

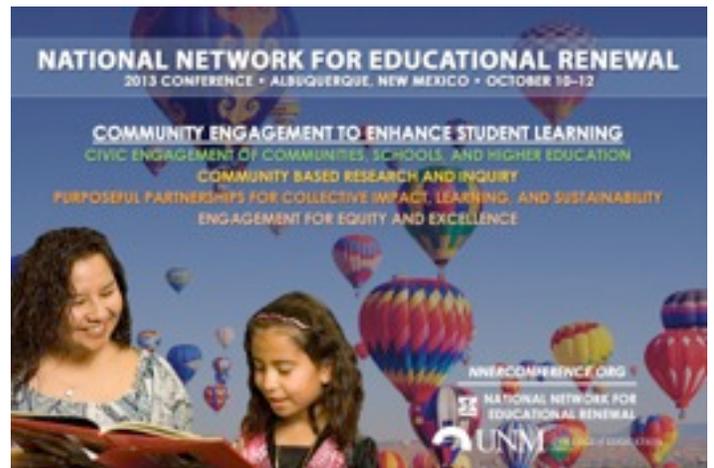


2013 NNER Annual Conference

October 10-12, 2013 Albuquerque, New Mexico

Community Engagement to Enhance Student Learning

The National Network for Educational Renewal invites educators, researchers, and community members from around the world, working in the context of P-12, higher education, arts and sciences, and the broader community, to share their knowledge and expertise by submitting a proposal to present at the 2013 NNER Conference. NNER welcomes proposals on topics that span the breadth and depth of community concerns from cradle to career, and proposals particularly focused on the conference theme:



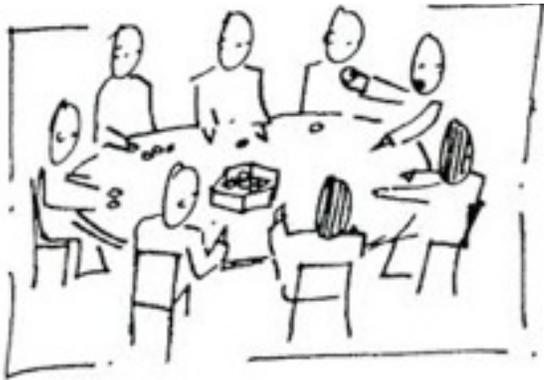
Community Engagement to Enhance Student Learning.

In addition to the conference theme, there are four conference strands to allow presenters to focus on specific aspects of community engagement that advance the NNER mission. The strands were developed to encourage presentations on successful initiatives and practices and sessions where challenges can be addressed and explored.

See more inside!



Annual Conference Sessions to Include Roundtables, Poster Sessions, Presentations



Roundtables

Roundtable presentations typically include 15 minutes of presentation, followed by 30 minutes of discussion and feedback. Roundtable presenters should bring targeted questions to pose to others at the table in order to learn from and with those attending. Roundtables are an ideal format for networking and in-depth discussion on a particular topic. The abstract should detail the focus of the presentation and the way(s) in which it contributes to the body of knowledge in the field of evaluation. (Please note that roundtable discussions are not an appropriate format for presenters that anticipate more than 15-20 people in attendance.)

Poster Sessions

This formal graphic presentation of your topic, displayed on poster board, offers an excellent opportunity for gathering detailed feedback on your work and reporting on evaluation results. Posters will be presented during (when?) poster exhibition. Posters should NOT be used to advertise a product or service. Like a paper, a poster abstract should detail the focus of the presentation and the way(s) in which it contributes to the body of knowledge in community engagement for improved student outcomes. NNER will provide (what?) the backing boards and pins for posters, and presenters are responsible for providing all items to be attached. Posters must fit within 44" x 44" display, and we strongly recommend bringing copies of a one-page handout about your work to distribute to those interested.



Presentations

Presentations are formal sessions by one or more individuals with expertise in a stated field, including K-12 education, higher education, arts and sciences, and the community in general. Research or innovations may be shared through a lecture or introduction followed by response to audience questions. For a 30-minute presentation, please reserve 10 minutes for audience questions, and for 60-minute presentation, please reserve 20 minutes. The abstract should detail both presenter background as well as the importance of the material that will be presented. Most presentations will include audio-visual aids that illustrate key points; a computer, LCD projector, and screen are provided in each room in which a presentation is held.



The Proposal Submission Deadline is May 4, 2013. If you have any questions, or need more information, please contact ner@unm.edu.

www.nnerpartnerships.org/

Wright State Partnership for Educational Renewal Conference Draws a Crowd

“School university partnerships in general and partner schools specifically are the essential vehicles through which we may bring about simultaneous renewal.” --John Goodlad

Conference highlights NNER principles, practice



At the spring conference, Jack McKnight stands before the “largest banner in the NNER.”

Jack McKnight, conference organizer, noted that the National Network for Educational Renewal (NNER) has had a tremendous influence on the development of the partnership network between Wright State University and local school districts. Over the past two decades these partnerships have evolved into an effective collaboration benefitting both WSU teacher candidates but also students of partner districts.

In an effort to continue and to enhance the commitment to the partnership, Wright State University, collaborating with partnership districts, held a local conference practicing NNER ideals on April 20, 2013. IT was attended by some 210 district partner schools, community organization members, and WSU faculty and teacher candidates.

Partnership groups share ideas

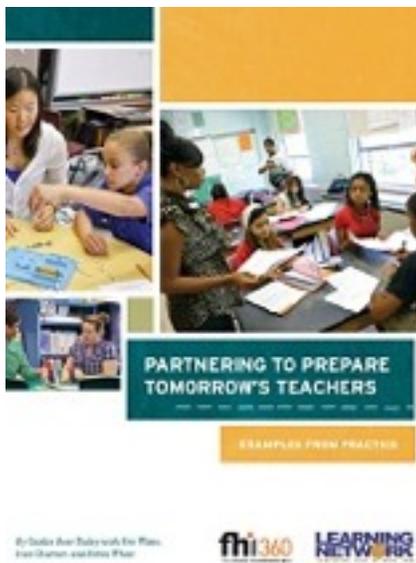


Trotwood-Madison City Schools members participate in the Wright State Network for Educational Renewal Conference

With over 130 partnership colleagues from 8 of the 9 partnership districts attending and presenting, and 42 breakout sessions by school/university partners, the conference featured keynote speaker Greg Bernhardt’s reflection that the NNER, defined by local participation, has its mission advanced by local work modeling its collaborative principles. Later, Dean Charlotte Harris announced how pleased she was to welcome the NNER’s administrative offices to Wright State University. Bruce Field, from the National Association of Professional Development Schools and the University of South Carolina (an NNER setting) was also a featured presenter.

Publication offers guidance for strong school-university partnerships, features Montclair State's efforts

In 2011, the TNE Learning Network set out to explore how schools and universities can make



good partners to each other. Now, FHI 360 and TNE Learning Networks—after visiting three “exceptional partnership settings” with colleagues from schools, arts and sciences, and colleges of

education and hosting a national conference for 25 school-university teams—are releasing [Partnering to Prepare Tomorrow's Teachers: Examples from Practice](#). This issue brief shares a vision, based in practical examples, for how universities and schools can work together to prepare better new teachers while improving P-12 classrooms today.

Schools and universities can turn to *Partnering to Prepare Tomorrow's Teachers* for more than 15 concrete examples of partnership strategies from around the country, one of which came from the Montclair State University Network for Educational Renewal, where, they noted, school districts commit to placing MSU teacher candidates with their most effective teachers, while MSU provides school-wide professional development, courses, and summer workshops for teachers and administrators.

From experiences visiting exceptional partnerships around the country, TNE arrived at seven essential elements for effective partnering: things like clear commitments and shared financing and respect for complementary knowledge from research and practice. Read the full brief at <http://fhi360.org/resource/partnering-prepare-tomorrows-teachers> to learn about all seven essential elements.

MONTCLAIR STRENGTHENS COLLABORATIONS

The NNER Tripartite Team at Montclair State University, represented by the Director of the Center of Pedagogy, Dr. Jennifer Robinson, the Coordinator of the Agenda for Education in a Democracy, Dr. Leslie Wilson, and the Director of the MSU Network for Educational Renewal (MSUNER), Dr. Connie Donvito, have engaged in weekly collaborative meetings to promote deeper partnership among schools, arts and sciences, and education.

As a result of weekly meetings, we hosted and co-sponsored a series of highly successful programs that have appealed to a broad audience of participants both on and off campus

Writing and Texts



Dr. Harris on how to fit writing in

Dr. Joseph Harris, Director of the Duke University Writing Program, was welcomed to campus as a visiting scholar in fall, 2012, co-sponsored by the Center of Pedagogy, the MSU English Department, the First Year Writing Program, the Agenda for Education in a Democracy, and the MSUNER. Professor Harris met with a large group of faculty and staff from across campus in an evening presentation, entitled “The Accidental Writing Teacher: Responding to Student Writers (and Aspiring Teachers) in Any Class.” He led a lively discussion and offered numerous suggestions for improving the quality of university student writing without sacrificing precious discipline-based learning time.



Teachers bring texts to the table

On the second day of his visit, Dr. Harris facilitated a full day writing workshop for secondary teachers from MSUNER partner schools and beyond, as part of the “Teachers As Scholars” Program. In the morning session, entitled “Teaching a Meta-language for Writing,” Harris focused on understanding the “moves” writers make to accomplish their goals. The afternoon session, entitled “Bringing Student Texts to the Table,” teachers worked with a series of secondary-level student texts to explore how teachers can use student writing as a teaching tool.



Victor Nolet speaks with Dean Robert Prezant of CSAM

Sustainability Education

Guest speaker Dr. Victor Nolet began a broad conversation on Sustainability Education with a packed crowd of faculty, staff and students. He also met with MSU professors, students, and teachers from partner schools to examine implications of infusing sustainability into the teacher preparation curriculum.

AED Sponsors Movie

Also this spring, the Agenda for Education in a Democracy will sponsor “Movie and A Scholar” series, featuring the Academy Award-nominated *Argo* and *Zero Dark Thirty*, followed by discussion with scholars from the History Department.

Music, diversity, Shepard Symposium highlight Wyoming spring activities

BCA World Ensemble Performs



Continuing its shared collaborative journey with former University of Nebraska Professor John Anderson, The Brooklyn College Academy World Ensemble will be performing in Wyoming. Eight students out of seventy from the BCA World Ensemble were chosen to share cultural diversity through music, performing on nontraditional instruments from various cultures: African, Indian, Pakistani, Chinese, Vietnamese, Japanese, Hebrew, Egyptian, Afghani, Irish, English, Russian, Native American, and Latin American. Each student is responsible for learning the technical aspects of the instrument, and also its cultural and historical significance. The ensemble rehearses from September to May,

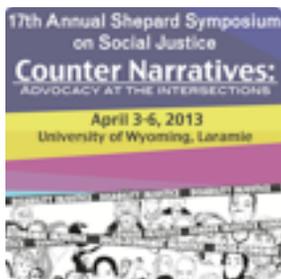
building upon and rearranging the original concept of the musical work. During the rehearsal phase, students are free to add creative nuances to further enhance the composition.

Brooklyn College Academy is partnering with the Pinedale Fine Arts Council and two schools in and near the Wind River Indian Reservation—both in the Wyoming School-University Partnership—to bring the World Music Ensemble to western Wyoming.

One school, Wyoming Indian, is mostly a Native American school while the other, Wind River, adjoins the reservation, with a diverse student body. While the Wyoming School Partnership is not directly involved in the exchange, its roots lie in the Partnership: both superintendents are board members of the Partnership, and initial contacts with the schools were made at NNER's Annual Conference. The ensemble will also perform in schools in Sublette County one of whose schools, in Pinedale, is a former Wyoming School-University Partnership member. The community of Pinedale will serve as host for the visit. The students will experience a bit of ranch life, hike in the nearby Wind River Mountains and just soak in a little bit of Wyoming-style hospitality.

Musicians/artists/teachers are, at times, whimsical dreamers who pursue the complexity of creating a more equitable society. Our continued relationship is necessary to remind members of society that voices enabling destruction of holistic, equitable education will always lose out to the voices demanding a continuation of life through cultural understanding.

Shepard Symposium



This year's Shepard Symposium included a partnership exchange with 6 faculty members and a professional actor/playwright from GLARE from Brooklyn College. with performances by Robb Leigh Davis, a New York-based writer, producer, director, and performer. GLARE (GLBTQ Advocacy in Research and Education) is a group of faculty and staff in the School of Education at Brooklyn College, City University of New York. GLARE is committed to the well-being of lesbian, gay, bisexual, transgender, queer, questioning, or gender nonconforming children and youth. The group spent 4 full days with us at the symposium, giving presentations throughout, and finally headlining the full day Teacher Day on Saturday. For more information, follow [this link](#).

www.nnerpartnerships.org/

New Host for NNER Announced

Host Setting and Leadership Decisions Concluded in Orlando

The Governing Council (GC) brought to closure an almost 2 year process to administratively house and provide for leadership for the NNER for the future. For more than 3 decades the NNER has been located in Seattle, hosted administratively by John Goodlad's Institute for Educational Inquiry with assistance from the University of Washington College of Education. As John reduced his workload and restructured the IEI, the NNER became an independent nonprofit in 2007.

Since then the executive director for the NNER has operated the NNER out of a home office with some continuing support from the UW. In 2011 Executive Board convened a diverse group of NNER colleagues from across the network to consider how best to operate in the future. The Governing Council discussed transition and subsequently released an RFP for hosting and leading the NNER were concluded. Ultimately two proposals were circulated to the GC by Deb Shanley and Dennis Pothoff. In Orlando on March 1st, with representatives from 13 settings present, a proposal was unanimously accepted from the Wright State University Network for Educational Renewal, with leadership provided by co-directors Drs Ann Foster and Greg Bernhardt, with an initial term of commitment to be negotiated. An MOU is being negotiated to outline the administrative support that the WSUNER will provide over the next 3-5 years.

It is anticipated that that the NNER will review this arrangement every 3-5, develop a periodic evaluation process for the arrangement and will refine a setting host model for the future. The formal start date for WSUNER to host the NNER is July 1, 2013. Ann Foster and Greg Bernhardt look forward to a renewed commitment to serving the settings in the NNER and renewing the commitment to the tenets of the Agenda for Education in a Democracy. Plans currently are to outline to the new process to the Tri-Partite Council, Governing Council and those attending the annual conference in Albuquerque, New Mexico in October. In the meantime, please contact Deb Shanley with questions about the transition process and Ann and Greg with any questions about ongoing operations of the NNER.



Co-directors Ann Foster and Greg Bernhardt look forward to NNER locating its new home at Wright State University

Take Note

Forms for the Clark and Michelli Awards will be available on the website in early May



Mini-grants make a difference in St. Louis

Over the last several years, the Metropolitan St. Louis Consortium for Educational Renewal has worked to renew the commitment and

involvement of its partners in activities making a difference in their sites and across the area. In spring of 2011, the Executive Committee decided to support mini-grant proposals from our partners. Our hope was that offering mini-grants would further awareness of the Consortium in area districts as well as educate educators on the NNER agenda and moral dimensions. We made it clear in the proposal announcement that four to five grants of \$500-\$1500 would be available for grants that further the Agenda for Education in a

Democracy, and how it addresses one or more of the NNER moral dimensions. We created a blind review process and required signature of principal, building supervisor, or dean for each proposal. Finally, we asked applicants to document and evaluate the success of the grant.

After two years, we have awarded 11 grants to partner schools and universities. The grants helped restart a book study brigade that involved a variety of teachers and university faculty together reading books about issues of democracy. A principal used a grant to better connect parents and school staff around a school vision of shared stewardship. One school received grants to develop a variety of classroom approaches, such as increased used of documentation boards (improving pedagogical nurturing) and using iPads with special needs students (broadening access to knowledge). As mini-grants continue to impact practice, we hope the effect of the Consortium on partners will continue to



Respect for All – A Pilot Training Institute for NNER Cohorts

The NNER is excited to partner with GroundSpark, an educational and social justice non-profit that ignites change through film. GroundSpark is the home of The Respect for All Project, a national initiative focused on creating inclusive and welcoming school and community environments where young people of all backgrounds and experiences can thrive.

This year, our two organizations

will be piloting a new program together, The Respect For All Institute. The RFA Institute will provide the pilot NNER setting participants with an in-depth opportunity to develop and expand capacity to address bias, support diverse identities and families, and improve school climate. The interactive, two-day training institute will bring together teachers from grades 4-12, teacher educators, Arts and Sciences faculty, and community leaders to explore issues of respect and equity at all levels of education, and to share concrete

activities and strategies for change.

An additional outcome of the pilot project is to obtain feedback to determine if the institute can offered to additional settings. A grant from Small Change will fund the Groundspark staff's planning, development, travel, and facilitation. The NNER will provide \$3000 to the selected setting to help with logistics and other local costs.

Deadline for proposals is April 19. The call for proposals is on the NNER web page.

www.nnerpartnerships.org/

Two initiatives set forth by NNER

Local Leadership Development

The work of the Agenda is an ongoing process. And, it requires participation at every setting. To stimulate greater involvement for larger numbers of participants within our settings and provide opportunities for potential settings to learn from and with NNER colleagues, the Governing Council (GC) is pleased to announce that funding has been allocated to promote this involvement. The grant opportunity described below encourages settings to design leadership development sessions that meet its specific needs as one of the NNER's strengths is setting diversity.

Background:

At its 2012 annual meeting in Denver, the Governing Council agreed that NNER should use our reserve account to fund options that support local setting work, advance collaboration, and encourage potential new settings to join in our work. The conversation was grounded on the need to have more local leadership associates-type sessions, a practice that was once more widespread throughout the NNER and is in need of renewal. While a limited number of participants can attend the annual conference, summer symposia, and other network-wide initiatives the governing council recognizes that these are not sufficient to deepen connections to the NNER mission throughout the wide ranging membership within each setting. It also recognizes the benefits of people working with colleagues from other settings and in various roles and that connections among colleagues in neighboring institutions can lead to increasing NNER membership. To address this need the executive board, at its December meeting, approved allocating \$12,000 annually over a three year period (2013-2015) to support up to ten local efforts to provide leadership development and increase commitment to the NNER mission. Individual proposals can be submitted for up to \$4000.

Setting Renewal

Sustaining the NNER work locally requires participation at every setting and throughout each setting. It demands involvement of a wide array of expertise within each setting. Changes—in leadership, national and state policy, and budgets as examples—are ongoing and can affect involvement and commitment to the Agenda for Education in a Democracy (AED) at local levels. Collaboration within and across setting institutions, and engagement by partners to advance the simultaneous renewal of schools and places that prepare educators require ongoing renewal. The NNER is committed to supporting settings' efforts to renew, sustain and revitalize local work to ensure that partners are fully engaged in advancing the NNER mission.

Background:

The GC has advocated for NNER funding to support local setting activities aimed at renewing the setting's structures and partnering activities. Setting colleagues may determine that current work is not as vibrant as it could be and/or note that changes over time have resulted in diminished focus on the NNER mission and AED as the guiding principles for the partnership. Another consideration is that over time the depth and breadth of partnership work is in need of renewal. Indicators of this include the need to increase cross- institution communication and collaboration in partner schools, ongoing university-school reciprocal support for schools and educator preparation programs, authentic university presence in schools and school personnel presence in university programs, a shared Arts and Sciences and college of education commitment to educator preparation, a culture that values all partners' roles, and structures that enhance the partners' work—all grounded in the NNER mission.

To address the ongoing need to renew and sustain quality work in the settings the executive board, at its December meeting, approved allocating \$12,000 annually over a three year period (2013-2015) to support up to ten local efforts to provide leadership development and increase commitment to the NNER mission. Individual proposals can be submitted for up to \$4000.

Proposals for both initiatives may be submitted at any time during the three year period of funding and proposals will be funded until all funds are allocated. The NNER leadership recognizes that each setting structures its governance and operational meetings at different times, therefore the open timeline is set to ensure that all settings have an opportunity to apply. The application materials are available on the NNER web page nnerpartnerships.org

Ohio's Patton College of Education succeeds, warns

College rates highly in board of regents report

The Ohio Board of Regents (OBR) recently released the first annual Educator Preparation Program Performance Report, and the Gladys W. and David H. Patton College of Education (PCOE) at Ohio University earned high marks. The report uses various measures to evaluate teacher preparation programs in Ohio's 13 public universities with teacher preparation programs.

Though preliminary, the report reveals several college strengths. For instance, in comparison to the other institutions with teacher preparation programs in Ohio, the PCOE is more selective, attracting students with above-average entry scores. On both tests colleges utilize to make admissions decisions, PCOE scores are consistently higher than average: 23.1 in contrast to the state average of 22.8 on the ACT and 1556 in comparison to the state average of 1188 on the SAT.

In addition to academically capable incoming students, the college excels in preparing them for teaching positions. Based on a 49-question survey of Ohio University students who completed their professional internships during fall semester 2012, Ohio University students rated themselves as well prepared. On almost every measure relating to preparation, the students' rankings of the PCOE were higher than state averages. The PCOE commitment to continuous improvement is reflected in the high scores students recorded in the areas of assessment (3.54 compared to state average of

3.421), diversity (3.49 compared to 3.405) and classroom management (3.45 compared to 3.33). All three areas were previously identified by PCOE as targets for improvement in response to stakeholder feedback. Results from the OBR report show impressive signs of progress for the college.

Dean speaks out

On Tuesday, March 12, Patton College Dean Renee Middleton announced the release of a petition against the misuse and overuse of standardized tests, especially as employed to evaluate teachers. To date, almost 500 signatures have been collected from across the state and the nation. To participate, visit the [Patton College website](#), click on the petition icon, sign the petition, and make an additional comment if you are so inclined.

State Budget Hearings

On March 12, Dean Middleton, Senior Associate Dean Aimee Howley, Teacher Education Department Chair John Henning, and a number of Ohio University faculty members joined Coalition of Rural and Appalachian Schools (CORAS) superintendents in protesting the proposed state budget. In her press release after the hearings, Dean Middleton talked about the importance of equitable funding and equal opportunity for all children across the state. Dean Middleton and other Ohio University representatives were present when CORAS superintendents were invited back to speak to the full House budget committee March 20 and 21st. The Patton College



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continues to be highly active in supporting Southeastern Ohio school funding issues. Press coverage of this event may be found on the [web](#).

Community Forums

A series of Regional Community Forums sponsored by Ohio University in partnership with four other teacher preparation institutions in Southeast Ohio will discuss current initiatives in Ohio, inform the public about the changes occurring in education, and elicit feedback to provide to state legislators. Representatives from the Ohio Department of Education, the Ohio Board of Education, and local schools will be present. The first forum, sponsored by Ohio University took place April 18th. A second forum sponsored by the University of Rio Grande and Shawnee State University was scheduled for Tuesday, April 23rd in Beaver, Ohio. A third forum will be sponsored by Muskingum University and Marietta College and is scheduled for 6pm on May 1st at the Cambridge Middle School cafeteria in Cambridge, Ohio. At an earlier community forum on February 25th, 2013, Dean Middleton joined Representative Debbie Phillips, Senator Lou Gentile and others to speak at the Athens Community Center for an event hosted by "One Ohio Now." In her remarks, the dean spoke about the need to support teachers, the importance of public schools, and her concerns with the 3rd Grade Reading Guarantee.

(stories from the Patton College Newsletter, Spring 2013)

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National Network for Educational Renewal

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

*denotes multiple IHE site settings

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 people, and events in NNER
 settings to Ann Foster at:
annfoster@nnerpartnerships.org*



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