National Network for Educational Renewal

Annual Report
2014
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EXECUTIVE DIRECTORS’ REPORT

2014 was a transitional year for the NNER collectively and for each of us individually with the death of John Goodlad. Dr. Goodlad formed the NNER in the mid-80s with a vision for ongoing renewal of schools and places that prepare educators so that each generation improves the informal and political democracy in which we live. Thirty years later the Network continues as the ‘proofing sites’ for continual improvement advancing the significant research he and colleagues initiated. In the coming years the NNER will focus on acknowledging his influence within and beyond the NNER. The Executive Board and Governing Council are exploring ways to embed his voice in our venues to ensure that new generations of educators and community members focus on the public purposes of education in a democracy.

Greg Bernhardt and Ann Foster continue as co-directors and Wright State University continues to host the organization, providing infrastructure and support for the work. We wish to acknowledge the support that the College of Education and Human Services provides in the form of office space, in-kind administrative support, website support, and communication coordination. This “hosting” support significantly reduces the “overhead” costs of operating a non-profit organization such as the NNER. Following is an overview of the year’s activities.

Grant funds to support local efforts were approved at the fall 2012 Governing Council meeting. The NNER leadership agreed to set aside $30,000 to be available to settings through 2015 or until the funds are spent. The Governing Council agreed that the NNER had sufficient funds in reserve in addition to what is needed to be fiscally responsible (one additional year operating budget) to support local efforts. Two categories for grants were approved; 1) setting renewal efforts to renew commitment in light of ongoing leadership changes and/or changes in partnership structures and activities, and 2) leadership development efforts to ensure that NNER-related readings, values, strategies, and actions are central to ongoing work.

At the end of the year all funds were allocated with the University of Texas at Arlington (UTA) and Wright State University (WSU) applying for the final funds. UTA will use the funds to visit other NNER settings to gather ideas for restructuring their partnership. WSU will use the funds to host an annual conference for school and university partners.

Summer Symposium

The 2014 Summer Symposium was held in Seattle with 24 attendees from throughout the NNER and settings interested in the NNER work and mission. The Executive Board facilitated the session that focused on the four-part mission, simultaneous renewal, and engaging with community. Co-author Cori Mantle-
Bromley facilitated a session on *Education for Everyone*, the text used as the foundation for the session.

**Annual Conference**

The 2014 conference was held in Cincinnati, OH and was hosted by Wright State University, Ohio University, the University of Cincinnati, and Miami University. It was held in the historically significant Netherlands Plaza Hotel. The theme, Building Sustainable Communities: Reclaiming our Values, provided an umbrella for conversations and breakout sessions that brought together research, practice, and context. Deborah Meier and George Wood were keynote speakers. The programs included time for information sharing, conversation, and networking including a Human Conversation Room as initiated in 2013 and Nosh and Networking.

The upcoming NNER fall conferences will be held in Chico, California in 2015 and in Arlington, Texas in 2016, respectively hosted by the settings at California State University-Chico and the University of Texas at Arlington. The 2015 dates will be October 1-3 and the venue will be the Chico campus. This is a new option for local hosting and will bring the university culture into the program.

**The Michelli Award**

The Miami University Urban Teaching Cohort received the Michelli Award for Advancing Social Justice. Dr. Tammy Schwartz, Director, Urban Teaching Cohort & Professor Tom Dutton, Director, Miami’s Center for Community Engagement in Over-the-Rhine, presented an overview of the program at the 2014 NNER conference in Cincinnati. They indicated that it was being received on behalf of all the program’s partners. Community members from Over-the-Rhine and school and university faculty and students were there to receive the award.

“Partner schools have to look beyond the schoolhouse gate and work to create larger educative communities with an eye toward helping to develop a more just and sustainable society.” (Goodlad, 2004, p. 119)

A brief overview of their efforts is included here: In Fall 2008, Miami University’s College of Education, Health and Society inaugurated the Urban Teaching Cohort (UTC) in collaboration with leaders and residents from Over-the-Rhine, Cincinnati’s oldest and poorest neighborhood, predominantly of color, listed on the National Register of Historic Places, and the site of racial unrest thirteen years ago. Resulting from years of relationship-building in Over-the-Rhine, UTC’s community-based approach to teacher education expands traditional teacher education in that UTC students are incrementally and intentionally immersed in community- and school-based experiences over three years. As part of those experiences students and community people engage in critical analyses of their own histories, systemic injustice, urban spaces, and urban public education. We prepare critically-minded “community teachers” (Murrell, 2001) who are aware of the assets related to urban communities and school culture and are able to utilize this knowledge to build
culturally relevant curriculum and pedagogy that opens space for youth to empower themselves.

The NNER congratulates the UTC partners.

Journal Update

The 2014 journal was distributed at the fall conference. The edition, edited by Josie Tinajero at the University of Texas at El Paso, includes a range of articles that advance the NNER mission. The University of Connecticut is hosting the NNER journal for three years beginning with the 2015 edition. René Roselle and Dorothea Anagnostopoulos will serve as co-editors. Josie Tinajero provided background as the new editors recruited editorial board members and reviewers. The journal serves as communication tool to disseminate the NNER’s work. All volumes of the journal are available at the NNER’s website.

New Setting News

University of Cincinnati became an affiliate member in 2014, and the fourth setting in Ohio. Without hesitation they joined their Ohio setting colleagues from Miami University, Ohio University and Wright State University in co-hosting the fall 2014 annual NNER conference in Cincinnati. We appreciate their rapid integration into the NNER and look forward to working with UC’s outstanding educators in the coming years.

Initiatives

The Equity, Diversity and Social Justice Committee (EDSJ)

A renewal conversation and commitment to equity, diversity and social justice revealed the energy and leadership to keep these commitments in front of the NNER’s membership emerged during 2014. The Governing Council endorsed this renewed commitment and plans to vote on the creation of a standing Equity, Diversity and Social Justice Committee at its meeting in Atlanta, GA during the AACTE conference at the end of February 2015. A brief summary of the committee’s orientation and actions follows:

The Equity & Social Justice Committee seeks to promote education for democracy in various Network settings by promoting and supporting activities, programs, initiatives and research which have at their heart the building and sustaining of safe, equitable, inclusive, affirming and diverse schools. The EDSJ Committee focuses particular attention to diversifying the range of voices and topics represented at the Annual Meeting of NNER as a constructive step toward strengthening the work at each Network setting. The EDSJ Committee is a voting member of the Governing Council and consults with the Governing Council and the Executive Board on relevant issues and makes recommendations to the Governing Council and/or the
Tripartite Council in order to enhance NNER’s efforts to demonstrate educational practices grounded in equity, diversity and social justice. The EDSJ Committee may form ad hoc committees as needed to fulfill its mission and to promote causes that are consistent with its purpose.

Sustainability

The NNER continues to collaborate with the UNESCO decade of teacher education for sustainable development. In 2013, the United States leaders in this work developed the US Teacher Education for Sustainable Development (USTESD) organization. The Governing Council voted to be an affiliate of the new venue that will be housed at the Kappa Delta Pi headquarters in Indianapolis. As an affiliate the NNER collaborates on initiatives and encourages participation of USTESD members in the NNER conference and other venues as well as encourage NNER members to advance the sustainability work. The 2014 conference theme on sustainability provided an excellent venue for breakout sessions related to sustainability.

Branding

The Governing Council continually grapples with mission efficacy and being effective in a changing educational landscape. New membership, renewal of current members, and clear articulation of our work are central to these efforts. The question “Can you describe what the NNER is and does in just a few words?” started discussions at the Executive Board early in 2014 as the group sought to pursue a ‘rebranding’ strategy for building NNER membership. A critical piece of the process of branding a non-profit organization such as NNER involves deliberate discussions to articulate a core message that will succinctly communicate the benefits of membership while capturing the essence of what it means to be part of the network that implements the AED. This effort moves beyond just membership growth and serves as a means to strengthen our internal identity and cohesion and enhance our capacity to sustain our impact while staying true to the values and culture of the NNER.

The Tripartite Council (TC) and Governing Council (GC) engaged in discussion at the October NNER conference meeting and supported the branding development strategy and developing a growth focused, mission sensitive marketing plan for NNER. As a direct result, the Executive Board has committed to pursuing a branding initiative that sends out consistent positive messages about the role of NNER in promoting simultaneous renewal and the AED. The marketing plans and branding efforts will be designed to generate a consistently strong message and engage others in positive conversation about the NNER.

To initiate this effort, the TC and GC met with the Executive Board at the October meeting and were presented a series of essence statements and taglines for review and discussion. The sessions helped clarify the objectives of the branding initiative and ensure that there was a collective understanding about both the direction the
Executive Board was taking to pursue membership growth initiatives and the specific focus of branding efforts. During the session the essence statements and taglines served as catalysts to start the discussion of how to best present the NNER journey and ensure the core message motivates people to engage within the NNER and reach out to others. The forum resulted in rich dialogue that further refined several statements and taglines. Those were further refined for presentation and approval by the Governing Council in late February 2015.

As part of that conversation, it was agreed that NNER should reach out to Network partners to assist in formulating a marketing and branding strategy aligned with the essence statement and tagline. The University of Nebraska Kearney Marketing Department offered assistance in preparing a marketing plan to assist in these efforts with the first collaboration meeting scheduled for mid-January and a plan for action is expected prior to the end of the spring semester.

Capturing the essence of the NNER’s purpose and work has generated a commitment by the Executive Board to engage membership in the process of fine-tuning our core message and communication efforts to support the NNER’s new member growth initiative. This is also a valuable tool for helping existing settings renew their commitment to the NNER. Below are the refined statements that resulted from the input. Audrey Allan is serving as the chief worrier for this initiative and Dennis Potthoff is working with Audrey as the liaison with the UNK marketing department.

Tagline: NNER, since 1992, engaging School, University, and Community Partnerships to Improve Education.

Essence Statement: The National Network for Educational Renewal (NNER) is dedicated to simultaneously renewing education for a socially just democracy through developing partnerships among schools, universities, and communities.

Policy Work

Nick Michelli is leading an initiative to acquire information from settings related to educational policy as the context affects all of us. All settings are dealing with policies from federal and state agencies that may be obstacles to our work on the Agenda for Education in a Democracy. He and his research team are asking for updated contact information for NNER individuals in higher education and in the K-12 partnership in order to survey the membership in a comprehensive manner.

The project will, through a survey and interviews, give the NNER a collective understanding of the policies that are affecting our work. Among the federal policies are the pervasive use of high stakes testing, value added assessment of teachers and administrators, changes in accreditation and Title II of the Higher Education Act, Race to the Top, and more. Local policies add to the complexity of the context in which we work.
The research project will inform us on which policies are affecting our settings, what that impact is, how settings are responding, and hopefully, put the NNER in a proactive position for dealing with policy. The survey, interviews, and analysis of the results will allow pairing settings that are dealing with similar policy issues and create a support network.

Communication

The newsletter continues to be published three times a year. The NNER web site is still under construction since the transfer to Wright State University. The goal is to make the website as transparent as possible while containing in-depth information and resources for members and others interested in our work. The on-line directory has been updated and was posted in August. Members are encouraged to forward updated directory information to the executive directors in order to keep the contact information as current and useful as possible.

In closing, we would like to extend our deepest appreciation to colleagues throughout the NNER who live and breathe the mission. The NNER is the legacy that ensures John Goodlad’s vision is implemented with new generations of learners. His understanding of the ecology of schools promoted the community engagement work that we continue to advance. Opening doors to life’s possibilities for all students remains central to our work. The initiatives and day-to-day local work continue to demonstrate our commitment to quality learning for future educators and current students. It is our privilege to serve this organization and its members. We look forward to a reflective and forward-looking 2015 that will include new settings and new energy that comes with increased participation.
BROOKLYN COLLEGE/CITY UNIVERSITY OF NEW YORK AND THE NEW YORK CITY DEPARTMENT OF EDUCATION

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Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

The BC-CUNY-NYDOE Partnership work has been evolving this year during a smooth transition from former Dean Deb Shanley to Dean April Bedford on July 1, 2014. We are excited about new possibilities and opportunities as we undergo a setting renewal this 2015-2016 year. Below you will find a range of projects that capture the work and align with the AED and a copy of the CHALKBOARD that reviews additional work in the context of our NNER setting work.

Successes

BC’s College Now (PieroniP@brooklyn.cuny.edu) Leading to College Project is a partnership between the School of Democracy and Leadership and CAMBA (http://www.camba.org) to enhance college readiness of talented and motivated SDL sophomores, juniors and seniors. The partnership includes support for students and their families as they prepare for the transition to college. The New STEM Academy was also launched to provide access to college labs and internships at BC over 6 weeks during the summer.

Brooklyn College Academy: The AED has been integrated into the Peer Review process and is providing meaningful feedback and positive impact on both teachers and the administrative team.
BC’s Early Childhood Center: Our focus on creating ongoing conversations with parents and teachers was realized by Patrick’s (pateckelmann@yahoo.com) Instagram Project that now has 100% participation. The partnership also launched a renewed effort to build and support parent’s active participation in events including the Parents and Friends Club and the Harvest Event at Thanksgiving (lmondesir@brooklyn.cuny.edu).

BC’s STAR HS: This summer STAR liaison Mary Chiusano (mchuisano@brooklyn.cuny.edu) attended the Summer Institute in Seattle and is presenting the AED and PDS models for consideration at their Winter retreat.

**Challenges**

1. College now faces the challenge of decreasing high school enrollments that make it hard for the partnership to fill year around programming opportunities. Family challenges are also an area of focus to enhance outreach efforts for participation.
2. BCA continues to provide Peer Review within a challenging mandated framework to evaluate teachers to determine effectiveness. The mandated teacher evaluation system is time consuming. Another challenge identified in the partnership is the shortage of secondary special educators and the appropriate placement of students.
3. The BC EC Partnership is working closely with the ECAE Department to row their own due to teacher and teacher turnover this year. We are still in the process of hiring a new Ex. Director due to a retirement this year.
4. Cultivating buy-in by both the FT secondary education faculty and the teachers in STAR.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**

**Successes**

BC: Professor Wayne Reed (WReed@brooklyn.cuny.edu) Coordinates the Equity and Social Justice work with NNER and locally shares that a new LGBTQ Resource Center was opened on campus, invited to make presentations at NASP and Temple University and designed and implemented the Proud Teacher Initiative which provides resources and support for LGBT elementary teachers. www.glare.brooklyn.cuny.edu

CUNY’s Ph.D in Urban Education: Professor Nick Michelli (nick.michelli@icloud.com) continued leading student research on issues of social justice. Some examples of dissertation topics: a longitudinal study of performance of Black males in New York City schools connected to patterns of racism and social
justice outside school; an examination of HS practices in NYC where all schools have some screening devices that limit attendance; a study of major changes in certification in NYS using edTPA as a high stakes test and the effect of the test on time to teach the issues most closely associated with the agenda; the factors affecting a student’s decision to attend college and success in an urban HS with high rates of poverty, etc.

**Challenges**

We are always challenged by the “shifting sands” of people within our partnerships. The idea of pairing colleagues up in each setting to ensure continuity is one of our goals moving forward.

**Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.**

- Community Engagement
- 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

**Successes**

(1) BCA’s Smart Girls Project (Smhert) has focused on building high school girls participation in Community Service Projects.

(2) BC’s Urban Community Teachers Project continued the partnership work with the Brooklyn HS for Law and Technology. Under the leadership of Professor Haroon Kharem (kharem@yahoo.com), he traveled with a team of college and high school students for a six-day civil rights tour through historic sites such as Greensboro, NC to Selma, AL. This tour was the culminating event following the successful completion of a civil rights course developed by both the BC faculty with their high school teacher partners. (See Chalkboard attached)

**Challenges**

(1) Funding for Place-based experiences continues to challenge all partners.

**Other Setting Information**

NNER Member Laurie Friedman-Adler is featured on the National Geographic site called Career Contessa that highlights the importance of the Arts.
NNER Setting Coordinator Deb Shanley is serving as Co-Chairperson of the Learning and Development Education Advisory Committee for the National Parks. She is part of the Planning Committee that is working on Parks as Classroom and the 100th Birthday of the NPS focusing on providing access to all students and families. Deb is also co-editing a book on award winning Partnerships across the NNER settings and the Council for Great City Schools (CGCS).

NNER Executive Board Member Professor Nick Michelli established a fund for PhD students who have papers accepted which reflect the Agenda for Education in a Democracy. Three PhD students made presentations at the 2014 NNER conference.

**On John Goodlad:**

The impact of John Goodlad’s work on teacher education at CUNY has been, as in the case of many settings, felt in the inspiration of his perspective on education and the role of education in a democratic society. Our students read John’s work, undergraduate, masters, and doctoral. We frame the issues in terms of his work. For example asking the question "Why do we educate in a Democracy opens the door to many aspects the governing principles of the Agenda.  It is more and more difficult in these times to keep our focus on what is important as policy presses us to defining why we educate in narrow, measurable terms.  We aspire to maintain the moral message that is central to John Goodlad’s work and continues through the Agenda.

CUNY’s Graduate Center, in collaboration with Montclair State University, is managing a major study of the impact of policy on CUNY settings.  We are exploring the knowledge of policy, the presence of particular policies, efforts to be proactive in the face of policy, and dealing with policy when it is put into place.  The goal of the work is to allow settings to know where policies similar to those they will encounter are in place, and use the experience of those settings that have had the experience.  It is a vehicle for collaboration among settings for the understanding of and taking action on policy issues.
CALIFORNIA STATE UNIVERSITY, CHICO

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Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

This report focuses on the successes and challenges of two CSU, Chico, School of Education’s collaborative programs. The first one is the newest Teacher Quality Partnership Grant that focuses on secondary mathematics and science partnerships. The second is a description of a teacher-driven university-school professional development collaboration. Both advance the mission of NNER and address the NNER priority of advancing equity. Each exemplifies deep and ongoing partner school or community partnerships and reciprocal professional development.

Successes

Lightning has struck twice at Chico State, bringing a storm of activity and a rainbow of new opportunities for teacher candidates and regional schools, teachers and students. In late September, the U.S. Department of Education announced that Chico State had been awarded a five-year, multimillion-dollar Teacher Quality Partnership (TQP) Grant for the PRISMS Project, the second TQP Grant to be awarded to the university, and one of only 24 such grants awarded nationwide.
The PRISMS Project, *Promoting Rural Improvement in Secondary Mathematics and Sciences*, responds to the national call to increase the number of Americans pursuing science, technology, engineering and mathematics (STEM) career fields through the national 100Kin10 Initiative designed to provide 100,000 excellent STEM teachers by 2021, while providing support to the tens of thousands already in the schools. PRISMS is a partnership between CSU, Chico and three high-need school districts in northern California to increase and diversify the pool of excellent teachers in math, sciences, English and special education for our region and state. This $6.4 million project, directed by Dr. Maggie Payne, also focuses on providing intensive professional development for pre-service and in-service teachers to increase equity and improvement in student academic achievement. To address this call, the PRISMS Project aims to (1) increase the pool of well qualified teachers in mathematics, science, English and special education for our rural schools; (2) support prospective and in-service teachers in effectively implementing the Common Core and Next Generation Science Standards; (3) promote improvement and equity in student achievement, particularly in math and science; (4) increase the number and diversity of college-bound students in the North State region; and (5) promote greater interest among those students in pursuing STEM-related majors. In addition to providing a variety of professional development opportunities to teachers in our partner districts to support implementation of the new standards and student success, the PRISMS Project will include two innovative programs: the Next Generation Mathematics Teachers (NGMT) Program and the Residency in Secondary Education (RiSE) Program.

The PRISMS Project is a five-year collaborative project which began Fall 2014 and is funded by a Teacher Quality Partnership Grant received from the Office of Innovation and Improvement, U.S. Department of Education.

PRISMS programs include:

1. **Next Generation Mathematics Teachers (NGMT)** is a four-year program blending a B.A. in mathematics with a Foundational Level Mathematics credential, is a bold, new approach to the preparation of math teachers based on a strong collaboration between the Department of Mathematics and Statistics, the School of Education and K-12 partner schools. This program will bring together some traditional mathematics courses with a series of mathematics courses and school-based field experiences specifically designed for math teachers to allow candidates to experience the natural connection between the learning of mathematics and the teaching of mathematics. NGMT candidates will also find strong support systems built into the program through seminars, teamwork with student and faculty mentors and field experience cohorts. According to Mary Elizabeth Matthews, the NGMT program director, “Someone who enjoys math and wants to specialize in teaching the courses typically taught in grades 6 through 10 may find the higher level mathematics courses required in a traditional
mathematics degree program a deterrent. NGMT focuses instead on developing a teacher candidate’s mathematical maturity while giving them greater depth of knowledge of the mathematics they will actually teach.”

2. **Residency in Secondary Education (RiSE)** is a graduate level program leading to a Master of Arts in Education and a secondary teaching credential in math, science, English or special education. This university- and district-based teacher education program pairs master’s-level education content and classroom-based action research with a rigorous full-year, full-time classroom residency built on a co-teaching model. The project is designed to meet the specific needs of rural middle and high schools. Due to the intensity and full time requirements of this program, stipends are available to the teacher residents to assist them financially, provides stipend support to participants during the year of residency. The RiSE Program is directed by Dr. Jennifer Oloff-Lewis, and program partners include Corning High School, Los Molinos High School, Los Molinos Elementary School, Orland High School and C.K. Price Intermediate School.

“It is especially gratifying to be awarded this grant to advance the work of rural schools, whose critical role and challenges are often overshadowed by their urban counterparts,” said education professor and project director Maggie Payne. “We have assembled an outstanding coalition of university, K-12 and community college partners who will guide the development of a new generation of teachers who are more diverse and better prepared than ever to support rural student achievement, particularly in STEM-related studies.”

Our prior experience with the Rural Teacher Residency (RTR) program in elementary and special education and the Math and Science Co-Teaching (MASCOT) program in secondary education have shown that a residency built on a co-teaching model provides significant benefits for the preparation of the residents as teachers and for the academic success of the students in their residency classrooms. “RiSE teacher residents will need to be prepared to work hard and long in their residency year,” said RiSE director Jennifer Oloff-Lewis, “but they will find the experience fulfilling and, having completed a full year of intensive and collaborative planning and teaching, will emerge as excellent teachers who are steeped in their subject matter, ready to support student success, prepared to effectively implement the new standards, and highly sought after.”

**Challenges**

The clearest challenge continues to be how we sustain a model in the absence of external funding, particularly as our state is just emerging from severe economic distress that resulted in significant cuts in state funding to higher education. A second challenge remains to find ways to take the components of this program that appear to be producing improvements in the preparation of teachers, such as integrated curriculum, the residency component, and co-teaching, and apply them to
other credential programs in the School of Education. The funding of our last TQP grant ends in 2014, but the desire to maintain the rich partnerships still continues. Participants and mentors both received funding during the year of residency. The challenge becomes how to sustain those deep partnerships now that the funding has ended. Currently, we are transitioning successful components of our Rural Teacher Residency program across all our elementary teaching pathways. In addition, we are exploring a revision of the credential plus MA model in an effort to alleviate the compressed timeline and make the program more accessible for all candidates.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**

**Successes**

The NNER vision of educational excellence for all can only be achieved through proactive, critical inquiry at all educational levels—from classroom to national policy arenas—into policies, conditions and practices that limit or promote educational access, opportunity and attainment. The California Postsecondary Education Commission (CPEC) has awarded more than $6 million to help teams of K-12 teachers design and implement their own projects for significant educational reforms in their classrooms and schools. **Teachers Professional Learning for Inland California (Teachers’ PD INC)** is one of the projects funded by the California Department of Education to support school improvement through teacher-driven professional development with a focus on improving student learning. The program seeks to support innovative school improvement through teacher-driven professional development. The ultimate goal of Teachers’ PD INC is to help teachers implement changes that will increase student achievement.

California State University, Chico; the Yuba City Unified School District; and the Sutter County Superintendent of Schools are working together to offer Teachers’ PD INC, a teacher professional development program for the 33 inland California counties from San Bernardino to Siskiyou and Modoc. The project provides two years of funding for professional development selected by teachers. Teacher teams make changes at their schools based on what they have learned and evaluate the effects of changes through collaborative action research projects. The Teachers’ PD INC partnership is a primary example of a school university partnership that simultaneously renews all participants and provides resources to teachers in rural school that may not otherwise find support. The project, which runs through 2014, is a co-directed by Michael Kotar, School of Education, Julie Monet, College of Natural Sciences, and Karen Villalobos, Superintendent of the East Nicolaus High School District.

For the past two summers, CSU, Chico and Teachers’ PD INC have hosted a professional development and action research conference at the new Colusa Hall
Conference Center. About 230 teachers from the 33 inland California counties from San Bernardino to Siskiyou and Modoc attended. Twenty-five first cohort teams of teachers reported on topics that included bullying prevention techniques used at Hamilton Elementary School, cooking classes designed to teach math at Weed Elementary, the creation of a two-year kindergarten program in the Fresno area, using Web 2.0 applications to enhance learning in Chico Unified School District, creating technology enhanced science units at Golden Feather in the Palermo School District, and much more. Teachers attending the conference presented information on the professional development experiences they have had and how they implemented and evaluated changes at their schools. The conference keynote speaker the first summer was Patricia Ann Rucker, legislative advocate for the California Teachers Association and a member of the State Board of Education.

This summer’s key note speaker was Dr. Rebecca Justeson. Dr. Justeson’s talk was titled, *Resilience: What Is It and Why Should Educators Care about It?* In this presentation, she defined resilience - both as a common phrase and as a research construct. Then, through a combination of lecture and interactive activities, she explored key elements of resilience with the audience. This segment was followed by a presentation of research that demonstrated why understanding resilience was important for educators. The research included everything from a.) studies into how social/emotional aspects of the classroom impact achievement to b.) how resilience is transferred from teacher to student and back to teacher in a reciprocal process to c.) the longitudinal research into Adverse Childhood Events (ACEs) that highlight how teaching resilience skills can positively impact the health (both physical and mental) of abused, neglected, or impoverished children up to 30+ years later. These studies were shared to build a case for the importance of infusing resilience enhancing practices (and more broadly strengths-based perspectives) into our classrooms for the benefit of all (i.e., children, teachers, families, school cultures, etc.)

**Challenges**

Currently, at least one district in the region has adopted a model of teacher-driven professional development inspired by the Teachers PD INC design. According to teachers and county office of education representatives, the shift has empowered teachers and revitalized professional development in the district. The challenge now becomes how other districts might be encouraged to consider similar approaches.

**Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.**

- Community Engagement
- 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

Future Challenges

California State University Chico is very happy to be hosting the 2015 NNER conference on October 1-3. We have a dedicated conference planning committee made up of SOE faculty, Arts and Sciences faculty, and local teachers. The theme will be Diversity, Equity, and Democracy in Education and will feature strands that focus on topics such as racial diversity, social media, and immigration. Hosting the conference will allow our department to put our mission of democratic and equitable schooling front and center for our local community and for all those who will attend.

Addendum

In the mid-1990's the then, Department of Education at Chico State was searching for a new and strong vision for educator preparation. About that time, John's book, *Educational Renewal: Better Teachers, Better Schools* was published. Working through John's ideas a group of education and arts and sciences faculty designed the Integrated Teacher CORE Program, a blended undergraduate elementary teacher preparation program that recruited freshmen and placed them in classrooms their first semester at university. It was integrated because faculty worked collaboratively each semester. Before we implemented the program, I put myself in a position to speak to John at the AACTE Annual Meeting in 1995. I described our plan and John asked to see a copy. Three weeks later I received a long letter with conformations of our approach and suggestions. John's book and his interest in ITC led to our eventual membership in the California Coalition for Educational Renewal, and then the National Network for Educational Renewal, visits to campus by Roger Soder and Dick Clark, and more than $800,000 in grants to support democratic education projects in northern California that have affected many, many people over the last 20 years.---Michael Kotar, Professor
UNIVERSITY OF CINCINNATI

Setting NNER partnership Contact: Greg Hollon

Setting Tripartite Council Arts and Science Representative:

Setting Tripartite Council Education Representative: Holly Johnson

Setting Tripartite Council P-12 Representative: Kathie Maynard

Please see our current developments in respect to the NNER mission.

Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Because the College of Education, Criminal Justice, and Human Services has a professional mission that addresses community connections, each of the four schools within the college have partnerships with community agencies. Some of these partnerships are with the police force (School of Criminal Justice), others with local businesses (School of Informational Technology), and others are with regional schools and districts. The college continues to grow its online delivery options at the graduate level and has started to address issues of diversity through study abroad programming. The professional development arm of the college continues to offer “courses of study” through certificate programs (ie. gifted education; reading specialist; TESOL certification; Learning with Community Resources, etc).

We address some of these collaborations in this section, but others will be discussed under Emphasis Three.

Successes

• ECOT Partnership: The School of Education has partnered with ECOT, the virtual high school within Ohio on professional development for ECOT teachers. As part of this partnership, the college has one “teacher in residence” who serves as under the role of reciprocal professional development.
• Straight A Grant: The Professional Development Office worked with Cincinnati Public Schools on a “Straight A” grant to educate 30 CPS teachers as Reading Specialists.
• Professional Development Workshops with Iraq: The Professional Development Office has partnered with the US Embassy—Baghdad on delivering workshops on grant writing, study abroad, community leadership, interviewing and resume writing, and public speaking. This falls under the
mission of partnerships as we are partnering with Iraqi universities on this endeavor and address values of democracy and community development.

- **Ohio Dean’s Compact:** One of the Associate Deans sits on the Ohio Deans Compact for Special Education. This group consists of Ohio Dept. of Education personnel, the Ohio Board of Regents, university personnel, and school district personnel to discuss ways of working together on how to address the imperative of ensuring the best education for all students. The group meets quarterly and has funding for an annual conference in which agencies can present support for the work (i.e. Ceedar Center; IRIS Center, OLAC, etc). Initiatives from this group are brought back to the School of Education for consideration. Much of this work revolves around state policy initiatives.

**Challenges**

The greatest challenge for this emphasis area is the systemic change that must occur at all stakeholder levels. With legislators still willing to create policy without deep engagement by university and school personnel creates a top-down delivery that has the potential of only cursory attention without recognizing how public school students and their teachers may or may not benefit from such work.

Another challenge includes developing global mindedness within our schools and our efforts with schools. Without understanding the connections across borders (cultural and geopolitical), we remain parochial in our mission and our understanding of how we are a multicultural nation or simply a nation within the field of security and ideological intrusions that result from our lack of awareness.

Funding will always be an issue in any partnership initiative.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**

**Successes**

The College of Education, Human Services, and Criminal Justice has created a diversity Council to specifically address opportunities of inclusion (writ large). Specific initiatives have included the following:

- **Diversity Research Day:** this opportunity allows students (undergraduate and graduate) to display the research they are conducting in respect to diversity. The specific agenda for this event included the NNER mission on equity that addresses “working toward the elimination of discrimination against groups oppressed on the basis of traits including but not limited to age, disability, gender, language, locality, personal appearance, political ideology, race,
religion, sexual orientation and socioeconomic status.” This year the event was held on January 22, 2015 in correlation with another equity event, training for change.

This event showcased over 15 student research projects that addressed issues of transgendered children, culture shock, and homeless women. This event is becoming an annual event that will serve as a precursor to the diversity conference held each spring by the university.

• **Training for change workshops:** This year the School of Education partnered with *Training for change*, an agency that addresses anti-racism. As part of the School of Education’s agenda to directly confront issues of race and racism with teacher candidates, the college has arranged for 3 workshops each year for the next four years. Facilitated by professionals who work with university-aged students, these workshops address white privilege, power structures within society, and individual racism.

While the School of Education began this initiative, the Diversity Council will take oversight of the project for the remaining three years (2015-2018) as students from across the college have expressed interest in the training, and thus, it has become a college initiative.

• **Girls Day for Sports:** The School of Human Services created an opportunity for middle school aged girls to participate in a “girls day for sports”, which included visiting the university, taking seminars on thinking about careers in sports (not just as athletes), and then they attended a sports function on campus (this year it was a women’s basketball game). Another day will be added in April.

• **Addressing Poverty:** The School of Education brought in a speaker to address the connection of poverty to higher education. This was part of a day that addressed issues of poverty and higher education’s response to this social issue.

• **Direct Recruitment from HBCs:** Working in conjunction with Shaw University in North Carolina, CECH invited five graduate students from Shaw to visit the university as part of a recruitment initiative so as to diversify the college’s student demographics. Four of the five students have applied to CECH graduate programs.

• **Bearcat Pipeline:** Working within 11 high-needs high schools, university student ambassadors meet with high school students about career and academic possibilities. Ambassadors discuss challenges transitioning into university, the importance of grades, thinking about career choices, financial need, and academic life with high school students. Ambassadors visit each of the schools once a month to ensure a stable support structure.

• **Research in Community Contexts Workshop:** The College created a week-long summer workshop to address conducting research within the community. Speakers from across the region and from the United Kingdom conducted
seminars on issues related to such research, and college faculty presented on aspects of research documentation (literature reviews, ethics and participants, methodological concerns). Participants included both faculty and graduate students from the college, the university, and an outside university. The summer of 2015 will be a workshop series on conducting research in urban environments.

- **Dual Degree Programming:** The teacher preparation program is working to revise its middle childhood and special education degrees to create a “dual degree” for students entering either special education or middle childhood licensure programs. As part of the degree, issues related to ELLs and bilingual education will be included in the degree program. The work is expected to be completed in summer 2015 for consumption by all first year students entering Fall 2015.

**Challenges**

The College still struggles with participation in programming. While we continue to strive toward more equity and justice, we recognize that part of the challenge of our urban setting remains deeper engagement by a larger number of faculty members, students, and staff.

**Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.**

- Community Engagement
- 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

**Successes**

The College of Education, Criminal Justice, and Human Services (CECH) at the University of Cincinnati has a strong focus on community engagement that fosters cross-sector collaboration to support quality teaching and learning. In this section, we would like to especially highlight two major efforts begin driven by CECH at UC: 1) Greater Cincinnati STEM Collaborative (GCSC) and 2) UC-Hughes STEM High School systemic partnership. The Greater Cincinnati STEM Collaborative (GCSC) is an **active agent of systemic change** that brings education, community and business partners together to create hands-on, real life learning experiences in STEM (Science, Technology, Engineering and Mathematics) for our region’s students and is committed to developing a workforce that reflects the region’s diversity. GCSC’s **Theory of Change** is that a sustained, systemic collaboration between cross-sector partners across the region will provide the collective impact necessary to engage,
motivate, and prepare students for STEM education and careers. The **short-term goals** of GCSC include to:

- Increase cross-sector partnerships involved in student-engaging projects.
- Improve students’ STEM attitude, knowledge, skills, and career awareness.
- Increase teachers’ STEM career knowledge and involvement with STEM professionals as well as with business and community partners.
- Increase access and use of STEM resources and expertise for all GCSC partners.
- Increase parent and public awareness of and support for STEM education and workforce readiness.

The **longer-term goals** of GCSC are to increase the number of students in greater Cincinnati graduating college ready, entering and completing STEM education, and entering STEM careers. The ultimate **vision** is to create the most robust STEM (Science, Technology, Engineering and Mathematics) pipeline of diverse talent to meet the accelerating demand for STEM jobs in the greater Cincinnati region. In order to accomplish these goals and our ultimate vision, our **Theory of Action** includes the following strategies:

- Spur collaborative action to identify solutions for our toughest challenges, e.g., increasing gender and racial diversity (participation and access) in STEM programs
- Develop, evaluate, and scale models for collaborative action between business and educators (K-12, higher education, and informal educators).
- Extend impact of our programs (i.e. take our learning to scale) by providing technical assistance to external projects meeting GCSC standards as well as use technology to maximize GCSC reach and impact.
- Engage in a deep partnership with a representative school to increase our understanding of what actions provide the greatest impact on student STEM learning and career preparation.
- Leverage data to guide our decisions, track our progress and measure our success.

GCSC has brought in approximately $300,000/year of local business and foundation funds to support projects as well as the creation of support systems for STEM education and careers. Based on pre-post comparison of “strongly agree” survey responses from independent groups of students involved in GCSC projects student results include:

- 19% increase in the recognition of the usefulness and application of science
- 10% increase in the recognition of the usefulness and application of engineers creating and designing new ways of doing things
- 11% increase in the recognition of the importance of learning how to design new things
- 11% increase in the recognition of the importance of learning new technologies
- 10% increase in interest in math
- 12% increase in interest in technology
- 14% increase in confidence in ability to solve problems
- 17% increase in preference to work as a team
The second success is the emerging systemic partnership among 9 colleges across UC and Hughes STEM High School (a neighborhood urban public high school in Cincinnati). This partnership seeks to create a best practice model that supports more minorities to be college ready and to increase the diversity of the UC student body and diverse students entering STEM careers. The goals of the Hughes-UC Partnership are:

- To create a robust, prospective pool of diverse STEM (Science, Technology, Engineering and Mathematics) talent to meet the accelerating demand for STEM jobs in our region.
- To bring K-20 education, community, and business partners together so that every Hughes student, every year will have multiple and extended exposure to hands-on, real life learning experiences. Additionally this facilitates a 3-stage life approach for students creating for them a “glide path” that connects high school to college to career.
- To use the Hughes Innovation Lab/Training Center and the UC infrastructure for Hughes teacher development and training and to disseminate best practice models of authentic STEM experiences that have been shown to grow student interest in and readiness to pursue STEM education and careers to schools across the greater Cincinnati region.

In order to accomplish these goals, a two-pronged approach to the UC-Hughes STEM High School Partnership will be used:

1) Systemic Cross-College and Unit Partnership Support
   - Supporting rigorous, college-ready STEM academic programming
   - Facilitating partnership and innovation in STEM education
   - Supporting Hughes STEM High School students, faculty, staff, and parents
   - Developing the Hughes STEM Training Center for regional, state, and national dissemination of STEM education best practices

2) Proof-of-Concept Demonstration Projects
   - To implement best practice “college and career ready” models where cohorts of students are supported throughout the academic year and summer.
   - To apply a continuous improvement approach to iterate and refine using a formalized evaluation framework.

This is the first time that 9 colleges across the university, with the support of the highest levels of leadership, have joined together to develop and implement a broad-based partnership with a local high school.

Challenges

As expected this community engagement work highlighted some systemic problems, issues, and opportunities which can only be solved collaboratively:

1. It is difficult to create educational experiences where students are able to engage in multiple and extended experiences in order to build skills, knowledge, and interest in / readiness for STEM careers.
2. **Gender** and **ethnicity** must be an explicit and intentional area of focus in order to address **equity**.

3. It is difficult to align out of school STEM experiences **with the curriculum** being taught in the classroom in order to maximize impact on student skills, knowledge, and readiness for STEM careers and to help teachers more easily add this to their lesson plans.

4. **It is difficult to create Strong business involvement** that brings career opportunities to life for students, parents, and teachers which can motivate student learning and interest in STEM education and careers.

5. We must view STEM education as a **dynamic system** and continually consider what is missing in the current system; ensuring that the portfolio is **inclusive and representative** of the tri-state region.

**Other Setting Information**

The College has two initiatives that address the inclusion of individuals with developmental delays and transitioning from high school to university life. These have been part of the CECH landscape prior to becoming an NNER member.

- **Project Launch**: Works specifically with a local school district to help students who have finished high school, but still receiving services from the district, to attend the university during the weekdays. Participating students are allowed to take courses, receive educational seminars on career readiness and transitioning into the community, and many find employment on campus.

- **The TAP Program**: The Transition and Access Program is both a day and residential program for students who decide to matriculate into a certificate program at the University of Cincinnati. The first year, students attend a day program that includes taking courses, etc, but they receive certificate credits for this work. The second year, the students have the option to enter the residential program whereby they live on campus.

An additional aspect of CECH has been the institutionalization of the Gen-One House, which is a residential facility for first generation students. Students receive additional support during the critical first year of university. CECH was the sponsor of this program, but happily, the university has decided to make it a university priority with a permanent budget for support of the programming tied to the House. The university has adopted the Gen-One House as a program, which means CECH now supports programming within the college, but is no longer expected to manage the budget for that programming. Students who complete the first year in the House have requested a second year, and thus, the university has expanded the Gen-One House to two houses.
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Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

1. Follow up on Respect for All Pilot Program

NNER sponsored Groundspark and the Respect For All (RFA) Pilot Program in the Fall of 2013. That work was extended into 2014. Two Master’s level internships focusing on the RFA project were created and implemented in two urban partner schools, Bulkeley High School and E.B. Kennelly. These internships have been very successful and will continue next year. In addition, UConn and UWY partnered to present on the RFA project during the annual conference last Fall. In the spring, Rene Roselle and a RFA Master’s intern will present at the True Colors conference for high school students.

2. Schools as Clinics Committee and Lead Teacher/Site Coordinator Group

School-university partnership faculty continue to work with leaders from partner school districts to establish new practices that enhance teaching and learning for pre-service teachers, in-service teachers, and K-12 students. Some examples of other issues or topics the Schools as Clinic Committee considers are program data, needs of the schools and university, state policy concerns, and program improvement.

The Schools as Clinics Committee established the Lead Teacher/Site Coordinator role in each partnership school with the goal of strengthening the “feedback loop,” improving the quality of clinic and student teaching experiences for pre-service teacher candidates and creating a forum for including the voice of the classroom teacher in program revisions and current practices. This dynamic group meets several times a year and has discussed topics such as effective qualities and
dispositions of cooperating teachers, gaps and strengths of the teacher preparation program, and high leverage teaching practices. Both of these groups have been instrumental in informing our program redesign.

3. Co-Teaching

In an effort to be responsive to school partners, we are continuing to educate our partners, faculty and university supervisors on the benefits of the co-teaching model. The new teacher evaluation systems and high-stakes testing of P-12 students are creating a need for universities to consider creative ways of preparing teachers in the clinic settings. We continue to pilot and explore expanding this initiative as a proactive measure so teachers can stay in control of their classrooms while still modeling, collaborating and mentoring teacher candidates.

4. Integrated Bachelors/Master's Teacher Prep Program Redesign

Beginning in 2013, the faculty and school partners have engaged in redesigning the teacher preparation program, focusing specifically on the IB/M program. During 2014, faculty and school partners continued to read research on how teacher education can support beginning teachers enacting ambitious instruction. Groups of faculty met throughout the year to develop redesign proposals around the following areas: STEM, Social Justice, Common Course Sequences, International Experiences and School-University Partnerships. This work was further facilitated by a two-day conference in March 2014, supported by the Neag dean and NNER that brought together faculty and school partners to renew the program’s commitment to NNER principals and to review and revise the redesign proposals. In the summer, a TE Redesign Steering Committee, which included faculty from across the program and school partners, revised the Core Practices documents developed through the redesign program. A sub-group of faculty created the Core Practices document, which identified 19 high leverage teaching practices that the program intends all graduates to be able to enact effectively as beginning teachers. The TE Redesign Steering Committee revised the Core Practices document and used it to develop an agenda for the redesign for the 2014-2015 academic year. In October, 2014, the faculty and school partners voted to accept the Core Practices as a guiding document for the program redesign. The faculty and school partners are currently using the Core Practices to redesign coursework and clinical placements.

Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

1. UPDATE: Submitted Proposal to AACTE’s Workforce Alignment Initiative: Changing the Demographic Makeup of the Teaching Workforce, Networked Improvement Community (NIC) and was AWARDED.
This initiative brings together representatives from 10 university-based teacher education programs across the country to engage in and research efforts aimed at increasing the number of Black and Latino males enrolled in their programs by 25%. We are in the process of developing tools and strategies to meet this goal, conducting research on these efforts and their impact, and disseminating the practical and theoretical knowledge developed to the broader professional community at AACTE annual conferences and professional publications. The Neag School of Education, led by Dorothea Anagnostopoulos, has taken a lead role in assisting AACTE towards this effort.

2. Strategic Hires
Neag hired two academic advisors specifically to focus on Minority Recruitment and Retention: Dominique Battle-Lawson and Mia Hines. The two candidates had complementary skill sets resulting in our ability to be able to hire two stellar candidates.

3. Leadership in Diversity (LID)
Project L.I.D is dedicated to proving support for students from under represented backgrounds interested in the field of education. L.I.D. aims to help close the gap around educational equity and equip students with the necessary tools, networks and information to be competitive, well-rounded future educators.

Events: Monthly meetings that serve as s support group, LID Kickoff dinner, NYCore Conference: Justice not Just-Tests, Educators of color leadership conference, Bilingual education conference, Hip Hop Summit

4. Establishment of the Educator Quality Group (led by Suzanne Wilson)

The Educator Quality Group has several emerging purposes. First, the group might act as an umbrella organization/homeroom for faculty and students who have interests related to educator quality — which can include teacher preparation or induction, principal preparation or induction, professional development (in formal and informal settings, work-embedded and external to the workplace), teacher/administrator knowledge, state and federal policies intended to shape educator quality, service/outreach to support teacher and principal quality (including partnerships with universities, community organizations, and parents), etc. Second, the group might develop a shared agenda for scholarship/teaching/outreach that would allow us to pursue both funding and instructional/service/outreach programs and partnerships. Third, the group will be responsible for leading the school’s efforts to identify educator quality as one of the school’s foci. In this case, we are also particularly interested in points of intersection with other groups, say for example, science and mathematics education or social justice. We’re committed to finding ways to allow people who have interests that lie at the intersection of the school’s foci to not have to do double duty at meetings.
Challenges: Any others?

- Maintaining stable partnerships (reform, turnover, burnout)
- Maintaining quality clinic placements
- Faculty engagement in partnership schools when PTR does not support it
- Recruiting and retaining students of color

Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- Community Engagement
- 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

1. Educator Preparation Advisory Council (EPAC) and CCSSO Network for Transforming Educator Preparation (NTEP)

Neag School faculty and administrators continue to collaborate with teacher educators, P-12 administrators, state officials, higher education administrators, and members of the State Board of Education to make revisions to the state’s educator preparation standards, practices, and policies through the statewide Educator Preparation Advisory Council. Neag faculty have been actively involved in the state’s redesign of its educator preparation program review processes. In 2014, Connecticut was selected as one of seven states to pilot the recommendations of the CCSSO and provide information on implementation efforts to enhance understanding of educator preparation reform. Neag faculty and administrators are actively engaged in these state-level efforts, and in many cases, are leading the discussions on what works in teacher education.

RESEARCH

In the Fall of 2015 we will launch a research study with school partners and teacher educators called: Simultaneous Renewal in Teacher Education through Core Practices Redesign

Research Question: How do the core practices promote simultaneous renewal in a teacher education partnership?

Sub Questions:
How do the core practices promote simultaneous renewal with teacher educators?
How do the core practices promote simultaneous renewal with in-service teacher? How do the core practices promote simultaneous renewal with pre-service teachers?

Dorothea Anagnostopoulos submitted two research proposals with colleagues from the University of Virginia and Michigan State University for a large-scale study that will identify the specific components of teacher preparation that support beginning teachers’ enactment of ambitious instructional practices in math and English language arts. One proposal was submitted to the Spencer Foundation’s new Spencer Lyle Research program. The research team went through two rigorous review processes prior to being invited to submit a full proposal. The second proposal was submitted to the National Science Foundation’s EHR Core Research program.

OTHER RESEARCH


OUTREACH

Central Connecticut State University is interested in becoming an NNER affiliate. Faculty from the Neag School of Education will do a presentation to provide an overview and orientation to the NNER.

ADDENDUM

Bridges

(A Tribute to Dr. John Goodlad, 1920-2014)

Teachers are bridge builders,
some are good – many excellent.

The good one sinks his footings
deep and solid,
then scaffolds skills and content to create
a safe and sturdy passageway
from the known to the unknown.
With words of praise and encouragement
this teacher gently chides his students
to cross the great chasm,
to go where one has never before gone.

The excellent teacher lays footings
of truth and wisdom.
His foundations are permanent;
his scaffolding, immutable.
He creates a challenging, but steadfast passageway.
To encouragement, he adds his own hand
of guidance as he walks his student
across the great chasm,
and together they go
where neither has ever before gone.

Then there is a special kind of bridge builder.
His bridge is built on the belief
that a way can be made where there is no way.
His bridge is strong, yet sensitive.
It is challenging, yet safe.
It is built of sacrifice, faith, endurance, skill, honesty and love.
It is eternal, unable to be destroyed by winds of time,
clouds of doubt, or elements of disappointment.

For many years,
Dr. John Goodlad
has laid himself across the great chasm of my life and many others’ lives.
He did not build a bridge.
he became the bridge.
He gave the greatest gift;
he gave himself.

Thank you, John, for being our way to places we never thought we could go.

by Robin E. Hands, Ed.D.
Director of School-University Partnerships
University of CT
(revised from the original)
COLORADO STATE UNIVERSITY

Setting Contacts:
Dr. Donna Cooner: Director, School of Teacher Education and Principal Preparation (STEPP)

Dr. Heidi Frederiksen: Assoc. Director, School of Teacher Education and Principal Preparation

Setting NNER Partnership Contact:
Dr. Donna Cooner

Setting Governing Council Representative (if different from above):
Dr. Donna Cooner

Setting Tripartite Council Arts and Science Representative:
Dr. Karen Rattenborg, Human Development and Family Studies faculty

Setting Tripartite Council Education Representative:
Dr. Heidi Frederiksen, Assoc. Director, STEPP

Setting Tripartite Council P-12 Representative:
Dr. Karen Rowe, former principal, former Asst. Superintendent

Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Successes

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

Work within the University
  o Continued growth of the STEPP staff to increase teaching/advising capacity
  o A commitment to hiring those who have worked within the PK-12 environment, and have a passion for teaching.
  o budget maintenance and sustainability continues to be solvent
  o working relationship with the School of Education further defined
In addition to the undergraduate program, we have maintained Master’s Level cohorts founded on the principles of the NNER. Students in these cohorts are able to complete a Master’s degree, and licensure in any of these 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  Front Range (Windsor and Thompson School Districts)
  - Windsor High School
  - Windsor Middle School
  - Severance Middle School
  - Mountain View High School (Loveland)

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 that provides full ride scholarships for students who are pursuing teaching careers in the STEM areas, in high needs schools.

**Continued work with educational partners**

- Drs. Cooner and Lucero have been selected to represent the State of Colorado in the CAEP State Alliance work around Clinical Partnerships.
- Re-negotiation and creation of a Memo of Understanding with local partnerships, to clarify, and codify the expectations/responsibilities, and rights inherent in our daily operations
- Informal and formal meetings with local Superintendents to reinforce the agenda.
- Presentations at local schools regarding the partnerships and the theoretical frameworks within which we operate.
- Professional Development hosted by CSU STEPP faculty around co-teaching, pairs training, and curriculum design.
- Regularly scheduled meetings written into the M.O.U to facilitate effective communication with the leadership of all stakeholders
- Maintaining the complex relationships inherent in effective partnership work
Ongoing development of 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 scheduled meetings 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
- Asst. Superintendent for Secondary Schools
- Executive Director
- Dean, College of Health and Human Sciences
- Director, STEPP
- Associate Director, STEPP

The Advisory Board:
- Every Principal who works with our teacher candidates

- Continued work with TEAC and CAEP as required for the maintenance of national accreditation, and the TEAC designation as an exemplary field placement site.
  - Dr. Cooner serves on the Certification Review Board with TEAC
  - Dr. Cooner is a CAEP Commissioner
  - Mrs. Jennifer Roth (Asst. Principal at one of our partner sites) also serves on the Certification Review Board with TEAC
  - Mrs. Roth is a CAEP Commissioner
  - Dr. Lucero speaks regularly at the TEAC/CAEP conference about Clinical partnerships and now represents these partnerships at the national level with the American Association for Colleges of Teacher Education (AACTE)

- Successful reaccreditation visit with CAEP (TEAC Inquiry Brief) and CDHE during the week of January 26-29th.
- Presentation at the fall CAEP partnership that represented the articulation of our partnership in the PK-12 schools, included STEPP’s Associate Director, an Administrator from the local district, and a teacher from the local district. The sessions were well-received and were “standing room only”.

- 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
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, especially as two of our partner districts have new leadership.

- 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, as well as new research around co-teaching models to enhance student achievement and teacher candidate experiences and preparation.

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 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.

In light of these critiques we remain committed to:
The delivery of a high quality, effective teacher preparation program in spite of external pressures.
Continued partnership with local school districts around the overall retention of a quality teaching pool.
The insistence that all of our partnership work be built around the concept of “Simultaneous Renewal”.
The ongoing, University/Community/State/National visibility of our program as an exemplar for Educator Preparation programs.

Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

Successes

• We are engaged with a University/School District committee (IDCRE) working on recruiting and retaining teachers of colors for the local school districts. This work is a University priority and one in which we are enthusiastically engaged.
• Ethnic diversity within our undergraduate programs continues to increase.
• All teacher candidates that come through our program are must complete the training to be certified as AVID tutors, and are responsible for weekly tutoring sessions in the local school district. This is a great example of “Simultaneous Renewal” as all participants and stakeholders see the overall benefit, as well as the professional benefit gained by participation.
• CSU STEPP is planning a teacher fair for secondary students in Northern Colorado, to be hosted in the fall of 2015. The targeted population will be from local community colleges and high school students who participate in the Teacher Cadet programs. We also intend to invite those community colleges and the University of Northern Colorado to present their programs.

Challenges

• As we attempt to recruit diverse candidates for our programs, we believe that it is important to have role models in education to mentor these students. In Fort Collins, it is difficult to find mentors who represent a variety of backgrounds to mentor these students.
• As STEPP faculty take on new positions at the district, state, and national levels, we have also lost some diversity and do not foresee opportunity in the near future to hire new candidates.
Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- Community Engagement
- 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

**Successes**

- **Stewardship of the profession and quality teacher preparation/Research:**
  - Senate Bill 191 has created an environment where teachers are hesitant to take on student teachers. CSU STEPP is attempting to address these concerns with innovative placements for teacher candidates during their student teaching. Co-teaching (with a mentor teacher, and/or with more than one teacher candidate in a classroom) is a model that not only allows the mentor teacher to be present and active in instruction, but also creates an environment where collaboration is key. Preliminary findings of our research indicate that the student teaching experience is much more rewarding for candidates, candidates are better prepared, and student achievement is higher than it would be with a teacher candidate alone.

- **Community Engagement:**
  - Continuation of the “Cording Ceremony” to acknowledge the accomplishments of teacher candidates, every semester for the last 10 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.
  - Cooperating teachers, families, professors, mentors, and friends are often asked by teacher candidates to “cord” them. This not only increases visibility of the program, but honors those who have served as mentors, role models, and support for teacher candidates.

**Challenges**

- Challenges continue to be lack of resources (people, time, and funding) for additional research opportunities.
- School districts are feeling pressures of legislation (testing, evaluation, lack of funding), therefore are sometimes hesitant to take on partnerships or
research opportunities. We continue to have conversations about "giving back" to the profession (stewardship), how we can be resources for schools (simultaneous renewal, professional development), and how we can be innovative in our partnerships to benefit all stakeholders (simultaneous renewal).

Other Setting Information

Since the inception of STEPP, when three employees were responsible for licensure at CSU, we have grown tremendously, as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Former Position</th>
<th>Current Position in STEPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Heidi Frederiksen</td>
<td>Teacher/Administrator</td>
<td>Assoc. Director/Assistant Professor</td>
</tr>
<tr>
<td>Mr. Derek Decker</td>
<td>Teacher</td>
<td>Key Advisor/Instructor</td>
</tr>
<tr>
<td>Dr. Wendy Fothergill</td>
<td>Teacher/Principal</td>
<td>Key Advisor/Asst. Professor</td>
</tr>
<tr>
<td>Ms. Juliana Searle</td>
<td>M.A. Counseling</td>
<td>Advising Coordinator</td>
</tr>
<tr>
<td>Ms. Jody Drager</td>
<td>Teacher</td>
<td>Student Teaching Coordinator</td>
</tr>
<tr>
<td>Ms. Karmen Kelly</td>
<td>Special Ed. Paraprofessional</td>
<td>Finance Officer</td>
</tr>
<tr>
<td>Dr. Meena Balgopal</td>
<td>Teacher</td>
<td>Tenure Track Faculty</td>
</tr>
<tr>
<td>Dr. Antonette Aragon</td>
<td>Teacher</td>
<td>Tenure Track Faculty</td>
</tr>
<tr>
<td>Dr. Jim Folkestad</td>
<td>Faculty</td>
<td>Faculty</td>
</tr>
<tr>
<td>Dr. Cerissa Stevenson</td>
<td>Teacher</td>
<td>ECE Coordinator</td>
</tr>
<tr>
<td>Mr. Matt Wurst-Caligari</td>
<td>Database Administrator</td>
<td>Assessment Coordinator</td>
</tr>
<tr>
<td>Dr. Andrea Weinberg</td>
<td>Teacher/Researcher</td>
<td>ECE Instruction/Research</td>
</tr>
<tr>
<td>Dr. Donna Cooner</td>
<td>Teacher/Administrator</td>
<td>Director</td>
</tr>
</tbody>
</table>

Of course, there are over 100 others who serve as part time, adjunct instructors and student teaching supervisors, work study students, etc.
ILLINOIS STATE UNIVERSITY

Setting NNER Partnership Contact: Deb Garrahy, Professor and Director, the Cecilia J. Lauby Teacher Education Center
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Phone: 309-438-5187

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Setting Tripartite Council Arts and Science Representative: Sally Parry, Associate Dean, College of Arts and Sciences

Setting Tripartite Council Education Representative: None for 2014

Setting Tripartite Council P-12 Representative: None for 2014

Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Successes

• Clinical field experiences (pre-student teaching)
  o On average ISU offers 220+ teacher education courses with a clinical experience
  o Clinical experiences are monitored for each ISU teacher education major
    ▪ Candidates must have a minimum of 100 clinical hours prior to student teaching
    ▪ 50/100 hours must be in diverse settings

• Council for Teacher Education: is the university committee that has, as its primary charge from the academic senate and the provost, the authority and responsibility to oversee academic programs leading to licensure of teachers and other professional education personnel who work in pre-k through 12 school settings (hereafter referred to as teacher education programs). In this role, the CTE has four primary areas of responsibility:
leadership, liaison/advocacy, planning/development, and regulation.

- **Professional Development Schools:** approximately 70% of all elementary education majors at ISU participate in our professional development schools.

- **The Chicago Teacher Education Pipeline:**
  - The Chicago Teacher Education Pipeline is grounded in social justice and works to cultivate and sustain innovative, resilient, and effective educators for urban schools and their communities.
  - Has earned national acclaim as an exemplary program from NNER, AACTE, and ATE.
  - Will be expanding to several additional school districts in the next few years (Peoria public school district and Decatur public school district).

- **EdTPA:** Beginning September 1, 2015 passing edTPA will become a requirement for teacher licensure in the state of Illinois

**Challenges:**
- Increasing PDS opportunities for secondary level students – developing marketing strategies to increase number of teacher candidates.
- Increasing PDS opportunities for our k-12 majors who need primary and secondary student teaching placements for licensure.
emetropolitan St. Louis Consortium for Educational Renewal

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Setting Tripartite Council Arts and Science Representative:
None

Setting Tripartite Council Education Representative:
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Setting Tripartite Council P-12 Representative:
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julie.wuch@slps.org

Emphasis Area 1: Successes and challenges that advance simultaneous renewal across institutions, departments or other groups.

Successes

John Goodlad’s vision for simultaneous renewal of teacher preparation programs and schools is clear, ambitious, and attainable. The interaction between ideology and information is necessary for meaningful change. The St. Louis Consortium has kept this vision in mind as we collect information to guide our renewal efforts for the future. Sustainability is the focus for St. Louis as it is with the NNER.

As was mentioned in our previous report, the Executive Committee developed a survey for the purpose of gathering feedback from all the participants of the agenda to align our work to the needs of the constituents and enable the Consortium to work collaboratively with partners in an environment of continuous improvement. The survey and the focus groups gave us the feedback we needed to design renewal efforts that would be meaningful and relevant to all of our partners. There are increasing demands in this new educational landscape. Accountability for student performance, a push for higher standards in teacher preparation programs...
and decreasing funding for education has pushed the need to carefully plan the direction of our local renewal efforts with specific measurable goals. So we asked the following questions as we reflected on the work: Why is the work of the NNER necessary for the St. Louis Metropolitan area? How are we helping to provide access to quality education for P-12 students?

The St. Louis Consortium wants to use the feedback from stakeholders to initiate conversation and to articulate the goals of the agenda for the next several years. We chose to use a logic model that would give us a systematic and visual way to present the relationship among the resources we have to operate our renewal efforts, the activities we plan to do and the changes and results we hope to achieve. We want to promote yearly evaluations of our work and use the model as a framework for assessing overall effectiveness of the work.

Presently, the Executive Committee of the Consortium is engaged in planning to identify one or two projects that will be most impactful for our university faculty, pre-service teachers, school educators and community.

Dr. Goodlad wrote extensively in *Educational Renewal* (1994), on the conceptualization of Centers of Pedagogy. Within this setting he envisioned the school as a Center for Inquiry. The training of teachers and the renewal of schools must have as a part of the organization, ways to reflect on learning and how to improve the existing system in which one works. Teachers become stewards of that organization and poised to change the system when it is not working for today's students. The Consortium would like to develop a Center for Inquiry and engage the schools of education and their partner schools as well as school district leaders in deep reflection and courageous conversations on issues of social justice. These ideas are still in the planning stages. The Executive committee will hopefully identify an engaging and thoughtful process that will support teachers to effectively teach students of diverse backgrounds.

During the 2013-2014 academic year, a number of important collaborative projects among Consortium partners continued to thrive. One of the most significant of these projects has been the Urban Math Institute which began as collaboration between Maryville University and St. Louis Public Schools in 2012 with a grant proposal to the United States Department of Education. The proposal was designed as an intensive professional development effort to increase teacher content knowledge, pedagogy, and technology use to increase student achievement in mathematics. This grant was funded and the Maryville/St. Louis Public Schools (SLPS) received $1.4 million over a three year period to implement this work. A cohort of elementary teachers from SLPS was identified, and in July of 2014 these teachers participated in a two-week professional development workshop designed to increase their conceptual understanding of mathematics and to introduce new teaching strategies and technologies to support student learning. This initial work has been followed up with periodic Saturday workshops and ongoing support from Maryville professors serving as math/instructional coaches. A second two-week summer institute is
being planned for July 2015 to extend the learning of the SLPS teachers involved in the project. Math and education professors from Maryville are also serving in the role of consultants for a similar project underway in the Parkway School District, another Consortium partner.

Other projects that are continuing to enculturate the young in a social and political democracy are:

- The Consortium’s Mini-Grant Program giving teachers the opportunity to design programs addressing the Moral Dimensions
- Maryville’s Young Scholars program. This program seeks to identify and support talented diverse underserved students and give them the opportunity to excel (and eventually be placed in gifted programs). The goal is to increase the effectiveness of the teaching and learning in selected urban classrooms. Teachers are being prepared to teach students in an intellectually challenging way that promotes their ability to take advance placement classes. This program has received an additional $100,000 from the Dana Brown Foundation.
- The St. Louis community is fortunate to have the “Grow-Up Great” program for another year. This program is collaboration between Maryville University and Grace Hill Head Start (an urban early childhood program) and the local arts institutions: the St. Louis Symphony, Missouri Botanical Gardens, St. Louis Science Center, and the St. Louis Art Museum. The grant funded by PNC Bank has been extended.

Julie Wuch, principal at Wilkinson Early Childhood Center has initiated a new process for efficiency in school university partnerships. She was excited to say she got the idea from another setting’s presentation at the NNER conference in Cincinnati. Dr. Wuch was able to identify funding to hire a Teacher Leader Liaison to serve as a support for student teachers, cooperating teachers and university faculty as they collaboratively practice the four moral dimensions. The Teacher Leader Liaison conducts meetings and acts as a mentor for pre-service teachers. The liaison also organizes professional development for Maryville University and Wilkinson. Dr. Wuch perceives this position and its’ process as resembling a coaching model; a coach for the pre-service and the practicing teacher.

Harris-Stowe State University’s ambitious goal of becoming a regional and national leader in producing African-Americans and other underrepresented groups in science, technology, engineering and mathematics (STEM) degrees is closer to becoming a reality with the announcement of a major gift from Emerson for $500,000. This award will provide STEM scholarships for North St. Louis County students to attend Harris-Stowe, and will significantly expand on existing efforts and activities in STEM. Dr. Dwaun J. Warmack, the new president of Harris Stowe feels this scholarship will be a significant catalyst to support their ongoing mission in STEM and allows them to continue to strengthen and increase recruitment, retention and graduation of STEM majors. Teacher education students are
encouraged to take advantage of the STEM degrees to enhance their viability and attractiveness to school districts in the area. The Consortium hopes to garner the cooperation and support of one of the Arts and Sciences faculty on the STEM project as we work to sustain John Goodlad's vision of centers of pedagogy.

**Challenges**

It is difficult to forge new relationships and maintain the NNER emphasis on simultaneous renewal when organizations are struggling to meet the goals and standards imposed by the state. Teacher colleges and their preparation programs are being blamed for the low achieving schools in Missouri. Teacher education programs will now be evaluated by the state for their effectiveness. New leaders have to put first things first and satisfy the immediate demands before them. It is imperative that the Executive Committee be adroit at hearing the voices of our partners and understands the changing context to which we implement the agenda for democracy.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**

**Successes**

The Parkway School District, a suburban school district, continues to lead the way in promoting Social Justice. Charlotte Ijei, the Director of Pupil Personnel & Diversity for Parkway, is a member of the Consortium’s Executive Committee. She is responsible for leading the social justice effort in Parkway by training all 29 of their schools to dissect and deploy practices that eliminate oppression and maximize the potential of a diverse workforce.

This school district has the courage, commitment, and determination to prepare all students to live in this democracy. The evidence of that commitment can be seen in a new pilot program called **Equity Learning Walk.** It will be piloted in three Parkway schools. Teams made up of parents, community members, administrators, teachers, and counselors will visit classrooms to observe African-American and Hispanic students to see if they are engaged, and understand what they are learning. The Parkway leaders see equity as a moral responsibility.

It is helpful to know that Parkway has a diverse population of students including students who identify as transgender. These students are trying to figure out where they fit in our diverse district. Administrators, teachers, and counselors attended the Gender Spectrum conference to ensure that those students feel accepted and a part of the diverse community.
Challenges

The Metropolitan St. Louis Consortium for Educational Renewal collaborates with three school districts: two suburban and one urban and two universities: one urban and one suburban. Each organization has its own set of challenges relating to diversity and access to knowledge and each organization is on varying places in the continuum of learning. Harris-Stowe and Maryville University are looking to design new structures for collaboration and support during these difficult times. The Consortium must find ways to build on the strengths of each organization and make learning the ultimate goal in a time of accountability and find ways to differentiate professional development and inquiry.

Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- Community Engagement
- 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

Successes

Harris-Stowe State University hosted an educational summit, “A Community in Turmoil: How Did We Get Here and How do we Break the Cycle?” This symposium served as a platform for public discourse and civic engagement surrounding the events that have occurred in Ferguson, Mo., and how such events are aligned with systemic issues that continue to impact the civil rights of all Americans. Dr. Michelle McClure, HSSU assistant vice president for Academic Affairs and a working member of the Consortium, concluded the discussion on next steps to how we move forward as a community towards positive systematic change.

Harris-Stowe State University hosted the Missouri Department of Elementary & Secondary Education (DESE) in-service training for school districts in the aftermath of the Ferguson tragedy. In an effort to properly equip educators who are usually the first to detect trauma in students and serve students who are asking questions, the Department of Mental Health and the Department of Social Services provided training for school districts. Harris-Stowe is committed to being an intellectual think-tank, for the community as they work to identify needed services for school districts and engage in conversations on racism, violence and education.

Harris-Stowe State University also hosted an educational symposium celebrating the 60th anniversary year of the Brown Decision titled, “The Brown Decision and its
Implications for St. Louis.” “Certainly, the Brown Decision impacted not only the educational shifts in St. Louis, but demographic and economic changes in the city that are still being felt 60 years later,” stated Dr. Dwayne Smith, Vice President of Academic Affairs. Dr. Smith works closely with the Consortium and brings a wealth of knowledge to efforts of diversity and increased effectiveness in teacher preparation.

The speakers for this symposium included Attorney Kimberly Norwood, professor of law and professor of African-American Studies at Washington University (WU); and Dr. Stefan Bradley, chair of African-American Studies and associate professor of history at Saint Louis University (SLU). Attorney Norwood’s recent research interests have focused on black identity issues and on the public education challenges facing poor children, inner city children and black and Latino children. Dr. Bradley’s primary research area is recent U.S. history with an emphasis on the African-American experience. He is interested in the role youth have played in shaping post-WWII American society; more specifically, the efforts and abilities of black college students to change not only their scholastic environments but also the communities that surround their institutions of higher learning. This symposium was quite valuable to the St. Louis community and was taped for future viewing. It will be accessed by the Consortium to use as we engage participants in the newly developed Center of Inquiry in matters relating to social justice and schooling in the current political environment.

Schools in the Parkway School District are partners with Maryville University. The Director of Human Resources in the Parkway District is a leader in the hiring, retention, recruiting and promoting certified staff of color. She has started a program called “Grow Your Own” since teachers of color do not readily apply to Parkway. Parkway has a concerted effort to reach out to teachers of color as well as to encourage Parkway students of color to consider education as a career choice. A partnership between these students and Parkway is made and the district works with the students while they are in college. These students will do their internship hours and student teaching in Parkway. After graduation, they will come back to Parkway to begin their teaching career. This program has positive implications for both Harris Stowe University and Maryville University as there are few students of color applying at the School of Education.

Challenges

These are turbulent times in St. Louis. Unrest and protests have become common place. Educators cannot ignore the problems and must become a part of the solution. Nevertheless, conversations about race and equity are very difficult to have. Many teachers have taken opposing sides on the issues and prefer silence to conflict resolution. What a perfect stage in which to teach children what it truly means to live in a democracy and embrace democratic principles. Teaching children about democracy when they can’t see democracy working for them can be more difficult than preparing them to live in one.
Addendum

Reflections of an Outstanding Leader and Friend
Metropolitan St. Louis Consortium for Educational Renewal

Nothing in my professional life has influenced my work as much as the invitation from John for Maryville, with Harris-Stowe, to participate in the National Network for Educational Renewal. Although I had already met John through the American Association for colleges of Teacher Education, it was not until participating in the NNER that I truly began to fully appreciate his work and the agenda for education in a democracy. I can honestly say that our participation has framed the philosophy of the Maryville School of Education for the past 25 years. John’s deep commitment to the “four legs of the stool” and the preparation of children in a democracy resonated with me and confirmed and deepened my own beliefs.

I was truly so fortunate to be able to participate further in the AATE initiative which gave me the opportunity to work with John and Wilma Smith and deepen even more, my understanding of the Agenda. It is very clear to me that John’s work has influenced thousands of educators and through them (all of us) even more thousands of teachers and children. The work will never end nor should it. But I consider my affiliation with the NNER and John Goodlad the highlight of my professional life.

Mary Ellen Finch

(Excerpt from a letter written to John)

Dear John,

I can think of few greater honors than to join the AED Scholars. I completed one year of the Integrating Arts Initiative and three years of work with the pilot cohort for Sustaining Simultaneous Renewal. These experiences constitute some of highest quality professional development of my career. The work of the Institute transformed how I understand the world and gave me a foundation from which my teaching, school-based work and university service continue to benefit.

In my daily life I work with young people who are more optimistic, work harder, and value community more than I have seen in decades. These men and women are eager to understand the roots of our democracy and how the essential tensions and ideals of American democracy apply today as the world community struggles to create systems for a global society. I have no doubt, however that the readings, collegial interactions, and challenges of being an AED Scholar will continue to prepare me to facilitate meaningful and positive change within the communities I serve. I hope my contributions offer some return on the riches I have gained.

Nadine Butcher Ball
As I reflect on my work and affiliation with the NNER, I reflect on the foundation Dr. Goodlad established for this work to take place. It keeps me conscious about what I do- and seek to do- on behalf of children, and to endure that all my efforts reflect democratic practices in my teachings and actions. Dr. Goodlad may be laid to rest, but his legacy lives on in all of us who believe in a fair and equitable education system for all.

LaTisha A. Smith

John Goodlad launched us into a new dimension of possibilities with his articulation of the ideals for public education. He developed a structure that enabled us to collectively think deeply about our educational practice and demonstrate to children how to envision a bright future that they are capable of living to its’ fullest. It was an honor for me to know a man with such lofty thoughts that were translated into caring and compassion for all.

Carol Hall-Whittier
Setting NNER Partnership Contact: Dr. Jean Eagle – Director of Clinical Field Experiences and School Partnerships

Setting Governing Council Representative if Different from Above: (See Above)

Setting Tripartite Council Arts and Science Representative Name, Title, and Department: Vacant

Setting Tripartite Council Education Representative Name, Title, And Department/College: Dr. Jean Eagle – Director Of Clinical Field Experiences And School Partnerships

Setting Tripartite Council P-12 Representative Name, Title and School or District: Mrs. Holli Morrish – Director of Community Relations, Talawanda School District

Emphasis Area 1: Successes and challenges that advance simultaneous renewal across institutions, departments or other groups.

Successes

Miami University was pleased to serve as co-host (in conjunction with the University of Cincinnati, Ohio University and Wright State University) for the 2014 NNER National Conference. Over 20 faculty, teachers and students attended this event that included 7 sessions presented by university partners. Teachers from the new Urban Teaching Cohort in Cleveland introduced the audience to their efforts with Miami faculty. A highlight of the conference was the presentation of the Michelli Award for Promoting Social Justice to Drs. Tammy Schwartz and Thomas Dutton for their work with the Urban Teaching Cohort. Tammy and Tom later shared their compelling narrative during Saturday’s keynote address.

The Partnership Office supported the community Sharefest by providing human capital for the weekend event that includes the collection of unwanted student furniture and household items as well as distribution to various community agencies.

A summer reading clinic was offered to at-risk students that contained a comprehensive technology component. Students were introduced to various technologies in order to improve their reading skills.
Connections, an inclusive offsite curriculum delivered to at-risk 9th and 10th graders, was offered on Miami’s campus for students from the local district. Additionally, the program has been replicated in 2 other sites, and grant funding was received to implement Connections on 2 other Ohio college campuses.

The university Adopt-a-School program provided tutors for over 300 learners in local K-12 classrooms.

Middletown City Schools, a nearby urban school district, hosted all middle childhood candidates for their content area field experiences. In its second year, this program is exploring a co-teaching model between inservice and preservice teachers. A separate partnership committee oversees collaborative efforts in this district and was in receipt of a $6000 grant to support their work.

All special education placements are now consolidated with general education preservice.

A nutrition education collaborative received $700 from the Partnership Office for the purchase of ingredients that local third graders used to create healthy after school snacks.

Faculty from nutrition and health are now working with the Urban Teaching Cohort and community members on a wellness/childhood obesity initiative.

Students in Hamilton’s elementary schools participated in Girls on the Run, an after school fitness program facilitated in conjunction with university mentors from health and wellness.

Miami hosted a First Annual Celebration of Partnerships in May 2014 that included teachers, administrators, faculty and community members from our four largest school/university partnerships. The event included a showcase of collaborations representing each partnership, as well as reflections and goal-setting.

**Challenges and Opportunities**

We continue to struggle to better engage faculty in the Arts and Sciences. Teaching schedules and other conflicts have prevented us from naming an Arts and Sciences representative for the Tripartite Council. We will continue to seek out interested individuals to engage them in the work of the NNER with a goal of filling this vacancy as soon as possible.

Additionally, the university’s 20/20 initiative defines partnership as a profit-based model, making recognition of our work more difficult than in the past. While we have a seat at the table during these discussions, the direction that the university is pursuing regarding partnerships does not align with our current work.
Conversations continue at our college regarding ways to raise awareness regarding our important collaboratives with regional school and communities and how they benefit students, faculty and the university writ large.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**

**Successes**

The Urban Teaching Cohort, currently operational in Cincinnati, is expanding into Cleveland. Students will be living with local families and working in schools on the near west side of the city.

CSIP, the *Cincinnati Summer Immersion Program*, features students living in the Over the Rhine region of Cincinnati, volunteering at several community agencies, and working with students on academic skills for two weeks in June.

Freedom Summer’s 50th Anniversary provided multiple opportunities for partnerships between the university, schools and community. A week-long conference, “Finding Freedom: Memorializing the Voices of Freedom Summer” was attended by AP English students from Talawanda High School. District 7th graders toured campus and visited historic sites related to Freedom Summer. The 9th *Annual Sandy Hormell Project* included Freedom Summer related readings for middle school students, an author visit, and an intergenerational book study. Read alouds of the books *We Are…* and *The Crayon Book that Talks* were provided by the NAACP to regional elementary students and book collections were donated to their school libraries. Finally, a special screening on *Prom Night in Mississippi* was held at Talawanda High School for the community with facilitated discussion groups following the film.

**Challenges and Opportunities**

The success of the Urban Teaching Cohort in Cincinnati has led to expansion into the Cleveland area. Replicating the program at a distance has proved challenging, as is the recruitment of students. The capacity grows slowly as faculty realize that some students have a limited interest in moving off campus and away from their peers. In addition, other faculty and staff want consideration given to cohorts in Columbus and Chicago, further straining the resources of the program.

**Emphasis Area 3: Successes and challenges related to community engagement and stewardship of the profession and quality teacher preparation.**
**Successes**

The Hamilton/Miami Partnership engaged in a project-based learning STEM model with middle grade students. A National Science Foundation grant is being sought to sustain the work.

Miami preservice teachers are serving as Literacy Enrichment Tutors in two of our partner school districts in order to meet targeted needs for young learners. These students are learning about the Response to Intervention model as they track the progress of their tutees.

Based on the success of the Literacy Enrichment Tutors, a new Math Enrichment Tutors program is now being offered for at risk elementary students. Plans are to expand the program to include middle and high school students.

A tutoring boot camp provides preservice teachers with the necessary skills to work with at risk students on a weekly basis.

*First Years for First Years* is a new literacy initiative designed to promote a tutoring experience for freshmen Education Health and Society Scholars and local kindergarten students.

In honor of the centennial of Robert McCloskey, regional literacy projects facilitated by preservice teachers were held for local elementary students. Their presentations highlighted the local connections of this celebrated children’s author.

**Challenges and Opportunities**

As our leadership changes in the College of Education, Health and Society, so does the focus on partnership and the meaning of the work. The Partnership Coordinating Council experienced the attrition of the Co-Chairs of Teacher Education and the appointment of a new Chair. While the membership of the Partnership School Liaison Committee has remained the same, participants have expressed frustration regarding the perceived stagnation of a partnership vision, mission, and organizational structure. Efforts with regional schools continue, however the group recognizes that until several key positions are filled, the organizational structure will most likely remain in flux.

**Reflections on Dr. Goodlad**

Miami University holds the distinction of being one of the oldest members of the NNER. Veteran faculty fondly recall their work with Dr. Goodlad during Summer Symposium, AED Scholars’ events, and past conferences. The framework for much of our programming, particularly the Urban Teaching Cohort, can be traced to the four-
part mission and Dr. Goodlad’s work related to equity, access, nurturing pedagogy and stewardship. Although not as explicitly apparent in some of our current partnership work, Dr. Goodlad’s premise of simultaneous renewal is implicitly at the core of Miami’s collaborations with schools and communities.

Respectfully submitted,

Jean F. Eagle, Ed.D.
Director of Clinical Field Experience and School Partnerships
Miami University
January 15, 2015
MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL

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Setting Tripartite Council Arts and Science Representative: Leslie Wilson

Setting Tripartite Council Education Representative: Connie Donvito

Setting Tripartite Council P-12 Representative: Juan Cruz

Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Successes

• Sustaining and expanding partnerships across the campus, in the MSUNER districts and communities, and in the region.

On-campus partnerships within Montclair State University include: The Yogi Berra Museum; PRISM (Math & Science) Programs for Teachers; the Red Hawk Mathematics Learning Center; the Holocaust, Genocide and Human Rights Education Project at Montclair State; EECO AmeriCorps Program; the Center for Autism and Early Childhood Mental Health.

Regional partnerships and memberships include: Facing History and Ourselves; Garden State Alliance for Strengthening Education (GSASE); the Newark Museum, Education Committee; the Montclair Art Museum; All Stars Talent Show Network; The Montclair Fund for Educational Excellence (MFEE), Montclair Community Partners, Montclair Technology Subcommittee.
• **Building and refining Co-Teaching as a Model for Student Teaching.** The goal of this initiative is to fully develop an apprentice/mentor model in the preparation of teacher candidates that will ultimately be scaled to the entire teacher preparation program. Teachers serve as models of best practice while working collaboratively with teacher candidates in the planning, implementation and assessment of P-12 students. The Center of Pedagogy Director of the MSUNER and the Director of Field Experiences have provided professional development for teacher interns and cooperating teachers. Together with the Executive Director of the Center of Pedagogy, they participated in intensive training with St. Cloud University faculty and are now certified to turn-key the model. The team presented at the 2014 NNER Annual Meeting and will present at the 2015 AACTE Annual Meeting in Atlanta, GA. Co-Teaching Cohort III is now in the Teacher Intern (Student Teaching) semester, and we are anticipating the formation of Cohort IV in the spring of 2015.

• **Montclair State as the NJ center for STEM Education.** The College of Education and Human Services/Center of Pedagogy/and the College of Science and Mathematics are continuing their collaboration on STEM-related projects to make MSU the center of STEM education in New Jersey. Faculty received grants to work in high-need public schools to enhance STEM teacher preparation and professional development: **Integrative Science, Technology, Engineering and Math (iSTEM)** educators for inclusive settings continues in its fourth year. This dual certification MAT program focuses on Inclusive iSTEM Education. This program helps middle and secondary math and science teachers to use an integrated, inquiry-oriented approach to teaching and learning. Other NNER settings provide critical friend feedback. The [Woodrow Wilson Foundation NJ Teaching Fellows](http://wwnjtf.org) (WWNJTF) Program prepares math and science teachers for communities in New Jersey. Cohort I began in June and consists of 12 candidates who are conducting residency requirements in Newark and Orange Public Schools. After completing their master’s & certification program in June 2015, each teacher will commit to teach for three years in high-need NJ schools. [Wipro Science Education Fellowship](http://wiprofoundation.org) (SEF) leadership training program, now in its second year, increases and deepens experienced K-12 science teachers’ knowledge and practice in districts in north Jersey. Two other cross-college STEM collaborations are funded by NSF. The [Robert Noyce Science Teacher Scholarship](http://www.rntscholarship.org) Program to recruit and prepare new science teachers for NJ high-need schools and the [Preparing the Effective Mathematics Teacher (PE²MT)](http://www.pe2mt.org) Program to recruit and prepare new science teachers for NJ high-need schools and the [Preparing the Effective Mathematics Teacher (PE²MT)](http://www.pe2mt.org), a capacity-building project designed to increase the number of elementary teachers with extraordinary preparation for teaching mathematics.

• **Portrait of a Teacher Revision Task Force.** Composed by faculty from the university and the schools, the Portrait of a Teacher is a set of statements that embody our vision of an educator in a democratic society. The Portrait is used to inform every aspect of the teacher preparation program at MSU, including admissions, assessments, observations and evaluations, and completion of requirements for graduation and certification. Having completed a review and revision of the Portrait in June of 2014, the Task Force continues the work by codifying each element to make it a more usable and relevant document for faculty
and students. The revision process retained the substance of the original *Portrait*, based on the Agenda for Education in a Democracy and INTASC Standards. However, in response to input from the teacher education community, the revised Portrait is clearer and user-friendly for students, faculty, cooperating teachers, and mentors of aspiring teachers.

- **Accreditation.** After a successful Spring Board of Examiners visit, NCATE Accreditation has been continued for the professional education unit at Montclair State University.

- **The MSUNER Annual Summer Conference.** The Montclair State University Network for Educational Renewal hosted a successful 2014 Summer Conference, which consisted of workshop sessions across three strands for educational leaders, university mentors, and teachers from MSUNER partner schools. The theme of the conference was *Thinking Outside of the Box: Meaningful Learning, the Common Core, and Student Achievement*. The conference attracted nearly 400 participants and presenters included top officials from the New Jersey Department of Education, the NJ School Boards Association, and other entities from across the state.

- **Teacher Quality Partnership Grant.** The Center of Pedagogy won a second TQP grant for $6.2 million in partnership with the Newark Public Schools to prepare high quality STEM teachers for grades P – 12 through two strands. Strand I will prepare early childhood teachers who are also certified Pre-school – third grade and special education. Strand II will prepare middle and secondary teachers with mathematics and science certification.

- **The MSUNER, the Agenda for Education in a Democracy, and the Holocaust, Genocide, and Human Rights Project at MSU hosted a showing of the film** *Monuments Men*, followed by a talk and Q/A with one of the surviving members of that US Army unit, Mr. Harry Ettlinger. This program was open to and well-attended by MSU students and faculty, as well as educators from MSUNER member districts.

**Challenges**

- Much like other settings, Montclair State University has spent time this year responding to sweeping changes and challenges to education and teacher education, including increased accountability via new teacher evaluation frameworks; implementation of PARCC Assessments; NCTQ Teacher Preparation Reviews; proposed federal regulations; and proposed revisions of the NJ Dept. of Education Administrative Code for Teacher Licensure, which call for the revocation of legislation that invited participation of higher education in the approval of new and continuing teacher education programs. We are very actively engaged in all movements that push back against these assaults on the teaching profession.

- Despite a history of participation in MSUNER professional development and hosting student teacher interns, some partner schools have declined to accept teacher candidates fearing negative effects on teacher evaluations and/or PARCC assessment outcomes. Nevertheless, there is growing demand from partner school districts for MSU faculty consultation time and high quality professional development.
Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

**Successes**

- **Agenda for Education in a Democracy.** In Spring 2014, Summer 2014, and Fall 2014, the Agenda and the MSUNER sponsored programs and workshops to further prepare future teachers and experienced educators on issues of equity and social justice. The 2014 Annual Advance featured a viewing and discussion of the documentary “Valentine Road,” a documentary about the school shooting of a transgender student.
- In partnership with the newly-formed **Holocaust, Genocide, and Human Rights Education Project,** the Center of Pedagogy has recruited students and educators from partner districts to attend the 2014 Fall Conference: *Teaching Holocaust & Genocide: Global Perspectives.* Discussions with genocide survivors, teachers, and scholars about developing new kinds of human rights education for the 21st century; and 2015 Spring Meeting: *Toward Justice: How Teachers Can Shape a more Equitable America.* Designed to bring together NJ teachers with academics, student teachers, and community activists in order to foster a productive dialogue about how we can work together to foster empowering, social justice education in our schools and communities.
- **The Visiting Scholar Program** this year, in collaboration with Dr. Mayida Zaal and the Secondary and Special Education Department in the College of Education & Human Services, brought Dr. Darla Linville from Georgia Regents University to campus for three days to present the findings of her lifelong work on LGBTQQ topics and equity. She facilitated an evening workshop for university faculty and students with over 100 in attendance, and two day-long sessions for university faculty and educators from MSUNER partner districts, with over 30 in attendance each day.
- In partnership with the Boston and New York based organization, **Facing History and Ourselves,** the MSUNER hosted several one-day workshops on civil rights and equity, as well as a week-long summer institute. We are continuing that active partnership.

**Challenges**

- Recruiting membership and participation from districts that represent under-served student populations.
- Emphasizing the importance of equity issues in the schools in this time of high stakes testing and teacher accountability, despite the evidence that attention to this helps to create a school culture and climate that promotes student achievement.
- Preparing teacher candidates for diverse student bodies who consider and address issues of equity, social justice, and inclusion.
Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- Community engagement
- 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

Successes

- **Community Engagement:**
  Community partnerships include: EECO AmeriCorps Center for Service Learning and Community Engagement at Montclair State University, to provide members a series of 11 professional development sessions and classroom observations and debriefing for AmeriCorps members who are currently working with students and teachers in two K-8 schools in Orange, New Jersey. Successful collaboration with the AmeriCorps Program for a federal grant proposal.

- **Democratic Purposes:**
The Center of Pedagogy continues its involvement in the Garden State Alliance for Strengthening Education (GSASE), a partnership of PK-12 schools, universities, state organizations for education that are dedicated to building a professional learning continuum for educators. The GSASE creates a collective voice for educational reform for educators by educators. The GSASE consists of representatives from NJEA (NJ Educators Association), NJACTE (NJ Association of Colleges for Teacher Education), NJPSA (NJ Principals and Supervisors Association), NJASA (NJ Association of School Administrators), NJSBO (NJ School Boards Association), AFT-NJ (American Federation of Teachers – NJ), NJPTA (NJ Parent Teacher Association), and NJFDF (NJ Field Directors Forum).
The Agenda for Education in a Democracy held the 2014 Summer Leadership Associates Program in July. Over twenty educators from the university community and our partner schools participated in the program. The group also met in a follow-up retreat in October to discuss progress on inquiry projects. This group will meet again in July 2015 during the 2015 Summer Leadership Associates Program. The Montclair State University Leadership Associates Program is approaching its twentieth anniversary in 2016. Over 400 people have participated in the program, and more than forty of this group have participated in one or more of the programs inspired by the work of John Goodlad. These programs include the AED Scholars, the National Leadership Associates Program, and the NNER Summer Symposium.

  The team of Dorothy Heard (College of the Arts) and Lucy Vilaluz (Bloomfield Public Schools) represented the MSUNER at the 2014 NNER Summer Symposium in Seattle.
• **Stewardship:**
  Collaboration with the Office of Student Placement

The MSUNER continues to develop teacher leaders who, in turn, advance the work of the Agenda for Education in a Democracy.

The Agenda co-hosted with the *Inserra* Chair and Film Forum, a showing of the documentary film *“The Rule,”* about St. Benedict’s Preparatory School, located in Newark, NJ. The film documents how Benedictine monks are able to achieve amazing success with a vulnerable population of inner city African American and Latino teenage males. St. Benedict’s Prep has a near 100% COLLEGE ACCEPTANCE rate. The film details how their "recipe for success" follows the 6th century “Rule of Saint Benedict” and how this can serve as a model for whole cities nationwide. The post-movie panel discussion included filmmakers, Jerome and Marylou Bongiorno, MSU Honors Program Director, faculty and St. Benedicts graduate Dr. Greg Waters, and two current St. Benedict's faculty.

The Center of Pedagogy co-sponsored the *Giving Voice to Democracy in Music Education* conference arranged by Drs. Lisa Delorenzo and Marissa Silverman of the Music Department.

**Challenges**

- Changes in the New Jersey standards for teacher education certification now require all candidates to pass Praxis I (or achieve a score high on the ACT or SAT), and Praxis II before advancing to student teaching. Taking and passing these exams creates a financial burden for many of our students and additional test anxiety that might delay graduation if students have to take the examination multiple times. The Center of Pedagogy is looking into providing tutorial services as well as a specialized set of courses for all majors that might help students do well on these examinations.
- Development of new curricula to address student needs in critical areas including mathematics, discipline-based methods courses, and universal design for learning.

**Addendum**

- In Fall 2014, Associate Dean Tamara Lucas was appointed acting Dean of the College of Education and Human Services.
- In Summer 2014, Associate Dean Luis Montesinos was appointed acting Dean of the College of Humanities and Social Sciences.
- In December 2014, Dr. Robert Friedman of the University of Washington was selected to become Dean of the College of Humanities and Social Sciences effective July 2015.
Tribute to Dr. John Goodlad

Dr. John Goodlad and the Agenda for Education in a Democracy have been guiding forces, lighting the way that has shaped the continuing work in teacher education at Montclair State University for over 20 years. The conceptual framework that guides programs for the preparation of educators at Montclair is grounded in a vision of schooling in a democratic society. Our explicit emphasis on the interconnection of education and democracy grew out of our participation in the NNER and the Agenda for Education in a Democracy, both based on the work of John Goodlad. Consistent with the conceptual underpinnings of the NNER and AED, MSU’s programs for teachers and other school professionals emphasize the moral dimensions of schooling in a democracy and promote a view of educators as ethical decision-makers responsible for disrupting inequities in school and assuring the engagement and learning of all students. Such work demands a commitment to civic responsibility and to critically examining the nature, causes, and means for eradicating social and institutional inequalities as well as to fostering the development of best practices for supporting productive learning for all students.

One of the early members of the NNER, Montclair State conferred an honorary Doctor of Letters degree upon Dr. Goodlad in 1992. Under the leadership of then Dean Nicholas Michelli, Montclair State faculty in the arts and sciences, education, and the schools engaged in collaborative retreats in a rigorous examination of the 19 Postulates that Dr. Goodlad developed to fulfill “reasonable expectations of teacher education programs” and to address the four moral dimensions of teaching: facilitating critical enculturation, providing access to knowledge, building an effective teacher student connection, and practicing good stewardship. A direct outcome of that activity was the development of the Portrait of a Teacher, a document used to inform every aspect of the teacher preparation program at MSU, including admissions, assessments, observations and evaluations, and completion of requirements for graduation and certification.

Dr. Goodlad played many roles in the emerging New Jersey Network for Educational Renewal (now the Montclair State University Network for Educational Renewal. He became a friend and mentor of many NJNER educators, and served as the philosophical father of its educational birth and intellectual renewal. Shortly after Montclair State joined the NNER, Dr. Goodlad invited Dr. Tina Jacobowitz to join what became the first cohort of National Leadership Associates. And based on his principles that bridged the relationship between schools, schooling, and democracy, Dr. Jacobowitz began the Montclair State Summer Leadership Associates Program, which sent cohorts of NJNER and later MSUNER faculty to study with Dr. Goodlad at the Institute for Educational Inquiry in Seattle. These cohort meetings continued over the course of the academic year. By the end of the sessions, the participants had developed personal relationships with Dr. Goodlad, and often these relationships were permanent. The commitment to a spirit of social justice that was initiated in Seattle matured at Montclair State. The MSUNER program fulfilled Dr. Goodlad’s goal of making the NNER settings the proofing sites of this work. His
concept of educational renewal was demonstrated as MSUNER faculty learned how to be culturally responsive educators that teach for social justice. Dr. Goodlad’s philosophy gave Montclair’s education program a distinct quality that attracted students and faculty to study and work on its campus.

Dr. Goodlad was also the inspiration for Montclair to establish the first Center of Pedagogy in the nation. He attended and spoke at the opening ceremony in 1995 at which MSU faculty and administrators from arts and sciences, education, and the public schools—gathered as a united force around teacher education. Cited by the U.S. Department of Education as “an exemplar of collaborative work in teacher preparation” our Center of Pedagogy continues to coordinate all aspects of teacher education for undergraduate and graduate initial teacher certification programs, a network of nearly 30 school district partnerships, grant-funded projects for recruiting and preparing new teachers, and professional development for faculty on campus and in the schools.

The Montclair State University Network for Educational Renewal (MSUNER) is a mature school/university partnership network that has been identified as a “promising model for such partnerships,” by AACTE and Teachers for a New Era Learning Network. Following the principles of simultaneous renewal of the schools and the education of educators, the MSUNER has developed an extensive professional development program formats that are grounded in a teacher-centered conception of personal and professional renewal and focused on topics relevant to the partnering districts. Numerous teachers and administrators have attended and presented at NNER Annual Meetings and advanced their own careers through their involvement in the MSUNER.

Many of the awards and accolades that Montclair State has received over the past 20 years can be attributed to the influence and impact of Dr. John Goodlad’s tireless dedication and effort to advance the goals of the Agenda for Education in a Democracy. Today, much of our teacher education program continues to live, breathe, and enact the vision of Dr. John Goodlad. We will always be indebted to him, his work, and his legacy of educational renewal.
NEBRASKA NETWORK FOR EDUCATIONAL RENEWAL (NENER)

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Setting NNER partnership Contact: Roger Nyffeler; Director, UNK Network of Partner Schools; 308.865.8456; nyffelerra@unk.edu

Setting Governing Council Representative if different from above: (Potthoff)

Setting Tripartite Council Arts and Science Representative name: Diane Duffin; Associate Professor and Department Chair; UNK Department of Political Science; 308.865.8758; duffind@unk.edu.

Setting Tripartite Council Education Representative: Ken Anderson; Associate Professor and Chair; UNK Department of Teacher Education; 308.865.8971; andersonke@unk.edu

Setting Tripartite Council P-12 Representative: Dean Tickle; Superintendent, Elm Creek Public Schools; 308.856.4300 ext. 1709; dean.tickle@elmcreekschools.org

Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Successes

1. Active Engagement in Professional Conferences/NNER-sponsored events
   a. Excellent participation in the 2014 NNER Annual Conference in Cincinnati, Ohio
      i. 15 Total Attendees
      ii. Made a total of 8 conference presentations
      iii. Sent a full tripartite team
      iv. A member of the NNER continued to serve as chair of the NNER Governing Council and Executive Board
   b. Active participation in 2014 NNER Summer Symposium
      i. Two participants in the Symposium.
1. One potentially major breakthrough was the active participation of the new chair of Department of Educational Administration (EDAD). More actively involving EDAD with our NNER work will create significant new opportunities – particularly with regard to the leaders of P-12 schools.

   ii. One member of the NeNER served as a co-facilitator for the NNER 2014 Summer Symposium

2. Renewal and Continued Flourishing of the Teacher Education/Political Science Partnership.
   a. In 2014, 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).
   b. Policy Projects Teams—Each team researched and presented on a contentious education-related issue. Two of the policy project teams made presentations at a professional conference.
   c. 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.
   d. Three key members of the teaching team, one political science faculty member and two teacher education faculty members, submitted two book chapter proposals. Both were accepted and will be published in 2015 in the book, *Renewed Accountability for Access and Excellence: Applying a Model for Democratic Professional Practice in Education*. The book will be edited by Dr. Penny Tenuto (University of Idaho).

3. Continued Collaboration with the American Democracy Project (ADP)
   a. As has been true for all the years of UNK’s involvement with ADP, in 2014, the local facilitator for ADP was 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 New Voter Registration Day, Constitution Day, the Times Talks series, and the E. N. Thompson Forums.
      i. Elementary Education Majors became “signers of the U. S. Constitution and circulated throughout the UNK Cafeteria on Constitution Day.
      ii. Members of the Locke and Key society, sponsored by the Department of Political Science, took the lead on the New Voter Registration Drive – more than 150 new voters were registered.
4. **Continued Collaboration within the UNK Network of Partner Schools**
   a. Faculty from the Educational Administration Department are working with Partner Schools and Educational Service Units on professional development around the School Improvement process.

**Challenges**

1. **Faculty Transition/Loss**
   a. 2014-2015 sets up to be a very challenging year of transition for the NeNER. The College of Education will lose 5 administrators – four of whom have been deeply involved in NNER – related work.

2. **INFUSION of the AGENDA into ADVANCED PROGRAMS.**
   a. Challenged to more fully infuse the NNER Agenda into our advanced/graduate level departments and programs.

3. **Americanism Committee Initiative**
   a. NeNER engaged in discussions regarding the possibility of partnering with P-12 schools to help bolster their Americanism Committees as required by Nebraska state law.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**

**Successes**

- **The UNK College of Education co-hosted the 2014 (7th Annual) Nebraska Teaching the Holocaust Conference.** The COE worked collaboratively with The Institute for Holocaust Education (IHE) and the Nebraska Holocaust Education Consortium (NHEC). The Conference provided an outstanding learning opportunity for teaching candidates, education faculty, educators based in Network Schools, and the entire UNK campus and surrounding region. The takeaways from the Conference were powerful, illuminating, and challenging. As you might expect race/racism was one dominant theme throughout the conference.

- **College of Education Student Success Team**
  o The Student Success Team, a grass roots faculty effort, ramped up its work with regard to supporting struggling students who are enrolled in initial educator preparation programs.
• Strategized support options for students who struggle to pass the Praxis Core and/or the Praxis II examination
• Created hard copy and electronic materials that support teaching candidates’ progress.
• Increased and expanded the size of the team to include several Arts and Sciences faculty who work with education majors.

• Scholarly Accomplishment – Diversification of Field-Based Blocks/Programs
  o An article, co-authored by four faculty members based in the Teacher Education Department was published in the 2014 edition of *Education in a Democracy: A Journal of the NNER.*
    ▪ The article, “Win-Win Field Experiences in our Partner Schools,” showcased the placement of field experiences in schools that enroll a significant number of P-8 students attending high poverty / high minority schools.

• GLBT Programming
  o A COE faculty member (Counseling and School Psychology) facilitates a campus-based organization; the UNK Queer Straight Alliance advocates for policy, programs and resources for this marginalized student population. Safe Zone Training was implemented to create a safe environment on campus for LGBT students, faculty and staff. Funding to assist students to attend the Midwest Bisexual Lesbian Gay Transgender Ally College Conference (MBLGTAACC) has been provided for the past two years.

• Thompson Scholar’s Program
  o The William H. Thompson Scholars Learning Community (TSLC) is a living/learning community for students who are awarded the Susan Thompson Buffett Foundation Scholarship at the University of Nebraska Kearney (UNK). Financial need is one key selection criteria. The UNK Thompson Scholars Learning Community provides multidimensional living and learning opportunities that foster student engagement and promote academic, civic, and social development to prepare students for lives as responsible citizens in a diverse society. The following key program components are designed to increase college success potential: (a) Provide students with a social and academic support system; (b) offer opportunities for student growth and development; (c) organize programming with campus and community resources; (d) provide additional academic interaction and resources; and (e) assist with transition to college and persistence to graduation. Here are a few key performance indicators relative to the success of the Thompson Scholar’s Program:

PROGRAM SIZE:
• Approximately 100 first time-freshman each year are Thompson Scholars
First-time freshmen numbers identified as students in the College of Education upon entering the first year include:

2012-2013: 22 (23% of cohort); 2013-2014: 17 (18.6% of cohort); 2014-2015: 29 (30% of cohort)

PROGRAM RETENTION:

- 87 of 91 UNK Thompson Scholar freshmen received a term GPA higher than the 2.0 required to be retained on scholarship during the Fall 2013 term; 0 freshmen were removed from scholarship due to academics or not meeting learning community requirements.
- 87/98 UNK Thompson Scholar freshmen received a term GPA higher than the 2.0 required to be retained on scholarship during the Spring 2014 term; one freshman was removed from scholarship due to academics and one was removed from scholarship due to not meeting learning community requirements/academics.

Program Demographics—TLC Fall 2014 Incoming Class

- 61% 1st generation college students
- 32% Minority Students
- 35% Male/65% Female
- 20% of TLC living in homes where English was not the primary language
- The average grade point average of TLC has exceeded the overall university grade point average (UG students) for every semester since the program began in the Fall 2008

- Kent Estes Justice For All Conference
  o Started in 2003, the Kent Estes Justice For All Conference was created by the UNK chapter of Chi Sigma Iota to honor the beloved Department Chair and Counselor Educator, Kent Estes who lost his battle to cancer. Training is provided each year on various topics aimed at increasing awareness to diversity and developing counseling skills and advocacy interventions to address the social justice issues of underserved and marginalized populations. CSP held it’s 11th annual JFA conference on the University of Nebraska at Kearney this past April with a focus on gender and sexual orientation advocacy.

- Pine Ridge Cultural Immersion Project
  o Every year for the past seven years, college faculty and CSI students have traveled to the Pine Ridge Indian Reservation to connect with and advocate for one of the most underserved and oppressed populations in the U.S. Developing relationships with the people on the reservation normalizes the concept of counseling for the Native American people and while simultaneously teaching the graduate students about Native American culture. Counselors-in-training
develop cultural awareness and competencies to provide effective mental health services to diverse populations.

• “Night Without a Home” CSI Advocacy Event
  o Chi Sigma Iota and the CSP sponsored a campus wide advocacy event to bring awareness of hunger and homelessness in America. “A Night Without A Home” was held from 7pm-7am under the UNK Bell Tower. The event coincided with National Hunger & Homelessness Awareness Week and the National Student Campaign Against Hunger & Homelessness and included a participatory simulation experience of homelessness, speakers on homelessness and hunger from national and local levels, and sharing of personal experiences about both setbacks and triumphs from individuals who have experienced homelessness. Speakers from the S.A.F.E. Center, Crossroads, and Good Will shared information regarding the resources offered in Kearney for the homeless. Musician Brody Runge also preformed to support the cause.

Challenges

• Diversification of Unit Faculty
  o The lone but persistent Area for Improvement in our most recent (2010) NCATE accreditation visit related to faculty diversity.
    ▪ Despite the aforementioned progress over the past 2 years, diversification of faculty remains an acknowledged priority
    ▪ Over the past two years, the College of Education has hired 6 new faculty members with diverse backgrounds. Three of these new faculty members are directly engaged in educator preparation programs.

• Student Diversity Recruitment/Retention Initiatives
  o The percentage of the student body that is from a minority background continues to inch up. The overall minority enrollment continues to lag behind the minority population in high schools in key recruitment regions.
  o The Department of Educational Administration has increased recruiting and marketing efforts through face-to-face contacts, mailings to all schools in several states, and advertising online in a variety of formats and venues. One result is an increase in the number of female students enrolling in the program. Online courses are more flexible for students and potentially provides more opportunities for female students who are balancing family, work, and graduate school.
  o The Department of Counseling and School Psychology (CSP) has committed to recruiting a more culturally diverse student body. The
Nebraska Behavioral Health Workforce Report 2013 calls on Rural Frontier Nebraska colleges and universities to increase recruitment of rural Nebraska students who represent a growing minority and culturally diverse population thereby enhancing a rural mental health workforce much needed in the state. To this end, an on-going comprehensive recruitment campaign targets undergraduate human services (education, psychology, family studies, social work, criminal justice, women, gender and ethnic studies, etc.) from UNK and Nebraska colleges and universities around the state.

Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- 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,

Challenges

Evolving (CAEP and NDE) Accreditation Expectations
- Our Institution is approximately 2 years out from our next national / state accreditation event. The CAEP format continues to evolve and unfold.
  - The CAEP language, even as compared to NCATE language, is virtually silent with regard to the purposes for schooling in a democratic society. The deletion of the Conceptual Framework from the format for the report exacerbates the situation. How / where will be able protect and nurture our commitment to the Agenda is a system that is silent about the mission/purpose for schools in a democratic society? Where will/how will institutions navigate this new format?
    i. The Nebraska Department of Education is transitioning to an accreditation/accountability model that is more state-based. For example, a common student teaching evaluation instrument is in the final stages of development – with a statewide assessment of first year teachers/supervisors next on the docket. How will this transition impact our commitment to the Agenda of the NNER?

NNER Agenda-specific Professional Development
- In 2014, the NeNER mustered sufficient funds to send a relatively large contingent to the Annual Conference. However, 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.
o The NeNER will actively explore possible multi-site setting Leadership Associates Programming opportunities.
o The NeNER will aspire to send a significantly larger team to the 2015 Summer Symposium. The decision that the Wyoming setting will host this event, creates a wonderful opportunity for boosting NeNER participation without significantly increased the cost.

NeNER Leadership Transition Plan
o Given the impending departure from the setting of several key NeNER leaders, it is essential that the NeNER devise and implement a transition plan.

Addendum—JOHN GOODLAD MEMORIES

• “The topic of Stewardship has been one that has given me pause to reflect upon throughout the years since the initial meetings we had when Dr. Goodlad met with us so many years ago. Basically, my initial concept that I acquired was that good public schools do not develop by accident or chance but through thoughtful and ongoing acts of stewardship by all stakeholders.”
• “My first memory of Dr. Goodlad was when he came to the UNK campus and was the keynote speaker at our 2001 Spring Commencement exercises. His presentation and his philosophy on education’s purposes in a society resonated greatly with me and my own beliefs…although I could never had stated my beliefs as well as he did.”
• “One of the most compelling thoughts shared by Dr. Goodlad was his assertion that the only educational reforms/change initiatives likely to succeed are those that advantage the advantaged. This premise continues to challenge me as I consider ways to provide more equitable access to all students.”
Setting Contacts:
Hector Ochoa, Dean – College of Education - Phone: 505-277-7267

Vi Florez, Professor – Setting Director and chair of NNER Tripartite Governing Council- 505-277-2367

Joseph Escobedo, Albuquerque Public Schools – Chief of Staff - Phone: 505-362-6847

Setting NNER Partnership Contact: Vi Florez, Professor, College of Education, University of New Mexico, VFLOREZ@UNM.EDU - Phone: 505-277-2367

Setting Governing Council Representative if different from above:

Setting Tripartite Council Arts and Science Representative: 
(will hopefully have one soon) We are in the process of establishing a teacher education advisory council with the College of Arts & Sciences that will hopefully contribute to the involvement of more A&S faculty with the preparation of teachers and NNER efforts.

Setting Tripartite Council Education Representative: Vi Florez, Professor of Education

Setting Tripartite Council P-12 Representative: Joseph Escobedo – Superintendent’s Office - Chief of Staff, Albuquerque School District

Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Successes

The College of Education was funded two grants this academic year, one by the W.K. Kellogg Foundation and the other by the New Mexico Public Education Department (PED). Each one of the grants funded support the mission of the College as it pertains to the preparation of teachers. Both of the grants address teacher quality and access.

The W.K. Kellogg grant has provided us the opportunity to study and document growth and professional development of faculty in meeting the three objectives of
the Grant: 1) Transform our teacher education and other professional education courses through collaboration with experts in the areas; 2) Leverage that transformation to assist a struggling school to improve K-12 instruction; and 3) Design integrated field experiences to support cultural competency. The Transformative Action Groups (TAGS) is comprised of College of Education faculty from across all departments in the college. One TAG will focus on elementary education, one on secondary education, and one on early childhood. The project has developed partnerships with 3 rural schools in three districts: a BIE Tribal School in San Felipe Pueblo (Early childhood), Bernalillo Public Schools (Secondary), and Albuquerque Public Schools (Elementary). Each district has at least one school designated as a “priority” school by the New Mexico Public Education Department (PED). Placing students in rural communities for a portion of their experiences provides faculty an opportunity to go to the rural communities and observe communities to better understand the children and families that we serve. This opportunity is providing faculty time to reflect on curricular needs for teacher preparation and professional courses, contributing to the transformation of curriculum. We believe that in order to be effective educators, it is important for students and faculty to understand the various cultures of New Mexico and the challenges communities/families face.

The New Mexico Public Education Department grant is focused on the education of professional and veterans in the area of mathematics and science. This is a partnership also with the Woodrow Wilson Foundation to address the shortage of math and science educators and the Albuquerque School district. The Accelerated Alternative Licensure Program (AALP) in the area of STEM education has recruited highly motivated STEM professionals and veterans into the middle and secondary education to become licensed teachers in the field of STEM education. This one-year program has an intensive field component, supported by course work, and intense mentoring and supervision from faculty in the College and master teachers from the Albuquerque Public School who serve as partners with this initiative. The program offers scholarships to help students with tuition, books, and fees. This grant will help strengthen the partnership between APS and UNM in the joint preparation of educators for the field of math and science. The student are placed for their co-teaching work in Title II schools, all who have a high need for quality teachers in these two areas of study.

The College of Education is continuing to work with the community partnerships (ABC Partnership, Mission: Graduate, Project Unidos, etc.) mentioned in prior annual reports over the past two years; however, this report is concentrating on the new efforts happening in the College with the two aforementioned grants funded to continue our work internally and externally. The community engagement work is rich and complex; however, the enthusiasm to make a difference by strengthening partners in the community continues.
Challenges

The major challenges for the partnership work is the sustainability of the funding to continue the excellent work and collaborative efforts to meet the needs both within the College and externally working with communities of high need.

Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

Successes

The W.K. Kellogg grant described above has provided the faculty across disciplines the opportunity to work collaboratively to define cultural competence and cultural responsiveness as it applies to the preparation of teachers pertaining to revisiting and reflecting on our curriculum and teaching practices. Because the faculty are from across all disciplines: such as, nutrition, counseling, health, exercise science, educational psychology, special education, bilingual, and educational leadership, some of the efforts focus on cultural complexities inherent with school, university, and community collaborations in New Mexico. Such collaborations involve high levels of trust and a shared value orientation to the learning and futures of urban, rural, and tribal youth. We realize the work is ambitious and requires a cohesive plan to assess needs, align resources, and develop structures for collaboration across multiple sectors. We are currently laying the groundwork to incorporate critical cultural consciousness in our work with the schools and communities we are serving with this project.

The work we are planning is being informed by a Community Partners Advisory Committee, a group of thoughtful leaders in education from the state’s diverse communities. The advisory committee articulated a strong vision of the university’s role in creating new mental models for education and deeper connections among stakeholders for the advancement of public and tribal education statewide. This effort has already begun in the College to include clinical training in majority-minority schools beyond the metro area in small communities, rural, and tribal settings; innovative instructor-developed materials; and tighter integration with community contexts to effectively serve diverse learners. Together in collaboration with school, university, and community, we aim to interrupt patterns of inequity and create more equitable and socially just features for students, their families, and their communities.

Challenges

The College launched a re-imagining process this past year with a clear focus of preparing educators for the 21st century better and differently, which entails change that is not easy to do, especially partnering with complex organizations such as K-12 and higher education systems. The re-imagining process has been complex; however,
many of the faculty in the College has embraced the change, which is slowly being implemented by the involvement and interaction of the TAG faculty. The challenge to implement the Kellogg grant and make the transformational change discussed in the proposal will take time, effort, and more funding beyond one year. Securing funding from Kellogg over the next three to five years for this project is very important, so we will be preparing a new proposal to submit that includes findings related to our work with schools and communities. This year has already informed us about how we could improve the curriculum, improve clinical placement of students, improve our involvement with the school communities, prepare our teacher candidates to be culturally competent, and improving school culture to mentor new teachers in tribal and public school settings at the elementary, secondary, and early learning levels of education.

**Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.**

- Community engagement
- 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

**Successes: Stewarding the profession and quality of Teacher Education**

The College is in the process of exploring a new Ed.D doctoral program that focuses on the practitioner as it pertains to learning and scholarship. The College of Education, Department of Teacher Education, School Leadership, & Policy (TEELP) has joined the Coalition of Practitioner Education Degree (CPED), a national organization that partners with other institutions of higher education to develop and implement a doctoral program that truly aims at preparing practitioners for schools and other educational settings. The program will have a strong focus on diversity, particularly an examination of culturally responsive teaching and how to develop the leadership skills essential for today’s schools.

The University of New Mexico, College of Education hosted the NNER Annual conference in Albuquerque this past year. The Conference theme was Community Engagement to Enhance Student Learning with 4 distinct strands that focused on the community, higher education, K-12, and school/university partnerships. The conference was a success and many of the participants from other NNER sites commented positively on the content and organization of the conference. This was the first time for the UNM- NER site to host the national NNER conference.
The College offered a Summer Institute to the Community School Coordinators working as leaders and liaisons at 10 Community Schools within the Albuquerque Public School District. The Coordinators had an opportunity to learn more about their role as leader and manager of a community school and its support programs and resources within their neighborhood school. The Coordinator Huddle meets monthly for continued professional development opportunities with faculty and professional staff from the College.

**Research related to the NNER mission and its implementation**

Faculty working with the TAG Kellogg Grant will be conducting research on various aspects of community engagement, teacher quality, student performance, teacher evaluations, diversity, school leadership, and school/university partnerships.

Drs. Sheri Williams, Tyson Marsh, & Robin Starr Minthorn will be presenting some of their TAG work on the Topic: Transformation, preservation, and intervention to strengthen communities through school/university/community collaborations at the Society for Cross-Cultural Research 44th Annual Meeting, February, 18-20th. There are several faculty involved with the elementary TAG group developing a proposal to present at this national conference in February.

Dr. Vi Florez and Catherine Bornhorst presented at the NNER Annual Conference in Cincinnati on the topic of “Leading, But Not in Charge: Authority Within Non-Hierarchical Spaces.” The presentation has also been accepted as a book chapter in an edited Collection entitled: Renewed Accountability for Access and Excellence: Applying a Model for Democratic Professional Practice in Education. The publisher for the book chapter is Lexington Books, a division of Rowman & Littlefield.

Sheri Williams presented at the NNER Annual conference in October on the Topic: Crafting a new narrative: community-based approaches and actions to support educational attainment among our most venerable youth. Her presentation was selected by the Equity and Social Justice Task Force at NNER as a Conference Highlight for sessions that have social justice emphasis. The Task Force designated a total of 5 of the 97 breakout sessions as Conference Highlights.

**Other Setting Information**

The University of New Mexico hired a new Dean for the college of Education July, 2014. Dean Hector Ochoa began his position on July 16th. He came to UNM from the University of Texas at Pan American where he served as dean for seven years. We are pleased to have Dean Ochoa join the faculty at the University of New Mexico.

Dean Ochoa in the summer of 2014 launched the re-imaging of its College of Education with the aim of better prepared teachers and professional educators to
enter the complex organization of schools. Guided by national experts and community leaders, college faculty embarked on a yearlong interdisciplinary inquiry of policies, programs, and practices that would engage schools and communities in the preparation of educators for New Mexico. The re-imaging efforts are very closely related to the transformational work happening with the Kellogg funded project known as Transformational Action Groups (TAGS).

Legacy moments

The influence of Dr. John Goodlad continues at the University of New Mexico site as we continue to prepare highly effective educators for tomorrow’s schools. His work is deeply imbedded in our curriculum and we were truly saddened to know that such a great scholar and wonderful human person has moved beyond our touch.

Dr. Goodlad upon approval of the UNM site in 2001, came to visit Albuquerque multiple times to discuss the mission and work of NNER as it applied to enhancing school and university partnerships. The College of Education and the Albuquerque Public Schools had a 25 year long partnership with programs that addressed the preparation of teachers at the undergraduate and master’s level. The uniqueness of the programs intrigued Dr. Goodlad, especially the funding mechanism for the partnerships, which was established as a “swap-out of services” between the district and the college. The College had master teachers helping with the supervision of teacher candidates and the teaching of method courses on campus with no exchange of money. This was the uniqueness of the Partnership with APS for many years and both parties benefited from the collaboration as well as the students who participated in the academic programs. We also had graduate level programs for new teachers hired by APS – an induction year- and completion of Master’s degree after two years. The programs addressed: special education, elementary, secondary education, English as a Second Language, and school leadership – as high need areas for the district.

John Goodlad influenced the UNM/APS partnership to look beyond today and plan for the democratic schools of tomorrow. His emphasis on the purpose of schooling was a powerful message to educators in Albuquerque and Santa Fe public school, where we also had a teacher licensure partnership program. The workshops and leadership training seminars conducted in Albuquerque by Dr. Goodlad and his leadership team was excellent and their philosophy and principles of democracy and social justice were imbedded in the teacher education curriculum and teaching practices and used today to prepare educators for New Mexico.

The UNM-NER Site continues today with the focus of providing high quality education for everyone. The goal of preparing high quality educators for public schooling by strengthening partners with schools and communities continues to be a major thrust for the NNER site in Albuquerque.
THE PATTON COLLEGE OF EDUCATION, OHIO UNIVERSITY

Setting NNER Partnership Contact: Marcy Keifer Kennedy, Director, Center for PDS Partnerships, the Patton College of Education

Setting Governing Council Representative: Dr. Renee Middleton, Dean, the Patton College of Education

Setting Tripartite Council Arts and Science Representative: Dr. Allyson Hallman-Thrasher, Teacher Education & Mathematics, the Patton College & the College of Arts and Sciences

Setting Tripartite Council Education Representative: Dr. Ginger Weade, Teacher Education, the Patton College of Education

Setting Tripartite Council P-12 Representative: Dr. Kim Jones, Former Superintendent of the Trimble Local Schools, recently retired

Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Ohio University has long been dedicated to simultaneous renewal and has a proud history of school partnerships. These efforts were recently recognized by the National Association of Professional Development School’s Award for Exemplary Professional Development Schools Achievement.

In recent years, Ohio University has engaged in its most ambitious simultaneous renewal project to date: the implementation of clinically based teacher education. Clinically-based teacher education places teaching practice at the core of teacher preparation programs. This work has resulted in a number of innovations that are increasing P-12 student learning while simultaneously preparing profession-ready teachers. Some examples include:

• introducing a co-teaching model that enables mentor teachers and professional interns to work as a team to support and increase student learning
• extending clinical experiences to include full year classroom experiences for both undergraduate and graduate teacher candidates,

• adding support for teacher mentoring, such as Mentoring Teacher Candidate Workshops, the Co-Teaching for Innovation in Appalachia
Workshop, and the Mentoring Quality Matters: A Continuum of Teacher Development Workshop,

- revising teacher preparation curriculums to better support reflection on clinical experiences, and to increase the rigor of both our clinical experiences and our teacher preparation programs,

- increasing engagement in closer partnership with public schools and greater awareness and advocacy for issues that support public education.

These initiatives have added capacity to schools by enabling teachers to provide more individualized and differentiated instruction for their students. The added experience and mentoring for teacher candidates has simultaneously resulted in more seasoned, capable first year teachers.

To more fully explain the clinical model we have developed two short videos. In the videos, students, teachers, faculty members and administrators discuss the implementation of the clinical model and the benefits it brings to teacher preparation. Both versions of the videos are linked below:

Reimagined Clinical Model (Trailer Version)
Reimagined Clinical Model (Full Documentary)

In addition, Ohio University has undertaken a number of other initiatives related to advocacy, democratic education, and the implementation of clinically-based teacher education. These are more fully explored on the following pages.

Leadership and Advocacy Summit

On September 21, 2014, The Patton College of Education presented it’s 5th Annual Leadership and Advocacy Summit: Be the Change! The summit offered future and practicing professionals the opportunity to learn how to work for positive change in their fields. It provided each participant with the insights and the means to identify and leverage their own leadership style, as well as the feeling that doing so will aid in becoming a better advocate for issues closest to their hearts.

It was stressed that there is power in the voices of college students. Change is contingent on the ability to use one’s voice. Introducing the importance of being an advocate, the summit challenged students to: Be the Change. Participants were able to see advocates in action and learned how to conduct the research necessary and take the final steps to invoke change.
Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

Regional Community Forums on Education

In April 2014, The Southeast Ohio Teacher Development Collaborative (SEO-TDC), in conjunction with Communications and Connections, and the Coalition at Rural and Appalachian Schools (CORAS), convened a series of assemblies to relay updates and obtain community feedback regarding modifications in reforms for Ohio school districts. Forums were hosted by each of the five SEOTDC partner institutions including Ohio University, Shawnee State, Muskingum University, Marietta College, and Rio Grande. Senior Consultant Rob Radway served as the facilitator at each forum and moderated panel discussions on three pivotal topics: 1) Teacher Performance Assessment (EdTPA), 2) Ohio's New Learning Standards, and 3) District Building Report Cards.

Petition for the Endorsement of Common Core Readiness

In support of Ohio's New Learning Standards with the Common Core State Standards, Ohio University and The Patton College of Education are partnering through a petition for the Endorsement of the Common Core Readiness. The college readiness of the next generation of learners depends upon it. We believe that the Common Core helps to better prepare tomorrow's citizens to be critical thinkers and reflective participants in our democratic society.

It is important to note that Teacher Education programs will not be the only affected by these new standards. Deans of education and their faculty have the opportunity to provide leadership by demonstrating to their colleagues how to best instruct incoming students who have been educated by school systems that have adopted the new Common Core Standards. Through programming such as our Unit for the Preparation of Education Professionals (UPEP), Design Teams, and PDS Partnerships, The Patton College strives to work with P-12 Partners to prepare for the Common Core graduates from our nation's schools.

Dean Middleton published a letter to the editor, published in Education Week on August 20, 2014, outlining how the repeal of the Common Core would hurt education in Ohio. This letter explained that the Ohio Department of Education has worked hard with teachers from across the state to help with the implementation of the Common Core over the past four years in preparation for full implementation and if repealed, would not be in the best interests of our P-12 students.
AACTE Day on the Hill

In June 2014, faculty, mentor teachers, and teacher candidates traveled to Washington D.C. to talk with legislators about the reauthorization of the Higher Education Act. During these visits, the team was also able to discuss the important connection between higher education and P-12 schools and the innovation work that is currently being done in our PDS Partnerships to positively impact P-12 student learning.

Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- Community Engagement
- 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

CARE PDS Partnership (Creating Active and Reflective Educators)

CARE is a Partnership program for Middle Childhood, Adolescent-to-Young Adult, and Multi-Age majors. The CARE PDS Partnership has been a collaborative program with the Federal Hocking Local School District for over three decades. CARE program faculty from the Federal Hocking Local School District, and representative faculty in the Departments of Teacher Education and Education Studies/Cultural Studies, 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.

CARE provides opportunities to learn how theory and practice are intertwined. In CARE, teacher candidates 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 teacher candidates, who are referred to as “Care Teachers” by faculty and students in the Federal Hocking Schools, also have opportunities outside of the regular school day to participate in extra-curricular experiences such as coaching and helping with other after school activities.

One recent innovative project engages CARE Teachers in teaching a controversial issues elective class for seventh grade students. With the support of Federal
Hocking administrators, the classroom mentor teacher and the PDS Faculty Coordinator, the CARE Teachers and their students facilitated an elective course that taught both academic content and democratic values and processes through a study of issues significant to their community. The unit that was facilitated by CARE teachers involved identifying the aspects of fracking and all sides of this controversial practice. Students collected and analyzed information from a variety of sources including business people, landowners and activists. By the end of this semester long course they devised a plan to present their findings to the community. No particular viewpoint was stressed during the study or in the presentation. Rather, students were asked to choose and support a view about the merits of allowing fracking in their community. They were also expected to discuss fracking with their peers and in the community in a way that is consistent with the values of a diverse, democratic society.

At the conclusion of the fracking project, students were then able to identify and vote on other controversial issues. Their choices included controversial topics such as animal cruelty, gun rights and gun control, and dress code. This work was presented at the 2014 NNER Conference, The Patton College, the local Athens Rotary Club, and will be shared at the Teaching and Learning Conference sponsored by the National Board for Professional Teaching Standards in Washington D.C. in March 2015.

**Full Implementation of the Year-long Senior Clinical Programming**

After a year-long pilot with middle childhood education, adolescent-to-young adult education, and special education candidates, this 2014-2015 academic year is the first year of full implementation. The year-long experience entails candidates spending a minimum of 100 hours in the designated clinical classroom setting for the semester just prior to their full time professional internship in the second semester. This new model offers increased continuity for teachers, teacher candidates, and most importantly the P-12 students.

Mentor teachers are given opportunities to interview a prospective intern prior to making decisions to invite them to join their classrooms for the year. This not only gives the candidates an opportunity to have an authentic experience with interviewing for a position in education, it also gives the teachers an opportunity to ask questions and make decisions that they feel are in the best interest of their students.

With full implementation, The Patton College has also offered a variety of professional development opportunities for mentor teachers. In the year-long model, co-teaching is emphasized, so workshops on co-teaching and mentoring teacher candidates have been offered for the past few years to mentor teachers.
Other Setting Information

NAPDS Exemplary PDS Award

The Athens City Schools and the Patton College were awarded the 2014 National Association of Professional Development Schools Exemplary PDS Award. Innovative programming done in partnership between this one school district and the Patton College was outlined in the award application materials. This innovation programming included but was not limited to in-depth clinical experiences for teacher candidates in schools, teacher candidate led intervention programming for K-3 students, after school tutoring opportunities, professional development supported by graduate credit waivers, and on-campus workshops and programming to support mentor teachers and teacher candidates.

iNACOL Innovator Award

The Patton College Instructional Technology program received the 2014 iNACOL Innovator Award for Innovative Research in Blended and Online Learning. The Patton College is currently offering instruction in on-line teaching and learning in the technology course. A pilot of a field experience component for teacher candidates with the goal of further preparing teacher candidates for the blended learning environments of our current and future classrooms. The Patton College is also developing plans for an on-line teaching certificate.
UNIVERSITY OF TEXAS ARLINGTON

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UT Arlington and the Area-University School Network for Educational Renewal
by Denise Collins

Working directly with our AUSNER partners in AISD we have met four times over the past year. In each meeting we work to encourage and increase the partnership. This group is made up of UTA faculty, principals, assistant principals, and school teachers responsible for accepting student teachers into their schools. In each meeting, we focus on a part of the student teaching experience that will increase the success of the student teacher - school relationship. We are also enriched through a better understanding of the roles and demands of each other’s jobs. The strength of the partnership has proven to be good on many levels and the principals send emails to the Office of Professional Development related to school volunteer opportunities and job vacancies.

This quote from, Education for Everyone, (Goodlad et al., 2004, p.76) guides our work. “When we limit the scope of our knowledge, the depth and breadth of our understanding of ourselves and our fellow beings and the world around us, we limit options, we restrict potential and we cripple imagination.” At each meeting, time is used for imagining what could be in our schools. For instance in one meeting, working in small groups, we used the prompt, “In an ideal world we would have a partnership with Community, Pk-12 schools, and Higher Education to effectively train educators. What would your ideal world for this partnership look like?” One part of this work came out of our research that was presented at the NNER conference in Ohio this fall. We collected data from the students and the
cooperating teachers, through a survey and cooperating teacher comments on observations, to determine the effectiveness of this experience. We looked at connections of overall satisfaction, self-efficacy and quality of mentorship. The principals in our AUSNER group were very excited about the outcomes of this research and we are now renewed in our efforts to develop an effective training for the cooperating teachers.

Our student teachers have also partnered with our schools to develop a community service project with their students. This assignment helped the student teachers, the students, and the communities to highlight our connectivity to each other and raise awareness of the needs in the community. One of the projects actually made the local news.

We were saddened at the passing of John Goodlad. His work has been crucial to changes in public education and the continuance of needed conversations. Meeting and conversing him at the NNER summer institute was an amazing experience. His mission and postulates have influenced all of our work in the UTA College of Education. I am inspired by his work and this quote:

The wisdom that we all acquire over the course of what is often regarded as our “formative years,” has to come from somewhere. What that wisdom consist of and where it comes from is of great importance. For not only does it ultimately define who we are as individuals, but it also helps foster the transcendence of the self that embeds each and every one of us in a community. That is why a democracy needs public schools: To help create a viable, robust democratic public. If we care about having such a public, then we must care enough to ensure that we have the kinds of schools that will help to produce it. (p. 91-92, Goodlad et al., 2004, p. 91-92)

Thank you for this opportunity to participate in the conversations of the NNER community.

**School – University Collaborative Research: Incorporating Writing into Social Studies**

by
Kathryn Pole and John Smith
The University of Texas at Arlington

and
Kathy Riggle
Arlington Independent School District (AISD)

Two years ago UT Arlington faculty received a grant from the Texas Consortium for Research, Evaluation, and Advancement of Teacher Education (CREATE) for the purpose of conducting research jointly with a local school district partner. We placed a call to the AISD director of research, Dr. Wally Carter, to let him know that we had funding available to conduct a joint study and that we would like AISD
personnel to choose the research topic. After a long, surprised pause on the phone, Dr. Carter agreed that was a wonderful idea and put us in touch with two AISD curriculum leaders, one of them being Kathy Riggle, who told us about the AISD emphasis on content-area writing instruction and suggested that we work together to study middle school social studies teachers’ current use of content writing along with barriers to and supports needed to enhance the use of writing in instruction. Following is an excerpt of a report we prepared for AISD and for CREATE. We feel it is a good example of a university and a school district collaborating to develop understandings that will have a significant impact on school district professional development efforts.

**Purpose of the Project**
The purpose of this project was to determine what kind of professional support is needed to help middle grades social studies teachers in Arlington (Texas) Independent School District (AISD) middle grades schools to integrate writing into their instruction. The goal of this study was to learn about the specific challenges social studies teachers face in integrating writing instruction into their classes, and to solicit solutions and directions for overcoming these challenges. Using survey and focus group methodologies, we asked teachers to explain their current practices in incorporating writing, as well as describe what kind of professional support would lead to more writing in middle grades social studies classes. The findings from this study can be used as the framework for meaningful professional development based on teacher needs. In addition, the methodology can be used in designing professional development in other contexts.

**Findings**
Teachers reported that they do some writing in their classes, although they also believe that what they are able to do in class is not enough. The most common barrier to more writing is time. Teachers explained that most writing takes place in the first or final 3-5 minutes of class, either while taking attendance or as an exit ticket. Others discussed the time implications when it comes to evaluating student writing. Teachers also mentioned the broad range of background for writing their students have. While some students have been writing throughout their schooling, many students get to middle grades without ever having written an essay.

Teachers identified “specific social studies lessons and curriculum that incorporate writing” as the kind of professional development that would be the most helpful. They believed that professional development focused on writing process, writing workshop, other models of teaching writing would be least helpful. Teachers reported an awareness that many of the things that would be part of a “perfect world” for teaching do not and perhaps cannot exist within the structure of formal schooling. They understood that they have little control over State and National standards and exams. Teachers also acknowledged that while they currently have time to meet with other teachers, it is often spent doing things like paperwork and organization, and not on impacting practice. They explicitly noted that more protected collaboration time with both grade-level team members and across contents would be valuable.
Our findings connect to a body of data gathered on larger scales. For example, the 2013 TALIS Survey (OECD, 2014), an international survey of teachers in 34 countries including the United States, reports that teachers themselves know that they need to continue learning and developing their content and pedagogy expertise throughout their careers. The report’s key findings related to professional development are: 1) to empower teachers to play a role in decision-making in their schools; and 2) to encourage collaboration among teachers. While large-scale surveys can reveal important findings, it is at the school level where positive changes occur. Our findings are consistent with more generalized reports on teaching and learning, and reveal how changes might look at local level. An understanding of teacher strengths and needs can inform the design of effective professional development. By examining what teachers currently do, what they know, what they wish they could do, and the barriers that exist in implementing better practices in incorporating writing in social studies in middle grades, we are able to make recommendations that can lead to improved student achievement.

**Recommendations**

Based on a synthesis of our research findings as we surveyed and talked to teachers, and what the professional development literature suggests are effective practices, we recommend:

- looking at bell schedules to see if it would be possible to provide some extended time, even if periodically, so teachers can work with students in bigger blocks of time;
- building time into the teaching week for teachers to observe one another as a formal schedule arrangement where teachers mentor and coach one another;
- building time into the yearly calendar for teams of teachers to visit other schools to observe one another’s effective practices;
- establishing a professional network using digital tools (i.e. discussion boards, shared drive space) for middle-level teachers across the district to communicate and share resources related to writing instruction within social studies;
- providing summer workshops on creating effective rubrics, teaching students research skills, and to writing as historians as a means to engage student writers;
- encouraging collaborative teacher action-research on incorporating writing into social studies

The results of this study have been shared with AISD administrators and coordinators who are planning professional development for middle-level teachers. As a result of this collaboration, UT Arlington representatives have been invited to provide input that will help shape professional development in the district.
My Appreciation of John I. Goodlad
by John A. Smith

John I. Goodlad has been unquestionably one of the major influences on my education career. When *A Place Called School* was published in 1984, I was a school district reading coordinator and spent days poring over the book, underlining significant statements on almost every page. For example, he pointed out that large numbers of teachers moonlight to support themselves and their families, something I had done myself as a new teacher. I also resonated with his finding that teachers are walled off from each other and that teaching may be a more lonely and socially circumscribing vocation than we realize. Perhaps his research finding that has stuck with me more than any other, and that has helped me contextualize my own work, was his pointing out that there are four broad areas/goals for schools: academic knowledge and skills, vocational preparation, social and civic preparation, and personal development. Whenever I am asked about the purposes of schooling, I still come right back to these four.

Later, I was very happy to learn that John Goodlad had created a structure for universities and school districts to work together to enhance educator preparation and the quality of schooling, something I had always intuitively sensed was greatly needed across the country. I fully believe that simultaneous renewal is the best chance we have to prepare teachers and create schools that foster genuine student achievement in the areas that really matter. Nowhere is this vision better stated than in his book *Education for Everyone*. On page 124, he states Educational renewal asks that we dare to envision what doesn’t currently exist: systems that view every student as precious and worthy of the best schooling possible, systems that support teachers in their quest for what works for each child, and systems that hold the preparation of future educators as a highly valued, moral endeavor.

A recent professional treat for me was the opportunity to spend two days in Seattle several summers ago, sitting around a table with John Goodlad and other NNER members engaging in a wonderful dialogue with him, listening to him reflect upon what is most important in education and providing guidance for future collaborative efforts. I remember him saying that real educational renewal takes place at the individual school level. I want to express my deep appreciation for the educational insights and foundation that John I. Goodlad has provided for us, and also for the NNER education leaders across our country who work tirelessly to continue this work and to bless the lives of future generations of teachers and students.
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Same as above.

Setting Tripartite Council Arts and Science Representative:
We are re-establishing our tripartite council and do not have a particular arts and science representative named.

Setting Tripartite Council Education Representative:
The directors of each of the teacher education programs. Same address as above for all but Marisa Bier whose office is at the Seattle Alliance for Education.

Marisa Bier, Director of Seattle Teacher Residency, marisa@alliance4ed.org
Selma Powell, Director of Special Education Programs, selmap@uw.edu
Jennifer Lindsay, Director of Elementary Teacher Education Program, jll@u.washington.edu
Anne Beitlers, Director of Secondary Teacher Education Program, annes@uw.edu
Megan Kelley-Petersen, Director of U-ACT (alternative accelerated certification program), meg199@uw.edu

Setting Tripartite Council P-12 Representative:
We are re-establishing our tripartite council and do not have a particular P-12 representative named but all of our programs have advisory councils which will enable us to recruit a representative.
Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

**Successes**

Over the past two years, we have reorganized the internal structure of the College of Education and reconfigured leadership of our teacher education programs. We have 5 distinct teacher education programs, each now led by a director: A lead coach or field coordinator within each program works closely with directors to specifically focus on issues of supervision and mentoring as well as partnership cultivation. The directors are also supported by an Assistant Dean for Teacher Education, who supports programs to have coherence and strategic plans in areas of admissions, recruitment, policy, and staffing. All the leaders are also supported by an Associate Dean of Professional Learning, who is charged among other things with ensuring quality and cross program coherence and connections among teacher education programs and other leadership preparation programs in the college.

This new leadership structure has been a huge part of our work in advancing the mission of simultaneous renewal. It has allowed us to form a professional learning community across programs with program leaders and head coaches to discuss the ways we are supporting teacher candidates through practice-based approaches, the ways we cultivate partnerships, recruit, select and learn with mentors and coaches. Most importantly, we have instructors who teach and coach across multiple programs which enables us to have brokers who move across programs and help cross-pollinate ideas within the different structures that each program has. As an example of how the directors are learning from and with one another, the Seattle Teacher Residency had the brilliant idea of recruiting the director of our teacher leadership program, Sylvia Bagley, to develop a professional learning sequence for our mentor teachers. We leveraged our own expertise in this regard, not assuming that the director of STR could manage all of the functions necessary for continual program renewal. This innovative cross-program connection opened up the possibility of developing a coherent and strong mentor and coach professional development program for all of our programs. As a result our other programs began drawing on Sylvia’s expertise. Our previous organizational structure did not have space for these kinds of considerations and we are thrilled to see these connections emerge.

Another major facet of our work at the University of Washington is designing, experimenting, and studying the use of practice-based learning experiences to support teacher educator, teacher candidate, and practicing teacher learning.

Over the course of the last few years we have developed a Community, Family, Politics (CFP) strand, most robustly in the elementary and secondary teacher education programs. The CFP strand has change the strength and number of our alliance with community leaders and mentors. This work has tremendously
increased our ability to connect with and learn from families we serve and community leaders who can educate us about the experiences of families of color in our school systems. We have developed a family visit component, engaged in neighborhood walks, held family panels, documentary screenings, intimate small group exchanges that have helped us develop our own local meanings of what Peter Murrell describes as a community teacher, “one who possesses the contextualized knowledge of the culture, community, and identity of the children and families he or she serves and draws on this knowledge to create the core teaching practices necessary for effectiveness in diverse settings” (Murrell 2001, p. 52). A grant from the state legislature, Collaborative Schools for Innovation and Success, has enabled us to work in close partnership with one elementary school to work on academic excellence, socio-emotional learning, family engagement, and holistic health. This partnership in particular is a good example of the way we are advancing the mission of simultaneous renewal. University faculty engage with the staff and teacher candidates to support the school in becoming a full service community school, and this engagement in turn has taught university faculty about the skills and experiences our teacher candidates need to have to be successful as ‘community teachers.’ Seattle Public School leaders and teachers and families are often co-instructors in these learning experiences as well as other course experiences we describe next.

Many of our methods courses, including literacy, science, mathematics and EL, have components where methods instruction happens in the field in close collaboration with one or more practicing teachers and their students. The details of these collaborations are lengthy, but suffice it to say here that this work is vital for advancing a mission of simultaneous renewal. Working side by side with practicing teachers enables instructors and candidates to learn about the complexities of teaching in the schools and communities we are serving and to share innovations in the field. Everyone benefits from this set of experiences, including our k-12 youth who see adults working collaboratively, intently interested in their ideas and experiences and aiming to enact engaging and substantive lessons. We have also developed productive relationships among faculty who teach these field-based courses. We are now working on engaging in group experiences in the field where candidates, an instructor, mentors and supervisors make several classroom visits together to try out instructional practices and learn from them together.

Challenges

Our challenges are age-old. Time and adequate resources to compensate our mentors, families, and community leaders for the time they put into working with us. Ways of prioritizing what gets worked on in the program so we do not overload our candidates and give them the time and space they need to make sense of new ideas, build connections across ideas, and learn to manage what is a stressful and demanding profession.
Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

Successes

Everything described in response to the first question is also deeply connected with our work on equity. Our CFP work supports candidates’ as they articulate a vision for social justice teaching practices that is both contextualized in the particular relationships they develop within the communities they serve, and is historically-minded. That is, it helps them understanding how our work as teachers is current and fits within long-standing struggles for justice. We are also thinking about candidate relationships with one another and with the field across differences in language, religion, race, gender, class, and sexuality and their complex intersections.

Challenges

We have experienced some important challenges with respect to how our GLBTQ students have experienced discrimination and hostility in the field. We realize this is an area that we need to grow organizationally in how we support our teacher candidates to navigate societal discrimination, the way we need to engage principals and teachers in discussing our values and our anti-bias commitments. We are seeking feedback and reaching out to each other and to mentors to help us learn from several experiences this past year.

Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- Community engagement
- 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

Successes

We are launching a new professional learning center called INSPIRE whose mission is to work with regional initiatives to co-design and study high quality learning experiences for teachers and leaders. The work of the center will be grounded in K-12 subject matter instruction. It is focused on building capacity in university and school- or district-based professional educators who work with teachers, coaches, and principals. We believe that INSPIRE will function as an important steward of the profession in building a strong network as well as visions of how collaboration
around improvement of practice is possible. Several lines of inquiry are also opening up because of INSPIRE including research on the actual practices of instructional leadership exercised by building coaches, principals, and principal supervisors. We are also developing a line of inquiry around the coordination between central office departments such as leadership and curriculum and instruction by bringing together researchers and practitioners specializing in organizational leadership and classroom teaching quality.

We have launched a website called tedd.org that houses many of the professional education and teaching tools that we are using in our teacher education programs. It also has networking functions for groups to connect and build out the materials and practices that are initially offered to users of the website. Concurrently, we are building a technological platform called Edhere to support asynchronous and synchronous professional learning courses, offering tools that we think are necessary but not available in any other platform we have examined.

Ken Zeichner has been engaged in important inquiry into the Great Act, speaking out in public editorials and research articles on our federal policies in teacher preparation. He is also involved in a cross-national comparison of teacher education programs which will greatly inform our work.

Cap Peck has been examining closely the data use practices of teacher education programs across the nation and what we can learn from preparation programs that use data in substantive ways to improve practice.

Many teacher educators in our college are studying pedagogies of teacher education and we are actively involved in a newly formed network called the Core Practices Consortium (CPC) led by Pam Grossman, now Dean at university of Pennsylvania and Morva McDonald, UW associate professor. Mark Windschitl, Jessica Thompson, Elham Kazemi and their research teams are participants in the CPC.

Many faculty are involved in community engagement programs that are changing and informing our understanding of working with families. Ann Ishimaru, Megan Bang, Holly Schindler, Brinda Jeegathesen are a few examples.

**Challenges**

Securing funding is a challenge but hopefully not an insurmountable one. Changes in personnel both at the university and in district partners is also a challenge but we are hoping to broaden investment so that changes in top level leadership does not disrupt the work. Finding ways to put researchers and programs in conversation with one another around how research findings can inform our own thinking and practices in an ongoing challenge.
**Other Setting Information**

We are hiring a new Dean for our College of Education.

The Seattle Teacher Residency has had an exceptionally successful launch and already a useful site for learning for other residencies in the Urban Teacher Residency United Network.

Since the end of our Carnegie Teachers for a New Era project, we have lost some of the ground we had gained in connecting our teacher preparation programs to Arts and Sciences. This is a challenge especially because our programs are at the master’s level. We do now have a growing and burgeoning major in education called Early Childhood Family Studies. Subject matter connections with Arts and Sciences, however, are not strong because of the focus of the major. The major will be growing and changing over the course of the next few years and we need to be creative in thinking about how to re-build connections and investment in teacher preparation with Arts and Science faculty.
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Setting Tripartite Council Education Representative:

Setting Tripartite Council P-12 Representative:

Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Successes

We have been fortunate in receiving two significant grants that have helped us to move our partnership work forward.

By far the most productive and the most comprehensive is a grant from the state ($1.5 million to date, with request for $1 million for 2 additional years) for a project titled the Collaborative Schools for Innovation and Success (CSIS). This grant aims for the simultaneous renewal of a PreK-6 school in a high poverty, highly diverse community. The grant focuses on the three partnership elements: a university, a school district, and a community. The simultaneous renewal is aimed at renewing a public school and renewing a teacher education program. The public school renewal is occurring by way of professional development of teachers around core principles associated with linguistically and culturally responsive pedagogy. The renewal of the teacher education program occurs by the substantial involvement of teacher educators in the school as well as the placement of student teachers in the schools, all of whom are equally involved in the professional development.

One of the most exciting results of this work, as a productive of deliberate attempts to involve the community in the school, has been the ways the parents in the school have embraced the invitation to become meaningful partners with the school. They not only have become more present at the school, but they are advocating for themselves in terms of what they need to assist their children to be academically
prepared and engaged. This has included, a their request, ESL instruction for themselves and family literacy activities they can enact with their children.

A team from this project presented at the NNER conference in 2014. More information about this project can be found at: http://www.k12.wa.us/LegisGov/2014documents/CollaborativeSchools2014.pdf
The project webpage can be found at: https://sites.google.com/site/collaborativeschools4success/home

In summer, 2014, we were informed that we had received a grant from the American Federation of Teachers regarding a joint professional development project between cooperating teachers in the local school district, and students and faculty in the college of education. The project has three important purposes. First, the intent is to strengthen math teaching especially as the district rolls out a new math curriculum. A second intent is to strengthen cooperating teachers’ understanding of the edTPA, a high stakes assessment for student teachers here in the state of Washington, so that cooperating teachers can align student teaching experiences in line with this requirement. The third intent is to empower a group of teachers in the district to “lead” professional development, as part of the district’s efforts to cultivate teacher leadership that is sensitive to the professional development needs of teachers (from student-teaching all the way through late career) along the career continuum.

Challenges

One significant challenge will be funding for the CSIS project. While there is a proposal in front of the legislature to fund the project for two more years, given other state funding priorities, there’s a chance the amount will be reduced, at best. We also have to begin considering how we will seek funding for the project long-term.

This will also be true for the joint professional development project sponsored by the American Federation of Teachers.

A larger area of concern is around the inability to create “partnerships” across the three legs of the partnership. Even considering the two grant projects, the AFT grant is a partnership that comes closest, on a small scale, given the focus on math (math faculty), the college of education, and the local school. The CSIS project has not, to date, involved any faculty from outside of the College of Education.

While I have begun conversations with both our local school district, and other superintendents as I have met with them, nothing has seemed to provided the inspirational spark to move beyond a general “yes, we should do that.” The same holds for our work with our partners in colleges across the university. The dean’s have all stated their interest and the two standing committees that include faculty from the college of education and faculty from content areas where we have
endorsements have all expressed general interest but we’ve not been able to advance beyond this general nod of interest. I have invited, for example, the district to send their teachers/administrative team to the summer leadership professional development as well as faculty from outside the college (even saying I’d pay their expenses) but I’ve had no takers the last two years. My own frustration is that I “partnerships” is the College’s top priority.

THIS IS A SIGNIFICANT CONCERN THAT, AT END, JEOPARDIZES OUR CONTINUING INVOLVEMENT WITH THE NNER. The question I find myself asking is, “How do we leverage our work forward and, as important, is NNER even the right organization for us if it, at end, can’t help us leverage this work?”

Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

Successes

We continue to have great energy and movement around our equity agenda. We are completing the second year of an alternate route to teacher education program, which has many elements of the three elements of a tri-part collaboration (though contested), aimed at supporting instructional assistants who are earning their bachelor’s degree and teaching credential at the same time. This is a highly diverse group of 16 candidates who were chosen for their cultural and linguistic assets.

We also are in a second year of the development of a pathway program for high school students, at very highly diverse schools within our region, to consider teaching as a career. The project is a collaboration between the schools, a local community college, and the college of education. Titled “Maestros Para El Pueblo,” the project includes the advising, coursework, conditional admission, and scholarships.

Finally, we are in the second year of a minor in Education for Social Justice, a partnership program with the Fairhaven College for Interdisciplinary Studies at Western. Having hired a dynamic faculty member to head up the program (Dr. Veronica Velez), the minor went from 25 students taking the minor to 90+. This is the most diverse group of students in the college and we are working at easing the pathway for the students in that minor to come in to the College of Education for their professional studies major (either Teacher Education or Human Services).

These are added to the numerous activities we are already engaged in that include resources centers, diversity teach-ins, faculty hiring, etc.
Challenges

Not surprisingly, this work is contested especially within the College. The two most prominent ways this occurs is concerns about what is meant by “diversity” but most especially about “which” groups fit under that umbrella. The perception is that the College narrative is narrowly focused around “race/ethnicity.” To address that, as we renewed our college mission statement, we deliberately chose to use the phrase “honoring diversities” in the college mission statement. We also recently had a college “conversation” around what “honoring diversities” meant. While we certainly think about diversity along many dimensions, we balance that with the absolute awareness that, as Cornel West writes, “Race Matters.” Especially in light of high profile national shootings, this needed to be re-affirmed. But we also sought to acknowledge the intersectionality of race/ethnicity with other social identity markers. We also sought to focus on mutually reinforcing systems of oppression that are used to keep a variety of individuals from different social identity groups oppressed. As is often the case, those who most voice the concern did not attend.

The second concern, expressed by a small few, is that they feel uncomfortable talking about diversity within the College, especially given their concerns about our diversity efforts.

Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.
- Community engagement
- 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

Successes

We continue to have great individual efforts to engage the community, primarily through service learning in schools and community based organizations.

The College has also decided to pursue CAEP accreditation that will, in my opinion, serve as a catalyst for both advancing quality teacher preparation and strengthen our need/efforts to establish the kind of deep, robust partnerships that the college and I seeks.

We also will be bringing a new initiative on line with a project we title “Teacher Education as Human Service” where we will assure that community understanding/engagement will be integral to teacher preparation in service of our
holistic vision that success for individuals are product of “healthy families, healthy schools, and healthy communities.”

Challenges

We continue to be hampered around our work to advance quality teacher education by the latest proposed federal regulations around teacher education as well as state policies. From my perspective, these continue to divert energy and attention away from simultaneous renewal to assessment, accountability, and standardization. The irony is that this occurs at the same time “alternative routes” are not mandated to meet many of the stated requirements and standards. It also works to hinder our efforts at innovation in teacher education.

It seems to me, that NNER needs to continue to be a voice for teacher education for democratic purposes and to help settings to push against these policies, at the federal level at least.
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Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Successes

The Winthrop-University School Partnership Network continued to experience much success in 2014. With the addition of four Partner Schools, the Network now consists of forty schools across nine school districts collaborating towards a common goal of improving student achievement. Shared professional learning among university and school partners was a highlight with close to 800 participants attending professional development trainings in 2014. The 5th Annual Partnership Conference for Educational Renewal was held in June with 270 attendees participating in two pre-conference workshops and 43 concurrent sessions focusing on math, literacy, technology, STEM, co-teaching, and Response to Intervention, among other topics. The conference is definitely a highlight of the year for the Partnership Network as shared in this video: https://www.youtube.com/watch?v=xBhpqaP9mEE&feature=youtu.be.

This increase in professional development participant numbers demonstrates continued buy-in throughout the Partnership Network that is likely to contribute to the successful long-term sustainability of the collaboration. An external evaluator conducted a survey of Partnership Network faculty, staff, and administrators. Nearly all of the participants indicated that they had a clear understanding of what the Partnership was trying to accomplish and the role of their school/organization in contributing to the mission and goals. Over 90% agreed/strongly agreed that the Partnership Network supported improvement in teacher effectiveness and provided resources for teacher and staff professional development. Further, over 95% felt that the Partnership Network goals aligned with their school/organization/district priorities. Finally, over 90% of participants indicated that people in leadership positions in the partnering schools, school districts, and university had the necessary skills for working effectively with others and were proactive in engaging stakeholders.

In addition to the Partnership Network, the Educational Leadership faculty have built such a strong collaborative with the Charlotte-Mecklenburg School District that they recently received the 2014 Dr. Shirley S. Schwartz Urban Education Impact Award. Given by The Council of the Great City Colleges of Education, an affiliate of The Council of Great City Schools, the award recognizes an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning. The Leaders for Tomorrow program is just one example of how simultaneous renewal occurs beyond teacher preparation. Working with schools leaders in high poverty districts, the NetLEAD project (Network of Leaders for Equity, Advancement, and Development) provides mentorship to new school administrators as well as professional learning opportunities. One critical project is the Olweus Bully Prevention Program that
has led to significant decreases in office referrals, climate issues, and violence. Visit [http://faculty.winthrop.edu/edleadership/NetLEAD/OlweusBullying.html](http://faculty.winthrop.edu/edleadership/NetLEAD/OlweusBullying.html) to read more about the Olweus implementation.

The **Jim and Sue Rex Institute for Educational Renewal and Partnerships**, with the end of Winthrop’s federal Teacher Quality Grant, now houses the Partnership Network as the sustainable entity beginning last year. In addition, the Institute facilitates opportunities to study and teach abroad (developing perspectives of education in other cultures and building diverse relationships), coordinates the Education Core, highlights faculty and student research, and conducts middle/high school outreach. Visit [http://www2.winthrop.edu/rex/](http://www2.winthrop.edu/rex/) for more information and links to documents and resources.

**Challenges**

As in the past, challenges seem to emerge with changes in leadership. Much of the work of simultaneous renewal stems from solid, trusting relationships. When organizational leaders (at the school and university level) change, the relationships must again be built. In addition, schools are overwhelmed with increased pressures related to teacher evaluation, changes in curriculum and state testing requirements, and legislative mandates. While the Partnership Network assists in facilitating discussions and crafting plans of action related to such initiatives, there remains a sense of stress that can often overshadow the positive work occurring.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**

**Successes**

With a critical focus on **increasing the diversity** of our faculty and staff, we spent two days of professional development with national expert, Dr. Robin Chapman, Associate Provost and Academic Director of Diversity & Inclusion at Wellesley College. Dr. Chapman consulted with many groups on campus including university leaders, human resource specialists, and all faculty members in our college and beyond. We engaged in discussions of our own biases and constructed ways of reducing roadblocks to increasing diversity. Although our efforts have resulted in diverse hires over the past years, we continue to see this as a permanent “way of doing business” for our partnership.

In addition to addressing the diversity of our personnel, equity of access to a high quality education is the foundation of our new **Education Core curriculum**. In collaboration with district partners, we have instituted a transformed curriculum that prepares teachers to meet the diverse needs of the surrounding schools. With courses specific to working with students in poverty, students identified as gifted
and those with disabilities, supporting English language learners, and building inclusive classroom environments, teacher candidates progress through a clinically-based curriculum that is developmentally and purposefully sequenced. Although challenging to completely change a program, we knew that in order for South Carolina’s students to all have equal access to a high quality education, we had to change the way in which we prepared teachers. More information about the Education Core can be found at http://www2.winthrop.edu/rex/rex/education_core.html.

In an effort to improve access of South Carolina’s students to diverse teachers, Winthrop instituted the Call Me MISTER program in 2014, recruiting five Misters to teach at elementary and middle school levels. Call Me MISTER’s ultimate mission is to recruit, train, and certify groups of diverse men who plan to teach in South Carolina’s public schools in order to increase the pool of available teachers from a broader, more diverse background particularly among the state’s lowest performing elementary schools. Through tuition benefits, academic support, and a professional network, Call Me MISTER students are active not only in their education programs, but in the community as well. The acronym MISTER means Mentors Instructing Students Towards Effective Role Models and this applies not only the candidates in the teacher preparation program, but also for the P-12 students they mentor. Visit http://www.winthrop.edu/coe/callmemister/ for additional details.

**Challenges**

It is a necessity that our candidates have experiences in diverse school environments. They should work with teachers and students who represent a variety of cultures, race, and backgrounds. While our new Education Core provides an opportunity of over 1,000 field hours, a challenge remains in the travel needed for clinical practice. Our Partnership Network consists of schools close to sixty miles from the university. Those schools further away are often the schools in which our involvement is most needed – these sites have families living in poverty, students with little aspiration of college, and faculty yearning for new and innovative practice. We are committed to discovering ways in which our candidates can be active in the schools, but must overcome the challenge of travel time with other classes in which candidates are enrolled.

**Emphasis Area 3:** Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- Community Engagement
- 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
**Successes**

Spring 2015 saw the last course in the new curriculum implemented – *Education in a Democracy: Broadening Professional Perspectives*. Taken during the final semester of the teacher preparation program, candidates explore their rights and responsibilities as teachers in a democracy. Specifically, candidates examine the inner workings of educational systems at multiple levels (school, district, state, nation) and analyze the impact of such systems on equity and access. This is especially critical for South Carolina as we have seen great disparities in the education of our state’s children and must instill a sense of advocacy in our future teachers. Course mentors guiding teacher candidates through this capstone course are practicing teachers enrolled in Winthrop’s school leadership preparation program.

Two programs have supported efforts to bring diverse perspectives to Winthrop University. *Teaching Excellence and Achievement* (TEA) is a U. S. Department of State-funded cultural and educational exchange program that brings international high school teachers to Winthrop to study with education faculty and Partnership Network teachers. With over 15 countries typically represented, the TEA Fellows bring a wealth of knowledge and cultural understanding to campus and local schools. In addition to bringing the world to Winthrop, the Winthrop teacher preparation program is now sending candidates into the world. Through a partnership with Shanghai Far East School in Shanghai, China, three teacher candidates have the unique opportunity to study and teach in a completely foreign environment. With an overwhelmingly successful inaugural internship in spring 2014, we plan to make the internship available annually and hope to expand the “teach abroad” internship to other locations. In addition, the experience is leading to new partnerships with the China Culture and Education Center that will provide opportunities for our university and school faculty and administrators to teach in China during the summer.

In furthering community engagement, 2014 saw the formation of *Winthrop Think College* (WTC). The WTC program offers post-secondary education opportunities for students with intellectual disabilities and creates customized schedules for each student using a person-centered planning approach. The schedules include traditional courses, internships, and specialty courses to support student development of specific skill sets. The focus of the WTC is to build and strengthen skills in the areas of employment, self-determination, health and nutrition, social networking, and independent living. In close collaboration with district special education teachers, community families, and faculty across campus, the WTC program has already seen great success and increased demand. It is a true example of NNER’s mission to seeing the potential in all learners and improving their access to knowledge.
Challenges

We continue to forge new frontiers through programs such as Call Me MISTER, Winthrop Think College, teaching abroad, and the Education Core. As with most efforts to transform and grow, challenges exist in overburdening faculty, changing deep-seeded mindsets of traditional teacher preparation, and fostering a culture of simultaneous renewal in an age of accreditation and regulations. As times changes, we continue to work closely with our school and community partners and build a faculty willing and enthusiastic about the shared responsibility of educating South Carolina’s youth.

Addendum

Testimonials from the Winthrop University-School Partnership Network:

“Experiencing John Goodlad’s work through the NNER Symposium validated the importance on teaching the whole student, not just my content. I was reminded that I needed to care about all of their aspects of development. I was reminded to care about their critical thinking and reflective skills. One of the ways I acted on this reminder was serving on our Disposition Task Force. Our fabulous team shaped the new disposition system to be formative, transparent, and easy to use with a focus on developing candidates into the teachers of which John would be proud.”

“We have used the ideas of John and the NNER in our Winthrop Initiative for STEM Educators (WISE) internship program. We have emphasized the impact individuals can have in providing opportunities for all learners. Since many of our students are not going into formal PK-12 teaching, we talk about the role that schools have in the larger community, the importance of high quality meaningful school experiences for all students, and the importance of participation in public education (whether that be through teaching, volunteer support, mentoring teachers and students, or being informed when going to vote).”

“John’s ideas of professional stewardship are alive and well at Winthrop University. He is the reason we have a Roles and Rewards system of faculty tenure and promotion that emphasizes the work we do in schools and communities as valuable and necessary to maintaining a vibrant system of democratic education.”

“John Goodlad’s work has informed our work in vital ways—helping us see the value of dynamic school-university partnerships as a path to simultaneous renewal and recognizing the tremendous importance of schools to sustaining a democratic society. In an age of testing, measurement, and accountability, John leaves a legacy that helps us maintain a focus on every child as a learner, a person, and a developing citizen.”
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Emphasis Area 1: Successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

Successes

Wright State University Network for Educational Renewal Conference
The 2nd annual Wright State University Network for Educational Renewal (WSUNER) Conference was held April 26, 2014. It included participation by faculty from the nine partnership school districts, the Dayton Regional STEM School, local community organizations, and WSU faculty. Thirty-nine presentation proposals were accepted. Faculty from each district, community organization members, WSU faculty, and WSU student teachers attended. The total number of participants was approximately 250.

The conference included a workshop to familiarize new administrators and new WSU faculty members with the message of the National Network for Educational Renewal (NNER). The workshop was conducted by Ann Foster, Co-Executive Director of NNER, and Jim Tomlin, Chair of WSU Department of Teacher Education.

The conference committee was able to gain financial support from NNER and Microsoft.

Planning for the 3rd annual WSUNER Conference is ongoing. The event is scheduled for April 25, 2015. New this year will be a Curriculum/Technology Forum with presentations and panel discussions focusing on educational platforms like Google and Microsoft 365. Representatives from thirty local districts are expected to participate in the forum.

**NNER Conference**
Wright State University (WSU) along with the University of Cincinnati, Ohio University, and Miami University sponsored the 2014 National Network for Educational Renewal Conference—*Building Sustainable Communities: Reclaiming Our Values*—in Cincinnati on October 23-25. WSU was well represented at the 2014 NNER Conference in both presentations and attendance.

**Partnership Districts**
The WSU College of Education and Human Services (CEHS) continues to maintain strong partnership agreements with nine local school districts and the Dayton Regional STEM School. The college places between 550 and 600 students each semester for their field experiences in the schools of these districts. There are a variety of projects initiated by faculty in the College of Liberal Arts, the College of Science and Math, and CEHS that collaborate with P-12 faculty to improve student learning while enhancing the teacher candidates’ field experiences.

**Expansion of the WSU Professional Development Schools (PDS) Network**
In addition to the Dayton Boys Prep Academy, Louise Troy PK-4, Horace Mann PK-8, Eastmont PK-8, and the Dayton Regional STEM School, WSU has added the Milton Union Exempted Village School District as a professional development site. CEHS
continues to encourage the establishment of additional PDS sites—Trotwood City Schools and Vandalia Butler City Schools. The professional development school model is an excellent way to engage WSU faculty with the PK-12 population, increase PK-12 student achievement, and provide quality field experiences for WSU teacher candidates.

**WSU Center of Pedagogy**

The WSU Center of Pedagogy, established in the fall of 2013, serves as a coordinating structure for building and sustaining relationships among P-12 educators, university faculty in education and the arts & sciences, and community liaisons. The Center supports and promotes the work across and within these entities to improve the education of children and the preparation of school professionals through the simultaneous renewal of P-12 schools and educator preparation programs. As part of the Center’s evolution, the director, Dr. Brian Boyd, visited Montclair State University and its Center of Pedagogy in the fall of 2014. Dr. Jennifer Robinson and others in the Center of Pedagogy at Montclair provided great insight into their work as well as ideas for how WSU could continue to define its own Center of Pedagogy.

The Center offers regular professional development opportunities for local educators and mental health professionals. In addition to its own offerings, the Center works with other schools and faculty to provide graduate credit for significant professional development happening in local schools and organizations. Partners that have worked with the Center in 2014 include the Dayton Regional STEM School, Wright Patterson Air Force Base, and Sinclair Community College.

The Center coordinated the meetings of CEHS’s Educator Preparation Advisory Council (EPAC). Bringing together representatives from educator preparation programs and partner organizations to explore, discuss, and learn about pressing issues relative to both our partners and our programs, EPAC meetings included discussions about the new teacher evaluation system in Ohio, and the importance of helping students develop deep understanding through their classroom experiences.

**Challenges**

**Wright State University Network for Educational Renewal Conference**

Probably the greatest challenge for the conference committee is the conference venue. Though the current location Allyn Hall, which houses the College of Education and Human Services, contains all of the necessary facilities and services, it limits the growth of the conference. With the addition of the Curriculum/Technology Forum in 2015, the maximum of three hundred participants may be met.
Funding is also a major challenge. NNER has been very generous with its financial support in 2014 and again for 2015. In 2014 Microsoft joined the conference as a sponsor and has increased its support for 2015. Though Microsoft’s involvement hopefully will continue and possibly increase, the funds from NNER were through a special grant and will not be available in the near future. Being a recipient of the NNER funds for two years in a row was exceptional. The conference committee will need to find additional funding sources to relieve the college of that burden.

**Partnership Districts and Expansion of the WSU Professional Development Schools (PDS) Network**

Developing consistent meaningful partnering programs with each individual district is the major challenge. Though teacher preparation is a common connection, the university and partnership districts have so much more from which to benefit through sharing resources. Convincing university faculty that partnership involvement with P-12 schools is an opportunity for professional growth, and persuading district administrators that partnering with university faculty and resources might lead to relieving some of their pressing problems is a formidable task. Many at the university and on the P-12 level simply view partnering as extra work rather than an opportunity.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**

**Successes**

**Wright State University Network of Professional Development Schools (PDS)**

The Professional Development School (PDS) is a collaborative institution formed through a partnership between Wright State University and P-12 schools. The Wright State University PDS network is detailed in Emphasis Area 1. It includes three urban PK-8 sites and one PK-4 site. The teachers and administrators of these schools openly collaborate with WSU faculty in improving pre-service teacher preparation, faculty development, inquiry directed at the improvement of practice, and enhanced student achievement.

**Professional Development Community**

Wright State University (WSU) initiated the Professional Development Community (PDC) network over the past academic year to include a variety of community supports on local, state, and national levels. The PDC supports WSU partnership schools, provides professional development from experts in their field to the ever-
changing school demographics, and increases research and grant writing opportunities. These partnerships began with Girl Scouts of Western Ohio, Dayton Mediation, Spire Arts, Daybreak, and Northview and Calumet of Montgomery County Developmental Disability Services; our recent additions include East End Community Services and Cornerstone Project.

Our newest member of the PDC, the Mental Health and Recovery Board (MHRB) of Clark, Greene, and Madison Counties, will be welcomed January 2015. MHRB is committed to providing the highest quality care for the residents by working with 21 member agencies to plan, fund, and monitor services for people with serious mental illness in the three county area. WSU faculty member Dr. Tara Hill will begin working on program evaluation and research with MHRB to provide feedback on current modalities and implementation of services.

PDC member Spire Arts was contracted to provide artwork for the 2014 NNER Conference. It also had the opportunity to sell artwork at the conference. Spire Arts is a social enterprise that offers therapeutic, vocational, educational, and meaningful art experiences to adults with disabilities. The artists earn income from the sale of their artwork. Through participation in Spire Arts, the artists have built their self-esteem, learn personal advocacy, and become recognized in-demand artists in Dayton’s thriving art culture. The actualization of being employed, according to their abilities and passion for art, is a new opportunity for adults with disabilities. It is a growing movement that CEHS proudly partners through the PDC, internships, classes, and volunteer experiences.

Challenges

The ongoing challenge is to increase university faculty involvement and develop strong school/community organization partnership participation.

Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

• Community Engagement
• 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
Successes

Mini-Grants
CEHS continues to fund projects that support simultaneous renewal between university faculty and school or community partners. Successful grants promote teaching and learning among the school/community/university partnerships, and have mutual benefits to both CEHS programs and the school or organization working with the faculty member.

The projects funded in 2014 include the following:

- **“The Living Lens Project” at Dayton Regional STEM School, Dr. Brian Boyd:** A cross-grade level, inter-disciplinary project, designed to engage students in real-world work with area organizations/businesses to provide needed services or products, while simultaneously developing and applying standards-based concepts and skills in Science and Art.

- **“Kids for Cooking!” at Kettering City Schools, Ohio Action for Healthy Kids, Dr. Mary Chace:** A pilot after-school cooking class for sixth and seventh graders at a suburban middle school, developed to teach students to prepare their own healthy snacks, and to help with meal preparation and grocery shopping on a limited budget.

- **“STEM Day at the Lake” at Parkway Local Schools, WOEF, Rockford Eagles, Dr. Betsy Jo Crites:** An event facilitated by Early Childhood Education teacher candidates who worked with second grade students to create projects such as gliders, K-Nex cars, and towers as a hands-on approach to understanding motion and structural integrity.

- **“Neighborhood Revitalization Zone of East Dayton” at East End Community Center and the Dayton Police, Dr. Mary Huber:** A project to provide an incentive for identified individuals to participate in the Community Call-In, and potentially generate interest in Chemical Dependency treatment and alleviate future overdoses or criminal activity.

- **“Freshman Focus” at Milton Union, Dr. Adrianne Johnson, Ms. Ryan Taylor, Dr. Sharon Heilmann:** A project to support a program that helps high school freshmen develop and maintain positive and helpful peer relationships, and to explore the foundation, model, instrumentation, and validity of the program for educational dissemination and expansion.

- **“Science Night: Demystifying Science Beyond the Classroom” at Tipp City Schools, Dr. Lisa Kenyon, Dr. Michelle Fleming:** A project with eighth grade, middle school teachers to transform science night into an interactive, student-driven event that deepens understanding of scientific phenomena such as force, motion, density, and sound by building explanatory models.
• “Cancer Interventions Project” at Dayton Regional STEM School, Dr. Brian Boyd: A Project-Based Learning (PBL) unit with tenth-grade students, aimed at answering the essential question: “How can we reduce the incidence of cancer in the Wright State University (WSU) community?” and motivating early detection or behavior changes to prevent cancer.
• “Girls Just Wanna Have STEM” at St. Mary’s City Schools, St. Mary’s Chamber of Commerce, and Western Ohio Educational Foundation, Dr. Betsy Crites: A collaborative effort to plan activities centered on STEM for the female population of St. Mary’s Elementary School.
• “Increasing Effectiveness of WSU Service-Learning and Supporting Service-Learning by P-12 Students” at Dayton Public Schools, Eastmont PDS, Dr. Romena Holbert and Ms. Celeste Hoerner: A project designed to respond to data collected from service-learning tutoring provided by teacher candidates at a PDS; and to engage them in the creation of publishable informational book.
• “Positive Behavior Interventions and Supports” at Wyoming City Schools, Dr. Suzanne Franco: A project that helped to support professional development focused on school climate.
• “From Student to Scholar: An Alternative Approach to the Student Teaching Experience” at Dayton Boys Preparatory Academy, Dr. Anna Lyon, Ms. Linda Sheffield, and Mr. Eric MeMario: A collaboration that served a new model for student teaching, the results of which will be shared at professional conferences.

Challenges

Hybrid Educator

Each year since 2007, WSU has successfully hosted a hybrid educator, a P-12 school teacher (typically a cooperating teacher from a partner district) serving as a full-time, university-based faculty member for one year, an innovative initiative toward collaborative stewardship of schooling and simultaneous renewal. As districts are struggling with budgets and accountability mandates, school leaders were not willing to agree to releasing a teacher for the 2014-2015 school year. The challenge going forward will be to redefine the hybrid educator role to better meet the needs educator preparation and P-12 schools simultaneously.

Addendum

Over the past 25 years, the College of Education and Human Services at Wright State University has attempted to contextualize the core tenets of John Goodlad’s Agenda for Education in a Democracy (AED) and to actualize many of his key principles and
postulates. When it comes to “the education of educators,” John’s thinking has provided us with a driving force for much of “what we do” and “why we do it.” Whether it’s the commitment to jointly appointed faculty in the colleges of education and arts & sciences, the movement from field sites to partnership schools to real simultaneously renewing PDS and community engagement initiatives, the emergence of a Center of Pedagogy, or the launching of a doctoral program in Organizational Studies, it’s been Goodladian ideals and precepts that have permeated our culture and propelled us to continually work toward a “Wright” path.
WYOMING SCHOOL-UNIVERSITY PARTNERSHIP

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Emphasis Area 1: Describe successes and challenges including projects, initiatives, and actions that advance simultaneous renewal across institutions, departments, or other groups.

**Successes**

**Will co-host 2015 NNER Summer Symposium and Wyoming site renewal**
In the summer of 2014, the Partnership was contacted by NNER leadership about the seriousness of the possibility that the Wyoming School-University Partnership might want to co-host the 2015 NNER summer symposium in Laramie. Based on interested initial reactions, the Partnership submitted a proposal to the NNER governing council in October, 2014 to be a co-host for the 2015 NNER Summer Symposium. The Partnership also proposed a pre-symposium day for Wyoming site renewal and as a recruitment tool for the NNER. The proposal was approved by the NNER governing council. The summer symposium will be June 26-29, 2015, in Laramie. The pre-symposium will be on June 25. Updates will be available on the Partnership website, [http://www.uwyo.edu/wsup/](http://www.uwyo.edu/wsup/).

**Reaching Wyoming Educators**
Over 850 educators, administrators, and students from K-12, Wyoming Community Colleges, and the University of Wyoming participated in Partnership coordinated and co-sponsored events.
Lost in Transition: High School to Higher Education Initiative
This initiative is approaching its ten year anniversary. Lost in Transition continues to provide an avenue of respectful sharing among colleagues at the high school, community college, and university level. These convenings remain a robust example of simultaneous educational renewal and democratic practice.

The infographic provided below gives an idea of how this initiative continues to grow and impact the state of Wyoming.

The Lost in Transition initiative started with one discipline in 2006, and by the fall of 2014 grew to include FIVE disciplines.

From 2006 to 2014, the Lost in Transition Initiative has impacted 1,330 Wyoming educators.

Lost in Transition events have been held in 13 of 23 Wyoming counties (marked in grey).

From 2006-2014, the Partnership has spent $47,000 on the Lost in Transition initiative. That’s about $36 per person. Over 50% of the funds used came from outside sources, including grants from the Quest Foundation, the University of Wyoming’s President’s office, and the Wyoming P-16 Education Council.
Co-sponsored events
The Partnership co-sponsored the 6th Annual University of Wyoming’s College of Education Fall Literacy Conference by providing marketing, a website for the conference, and online registration. Approximately 140 educators participated in the conference that took place at the University of Wyoming in Laramie, September 26-27.

The Partnership also co-sponsored the 6th University of Wyoming’s e-Volution Technology Forum, the Mathematical Association of America Rocky Mountain Section Meeting, the 18th Shepard Symposium on Social Justice, and the University of Wyoming’s World Language’s Day. For these meetings, the Partnership provided support in the form of marketing, creating nametags, and some financial support. The Partnership director also provided on-site support and presence. In addition, the Partnership seeks and receives approval for, collects, and logs Wyoming Professional Teaching Standards Board credit for most co-sponsored events.

2014 NNER Summer Symposium
The Partnership supported the individual registration ($600 each for a total of $2,400) for four Wyoming attendees. The participants were: Michael Day, Interim Dean, University of Wyoming College of Education; Angela Jaime, Educational Studies, University of Wyoming College of Education; John Kambutu, Department Head, Educational Studies, University of Wyoming College of Education; and Dee Ludwig, Vice President of Student Learning, Eastern Wyoming College. Dee and John reported out on their experience in the Partnership’s September newsletter. To see their thoughts and insights about the 2014 NNER Summer Symposium, visit the following website.

League of Democratic Schools
The Partnership paid the full school membership fee for four schools participating in this program of the NNER for 2014-2015 ($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). It is our intention to showcase the activities of these schools during the June 25 pre-symposium day before the 2015 NNER summer symposium.

Wyoming School-University Partnership Memberships
Currently, 23 of 48 school districts belong to the Partnership and pay annual dues. While the number of school districts was down five from last year’s membership, the Partnership did gain another member in the Wyoming Professional Teaching Standards Board. Dues are used for the general operation of the Partnership office, including the salary and benefits of a full-time office associate, and to fund the Partnership’s initiatives.
Governing Board Development
Each governing board meeting features a specific theme (accompanied by a short advance reading) for discussion. Session evaluations reveal the importance of the conversations to many governing board members. Audrey Kleinsasser presented on this idea at the 2014 Annual NNER conference in Cincinnati. She used a reader titled, *Heal Up and Hair Over: A Wyoming Civility Reader*. For more about the reader, turn to page 6 of this report.

Board members have expressed 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 counsel. And governing board meetings are often the only place board members have opportunities to discuss important educational issues that revolve around more than testing and accountability. 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. Find the map on the following page, or download a copy online. http://www.uwyo.edu/wspp/files/images/impact%20map/partnership-impact-map-2014-2015-final-november-2014.pdf
Wyoming School - University Partnership

Advancing the Agenda for Education in a Democracy

Impact Map representing the 2014-2015 School Year

Current Wyoming School District Members Paying Annual Dues: 23 of 48 districts (48%)
Partnership members paying annual dues also include all Wyoming community colleges, the University of Wyoming College of Arts and Sciences and College of Education, the Wyoming Education Association, the Wyoming Professional Teaching Standards Board, and the Wyoming Department of Education.

Total Wyoming K-12 Student Population Served by the Partnership = 78% (72,166 students)
Student population enrollment numbers reported as of fall 2013.

Counties Displayed in Grey Represent 2014-2015 Partnership Members

UW Partnership School Districts working with concentrated placements of student teachers include: Albany #1, Campbell #1, Fremont #2, Laramie #1, Natrona #1, Sheridan #2, and Sweetwater #1 & #2.

Map Legend
- School District Member
- Community College Member
- League of Democratic Schools Member
- School-Community Engagement Initiative Setting
- University of Wyoming
- Partnership Co-sponsored Statewide Conference
- Life Sciences Lost in Transition Summit
- Life Sciences Site-Swap
- Teaching Writing in Wyoming Lost in Transition Colloquium*
- Mathematics Lost in Transition Institute
- World Languages Lost in Transition Colloquium
- Social Studies Lost in Transition Institute
- Literature Lost in Transition Summit**

*2014 WFK took place via video conference using the Wyoming Equality Network with UW as the hosting site.
**2014 Literature Summit in Casper was combined with Teaching Writing in Wyoming.

www.uwyo.edu/wsup

Updated by Beth Witte, Partnership office associate, November 2014.
**Partnership Newsletters**

In 2014, the Partnership published four newsletters. The newsletters are available to download on the website and are also sent electronically to a list of over 1,400 people who receive email updates from the Partnership. We also regularly distribute over 100 hard copies of each newsletter.

**Challenges**

**Funding**

The Partnership experienced a loss of funding from Partnership members this year with the loss of five school districts. However, the Partnership was able to compensate by receiving some funds from the Wyoming P-16 Education Council. Continuing to look for grants and other ways to fund the Partnership initiatives is important. But, there are other possibilities, such as inviting other state stakeholding entities, such as the State School Board and the School Facilities Commission, to become Partnership members as well.

**Expansion**

The Partnership has a goal of recruiting at least one school district from each of Wyoming’s counties in the next five years. The Partnership is hoping to uncover the reasons that several school districts did not rejoin this year. Some of it may be connected to changes in district leadership.

**Leadership Changes**

Thirteen school districts in Wyoming have new superintendents this year. In addition, the University of Wyoming is in the process of finding a new dean for the College of Education. Leadership changes present a challenge to any organization. While the Partnership is hopeful that these new leaders will be supportive of Partnership work, only time will tell.

**Marketing**

The Partnership continues to try to find ways to get the word out about initiatives. While the web presence, the newsletter, and word of mouth continue to expand, the Partnership is thinking about new ways to reach the educators in the state of Wyoming.

**Emphasis Area 2: Describe successes and challenges that are equity-related so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.**
Successes

Promotion of Heal Up and Hair Over: A Wyoming Civility Reader
Without a willingness to listen to multiple points of view, equity cannot be achieved. Learning to have civil discussions about heated topics is crucial, especially within education. When the Partnership learned of the Wyoming Humanities Council reader on civil discourse, we were excited. The Partnership has helped to promote the reader throughout the state and throughout the NNER. Through various Partnership events, including board meetings, the 2014 NNER Summer Symposium, the 2014 NNER annual conference in Cincinnati, the NNER governing council meeting, Lost in Transition meetings, and various meetings on the University of Wyoming campus (such as Deans and Directors meetings), the Partnership has given away in the neighborhood of 500 copies of Heal Up and Hair Over. In addition, after use of Heal Up and Hair Over as a Partnership governing board meeting grounding activity, a past chair of the Partnership used the civility reader as a discussion focus for the Wyoming State Board of Education. What a success for the Wyoming School-University Partnership to hear that the Wyoming State Board of Education was discussing how to promote civil discourse and democratic practices within its own ranks thanks to one member’s exposure to Partnership governing board meeting grounding discussions!

Challenges

Large geographic area
Wyoming is a large state with some unique challenges. Travel from Laramie, the base of the Wyoming School-University Partnership, can be a substantial undertaking. Trying to promote equity and diversity in a geographically large state with a wide variety in student population (Wyoming’s smallest school district has 94 total students, while the largest has 13,635) can be a challenge.

Emphasis Area 3: Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.
• Community Engagement
• 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

Successes

Lost in Transition planners co-wrote and published an essay in the NNER Journal
Both the Partnership director and office associate were pleased to be part of a writing group that produced *The Missing Middle: Describing a Professional Development Model Convening Secondary and Postsecondary Faculty to Examine Student Writing* (by Audrey Kleinsasser, Elizabeth Wiley, Rick Fisher, April Heaney, and Leslie Rush). *The Missing Middle* was published in the October 2014 edition of *Education in a Democracy: A Journal of the NNER*.

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

Audrey Kleinsasser continues to be a supportive part of the Wyoming P-16 Education Council. The council continues to discuss disbanding, but is hoping that new leadership at the Wyoming Department of Education might glean some support. Kleinsasser continues to offer the Partnership’s assistance in ways to help this organization find a successful format for operation and serves as its treasurer.

Kleinsasser also remains involved with other education organizations in Wyoming, such as the Wyoming Foreign Language Teachers’ Association, the Advisory Board for Wyoming’s National Board Certification of Teachers, and consulting with state legislative and educational accountability advisory committees looking at teacher and administrator accountability systems in the state. Kleinsasser seeks to foster 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.

**Other Setting Information**

**A goal of changing the office associate title to a project coordinator title**

The Partnership will be sad to see Beth Wiley, office associate of three years, move on from this position. However, the Partnership director and University of Wyoming leadership will continue forward with the momentum gained in 2013 and 2014. The Partnership was able to financially support the office associate position as a full-time position beginning in October of 2013, and was able to continue that support throughout 2014. Depending on available funding, the Partnership staff would like to work with the College of Education and the University of Wyoming’s Human Resources Office to officially change the title of the office associate to include project coordination and programming. This would also involve changing the official job description to better reflect the duties of the position.

**Addendum**

**John Goodlad: Memories, influences, and his continuing legacy from those connected to the Wyoming School-University Partnership**

Judith Ellsworth, PhD, College of Education (retired), University of Wyoming
In the early 1990’s, I was offered the opportunity to work with Dr. John Goodlad and his colleagues as a graduate research assistant in the Center for Educational Renewal while working on my PhD in Educational Leadership and Policy Studies at the University of Washington. What a privilege it was to be part of that work. Dr. Goodlad was a visionary and committed to school renewal and to developing partnerships between schools and universities. These partnerships focused on preparing students to live in a democratic society with it rights and moral responsibilities. Dr. Goodlad never slowed down; he was continually engaged in furthering this work of educational renewal and in challenging himself and all of us who were at the CER. He valued ideas and asked for our input and listened to what we all had to say. He also supported us as we worked on our specific projects for the CER.

It was an especially exciting time for me because the National Network for Educational Renewal was evolving and had a number of states participating, including Wyoming. Since its beginning, the Wyoming Partnership has had a significant positive effect on the education provided through the University of Wyoming College of Education and for teachers, administrators and schools in our state. It was also during this time that Dr. Goodlad opened the Institute for Educational Inquiry and, through that, provided additional avenues for educators from all over to continue thinking and participating in an ongoing dialogue of schools and schooling. Dr. Goodlad will be greatly missed, but his influence and his work will continue. I am honored to have had this unique experience.

Wayne Porter, Director Emeritus (1993-1998), and Audrey Kleinsasser, Director, Wyoming School-University Partnership

Independently, the two of us would say that some of the best leadership development work we tackled was the year-long, Institute for Educational Inquiry Leadership Associates Program during 1995-1996. (With Elizabeth Horsch, we were the threesome participating from Wyoming that year.) At that time, the quarterly meetings ran for about five days, involved enormous reading lists, an extensive inquiry project and presentation, and featured authors such as Howard Gardner, James Comer, and Pat Wasley who spent formal and informal time with us. As the year-long program drew to a close, our cohort discussed something special we might give John in thanks. As John talked often and so enthusiastically about wife Lynn’s paintings (some of those works were installed in the Edgar Street house and in their Lake Union houseboat), we knew that art was central to the way John thought about his personal life and, of course, his strong view of arts integration into the curriculum. With that in mind, one of our Hawaii colleagues suggested that we construct an origami crane sculpture, symbolizing peace and having one’s heart’s desire come true. And so we spent a free evening folding cranes, all together, in secret and out of sight of our IEI guides and, of course, John. Our Hawaii colleague took our not-so-finely wrought handiwork back to Hawaii where an artisan constructed the separate pieces into a large wall hanging. When we finished our final session, we presented John with the wrapped present. John was quite
speechless as he accepted and opened the gift. Then, he assured us that it would find a place in the house—Edgar Street, that is.

**Audrey Kleinsasser, Director, Wyoming School-University Partnership**

During the 2001-2002 school year, I was privileged to work as a guest facilitator for what then was a year-long Leadership Associates program composed of four long-weekend sessions. Cori Mantle-Bromley was leading the effort with Dick Clark supported by John and other senior associates, including Roger Soder. I was able to get out of Laramie and Denver, with the intent of a breather before the meetings started. That meant I was in Seattle the morning of 9/11 while colleagues around the country, including NYC, were never able to travel and, in fact, did not want to travel. On 9/11, we cancelled the September meetings, but gathered for a somber lunch on the deck of the Edgar Street house, the setting of happier events for literally 100s of us. The lunch group included John, Cori, Dick Clark, Steve Goodlad, and Roger Soder. We were in shock and disbelief, but also glad to be in each other’s company. Later, we came to learn that several of our East Coast colleagues were mourning the loss of family and friends in the Twin Towers.

**Allen Trent, Professor, College of Education, University of Wyoming**

I have many fond memories of John, and here’s one of my favorites: John, knowing I was coming out for a weekend of Leadership Associates meetings, and also knowing I had expertise in arts integration, asked if I could plan to meet with him during the weekend to discuss the possibility of submitting a proposal to obtain a large arts education grant from the Getty Foundation. I was thrilled and was certain John would be impressed with my arts in the curriculum experiences. John started our meeting asking me if I knew Elliot Eisner’s work in this area. “Prepare to be impressed John,” I thought. “Of course I know his work John. I’m very familiar. In fact, my adviser at Ohio State was Gail McCutcheon, and when Gail received her doctorate from Stanford, Elliot was her advisor.” John pushed back from his desk, made eye contact with me, grinned, and said, “And I was Elliot’s advisor at Chicago.”

I’ve laughed about that exchange many times since, and while we didn’t get the grant money, this and subsequent meetings deepened the relationship I had with John tremendously, a relationship that continues to inform and impact my work on a daily basis.

**John Anderson**

*Note: John Anderson was a professor of political science at the University of Nebraska-Kearney at the time he came to know and work with John Goodlad. Anderson is an Institute for Educational Leadership associate and also served as a member of the NNER’s executive committee. He lives in Pinedale, Wyoming, and helped the Wyoming School-University Partnership implement a school-community engagement initiative. It seems I should be able to easily tell you something about John Goodlad because I was graced with his presence many times in Seattle and even once in Nebraska. My remembrances of John are many and yet specifics are hard for me to remember. On the other hand, I do remember a strong sense about John Goodlad and that is a sense*
that should be shared and honored. John Goodlad carried the sensibilities of the old-time Progressives that shaped America into a great nation.

The Progressives that informed John Goodlad were known for their depths of energy, integrity and belief in some form of social hope. All three of these characteristics—energy, integrity and hope—were ever-present in John. When a group of academics, educators and administrators gathered in Seattle to learn, John invariably wanted all of us to do more, learn more and talk more—his energy throughout his life made John seem like he was a well that couldn’t run dry. John’s hope was also deep and it ran to thinking that everyone could and should learn. Ultimately, John Goodlad had a hope for a better nation made up of informed citizens. If you ever sat and drank a beer (or wine) with John, you could watch him turn his attention to everyone and to conversations about every subject raised.

While most of the conversations went to education (why wouldn’t they?), he was just as happy to talk about bird-watching, sailing or national politics. No matter the topic, John approached it honestly and with a sincerity that is rare today.

My feelings for John Goodlad run deep, but mostly I will remember him as an inspiration to be one of the people making this a better place and to make that possible for everyone.