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NNER Conference 2016 Arlington, Texas

October 27-29

Progress Through Purpose: Sharing Our Journey Toward Renewal



How often do we find ourselves going through the motions of our programs without questioning their purpose and effectiveness? How often are we simply responding to others' external directives? On the other hand, to what extent is our work driven by our own deep-seated internalized purposes?

The theme of the 2016 NNER Annual Conference is Progress Through Purpose:

Sharing Our Journey Toward Renewal. Participants will be called to consider the purposes, processes, and intended outcomes of their work in education, and provide increased collaborative support for the journey toward simultaneous renewal.

The 2016 NNER Conference Committee has organized the conference around strands emphasizing four major themes:



Strand 1

Toward Partnering and Collaboration
characteristics of effective educator preparation partnerships

Strand 2

Toward the Agenda for Education in a Democracy
what teaching for democracy looks like in school and teacher education contexts with commitments to equity, diversity and social justice.

Strand 3

Toward Leadership and Policy
understanding schooling and education, reflecting on how to improve school climate, identifying purposeful educational objectives for all students, and proposing new institutional models

Strand 4

Toward Instruction and Assessment
the place of instruction and assessment to equip learners with knowledge and skills for positive student outcomes

Equity, Diversity and Social Justice Committee

EDSJ

Goals for 2016

- To advocate for greater diversity throughout the NNER, including
 - Increased diversity on NNER's committees and governing bodies;
 - A diversity training model for NNER sites;
 - Diversity trainings at NNER annual events, i.e., summer symposium, annual conference;
- The inclusion of student voices and participation in the organization's life and work.
- To share EDSJ research and action through:
 - Presentations at the Annual Meeting in Arlington in 2016
 - Publications in the NNER journal, the NNER newsletter and other relevant venues.



EDSJ Report

Since becoming a standing committee of NNER last January, the Equity, Diversity and Social Justice (EDSJ) Committee's membership has grown to 17 members representing 13 partnerships across the country.

NNER's Annual Meeting at Chico in October provided the Committee with opportunities to build community, to define our purpose and to identify our future goals. More than sixty people participated in one or more EDSJ gatherings.

NNER partnerships are engaged in important work for equity, diversity and social justice in schools and communities. We hope to see these efforts shared among the NNER settings in the coming year.

The EDSJ Committee identified three main goals for 2016:

1. To advocate for greater diversity throughout NNER including increased diversity on NNER's committees and governing bodies, the hosting of diversity trainings at NNER events and at NNER sites, and the inclusion of student voices in NNER's life and work.

2. To share EDSJ research and action through presentations at the next annual meeting in Arlington, Texas; and publications in the NNER journal, NNER newsletter and other relevant venues.

3. To support the research and advocacy efforts of EDSJ Committee members at their respective sites.

These are critical times in our nation's journey to become a more inclusive, equitable society. Recent incidents of hate speech on college campuses, incendiary speech about immigrants, and ongoing civil rights

violations against people of color reinforce a sense that much work remains for our country to realize its founding principles. We in the NNER know how vital a role public education plays in creating and sustaining our democracy. We invite members in all the NNER partnerships to join us in creating spaces in schools where all voices are heard and respected.

Looking forward, we hope to build even greater collaborations around the shared and important work related to equity, diversity, and social justice within and across our partnership sites. Join us in this important work in our nation's public schools, university, and community settings. For more information on the Equity, Diversity and Social Justice Committee, please contact Angela Jaime (University of Wyoming, jaimea@uwyo.edu) or

Wright State, Dayton Partnership receive 2015 Clark Award

Award recognizes outstanding work developing and sustaining partner schools



Announced at NNER convention

On Oct. 2, 2015, Wright State University's College of Education and the Dayton Boys Preparatory Academy partnership were named by the NNER as its 2015 Richard W. Clark Partner School Award winner. Accepting the award were Charlotte Harris, Anna Lyon, David Lawrence, and Jack McKnight from Wright State, and Lori Ward and Horace Lovelace from the Dayton Public Schools.



Partnership of long standing

NNER co-executive directors Ann Foster and Greg Bernhardt, said the partnership between CEHS and the academy demonstrated “remarkable vision and progress in critical aspects of partner school work dedicated to advancing quality learning for all.” At the heart of the award was a student-led crosswalk project, which came into existence through the Professional Development School partnership between the academy and Wright State. Anna Lyon has been a driving force behind the partnership, begun in 2007.

Student problem-solving

Students like Ja'Lil Cantrell, through the partnership, identified and engaged in an effort to fix a problem for the boys and families who walked to his school.

“We could see through our project that we really need a crosswalk for our school,” said Cantrell. “I really want to be safe when I cross the street.”

Cantrell and others in the academy’s student body received instruction about involved studying the number and types of vehicles driving past the school at various times of the day. The boys also watched video of anecdotal interviews conducted by teacher candidates like Cori Jonne ’15. Academy teachers Linda Sheffield, Tahnee Reed and Greg Powell supervised the project.



Missouri partnership showcases critical issues

Missouri Partnership for Educational Renewal outlined insights and reflections on creating critical spaces at sessions held at MizzouEd Bridge, dedicated to the cultural and global competence of all MU College of Education personnel and students.

Creating Critical Spaces

Preservice teachers were asked, "How will YOU Find and Create Critical Spaces for Engaging with your Teaching Careers and Communities?" Here's how they responded. Join us for these upcoming Creating Critical Spaces sessions.

Teaching with current events

Teaching about difficult social issues with current events can be challenging for even veteran teachers. We will host a round table discussion with current social studies teachers and a journalism student on how to use current events to present and teach difficult social issues such as class, race, and discrimination. Session conducted by *Caiti Alexander, Emily Rice, Brittany Rich, Kelly Wilson*



The language of power and the power of language

Schools teach students of diverse backgrounds that they must learn a second version of English to be respected, considered intelligent, and be successful in modern-day America. For many minority students, adapting to and performing well in schools that use the "language of power"/"white" language/European-American academic language presents a challenge. We will talk with teachers and experts about how language is constructed culturally, the struggles our students face, and how we can support them. Session conducted by *Anna Howser, Kendra Hughes, Julian Vizitei, Caleb Pitts, Hunter Stoll*.

UNM Accelerated Alternative Licensure Program

The College of Education at the University of New Mexico received a grant from the NM Department of Education to prepare highly motivated science and mathematics professionals and veterans to become licensed teachers in the field of STEM education in the middle and high school levels. The one-year program has an intensive field component, supported by coursework, and intense mentoring and supervision from college faculty and master teachers from the Albuquerque Public School District who serve as partners with this initiative.

The Program is a partnership between the New Mexico Department of Education, the Albuquerque Public School District and UNM's College of Education. This program is designed to address the teacher shortage in the field of science and mathematics at the middle and high school level.

The AALP program is in its second year of funding for this program and five students completed all of the requirements for the academic program and NM state licensure requirements. We currently have a second cohort of students to complete the AALP in May, 2016.

This program is a unique program that has offered the students immediate participation in classrooms with master teachers, excellent content and curriculum preparation, mentoring and coaching during and after the program, plus job placement in the Albuquerque Public Schools upon completion of the Accelerated Alternative Licensure Program.

For more information, please contact Vi Florez (vflorez@unm.edu) or Teri Sheldahl (terishel@unm.edu).

NNER supports future home of League of Democratic Schools in Wyoming Partnership

Dick Clark created the League of Democratic Schools as a way for schools dedicated to democratic practices to come together and provide support for a shared mission. At its peak, the League included 22 member schools (Colorado, Ohio, Pennsylvania, Wyoming, Washington) and organized through the Institute of Educational Inquiry (IEI) each school pays a modest annual dues fee. Currently there are 12 member schools each of which pays \$250 annual to participate. Current League members are Westside Village Magnet School (OR), University of Wyoming Lab School (WY), Woods Learning Center (WY), Lehman Alternative Community School (NY), Park Forest Elementary School (PA), Pasadena Park Elementary School (WA), Guernsey-Sunrise High School (WY), Star Lane Center (WY), The Delta Program (PA), West Valley City School (WA), Spokane Valley High School (WA), Orchard Center Elementary School (WA).

Throughout the League's history, members enjoyed a nationwide community of colleagues and met for a yearly conference. Between face-to-face meetings, members interacted by email listserv and a website. League activities were directed by Dorothy Lloyd, one of Goodlad's colleagues from the UCLA Lab School and now Dean Emerita CSU-Monterey Bay. With the current process of dissolving the IEI, Dr. Lloyd began seeking a new housing arrangement for the League and contacted Audrey Kleinsasser about the possibility of the League being organized out of the Wyoming Partnership with funds housed at the University of Wyoming Foundation.

Wyoming's proposal to house the League included financial support from the IEI from the dissolution funds and funding from the National Network for Educational Renewal that would include connecting the League's annual conference with the NNER annual conference. to house the League through 2019 at which time the work will be evaluated. Wyoming's responsibilities include:

- Seek and appoint a director to grow the League by convening an advisory council, planning the annual meeting, and supporting communication among members through synchronous and asynchronous communication, and reporting out to the Wyoming School-University Partnership's governing board and the NNER's governing council.
- Re-establish the League's advisory council to represent all member schools, guided by the League director.
- Continue to assess member schools a \$250 yearly membership fee and evaluate each year.
- Assist the League director in re-vitalizing communications through an updated website and additional forms of communication.

The proposal was presented to the NNER Governing Council at the October meeting in Chico, CA, and the Governing Council voted to support the new organization with \$3000 annually for up to three years. The NNER will work closely with Wyoming Partnership to make connections with the League to advance democratic practices in schools and to promote P-12 participation in networking and implementing the AED.



2015 Annual Conference great success

The 2015 NNER Annual Conference: *Diversity, Equity, and Democracy in Education*, was held on the Chico NNER setting campus, which promoted interaction with students, university and school colleagues across the campus. The NNER appreciates the hard work and vision of the planning committee members Ann Schulte, Kim Jaxon, Maria Sudduth, and Heather Quilici.



General sessions

General sessions included talks by **Dr. Kevin Kumashiro**, Dean and Professor of the School of Education at the University of San Francisco, who presented on current issues related to social justice and the education profession.

Dr. Jabari Mahiri, Professor of Education and holder of the William and Mary Jane Brinton Chair in Urban Teaching at UC Berkeley, provided insights from his publication, Deconstructing Race: Microcultures Shifting Multicultural Paradigms.

Grupo Folklórico Los Alteños demonstrated their mission to instruct, educate, and entertain our communities about Mexican culture and traditions through dance.

Conference closes with personal stories related to equity and social justice

In *Voces of Experience: Pathways to Legal Status in the Current Political Climate*, we contemplated what can be learned from the individual stories of undocumented immigrants and those working on their behalf.

Panelists included

- Andrea Gaytan, director of the AB540 & Undocumented Student Center at UC Davis;
- Jessica Torres, kindergarten teacher, dual immersion, at Puesta Del Sol Elementary School, Bellevue, WA;
- Ofelia Landeros, kindergarten teacher at Rosedale Two-Way Immersion Elementary School in Chico, California;
- Sergio Garcia, attorney, whose landmark case allowed undocumented professionals to obtain their professional licenses.

Sessions, conversations, networking

In addition to the general sessions, participants were able to attend breakout sessions, round table conversations, informal opportunities for networking and visiting a language immersion school. The conference planners modeled the NNER mission of inclusion and voice including scholarships for teachers and students.

Winthrop celebrates teacher candidates, mentors



After a nomination process that solicited numerous inspirational stories of

dedicated coaches and candidates committed to excellence, a selection committee offered special recognition to these individuals for their work. As submission excerpts of the winners were read aloud by their nominators to a capacity crowd of close to 500, it was hard to find a dry eye in the house. Congratulations to all!

The award recipients were named in the following categories:

Mentor Role Model, for a mentor demonstrating professionalism in all aspects of education and models the essence of high quality teaching—Ms. Merideth Hill, Art, South Middle School;

Mentor Collaborator, for a mentor embracing co-teaching communicating openness in receiving the teacher candidate into the classroom as a colleague—Ms. Carman Austin, 5th grade, India Hook Elementary School;

Mentor Motivator for a mentor motivating teacher candidate to work to their highest potential in becoming the best teaching professional—Ms. Mary Beth Mize, Special Educator, Buford Middle School;

Distinguished Teacher Candidate, for a candidate who knows to be strong, resilient, and transformative—Ms. Whitney Morris, Special Education Major;

Exemplary Performance in Content and Field, for a candidate whose focus and effort is to perform above and beyond expectations in becoming a professional leader—Ms. Jordan Spencer, Elementary Education Major;

Jim and Sue Rex Impact Award, for a candidate who has shown innovation to meet the diverse needs of their students and has persevered when met with challenge—Ms. Chelsea Lawson, Biology Major.

Call for Manuscripts

Manuscripts are currently being sought for review and potential publication in the 2016 edition of *Education in a Democracy: A Journal of the NNER*.

The purpose of the journal is to foster inquiry related to the Agenda for Education in a Democracy and support the mission of the NNER:

- Foster in the nation's young the skills, disposition, and knowledge necessary for effective participation in a political democracy;
- Ensure the young have access to understandings and skills required for satisfying and responsible lives;
- Develop educators who nurture the learning and well-being of every student; and
- Ensure educators' competence in and commitment to serving as stewards of schools.



For the 2016 edition of the journal, we invite submissions that would honor John Goodlad by considering how the NNER might take a lead role in reshaping current debates and policy regarding educational reform.

Educational reform in the United States has been dominated by two models - outcomes-based accountability and market-based reforms. Concerns about the democratic purposes of schools and their role as public institutions have



been marginalized if not silenced. The NNER can and should play a vital role in giving voice to these concerns and in providing viable and vibrant alternative visions of educational reform and renewal.

Submissions deadline: Feb. 15, 2016. Information available on NNER website.

Michelli award to REACH program at Cal State Chico

REACH (Raising Educational Achievement in Collaborative Hubs) received the 2015 Nicholas Michelli Award for Promoting Social Justice at the NNER conference in Chico, California. REACH exemplifies the spirit of this award by addressing critical issues of equity facing first-generation, low-income (FGLI) college freshman class members; supporting the collaboration of multiple parties and voices across campus including peer mentors, faculty mentors, and staff; and improving learning conditions for all students. Only two years old, REACH has become institutionalized across campus assuring the sustainability of their efforts to support FGLI students and increase the diversity of students graduating from CSU Chico.

Background Information

First-generation, low-income students currently make up 24% of the undergraduate population attending college in the United States. As the gap between rich and poor reaches the highest levels in U.S. history, the number of FGLI students attending college will continue to increase. Although a significant percentage of college students, FGLI students have much lower retention rates in comparison to other demographic groups. A longitudinal study using a national data set found that "after six years, only 11 percent of low-income, first-generation students have earned bachelors degrees, compared to 55% of their more advantaged peers." Further, 50% of low-income students earned a degree after six years and only 26% earned a bachelor's degree, whereas 65% of

students from high-income families earned a degree, 56% earning their bachelor's. The consequences of low FGLI student retention rates include reduced annual incomes, increased student loan debt, decreased potential tax revenues, higher incarceration rates, decreased civic involvement, and decreased levels of academic preparedness for children of FGLI students.

Mitigating these consequences requires universities to increase the success rates of FGLI students and better position them for career opportunities. First-year experience programs employing mentoring to ease the transition of FGLI students to college can have significant impacts on academic performance and retention rates for FGLI students. First-year experience programs found to increase FGLI student retention include freshman orientation, early registration, cohorted classes, mandatory study sessions, connection of students to campus agents in areas such as advising and financial aid, and the employment of peer and faculty mentors to work in small advising groups with FGLI students.

REACH employs a number of these effective practices to support FGLI freshmen.

The REACH Program at CSU Chico

Central to the mission of REACH is addressing issues of both diversity and equity on the CSU Chico campus, in alignment with both CSU Chico's Diversity Action Plan and NNER's Statement on Equity. Specifically, the mission of REACH is to increase academic success for first-time freshman by cultivating relationships with faculty and peers,

the campus, academic resources, and learning communities. REACH is designed to take advantage of a residential campus by creating supportive academic-focused relationships with peers, faculty, and the community. Program recruitment efforts are largely focused on enrolling FGLI students. As a program within the Chico Student Success Center (CSSC), REACH recruits students enrolling from CSSC partnership high-need high schools. However, REACH also collaborates with other departments such as TRIO programs, Upward Bound, and Student Support Services, in order to serve other FGLI college students in need of positive academic relationships.

As stated in the NNER Statement on Equity, the NNER recognizes that "inequities surface continually as democratic institutions adapt to changing circumstance and that consequently, constant vigilance is needed to identify obstacles and barriers to educational access, opportunity, and attainment." The REACH program, through the support of CSU Chico, helps the campus adapt to the increasing diversity of the student population and the changing obstacles and barriers often faced by FGLI students. Analysis of data collected so far suggests that REACH is fostering the success of FGLI students through support and mentorship, as well as promoting campus-wide practices that address issues of diversity and equity. Given the enormous success of this program thus far, and its goals for long-term sustainability, the REACH program deserves recognition for its exemplary efforts at CSU Chico.

NNER Governing Council News



At the October meeting held in Chico, CA at the annual conference the Governing Council elected **Vi Florez** from the University of New Mexico setting to chair the Governing Council and Executive Board.



Jennifer Robinson from Montclair and **Jennie Rakestraw** from Winthrop were elected from the Governing Council to serve as at-large members of the Executive Board.



Jim Tomlin from Wright State Partnership for Educational Renewal was elected to chair the Arts and Science Tripartite Council.



Daniella Cook from South Carolina was elected to chair the Education Tripartite Council.

Audrey Allan from York School District was re-elected to chair the Public School Tripartite Council.



The Governing Council also reviewed the marketing plan to recruit new members. **Nick Michelli** provided an update of the NNER/KDP collaborative issue of the KDP Record, which will expand the sphere of information on the NNER's work and mission.



NNER Journal Update was provided by **Rene Roselle**, who summarized the 2015 process and updated next edition of the journal. The current copy of the journal was distributed in hard copy at the meeting and now is available at the NNER website. Manuscript submission for the 2016 journal is also on the NNER web page.

The Governing Council welcomed Dean **Cori Mantle-Bromley** from the University of Idaho. The application for Affiliate Membership to the NNER was overwhelmingly endorsed by the Executive Board and the Governing Council. It was noted that the application included strong alignment with the NNER's core values and mission, the setting has done considerable planning and study of NNER membership including faculty engagement in the summer symposia, conference presentations, and a visit by Co-Executive Director Ann Foster to the setting for conversations with various groups on membership. It was also noted that the university work with Native American colleagues including indigenous research methods. In addition UI is a leader in the sustainability work in which the NNER is also engaged. The NNER will be enriched by this new setting and the setting will benefit from working with a larger network of colleagues who share core values about the purposes of schooling in a democracy. **Penny Tenuto**, who has been active in NNER work will be the setting liaison.

NNER - Chair Message

Colleagues,

Cheers to you. I want to thank you for the opportunity to serve as Chair of NNER - a Network of professionals who work diligently toward the same goal of education in a democracy for everyone. Our efforts as a Network are challenging and complex, especially as we reflect on where we have been and where we want to go. What are our next steps? We know that leadership within the organization at multiple levels is critical if we want to continue our work and actively move forward. This work has to belong to all of us. As we reflect, the legacy left by John Goodlad and other key leaders have carried our work for many years; so as we move to the future, we need to think about our goals and what impact we want to continue making at our NNER settings as it pertains to our mission, vision, and principles of democracy in education for everyone. We find ourselves as educators once again in trying times – a call for action – making sure that diversity, equity, and democracy in education are in the forefront of our efforts.

The NNER Executive Board met on December 11-12 in Arlington, Texas, the location for the 2016 NNER Annual Conference. We had a very productive and reflective session as we planned for the future happenings of the Network. I am not calling us an organization, because it was clear to me at this meeting that we do not operate as an organization, but as a Network of professionals who collectively work together to build consensus on what matters most. As we proceeded through the meeting agenda, we consistently queried about the future of NNER and what we stand for as a Network going onward. After much discussion, we decided it was time to pull the NNER membership together to create a plan of action for the future. We need time to come together and strategically plan where we want to place our energy and efforts moving forward. As a result, we plan to hold a Strategic Planning session during the third week of July, 2016 in Charlotte, South Carolina – to be hosted by the South Carolina setting. Our goal is to create a plan that will create a roadmap for our work going forward. We will begin planning this session with the Governing Council members and other stakeholders soon, so more detail will be forthcoming.

We had a wonderful 2015 conference in Chico, California. A theme that focused on renewal as it pertains to diversity, social justice, equity, policy implications, community leadership, immigrant education, and a question for all of us – How does where I live impact how I live? A special thanks to the Chico membership for a successful conference.

The Governing Council is planning to meet in Las Vegas, at the AACTE February conference. We hope to see many of you in attendance for this meeting. This session will be considered as the pre-planning for the strategic planning effort, summer, 2016. We will need your reflective thinking on how we move forward strategically and how we market the Network to ourselves and others.

Happy New Year and see you all soon.

Vi Florez, Chair,
Governing Council & Executive Board

National Network for Educational Renewal

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

*denotes multiple IHE site settings

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