



Saturday panel "Community Leader Perspectives on Community Engagement" featured Albino Garcia, Sr., Diana Dorn-Jones, and Loretta Huerta.

Winter 2013



Hayes Lewis, Cheryl Torrez, and Marjori Krebs (not pictured), present "ZETAC: Zuni Engaging Teachers and Community".

Volume 9(4)

Fall Conference explores community engagement

The New Mexico University Partnership hosted the 2013 NNER conference in Albuquerque, New Mexico, October 10-12. Vi Florez, Interim Dean of the College of Education and leader of the local planning committee noted they were "excited that this year's theme is Community Engagement to Enhance Student Learning and includes strands that consider civic engagement of communities, schools and higher education, community-based research and inquiry, purposeful partnerships for collective impact, learning and sustainability, and engagement and equity for excellence."

The conference opened with comments by New Mexico state representative Rick Miera. He reinforced the NNER's mission of providing quality public education to all students to

promote and improve our democracy.

A panel of institutional leaders, including Robert Frank, president of UNM, provided perspectives on educational institutions' community engagement. Closing the conference, a panel of community activists and leaders provided insights into how educators and institutions can and must work with communities to improve quality of life for all.

The conference also included a "Human Conversation Room," where participants were encouraged to meet with one another to follow up on topics of interest from break out sessions and to network. It was an opportunity to engage in critical conversations to improve work in settings and to connect with colleagues.

The Ehecatl Aztec Dancers, a group maintaining the traditions of the ancient Aztec/Toltec cultures of Mesoamerica, provided an introduction to the rich culture of the southwest. The group mixed dance, music, and tri-lingual storytelling. A visit to the Evening Glow of the Balloon Fiesta rounded out the New Mexico cultural experience.

Along with Dr. Florez, conference planners included Catherine Bornhorst, Breda Bova, Bernadette Cordoba, Smith Frederick, Maria Hines, Kiran Katira, John Kofonow, Marjori Krebs, Patrick Lopez, Teri Sheldahl, Kersti Tyson, Maureen Wilmot.

This group included diverse backgrounds from public schools, and higher education, and community organizations. Evaluations from participants noted that the breakout sessions were helpful and relevant and the opportunity for follow-up conversation especially appreciated.

Winthrop Partnership garners 2013 Clark Award



Carol Shields, Lisa Harris, Sue Spencer, Caroline Everington, Beth Costner, Audrey Allan, Lisa Johnson accept the Clark Award.

Winthrop University-School Partnership Network received the 2013 Clark Award for Exemplary Partner School Work at the Annual Conference in Albuquerque, New Mexico. The nomination materials included descriptions of a network of partner schools rich in collaboration and focused on improved learning for all students.

The Network Management Team (NMT) guides the network and includes representatives from three colleges (College of Ed, Arts & Sciences, Visual and Performing Arts), representatives from nine school districts and representatives from education-related state organizations. The Partnership Advisory Council (PAC) consists of designated school liaisons from 34 school sites, nine Winthrop Faculty in Residence (WFIR), and university, district and community

representatives. PAC members also participate on university committees. University faculty serve on partnering P-12 School Improvement Councils and Leadership Teams. School liaisons and WFIR work together to address professional development for Partnership teachers and university faculty, determine research needs, use data, disseminate findings, encourage highly effective teachers to work with teacher candidates, facilitate work between school and university faculty to ensure alignment between courses and classroom practices, and assist with relationships across the Network.

The Network is committed to developing and sustaining effective practice addressing the Agenda for Education in a Democracy. Partner school involvement includes data collection on to improving teacher preparation program outcomes, curriculum reform, improving clinical experiences, and sustaining the strength of partnering relationships. The annual Partnership Conference for Educational Renewal promotes sharing best practices and action research results throughout the Partnership Network.

Inclusion through co-teaching and problem-based learning serve as two of many examples of embedding the partner school functions into the partner work. Almost 2000 university and school faculty have participated in Partnership professional development in the past three years in areas such as mentorship, coaching, technology integration, and curriculum and instruction.

Take Note

♦ Greg Bernhardt and Ann Foster continue their work as Co-Executive Directors, marking a year of operating under the new structure. The shared role continues to have executive board support. Wright State University is providing needed infrastructure support, including web and office support.

The archives that have been housed at the University of Washington will be moved to the new NNER office at WSU.

The winter Governing Council meeting will be held at the AACTE Conference in Indianapolis, Monday, March 3, from 10: a.m. -1:30 p.m.

The 2014 NNER Journal will be hosted by UTEP with Josie Tinajero leading the process. Call for manuscripts and updated information will be posted on the web page.

Wright State University Network for Educational Renewal Plans 2nd Annual Conference

The second annual Wright State University Network for Educational Renewal (WSUNER) Conference is scheduled for April 26, 2014. Wright State University's President Dr. David Hopkins will open the conference with a keynote address. Thirty-nine proposals to present have been accepted. Teachers from WSU's nine partnership school districts and the Dayton Regional STEM School will present examples of best practices during three 45-minute sessions. Community organization partners will also participate by highlighting the advantages of their programs to PK-12.

This year's conference will include a two-hour NNER training workshop for twenty to thirty partnership district administrators and WSU faculty. This session affords an opportunity to expose those in leadership positions to the mission of NNER, and encourage continued commitment to the concepts of "simultaneous renewal" and "democratic engagement." Ann Foster and Greg Bernhardt, Co-executive Directors of NNER, will lead the session

A total of 260 teachers, administrators, community organization members, WSU faculty and student teachers will attend the conference. The event will be held in Allyn Hall, the home of WSU's College of Education and Human Services. WSUNER is very appreciative of the \$4000 Setting Renewal Grant awarded by the National Network for Educational Renewal in support of the 2014 conference.

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Tripartite Council Report

The Tripartite Council met at the Annual Meeting of the NNER on the morning of Thursday October 10th. The three council chairs, Audrey Allan (school chair), Vi Florez (education chair) and Leslie Wilson (arts and sciences chair), designed the session to blend with the themes of the conference. The goal was to revisit the mission of the NNER and engage the group in renewing university-school partnerships.

After brief and heartfelt welcomes from co-directors Greg Bernhardt and Ann Foster, Leslie Wilson began the formal discussion with a history of the NNER. In the course of his discussion he asked several key questions:

Why are partner schools important to the profession and our mission?

What is our history in developing quality partnerships (where have we been)?

Where do we need to be today?

What strategies are working for partnership renewal across institutional boundaries?

How do we know when we are successful?

Leslie posited that participants need to be connected in more collaborative efforts. There was talk of cross-pollination of research projects within regions and disciplines. The conversation transitioned into a follow-up from the last Tripartite Council meeting where collaborative models were illustrated. Vi Flores, who gave the key presentation in 2012, presented an in-depth analysis of the expansion of community engagement work in

Albuquerque. Vi, who has returned to the role of dean at the University of New Mexico, informed the group how the efforts to examine and offer solutions to community issues has engaged not just the College of Education but various parts of the university. This commitment extends to the office of the university president.

As the conversation continued on successful partnerships, the work of the Winthrop University-School Partnership Network was acknowledged. Led by Associate Dean Lisa Johnson, Dean Jeannie Rakow, and ? the partnership was the 2013 recipient of the Richard Clark Award for Exemplary Partner School Work. Dean Johnson and colleagues offered highlights of the program and how it has transformed their work.

Nick Michelli, former dean at Montclair State University and the CUNY Graduate Center, closed this part of the session, speaking about the State University of New York wishes to create a center of pedagogy. In light of the current political climate there was discussion on what role the NNER should have on alternatives to public schools. Should the NNER support charter schools, lab schools, and PBS models? This brought the conversation full circle to get a better idea of our core values.

The rest of the Tripartite Council meeting was devoted to small group sessions to get new ideas from tripartite members. In the Arts and Sciences conversations, there were discussions of new and continuing aspects of renewal.

The political context of the time was a major area of concern. Everyone

acknowledged the pressures on public schools, unions, and teacher education programs. There was a call for stronger leadership from universities, and the need for arts and science faculty to be responsive to testing/assessment issues and school-based activities. Questions raised included how can arts and sciences faculty bridge gaps, institute innovate programs and research, raise money, promote citizenship, and spread the Agenda in their settings?

Another interesting part of the conversation focused on voices in the discussions. It was noted that a majority of the NNER members have been engaged in this work for over two decades. There is a fear that these people are approaching retirement age and may not be replaced. Hence there is great need to get younger faculty involved in the work, and to reward young faculty for participating in such endeavors. The Midwestern NNER settings have solicited new faculty by holding Leadership Conferences. Winthrop University has begun rewarding its faculty for engagement and its Academic Affairs website sites how such work will be regarded in tenure and promotion decisions. At some schools/universities, faculty advertisements also added "service learning" and "education" in the job description, and "work in the NNER and public schools" as a job requirement.

It was suggested that there need to be more parent voices, student voices, and non-teacher education faculty voices included in and addressed in our settings. Such inclusion will improve the community and improve citizenship and ultimately fulfill the mandates of our work.

First Midwest Regional Leadership Conference

Missouri Partnership for Educational Renewal (MPER) hosted a regional conference October 28-29, in Columbia, MO. The session was supported by funds from the NNER leadership grants approved by the NNER Governing Council. Dan Lowry, MPER co-director, and Dan Clay, Dean of the University of Missouri College of Education, planned and led the two-day sessions that included 150 participants from throughout the Midwest. MPER and three additional NNER settings, (St. Louis Consortium, Illinois State University, and Nebraska Network for Educational Renewal), joined colleagues from five additional Missouri higher education institutions and representatives from the Missouri Department of Elementary and Secondary Education. Attendees included superintendents, principals, and teachers from all 22 MPER partner districts.

The conference theme was collaboration and partnerships across boundaries to promote innovative and effective education for current P-12 and university teacher education students. NNER setting

presentations included co-teaching by NeNER Partnership Director Roger Nyffeler, Illinois State colleagues Robyn Seglem and Fred Walk describing their year-long internship program for elementary and secondary students, Sam Hausfather and Nadine Ball outlining Maryville University's post Baccalaureate secondary program, and a team of University of Missouri colleagues presented their international and intercultural program (Dr. Dan Clay, Dean of the MU College of Education; Dr. Gabrielle Malfatti-Rachel, Director of International & Intercultural Initiatives, and Ms. April Beissenherz, undergraduate student in the MU College of Education & 2013 summer intern to India).

Greg Bernhardt and Ann Foster provided keynotes and commentary, as well as an overview of the NNER's mission and simultaneous renewal. University

of Missouri Chancellor Brady Deaton and University of Missouri System President Tim Wolfe each reinforced the need for collaboration among institutions as well as within the community. These university leaders emphasized renewal and inquiry as essential to continuous improvement. Dr. Chris Belcher, Superintendent of the Columbia School District, shared compelling information about international education comparisons and the nation's need to support teachers and schools. Table conversations throughout the two days allowed participants to process the content and interact with colleagues from different roles and settings.



Left to right: International and Intercultural Initiatives director Dr. Gabrielle Malfatti-Rachell, College of Education student April Beissenherz, dean of the College of Education Dr. Dan Clay.

Letter from incoming Governing Council Chair

I am excited and humbled by the opportunity to serve as the Chairperson of the NNER Governing Council and Executive Board for the next two years. My professional life has been profoundly impacted by the Agenda. I am convinced that the Agenda is as relevant in 2013 as it was in 1986 when the NNER was being born.

Abraham Lincoln's observation that every generation must test the proposition of democracy seems to apply to the work of an NNER organization that will soon reach the ripe old age of 30. As we prepare to enter 2014, I find myself pondering which core NNER propositions are due for "testing?"

Is it time to test the NNER Mission/Vision statement? The timeliness of our current mission statement was called into focus by the theme of last month's outstanding annual conference as our outstanding host setting, the New Mexico partnership, challenged our organization to more thoughtfully consider the role of community/community engagement. Is it time to test the tripartite and consider broadening the mission statement to more substantially reflect an awareness of the importance of the broader community in both educator preparation and P-12 schools?

Is it time to more seriously examine the depth and breadth of our work in policy arenas? Has the voice of the NNER been strong enough? Has the NNER allocated sufficient time and resources to the task of sharing the power of the NNER Agenda with local, state, and national legislators? Should an expanded commitment be made within the NNER to preparing our settings, and the individuals working within our settings, for more active engagement in policy arenas?



Dennis Potthoff, associate dean , College of Education, University of Nebraska, Kearney

Is it time for the NNER to more publicly address the evolving role of technology in society and in schools at all levels? In an article that appeared in the most recent edition of the NNER Journal, I noted that the word "technology" does not appear in key NNER documents whereas the use of the term is very evident in the emerging vision of the Council for the Accreditation of Educator Preparation (CAEP).

It is time for the NNER to more systematically explore promising alternatives for creating cross-setting collaborations and communication? Historically, much of the cross-setting pollination has been achieved via national level events – especially included annual conferences and Seattle-based Leadership Associates Programs. Is it possible that regional events, which bring together several settings from the same geographic area, could prove to be more economically efficient while also directly impacting more individuals?

Finally, is it time for the NNER to more strategically and systematically work to increase the size of the Network? In the 1980s, the vision for the organization was consciously size-limited; the plan was to create a "manageable number of proofing sites" where the power of the Agenda could be tested and studied. Over the past 27 years, the Agenda arguably has proven its merit. Across the United States, a nation that has maintained a commitment to testing the proposition of democracy, there are hundreds of potential settings. The quality of the NNER Agenda is good enough; broader dissemination is warranted.



Neag School hosts “Respect for All” Workshops to improve school inclusivity

by Melody Li

Teachers and administrators from throughout New England spent two days attending a Neag School of Education-sponsored workshop that focused on challenging stereotypes, exploring gender roles, reducing bullying and helping ensure that school is a place where all youths—no matter what their background—can thrive.

The National Network for Educational Renewal selected the UConn Neag School of Education as the site for this progressive, timely and important "Respect For All" pilot training program, which presented four interactive workshops made up of short films, group discussions, experience sharing and various other activities. Topics included:

- “Let’s Get Real”: A look at bullying and bias through the eyes of middle school-aged youth
- “Straightlaced – How Gender’s Got Us All Tied Up”: An exploration of how gender roles and sexuality pressures impact teens
- “That’s A Family!”: An exploration of what children growing up in a wide range of family structures would like classmates to know about their families
- “It’s Elementary – Talking About Gay Issues in School”: A documentary and discussion about the power and possibility of LGBT-inclusive education

More than 30 teachers, school administrators, teacher educators, social workers and guidance counselors attended. Attendee Ellen Montgomery, who teaches art at Hunt Middle School in Burlington, VT, noted, “The information fueled my passion for social justice issues and made me feel like I am not alone in trying to make change in this world.”

She added she was especially inspired by the gender issues workshop, which made her see how terms like "male" and "female" could alienate some people. “One of the biggest changes I saw in myself was a shift in thinking regarding gender and sexuality, which I now realize should be looked at as part of a spectrum and not as just black and white.”

Run by the San Francisco-based educational and social non-profit GroundSpark, the event was organized by Neag Teacher Education Associate Director and Clinical Professor René Roselle, who said she found the workshops “deeply moving.”

“The workshop allowed participants to bond and connect over very important topics of social justice,” Roselle added.

High school math teacher Kevin Liner, a Neag alumnus, emerged with similar sentiments.

“I loved hearing how honest and vulnerable the other participants were willing to be,” said Liner, who teaches at the Metropolitan Learning Center magnet school in Bloomfield.

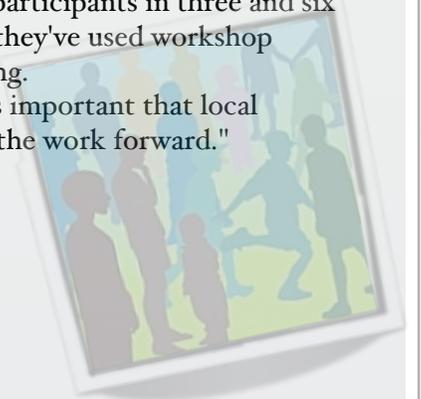
“Their stories were inspiring to me, because there are always perspectives you don't consider, and it helped us discuss topics from various angles. The workshop also inspired me to take more action on a day to day basis with my students and helped me realize the magnitude of importance that a safe school climate has on a student both personally and in regards to their academic success.”

Respect For All instructor Amy Scharf said one of the most exciting aspects of the event was the GroundSpark-Neag School partnership, which ensured the topics and issued covered were relevant to participants.

“Participants were also interested in staying connected with each other for ongoing support, so we will create a listserv where they can maintain their relationships, get advice and remain motivated,” Scharf added.

Roselle said she or a Respect For All liaison will follow up with participants in three and six months to see how they've used workshop materials and training.

Scharf agreed. “It's important that local communities move the work forward.”

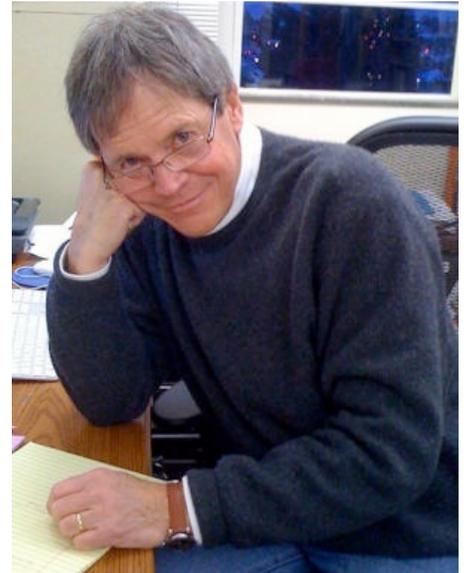


The NNER Welcomes Interim Dean of University of Wyoming College of Education

On November 13, Michael Day, former education professor, was selected as interim dean of the College of Education at the University of Wyoming.

During his 30 years at UW, Michael served as a professor of adult education, head of the adult education graduate program, chair of the Division of Lifelong Learning and Instruction, head of Adult Learning and Technology, and

associate dean of the college. Recognized internationally for his work in adult education, he has been honored by UW with its highest teaching awards, including the Ellbogen Meritorious Classroom Teaching Award in 1990 and the Ellbogen Lifetime Achievement Award in 2012. Dr. Day notes that he is looking forward to engaging with the NNER work.



Michael Day steps in as interim dean for NNER member UW.

Journal Calls for Manuscripts

Education in a Democracy: A Journal of the NNER



Our national peer-reviewed journal is published once each fall in an online format, with a limited number of hard copies distributed.

The purpose of the journal is to

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

Since the audience of the journal includes a diverse constituency, the journal is open to all types of work—research or theoretically-based, essays, case studies, and “best practices” practitioner-oriented articles, from university faculty in education and arts and science disciplines as well as from P-12 and community partners.

For information on how to submit manuscripts, please see the NNER website. **Deadline for submissions is March 31, 2014.** Submission should be sent to Dr. Josefina (Josie) Tinajero at tinajero@utep.edu.

Renewing NNER's Task Force on Equity and Social Justice

Reinforced by the response we received to our roundtable at the recent Annual Conference in Albuquerque, we are looking for colleagues from across the Network to join us in reactivating NNER's Task Force for Equity and Social Justice. With the support of NNER's Governing Council, the Task Force will stand on the shoulders of previous work done by the LGBTQ Study Group in 2009, as well as other NNER colleagues in recent years. The mission of the Task Force is to embrace equity and social justice as they are applied to democratic practice in education. Our vision for the Task Force is to promote dialogue across the partnerships, leading to collective action on behalf of historically marginalized groups. We also see the Task Force as an important resource for school-community-university collaborations as they provide space for all voices in scholarship and practice.

Anyone interested in making a one-year commitment to reactivating the Task Force in 2014 is invited to contact one of us prior to December 31st. We offer a

special invitation to Task Force members whose personal or professional experiences signify commitment to equity and social justice. Once a core group (8-10 people) is identified, we plan to schedule a conference call in late January and to establish an online forum for communication during the spring semester. The Task Force will seek to identify, support, and spotlight scholarship and best practices in equity and social justice for next October's annual conference. A longer term goal is for the Task Force to consider and recommend ways to support the study of equity and social justice at all NNER settings across the country.

We look forward to hearing from you soon.

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NNER National Network for Educational Renewal

2014 ANNUAL CONFERENCE

**BUILDING SUSTAINABLE COMMUNITIES:
RECLAIMING OUR VALUES**

SAVE THE DATE

October 23-25, 2014 • Downtown Cincinnati

The 2014 NNER Conference Committee is seeking proposals that will be informative and relevant. Proposals must be submitted by April 4, 2014.

IMPORTANT DATES:

Call for Proposals Released: February 3, 2014

Proposals Submission Deadline: April 4, 2014

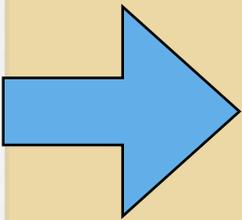
Acceptance Notification: June 9, 2014

Presenter Confirmation Email: July 25, 2014

The Five Conference Strands

- Using Data to Sustain our Work
- Sustaining Democratic Engagement
- Building Community for Social Sustainability
- Empowering Teachers to Lead and Sustain the Profession
- Sharing Responsibility in Higher Education for Sustainable Partnerships

2014 Conference



*The 2014 Annual Fall Conference—with its theme of **Building Sustainable Communities: Reclaiming Our Values**—will be held in Cincinnati, October 23-25, and hosted by Ohio University, Miami of Ohio, Wright State University, and University of Cincinnati.*

National Network for Educational Renewal

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

*denotes multiple IHE site settings

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