



Fall 2013



Volume 9(3)

Fall Conference brings together leaders

The 2013 NNER Conference Albuquerque October 10-12

The 2013 NNER conference will focus on "Community Engagement to Enhance Student Learning," to bring together leaders from P-12 classrooms/districts, university partners from Arts & Sciences and Education, and other community stakeholders. Our goal is to provide an opportunity to share successes, provide feedback on challenges, and to grow our shared efforts in providing access to quality learning for all students. The conference will divide its focus into four "strands":



- Civic Engagement of Communities, Schools, and Higher Education
- Community-Based Research and Inquiry
- Purposeful Partnerships for Collective Impact, Learning, and Sustainability
- Engagement for Equity and Excellence

Preconference events will begin on Thursday, October 10th with the Tripartite Council Meeting, Governing Council Meeting, and Deans Roundtable (see Schedule, p 3, for details). A reception Thursday evening welcomes everyone to the beautiful Southwest with a performance of Aztec Dancers. Friday morning begins breakout sessions. During Friday lunch, leaders from the Albuquerque area provide institutional perspectives on community engagement. After Friday afternoon

sessions, all registered participants are invited to the Special Shapes Glowdeo and fireworks at the famous Balloon Fiesta. At Saturday's lunch, community leaders' speak on the meaning of engagement and its transformative nature in the Albuquerque community. The conference will close Saturday afternoon.

The conference host is the University of New Mexico NNER partnership and the planning committee chaired by Vi Florez. For more information, visit: <http://www.nnerconference.org/>



More information on the Balloon Fiesta here: <http://www.balloonfiesta.com/>.

New partners for teacher ed council

Area officials join with U Texas-Arlington

The Area-University School Network for Education Renewal (AUSNER) at the University of Texas at Arlington is very excited about the addition of seven new local partners to the Teacher Education Council: Marcello Cavaszos, Arlington ISD Superintendent; Walter Dansby, Ft. Worth ISD Superintendent; Jim Vaszaukas, Mansfield ISD Superintendent; Cicely Tuttle, HEB ISD Secondary Coordinator of Human Resources & Student Teachers; George Hernandez, Dallas ISD Coordinator, Human Capital Management; Linda Martin, Education Service Center II; and Betsy Holschuh, Director, Project HOPE Tutoring Center. These new and important voices will contribute valuable insights toward more collaborative and effective teacher education in the DFW area.

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 Governing Council Chair position will be up for election at the October conference Governing Council meeting. All Governing Council members are encouraged to consider applying. The term is two years as chair and two as past chair. Responsibilities include providing leadership for Governing Council and Executive Board, including planning and leading meetings, participating in the annual summer symposium, facilitating the implementation of annual goals and activities, and regularly scheduled communication with the co-executive directors.
- ◆ 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 NNER uses renewal grant to fund conferences

The Wright State University Network for Educational Renewal has been awarded NNER funding for a setting renewal grant. These funds will be used to help support the second annual WSUNER conference, to be held in April of 2014.

The initial conference in 2013 was attended by more

than 250 setting partners from the Arts and Science, educator preparation programs and the 9 partnership school districts in the setting. It is anticipated that representatives from the Miami University and Ohio University setting will join the conference.

Ohio University now full member

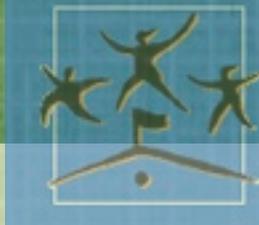
The NNER is pleased to announce that the Ohio University partnership has been admitted for full membership in the NNER. Ohio University has been an affiliate member for the past two years and submitted an application for full membership in the NNER in July 2013. The executive board and the governing council voted to extend full membership to the Ohio University setting during July and August of 2013. The NNER and all of its setting members welcome this new setting and look forward to learning from the strong partnership work ongoing in central Ohio.

OU is situated in southeast Ohio, in the hills of Appalachia, and partners with numerous rural school districts and communities. A major source of educated citizens for Ohio and the region for over two centuries, OU continues to be a leader in preparing educators for our nation's schools and make a strong contribution to the economy of the state and the region.



For more information on Ohio University's activities, please see story, p. 5.

2013 NNER Conference Schedule



Thursday October 10th

TIME

Preconference

Registration desk opens	7:30 a.m.
Tripartite Council Meeting	8:30 - 11:45 a.m.
Governing Council/Tripartite Council Lunch	12:00-1:00 p.m.
Governing Council Meeting	1:15-3:15 p.m.
Newcomers to NNER Session	1:15-3:00 p.m.
Dean's Roundtable	3:30-4:30 p.m.

Conference Highlights

Registration desk opens	12:00 p.m.
Welcome Reception	6:00-8:00 p.m.

FRIDAY, OCTOBER 11

TIME

Registration desk opens	7:00 a.m.
Continental breakfast	7:00-8:00 a.m.
Breakout Sessions	8:00-11:15 a.m.
Lunch with Panel	11:45 a.m.-1:00 p.m.
Breakout Sessions	1:30-3:45 p.m.
Poster Sessions/Reception	4:00-5:00 p.m.
Depart for Balloon Fiesta	5:00, return 7:45 -9 p.m.

SATURDAY, OCTOBER 12

Registration desk opens	7:00 a.m.
Continental Breakfast	8:00-8:30 a.m.
Breakout Sessions	8:30-10:15 a.m.
Awards, Panel Speakers, Closing	10:30 a.m.-12:30 p.m.

NNER partners with GroundSpark

NNER has entered into partnership with GroundSpark, an educational and social justice non-profit that ignites change through film.

GroundSpark is the home of *The Respect for All Project*, a national initiative focused on creating inclusive and welcoming school and community environments where young people of all backgrounds and experiences can thrive.

This new collaboration has resulted in a grant that has brought *Respect for All* materials and facilitators to the University



of Connecticut NNER setting to pilot a two day workshop on creating a safe and caring environment for all.

The workshop, collaboratively planned by the UCONN setting and GroundSpark leaders, will be held in November.

In addition, the University of Wyoming partnership setting has been awarded NNER funding to use *The Respect for All* materials (see story below).



Films “That’s a Family” and “Straightlaced” are part of GroundSpark’s offerings.

Respect For All grant awarded to Wyoming educators

NNER’s Respect For All grant was awarded to Drs. Kevin Roxas and Angela Jaime at the University of Wyoming. Matching funds were provided by the Social Justice Research Center and the Shepard Symposium on Social Justice.

The centerpiece for this two-day locally facilitated event for educators, community members, and university employees will be movies from the GroundSpark company. The hope of this event is to raise awareness and understanding of gender, affectional orientation, and the multiple perspectives in teaching acceptance of difference to our future generations. The two-day event will encourage participants from Wyoming and the surrounding states. For more information please email Angela Jaime jaimea@uwyo.edu.

The NNER Welcomes Ohio University

The Patton College of Education and the Center for Professional Development School Partnerships at Ohio University in Athens, Ohio was approved for full membership in the NNER in August 2013. Co-executive Directors Greg Bernhardt and Ann Foster visited with Ohio University partnership colleagues in April. OU has been an affiliate member of the NNER for the past two years, and they have explored the Agenda for Education in a Democracy and learned more about the tripartite structure of the NNER and its commitment to the simultaneous renewal of educators P-20.

Athens is in southeast Ohio in the hills of Appalachia and partners with numerous rural school districts and communities. Ohio University is the 9th oldest universities in the nation, having been founded in 1804. OU has been a major source of educated citizens for Ohio and the region for more than two centuries. OU continues to be a leader in preparing educators for our nation's schools and make a strong contribution to the economy of the state and region.

OU's application for membership shared examples of how their partnerships with the Arts and Sciences, P-12 schools, and communities have paralleled the work of the NNER. NNER settings will want to learn more about many initiatives, including two shared here briefly.

CARE: Creating Active and Reflective Educators

Under the leadership of Dr. George Wood, former professor of education and current superintendent of the Federal Hocking Local Schools, the CARE PDS Partnership began

over 30 years ago. CARE faculty, teachers from the Federal Hocking District and Patton College faculty designed a curriculum emphasizing a democratic ideal in teaching and in classroom life, focusing on collaborative curriculum development, cooperative learning, thematic and inquiry-based approaches, expeditionary learning, and project-centered active student engagement. The CARE Partnership recruits students in Middle Childhood and Adolescent-to-Young Adult Education for this three-year clinically intensive program.

In CARE, students learn how to apply theoretical concepts in real-time practice, as well as how social, emotional, and economic factors impact teaching and learning in classrooms.

SEOTDC & Rural School Improvement Initiative

The Southeast Ohio Teacher Development Collaborative has Ohio Department of Education endorsement to develop a long-term model to assist specifically with rural school improvement, in collaboration with Trimble and Green Local Schools. The Rural School Improvement Model does not add to teachers' workload, fits what teachers already have to do for "school improvement", offers a more efficient and effective support structure for school improvement in rural schools, and addresses the needs of local school districts and teachers.

It encompasses two types of professional development delivery. First, it employs Distance Learning Labs near each local school, an approach that reduces travel time and time out of the classroom. Second, it consists of on-site assistance by University faculty located close to the school district. Higher education faculty provide face-to-face

assistance to classroom math teachers at their school, once again reducing time away from instruction.

SEOTDC hosted two video-conferencing professional development sessions where Trimble math teachers gathered at OU Athens, and Green math teachers assembled at SSU in Portsmouth. Higher ed faculty conducted follow-up site visits and provided teacher instructional resources and training on site. OU was also able to team a doctoral student with Trimble's 7th and 8th grade math teachers to help provide intervention for students identified as talented and gifted.

SEOTDC will continue to pilot the Rural School Improvement Model this fall and has encouraged the partnering schools to provide time for their math teachers to meet regularly to make effective progress on the issues they are trying to address.

In addition, the OU partnership's application shared their work with the Woodrow Wilson Fellows program, OU's funded teaching fellowships in partnership PDSs, and the funding of minigrants awarded each year for faculty-proposed projects meant to enhance and engage education and service in South-East Ohio. In order to be eligible for the grant, the minigrant proposal must demonstrate field-based collaboration between faculty and school or community partners around qualities of engagement adopted by the Council on Engagement and Outreach. There were several additional exemplars of how the NNER's AED has been alive and well at OU and parallels many of the moral dimensions.

Please congratulate our colleagues in South East Ohio, now full members of the NNER.

Leadership development grants awarded

The Missouri Partnership for Educational Renewal and the University of Texas at El Paso partnership have both been awarded leadership development grants to strengthen their work in their respective regions.

The UTEP partnership used the NNER funds to leverage additional support and funding to conduct a July and early August session (see story, following page). Educators representing Hispanic, Mayan and Navajo cultures – traditionally underserved academic populations – addressed ideas for positive impacts for schools and society. UTEP organizers have expanded the vision of the annual Cross-cultural Institute for Research, Collaboration and Learning in Education (CIRCLE) event to focus on equity and social justice in education. Speakers included Tim Rush, of the University of Wyoming; Fidencio Briceño Chel, of the National Institute of Anthropology and History in Merida, Yucatán; Arvind Singhal of UTEP; and Tim Begaye, of the Navajo Technical College, in Crownpoint, N.M. “The goal was to focus on the similarities and celebrate the differences,” said Alice Wheaton, who helped plan the event.

Missouri Partnership for Educational Renewal (MPER) will use NNER funds to bring together IHEs from around the state of Missouri to review the Agenda for Education in a Democracy and strengthen the partnerships between Missouri IHEs and public schools. Joining the MPER will be representatives from the Nebraska Partnership for Education Renewal, the St Louis Consortium, and the Illinois State University NNER partnership. It is hoped that additional leadership development grants will be awarded to facilitate partnership renewal and where possible, foster regional collaboration between NNER settings.



MPER to host inaugural regional session

The University of Missouri Partnership for Educational Renewal (MPER) will host the first regional session for NNER members in the midwest region October 28 & 29.

NNER participants will include the Universities of Missouri and Nebraska (Kearney), Maryville University, and Illinois State University.

To introduce other Missouri teacher preparation institutions to the NNER, six other universities have been invited. The program will open with a session facilitated by Drs. Ann Foster and Greg Bernhardt on the work of the NNER and the Agenda for Education in a Democracy. Afternoon sessions will include large and small group discussions on issues submitted by the participants (new CAEP Standards, federal background checks, technology in the classroom, mental health).

The following day marks the annual joint meeting of the MPER Governing Board, Operations Council, and faculty of the MU

College of Education, an audience of over 130, along with the attendees of the previous day's session. Each of the four NNER institutions will introduce initiatives to enhance their teacher preparation programs, including "The Co-Teaching Model" (U. of Nebraska), "Full-Year Internship for Elementary & Secondary Interns (Ill. State U.), "A Post-Baccalaureate Secondary Program" (Maryville U.), and "International & Intercultural Experiences" (U. of Missouri). The meeting will close with round-table discussions involving K-12 practitioners and higher education faculty on what they have heard and what is needed to address the training of teachers for the 21st century.

This session is partially supported through the setting grants approved by the Governing Council. Dan Lowry, director of MPER, worked with colleagues in the participating institutions to plan the program and submit the grant proposal, which was approved by the executive board at its July meeting.

UTEP sponsors collaborative conference

CIRCLE presents new conference model

The Cross-cultural Institute for Research, Collaboration and Learning in Education (CIRCLE) took place on July 30 - August 2, 2013, at the University of Texas at El Paso, sponsored by NNER and UTEP's College of Education. CIRCLE's goal was to promote research and dialogue on equity and social justice for all learners in K-20 with a focus on underserved communities. The CIRCLE Institute consisted of a forum that took place at the end of July, followed by a summit. Representatives of diverse communities shared wisdom and knowledge, and scholars from the El Paso region, Mexico, Yucatec Mayan Community, Navajo Nation, New Mexico, and Wyoming engaged in multiple dialogue circles.

Multicultural Forum The CIRCLE Forum did not mirror the typical research conference (one-way dissemination of ideas from speaker to audience), but rather the event built on "liberating

structures," in which participants gathered each morning in circles to share stories, experiences, and life narratives relating to equity, education and social justice in their communities, allowing participants from diverse nations, cultures, and languages to build trust, friendships, partnerships, and understanding.

CIRCLE Summit With over 120 attendees, the Summit afforded additional opportunities to the wise elders in the CIRCLE to communicate with the public on rethinking and renewing education. Participants focused on sharing effective and feasible ways to promote social justice, equity, and access in education. Educators from El Paso TX, Chihuahua, Mexico, and Central America displayed research posters. The event ended with a reception that featured local students from the U.S./Mexico border who have bridged the gap from high school to college sharing music, artistic presentations, and testimonies about achieving goals through education.



Speakers and attendees, l to r: Dr. Alicia Wheaton (UTEP instructor), Dr. Tim Rush (NNER and U. of Wyoming), Dr. Wesley Thomas (Navajo Tech, Professor), Dr. Fidencio Briceño Chel (Universidad Modelo, Mérida, MX – Mayan scholar), Dr. Rubén Reyes Ramirez (Universidad Modelo, Mérida, MX – Mayan scholar), Dr. Tim Begaye (Navajo Tech, Assistant to Provost)



Participants enjoyed several days of sharing experiences, forming friendships, and building understanding

2013 Summer Symposium

The 7th NNER Summer

Symposium was held in Seattle July 22-25, with 35 attendees from across the US. Colleagues from 16 different settings participated in a grounding and unpacking of the tenets of John Goodlad's Agenda for Education in a Democracy (AED).

The 4 days were organized around the AED: providing access to quality and relevant knowledge for all learners, ensuring that institutions of learning engage learners with nurturing and challenging pedagogy, understanding our responsibilities as stewards of the education profession, and engaging students so that they can advance democracy on informal and political dimensions.

The symposium also addressed the NNER's mission to advance the AED in our practice. Simultaneous renewal—engaging with one another across institutional boundaries in ongoing and critical inquiry and enacting change to improve our work—is the overarching strategy the NNER uses to advance the AED. Reading materials were selected to provide a common foundation for participants to reflect on how the AED relates to their roles and responsibilities and to explore institutional commitments to improving how we are with one another (social or informal democracy) and our political democracy.

Participants came from extremely diverse backgrounds—a rural superintendent with a single P-12 building with 500 students; a recent graduate of an urban teacher education program; a music professor from a large university; a curriculum director from a Southern school system; an experienced teacher educator from an urban private university; and many educators from culturally



Participants came from a variety of backgrounds.

diverse backgrounds.

Each year, additional topics are explored. This year's symposium emphasized understanding the changing policy context for education in the US and the forces behind these changes. Continuing emphasis was placed on the NNER's role in taking collective action in the communities in which we reside.

This year's symposium also featured Eric Liu, who co-authored one of the selected texts, *The Gardens of Democracy* (Eric Liu and Nick Hanauer, Sasquatch Books, 2011). He briefly summarized the book, and engaged symposium participants in an extended conversation and Q & A on the book's themes. The book was included to provide a stepping-stone for diverse perspectives as we examined who we are as a nation and who we are as a public. Some of the areas that were explored with Eric Liu included some of the following questions:

- What is our individual role in 'big' decisions that affect quality of life for others?
- As educators do we have a role in civic, economic, or government advancement of democracy?
- Is true self-interest the same as mutual self-interest? (Society, it turns out, is an ecosystem that is healthiest when we take care of the whole.)?

better off when we're all better off. (The economy is not an efficient machine. It's an effective garden that needs tending. Adjust the definition of wealth to society creating solutions for all.)

- Government should be about the big what and the little how. (Government should establish the ideas and the goals, and then let the people find the solutions of how to make it happen. How do you react to this?)
- Freedom is responsibility; freedom costs a little freedom. What are your thoughts on this as it relates to our work and our democracy?

On their evaluations of the symposium many of the symposium participants indicated that this conversation was the highlight of the week for them.

2013 Summer Symposium facilitators included Lemuel Watson, Leslie Wilson, Jean Eagle, Deborah Shanley, Dennis Potthoff, Nick Michelli, Ann Foster, and Greg Benhardt.

The Governing Council will review the evaluations of the symposium by the participants in at the October fall conference and a decision on hosting a 2014 Summer Symposium will be made at that time. Questions concerning the summer symposia can be directed to co-directors Ann Foster and Greg Bernhardt.

- Does society become or reflect how we behave? (The model of citizenship depends on contagious behavior; hence positive behavior begets positive behavior.)
- We're all

National Network for Educational Renewal

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

*denotes multiple IHE site settings

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