

**NATIONAL NETWORK FOR EDUCATIONAL RENEWAL**

**ANNUAL REPORT**

**2012**

*In Praise of*



*Education*

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## **EXECUTIVE DIRECTORS' REPORT**

**ANN M. FOSTER**

**GREGORY BERNHARDT**

As was noted in last year's report, the NNER continues to demonstrate its relevance and resilience in the current 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 among schools, communities, and universities to prepare quality educators with the skills required to advance learning for all. NNER settings' collaboration includes extended clinical experiences, 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, and community engagement is now central to our work. This authentic collaboration advances a well researched shared mission and defines the NNER as a unique organization making 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.

While the NNER remains a beacon for quality education for all, 2012 was a year of change and opportunities for growth defined by several events. The NNER Executive Board and Governing Council provided strong leadership and innovation to address the needs and opportunities provided by the year's events. We 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 the transition that occurred in July. Greg Bernhardt was selected as interim executive director by the Executive Board and Governing Council and we were slated to serve as co-directors through August. We subsequently asked the board for approval to continue as co-directors until the permanent executive director is hired in 2013. We continue with this model, which serves the NNER well, providing two perspectives in two geographic locations from which the organization can be led and managed.

The Executive Board put into place a process and timeline for selecting a permanent executive director by May, 2013. The transition process has consumed a great deal of the board's time and focus. The result is a call for proposals for setting hosts for the organization and an application process for potential executive directors. To recap the ongoing transitions following is a brief historical summary that describes where we are as an organization and our hopes for the future.

Following recommendations from a Futures Committee convened in December 1997, action in the NNER annual conference in Seattle in August of 1998 led to changes in the network that included payment of dues from each NNER setting, and election of a governing council. Over the next several years, the decision was made to retain a part-time executive director housed at the Institute for Education Inquiry (IEI) in Seattle, and after another year of study, adoption of a governance structure that included an expanded governing council with provisions to ensure representation from schools, arts and sciences, and colleges of education. Also, the governance structure included a tripartite council with three persons (A&S, COE, and Schools) from each setting to provide guidance on the vision of the network, and an executive board to handle business between the two annual meetings of the governing council. In 2007, the NNER, while still working closely with John Goodlad and other like-minded colleagues, became a self-sufficient 501(c)3 not for profit organization. The new structure continues to include a governing council, an executive board, the tripartite council, and a 0.50 FTE executive director (currently a shared position with Ann Foster and Greg Bernhardt each at 0.25 FTE) who works closely with the governing council, and the executive board carrying out policy decisions of these two groups.

The NNER is seeking a host setting to administer the organization going forward. Simultaneously we are seeking a new executive director. The Executive Board released an RFP and call for applications on November 15, 2012, with proposals and applications due February 15, 2013. Plans call for the Governing Council to review proposals and applications and make recommendations for a host setting and executive director at the March 1, 2013, Governing Council meeting to be held in conjunction with the AACTE convention in Orlando, Florida. Site visits are to be held in the spring and the new home and director will begin in July 2013.

## **2012 NNER ACTIVITY UPDATE**

The following section of the Executive Director's report will highlight the 2012 year's journey including a current NNER status update in our actions that advance our mission.

### **Connections**

While activity at the IEI has been limited, John Goodlad continued to develop Occasional Papers on Schooling that are posted on the NNER web page as they are completed. The initial papers were used in the 2012 Summer Symposium.

The NNER continues to seek collaboration with other organizations to advance our work. We are partners with Association for Supervision and Curriculum Development's (ASCD) Whole Child initiative. We continue to send examples of exemplary child-centered work from the NNER settings for posting on the ASCD web site.

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. In 2012 we received a small collaborative grant so that our organizations can work together. The co-executive directors met with the Groundspark leaders to plan a pilot project where one NNER setting will host a workshop facilitated by Groundspark personnel using the films and curriculum materials the organization has developed. The workshop will strengthen local work around providing quality learning and social environments for all students. School, university, and community colleagues will be included, a call for proposals will be distributed, and one setting will be selected to host the pilot and provide feedback with the goal of continuing the sessions and making them self sufficient.

A significant connection continues 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. Several NNER members attended the Teacher Education for Sustainability conference in Toronto in 2012. These included Sylvia Parker from the Wyoming School-University Partnership, Greg Bernhardt and Jim Tomlin from the Wright State Partnership, Leslie Wilson from the Montclair State University Partnership for Educational Renewal, and Nadine Ball from The St. Louis Consortium for Educational Renewal. The NNER participation in this international conference follows the initial NNER involvement when Ann Foster was asked to participate in the 2010 UNESCO conference in Paris where the NNER was introduced to the work. Other U.S. participants were Cori Mantle-Bromley and Victor Nolet. We continue to partner with Victor on this initiative.

The NNER's webpage was redesigned and updated and went live in October 2012. As with any new technology that we employ, we experienced a few glitches along the way. All NNER settings have access by

identifying themselves as “member” and with the password NN3R!2 to be able to log into any controlled portion of the website. New features will be added and a more active Facebook and twitter presence is anticipated in 2013.

## Setting Updates

Ohio University continues as an NNER affiliate setting. AUSNER, the NNER setting at the University of Texas Arlington returned to the NNER and the University of Southern Maine has dropped its membership. Individual membership previously approved by the board is now available and members can sign up on the NNER web page.

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

### Summer Symposium

In 2012, 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 16-19 in Seattle, the intensive week-long Summer Symposium provided renewal and new learning for the diverse group of 36 participants, the largest group ever assembled for the summer session. The Executive Board and executive directors facilitated the sessions that unpacked the four-part mission and implementation of simultaneous renewal through partnerships. Facilitators included Greg Bernhard, Ada Beth Cutler, Jean Eagle, Vi Florez, Ann Foster, Nick Michelli, Dennis Potthoff, Deb Shanley, and Leslie Wilson. Francisco Rios joined the group to facilitate the Socratic Seminar. The following readings and other materials used in an interactive and multimedia approach to the session ensured that the participants were actively engaged with a variety of learning strategies and perspectives that relate to our mission.

- *Education for Everyone: Agenda for Education in a Democracy* by John I. Goodlad, Corinne Mantle-Bromley, and Stephen John Goodlad (Jossey-Bass, 2004)
- *Teacher Education for Democracy and Social Justice* edited by Nicholas M. Michelli and David Lee Keiser (New York: Routledge, 2005)
- *Priorities in Teacher Education* by Clare Kosnik and Clive Beck (Routledge 2009)
- "Education for Democracy; The Foundation for Democratic Character," by Roger Soder, Chapter 10 in *Developing Democratic Character in the Young*, (San Francisco: Jossey-Bass, 2001) and an outlined list of the conditions for democracy
- *Preparing Sustainability-Literate Teachers* by Victor Nolet (Teachers College Record, 2009)
- *Channeling Change: Making Collective Impact Work* by Fay Hanleybrown, John Kania, Mark Kramer (Stanford Social Innovation Review, 2012)
- “A **Broader** and **Bolder** approach uses education to break the cycle of poverty” by Pedro Noguera (*Kappan*, 93(3), November 2011)
- “Collective Impact” by John Kania and Mark Kramer (*Stanford Social Innovation Review*, Winter 2011)
- “Partnership for Teacher Education: The Case of Montclair State University and its School-University Partnership,” Chapter 7 in *Teacher Education Policy in the United States: Issues and Tensions in an Era of Evolving Expectations* edited by Penelope M. Earley, David G. Imig, Nicholas Michelli (Routledge, 2011)

- Defining Democracy in the Neoliberal Age: Charter School Reform and Educational Consumption by Amy Stuart Wells, Julie Slayton and Janelle Scott Reviewed work(s): (*American Educational Research Journal*, 39(2), Education and Democracy (Summer, 2002)
- *The Goodlad Occasional Papers About our Schools*, Introduction (December, 2011), Paper #1 (February, 2012), and #2 (April, 2012)
- UNESCO Education for Sustainable Development (ESD) and Education for All (EFA) web sites
  - <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>
  - <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>
- [www.takingitglobal.org](http://www.takingitglobal.org)
- <http://www.tigweb.org/>

### **Conversation with John Goodlad**

Following the symposium a group of NNER colleagues met with John Goodlad for conversation on the current and perennial issues that the NNER members seek to address in ways that improve our social and political democracy and provide access to quality education for all. Attendees included Jennie Rakestraw, Jeanne Gerlach, John Smith, Adrienne Hyle, Tom Bellamy, Leslie Wilson, Gene Edgar, Greg Bernhardt, Molly Munson-Dryer, and Ann Foster.

### **2012 NNER Conference**

This year's conference marked a new level of collaboration among NNER host settings, with three settings sharing leadership for the venue. The Nebraska Network for Educational Renewal, the Wyoming School-University Partnership, and Colorado State University Partnership co-sponsored the venue held in the historic Brown Palace Hotel in Denver October 18-20. The theme was Simultaneous Renewal: Everyone Teaches, Everyone Learns. The planners modeled the theme with interactive sessions and shared leadership. The conference included one of the largest number of participants in NNER conference history. The planning group worked diligently to include diverse voices, evident in the increased number of students—both university and secondary school students, teachers, and Arts and Science colleagues that attended and presented. Attendees' evaluations noted that the conference met their academic, social, and networking goals. Conference evaluations have been reviewed by the planning committee for the Albuquerque conference to be held in October 2013.

### **Tripartite Council Meeting**

The Tripartite Council chairs Jean Eagle, Vi Florez, and Leslie Wilson developed an interactive session that provided time for colleagues to engage in conversation across diverse roles and experiences to provide direction for the NNER and support for setting work. The well-attended session focused on community engagement where Vi Florez led an interactive session on the community engagement work being done in the Albuquerque area with time to explore how to increase this type of activity throughout the NNER.

Audrey Allen from York School District in partnership with Winthrop University, South Carolina, was elected as School Tripartite Chair and Leslie Wilson was re-elected as Arts & Sciences chair.

## **Governing Council Meeting**

The Governing Council members elected Jean Eagle and Lemuel Watson to be at-large members of the Executive Board. In other action, the group approved a preliminary budget for 2013 and worked on the transition plan. The group also recommended using some of the NNER reserve to provide services to the settings. Two initiatives will be developed; one that promotes local leadership development and one that supports setting renewal. These funding initiatives will be released in the winter of 2013 following the Governing Council meeting in Orlando.

## **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, we continue to look for ways to support innovative and wider ranging communication options including the expanding range of electronic communication options. NNER is now on Facebook. The web page has been reformatted and now contains individual membership registration and easier navigation.

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.

2013 promises to be significant for the NNER:

- The NNER executive director transition will begin.
- The 2013 Conference, Community Engagement to Enhance Student Learning is being organized to address our goal of working more closely with communities. To be held October 10-12, 2013 in Albuquerque, NM, it will showcase wide ranging community partnerships. The planning committee, already hard at work, met with the Executive Board in December.
- 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—the NNER continues to play a vital role in advancing the broader purposes of education in a democracy. 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, we would like to extend our deepest appreciation to colleagues throughout the NNER who live and breathe this mission. Opening doors to life’s possibilities for all students remains our central purpose and our students and grand students will benefit from this needed work.

**BRANDON UNIVERSITY AND BRANDON SCHOOL DIVISION  
2012**

**SETTING CONTACT**

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

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

*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 position of Dean in the Faculty of Education at Brandon University this year.*

During the 2011/2012 school year the work of Brandon School Division continued to be directed by the following strategic goal and objectives:

Our Strategic Goal is to engage ALL students actively in their learning through the provision of equitable, fair access to ***Quality Learning*** facilitated by ***Quality Teaching*** enabled by ***Quality Support Services***

**Quality Learning**

**Objective 1:** To complete full implementation of Policy/Procedures 4044.3: *Appropriate Educational Programming – School-wide Enrichment Model K-8.*

**Objective 2:** To develop a greater professional understanding of the research, concepts, and applications of Brain-Based Learning (BBL).

**Objective 3:** To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language (EAL), and learning engagement issues.

**Quality Teaching**

**Objective 1:** To complete full implementation of Policy/Procedures 4053: *Literacy Development of Students K-12* and Policy/Procedures 4052: *Assessment, Evaluation, and Reporting of Student Learning and Achievement.*

**Objective 2:** To complete the development of Policy/Procedures 4059: *Numeracy* to focus the quality teaching of numeracy, Grades K-12.

**Objective 3:** To increase the learning engagement and achievement of students with Aboriginal heritage (First Nations, Métis, Inuit).

**Objective 4:** To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.



## **Quality Support Services**

**Objective 1:** To strengthen the learning engagement and achievement of learners with English as an Additional Language.

**Objective 2:** To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services.

## **Educational Initiatives**

*“Facilitating student success through initiatives that are based on current educational research and are responsive to the changing needs of our students.”*

Our division initiatives support the strategic plan directions of Quality Learning, Quality Teaching and Quality Support Services.

### **Numeracy**

- completed adoption of Numeracy Policy
- Math Recovery programming expanded to six schools
- class set of colour screen calculators used by one high school

### **Early Learning**

- Full Day Every Day Kindergarten piloted in four schools
- Kindergarten Assessment designed and piloted in ten schools

### **Literacy**

- “Literacy Leadership in Adolescent Learning” professional learning provided for middle years teachers representing all K-8 schools
- completed professional learning in Fountas & Pinnell Benchmark Assessment of reading comprehension for all Grades 1-4 teachers
- small group interventions supporting the lowest 20% of all readers in Grades 2-8 classrooms in most K-8 schools
- EMPOWER™ Reading program expanded to more schools including one high school

### **Aboriginal Education**

- continued staff education regarding culture of Aboriginal heritages
- hired an Aboriginal Education Learning Specialist

## **English as an Additional Language**

- school-based assessment results included close monitoring of each student's English language development
- completed and applied assessment model with corresponding professional learning support
- expanded co-teaching pilot to more elementary schools
- completed EAL assessment model in November 2011 and began application in January 2012
- provision of ten half-day workshops
- expanded concept of EAL Reception Centre into a Professional Learning Centre that supports the development of co-teaching model

## **Educational Programming and Support**

- High Ability Learning Enrichment Programming (HALEP) implemented in 100% of elementary schools
- School-wide Enrichment (SWE) model piloted in five schools
- completion of Policy/Procedures for adaptation and implementation of Response to Intervention (RTI) model
- all staff introduced to brain-based learning strategies
- development of clear protocols for understanding and working with behaviorally highest risk students
- delivery of enhanced professional development
- hired a Research and Evaluation Services Specialist
- increased participation in "Tell Them From Me" student engagement survey

## **School-based Initiatives**

Using the Strategic Goal for direction, each of our schools developed and worked toward goals with the following focus (alphabetical):

- Advanced Placement
- Alternative Programming
- Arts in the Classroom
- Assessment
- Brain-Based Learning
- Citizenship
- Community Involvement
- English as an Addition Language (EAL)
- Inclusive School
- Learning Styles
- Literacy
- Numeracy
- Professional Learning for Staff
- School Spirit

- Science
- Social Emotional Learning
- Social Responsibility
- Student Engagement
- Student Leadership
- Technology
- Wellness

We have well-conceptualized and administered student achievement tests. These tests capture the students' progress on a criterion-referenced basis. The ultimate goal of our Strategic Plan is to have 80% of our students achieving the core competencies of the curricular learning outcomes.

We're very proud of our staff and students and most appreciative of our NNER partnership with Brandon University. This partnership contributes to the education of all our students – helping to make democracy a reality in our schools!

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**2012**

**SETTING CONTACT**

Maggie Payne, Interim Dean, college of Communication and Education

**SETTING GOVERNING COUNCIL REPRESENTATIVE**

Deborah Summers, Director, School of Education

**SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE**

Kim Jaxon, Assistant Professor, English

**SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE**

Ann Schulte, Professor, School of Education

**SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE**

Kelly Haight, Principal, Mill Street Elementary School, Orland Unified School District

**SUCCESSSES AND CHALLENGES IN ADVANCING 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

As indicated in our previous report, this project includes two programs, the Integrated Teacher Education Core (ITEC) and the Rural Teacher Residency (RTR). Our work on each of these programs has significantly changed how the School of Education (SOE) interacts with our partners in the preparation of teachers. As described in our previous report, ITEC, which is a four-year combined Liberal Studies and initial credential program (unusual in California) leading to a bachelor's degree and a multiple subject or education specialist credential, has led to stronger communication, collaboration, and collegiality between the School of Education and our Arts and Sciences faculty and, more recently the regional community colleges. In this report, we will focus on RTR, which is an 18-month program leading to an initial special or general education credential and a master's degree in education, and the aspects of the program that have led to deeper, more meaningful and truly collaborative partnerships between the School of Education and the K-12 school districts. These changes in the level and manner of our collaborations appear to be changing the quality of preparation of our teacher candidates.

The differences in the way that CSU, Chico partners with the RTR partner districts and schools begin with the selection of participants in the program. Both the residents and the mentors are selected through processes that were collaboratively developed and implemented. Teams of RTR faculty and partner district administrators review applications and conduct interviews on the CSU, Chico campus to select residents for the program based on criteria that all have agreed to. Similarly, RTR faculty travel to the districts to participate in interviews for mentors. The self-reflection worksheet and interview protocol for the mentor interviews was developed by one of the partner district superintendents with input from RTR faculty. Matching selected residents to selected mentors also involves input from RTR faculty, K-12 administrators and mentors.

The full-time residency is based on a co-teaching/co-planning model, and this approach has also deepened our partnerships in that our partner district personnel view the presence of our residents at their schools as a significant benefit. They have seen differences in the level of support for student learning that is achieved by having two teachers in the classroom, and they have seen that our residents advance in their planning and teaching ability far more quickly than do our traditional student teachers. Since the residents are at the schools full-time for an entire academic year and are expected to attend all faculty meetings and functions, they are perceived and treated as faculty at their school sites.

The role of the mentor is also different from that of a cooperating teacher working with a student teacher. The RTR program emphasizes authentic field-based assignments to provide application of new knowledge and RTR faculty solicit input from mentors on the nature and timing of those assignments. Additionally, residents work with the support of their mentors on classroom-based action research that forms the basis for their master's theses. Even the initial training workshop before the beginning of the residency each year is facilitated by both RTR faculty and partner district personnel.

With the funding support from our Teacher Quality Partnership grant, we have also been able to provide shared professional development opportunities for K-12 and SOE faculty, as well as support for our partner schools and districts to engage in self-study through examination of data and results from surveys of staff, students, and parents.

Last year we piloted an expansion of this model into our secondary program, focusing on math and science at local middle schools. The success of that pilot has led to an expansion into high schools and into special education.

## **CHALLENGES**

The clearest challenge is to sustain this model in the absence of external funding, particularly as our state has been facing severe economic distress leading to significant cuts in state funding to higher education. Because it is clear that the full-time residency model is not a good fit for every candidate or every teacher partner, a second challenge is to find ways to take the components of this program that appear to be producing improvements in the preparation of teachers and apply them to other credential program models of the SOE. Our pilot in the secondary schools has revealed, for example, that significant curricular changes must accompany the integration of these program components in order for them to be successful.

## **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

## SUCSESSES

Two new grant-funded programs at CSU, Chico address the following NNER priorities:

- Advancing equity
- Engaging with communities to promote quality education for all.

The Chico Rural Teacher Pathway (CRTP) is funded by California Gang Reduction, Intervention and Prevention (CalGRIP) funds from the Employment Development Division of California. The CRTP is a career pathway designed to help low SES, culturally and linguistically diverse youth complete their AA requirements at Butte College, transfer to CSU, Chico, and enter the teaching credential program in CSU, Chico's School of Education. The overall goal of the CRTP is to create a homegrown and diverse teacher workforce, in both K-12 classrooms and in after school programs, that can better connect with the diverse school-aged youth that currently attend our schools in high numbers. The CRTP is part of the California Teacher Pathway, a statewide effort to increase the diversity of the teacher workforce in California.

The CRTP employs three research-based strategies to help students obtain employment, remain in college, complete their AA degrees, and transfer to CSU, Chico. First, we use a cohort model for the creation of learning communities. We have adopted the cohort/learning community model, as low SES, diverse students often feel disconnected from the college community leading to low rates of retention. Second, we provide wrap-around services for students to be successful in college. Many of our students are first generation college students and therefore need help navigating the complexities of higher education (i.e., financial aid, registration for classes, scholarships, tutoring). Our students also face significant challenges in their personal and family lives related in most part to living in poverty. We therefore connect students to agencies that offer community-based services like housing, food, and counseling. Third, working with our partnering agencies, we help our students gain employment as college tutors in after school programs working with diverse youth. Research indicates that students with a clear path to a career are more likely to complete their degrees. These jobs not only provide much needed financial support for our students, but also fit well with recent research in teacher education that supports a clinical model for pre-service professional development.

## CHALLENGES

CRTP students are recruited from one of the most at-risk youth populations in our society. Such students are typically not expected to go to college, let alone succeed in their education. To be eligible for the program, a single candidate cannot earn more than \$8,000 per year. One student now in the program was previously described as "unemployed, not attending college, living in substandard conditions and severely food deprived." Helping these students to imagine a very different future for themselves is challenging. In addition, buy-in from faculty is a problem, as they are not always aware of the overwhelming challenges these students face and don't understand why the extra effort required to prop these students up and prepare them to be teachers is so important.

## SUCSESSES

The Northern California Preparation and Retention of Indian Educators (NorCal PRIE) is a consortium of CSU, Chico and five regional tribes to improve educational opportunities and achievement for American Indian children. The purpose of this project is to recruit, prepare, and support 20 American Indian/Alaskan

Native individuals pursuing teaching or administrative careers in education. The NorCAL PRIE consortium will allocate funding to serve the vast northeastern California rural region that experiences chronic shortages of American Indian personnel in education careers. This funding will provide undergraduate students and credential candidates financial support including full tuition, books and a living stipend. Administrative credential candidates will receive financial support for partial tuition and books. Recruitment for this program is now underway.

### **CHALLENGES**

At this point it is difficult to know what the challenges will be, but, because we have such a low college-going rate among American Indians, we anticipate that the next step, recruitment, will present some challenges. Having the support of the five tribes will help, however.

### **OTHER SETTING INFORMATION**

Our strongest K-12 participant in the activities of NNER, who was the superintendent of one of our RTR partner districts, retired at the end of the 2011-2012 school year. Losing him is a blow, but it will challenge us out of our complacency to actively encourage broader participation among our K-12 partners. Similarly, our very active interim dean of Natural Sciences retired, but the new dean has already expressed a willingness to support our NNER work. Our dean of Humanities Fine Arts, who has also been a strong supporter, has just announced his retirement, and we don't yet know who his replacement will be. These departures will be turned to the good, as we revisit with our new participants our reasons for being part of NNER and as we solicit their good ideas for continuing our work.

# THE CITY UNIVERSITY OF NEW YORK AND NEW YORK CITY PUBLIC SCHOOLS PARTNERSHIP 2012

## SETTING CONTACTS

Deborah Shanley, Dean, Brooklyn College's (BC) School of Education - CUNY  
Nicholas M. Michelli, Professor, The CUNY Graduate Center  
Nick Mazarella, Principal, Brooklyn College Academy –NYC Public Schools  
Charlene Kohler-Britton, Executive Director, the Brooklyn College Early Childhood Center

## SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Laurie Friedman-Adler, Music Teacher and Adjunct Professor, BC Academy and BC Conservatory

## SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Nicholas Michelli, Presidential Professor, Ph.D. Program in Urban Education, The CUNY Graduate Center

## SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Nick Mazarella, Principal, Brooklyn College Academy, NYC Public School

## SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

### SUCCESSSES

**Partnership #1:** The cross settings partnership between City University of New York (CUNY) and the University of Wyoming (UW) continued with the planning for two major joint endeavors this year. Brooklyn College's GLBTQ Advocacy in Research and Education (GLARE) faculty and student community was invited to present their research and work with schools at the Annual Shepard Symposium on Social Justice April 6-9 at UW. This was a collaboration that began at the NNER Conference in Hartford, Connecticut following a well attended, high impact workshop by the BC faculty, the Brooklyn College Academy (BCA) teachers and administrators, and a performing artist.

**Partnership #2:** The second cross settings event will take place under the leadership of Professor John Anderson (Political Science, UW) and Laurie Friedman-Adler (Music Teacher, BCA) from September 22 – 27 with the BCA World Ensemble traveling to UW to share music from around the world played by high school students. The work will be shared with all the schools and the campus community with a goal of building a deeper global understanding of one another and access to a range of world cultural knowledge using music. This project builds upon the cross settings partnership with the University of Nebraska – Kearney and the positive outcomes for all following both the BCA World Ensemble Exchange and the student exchange with Professor Anderson from Political Science and the study of Brooklyn communities.

**Partnership #3:** The partnership, The Early College Initiative: An Equity Innovation with BC Academy and the entire BC college community, has expanded access to college credit bearing courses for 10-12 graders from 145 students (2007-2008) to an average of 300 students (2011-2012). Our work's foundation is driven by our common purpose and the NNER principles we embrace as a partnership. Our focus this past year continues with the use of our National Center for Restructuring Education Schools & Teaching (NCREST) data and looking beyond just pass rates, adding the rich data from student and family surveys. We are inviting more liberal arts



and science faculty and Secondary Education faculty into our work and hope to engage them this summer in our “proposed” regional summer institute to support the NNER work and cultivate new leadership.

**Partnership #4:** Leading to College (LtC) is one of the Teagle foundation’s “Community College Connections” grant-funded partnerships and is now in its second three-year grant cycle. LtC joins CAMBA, the Flatbush based social services organization with Brooklyn College Now, part of CUNY’s largest college readiness Collaborative Program, to serve a cadre of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders at the School for Democracy and Leadership. Supported by undergraduate mentors and staff from both programs, LtC students engage in a sequence of BC College Now’s pre-college and college credit courses and experiences, eventually taking courses alongside BC undergraduates if they qualify. They and their families benefit from an array of supports designed to help them meet these and other challenges around the high school to college transition including college trips, financial aid awareness workshops and individualized counseling provided by school-based CAMBA staff. Through a data sharing arrangement between CUNY and the Department of Education, CUNY Collaborative Programs has begun tracking LtC students into college and found promising initial indicators around four-year college attendance and other factors

**Partnership #5:** The Early Childhood Center (ECC) continues to demonstrate their deep understanding of the NNER priorities with their work with children and families. In partnership with Brooklyn College, the School of Education with the Early Childhood Art Education Department, and the NYC Department of Education, they have moved forward on two major projects this year. Access to knowledge through the use of the newest technology has allowed their children to have the advantage to capture real life experiences. In addition, the distribution of Cool Culture passes to families has generated visits to more local museums and exhibits. **The vision is to develop a love of learning in children and in the adults who educate and care for them, and create a community that supports and encourages continued growth and development through equal access of quality early education.**

#### **Successes from the ECC Report:**

In October 2011, two daughters of one of our student parents were abducted by their father and taken to Morocco. In March 2012, our ECC parent body and staff, along with Brooklyn College’s Woman’s Center began assisting the mother by raising funds and awareness to help her get her children returned. The mother met frequently with the ECC staff and parents with coordination with the Women’s Center, as she devoted every waking moment to strategically and thoughtfully planning how to rescue the children and bring them home. The campaign continued actively until the children’s return in November 2012, and the work of the mother to advocate for other parents and children in these situations continues in her new home in New Mexico.

In the spring of 2012, The Week of the Young Child was celebrated by supporting the ECC’s charitable efforts on behalf of children here and around the world that included three major events that continued during the spring and summer months.

The ECC’s 10<sup>th</sup> Annual Hop (and Crawl!)- A-Thon raised much needed funds for St. Jude’s Hospital for Children. The children jumped, hopped and crawled as many times as possible to raise money for other children’s medical treatment. The fundraiser yielded over \$800 to donate to this worthy cause.

A Children’s Clothing Collection for Dominican Republic Hospitals was led by Three’s Teacher, Natasha Zuniga, along with all the ECC community. Thanks to the entire BC community’s most generous support, Natasha gathered over 50 boxes of clean used children’s clothing for her trip to the Dominican Republic this summer for the children

Carmeal Gumbs, ECC Teacher, led a group of ECC friends and families in the NYC Revlon Walk for Breast Cancer fundraising event. She not only encouraged participation, she raised funds and awareness for this worthy cause and had special tee-shirts made for our group. Carmeal and supporters were able to raise \$335.

In October 2012, everyone in the Tri-State area was devastated by the extreme tragedies and suffering brought on by the ravages of Hurricane Sandy. The numerous and generous acts of kindness that we all saw daily from everyday folk are the precious seeds of character building so important to the development of our youth as socially conscious citizens.

The ECC and Brooklyn College community are just one of the numerous examples of how good intentions and actions will surely prepare us and our children for a better tomorrow. Countless acts of generosity and volunteerism were initiated by grass roots groups, and Brooklyn College was no exception. Our ECC families gave most generously not only of clothing, food, and other necessities, but also contributed their time and efforts, extension of friendships, and offers of sharing shelter. The director raised close to \$1,000 by running a marathon as folks generously pledged funds for each of the 26.2 miles run.

A collaborative effort with the Early Childhood and Arts Education (ECAE) Department and the ECC are gearing up for a partnership with ECAE faculty engaged in a research project in Sweden. While professors Beth Ferholt and Linda Louis explore the concept and practice of PlayWorlds in a Swedish early learning site, the ECC will be brought in to exchange ideas, philosophies, and practices of our site with theirs.

Another partnership includes Professor Barb O'Neill's inclusion of the ECC directors in the training on the Classroom Assessment Scoring System (CLASS) for Pre-K along with faculty of the ECAE department. The ECC's UPK class elected to be involved in a pilot for the NYC Department of Education (NYCDOE) last year using the CLASS, and the training will be instrumental in partnering with the ECAE department as well as the NYCDOE for the benefit of early education students.

## **CHALLENGES**

### **From ECC Report**

The ECC also experienced some challenging situations this past year in its efforts to bring awareness and unity to those involved in the earliest education endeavors of children's lives. Each year the Early Childhood Center programs and the CUNY Council for Child Care (CCCC) engage in a state-wide advocacy event, Albany Day. Albany Day is when CUNY child care families meet with legislators and share their stories about how CUNY's child care programs have helped them toward their goals of becoming a college graduate. At least two representatives from each campus make the trip to Albany, but this year our student-parents did not attend. Though the interest in the event was evident, the concern for missing classes was very real and resulted in no representation from our ECC. Although we try to support the student-parents in helping them communicate with their professors the value of this event, this year the efforts were unsuccessful. We will begin the support process earlier this year in order for the ECC to have a presence in this important event.

## **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
- Stewardship of the profession and quality teacher preparation
- Research related to NNER mission and its implementation,
- Engaging with communities to promote quality education for all.

### **Ongoing Projects:**

**#1. Two School of Education (SOE) faculty members (M. Schoenfeld and H. Kharem) continue their work in high need high schools in Brooklyn in partnership with the National Park System. Promoting stewardship through the strategy of the democracy walk has provided close to 300 students access to a range of opportunities to promote the use of public space for educational purposes in democratic and responsible ways.**

**#2. The partnership recommended Diane Ravitch for an honorary degree for her ongoing work for promoting the democratic purposes of schooling in the current political environment.**

**#3. Faculty Members in the SOE and the Liberal Arts & Sciences that participated in the NNER Summer Institute are exploring the possibility of offering courses in a Freshmen Learning Community in fall 2013. The readings would be drawn from the work within the NNER, Goodlad's, and others' writings.**

### **SUCCESSSES**

We are increasing the number of faculty across the campuses in our NNER conversations and engaging them in work to promote this year's priorities, especially in areas of equity concerns in the proposed teacher education preparation efforts. One top area is the cost to students for taking the edTPA for NY State Education Department certification.

### **CHALLENGES**

Our two biggest challenges for almost all of the above are sustaining a level of resources sufficient to support the work and maintain its high quality and the ongoing efforts to blend our partnership data systems to measure impact to forward a renewed research based narrative.

## OTHER SETTING INFORMATION

### Other news

We are proud to report that Patrick Eckelmann continues his work in supportive collaboration with the New York City Department of Education's Universal PreKindergarten programs through presentations highlighting best practice strategies employed at the ECC to hundreds of early education teachers. He will also present at a conference on Play with BC's Professor Barb O'Neill this spring.

Charlene Kohler-Britton continues to provide mentorship to other early education directors within the New York City Department of Education's Universal PreKindergarten programs through their Cohort Leadership Program. Full day kindergarten is offered free to the parents of four year olds through the UPREK grant successfully implemented.

Lorraine Mondesir continues to provide leadership and coordinate research for the Child Care Access Means Parents in School (CCAMPIS) grant as principal investigator.

**COLORADO STATE UNIVERSITY  
2012**

**SETTING CONTACTS**

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, Human Development and Family Studies Faculty

**SETTING TRIPARTITE COUNCIL EDUCATION**

Dr. Rodrick S. Lucero, Associate Director, STEPP

**SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE**

Dr. Karen Rowe, Former Principal, Former Assistant Superintendent

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

**SUCCESSSES**

Our primary focus as related to our work with the NNER revolved around our co-sponsorship of the annual NNER conference in Denver, October 18-20, 2012. This conference was a tremendous amount of work and required coordination and collaboration with two other sites (University of Nebraska and the University of Wyoming) and the NNER on a regular basis. The work was well worth it as we count the many successes as follows:

- Higher attendance than in many of the past years
- A budget that finished in the “black”
- Inclusion of many of our PK-12 partners
- (This is perhaps the item we are most proud of...)
- Scholarships made available for PK-12 partners
- Scholarships made available for teacher candidates
- Over 40 attendees from our site alone
- A well-received venue (Brown Palace)
- Sessions that were useful, pragmatic, and well-attended
- Continued authorship by STEPP Faculty in the NNER Journal

**School of Teacher Education and Principal Preparation (STEPP) has been established as a viable, sustainable center within the University community.**

### **Work within the University**

- Budget maintenance and sustainability continue to be solvent
- Working relationship with the School of Education further defined
- Continuation of the “Cording Ceremony” to acknowledge the accomplishments of teacher candidates every semester for the last 8 semesters
- “Cording Ceremony” advertised more broadly as to raise the visibility of teacher licensure across campus and throughout the community
- 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 maintained master’s level cohorts founded on the principles of the NNER in which students 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 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
- 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**

- Re-negotiation of the Memorandum of Understanding (MOU) with our local partnership, so as to clarify and codify the expectations, responsibilities, and rights inherent in our daily operations
- Regularly scheduled meetings written into the MOU to facilitate effective communication with the leadership of all stakeholders
- 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
    - Superintendent of Schools
    - Assistant Superintendent for Secondary Schools
    - Executive Director
    - Dean, College of Applied Human Sciences
    - Director, STEPP
    - Associate Director, STEPP
  - The Advisory Board:
    - All principals who work with our teacher candidates
- We were pleased to have over 40 members from our setting attend the annual conference in Denver, CO, all of which presented
- Continued work with TEAC and CAEP as required for the maintenance of national accreditation, and the TEAC designation as one of the top three field placement sites in the country
  - ☒ Dr. Cooner serves on the Certification Review Board with TEAC
  - ☒ Mrs. Jennifer Roth (Asst. Principal at one of our partner sites) also serve on the Certification Review Board with TEAC
  - ☒ Dr. Lucero speaks regularly at the TEAC/CAEP conference about
  - ☒ effective partnerships.
- Associate Director of STEPP (Rodrick Lucero) serves on a legislative task force (Educational Success 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.
- Director of STEPP serves on the NNER Governing Board
- Association Director of STEPP serves on the Tripartite Council of NNER
- 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 as personnel changes.
- We continue to move forward on a more aggressive research agenda – there are 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

- ☒ Competitive federal grant opportunities (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, put together the 2012 NNER Annual Conference. The proceedings were held in downtown Denver at the Brown Palace Hotel, October 18-21, 2012. The planning committee consisted 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 2012

## SETTING CONTACT

Josefina V. Tinajero, Professor and Dean

## SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Irasema Coronado, Associate Professor, Liberal Arts

## SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Judith Munter, Associate Professor, Education

## SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Ron Livermore, Director of Professional Development, Ysleta ISD

## SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

### SUCCESSSES

#### 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 and 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](http://nnerpartnerships.org))

## 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

#### DEVELOPMENT OF A COLLEGE-WIDE STRATEGIC PLAN

- **UTEP's 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.

#### 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. In 2012, the program's first graduate, Dr. Miguel Serrano, completed the Ph.D. program.
- **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 that they need additional support. Presentation proposals are submitted to be able to present in high need areas. The event is held once a year in September.

This year's ABC Conference was held on September 22, 2012, and over 250 novice and mentor teachers participated in the event. Dr. Marcia Tate served as our keynote speaker and worked with all conference participants, providing them with support strategies on how to be positive, interactive, and develop fun activities that support learning with their students. The conference was 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 in order to select the winners. Winners were awarded a financial stipend from two anonymous donors.

- **BEEMS Conference** - This year's BEEMS Conference was held January 27-28, 2012. The theme was *The Art of Teaching to Promote Innovative Learners*. There were more than 650 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 offered 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. James Crawford, President of Diversity Learning K-12 was a keynote speaker who spoke about bilingualism as a "new paradigm for advocacy." Other speakers included Erik Wahl, nationally recognized artist, Dr. Cathrene Connery, Dr. Jose Ruiz-Escalante, Dr. Gilberto Soto, Dr. Heriberto Godina, Dr. Maria Teresa de la Piedra, Raymundo Monrreal, and Profesor Fidencio Briceno Chel. Highlights of this year's conference included a legislative panel with the Honorable Jose Rodriguez, Texas State Senator, District 29, Ana Hernandez Luna, State Representative District 143, Marisa Marquez, State Representative District 77, and Dr. James Vasquez, Executive Director of Region 19; and visits to six outstanding schools which are implementing innovative practices such as dual language programs. The BEEMS Conference offered sessions that served to teach and train educators, administrators and parents about the most current tools for managing classrooms with bilingual students.

- **CIRCLE Conference** – UTEP College of Education's Summer CIRCLE (Conference for International Research in Cross-cultural Learning and Education) is designed to advance educational research and best practices, especially related to culturally and linguistically diverse populations.

This year's conference was held on June 22-23, 2012. The sessions were interactive, engaging, and provided models of best practices in international education.

The conference theme was Democracy, Education, and Diversity: Learning Across Borders. The conference included session and poster presentations from researchers around the world including the US, Mexico, Central and South America, Guam, and Canada. Over 450 participants presented and attended from Mexico, New Mexico State University, Texas A&M, Central American Scholars from El Paso Community College, K-12 teachers and administrators and UTEP students, faculty, and staff. Dr. Natalicio and Dean Tinajero opened the event and guest speakers included Keynote Speakers: Silvia Núñez García (UNAM)\*, Dr. Eva Krugly- Smolska (Queen's University), Dr. Beatriz Calvo (CIESAS)\*\*, and Dr. Olivia Lynch (Patten University). \*Universidad Autonoma de Mexico; \*\*Centro de Investigaciones y Estudios Superiores en Antropología Social

- **Mother-Daughter/Father-Son Program** – In its 25th year, the Mother-Daughter Program is a collaborative partnership among parents and teachers from five low-income school districts on the U.S./ Mexico border --urban and rural, large and small. This program was developed with the express purpose of empowering Hispanic girls and women, providing them with the support and resources needed to enable them to achieve their educational and professional goals. The program works closely with the University of Texas at El Paso (UTEP) as well. Program highlights in 2011-12 included: the orientation for coordinators, September 13, 2011; orientation for parents and students, October 17, 2011; open house, November 5, 2011, leadership conference, March 24, 2012; and summer camp, May 19, 2012. The Program's 25<sup>th</sup> Anniversary Event Luncheon was held on March 24, 2012.

Over the past 25 years, the program has transformed the lives of hundreds of young Hispanic women and their mothers. With a primary focus on young girls from grade six through the freshman year in

college, the Mother-Daughter Program instills in these participants high aspirations for educational achievement and career success. Mothers are equal participants with their daughters, learning how to help the girls succeed and advance themselves academically and professionally. The program organizes activities for the girls and their mothers around four broad goals: 1) Encouraging girls to complete their high school education and to raise their expectations of attending college; 2) orienting the girls to higher education and professional careers; 3) improving the quality of preparation for higher education by providing academic and life-skills training; and, 4) increasing Hispanic parental commitment to higher education by involving mothers as well as daughters in the educational decision-making process. The Mother-Daughter Program provides an inspiring example of how young women from low socioeconomic backgrounds, many of whom are recent immigrants can break educational and career barriers. From the first cohort of 33 students, 32 have completed a degree in higher education, clearly demonstrating the program's effectiveness and aligning with the university's goals of serving our highly diverse community. For the academic year of 2012-13, 233 students and 233 parents and 30 district/campus coordinators participated from Canutillo, Clint, El Paso, Socorro and Ysleta.

- **Project SUCCESS-** This new grant awarded in 2012, led by Dean Tinajero, supports retention for freshmen and sophomores in teacher education programs of study. This grant is funded by the TG Foundation. Project SUCCESS mentors are graduate students who provide enhanced mentoring and advising services to freshmen and sophomores.
- **Project CHANGE-** UTEP's Project CHANGE (Children with Autism Need a Great Education) 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 national at large. This project is also engaged, together with UTEP faculty/staff, in creating video and networking resources to provide information and support for high school teachers so that they can prepare lessons that will provide excellent resources for English learners in science and mathematics. 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 undergraduate students to complete their undergraduate degrees in Special Education. This initiative has offered and will continue to offer educational opportunities to students who otherwise might not consider a teaching career in Special Education.
- **Project BI-IDEEL.** This 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 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.

## **OTHER INITIATIVES**

- Updated Fieldwork Program for UTEP Pre-Service Teachers
  - Aligned terminology and format of field experience program to meet certification requirements: “interns” are now “student teachers,” conducting one semester, rather than two semesters, of practicum in mentor teacher classrooms
- Developed Online Professional Development Modules for Mentor Teachers
  - All mentor teachers/cooperating teachers have access to professional development modules, developed by UTEP’s Advising, Recruitment, and Career (ARC) Center, to enhance the quality of student teacher supervision

## **CHALLENGES**

### **Advancing Equity**

- Violence in Ciudad Juarez and travel warnings have created challenges for UTEP students/faculty/staff in relation to binational 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.

## **SUCSESSES**

### **UT System Teaching Awards**

In August 2012, The University of Texas Board of Regents announced that it had selected a record number of UTEP faculty members to receive its prestigious Regents’ Outstanding Teaching Awards, the highest honor bestowed by the group. Ten honorees were named from The University of Texas at El Paso, the most from the University in the four-year history of the program. The award honors faculty members in The University of Texas System’s nine academic and six health institutions who have shown “an extraordinary classroom performance and innovation in undergraduate instruction.” Two of these 2012 honorees are from UTEP’s College of Education, Dr. Patricia “Tricia” Ainsa and Dr. Helen Hammond. We congratulate them and thank them for their outstanding work with undergraduates, our future teachers!

### **Enhancing Student Retention.**

Dr. Josie Tinajero, Professor and Dean of the College of Education is the Principal Investigator of Project SUCCESS, a new project in 2012. Through this project, researchers in UTEP’s College of Education will embark on an ambitious two-year study to address student retention at The University of Texas at El Paso in general and within the college in particular. The grant application was based on figures reported from 2006 through 2011 (the latest numbers available), which showed a large percentage of UTEP’s first-time, full-time students left the University during their first two years. While the rate of student retention grew somewhat

during that period, it still hovered near 72 percent University-wide; slightly more in the College of Education (COE). To compare, a January 2011 study by ACT, a non-profit test and research group, stated that 67 percent of freshmen at four-year colleges return for their sophomore year.

The Texas Guaranteed (TG) Student Loan Corp.'s Public Benefit Grant Program approved the \$182,000 grant so Tinajero's team could analyze the available services at the University and the COE, interview students to learn why they dropped out, and see what can be done to address their concerns and increase completion rates.

"Dean Tinajero and her team, which includes both undergraduate and graduate students, will gather, analyze, interpret, and apply the findings." Finally, with macro level influences, such as changes in both federal and state financial aid, that differentially and negatively impact under-resourced students, this project will hopefully make a contribution to mitigating those influences. The initial analysis of the UTEP data showed several factors contribute to the student attrition, such as poor grades in high school, work commitments outside school, low mathematics placement levels, and limited success with initial college courses.

The program will develop graduate mentors who will guide and advise COE underclassmen in such areas as college orientation, academic studies, and socialization. Those mentors also will develop community service and service-learning projects for sixth grade students involved in UTEP's successful Mother-Daughter/Father-Son Program, which encourages students and their parents to create a college-bound culture in their homes.

### **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, Ted Booker Award**

At the 2012 Consortium of State Organizations for Texas Teacher Education (CSOTTE) Conference, the Texas Association of Teacher Educators (TxATE) publicly announced the recipient of the Ted Booker Memorial Award. This award recognizes outstanding contributions in the field of teacher education. The 2012 Ted Booker Memorial Award was granted to Josefina V. Tinajero, Dean of the UTEP College of Education.

- **Dr. Malu Gonzalez, National UCEA Award**

At the 2012 Annual Conference of University Council for Educational Administration (UCEA), Dr. Maria Luisa (Malu) Gonzalez, professor of teacher education was honored as a Master Professor, and recognized for her performance as a teacher, mentor, adviser, researcher, administrator, public servant, and innovator. The selection is based on the person's efforts to promote diversity in all phases of educational leadership.

- **The Quest for Quality Teacher Preparation in Texas (Quest for Quality)** project, a collaborative initiative between the Center for Research, Evaluation and Advancement of Teacher Education

(CREATE) and the Texas Higher Education Coordinating Board (THECB) announced awards for Exemplary Faculty Practices in Teacher Preparation for 2012. Two of these awards were given to faculty members from UTEP's College of Education, Dr. Helen Hammond and Dr. Trisha Ainsa. The award identifies exemplary teacher preparation practices in schools of education and arts and sciences in Texas universities.

**Changes in personnel:**

- The P-12 representative from our setting, Dr. Pauline Dow, moved to Austin, Texas for a new position as Chief Academic Officer of Austin ISD. The Setting Tripartite P-12 representative who is replacing her is Dr. Ron Livermore, Director of Professional Development for Ysleta ISD.

**ILLINOIS STATE UNIVERSITY  
2012**

**SETTING CONTACT**

Molly Munson-Dryer, Director Clinical Experiences and Certification Processes

**SETTING GOVERNING COUNCIL REPRESENTATIVE**

Perry Schoon, Dean, College of Education

**SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE**

Elisa Palmer, Coordinator, Biological Sciences Teacher Education Program

**SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE**

Barbara Meyer, Chair, Department of Curriculum and Instruction

**SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE**

Karen Daley, Site Liaison, Wheeling Professional Development School Program

**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**

**Chicago:** One of the goals of the Chicago Pipeline’s TEACHER+PLUS TQP Project is to “Prepare teacher candidates to be high-quality teachers for Chicago Public Schools (CPS).” To this end, the project succeeded in recruiting 473 students in 2011-2012 to be a part of TEACHER+PLUS. In addition, 379 teacher candidates participated in pre-student teaching clinical experiences in CPS and 22 courses were redesigned to contain an urban and clinical focus for quality teacher preparation. Another goal of the project is to “effectively support and retain new teachers in high-need Chicago schools.” In 2011-2012, 55 ISU graduates were placed in high-need Chicago Public Schools. All of these teachers participated in extensive professional development offered by the TEACHER+PLUS Project. Ninety-seven percent of these new teachers were retained for 2012-2013.

The TEACHER+PLUS Project has identified a third community, which will become a significant partner in 2013-2014. Albany Park will join Little Village and Auburn-Gresham in hosting ISU teacher candidates. ISU students will live and work in each of the three communities and will participate in both school and community activities. These three neighborhoods will continue to engage in reciprocal professional development with ISU faculty actively present in the schools and with teachers and administrators from each of the sites involved in ISU curriculum, field experiences and governance.



**Secondary PDS Programs:** The IMPACT partnership group, including Illinois State University and its key partnership schools and districts, has made secondary PDS programs a priority. As a result, 58 secondary education majors from 12 different departments completed the PDS program in 2011-2012. Secondary candidates are selected to participate in either an urban (Peoria), suburban (Bloomington-Normal), or rural (Heart of Illinois consortium of 13 rural high schools) setting but reciprocal exchanges allow them to experience each of the different contexts. Many of the secondary education departments have provided professional development at the sites, and have invited partnership teachers to share their expertise in their courses. The three partnership sites are beginning discussions with the Chicago TEACHER+PLUS partners to replicate the TEACH club model of facilitating future teachers clubs in the high schools.

**Diverse Field Experiences Receive NCATE Acclaim:** ISU and its partnership programs underwent an NCATE accreditation review and visit in April 2012. The unit “met” all six NCATE standards with particular “strengths” noted in partnership programs and in diverse field experiences in P-12 settings. All candidates at ISU are required to participate in a minimum of 50 hours of field experiences in diverse settings. Most candidates in 2011-2012 far exceeded this minimum. The diverse field experiences occur throughout a teacher candidate’s program of study with: 10 hours required in the Education Administration and Foundations course; 20 hours in Curriculum and Instruction coursework; and 20 hours in the content area methods courses. Each of these encounters with diversity increases candidates understanding of the diverse learner, cultural context, and teaching styles to meet the needs of all students in the classroom.

## 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 can give to our partnerships. We continue to ask faculty to be involved in our partnership sites. This is always a challenge because, faculty members are very busy and we do not have resources to compensate for the time that they give away from their work. School settings are in desperate need of professional development for such topics as common core, literacy, use of data, RTI, and English Language Learners. We have faculty who are experts in these areas, but their availability is limited. In addition, we must continually work with departments to encourage reciprocal professional development. Teachers in the field have a great deal to offer our future teachers. It is sometimes challenging to convince faculty members to “give up” time in their courses to invite P-12 teachers in.

Another challenge has to do with exposing our candidates to diversity. Although we have made great strides and have received accolades for our initiatives, we must continue to explore ways, both in person and virtually, for candidates to connect with special needs populations and with English Language Learners.

## OTHER SETTING INFORMATION

Dr. Deborah Curtis, dean of the College of Education since 2005, retired from Illinois State University at the end of May, 2012. The College welcomed Dr. Perry Schoon as the new dean, who began his tenure at ISU on July 1, 2012. Dr. Schoon, a graduate of ISU at both the undergraduate and doctoral levels, came back to Illinois State after serving as the dean of the College of Education and Allied Professions at Western Carolina University. Prior to his stay at WCU, Dr. Schoon served as a senior associate dean at the University of Texas at Arlington. While at UT Arlington, he encountered the work of Dr. Goodlad and the NNER.

## MIAMI UNIVERSITY PARTNERSHIP 2012

### SETTING CONTACT(S)

Jean Eagle, Director of Clinical Field Experiences and School Partnerships

### SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Bia D'Amborsia, Math Educator

### SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Jean Eagle, Director of Clinical Field Experiences and School Partnerships

### SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Holli Morrish, Director of Community Relations, Talawanda School District

## SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

### SUCCESSSES

*Academically Challenged*, a new professional development collaborative between the university and neighboring school districts was offered in early fall. Over 70 participants engaged in activities and heard presenters share best practices related to the continuum of learner needs.

Renowned social justice artist, Rob Shetterly visited Miami's campus in the spring. In addition to a campus presentation sponsored by the Partnership Office, Mr. Shetterly spent the day with Talawanda Freshmen Academy students discussing his work as it relates to contemporary issues.

The Partnership Office supported the community *Sharefest* with a \$1,000 grant, and provided staffing for the weekend event collecting unwanted student furniture and household items and distributing them to various community agencies.

Once again, Talawanda students were provided with arts opportunities through the Miami University Performing Arts Series. This past April, *Spencer's Theater of Illusion* presented "Hocus Focus" to elementary learners. Additionally, teachers participated in professional development that featured specific strategies for working with students with special needs.

A summer reading clinic was offered to Talawanda's rising 5<sup>th</sup> and 6<sup>th</sup> graders that included a comprehensive technology component. Students were introduced to apps to improve their reading skills, and at the conclusion of the session, students who regularly attended were eligible to win an iPad purchased with Partnership funds and loaded with these apps.

The Erik Sustainability Initiative (ESI), a multi-partner outdoor learning lab located at the newly opened Talawanda High School, was the recipient of a \$30,000 grant from the EPA to study water quality of the on-site stream.

For a second consecutive year, *Connections*, a comprehensive offsite curriculum delivered to at-risk 9<sup>th</sup> and 10<sup>th</sup> graders was offered on Miami's campus. Partners included the county technology school faculty, district teachers, university faculty and 48 Miami student mentors working with 36 high school students. It was reported that for the first time, two students from the program made the school's honor roll.

*Project MORE* (Mentoring Ohio for Reading Excellence) was expanded to include programming at a rural community church both after school and during the summer months. University mentors, which included members of Miami's Women's Basketball Team, delivered interventions to struggling elementary readers and gathered data that demonstrate improvements in fluency and comprehension.

The university *Adopt-a-School* program, which included 615 Miami students, provided tutors for learners in grades K-12 for before, during, and after school programming.

This academic year, 163 Miami students were hosted in Talawanda classrooms via field placements.

Forty-four student teachers were placed in the Talawanda Schools in co-teaching settings that included additional support through an onsite supervision model.

Additional collaboratives, including student and teacher exchanges, are being explored with faculty and Chinese education students.

Miami students continue to support district English Language Learners through school tutoring opportunities and participation in cross-cultural community events.

The 4<sup>th</sup> Annual *Class at the Court* event was held on December 4 and included wellness and nutrition presentations from university students and faculty for all 1,100 elementary students in attendance. *Goals for Life*, a program modeled after the successes of *Class at the Court*, was implemented for all district middle school students. This event expanded the program and featured an entire day for students on campus in the various colleges and lunch in the dining hall. Both programs were supported by Miami's Partnership Office.

This was the sixth consecutive year that district elementary students participated in Science Week, a day-long experience filled with experiments and activities hosted in university laboratories across campus. Over 90 faculty and graduate students assisted with the facilitation of programming.

The after-school foreign language program served over 150 elementary students. This was the first year that world language education students received university credit for leading these sessions.

\$2,000 was awarded to the Oxford Community Arts Center for instructional materials and supplies used for the after school art program sponsored by the center. Funding supported transportation from district elementary buildings, as well as assisting with scholarships and fee waivers for students in need.

Dr. Tammy Schwartz, Director of the Urban Teaching Cohort, participated in the 2012 Summer Symposium and continues to embed the Agenda for Education in a Democracy into her programming with students and faculty.

A School Partnership Celebration was hosted by Miami's Partnership Office and attended by superintendents and central office administrators throughout the county. This event included a welcome from Dean Carine Feyten, informational items, a poster session, and the opportunity to engage in informal discussions regarding potential collaborative programming.

## CHALLENGES

The Partnership Office continues to respond in a dynamic way to programmatic changes, new and revised state legislation, and university requirements. At the aforementioned Partnership Celebration held in June 2012, it became apparent that some revisions needed to be made in field placements in order to better meet the needs of both district and university students. Information from this session was taken back to the Dean's Office and the Department of Teacher Education so that modifications could be investigated.

At this year's opening faculty meeting, broad consensus was reached regarding the importance of partnerships and a renewed commitment was made to working closely with an increased number of districts to foster deeper collaborations. To this end, middle childhood field block students were placed in one local urban district, seminars were taught onsite, and faculty visited the schools at least once a week. Additionally, students in the special education program literacy block were placed in another urban district for their field experience. While the first of these programs was deemed successful by both school and university personnel, the latter faced challenges when it was discovered that philosophical differences prohibited some of the students from co-teaching in inclusionary classrooms.

The implementation of the Teacher Performance Assessment (TPA) necessitates a deeper understanding of this evaluation on the part of school personnel, faculty, and university supervisors. Miami continues to work with partner schools and cooperating teachers to provide information about this assessment and how it will impact various pedagogical approaches in the classroom during the tenure of the student teacher.

We continue to struggle to better engage faculty in the Arts and Sciences. While we have named a Tripartite member to the committee, her teaching schedule to date has prohibited her from participating in any regional conferences or national meetings.

## OTHER SETTING INFORMATION

Miami has restructured the partnership responsibilities in the School of Education, Health, and Society. When I [Jean F. Eagle, Ph.D.] accepted my new role with the university as Director of Clinical Field Experience and School Partnerships, I took on the additional responsibilities associated with school partnerships. Placing these tasks under the umbrella of clinical field experiences streamlines communication, student placements, and faculty connections. Gone is the need for replication between the Student Teaching and Partnership Offices. It also provides us with an opportunity to deepen connections with schools and districts that have simply accepted field and student teachers in the past without exploring additional partnerships.

Teacher Education is also renewing its commitment to the National Network for Educational Renewal. A committee of faculty has been convened to explore an onsite leadership institute as well as other programming.

**MONTCLAIR STATE UNIVERSITY AND  
THE MSU NETWORK FOR EDUCATIONAL RENEWAL  
2012**

**SETTING CONTACTS**

Leslie Wilson, Coordinator, Agenda for Education in a Democracy  
Jennifer Robinson, Executive Director, Center of Pedagogy, College of Education and Human Services

**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, The Newark Public Schools

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

**SUCCESSSES**

**The Newark-Montclair Urban Teacher Residency** presently has a total of 44 residents, 12 of which 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.

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 2 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 NJ 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 Michael Weinstein, College of Science and Mathematics and Director of the PSE&G Institute for Sustainability Studies, and Maida Zaal, professor in the Department of Curriculum and Teaching, who 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 19-20, 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 improve overall.

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 NJ 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. (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 continues to grow and more students are admitted into the Teacher Education Program, the pressures to embed early field experiences throughout the program as well as identify high quality clinical placements for students continue 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

## SUCSESSES

### 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 NJ 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 US News and World Report of 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 the 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 socio-cultural 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 and Teaching, College of Education and Human Services (CEHS), was awarded \$272,594 in year one of a five year, **\$1.4 million grant from the US 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 Mathematics (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 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 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 experience 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 Interim Director while a search for a new 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.



**METROPOLITAN ST. LOUIS CONSORTIUM FOR EDUCATIONAL RENEWAL  
2012**

**SETTING CONTACT**

Carol Hall-Whittier, Executive Director

**SETTING GOVERNING COUNCIL REPRESENTATIVE**

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**

Julie Wuch, Principal Wilkinson ECC, St. Louis Public Schools

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

**SUCCESSSES**

Strong connections between schools and universities continue to provide access to knowledge for St. Louis area students, pre-service students, university faculty and teachers. Maryville is in year two of the collaboration with Wilkinson and Stix Early Childhood centers (SLPS) and Missouri Botanical Gardens. This two-year \$300,000 Improving Teacher Quality Grant to this partnership supports ongoing professional development and coaching on constructivist early childhood science instruction around environmental education concepts. This work was expanded to include Humboldt Elementary to provide continuity in constructivist teaching for elementary students transitioning from Wilkinson and Stix Early Childhood Schools to Humboldt.

In addition, the secondary education partnerships with Maryville University, Roosevelt High School (SLPS), Parkway South High School, and Parkway North High School continue in its quest for mutual renewal. This work has also been expanded to include two more St. Louis Public School high schools: Clyde C. Miller and Cleveland. The university and schools have been working with changing administrators in key schools and with the district superintendent, who attended the NNER Summer Symposium this year to learn more about the partnership. As a result, the district and Maryville have entered into a formal partnership agreement ensuring continuity of commitment.

Harris Stowe University continues to provide leadership for a cross-setting book study group; “The Book Study Brigade.” The goal of this activity is to work collaboratively to enhance the ability of school and higher education faculty to engage in continuous improvement and to demonstrate the impact of the Professional Development School Collaboration (PDSC) on teacher quality and student performance through a shared vision, improved action planning, data collection, analysis, and use of effective evaluation strategies. The current book designated for inquiry and conversation is “The Global Achievement Gap.” The participants are pre-service teachers, university faculty, and P-12 teachers.

The Consortium sent four members to the 2012 NNER Summer Symposium. There were two P-12 members, the new superintendent from the Parkway School District and a member of the Harris Stowe University faculty. The attendees returned with ideas and reflections that were a catalyst to new thinking by consortium leaders. The Parkway superintendent spoke of bringing democracy into the classroom. There was mutual interest in this idea among Consortium leaders to promote the ideals of democracy in the classroom.

As a result of the conversation fueled by the Symposium experience, the Consortium has selected, for this school year, the theme: “Democracy in the Classroom” to educate students for a democracy. We want to teach children to think, to ask questions, to develop character and develop proficiencies that will enable them to live and participate in their communities as well as the democratic society. Students at Wilkinson Early Childhood Center participated in a debate activity that will develop those qualities. The goal of this early childhood activity was to learn about majority rules. The staff believes that children learn best by conducting hands on activities. The lesson was connected to the Presidential Debate. First, the students brainstormed debatable platform topics. After making a list, the students chose the platform of having a classroom pet or having a “bring your pet to school day.” Then, the students chose the platform they agreed with. Once they had established the two different platforms, the students developed a list of reasons why they believed their platform was a better idea than their competitors. The students created posters to advertise their platform around the school. After watching the Presidential Debate the students discussed the importance of asking questions to learn more about their competitor’s platform. They also learned the importance of taking notes, so they could later process their thoughts before making an educated vote. Then, they gathered in cafeteria for a live debate. One student from each platform represented a candidate. They shared their views in order to persuade people to vote for their platform. Other students asked questions to deepen their knowledge of the candidate’s platform. The students recorded notes on each platform. Some students found themselves persuaded by the other platform! Finally, the students were able to review their notes before casting their vote. The votes were counted and the winner was announced. Both classes are now working toward getting a class pet.

As the Consortium works to implement “Democracy in the Classroom,” the Consortium Board members worked in role alike groups to engage in an activity of inquiry. The following questions were proposed to the participants: What democracy outcomes are we looking to attain in the classroom? What skills do students need? What prominent teacher practices are visible in a successful democratic classroom? Also acknowledging the advantage of being a collaborative organization with strengths throughout the settings, we asked the school districts and university people to share what they are already doing in classrooms. The Board agreed that activities like the one shared above demonstrate the kind of learning experience that will develop character, facilitate understanding, support decision making and increase skills of inquiry in students.

Therefore, receiving support from the three superintendents and the sharing of ideas within the setting will bring clarity to this work and support the shared vision for making “Democracy in the Classroom” a successful endeavor.

## CHALLENGES

Challenges exist around three areas: the changing landscape of leadership; the school district’s accreditation accountability; and time.

The players continue to change, reflecting the aging of our member population. The Consortium must develop a structure and culture for continuous leadership building to prepare leaders for the future.

Supporting the school districts in their struggle to meet new accountability standards sometimes includes working with schools that may not be Consortium partner schools, but have achievement and equity needs or the schools may be better settings for pre-service teachers to grow and learn their craft. The definition of Consortium work has changed with the times.

Wilkinson and Clark continue to plan for “cross PD” experiences. Other schools within the setting are planning collaborative activities that require creative use of time.

### **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
- Stewardship of the profession and quality teacher preparation
- Research related to NNER mission and its implementation,
- Engaging with communities to promote quality education for all

#### **SUCCESSES**

Advancing equity is the goal of the Maryville University’s Young Scholars program. Maryville has procured more funding to continue this work with Peabody Elementary School, a SLPS located in a low income area of the city. This program seeks to identify and support diverse underserved students. The Young Scholars program will prepare teachers to teach students with the skill and level of intellectual challenge to prepare and identify those students with a potential to be selected for the gifted program or advanced placement classes.

There have been several successes associated with engaging the communities to promote quality education for all. During Education Week, the Harris Stowe University pre-service teachers led the community in the viewing of a documentary entitled “The Soul of Black Girls.” The panel discussion that followed focused on the negative images portrayed by the media and society of young black girls. The participants were university people, P-12 teachers, pre-service teachers and parents. The participants agreed that these derogatory images must be eradicated so that these girls will identify with more positive images and become powerful contributors to our democratic society.

Steve Coxon and the Maryville School of Education were awarded a \$10,000 grant from the Trio Foundation to create LEGO competition teams in St. Louis-area public schools with high poverty rates. This included two SLPS schools (Gateway and Peabody Elementary Schools) and two county schools.

In addition, the Maryville University submitted a 2011-2012 *Grow Up Great in St. Louis* proposal and it was funded by PNC Bank for \$50,000 for curriculum development, teacher training, and program evaluation of an expanded collaboration with Grace Hill Head Start partnering with the St. Louis Symphony, Missouri Botanical Gardens, St. Louis Science Center, and the St. Louis Art Museum. An additional \$10,000 grant from PNC Bank funded the program evaluation for *Grow Up Great in St. Louis*.

## **CHALLENGES**

Funding continues to be a challenge for Harris Stowe University. HSU is working within an especially challenging funding environment as state support begins to be cut in response to state budget shortfalls. Faculty in universities and schools are doing more with less.

This brings us to the next challenge; to reorganize our Center for Inquiry and Renewal. Early in the Consortium's existence, this activity was developed to deepen the setting's understanding of simultaneous renewal, the moral dimensions of teaching in a democracy, and to conduct inquiry on the work being performed. Since most of our teachers, district leaders, university faculty and certainly pre-service teachers are new to this work, it is time for us to redesign this program. The challenge is asking an already overworked faculty and educational leader to commit to several days to study and inquiry. Can we do it? Yes we can, possibly with creative use of time and technology.

## **OTHER SETTING INFORMATION**

### **Changes in personnel**

New principal for Parkway South High School: Patrice Aitch

New principal for Roosevelt High School: Crystal Gale

New Consortium Executive Director: Carol Hall-Whittier

**OHIO UNIVERSITY, THE PATTON COLLEGE, CENTER FOR PROFESSIONAL DEVELOPMENT SCHOOL  
(PDS) PARTNERSHIPS  
2012**

**SETTING CONTACTS**

Renée Middleton, Dean, The Patton College of Education  
Cindy Hartman, Faculty Co-Coordinator of The Creating Active and Reflective Educators (Care) PDS Partnership  
Ginger Weade, Professor, Teacher Education, The Patton College of Education  
Marcy Keifer Kennedy, Director, Center For Pds Partnerships, The Patton College Of Education

**SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE**

Bob Klein, Professor, Department of Mathematics, College of Arts and Science

**SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE**

Renée Middleton, Dean, The Patton College of Education

**SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE**

Kimberly Jones, Superintendent, Trimble Local School District

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

**SUCCESSSES**

**At Ohio University, We have Points of Pride to Share**

- **A Banner Year: Center for Professional Development School (PDS) Partnerships – Serving 250 teacher candidates, 170 mentor teachers, 12 teacher liaisons, 12 faculty coordinators, across 15 schools, in six districts in rural southeastern Ohio**

Each PDS Partnership is supported by a faculty coordinator from the University and a teacher liaison from the partnership school/district in addition to the faculty who teach the methods coursework and the mentoring teachers. Collaborative planning and reflection takes place in ongoing meetings between P-12 partners and University faculty. These meetings and partnerships present multiple opportunities for the partners to work towards a common goal of improving P-12 student learning and teacher preparation.

It is important to note here that school/University Partnerships at Ohio University do not follow a single model, either in structure or in the framework of mission and purpose that guides the collaborations of any given Partnership faculty. Rather, structures and frameworks have evolved in line with the interests and preferences of University faculty and school-based teacher leaders in each Partnership program.

Ohio University Executive Vice President and Provost, Dr. Pan Benoit, awarded tuition scholarships to the Center for PDS Partnerships for use by mentoring teachers in PDS Partnerships, to support design of credit bearing professional development workshops and study groups in each PDS program. These

workshops become a signature feature of the annual program of work in each PDS. Sample projects, for example, a book study of Robyn R. Jackson's *Never Work Harder than your Students & Other Principles of Great Teaching*, group studies regarding the *Responsive Classroom Philosophy* specifically focusing on topics of classroom management, and study groups investigating how to best meet the needs of children with challenging behaviors in the school setting. Participation varies at each site but includes teachers, candidates, and administrators alike.

- **New resources to support addition of key personnel: Teaching fellows**

The infusion of resources to support nine Teaching Fellows, *in addition to* stable funding for 12 Teaching Fellows in prior years, brought us to a total of 21 Teaching Fellows for the 2011-2012 academic year. The new resources were made possible through matching funds provided by our PDS Partner school districts. That is, the school districts provided graduate appointment stipends to match the University's contribution of tuition scholarship for each of the nine new Teaching Fellows.

Teaching Fellows are graduate students who are licensed teachers seeking a masters' degree in Education. Teaching Fellows support the work of their PDS School through placement with a Teacher Liaison to job share classroom responsibilities and/or provide intervention services for the school year. This also provides release time for the Teacher Liaison to coordinate and oversee site-based aspects of the program, facilitate mentoring relationships, consult with faculty who are teaching partnership courses, and engage in other school based initiatives.

- **Project Development: Collaborative Grant Funding**

Kennedy, C., Mullins, H., & Kennedy, M. (2012). *Engaging teacher candidates in reading intervention: PDS partners reinvent clinical practice*. Gladys W. & David H. Patton College of Education Mini Grant for Academic Engagement & Outreach. \$2,098.50.

Morrison-Gordon Elementary School, Athens City Schools, Parent-Teacher Organization. Matching funds: \$5,335.00.

Impact: 33 K-3 students, 11 teacher candidates, 12 mentor teachers.

The Morrison-Gordon PDS Partnership was a new partnership during the 2011-2012 year. As a new partnership, they needed to develop the focus of their partnership work and decided that they wanted to target intervention programming for struggling students. With the goal of providing additional services to students, they created an innovative program that would not only provide necessary intervention support for struggling K-3 students but also provided teacher candidates with authentic reading intervention experiences over the course of clinical experiences in their professional development school (PDS) partnership at Morrison-Gordon Elementary School.

The Fountas & Pinnell Leveled Literacy Intervention System (Pinnell, 2008) was identified by Morrison-Gordon Elementary as the intervention materials for candidates to use with K-3 students in their school. During the course of this pilot year, K-3 students received much needed services and teacher candidates gained valuable experience as they used the assess-plan-teach model of instruction. The candidates also had ongoing clinical experience with the five elements of reading (phonemic awareness,

phonics, vocabulary, fluency, and comprehension) and were able to use these elements in planning and instruction. Candidates also gained experience using progress monitoring and assessment, and how to use these processes as they plan lessons to differentiate for individual student learning and share progress information with classroom teachers.

- **Project development: Reciprocal professional development**

Weade, G., Kennedy, M., Armstrong, J., Miles, T., Crumbacher, C., & Shultz, C. (2012). *Teacher candidate development: Supporting positive classroom management with the responsive classroom approach*. Gladys W. & David H. Patton College of Education Mini Grant for Academic Engagement & Outreach. \$1,495.

Impact: 17 teacher candidates, 15 mentor teachers; indirect involvement ~300 K-12 students

The purpose of this project was to provide teacher candidates and mentor teachers with professional development on the principles of effective classroom management and practical strategies for using positive behavior management in clinical experiences in their K-3 classrooms.

During mid-term individual conferences in Early Childhood Professional Development School (PDS) programs in fall 2011, candidates were asked to identify their strengths and challenges as well as topics in teaching for which they would like to receive additional information and training. PDS mentor teachers conducting the conferences noted a constant theme -- the need for more instruction about classroom management. It was also discovered that this was a shared need between teacher candidates and mentor teachers at East Elementary.

In response to this identified need, the East Elementary PDS Partners purchased a professional development kit with the money awarded, *The Responsive Classroom* Professional Development materials: *Teaching Discipline in the Classroom* which was used with both teacher candidates and classroom teachers in the school. This presented a unique and innovative opportunity for interaction and conversation between teacher candidates and classroom teachers regarding this very important topic.

- **Trimble Local School District and The Patton College Coordinating Council. (2012). Synergy: to meet the needs of K-12 schools & communities**

The Patton College of Education established a proud partnership with the Trimble Local School District to increase awareness and engage community and university outreach, involvement, and innovation in responsiveness to the needs of a partner school in rural Southeastern and Appalachian Ohio.

Trimble Local has just under 900 students with 63.8% of those students being deemed economically disadvantaged and 23.4% of their students qualifying for special education services. Trimble Local School District is justifiably proud of its recent rating by the State of Ohio as an “Effective School” in spite of longstanding economic challenges and needs. The College’s focus in this project was to invite and coordinate a range of synergies that could appropriate resources and services to a school and community in need including assistance in preparing the Promise Neighborhoods grant, Ohio Board of Regents grant funding, collaboration for a mini-grant to provide much needed materials for science classrooms, and a set of research projects to provide intervention support for struggling K-12 students.

In addition to the strategic initiatives described above, the Patton College has also worked closely with the district for several years to provide direct support for impact on P-12 student learning. A PDS Partnership with the Trimble District provides 18 teacher candidates in year-long clinical experiences as well as a number of extended senior clinical experience candidates, professional interns, and graduate Teaching Fellows, many of whom are participating in co-teaching, intervention programming, joint professional development with teachers, as well as other forms of simultaneous renewal.

- **Reciprocal Professional Development for National and Regional Visibility**

While the citations that follow below represent national and regional visibility, each for the classroom teachers and administrators, university faculty, and undergraduate students represented in each project, each project *also* represents significant accomplishment at the local and district levels for nine school settings. Each project began as a study group, a seminar group, or a professional development initiative in which selected participants chose to carry the work forward by developing peer reviewed proposals for presentation at various symposia, expos, and professional conferences.

Hartman, C., Kennedy, M., Molina, A., & Seeger, K. (2012, October). Moving to the other side of the desk – From student to teacher. National Network for Educational Renewal Conference, Denver, CO.

Cook, M., Human, L., Kennedy, C., & Mullins, H. (2012, October). *From idea to implementation: Reading intervention programming that benefits both teacher candidates and K-3 students*. The Sixth Annual PDS Curriculum Expo, Parkersburg, WV.

Hastings, J., Hoisington, L., & Snyder, B. (2012, October). *Teacher candidate implemented math intervention: Candidates and teachers working together to the benefit of ALL*. The Sixth Annual PDS Curriculum Expo, Parkersburg, WV.

Armstrong, J., Essex, G., Hoisington, L., Kennedy, M., Mullins, H., & Weade, G. (2012, March). *Early Childhood PDS partnership seminars: Turning teacher education “upside-down?”* National Association of Professional Development Schools Conference, Las Vegas, NV.

Beam, P., Douglas, M., & Kennedy, C. (2012, March). *Middle Childhood (4-9) seminar development: Bridging the gap between coursework and the field*. National Association of Professional Development Schools Conference, Las Vegas, NV.

Essex, G., Kennedy, M., Trube, B., Weade, G., & West, L. (2012, March). *Integrated PDS clinical preparation: Ensuring strong connections for teacher candidate success*. National Association of Professional Development Schools Conference, Las Vegas, NV.

Hartman, C., Holloway, R., Korner, V., Maxson, D., & Riffle, B. (2012, March). *Creating Active and Reflective Educators (C.A.R.E.): A rigorous school/university partnership focusing on assessment through reflection, group interactions and faculty collaboration*. National Association of Professional Development Schools Conference, Las Vegas, NV.

Hoisington, L., Kennedy, M., Skinner, H., & Weade, G. (2012, March). *We are ALL in this together: How one rural school developed candidate-implemented intervention programming*. National Association of Professional Development Schools Conference, Las Vegas, NV.



## 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
- **Promoting the Democratic Purposes of Schooling in the Current Political Environment: CARE PDS Partnership (Creating Active and Reflective Educators)**

The CARE (Creating Active and Reflective Educators for Democratic Education) PDS Partnership is a partnership with faculties of K-12 schools in the Federal Hocking Local School District. The CARE partnership (now in its 25th year) recruits approximately 75 undergraduates per year in three continuing cohort groups (sophomores, juniors, seniors) and these students take a series of eight classes together. The students begin working in classrooms during their first semester as CARE teacher candidates and often form special relationships with teachers and classrooms in the field. They also have many opportunities to plan and teach before their professional internship in teaching. During the spring semester of their junior year, the students participate in a Learning Expedition where the cohort develops and presents a project of significance to the community or school. CARE candidates are referred to as “CARE Teachers” by the students, staff, and teachers of the Federal Hocking School District.

CARE program faculty from the Federal Hocking Local School District, and representative faculty in the Departments of Teacher Education and Education Studies/Cultural Studies Program designed a curriculum that emphasizes a democratic ideal in teaching and in classroom life. Social foundations of this program are grounded in the works of John Dewey and other philosophers of education. Teaching strategies, in turn, focus on collaborative curriculum development, cooperative learning, thematic and inquiry-based approaches, expeditionary learning, and project-centered formats that emphasize active student engagement in learning-centered classrooms. The CARE Partnership recruits students in Middle Childhood and Adolescent-to-Young Adult Education.

CARE provides opportunities to learn how theory and practice are intertwined. In CARE, students learn how to apply theoretical concepts in real-time practice, as well as to explore the nature of the child as a learner and how social, emotional, and economical factors impact teaching and learning in classrooms. CARE teachers also have opportunities outside of the regular school day to participate in other experiences such as coaching and helping with other after school activities.

The CARE Teachers were involved in a variety of projects and activities during the 2011-2012 year that had a direct impact on P-12 student learning. The sophomore cohort planned and led a service-learning project involving two fifth grade classes at Amesville Elementary School. The groups focused on the local community and toured Conkle’s Hollow and gave mini-lessons about geology, the impact of glaciers, and plant and animal communities. They were also responsible for all logistics of the trip including research of the location, mini-lesson topics, permission slips, and transportation. The group also planned and led a service-learning project for the Federal Hocking Middle School Adventure Club with 100 students, parents, and CARE Teachers canoeing seven miles down the Hocking River. The CARE Teachers scoped out locations, developed a geology side-trip, and handled all logistics of the trip.

- **Advancing Equity: The Rural/Urban Collaborative (RUC)**

Following three years of pilot projects, 2012 was a year for “taking-to-scale” a premier initiative for advancing equity: The Rural/Urban Collaborative (RUC). The RUC is an innovative program with the goal of bringing rural and urban communities together to prepare pre-service teachers to “teach anywhere”. The program has multiple partners including schools, communities and their leaders. Partners include: Columbus City Schools, Logan-Hocking School District, Southern Local School District, Ohio University and Ohio Dominican University.

It was an ambitious, if not audacious, goal to imagine that the logistical challenges in placing 330 candidates per year in distant urban settings – for most, 100 miles round trip from the home campus, four full day visits per semester, could be managed successfully. Nonetheless, in addition to the savvy of dedicated faculty who rose to the occasion, it was the overwhelming enthusiasm and support demonstrated by the candidates themselves about the value of the experience in their professional development as teacher candidates that greatly outweighed the logistical challenges that had concerned many. Institute events designed to provide orientation and celebration experiences for participants featured panels of commentary provided by district and state level administrators, teachers, and the candidates themselves, both in person and via Skype with large screen video projection. Students from our partnering urban campus, Ohio Dominican University, traveled to the heart of rural Appalachian Ohio in and around the Athens campus of Ohio University to participate in rural-urban exchange experiences. Overwhelming positive response about the value of the Rural/Urban Collaborative experience clarifies for all the overwhelming success of an ambitious undertaking and high potential for instantiation of the Rural/Urban Collaborative as a signature feature in teacher preparation for candidates, practicing teachers, faculties, and administrators at Columbus City Schools, Logan-Hocking School District, Southern Local School District, Ohio University and Ohio Dominican University, and other units that may affiliate in the future.

# THE NEBRASKA NETWORK FOR EDUCATIONAL RENEWAL 2012

## SETTING CONTACT

Dennis Potthoff, Professor and Associate Dean, University of Nebraska Kearney (UNK) College of Education

## SETTING NNER PARTNERSHIP CONTACT

Roger Nyffeler, director, UNK Network of Partner Schools

## SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

Diane Duffin, Associate Professor, UNK Department of Political Science

## SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

Ken Anderson, Chair, UNK Department of Teacher Education

## SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Dean Tickle, Superintendent, Elm Creek Public Schools

## SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

### SUCCESSSES

#### Co-Host of NNER 2012 Annual Conference

The dominant NNER activity for 2012 was serving as a co-host setting (with the Wyoming and Colorado State Settings) for the 2012 NNER Annual Conference. This experience yielded overwhelmingly positive results for the NNER and also the NeNER:

- An awesome opportunity to network and collaborate with esteemed colleagues from the Wyoming and Colorado State partnership settings
- A successful, well-attended NNER Annual Conference that was financially profitable and very positively evaluated by participants
- Thirty-three conference attendees from our NeNER setting – including thirteen from the College of Education, seven from the Arts and Sciences, six from P-12 partner schools, and seven students (a mix of undergraduate and graduate students)
- NeNER-affiliated individuals/teams made 17 professional presentations, including facilitating one of the professional development classes

While the NeNER is unlikely to volunteer to host the NNER Conference in the near future, the outcomes of co-hosting were sufficiently large enough to feel extremely good about the experience. One key goal is to use our extensive involvement in hosting and also attending the 2012 Annual Conference as a springboard for future NNER initiatives and activities.

## **Curriculum Differentiation Initiative**

Another key 2012 effort, continuation of a multi-year Curriculum Differentiation initiative, is well-aligned with NeNER's commitment to preparing educators (initial certification and advanced programs) for the responsibility of providing ALL learners with equitable access to knowledge in a manner that is pedagogically nurturing. The evidence gathered in 2012 indicated that the initiative enhanced the preparation of candidates and also challenged university faculty to change their own teaching practices. In 2012, key accomplishments and developments included:

- Delivering a series of professional development activities that were well attended by a tripartite group.
- Award of a \$25,000 Kelly Grant Fund (renewable for a second year) by the University of Nebraska system. The purpose for Kelly grant funds is to encourage teaching excellence.
- Publishing of an internal document that summarized the numbers of activities offered, numbers of attendees (tripartite), level of participant satisfaction, and impact evidence.
- Scholarly Productivity
  - Curriculum Development research team scheduled campus-wide professional development workshops at the University of Nebraska Kearney and the University of Nebraska Omaha for the Spring 2013 were accepted for presentation at a spring 2012 national conference, and are poised to submit a research-based manuscript in 2013.

## **Renewal of Network of Partner Schools (2011-2013)**

We continued a series of tripartite conversations focused on renewal of the four goals for the UNK Network of Schools resulting in the emergence of a Network Action Plan for 2011-2020. Priorities established for the next decade included implementing initiatives that enhance P-12 learning. An exciting second possibility was the development of a collaborative model for supporting new teachers during the induction year (involving UNK, Partner P-12 Schools, and the Educational Service Unit).

## **Teacher Education/Political Science Partnership**

In 2012, our Political Science/Teacher Education partnership continued to flourish. Approximately 400 undergraduate teaching candidates co-enrolled in a six credit hour instructional block that included a teacher education course (TE 100: Teaching in a Democratic Society) and a political science course (PSCI 110: Introduction to American Politics).

- Policy Projects Teams—Each team researched and presented on a contentious education-related issue. Two of the policy project teams presented at the 2012 NNER Annual Conference.
- All teaching candidates completed a 15-20 clock hour Service Learning Project that included a reflective component focused on the four moral dimensions of the NNER.
- Continued work on University/School/Community Initiative (Peter Longo, facilitator).
- Engaged in preliminary conversations regarding the possibility of creating a Political Science/Teacher Education shared faculty position.

## **Significant (continued) expansion of co-teaching model for student teaching**

- In fall 2012, following a year-long pilot project, a significant percentage of teaching candidates (student teachers) were placed in co-teaching placements.
- A large number of P-12 based teachers and UNK teaching candidates participated in a co-teaching workshop in either the spring or fall of 2012.

## **Continued Collaboration with the American Democracy Project (ADP)**

As has been true for all the years of UNK's involvement with ADP, the local facilitator is an individual well-grounded in the NNER agenda. Teaching candidates and faculty working in educator preparation programs were key contributors to and/or participants in a variety of ADP initiatives – including Constitution Day, the Times Talks series, and the E. N. Thompson Forum. In fall 2012, a large number of educators/teaching candidates attended Robert Putnam's Thompson Forum lecture.

## **CHALLENGES**

### **Faculty**

As a campus, we continue to be challenged to diversify the diversity of our faculty. The lone (and persistent) area for improvement (AFI) in our NCATE accreditation visit is related to faculty diversity. In addition the recent (and impending) retirements of key personnel have posed a great challenge to our teaching power, our institutional memory, and our understanding of the NNER Agenda.

### **NNER Agenda-Specific Professional Development**

While co-hosting the 2012 NNER Annual Conference resulted in a very high level of local participation in the conference and elevated overall grasp of the NNER agenda, the NeNER is in need of a significant and more explicit initiative designed to provide a "NNER Leadership Associates" type of experience for newcomers in our setting.

## **OTHER SETTING INFORMATION**

### **SUCSESSES**

Online graduate programs in the University of Nebraska at Kearney College of Education earned "Honor Roll" recognition for the second consecutive year in a *U.S. News and World Report*. In 2012, the UNK College of Education earned an overall 8<sup>th</sup> place ranking out of approximately 200 participating colleges/universities

**UNIVERSITY OF CONNECTICUT  
2012**

**SETTING CONTACT**

Marijke Kehrhahn, Associate Dean

**SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE**

Manuela Wagner, Associate Professor, Literatures, Cultures and Languages

**SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE**

René Roselle, Assistant Professor, Teacher Education

**SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE**

Kerry Swistro, Teacher, Bulkeley High School, Hartford Public Schools

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

**2012 Context**

Led by President Susan Herbst, the University of Connecticut rededicated itself in 2012 to actively participating in advancing education and the economic climate in the state of Connecticut. University administrators and faculty were encouraged to become involved in multiple efforts to envision and establish the state's future direction. The university earned a Carnegie Community Engagement designation in 2012, which strengthened our vision and commitment to public engagement. University students and employees took opportunities to become more politically active and to engage productively with communities across the state. A revived relationship between university administration, state legislators, and the UConn Board of Trustees resulted in decisions to support the university's efforts in numerous ways. We now have efforts underway to build a technology park on the main campus, a multimillion dollar personalized medicine/genomics laboratory at the medical school, a \$1.5 billion investment in STEM education, and to hire nearly 300 new faculty over the next few years. All this is to say that now is a time of great promise, fast change, and many opportunities for renewal.

At the same time, Connecticut's new governor Dannel Malloy declared 2012 the "Year of Education" for state lawmakers. New education commissioner Stefan Pryor worked with the legislature to craft a nearly 200 page bill, An Act Concerning Education Reform (<http://www.cga.ct.gov/2012/act/pa/2012PA-00116-R00SB-00458-PA.htm>), that sought to make substantive changes in teacher preparation, equitable funding of school districts, resources for the vocational-technical schools, teacher advancement, additional resources for struggling schools, parent governance of failing schools, charter school equity and access, and many other education issues. Neag School of Education faculty and administrators testified at legislative hearings and advised lawmakers as they crafted education reform legislation.

As part of the education reform bill, the legislature provided substantial funding for school improvement and established a Commissioner's Network of Schools that are eligible for additional funding and resources, and crafted legislation that specifically named the Neag School of Education as partners in teacher evaluation development and under-performing school improvement. Neag School administrators and faculty were named to two influential commissions, the Performance Evaluation Advisory Council (PEAC) and the Educator Preparation Advisory Council (EPAC). The PEAC is charged with creating a new system for the

evaluation of teachers and principals, while the EPAC was created to write a new statewide set of guiding principles and guidelines for teacher preparation. Both of these commissions signaled a change in practice at the state level to more inclusive collaborative policy review, discussion, and formation.

At the local level, Hartford Public Schools, one of our longest-standing partner districts, set some bold strategic goals that have an impact on what happens in schools every day. The Third Grade Promise states all students who enter the Hartford Public Schools at grade Pre-K or K will read at/above grade level by the end of third grade. The Hartford Promise, through the collaborative work of philanthropic, higher education, and corporate partners, guarantees substantial scholarship funding for all of Hartford's high school graduates going on to college. As you can imagine, these initiatives change the partner work with Hartford and the work our students are doing in Hartford schools substantially. Our challenge is to generate our own enthusiasm and buy-in for Hartford's efforts and find ways to contribute.

In addition, national changes focusing on K-12 education are pushing intensive efforts in all of Connecticut's school districts to adopt and implement Common Core standards, to develop new assessment portfolios as Connecticut joins the Smarter Balanced Assessment Consortium, and to re-evaluate school safety, crisis intervention, and student mental health response in the wake of Sandy Hook.

Finally, the murder of children and educators at Sandy Hook Elementary School has prompted reflection on the part of all educators nationwide. All of us are considering many questions, the answers to which must influence the preparation of new teachers, and working hard to help others think about the implications of reactive proposals such as arming classroom teachers. If there were ever a time to deeply consider the meaning of *nurturing pedagogy*, this is the time!

In summary, Connecticut's education system is undergoing substantial and fundamental change while it reels from experiencing a tragedy beyond words. As partners in simultaneous renewal, we are actively and intensively engaged with others in bringing new meaning and new purpose to public schooling in our state.

## SUCCESSSES

- In 2012, the university-K12 partnership wrote and signed memoranda of understanding that clearly articulate mutual agreements, goals, and strategies for evaluating and communicating within the partnership. Agreements will be revisited annually to encourage a deeper understanding between partners of current issues and needs at the university and K-12 levels and articulating ways to address needs. A sample MOU can be obtained from Robin Hands at [robin.hands@uconn.edu](mailto:robin.hands@uconn.edu).
- We piloted a co-teaching model at East Hartford High School in 2012. High school cooperating teachers, student teaching supervisors, and student teachers were trained, implemented, and received coaching on a new collaborative model for student teaching. We are currently collecting data on effectiveness; our hope is that collaborative teaching will result in more confidence for teacher candidates completing student teaching and a broader range of knowledge and skills because it increases their access to expert teachers' models, coaching, and feedback. More information can be obtained from Susan Payne at [susan.payne@uconn.edu](mailto:susan.payne@uconn.edu).
- Methods faculty continue to work collaboratively to integrate teaching methods for English Language Learners into methods courses in elementary, secondary, special, and music education. Observations and evaluation of spring student teaching will give us a better idea of how teacher candidates are implementing what they learn in the methods courses in the classroom. Faculty will be joining together to publish a book on their innovative work through Routledge in 2013.

- Our continued work with Bulkeley High School Teacher Prep Studies program expanded to bring undergraduate admissions, TRIO programs, and financial aid programs to the table. As we learn more about the needs of first generation college applicants, transitioning from a high school in which 98% of the students are students of color and bilingual to a university in which they are in the language and racial/ethnic minority, we see the need to widen participation to simultaneously renew the school district's and university's knowledge, skills, and programs required to support students who are college bound. We are currently writing a collaborative planning grant to further explore the needs of high school students from Connecticut's urban high schools and to craft a renewal plan for university application, admissions, and advising systems.
- As the Teachers for a New Era effort at UConn transitions from an externally funded to an internally sustained effort, collaborative research concerning teacher preparation between the school of education and the college of arts and sciences is the top funding priority. College of Liberal Arts and Sciences (CLAS) leaders Fabiana Cardetti and Manuela Wagner have been instrumental in sustaining the number of CLAS faculty who have interest and dedication to teacher preparation and in leading the collaborative efforts between the schools.
- The Neag School was awarded one of the president's "cluster hires" and is currently searching for eight new faculty to staff the school's Education Equity, Achievement, and Reform research team, who will be dedicated to researching the causes and solutions to Connecticut's achievement gap.
- Dean Tom DeFranco has served as a thought leader for the state's newly formed Educator Preparation Advisory Council (EPAC), charged with redefining the guiding principles, guidelines, and strategies for teacher preparation in the state. Associate Dean Marijke Kehrhahn has served on the Clinical Preparation sub-committee. Goodlad's Postulates have been studied and discussed by sub-committees and shared with the council. As the council prepares its final report to the State Board of Education, we believe that the new guiding principles will represent a giant step forward, particularly with regard to the value of school partnerships and the importance of simultaneous renewal.
- Neag School of Education went into immediate action to support educators in Newtown, Connecticut in December. Dr. George Sugai joined with other national school violence prevention researchers to craft a thoughtful comprehensive response to the Newtown shootings that was released to a national audience (<http://today.uconn.edu/blog/2012/12/uconn-president-education-dean-endorse-connecticut-school-shooting-position-statement/>). The Neag School will hold a town hall meeting on Monday, February 11, for students, faculty, staff, and alumni to share their thoughts about Sandy Hook, about professional learning needs and ways to support the Newtown educator community. We are, at this point, transitioning from shock and grief to meaningful action.

## CHALLENGES

- The breadth and pace of change in our state is certainly a major challenge. We are trying to maintain our work of preparing teachers while responding to as many opportunities for dialogue, input, and comment as we can, and we are looking for ways to implement meaningful, thoughtful change.
- Windham Public Schools, a long-standing partner district, was taken over by the state in 2012 and is undergoing massive reorganization. District administrators and teachers are struggling with rapid, chaotic change. While we have been able to continue to support elementary school partnerships in the district, we regretted having to suspend our partnerships with the middle school and high school in 2012. We found that we were unable to keep up with the pace of change and the teachers' reactions to it in ways that truly supported the development of professional stance and identity of our teacher candidates. While we communicated with the superintendent that we planned to "take a break" from placements



and continue to stand with Windham during a time of change, what trickled down to K-12 faculty was a notion that we were “abandoning” the district. This made us sad! At this time, we are working with high school leaders to plan our re-entry into the high school in fall 2013, and figuring out ways to strengthen our bonds with district educators, working out agreements, and putting structures in place for a stronger partnership. Thinking about all the change in Hartford and Windham, we have learned that there is no way for higher education partners to avoid feeling the impact. Our commitment to urban schools and access for all sustains us during these challenging times.

- We continue to be challenged with minority teacher recruitment. We have built outreach and support efforts to increase the number of applicants of color to our programs but have not seen a substantial increase in the number of students who apply. Our university undergraduate population of minority students is 28%, and that is our goal for teacher preparation, but our percentage continues to be about 12%. We continue committed work on this front, and welcome advice, coaching, and guidance from NNER members.

### **OTHER SETTING INFORMATION:**

Dr. David Moss, Interim Director of Teacher Education, and Dr. Yuhang Rong, Associate Dean, are actively engaged in national work regarding the globally prepared teacher ([http://www.nafsa.org/uploadedFiles/Chez\\_NAFSA/Resource\\_Library\\_Assets/Networks/ITLC/Globally%20Competent%20Teaching.pdf](http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Resource_Library_Assets/Networks/ITLC/Globally%20Competent%20Teaching.pdf)). They will present their work at AACTE, are writing articles, creating assessments, and recommending accreditation standards for global preparation components of teacher education.

Dr. Michael Alfano, Executive Director of Teacher Education, resigned in July 2012 and is now the Department Chair of Special Education at Southern Connecticut State University. We launched a search for a new Executive Director of Teacher Education on February 1, 2013 and welcome applicants to contact us or to review the search documents at <http://jobs.uconn.edu/faculty>.

**UNIVERSITY OF MISSOURI PARTNERSHIP FOR EDUCATIONAL RENEWAL  
2012**

**SETTING CONTACTS**

Dan Lowry, Co-Director, University of Missouri Partnership for Educational Renewal

Mike Pullis, Co-Director, University of Missouri Partnership for Educational Renewal

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

**SUCCESSSES**

- In an on-going effort to study ways in which the College of Education (COE) can enhance its teacher preparation program, the MU College of Education is presently studying how the incorporation of the “Co-Teaching Model” in systematic way can enhance the teacher preparation program.
- Two “pilot” programs utilizing the co-teaching model in regards to the student teaching experience have been ongoing for the last three years in the Columbia School District and Lindbergh School District. Research is being conducted at this time to determine the positive impacts of the co-teaching model on student learning, the student teacher’s experience, and the experience of the cooperating teacher.
- The MU College of Education developed a unique full-year student experience for all elementary interns beginning in 2002. There have been several benefits of this program. Now the college is studying the inclusion of the full-year experience for it’s early education and secondary interns.
- To address it’s vision to prepare teachers to be globally competent, the MU College of Education has opened an Office of International and Intercultural Initiatives. This new position designs initiatives and supports undergraduates as they develop cultural competence and intercultural understanding through foreign and domestic experiences. These experiences include on campus multicultural events and activities, as well as study/teach abroad opportunities in Italy, Ghana, Tanzania, Australia/New Zealand, South Korea, India, South Africa, Jakarta, Thailand; and service learning opportunities in organizations such as Central Latino and Columbia Public Schools.
- The University of Missouri has had a goal of enhancing faculty equity for several years. To encourage the hiring of qualified minority faculty members, the Central Office of the University will provide monies to assist with the salary of a minority faculty member. Search committees are designed to represent all aspects of the college, including minority interests.
- Three years ago, a new program was initiated to enhance the equity amongst our student body. The “Missouri College Advising Corps” is designed to recruit and train MU seniors to work full time as high school and community college advisors for one or two years after graduation. These advisors will coach students on how to prepare themselves for college admission, how to choose a college that matches their interests and aptitudes, and how to complete admission and financial aid applications. Guides will also provide parents with information they need to encourage and support their children’s pursuit of a college degree. This is part of a nation-wide initiative to significantly increase college enrollment and graduation among high-ability, low-income high school students and to encourage community college students to continue their studies toward completion of bachelor’s degrees.

## 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.

## 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
- Stewardship of the profession and quality teacher preparation
- Research related to NNER mission and its implementation,
- Engaging with communities to promote quality education for all.

## SUCCESSES

Two years ago, 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 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 PK-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

2012-13 – Preventing School Bulling by Means of Positive Behavior Support

The “Mental Health Leadership Academy” involves many representatives in not only 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 Board’s Association, and parent organizations.

**UNIVERSITY OF NEW MEXICO**  
**2012**

**SETTING CONTACTS**

Richard Howell, Dean, College of Education  
Viola E. Florez, Professor, College of Education  
Cheryl Torrez, Department Chair, Teacher Education  
Marjori Krebs, Teacher Education & President's Fellow, University of New Mexico

**SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE:**

Viola E. Florez, Professor, College of Education

**SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE:**

Joseph Escobedo – Chief of Staff, Albuquerque School District

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

The past year of activities at the University of New Mexico NNER site have been productive due to community-engaged activities, especially those focused on the improvement of student academic performance. Many organizations and stakeholders within the community are concerned that New Mexico continues to rank very low on national assessments, particularly in the area of reading and mathematics. High school graduation rates are low in New Mexico and this makes a major impact on the quality of life and economic welfare of the state. The low college graduation rates are another issue being discussed at many levels within the community. The gap between where New Mexico is and where it needs to be is significant, which will require state policy makers and local leaders to appreciate and act upon the critical connection that exists between economic prosperity and education, K-12 and beyond. How to improve education opportunities for all students is complex and will require the community to come together to solve difficult barriers to student success. The ability and public will to work together through partnerships is a challenge for the Albuquerque area; however this challenge seems to be a major thrust currently. The geospatial mapping of the educational landscape for the Albuquerque area has been shared over the past year with the community at large, via reports/presentations and community forums by the UNM Center for Educational Policy and Research (CEPR). Because of this work by CEPR, the community awareness has been significant. This has proven to be a success, however, *moving the needle* to the next step is a challenge, especially trying to align resources and talent within the community to focus together to address the issues of educational attainment for our state. Our goal with this annual report is to share some of the major efforts being done to align school/university/community partnerships to address education and community needs pertaining to student success P-20.

## SUCCESSSES

### **Engaging the Community**

Some of the most successful work in the community has been with local organizations that are established and have been working on P-20 educational renewal efforts for several years. Some of these efforts focus on early childhood, especially the active role of local organizations at the state level to secure long-term funding for sustainability of programs that are making a positive difference in the community. The active group that UNM-NER has been affiliated with over the past two years is Early Childhood Accountability Partnership (ECAP), who support the alignment and funding of a comprehensive, high quality, early childhood education system by strengthening school/university/community partnerships. ECAP is actively working to align resources and human talent to support a common education vision and goals, an effort to interface the STRIVE model from Cincinnati in Albuquerque by local leaders from NM United Way and the University of New Mexico.

A local Vision Council comprised of key leaders from business, education, government, county, and city officials, who are members of the Vision Council and working together to attain the goal of graduating 60,000 more graduates from college by 2020. This goal can only be attained if K-12 efforts are appreciated and supported; therefore, strong partnerships are honored and encouraged. The Vision Council serves as the key leadership for alignment of other constituencies, such as ECAP, ABC Partnership, ABEC, and local community organizations involved with educational renewal efforts.

The involvement of the business community via a local community organization called Albuquerque Business Education Compact (ABEC) is a direct link to community businesses. This organization consistently supports activities by providing funding and backing to state economics, education, health, and community wellness.

Other engaging projects in the community involve grant writing activities to support the ongoing efforts on campus and in the community. The Lumina Foundation grant submitted by the University has been funded and we are involved in the implementation of the grant deliverables. The main focus of this grant is to recruit and retain Latino/a college graduates at UNM and NM Central Community College – Lumina Unidos Project. We are members of the leadership team for the grant.

The UNM-NER site is actively involved with many of the activities related to educational renewal efforts ongoing within the university and community. We are members of these organizations and continue to support the agenda moving forward in the renewal process. The work is labor intensive, complex and time consuming, especially strategically helping to conceptualize and implement community efforts and serve as a consistent communicator to the process.

### **ABC Partnership**

ABC Community School Partnership (ABC) was formally created in 2007 with a Joint Powers Agreement (JPA) between Albuquerque Public Schools (APS), Bernalillo County, and the City of Albuquerque with additional board members including representatives from the Albuquerque Business Education Compact (ABEC) and the United Way of Central New Mexico. ABC Community Schools Partnership was created as a means to support institutional and systems collaboration necessary to create an effective and sustainable community school system. Formally created in 2007, ABC consists of Albuquerque Public Schools, Bernalillo County, and the City of Albuquerque, with additional board members including representatives from the Albuquerque Business Education Compact and the United Way of Central New Mexico.

Since its inception, ABC has witnessed significant changes and overcome considerable challenges. ABC was first funded through an initial contribution of \$100,000 from APS, City of Albuquerque, Bernalillo County, and ABEC, and in 2010 received an 18-month planning grant, Success by 8, from the WK Kellogg Foundation in the amount of \$400,000. As part of Success by 8, ABC identified four elementary community school sites that would act as pilot sites for early implementation. As part of their relationship, ABC hired four community organizers to begin establishing a formal setting and developed an infrastructure for community schools. To continue to engage schools, ABC convened monthly board meetings and ABC staff regularly convened meetings to *collectively* envision and plan the development of sustainable community school structures at the site levels. These meetings were integral to the success of Success by 8 and included the shared expertise of principals, vice principals, family liaisons, University of New Mexico's Family Development Program, ABC Grants Manager, community organizers, evaluators, community partners, parents, and community members. From these meetings, the four schools and ABC created a strategy for each school to form a Community School Council in which they discussed school expectations and how to shift their daily practices to reflect their community's needs. As a result of these meetings, the group began to build trust, engage in challenging and necessary conversations, and created conditions to authentically work together.

Much of ABC's work was advanced through the strategic efforts of community organizers. ABC contracted with four community organizers, and each was partnered with one of the developing community school sites. The community organizers' main responsibility involved active and intentional identification and engagement of community based organizations, families, faith-based organizations, service providers, and interested citizens in their school communities. Community engagement directly correlated to the community school movement and the project's early childhood objective. In doing so, the community organizers served as the integral unit that linked community mobilization and community school structures within the schools. Upon being placed in schools, community organizers conducted a needs assessment and extensive demographic research concerning their school and community. The needs assessment evaluated the capacity of current services and resources in the community in relation to the actual need or incidence. The assessment also allowed the community organizers to evaluate how existing services or resources could be better coordinated to increase their efficiency. The demographic research provided the organizers with the most recent research concerning the school and community populations' gender, race, socio-economic status, disabilities, mobility, employment status, and home language.

Combined, the assessments enabled the community organizers to make and encourage decisions aligned with their school and community. Community organizers responded to their communities' needs by spreading the community school movement throughout the community through meaningful and bilingual focus groups. Within these focus groups, parents revealed concerns about the school as well as their personal needs. Such discussions led to further organizing and at times quick response to needs. For example, each school has created opportunities for families to bring their infants and toddlers to the school for story-time as well as adult literacy meetings and GED classes. Many schools identified the need for additional supplementary programs such as tutors and after-school enrichment. In response, community organizers looked to partners and services in their own neighborhoods and built relationships in order to continue planning on how to address the school's need.

Community organizers mobilized their school communities by starting and facilitating community school councils, where teachers, support staff members, principals, parents, and community members were invited to discuss and plan their own community school development. Community organizers met regularly with school staff members to discuss and gather input on how they view a community school and what is personally important to each individual in regard to the community school development. Community organizers attended most school-related events and used them as opportunities for outreach and relationship building. On several occasions, community organizers created and supported events outside of the school and the school day, such as "town hall meetings." "Town Hall" meetings gave community members from different neighborhoods the

opportunity to learn about the community school movement. Town hall meetings facilitated discussions between community members, leaders, school board members, and county commissioners. Because of the community organizers, individuals in the school communities have begun to think differently about their neighborhood schools.

As part of the planning grant, ABC also recognized the importance of building greater capacity of ABC and the New Mexico community. As a result, ABC sponsored travel to several national conferences. Many individuals attended the National Center for Community Schools Fundamentals Conference where the nuts and bolts about community schools were presented and discussed. Participants built rapport with each other as well as national community school leaders. Many formal and informal opportunities were available to develop shared vision, mission, and practices. In September 2011, system level leaders, including APS superintendent, city councilors, county commissioners, and school board members, visited the SUN Service System in Multnomah County, Oregon, where they participated in conversations about how to collectively develop a community school system in Albuquerque through the ABC Community Schools Partnership. Following this event, individuals in the Albuquerque community also attended the National Strive Conference to learn about a collective impact approach that incorporates shared community vision, evidence-based decision making, collaborative action, and investment and sustainability. Following the trip, several attendees worked together to envision how ABC and Strive could intersect. The group that attended the Strive conference merged with an existing systems workgroup to continue to explore how SUN Service System and Strive can inform the developing Community School System in Albuquerque and ABC Community Schools Partnership. Finally, in May 2012, a delegation attended the Coalition for Community Schools National Convening in San Francisco. This was a unique opportunity for both system level leaders and site level leaders to jointly attend a conference and understand, from both perspectives, how ABC can move forward in its work.

Early in 2012, ABC learned that it would no longer be funded by the WK Kellogg Foundation. As a result, ABC reorganized and sought greater structure to continue the community school movement. ABC has embraced a challenge few others have attempted to tackle in Albuquerque—bringing three major public institutions together, across silos, and with the community, to make an impact on education. This task required different habits of conducting business that are not commonly found in each of the three major ABC partners. ABC needed to develop the capacity to be successful in this task. In order to do this, ABC needed to learn about the barriers that make this task challenging, specifically the barrier of institutional lock-in. ABC has been able to find success and avert institutional lock-in by hiring an Executive Director. The Executive Director has helped play a strategic role in unifying all three public entities and met individually with each board member to help garner not only the board's beliefs and future ideas, but also his own understanding of how ABC can move forward in its vision and mission. The Executive Director has been integral in securing essential funds for sustainability, including the allocation of Bernalillo County Commissioners' discretionary funds to support the development of ABC's continuous improvement model. Additionally, ABC adopted a new results based vision to guide its work and articulate its efforts to all stakeholders. ABC's vision describes:

*Communities where everyone takes responsibility for creating safe, healthy, and welcoming schools for all students' academic success and readiness to give back to their communities.*

Furthering its purpose toward systems alignment, the City of Albuquerque passed a resolution that the ABC Community School Partnership will provide programmatic oversight of the city's Elementary/Middle School Initiative (EMSI). This \$1,000,000+ of funding is presented to schools that demonstrate their ability to effectively provide quality afterschool programming for academically at-risk youth. With this oversight, ABC now works with 90 elementary and middle schools and has since hired a Community School Manager to oversee EMSI coordination and horizontal scale-up efforts.



Recognizing that its efforts complement the larger community school movement, ABC arranged a “Coordinator Council” between three locally identified and recognized growing Community School models: YDI-Elev8, Albuquerque Community Learning Center Project (ACLCP), and the originally identified four Success by 8 schools. The council consists of Community School Coordinators and their respective principals and convenes to discuss their common agendas and system alignment. Throughout ABC’s existence, it has maintained relationships with a wide variety of early childhood leaders and providers including the City of Albuquerque Office of Child and Family Development, APS Early Childhood Program, Bernalillo County Pregnancy to 3 Task Force, Home Visitation group, Early Childhood Action Partnership, UNM Family Development Program, New Mexico Afterschool Alliance, Juvenile Detention Alternative Initiative, American Graduates, the Lumina Projects, and the NM Education Support Initiative.

In deep partnership with UNM-Family Development Program and ABC Community Organizers each community school site established an Early Childhood Neighborhood Leadership Team (consisting of teachers and parents) with the charge of expanding the elementary school as a resource for families with non-school-age children. ABC has also joined the efforts of the Early Childhood Accountability Partnership (ECAP). ECAP is a network of existing early childhood leaders from a broad range of early childhood fields that have joined to develop an early childhood education and development plan for children pre-natal to age 8. ABC has joined these efforts in its dedication to collective impact and equitable distribution of resources for the neediest children in Bernalillo County. The City of Albuquerque and Bernalillo County strengthened their commitment to the Partnership, community schools and this project when the City Council and County Commissions, in separate actions, voted unanimously to support ABC, its early childhood initiatives, and community schools in general. An ABC delegation also met with the Albuquerque Mayor and received his continued support.

In most recent events, APS Superintendent publically voiced his support of the growth of Community Schools throughout APS, and designated a senior staff member to participate in ABC meetings. Since then, the ABC Board resolved to Scale-Up Community Schools, specifically targeting the Southeast Heights area. ABC Partnership Board meetings occur monthly, are open to the public, and actively seek and welcome ongoing community input.

### **Teacher Corps Project\***

The Teacher Corps program at the University of New Mexico is in its second year of implementation and growing. Teacher Corps is a partnership between UNM’s Community Engagement Center, Teacher Education Department and a number of community-schools within Albuquerque. The Teacher Corps program came from a need to transform Teacher Education to be more responsive to community perspectives on education, which include the need to listen to and learn from parents, to increase parental and community engagement in schools, and the need to address the achievement gap from an assets-based approach.

The Teacher Corps program is an experiment in democracy, taking a page from the teachings of Paulo Friere and others to truly take direction from community members. Public education is one of the few democratic spaces left in our country. To this end, several key themes guide the Teacher Corps program and are interwoven throughout the teacher candidates’ field experiences, reflection sessions, and professional development workshops. These themes include community-based service-learning and civic engagement; antiracism and social justice; partnerships with families, community leaders, and community-based organizations; and interdisciplinary teaching methods. The guiding principles of the Teacher Corps experience include a three-pronged approach of academics, community engagement, and leadership development.

Teacher Corps provides field experiences, reflection sessions, and professional development workshops to incorporate the following themes not only for their Teacher Corps members who are teacher candidates, but also for their cooperating teachers:

- Innovative Teacher Preparation with a Focus on Community-Based Service-Learning and Civic Engagement;
- Viewing of Community Issues through an Assets-Based, Antiracism, Social Justice Lens;
- Partnerships with Families, Community Leaders, and Community-Based Organizations; and
- Creation of Classroom Communities of Caring Learners and Thinkers Through Interdisciplinary Teaching Methods.

The guiding philosophy of the program utilizes the Praxis approach where knowledge, action, and reflection are practiced in a cyclical process (Friere, 1974) through the following Key Program Components: Academics (teaching licensure requirements and before- and after-school tutoring/family engagement program support), Community Engagement (federal and state work study funding opportunities and AmeriCorps Education Award scholarship opportunities), and Leadership Development (service-learning professional development workshops, creation of cultures of service-learning in schools, and social justice through reflection sessions).

In the second year of the program we have learned many lessons and have had a chance to understand the experience from the perspectives of the Teacher Corps members. We found that much of their reflection on their experiences mirrored that of their Teacher Education peers in the traditional track. However, as a result of their service in Teacher Corps, the participants developed their understanding of how to implement community-based service-learning in their classrooms, teach through the lens of social justice, focus on the assets of a community, and engage parents and community members in student learning.

Teacher Corps members responded as they neared the end of their experience that they had grown in many areas that are typical of the growth of teacher candidates during their field experiences, including appreciation of the support they received and that the faculty listened to them and gave them constructive feedback on their teaching. The members felt that faculty addressed the concerns they had in their classrooms and that the assistance with classroom management was valuable. However, because of the Teacher Corps reflection sessions they attended, they gained valuable information about a variety of topics, including service-learning, hunger, and community assets. Students commented that “Teacher Corps allows us to take what we’ve learned and take it to another level;” and “the extra advice and guidance has been wonderful.”

Teacher Corps members also voiced an appreciation and recognition of the financial support they received in comments such as, “Teacher Corps cooperates well with teacher education in order to ensure a valuable experience for the student teachers that builds off of the university curriculum and student teachers are compensated through work study and their Service Corps stipend.”

Early definitions of community-based service-learning weighed on the side of the Teacher Corps members “helping” those in the community with their problems, and see themselves as the ones doing the work in these communities for the benefit of those who live there.

Nearing completion of the program, their views of community-based service-learning advanced to include ideas such as the importance of “using community assets where I teach,” and “connecting to the community where I teach.”

Likewise, in initial surveys, students had brief responses when asked about their thoughts on why there was an achievement gap between different racial and ethnic groups. The themes that emerged here included lack of relevant curriculum, parents not valuing education, low socioeconomic status of students, racial and ethnic differences, and lack of community and school resources. Responses included “perception,” “less money for materials,” “the academics may not relate to their lives,” and the misconception that different racial and ethnic groups do not value education.

Teacher Corps members nearing the end of their program are beginning to voice concerns that the “achievement gap” is really an “opportunity gap” and have observed their students facing numerous challenges outside the classroom, but see their skills increasing to approach such challenges alongside their students, by being “better able to manipulate my teaching several different ways for each one of my students to learn.” They are beginning to recognize that parents actually *do* want their “kids to succeed” and they “support a quality education.”

The infusion of service-learning into their field experience was valuable also, “I now know how to teach through service.” They also appreciated the “inspiration” they gained from the presenters at the reflection sessions.

The comments shared by speakers in the reflection sessions became a way to emphasize what needs to be valued in Teacher Education. The topics covered included asset-mapping, funds of knowledge, community-based service-learning, restorative justice, Indigenous education, African-American education, immigration, bilingual education, environmental justice, LGBTQ education, civic engagement and policy perspectives, and family engagement. The challenges of covering some of the most pressing issues in education within one year cannot be over emphasized. If nothing else, the students were given a foundational understanding to open their minds to the complexity of their profession and the role they can play in changing the lives of their students through learning and serving in their own communities.

(\*Prepared by Dr. Marjori Krebs, Assistant Professor, Teacher Education and Dr. Kiran Kitran, Director, Community Engagement Center)

### **Hispanic Chamber of Commerce Student Mentoring Program**

In 2012 the UNM-NER conducted a study to assess the impact of the scholarship awarded by the Hispanic Chamber of Commerce to high school Hispanic students in their senior year. The study focused on the impact of the scholarship on the college graduation of Hispanic students. The study was a request by the Education Committee of the Albuquerque Hispano Chamber of Commerce (AHCC) to study the impact of the AHCC Hispano Scholarship on educational attainment and the impact on the economy of New Mexico. Since the 1990s, AHCC has been awarding students scholarships, but has not consistently collected data on the scholarship recipients. The study utilized three methods of gathering data: 1) a questionnaire administered to 241 AHCC recipients, 2) a small focus group, and 3) document review, which included the AHCC Excel spreadsheets, focus group notes, and 2009-2011 student essays. Following the data collection process, an analysis was conducted on the survey results, and a thematic analysis documented the focus group and student essays. The final written report was shared with the Education Committee and the Hispanic Chamber of Commerce Board, which included findings and recommendations for continued student scholarship support.

The report identified several findings that were very important to the continuation of the support to Hispanic students and their families. It was clear that financial constraint was a major factor to completing their college education. Many of the students utilized the scholarship fund to purchase textbooks, school supplies, and pay for some of their living expenses. Having the financial assistance that the scholarship

provided was very helpful to the recipients' families during the first year of college. Findings also identified the lack of student information and the need for mentoring opportunities once they attended college. A significant finding recognized the critical need to retain and improve graduation rates for Hispanic students receiving the AHCC Scholarship. It was evident that they needed support beyond the financial assistance, such as mentoring and/or other interventions.

Based on the Findings and Recommendations made by the Research Team, the AHCC Education Committee members committed to become more involved with the students and agreed to mentor one or more scholarship recipients in fall 2012. The hope was that the mentoring would help improve retention by helping students address the challenges during their first year of college. Addressed in the final Study report, we found that not only are financial constraints a barrier to education, but also the lack of support. Also, findings indicated approximately 62% of the recipients were first generation students that may not have had family members or peers to assist in providing information and support. Therefore, these mentors are essential to the educational success of the scholarship recipients.

The UNM-NER site is continuing to work with the AHCC Education Committee by providing assistance with the design and development of the Student Mentoring Program. In efforts to provide ongoing support, mentors are encouraged to establish communication and support to scholarship recipients. Each Education Committee member is mentoring two or three students this academic year. Gathering students' contact information, creating a conclusive contact information sheet, and communicating with each scholarship recipient about the mentor program were among the preliminary steps in creating the mentorship program.

The AHCC Education committee members are community and business leaders who share the vision of building the community by supporting the recipients while completing their college education and encouraging them in becoming great leaders. This mentor program is pertinent to increasing student retention. Research has shown mentor programs as a way to increase retention among minority students. Mentoring will provide recipients with support that will assist them in completing their education. A common theme in the research focuses on mentoring being identified as a factor leading to success in education, advancement in employment, and personal development. Mentoring is crucial for developing and enhancing the mentees' skills. Students who do not have mentors may experience difficulty in progressing toward educational goals.

Currently, we are developing an ongoing questionnaire to assist mentors in keeping information on their contact efforts with students. This survey will gather information on how often contact has been made, the response from students, the students' academic and social progress, and topics discussed during the mentor/mentee meeting. However, keeping a good database of student contact, questions mentors are not able to answer, and students not calling back or responding to emails are a few of the challenges we have faced while developing the mentoring program.

We will continue to work toward developing strategies and events to continue the flow of communication between mentors and mentees. Several networking events have occurred to bring students and mentors together this past year and there are plans for additional receptions, banquets, and other events to provide opportunities for scholarship recipients to network and socialize with peers as well as AHCC members and support one another.

## Planning the 2013 NNER Annual Conference

Since the notification of the upcoming responsibility, the University of New Mexico and the Albuquerque community have wasted little time as they prepare to host the 2013 National Network for Renewal Conference. Recognized as one of the most culturally diverse cities in the country, Albuquerque is an ideal setting to celebrate how diverse communities have informed the city's tremendous heritage. Additionally, cultural diversity helps drive Albuquerque's current renewal efforts—*community engagement for improved student learning*.

Over the past several years, Albuquerque has placed significant importance and targeted efforts in placing the community at the core of renewal, and the city believes that the success of students is the shared responsibility of *everyone* in the community. This belief is foundational to the 2013 NNER Conference, and its message is evident in the four conference strands:

- Civic Engagement of Community, Schools, & Higher Education
- Community-Based Research & Inquiry
- Purposeful Partnerships for Collective Impact, Learning, & Sustainability
- Engagement for Equity & Excellence

The 2013 National Network for Educational Renewal is designed to bring leaders from across the country to first celebrate cultural diversity, share experiences, and learn from best practices through open and rigorous dialogue. Additionally, the 2013 conference offers participants the distinctive opportunity participate in Albuquerque's most celebrated event—The International Balloon Fiesta.

While Albuquerque continues to diligently plan the 2013 NNER Conference, participants can mark their calendars for October 10-12 and make reservations at the Embassy Suites. A conference planning committee has been developed with representatives from University of New Mexico, Albuquerque Public Schools, community organizations, community partners, businesses, and parents. The committee continues to meet regularly. For current information, please visit our website or contact [unnner@unm.edu](mailto:unnner@unm.edu). More information will be available in the next month.

Albuquerque welcomes your wisdom and expertise as leaders in your respective communities, and we hope you will join us in celebration of diversity, community, and cultural experiences at the 2013 National Network for Educational Renewal Conference.

## CHALLENGES

The challenges with engagement of community will continue as we move forward with the alignment of resources and the development of a common agenda and goals for improving education in New Mexico. When it comes to education in New Mexico, we continue to rank 41 nationally on national assessments of mathematics and reading. The academic achievement gap amongst minority students continues to be a huge challenge for the entire community. The gap between where New Mexico is and where it needs to be is significant and requires local and state leaders to work together to accomplish an agenda of improving education for all students. The connection between economic prosperity and education is critical; therefore, we must come together and meet the needs of students in the state with a united front.

The importance of everyone working together to improve education in New Mexico is a challenge, but there are many stakeholders willing to take this effort on and make a difference.

## **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**

Over the past year, there have been several successes that have helped move the collective impact work forward. Described below are some of the successes that have made a difference.

- The **ABC Partnership** has contributed much to the collaborative work in the community, especially the efforts to unite the city and county resources to support community schools. Many of these schools are located in low economic/high need areas of the city, hence, many city and county services are made available to the students and families. Access and equity to educational opportunities is critical and community schools provide full services, including breakfast, health clinics, and other essential social services.
- **Early Childhood Accountability Partnership (ECAP)** has organized many of the key early childhood organizations in the community to address critical issues facing children and families. The major focus of this partnership has been the development of a student roadmap to successful learning and readiness for schooling. The collective work of many organizations within the community has been impressive, and as a result this partnership has developed benchmarks for early learning.
- **Albuquerque Business Education Compact (ABEC)** is an organization of business folks who are dedicated and committed to the improvement of education for all students. They continue to support local education initiatives by providing monetary support and various support services to the Albuquerque community. Their focus in the future will be support to middle schools that have been identified as Community Schools by the school district. Therefore, the majority of the funding will go to two community schools beginning fall 2013.
- **STRIVE/Vision Council** - The implementation of the STRIVE model within the community has been a year-long effort. The local United Way has accepted the role of being the community anchor for the STRIVE work. The STRIVE framework for collective impact has been the roadmap for the community engagement work and the development of networks in the community. To date, a Vision Council consisting of key leaders in the community has been formed, with a signed commitment to accomplish the goal of *graduating 60,000 new college graduates by 2020* established by the community. Accomplishing this goal will require the work of many partners. Therefore, during the next year, these key leaders will be working with other community organizations to work together

to meet this “audacious” hairy goal (Jim Collins). One of the benchmarks for 2014, is to establish a community education report card, which hopefully will begin to inform the community on accomplishments to improve education in New Mexico.

- **UNM-NER Site** - The continued support and leadership from the University of New Mexico NNER site to all of the partnership efforts has been a major contribution to the local community engagement accomplishments. The focus of the work is aligned to the mission and core values of the national network. The simultaneous renewal process is evident across all sectors of this community engagement work. The educational renewal efforts of the local site are recognized as the consistent convener and “glue” that keeps the many efforts moving forward. This is definitely a success for the UNM-NNER site.

## CHALLENGES

The challenge facing the continued work is twofold: 1) how to maintain the momentum with the alignment and collective community impact efforts, and 2) how to include all of the collaborations happening in the community to accomplish common goals and agenda. The inclusion of many community sectors is so very important; however, knowing how to involve and recognize the ongoing work of these collaborations continues to be a major challenge. The next step we are currently working on is the development of a community engagement plan to be designed and implemented in early summer.

Another challenge that we are currently exploring is the connection between the health disparities and education within the community. We will be working closely with the Center for Community Health as a partner to determine if there is a high correlation of educational attainment and health. Some partnership work has revealed the finding that 56% of New Mexicans had some college education, and if 24% more (80%) had some college, we would avert 677 deaths/year. This work is challenging but very important to the community engagement efforts happening in the community. It is exciting to reach out to the health professionals and figure out how to best work together collectively to address health and educational needs.

## OTHER SETTING INFORMATION

The University of New Mexico leadership is very committed to the community engagement work, especially the teacher education and K-12 efforts that are being addressed by the NNER site at UNM and the community. President Robert Frank began his presidency in June 2012 and has already linked to many community efforts to improve P-20 education. He serves on the United Way Vision Council as an active member.

**UNIVERSITY OF TEXAS ARLINGTON**  
**2012**

**SETTING CONTACT**

John A. Smith

**SETTING TRIPARTITE REPRESENTATIVES**

Eric Bolsterli

Greg Hale

John Smith

**SUCCESSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

**SUCCESSES**

**NNER Summer Workshop**

In July 2012, UT Arlington College of Education and Health Professions (COEHP) Dean Jeanne Gerlach, Associate Dean Adrienne Hyle, and Curriculum and Instruction Department Chair John Smith attended a two-day NNER Summer Workshop. This workshop, following the annual NNER Summer Symposium, was a wonderful opportunity to meet and visit with John Goodlad, national NNER leaders, and NNER setting leaders in small discussion groups to learn more about the mission of NNER, and to benefit from the experiences of NNER leaders and settings. The preparatory readings of John's *Occasional Papers* provided the context for the small-group discussions. Themes in these papers included the need to get beyond tinkering with the nation's public schools and instead focus on comprehensive renewal, the goals of education, and the need for education policy-making to be returned to those closest to children in the local communities. What a wonderful opportunity to sit across a table from John Goodlad, to be able to ask him questions, to listen to his thoughtful responses, and to reason together about the possibilities of education.

**Address by Tom Bellamy**

In December 2012 Tom Bellamy visited the University of Texas at Arlington to address a group of College of Education and Health Professions faculty and graduate students as part of the college's Mike Moses Speaker Series. We very much appreciate Tom's insights about the history and goals of education and their relationship to current issues associated with leadership in education. As we face the daily challenges of our profession, opportunities such as Tom's address allow us to step back, realign our perspectives, and move ahead refreshed and recommitted.

**Partnerships with Local ISDs**

UT Arlington continues its partnership efforts with local public school districts and its 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 College of Education and Health Professions remains committed to providing quality educational experiences for our P-12 pre-service teachers. UT Arlington’s commitment to the principles of NNER and our students is supported by 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 provide the context for conversations solving common problems of public school and university programs, provide professional development for our pre-service and faculty at both university and PK-12 schools, and provide opportunities for educational research.

Faculty in the UT Arlington College of Education and Health Professions continue to work together with our public school partners to create a more in-depth field-based experience, provide for student research projects within the student teaching experience, and revise course content for UT Arlington classes through their suggestions. The partnerships have also provided us with opportunities to provide 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 science educator Ann Cavallo, our STEM Education Program continues to incorporate principles of the National Network for Educational Renewal. 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 ongoing STEM education programs currently in place in COEHP led by faculty in the Department of Curriculum and Instruction. Exemplars of such programs include the 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 subjects in the Dallas, Arlington, Fort Worth, and Hurst-Euless 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 through the program and their early years of teaching.

This NSF *Noyce* program complements our *UTeach Arlington* program, in which the COEHP, College of Science, and College of Liberal Arts continue to partner with local school districts, as well as other districts in the DFW area. Our candidates begin their field experiences as freshman 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 the program, 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 current science and math vacancies in our urban districts.

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.

Curriculum and Instruction and the UT Arlington Math Department, under the direction of mathematics education professor Christopher Kribs Zaleta, are completing a formal partnership project with the mathematics departments of both Arlington ISD and Fort Worth ISD. This two-year campus-based professional development program for teachers of K-8 mathematics has also created cross-district professional networks among participants in four districts (adding in Hurst-Euless Bedford ISD and Mansfield ISD) evident in dozens of professional conference (CAMT) presentations by these teams of teachers. Most of these teachers have also gone on to complete M.Ed. degrees at UT Arlington.

## **Pathways to College**

The Pathways to College program uses an existing and highly successful program – GO Centers – to motivate at-risk and culturally and linguistically diverse/minority high school students to remain in school and to attend college. Fifty UT Arlington students (known as the G-Force) staff 13 GO Centers in four local school districts, acting as mentors to provide guidance and support to about 9,000 high school students. Many of the students served will be the first in their families to attend college. Pathways will expand services available through the GO Centers to include two more projects:

1. Parent outreach workshops for parents from diverse cultural and linguistic backgrounds to help teach them about the American school system and specific strategies to support their children and guide them to high school completion and enrollment in college;
2. A residential summer camp college immersion experience where at-risk high school students will learn about the college experience, how to study, learning strategies for future success, and exploring career opportunities.

G-Force members are currently paid a stipend, \$10/hour for a maximum of 19 hours per week, from a Texas Higher Education Coordinating Board (THECB) grant of \$300,000 for 2011-2013. Funding from AT&T will also be used to provide additional services to parents, including sessions on the UT Arlington campus for at least 200 parents, and for the college immersion experience for at least 100 high school students. These efforts will be coordinated through UT Arlington's Center for Bilingual and ESL Education.

The Pathways project has three main components: GO Centers, parent outreach, and a summer camp college immersion program.

1. **GO Centers:** UT Arlington has successfully worked with local GO Centers since 2007, adding five new schools this year in Fort Worth ISD. UT Arlington students, supported through a grant from the THECB, mentor high school students to ensure their graduation from high school and to help prepare them for college. Each GO Center is a dedicated room at a local high school where students can access information about financing education, choosing a career and applying to college. The 13 GO Centers staffed by UT Arlington students, all located at Title 1 high schools, reach 9,000 students each year.

2. **Parent Outreach:** A parent outreach component was successfully implemented in 2009-10 with support from THECB funds. As a result, more than 200 parents attended a day-long conference at UT Arlington where they gained practical information to help guide their children to successful completion of high school and preparation for college. AT&T funding would help restore a parent outreach component to UT Arlington's work with GO Centers. Parent outreach would focus on three programs:
  - G-Force mentors will help facilitate high school campus presentations for parents on topics such as the FAFSA application, "Meet Your Counselor Night," college information sessions, and career nights;
  - Presentations at UT Arlington (four times per year) on school culture, the role of parents in education, planning for successful high school and college education, financial aid and scholarship information, the internet as a research tool, community resources; and other components of college access and readiness identified by the College for Texans Campaign;
  - To support the adjustment of immigrant parents to U.S. society, parent outreach will also offer training in linguistic and cultural components, including the school culture, stages of cultural adjustment and the acculturation process in the United States; strategies to improve cross-cultural communication; and goals of English as a second language, dual language and bilingual programs.
3. **Summer Camp College Immersion:** For the past three years UT Arlington successfully implemented the ExxonMobil Bernard Harris Summer Science Camp, which introduced at-risk middle school students to the joys and challenges of science, math, and engineering programs with the goal of exciting these students to the possibilities of attending college and studying science. Based on a version of this model, the Summer Camp College Immersion program will use UT Arlington students as counselors (supervised by faculty and staff) to teach selected students from each high school's GO Center important study skills and educational habits that will help them in future learning and success. Students will practice writing applications and essays for college admissions, learn test-taking skills including practice SAT and ACT exam questions, and how to register for the exams.

Students will also engage in inquiry-based, hands-on lessons and engage in experiential learning in UT Arlington's working research laboratories and state-of-the-art facilities to experience how knowledge and skills are applied in the real world. Counselors will mentor students to provide guidance and serve as role models throughout the program. In addition to the summer program, two follow-up sessions will be scheduled where students and parents return to UT Arlington for further experiences and enrichment, and where UT Arlington student counselors and instructors from the summer immersion program can monitor student progress in school and provide additional mentoring support. In year two, past participants will be asked to return to serve as junior counselors to new summer participants, both in the summer and during the academic year, to build camaraderie and promote the pipeline of students leading to college and career.

## **Service Learning**

Finally, the Department of Curriculum and Instruction (C&I) has been designated as a Service Learning "Engaged Department." During the 2011-2012 academic year, a faculty team from C&I met together 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. Part of the planning process includes the development of a chart describing the service learning components associated with courses in each of the department's certification programs. The departmental enthusiasm for service learning has resulted in several C&I faculty members being designated as Service Learning Fellows and Service Learning Scholars.

**WINTHROP UNIVERSITY**  
**2012**

**SETTING CONTACTS**

Deborah V. Mink, Interim Director, Rex Institute for Educational Renewal and Partnerships  
Jennie F. Rakestraw, Dean, Richard W. Riley College of Education

**SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVES**

Robert G. Prickett, Assistant Professor, Department of English  
Beth Costner, Associate Dean, College of Arts and Sciences

**SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVES**

Debi Mink, Director, Rex Institute for Educational Renewal and Partnerships  
Lisa Johnson, Senior Associate to the Dean and NetSCOPE Director, Riley College of Education

**SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVES**

Audrey Allan, Secondary Education Director, York 1 School District  
Shirnetha Stinson, Assistant Principal, Clinton Elementary School, Lancaster County Schools

**SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS,  
DEPARTMENTS, OR OTHER GROUPS**

**SUCCESSSES**

In 2012, Winthrop University completed year 3 of the Teacher Quality Partnership grant (NetSCOPE), which is guiding much of our transformational work including the following initiatives:

- Expanded the year-long internship to include Special Education and Middle Level Education with plans to add all remaining programs in 2013;
- Developed syllabi for all new Education Core courses and implemented the first course in fall 2012;
- Dedicated and renamed the Institute for Educational Renewal and Partnership's name to the Jim and Sue Rex Institute for Educational Renewal Partnership in honor of former South Carolina Superintendent of Education Dr. Jim Rex and his wife;
- Added eight additional schools to the Partnership Network bringing the total to six Professional Development Schools and 24 Partner Schools in nine school districts (five designated as "high-need" based upon poverty index);
- Established fourth level of Partnership, "Content Area Assembly," to recognize the unique challenges and structures of secondary and P-12 teaching fields; and
- Continued collaborative meetings of the Partnership Network Advisory Council (PAC), the Network Management Team (NMT), and the Rex Institute for Educational Renewal and Partnership (IERP). The Partnership Advisory Council, in collaboration with IERP, provides coordination, communication, and oversight of the Winthrop School-University Partnership Network with a focus on the networking of schools. Members focus on specific aspects of the Partnership Network, especially as it relates to planning professional development, reviewing applications for new Network sites, planning collaborative inquiry projects, and implementing the new field-based curriculum.

The Network Management Team oversees Network implementation from a district and college level. It provides ongoing support for Network faculty and administrators, designates coursework and professional development activities to meet identified needs, and collaborates with an independent evaluator to ensure program accountability.

Winthrop University is also in the third year of implementing the USDOE funded School Leadership grant, referred to as NetLEAD. NetLEAD goes hand-in-hand with the NetSCOPE grant, extending the NetSCOPE leadership component to include an additional 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 Behavior Interventions and Support (PBIS) training via an online forum. PBIS addresses student school climate, school safety, dropout rates, and discipline with the goal of improving school climate. The NetLEAD program also awarded mini-grants to support work of school leaders. Most of the projects involved meeting literacy needs. As a result of our work through the NetLEAD grant and Charlotte-Mecklenburg Schools (NC), we were invited to participate in the Alliance to Reform of Education Leadership and the KIPP Leadership Design Fellowship.

One major focus over the past year has been to complete the redesign our teacher preparation program and core curriculum in order to more fully prepare our candidates to meet the needs of diverse students (English Language Learners, students with special needs included in the general education classroom, students living in poverty and the gifted and talented student). A tripartite task force designed the scope and sequence of the new curriculum and teams constructed syllabi that included 13 new courses with 1,000-1,200 field hours included, beginning in the freshman year. The first of the new Education Core courses was offered Fall 2012, with school partners providing insight into how to structure the extensive field components so that they would be to be valuable to both teacher candidates and P-12 students. A Core Leadership Team (CLT) was formed to facilitate implementation and continuity of the new Education Core curriculum. Composition of the CLT includes a faculty from each of the Education Core courses and a team facilitator. Core team leaders work with other faculty and P-12 partners to implement the Education Core with fidelity; collaborate with all teacher education content areas to determine effectiveness of and changes needed to the Education Core; and measure the impact of the Education Core on pre-service teacher knowledge, skill, and disposition.

The Winthrop University-School Partnership Network hosted several celebratory and professional learning events. The 3<sup>rd</sup> Annual Partnership Conference was held in June 2012 with the theme *Innovation, Inquiry, Impact*. More than 250 educators from Winthrop and the Partnership Network schools attended and engaged in presentations from school and university faculty, administrators, and students. Next year's plan is to add a poster session for reporting results of action research projects. An annual Mentor Teacher Symposium Dinner was held to support mentor professional learning, providing opportunities for them to share strategies for building mentoring relationships with interns, supervisors, and colleagues. "Mentor of the Year" awards highlighted four mentors nominated by interns or university faculty.

Technology tools increased the Partnership Network's capacity to share instructional practices. Teachscape *Reflect*, a tool for capturing panoramic video, allows sharing of best practices videos in Network schools and university classes. Currently 15 Teachscape Reflect Classroom Observation Systems collect video samples of effective teaching practices, creating "our virtual field experiences" library. This video library currently houses 181 virtual field experiences.

We have seven Winthrop Faculty in Residence (WFIR) who work as "boundary spanners" with each of our Professional Development Schools. Our WFIR, along with other College of Education, Arts & Sciences, and

Visual and Performing Arts faculty have been highly engaged in professional learning, teacher development, and relationship building. Multiple initiatives focus on implementing Partnership Network goals and often result in documented student achievement gains and national recognition.

- Project-based learning at Chester Park School of Inquiry, one of our professional development schools, won honorable mention at the Dick and Tunky Riley *What Works SC* annual award banquet.
- Indian Land Middle School, a Winthrop Partner School, conducted a pilot study on inclusion of students with special needs in general education settings and found increase student achievement for both populations. This study is currently being expanded for school-wide implementation.
- Sugar Creek Elementary School, one of our Professional Development Schools, held a Cultural Fair that highlighted global awareness and celebrated the diverse nationalities represented by students at the school. Due to this initiative and other projects that emphasize an inclusive school climate, Sugar Creek was recognized as a *No Place for Hate* model school.
- A cohort of 16 aspiring leaders from high poverty districts graduated from the College of Education M.Ed. Educational Leadership program in December 2012 with credentials to become school leaders. The program emphasizes instructional leadership and positive school climate.
- A variety of professional development was provided the 11 high need school districts partnering with Winthrop in the NetLEAD grant. NetLEAD offered ten PBIS trainings with a total of 156 participants in high need school districts. Fifty-seven school leaders participated in poverty workshops; and school leadership teams (199 participants total) participated in a Common Core State Standards Curriculum Design Planning Retreat in June 2012.
- Winthrop implemented the The Teaching Excellence and Achievement (TEA) Program, a grant that supported 24 international educators participating in courses, field trips, and engagement with local school districts. A second award will provide the opportunity for another cohort of 18 TEA Fellows to visit in spring 2013.
- Freshman enrolled in Winthrop's *Introduction to the Academy* course spent time at two Partnership high poverty schools reading to and engaging students in literature as part of a Reading Tent Project. At the end of the experiences, students were able to choose a book to keep.
- Three schools in high-need districts are participating in intense year-long Olweus Bullying Prevention Program. With the goals of reducing bullying behaviors and improving peer relationships, faculty at the schools are gathering data and creating plans for building positive school environments. Two high-need schools participated in the training in 2012.
- A cohort of 19 mathematics and science majors spent time working with high school students in Partner Schools and doing summer research that connected STEM fields and education. Results of the research and teaching experiences were highlighted at the annual Winthrop Initiative for STEM Education (WISE) Symposium.

## CHALLENGES

Work continues on finalizing field experiences and assessments for the new Education Core. This challenge continues to require the collaboration of the tripartite in planning for multiple field-based learning opportunities and resulting changes in assessments.

Changing leadership at the district and school level presents challenges for Partnership work. However, with the help of numerous university faculty, we have been able to stabilize the commitment of our school/district partners to support Partnership Network goals. Positive results in P-12 student learning and teacher quality have helped this process.

With some partner districts and schools more than sixty miles from the university, travel can present a hardship for university students. Creating a fund for travel support is a goal for the next year.

The goal of increasing diversity of College of Education faculty continues to be a goal.

# WRIGHT STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL 2012

## SETTING CONTACTS

Charlotte Harris, Dean, College of Education and Human Services (CEHS)  
Joseph Keferl, Associate Dean, CEHS  
Colleen Finegan, Associate Dean, Partnerships and Field Experiences, CEHS  
James Tomlin, Chair, Department of Teacher Education, CEHS

## SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

James Tomlin, Professor, College of Science and Math and College of Education and Human Services,  
Chair, Department of Teacher Education

## SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

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

## SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

David Lawrence, Chief of School innovation, Dayton Public Schools

## SUCSESSES

### WSUNER Conference

The Wright State University Network for Educational Renewal Conference continues to develop. Scheduled for April 20, 2013, the conference will include participation by faculty from the nine partnership school districts and the Dayton Regional STEM School. Presentation proposals were submitted in December and the maximum number of forty-five were accepted. Districts will each select twenty-five faculty and administrators to attend the conference making a total number of participants between 250 and 300.

The conference will begin with a welcome from Dr. Charlotte Harris, the Dean of the college of Education and Human Services (CEHS) followed by the keynote address given by Dr. Gregory Bernhardt, former Dean of CEHS and current Interim Director of NNER. Attendees will participate in three consecutive 45-minute sessions choosing from among fifteen presentations each session. The conference will conclude with a luncheon where districts will reflect on the day and then share a short verbal summary. CEHS would like to establish the conference as an annual event to further the NNER agenda, to encourage networking among partnership districts, and to present an opportunity for “simultaneous renewal.”

### Early Identification and Intervention in Field Experiences

As a means of better preparing teacher candidates to meet the professional standards and ethics of the profession, the Office of Partnerships and Field Experiences (OPFE) at Wright State University has developed an evaluation process focusing on early identification and intervention. During the initial phase of field experience, candidates are assessed on their personal traits by both the cooperating teacher and university supervisor. Any concern is aggressively addressed by OPFE. It might be an Intervention to deal with minor issues relating to submitting paperwork or making necessary contacts, or it might be a Concern Conference to address a major issue such as behavior or attendance. Addressing concerns in the early stages of their field experiences allows teacher candidates to make adjustments and grow professionally, avoiding a much greater issue later in their program.



## **Professional Development Schools**

CEHS and Dayton Public Schools are pursuing the creation of Professional Development Schools (PDS). The first PDS was established in March 2012 at the Dayton Boys Preparatory Academy. Dr. Anna Lyon was the initial Wright State faculty member making the commitment as the site coordinator. With the principal, a school advisory board of faculty, staff, parents and community members, the Professional Development School was created. Using the “Nine Essentials” of the National Association of Professional Development Schools, the board established goals for the school to be implemented over the next year. Dr. Lyon collaborates with the school faculty on a weekly basis to achieve these goals. The Dayton Boys Preparatory Academy has become a strong site for Wright State University teacher candidate development.

Dr. Susan Franco initiated the same process with the Dayton Regional STEM School, which achieved PDS status in May of 2012. Additionally, through the efforts of Dayton Public School administrators, David Lawrence and Lisa Minor, four elementary schools in that district are beginning the process to achieve PDS status by the fall of 2013.

## **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.

### **Other challenges related to partnership work:**

- Unresponsiveness/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
- Finances for IHE and Partnership schools
- Changes in joint 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 seeing partnerships as a priority

## WYOMING SCHOOL-UNIVERSITY PARTNERSHIP 2012

### SETTING CONTACT

Audrey Kleinsasser, Director, Wyoming School-University Partnership

### SETTING GOVERNING COUNCIL REPRESENTATIVE

Dave Barker, Superintendent, Platte County School District #2

### SETTING TRIPARTITE COUNCIL ARTS AND SCIENCE REPRESENTATIVE

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

### SETTING TRIPARTITE COUNCIL EDUCATION REPRESENTATIVE

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

### SETTING TRIPARTITE COUNCIL P-12 REPRESENTATIVE

Kathleen Hitt, Principal, Pathfinder High School, Fremont County School District #1

## SUCCESSSES AND CHALLENGES IN ADVANCING SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

### SUCCESSSES

#### School-Community Engagement Initiative

During the 2011-2012 school year, students and teachers from Pinedale High School (Sublette #1), Torrington Middle School (Goshen #1), and Worland High School (Washakie #1) worked with John Anderson and partners from the University of Wyoming. All three schools chose projects to improve their schools or communities. At Pinedale High School, students worked to create a statue of their school mascot, and to get approval by the county and the town to build a bike path. Torrington Middle School students are in the process of creating a community soup kitchen that they've titled *Comfort Kitchen*. Worland High School students are improving a community park, removing invasive plant species, planting native species, purchasing new play equipment, adding an exercise path, and stabilizing the bank of a river adjacent to the park to make the river more accessible.

All three schools, along with John Anderson, presented information about their projects at the 2012 NNER annual conference in Denver. They all intend to continue with these projects during the 2012-2013 school year. The Partnership is looking for more funding sources and brainstorming ways of continuing and expanding this initiative. Anderson acted as facilitator and was paid a stipend for his 2011-2012 work.

#### Lost in Transition: High School to Higher Education Initiative

This work has developed deep roots. The initiative provides an avenue of respectful sharing among colleagues that remains unique and valued, a robust example of simultaneous educational renewal. English/language arts,

mathematics, life sciences, social studies, and world languages hold Lost in Transition meetings once a year. The gatherings are variously called summits and colloquia, but not workshops. Language is important and these convenings feature the highest level of collegial sharing and conversation. The most successful communities (English/language arts and life sciences) enjoy strong leadership from the arts and sciences. Planners make professional development renewal credits available to the participants.

The table below illustrates the initiative’s impact.

*2006-2012 Participation Summaries for the Lost in Transition Initiative*

Meeting Title/Year	Secondary Faculty	Postsecondary Faculty	TOTALS
<b>*Life Sciences</b> 2006, 2007, 2008, 2009, 2010, 2011	187	166	353
<b>Mathematics</b> 2008, 2009, 2010, 2011, 2012	69	126	195
<b>English/Language Arts</b> 2008, 2009, 2010, 2011, 2012	186	87	273
<b>World Languages</b> 2010, 2011, 2012	89	46	135
<b>Social Sciences</b> 2011, 2012	18	21	39
TOTALS	549	446	995

*\*A statewide blizzard forced cancellation of the February 23, 2012 life sciences summit.*

Open-ended comments from participants go much further to describe the way simultaneous educational renewal is practiced. Selected comments are provided below:

- *“Any chance to share ideas in a free comfortable atmosphere is great.”*
- *“The opportunity for educators to come together is always beneficial. We seem to be locked in our classrooms and don’t see the magic that others are doing. That convocation is the necessary piece.”*
- *“Despite many scenarios and variations, a large number of common concerns were noticed. The high school faculty are facing similar problems to college – student responsibility is lacking.”*
- *“We are all doing different things, and would find it so helpful to continue to learn what is happening at other schools in my level, the high schools, & at college level.”*

The work is now advanced enough that during 2012 Kleinsasser had proposals accepted for meetings of the American Association of Colleges and Universities and the American Educational Research Association. In a manuscript currently under review, Kleinsasser and Elizabeth Wiley describe the work as a secondary and postsecondary community of practice.

## **2012 NNER Summer Symposium**

Mauro Diaz, Dean Morgan Junior High science teacher in Casper (Natrona #1), applied for the Partnership to sponsor his Symposium attendance. The Partnership covered Mauro Diaz's full registration (\$750).

## **League of Democratic Schools**

The Partnership paid the full school membership fee for the four schools participating in this program of the NNER for 2012-2013 (\$250 per school for a total of \$1,000). The schools are Woods Learning Center and Star Lane Center, Casper (Natrona #1), UW Prep School, Laramie (Albany #1), and Guernsey-Sunrise High School, Guernsey (Platte #2). Jim Gaither, a middle school teacher at Woods Learning Center in Casper (Natrona #1), is the current coordinator of our region's League of Democratic Schools.

## **Wyoming School-University Partnership Memberships**

We had a banner summer in growing our school district memberships. Seven school districts joined the Partnership during the summer. Currently, 29 of 48 school districts belong to the Partnership and pay annual dues. Dues for 2012-2013 totaled \$86,000.00. Dues are used for the general operation of the Partnership office, including the salary and benefits of the office associate, and to fund the Partnership's initiatives.

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 four Wyoming counties (23 total), the four unrepresented counties being distant 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**

The Wyoming Partnership joined with Colorado and Nebraska to co-sponsor the 2012 NNER conference in Denver. The Partnership handled registration and conference calls between meeting planners. Brenna Marsicek, a former office associate for the Partnership, was 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). Beth Wiley, the Partnership Office associate, regulated the registration website, collected registration fees, and responded to questions and concerns.

The Partnership was proud to provide \$20,000 in scholarships. With that money, the Partnership covered registration fees for over 80 Wyoming presenters, and transportation fees and lodging fees for several presentation groups that included students. The Wyoming School-University Partnership was excited to see that nearly 100 of the 300 plus participants at the conference were from Wyoming.

## **Governing Board Development**

Each governing board meeting features a specific theme (often accompanied by a short advance reading) for discussion. Session evaluations reveal the importance of the conversations to many governing board members.

In addition, the current chair has started a tradition of sharing meaningful information and experiences during the introduction to our meetings. By creating an atmosphere of trust, the board members find that Partnership governing board meetings are a place to bring personal and professional concerns about education to a group of others who can provide wise council. This is just one more way that we practice Agenda for Education in a

Democracy principles. Feedback from governing board meetings confirms that board members appreciate this atmosphere and find themselves being renewed at the governing board annual meetings.

### **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 online registration for events. We've 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](http://www.uwyo.edu/wsup) and something we will continue to update and develop.

### **Partnership Newsletters**

In 2012, we published four newsletters. The newsletters are available for download on our website, and are also sent electronically to a list of over 1,200 people who have signed up to receive email updates from the Partnership. We also regularly distribute over 100 hard copies of each newsletter.

### **Co-sponsor, 4<sup>th</sup> Annual UW College of Education Fall Literacy Conference, September 21-22**

The Partnership co-sponsored the 4th Annual UW College of Education Fall Literacy Conference by providing marketing, a website for the conference, and online registration. About 130 educators registered for the conference that took place at the University of Wyoming in Laramie, September 21-22.

### **Challenges**

#### **2013 NNER Summer Symposium**

Last year, Wyoming participation at the Summer Symposium was sparse, due in part to the Partnership's significant investment of time and resources in the 2012 annual meeting in Denver. This year, the Partnership has a goal of sending between five and seven educators to the 2013 NNER Summer Symposium, and intends to pay for their registration fee. In particular, we hope to encourage new governing board members to attend.

#### **Lost in Transition: High School to Higher Education Initiative**

The Partnership has plans to expand the initiative during 2013-2014 to possibly include shorter, online sessions that would encourage faculty to continue talking about the larger issues discussed during the symposia and colloquia. This might involve contracting out a coordinator for these sessions. The Partnership has received several very generous donations from the University of Wyoming President's Office, the Qwest Foundation, and the Wyoming P-16 Council, to help convene these Lost in Transition meetings. Those funds are nearly exhausted, and we would need to seek funding to continue expanding.

We also continue searching for ways to combine current education concerns, such as the Common Core State Standards and issues around dual and concurrent enrollment, with our Lost in Transition meetings.

#### **School Community Engagement Initiative Funding**

The Partnership received generous donations from the University of Wyoming's Office of Student Affairs and the NNER to pilot the school-community engagement initiative. Each school also contributed funds for the project. This seed money has now been spent with good results. There are several other Partnership member school districts that are interested in starting similar projects. The Partnership is currently looking for ways to continue providing some funding for the initiative to encourage those interested to find ways to involve their students in projects for the schools and the communities.

## **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**

#### **2012 NNER Annual Conference Successes**

The Partnership published a December newsletter with highlights from the 2012 NNER Conference. We asked several presenters to give us feedback on their experiences and received responses from a large number of participants. A few of our articles included pieces written by student presenters. We received overwhelming reports that the conference allowed participants to make connections with others in the field of education, particularly for those faculty who work in teacher preparation in such specialized fields as kinesiology and music.

#### **Co-sponsoring the 15<sup>th</sup> Annual Shepard Symposium for Social Justice/ League of Democratic Schools (LODS) Teacher Tea**

In conjunction with the 15<sup>th</sup> Annual Shepard Symposium for Social Justice, March 29-31, UW's Prep School hosted a regional League meeting. The Partnership assisted with logistics and also helped sponsor an annual teacher tea.

#### **Involvement in the Wyoming P-16 Council and Other Wyoming Education Organizations**

Audrey Kleinsasser continues to be a supportive part of the Wyoming P-16 Council, offering the Partnership's assistance in ways to help this organization find a focus in the current charged political atmosphere of Wyoming.

Kleinsasser also remains involved with other education organizations in Wyoming, such as the Wyoming Foreign Language Teachers' Association and the Wyoming Concurrent Enrollment Partnerships, fostering relationships to encourage these educational organizations to work with the Partnership in keeping democracy a vital part of education. We also encourage Wyoming education organizations to help the Partnership see where we could be useful in stewardship of the profession within the state.

### **CHALLENGES**

#### **Connecting the School-Community Initiative and the League of Democratic Schools**

Several of our member schools are interested in trying community or school projects similar to those in the Partnership's school-community engagement initiative. We think that a natural way to connect them might be to start with those schools that are members of the League of Democratic Schools.

## **OTHER SETTING INFORMATION**

### **New Office Associate**

Beth Wiley was hired as the Partnership's new office associate in February of 2012.

# 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 2012**

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 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  
2012 ANNUAL REPORT**