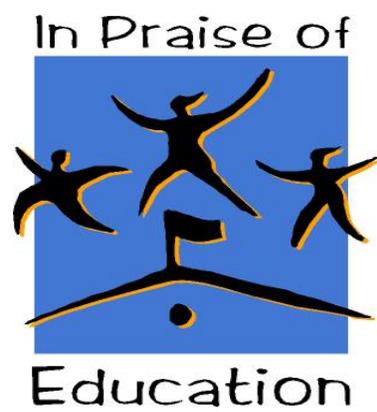


**National Network for Educational Renewal  
Annual Report  
2006–2007**

# NATIONAL NETWORK FOR EDUCATIONAL RENEWAL

ANNUAL REPORT

2006–2007



December 2007

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# **NNER ANNUAL REPORT**

## **2006–2007**

### **INTRODUCTION**

This annual report describes progress being made in the National Network for Educational Renewal (NNER) as member settings pursue the Agenda for Education in a Democracy (AED) as defined by the Network's mission statement.

The report includes information from the twenty-four settings that comprised the NNER as of October 2007 and highlights considerable progress on the Agenda. The progress represents our commitment to the AED as demonstrated in the hard work of individuals and groups across the settings. Given the complex navigation required to work within the larger political surround, the vast range of needs among our students and within our settings, and the ongoing changes that occur through attrition and growth, the NNER takes pride in its 2006–2007 accomplishments and recognizes the areas that pose ongoing challenges to advancing the AED in policies and practices.

This report includes:

1. The Executive Director's year-end report
2. Reports from the individual settings listed alphabetically by state/province
3. The NNER mission statement revised in 2006 and a listing of current NNER settings



## **EXECUTIVE DIRECTOR'S REPORT**

**Ann M. Foster**

A new chapter begins, our story continues. This is a year of transition and renewal for the National Network for Educational Renewal (NNER), now positioned to expand our work, widen our view of partnerships and increase our activity to advance the mission. The executive director position continues to be half-time. Shared leadership with NNER members throughout the Network keeps the NNER vibrant. The NNER is a network of innovation that creates conditions that encourage renewal. The bedrock operating principle of shared leadership that advances the NNER mission defines a network and promotes collaboration or co-labor, a primary strategy for advancing our mission.

The executive director's report will highlight this year's transition journey, provide a summary of accomplishments, and outline the next steps for the Network. The report is organized into the following major categories including the direction set by the NNER Executive Board and specific initiatives: (1) Becoming an independent not-for-profit corporation, (2) Expanding the Network's responsibility toward leadership development, (3) Enacting collaborative efforts to expand the NNER's influence on policy and practice, (4) Advancing the expanded mission, (5) Summarizing projects and initiatives that further our work, and (6) Concluding statements and thoughts as we face the future.

### **INDEPENDENT NOT-FOR-PROFIT STATUS**

The June 2006 strategic planning group recommended that the NNER move toward an independent not-for-profit corporation and at the October 2006 meeting the NNER Governing Council voted to accept this recommendation and begin the specific steps to become an independent not-for-profit organization. This vote gave approval to embark on the procedures to become a not-for-profit incorporation while emphasizing that the separation from the Institute for Educational Inquiry (IEI) be done collaboratively to promote future collaboration and continued symbiotic activity to advance the Agenda for Education in a Democracy (AED).

The initial steps toward independent not-for-profit status required that the current NNER governance document—deliberately crafted to reflect a loosely coupled structure guided by operating principles—be converted into articles of incorporation and bylaws. From the governance document, I drafted the required documents and with critical review by Gregory Bernhardt, Governing Council Chair, we finalized the documents with advice from an attorney. The documents were then approved by the Governing Council. The governing structure remains as it was with the Executive Board serving as the Board of Directors, the Governing Council remains as the voting agency for policy and elects the Executive Board from its membership, and the Tripartite Council remains the conscience of the NNER. Many forms, licenses, and documents later, the NNER officially became a separate not-for-profit entity in September 2007.

A critical step in this transition was the addition of the NNER Governing Council Chair to the IEI Board of Directors. This increases ongoing communication between the IEI and NNER at a

policy level. A representative of the IEI has been, and remains, a member of the NNER Governing Council.

A second example of the continued interchange between the NNER and IEI are the AED Scholars (a new initiative begun by the IEI). NNER members serve as AED Scholars and meet together with John Goodlad to work toward the goal of advancing the AED. The following statement describes their work:

Thirty educators from sixteen states are included in the first group John Goodlad and colleagues at the Institute for Educational Inquiry (IEI) have designated as AED Scholars. The diverse group includes professors and administrators from colleges of education and schools of arts and science, principals and superintendents from school districts, and leaders of school-university partnerships and state educational improvement initiatives. In varied locations and professional roles, most of which are associated with the National Network for Educational Renewal, they engage in a broad array of important scholarly work.

The transition continues to take shape, and communication on the status of our progress will be included in future NNER newsletters, through electronic communication and conference calls.

#### **NNER LEADERSHIP DEVELOPMENT**

As the Institute for Educational Inquiry focuses its attention on research and publishing and begins its own evolution, the NNER Executive Board has agreed that as part of their leadership responsibilities they will co-facilitate an annual summer symposium; an intensive week-long session that introduces the AED and the NNER mission to participants. The 2007 session was the second NNER sponsored symposium. It was co-facilitated by Greg Bernhardt, Gary Callahan, Jean Eagle, Nicholas Michelli, Dennis Potthoff, Deborah Shanley, and Carol Wilson. John Goodlad, Dick Clark and Tom Bellamy also contributed to the session, and I served as the overall coordinator as well as a co-facilitator. Designed for approximately thirty participants from around the NNER and from settings interested in membership, the symposium fills a needed professional development void since there are fewer leadership associates' opportunities available. Response has been positive, and participants from a wide variety of roles and settings across the Network have attended the session. Preparation is currently underway for the third summer symposium to be held July 14-18, 2008, in Seattle, Washington.

To provide background on the AED and its application within the NNER, in 2005 we instituted a newcomer's session at the NNER Annual Conference. This session has grown each year with over fifty people participating in West Virginia, October 2007. Stephanie Kenney from Georgia Southern University and Barry Graff from Alpine School District in Provo, Utah, have co-facilitated the session since it was initiated. Its success is an indication that the NNER continues to explore ways to connect our daily work with the AED and to expand opportunities for leadership development.

California State University, Chico (the NNER's newest setting), held its membership orientation in October 2007. Phyllis Fernlund, Dean of the College of Communications, and Maggie Payne, Associate Dean, planned and organized the session. It included an evenly distributed tripartite group and with more than sixty-four people attending, the conversations and idea exchange deepened understanding of the NNER mission and the local initiatives that support the mission. Chico State University President Paul Zingg gave a luncheon address emphasizing the importance of the setting's work toward the NNER mission and education's role in advancing democracy. NNER members Claude Louishomme (a political scientist from the Nebraska Network for Educational Renewal) and Rod Lucero (a former high school administrator and education leadership faculty from the Colorado Partnership for Educational Renewal), Nicholas Michelli (Presidential Professor from the City University of New York), and I co-facilitated the session.

The Leaders for Teacher-Preparing Schools (LTPS) federal grant is now in its third year and includes forty-three teacher leaders and thirty-seven partner school principals in a year-long leadership development. The sessions focus on the added skills required to lead in the complex partner school environment where school leaders commit to providing quality education to P-12 students and university students. These sessions include a background on the AED and its application to school practices and policies. The LTPS program embraces the exploration of effective collaboration across institutions that ensure quality educational experiences and engagement for all. And participants grapple with how to instill the additional school functions required of partner schools into ongoing school practices. All participants work in communities of poverty—urban and rural—from throughout the NNER. As strengths of the program, participants from both cohorts consistently list the opportunity to work with colleagues from other areas and the time to reflect on practice. LTPS, with its focus on school leaders, adds greatly to the leadership development for the NNER's future.

In addition, the LTPS program will conduct its third annual working conference for the cohort members, additional partner school principals, university partners, and others that support partner school work. The conference will be held June 25–27, 2008. The first two sessions brought more than one hundred and sixty school partners together to explore what defines partner schools, why they are important to our current schools and the future, and how to lead schools with this expanded mission.

Dick Clark and Carol Wilson serve as leaders for the two cohorts, and Tom Bellamy and I continue as co-principle investigators for the work. Support from school and university colleagues throughout the Network has been the key to nominating quality participants committed to this work. In addition, NNER leaders continue to provide expertise for the cohort sessions and the June conference. To date, seventeen settings have participants in the program—including cohort members and June conference attendees.

#### **COLLABORATION WITH OTHER ORGANIZATIONS TO INFLUENCE POLICY AND PRACTICE**

Collaborating with other organizations to expand our influence on policy and improve practice within the NNER and beyond remains a high priority for advancing the AED. The NNER has a

growing collaboration with iNET, an international organization whose mission is to create powerful and innovative networks of schools that have achieved or committed themselves to achieving systematic, significant and sustained change which ensures outstanding outcomes for all students. Cindi Chance and Nick Michelli, working with leaders from the International Networking for Educational Transformation (iNET), are planning an international policy symposium to address recruitment and retention of quality teachers. This symposium expands the NNER voice to a larger arena where we can address the need for teachers who provide access to high levels of learning to all students in all areas.

The NNER continues to collaborate with the National Association for Professional Development Schools (NAPDS). Sue Taylor, Principal of Franklin Elementary School in Newark, New Jersey, Tom Bellamy, and I will co-facilitate a pre-conference workshop on the principals' role in leading a partner school at the NAPDS conference in April, 2008. The session will be an overview of the LTPS curriculum for experienced principals.

The League of Democratic Schools (LODS), an IEI initiative that began as the League of Small Democratic Schools (LSDS), is dedicated to supporting and building collaboration among member schools to advance democratic practices in schools. Revising the criteria from an emphasis on "small" to a focus on schools dedicated to democratic practices created a larger network of schools and opportunities to share practices and challenges while learning from colleagues. Regional coordinators Tom Poetter, Stephanie Kenney, Judy MacDonald, and Tony Smith work with Dorothy Lloyd, the current LODS Director, across the NNER and beyond to create networking opportunities for the group.

### **EXPANDED MISSION**

The NNER Governing Council renewed its commitment to the NNER mission by adopting an updated mission statement. The adoption process illustrates the NNER's commitment to the AED and the democratic processes necessary to sustain a healthy network. In 2006 the strategic planning group studied and proffered a revised mission statement, one that reflected the expanded work in which we are engaged to advance the AED. The draft was reviewed by the Tripartite Council and a revised draft was brought to the Governing Council where NNER leaders agreed to seek input from their individual settings. Following this review process, the mission statement was approved by the Governing Council.

The NNER is now addressing the expanded definition of partners by engaging with community in the education process. Each setting is addressing this in different ways and it continues to be a priority for the NNER collectively. While we recognize that there are many definitions of community, and many communities within the settings, some examples of this expanded view of our work follow. Pershing Elementary School (Lexington, Nebraska) is the 2007 recipient of the Nicholas Michelli Award for Promoting Social Justice and received the award because of its particular understanding of the role of community as partners in advancing democracy. They began to understand and solve problems related to student success in school with their work in the Developing Networks of Responsibility to Educate America's Youths (DN) initiative. Since that early work, their leadership team has fostered larger community engagement with far

reaching results including work toward a multicultural commission. The LTPS program includes skill development to engage with community. The teacher leader participants' inquiry project includes working with different perspectives in relation to partner school work. Participants have noted that this work adds value to their principal licensure program and expands their skills in working with others to identify and solve problems. The 2007 NNER Annual Conference hosted by the West Virginia setting provides another example of engagement beyond our educational institutions. In her keynote speech, Wendy Puriefey, Director of the Public Education Network, related personal stories to remind the participants that action, demonstrated one person at a time, advances civil rights and improves democracy for both individuals and groups. The Mountain Stage performance, using songs and stories, brought clearly into perspective how experiences shape individuals, cultures, and opportunities.

### **FURTHERING OUR WORK IN ADVANCING THE MISSION**

Collaboration continues to be a powerful strategy to strengthen our work and broaden participation. This year, the Education Commission of the States and the Center for Social and Emotional Education held a session for organizational leaders to address school climate as a fundamental means to better and more democratic schools. Co-facilitated by Jonathon Cohen and Terry Pickeral, the group included leaders from organizations interested in narrowing the gap between school climate research and school climate policy, practice guidelines, and teacher education. Nick Michelli and I attended on behalf of the NNER. The group wrestled with substantive issues related to school climate and its assessments, and we addressed the role of teacher education in this work, illustrating the necessity of simultaneous work if we are to see changes and make progress.

The National Association of Professional Development Schools held a summit in August 2007 inviting twenty-two educators from throughout the nation to revisit the characteristics necessary for a school to be a fully functioning professional development school. I attended this on behalf of the NNER; the variety of perspectives and experiences—teachers, principals, researchers, university faculty, and organization leaders—led to a rich and productive session where nine essentials were identified for professional development schools. These are being reviewed and refined and will be released soon. The specific information provided in the document will be useful to NNER settings as we renew and develop new partner schools.

John Anderson, past chair of the Arts and Science (A&S) Tripartite Council proposed an online journal to promote arts and science participation in the NNER. His vision is that tripartite contributions, A&S, school, and education faculty will encourage larger engagement within the Network. He and John Skillings will co-chair a process to get this underway. The Miami University Partnership, Ohio, through John Skillings' leadership has contributed funds to start the journal.

The LTPS program continues to provide a wealth of information and deepened learning about the intricacies of partner school leadership and partner work in general. While we have traditionally thought of partner schools as defined by the four partner school functions found in the literature, we are discovering that effective partner schools are contextual; true collaboration

manifested in specific activities that advance student learning (P-12 and university) is the key to sustaining and renewing strong partner schools. With this in mind, we are in the process of gathering information on effective partner practices from partner schools around the NNER to include in a publication that will include university and school partners describing effective practices.

### **LOOKING AHEAD WHILE REFLECTING ON THE PRESENT**

While the move to an independent organization dominated the daily activities of the executive director, and to some extent still does, other ongoing activities are critical to the health of the organization. One internal change is that much of the NNER infrastructure management work is now contracted out rather than done at the IEI office. I work directly with a web master and newsletter editor as examples, and the NNER bookkeeping and accounting is contracted separately. We continue to have thirty-three percent general office and program support contracted through the IEI office.

The NNER newsletter continues to be a primary channel of communication for the Network. We have elected to send it out electronically to an expanded distribution list. Options for distance communication and its effective use continue to be explored. NeNER leadership associates programs are being delivered through a mix of technology and convening meetings. The Governing Council responded positively to Dennis Potthoff's description and its possibilities for the Network and the group is interested in exploring broader technology use in general. At the October 2007 meeting, thirteen volunteers agreed to explore this concept. And as an example of increasing the modes of communion, Greg Bernhardt held an open conference call in the summer so that people could check in on the not-for-profit transition. Along with the Executive Board, I continue to look for examples into ways to support innovative and wider ranging communication options.

The NNER web page, as part of the transition, has a new look and new address. The new address, [nnerpartnerships.org](http://nnerpartnerships.org), is easy to remember and access, and was chosen because it reflects our work. In addition to this change, the web hosting service provides more options for us as we continue to make more use of the web page for dissemination and interaction. Currently we are exploring options including the online journal and a site for teacher stories, a project from Southern Maine, coordinated by Ken Jones and Frances Hitchens.

The NNER Executive Board continues to take an active leadership role, strategically positioning the NNER for growth while attending to sustaining the commitment to support for current settings. Greg Bernhardt's leadership during this transition will serve the Network long into the future. His simultaneous attention to detail and the long view is responsible for the health of this organization in what could be a challenging time. The other Executive Board members' collective energy and wisdom also continues to add vitality to the NNER. The board along with the Governing Council expressed a strong interest in the NNER actively seeking to influence policy to advance our mission in a larger context. The first step in advancing this priority is to study the regulations for not-for-profit political activity and developing a statement defining the NNER's role in influencing policy.

In this transition period we are examining membership processes and options. The Executive Board is embarking on a process to explore the new membership process using the bylaws as the foundation. Exploration will include how to recruit and mentor new settings, and develop and sustain leaders who understand both the AED and NNER. Possible membership stages or levels are other study possibilities. There is considerable interest in membership and as we move forward in this process, we seek equilibrium between growth and the depth of understanding needed to engage in the work. We will also continue to consider institutional and geographic diversity.

Recently I reviewed Ken Sirotnik's 2001 examination of the CER, IEI, and NNER as a way of thinking about our history as we form our future. We are beginning a new iteration of the NNER and our rich history helps shape our future activities and structures. Sirotnik notes that a long time NNER setting leader in the early 1990's observed that "John [Goodlad] has indicated that he is interested in two things: having the NNER become more structured and independent and allowing for some mechanism for others to 'join the conversations' either as affiliates or as full members." (Sirotnik, K.A., 2001, *Renewing Schools and Teacher Education: An Odyssey in Educational Change*, p. 78, Washington, DC: AACTE Publications).

In 2007 we continued toward this vision, strengthening the NNER's structure while being mindful that networking takes precedence over infrastructure. The Network does not work as a hub with the settings as spokes in the wheel, but rather leadership and innovation come from the settings and from connections across settings. As Sirotnik also noted, accepting membership into the NNER means that groups agree to take on the hard-rock problems that face our schools in each era. The NNER, in operation for over twenty years, stays grounded in a shared commitment to the AED and NNER missions while being responsive to new challenges and threats to quality schooling for our students and grand students. Networking continues weaving a strong fabric of support for individuals, groups, and institutions—one of the few venues where people come together in honest conversation about our progress and struggles.

There is much to learn from John Goodlad's vision, the thoughtful strategies used to build the Network, and its long history. It is critical, as we move forward, to cultivate strong leaders committed to the simultaneous renewal of schools and institutions that prepare teachers. The Leadership Associates model, a wise investment in individuals, has proven to be an effective model of professional development with each new generation of NNER leaders providing an infrastructure for in-depth learning and conversations that translate into individual, institutional, and policy changes will be a priority in the future.



## **REPORTS FROM SETTINGS**



## CALIFORNIA STATE UNIVERSITY, CHICO

**Setting Contact:** Phyllis Fernlund, Dean of the College of  
Communication and Education  
Maggie Payne, Associate Dean of the College of  
Communication and Education

**Tripartite Representatives:** Sam Chimento, P-12  
Margaret Owens, Arts and Sciences  
Maggie Payne, College of Education

### **HIGHLIGHTS OF PROGRESS TOWARD:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

At California State University, Chico, we are still in the early stages of establishing our setting partnerships and identifying the areas in which to focus our efforts. Because of our merged accreditation visit last year we opted to postpone our orientation conference until October 2007. It allowed us to look deeply at the mission of the Agenda for Education in a Democracy (AED) and to connect the elements of the mission, including that of providing access to education for all children to the work we plan. Nevertheless, the concern for equity was a focus as we began to form our partnerships with the P-12 community. We made a conscious effort to include smaller, rural districts and districts with diverse student populations in the partnership. In addition, a couple of plans that are already in the works do address issues of equity. Recently, for example, the director of the Upward Bound Program on our campus was invited to a steering committee meeting to share the work being done by that program with high school students in math and science, and the discussion led to a suggestion from one superintendent to have the Upward Bound students from his district identified in order to serve as mentors for younger middle and elementary school students in the same district. Another project idea we are currently exploring would partner university Special Education faculty and student teachers with school administration and faculty in a lab school environment to address the needs of emotionally disturbed students.

#### **Engaging the Community to Advance Educational Renewal**

Two projects under development involve partnerships between P-12, arts and sciences and education for the betterment of both teacher preparation at the university and teacher practice in the schools. The first project grew out of a request from a school district for ongoing mentoring by university math faculty for middle school pre-algebra teachers in a district with a diverse population. The second project focuses on use of technology to teach integrated curriculum in grades four through seven in a small rural district. These projects will provide professional development and support for teachers that will directly affect student learning in partner districts. At the same time, arts and sciences and education faculty will be benefited by a clearer

understanding of the challenges faced by the schools and by future university students and of the knowledge and skills needed by teacher candidates in order to better meet these challenges.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

Education faculty had previously worked with a partner district to examine retention policies using a professional learning community approach called Guided Democratic Inquiry. That same process is now being applied to the exploration of governance structures for the board of a local charter school. This approach, with its emphasis on collaboration between the university and the schools and on shared inquiry among faculty, administrators and community members responds to both the “simultaneous renewal” and “inquiry leads to action” components of the Agenda for Education in a Democracy. Additional plans are being discussed to use this approach to address district special education needs.

### **GAPS OR CHALLENGES FACED IN:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

As previously indicated our current greatest challenge is to firm up our partnerships, better familiarize our members with the AED, and develop our plan(s) of action. While several of the projects we are currently exploring relate to equity issues, we have not used equity as a specific lens through which to view our work. There is work to be done in identifying the equity needs specific to our university and our partner counties, in developing plans to address those needs, and in determining indicators to evaluate the impact of our plans.

#### **Engaging the Community to Advance Educational Renewal**

Our greatest current challenge is to develop an understanding of the mission of the NNER among our partners. Without that understanding, it is difficult to develop a cohesive and coherent plan that truly responds to that mission. Among the challenges we face with the projects we have already begun is the desire to engage more university faculty directly in our partnership efforts and the need to better integrate the projects into faculty work. Projects that require work above and beyond normal workloads are difficult to staff with university faculty, even when grant monies can be found for unit buyouts or stipends. Our challenge is to find ways of working with our P-12 partners that are workable in the present and sustainable over time. Additionally, engaging our arts and sciences faculty requires that the service and scholarly work that results from our NNER partnership be valued in the tenure and promotion process. Beyond these challenges, of course, is the need to pursue funding sources to support the work we do.

## **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

The project involving Guided Democratic Inquiry has been effective and well received. Our challenge with this project might be to expand its use and involve more of our university faculty in both arts and sciences and education in school-based projects. Additionally, having P-12 partners facilitate this same process with university faculty to look at improving the preparation of teachers in both content and pedagogy could be beneficial. Additionally, our P-12 partners have indicated that the development of a larger pool of quality school and district leaders for our region is a priority we need to consider.

### **OTHER SETTING INFORMATION:**

We have recently elected to partner with two, rather than three, counties and four school districts. This will allow us to better marshal our resources and create more engaged partnerships. We are grappling with the conflict between providing process time for learning about the NNER and the AED and keeping our partners engaged if there is too long a delay in achieving concrete results. Helping our arts and sciences faculty to understand how our NNER partnership might benefit them is another area of concern. Our upcoming orientation conference will provide a springboard for us to address some of these concerns.



## **COLORADO PARTNERSHIP FOR EDUCATIONAL RENEWAL**

**Setting Contact:** Robert Hoffert and Elizabeth Parmelee  
**Tripartite Representatives:** Robert Hoffert  
Eugene Sheehan, School of Education  
Jo Barbie, K-12

### **HIGHLIGHTS OF PROGRESS TOWARD:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

The Colorado Partnership for Educational Renewal (CoPER) setting has not been able to implement the NNER equity self-study due to questions of form and function within the setting over the last year. During the 2007–2008 year we will reexamine the structures and activities that support an ongoing Colorado setting, and the self-study is likely to be used as part of that process.

#### **Engaging the Community to Advance Educational Renewal**

The Colorado setting is exploring, and will continue to explore, how best to engage community in advancing the Agenda for Education in a Democracy (AED). CoPER staff has worked with other organizations and members (such as Adams 14) to help advance small-scale initiatives to engage with the local community. As the Colorado setting restructures and moves forward, engaging the community in CoPER’s mission will be a central consideration.

#### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

Despite the changes of the past year, the Colorado setting has been successful in continuing to advance the civic mission of schools (through the Colorado Campaign for the Civic Mission of Schools) and the role of youth in renewing schools. Currently CoPER’s two funded initiatives that will carry into 2007–2008 are focused on student media and first amendment rights, and engaging youth in leadership, governance and policy. With a new state Commissioner of Education there is great hope that issues such as equity and achievement gaps will gain new focus state-wide and that CoPER will be a part of this renewed focus.

## **GAPS OR CHALLENGES FACED IN:**

### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

The primary challenge in this effort is the need for a rearticulation of the Colorado setting and the challenge of finding ways to engage a broad set of partners in this effort when time and energies are often focused elsewhere.

### **Engaging the Community to Advance Educational Renewal**

The primary challenge in this area is to find ways to engage the community that are both specific enough to gain community attention and broad enough to convey the AED. For example, Adams 14 has embarked on the process of building a new high school that will provide opportunities for students to complete community college while still in high school. This exciting process has engaged local community members and been an ideal opportunity for community engagement, but it has been difficult to weave the AED and educational renewal into the process other than rhetorically.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

Again, the primary challenge has been the lack of time, focus, and energy. Specific initiatives, such as the journalism initiative and the civic mission of schools campaign, have brought new participants to the table (journalism faculty and counselors) but more traditional participants such as superintendents and deans are not present as frequently.

## **OTHER SETTING INFORMATION:**

As CoPER embarks in the 2007–2008 fiscal year, many changes have taken place and more are expected. The funding model that had worked for twenty years is no longer viable and CoPER has shifted to having no permanent paid staff, relying on volunteers and smaller contracts to carry out grant commitments, small initiatives, and basic operations. Robert Hoffert (retired dean of the College of Liberal Arts at Colorado State University) has stepped in to become the Executive Director of CoPER. This next year will be dedicated to exploring ways to restructure CoPER and to energize a new base of educators and community members to continue the work of the Agenda for Education in a Democracy. The biggest challenge in this effort is to maintain energy and passion for this mission when so many are stretched thin by the demands of high stakes testing and state and federal policy mandates.

**UNIVERSITY OF CONNECTICUT  
CONNECTICUT CENTER OF PEDAGOGY**

**Setting Contact:** Marijke Kehrhahn, Director of Teacher Education,  
University of Connecticut NEAG School of Education

**Tripartite Representatives:** Michael Alfano, School of Education  
Manuela Wagner, Arts and Sciences  
Torre Niles, P-12

**INTRODUCTION:**

The discussion that follows presents a narrative regarding the work that is currently underway concerning areas of diversity, equity, and access primarily within the school of education setting of the Connecticut Center of Pedagogy. That is because at the Connecticut Center of Pedagogy the Neag School of Education drives most all of the work that takes place within the two other settings of the tripartite paradigm (i.e., the school of liberal arts and sciences and the public schools).

The findings presented within the “Highlights of Progress” section below are largely reflective of the efforts of the Neag School of Education’s Diversity Advisory Council. This council, formed in August 2006 in response to the University Provost’s mandate that all units of the University submit diversity plans, created a work plan that has facilitated the creation of a Neag School of Education Diversity Plan. The plan offers actionable ideas for affecting four dimensions related to diversity: (1) recruitment and retention of underrepresented faculty, staff and students, (2) marketing and communicating diversity, (3) diversity education, and (4) campus climate. Many of the suggestions that have been generated from the work plan have already been implemented at the Neag School of Education. What follows are highlights presented in the context of the self-study on the Continuum of Equity Practices.

**HIGHLIGHTS OF PROGRESS TOWARD:**

The self-study on equity practices identified several areas of focus at the Connecticut Center of Pedagogy, Neag School of Education setting. They include language, locality, race, and socioeconomic status.

Language. In response to our public school setting’s need for educators with the ability to teach and work effectively with second language learners, specific coursework relating to the education of individuals whose primary language is not English is required of all teacher candidates who graduate from the Neag School of Education. Additionally, faculty working directly with teacher candidates (i.e., methodologists) within the Neag School of Education have formed a study group whose intent is to define best practice regarding teaching second language learners within their respective disciplines. These efforts have been supported by university-

wide initiatives such as the Teachers for a New Era (TNE) grant, and involve faculty from the School of Liberal Arts and Sciences.

Locality. As articulated in the Neag School of Education’s Conceptual Framework, p. 2-3, “...the unit requires all students in teacher education to have clinical experiences in diverse urban settings. Thus, the unit prepares its students for the multicultural public school settings in which they are likely to work.” Indeed, the largest employers of Neag School of Education graduates include some of Connecticut’s largest urban districts. Put differently, many of the program’s graduates are returning to the public school settings where they were placed for clinic, student teaching or internship experiences.

Race. In addition to required coursework in multiculturalism and diversity, the unit’s Diversity Plan spawned the creation of a student organization known as DEED or Dedicated Educators Emphasizing Diversity. For the first time, students, in addition to faculty and staff, have become systematically involved in issues of diversity and democracy within the Neag School of Education.

Socioeconomic Status. As part of the Diversity Plan, the amount of monies the dean of the Neag School of Education has earmarked for highly qualified individuals with demonstrated financial need has increased dramatically. This has helped to attract candidates from minority backgrounds to the Neag School of Education.

In addition to the above areas of focus, the self-study on equity practices identified several areas that are also being addressed within the Connecticut Center of Pedagogy, Neag School of Education setting. They include issues surrounding disability, religion, and sexual orientation.

Disability. All teacher candidates are required to be placed within a special education setting for at least one of their clinical placements. Additionally, all candidates take required coursework that helps prepare candidates to work with exceptional populations of students.

Religion. Systematic efforts have been undertaken at the University for developing programming that allows students to develop an informed understanding of Islam.

Sexual Orientation. A specific curricular module regarding school violence prevention has been added to the teacher preparation curriculum and is required of all students. This module explores issues surrounding homophobia as it relates to bullying in schools.

### **Engaging the Community to Advance Educational Renewal**

The Neag School of Education has undertaken several initiatives designed to advance educational renewal. Specifically, the setting has taken the lead on a state-wide project seeking to develop several Urban Education Centers. These centers will have legislative backing (including funding) and will involve a collaborative relationship between several high-need school districts within the state and the Neag School of Education. The general purpose of the

Urban Education Centers is to use the expertise that exists at the university in a way that dynamically informs local practice based on research and application-based activities.

In addition to the Urban Education Center initiative, the Neag School of Education continues to take a leadership role in a number of other activities designed to advance educational renewal. Examples include hosting an annual conference themed around Closing the Achievement Gap, sponsoring service-learning initiatives developed by faculty and students, and developing and implementing an induction program sponsored by the TNE grant.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

The Neag School of Education continues to be committed to advancing the Agenda for Education in a Democracy. Specifically, it has partnered with Democracy Works: An Advocacy Center for Democratic Ideals. The “Community Conversations About Education” initiative that is sponsored by Democracy Works offers an opportunity for communities to come together for dialogue and deliberation about significant educational issues. It currently is being offered in over eighty-five Connecticut cities and towns. Conversations gives participants an opportunity to speak openly about critical education issues, brings together diverse groups of people to share thoughts and opinions, helps participants find common ground and to identify concerns and questions that lead to shared perspectives and insights that generate new approaches to tough local issues and facilitates the development of options to move forward to action.

### **GAPS OR CHALLENGES FACED IN:**

At the Connecticut Center of Pedagogy, Neag School of Education setting, the self-study on equity practices confirmed that systematic focus has not been placed in the following areas: Age, Gender, Personal Appearance, and Political Ideology. Because resources are limited at our setting, priority has been given to areas that are the most relevant here (see the Highlights of Progress section above). Plans are underway to form working groups at the University level and at the Professional Development Center level to investigate these and other issues at more detail in the future.

### **Engaging the Community to Advance Educational Renewal**

One of the most difficult barriers to advancing educational renewal in public school settings has been the dramatic turnover in public school leadership. Our most successful public school settings are where the school leadership is stable from year to year. One way we have attempted to address this challenge is by providing continuity from our end. Several clinical faculty have recently been hired and assigned to specific districts and schools.

If the Neag School of Education is going to actualize the four goals of its Diversity Plan it will most certainly require a full-time person dedicated to its objectives. This person would not only help to implement the Diversity Plan but also help in the development and growth of current

initiatives, such as our peer mentoring program designed to support underrepresented groups attending our teacher education program.

### **Challenges to Advancing the Agenda for Education in a Democracy**

A pressing challenge for us at the Connecticut Center of Pedagogy, in terms of advancing the Agenda for Education in a Democracy, deals with reaching outside of our network directly into communities.

**GEORGIA CENTER FOR EDUCATIONAL RENEWAL  
AT GEORGIA SOUTHERN UNIVERSITY**

**Setting Contacts:** Cindi Chance, Dean, College of Education  
Stephanie Kenney, Associate Dean, College of Education

**Tripartite Representatives:** Jody Woodrum, P-12  
Caren Town, Arts and Sciences  
Pat Parsons, College of Education

**HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:**

**Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

*Highlights*

- In responding to the self-study questions we found that we have pieces of most issues addressed, however, we do not have a systematic, comprehensive plan and continuous evaluation process to guarantee that we are systematically addressing equity practices across stakeholders and issues. As outlined in the “plan” sections of our self-study, our first step is to develop a plan. Within that plan, the first step is a needs assessment (survey and focus groups) that invites all stakeholders to voice their current beliefs and activities around each equity practice.

*Challenges/Gaps*

- Since we have not yet completed our needs assessment, we do not know the scope of our gaps. The largest challenge we currently have is the personnel and time to conduct this work.

**Engaging in Community to Advance Educational Renewal**

*Highlights*

- “Partnering for Portal,” our Developing Networks initiative, continued to meet periodically and the work that is an outgrowth of “Partnering for Portal” continues. This project focused on developing a network to build the needed infrastructure to: (a) support the learning of all students in Portal, and (b) attract new families to the Portal area. A local church and Portal Elementary continue to work together to provide after-school tutoring at the church. Infrastructure work continues through the Mayor’s office. An early “Partnering for Portal” effort to bring affordable private housing to Portal has resulted in two housing developments in which homes are being built. A restaurant has now opened in Portal. Finally, groundwork continues for the development of a Portal area Boys and Girls Club, and Portal is in line for a new high school.

- The Professional Development District (PDD) work continued, and this was the final funding year for the FIPSE grant that supported the work of the PDD. The evaluation has shown positive results in student achievement with a narrowing of the achievement gap and an improved pass rate on the Georgia High School Graduation Test for Screven County High School. There has been a positive change in teachers' perceptions of students' abilities to learn and in their own competencies to teach at-risk students. University faculty became more aware of and involved in partnerships with P-12 schools. Some of the activities related to FIPSE goals will continue and their costs will be absorbed by individual entities.
- Our International Learning Community (ILC) work continued, and Dean Chance, working with our U.K. partner St. Benedicts (and Christopher Reynolds, Head of St. Benedicts), engaged one U.K./U.S. industry (JCB) to support the ILC's work of simultaneous teaching and learning renewal with both U.K. and U.S. universities and their partner schools. Christopher Reynolds has agreed to sponsor eight of our partner high schools' iNet memberships.
- Our College of Education's National Youth-At-Risk Conference joined with the NNER to broaden their High-Flying Schools' awards to recognize at-risk schools who not only made significant gains on test scores but who were at the same time involved in curriculum and activities that focused on democratic practices in schools and communities. The Youth-At-Risk Conference is an international conference hosted by GSU, and at the conference in the spring of 2008 a poster session will be held on the League of Democratic Schools to bring more awareness to this work.

### Next Steps

We will continue these projects while developing a comprehensive Umbrella Plan for systematic implementation and evaluation of our Equity Practices and the Moral Dimensions. (More information is available in our self-study documents.)

### *Challenges/Gaps*

- As we revitalize our school/university partnerships we will add the community focuses to that work. We now have two models to help us: "Partnering for Portal" and the Professional Development District work.
- Our perennial challenge is resources including personnel, time, and money.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

#### *Highlights*

- We began to develop our first League of Democratic Schools (LODS) site at Stilson Elementary School. The principal and two of the teachers received training. Our College

of Education and Arts and Sciences tripartite members began meeting with the Stilson faculty to look at needs, possibilities and resources.

- We continued LTPS training with one middle school principal receiving training in the second cohort. We then nominated two more principals and two teachers for the final cohort. The goal with our Bulloch County cohorts is to have a principal and an aspiring principal trained across feeder schools (elementary, middle and high). We believe this will help establish our Moral Dimensions and Democracy work in the schools.
- At our June 2007 tripartite planning meeting we decided to divide our work and each member agreed to focus on a particular aspect of the work, such as LSDS initiatives and LTPS selection and follow-up.
- We sent two of our tripartite members to the July 2007 Summer Symposium to receive in-depth training in the NNER work.
- Georgia Southern University is preparing to submit its Education Leadership Program for review and approval at the state level. The influence of the NNER work has led to development of three courses related to the agenda: (1) at the Master's Degree level a course entitled "Developing the Democracy Centered School Leader," and (2) at the Specialist Degree level "Mobilizing Communities in Democracy-Centered Schools" and "Leading School Renewal."

### Next Steps

Add the Educational Leadership faculty and their principal cohort to our work. This will be facilitated by adding a faculty member from this program to our Partnership Council.

Maintain involvement of LTPS principals and aspiring principals. This will be done by adding these individuals to our Partnership Council.

Next steps for the College of Liberal Arts and Social Sciences (CLASS) and the College of Science and Technology (COST) include creating a database of activities, grants, research, and more informal connections between Arts and Sciences faculty (and their various departments) and the public schools. We also plan to survey our partner schools' teachers and administrators to find out just what kinds of collaborative programs they would like to see in their schools. Once we have a clear sense of what is already being done in the way of partnerships (and what schools would like to see in the future) we can better assess what our new directions should be.

### *Challenges/Gaps*

- The LODS work was interrupted by personnel changes in June because both the principal and our College of Education tripartite member who was active in the work resigned. We appointed replacements and nominated the new principal to receive LTPS training. Our College of Education and Arts and Sciences tripartite members continued to work with Stilson Elementary School in the fall of 2007.

- The primary challenge with our LTPS work is personnel changes. Trying to get principal and aspiring principal teams trained and keeping them stable in a school setting is an ongoing challenge.
- The challenge for the Arts and Sciences arm of the tripartite is, and has always been, getting their faculty involved in the collaborative process. Work in the public schools is often not considered in promotion and tenure decisions, and money for stipends and course releases is rarely available. We have a few dedicated people in both the arts and sciences, but they end up having to do the lion's share of the work. In addition, schools often seem reluctant to take on collaborative projects that may (they believe) distract students and teachers from their curriculums and interfere with preparation for standardized exams.

## HAWAI‘I INSTITUTE FOR EDUCATIONAL PARTNERSHIPS

**Setting Contact:** Christine Sorensen, Dean of the College of Education  
**Tripartite Representatives:** Margit Watts, College of Education

### HIGHLIGHTS OF PROGRESS TOWARD:

#### Findings Across the Setting Related to the NNER Equity Self-study on Equity

In the spring of 2006, the College of Education (COE) Faculty Senate accepted responsibility for conducting a self-study of the College of Education related to diversity issues. The Senate Diversity Committee was charged to carry out the study. Following a year-long study, the Committee completed and submitted its report and recommendations to the Faculty Senate. The report was accepted by the Senate in its April 2007 meeting and was shared with the dean for further action. The dean is currently reviewing the recommendations for further action.

The overall conclusion of the Diversity Committee is that a wide-range of diversity does indeed currently exist within the College of Education. However, there are areas that need improvement if the College is to fulfill to its core value of a “diverse mix of faculty, staff, and students whose aims are to advance and generate knowledge in the fields of education, human development, counseling, administration, assessment, evaluation, research, technology, disabilities and other related disciplines.”

The Diversity Committee report recommends that the COE prioritize the following items to continue to move toward fulfilling our maximum diversity potential:

- The dean’s office needs to collect ethnicity and gender exclusively data and make the information available to all interested parties;
- The COE needs to increase efforts to recruit Filipino and Hawai‘ian/Part Hawai‘ian, and African American/Black students;
- The COE needs to collect race/ethnicity data that are consistent with the Hawai‘i State Data Book, or U.S. Census Bureau, to facilitate ease of comparing COE data with state and national data;
- The COE needs to collect and analyze data at the COE level for faculty, APT positions and Civil Service personnel;
- The COE should be more flexible and offer a part-time undergraduate program for working students;
- The COE needs to develop and implement a consistent admissions format for prospective students;

- The COE needs to develop and implement a cohort-data system to track students from initial enrollment to graduation. Currently COE data are collected in fall and spring on the numbers of students entering and graduating, but the two data sets are not connected. A cohort-data collection system will enable COE to track students through the program to graduation, and collect more reliable retention data;
- The COE needs to create a “sense of place” for all students, faculty, and staff, where, for example, individuals could gather to talk-story, eat, or network. Currently no such “sense of place” seems to exist;
- The COE needs to create the Targeted Opportunity Program (TOP) to assist departments in seeking faculty from under-represented populations. The TOP will provide funds, administered through the dean’s office, to permit the appointment of a minimum of five such individuals under a criteria set by the TOP. Further details can be found in the Methodology section of the Faculty Recruitment and Retention Report (see below for the link);
- The COE should consider Community College courses as fulfilling COE requirements, rather than just transferring elective credits; and,
- The Diversity Committee requests that the 2007–2008 committee continue to focus (and even expand) on these areas of need with further research and guidance regarding the recommendations contained in the report (see below for the link).

Areas of research and guidance may include the following:

- Further pursuit of consistently applied demographic data;
- Obtain and examine race/ethnic and gender demographic information among APT positions, and civil service personnel;
- Examine how COE data fit within the UH Mānoa and UH system-wide data;
- Develop consistency for terms used for data collection. For example, are data requested for “gender” or “sex”? The Committee spent some time debating use of these two words and concluded that there is ambiguity and change in both their meanings. This kind of discussion is part of what has made collecting consistent data so difficult; and,
- Broaden the data to fit all under-represented groups, for example, individuals with disabilities.

The full report can be found at:

[http://www.hawaii.edu/coe/units/coesenate/documents/committees/diversity/2006\\_2007/misc/pdf/DiversityCommitteeReport.pdf](http://www.hawaii.edu/coe/units/coesenate/documents/committees/diversity/2006_2007/misc/pdf/DiversityCommitteeReport.pdf)

## **Engaging the Community to Advance Educational Renewal**

The COE is active in numerous collaborative efforts with educational institutions, professional organizations and policymakers to ensure access to a quality education for our candidates and the students in Hawai‘i’s schools. Specific activities associated with HIEP during the 2006–2007 academic year were:

*Voices of Educators*—this newspaper editorial series on education in the State of Hawai‘i continued with contributions from state education leaders to the *Honolulu Advertiser*. The *Voices of Educators* continued its editorial partnership with the *Honolulu Advertiser* to present the professional educators’ perspective; a perspective guided by research and best practices.

“Courage to Teach” retreats are based on the work of Parker Palmer and were supported by HIEP and coordinated by Joanne Cooper. The retreats brought together educators from the COE, and public and private K-12 schools. There were twenty participants, including two teachers from the Big Island, seven faculty from the College of Education and seven K-12 teachers and four administrators from the community colleges or other parts of the UH Mānoa campus. Research on “Courage to Teach” has shown that it fosters:

- development of professional teaching skills;
- development of professional teaching dispositions and attitudes;
- professional and personal growth;
- personal and professional life integration; and,
- personal and professional renewal and transformation.

The Mānoa Partnership program developed this year under HIEP provides opportunities for students to collaborate with each other, faculty, K-12 schools, and with the wider community connecting learning to life in support of a democratic society. There is a direct correlation between student engagement and inquiry-based learning.

The program is committed to the development of an educated citizen who:

- acquires a depth and breadth of knowledge;
- develops the ability to communicate;
- learns to think critically;
- becomes acquainted with methods of inquiry;
- secures lasting intellectual and cultural interests;
- learns how to make informed judgments;
- becomes a competent and involved citizen;

- demonstrates leadership skills; and,
- understands that knowledge is essential to a responsible and fulfilling life.

Mānoa Partnerships supports projects that help students make a life, not just a living. Anticipated outcomes include higher retention rates for undergraduate students, research possibilities for undergraduate and graduate students, and a solid understanding of the meaning of civic engagement. Supported projects consist of partnerships across colleges, departments, and with other organizations. The participation of K-12 schools is highly encouraged. Each project includes the development of leadership skills and opportunities to become involved in the community—both fundamental to civic engagement. Reflective assessment is a strong component of the evaluative process.

### Underwater Robotics

This is a partnership with math and engineering faculty and students to bring robotics to K-12 schools. It is based on the Student Teacher Outreach Mentorship Program (STOMP) developed first at Tufts University. In the 2007 spring semester, five middle schools on O‘ahu participated (and more were on the calendar for the fall). A public lecture was sponsored at the Campus Center on January 17, 2007, to market the STOMP project. More than three hundred members of the community were in attendance.

A pilot program is also being developed to have high school seniors lead the project in their own communities by taking the model into elementary and middle schools. Castle High School is to be the pilot site for this part of the project.

Additionally, a team of University of Hawai‘i students traveled to Kaua‘i in June to showcase the project. Kaua‘i is not asking the Mānoa Partnerships to bring the program to their schools.

### Information Literacy

Three high schools (Kapolei, Kalani, Leilehua) are working with UH Mānoa Partnerships, librarians, and undergraduates at UH Mānoa to develop a model to help students to work on both research and capstone projects. With the new DOE graduation option, this model can be quite useful in enhancing the opportunities for high school students, and the mentoring opportunities for undergraduates will help build their own research skills.

Kalani High School will be working with freshmen enrolled in an information literacy course. These UHM freshmen will mentor Kalani high school students as they develop their own research projects. Kapolei High School will be working with a Sinclair librarian on gaining additional resources for senior capstone projects, will be asking for help in obtaining faculty mentors for students looking to do research in a variety of fields, will participate in a leadership and civic engagement program with Mānoa Partnerships, and will be tapping UHM resources for their students in the Art Academy as they prepare their research implementation through art.

Leilehua High School will be visiting UHM for a health related lecture, and will learn how to access our online research tutorial, Learning Information Literacy Online (LILO), in preparation for their own research projects.

### Greenleaf Center

High schools and colleges across the nation are promoting service-learning as well as leadership training. Service-learning alone can seem like a chore, and leadership skills training without context is often dry. Combining the two offers students a new level of significance. Leadership training, especially which is aligned with the servant-leadership model, gives meaning to service. The combination of servant-leadership and service-learning fits the national movements supporting civic engagement and experiential learning. In response to the challenge of combining these, a pilot project was developed in April 2007 between the Mānoa Partnership program and the Greenleaf Center on Servant-Leadership in Indiana. The goal of this partnership is to promote meaningful civic engagement opportunities for students K-12 connecting service learning and servant-leadership.

The pilot project is called the “SL9+1.” The SL9 are the nine characteristics and attributes that are most closely aligned with the concept of servant-leadership: integrity, respect, community, communication, ethics, innovation, vision, collaboration and stewardship. The +1 is an attribute contributed by each of the pilot sites. This additional attribute reflects the region and/or culture that is specific to the institution. For example, one of the pilot sites is Kapiolani Community College in Honolulu. Their “+1” is ‘aloha’ and they define what that means in the context of the culture in Hawai‘i.

During the academic year 2007–2008, approximately fifteen sites will be piloting a project the goal of which is to “have students demonstrate an understanding of the LS9+1 as well as apply them within the context of a civic engagement activity.” Institutions that are involved in this project are: University of Hawai‘i, Kapiolani Community College, Kapolei High School, Punahou School, Mid-Pacific Institute, University of Southern Maine, College of Southern Maryland, Wartburg College, Marietta College, McMurry College Kingwood Montessori School, California State University at Fresno, Willamette University, University of Southern Mississippi, Milwaukee School of Mines, Colorado State University, and the University of Auckland in New Zealand.

### Think Tank

Mānoa Partnerships hosted a Think Tank in November 2006. Sixty participants attended the three-day event at the Marriott Hotel in Waikiki. These participants hailed from Australia, New Zealand, Canada, and from fourteen states across the country.

The purpose of the Think Tank was to address the issue of equity and diversity in educational practice. The participants were all viewed as experts and came with the express understanding that they were to contribute to curriculum and a textbook on the topic.

At the end of the Think Tank a blueprint of the proposed textbook was complete, and several groups of educators had formed to begin the work of research and writing. This is an ongoing project.

A second Think Tank took place in December 2007 with the topic moving to that of civic engagement. Howard Rheingold, noted guru of virtual communities, joined this second think tank to talk about the new participatory media and how it is influencing the way our youth participates in culture and community.

### Hawai‘i Educational Policy Center (HEPC)

A related activity is the Hawai‘i Educational Policy Center which is active in numerous collaborative efforts with educational institutions, professional organizations, and policymakers to ensure access to a quality education for all students in Hawai‘i’s schools. During the past year the HEPC produced a number of policy reports and briefs specifically targeted to decision makers in Hawai‘i. Among these are:

- October 2006, Longitudinal Student Assessment A Growth Model for Hawai‘i’s K-12 Students, Ron Heck
- November 2006, Junior Kindergarten Pilot Program Evaluation 2005–2006, Donna Grace and Barbara D. DeBaryshe
- November 2006, Junior Kindergarten Pilot Program Evaluation 2005–2006, Executive Summary, Donna Grace and Barbara D. DeBaryshe

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

A number of COE faculty members are engaged in research on issues of equity and access to quality education. These projects support the Conceptual Framework of the COE as well as reflect the mission of the NNER.

Margie Maaka continues conducting research on issues of equity in Hawai‘ian Language Immersion Schools in the state of Hawai‘i. She and colleagues Kalehua Krug, Pohai Kukea Schultz, Keali‘i Gora, and Laiana Wong continue the implementation of Kupu Na Leo, the Hawai‘ian Language Immersion Master’s of Education in Teaching (MEdT) to prepare teachers for Hawai‘ian Language Immersion K–12 classroom settings. This program is a collaboration among the College of Education, the College of Arts and Sciences, and the Hawai‘i Department of Education’s Leeward District.

Alice Kawakami continues the work of the Strengthening and Sustaining Teachers (SST) project in collaboration with a community-based non-profit, the Institute for Native Pacific Education and Culture (INPEACE), to recruit individuals from the Leeward Coast of O‘ahu and to conduct a needs assessment of community members who aspire to (and do) enter postsecondary

programs, teacher education programs, and employment with the Department of Education in schools on the coast.

Mentor Teacher Welcome and Appreciation Events were carried out on O‘ahu, Kaua‘i, Maui, and the Island of Hawai‘i. These events facilitate relationship building state-wide with teachers. The fall 2006 enrollment for the state-wide cohort has doubled, further emphasizing the need for connections between DOE and COE statewide. The events were implemented in collaboration with the Hawai‘i State Teachers Association, the Hawai‘i DOE, the Hawai‘i business community, and the University COE Institute for Teacher Education. In addition to mentor teachers, guests also included principals and curriculum coordinators, the governor of the State of Hawai‘i, legislators, Board of Education members, COE administrators and faculty, and DOE administrators. Participants provided feedback on issues related to the teacher education programs and mentoring.

### **GAPS OR CHALLENGES FACED IN:**

#### **Findings Across the Setting Related to the NNER Equity Self-study on Equity**

Need to review and implement the Faculty Senate Diversity Committee recommendations.

#### **Engaging the Community to Advance Educational Renewal**

We will continue with ongoing activities.

#### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

The development of a fifteen credit certificate of civic engagement—this certificate would have at its core at least six credits of work within the community, a three credit foundational course regarding the basics of civic engagement, and six credits to be determined by each college. Mānoa Partnerships is taking the lead on the integration of leadership skills and civic engagement, noting that at its core it is this kind of work that will engage students in their academic endeavors.

The development of a tutoring certificate made available to College of Education students. These students can then become tutors for UHM’s new Student Success Center allowing the COE to add value to the experiences of freshmen on campus.

## **OTHER SETTING INFORMATION:**

### *Challenges*

The College of Education and UH Mānoa continue to address challenges relating to educational leadership. This past year saw the resignation of a long-serving dean (effective July 31, 2006) to take a position at another institution. An interim dean was appointed August 1, 2006, and this person bridged the gap between the resignation and the hiring a new dean. The new dean was hired and assumed the duties effective August 10, 2007.

At the UH Mānoa level we experienced the resignation of the Vice Chancellor for Academic Affairs who took a position at another institution, with the resulting appointment of an Interim Vice Chancellor for Academic Affairs expected to serve until a national search was completed and a replacement hired in 2008. As it turned out, however, the Interim Chancellor was replaced in July 2007 by a permanent newly hired Chancellor.

The Colleges of Arts and Sciences, which has been operating under several interim deanships, is undergoing reorganization under the leadership of the new Chancellor. Our long-time partner in HIEP, the Dean of the College of Arts and Humanities resigned last year and was replaced by an Interim Dean.

Financial support for HIEP is exclusively provided by the College of Education. The Hawai'i Department of Education and the College of Arts and Sciences partners have been unable to provide financial support for HIEP activities.

The HIEP Director was granted a sabbatical leave for spring 2008. In anticipation that she would resume directorship on returning from leave, the Interim Dean did not appoint a replacement. Then, in the late spring of 2007 the Interim Dean was informed that the faculty member was not going to continue as HIEP Director. No replacement has yet been appointed.

As a result, HIEP and the NNER affiliation commitment have been less than desired. The functions and relationships are being reviewed by the new administration.

## ILLINOIS STATE UNIVERSITY PARTNERSHIP

**Setting Contact:** Molly Munson-Dryer, Associate Director, Lauby Teacher Education Center

**Tripartite Representatives:** JoNancy Warren, College of Education  
William Ducett, Arts and Sciences  
Kim Mougey, P-12

### HIGHLIGHTS OF PROGRESS TOWARD:

#### Findings Across the Setting Related to the NNER Equity Self-Study on Equity

Illinois State University and its partnership programs are committed to democratic practices in all of our teacher education endeavors. This includes our willingness to evaluate ourselves on the continuum of Equity Practices. Our conceptual framework, “Realizing the Democratic Ideal,” provides a moral framework which guides our policy and processes. The conceptual framework, adopted by the Council for Teacher Education in March 1997, provides the philosophical foundation for all undergraduate and graduate professional education programs; there are thirty-seven such programs, including undergraduate teacher education and graduate-level support personnel preparation and administrator preparation. Illinois State University graduates approximately 1300 undergraduates in teacher education annually; these graduates teach not only in Illinois schools but in schools across the nation. An excerpt from “Realizing the Democratic Ideal follows (see the full conceptual framework document at <http://www.teachereducation.ilstu.edu/councilforteacher/democratic-ideal.shtml>):

Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places on them upon them. . . . [Illinois State teachers unite] the moral and intellectual aspects of teaching by embodying what one might call its virtues.

The moral virtues are:

- sensitivity toward the varieties of individual and cultural diversity;
- disposition and ability to collaborate ethically and effectively with others;
- reverence for learning and a seriousness of personal, professional and public purpose; and
- respect for learners of all ages and a special regard for children and adolescents.

The intellectual virtues are:

- wide general knowledge and a deep knowledge of the content to be taught;
- knowledge and appreciation of the diversity among learners;
- understanding what affects learning and appropriate teaching strategies;
- interest in and an ability to seek out informational, technological and collegial resources; and
- contagious intellectual enthusiasm and courage enough to be creative.

Advances in efforts to achieve equity include:

Race/Socioeconomic Status—Illinois State University, Chicago Public Schools, and City Colleges of Chicago have partnered to establish a pipeline of qualified teachers for high-needs schools. The Chicago Teacher Education Pipeline works to increase urban teacher recruitment and improve urban teacher retention through mentoring and support.

Part of the Chicago Teacher Education Pipeline includes a growing presence in the largely Hispanic area of Little Village where a thriving Professional Development School partnership has been formed. The recent completion of the inaugural year for professional development school interns at the Little Village/Chicago Public Schools partnership marks the beginning of an expansion of partnership activities between Illinois State University and Chicago Public Schools. A new brochure, called ‘The Little Village Education Partnership,’ highlights the professional development school program.

The Urban Education Initiative was formed with the following purposes:

- Make public a renewed interest in Illinois State University’s role in preparing teachers for urban schools;
- Review existing programs and practices at Illinois State that contribute to the education of teachers for urban schools; and
- Identify how current and additional programs and practices can be incorporated into a system that produces measurable effects on future teachers for urban schools.

The Urban Education Teaching Initiative allowed faculty to redesign courses to emphasize urban education. Seven Illinois State University faculty from across campus who prepare students for teaching in urban settings participated in an urban education course development program. The program included a summer faculty-in-residence program hosted in Chicago’s Little Village where faculty had the opportunity to become immersed in the community and collaborate with other colleagues. The selected faculty stayed in a neighborhood home which will serve as Illinois State’s first community-based student teaching residence in the fall. The initiative will support the development of courses taught by participating faculty members to include a focus on urban education. Each faculty member will revise one course syllabus (i.e., course materials, assignments, ideas for units and lessons, and assessment processes) and include an urban clinical/field experience in Chicago’s Little Village neighborhood.

UNITE (Urban Needs in Teacher Education) is a newly designed student organization at Illinois State University. UNITE is a long-term plan to change the way urban education is introduced and taught to students of ISU studying to become future teachers. Many students, often in their last years of teaching, are given only a handful of information about urban-needs schools; usually given in passing and usually not encouraging. Many of the education majors we spoke with before constructing UNITE stated they were afraid to go into schools of high-needs based on assumptions they got from their learning environment (i.e., their instructors and textbooks).

Through UNITE, students will be able to expand their knowledge base and understand that although different, high-needs schools in urban environments have the same basic need as any other school, to provide a safe place for children to learn and prepare themselves for their futures.

**Bowman Fellows**—The College of Education has established the Bowman Fellows program named for the seventeenth and current (2007) president, C. Al Bowman. The Bowman Fellows are a cohort of students selected by application to participate in this program. The program goals are to provide minority teacher candidates with an opportunity to gain valuable skills in the role of mentors to local middle and high school students. At the same time, members of the Urban League Young Professionals group mentor the Bowman Fellows. This program seeks to combine experiences for academic growth, service, and community involvement for these future educators.

The Lauby Teacher Education Center established a secondary Professional Development School at Woodruff High School in Peoria in 2006. Woodruff High School is a high-needs, high poverty, and high minority urban high school in central Illinois. Approximately twenty students from departments across campus with an interest in urban education will participate each year in this opportunity.

Addressing gay/lesbian issues occurs in one instance through the GLBT—Gay Lesbian Bisexual Transgender Safe Schools Grant Project—Paula Ressler (English Education) with Jyl Josephson (Social Work). The goal of the grant is to teach high school and junior high school staff members, students, and parents about the needs of GLBT youths and the ways that schools can create safe environments for all students, including sexual minority youth. See link at: <http://www.deanofstudents.ilstu.edu/diversityadvocacy/safezone/localresources/>.

Access and inclusion for those with disabilities is a major initiative on our campus, since we prepare more special education teachers than any other campus in the state. Ongoing projects include the work of the Special Education Assistive Technology (SEAT) Center through which every teacher education candidate must document competency as part of the comprehensive performance-based assessment system.

Best Buddies is a nonprofit organization that enhances the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment. The Best Buddies Chapter at Illinois State University in Normal, Illinois, was presented with an Outstanding Chapter Award at Best Buddies International's 18<sup>th</sup> Annual Student Leadership Conference (July 20-23, 2007) in Bloomington, Indiana. Illinois State University was chosen as one of sixteen outstanding college chapters in 434 programs throughout the world for its dedication to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships.

The Autism Spectrum Institute provides supportive education programs and trains preservice and teacher educators as well as parents and families of children and youth with autism spectrum disorders. The Institute provides a multidisciplinary network of consultants that can assist in identifying, selecting and implementing effective programs, a lending library, and information to

families and professionals through workshops and in-service trainings. It will also serve as a coordinating site for classroom-, home-, and clinic-based research with an emphasis on the empirical validation of intervention strategies.

Our bilingual certification program, with several grants, addresses bilingual needs and programs and ELL programs. The bilingual education grants are the result of a serious partnership between the College of Education and the U46 School District for the purposes of preparing bilingual teachers and improving student achievement. Entitled “Partners in Preservice and In-service Teacher Education for Teachers of English Language Learners Project,” this multi-year project is designed to provide assistance to in-service bilingual teachers who want to complete the State of Illinois requirements for ESL Endorsement and for in-service monolingual teachers who want to learn processes and strategies to teach English Language Learners (ELLs) and/or complete required courses to earn an ESL (English as a Second Language) certificate to effectively teach English Language Learners. In addition, we are working in a related grant project in Lake County to prepare bilingual paraprofessionals for full elementary certification.

### **Engaging the Community to Advance Educational Renewal**

The Developing Networks Grant from the Institute for Educational Inquiry used in the Wheeling community has engaged and changed a community. The Illinois State/Wheeling partnership collaborated for the past three years to engage members of families who had a silent voice. The result of the action plan (How to Engage the Spanish-Speaking Community Members to Help with Student Achievement) has become part of a community, school district, and Park District. There are five hundred community members meeting weekly in a variety of settings. The activities involve learning English, field trips, children’s activities including academic support and activities from the Park District, and support for families new to the community. The school district has provided an on-site community liaison to continue the work after the grant initiative has been completed. The “buy in” from all community members is evident by this commitment. There are numerous stories about how people’s lives have been changed. The collaboration has extended to the other eight elementary schools in the district to build relationships with their community. The work is continuing by seeking outside funding for the work and collaborating with other community institutions. The community model is now being adopted by other school districts across the state and is being recognized by the political arena as a positive community outreach. Renewal has changed our mind’s eye picture of “us.” “Renewal” has become part of the community because we want to improve ourselves—“because we want to” (as John Goodlad defined “renewal” in *The Goodlad Occasional* on June 2, 2006).

Mentoring/Induction—Illinois State University is collaborating with its partner schools to develop and have a continuous support system with its graduates. The Mentoring/Induction Committee has worked the past year on connecting with staff development and retention of first to third year teachers. A Mentor/Induction Conference was held at the university where all partners came to the table to work together on mentor/induction issues.

## **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

Professional Development School (PDS) Programs—Illinois State University has ten year-long PDS sites throughout the state of Illinois. These include six sites for Elementary Education (Chicago, Elgin, Wheeling, Bloomington-Normal, Pekin and Springfield), one site for Early Childhood Education (Bloomington), one site for Middle Level Education (Bloomington), and two sites for secondary education (Bloomington-Normal and Peoria).

Freshmen Urban Clinical Experience Opportunity—freshmen at Illinois State University are offered an opportunity to participate in an early field experience in a high-needs school district in Decatur, Illinois. Freshmen students spend Tuesday mornings working with a mentor teacher in Decatur and write reflections of their experiences.

NCEA Just for the Kids—The Center for the Study of Educational Policy at Illinois State University was chosen as the lead institution for Illinois in the National Center for Educational Accountability (NCEA) Just for the Kids project, a collaborative effort with the Education Commission of the States, the Illinois Business Roundtable, and the University of Texas at Austin.

### **GAPS OR CHALLENGES FACED IN:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

- More attention needs to be paid to issues of equity other than race and socioeconomics.
- More opportunities need to be provided to students to experience English Language Learners in the classroom.
- Additional efforts to recruit and retain minority students and faculty must be undertaken.
- Additional scholarship opportunities for students in need should be offered.

#### **Engaging the Community to Advance Educational Renewal**

Findings from the Wheeling initiative will be shared with other partnership sites in an effort to increase community involvement in the partnership settings.

## **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

Additional funding is needed to support the work of the Special Education Assistive Technology Center (SEAT). Currently, all teacher education candidates are trained in the use of assistive technology however, because of a lack of funding, this service may not be allowed to continue. The College of Education Diversity Committee is designing a system to ensure the purposeful

placement of all teacher education candidates in diverse settings and, as part of their work, the committee recommended policy action to the Council for Teacher Education in a November 2007 meeting.

**OTHER SETTING INFORMATION:**

- Founded in 1857, Illinois State University is celebrating its sesquicentennial anniversary (please visit <http://www.ilstu.edu/home/anniversary/#HomePage>);
- An avid support of the NNER, Barbara Nourie retired in June 2007; and
- Phyllis Metcalf-Turner is the new Chair of Curriculum and Instruction at Illinois State University.

## UNIVERSITY OF SOUTHERN MAINE/SOUTHERN MAINE PARTNERSHIP

<b>Setting Contact:</b>	Ken Jones, Director of Teacher Education, College of Education and Human Development
<b>Tripartite Representatives:</b>	Ken Jones, College of Education Jan Goldsberry, P-12 Kelly McCormick, Arts and Sciences
<b>Equity Task Force:</b>	Julie Canniff, Representative

### NNER EQUITY TASK FORCE—SELF-STUDY

#### Turning the Lens on Equity

In April 2006, seven representatives met as a task force to study the current state of progress toward more equitable practices throughout the NNER.

Two outcomes emerged from this three-day meeting:

- To frame the next generation of equity reports as self-studies focused on dimensions of equity in which recognition of diverse identities would be only one part; and
- The expectation that settings would seek critical friends to sustain an ongoing discussion about progress or lack of progress on equity issues.

#### NNER Equity Task Force—University of Southern Maine (USM) Self-Study

The USM College of Education and Human Development's Teacher Education Department (TED) decided to approach the self-study as a longitudinal process of data collection within the college, with the university-wide Teacher Education Council, and with our school-based partnerships.

We decided to focus the lens of equity on five dimensions that promote equity and may be cross-referenced with the social identities noted on the Task Force Continuum.

#### Five Equity Dimensions

- Standards/assessments/curriculum
- Programs
- Practices
- Policies
- Learning/Research

### *Methodology—Initial Data Gathering*

- Attended the College of Education and Human Development (CEHD) faculty and department meetings to outline the study, gather information and to report progress;
- Attended a Teacher Education Council meeting to gather information on equity from undergraduate certification programs;
- Diversity Scholar, Flynn Ross, interviewed twelve faculty in the college for information on course assignments related to culturally responsive teaching and their roles in serving students;
- Gathered information from professional staff related to organizational climate, admissions and faculty searches; and
- Collaborated with Libra Scholar, Lee Knefelkamp, to host a college-wide discussion on equity and climate.

### *Data Analysis—Faculty Advances and Retreats*

- The USM Teacher Education Department (TED) meets as a whole faculty fall and spring to inquire into our curriculum, standards, assessments, practices, programs and policies.
- In 2006–2007 a quartet of initiatives focused our inquiries around the need to ground our certification programs in a commitment to equitable and engaging learning.
- The data from the inventories of equitable and culturally responsive programs, practices, and policies supported this inquiry.
- The college faculty retreats in the fall and spring provided time for more in-depth discussion of these initiatives among the departments and centers.

### *External Influences on this Process*

- NNER Equity Task Force;
- TEAC Initial process for re-accreditation;
- College-wide Diversity Plan revision; and
- Libra Scholars—Mark Hicks and Lee Knefelkamp.

## *Initial Findings*

### Impact: TED Curricular Vision & Core Practices

TED Core vision = *Instilling Commitment to Equitable and Engaging Learning*

College syllabi are standards-based and course goals and assessments are cross-referenced with program standards and our eight Core Practices (*Inquiry, Opportunity to Learn, Collegiality, High Expectations, Pedagogical Content Knowledge, Formative Assessment, Responsiveness, and Scholarship*).

### Impact: TED Admissions Process

Equity focus in the Teacher Education Department is now woven into:

- Application forms including the essay which requires applicants to respond to our Equity Statement;
- Aggregate scores on PRAXIS;
- TOEFL test waived for newcomers;
- Recommendation forms ask about a candidate's approach to cultural responsiveness;
- Website's inclusive of our graduates' background: <http://www.usm.maine.edu/cehd/TED>;
- All TED cohorts take an entry and exit survey focused on beliefs and dispositions related to teaching for equity; and
- Other departments are reviewing their admissions process.

### Impact: TED Pathways and Partnerships

- K-12 Unified Programs now offer dual certification in general education and special education and a Master's of Science in Special Education (graduate and undergraduate pathways). The graduate pathway serves candidates who are hired as educational technicians;
- New K-8 Unified Program to include general education and an ELL endorsement; and
- Newcomer ETEP provides initial certification for cultural and linguistically diverse candidates.

### Impact: Curriculum and Assessments

- CEHD curriculum blueprints must now account explicitly for how the course will address issues of diversity and equity;
- CEHD course evaluations will include two questions related to equity as a focus and application;
- USM Teaching standards revised to emphasize culturally responsive practice;
- Course syllabi framed by standards and core practices; and
- Faculty of color recruited to teach core courses during Summer Session.

### Impact: Equity Framework for Teacher Educators and Intern Teachers

- Teacher Education Department faculty and their school-based partners met in an “equity summit” June 7 and 8, 2007;
- The Equity Framework includes definitions of Equity, Essential Understandings, and Practices; and
- This is a lens through which we will examine our curriculum, standards, shared assessments, and programs.

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For the complete report, USM Teacher Education: Turning the Lens on Equity, contact Julie Canniff or Ken Jones in the College of Education and Human Development, or see <http://www.usm.maine.edu/cehd/Diversity/Equity-Presentation.pdf>

## **BRANDON SCHOOL DIVISION AND BRANDON UNIVERSITY**

<b>Setting Contacts:</b>	Donna Michaels, Superintendent of Schools/CEO, Brandon School Division Jerry Storie, Dean of the Faculty of Education, Brandon University
<b>Tripartite Representatives:</b>	Donna Michaels, P-12 Jerry Storie, Faculty of Education

### **HIGHLIGHTS OF PROGRESS TOWARD:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

The Brandon University and Brandon School Division NNER partnership has focused on the issue of equity in the provision of public education and post-secondary (university) education with specific reference to, and concentration on, the area of students' transition from Grade 12 to university.

The questions for our inquiry are as follows:

- Are students partners in the learning process?
- Do students understand their rights and responsibilities as learners in high school and university?
- What supports are in place for students in their accessing learning opportunities in high school and university?
- Why have some students stopped asking questions in the learning process?
- Do our students have the basic adaptive skills for university entrance?

Our second annual Partnership Forum was held on Tuesday, May 1, 2007. Brandon University and Brandon School Division representatives attended to explore the transition realities of senior high students as they enter and experience university in year one. This focus was examined from the perspective of equity or fairness of access to university learning opportunities. Participants included senior high administrators, teachers, divisional administrators, university deans, professors, instructors and university students.

#### *Student Perspectives on Transition*

The day began with a Brandon University Student Panel Presentation regarding their perspectives on transition from Brandon School Division to Brandon University. The students addressed: what worked; what didn't work; and recommendations.

These students shared and provided their perspectives with much enthusiasm and insight. Their perspectives can be organized in the following themes:

- big gaps exist between Grade 12 and first year of university regarding self discipline, academic expectations (quality of written work, work ethic);
- mythology exists in first year amongst some students (i.e., “don’t have to go to class, just go and write the exam, professor doesn’t care”);
- in high school minimal effort worked for some students, however they then fail the first year in university;
- at Brandon University contact with counselors must be self-initiated;
- at Brandon University more accountability has to be placed on the “coasting students”;
- Brandon University support network is available but students have to have personal drive to access it;
- senior high schools have to do a better job at the preparatory skills needed for university entrance (e.g. time management skills, personal organization, work ethic requirements, learning to be self-motivated, learning to meet timelines and deadlines);
- Brandon School Division and Brandon University need to promote various university paths as some students take courses that lead nowhere;
- some Brandon University students don’t realize that first year failure “can haunt your career possibilities for a long time”; and
- high schools need to emphasize functional writing skills regarding essay writing, (too teacher-dependent as to whether or not students are prepared).

Summary advice to make the Brandon School Division and Brandon University transition work:

- Eliminate “baby steps and handholding at high school”;
- Emphasize and “push” the writing skill;
- Teach students organizational and time management skills; and
- Organize Brandon University mentor program for first year students.

## *Institutions' Perspectives on Equity*

Following the students' communication presentations on "perspectives of equity related to student transition":

1. M. Gustafson, Principal of the Betty Gibson School, presented the key NNER perspectives on equity underpinning students' access to quality education in schools and universities. Points to be noted:
  - NNER believes that educational excellence involves knowledge, practices and structures that support the full participation of all individuals in teaching and learning opportunities, and in educational decision-making and policy setting;
  - NNER sponsors and encourages proactive, critical inquiry at all educational levels (from classroom to national policy arenas) into policies, conditions and practices that limit or promote education access, opportunity and attainments; and
  - NNER believes that democracy is strengthened by diversity. Diversity is an indispensable feature of the NNER's commitment to using democratic processes to facilitate democratic ends.
  
2. B. Richards, Teacher at the Crocus Plains Regional Secondary School, presented perspectives on equity in the context of high school education. Points to be noted:
  - In my institution "equity" means—To enable each student to achieve maximum intellectual, emotional, social, and physical growth; and to be a center of educational excellence, built on community partnerships, effective leadership, and exemplary practices;
  - Barriers to equity—Students may not view themselves as partners in the learning process; students may not value the learning that is being offered; and students may not understand their responsibilities as learners;
  - Partners in the learning process—Students have an extensive array of schools, programs, and courses to choose from; timetable is flexible enough to provide many opportunities; some choice in delivery model; and
  - Do students value what we teach?—To continually develop schools that are relevant, reflective, adaptive to changing times; accreditation vs. learning; and many students don't view themselves pursuing education beyond high school.
  
3. Dr. A Gulliver, Dean of the Faculty of Science, Brandon University, presented perspectives on equity in the context of university education. He emphasized that students entering university need to understand that the University culture is changing. At one time the culture was "you were on your own." Now, there is emphasis on "what can we do to help?"

Regarding equity, “I assume any student has an equal opportunity.” The issue facing students is one of academic, social and emotional preparedness. Students need to understand that the university has standards for intellectual endeavour. If students are not doing well they need to seek help (e.g. Student Services, Writing Center, Math Center at Brandon University). Professors need to be approached by students for help and assistance; however, fewer students are seeking help today.

### *Considerations of Students’ Feedback within Perspectives of Equity*

The following questions were explored in depth:

1. What did students tell us about transition as related to our institutions’ perspectives on equity?
  - Expectations that high schools do more to prepare students with more emphasis on skill development (e.g. essays), organization, time management; need to target our endpoint differently; and
  - Differences of culture between high school and Brandon University.
2. Are students partners in the learning process?
  - Mixed; dependent on maturity level;
  - Not engaged in the “larger issues” and mostly interested in immediacy of self and local world;
  - As far as they are invited there is no connection to community; and
  - Are we asking them “big enough” questions given their life’s experiences?
3. What supports are in place for students in their accessing learning opportunities in high school and university?
  - Counselors, literacy and writing centers; and
  - Mentors.
4. Why have some students stopped asking questions in the learning process?
  - Don’t want to look vulnerable;
  - Students need to build relationships (social anxiety a huge issue); and
  - Worried how people perceive them because don’t want to be seen as different.
5. Do our students have the basic adaptive skills for university entrance?
  - Some of the students’ life experiences haven’t involved higher education;
  - At younger age in schools and need to be encouraged; and

- Some students from small communities haven't had to learn how to enter into new social communities.

### *Partners' Perspectives of Equity as Related to Student Transition*

Having heard the students' views and considered the matter of equity as they relate to student transition the last part of the forum focused on:

- To what extent do we consider in actual practice the relationship between the students' access to equitable opportunities to learning and their transition to university?
- How do our transition practices help and hinder the students' equitable opportunities to learning in university?
- What priorities should we address together to help our students experience greater access to equitable learning opportunities?

The following is a summary of our consideration and discussions:

#### Actual Practice

- Communicate Brandon University services to high school
  - Learning Skills,
  - Math Center,
  - Writing Center,
  - Tutors,
  - 99:175 Fundamentals of Inquiry;
- Electronic information sent to high school counselors who will forward it through the graduate email list and graduate meetings;
- Coordinated communication from admissions concerning frequently asked questions;
- University and school personnel connection.

#### Transition Practices

- That help:
  - Visiting professors to high school classroom; and
  - Literacy emphasis.
- That hinder:
  - Much more emphasis needed on acquisition of writing skills across disciplines in high school.

## Priorities

- Brandon University needs disability services and special needs documentation updated before exit from high school:
  - Assessment should be done in Grade 11 or 12; and
  - Continuity of adaptation for special needs without formal assessment required (informal documentation of accommodation).
- University prep for non AP/IB students:
  - Addressing the needs of students who are not necessarily university bound but may be interested; and
  - Philosophy shift in how we teach those students.
- Communication and Research:
  - Brandon School Division SIC course should be coordinated with the Brandon University course Fundamentals of Inquiry;
  - Brandon University needs to expand the course, Fundamentals of Inquiry; and
  - Brandon University and Brandon School Division need a common registration day:
    - ◇ At Brandon University and high schools,
    - ◇ Faculty available to answer inquiries (gym setting).
- Transition:
  - Brandon University Spend-a-Day (spend a day with university student attending classes);
  - Brandon University mentor program; and
  - Brandon University and Brandon School Division liaison program/person for recruitment, exposure and information planning.
- Scholarships:
  - Work with providers to increase accessibility to non-sequential students (taking first year off between secondary and post-secondary, or attending only part-time)
- Feedback:
  - E-mail contact with secondary students;
  - Mentorships between university and high schools:
    - ◇ Former students/professors/teachers,
    - ◇ Seminars with professors and high school teachers in content areas,
    - ◇ Student for a day,
    - ◇ Scholarship/access to funding unused money/financial help in future.
- Writing Skills:
  - Focus on structure not just self expression; and
  - There needs to be a writing center in high schools.
- Create opportunities for university personnel to get into the high schools;

- Have professors come into the classroom to share expectations with students and teachers;
- Students need to be made aware of what career opportunities are available with their degrees (have a career fair and invite high schools);
- Lab experience program—invite high schools to have the chance to tour the department and work in the lab (develop a prior experience);
- Orientation Day—“recreate” a day at university (February Spring Break, Remembrance Day);
- Be a “university student for a week” during the school year;
- Use the library to access resources and integrate research at the university library (help students and teachers gain access to resources);
- “Fieldtrips” to the library (on how to use the library);
- Have students come and talk about their experience at the university level;
- Build connections/partnerships at the elementary level having business and industries and universities work with elementary students on topics related to the context of their jobs;
- Choose students to mentor or speak to students that experienced difficulties/challenges before they experienced success;
- Focus more on learning rather than accreditation;
- Have firm expectations and deadlines;
- Longitudinal research study on a cohort of Brandon School Division graduates going to Brandon University (regarding factors contributing to success, barriers, failures);
- Consider topics for joint discussion between Brandon School Division and Brandon University (e.g. engagement of students in their learning);
- Possibility of SIC to focus on university preparation jointly developed and taught by Brandon University and Brandon School Division staff;
- Consider a mentoring program for first year students developed by BUSU; and
- Provide information regarding courses, requirements, etc., to Brandon School Division students in a timely fashion.

## *Conclusion*

This partnership forum was a very profitable and productive session. The ideas and priorities generated will be considered by our local NNER Steering Committee in setting the focus of our continued work in a successful transition for equitable access of quality learning opportunities.

## **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

### *Development of Professional Development School—Brandon School Division and Brandon University*

#### Background

The Betty Gibson School is beginning a study of the literacy K-6 program and this coupled with our experience in the literacy project has resulted in a greater understanding of the scope and importance of literacy instruction. One of the issues identified by staff is the need for a practical application to create an explicit and comprehensive literacy instruction in the preservice training for teachers. Our belief is that this would augment the theoretical aspect of the preservice training and result in a greater transference of skills and a more meaningful experience. The establishment of a Professional Development School (PDS) would provide the vehicle for collaboration aimed at strengthening preservice teacher preparation and professional development for teachers currently in the field. A first step towards the development of a PDS could be a collaborative effort between Betty Gibson and Brandon University in developing a practicum program that provides authentic experience focusing on the area of balanced literacy instruction. Literacy is a key factor in students' developing communication skills that provides the foundation for students to engage fully in society and to access knowledge at all levels.

#### Benefits

We believe that there are some mutual benefits for Betty Gibson School and Brandon University including:

- professional development for Betty Gibson Staff;
- professional development for Brandon University students;
- strengthening resources for literacy instruction for Betty Gibson students;
- provide opportunities for the sharing of current practices and theory resulting in best practices in the area of literacy;
- provides an opportunity for preservice teachers that focuses solely on literacy instruction without the other various responsibilities involved in student teaching;
- more opportunities for students at Betty Gibson to make connections with adults; and
- more opportunities for Brandon University education students to make connections with students in preservice training.

## Possibilities

The University literacy course could cover theoretical aspects with guest lectures from practicing teachers and would occur in the first semester of the school year. Part of the course could be a practicum that ran through both semesters. Students would be able to observe and participate in assessment of students as learners, program planning to address student learning needs, implementation of the program, continued assessment of student progress, and continued adjustment to program planning.

A possible framework is provided as a discussion point:

- September to October—Observations of best practices in a classroom setting, observations of the literacy project, observation and participation in setting up literacy centers, observations and participation in phonological and phonemic programming, observation and participation in the process in setting routines and for guided reading to work effectively in classes, working with individual students, participation in specific authentic assessment experiences and training related to literacy such as running records, PM Benchmarks, PAST, and LAC;
- Mid-October to Mid-November—student teaching in assigned schools; and
- November to Mid-March—return to Betty Gibson School and begin working with small groups on a balanced literacy approach under the supervision of faculty and classroom teachers.

We would be able to support eight to twelve university students in four classrooms at a K-4 level. Our literacy teachers will continue to work with the students with the greatest needs while the pre-service teachers involved in the practicum would be working with another segment of the school population requiring support in literacy.

### **GAPS OR CHALLENGES FACED IN:**

The greatest gaps or challenges we face are those associated with:

- time to meet, plan and act collaboratively;
- resources in both systems (in the context of declining enrollments and reduced funding); and
- cultural tradition in which collaboration was limited in both systems.

In conclusion, we are working well together to develop and advance our joint agenda of furthering democracy in education (K-Adults).



**ST. CLOUD NETWORK FOR EDUCATIONAL RENEWAL  
ST. CLOUD MINNESOTA PARTNERSHIP**

**Setting Contacts:** Gayla Holmgren, Associate Director of Research, Special  
Research and Applied Research Center  
John Hoover, Interim Associate Dean, College of Education

**Tripartite Representatives:** Gayla Holmgren, College of Education  
Kurt Helgeson, Arts and Sciences  
Bob Huot, P-12

**HIGHLIGHTS OF PROGRESS TOWARD:**

**Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

Age, political ideology, disability, gender, sexuality, religion, and personal appearances are areas on the Continuum of Equity Practices where the St. Cloud area NNER partnership is “sustaining progress.” Strong programs are in place for students with disabilities in both the PreK-12 and the university setting. Long-standing policies are in place to assure equity in the areas of age, political ideology, and personal appearance. Currently, a partnership with area schools, the United Way, the YMCA, and the CentraCare Medical Group is working on awareness and education in the area of youth obesity. The health department in the College of Education has a grant to study obesity and health related issues with high school students and has been collaborating with three area high schools.

The local school district has one of the most extensive special education service models in the state. Additionally, adapted sports opportunities are available and inclusion of students with disabilities in all co-curricular activities is accommodated. River Campus, a residential facility, is also located in St. Cloud and the students living there have a variety of serious special needs which necessitated out of home placement. These students are mainstreamed in local schools when appropriate. The College of Education has a Praxis Center to help students prepare for the teacher licensure exam and improve their test taking skills. Students have access to centers university-wide to improve skills in writing, mathematics, and academic skills. In more demanding situations, a faculty member tutors students one-on-one.

Awareness and respect for religious differences is also a strength of the St. Cloud Partnership. The PreK-12 schools have modified their structure to accommodate the prayer schedule for the influx of Somalia students. Both the university and school district utilize the multicultural diversity calendar prepared by the university. Both institutions have decreased the dominance of Christian related activities while increasing awareness of Muslim and other religious affiliations. Numerous faith-based student organizations exist on campus.

Gender and sexuality are areas of longstanding focus in the St. Cloud Partnership. GLBT student organizations are active at both the secondary and collegiate level. Safe places can also be found throughout the school district and the university. A local area elementary principal

plays a leadership role in GBLT issues in the St. Cloud Community and at the state level. St. Cloud State University has a Women's Center on campus and a Women's Studies major. Cooperatively, every summer the university, school district, the St. Cloud Technical College, and the community offer a conference for girls in Grades 7-12 to increase their awareness of career opportunities and to encourage their post high school education.

Additional efforts in the equity area include:

- Mentor program for male students of color in secondary schools is being initiated;
- Student teaching opportunity in South Africa is being offered spring 2008;
- An outreach program, Portal Project, for teacher education candidates is being offered in Northern suburb to create access for students of color in the Minneapolis/St. Paul area;
- A four county/school district/university four year grant in mental health is being implemented;
- Faculty member and graduate students are conducting a study and providing treatment for students with autism in the St. Cloud School District;
- SCSU has 15.4 percent faculty of color and a 13.4 percent population of international students and students of color;
- A Safe School Healthy Students Grant—the Mobile Wellness Center has been sustained through local partnerships after the completion of the grant;
- Faculty in the College of Education have implement a mentoring program called “Pipeline” where young black males in the college mentor high school black males;
- The St. Cloud School District has a Jump Start Program at Discovery Elementary. All new elementary immigrant students spend a half day in the program when they first enroll in the district and are transferred to full-time mainstream when they are ready; and
- A partnership grant was secured this fall to provide professional development to elementary teachers in the area of mathematics. The goal is to increase the math skills in disadvantaged elementary students and ultimately move algebra to the sixth grade level.

Areas of promising practice to share and progress included:

One promising equity practice in the St. Cloud partnership is the Community Options 2 (CO2) program. The CO2 program is a transitional program for St. Cloud School District students age 18-21 with developmental/cognitive disabilities or autism spectrum disorders. Community Options 2 is a partnership between St. Cloud School District and St. Cloud State University's College of Education and it has been housed in the Education Building on SCSU's campus, (an

age-appropriate, community-based, inclusive setting). The CO2 program uses settings on the SCSU campus and in the community as “classrooms” in which students gain real life experiences. CO2 students work to develop skills in the areas of employment, communication, social development, community access, independent living and recreation/leisure. CO2 staff and students work closely with community agencies like County Social Services, Rehabilitation Services, Goodwill-Easter Seals, and the Central Minnesota Mental Health Center among others. Many of these agencies will help provide services for CO2 students when school services have ended.

“Sisters in Action” is an exemplary program that focuses on racial and gender equity. It is a collaborative effort between SCSU, District 742 and the Central Minnesota Sexual Assault Center. The project has been funded by a Women’s Foundation of Minnesota’s girlsBEST (girls Building Economic Success Together) grant and SCSU’s Office of Sponsored Programs and Cultural Diversity with additional small amounts from the Gannett Foundation, Central Minnesota Community Foundation, and the NAACP. This project serves to bring together approximately twenty female students of color from St. Cloud State and approximately forty female students of color in St. Cloud School District’s junior high and high schools. The college students attend seminar trainings for mentors, and then conduct weekly support groups and one-on-one mentoring activities for mentees. The objective of the program is to empower women and girls for economic well-being. An important outcome of the program has been the reduction dropout rate of girls and women of color both in the schools and at SCSU.

A third equity-focused program of promise is the College of Education’s Department of Human Relations and Multicultural Education’s (HURL) requirement for teacher candidates and the university’s mandatory workshop “Respect and Responsibility.” Six credits in HURL are required of all education majors and a minor and major is also offered. HURL classes provide education in self-awareness and skills essential for living and working in a democratic and socially just society. Specifically, the issues addressed by the courses include: the study of oppression and social justice related to race, gender, age, class, religion, disability, physical appearance, sexual orientation and nationality/culture. The “Respect and Responsibility” workshop is required of all students entering SCSU. The purpose of the workshop is to educate students about the problems of campus rape, sexual harassment, racism and other forms of violence, discrimination and harassment with the goal of both reducing these behaviors and offering information and resources to students who experience these behaviors. Numerous speakers from the community are invited to speak in these classes.

### **Engaging the Community to Advance Educational Renewal**

Community involvement to advance educational renewal is occurring in the St. Cloud NNER Partnership, but more work is needed in this area. Community members have been invited to participate in the following educational renewal collaborations:

- Colleges of Science and Engineering and Education at SCSU and the St. Cloud K-12 schools and local business are collaborating on a STEM grant proposal;

- SCSU, the community, and St. Cloud Schools are partnering on a \$1.4 million Access to Knowledge Grant from the Minnesota Department of Education;
- Based on the achievement gap on state tests (race and socioeconomic status) the St. Cloud School District qualifies for state funds for developing an integration and desegregation plan. The plan is being developed in partnership with the university and the community;
- Community and university representatives serve on the St. Cloud School District vertical curriculum teams (PreK-16) in all content areas;
- All PreK-12 schools have a site council that oversees the staff development and operational activities of the site;
- The university is inviting PreK-12 and the community to speaker series—topics include at risk youth, multicultural instruction, global studies, etc;
- Teacher Quality Enhancement Grant Partnership conducted professional development needs assessment with 2000 teachers and held a summer conference on four area of highest need: reading, mental health, at risk learners, and technology;
- A service-learning partnership with college students and community members called Communicating on Common Ground was initiated in the spring of 2007 in two area high schools. Its goal is to decrease the racism, harassment and violence between students of various cultures in the high schools. A communication studies professor from Kenya initiated the program in a communication studies class and has received a university grant to continue the partnership;
- A partnership with community nonprofit organizations, the city, SCSU and the St. Cloud Area Schools has developed a Kids Vote program which holds mock elections with K-12 students for major political elections;
- Numerous collaborative efforts in the area of race relations are also ongoing. In November 2007 the CreateCommUnity conducted focus groups on “Continuing the Conversation on Race”; and
- The Community Anti-Racism Education Initiative (C.A.R.E.) has again conducted “Understanding Racisms and Anti-Racism Organizing Workshops” for all campus staff and faculty.

## **GAPS OR CHALLENGES FACED IN:**

### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

#### *Equity Areas: Language, Locality, Race, and Socioeconomic Status*

Addressing the needs of the English as a Second Language Learner remains a huge challenge for the St. Cloud Partnership. This past summer the Schoolink Welcome Center was opened by the school district and a Somali individual was hired to work with other professionals at the site. The center is a one-stop site for school registration and orientation to the St. Cloud Area. Eventually, it is hoped that county and city services for immigrants and refugees will also be located at the site. SCSU and the local school district also collaborated on a Chinese and Spanish full immersion program at two elementary sites in the fall of 2007. SCSU will work with the Chinese teachers from a partnering university in China to assist them in getting Minnesota certification. Currently, visas for the two Chinese teachers have been delayed. The most significant challenge, however, revealed in the St. Cloud equity assessment is addressing the achievement gap with students of color and students in poverty. The school district recently purchased the “Learning Bridges” computer program for home skill development in reading and mathematics, and the university implemented freshman study groups to provide students a supportive cohort with strong leadership.

### **Engaging the Community to Advance Educational Renewal**

Engaging the community is an area in which we are acknowledging and defining the issues. SCSU’s new president began his term in July 2007 and has indicated that community involvement and reaching out to the community is a major priority. In his initial remarks to the university this fall, he indicated that there was no evidence or presence that this is a university city as one entered the city of St. Cloud. He challenged the campus community to change that impression and to bring the community into the campus. Currently the College of Education is beginning discussions on a community clinic model that would provide field experience for students and services for the community in family counseling, academic skills, special education services, etc.

## **OTHER SETTING INFORMATION:**

This year the St. Cloud Network for Educational Renewal partnership initiated the NNER Round Table, and every other month PreK-12 and university teachers and administrators were invited to listen to a speakers and to socialize with colleagues at a local restaurant. Topics included Sisters in Action, STEM Initiative Collaboration Opportunities, Partnerships with Chile, and the Communicating on Common Ground Anti-Racist, Anti-Violence program.



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

**Setting Contact:** Mary Ellen Finch, Executive Director, Metropolitan  
St. Louis Consortium for Educational Renewal

**Tripartite Representatives:** Linda Pitelka, Arts and Sciences  
Sam Hausfather, School of Education  
Carol Hall-Whittier, P-12

### **HIGHLIGHTS OF PROGRESS TOWARD:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

While the Metropolitan St. Louis Consortium has not engaged in a study of the setting related to equity, at an earlier Consortium Executive Committee meeting held shortly after the October 2006 annual meeting the Equity Statement was discussed. Focus for the Consortium has been upon inequities related to socioeconomic status and primarily barriers to educational access. We have noted over the years that the institutions which are stakeholders in the Consortium have taken a proactive stance regarding gender, sexual orientation, age, etc., although in the case of one of our local school districts, specifically mentioning sexual orientation has been questioned as whether really necessary by certain members of the Board of Education.

At any rate, our emphasis has been primarily placed upon educational access and to that end the major portion of our work has consisted in staying the course in the St. Louis City Schools (SLPS), working primarily with the teachers and students at Roosevelt High School and the Ninth Grade Center (which has been spun off from Roosevelt and which is “principaled” by Syliva Shead, former principal of Roosevelt). In addition (and this also is part of the following question), the two higher education institutions, Harris Stowe and Maryville Universities, are collaborating to offer a Masters’ program in Educational Leadership for teachers in the St. Louis Public Schools to prepare them to take leadership (e.g. principal) positions within the SLSP. Funding is by the Parsons Blewett Memorial Fund (again, thanks to Tom Stenger) at \$170,000 for the first year with opportunity for renewal. This program offers qualified St. Louis Public School teachers a graduate degree and the opportunity to advance in the profession while engaging in graduate work focused around the Agenda for Education in a Democracy. Clearly, as part of this work, program participants will engage with the four components of the Agenda as well as the NNER Statement on Equity.

#### **Engaging the Community to Advance Educational Renewal**

As reported in our 2005–2006 Annual Report, the St. Louis Consortium spent considerable amounts of time in early 2006 reviewing and refining its mission and goals. Perhaps the most dramatic change came with the developing of a goal (Goal ONE) focusing on Advocacy.

“(a)s a St. Louis educational community consisting of both higher education institutions and public school systems...advocate for public education by articulating in a variety of forums that public education is the strongest foundation for an effective democracy, the protection of our common good, and our best hope for a compassionate and just society. The most fundamental civil right is a free system of public education which embodies intellectual thought that establishes freedom, justice, orderly processes, and equal opportunity for all. Pre-eminence of public education is the basis for a common good and the safeguard of democracy.”  
(Adopted from Thomas Kowal, *Public Education, Democracy and the Common Good*)

The Consortium sent a team of educators to the IEI’s Journalism, Education, and the Public Good initiative that met in Bend, Oregon, in October 2006. This team, augmented by media representatives “back home” developed an Action Plan which was adopted by the Consortium Board and which consisted of the offering of two forums focusing on the issue of Journalism, Education, and the Public Good. The first of these forums was held on Saturday, February 10, 2007, at Maryville University and was attended by approximately fifty representatives of the media, professional education (higher and P-12) and board members of the universities and the public schools. Content for this seminar consisted of cross-role discussions, role-playing and debriefing of both activities. (This seminar ended with a small group working with the team to plan a second seminar for September 2007 in the Webster Groves School District.)

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

As noted above, the two higher education institutions (Harris-Stowe State University and Maryville University) have joined together to develop the Superintendent’s Scholars’ Program to prepare future leaders for the Saint Louis Public Schools. This is a fully-funded opportunity (by the Parsons Blewett Memorial Fund) for qualified St. Louis Public School teachers to obtain a graduate degree in Educational Leadership and Administration with an emphasis in Urban Leadership. Faculty for this program are drawn from the two higher education institutions and St. Louis Public Schools. A major “Kick-Off Celebration” of this program was held at Harris-Stowe State University on September 10, 2007, and was attended by the students and faculty in the program as well as the major administrators from both higher education institutions and the media. We believe this initiative is a rare example of collaboration within the National Network for Educational Renewal and hope to extend this collaboration to other aspects of our Consortium. Although the funding from Parsons Blewett cannot support educators outside the St. Louis Public Schools, we plan to seek further funding from other sources so that teachers from our two suburban school districts, Parkway and Webster Groves, can join with St. Louis Public School teachers to focus upon the needs of urban children and urban schools.

## **OTHER SETTING INFORMATION:**

### Changes in Personnel

- A new Maryville University President, Mark Lombardi, as of July 1, 2007; and
- New St. Louis Public Schools Consortium Board Representatives—Ruth Mach, Assistant Superintendent for Elementary Education, and Daniel Edwards, Assistant Superintendent for Middle and Secondary Education.



**UNIVERSITY OF MISSOURI–COLUMBIA PARTNERSHIP  
FOR EDUCATIONAL RENEWAL**

**Setting Contacts:** Dan Lowry and Deb Carr, Co-Executive Directors MPER  
**Tripartite Representatives:** Dan Lowry, College of Education  
Tom Baugh, P-12

**HIGHLIGHTS OF PROGRESS TOWARD:**

**Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

*New Master’s Level Curriculum Trains Special Education Teachers to Work with Struggling Young Children from Diverse Backgrounds*

Cultural differences can have a profound effect on a young child’s learning and development. The University of Missouri’s (MU) Department of Special Education now offers a tool to help professionals overcome this barrier with a new program that trains graduate students to work with young children with disabilities, focusing on cultural sensitivity and particular issues that exist in multicultural situations. This program is designed for students committed to working with children who are struggling due to language barriers or behavioral concerns:

“The project targets children birth through five years who have disabilities, or are at risk for delays in behavior and literacy,” says Rebecca McCathren, special education associate professor. “Those are the main reasons why children fail in school.”

A lot of behavior and literacy concerns relate to a child’s background. Many of the children who benefit from this teacher-training are not native English speakers and/or come from poverty. Children from different cultures, for example, may have learned a set of behavioral expectations different from those of the classroom. This cultural aspect, often overlooked by similar special education programs, is a key component of the new MU project:

“The big piece is related to diversity,” McCathren continues, “It’s knowing how to deal with behavioral issues and being able to provide early support with language barriers.”

The program sequence takes advantage of resources already on campus, such as hands-on training situations, bringing them together to create a complete experience for students. The special education coursework focuses on research-based training and learning techniques of collaboration with other professionals. Additionally, students in the program take courses offered through MU’s Department of Educational, School, and Counseling Psychology (ESCP) to study methods of intervention.

Among those courses is an applied multicultural practicum, taught by Puncy Heppner and Lisa Flores, both ESCP faculty members. The course aims to increase students' sensitivity to various cultural contexts, such as how certain gestures or actions are perceived. Last year, the class created a presentation on multicultural issues for the one hundred and twenty fourth-graders in Centralia, Missouri:

“People in education work with diverse groups,” Heppner says. “Formerly, the tendency would be to be colorblind, but now we understand that the same thing might come across in different ways. Multicultural sensitivity is the key.”

For example, Heppner says, eye contact can be considered rude in Latino cultures. But many students are taught that eye contact is a sign of attention and engagement in a conversation.

When working with children with disabilities, cultural context becomes even more important. The new curriculum will help special education teachers understand how family interactions and priorities are dictated by cultural circumstance.

The project is funded by a grant proposed by McCathren and Melissa Stormont, an associate professor in the Department of Special Education, to target the areas of behavior, language and literacy. The grant provides funding to train a total of thirty-two students over four years, which will cover their tuition and a \$15,000 annual stipend.

Full-time students can complete the sequence in one year, taking classes during the fall, winter and summer semesters; part-time students will be able to finish in two years. Currently, four students are enrolled—two full-time and two part-time—and the department is already receiving calls from teachers interested in starting next year.

“Grants like this really fill a significant need,” Stormont says. “A lot of highly qualified teachers want to get this experience, but without the funding, they can’t. With the stipend, teachers can actually afford to take a year off.”

*For more information, please contact Rebecca McCathren at [mccathrenr@missouri.edu](mailto:mccathrenr@missouri.edu).*

### **Engaging the Community to Advance Educational Renewal**

For the last year MPER has focused on studies regarding the influence of mental health issues on the academic achievement of students. One aspect of this study has been our joining with other Missouri mental health agencies in focus group discussions under an umbrella organization we have designated as “Healthy Minds, Healthy Learners, and Healthy Schools.” This group has sponsored studies in four sites throughout Missouri. Interviews were conducted by MU graduate students with groups representing public school students, faculty, and parents.

Some of the findings of these studies included:

Collaboration. “The statements that surfaced most often across all focus groups concerned the need for collaboration between schools, mental health agencies, and families. There was a strong sense among participants that pooling resources and coordinating services between schools and mental health agencies would improve mental health care. Further, there was a strong call by participants to ‘improve collaboration among all partners’ and to create a ‘shared understanding across systems.’”

Education to Educators on Mental Health. Many stakeholders voiced concerns that school personnel were not adequately prepared to deal with mental health issues in schools. Stakeholders proposed that school personnel attend mandatory professional development sessions on children’s mental health, classroom behavior management, and identifying mental health concerns in the classroom.

Parental Involvement in Schools. Many stakeholders, regardless of the site or participant group, expressed the need for an increase in parental involvement in their children’s education as a means of supporting children’s positive social and emotional development.

Access to Resources. A common recommendation through focus group discussions, regardless of participant groups, was the need for resources to be more readily available and accessible, particularly mental health services in both the schools and community.

Parent Training on Parenting and Mental Health. A recurring theme through the focus groups was the need for parent training in the areas of mental health, developmental milestones, proper disciplinary actions, and encouraging and supporting children. The discussions centered on the notion that, without effective training and education in these areas proper attention may not be given to the children’s social and emotional needs.

Increase Awareness of Services. Stakeholders across all groups indicated that community agencies often provide services and resources that are unknown to school personnel, parents, and students. Therefore, when problems arise, these individuals are unaware of where and how to obtain the resources that they need.

The University of Missouri’s Center for Advancement of Mental Health Practices in Schools obtained an MPER Study Proposal grant to study the implementation of collaborative practices between mental health agencies and public schools. This led to the receiving a federal grant that is being utilized to develop a model program that has two major purposes:

1. Developing collaboration between the public school and community mental health agencies; and
2. The development of professional growth activities in regards to helping public school faculty to learn how to identify and work with mental health issues that impact students.

This project was initiated with an MPER partner district that is medium-sized and in a rural setting. The grant calls for the project to be initiated in a large urban school district next year.

### OTHER SETTING INFORMATION:

- Mike Pullis is serving a one-year term as Interim Co-Director for the University of Missouri–Columbia Partnership for Education Renewal along with Dan Lowry. Mike Pullis will be the higher education representative for Deborah Carr and, in addition to her role as Associate Dean for the College of Education, Deborah Carr is serving as Interim Department Chair for Educational School and Counseling Psychology.
- MPER is very proud that one of our partner schools has been named as the 2007 recipient of the Richard W. Clark Award for Exemplary Partner School Work. Paxton Keeley Elementary, Columbia School District, is not just “a place for future educators to ‘get their feet wet.’” To quote the school’s principal, Elaine Hassemer, the school wants “our communication with the University to be a two-way street. Collaboration means working together. We want to make sure that our partnership isn’t just about the sending lecturers. A partnership is about learning together. An open avenue of communication allows us to look at practices at both institutions and work together to find ways to improve them. It is a testament to the university and how deeply they respect classroom teachers that the faculty of Paxton Keeley is equal and valued partners in our work together.”
- Being a partnership that consists of twenty-two school districts that literally spread across the state of Missouri and represents over 194,000 students, we are constantly seeking ways to renew our partnership. Two new programs have been added this year.
  1. The Mental Health Leadership Academy is a direct result of studies conducted by the Governing Board and Operations Council of MPER. We realize that mental health issues have a strong impact on the academic learning of our students, MPER is funding and coordinating two sessions each year where partner districts can send the appropriate representation (superintendents, principals, teachers, learning specialists, counselors, psychologists, social workers, and nurses) to study research findings regarding mental health issues. Our purposes are:
    - ◇ To form a “community of practice” to examine issues related to embedding school mental health practices within school improvement efforts;
    - ◇ To design a strategic plan for each district’s adoption of programs and policies that address non-academic barriers to learning; and
    - ◇ To access experts in the field to problem-solve specific district concerns.
  2. To enhance the Partnership’s efforts toward ongoing renewal, the MPER Governing Board has approved budgeting for four “Faculty Research Funding” proposals. MU faculty members will be able to make a research application for \$5,000 to \$10,000. Some of the stipulations of this new program will be that (1) research is conducted within the MPER Partnership, and (2) that research findings and recommendations be presented to the Partnership.

- As another means of achieving its goal of renewal, MPER is in its seventh year in encouraging collaboration between partner buildings/districts by providing funding for Study Proposals. These research/study proposals are developed by the Partnership in considering their respective professional development goals or school improvement plans. Each applicant goes through the MPER office in locating a faculty member with similar research interests in working with the school for one year. These studies can be continued into a second year with a follow-up application. This year, the Governing Board elected to increase funding for the proposals from \$1,000 to \$1,500. MPER is dedicating \$37,500 each year to fund twenty-five Study Proposals.



## NEBRASKA NETWORK FOR EDUCATIONAL RENEWAL

**Setting Contact:** Dennis Potthoff, Executive Director, NeNER  
**Tripartite Representatives:** Joe Blankenau, Arts and Sciences  
Craig Patzel, P-12  
Dennis Potthoff, College of Education

### AN OVERVIEW OF THE NeNER 2006–2007

The Nebraska Network for Educational Renewal (NeNER) was pleased to send a delegation of eleven individuals to the 2007 NNER Annual Conference, and the time spent with others in West Virginia affirmed and encouraged us to continue to move forward in our efforts to implement the Agenda for Education in a Democracy.

The purpose for this Annual Report is to summarize activities and accomplishments over the past twelve months (October 2006 through September 2007).

On balance, 2006–2007 was a solid year for the NeNER. Excellent progress was made toward accomplishing our primary goal for the year; in several key ways, the NeNER was revitalized! The following calendar of key events provides a brief snapshot in support of this positive conclusion.

#### Calendar of Key Events:

- In August 2006, with both new education deans present, the Wayne State College and University of Nebraska-Kearney sites met for an important conversation about the future of the NeNER, during which both sites reaffirmed their commitment to the NeNER.
- In August 2006, Dennis Potthoff, UNK professor in the Department of Teacher Education/College of Education, was appointed the new executive director for the NeNER.
- In October 2006, a tripartite team of eleven individuals attended the 2006 NNER Annual Conference in West Virginia.
- In November 2006, a newly reconstituted NeNER Governing Board convened for the first time, and met again in March 2007.
- In March 2007, Wayne State College hosted the spring 2007 NeNER Conference. This event celebrated the first ten years of the NeNER, and several past NeNER executive directors were able to attend. The Governor of the State of Nebraska, the Honorable Dave Heinemann, delivered the keynote address for the conference. Approximately one hundred and twenty-five individuals attended this conference.

- In October 2007, at the NNER Annual Conference, Lexington Pershing Elementary School, a partner school in the UNK Network of Partner Schools, received the Nicholas Michelli Award for Promoting Social Justice.
- The remainder of this report will summarize key activities and accomplishments from the past year. For the first time the NeNER Annual Report describes and documents work directed toward the NNER equity expectation.

### **HIGHLIGHTS OF PROGRESS TOWARD:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

##### *Wayne State College*

Bilingual Education Grant. Wayne State College and Northeast Community College received a three-year grant focusing on attracting bilingual students initially to Northeast and later to Wayne State College in order to study Education. The project is in collaboration with a number of Northeastern Nebraska communities where the schools in these communities agree to host these students as well as support them financially and with clinical and student teaching—internship opportunities.

Second Language Learners/Dual Language Initiative. To meet the needs of the diverse population, Wakefield Schools has started a foreign language program in the elementary schools. Science and Social Studies classes are taught in a dual-language approach. The classroom teacher and a Spanish speaking para team teach each lesson. Important concepts and vocabulary are presented in both Spanish and English. The goal of the program is to increase the students’ interest in taking formal Spanish in high school. The dual-language approach is also being utilized during daily calendar activities.

##### *University of Nebraska at Kearney*

Equity Self Study. The UNK Department of Teacher Education, for 2006–2007, chose to initiate a self-study of “what is” with regard to the equity issues identified by the NNER Equity Task Force. Two distinct groups of respondents, thirty plus school/school district teams completed the survey and four program-specific teams (Elementary Education, Special Education, Professional Sequence, and Middle Grades/ESL/Early Childhood) completed the survey. The results of these self-assessments are summarized in Tables One and Two below.

Retention of Diverse Students. The UNK College of Education NCATE coordinator and associate dean, Glen Powell, analyzed pass rates on the PRAXIS I to determine if there was a difference in passing rates between ethnic groups. This research indicated that between 2004 and 2006, members of non-Caucasian groups had higher initial failure rates than Caucasians. Practice sites and materials were purchased and an initiative to make parents, students and advisors more aware of the need to seek practice and assistance prior to taking the PRAXIS was initiated.

**TABLE ONE**  
**2007 Network of Partner Schools Summer Institute (UNK)**  
**Task—Equity Analysis of "What is" by School/School District**  
**Continuum of Equity Practices**

	# of People	N/A	No Action at the Time	Acknowledging and Defining Issue	Making Plans	Beginning to Implement	Sustaining Progress	Promising Practice to Share
Age	N=32	13 (41%)	3 (9%)	4 (13%)	1 (3%)	4 (13%)	5 (16%)	2 (6%)
Disability	N=27	1 (4%)	1 (4%)	3 (11%)		2 (7%)	18 (67%)	2 (7%)
Gender	N=30	3 (10%)	9 (30%)	4 (13%)	3 (10%)	2 (7%)	6 (20%)	3 (10%)
Language	N=29	1 (3%)	2 (7%)	5 (17%)	4 (14%)	5 (17%)	11(38%)	1 (3%)
Locality	N=36	14 (39%)	2 (6%)	11 (31%)		5 (14%)	3 (8%)	1 (3%)
Personal Appearance	N=29	1 (3%)	1 (3%)	11(38%)	1 (3%)	3 (10%)	10 (34%)	2 (7%)
Political Ideology	N=27	11 (41%)	8 (30%)		2 (7%)	2 (7%)	2 (7%)	2 (7%)
Race	N=31	4 (13%)	3 (10%)	5(16%)	2 (6%)	1 (3%)	15 (48%)	1 (3%)
Religion	N=25	6 (24%)	5 (20%)	4 (16%)	2 (8%)	1 (4%)	7 (28%)	
Sexual Orientation	N=25	10 (40%)	10 (40%)	2 (8%)	1 (4%)		2 (8%)	
Socio-economic Status	N=22		2 (9%)	4 (18%)	3 (14%)	3 (14%)	9 (41%)	1 (5%)
Other	N=6		1 (17%)	2 (33%)	2 (33%)	1 (17%)		

**TABLE TWO**  
**2007 UNK Department of Teacher Education**  
**Task—Equity Analysis of "What is" by Program (within TE Department)**  
**Continuum of Equity Practices**

	# of People	No Action at this time	Acknowledging & Defining Issue	Making Plans	Beginning To Implement	Sustaining Progress	Promising Practice to Share
Age	(N=3)					2 (66%)	1 (33%)
Disability	(N=3)		1 (25%)		2 (50%)		1 (25%)
Gender	(N=3)	1 (33%)				2 (66%)	
Language	(N=4)		3 (75%)		1 (25%)		
Locality	(N=3)		2 (66%)		1 (33%)		
Personal Appearance	(N=3)			1 (33%)	1 (33%)	1 (33%)	
Political Ideology	(N=3)	1 (33%)	1 (33%)			1 (33%)	
Race	(N=4)	1 (25%)	1 (25%)			2 (50%)	
Religion	(N=4)	2 (50%)	1 (25%)			1 (25%)	
Sexual Orientation	(N=3)	1 (33%)	1 (33%)			1 (33%)	
Socio-economic Status	(N=4)	2 (50%)			1 (25%)	1 (25%)	

Analysis of the results yielded a few particularly striking conclusions:

- A significant percentage of the P-12 school-based teams viewed four of the equity conditions to be “not applicable” to their level/setting; age (41%), locality (39%), political ideology (41%), and sexual orientation (40%). Amazingly, this was the specified

rating despite the fact that “not applicable” was not a choice provide on the continuum of equity practices;

- P-12 teams felt their schools/districts were the furthest along (40%+ at the level of “sustaining progress” or “promising practice to share”) in the areas of (a) disability (74%), (b) language (41%); (c) personal appearance (41%); (d) race (52%); and (e) socio-economic status (45%);
- P-12 teams felt their schools/districts had made the least progress (40%+ at the level of “no action at this time” or “acknowledging and defining the issue”) in the areas of (a) gender (43%), (b) personal appearance (41%); and (c) sexual orientation (48%);
- Program-specific teams within the Department of Teacher Education believe that the Department/College/University were the furthest along (40%+ at the level of “sustaining progress” or “promising practice to share”) in the areas of (a) age (100%); (b) gender (66%); and (c) race (50%); and
- Program-specific teams within the Department of Teacher Education believe that the Department/College/University had made the least progress (66%+ at the level of “no action at this time” or “acknowledging and defining the issue”) in the areas of: language (75%), political ideology (66%), religion (75%), and sexual orientation (66%).

The logical next step within the UNK site is to identify one (perhaps two) equity issues that will be more thoughtfully studied and addressed in 2007–2008.

*Campus Kitchen*—a non-profit initiative that serves the hungry in the Kearney community, continued to thrive in its second year. Campus Kitchen is mostly driven by the Community for Active Citizenship in Political Science but many education majors are vital to its operations. The operation current serves about seventy meals two-times a week.

## **Engaging the Community to Advance Educational Renewal**

### *Wayne State College*

Legislative Forum. Through intensive advertising and promotion faculty at Wayne State College significantly increased student participation in the annual Legislative Forum sponsored by the Wayne Area Chamber of Commerce. Wayne State College faculty also participated in similar events in Norfolk and South Sioux City.

Service-Learning. Joe Blankenau, with Lisa Nelson, received a service-learning grant to defray costs of having students participate in writing grants for area service organizations. Approximately \$19,000 was raised in grants written for three different organizations.

Earth Day Celebration. Joe Blankenau helped organize events for a day-long Earth Day celebration. Several speakers discussed, among other issues, policy-related dynamics in environmentalism.

Youth Leadership Conference. In October 2006, the annual Elementary Leadership Conference brought two hundred and seventy elementary school student leaders and sponsors for a one-day conference focusing on civic engagement and democratic schooling.

MSE in Educational Administration. A new MSE in Educational Administration (Learning Community Format Delivery) is offered in Sioux City/South Sioux City as a response to school district requests to prepare ‘local leadership’ especially from bilingual communities.

### *University of Nebraska at Kearney*

University of Nebraska-Kearney/Brooklyn College Exchange. In the spring of 2007, John Anderson, UNK Political Science Professor, accompanied a group of nine UNK undergraduate students on a trip to New York City. This visit was hosted by Brooklyn College faculty and staff and Vincent Fuccillo was the primary host. The UNK contingent also spent time with Nicholas Michelli, Presidential Professor, as they navigated neighborhoods and schools on the island.

Empowering Rural Youth to Empower Nebraska Communities Project. UNK recently received notification that the University of Nebraska Foundation has funded a grant, co-written by John Anderson and Peter Longo, which is aimed at teasing out the positive features of small town rural life and thereby encouraging young Nebraskans to stay in Nebraska. Five Nebraska small towns with populations of 5,000 or less will be selected for this proposal. Young Nebraskans in Grades 10-12 from these towns will be trained to engage their community in serious discussions about the positive and negative features of their respective communities. Each team will consist of ten students. The teams of youth will work with UNK political science faculty to conduct survey research as well as focus group deliberations. Such activities will fortify the community and offer a stake for youths to remain in Nebraska as the results help reveal the best features of Nebraska life and, of course, the areas that need improvement. Students will offer solutions to the latter finding, but more importantly, will see first-hand the positive features of life in rural Nebraska. Such awareness will encourage students to attend the University of Nebraska and in time return to Nebraska communities. The Political Science department will work closely with partner schools already engaged in the Nebraska Network for Educational Renewal (NeNER) to select students to engage in this vital endeavor.

UNK Office for Service Learning. For 2006–2007, the UNK Office for Service-Learning acknowledged the following activities and accomplishments:

- The vision for service-learning is to connect students to the community, enhance students’ knowledge of their connection to the real world and help to encourage student participation as citizens in our democratic society. Community partners from approximately twenty-five agencies provided service-learning experiences for nearly three hundred Teacher Education students. The focus for participating agencies/programs cover a broad range of services including working with persons with

disabilities, youth at-risk, tutoring/mentoring small children and youth, service organizations (i.e. Red Cross, Museums, etc.), and working with the elderly populations.

- College faculty and community-based program representatives attended a three-day training in service-learning pedagogy.
- P-12 teachers participated in a service-learning symposium.
- The UNK Office for Service-Learning, in September 2007, hosted by Midwest Consortium for Service-Learning in Higher Education Annual Conference with twenty-five institutions across the states of Nebraska, South Dakota, and Western Iowa participating.
- Two Americorps VISTA members have taken positions at UNK to work with the Office for Service-Learning for a year of service to enhance our work in this pedagogy.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

#### *Wayne State College*

American Democracy Project. Wayne State College's American Democracy Projects held its annual poster session concerning topics in American democracy. Dozens of students from different classes and different majors presented their research on some aspect of American democracy at the Student Center in the spring of 2007. The campus community was invited to view the posters and converse with students about their research.

Health Care Issues. Joe Blankenau is working with the Center for Rural Affairs to assess health care issues for rural Americans. He will be interviewing and collaborating with various individuals and organizations interested in policy advocacy for health care in rural areas.

League of Small Democratic Schools (LSDS)/Agenda for Education in a Democracy Initiative. Wakefield Community School is a member of the League of Small Democratic Schools. Lynette Haisch and Shelly Schultz attended the LSDS Conference in Seattle in January of 2007. They were a part of discussions concerning democratic processes in schools. They also had the opportunity to visit host schools and to listen to John Goodlad. In March 2007, Wakefield Community School staff presented at the NeNER Conference held at Wayne State College. Two groups presented from the school. An elementary group presented on the basics of the League of Small Democratic Schools (LSDS) and the Agenda for Education in a Democracy (AED), and what Wakefield School is currently doing to work toward this agenda. Wakefield has involved staff to a great extent when planning for Professional Development Days. Teachers and administrators work together when planning activities for this time. Activities are selected that will lead the organization to a better understanding of how effective schools operate and how to incorporate democratic processes into our daily routine.

Professional Learning Communities. Wakefield Community Schools has reorganized the staff into “Professional Learning Communities” where teachers meet on a weekly basis and discuss the outcomes of four basic questions: (1) What do we expect students to learn?; (2) How will we know what the students have learned?; (3) How will we respond to students who aren’t learning?; and, (4) What will we do with the students who have already mastered a skill? Teachers plan lessons together and develop intervention/enrichment activities that are designed to meet the needs of all students.

### *University of Nebraska at Kearney*

The UNK Advisory Council on Teacher Education. This newly formed council met for the first time in October 2007, and the vision statement that introduces this newly formed council which held its inaugural meeting is as follows: “The very best university teacher education programs in the United States are those that use a tripartite approach to planning and curriculum development. This approach seeks to join the efforts of the teacher education faculty with the active involvement and advice of the university Arts and Sciences faculty and the P-12 teachers and administrators who form the university’s network of partner schools. This approach brings together the crucial elements of knowledge of content, pedagogical expertise, and practical experience in P-12 schools. It is the goal of the UNK Advisory Council on Teacher Education to play a key role in this work by providing formal opportunities for dialogue, planning and recognition of significant contributions to teacher education at the University of Nebraska at Kearney.”

UNK Network of Partner Schools Summer Institute. In June 2007, UNK hosted its 7<sup>th</sup> Annual Network of Partner Schools Summer Institute. All forty-two network schools were represented and most sent teams of three individuals. Democracy was the theme for the event. The one hundred and thirty plus participants and facilitators struggled to help each other gain deeper and richer understandings of democracy particularly as it relates to schools, social justice, equity, and the purpose for schools in a democratic society.

American Democracy Project (ADP). John Anderson and Dennis Potthoff, at the request of Finnie Murray, the Vice Chancellor for Academic Affairs, represented the University of Nebraska at Kearney at the 2007 Conference of the American Democracy Project (ADP). UNK is currently exploring ways to elevate its commitment to ADP. As is recommended by the ADP, the UNK campus conducted a campus audit in the fall 2007 and an action plan resulting from the audit was presented to the Faculty Senate.

Research Study—Perceived Effectiveness of Field-Based Components of UNK’s Renewed Undergraduate Teacher Preparation Program. A research study conducted by Jane-Ziebarth, Teacher Education Assistant Professor, and Ron Bovill, Director of the UNK Network of Partner Schools, systematically explored the perspective of cooperating teachers, university supervisors and student teachers. The study revealed that: (1) a renewed undergraduate teacher education program, which is more field-based and content coherent, is resulting in better prepared student teachers; (2) requiring more pre-student teaching field experience is a sound practice but the manner in which the experience is linked simultaneously with theory/coursework is a very

central element of this field experience model (it is not just more hours of field experience that defined the renewal but more focused field experiences); and (3) there is a high degree of satisfaction with the renewed teacher education program, particularly in the preservice teachers' proficiency and understanding of program standards, professional responsibility, and instructional methods. Some concerns were found in preservice teachers' knowledge of, and proficiency in, classroom management, assessment, and reflection.

### **GAPS OR CHALLENGES FACED IN:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

##### *Wayne State College*

Equity as a Theoretical Concept. Wayne State College, as an institution, is committed to equity as a theoretical concept. WSC, arguably, has not moved though to a position where equity is integrated in either its organizational practices nor its systematic teaching of equity.

##### *University of Nebraska at Kearney*

Limited Recruitment of Diverse Faculty. Arguably, the UNK College of Education has not been as active enough in terms of hiring diverse faculty; a commitment to equity is not the same as following hiring procedures that meet Equal Employment Opportunity (EEO) requirements. What is demanded is a more proactive and creative effort.

#### **Engaging the Community to Advance Educational Renewal**

##### *Wayne State College*

Limited Engagement of Arts and Sciences Faculty/Programs. From the Arts and Sciences perspective there does not seem to be enough time to fully develop faculty potential to contribute to NNER projects. WSC is engaged in several different projects regarding democracy in education but there is not significant coordination of those projects. There is no person or organization to fault for this, it is just a matter of having the time necessary for coordination.

Challenges to Advancing the Agenda in Undergraduate Teacher Preparatory Programs. The School of Education and Counseling has been able to advance educational renewal engagement through its graduate level work, especially the MSE C&I Learning Community Format. We lack a similar systematic engagement at the undergraduate level, where programs tend to be much more traditional both in content and delivery.

Personnel Changes. Due to personnel changes both on campus and at the district level, the WSC site, at the moment, is trying to reconsider its strategies.

*University of Nebraska at Kearney*

Advancing the Agenda in P-12 Schools. Sharing key elements of the Agenda and simultaneous renewal at Annual Summer Institutes for Partner Schools has hopefully influenced thinking and behavior (to a lesser degree). However, the process of sharing and ultimately institutionalizing the AED in forty-two network schools has been uneven at best.

Advancing the Agenda in Graduate Programs. To date, the majority of UNK's NNER-related work (initiatives, curriculum renewal, etc.) has been focused primarily upon the undergraduate teacher education program. Promising progress has been made, at the graduate level, in terms of the four Master's Degree Programs offered within the Department of Teacher Education. Specifically, the Philosophy of Education course (TE 803) required in all Teacher Education graduate programs is NNER-oriented, and the course includes a module which orients students to the four moral dimensions and to other key concepts related to educational philosophy within the context of a democratic society. However, at this point in time, there are no NNER-related connections with other graduate programs for P-12 personnel. One of the most potentially fruitful new collaborations would be to connect and collaborate with faculty and with programs that the Department of Educational Administration delivers to aspiring school administrators.

## **MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL**

### **Setting Contacts:**

Ada Beth Cutler, Dean, College of  
Education and Human Services  
David Lee Keiser, Associate Professor,  
Curriculum and Teaching

### **Tripartite Representatives:**

Connie Donvito, P-12  
Leslie Wilson, Arts and Sciences  
Jennifer Robinson, College of Education

### **HIGHLIGHTS OF PROGRESS TOWARD:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

Throughout the year, the Center of Pedagogy Leadership Team continued discussions related to advancing equity within our network. As a result of our equity pilot study, the Leadership Team determined to develop a discussion series on equity for Montclair State University (MSU) students, sponsored by the Teacher Education Advocacy Center (TEAC). The series began in spring 2007 and focused on issues related to gender, language, race, socioeconomic status, and personal appearance. Nearly fifty students and faculty appreciated the opportunity to engage in meaningful discussions about these topics in a safe, non-evaluative atmosphere. Plans to repeat the series another year are already underway.

#### **Engaging the Community to Advance Educational Renewal**

During the past year we have been engaged in numerous projects designed to advance educational renewal. In an attempt to improve our philosophical foundations, curriculum for the teacher education program leading to subject area certification was revised and updated to better reflect current thinking in the field of education and to better meet the educational needs of the school-age population our students will eventually teach. This action included the development of several courses with a stronger focus on ideologies associated with the Agenda. The new professional sequence of courses more explicitly incorporates the principles of culturally responsive teaching and gives greater attention to issues of student diversity and inclusion. The new sequence of courses also requires more hours of fieldwork. One prerequisite course requires time exclusively in urban schools, while the final two semesters of the program have been renamed the “Professional Year” to reflect the increase in field hours required of both semesters.

Dean Ada Beth Cutler was chair of a Higher Education Task Force, commissioned by the New Jersey State Department of Education. The purpose of the task force was to propose revisions to the statewide teacher education curriculum and program approval process, and to make recommendations to the DOE regarding teacher certification and licensing policy. The Dean also participated on the New Jersey Statewide High School Redesign Committee, consisting of higher education and public school faculty and administrators to improve high school standards.

Our Annual January Advance, led by the office of the Agenda for Education in a Democracy, was an extraordinary blend of expertise from health and wellness, presented by tripartite faculty from across the disciplines—Psychology, Health, Physical Education, Counseling, Human Development, etc. More than two hundred participants learned about current health issues affecting our school-age populations.

The Department of Early Childhood, Elementary and Literacy launched a new M.Ed. in Early Childhood and Elementary Education. This program is designed for experienced teachers who want to prepare to assume leadership roles in areas such as: curriculum development, inclusion practices, or Philosophy for Children. The program will follow a cohort model, and allows each student to specialize in a particular area of study as part of a community of learners.

The Department of Curriculum and Teaching, in collaboration with the NJEA, has launched an ambitious Masters' Program in Teacher Leadership designed to provide practicing teachers with the knowledge, skills and dispositions they need to remain in the classroom and engage with their profession, their peers, and the community as leaders in teaching, learning and professional development. The program is organized around four core commitments that are:

- Teacher Leadership is grounded in knowledge of learners and subject matter;
- Teacher Leadership is a moral commitment;
- Teacher Leadership is collaborative and inclusive; and
- Teacher Leadership is transformative.

The MSU Network for Educational Renewal (MSUNER) continues to provide professional development opportunities in the areas of coaching and mentoring, culturally responsive teaching, technology to bridge the digital divide, and much more to over one thousand teachers and administrators in elementary, middle, and high schools. Nearly one hundred and ten new clinical faculty were added during 2006–2007. More than five hundred and fifty teacher education candidates conducted their student teaching in MSUNER school districts and nearly seventy schools hosted students taking the Initial Field pre-admission course. A total of two hundred and fifty-six teachers participated in Professional Development 6-hour courses at seven different regional sites throughout the Network in 2006–2007. Teacher Study Group Grants were distributed to more than thirty school and university faculty teams leading to the development of research-related grants, while sixteen teachers received Incentive Grants to promote student achievement. The annual Summer Conference engaged nearly two hundred teachers in a celebration of teaching and learning with a focus on democratic practice and nurturing pedagogy.

The Office of the Agenda for Education in a Democracy continues to offer innovative programming for members of the tripartite. There are several lectures and programs offered during the school year. And for thirteen years, the Agenda has offered a summer Leadership Associates program to encourage new and senior faculty to take a greater role in the education of our students. In 2006–2007 there were twenty participants in the Leadership Associates (LA) program. A new LA program, designed specifically for public school administrators, was introduced in the fall of 2007.

## **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

- “Teachers as Scholars” seminars have been introduced as a new vehicle for engaging arts and sciences faculty with school-based colleagues in scholarly topics and issues. Funded by the Woodrow Wilson National Fellowship Foundation, sessions offered by university faculty focus on three main areas: Great Lives and Literatures; Living, Learning, and the Arts; and Science Matters. Within these categories, university faculty conducts presentations that provide school-based faculty with intellectually stimulating seminars that they return to time and time again. Nearly fifty clinical faculty from the schools participated during 2006–2007.
- Parsippany High School students hosted a Darfur Awareness campaign in their high school, involving one thousand plus students and faculty. To raise awareness and money, the Darfur Awareness Committee held a movie night featuring the movie, “Hotel Rwanda,” and donated the proceeds to Doctors without Borders. The Committee’s work was so effective that other student groups in the school were inspired to participate in fundraising efforts.
- Grades K-5 in the River Vale School District participated in the International Art and Literacy Project, “Pinwheels for Peace,” by sharing their thoughts about tolerance and living in harmony with others.
- The Parsippany-Troy Hills School District has taken a stand against bullying. Central Middle School led the way by engaging its school community in “Anti-Bullying Week” to raise awareness about the ill-effects of bullying.
- The Institute for the Advancement of Philosophy for Children presented a colloquium led by Gilbert Burgh, University of Queensland, “Children Don’t Need to Prepare for Democracy, They Need to Practice It.” David Lee Keiser presented a colloquium on “Mindful Teaching,” examining the purposes, possibilities and importance of stillness, contemplation and introspection within teaching and teacher education.
- Dorothy Heard’s “Art Backpacks” program continues to be a successful way to introduce twenty plus MSU students in our art and elementary education programs to urban schools in an authentic and meaningful way. The backpacks continue to introduce Franklin Elementary School 4<sup>th</sup> Graders and their families to famous artists, their work, and the moral dilemmas that challenge all of us in everyday life.
- The “Partnership for Instructional Excellence for Quality Education” (PIE-Q) aims to cultivate a cluster of six schools (four elementary and two high schools) in one inner city school district that supports teacher development pre-collegiate to experienced teacher in a variety of ways. This cluster of schools hosts cohorts of five to ten student teachers per school each semester; four to six on-site seminars for student teachers and beginning teachers; course site visits for six sections of a pre-admissions course; induction and mentoring professional development workshops for beginning and experienced teachers at all participating schools; study groups; action research teams; an annual Urban

Educators' Institute; two student teacher Job Fairs to increase the number of students hired from our university, serving sixty-five student teachers; and Cooperating Teacher celebrations serving forty teachers. A Leadership Council, consisting of University faculty and staff, PIE-Q principals, teacher leaders, and a union representative meets monthly to discuss ways to improve district teacher hiring practices, develop better strategies for teacher induction and retention, and cultivate their schools as nurturing learning communities. Three experienced principals and six prospective principals from the PIE-Q partnership have participated in the Leaders for Teacher-Preparing Schools (LTPS) project.

- The “Improving Teacher Quality Project (ITQP)” state NCLB grant aims to strengthen the infrastructure of district-level professional development and delivery of follow-up support by providing intensive intervention initially for subject-area (mathematics, science, and English language arts) coaches, technology coordinators and mentors in one of our partner urban school districts.
- The Prudential Teaching Scholars project is a \$1.6 million project to recruit forty-five new highly effective mathematics and science teachers for the state’s largest urban school district. Linked to an award from the Carnegie Foundation and the Teachers for a New Era Learning Network, these new teachers will receive high quality induction support for the first three years of teaching in the district.

#### **GAPS OR CHALLENGES FACED IN:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

During the spring 2007 semester, the campus began to explore the depths of our commitment to equity. It became obvious that the majority of our efforts were directed to changing the environment for our network members, the P-16 faculty. In this role, our efforts were extremely successful. The greatest level of impact was among the P-12 faculty who came to programs in large numbers.

Sadly, the university faculty was not as interested. While there is a good number of College of Education faculty involved in the various programs, the number was smaller than in previous years. And to our horror, the number of Arts and Sciences faculty was restricted to less than a dozen people.

Yet, largely ignored in our efforts were our students. We assumed that the students were learning through witnessing faculty practices. It was apparent that modeling behavior was our only means of influencing student behavior. As the TEAC Series on Equity for Students began to unfold, the usefulness of the sessions was limited by student attendance. Most of the sessions were not reflective of the larger student body or the concerns of the greater college community. Yet, the students who came confirmed that our program has made them aware of social justice and the need to be citizens in a democracy.

Our major challenge in continuing the programs in 2007–2008 is to increase student participation. Tactics that will be employed are advertising to all teacher education students and offering rewards for attending. At the same time an ongoing fight must be waged to find ways to involve arts and science faculty in the programming of the Agenda. Their presence is essential to our quest to improve the schools. The Center of Pedagogy leadership team designed a plan to use a variety of interventions targeted at faculty to be implemented in 2007–2008.

### **Engaging the Community to Advance Educational Renewal**

As with many of our partners in the NNER, the limited number of arts and science faculty in our programming remains a pressing issue. The engagement of university faculty in the AED needs to be tied to tenure and promotion decisions.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

Urban teacher hiring practices continue to be a challenge. Despite our efforts to work with our partner districts, we are unable to affect change that enables these districts to hire our best candidates. In one large urban district we piloted a specialized student teacher job fair at which more than sixty student teachers were interviewed. We are still trying to obtain the number of students who were hired by the district, however, preliminary reports state that fewer than ten of our candidates obtained positions although there were many vacancies. We also encounter challenges sustaining commitment to the partnership and tenets of the Agenda when there is turnover in high-level personnel within partner school districts.

External pressure from state and federal mandates such as NCLB and New Jersey Quality Single Accountability Continuum (NJQSAC) create constraints upon partner schools that causes them to limit the degree to which teachers can engage in professional development. Standardized testing mandates restrict the degree of autonomy that P-12 faculty has to teach in ways that encourage democratic, critical, and creative thinking. These same restrictions prohibit student teachers from utilizing many teaching best practices in test-driven partner school environments.

Finally, we have begun to examine our day-to-day operations to see whether we are “walking the walk” and “practicing what we preach” when it comes to daily interactions with students, faculty, and the schools. We are sensitive to the perceptions of the Center of Pedagogy and teacher education overall and trying to balance efficiency with nurture. Our aim is to model equity and the tenets of the Agenda in our every day work so that the message is seamless and an integral part of the culture of teacher education at Montclair State University.

### **OTHER SETTING INFORMATION:**

- In 2007, the Institute for Educational Inquiry named Leslie Wilson and David Lee Keiser Agenda for Education in a Democracy Scholars for Educational Inquiry.

- Leslie Wilson continues in his joint appointment to the Center for Pedagogy and the College of Humanities and Social Sciences.
- MSU hosted TNE Learning Network partners from the University of Aberdeen engaged in an exchange visit to Scotland in November 2007 to discuss international teacher education partnership opportunities.
- Roche/Montclair State University Middle School “STEM” Teaching Excellence Awards were awarded to nine middle school teachers representing five school districts from the MSUNER.
- Two MSU teacher education students were named 2007 New Jersey Commissioner Distinguished Student Teachers.
- Gregg Festa, Director of the ADP Center for Teacher Preparation and Learning Technologies, was named 2007 New Jersey Association for Educational Technology “Technologist of the Year.”
- Montclair State University hosted a TNE Learning Network Regional meeting of five institutions (including Bank Street, Brooklyn College, Columbia, and NYU). Discussions centered on engagement of arts and sciences faculty and data collection and instrumentation for assessing teacher education candidates’ clinical performance.

## ALBUQUERQUE PUBLIC SCHOOLS–UNIVERSITY OF NEW MEXICO PARTNERSHIP

**Setting Contacts:**

Vi Florez, Interim Provost  
Anne Madsen, Interim Associate Dean,  
College of Education

**Tripartite Representatives:**

Tom Keyes, College of Education  
Nelinda Venegas, P-12  
Wanda Martin, Arts and Sciences

### HIGHLIGHTS OF PROGRESS TOWARD:

This is the fourth year of membership in the NNER for the Albuquerque Public Schools University of New Mexico Partnership. The school/university partnership has a long history that has continuously pursued major initiatives dedicated to educational renewal, with goals reflecting the mission and guiding principles of the NNER. The school/university partnership has implemented changes that better align them with state policies and initiatives, national education efforts and educational reforms.

### Findings Across the Setting Related to the NNER Equity Self-Study on Equity

The College of Education’s strategic plan has three strategic directions; one is diversity. The faculty has defined “diversity” and established strategies to improve recruitment and retention of minority students in the College:

*Diversity is the multiplicity of people, cultures, and ideas that contribute to the richness and quality of life. Diversity includes: race, ethnicity, social class, national origin, language, exceptionality, religion/spirituality, age, sexual orientation, gender, and gender identity. Values, philosophies, ideas, and world views that individuals and groups possess are integral parts of this conceptualization. Diversity embodies inclusiveness, mutual respect, and multiple perspectives. This view of diversity encourages the free exchange of ideas, while honoring the maintenance of individual identity and the integrity of culturally centered knowledge.*

The NNER statement on equity includes many of the elements identified in our strategic plan. Some current activities are working toward improvement of campus climate, academic experiences, student recruitment and retention, and recruiting diverse faculty and staff. Some of the work of the faculty in the College involves native language revitalization as an effort for voice in a diverse democratic society, which is reflective in the NNER equity statement.



**THE CITY UNIVERSITY OF NEW YORK  
AND THE NEW YORK CITY DEPARTMENT OF EDUCATION**

**Setting Contact:** Deborah Shanley, Dean of the School of Education,  
Brooklyn College

**Tripartite Representatives:** Nicholas Michelli, Teacher Education,  
CUNY Graduate Center  
Martha Corpus, Arts and Sciences  
Nick Mazzarella, P-12

**HIGHLIGHTS OF PROGRESS TOWARD AND GAPS:**

**Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy**

Each of the colleges within The City University of New York, including Brooklyn College, Lehman College, Hunter College, Queens College, Medgar Evers College, The City College of New York, York College, and the New York College of Technology is engaged in ongoing research on the degree to which their programs achieve stated goals as part of their ongoing commitment to NCATE accreditation. At each college the conceptual framework, the basis for assessment in NCATE, specifically includes the key elements of the Agenda for Education in a Democracy (AED). This year The Graduate Center, the University's Ph.D. granting institution, has become part of the NNER team. As a result, several doctoral dissertations have been initiated that examine issues related to elements of the Agenda for Education in a Democracy as CUNY has operationalized the Agenda. These include a study of the relationship between health quality as an issue of social justice and school completion rates, a study of the use of aesthetic education as a critical element of education in a democracy, a study of school safety as an element of school climate that works against democratic practice, and a study of the integration of Muslim minorities into a society as a matter of social justice.

An NSF-funded project, MetroMath is engaged in examining issues of social justice through the teaching of mathematics. Two presentations are planned for the NNER annual conference, including arts and science faculty and doctoral students.

CUNY initiated and continues to participate in the Pathways to Teaching research project (See Boyd, Grossman, Lankford, Loeb, Michelli, and Wyckoff, Complex by Design, Journal of Teacher Education, March/April 2005). This study systematically examines the performance of every teacher entering the New York City Public Schools and analyzes their performance using value added measures and persistence in the profession. At the same time, the elements of each pathway into teaching (college recommended, NYC Teaching Fellows, Teach for America, transcript review) are examined for relevant factors and correlated with the outcomes. The study is at the point where outcomes can be noted for each pathway and these have been reported publicly (see [www.teacherpolicyresearch.org](http://www.teacherpolicyresearch.org)).

Finally, as NCATE accredited colleges, we note with concern the changes in NCATE standards that clearly move away from a commitment to both social justice overall and the nature of diversity. We will continue to attempt to influence that process. A letter was sent to NCATE's President and Vice President expressing CUNY's concerns.

This continues to be complex work full of political land mines. We are well aware of the policy mindset in New York City, and around the nation, that favors a very quantitative approach to assessing education, and that results in a narrowing of the curriculum. Our efforts are designed to counter this trend in the nation's largest city.

### **Influencing Local and/or National Policy**

Faculty members of CUNY's colleges continue to be active in policy matters at all levels. Specific examples include:

- Participation as Chair of the Deans group of the Colleges of Education affiliated with The Council of Great City Schools—The Council takes the lead in influencing policy at the national level that affects education in sixty-six of the largest urban districts, which are of course the nature of the schools CUNY works with. In her role on this body, Deborah Shanley represents the interests of all of the deans of CUNY's colleges and consistently provides briefing on changes underway at the national level. In her role as Chair of the Council of Great City Colleges she meets with and discusses education policy with Members of Congress and their staffs, and serves on the Council of Great City Schools Executive Board as an ex officio member. She presented a paper at the Council's fall 2007 meeting with Nick Mazarella, Principal of the Brooklyn College Academy, on how the work at our early college is aligned with the AED.
- Participation as a member of the New York State Professional Standards and Practices Board for Teaching—The PSPB considers all policy relating to teaching, the preparation of teachers, and the assessment of teacher education and teaching, and makes recommendations directly to the Regents of the State of New York. Nicholas Michelli is in his sixth year representing college deans on this Board. Issues related to the Agenda are consistently brought to the attention of the Board and one outcome is the specific inclusion of our civic and democratic responsibilities as part of the New York State Teachers' Code of Ethics. The Board recently formed a committee to review all regulations affecting teacher education with Nick Michelli as chair. A specific charge to the committee is to find mechanisms to promote deep and equitable involvement by faculty in education, faculty in arts and science, and faculty in schools in the education of educators. A report is expected by spring and will be transmitted to the Regents.
- Two NSF grants, MetroMath referenced above and the MSP in NYC Grant, are designed to provide teachers of mathematics and science for the schools that have adopted elements of the Agenda, and consider their roles as an element of achieving social justice within the city. One specifically works with students to achieve a passing rate on the Regents examinations and promote high school graduation, a continuing serious problem

in New York City and other urban school districts. A co-director of the MSP in NYC is an NNER Leadership Associate. Both projects also are working to examine and project on the disparity in test scores among students of different racial, cultural, and socio-economic groups.

Policy work is difficult and complex. Deans of Education, more than almost any other group in a college, are involved in such work. One difficulty is making it count as an important part of our work and involving faculty in our colleges and the multiple K-12 settings in the work.

### **Collaborating with Other Organizations to Advance the AED**

This year CUNY has begun collaboration with The Center for Social and Emotional Education which has joined with the Education Commission of the States to examine school climate as a critical element in school quality. We view this as an opportunity to explore the concept of climate as it relates to democratic activities in schools including, for example, learning to solve differences peacefully.

As we indicated, last year we continued to work with organizations such as The Council of Great City Schools, Teachers for a New Era, and state policy agencies. In addition, our faculty is active in AACTE and ATE and makes presentations at these organizations related to the work of the Agenda for Education in a Democracy. Also, our colleges have adopted AASCU's American Democracy project and collaborate with the National Commission on Teaching and America's Future, bringing elements of the Agenda for Education in a Democracy to each of those organizations.

### **Advancing the NNER Statement on Equity**

Equity and social justice are high on the agenda of the colleges of CUNY. We cannot afford to do otherwise. Our student body is extremely diverse, more likely to have another language other than English as a first language than any other student body in the city, and many are immigrants seeking equity and democratic living. We are very aware of our obligations in this regard. All of our work is focused on enhancing education in an urban setting, and in that regard work in pursuit of social justice.

On the Brooklyn campus, the faculty involved with the Bushwick High School for Social Justice has been involved with the high school English teachers in writing a curriculum of social justice. There are multiple examples of the other campuses working directly with the AED and issues of equity with their school partnerships.

A CUNY-wide reading group has been formed and will have its first meeting in October. The agenda of this group will, we expect, focus on equity, democracy and social justice as these concepts relate to education.

## **Engaging the Community to Advance Educational Renewal**

Community in New York City is very complex. We have often held that New York City does not really exist as an entity one can act on or with. What do exist are hundreds of smaller communities, often culturally and racially distinctive, with local schools. It is at this level that our Colleges most effectively interact with communities.

In recent years, by opening new schools and serving on planning committees and boards for such schools, colleges such as Brooklyn, Lehman and Queens have extended their community involvement. Medgar Evers specifically participated in the NNER community's project and has benefited from that participation. Brooklyn sent a team to the Developing Networks activity in May and continues to see benefits from that work. Brooklyn College's connection with the National Park Service provides opportunities for students to understand civic commitment.

For the second year a group of students from The University of Nebraska, Kearny, under the leadership of John Anderson visited New York City. They spent time both at the Graduate Center and at Brooklyn College. We hope to get some CUNY students to Kearny soon! As a follow-up, a group of UNK honors students are raising money to support an after-school project that addresses literacy challenges in neighborhood laundry mats. They will be providing much needed materials to assist the volunteers and students working in each of the sites.

We expect to continue our efforts to connect with a wide range of community members, and welcome the NNER's effort to focus more on the community as a fourth part of the equation that is responsible for the education of future participants in our democracy.

### **OTHER SETTING INFORMATION:**

There has been relative stability among CUNY deans, with only one change this year at Lehman College. The Chair of Education at the College of Education has changed hands.

Stability at the very top is characteristic of the New York City Department of Education, but below the level of the Chancellor leadership changes are common and ongoing, making ongoing collaboration increasingly difficult. Along with these changes a major reorientation of the New York City school renewal plan has taken place. After six years of centralization, the system has been extensively decentralized this year leaving principals to worry about their assessments based on specific gains on student test scores. This isn't the best environment for the kind of collaboration we seek. We instead continue to focus and align our local efforts with the AED while expanding and deepening our understanding of the work by providing access to a range of experiences.

## MIAMI UNIVERSITY PARTNERSHIP

**Setting Contact:** Thomas S. Poetter, Director, Miami University  
Partnership Office

**Tripartite Representatives:** John Skillings, Arts and Sciences  
Jean Eagle, P-12  
Iris Johnson, School of Education

### HIGHLIGHTS OF PROGRESS TOWARD:

#### Findings Across the Setting Related to the NNER Self-Study on Equity

Aspects of equity are embedded in the following programs and activities of the Talawanda-Miami Partnership:

- Support for the UniDiversity Latin American Festival at Miami University (a long-running educational celebration of racial and ethnic diversity) and collaboration with organizers for student participation and dissemination of programming throughout the partnership;
- Involvement by the Talawanda District in the regional consortium on Racial Equity in K-12 Education at Miami University;
- Nine hundred and two adopt-a-school volunteers from Miami in Talawanda, representing more than fifty majors across campus. Most tutors provided academic interventions focused on student need;
- One hundred and nine America Reads tutors worked to support literacy across the district, some were assigned specifically to support language acquisition for English Language Learners;
- Sponsored summer reading programs in support of struggling readers, including School of Reading and Organization for Cool Kids (R.O.C.K.) and the Miami University Summer Reading Clinic;
- Multiple experiences for students to experience diversity in the performing arts, including over one thousand students attending a performance of the Chinese Golden Dragon Acrobats;
- Talawanda High School's Minority Affairs class unit on Freedom Summer 1964, which included a funded trip to the Freedom Center in Cincinnati, Ohio;
- *Ohanashi* (Japanese for "stories") is a celebration of Asian culture—a project sponsored by the Miami University Libraries for Talawanda students;

- After School Foreign Language Program—Miami students volunteer to teach an after school foreign language program in over twenty languages. The program is the longest running partnership program besides student teaching (twenty-two years);
- Summer ESL Jump Start program for Talawanda students P-2;
- Greek Community Fund Project for Talawanda—Greek grant and reading program for each Talawanda Elementary School and holiday gift program (\$1,500);
- Formation of the Language Acquisition Support Team (LAST) to explore cooperative support for rising numbers of English Language Learners in Talawanda. Culminated in receipt of a grant from Ohio TESOL (\$1,840) to support teacher training in Sheltered Instruction Observation Protocol (SIOP) during 2007–2008;
- Student Activists for Language and Cultural Exchange (SALCE) is a Miami University student group focused on sharing their Spanish/English speaking skills with citizens needing language support. The group offered a fall 2007 program with residents seeking language acquisition through a local restaurant;
- Support for Student Assistance Program (SAP) is a collaborative program among Talawanda, Miami, and the community in support of Talawanda students beyond academic achievement;
- Participation in the IEI’s Journalism, Education, and the Public Good initiative by a Miami, Talawanda, community team led to support for the new high school newspaper;
- The Back-to-School Celebration sponsored by Talawanda, Miami, Oxford United Way, Walmart, Oxford Church of God, and countless local entities providing free school supply kits and bookbags for all citizens on free and reduced lunch;
- Support for the Family Resource Center Holiday Gift Program— a grant to purchase books so that each child in the program would receive a new book during the holidays; and
- Don and Lori Gloeckner from Talawanda participated in the Miami Tribe Stomp Dance in January 2007 in order to explore further educational connections with the Miami Tribe of Oklahoma, namesake tribe and long time friends of Miami University.

### **Engaging the Community to Advance Educational Renewal**

- Remnants of the NNER’s DN Initiative at Miami continue to sponsor a community-wide Thanksgiving meal each fall through the Talawanda Teacher Academy, and targets new families as special invitees to the event, which celebrates the AED and the Talawanda-Miami Partnership legacy;

- Sandy Hormell Book Celebration brings Kappa Delta Pi, Friends of Lane Public Library, the Oxford Community Art Center, Talawanda Middle School, and the Partnership Office together to celebrate the life of Sandy, a lifelong educator and friend of the partnership whose life was claimed by ALS in 2004. Community events evolved around an author and that author's book series (Margaret Peterson Haddix's "Among the Hidden Series" and Gordon Korman's "On the Run Series");
- Missoula Children's Theatre—every other year this traveling troupe engages the wider community and school children in the production of a community play; and
- Oxford Summer Youth Theatre—brings a community performance to area senior citizens following a week-long drama workshop for high school students each summer.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

The Talawanda/Miami's Supervision Model for student teaching is in its fourth year of existence. This model places the responsibility for university supervision within the partnership. Training in nurturing pedagogies and an approach that seeks equal access to knowledge by all students takes center stage within the clinical supervision model.

The Talawanda Teacher Academy is in its fourth year. Talawanda and Miami co-founded the academy in order to address the interests of high school seniors seeking to explore teaching as a career. The Academy is a strong partnership presence in the high school. The district has picked up the cost of the teacher, formerly a Miami graduate student on stipend, after the fourth year. The students perform many community service projects, seek to acculturate themselves and their colleagues critically into the wider community, and critique the district in terms of politics and practice, engaging members of the community with an inquiry-oriented stance to teaching and school practices.

The Eastern Region of the League of Democratic Schools has just been established and is beginning work. An organizational meeting was held at Miami in the fall of 2006. Member schools attended the League's meeting in January 2007. Tom Poetter from Miami University, Ohio, and Stephanie Kenney from Georgia Southern University were appointed the new regional coordinators for 2007–2008. They accepted the IEI's goal of increasing the Eastern regional schools to number at least six by 2008.

The Well Being Way initiative is a partnership initiative funded by the WellPoint Foundation seeking to extend student and teacher knowledge regarding health and well-being beyond the typical prevention model approaches, focusing instead on self-authorship. The program is embedded in the schedule of the freshmen class as a pilot. The plan is to incorporate it into the new Freshmen Academy by fall 2008. The hope is that this program will contribute to higher high school retention and increased graduation rate.

## **GAPS OR CHALLENGES FACED IN:**

### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

We are continuing to work on extending knowledge throughout the partnership infrastructure regarding the mission of the NNER, IEI, and AED. In our opinion, knowledge and understanding about the purposes and goals of these representative groups would enhance the current and future practices of the organization.

While we are making great progress in this area, we struggle to make it a pervasive focus as we plan initiatives.

### **Engaging the Community to Advance Educational Renewal**

The IEI's Developing Networks of Responsibility to Educate America's Youths (DN) initiative provided a framework for ongoing community engagement. The Partnership is developing new materials and using technology in order to communicate with the wider public (for example, new promotional materials and a TV program), however, we do not currently have plans for a new or continued face-to-face initiative involving the wider community.

We continue to build connections in the wider community through agencies and health organizations, however, these connections are project-oriented and not foundational to the work. Our goal is to make them more connected and central to the work at hand.

## **WRIGHT STATE UNIVERSITY: COLLEGE OF EDUCATION AND HUMAN SERVICES**

### **Setting Contacts:**

Greg Bernhardt, Dean of the College of Education  
and Human Services

Ron McDermott, Assistant Director, Professional Field  
Experience, College of Education and Human Services

### **Tripartite Representatives:**

Jim Tomlin, Arts and Sciences

Donna J. Cole, College of Education

Chuck Birkholtz, P-12

### **HIGHLIGHTS OF PROGRESS TOWARD:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

Wright State University established diversity as a university priority in 1995 and articulated an agenda to develop and implement new policies and practices to support diversity, redesign curriculum to reflect diversity, and increase efforts to diversify the entire university community. Equity, fair and just treatment for all students, faculty, staff, and members of the many community agencies and schools that partner with our university is a cornerstone of the diversity policies. Equity means that individual differences are valued, that there are high expectations for teaching and learning, that diversity is recognized and appreciated, and that discrimination is not tolerated. Wright State University and the National Network for Educational Renewal both hold to the idea that all students can learn and must be given every opportunity to participate and to have their voices heard.

Diversity is one of the major strands in the College of Education and Human Services' (CEHS) conceptual framework.

The College of Education and Human Services faculty recently engaged in two initiatives concerning equity and diversity. The first was a self-study concerning diversity within the college and the second was a major study concerning diversity relating to inclusive education at the university level. The self-studies addressed diversity relating to disability, gender, race/culture, and sexual orientation. Issues concerning age, language, locality, personal appearance, political ideology, religion and socioeconomic status were not addressed in this study.

A review of our partnership efforts with eight local school districts reveals agreement within these settings concerning the NNER Equity Statement. Partnership schools are committed to access for all students to a free appropriate public education and actively affirm the diversity inherent in the human condition. Site liaisons and partnership coordinators attend to access and diversity issues within the framework of ongoing conversations and teaching initiatives in the partnership of schools. Faculty from the college provides in-service training and preparation concerning students with disabilities, issues of racial bias, concern about gender issues, and sexual orientation concerns.

After a review of the hiring practices and numbers of faculty with diverse backgrounds, the College of Education and Human Services reveals no disparity between the number of qualified Ph.D's available for positions and the College's diverse faculty. The faculty of the College represents the diversity inherent in the human condition and brings to their teaching efforts a rich, vibrant view of diverse cultures. The College's hiring practices are not limited to faculty of color, but also includes faculty with disabilities, who again inform and enrich the teaching and research efforts of the College.

The Wright State University (WSU) setting reveals a strong commitment to diversity within the student body. WSU recruits and retains students of color and disability through strong induction programs and support groups that focus on students with diverse backgrounds. The University has support groups for African, Native, Asian American students, and students with disabilities. The Rainbow Alliance supports students who are gay, lesbian, transgender, and questioning. The Office of Disability Services supports students with disabilities through support groups, and academic supports such as talking, books, scribes, and testing help.

Three faculty from the College recently conducted a research project concerning equity issues in teaching across the campus. As a result of the research project a resource book, *Teaching for Inclusion: When Learning Becomes the Common Ground*, is available to all faculty and staff. This book contains information concerning inclusive teaching at the college/university level. The Center for Teaching and Learning (CTL) uses this text to conduct regular workshops for faculty and staff concerning inclusive teaching. CTL distributed copies of this book to all incumbent faculty, and to all new faculty this year. The university hosts the Quest Conference yearly. This regional conference focuses on issues of diversity and inclusive education and settings within the university and the region. This conference attracts several thousand attendees and provides a setting for topics concerning diversity to be explored and discussed through a week-long conference of speakers, films, and discussion groups.

Recent diversity surveys of both teacher candidates and faculty reveal a strong awareness of and affirmation of diversity among faculty and teacher candidates. Conversations with teacher candidates revealed a commitment to equity and accessible education concerning issues of race, gender, disability, and sexual orientation. However, teacher candidates did express concern and lack of knowledge concerning issues of socioeconomic status, and language or students with English as a second language.

### Other Findings

- The Educational Resource Center (ERC) in the CEHS has been the recipient of a valuable book collection on the Holocaust from a community donor. The ERC will be renamed in honor of the donor.
- Tuition assistance has been provided to teachers in the Dayton Public School District who have been rified due to reduction in staff as a result of failed levies.

- Web-based classes provide accessibility for students who live a distance from the campus, have disabilities, family commitments, or other circumstances that prevent their attendance in a classroom setting.

### **Engaging the Community to Advance Educational Renewal**

The College engages the community in advancing educational renewal through its partnership work with eight local school districts and its ongoing commitment to staff development for the area. Faculty from the College and professionals from local school districts engage in staff development through the Division of Professional Development (DPD). Examples of staff development topics from this quarter are Creating a Multicultural Learning Environment, Developing the Home/School Relationship, and Ten Principals for Ensuring Success for All Students.

To advance the Agenda for Education in a Democracy and equity, the following classes are offered and/or required for students in the College of Education and Human Services:

- Education in a Democracy (ED 210) is a course that explores the role and relationship of education in a democracy to concepts of a civil society, social justice, access to knowledge, and development of democratic character in the young.
- Education in a Pluralistic Society (ED 301) provides the opportunity for teacher candidates to do a self-study to examine their beliefs, motives, values, and behaviors. Teacher candidates are introduced to the make-up of culturally diverse schools; those with racial, religious, economic, social, intellectual, physical, age, and sex differences with a focus on equal access to education. The course is designed to provide teacher candidates with a look at the American society as it relates to the global community.
- Learning Differences (EDS 333 and EDS 624) provide teacher candidates with the skills needed to work with children with learning disabilities included in the general population.
- Field-based practicum experiences provide teacher candidates with the opportunity to participate in the dynamics of the classroom setting. Candidates observe diverse learning and teaching styles in urban, rural, and suburban settings.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

Committed to access, equity, and affirming the diversity inherent in the human condition, the College of Education and Human Services with Dayton Public Schools, one of our partnership districts, recently initiated a preparation program to prepare teachers of students with gifts and talents. Dayton Public Schools is an urban school district with a large population of African-American students. Staff from this partnership identified the need for a program to identify and serve students with gifts and talents within this school district. A faculty member began a series

of endorsement classes to prepare teachers in the Dayton Public School System to identify and teach students with gifts and talents. The courses are offered onsite in the Dayton Public Schools. The College continues to offer teacher preparation programs at two off campus sites. The programs prepare intervention specialists to work in rural school districts. These school districts do not have access to local college/university preparation programs to teach students with mild/moderate educational needs.

The College of Education and Human Services has been very involved in promoting the agenda on equity with the following activities and events:

- A grant was written to help currently licensed teachers in their transition to become urban teachers in the Trotwood-Madison School District and the Dayton Public School District;
- A Sign-Language faculty appointment was made to provide for the needs of the hearing impaired learners;
- A resource book for faculty and staff was published by CEHS faculty titled *Inclusive Education: When Learning Becomes the Common Ground*. The book includes chapters on teaching for a diverse community and provides models of inclusive practices. The book highlights the need for diversity and equity;
- Faculty and staff were introduced to “Safe Space Training” by the Rainbow Alliance to address the needs/understanding of the gay, lesbian, bi-sexual, and transgender (GLBT) community on campus. Office door signs were provided for faculty and staff to indicate that the GLBT community was welcome and that a safe place is provided by faculty for anyone needing a “safe place” to discuss issues and concerns;
- A faculty member created a diversity video that is used to educate teacher candidates about the availability of support in the CEHS. Topics included information on race, disability, gifted/talented, gender, sexual orientation, and socioeconomic issues faced in today’s classrooms;
- An emphasis has been placed on providing teacher candidates with the skills to incorporate differentiated instruction to meet the needs of children with exceptionalities, special education as well as the gifted and talented;
- Students with disabilities are involved in the “Partners in Transition” program, which brings students with multi-handicaps to the university as a part of their work-study program; and
- At each faculty retreat by the CEHS, a topic on equity and/or diversity is selected as a breakout session.

## **GAPS OR CHALLENGES FACED IN:**

### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

Faculty from the college engaged students in discussions concerning diversity here at Wright State University. The focus of the discussions concerned disability, gender, race/culture, and sexual orientation. The discussions revealed little concern for students around the stated issues however there were concerns voiced about diversity issues for non-traditional students, class issues surrounding socioeconomic concerns, and issues for students who have English as a second language. These discussions reveal areas that need to be addressed concerning diversity in these areas.

#### Equity Issues Needing Further Conversation

- The issues of older, non-traditional students need to be addressed when it comes to gaining admission as a graduate student;
- The field placements at the Lake Campus are difficult to find for the diversity experience;
- Continuing staff development must be held for faculty and staff about strategies and procedures for recognizing and addressing bias and discrimination; and
- Committees must include the voices of diversity.

### **Engaging the Community to Advance Educational Renewal**

- The Office of Professional Field Experiences is planning to increase the number of teacher candidates placed in urban settings for student teaching;
- Staff development must be provided for faculty and teacher candidates on teaching in urban schools; and
- The issues of diversity needs more conversation at the Lake Campus, however, it is a much more difficult challenge due to the low minority populations in the areas served by the university.

## **OTHER SETTING INFORMATION:**

This year the university will inaugurate a new President. As part of this celebration, the premiere of a movie entitled “Lest We Forget: Silent Voices” will be aired for public viewing during the inauguration weekend. This documentary chronicles the history of people with cognitive disabilities who lived in institutions. The purpose of the film is to remind viewers of the long journey toward acceptance and equity people with disabilities have endured.

The College Diversity Committee asked for and received a commitment from the Faculty Affairs Committee to include one break-out session concerning diversity at each fall faculty retreat.

Wright State University is committed to achieving an environment in which every student may think, learn, and grow without prejudice, without intimidation, and without discrimination. Equity is available to all faculty, staff, and students regardless of race, gender, age, ethnicity, ability or disability, sexual orientation, socioeconomic status, religious affiliation, or national origin.

On April 13, 2007, Wright State University hosted the seventh annual Quest for Community: A Call to Action Conference. The Quest conference is an annual, statewide conference that explores diversity issues in higher education. The purpose of the conference is to bring together students, faculty, staff, and community to encourage an understanding of, and commitment to, diversity issues and to offer opportunities to exchange resources related to diversity enhancement. The seventh annual conference continued to explore ongoing efforts to create inclusive environments, programs, and curricula; initiatives to improve campus climate; and opportunities for educational access and success, especially for diverse, traditionally underrepresented populations.

## SOUTH CAROLINA NETWORK FOR EDUCATIONAL RENEWAL

**Setting Contact:** Patricia L. Graham, Dean of the College of Education,  
Winthrop University

**Tripartite Representatives:** Gary Callahan, College of Education  
Roy Blakeney, P-12  
Jonatha Vare, Arts and Sciences

### HIGHLIGHTS OF PROGRESS TOWARD:

#### Findings Across the Setting Related to NNER Self-Study on Equity

- The University of South Carolina (USC) has adopted an “Initial Certification Candidate Dispositions” form which it began using as part of its candidate evaluations in 2006–2007. Among the nine focus areas addressed on the form is “Appreciating Diversity,” an area that calls for teacher candidates to “consistently model respect for all people” and avoid behaving in ways which are “discriminatory, intolerant, or close-minded.”
- In early 2007 the Department of Instruction and Teacher Education in USC’s College of Education established a Diversity Committee to examine issues of diversity within the department. The group has established a charge/mission statement and generated a list of goals and objectives, and the chair has established an electronic communication system for the dissemination of information and materials.
- The USC College of Education has also established an Alliance for Diversity and Social Justice which examines issues, ideas, and problems related to race and diversity in the college. The purpose of this new organization is to create a safe environment for faculty of color and their allies to engage in conversations around sensitivity and action regarding issues of race and racism in our lives as education professors and instructors at the University of South Carolina.
- The University of South Carolina’s Provost’s Advisory Committee on Women’s Issues is in place to address women’s issues at USC (including safety, maternity leave, and equal pay). Recognizing that USC had no maternity leave policy in place for faculty causing some women to turn down positions, the committee worked with the Provost to develop revised family-friendly policies which went into effect in August 2007.
- During 2006, the Diversity Committee at Winthrop University began several initiatives which are continuing through 2008. A major project involved special advising efforts to improve retention of freshmen deemed at risk for lower grades. In addition, the committee conducted a survey to determine how diversity is addressed in curricular topics and pedagogical practices. The Diversity Committee also began work on a long-term faculty development plan which will include a conference in fall 2008 and continued recruitment strategies to attract diverse new faculty.

- Clemson University had a unique opportunity to engage students and faculty in real equity discussions in response to the “gangsta party” incident that took place at Clemson during spring 2006. Students, faculty, and staff affiliated with Clemson’s “Call Me Mister” program were especially recruited to help faculty discuss, explore, reflect, and better understand racial issues in general and specifically at Clemson University. Resources for faculty and students were shared and course syllabi were modified as these issues were addressed.

### **Engaging the Community to Advance Educational Renewal**

- The University of South Carolina Network for Educational Renewal (the school-university partnership network), in collaboration with the South Carolina School Improvement Council and the Richland School District Two Teacher Forum, hosted a public forum on “School Choice: What Does it Mean?” on February 22, 2007. Panel members included a teacher in one of USC’s partnership schools, the superintendent from Richland School District Two, the editorial page editor for the state’s largest newspaper, and representatives from the South Carolina Independent Schools Association and the South Carolinians for Responsible Government. The purpose of the forum was to bring together individuals with a wide range of viewpoints on school choice, the most volatile issue in this state in regard to education. The forum was the second public forum initiated by the Advocacy Committee of the School-University Partnership Network, a group committed to expanding opportunities for citizens of South Carolina (and especially P-12 teachers in South Carolina) to directly engage in education-related discourse.
- The University of South Carolina continues to require that the now twelve Professional Development Schools (PDS) with which it collaborates integrate the goals of the Agenda for Education in a Democracy as part of their school cultures. To that end, USC is currently providing one of the twelve schools with a course focusing on democratic practice in the classroom and will soon be providing leadership associates training for the two newest Professional Development Schools, as well as other individuals in established Professional Development Schools who want an update.
- In October 2006, a group representing the SCNER participated in the Institute for Educational Inquiry’s Journalism, Education, and the Public Good initiative. The SCNER’s team included Carol Marchel from Winthrop University, Gary Callahan from Benedict College, Charles T. “Bud” Ferillo of Ferillo and Associates, Leroy Chapman, Education Editor for The State newspaper, and Stormy Clark of Sullivan Middle School in Rock Hill District Three. The team collaborated on a state-wide initiative to improve ways that educational issues will be covered by the media in order to increase public awareness.
- The Center for Pedagogy at Winthrop University received a four-year grant (\$776,000) to prepare principals in partnership with four high-need school districts in South Carolina (Clarendon 3, Darlington County, Marion 2, and Marlboro County). The first group of

twenty-four principal candidates is currently in the second year of their program and is scheduled to graduate in May 2008. The principal preparation program emphasizes skills needed for effective instructional leadership of challenged schools.

- As part of its continual evaluation and improvement of programs of study in teacher education, Benedict College has aligned practices and instruction to include more focus on equity. Benedict faculty have participated in a bi-annual, six campus diversity conference which examines issues of diversity and equity.
- Clemson's College of Health, Education, and Human Development has embarked on a major exploration of developing full community engagement in the educational process, as well as the proper preparation of all majors to be community change leaders. This is being informed in part by the ideas of the Agenda in many instances. The School of Education is also looking to further establish its PDS network with more formal relationships and agreements with schools and districts. Clemson continued to support local principals and/or teachers in presenting at, and attending, the national Professional Development Schools conference.
- Harris Heath, professor at Furman University, is a member of the Graduate Greenville Action Team, Strategy 1. Graduate Greenville Action Teams is a community-wide initiative to increase the percentage of Greenville County high school students graduating within four years to eighty-five percent by 2010. The initiative is a partnership of Greenville County, the United Way of Greenville County, and the Alliance for Quality Education. Additional faculty at Furman are participating on local school improvement councils and Title I implementation committees (Renita Schmidt, Judy Stuart, Shirley A. Ritter and Geneal Cantrell).

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

- Four representatives from the University of South Carolina participated in a two-day (August 3-4, 2007) Summit on Professional Development Schools in New Orleans, Louisiana, aimed at producing a common understanding of what it means to be a Professional Development School. The twenty-two summit participants reached a consensus on nine PDS "non-negotiables," including the requirement that Professional Development Schools "further the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community." The National Association for Professional Development Schools, which sponsored the event, will be releasing a statement summarizing its position in January 2008.
- The University of South Carolina continues to work in close collaboration with the National Association for Professional Development Schools and will once again co-sponsor the Professional Development Schools National Conference to be held April 10-13, 2008, in Orlando, Florida. Plans are underway to have as part of that event a pre-conference workshop highlighting the NNER's Leaders for Teacher-Preparing Schools initiative.

- Winthrop University has received a \$700,000 grant from the U.S. Department of Education to better prepare teacher candidates, faculty members, and local school district teachers for working with students with limited English.
- Two professors in the Center for Pedagogy at Winthrop University, Rebecca Evers and Jonatha Vare, obtained a Research Council grant to study teacher candidates' conceptions of equity and social justice and to evaluate the impact of a core curriculum based on concepts of critical pedagogy. They developed a research-based rubric to examine work samples produced in a capstone course during the internship. Results showed the extent to which interns could verbalize conceptions of educational equity in essays about society and apply actions to achieve equitable outcomes in their personal leadership plans.
- Winthrop University was one of eighteen institutions selected by the Association of American Colleges and Universities (AAC&U) to participate in a leadership project called "Core Commitments: Educating Students for Personal and Social Responsibility." AAC&U has identified five key dimensions of personal and social responsibility that form the core of this initiative: cultivating personal and academic integrity; contributing to a larger community; learning and respecting the perspectives of others; developing a strong work ethic to achieve one's best in all aspects of college and life; and, developing competence in ethical and moral reasoning. Winthrop received a \$25,000 award from AAC&U and has committed another \$25,000 over the next two years to promote challenging educational experiences. A key component of the program will be to measure the impact of existing efforts through an inventory of students, faculty, student affairs administrators and academic leaders. The results will be used to pinpoint and share best practices at participating institutions. The initiative came about because association leaders found there is often a disconnect between student life on campus and students' academic studies, isolating values, ethics, and civic responsibilities from what is learned in the classroom.
- Teacher Education faculty at Benedict College have begun reading a series of articles and materials related to the AED and its work in preparation for discussions and planning efforts for this year and beyond.

#### **GAPS OR CHALLENGES FACED IN:**

#### **Engaging the Community to Advance Educational Renewal**

- As was reported last year, it is difficult to get teachers and other citizens actively engaged in the political process. Despite an abundance of public relations and advertising prior to the University of South Carolina-sponsored February 22, 2007, forum on school choice, public attendance was only one-third of what it had been at the June 2006 Primary Candidate Forum on Public Education, also co-sponsored by USC. We face the simple reality that public participation is difficult to generate in a non-election season despite the significance of the topic.

- Changes in personnel at Winthrop University have meant limited progress in the area of school-university partnerships. Two key positions became vacant in summer and fall 2006: the Director of Student Academic Services/Chief Worrier for the SCNER, and the Director of School University Partnerships. Still, we have launched a new partnership with an elementary science and technology magnet school with a high population of at-risk students.
- The SCNER's Journalism, Education, and the Public Good team created a system for schools and the media to use to improve the way educational issues are covered by local media. However, the major challenge faced by the group concerns a lack of funds. There are no resources for a follow-up to the plan. The team envisions a one-half day workshop for state educators and journalists, but they have no resources for such a purpose.
- A major challenge for Benedict College continues to be an over worked faculty's ability to find the time to be committed to this work which others may not see as important compared to departmental initiatives and/or research. This is especially true in the arts and sciences. The lack of continuity of faculty in the arts and sciences has posed a particular challenge with regards to the implementation of initiatives related to the Agenda from year to year.
- Two of Clemson's arts and science faculty who were in the associates training program have moved to other positions in the university that have curtailed the efforts just as they had started to incorporate the Agenda into their classes. Several Teacher Education faculty who were trained have been recruited to other institutions. Two persons in leadership positions have taken on new commitments that have moved them away from activities associated with advancing the AED. Major setbacks during the past two years have hindered efforts to get to "critical mass" in goals for SCNER involvement. The university is in the process of convening a group of faculty to discuss what future commitments and activities will look like. Superintendent changes during the past few years have delayed school district relationship building.

#### **OTHER SETTING INFORMATION:**

Furman Professor of Education, A. Scott Henderson, continues to focus his professional activities on the broad issues of social justice and democratic schooling. He recently presented "Such a Thing Never Happened: Recent Examples of State-Sponsored Post-Genocide Denial" at the 27th Annual Conference on the Holocaust in Millersville, Pennsylvania (March 2007). In related activities, he attended the "Project Zero Classroom Institute" at Harvard University's Graduate School of Education, Cambridge, Massachusetts, in 2006, and "Finding Wholeness: Students' Search for Meaning and Purpose in College," which was the theme of the 16<sup>th</sup> Annual Institute on College Student Values, held in Tallahassee, Florida, also in 2006.



**ARLINGTON UNIVERSITY—AREA SCHOOL NETWORK  
FOR EDUCATIONAL RENEWAL**

**Setting Contact:** Jill Fox, Interim Dean of the Department of Curriculum and Instruction

**Tripartite Representatives:** Greg Hale, College of Science  
Eric Bolsterli, College of Liberal Arts  
Carol Sue Marshall, College of Education

**HIGHLIGHTS OF PROGRESS TOWARD:**

**Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

An organized self-study has not occurred. However, faculty discussions around issues of equity indicate the following:

- Language. The Department of Curriculum and Instruction has received a \$1.5 million grant to support the recruitment and preparation of bilingual teachers. The Director of Bilingual Education has sought and received a modification of THEA score requirements for students applying for admission to the Bilingual Education program.
- Religion. The Department of Curriculum and Instruction has worked extensively with the Arlington Independent School District to implement a means through which Islamic interns and residents may participate in daily prayers while in public school meetings.
- Political Ideology. The Department of Curriculum and Instruction has worked with the Dallas Independent School District to complete required background checks for students without Social Security numbers.
- SES. The College of Education, in collaboration with the School of Nursing and Mountain View Community College, has received a \$5 million federal grant to provide financial resources and structural support for Hispanic and lower SES students transitioning from the community college to the University of Texas, Arlington.

**Engaging the Community to Advance Educational Renewal**

- Early Childhood—Faculty in the EC-4 program have collaborated with one of our partner school districts to assess the readiness of children entering kindergarten in the 2006–2007 academic year. The findings of this assessment have been used to plan and provide professional development for child-care providers and pre-kindergarten teachers in the district and the community.

- The EC-4 program has collaborated with mentor teachers in partner schools to develop a Maternity/Paternity policy for interns and residents. The policy will serve as a model for other programs in the Department of Curriculum and Instruction.
- The EC-4 program has collaborated with mentor teachers in partner schools to develop a template for the Weekly Reports and Reflections submitted by interns and residents. The template is online to provide easy and secure access for mentor teachers, interns, and residents.
- The mid-level program is currently working with math and science faculty to review the content courses required for mid-level teacher candidates and to revise the program sequence.
- The interim chair of the Department of Curriculum and Instruction introduced the College's Dispositions portal to faculty in the College of Science, requesting their support in monitoring and assessing candidate dispositions.
- Barbara Veltri, clinical faculty in the Mid-Level program in the Department of Curriculum and Instruction, has collaborated with four middle school teachers in the Dallas Independent School District to develop and teach an integrated unit on the Holocaust.
- On April 18, 2007, a meeting between NNER partners from the University of Texas at Arlington, and from the Dallas Independent School District took place. The purpose of the meeting was for the local NNER partners to meet and speak with Ann Foster about the overall goals of NNER. The Dallas ISD principals who have attended NNER leadership training also discussed their involvement in NNER goals and the impact on their schools.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

- Dean Jeanne Gerlach has been appointed by the Governor to serve on the State Board of Education Certification.
- The University of Texas at Arlington has adopted *Maus: A Survivor's Tale* as its "One Book." Related activities focus on the Holocaust and diversity in contemporary society.

### **GAPS OR CHALLENGES FACED IN:**

### **Findings Across the Settings Related to the NNER Equity Self-Study on Equity**

We have not yet organized a formal initiative around this self-study.

### **Engaging the Community to Advance Educational Renewal**

For various reasons, the Department of Curriculum and Instruction has experienced a rather dramatic turnover in faculty and leadership. Sustaining partnership activities has turned into restructuring partnership activities.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

No challenges have been identified in these activities.



## EL PASO NETWORK FOR EDUCATIONAL RENEWAL

**Setting Contact:** Josie Tinajero, Dean of the College of Education  
**Tripartite Representatives:** Howard Daudistel, Arts and Sciences  
Irasema Coronado (representing Dr. Daudistel)  
Judith Munter, College of Education  
Pauline Dow, P-12

### HIGHLIGHTS OF PROGRESS TOWARD:

#### Findings Across the Setting Related to the NNER Equity Self-Study on Equity

The University of Texas at El Paso's (UTEP) College of Education has secured several federally funded grants in recent years to advance equity and access for educators in this region. Project STEP UP has enabled the College of Education to make scholarships available to a large and growing number of low-income students. The majority of these students are first-generation college-goers. Project ARRIBA, a 501(c)3 organization that works with low-income adults in the El Paso community, is partnering with UTEP on this initiative to provide scholarships and support services (daycare, counseling, transportation, etc.) for high-needs adults who are potential future teachers.

UTEP's College of Education has secured several federally funded grants in recent years to advance equity and access for educators in this region.

Project ACE—Action for Equity. This grant under the Women's Educational Equity Act (WEEA) is moving forward a collaborative agenda that engages UTEP's Colleges of Education and Engineering, the School of Public Health, eight school districts, and the local AAUW (American Association of University Women) affiliate, in promoting equity in education for girls and women. Project ACE—Action for Equity is driven by a coherent long-term plan by UTEP and school districts on the U.S./Mexico border to enhance educational and career opportunities for Hispanic girls and women who suffer multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency and socioeconomic status. An important feature of Action for Equity is that it builds on a successful strategy, the UTEP Mother-Daughter (M-D) Program, which encourages Hispanic girls in Grade 6 through the first year of college to complete high school and to raise their expectations of attending college.

The goals of this project are: (1) to foster broad-based participation by school district, university and community educators (UTEP's Colleges of Education and Engineering, local AAUW affiliate members, the UT School of Public Health, and K-12 school partners) in advancing gender equity issues in Grades K through 20 using the M-D Program's model for recruiting and retaining girls and women as project participants; (2) to increase the representation of Hispanic girls and women in STEM programs of study; and (3) to institutionalize a service-learning approach to teacher preparation that advances gender equity in UTEP's undergraduate program of studies for future teachers.

Currently in its third year of funding, Project ACE has already engaged more than one hundred and fifty K-12 teachers in UTEP's partner districts, university faculty from the Colleges of Education and Engineering, and the UT School of Public Health in removing barriers to Hispanic women's and girls' (Grades K–20) participation in higher education, and their decisions to specialize in science, mathematics, technology and engineering (STEM) programs of study, and enter STEM careers. Specific activities that have been carried out in the past two years through this project are as follows:

- Service-Learning and Gender Equity Workshop for Faculty—A service-learning workshop for teacher educators was offered in collaboration with UTEP's Center for Civic Education. The Women's Resource Center offered a workshop on gender equity for teacher educators, featuring Mimi Gladstein as speaker. These and similar events are enabling UTEP's College of Education to prepare future teachers to deepen their understanding of equity issues in schools, and then link theory with practice using service-learning as a tool problem-solving in their schools and communities. This approach prepares new teachers to develop citizenship skills in their students, and reflects the schools' commitment to equitable practices that will foster equity in their communities;
- Workshops on Gender Equity for In-Service K-12 Teachers—More than one hundred and fifty teachers from eight school districts in El Paso County have participated in workshops that address critical issues for teachers in promoting science/technology/mathematics (STEM) success for Hispanic girls and women in our local community. Keynote speakers have included the Director of TODOS (Mathematics for All);
- STEM workshops (with a focus on Hispanic girls who have been underrepresented) for K-12 teachers and preservice teachers, promoting access and equity to girls in unrepresented areas. These workshops also engage K-12 teachers in implementing equitable practices in their classrooms;
- Faculty in the College of Education and Science are infusing gender equity topics and service-learning practice into their course syllabi. Some have published their work or/and presented at national/regional conferences on this topic;
- Hispanic Grade 6 girls are participating in a variety of activities and workshops that are focused on STEM careers;
- The program is infusing the "Uniquely Me!" Curriculum delivered by the Girl Scouts of the Rio Grande. This curriculum focuses on developing the self concept and self confidence of young Hispanic girls; and
- Workshops for Grade 6 Hispanic Girls on STEM.

Project BEEMS (Bilingual Educators Enhancing and Emphasizing Standards) is a grant funded by the U.S. Department of Education that provides scholarships for in-service bilingual teachers

to complete their master's degrees with a focus on addressing the needs of ELLs, particularly those students in high-needs schools. This Project also sponsors the annual BEEMS Conference, a conference for teachers by teachers. This year the conference integrated the work of Project Hope. Project HOPE brought a representative from the U.S. Department of Education to hold an open forum about migrant education with a large audience of school and university personnel from El Paso and surrounding communities.

An additional federal grant, funded this year, is Project LEAP UP. This grant will provide scholarships for future bilingual teachers as this is an area of teacher shortage in the EL Paso community, as well as in the national community at large. This project will also engage UTEP faculty/staff in creating video and networking resources to provide information and support for high school teachers so that they can prepare lessons that will provide excellent resources for English learners in science and mathematics.

Our location on the U.S./Mexico border creates unique opportunities for partnering with educators in Mexico to promote educational renewal on both sides of the border. UTEP is partnering with the College of Education of the Tecnológico de Monterrey in Project Science Across Borders for Educators in Mexico to promote Outstanding Schools (SABEMOS). The binational project, funded by US-AID, will give Mexican educators opportunities to pursue Master's degrees. This grant provides scholarships for teachers in the State of Chihuahua. The model also features a "trainer of trainers" model, through which each one of the scholarship recipients (twelve master teachers) will provide training for at least ten teachers in remote areas of the State of Chihuahua. This will create opportunities for professional development of one hundred and twenty teachers/professors, and numerous opportunities for children and families in the border region.

### Summary

Significant progress has been made in the areas of gender, language, locality, race and socioeconomic status. Sustained progress has been done with regards to age. In addition, we are beginning to implement service-learning as a tool and as a best practice for promoting equity, particularly as it relates to the work being done through Project ACE—ACtion for Equity. The following chart summarizes the equity practices that have been addressed by the El Paso Network for Educational Renewal.

**Working Document**  
**Continuum of Equity Practices**  
 Compiled in Behalf of the El Paso Network for Educational Renewal  
 September 29, 2007

	No Action at this Time	Acknowledging and Defining Issue	Making Plans	Beginning to Implement	Sustaining Progress	Promising Practice to Share
Age					X	
Disability		X				
Gender						X
Language						X
Locality						X
Personal Appearance	X					
Political Ideology	X					
Race						X
Religion	X					
Sexual Orientation	X					
Socioeconomic Status						X
Other: Service-Learning as a tool for promoting equity				X		

**Engaging the Community to Advance Educational Renewal**

In the past three years, the Teachers for a New Era (TNE) initiative at the University of Texas at El Paso (UTEP) has contributed significantly to the renewal of teacher preparation with an emphasis placed on decisions driven by evidence, engagement of UTEP faculty from liberal arts and sciences, and strengthening of teaching as a clinically-taught profession. Indeed, there has been a significant level of faculty and community engagement and activity determined and carried out by faculty and school district personnel participating in work groups focused on key content and priority areas. Much activity has served to: (1) raise the awareness and commitment of faculty, across UTEP, regarding their role in teacher preparation; (2) increase attention to the importance of collecting and analyzing data to inform decisions pertaining to recruitment, preparation and support of preservice and new (novice) teachers; and (3) put in place initiatives

that have direct impact on UTEP students, graduates serving as teachers in this region, and ultimately on student achievement.

Renewal efforts based on the TNE design principles (decisions driven by evidence, engagement of arts and sciences and teaching as a clinical practice profession) also include UTEP's partners at the El Paso Community College (EPCC) and PK-12 districts across the El Paso region. Working with those partners, activities and priorities have been developed within a broader context of community-based educational reform and renewal.

Beyond the specific initiatives and outcomes associated with TNE-related efforts, systemic institutional changes reflect the willingness of UTEP faculty, and educational partners in the region to view teacher preparation as a community and university collaborative effort based on common goals, and guided by empirical evidence. Faculty from the Colleges of Education and Liberal Arts and Sciences are collaborating on a range of initiatives pertaining to course design, pupil and course assessment and clinical practice. Many of these initiatives are being piloted and evaluated with the goal of more extensive implementation.

Concurrent with ongoing work under TNE are significant reforms at UTEP that along with K-12 partners focus on improving the preparation and success of UTEP students. Through the College Readiness Initiative, leadership and faculty at UTEP, the El Paso Community College (EPCC), and area school districts are examining evidence and developing initiatives designed to support high school graduates in preparing for university-level placement and coursework in mathematics, reading and writing. Similarly, connections with the Student Success Initiative, focused on enhancing curriculum and advising are also relevant. These TNE-supported activities and accomplishments linked with these efforts and other institutional reforms will further enhance the renewal of our teacher preparation program and contribute to the long-term institutionalization of benefits generated by TNE investments in UTEP and the El Paso community.

Most recently a key priority at UTEP has been the development of sustainable models for measuring the impact of curricular and instructional reforms on pupil learning growth (value-added) in our partnering schools. A pilot effort has focused on measuring the effect of teacher improvement on pupil knowledge in middle school mathematics classrooms, with attention to knowledge associated with procedures, concepts and connections and generalizations. It will be expanded in partnership with area districts, and will provide UTEP with access to valuable data in several content areas.

A key focus of educational renewal efforts in the El Paso Network for Educational Renewal embraces attention to content and pedagogical course work and clinical practice for preservice teachers. Accomplishments include:

- The development of a literary center to capitalize on the multi-disciplinary expertise and perspectives faculty bring in these areas. This initiative has been identified as a priority for the College of Liberal Arts and is incorporated in the College's student success plan.

- A detailed analysis of PK-12 pupil mathematics test scores was completed, disaggregated by content area, as well as tests of preservice teachers' mathematics knowledge. UTEP and EPCC faculty developed an examination based on the competencies required in the state certification examination, the Texas Examinations of Educator Standards (TEXES), designed to provide feedback to the faculty and students indicating areas of success and deficiency.
- The creation of a capstone mathematics course to strengthen the preparation of preservice middle school teachers because a survey of mathematics faculty indicated that there are significant gaps in the coverage of mathematics topics required for preservice teachers and a misalignment with the State competencies. These gaps are addressed in the capstone course. Evidence also suggested a need to strengthen statistics, resulting in modifying the statistics course for UTEP students who are preservice teachers.

A key component of the work includes support for new teacher residency and induction. Work to date has focused on the convening of eleven school leadership teams to work with new teachers in their respective sites, as well as the collection of evidence—review of the literature, surveys and focus groups of new teachers, mentor teachers and principals in the El Paso region—to develop a new model and a pilot induction project to strengthen the role of school level teams in supporting new teachers.

In June 2007, eight principals from Canutillo Independent School District attended the Leaders for Teacher-Preparing Schools (LTPS) workshop in Bellevue, Washington. One of them, Hector Giron, presented an in-depth case study of the educational renewal activities at his school campus, Canutillo Elementary School. These eight principals were also accompanied by the Pam Padilla, superintendent for the Canutillo Independent School District, Josie Tinajero, UTEP dean of Education, and Judith Munter, associate dean. In 2008, principals from the Canutillo ISD will participate once more in the work of the LTPS initiative.

Concurrent with ongoing work:

- Working with the community to attract new teachers; and
- Project SABEMOS provides scholarships for teachers in the State of Chihuahua.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

The Mother-Daughter/Father-Son Programs are unique to UTEP's partnership with the community to advance educational renewal. The program is intended to provide opportunities for children who are first-generation college-goers and their parents to participate in activities that provide access to higher education with a particular focus on STEM activities.

## **GAPS OR CHALLENGES FACED IN:**

### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

- School districts in the border region have been impacted by NCLB;
- Teacher preparation has also been impacted by the focus on test scores; and
- Teachers don't have time to address science in the schools.

### **Engaging the Community to Advance Educational Renewal**

Increasing numbers of “instant certification” programs enable people to enter the teaching field with a short test-prep course. This lowers the quality of teachers in the schools and fragments efforts at the university and school levels to support excellence in teacher preparation and practice.

The next several years offer a unique opportunity to apply what has been learned to support a broader set of initiatives to expand and enhance teacher preparation programs at UTEP and in the El Paso areas. These initiatives will address the gaps and challenges that have been identified and which will help us move beyond a vast array of improved educational activities to institutionalizing a broader set of guiding principles that will drive a program of continuous improvement of the preparation of teachers. The principles and challenges and gaps that will be addressed include:

- The collection, analysis and use of evidence resulting in teacher preparation curricula and activities driven by evidence that informs university training, career paths, teaching assignments, and the academic achievement of public school pupils. In doing this, we must populate and utilize the data warehouse, with information including student record data for UTEP preservice teachers. A challenge has been accessing student data in K-12 schools. In addition, we need to engage more UTEP faculty in using the data warehouse to strengthen research capacity; develop plans to conduct studies and disseminate findings generated by analysis of data in the data warehouse; and develop mechanisms to ensure the data warehouse is sustained.
- Strengthen K-18 partnerships to enhance clinical practice for preservice teachers and ensure that all interns are in classrooms where teachers or clinical faculty implement curricula, positively modeled on high quality pedagogical strategies for delivering the instruction curriculum, and engaging student interns in improved teaching methodologies. Significant progress has been made reshaping clinical experiences for preservice teachers at the secondary level, as well as those planning to teach in the fine arts and physical education. The next phase of our work will focus on: (1) refining performance expectations and standards for clinical sites; (2) strengthening collaborations with districts when identifying clinical faculty who oversee student interns; (3) refining models for evaluation of preservice interns by clinical faculty at K-12 school sites; (4)

reviewing and improving the connections between UTEP coursework in the academic disciplines with clinical practice activities; (5) further enhancing preparation of school administrators that address clinical support for preservice teachers, including mentoring; and (6) enhancing the use of online resources as a tool for communication among faculty and students at UTEP and teachers at clinical sites.

- Enhance K-18 Partnerships to support teacher induction activities. Challenges include: (1) reviewing the pilot school-based induction model based on ongoing formative and summative assessment; (2) continuing to provide staff development for mentor and administrator support for novice teachers; (3) adding significant numbers of schools, at least twelve each year, that participate in the school-based induction initiative; (4) incorporate into the induction efforts content-related support from liberal arts and sciences faculty; (5) convene larger numbers of novice teachers through the UTEP-sponsored conferences and brown bag lunches at school sites; and (6) enhance the use of online resources, including the online web portal as a tool for communication among UTEP faculty, novice teachers and mentors.
- Enhance collaboration with school districts in the El Paso region that support new teacher induction and strengthen the effectiveness and retention of novice teachers through continuous connections to the university and attention to the working climate of schools.
- A commitment to curriculum review and course alignment that integrates content and pedagogical strategies and contributes to improved induction and future teachers, particularly in general education courses. We will implement measures to ensure that preservice teachers are taught subject content that is connected to their future role as teachers.
- Enhancing students' literacy and numeracy skills through improved reading, writing and mathematical instruction for all UTEP students, and effectively modeling those skills to students who will become teachers.
- Increasing the scope and quality of liberal arts and science enrollments in teacher preparation (secondary students major in these colleges) through programs that engage students early in their student career in considering teaching, and support to those who do.

#### **OTHER SETTING INFORMATION:**

UTEP sponsors an annual conference to award excellence in the work of mentor teachers who guide beginning teachers during their initial years of professional practice, and for novice teachers to support their excellent work. Plaques and cash awards are provided to highlight the excellent work in these arenas.

## BRIGHAM YOUNG UNIVERSITY–PUBLIC SCHOOL PARTNERSHIP

**Setting Contact:** Steven Baugh, Executive Director, Brigham  
 Young University–Public School Partnership

**Tripartite Representatives:** Richard Young, School of Education  
 John Rosenberg, Arts and Sciences  
 Vern Henshaw, P-12

### HIGHLIGHTS OF PROGRESS TOWARD:

#### Findings Across the Setting Related to the NNER Equity Self-Study on Equity

**Working Document**  
**Continuum of Equity Practices**  
 Compiled in Behalf of the BYU–Public School Partnership  
 October 4, 2007

	No Action at This Time	Acknowledging and Defining Issue	Making Plans	Beginning to Implement	Sustaining Progress	Promising Practice to Share
Age					X	
Disability					X	
Gender					X	
Language				Xa	X	
Locality				Xa	X	
Personal Appearance					X	
Political Ideology					X	
Race				Xa	X	
Religion					X	
Sexual Orientation				Xb		
Socioeconomic Status				Xa	X	
Other						

Xa) Language, Locality, Race, and Socioeconomic Status—We are beginning to implement a number of programs/initiatives in these areas. Specifics are listed below entitled “Programs/initiatives to promote equity.” As a general statement, we are sustaining progress in these areas.

Xb) Sexual Orientation—The School of Education has identified the knowledge, skills, and dispositions that every teacher candidate should possess to assist all students in the schools to access a quality education regardless of sexual orientation, disability, gender, etc. The primary place for teaching this is designated for the multicultural classes required of all teacher candidates. In addition, all teacher candidate course work and field experience is undergirded by the moral dimensions of teaching.

### *Programs/Initiatives to Promote Diversity*

- We are in the second year of a three-year grant to recruit minority students for a masters' degree program in special education. Thus far, eighty-five students from minority backgrounds have been recruited and are currently progressing through the program.
- As reported last year, through the efforts of the dean, donations have been secured for undergraduate and graduate scholarships; a specific effort is made to use these funds for minority students. In the 2006–2007 academic year, seventy-six students from minority populations received scholarships.
- As reported last year, we have established an active recruiting campaign for minority students to pursue teaching as a major. We are cooperating with the University's office of multicultural student services in this effort.
- All five departments in the School of Education made specific action plans for recruiting faculty from minority backgrounds in August 2006. This was reemphasized in August 2007.
- As reported last year, over a three-year period, the University specifically targeted the hiring of more female faculty in math and science and has been successful in achieving a gender balance in those areas. The School of Education assisted in this effort.
- A year ago the University revised its admissions process to allow individuals from diverse backgrounds increased opportunity to be admitted. As reported last year, the School of Education has membership on the admissions committee and contributed to the debate; the dean of the School of Education can make recommendations to admit individuals from diverse backgrounds.
- As reported last year, the School of Education has developed and implemented a conceptual framework that provides a philosophical and practical foundation for the School. The “moral dimensions of teaching” are four of the seven elements of the framework. Access to knowledge for all is a key moral dimension. It is a School requirement that the moral dimensions are a part of the objectives for all courses.
- In 2006 the dean and others in the School of Education, in collaboration with educators in Washington, D.C., have established a charter school for inner-city youth, called the Washington Academy. School of Education faculty members and the dean serve as consultants and trainers for Academy teachers and administrators. Student teachers and

interns from the School of Education are placed in the Academy. The student and teacher/administration population is almost exclusively African American.

- The School of Education developed a partnership with Howard University in Washington, D.C., in 2006 (and the relationship continues).
- Beginning with the 2005–2006 academic year, the School of Education developed a series of monthly lectures focusing on issues of diversity, many presented by individuals with minority backgrounds—African American, Native American, Latino, and Polynesian. These lectures continued in the 2006–2007 academic year.
- As reported last year, the multicultural course was revised using the questions: What do we want our students to know and be able to do? How will we know if they have mastered it? How will we respond if they don't? Particular emphasis has been given to teaching the knowledge, skills, and dispositions needed to ensure that teacher candidates will know how to provide a safe haven for students of diversity. This effort continues.
- Four years ago, the School developed the Diversity Committee. The committee meets once a week. The chair of the committee meets with the dean's committee every week, and every week, diversity items are on the Agenda.
- In May 2006, we established an executive committee to identify how to best reach into the community (a result of their attendance at the "Convening Community to Advance Educational Renewal: Learning from the Developing Networks Initiative" in Seattle) and especially to the underserved Hispanic population. The executive committee has specific plans to work with underprivileged Hispanic students regarding high school success and preparation for university studies. Two of the three committee members are Hispanic.
- Twice a year for two days the deans and superintendents in the tripartite, with their assistants, meet around issues dealing with the moral dimensions in what we call our Leaders Associates program. During the 2005–2006 year, the program focused on Hispanic issues and poverty and included the following:
  - Panel of Hispanic parents,
  - Panel of Hispanic students,
  - Presentation by Fidel Montero and Jose Enriquez,
  - Action plans,
  - Focus on a family who recently arrived from Central America, and
  - One outcome of the program was the hiring of one of the parents from the panel to assist with the implementation of the minority recruitment grant.
- Associates Programs—Each year one hundred and twenty five school and university educators work together for twelve to fourteen days in understanding and applying the Moral Dimensions, of which access is a key part. Over 1200 educators in the Partnership have participated since 1993.

- Last year a team of three participated in the diversity/equity conference in December 2006 in Hawai'i. This year the dean and two others from the School of Education will be attending.

**The Equity Task Force Recommends that the Following Questions Be Used to Guide the Self-Studies of Member Settings** (*Note: the BYU-Public School Partnership responses follow each question and are in italics.*)

1. Are the organizations in our member setting in agreement with and committed to the NNER Equity Statement?  
*To the extent that the statement focuses our attention on the quality of education for all children, we are in agreement.*
2. To what extent has our setting reviewed internal policies regarding equity to identify overt or explicit elements of discrimination and/or anti-democratic values? If such policies or practices exist, what have we done to attempt to change them? If they cannot be changed, what have we done to mitigate their effects?  
*The pilot survey has been reviewed by the Dean's committee, committee of department chairs, diversity committee, and partnership governing board. Each entity has reviewed its policies regarding diversity and equity.*
3. How have we studied and addressed the culture and climate of our institutions (e.g. democratic values, academic experiences, student retention and satisfaction, faculty satisfaction, and employee satisfaction) as related to equity? Might practices of organizations in our setting result in inadvertent discrimination or inequity?  
*Culture and climate of our institutions as related to equity are studied and addressed through a variety of processes. For the University, NCATE and Northwest accreditation and specific program accreditation are occasions when this is studied and addressed. For the schools, boards of education review, public involvement council reviews, individual school accreditation, and legal reviews are the primary means when this is studied and addressed. Inadvertent discrimination or inequity is something all of our institutions try to be aware of and address. It is subject to constant review in the schools, districts, departments, colleges, and university.*
4. What do colleges and schools (including faculty, students, parents) and other community organizations say are the most urgent equity issues as listed on the continuum of equity practices in our setting currently?  
*As for the University, it is recruiting students and faculty from minority backgrounds. The most pressing need identified by the schools is providing access to a quality education for the increasing Hispanic population and other children from diverse backgrounds. Providing for the needs of the special education population is always an important equity issue for the schools given the lack of funding and the scarcity of qualified special educators.*

5. What efforts have we undertaken in our setting to address these issues by promoting equity in each of the dimensions of the Continuum of Equity?  
*Examples of effort and initiatives that support promoting equity in our partner institutions and community include: culturally responsive practice; policies and research; grants, financial aid, and funding resources; curriculum; collaboration with community e.g. service-learning and structures to promote a four-part alliance; recruitment and retention; addressing the culture and climate of institutions; and recognition of identities. See the list in this report entitled “Programs/Initiatives to Promote Diversity.”*
  
6. To what extent has our setting involved the community in the above efforts to promote equity in teacher education and schooling?  
*See the list in this report entitled “Programs/initiatives to Promote Diversity.”*
  
7. What particular barriers or challenges do we face in addressing the issues we identified? What particular opportunities are there?  
*Challenges in recruiting students and faculty into the University are very much the same in all institutions in Utah and most of the inter-mountain west because there are not large populations of minorities. Another challenge we face is the lack of open faculty positions. There is little turnover. New faculty slots are not being created. The pool of available faculty with minority backgrounds is limited in much of the inter-mountain west and every institution seems to compete for the same individuals. However, we are having increasing success in securing donations for scholarships for minority students. We are able to add adjunct faculty and part-time faculty from minority backgrounds.*
  
8. What kinds of resources or assistance do we need to address these issues further or more effectively? What more do we need to learn?  
*We need additional funding to provide scholarships for students from minority and impoverished backgrounds. We need to find ways to identify and better prepare potential university students from minority and impoverished backgrounds while they are in middle and high school. Preparation to better ensure their success must begin much earlier.*
  
9. After completing the Continuum of Equity Practices, for any areas that are marked “No action at this time,” please explain why.

### **Engaging the Community to Advance Educational Renewal**

As an outgrowth of the Journalism, Education, and the Public Good symposium sponsored by the Institute for Educational Inquiry and the NNER in June 2006, we organized the Utah Journalism/Education Team (UJET). Our team consists of seven representatives from broadcast and print media, partnership school districts, university journalism and public relations departments, public relations in the dean’s office, and CITES. We have met nearly monthly since then to study journalism/education issues. We have conducted two focus groups with

school districts, presented at two conferences, conducted a training in October 2007 for teams from the five school districts in the Partnership, and three others in Salt Lake and Davis counties, and conducted a training in November 2007 for forty school superintendents in the state at their monthly meeting. Our purpose is to build trust and understanding between journalists and educators through sharing presentations and conversations.

### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

Associates—Each year one hundred and twenty-five educators (100 teachers and 25 university faculty) participate in twelve days of presentation, readings, and conversations surrounding the Agenda for Education in a Democracy, with emphasis on simultaneous renewal and the moral dimensions of teaching. Approximately 1200 educators have participated in the program since it began in 1995.

Leaders Associates—Twice a year since 1994 approximately sixty university and school leaders participate in a two-day conference focused on some aspect of school renewal and educator preparation. The participants are the five superintendents, seven deans from the arts and sciences, and the dean of the school of education, along with three or four of their assistants and department chairs.

Literary Associates—We have begun our second year of Literacy Associates. Participants are literacy specialists and special educators from the school districts, literacy and special education faculty from the School of Education, and representatives from CITES. We focus on research and practice in teaching literacy skills to K-12 students, preservice teacher candidates, and teaching teachers of teachers. We meet six times during the year for a full-day. Last year sixteen educators participated and we have doubled the size this year.

Mathematics Initiative—The initiative is funded from a state grant of \$500,000 and additional funding from the McKay School of Education. We are continuing our study of mathematics instruction and strategies for optimizing student learning. We have expanded now to a school in each of the five districts. The committee members with responsibility for the initiative come from the Partnership districts, university departments of mathematics, math education, teacher education, educational leadership, and CITES.

Arts Initiative—This set of programs has evolved from the leadership and funding of the dean of the School of Education, with cooperation from the deans of Health and Human Performance and Fine Arts and Communication. A coordinator/director has been hired, working within CITES, to manage the day to day responsibilities. Programs providing professional development for teachers and university faculty, and mentor experiences for university students have been implemented. Through the work of the three university deans and the CITES arts coordinator, a private donation of \$1.5 million has been secured to improve the quality and availability of arts education in the one hundred and thirty-five elementary schools within the Brigham Young University–Public School Partnership.

Positive Behavior Support Initiative—Begun in 1999, BYU faculty has implemented and refined an early intervention program as part of a federal Field Initiated Research project in two of the school districts within the BYU–Public School Partnership. Peaceable Schools is a behavioral intervention framework designed to encourage and nurture the emotional, social, and moral development of all children. It is a process designed to prevent misbehavior from escalating into emotional and learning disabilities. Peaceable Schools is not yet through evolving. Research will continue being done. But the final Peaceable Schools design will be viable and feasible, as they will include university, district, teacher, and student input through the real-life efforts of the BYU–Public School Partnership.

#### **GAPS OR CHALLENGES FACED IN:**

##### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

See responses to questions 7 and 8 in the Equity report.

##### **Engaging the Community to Advance Educational Renewal**

We have a long way to go in reaching out to the community. For example, we have spoken for a number of years about inviting community members (business leaders, legislators, etc.) to participate in our Associates Programs however the challenge is in finding those who would be willing to devote the time to join with us. We are considering developing a modified version of these Associates Programs to use with community populations.

##### **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

We are considering developing an associate-type program for administrators in the public school and in the university. We need to continually induct new administrators into the undergirding foundation of the Partnership due to constant changes in leadership. A two-day format might be appropriate for this group.

#### **OTHER SETTING INFORMATION:**

Four members of the Partnership have been designated by John Goodlad as AED (Agenda for Education in a Democracy) Scholars:

1. John Rosenberg, Dean of the College of Humanities, Brigham Young University;
2. Vern Henshaw, Superintendent of Alpine School District;
3. Barry Graff, Administrator for Curriculum and Instruction, Alpine School District; and
4. Steven Baugh, Executive Director of the Brigham Young University-Public School Partnership.



## UNIVERSITY OF WASHINGTON PARTNERSHIP

**Setting Contact:** Patrick Sexton, Associate Director, Teachers  
for a New Era

**Tripartite Representatives:** Bill McDiarmid, College of Education  
Erasmus Gamboa, Arts and Sciences  
Doris McEwen Harris, P-12

### HIGHLIGHTS OF PROGRESS TOWARD:

#### Findings Across the Setting Related to the NNER Equity Self-Study

As a setting, the University of Washington has not yet taken up the Equity Self-Study tool as laid out by the NNER Equity Task Force in their April 2006 report. However, a good deal of work related to the items on the Continuum of Equity Practices has taken place over the past year. Evidence of that work will be discussed throughout this report. In addition, initial conversations about using the self-study with a number of sites over the next year have taken place. Potential sites include two schools in our Partner Network: the Network Principals Support Group, and the College of Education (COE) Diversity Task Force.

#### Educating the Community to Advance Educational Renewal

Educating the university, P-12, and broader education communities is a key component of the University of Washington's strategy of building deep partnerships among Teacher Education Program (TEP), Arts and Sciences (A&S) and clinical sites (schools). This strategy is consistent with the Teachers for a New Era Principles, under which the University of Washington has been pursuing renewal for the past four years. Increasingly, University of Washington TEP is moving teacher training activity to school sites and sharing critical decisions with P-12 practitioners.

#### *Teacher Education Program (TEP) Renewal*

Extensive dialogue related to both the strengths and needed changes in the teacher education program has been undertaken with colleagues in the College of Arts and Sciences and P-12 partner schools, as well as with community members and program graduates. While the topics of these discussions have varied somewhat between the elementary and secondary program contexts, four clear themes have emerged which have guided renewal planning:

1. UW TEP must improve its connections with, and responsiveness to, racially and culturally diverse communities if it hopes to prepare teachers to effectively serve these communities.

2. UW TEP must develop strategies to make the program more accessible for promising undergraduates at the University of Washington, particularly with respect to the national need to recruit talented candidates of color into the teaching profession.
3. UW TEP must develop better systems for measuring program outcomes, including both TEP student learning, and the effectiveness of TEP graduates with their own (P-12) students, if the program is to continually improve and demonstrate the value of public investment in university-based teacher education.
4. UW TEP must create and sustain a program structure that offers graduates access to the intellectual resources of the University as they enter their first years of teaching (in the induction years).

### *Examples of Changes in TEP*

Both committees are recommending community-based field placements as part of the renewed program structures. These field placements will happen in the early stages of the program. They will be designed to ensure TEP students have meaningful opportunities to learn about diverse urban communities and how P-12 pupils learn outside of the school setting.

This aspect of the program is unique in a number of ways. It is intended to be a faculty-mediated opportunity to learn, as opposed to simply one of meeting a predetermined number of service-learning hours. The University of Washington's LIFE Center is doing groundbreaking research on out of school time learning and its connection to in school learning, providing a research-rich context for TEP student learning.

Another aspect of TEP renewal worth mentioning in this report is a commitment to improving graduates' ability to support Culturally and Linguistically Diverse (CLD) learners. This is a prime example of an evidence-driven change in TEP. Data collected from graduates indicates a need to strengthen this aspect of TEP. One of TEP leadership's initial activities is to educate the faculty, deepening their understanding of how Academic Language acquisition impacts CLD pupils.

### *Partner School Network*

Work has continued with our network of partner schools in five local districts. The purpose of the network is for university and P-12 educators to work collaboratively in an effort to prepare and support teachers capable of teaching a broad range of students, especially those who currently struggle in schools. These schools will become the sites for prospective teachers to tutor and gain undergraduate experiences in education, for teachers in the TEP to gain field experiences, for novice teachers to become successful early career educators, and for experienced teachers to gain and share their leadership and knowledge with university faculty. It is also hoped that over the next few years these partner schools will become the sites to prepare school administrators as well as to conduct collaborative research.

A number of our partner schools receive the extra benefit of having the support of teaching assistant liaisons, who are doctoral students from the COE. Liaisons act as resource persons for the Network and the University, and have provided a wide-range of services. Typical was the work by Marisa Bier. During the past year she assisted schools in the creation of a survey for parents and students and worked with teacher groups, convened ongoing study groups on teaching diverse students, worked with a group on a late start program, and lead groups in a book study related to diversity in the classroom. Twenty-three teachers examined teaching and learning issues as result of this placement. The end-of-year survey for network members indicated that the teaching assistant liaisons were of great assistance to the network schools. Respondents noted the teaching assistants assisted in analyzing/presenting data; served as catalysts; gave the work credibility; did many tasks that “lightened the load;” and provided access to outstanding training opportunities. The teaching assistant liaisons provided a consistent presence of the network’s commitment to the partner schools.

During the 2006–2007 year, professional development in the area of cultural competence was offered to all network schools. Three modules focused on “race literacy” brought a new awareness of how a race cognizant approach to teaching and learning can positively impact school culture and student learning. In a number of cases partner schools also participated in onsite study groups around the module topics. This work will be brought to schools throughout the Puget Sound area in 2007–2008.

### Community College Partnership

To increase the number of potential preservice teachers who better match the diversity of our student populations, a new partnership with Seattle Community Colleges has been established. Students from under-represented groups, in particular, are being recruited to take undergraduate foundational courses at the Seattle Community Colleges then transfer to the University of Washington to take additional coursework in a newly developed Education Minor.

### Arts and Sciences Engagement

The University of Washington Teacher Education Program is a graduate-only program. As such, partnerships with Arts and Sciences must be pursued with care and consistency in order to achieve the explicit and implicit learning goals of the AED. Among the collaborative efforts to ensure future teachers have both rich content knowledge and effective pedagogy, are the establishment of cross college Field Committees, the creation of an Integrated Science Degree, and an Undergraduate Education Minor—Education, Learning and Society (ELS).

### Field Committees

The Field Committees will be made up of advisors and faculty from both the College of Education and the College of Arts and Sciences. Three framing questions were developed for their creation and work together commenced in fall 2007. They are:

1. What are some strategies to develop an organic or integrated connection between faculty and courses in A&S and faculty and courses in teacher education?

2. How can the organization of “field committees” be the focal point for developing effective collaborative work in teacher education, academic research, and other areas between teacher education programs and Arts and Sciences?
3. Elementary and secondary teachers must know the subjects they are teaching. What are some ways that the participation and influence of A&S faculty and advisors can be expanded in teacher preparation taking place in the College of Education?

### *Integrated Science*

Responding to data that showed secondary science teachers in Washington were not adequately prepared for the variety of teaching demands placed on them by the public school system, the Dean of Arts and Sciences, Ron Irving, charged a committee of UW science and education faculty with the development of a new Integrated Science Degree. The degree was to address the following issues:

- Undergraduate science preparation at the UW did not match the emphasis on “science process” in the state’s P-12 learning standards;
- Degrees in a single science area were not providing enough breadth for teachers who were being asked to teach outside of their primary field of study; and
- Undergraduates needed more of an opportunity to explore science teaching as a career option prior to graduation.

The new degree, which should begin by the spring of 2008, will have a broad emphasis in physical and biological sciences and help students understand connections between these various sciences. Students will be exposed to pedagogies suitable for explaining and teaching science to others and have developed knowledge and skills necessary for scientific inquiry.

### *Education Learning and Society*

A 31-credit minor in Education, Learning, and Society (ELS) was created and approved during the 2006–2007 school year. The minor is intended to provide a strong background in how human beings learn, and how society, environment, and culture shape that learning. The ELS minor should assist the College of Education in achieving its goal of increasing the diversity of its teacher candidate pool.

The Colleges of Education and Arts and Sciences jointly sponsor the ELS minor that was developed as part of Teachers for a New Era initiative. The minor has an advisory committee jointly appointed by the deans in both the College of Education and Arts and Sciences. Its director is located in the American Ethnic Studies department, and the minor will help to recruit a diverse pool of candidates to the TEP program and to enhance the connections among the COE, A&S, and P-12 schools and teachers.

## Current Local Initiatives

### Research and Evidence

UW tripartite members are involved in multiple efforts to gather and use evidence to drive simultaneous renewal at the local, state, and national levels.

Teachers for a New Era (TNE) provided funds for UW faculty to engage in research that relates to the Agenda for Education in a Democracy. A summary of some of the related efforts can be found in the UW's 2005–2006 Setting Report. Developments in two of these initiatives bear some discussion here.

1. *Role of Multiple Contexts in TEP Students' Development of Teaching Identify, Interest, and Commitment to Learning to Teach*—In its fourth year, the researchers (TEP faculty and graduate students) followed a cohort of TEP graduates into their first year of teaching. This year, the study examined the ways in which graduates transfer their experiences learning to teach, in various contexts, into teaching practice. The impact on Secondary TEP renewal is amplified as one of the study's Co-PIs also leads the team charged with crafting STEP renewal. Understanding the role context plays in teacher development is particularly crucial as TEP reorients itself toward preparing teachers for careers in diverse, high needs schools.
2. *Urban Teacher Scholars Program: Bridging Theory & Practice for Novice Teachers*—Another TNE-funded project introduced to the NNER in the 2005–2006 annual report, it has had a similar impact on TEP renewal. *Urban Teacher Scholars* pioneered the use of high school sites as learning environments for math methods classes. School spaces, faculty, and pupils provided consistent learning resources for TEP students and faculty. In turn, high school students received extra one-to-one attention from student teachers. High school faculty received high quality professional development including opportunities to reflect on their own practice after being observed over time by methods classes. In this case, simultaneous renewal is achieved through complete integration with an NSF-funded project that supports College of Education and Arts and Sciences faculty participation in the renewal of public high school math departments.

This year, the College of Education was successful in expanding the reach of “Analyzing Teacher Retention, Mobility, and Career Pathways of UW TEP Graduates” a study introduced to NNER in our 2005–2006 annual report. Research has begun in teacher education programs at eighteen other Institutes of Higher Education (IHEs) through the Washington Association of Colleges of Teacher Education (WACTE). As described in the 2005–2006 report, the primary purpose of this research is to provide teacher education programs with baseline information and analyses about their graduates during their first five years of teaching. Each institution's TEP graduates' mobility and retention patterns were compared with those from all other institutions in the state, examining novice teachers' movements from one school to another within a district, movement from one district to another, and the characteristics of schools in which the graduates leave or stay.

Expanding the study to the other WACTE institutions provides two major benefits. First, baseline data upon which evidence driven renewal can build is now available to teacher education programs throughout the state. Second, having similar data and analysis across institutions creates a common vocabulary from which the system can more effectively engage shared challenges.

### College of Education Diversity Task Force Committee

The Diversity Task force is comprised of COE faculty, administrators, and students. It has been in existence since 2005. The Associate Dean of Academic Programs chairs the committee.

#### Committee Goals:

- To improve the overall climate of the COE to reflect the social justice principles outlined in its mission statement—it strives to create a culturally inclusive community where students and faculty feel welcome and valued;
- To increase diversity in the College of Education through the active recruitment of under-represented groups into all COE programs; and
- To provide support to students and faculty to increase their ability to engage in cross-cultural communication and increase skills as it relates to “cultural competency.”

#### Accomplishments during 2006–2007:

- Working with the Faculty Council, the formerly ad hoc Diversity Task Force established itself as a permanent standing committee. The task force plays a collaborative and advisory role in helping all members of the COE community meet and take responsibility for the goals of equity and diversity.
- The committee met with Pat Wasley in fall 2007 and requested that the Diversity Task Force be provided a budget to assist in carrying out the committee goals and to address the diversity needs of the COE. The committee was allocated \$5,000 per year to be used for professional development within the College. Last year, the committee secured funds from the dean to hire a Diversity Consultant who facilitated a conversation between faculty and students about COE diversity issues.
- The Diversity Task Force sponsored several college-wide efforts designed to address climate issues in the College. These included social and professional gatherings.
- The task force established a peer-to-peer mentoring network for incoming students. The network, which will focus its support on diverse students, began recruiting mentors for fall 2007.

- The COE hired a full time diversity recruiter that will be shared. The Diversity Task Force played a key role in shaping the job description for this individual.
- The Task Force drafted a Diversity Statement and circulated for comment among the entire COE community prompting a rich dialogue across all sectors of the College. The committee hopes to move the statement from its status as a “draft” to that of “officially adopted” this year.

#### **GAPS OR CHALLENGES FACED IN:**

One of our greatest challenges is to carry out systematic and sustainable research that ties pupil learning to teacher preparation. The difficulty is multi-faceted and includes disjointed sets of data that do not easily integrate with one another across the schools, districts, universities, and state, confidentiality issues and risks for pupils and teachers, and the costs involved in establishing and maintaining effective data collection systems and analysis that can be used to inform teacher preparation program renewal.

Motivating change in the cultural practices of Arts and Sciences and the College of Education toward shared engagement in teacher preparation has also been an ongoing challenge. The work accomplished through Teachers for a New Era has provided a context and framework for that engagement. However, there is more work to do on this front.



## **BENEDUM COLLABORATIVE/WEST VIRGINIA UNIVERSITY**

**Setting Contact:** Sarah Steel Interim Director, Benedum Collaborative;  
Clinical Instructor, College of Human  
Resources and Education

**Tripartite Representatives:** Sarah Steel, College of Education  
Carl Friebel, P-12  
Mary Ellen Mazey, Arts and Sciences

### **HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

Issues of diversity and equity continue to be a focus of the Benedum Collaborative. This was particularly evident in our professional development work. The Benedum Collaborative's Professional Development Fellow, Carol Muniz, provided leadership for the Collaborative's professional development initiatives during this grant period.

This was the first year school districts, the Benedum Collaborative, and the College of Human Resources and Education (HRE) contributed funding to support this joint position with the specific purpose of planning, coordinating, and organizing professional development for Professional Development Schools and West Virginia University faculty. Carol Muniz was "on loan" to the Collaborative from her regular appointment at Morgantown High School as a ninth-grade Science teacher to fulfill this role. Her responsibilities included organizing a professional development mini-conference around the following themes that were identified by the various governance groups who all recognized the need for assistance in addressing the NCLB agenda:

1. Strengthening the collaborative work of Special Education and regular education teachers;
2. Better understanding and serving the needs of children, families and communities in poverty;
3. 21<sup>st</sup> Century Learning Skills and instructional technology integration; and
4. Building school-based leadership capacity of teachers and principals.

The Benedum Collaborative worked with HRE's Diversity Task Force this year to set the agenda for their fall event. Margaret McLaughlin, a professor at the University of Maryland, provided the keynote address on "The Evolving Meaning of Special Education." This presentation reinforced the lessons learned at last year's professional development mini-conference and was open to students in the five-year teacher education program and to PDS faculty.

Last summer, a team from the Collaborative participated in the Ruby Payne workshops hosted by West Liberty State College. The focus of these workshops was working with children and families in poverty. Preservice teachers in attendance took their “lessons learned” and developed professional development activities for their PDS faculties. This year faculty teaching the “Organization and Management of Learning Environment” course in the five-year program plan to use the simulation training tool developed by Ruby Payne’s Aha! Process, Inc.

Diversity and equity issues were a focus of the teacher education faculty’s review of the scope and sequence of the five-year teacher education program. As each course was reviewed, the strand of diversity was examined to ensure that the issues were included in a coherent way.

### *Future Work*

During this academic year, the Collaborative plans to focus on skill-building related to providing a culturally responsive curriculum. The HRE Diversity Task Force is planning to focus a year-long series of events focusing on culturally responsive curriculum. We are also planning to explore developing a diversity experience for preservice teachers that will take place outside of Professional Development Schools in urban or international settings. We are also launching a teacher education recruitment campaign targeted at minority students enrolled in the nine PDS high schools in the Collaborative. Admission and retention of these students in the five-year program is a high priority for us.

## **Engaging the Community to Advance Educational Renewal**

### *Through Research*

During 2006–2007, Jaci Webb-Dempsey provided leadership to the research efforts of the Collaborative. The research included participating as one of the four West Virginia partnerships to host a site visit for the West Virginia Partners for Teacher Quality-sponsored study on how our work connects to the NCATE Professional Development Schools standards. Collaborative participants also completed the online survey for this study.

Jaci Webb-Dempsey led an effort in the College of Human Resources and Education to develop a database that could be used by researchers studying the five-year teacher education program. Terence Ahern, a new hire at West Virginia University, has been engaged to utilize his expertise in information technology systems to assist with this effort. Reagan Curtis conducted a pilot study using the database where he studied preservice teachers’ developing content knowledge as they progressed through the program.

Researchers connected to the Benedum Collaborative have also been engaged in disseminating the partnership work nationally. Those dissemination efforts include the following: a presentation at the 2006 annual meeting of the National Commission on Teaching and America’s Future (“Evidence of effective teaching in a state-wide PDS model”); a presentation at the American Education Research Association’s annual meeting (“Learning to lead: Developing teacher leaders through teacher

education”); and two presentations at the National Network for Educational Renewal’s annual conference (“Meeting in the Middle: Emerging Roles and Structures” and “Learning to Lead: Leading to Learn”).

In the inaugural issue of the National Association of Professional Development Schools’ “School-University Partnerships Journal,” the Benedum Collaborative was featured in the article “Simultaneous Renewal in Research: Principles to Consider in Research on Partnerships” as well as in a book chapter in the International Reading Association’s upcoming publication, *A Comprehensive Guide to Teacher Research*.

Carol Muniz, Benedum Collaborative Professional Development Fellow, presented our work with the PDS Standards Project (funded through a FIPSE grant) at the NAPDS conference. The Professional Development School representatives to the cross-site steering committee attended this conference and they attended sessions and engaged in informal recruitment efforts for a new director for the Collaborative.

While action research has been a part of the work of the Benedum Collaborative since the installation of the five-year program, this year’s work was expanded to include a PDS Action Research Fellows project directed by Jaci Webb-Dempsey and Neal Shambaugh. Three Professional Development Schools formed action research teams which included teachers and West Virginia University faculty. These action research projects focused on issues that addressed identified needs of the particular PDS. Wilsonburg Elementary’s team focused on promoting healthy lifestyles, North Elementary’s team focused on the impact of teaching strategies that address issues identified by Ruby Payne, and Suncrest Middle School targeted improved writing skills through the use of an instructional technology tool developed by WVU faculty member, Terence Ahern. In fact, Terence Ahern, Monica McCartney, and Traci Minney presented findings from their project in a session entitled, "Teachers, Text and Technology" at the Society of Information Technology and Teacher Education national conference. West Virginia’s Center for Professional Development also consulted with Webb-Dempsey as they developed their action research efforts aimed at school administrators. Several PDS principals acted as mentors for this state initiative. The Benedum Collaborative Action Research Intern Celebration was continued this year with new participation from PDS teachers and graduates who shared their growing expertise in the area. Interns, Courtney Kosky and Melissa Born, were encouraged to take their action research projects a step further. In collaboration with faculty mentor, Reagan Curtis, these two preservice teachers have submitted manuscripts for publication:

- Kosky, C. & Curtis, R. (2007). An action research exploration integrating student choice and arts activities in a sixth grade social studies classroom. Manuscript submitted for publication to *Journal of Social Studies Research*.
- Born, M., & Curtis, R. (in preparation). Retrospective miscue analysis: An action research exploration using recorded readings to improve third grade students’ reading fluency. Manuscript in final stages of preparation, plan to submit to either *Reading Teacher* or *Ohio Reading Teacher*.

### *Collaboration with Faculty in the Arts and Sciences*

The governance structure of the Benedum Collaborative was designed to ensure shared decision-making for all stakeholders. While the members of the Collaborative clearly felt that the collaboration among Professional Development Schools and the College of Human Resources and Education was strong, one of the key findings in our partnership's strategic planning efforts was that the Collaborative's relationship with West Virginia University's Eberly College of Arts and Sciences needed to be strengthened. This year we initiated a process where the three stakeholding groups—Professional Development Schools, the College of Human Resources and Education, and the College of Arts and Sciences—will host tripartite events each year. These events will be organized around themes of mutual interest. The first in the series occurred on March 19, 2007. Its focus was 21<sup>st</sup> Century Learning Frameworks and how we might collaborate to address them. As a result of meeting discussions, the group agreed to focus on building a “seamless curriculum” for PK-16 learners at their October 2007 meeting. PDS high school teachers and Arts and Sciences faculty members who teach freshmen content courses are involved in this work.

### *National Connections*

The Benedum Collaborative continues to engage in collaborative work at the national level as well. Faculty from Professional Development Schools and from West Virginia University attended the 2006 national meetings of the NNER and the National Association of Professional Development Schools (NAPDS). Then the Collaborative hosted the 2007 Annual Conference of the National Network for Educational Renewal in Charleston, West Virginia. The theme, *Building Bridges to Sustain Simultaneous Renewal: Philosophy to Practice, Practice to Policy, Urban to Rural*, allowed NNER members to visit a partnership where state policymakers have substantively supported and been involved in the work. It also allowed the network to explore issues of equity that are particular to rural settings. Embassy Suites hosted the conference, a live Mountain Stage performance was organized for conference participants, and interested NNER members had the opportunity to participate in their own Appalachian music experience with a “pickin’” session held on-site. Wendy Puriefoy, President of the Public Education Network, gave the keynote address, the Honorable Joe Manchin III welcomed conference participants, and John Goodlad, founder of the NNER, spoke and gave a presentation. Eighty-nine proposals focusing on the “Bridging” theme were submitted from NNER partnerships and were reviewed by WVU and PDS faculty. The ten WVPTQ partnerships were invited to send members to attend to learn more about NNER's work.

### *Future Work*

Plans for this year include expanding the ongoing study of five-year teacher education program graduates. While the first round of interviews and site visits have been conducted and analyzed, more study is indicated. This year we plan to organize visits to sites where clusters of our students are employed (i.e., Florida, North Carolina, Maryland, and Virginia) and will interview graduates from the classes of 2005 and 2006 with a focus on documenting the value-added in graduates' classrooms and schools. Also planned, is continued work on developing the five-year program database.

In the coming year, the Collaborate plans to expand the partnership. This expansion is driven by a need to better accommodate the number of preservice teachers in the five-year program. While finding appropriate placements for students seeking specializations in the middle school content areas has been a challenge for several years, with this year's school merger between Gore Middle PDS and Salem Middle School in Harrison County, the issue reached a critical point. Starting in fall 2007, the Collaborative initiated a process to add a cohort of new Professional Development Schools that can provide placements to this particular set of preservice teachers.

As the work of the West Virginia Partners for Teacher Quality expands, the Benedum Collaborative and its closest school-university partnership neighbor, the Fairmont State University Partnership, plan to collaborate more closely in their work on teacher education and professional development. Already partnering on local professional development conferences, the two groups plan to explore ways to coordinate clinical experiences associated with their teacher education programs to facilitate relationships with local Professional Development Schools.

#### **OTHER SETTING INFORMATION:**

##### *Changes in Personnel—Benedum Collaborative Director Search*

In March 2007, the director's position was advertised and a search committee representing all stakeholders was composed. The search closed in April 2007 with the position remaining unfilled. After revising the posting and re-configuring the search committee, we are now preparing for a revitalized search. During this extended interim period, Sarah Steel will continue serving as the Interim Director.

##### *Dean's Retirement*

On September 19, 2007, Anne Nardi announced that she was stepping down as the Dean of the College of Human Resources and Education. A search for this position is underway.



## WYOMING SCHOOL–UNIVERSITY PARTNERSHIP

**Setting Contact:** Audrey Kleinsasser, Director,  
Wyoming School-University Partnership

**Tripartite Representatives:** Ray Schulte, P-12  
Audrey Shalinsky, Arts and Sciences  
Audrey Kleinsasser, College of Education

### HIGHLIGHTS OF PROGRESS TOWARD:

#### **Findings Across the Setting Related to the NNER Self-Study on Equity**

Given the broad membership of the partnership our report takes a different format. To date, we have not conducted a statewide study. In this section, we will report on related activities and accomplishments.

#### **Diversity & Multicultural Assessment, Romney Associates, Inc.**

The College of Education engaged Romney Associates Inc. to conduct a diversity and multicultural assessment. Over a period of several years, the consultants visited Laramie, Wyoming. Based on those onsite visits and the examination of a variety of documents, the consultants delivered a report February 28, 2007. The college leadership council discussed and responded to the report during the spring and early summer, along with the faculty. Romney Associates Inc. returned to Laramie in August 2007 for a half-day workshop with the leadership council followed by a day-long faculty retreat. The consultants submitted specific recommendations under the categories of college leadership and diversity: recruiting, hiring, retaining, and mentoring a diverse faculty; collegueship—faculty to faculty relationships; climate for dialogue on diversity; curriculum and diversity; and faculty-student interaction. The full report will be available online at [www.ed.uwyo.edu](http://www.ed.uwyo.edu).

#### **Shepard Symposium for Social Justice, Co-Sponsor**

This annual event now in its 11<sup>th</sup> year, involves faculty K-16, the University of Wyoming community, and the civic community. It took place March 25-28, 2007. The NNER's Nicholas Michelli Award for Promoting Social Justice awarded to the symposium was acknowledged from the podium and on the program cover.

#### **Engaging the Community to Advance Educational Renewal**

The Big Read: Wyoming Reads *My Antonia*—The Governing Board allocated \$2,000 for ten mini-grants (\$200 each) for Big Read initiatives to county libraries in ten partnership districts:

Albany, Campbell, Converse, Fremont, Goshen, Laramie, Niobrara, Sweetwater, Sheridan, and Uinta. The mini-grants were posted during the summer with projects beginning mid-September and occurring over the next several months. Activities included all variety of discussion groups, including teachers using the book in regular classes, videos and historical re-enactments, and kolachi making events. Audrey Kleinsasser and Ray Schulte co-led a discussion at the Goshen County Public Library in November 2007.

## **Current Local Initiatives that Advance the Agenda for Education in a Democracy**

### *Diversity, Curriculum, Equity, and Democracy*

As part of the Wyoming Teacher Education Program's preparation for a February 2008 NCATE site visit, a variety of assessments about standards are in preparation. They include standards for democracy and social justice and developing competent and democratic professionals. One broad program outcome specifically addresses democratic perspectives:

- confidence in the ability of all to learn and a passion for making it happen;
- empathy, understanding and advocacy for others, including cultural, socioeconomic, and ethnic backgrounds different from their own;
- an understanding that democratic responsibilities require active participation; and
- a desire to collaborate with others.

### *Wyoming Teacher Education Program Survey Results*

The program has commissioned an external survey agency to collect survey data from student teachers and mentor teachers over the last several years. One section of the survey relates to issues of diversity, curriculum, equity, and democracy. Results from spring 2007 from the Mentor Teachers are provided below. The percentages reflect how well respondents believe the goal was met. The survey included one hundred and forty-one mentor teacher responses and one hundred and fourteen preservice teacher responses.

Category—Modeled and mentored a professional disposition of access to quality teaching for all children in the classroom by:

- Understanding how due process promotes equal protection for students with diverse needs in schools—mentor teachers, 85.8 percent; preservice teachers, 88.6 percent;
- Understanding how social class, race, gender, or disability can affect student performance—mentor teachers, 92.2 percent; preservice teachers, 94.7 percent;
- Articulating a strong rationale for pedagogical decisions and selecting strategies that effectively address the diverse needs of learners—mentor teachers, 87.2 percent; preservice teachers, 88.6 percent; and

- Helping the preservice teacher understand the diverse needs of learners in order to promote equitable and inclusive practices in the classroom—mentor teachers, 92.2 percent; preservice teachers, 90.4 percent.

### *Concurrent Majors*

Largely through the efforts of the Director of Teacher Education (Kay Persichitte), and the Associate Dean of the College of Arts and Sciences (Janet Constantinides, followed by Audrey Shalinsky) the Wyoming Teacher Education program developed eighteen concurrent majors to meet certification requirements for “highly qualified” teachers. The collaborations occurred with the College of Arts and Sciences and the College of Agriculture. We are one of the few teacher education programs in the country with this distinction. All of the concurrent majors are at the secondary level.

### *High School to Higher Education Transitions*

We co-sponsored events in two disciplines: the life sciences, and English/language arts.

#### Life Sciences

- A second annual summit occurred February 23, 2007, in Douglas, Wyoming. Approximately forty public school, community college, and university science and life science faculty attended. Participants brought examples of student work for sharing, in the context of the Wyoming science standards. Evaluations of the meeting were excellent and produced several follow-up meetings. One involved life science faculty from the Cheyenne schools who drove to Laramie to meet with members of the Biology Executive Committee. The University of Wyoming director of Life Sciences has also used his work in this collaboration with the Partnership to create a general biology consortium involving institutions across the U.S. to examine the way biology is taught and how to do it better. The institutions include the University of Wisconsin-Madison, the University of Illinois, Urbana-Champaign, Georgia State University, Michigan State University, the University of Massachusetts-Amherst, the University of Texas-Austin, the University of Michigan, and San Diego State University. The group, along with directors from other universities, plans to meet regularly, create materials for dissemination, and possibly collaborate around grant writing. They are also interested in collaborating on a study of the effectiveness of AP biology courses and students’ later success in college.
- During fall 2007, we scheduled three regional science summits bringing teachers across the three levels together to examine student work (Worland, October 26; Evanston, November 9; and Gillette, December 4). These towns are in partnership school districts that are located a great distance from the university in the northwest, southwest, and northeast corners of the state.

## English/Language Arts

- Dinner and a Book (March 5, 2006, at the Casper Petroleum Club)—Approximately twenty-five English and language arts faculty from public schools, community colleges, and the university met for dinner and informal conversations around Cathy Small's *My Freshman Year: What a Professor Learned by Becoming a Student*. Follow-ups to this meeting included an October 18-19 partnership conference in Laramie featuring the author. Online registration is currently open for an April 18-19, 2008, Wyoming Writing Colloquium that will include the UW Department of English, the Wyoming Writing Project, UW LeaRN, and the Partnership. We have budgeted for a maximum of sixty participants (and forty have registered already) in teams, or as individuals. The colloquium focuses on writing across-the-curriculum and will include stipends for project development.

### *Leaders for Teacher Preparing Schools*

Our site has one district (Fremont #14, Wyoming Indian) participating in this NNER initiative. Three principals completed the year-long study: Pam Fredericks, Owen St. Clair, and Philip Garhart. Scott Morrow received a scholarship to attend the summer 2007 meetings.

### *League of Democratic Schools*

We have two elementary schools that participate: Woods Learning Center in Casper, and the University of Wyoming Lab School in Laramie.

Cammy Rowley, a Ph.D. candidate and Casper College instructor is conducting an ethnographic study at Woods Learning Center during the 2007–2008 school year. She is investigating young children's social emotional learnings and democratic teaching practices in schools.

### *Summer Symposium 2007*

The setting supported the participation of four educators to attend the July 16-20, 2007, symposium in Seattle: Christine Bolender, Natrona County School District #1; Anne LaPlante, Natrona County School District #1; Robert Mayes, UW Science & Math Teaching Center; and Brian Recht, Superintendent, Albany County School District #1.

### *UW Campus-Based Seminars*

The Partnership hosted four lunch-time seminars, three of them featuring original research by the University of Wyoming faculty:

- “A View for the Porch” (an ethnographic study of a partner school site). Audrey Kleinsasser, Jane Nelson, Jim Rose, Audrey Shalinsky. November 15, 2006.
- “Retrospective Insight: Reflections on the Specialist’s Role in Developing an Arapaho Language Assessment Protocol.” Pam Innes, UW Department of Anthropology, December 4, 2006.
- “Is it Possible for University Faculty to Become Authentic Boundary Spanners?: Perceptions from the Field.” Debra Parkinson and Kate Welsh, January 17, 2007.
- A discussion of selections from the *Federalist Papers*, Brent Pickett, UW Casper College Center. April 23, 2007.

### **GAPS OR CHALLENGES FACED IN:**

#### **Findings Across the Setting Related to the NNER Equity Self-Study on Equity**

As a setting, we are discussing the possibility of conducting an equity self-study and what that would mean in a statewide school-university partnership.

### **OTHER SETTING INFORMATION:**

#### *Executive Board*

Jim Lowham	Superintendent, Natrona #1, (Chair)
Trish Cook	Curriculum Director, Converse #1 (Chair-Elect)
Ray Schulte	Superintendent, Goshen #1 (Past Chair)
Pat McClurg	Dean, College of Education, UW
Audrey Shalinsky	Associate Dean, College of Arts and Sciences, UW

Membership reflects approximately 75 percent of the K-12 students in Wyoming and 35 percent of the school districts, and 100% of higher education.

Albany #1, Campbell #1, Converse #1, Fremont #14, Fremont #25, Goshen #1, Hot Springs #1, Laramie #1, Natrona #1, Niobrara #1, Platte #2, Sheridan #2, Sublette #1, Sweetwater #1, Sweetwater #2, Uinta #1, Washakie #1

Wyoming Community College Commission  
Wyoming Department of Education

Wyoming Education Association  
University of Wyoming, Colleges of Arts and Sciences and Education

*Dues Structure, 2006–2007 (adopted April 2006)*

\$2,000	Each individual school district
\$2,000	College of Arts and Sciences; Community College Commission, Wyoming Education Association
\$4,500	Wyoming Department of Education

The College of Education supports the executive director's salary (nine-months) and the half-time office associate's salary. It also provides office space for the Partnership. The Partnership supplements the director's salary with two additional months' pay. Starting August 6, 2007, the Partnership is providing the other 50% of the office associate's salary, making the position fulltime for the first time.

*Policy Issues*

- K-16 curriculum articulation; a newly formed Wyoming P-16 council (members include Jim Lowham and Audrey Kleinsasser)
- Mentor Teachers and Partner School Concentrated Field Sites: Albany #1, Natrona #1, Sheridan #2, Fremont #14 and #25, Sweetwater #1 and #2
- Agenda for Education in a Democracy (AED) Scholars—Audrey Kleinsasser and Francisco Rios were named AED scholars, July 2007.

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The report went through multiple drafts. The director created a first draft that the executive committee read and reacted to. We then shared the draft at the annual meeting in West Virginia, October 3-5, 2007. The next draft went to the governing board during its October 18, 2007, meeting. Most comments focused on the NNER self-study on equity section. The final draft is based on input solicited from all of the partners.

## **NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER) MISSION STATEMENT\***

The National Network for Educational Renewal (NNER) leads by example as it strives to improve simultaneously the quality of education for thoughtful participation in a democracy and the quality of the preparation of educators. The NNER works through partnerships among P-12 schools, institutions of higher education, and communities.

### **Mission**

Members of the Network agree on a four-part mission to advance Education in Democracy, which is as follows:

- provide access to knowledge for all children (“equity and excellence”);
- educate the young for thoughtful participation in a social and political democracy (“enculturation”);
- base teaching on knowledge of the subjects taught, established principles of learning, and sensitivity to the unique potential of learners (“nurturing pedagogy”); and
- take responsibility for improving the conditions for learning in P-12 schools, institutions of higher education and communities (“stewardship”).

### **Enabling Actions**

Members of the Network assert that quality schooling for a democracy and quality preparation of educators can best be accomplished by sharing responsibility for the following actions:

- engaging university faculty in the arts and sciences, education, public schools, and community members as equal partners collectively responsible for the Agenda;
- promoting and including partnership settings nationally and internationally that together represent urban, suburban, and rural communities, ethnically and socioeconomically diverse public school and university students, and a broad range of public and private teacher education institutions of varying sizes and missions;
- inquiring into and conducting research pertinent to educational practices and the renewal of public schools and the education of educators;
- proposing and monitoring federal, state and local policy that supports the implementing the Agenda for Education in a Democracy;
- providing opportunities for professional and leadership development for participants in NNER settings.

*Adopted by electronic vote 2006*



**MEMBERSHIP IN THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL  
(as of October 2007)**

State/ Province	Setting (Number of IHE sites within setting)	Year Admitted
California	<ul style="list-style-type: none"> <li>• California State University, Chico</li> </ul>	2006
Colorado	<ul style="list-style-type: none"> <li>• Colorado Partnership for Educational Renewal (5)</li> </ul>	1986
Connecticut	<ul style="list-style-type: none"> <li>• University of Connecticut</li> </ul>	1988
Georgia	<ul style="list-style-type: none"> <li>• Georgia Center for Educational Renewal at Georgia Southern University</li> </ul>	2002
Hawai'i	<ul style="list-style-type: none"> <li>• Hawai'i Institute for Educational Partnerships</li> </ul>	1987
Illinois	<ul style="list-style-type: none"> <li>• Illinois State University Partnership</li> </ul>	2002
Maine	<ul style="list-style-type: none"> <li>• University of Southern Maine/Southern Maine Partnership</li> </ul>	1986
Manitoba	<ul style="list-style-type: none"> <li>• Brandon School Division and Brandon University</li> </ul>	2004
Minnesota	<ul style="list-style-type: none"> <li>• St. Cloud Network for Educational Renewal</li> </ul>	2001
Missouri	<ul style="list-style-type: none"> <li>• Metropolitan St. Louis Consortium for Educational Renewal (2)</li> <li>• University of Missouri–Columbia Partnership for Educational Renewal</li> </ul>	1993 2002
Nebraska	<ul style="list-style-type: none"> <li>• Nebraska Network for Educational Renewal (2)</li> </ul>	1996
New Jersey	<ul style="list-style-type: none"> <li>• Montclair State University Network for Educational Renewal</li> </ul>	1991
New Mexico	<ul style="list-style-type: none"> <li>• Albuquerque Public Schools–University of New Mexico Partnership</li> </ul>	2003
New York	<ul style="list-style-type: none"> <li>• The City University of New York and the New York City Department of Education (8)</li> </ul>	2000
Ohio	<ul style="list-style-type: none"> <li>• Miami University Partnership</li> <li>• Wright State University</li> </ul>	1991 1993
South Carolina	<ul style="list-style-type: none"> <li>• South Carolina Network for Educational Renewal (6)</li> </ul>	1991
Texas	<ul style="list-style-type: none"> <li>• Arlington University–Area School Network for Educational Renewal</li> <li>• El Paso Network for Educational Renewal</li> </ul>	2003 1993
Utah	<ul style="list-style-type: none"> <li>• Brigham Young University–Public School Partnership</li> </ul>	1986
Washington	<ul style="list-style-type: none"> <li>• University of Washington Partnership</li> </ul>	1986
West Virginia	<ul style="list-style-type: none"> <li>• Benedum Collaborative/West Virginia University</li> </ul>	2003
Wyoming	<ul style="list-style-type: none"> <li>• Wyoming School–University Partnership</li> </ul>	1986

