teachers.”
- Dr. Tinajero was elected to serve on the Board and Executive Committee of the American Association of Colleges for Teacher Education (AACTE).
- Dr. Tinajero was an invited plenary speaker for deans from schools of education in Guatemala.
- UTEP’s Teacher Education Program was named #1 for Hispanic Teachers.

**ILLINOIS STATE UNIVERSITY
2011**

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

William Ducett, Assistant Professor, Department of Curriculum and Instruction

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Kim Mougey, Site Coordinator, Peoria High School

**SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSSES

Chicago

This year marked the inaugural year of the Auburn-Gresham Professional Development School (PDS). Auburn-Gresham, a predominately African-American community on the west side of Chicago, joins Little Village, a predominately Hispanic community, in a significant partnership with Illinois State University. Approximately 30 teacher candidates are living in one of these two communities and interning at a public school for the 2011-12 academic year. The community development corporations for each community are actively involved in this Chicago Teacher Pipeline Project. In addition, the Step-Up program is going strong during the summers. 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.

Wheeling

Our partnership with the Wheeling community continues to expand. Interns in the Wheeling PDS partner with the Parks and Recreation Department and after-school programs to provide education to parents as well as children. The Wheeling PDS program has outgrown the district's ability to place all of the interns. Wheeling has established a partnership with an adjacent community, Palatine, to support the program.

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. This year, the Peoria PDS is expanding to include a second high school, Manual Academy in Peoria District 150.

Rural McLean County

This year marks the inaugural year of the Heart of Illinois Rural Consortium Secondary PDS. Illinois State University (ISU) partnered with 13 rural high schools surrounding Bloomington-Normal to provide a year-long experience to 20 interns.

Course Redesigns to Include an Urban Focus

Grant funding continues to be available to any teacher education faculty member wishing to redesign a course to include more content and field experiences related to urban education. To date, 46 courses have been redesigned, all offering intensive clinical experiences in urban school settings. The majority of these courses (n=25) are housed in the College of Arts and Sciences.

Special Education Assistive Technology

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

CHALLENGES

The challenges 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 we give to our partnerships. We continue to ask faculty to be involved in our partnership sites. This is always a challenge, as faculty are very busy and ISU lacks the resources to compensate them for their time away from work. School settings are in desperate need of professional development for topics such as literacy, use of data, RTI, and English Language Learners. ISU faculty experts in these areas have limited availability to lend their knowledge.

SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Conducting and implementing research related to the NNER
- Engaging with communities to promote quality education for all

SUCCESSES

Much of 2010-2011 has involved preparation for our NCATE visit scheduled for April 2012. As part of that preparation, higher education and school faculty members have engaged in readings and conversations regarding the democratic purposes of schooling. Our conceptual framework, *Realizing the Democratic Ideal*

has been critiqued and rewritten to ensure that it accurately reflects the lens through which we see our work as teacher educators. We produced a video showcasing what *Realizing the Democratic Ideal* looks like in action. We are in the process of publishing our annual alumni magazine, the *Statewide Standard*, which will engage our alumni in these critical conversations.

CHALLENGES

Without a continual focus on our purpose as a teacher education institution, it is very easy to get lost in the minutia. Although we often approach accreditation with dread, our upcoming NCATE visit has allowed us to focus upon our vision, mission, and purpose. We are challenged to always keep that in the forefront.

OTHER SETTING INFORMATION

Dr. Barbara Meyer has been selected as the new chair of the Department of Curriculum and Instruction.

Dean Deborah Curtis has announced her retirement effective May 31, 2012. A search for her replacement is underway.

**UNIVERSITY OF MISSOURI PARTNERSHIP FOR EDUCATIONAL RENEWAL
2011**

SETTING CONTACT(S)

Dr. Dan Lowry

Dr. Mike Pullis (Co-Directors)

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

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

**SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSSES

- In an ongoing effort to study ways in which the College of Education (COE) can enhance its teacher preparation program, the University of Missouri (MU) College of Education is presently studying how the systematic incorporation of the “Co-Teaching Model” can enhance the teacher preparation 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 K-12 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. Seven-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.
 5. The Missouri Department of Elementary and Secondary Education has conducted a year-long study of the state’s teacher, librarian, and administration certification requirements. One of the recommendations coming out of that study is that Missouri teacher preparation institutions strongly consider the adoption of the Co-Teaching Model.

- The University of Missouri has made it a goal to enhance 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 two years ago. 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 nationwide 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. In addition, the College has recently hired a specialist as Director of Recruitment. She has been charged to assist with the diversification of our student body.

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.

SUCCESSSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

SUCCESSSES: ADVANCING EQUITY AND ENGAGING WITH COMMUNITIES

This year, MPER was honored as one of the two recipients of the “Nicholas Michelli Award for Educational Renewal.” This recognition was due to MPER’s “Mental Health Leadership Academy.”

The academy was developed from an initial year-long study conducted by the MPER Governing Board. The focus of the study was how mental health issues were negatively impacting students and the abilities of faculty. The design of the academy came from a needs assessment conducted by the MPER Operations Council within the twenty-two partner districts.

The topics and workshops are developed by an advisory council composed of guidance counselors and administrators from the central region of the MPER Partnership. Two workshop sessions are held each year focusing on one topic. Presenters/facilitators are selected using expertise from the University of Missouri, community resources, and nationally recognized speakers. The focus of the workshops is to train school/community personnel as to crucial mental health practices, identifying effective programs, developing procedures, and writing policies.

Education plays a key role in determining how every boy and girl will spend his/her adult life. A better education translates into a better job, higher earnings, better health, and longer life. "School mental health" is the term used to indicate a comprehensive, integrated approach involving family-school-community partnerships and a full continuum of mental health promotion, problem prevention, early identification, and intervention services.

One of the questions that the members of the MPER Partnership asked when studying the need for this program was, "Are a significant number of students in Missouri challenged by a mental health concern?" According to national and state research statistics, the approximate numbers of children in Missouri's P-12 schools experiencing mental health problems are as follows:

- 45,700 suffer from a significant emotional disturbance that dramatically impairs daily functioning, and an additional 137,000 suffer from emotional problems less severe, but causing disruptions in school and home life.
- 75,000 suffer from a depressive disorder, with 45,000 of these suffering from major depression.
- 90,000 suffer from an anxiety disorder.
- 48,000* adolescents are seriously thinking about suicide, 20,500 will attempt suicide this year with 1,200 of these attempts resulting in hospitalization, and 45 will complete suicide.
- 4,500, many of whom experience emotional disturbance, will commit a violent act at school this year.
- 60,000 with a mental health concern will be referred this year to the juvenile justice system.

* self-reported (Youth Risk Behavior Surveillance Data)

Despite these alarming figures, only slightly more than 8,000 children were provided special services in the Emotional Disabilities category in the 2004-2005 school year. In addition, the Missouri Department of Mental Health (DMH) serves fewer than 30,000 children each year. It is estimated, therefore, that each year over 140,000 children in Missouri with emotional disturbance do not receive services. Further, an even greater number of children in Missouri are at-risk for developing a mental disorder. The majority of these children are in public classrooms.

Since the MPER "Mental Health Leadership Academy" was initiated in 2007, the Partnership has conducted the following workshops:

- 2007-08 – Building the Infrastructure to Support School Mental Health & Early Childhood Mental Health Issues
- 2008-09 – Suicide Prevention
- 2010-11 – Developing Resiliency in Elementary Students
- 2011-12 – Developing Resiliency in Secondary Students

The “Mental Health Leadership Academy” involves many representatives, not only in the development of the academy, but also the advisement as to the annual studies. Participants in the Advisory Council include representatives from the Missouri Department of Mental Health, the Missouri Department of Elementary and Secondary Education, and the MU College of Education’s Department of Educational Leadership and Counseling Psychology. Representatives from the K-12 public education partners include guidance counselors, nurses, administrators, and teachers.

Our annual programs have incorporated representatives from many of the local community agencies that are focused on meeting the mental health needs of our youth. One example of this involvement would be the 2009-10 focus on suicide prevention. Presenters and participants were invited from local fire departments, law enforcement organizations, Missouri Division of Family Services, the Mid-Missouri Grief Network, the Missouri National Guard, the Missouri School Boards Association, and parent organizations.

OTHER SETTING INFORMATION

To our knowledge, the MPER Partnership is possibly the only NNER member where the Partner districts pay annual dues. The monies produced from these dues enables the MPER Governing Board to approve an annual budget of over \$89,000 to fund the programs of MPER. These programs are designed to encourage the collaboration of MU’s Level I researchers in working with the faculty of the P-12 Partner districts in addressing the learning needs of students. The annual dues are based on the student enrollment of the Partner districts: \$5,250 for the larger urban/suburban districts to \$2,750 for the smaller districts.

Despite the negative impact of America’s recession on school revenues/budgets, the MPER Partnership has maintained its status as being one of the largest of the NNER Partnerships, not losing one member in the last five years.

MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL 2011

SETTING CONTACT(S)

Leslie Wilson, Coordinator, Agenda for Education in a Democracy
Jennifer Robinson, Director, Center of Pedagogy

SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Leslie Wilson, Professor, History Department

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Jennifer Robinson, Executive Director, Center of Pedagogy, College of Education and Human Services

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Marisol Diaz, Principal, Benjamin Franklin Elementary School, Newark Public Schools

SUCCESSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

SUCCESSES

The Newark-Montclair Urban Teacher Residency presently has a total of 44 residents, 12 of whom are in their first year as teachers of record in the Newark Public Schools making an impact on P-12 math, science, and special education. The Residency launched its three-pronged **Induction Program** in fall 2011 with the deployment of part-time induction coaches in the schools where the Residency graduates work. Induction coaches work closely with the Residency graduates, their mentors, and with the school leadership. In this way, induction coaches serve as change agents aimed at transforming the school into a renewing culture.

As part of their preparation, Residents participate in a summer internship with a **community-based organization** in order to learn about youth outside of the school environment and to learn more about the communities in which their students live. Residents conduct internships in Newark-based agencies/organizations including the Newark Museum, The All Stars Talent Show Network, La Casa de Don Pedro, and the Newark Public Schools Summer Recreation Program.

Montclair State University (MSU) launched a comprehensive **dual certification/dual degree (dc/dd)** teacher education program that leads to both bachelors and masters degrees in teaching and it allows teacher education candidates to obtain a P-3, K-5, or P-12 subject area with teacher of students with disabilities certifications. Students who complete this program will have two certifications and two degrees – a bachelors and a master of arts in teaching degree. The dc/dd program aims to advance the creation of inclusive classrooms in New Jersey schools.

The **MSU Annual Advance** took place on March 8, 2011. The theme of the Advance was “Sustainability.” Featured guest speakers for the day were College of Science and Mathematics Director of the PSE&G

Institute for Sustainability Studies, Michael Weinstein. Maida Zaal, professor in the Department of Curriculum and Teaching, presented portions of her research on meeting the needs of Muslim women in U.S. schools.

MSU was selected to host five teacher education program delegations for **Teachers for a New Era Learning Network Clinical Practice Cross-Site Visit**, September 19 and 20, 2011. The purpose of the clinical practice cross-site visits was to share best practices and receive critical friend feedback on how to solve problems and achieve overall improvement.

Mayida Zaal works with teachers from the Newark and Montclair Public Schools who are developing a **Youth Participatory Action Research (YPAR)** curriculum that engages secondary school students in civic action. The program serves more than 350 students in the Newark and Montclair Public Schools. Youth Participatory Action Research empowers young people to research social issues that are directly affecting them or affecting people in their local and global communities and prompts them to take action based on the data they have gathered.

CHALLENGES

- This year, the education landscape changed rapidly in our state and region. We welcomed a new New Jersey State Acting Commissioner of Education. In addition, we developed relationships with a succession of superintendents for the Newark Public Schools (Clifford Janey, Deborah Terrell, and Cami Anderson). Clearly these important changes created “turbulence in the system” and required much negotiating and building trust and rapport with new leadership.
- Recruiting diverse teaching populations, especially more African American male candidates.
- The New Jersey Department of Education proposes two radical changes: (1) the system of P-12 teacher evaluation is being changed. One half of a teacher evaluation will revolve around how well his/her students performed on standard measures, and (2) teacher education programs across the state will be assessed according to the impact their graduates have upon their P-12 students. At this critical time, the State continues to cut its contributions to public higher education institutions, driving the cost of college up at a time when families are strapped financially. Our challenge continues to be determining how to reduce spending, absorb budget cuts, and still have successful programs.
- As the University grows and more students are admitted into the Teacher Education Program, the pressure to embed early field experiences throughout the program as well as to identify high quality clinical placements for students continues to increase. The challenge is particularly acute as we aim to identify model inclusive classrooms to support our growing dual certification teacher education programs to prepare new teachers of students with disabilities.
- Another challenge is competing with fast-track teacher preparation programs (RELAY, NJ Alternate Route, TFA, etc.) while addressing national criticism of university-based teacher education programs (e.g. NCTQ study). Our challenge is to produce high quality beginning teachers, publicize and tell others about our successes using hard evidence and data to support our claims, and clarify misconceptions that are promoted by misinformed leaders, policy makers and citizens.

SUCCESSSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

SUCCESSSES: STEWARDING THE PROFESSION AND QUALITY TEACHER PREPARATION

The College of Education launched a new Ed.D. in **Teacher Education and Teacher Development** in spring 2011, the first of its kind in the New Jersey region. Ana Maria Villegas is director of the program, which has a strong focus on diversity, particularly an examination of culturally responsive teaching, how to develop the skills, and how to promote it in today's schools.

For the second year in a row, Montclair's elementary and secondary teacher education programs were ranked among the **top 20 by U.S. News and World Report Best Graduate Schools**.

Dean Ada Beth Cutler was a featured panelist at the 2011 AACTE Annual Meeting Major Forum to address the report of the NCATE Blue Ribbon Panel on Clinical Preparation entitled "Clinical Preparation: The Core of Reform."

The Academy for Educational Development's National Institute for Work and Learning recognized MSU's Teacher Preparation Program in its new report, *Pursuing Excellence in Teacher Preparation: Evidence of Institutional Change from TNE Learning Network Universities*.

Research related to the NNER mission and its implementation:

- Professor Charles Feldman, Department of Health and Nutrition Sciences, studies institutional nutrition, focusing on underserved populations.
- Professor Zoe Burkholder published a book entitled *Color in the Classroom: How American Schools Taught Race: 1900-1954*. She teaches History of Education, a required course for all aspiring undergraduate teacher education candidates.
- Professor Priya Lalvani studies the social construction of disability and its implications in education. She seeks to challenge the practices and assumptions that marginalize students with disabilities in our schools.
- Professor Fernando Naiditch studies second language acquisition, specifically how non-native speakers of a language acquire and develop sociocultural skills in order to communicate meaning.

OTHER SETTING INFORMATION

The Dean's Lecture Series was launched to generate awareness and inspire dialogue around issues and topics related to education and human services. The spring 2011 speaker was Dr. Drew Gitomer who presented on "Measuring Teaching Quality in Algebra Classrooms: Implications for Policy and Practice," part of the Measures of Effective Teaching (MET) study which was funded by the Bill and Melinda Gates Foundation. In fall 2011 MSU alumnus, Dr. Warren Farrell presented "Boys to Men: Transforming the Boy Crisis into a Boy Opportunity,"

Professor **Jennifer Goeke**, Curriculum & Teaching, College of Education and Human Services (CEHS), was awarded \$272,594 in the first year of a five year, **\$1.4 million grant from the U.S. Department of Education**, for a project entitled: "Restructuring Pre-service Preparation for Innovative Special Education." The project will restructure MSU's existing post-baccalaureate MAT Dual Certification program to prepare middle and secondary educators through three interdisciplinary strands of teacher preparation: inclusive pedagogy, intensive content area preparation in mathematics or science, and integrative STEM education. Partners include five urban school districts, MSU CEHS and College of Science and Math (CSAM) faculty, the NJ Department of Education, **the National Network for Education Renewal**, and the NJ Technology Education Association.

Montclair State was selected by the PNC Financial Services Group, Inc. and the PNC Foundation to be one of the first two organizations in the country to receive funding as a part of **PNC's Grow Up Great** early childhood program. The University will provide professional development to more than 500 early childhood teachers across seven counties in northern New Jersey in the areas of financial literacy and creating classroom communities of inquiry.

Gregg Festa, Director of the American Democracy Project (ADP) Center for Teacher Preparation and Learning Technologies was named **One of the 10 Most Influential People in Educational Technology** by Tech and Learning Magazine. Festa was recognized for his accomplishments in renewing educators and student teachers through the innovative use of technology.

The partnership between Montclair State and Bradford Elementary School in Montclair continues to flourish, particularly by providing physical education (PE) teacher candidates with opportunities to work with and plan for elementary students throughout their preparation program. MSU students design creative and challenging learning experiences for the P-8 students, all of whom have at least one physical education experience each semester on campus. Bradford's PE teacher and MSU alumnus, Tom Maloney, works closely with our Exercise Science and Physical Education faculty to lead several PE teacher candidates on campus and at the school, enabling them to gain valuable hands-on experiences that move theory into practice.

After just two years as both a nominating institution and a graduate education program partner, MSU has had two outstanding undergraduates selected to receive the **Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color (WW-RBF)**. Fellowship recipients are awarded a \$30,000 stipend towards graduate school along with ongoing post-graduate support as they begin their teaching careers in high-need or rural public school districts. Fellows also must make a three-year commitment to teach in a high-need school district upon completion of their teacher preparation program.

Cheryl Hopper stepped down as Director of the MSUNER, and is now Principal of Edgemont Montessori School in the Montclair Public School District. **Connie Donvito**, formerly of Parsippany Public Schools and a national Leadership Associate, is the MSUNER interim director while a search for a director takes place.

MSU graduates, Susan Olsen and Lisa Serafino were recognized as two of fifteen 2011 New Jersey Distinguished Student Teachers of the Year by the NJ State Department of Education.

The College of Education and Human Services opened a new **Center for Autism and Early Childhood Mental Health** to serve as a center for professional development, education, and research around the issues of autism, infant and childhood development, and mental health.

The newly inaugurated **Center for Research and Evaluation on Education and Human Services (CREEHS)** conducts multi-disciplinary research and evaluation, providing services to education and human service agencies and institutions.

Lisa DeLorenzo published a new book entitled *Sketches in Democracy: Notes from an Urban Classroom*.

Laura Nicosia was elected President of the New Jersey Statewide Subsidiary Chapter of the National Council of Teachers of English.

METROPOLITAN ST. LOUIS CONSORTIUM FOR EDUCATIONAL RENEWAL 2011

SETTING CONTACT(S)

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

LaTisha Smith, Dean, School of Education, Harris Stowe State University

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Bill Schiller, Principal, Clark Elementary School, Webster Groves School District

SUCCESSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

SUCCESSES

Harris Stowe State University has continued to build its relationship with Clyde C. Miller Career Academy in the St. Louis Public Schools (SLPS).

Maryville University collaborated with Wilkinson and Stix Early Childhood Centers (in SLPS) and the Missouri Botanical Garden to procure a two-year \$300,000 Improving Teacher Quality grant through the state. The grant, Building Inquiring Minds (BIM), supports ongoing professional development and coaching on constructivist early childhood science instruction around environmental education concepts. A Maryville biology professor, science education professor, and early childhood education professor collaborated with the Botanical Garden to plan and implement a summer institute and ongoing on-site professional development. The schools have already demonstrated clear improvements in instruction and building-wide excitement as a result of the grant work.

The secondary education partnerships with Maryville University, Roosevelt High School, Parkway South High School, and Parkway North High School continue to work on mutual renewal. A new teacher-facilitator has been selected at both Parkway South and Parkway North high schools. The university and school faculties came together for a two-day retreat in December to renew the partnership, focusing on mission and vision as well as step-by-step analysis of the experiences teacher candidates have throughout the program. Numerous recommendations have been made that are beginning to be instituted to strengthen the partnerships.

The Consortium was able to send four members to the NNER Summer Symposium, including two professional development school (PDS) principals, one PDS teacher, and one Maryville education faculty member. Their participation has led to the Consortium seeking to actively renew its mission and identify clear success measures. The Consortium's biannual full board meeting, including all three district superintendents, brainstormed Consortium renewal and success measures. The Executive Committee is now working to identify an action plan for the Consortium to pursue as a result of the full board meeting.

Consortium Executive Committee secretary, Dr. LaTisha Smith, was selected to participate in the NNER Executive Steering/Planning meeting to plan out the future direction of the NNER.

CHALLENGES

We continue to look for ways to work together as a consortium, but time and scheduling are both challenges we face. Wilkinson and Clark would like to do some “cross PD” to support the NNER’s mission in the future. Wilkinson staff would also like to support Maryville’s education program by acting as guest speakers for education classes or hosting some classes at Wilkinson to enable professors’ practical applications.

SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

SUCCESSES

Dean LaTisha Smith at Harris Stowe State University (HSSU) has continued a reading group for university and partner school faculty. The group meets monthly with participation from both universities and several K-12 schools. The group is reading *Waiting for Superman* along with several NNER articles as it discusses issues in equity and democracy.

The Consortium is continuing its Mini-Grant program focused on proposals that further the Agenda for Education in a Democracy. Seven proposals, for a total of \$6,100, 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. *Hands On/Minds On: Watching our Garden Grow and Change* allows Wilkinson PDS to create a garden in the park across the street from the school. *Developing a Community-Based School Action Plan* allows Clark PDS to work on a visioning plan with parents and staff. *Classroom Leveled Libraries* allows Wilkinson PDS to get books for each Kindergarten classroom. *Rain Rain Come and Stay: We Are Going Out to Play* provides rain gear for 20 Wilkinson PDS students to study the environment and weather. *Experiencing Literacy* provides funding for student intervention pilots at Clark PDS. *iPad 2 Learn* provides special needs students with iPads for language and social skills at Wilkinson PDS.

Maryville University has procured foundation funding to support a program in Peabody Elementary School (in SLPS) to identify and support the potential of diverse underserved students. The Young Scholars program will prepare teachers to teach higher order units and identify students with high potential to be identified as gifted. Additional after school and summer programs will support these students’ development and potential.

Maryville University is participating, along with two consortium districts Parkway and SLPS, in a federal Mathematics and Science Partnerships (MSP) grant called *Scientists in Residence*, which brings together upper elementary teachers and students from the two districts to build their skills in teaching and applying science in their classrooms.

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

- Harris Stowe State University has a new president, Dr. Albert Walker, who has pledged his support for the Consortium's work.
- Roosevelt High School has a new assistant principal for curriculum, Ms. Kelli Casper.
- Parkway School District hired a new superintendent, Dr. Keith Marty, who has met with Consortium leaders and pledged his support for the Consortium's work.

NEBRASKA NETWORK FOR EDUCATIONAL RENEWAL 2011

SETTING CONTACT(S)

Dennis Potthoff, Professor and Chair, Department of Teacher Education,
University of Nebraska Kearney

SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Diane Duffin, Associate Professor, Department of Political Science,
University of Nebraska Kearney

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Neal Schnoor, Dean, School of Education and Counseling, Wayne State College

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Dean Tickle, Principal, Lexington Middle School, Lexington Public Schools

SUCCESSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

SUCCESSES

University of Nebraska Kearney

1. Network of Partner Schools Renewal Initiative (2011-2020)

- a. A series of tripartite conversations focused on renewal of the goals for the University of Nebraska Kearney (UNK) Network of Schools.
- b. Another key focal point is conceptualizing an action plan for 2011-2020.
 1. Emerging priorities include implementing initiatives that enhance P-12 learning, a collaborative model for supporting new teachers during the induction year (involving UNK, partner P-12 Schools, and the Educational Service Unit).

2. Enhancement of the Political Science/Teacher Education Collaborative

- a. Bureaucratic tweaks that significantly streamlined the process of concurrently enrolling initial teaching candidates in matched sections of TE 100 and PSCI 110.
- b. Renewal of policy projects co-facilitated by PSCI and TE faculty members. Initial teaching candidates collaboratively research and present findings and recommendations relative to key education-related policy issues in the United States.
 1. Showcasing initial candidates' policy project work at the 2012 NNER Annual Conference is a future goal.

3. Significant expansion of a renewed co-teaching model for student teaching

- a. Piloted two co-teaching placements in the spring 2011.
- b. Piloted 21 co-teaching placements in the fall 2011.
- c. Expanded "orientation" sessions to include significantly larger numbers of initial student teaching candidates and prospective cooperating teachers from throughout the Network of Partner Schools.

4. **Continued progress relative to a multi-year Curriculum Differentiation Professional Development Initiative involving Arts and Sciences and Education faculty**
 - a. The conceptual foundation was commitment to enhancing the learning of ALL students (in P-12 and higher education settings). Primary focal points included:
 1. Framing of the curriculum differentiation project in light of the four moral dimensions; one special lens of the work is Access to Knowledge.
 2. Extensive training/conversation relative to Curriculum Differentiation theory base and application for Arts and Sciences and Education faculty.
 3. Shared expenses and expertise with the Earney Public Schools.
 4. A combination of local and national level facilitators.
 5. Extensive connections to the NNER agenda—especially including the moral dimensions of Access to Knowledge and Nurturing Pedagogy.
 6. Specific focus on helping college faculty to learn knowledge, skills, and dispositions that will enhance the learning achieved by second language learners/newcomers to the United States.
 7. Conceptualization and implementation of a related research initiative.

5. **Renewal of field-based components of the undergraduate preparatory program for initial teaching candidates pursuing endorsements in elementary education, early childhood unified, and/or special education K-6**
 - a. Significant renewal of the Science-Social Studies-Reading block for undergraduate elementary education majors.
 1. The renewed model includes a Constitution Day curriculum component that directly involves undergraduate teaching candidates (facilitated by education faculty) in a collaborative partnership with elementary students in Network schools.
 2. The renewed model includes fostering a partnership with community-based “Trails and Rails” and Stuhr Museums.
 3. The Partnership includes a collaborative venture with the Department of Health, Physical Education, Recreation, and Leisure Studies.
 - b. Renewal of the primary literacy block (ELED, ECU, and SPED K-6 initial teaching candidates) to include a full-day field placement in a highly diverse P-12 Network School (One full day per week for ten consecutive weeks).
 1. One key goal is to elevate the teaching candidates on P-12 learning.
 - c. Significant progress made in conceiving and implementing key field experiences in our Early Childhood Unified (ECU) online teaching endorsement option.

6. **Continued involvement of the NeNER at the National (and Regional) levels**
 - a. Member, NNER Executive Board.
 - b. Co-facilitator, 2011 NNER Summer Symposium.
 - c. Co-host, 2012 NNER Annual Conference; the NeNER made a commitment to co-hosting with the Wyoming and Colorado State settings.
 - d. Participants/Presenters, 2011 NNER Annual Conference (eight individuals) and the 2011 NNER Annual Conference (one individual).

7. Continued collaboration with the American Democracy Project (ADP)

- a. The outgoing facilitator for ADP, a strong advocate for the NNER agenda, was recently replaced with another strong NNER advocate.
- b. Continued exploration of best strategies for creating a “center for civic engagement” on the UNK campus.

Wayne State College

- 1. Completed comprehensive undergraduate renewal initiative in collaboration with colleagues in the Arts and Sciences, P-12 colleagues (administrators and educators), and Educational Service Unit 1 personnel to:**
 - a. produce the first significant revision of the unit’s conceptual framework since the early 1990’s,
 - b. develop a common core professional sequence for all education majors,
 - c. improve overall unit data and accountability system,
 - d. increase rigor of benchmarks and process for assessing/evaluating/monitoring candidate progress,
 - e. develop/revise assessment tools to improve consistency in assessing/evaluating candidate progress, and
 - f. develop improved clinical/field experiences that mutually benefit teaching candidates, partner schools, and P-12 learners.
- 2. Completed focused tripartite graduate renewal resulting in:**
 - a. changed MSE in Curriculum and Instruction to MSE in Educational Leadership,
 - b. renewed core emphasizing inquiry and research, instructional expertise, and history and philosophy delivered in online format to increase access,
 - c. continued development of 15-18 hour areas of content emphasis delivered in online format in collaboration with departments across campus,
 - d. developed elementary emphasis in STEM and endorsement in Reading, and
 - e. increased accountability for candidate and program effectiveness.
- 3. Wayne State College, Wayne Public Schools, and Educational Service Unit (ESU) #1 partnered to host the first annual Mid-Winter Conference in Northeast Nebraska. The partners are committed to a three-year focus on differentiated instruction, providing college, P-12, and ESU educators/staff development experts with shared understandings, strategies, and resources.**
 - a. The conference attracted over 360 administrators, counselors, and faculty members from ten school districts, Wayne State College (WSC), and ESU.
 - b. Conference attendees and additional faculty from represented schools will participate in webinars and share resources and materials to support ongoing progress until the next annual conference in 2013.
- 4. WSC piloted a Professional Development School (PDS)-concept experience featuring a year-long clinical/student teaching experience after working with faculty at Emporia State University five years ago.**
 - a. While successful in terms of quality, candidate participation was minimal due to weekly travel back to WSC to attend extended class sessions one day per week. This fall, the four content courses required during the first semester of the experience were delivered in an online format. This allowed WSC to expand from one pilot school in South Sioux City

(Lewis and Clark Elementary) to elementary and middle level settings in Wayne, Norfolk, and Columbus. Feedback from building administrators, mentor teachers, WSC candidates and faculty members have been uniformly positive. Thirteen candidates are currently participating in the PDS program, and initial inquiries suggest this number may again double or triple in the coming year.

CHALLENGES

UNK:

1. Ongoing need for collaboration relative to field-based teacher preparation programs.
 - a. In 2011, we shifted additional personnel to help support the field placement and evaluation processes.
2. Research/Evaluation projects—much of what is being done needs to be more rigorously and systematically researched/evaluated.

WSC:

1. As always, partnership requires ongoing sensitivity to unique challenges confronting each partner. Currently, pressure for accountability is creating additional challenges for P-12 schools. Many administrators and educators still embrace opportunities to mentor pre-service candidates and view hosting these candidates as a means to enhancing student learning. However, others are becoming increasingly reticent at a time when our profession and policy press for increasing clinically-based preparation. Engaging in dialogue with our partner schools to create mutually beneficial clinical/field experiences is one of our top two priorities/challenges.
2. Securing necessary support and adequate funding for full-time faculty and resources necessary for delivering high quality programs.

SUCCESSSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

CHALLENGES

UNK:

1. As a campus, we continue to be challenged to diversify our teaching faculty.
 - a. The only area for improvement (AFI) in our recent NCATE accreditation visit related to faculty diversity.
2. Retirements of key personnel pose a great challenge to institutional memory. The need for more substantial NNER orientation/examination is nearing the critical stage.

WSC:

1. Though area P-12 schools reflect rapid growth in terms of diversity, our ability to attract diverse faculty and students is an ongoing challenge.
2. Amidst competing agendas, heavy workloads, and ongoing renewal efforts, we are challenged to find the time to fully immerse our faculty members (and a growing number of adjunct faculty) in the agenda and to place the agenda at the center of all we do.
3. Faculty members are experiencing a disconnect (not unlike that expressed by P-12 administrators, faculty and staff) between preparing candidates to teach in the “kind” of schools we envision while simultaneously preparing them for the realities of teaching in the current culture of ever-increasing test-based accountability.

OTHER SETTING INFORMATION**UNK**

1. Online graduate programs in the University of Nebraska at Kearney College of Education have earned “Honor Roll” recognition in the first-ever national rankings of online graduate education programs by *U.S. News and World Report*. To earn national Honor Roll status in the new *U.S. News* ranking program, online graduate education programs had to place among the top 30 percent in three out of four categories. UNK ranked in the top 30 percent in all four categories. Only two other institutions in the nation, Auburn and Syracuse, earned top placement in all four.

**SOUTH CAROLINA NETWORK FOR EDUCATIONAL RENEWAL
2011**

SETTING CONTACT(S)

Bruce E. Field, Executive Director of School-University Partnerships and Clinical Experiences,
College of Education, University of South Carolina
(through December 2011, replacement USC Tripartite member to be determined)

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
(through December 2011, replacement USC Tripartite member to be determined)
Barbara J. Mallory, Director of the Institute for Educational Renewal and Partnerships,
Winthrop University

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

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

**SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSSES

Dreher High School

Dreher High School has been named on *Newsweek's* list of America's Best High Schools for three years, based on rigorous and challenging academic courses. Roy Blakeney, Assistant Principal, is a dedicated member of the South Carolina Network for Educational Renewal (SCNER) tripartite who wants to see how the NNER agenda is advanced in other high school settings for potential collaboration between and among school settings.

Furman University

Since the fall of 1999, Furman University has offered a certification option known as the Teacher to Teacher program. The intent is to provide an extended program of preparation, following graduation with a bachelor's degree that includes collaborative mentoring and support for induction teachers. Partner districts provide a mentor freed of teaching responsibilities for three to five Furman induction teachers, and the university provides a faculty supervisor to guide the completion of certification requirements and to support teaching.

During the senior year, elementary and secondary/PK-foreign language candidates form a cohort for their professional education requirements. The "Senior Block" is an integrated set of team-planned, team-taught, and team-supervised courses and field experiences that take place during the spring term of the

candidates' senior year. The Senior Block for elementary candidates is composed of three courses and a practicum: Assessment for Planning and Instruction; Diverse School Cultures; Integration of Curriculum and Technology; and Practicum in Teaching. The faculty consists of four or more professors and one practitioner who is shared between one district and Furman University. The Senior Block for secondary/PK-12 foreign language candidates is composed of three courses and a practicum: Curriculum and Methods of Teaching in Grades 9-12, a content methods course specific to the area of certification being sought, Critical Issues in Secondary Education, and Practicum in Teaching.

At the end of the Senior Block, candidates graduate with a Bachelor of Arts degree in education (elementary) or in the major related to secondary or language certification. They may be eligible to be employed as induction teachers in classrooms the following fall. During the induction year they earn a total of nine hours of graduate credit—six hours of Teaching Internship and three hours of Best Practices for Beginning Teachers (a course required by districts to support induction teachers). Course work focuses on the teacher and classroom students through discussion of, reading about, and demonstration of best practices. The state adopted the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system of performance-based assessment and evaluation of teaching, as well as the standards promoted by the National Board for Professional Teaching Standards (NBPTS), which guides the presentation of best practices.

Another distinctive feature of the Teacher to Teacher model is the amount and quality of mentoring provided to the induction teacher in conjunction with the resources committed by the districts. One district shares the salary for the Teacher to Teacher Coordinator (the district contributes 60 percent of the coordinator's salary and full-time benefits). All four partner districts commit the following human resources: master teachers released from teaching responsibilities to serve as mentors of the Furman University induction teachers (paid by the district), and one district administrator to serve as the liaison to the Teacher to Teacher Program. The induction salaries and benefits are other resources committed by the district to the program. The university commits extensive faculty time for supervision and co-mentoring, involving the expertise of multiple faculty when needed and administrative time devoted to overseeing the university/district partnerships.

Also at Furman University a number of 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 I schools.

University of South Carolina

Faculty at the University of South Carolina (USC) 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 (NAPDS). In fact, USC 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 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 University of South Carolina's College of Education is fully accredited through 2017 by the National Council for the Accreditation of Teacher Education (NCATE). As a result of the NCATE's 2010 assessment, the College of Education was one of the first in the nation to have its focus on field experience and clinical

practice achieve the highest rating of excellence. In fall 2011, the College of Education's school-university collaboration in teacher education was featured on the NCATE's new web series *Stories from the Field*. The College of Education also hosted the NCATE Board of Examiners training in July 2011.

The College of Education continues to further the NNER's mission of ensuring responsible stewardship of schools through its support of the South Carolina School Improvement Council (SC-SIC), which is housed at the College. The SC-SIC provides the training, technical support and other resources that are vital to the success of community-based SIC's in each of South Carolina's 1,100+ K-12 public schools. SIC's are composed of locally elected teachers, parents and students (high school level) and appointed community members who work alongside school administrators to facilitate volunteer resources, parental and community involvement, and programmatic review essential to their schools' success. Through their participation in shared decision making with their local school principal at the school level, parents and community members gain a greater sense of ownership of – and hence a greater sense of accountability for – their school's performance. SICs also provide high school students with an opportunity to participate in the process of identifying needs, developing solutions, and achieving the implementation of positive change.

SC-SIC recognizes some of its most effective local SIC's through the annual Dick and Tunky Riley Award for SIC Excellence. Burgess Elementary School in Horry County won the 2011 award based on its work in developing a healthy food choices program for its students, supplementing the effort with information and educational materials, and rewarding students for adopting healthier eating habits and increased physical activity. It also took a leadership role in coordinating grants for a master garden plan to enhance school grounds and serve as outdoor classrooms. Among the other local SIC's recognized for their work in 2011 was Jesse Boyd Elementary in Spartanburg County, whose programs included developing partnerships with a variety of community-based resources to increase parental involvement and garner increased support from families with limited English-speaking capabilities. North Augusta Elementary School was also recognized, having spearheaded the creation of a community sponsors list, better enabling the donation of time, materials and monetary donations for specific needs at the school.

Winthrop University

Winthrop University had a very successful NCATE visit in the fall of 2011, which affirmed the leadership work in teacher education and principal training and development. As a result of the NCATE review, we were asked to serve as a site for NCATE Board of Examiners trainees in summer 2012.

Winthrop has also experienced much success in implementing the Teacher Quality Partnership grant (NetSCOPE), which has resulted in the development of a productive university-school Partnership Network (PN). The PN includes six professional development schools and 16 partner schools in nine school districts, five of which are high-needs, high-poverty districts. 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.

Winthrop is in the second year of implementing the NetLEAD grant, which has also experienced much success. NetLEAD is designed to accomplish four goals: Goal 1: Increase student academic achievement in our target high-need schools; Goal 2: Improve teaching effectiveness in our target high-need schools; Goal 3: Strengthen the preparation of aspiring school principals and assistant principals; Goal 4: Improve the skills of current practicing principals and assistant principals in schools in the eleven target Local Education Agencies (LEAs). Priorities are: to build the capacity of principals and assistant principals to lead and achieve teaching and learning gains in the persistently lowest achieving schools; work with LEAs to identify, implement, and support school conditions to facilitate efforts by principals and assistant principals in programs; to collect and use student achievement data to assess the effect of principals and assistant principals on student learning and for continuous program improvement.

Both initiatives are making progress both internally and external to the university. Curriculum transformation is underway in the core curriculum, with the infusion of five “big ideas” into all teacher preparation and professional development experiences. We have engaged school partners in curriculum transformation. Each core concept of the new curriculum is described below:

Diverse Learners - Appropriate strategies of differentiation must be used to meet the needs of diverse learners including students with limited English proficiency, students identified as academically gifted, students living in poverty, and students with special needs in the general education classroom. Response to Intervention (RTI) enables teachers to integrate assessments and identify instructional strategies to improve student academic achievement for all students.

Literacy - Essential components of literacy such as phonemic awareness, phonics, fluency, vocabulary, and comprehension must be an integral part of every classroom. Students build proficiency in early literacy skills from classrooms rich in reading and communicating (through speech and written language). Adolescent literacy focuses on educating students to develop understanding in content-area reading.

Assessment - Skilled educators design, use, and analyze data from diagnostic, formative, and summative assessments. They use assessment data to determine student background knowledge, diagnose difficulties, and adjust classroom instruction to diverse student needs.

Classroom Management - Effective classroom management should support student growth and development. Building a positive climate means emphasizing cooperation versus competition, establishing high levels of trust and respect, and meeting the needs of diverse learners through strategies such as Response to Intervention.

Technology - Educational Technology is a field of study emphasizing the use of technology to solve specific teaching or learning problems. Universal Design for Learning suggests technology can support learning through options for expressing content, presenting information, and engaging learners.

As we learn together, develop new curriculum together, and continuously grow together, Winthrop University’s Partnership Network continues to further the agenda of NNER by ensuring partnership development with Winthrop faculty and school district/school faculty. For example, the Partnership Network promotes collaborative professional learning hosted by university and school faculty. The opportunities are open to all teachers in the nine partner districts, as well as university faculty and staff.

CHALLENGES

While Dreher High School, Furman University, University of South Carolina, and Winthrop University are committed to advancing the work of the NNER agenda through the consortium of SCNER, we need revitalization. With the resignation of Bruce Fields, we will plan next steps and strategies for revitalization in 2012.

**TALAWANDA/MIAMI PARTNERSHIP
2011**

SETTING CONTACT(S)

Dr. Jean Eagle, director of Human Resources & Partnerships

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Dr. Kevin Bush, Associate Dean of Partnerships, Grants, and Research, School of Education, Health and Society, Miami University, Oxford, Ohio

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Dr. Jean Eagle, Director of Human Resources and Partnerships, Talawanda Schools, Oxford, Ohio

**SUCCESSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSES

- The Erik Sustainability Initiative (ESI) continues to gain momentum as we approach the opening of the new high school. District, university, and community partners, as well as students across institutions, are exploring innovative development projects for the academic site and the surrounding area.
- *Connections*, a comprehensive offsite curriculum delivered to at-risk ninth and tenth graders at Boyd Hall on Miami University's campus, was introduced this year and included Miami, Talawanda, and Butler Tech faculty as well as Miami pre-service teachers delivering content instruction and targeted interventions to Talawanda students. Preliminary data demonstrate significant gains in both course grades and credits attained.
- Miami nutrition majors are now working with elementary students throughout the district creating healthy snacks in our classrooms.
- A new mentoring program pairs Kramer ETC fifth graders with Miami honors students.
- *Project MORE* (Mentoring Ohio for Reading Excellence) was implemented as a district-wide reading intervention for upper elementary students with special needs and struggling readers. University mentors delivered these interventions and gathered data that demonstrate improvements in fluency and comprehension.
- Once again, Talawanda students were provided with arts opportunities through the Miami Performing Arts Series. On hundred middle and high school students heard the Dalai Lama speak at Millet Hall, and Bo Eason spoke with high school students about his athletic career during an onsite performance of *Runt of the Litter*. Finally, members of the middle school and high school steel drum bands worked with peers from throughout the country during *Panfest* in the spring.

- The district Adopt-a-School program, which included 678 students in over 500 matches this year, provided tutors for students in a variety of capacities in K-12.
- This academic year, 145 Miami students were hosted in Talawanda classrooms through field placements.
- One hundred twenty-five *America Reads* tutors served students at Bogan, Kramer, Marshall and Talawanda Middle School (TMS), as well as approximately 20 mentors assigned to support high-achieving students in grades K-2. *America Counts*, a math intervention program that includes math education majors trained specifically in constructivist curriculum, supplied the district with 20 additional tutors.
- District classrooms hosted 36 content area student interns. Eleven others were paired with teachers in art, music, PE, special education, and foreign language teachers.
- New partnerships emerged between Miami Chinese education students and Chinese majors with middle school and high school students studying the language.
- Miami students continue to support district English Language Learners through school tutoring opportunities and participation in cross-cultural community events.
- The third annual Class at the Court event was held on December 14, 2011 and this year included enhanced wellness and nutrition components for the elementary students in attendance.
- Talawanda Middle School students shared their computer skills with Miami employees when they served as mentors for enrollees in technology classes. Students were transported to Marcum Center after school on a weekly basis to participate in this cross-generational training program.
- The fifth annual Elementary Science Week provided over 1,200 district students and 55 teachers with a day-long experience in a variety of experiments and activities hosted by over 50 Miami faculty and graduate students in laboratories across Miami's campus.
- The after school foreign language program served over 200 elementary students in all three buildings. Learners attended informal classes facilitated by scores of Miami students.
- \$2,000 was awarded to the Oxford Community Arts Center for instructional materials and supplies used in the after school art program held at the center. This provided transportation from all three elementary buildings during programming held throughout the school year. A significant portion of participants received scholarships based on family need.

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 this as an evolutionary process and are

committed to continuing collaborative efforts.

- Our Partnership Committee continues to respond to the leadership transitions that occurred during the Fall 2010 semester within the university partnership structure. Dr. Kevin Bush was named Associate Dean for Partnerships, Grants, and Research, fully assuming the responsibilities related to position in the summer of 2011. Despite the restructuring of the Partnership Office, Miami continues to support our partnership efforts and voiced commitment to growing collaboratives, both within our setting and in other districts and regions.
- The retirement of Dr. John Skillings, a long-standing member of the NNER, left a void in arts and science portion of our tripartite. We continue to search for a faculty member who will represent that important constituency with our partnership organization.

SUCCESSSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

SUCCESSSES

- Student Activists for Language and Cultural Exchange (SALCE) tutors worked with English Language Learners at Kramer Elementary School, the middle school and high school. In addition, they assisted with both English as a Second Language (ESL) dinners at Kramer.
- P. J. Haarsma, author of *The Softwire: Virus on Orbis I*, visited the community as part of the 5th Annual Sandy Hormell Book Celebration held on September 23 and 24. Prior to his visit, 54 Kappa Delta Pi members led discussion groups in middle school classrooms. The author spoke to students at Miami University and to over 200 community members at a public talk at the Oxford Community Arts Center with a reception and book signing at Oxford Lane Library. More than 30 members of Kappa Delta Pi assisted with promotion and set up. Haarsma spent the second day with Talawanda Middle School students.
- The Partnership supported three separate read-ins held at Bogan, Kramer, and Marshall elementary schools for over 300 primary learners. This event was co-sponsored by district Title funding, building Parent Teacher Groups (PTGs), and the Lane Library and was co-facilitated by Miami volunteers and pre-service teachers.
- 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 75 district children during the week of August 8. A portion of the proceeds from the enrollment fees will be contributed to the Talawanda High School Drama Department students.
- The annual “Red Mitten” Campaign, sponsored by Miami’s School of Business, provided school supplies and holiday gifts for district families in need. 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.
- A Kramer School “Cultural Pride Day” was held in the spring to highlight the diversity of students and their families. Many Miami faculty and staff participated in this event, which included food and activities. Currently, 36 different languages are spoken at Kramer.
- The annual School Supplies Initiative, sponsored by several community agencies and the Partnership, assembled over 500 back-to-school kits and served over 1,000 community students.

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. During the winter of 2010-2011, the Partnership Committee spent significant meeting time discussing our vision, mission, core principles, and next steps as we began to move forward under new leadership. We agree regarding the importance of living the mission and the need to continue to reflect on how our efforts advance the agenda on a local level.
- Due to new funding structures, the budget for our partnership work, including the amount that we provide in re-grants to support collaborative efforts, has been significantly reduced. Our committee responded by more closely scrutinizing grant requests as well as carefully monitoring charges not related to student achievement and community enhancement.

OTHER SETTING INFORMATION:

In his new role as Associate Dean for Partnerships, Grants, and Research, Dr. Kevin Bush has embraced his new role with enthusiasm. A scholar and a professional, Dr. Bush spent several months studying our work and getting to know members of our Partnership Committee. This past July he attended the Summer Symposium, the first Miami University faculty member to take part in this intensive workshop in many years. He came away with a new interest in the NNER and a renewed commitment to the agenda as it relates to our partnership work. We look forward to our shared work under his leadership.

**UNIVERSITY OF CONNECTICUT
2011**

SETTING CONTACT(S)

Marijke Kehrhahn, Associate Dean

Michael Alfano, Executive Director of Teacher Preparation Programs

SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Manuela Wagner, Associate Professor, Associate Director Teachers for a New Era,
Literatures, Languages, & Culture, College of Liberal Arts and Sciences

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

René Roselle, Assistant Clinical Professor, Teacher Education, Neag School of Education

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Kerri Swistro, Lead Teacher, Teacher Prep Studies at Bulkeley High School, Hartford, CT

**SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

The University of Connecticut is the flagship university in the state that has the largest achievement gap in the U.S. between non-low income and low income students (<http://www.ctedreform.org/>). Students of color living in Connecticut attend predominantly urban schools that are under-resourced. At 65%, The high school graduation rate for students of color is significantly lower than the rate for their white and Asian counterparts, currently 89%. One in seven students in Connecticut has a dominant language other than English and the number of English Language Learners (ELLs) is on the rise. There is unquestionable evidence that Connecticut's public schools are not educating students of color, low income students, and English Language Learners well.

The Neag School of Education has made a commitment to work with school partners and state partners to tackle the real issues associated with student achievement and the achievement gap. As part of this commitment, teacher education faculty and students have agreed to learn collaboratively about underlying issues and to actively engage in projects and activities designed to simultaneously renew teaching and learning in public schools as well as within the teacher education program.

We are currently partnered with schools in districts that comprise three of the seven lowest performing districts in the state, out of 133 districts. These schools generously provide us with opportunities for learning, service, partnership, collaborative inquiry, and research. The Neag School of Education faculty and staff collaborated with K-12 partners on a number of projects that involve the exchange of ideas, sharing of resources, and building of common understandings that lead to simultaneous renewal.

SUCCESSSES

Following are descriptions of some examples of our collaboration with school partners.

Internships and Inquiry

Master's level teacher candidates complete full-year, school-based, service-oriented internships that bring new resources, new energies, and new ideas to elementary, middle, and high schools that are part of our partnership network. Interns move beyond the classroom to provide additional resources to meet needs identified by the school. At the same time, interns conduct school-based inquiry projects that are designed to provide school leaders with information, data, and recommendations that will improve the school program. Interns work with K-12 faculty and administrators to design the questions for inquiry, to gather and interpret data, and to make programmatic recommendations based on data. Here is a sampling of inquiry projects completed in 2011:

- What is the effect of small group interventions with ELL and non-ELL students on student achievement on open-ended mathematics tasks?
- What are urban high school graduates' perceptions of their college readiness?
- What are the effects of a Tier 2 vocabulary intervention on at-risk kindergartners' confidence and attitude towards early literacy?
- How does a school library impact the culture of a school?
- Partnering with parents for academic achievement: A survey of W High School.
- How master teachers convey high expectations to students.
- Alternative schools: The referral and transitioning process of students placed in alternative school settings.
- Aligning mathematical reform curricula with the needs of students with mathematical disabilities .
- Educating English learners: Analysis of pre-service teacher preparedness.
- Closing the mathematics achievement gap: A report for R High School.
- In-school suspension: Proactive and reactive alternatives at R High School.
- A masterful approach to differentiation: Accommodating for the diverse needs of students through an understanding of learning styles and exceptionalities.
- The impact of additional math instruction on CAPT performance.
- Students making an impact: Service-learning in C High School's Global Problem Solving course.
- Teachable moments in Readers' Theatre: Improving students reading comprehension.
- Academic language on standardized tests: What this means for English Language Learners.
- The impact of parental involvement and the effects on student achievement through social capital.

Schools as Clinics

School-university partnership faculty and staff continue to work with leaders from partner school districts to establish new practices that enhance teaching and learning for pre-service teachers, in-service teachers, and K-12 students. In the past year, we have continued to refine the memorandum of understanding (MOU) between districts and the university. While we have not finalized the MOU, we are clear that the

conversations about elements of the MOU, based on NCATEs PDS standards, have helped us understand one another's assumptions about teacher preparation, partnerships, and simultaneous renewal as well as explore the challenges the partners face.

The Schools-as-Clinics committee established the Lead Teacher/Site Coordinator role in each partnership school with the goal of strengthening the "feedback loop," improving the quality of clinical and student teaching experiences for Integrated Bachelor's/Masters (IB/M) pre-service teacher candidates and creating a forum for including the voice of the classroom teacher in IB/M program revisions and current programming practices.

Co-teaching

The Director of School-University Partnerships, Dr. Robin Hands, and the East Hartford Professional Development Center (PDC) coordinator, Dr. Susan Payne, are working in collaboration with East Hartford High School to pilot a co-teaching model for our student teacher candidates and cooperating teachers. East Hartford is a low-performing district that had concerns about student teacher impact on student achievement on high stakes testing, and the district suggested the co-teaching model as a possible way to address concerns. High school faculty with university faculty and students and the help of consultant Dr. David Cormier will develop the skills necessary to engage in six different iterations of co-teaching. The university will collect data that will inform us about the impact the co-teaching model has on the development of our student teacher candidates, on the high school faculty's development as professional educators and on student achievement.

The major difference between the co-teaching model and a traditional student teacher/cooperating teacher model is that in the latter, the "One Teach, One Assist" is one of the few strategies employed. When the student teacher does his/her sustained independent teaching in the spring, the "One Teach, One Assist" model is generally inverted, so that the teacher becomes the assistant and the student teacher becomes the primary teacher. In the former mentioned co-teaching model, student teacher candidates will have the opportunity to explore and practice six different co-teaching strategies. They will also have the opportunity to co-plan with their cooperating teacher throughout the entire student teaching experience, which will offer them the support and guidance needed as they develop their own identity and style as a beginning educator.

PREPARE-ELL: Preparing Responsive Educators who Promote Access and Realize Excellence with English Language Learners

Project PREPARE grows out of a faculty study group led by faculty members in our Bilingual and Multicultural Education program. This group met from 2006 through 2008 and helped five methods instructors begin to understand the resources and needs that ELLs have as they work to learn rigorous academic content. Project PREPARE created a larger faculty learning community among sixteen Neag faculty members, including core IB/M content area methods instructors, IB/M clinical faculty, and the lead faculty for the Teacher Certification Program for College Graduates (TCPCG) campuses. Teachers for a New Era@UCONN funded the project's two professional development seminars and a week-long summer institute designed to build faculty's knowledge and skills relevant to teacher preparation for linguistic diversity. The summer workshop is led by Deborah Short, one of the creators of the Sheltered Instruction Observation Protocol (SIOP), a research-based approach to making subject area instruction comprehensible for ELLs. The week will also feature a day with Maria Elena Brisk, the Director of Teacher Education at Boston College and a national expert on preparing teachers for linguistic diversity. Participating faculty used what they learned to revise course syllabi in fall 2010, and again in fall 2011 after collecting data and assessing their efforts. The group will study the project's impact on pre-service teachers and on teacher educators. Publications from the group will help other teacher education programs who may be interested in increasing the capacity of their teacher educators to better prepare teachers to work effectively with ELLs.

Teacher Prep Studies at Bulkeley High School

2011 was our fourth year working in collaboration with Teacher Prep Studies at Bulkeley High School (TPS@BHS), discussed in prior reports. Some highlights in 2011, TPS@BHS hosted a visit to the high school as part of the NNER 2011 conference. Applicants from the first graduating class in 2011 to UConn numbered eight; in this second application year, 32 TPS/BHS students have applied to UConn.

Gathering Resources for School Renewal

Because program funding is so limited for many of our urban partner schools, we have worked to raise dollars through the UConn Foundation and through grant writing, and our students have launched many efforts to gather resources for classroom and school projects. While on the surface, these projects may seem one-sided, we have found that student engagement in fundraising and school-wide projects beyond the classroom provides us with many opportunities to learn about stewardship, school resources, and funding gaps.

Some examples of school renewal projects that involved fundraising and resource development:

- The UConn Foundation helped us build the Bank of America Scholars program. The purpose of this program is to give high-achieving and motivated students from the Bulkeley High School Teacher Preparation Studies program the opportunity to have experiences, personally and academically, to increase their chances for admission to the University of Connecticut or other post-secondary opportunities. Our aim is to support and encourage students from underrepresented populations to enter into the field of education.
- Two interns are working this year to renovate the school library at Clark Elementary School in Hartford. The school did not have a functional library. The interns organized the school community – parents, teachers, and students – to run book drives, clean and set up the library, and catalog books.
- Students and cooperating teachers launched Donors Choose (www.donorschoose.org) projects to provide supplies, books, and materials to urban classrooms.
- A handful of faculty and students worked with partners from schools and service agencies to write and submit a Promise Neighborhood grant for Hartford's North End neighborhood.

CHALLENGES

One of the biggest challenges we currently face as we focus much of our work on high-needs schools is that we have not been able to find ways to work effectively within the chaotic activity of school reform. We feel that the constant “churn” in urban schools under redesign – with administrator and teacher turnover (Some federal SIG grant models require schools to “reassign” 50% of their teachers!), high stakes activities and assessments that put pressure on teachers, school climate issues of fear, external control, and uncertainty – contributes to environments in which participation in the preparation of new teachers and engagement in joint work to address common concerns is low. Tying our work to school improvement can help, but doesn't always provide the nurturing and guidance that pre-service teachers need to grow. We continue to look for ways that we can engage with schools in work that is important to their growth and attend to the needs of future teachers as they form their identities and build their practice.

For additional information about any of our efforts, please feel free to contact Michael Alfano (Michael.alfano@uconn.edu) or Marijke Kehrhahn (Marijke.kehrhahn@uconn.edu).

UNIVERSITY OF NEW MEXICO
2011

SETTING CONTACT(S)

Richard Howell, Dean, College of Education

Vi Florez, Professor and P-20 PNM Endowed Chair, College of Education

**SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

The education climate in the state of New Mexico has been unfolding educational reform efforts over the past year due to a new Governor and new leadership at the New Mexico Public Education Department. Some of the reform efforts are being legislatively proposed; such as implementing legislative bills that demand implementation over the next couple of years. Schools may be demanded legislatively to implement social promotion regulations that will affect student in primary grades, particularly in third grade. This legislative bill did not pass during the 2011 legislative session, but is being prepared to be considered again during the 2012 legislative session. Another legislative bill in 2011 pertains to the grading of schools with letter grades of A-F based on student performance plus evaluating teacher performance linked to student academic achievement. This mandate was created through an Executive Order on behalf of Governor Martinez. New Mexico students are not performing at grade level in math and reading according to national and state assessments; therefore, reform efforts are rampant in New Mexico, encouraging involvement of communities to support mandated changes.

SUCCESSSES

Engaging the Community

Due to all of the reform demands, many Albuquerque community stakeholders, such as educators, businesses, community organizations, parents, and county, and city officials have been involved with developing community awareness regarding critical social issues facing communities, plus the involvement of parents and key educators to address the low academic performance of K-12 students – including college retention and completion. The focus includes review of student success from cradle to career, especially focusing on high school dropouts, lack of student preparedness for college, and low graduation rates. Understanding why our children are not doing well is the major thrust of the community participation and interest. The multiple factors of why students are not doing well in school have been the major conversation at community forums over the past eight months. Many university faculty and professional staff have been involved in the conversation and working hard to bring social change to a community of need. The University of New Mexico Center for Educational Research and Policy developed Community Study Maps – “Mapping the Landscape of Educational Outcomes in Albuquerque” – a study that articulates major non-academic community issues that influence student learning and success. The community mapping data demonstrate the critical societal issues facing children and youth in the community, such as truancy, drug use, teen pregnancy, lack of involvement with extra curricular activities throughout K-12, and juvenile crimes affecting our youth in high percentages, especially in particular communities across the city. The local geographic mapping has provided an incredible amount of data to the community that serves as a

catalyst for collective thinking about how a community should come together to solve issues facing students outside of the school walls. How does a community become involved and change the course of actions to make a difference? Where does a community invest their resources to bring about systematic change? These are questions being considered, plus how to use the data effectively to develop a plan of action. How does a community plan strategically and collectively address the complexity of the issues facing New Mexico children and youth?

The continued work with the community to solve difficult issues also influences the community school movement in the Albuquerque school district. Currently, the ABC Partnership is working closely with key leaders to expand community schools in the district. The ABC Partnership is a partnership formed in 2007 with the Albuquerque Public Schools, the County of Bernalillo, and the City of Albuquerque to collectively improve student performance in public schools in the local district via the development and support of community schools. The ABC Partnership is working to increase parent involvement, improve student academic achievement, and overall community quality of life through the creation and support of cooperative and collaborative working relationships with schools, the business community, social service agencies, governmental agencies, faith-based organizations, civic groups, neighborhood associations, and postsecondary institutions. The University of New Mexico (UNM) and Central New Mexico Community College (CNM) are working with the efforts of the ABC Partnership to improve academic achievement of students from cradle to career and to strengthen families and communities. All of this work is linked together with various collaborations throughout the community and the university.

Teacher Corps Project

The Teacher Corps (TC) project is sponsored by the UNM Center for Community Learning and Public Service and supported by the Teacher Education Department (TED) in the College of Education. The program is directly linked to community school activities occurring in schools and in community centers across the Albuquerque Public School District. The TED faculty admit a cohort of students into the teacher education undergraduate program that are interested in working with community service learning activities and that are interested in the improvement of low performing schools, usually located in low socioeconomic status areas of the community. The TC project provides opportunities for students to work directly with parents and learn effective community approaches and strategies that can influence their practicum experience as they prepare for additional course work and experiences in the teacher education program. All TC students are involved with community school activities and the ongoing community engagement work after school to improve schools and communities.

CHALLENGES

Engaging new partners

Changes in leadership at the university level and at the school district level along with financial constraints have impacted the long history of school/university partnerships with Albuquerque Public schools over the past several years. The partnerships have been terminated due to lack of resources, which has been difficult for the College of Education. However, the College of Education is in the process of rebuilding new relationships and developing P-20 partnerships that will align with our current efforts, such as community-service work, community school development, and continued efforts to provide high quality teachers and school leaders for diverse educational settings in the community. We are exploring creative ways to build

partnerships with arts & science faculty to participate with community engagement work, especially faculty from disciplines pertaining to sociology, psychology, ethnic studies, modern languages, and behavioral science backgrounds.

Community Impact

As described, the success of beginning to work with the community effectively has been positive, however, in order to continue to be effective, a process for networking collaboratively is necessary. Finding or creating a process for working together has been a challenge. The model from Cincinnati, Ohio called *Strive* has been explored and discussed with the community as a networking model that may help everyone develop a common education agenda, a common vision, and establish priorities the entire community can support and work to achieve. The *Strive* model has a framework that provides infrastructure to support and maintain long-term collective student and community success through a process of collaboration with community members. *Strive* is not a program or “a plug in.” Rather, it is a way of connecting and networking with the resources that a community already has in place to leverage its efforts and create better outcomes for students. *Strive* drives collaborative impact, broad community resource alignment, and data-informed decision making by inviting a group of cross sector leaders to “sit at the table” and problem solve together. We are in the process of adopting and adapting this model with the common goal of helping us bring the community together to achieve multiple academic and non-academic goals.

We know that New Mexico’s students are affected by a broad number of socioeconomic conditions, including poverty, homelessness, poor health and hunger, which negatively impact their educational experience and result in underperformance in school. New Mexico receives more federal dollars for education than 47 other states in the country. However, 80% of New Mexico’s fourth graders read below grade level as of 2009 and only 66% graduate from high school. Implementing a process outlining how the community must work together to leverage and align resources to target specific issues impacting student learning is critical to our community.

In order to influence social change, the various entities must work together to make a significant impact. There are major shifts in culture and attitude about collaborative work that needs to happen in order to impact communities and improve the performance of students in school and to improve the non-academic issues facing our community. This is an effort that will require long-term commitment from the university and community partners in order to create lasting, effective support systems to accomplish common goals. To date, it has not been easy bringing together diverse community stakeholders to work collectively on issues that we know need immediate action to improve the community and their families, but we are committed to improving the educational opportunities for children and youth in our communities.

University Projects linking with Community Schools

Another challenge has been determining how to align different university projects and community outreach activities to support a common vision, academic goals, plus how to help address social issues facing the Albuquerque community. How do we involve faculty from the College of Education and the College of Arts and Science to assist with the preparation of teachers and school leaders to be effective leaders in community school settings? How do we prepare educators differently to be effective in schools that are defined as Community Schools?

Several university faculty and staff have participated with multiple community partners to write and submit grants to support the community efforts already under way, such as Promised Neighborhood Grants, Lumina Foundation grant, and others being considered. The challenge is how to partner effectively to implement the deliverables of the grants and achieve a common vision and goals as articulated by the community partners.

SUCCESSSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

SUCCESSSES: ENGAGING THE COMMUNITY

Relating to the community through the work of NNER has proven to be rewarding and challenging at the same time. As we all know, working in the community is not an easy thing to do, however, if done effectively, it is an effective way to improve the lives of students and families. The social issues that families face are often overwhelming, but “sticking to the work” for the long haul is critical to influence change and build strong relationships with others who also care and want to make a difference. The long-term nature of the work demands focus and commitment, so working hard to bring people together to achieve the desired outcomes is the accountability that business folks often want to see. The engagement of the community to address student academic achievement and improve the quality of life for students and their families is an outreach that is welcomed by everyone involved. The leadership direction of the university is to become involved by providing leadership at multiple levels and assisting with inquiry efforts that will support the work of schools and community, especially research support to make sound decisions.

CHALLENGES: EQUITY AND ACCESS: WHAT IS NOT HAPPENING FOR MINORITY STUDENTS?

One of the major challenges facing the community is the fact that the minority students in our community are not achieving academic success in our schools, and as a result, it is affecting the economy and quality of life for everyone in the community. Therefore, many strategic efforts are being utilized to improve education for Latino, Native American, and African American communities by key leaders and neighborhood organizations within these communities. These efforts have included community forums on weekends to address collaborative efforts on critical issues. The major focus of the community schools movement involves key stakeholders in the community that work with children, youth and families such as government agencies, social agencies, and youth development organizations, including business, county and city leaders. Local community organizations are questioning policies and practices demanded by the New Mexico Public Education Department as it pertains to increased accountability that negatively impact students and families in the process of implementation. The lack of understanding of how some legislative actions can cause more harm than good is being considered and championed by key community leaders, especially the negative impact on bilingual and English as a second language learners. Many of these children are not performing well in schools due to policy demands that are not implemented correctly or misinterpreted by school officials. What is not happening in public education for minority students is impacting the entire community, including higher education. This is the pipeline for P-20 education.

Our work as an NNER setting is to provide leadership and inform the public on policy development and implications as well as to provide accurate information and research support to community partners. It is our responsibility to remind legislators and others of laws that have been passed legislatively that

improve education for all students and advance the agenda of democracy in education. Various community organizations and university faculty have been involved recently with community efforts to bring awareness to legislators and key government agencies that laws to help minority students in public school settings are not being supported. Again, this is a part of the ongoing community engagement work to improve education for all students.

Continued Efforts

- 1) Continue to work with key business leaders and Partnership members to improve education from cradle to career and work directly with community schools by providing various levels of support.
- 2) Develop a P-20 student success road map with the community to address cradle to career success.
- 3) Seek additional external funding to support NNER efforts.
- 4) Keep informing various sectors of the community by presenting work to key community organizations, such as Albuquerque Business Educational Compact (ABEC), Economic Forum, Hispanic Chamber of Commerce, as well as other invited opportunities.
- 5) Reach out to other university faculty with NNER activities.

OTHER SETTING INFORMATION

The University of New Mexico is experiencing leadership transition issues as it prepares for a new university president. The current president will step down in late spring, with the new president beginning in early summer. The Board of Regents' announcement of the new president is scheduled for January 4, 2012. We currently have an Interim Provost and Vice President for Academic Affairs as well, which means we will continue to have changes occur across the university that will likely persist for the rest of the academic year and beyond. It is difficult for academic deans, including the dean for the College of Education, to anticipate the changes and demands by the new administration. Therefore, the next couple years will be transition years for the University of New Mexico, which hopefully will not negatively affect the community engagement and public service work. We are hoping for leadership that values community outreach and promotes and encourages school/university and community partnerships.

**UNIVERSITY OF SOUTHERN MAINE
2011**

SETTING CONTACT(S)

Cathie Fallona, Director of the School of Education and Human Development
Jean Whitney, Director of Educator Preparation

SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Kelly McCormick, Assistant Professor, Mathematics

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Jean Whitney, Director of Educator Preparation

**SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSSES

University of Southern Maine (USM) is supporting its first two Woodrow Wilson Rockefeller Brothers Fund Fellows for Aspiring Teachers of Color. We are in the fourth year of an Office of Special Education Programs 325T grant preparing new teachers to teach diverse learners in the content areas, including students with disabilities and students from diverse cultural and linguistic backgrounds.

CHALLENGES

University reorganization continues as we transform what was the College of Education and Human Development into a school within a larger college that includes Business, Social Work and Public Policy. The organizational structure is still under development and the uncertainty has been challenging. In addition, we have a structural deficit so we are in a place where we need to reconsider all aspects of our work in light of our fiscal situation.

SUCCESSSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

SUCCESSSES

These are not quite successes yet, but we are excited about the process in which we are currently engaged, building a Collaborative for the Advancement of Educational Research and Practice. This includes a rejuvenation of the Southern Maine Partnership. We are also engaged in development of undergraduate teacher education pathways in the disciplines and these efforts are leading to closer collaborations with the arts and sciences faculty.

CHALLENGES

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

OTHER SETTING INFORMATION

Jean Whitney, Associate Professor of Teacher Education has been hired as the Director of Educator Preparation.

UNIVERSITY OF TEXAS ARLINGTON
2011

SETTING CONTACT(S)

John A. Smith, Chair, Department of Curriculum and Instruction

SETTING TRIPARTITE REPRESENTATIVES

Eric Bolsterli, Assistant Dean, College of Fine Arts

Greg Hale, Assistant Dean, College of Science

John Smith, Chair, Department of Curriculum and Instruction

**SUCCESSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSES

NNER Summer Symposium

In July 2011 University of Texas Arlington (UT Arlington/UTA) Director of Field Experiences Denise Collins and Curriculum and Instruction Department Chair John Smith attended the NNER Summer Symposium. This was a wonderful opportunity to learn more about the mission of NNER, to benefit from the experiences of NNER leaders and settings, and to meet and visit with John Goodlad. The preparatory readings provided the context for symposium activities. Discussions of NNER themes, including simultaneous renewal and access to education, helped attendees make plans to further this work in their respective settings. Sending representatives to the NNER Summer Symposium was certainly a productive experience for UT Arlington.

Site Visit by Ann and Greg

Another successful experience was a visit to UT Arlington by Ann Foster and Greg Bernhardt. During the two-day visit, Ann and Greg met with various UT Arlington faculty stakeholders and visited partner schools. Many discussions focused on progress being made toward furthering the mission of NNER on the UT Arlington campus and in the school settings. Several weeks after the visit, Ann and Greg sent a report outlining the strengths of the UT Arlington setting and also providing recommendations for improvement. The UT Arlington faculty and school partners very much appreciate Ann and Greg's dedication and effective mentoring.

Partnerships with Local Independent School Districts (ISDs)

The National Network for Educational Renewal has established a network of members with the belief that "quality schooling of a democracy and quality preparation of educators can best be accomplished by sharing responsibilities." As a member of the NNER, the University of Texas Arlington and the Office of Professional Development within the College of Education and Health Professions (COEHP) are committed to providing quality educational experiences for our P-12 pre-service teachers.

Our commitment to the principles of NNER and our students has led to the development of several structures within our PK-16 community. These include the PK-16 Council, the Teacher Education Council, and the Arlington University-School Network for Educational Renewal (AUSNER). The AUSNER Project is grounded in the belief that education has a powerful role in a democratic society and that we are most effective when public schools and universities work together. The AUSNER Partnerships provide a structure where PK-12 students and future teachers receive quality educational experiences. These collaborations have provided the context for conversations solving common problems of public school and university programs, provided professional development for our pre-service teachers and faculty at both university and PK-12 schools, and provided opportunities for educational research.

Throughout this past year we have worked with our partners to create a more in-depth early field-based experience, establish research projects within the student teaching experience, and revise course content for UTA classes through their suggestions. The partnerships have also provided us with opportunities to train our students through PK-12 faculty and provide access to new online trainings to our cooperating teachers, first year teachers, and the educational community.

NNER and STEM Education at UT Arlington

Under the direction of COEHP Associate Dean for Teacher Education Ann Cavallo, our STEM Education Program employs best practices of our NCATE-accredited certification program, and incorporates principles of the National Network for Educational Renewal. Consistent with the NNER mission, our program provides learning experiences that:

- Educate the young for citizenship in a social and political democracy (**enculturation**);
- Provide access to knowledge for all children and youth (**equity and excellence**);
- Practice a nurturing pedagogy (**nurturing pedagogy**); and
- Improve the conditions for learning in the entire school and university community (**stewardship**).

According to NNER, a primary strategy for educational renewal is school/university partnerships where P-12 students and future teachers receive quality educational experiences. These partnerships are exemplified by several new STEM education programs currently in place in COEHP led by faculty in the Department of Curriculum and Instruction. Exemplars of such programs include the National Science Foundation (NSF) funded *Robert Noyce Scholarship Program for Science and Mathematics Teachers* and the *UTeach Arlington* program for science and mathematics teachers.

The *Robert Noyce* program provides scholarship support to certify new teachers who are highly qualified to teach STEM in the Dallas, Arlington, Fort Worth, and Hurst-Eules Bedford Independent School Districts. This project is a collaborative effort among the University of Texas at Arlington's COEHP, College of Science (COS), Tarrant County College, and these four surrounding urban school districts. Together, our leadership team in the COEHP and COS are offering a program of campus courses, online mentoring, and classroom teaching experiences to certify new science and mathematics teachers for the four economically disadvantaged school districts. Our program objectives are to: 1) recruit mathematics and science teacher candidates from baccalaureate programs, community colleges, and career changers from local industry, 2) provide a quality two-track teacher certification program for our candidates, and 3) induct, monitor, and mentor our teacher candidates throughout the program and into their early years of teaching.

This NSF *Noyce* program complements our newly established *UTeach Arlington* program, in which the COEHP, COS, and College of Liberal Arts partner with the previously mentioned four school districts, as well as other districts in the Dallas-Fort Worth area. Our candidates begin their field experiences as freshmen in the *UTeach* program teaching science and mathematics with guidance from experienced Mentor Teachers in the schools to elementary and middle school students. As our students progress through their programs,

they continue to experience teaching each year with Mentor Teachers with eventual placements in the middle and high school levels for student teaching. The outcome is to provide our most disadvantaged schools with new, highly-skilled science and mathematics teachers who will be prepared to meet their students' educational needs and fill the many science and math vacancies our urban districts currently endure.

Both the *Noyce* and *UTeach Arlington* programs engage our students in service learning placements with our community partners, including the Fort Worth Museum of Science and History, River Legacy Nature Center, C.R. Smith Aviation Museum, Dallas Museum of Science and Nature, ExxonMobil Bernard Harris Summer Science Camp, Arlington Classics Academy, Boys and Girls Clubs of Greater Texas, and the Botanical Research Institute. Students assist our community partners with their educational programs, while gaining experience working with a diverse population of participants in outreach service activities.

Since 2006, Curriculum & Instruction (C&I) and the UTA math departments, under the direction of mathematics education professor Christopher Kribs Zaleta, have also had an ongoing formal partnership with the mathematics departments of both Arlington ISD and Fort Worth ISD, providing long-term (two-year program) campus-based professional development to teachers of K-8 mathematics, which has also created cross-district professional networks among participants in four districts (adding in Hurst-Euless-Bedford ISD and Mansfield ISD) as made manifest in dozens of professional conference (Conference for the Advancement of Mathematics Teaching) presentations by these teams of teachers. Most of these teachers have also gone on to complete M.Ed. degrees at UT Arlington.

For the last four years, C&I faculty member Dr. Stephanie Daza has been the assessment coordinator of a NSF Research Experience for Teachers (RET) site grant. This grant brings together 26 high school STEM teachers from Arlington, Texas, and school districts from surrounding areas. The common theme of the UTA RET site is Hazard Mitigation. The multi-disciplinary group of faculty members come from civil engineering, computer science, electrical engineering, industrial engineering and education. The project directly served over 1,650 students. In addition to providing professional development to area STEM teachers, a major project goal is to focus on the training of under-represented groups of teachers and eventually students in the participating school districts and beyond. The grant team also has another RET grant pending that will involve area middle school teachers and students. More information can be found on the UTA RET website: <http://www.uta.edu/ce/nsf/ret/>

Dr. Daza also teaches online master level courses on diversity, methods, and management. Her courses asks students to think seriously about the purposes of schooling in U.S. society. Each course asks students to address the NNER mission of educational access and equity in and for a diverse and democratic society. For example, in the management course, students are asked to develop teaching philosophies and classroom procedures that foster democratic participation of students; by sharing in the construction of their own learning and classroom, students have ownership and learn how to take responsibility in society.

The Center for Teacher Quality

UT Arlington is excited to announce the creation of a new center housed within the College of Education and Health Professions and the Department of Curriculum and Instruction. The mission of the Center for Teacher Quality is to promote research and develop innovative programs that lead to significant improvements in the quality of teacher preparation and practice. The Center's focus is on partnerships. Collaborative initiatives among faculty, school district, and community partners will be formed with the purpose of conducting research and developing funded projects that support effective teaching and quality leadership to improve educational settings. The Center will disseminate information and resources, and provide professional development to pre-service and in-service teachers in adopting research-based instructional programs and practices. In keeping the with the mission of the National Network for Educational Renewal (NNER), the Center will also promote equal access to quality learning for all students by strengthening the partnership between UT Arlington and its neighboring school districts.

UT Arlington Student Tutors (G-Force)

The C&I Center for Bilingual Education continues to recruit and train UTA students to go into local high schools to tutor at-risk students and motivate them to remain in school and attend college. In recent years the center has received over \$3 million in grants from state and local sources. Specific activities include providing support to local and state school districts in the preparation of bilingual education students, and development of an annual summer program to expose UTA students to the language and cultures of Mexico, Costa Rica, and Spain.

Service Learning

Finally, the Department of Curriculum and Instruction has been designated, along with UT Arlington's Chemistry Department, as a Service Learning "Engaged Department." During the 2011-2012 academic year, faculty teams from C&I and Chemistry are meeting to develop a joint action plan that will change the nature of service learning from individual faculty efforts to a more focused, department-level effort. Major components of the action plan include 1) UTA Education students working together with Chemistry students to create lesson plans which the chemistry students will present in local high schools, 2) a research focus on incorporating technology into service learning through electronic book clubs, and 3) UTA Education students providing after-school tutoring to at-risk students at a local community agency.

WINTHROP UNIVERSITY
2011

SETTING CONTACT(S)

Barbara J. Mallory, Ed.D., Director, Institute for Educational Renewal and Partnership

SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Robert G. Prickett, Ph.D., Assistant Professor, Department of English,
College of Arts and Sciences

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Barbara J. Mallory, Ed.D., College Of Education,
Director, Institute or Educational Renewal and Partnerships

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Shirnetha Stinson, Assistant Principal, Clinton Elementary School,
Lancaster School District

**SUCCESSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,
DEPARTMENTS, OR OTHER GROUPS**

SUCCESSES

1. In 2011, Winthrop University was in year two of the implementation of the Teacher Quality Partnership grant (NetSCOPE), which guided our transformational work. Major initiatives were: developing the new core curriculum; nurturing our university-school Partnership Network (PN), which includes six professional development schools (PDS) and 16 partner schools in nine school districts, five of which are high-needs, high-poverty districts; establishing the Institute for Educational Renewal and Partnership (IERP); and implementing many new initiatives through the NetSCOPE grant staff, the NetSCOPE Partnership Network Advisory Council (PAC), and the NetSCOPE Grant Management Team. The PAC provided coordination, communication, and oversight of the Winthrop School-University Partnership Network with a focus on the networking of schools. The PAC focused on specific aspects of the Partnership Network, especially as it related to planning professional development, selecting schools as Professional Development Schools/Partner Schools/Satellite Schools (PDS/PS/SS), planning inquiry projects, and evaluating the overall program and individual PDS and PS programs. In close partnership, the NetSCOPE Grant Management Team oversees the following areas: recruiting, selecting, and providing ongoing support for our network of PDS, PS, and SS sites; convening the Partnership Council; designing and offering coursework and professional development activities to meet each district's identified needs; redesigning curriculum, including the clinical experience to better align with NetSCOPE priorities; and collaborating with our identified independent evaluation team to ensure program accountability. Many of the successes described in this report can be attributed to the work of these groups, our faculty, and the faculty of our partner schools. Lisa Johnson, NetSCOPE Project Director, describes the work of the schools and university partners as "trailblazing," constructing together a collaborative network, "removing the lines that once separated school and university work."

2. Winthrop University is also in the second year of implementing the School Leadership grant from the U.S. Department of Education, referred to as NetLEAD. NetLEAD goes hand-in-hand with the NetSCOPE grant, extending the NetSCOPE leadership component. Winthrop is working with 11 high-needs districts, including seven districts in the impoverished PeeDee region of the state. This initiative prepares, supports, and strengthens school leaders (principals and assistant principals) to address issues of equity in student learning in high needs schools. One of the major initiatives during 2011 was to offer our partner district schools the opportunity for School-Wide Positive Behavioral Interventions and Supports (PBIS) training via an online forum called Elluminate Live! Positive Behavioral Interventions and Support addresses student school climate, school safety, dropout rates, and discipline. The PBIS model's goal is to improve school climate by reducing referrals, suspensions, and expulsions. The NetLEAD program also awarded over \$6,000 in mini-grants to support the work of school leaders. Most of the projects involved meeting literacy needs.
3. One major focus of the NetSCOPE team has been to redesign our teacher preparation programs and core curriculum in order to fully prepare our candidates to meet the needs of diverse students, including English Language Learners (ELL), students with special needs included in the general education classroom, and students living in poverty. To do this, we implemented a task force, which planned the structure of the new curriculum by describing a working model of a year-long capstone internship, established a set of necessary experiences and content knowledge to support "big ideas," and established core and programmatic curriculum. Task force members included the associate dean in the College of Arts and Sciences (CAS), College of Education (COE) faculty members representing elementary, middle, and secondary levels, and areas of expertise, such as literacy and students with special needs, as well as faculty from College of Visual and Performing Arts (CVPA), and a principal from a partnership school. Many other members of the COE, CAS, and CVPA as well as school district faculty contributed to the drafting of suggested experiences, content, and course goals based upon research-based practices.
4. In summer 2011, we formed syllabi teams to draft the syllabus for each of the 13 courses in the new core curriculum. These teams were formed from a cross section of Winthrop COE current core faculty, CVPA, CAS, and partnership school faculty. Simultaneously, while working on course syllabi, we engaged all teacher education faculty at Winthrop in the development of the new conceptual framework. With curriculum transformation came the opportunity to renew the COE's unit standards and goals. In the preamble of the new conceptual framework, we describe the new "work."

Initial teacher preparation at Winthrop University is built around the central belief that teachers must be able to demonstrate knowledge, skills, and dispositions that produce learners prepared for 21st century challenges within the context of a free and democratic society. Through field-focused learning in school partnership settings, candidates demonstrate evolving skills in the domains of diverse needs of learners, learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. These domains are embedded throughout an integrated series of classroom and field experiences involving core and discipline-specific curricula, grounded in evidence-based practice and professional standards, and designed to support teacher candidates as they learn about themselves, individual learners, classrooms, and the American school system.
5. In fall 2011, one of the major successes within the Partnership was the placement of 51 year-long Elementary and Early Childhood Education interns in partner schools. The year-long interns have been placed with carefully selected and trained mentor teachers. Curriculum transformation has begun, even as we continue to plan the new curriculum that will feature the preparation of interns to serve as junior faculty in their year-long internship.

6. Many activities during the year have served to nurture our Partnership Network. The NetSCOPE staff grew to include a research assistant, who also serves as the editor of the new NetSCOPE newsletter. The newsletter features a column, *A Series of Support*, that focuses on partnership work. For example, in the first column, one of the partner schools explained in detail how having large cohorts of interns benefitted the school. The second, *Series*, focused on co-teaching as a new model of internship. The NetSCOPE staff also hosted the 2nd Annual Partnership Conference (*Looking Back, Moving Forward*) in summer 2011, which included more than 125 educators from Winthrop and our PN schools. We also hosted the second annual Mentor Teacher Symposium Dinner, where mentors shared strategies for building mentoring relationships with interns, supervisors, and colleagues.
7. Technology tools also added the capacity of the NetSCOPE staff to share resources across Partnership Schools. To help capture panoramic videos to use in both our schools and university classes, we have implemented the use of Teachscape Reflect, a technology-enabled process that allows us to share and view videos of best practices across partnership schools. Viewers may search videos through tags that pinpoint specific moments in a “class.” The video library can be accessed through one’s computer, with videos titled using South Carolina’s Standard and Indicator, if content-based lesson (i.e., Social Studies 4.1.4), or lesson topic, if not content-based lesson (i.e., classroom rules, procedures, centers). We currently have six Teachscape Reflect Classroom Observation Systems in use to collect video samples of effective teaching practices, creating “our virtual field experiences” library.
8. For the second year, we have Winthrop Faculty-in-Residence (WFIR) at our six PDSs. In the area of professional development, one WFIR and school liaison partnered to conduct a co-teaching workshop for mentor teachers and interns from two schools. In another PDS, the liaison and WFIR also modeled a co-teaching session for year-long interns, and now they plan to co-teach a course in spring 2012. Through a NetSCOPE-funded, collaborative grant, two WFIRs and two schools have been engaged in an i-POD professional learning project where teachers learn how to help students/teachers present information, express knowledge, and engage learners. In another PDS, the WFIR helped the school implement project-based learning (PBL), which uses technology to inspire students to achieve a deeper knowledge through real-life exploration. Among the results, one-half of the first graders at the school now want to become astronauts or meteorologists, as the PBL topic was weather.
9. In the model of partnership collaboration we are developing at Winthrop, a school may join the Partnership Network as a professional development school, a partner school, or satellite school. One of the goals is to promote collaboration across the partnership in order to build capacity in all schools. One of the examples of this level of collaboration occurred this past year, when two of our elementary schools from different districts that have traditionally not collaborated shared a Professional Development Day. One school sent a team to another elementary school, where they shared the use of an Assessment Wall, utilized to display each child’s reading level. They also illustrated how teachers use data to help individual students grow. Wanting to take full advantage of this educational opportunity, the two schools are planning a follow-up meeting where they will discuss Gail Boushey and Joan Moser’s *The Café Book* and share the ideas gathered from their collaborative experience.
10. In addition to WFIRs, many Winthrop faculty are working collaboratively to advance the NNER mission of simultaneous renewal.
 - a. One of our faculty members works closely with English Language Learners at a middle school.
 - b. One of our professors in CAS was awarded a global learning initiative grant to foster friendships and cooperation between international students and the world languages and cultures department. They sponsored six visits by international students (two to Spanish classes and four to French classes). A French professor presented a session on Islam and how Arabs are viewed in general in the U.S. and in France.

- c. Two professors were published in the NNER journal on how to design and integrate service-learning field experiences into course content to promote dispositions for work with diverse P-12 learners.
 - d. Another professor facilitated approximately 20 school-based action research projects aimed at promoting learning of P-12 diverse learners.
 - e. A Winthrop researcher interviewed early career teachers working with high poverty and other diverse P-12 students to gather recommendations for professional development and support for first-year teachers.
 - f. Winthrop sponsored an area workshop for 264 educators on teaching children of poverty. Dr. Tammy Pawloski, from Frances Marion University's Center of Excellence, was the keynote speaker, and several area educators spoke prior to her presentation. The participants deliberated the effect of poverty on children, the need for purposeful instruction, and how teachers can promote and achieve success for underprivileged students in the classroom.
 - g. Along with regional P-12 educators, a collaborative teaching venture, co-taught by Winthrop University faculty, school faculty, and district representatives, involved the planning and facilitation of a course on *Problems in Educational Practice: Working with Diverse Learners*. The course was subsequently taught in two off-campus settings to P-12 teacher leaders.
 - h. Designed as a collaborative project between university faculty and school partners, ProTeam is designed to promote males' and minorities' consideration of teaching as a career. Winthrop hosts visits from ProTeam participants, encouraging positive thinking in school, work, and relationships.
 - i. As part of the Library of Congress grant, one of our professors offered six workshops in the NetSCOPE region on *Linking Literature and Primary Sources to K-12 Learning*. This project engaged pre-service candidates and teachers in our region with literature and primary sources for integrated social studies teaching and learning. Workshop initiatives focused on infusing literacy and technology strategies across the curriculum. Online and classroom-based professional development programs were utilized to connect pre-service teachers with K-12 teachers in South Carolina. They created an online database of materials to showcase best practices for using literature with primary source documents.
 - j. One of our COE professors was awarded a grant to bring 24 international educators to campus in spring 2012 through the Teaching Excellence and Achievement (TEA) program. The program is funded by the U.S. State Department's Bureau of Education and Cultural Affairs and administered by the International Research and Exchanges Board (IREX). The TEA program brings outstanding secondary school teachers from around the globe to the United States to further develop expertise in their subject areas, enhance their teaching skills, and increase their knowledge about the United States.
11. Faculty across the College were engaged in the challenging work of revising the Roles and Rewards (R&R) expectations on campus. Successfully, the R&R Committee considered a variety of perspectives, and school-university contributions are being valued in our roles as faculty members.
 12. The COE dispositions task force continued their work on piloting a dispositions instrument that can be used to identify and subsequently develop teacher education candidates' dispositions contained in the Winthrop University Richard W. Riley of Education Conceptual Framework for all undergraduate and Master of Arts in Teaching (MAT) initial licensure programs in education. Program areas may also assess additional dispositions specific to the field/specialty.

13. Two math/science initiatives are designed to help prepare math/science educators for a teaching career through a partnership with the university and school district. First, the AIMS grant allows math and science faculty to work with classroom teachers to explore a common core curriculum. We are certainly gaining from the teachers' perspectives and understandings, and in turn, we are helping classroom teachers with content and teaching strategies. Secondly, Winthrop Initiative for STEM Educators (WISE) connects, immerses, and engages students in the worlds of Science and Math. WISE (www.birdnest.org/wise) is a collaborative grant focused on increasing the number of certified teachers in the STEM fields. The grant program includes service learning in high need schools in our Partnership Network and scholars are expected to teach in high need schools. WISE scholars are provided extra support, including: additional mentoring from WISE personnel during field experiences and first year of teaching; financial support of state memberships in math or science professional teacher organizations; and support for attendance at conferences. WISE scholars give back by planning to attend future summer internships and participating in recruitment activities.

CHALLENGES

1. The major challenge continues to be in developing and working out details of the new core curriculum and integrating program area curriculum with the new core. This challenge bridges teacher education programs across three colleges, COE, CAS, and CVPA, as well as schools hosting field-based experiences.
2. Determining work focus of our new tripartite group is another opportunity. Winthrop is a member of the South Carolina Network for Educational Renewal (SCNER), and we also have individual institutional membership.
3. Addressing needs of the Partnership Network is another challenge. Specifically, engaging principals of partner schools to become more involved in recommending mentor teachers, getting high schools on board, and addressing the demand on faculty time in maintaining strong communication across departments.
4. Another major challenge is creating the opportunity to have in-depth conversations about NNER agenda with faculty and school partners, especially in design of new curriculum.
5. District leadership turnover is also a significant challenge in maintaining and growing partnerships.
6. We will work to increase diversity among education faculty and school mentors.

OTHER SETTING INFORMATION

1. The Institute for Educational Renewal and Partnership (IERP) was implemented in 2011 to sustain the work of the NetSCOPE grant. To sustain the work of the grant, IERP incorporated the former Field and Clinical Placement Coordinator's and Director's positions from Student Academic Services to work under the umbrella of the new Institute. This reconfiguration is an example of how the COE may restructure to support the implementation of the new curriculum, in which partnerships are crucial.
2. We had a very successful NCATE visit in fall 2011. As we model continuous renewal, the observations and comments of the NCATE reviewers affirmed our commitment to partnership work, as they commended our transformational work, which they described as in alignment with NCATE standards. It was also recognized that we are one of the few (possibly the first) to fulfill the recommendations of the NCATE Blue Ribbon Panel Report.

WRIGHT STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL 2011

SETTING CONTACT(S)

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

Dr. Mary Ellen Bargerhuff, Associate Dean, College of Education and Human Services

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

Dr. James Tomlin, Interim Chair of Teacher Education, College of Education and Human Services

SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Dr. James Tomlin, Joint Appointed Faculty, College of Science and Math,
College of Education and Human Services

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Dr. Colleen Finegan, Associate Dean, Partnerships and Field Experiences, CEHS

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Chuck Birkholtz, Superintendent, Ripley Union Lewis Huntington School District
(through December 2011, replacement representative to be determined)

SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

SUCCESSSES

Restructuring Efforts

In an effort to renew and enhance our university/school partnerships, we met with the superintendent of each of our partnership school districts to reaffirm our partnership relationship, review accomplishments, and update goals. Based on this reaffirmation, we have undertaken the collaborative revision of our Memorandum of Understanding (MOU) to align NNER postulates with the ten design principles advocated by the National Council for the Accreditation of Teacher Education (NCATE) Blue Ribbon Panel Report for transforming teacher education through clinical preparation and partnerships for improved student learning.

We also discussed the identification and proposed roles of University Partnership Associates (UPA) and District Partnership Associates (DPA) for each partnership school district, each pair serving as the chief ambassadors for the partnership. We also described our intention to initiate partnership mini-grants to support partnership initiatives/projects and to explore the development of Professional Development Schools (PDS).

Progress:

- The collaborative revision of the MOUs has been ongoing and will be completed during the winter term.
- The work of the UPAs and DPAs continues to grow and evolve in a manner reflective of the commitment of the individual districts and schools to the partnership. In some districts the UPAs have been invited to

attend district principal meetings; in another district, the UPA and the superintendent meet each quarter with the teacher candidates assigned to that school district to share with them the philosophy, goals and successes of that district. In one of our urban districts, the programs that were developed to tutor and mentor high school students for the Ohio Graduation Test (OGT) continue with positive results. In one of our rural districts, teacher candidates in assessment classes conduct reading evaluations to help benchmark student progress. In this high poverty rural district, located 110 miles from the campus, early childhood teacher candidates live in the community and take classes online while completing their clinical practice.

- We are in the initial stages of establishing Professional Development School relationships with an urban elementary school, a suburban district, and the Dayton Regional STEM School (DRSS).
- Responses to the Dean’s mini-grant initiative have been expanding. Examples from 2011-2012 mini-grant projects include:
 - ★ “Examining the Effectiveness of Credit Recovery”
 - ★ “Examining Co-Teaching Effectiveness”
 - ★ “Academic Coaching and Mentoring Project”
 - ★ “Intermediate School/Wright State University (WSU) Mathematics Fair”
 - ★ “Lego Robotics”
 - ★ “How can we improve Media Literacy Education?”
 - ★ “Students and Teachers Engaging Marine Environments”
 - ★ “Individualized Vocabulary Packets for Early Childhood Students.”
 - ★ “Implementing Ohio’s Physical Education Benchmark Assessments.”
 - ★ “Examining Parent Involvement and Student Attitudes in STEM Education.”
- One exciting development in the evolution of the mini-grants over this past year is that our partnership efforts are moving out into other departments in the College of Education and Human Services (CEHS) and from schools/districts into community organizations. For example, our Department of Human Services’ efforts with a local non-profit that works with homeless/runaway teenagers, entitled: “Daybreak Experiential Empowerment Practices.”
- Our various partnership meetings have been reorganized, redefined, and renamed from Teacher Education Council to Educator Preparation Advisory Council (EPAC) to reflect a broader involvement in educator preparation than the previous name. Our first meeting in October focused on the current ruling from the Ohio Ethics Commission that restricts the way Ohio Institutions of Higher Education (IHEs) compensate cooperating teachers in the schools; updates on the Ohio Confederation of Teacher Education Organizations (OCTEO), NCATE, National Council on Teacher Quality (NCTQ) and an the implementation of the national Teacher Performance Assessment (TPA), for which Wright State University (WSU) is a lead institution in the state under the leadership of Dr. Donna Hanby. Dr. Harris announced WSU’s intention of creating the WSUNER Conference (potentially in spring 2012) to highlight partnership activities and the work of the NNER in Ohio. Feasibility of such a conference is being examined.
- Professional development opportunities continue to evolve as Teacher Education faculty present training sessions in the partnership districts and at WSU’s Center for Teaching and Learning (CTL).
- The Hybrid Educator program enters its fifth year with an early childhood and gifted education teacher from one of our partnership school districts. Two prior hybrid educators are collaborating to create and

present a professional development opportunity for cooperating teachers and supervisors, which will be piloted in summer 2012.

Movement Forward

Initiatives in Rural and Urban Education

Initiatives in Rural and Urban Education was established by two faculty members to concentrate on creating educational learning centers in four specific economically disadvantaged schools, two urban and two rural. The goal is to establish partnerships focusing on the needs of PK-12 students as determined by the site principal while creating a field experience laboratory for Wright State University teacher candidates in the schools and the community. The project included activities beyond the traditional infusion of teacher candidates at each site. Two of the WSU teacher candidates moved into the community during a five-month student teaching assignment. Their experience includes participating in the culture of the community. WSU assessment classes are transported to the sites to conduct assessments of various elementary grade levels. While saving the school district significant costs, WSU students use their assessment skills learned on campus in an actual school setting.

Service learning students each spend an average of fourteen hours per quarter tutoring high school students in content areas of the OGT. The partner high school has designated a room for ongoing academic coaching. The room has been decorated as a WSU study area and is a symbol of academic achievement and attaining a college education.

Initiatives in Urban and Rural Education has partnered to help the schools with their needs while finding unique and practical experiences for WSU students.

Greater Accountability for Supervisors/Cooperating Teachers

In order to increase the consistency among supervisors, the Office of Partnerships and Field Experiences (OPFE) has developed a concise week-by-week timeline stating the responsibilities of both supervisors and cooperating teachers. This table includes number of visits, number and type of observations, and focus and due date of collaborative and individual assessments. In addition, it identifies the specific location in our data collection system in which each document should be filed.

Additionally, as requested by one of our very dedicated supervisors, we are working with a group of seven supervisors to create a list of “requirements for supervisors.”

Identify Problems/Challenges Earlier in the Programs and Supplying Appropriate Intervention.

The Office of Partnerships and Field Experiences developed an additional assessment process for teacher candidates participating in initial field experiences. The goal is to identify candidates who may require early intervention and to establish steps to help them correct the concerns. Candidates are assessed both at the midterm and the conclusion of the term. Concern conferences including the candidate, the cooperating teacher, and university faculty are initiated when necessary to help improve the candidate’s performance.

Helping Non-Licensed Educators in the Schools to Receive Their Teaching License

Several schools in the area hire some non-licensed educators to teach as “adjuncts” in area schools. Specifically these may include native speakers of other languages, those with undergraduate degrees in various languages, and those with undergraduate or graduate degrees in any of the visual arts. Because Multiage Visual Arts and Modern Languages are small programs in our college, we are able to work with adjuncts in the local schools to attend classes on a part time basis, complete field experiences at other area schools, and student teach in the school in which they are hired as adjuncts.

CHALLENGES

Changes in Leadership in Partnership Schools

Maintaining a high level of involvement with partnership schools is regularly challenged by the changes in leadership. When a strong, reliable school administrator retires or moves out of a district, the need for re-establishing the partnership collaboration and commitment may result. As newly hired administrators adapt to their new positions, the partnership relationship may assume a lower priority than previously held. In one of our newest partnerships, the principal died unexpectedly, leaving everyone in shock. Only through the determined efforts of the superintendent and the commitment of the new principal has WSU involvement been able to continue.

Other Challenges Related to Field Placement

- Unresponsiveness/lack of commitments from leadership (hard to support field-based programs if only one side is committed).
- Unresponsiveness (or slow responses) from schools sites.
- Finding quality placements (even when requirements are listed).
- Locating exemplary educators who are also good mentors.
- Placement in high-quality vs. high-needs schools,
- Decision of Ohio Ethics Commission Opinion (IHEs can no longer recompense cooperating teachers directly with stipends, tuition reduction/remission, etc.).
- Finances for IHE and partnership schools.
- Changes in jointly-appointed faculty course load due to transition from quarters to semesters.
- Lack of society's respect (bad press) for the work of the teachers.
- School districts not seeing partnerships as a priority.
- Responding to NCTQ in regard to questionable methodology flaws.
- Clinically-based (NCATE Blue Ribbon) with integral involvement.
- Ohio instituting merit pay – not valuing master's degrees, but basing “value” of teachers primarily on test scores.

SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

- Advancing equity
- Promoting the democratic purposes of schooling in the current political environment
- Stewarding the profession and quality teacher preparation
- Research related to the NNER mission and its implementation,
- Engaging with communities to promote quality education for all

Advancing equity

- OPFE, the Teacher Education Department (TED) and Office of Disability Services (ODS) hold pre-placement meetings with students with identified disabilities to identify any special consideration that might be needed (accessibility, transportation, medical needs, etc).
- CEHS collaborates with Office of Disability Services (ODS) to offer a quarterly workshop, open to teacher candidates and high school students in local teacher academies, exposing them to WSU students with a variety of disabilities and those human and programmatic resources available.
- Early Childhood candidates are bussed to urban and rural school sites to assist teachers with assessments of various types (kindergarten readiness, reading level, etc.).
- Dayton Regional STEM School, under the principalship of David Lawrence, past principal of Thurgood Marshall High School in Dayton Public Schools, continues to blossom and grow. The school, which now has its own campus, includes 330 students from all socioeconomic and ability levels in grades 7 through 11. DRSS serves as a “lab” for teacher candidates who will see current teaching/learning theories implemented. They will be able to practice their developing skills in a supportive atmosphere led by master teachers.

Promoting the democratic purposes of schooling in the current political environment

- Candidates involved in tutoring programs in urban schools.
- Mini-grants available through Dr. Charlotte Harris, Dean of the College of Education and Human Services (CEHS) that promote the democratic purposes of schooling.

Stewarding the profession and quality teacher preparation

- Examining what other local and national IHEs are doing in response to challenges and bad press regarding education as a career.

Research related to the NNER mission and its implementation

- Several CEHS faculty are involved with research entitled *Examining the Effectiveness of Credit Recovery*, which supports NNER’s belief of education for all.

Engaging with communities to promote quality education for all.

- Expansion of the mini-grants available through Dr. Charlotte Harris, CEHS Dean, that promote increased interaction and partnership with community agencies.

WYOMING SCHOOL-UNIVERSITY PARTNERSHIP 2011

SETTING CONTACT(S)

Audrey Kleinsasser, Director, Wyoming School-University Partnership

SETTING TRIPARTITE COUNCIL ARTS

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

SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Allen Trent, College of Education, Associate Dean for Undergraduate Studies,
Associate Professor, Department of Educational Studies, University of Wyoming

SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Kathleen Hitt, Principal, Fremont County School District #1

GOVERNING COUNCIL REPRESENTATIVE

Dave Barker, Superintendent, Platte County School District #2

SUCCESSSES AND CHALLENGES THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

SUCCESSSES

School-Community Initiative

After a two- to three-year incubation period that started with John Anderson visiting with educators in Torrington and also approaching the Wyoming P-16 Education Council, the Partnership Governing Board voted to support this pilot project. John is guiding the project from his home base in Pinedale, Wyoming. He is bringing the initiative from the University of Nebraska-Kearney where he retired as an emeritus professor of political science last spring. The project is being co-sponsored by the NNER (\$3,000) and several University of Wyoming offices, including the Vice President of Student Affairs (\$500) and the office of Student Leadership and Engagement (\$1,000).

Following a broad invitation for applications and opportunities to talk through the initiative, we received applications from three schools: Pinedale High School (Sublette #1); Torrington Middle School (Goshen #1); and Worland High School (Washakie #1). It is a high priority of John's to grow the initiative to support more schools, more classrooms, and many teachers. The initiative features a close connection to Wyoming's community college and university faculty. We were glad to see a new group of teachers and schools respond to the invitation, as partnership activities are often centered in several Laramie and Casper schools.

The Partnership will encourage John and his group of teachers and students to present at the 2012 NNER conference in Denver.

2011 NNER Summer Symposium

Once again, Wyoming had strong participation with five participants, four of them sponsored by the Partnership (\$750 per registration; a total of \$3,000). The participants included Rollin Abernethy (self-supported), Diana Clapp, Ana Houseal, Cammy Rowley, and Victoria Simpson. We have made it a point to encourage the participation of potential governing board chairs. For example, Diana Clapp is chair-elect of the governing board. At the same time, hers is a strong voice for education in a democracy through her role on Wyoming's P-16 Education Council, a legislative advisory group on educational accountability as well as among the state's 48 school district superintendents.

High School to Higher Education Initiative

This work has developed deep roots and provides an avenue of respectful sharing among colleagues that remains unique and valued, a robust example of simultaneous educational renewal. The initiative includes English/language arts, mathematics, life sciences, social studies, and world languages. The convenings are variously called summits and colloquia, but not workshops. Language is important and these convenings feature the highest level of sharing and conversation among colleagues. The ones that are the most successful (English/language arts and life sciences) enjoy strong leadership from the arts and sciences. Planners make professional development renewal credits available to the participants.

League of Democratic Schools

With an increase of one (Star Lane Center in Casper), there are now four schools participating in this program of the NNER. Prior to this year, the Partnership supported membership by paying one-half of the school's membership fee (\$500 total). This year, to maintain membership, the national League leaders reduced membership to \$250 per school. As the Partnership had the money budgeted, it paid all four memberships in full for 2011-2012 (\$1,000 total).

Wyoming School-University Partnership Memberships

We are maintaining and growing school district memberships. It was heartening to have a district return to the Partnership after a year's withdrawal (Sheridan #2). Our goal is to maintain current membership and increase district membership by one or two per year. The Partnership has a presence in all but five Wyoming counties, (23 total); the five remaining are located far from the University of Wyoming, which is located in the southeast corner of the state.

Co-Sponsor, 2012 NNER Annual Conference, Denver, Colorado, October 18-20.

After much discussion and deliberation, the Wyoming partnership will join Colorado and Nebraska to co-sponsor the 2012 meetings in Denver. The conference provides the opportunity to validate the work of veterans to partnership work while bringing along new participants. Our goal is to make it feasible for PK-12 teachers and pre-service teachers to participate, especially during the conference's Saturday events. As with the 2009 Bellevue conference, we have budgeted at least \$20,000 for conference participation scholarships. We are viewing all variety of conference activity as a way to renew and deepen the setting's commitment to the Agenda for Education in Democracy (AED).

Brenna Wanous, a former office associate for the Partnership, has been contracted by the NNER to provide web assistance for conference planners (e.g., save-the-date materials, an interactive home page, online registration, conference evaluation).

Governing Board Development

Each governing board meeting features a short advance reading for discussion during the meeting. Session evaluations reveal the importance of the conversation to many governing board members.

Website Presence and Marketing Materials

With total credit to the talents of several exceptional office associates, the Partnership fields an excellent website, which also enables effective and dependable onsite registration for events. We have been very successful distributing an impact map that shows where the Partnership is in Wyoming and what it does. Far and away, the document elicits the most comments and questions when we share our materials. The map is available online at www.uwyo.edu/wsup and is something we will continue to update and develop.

CHALLENGES

Teacher Education and Partner Districts.

It was a challenge to engage mentor teachers in partner districts to participate in the last two statewide In Praise of Education conferences (January and November 2010). Being a member of the Partnership is different from being a partner district host site for student teachers, a significant disconnect.

Co-Sponsorship of the 2012 Annual Conference, Denver, Colorado

It will be a worthy challenge for our setting to co-sponsor the October 18-20, 2012 meetings with Colorado and Nebraska and support a strong Wyoming participation. Our goal is at least 50 Wyoming registrants, many of whom will be presenting sessions. The partnership governing board has budgeted \$20,000 over two years to support participant scholarships, banking off of a similar success for the 2009 NNER Conference in Bellevue, Washington.

Inquiry in Schools

The Partnership can do a better job sharing and supporting research about work in schools. Several 2011 newsletters featured faculty work. Kevin Roxas, one of the College of Education faculty members published an article in *Education in a Democracy: A Journal of the NNER*. Faculty are asked to report their work in many ways, so there should be a way for us to better capture work connected to the Agenda for Education in a Democracy.

League of Democratic Schools

While we were pleased that a new school joined the League (Casper's Star Lane Center, secondary) for a total of four schools, the initiative does not seem to thrive, at least as a statewide presence. The 2012 NNER Annual Conference might provide an impetus for this initiative, which we would like to continue supporting.

OTHER SETTING INFORMATION

Celebrations and Accomplishments

Hosted, Sponsored or Co-sponsored

- (2) Blogs and Wiggio social networking sites
- (2) Agenda for Education in a Democracy scholars: Audrey Kleinsasser and Allen Trent
- (3) UW lectures made available and public through WyoCast online
- (3) School districts involved in the school-community engagement initiative
- (4) League of Democratic Schools building sites; one new site in 2011(Star Lane Center and Woods Learning Center, Casper UW Lab School, Laramie; Guernsey-Sunrise High School, Guernsey)
- (5) Participants in the 2011 NNER Summer Symposium: Rollin Abernethy, Diana Clapp, Ana Houseal, Cammy Rowley, Victoria Simpson
- (12) Statewide transition to higher education institutes, summits, symposia, and other meetings hosted or co-sponsored (English/language arts, literacy, math, life science, technology, social justice, Model United Nations)
- (22) Wyoming school districts belonging to the Partnership; 48% of the total number of districts (n=48)
- (71) Wyoming Professional Teaching Standards Board continuing education renewal credits (n=103 teachers)
- (102) UW graduate credit hours for professional development (S/U grade)
- (41%) Percentage of membership increase, Wyoming's 48 school districts belonging to the Partnership since 2005 (n=13, 2005; n=22, 2011)
- (74%) Total K-12 student population served by Partnership
- (100%) Wyoming community colleges belonging to the Partnership

Preparation of the 2011 annual report began with a draft prepared by the Partnership director. Executive committee members then contributed to the document verifying accuracy and completeness. The document will be shared with the Governing Board at its January 19, 2012 regular meeting.

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 OF EDUCATIONAL RENEWAL
AS OF DECEMBER 2011**

Arlington University-School Network for Educational Renewal
Brandon School-University Partnership
California State University, Chico
City University of New York and the New York City Department of Education
Colorado State University and the Poudre School District Partnership
Illinois State University
Metropolitan St. Louis Consortium for Educational Renewal*
Miami University Partnership
Montclair State University Network for Educational Renewal
Nebraska Network for Educational Renewal*
Ohio University Partnership
South Carolina Network for Educational Renewal*
University of Connecticut
University of Missouri (MU) Partnership for Educational Renewal
University of New Mexico
University of Southern Maine and Southern Maine Partnership
University of Texas at El Paso
University of Washington
University of Wyoming and Wyoming School-University Partnership
Wright State University
Winthrop University-School Partnership

*Denotes multiple IHE site settings

**THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL
2010 – 2011 ANNUAL REPORT**