

Dick Clark, with granddaughter Cecilia, conversing with John Goodlad

Remembering Dick Clark

Noted educator, author, administrator, and consultant Richard "Dick" Clark, 76, died on July 6th.

With Dick Clark's death, we lost a great friend—each of us personally and the NNER writ large—and a long-view and tireless leader. Dick's influence and vision provide the infrastructure for our network; his writings, presentations, events he planned and delivered, and his various leadership roles kept the NNER on task and on mission.

In his work at the Institute for Educational Inquiry with John Goodlad, Dick often served as a translator providing innovative and practical ways

to apply the sometimes lofty and abstract concepts that formed the AED into real life. Using his sense of humor, his multifaceted, perspective, and Marine Corps discipline, he brought groups together for workshops, symposia, conferences, and informal conversations that always resulted in renewal.

John Goodlad reflected on his time with Dick. "I suggest someone do a study," said John, "to determine how much of me is what I learned from Dick. It is substantial." Dick was passionate about this work, about nurturing whole systems of schools to inspire a more educated and participating citizenship in our democracy. And while

important, it was the many personal and professional relationships he developed during this period of time, that he enjoyed the most. He would reference his time with John as life-changing. And

"Much of me is what I learned from Dick."

--John Goodlad

NNER members everywhere will reference our time with Dick as also life-changing. The 2012 annual conference will include a tribute to this notable friend and leader.

In remembrance, the family has asked people to consider donating to the Trillium Foundation, a non-profit effort that Dick helped to found, that provides shelter for the homeless.



For more information about Trillium,

please contact Melissa O'Neal-
boneal1005@aol.com

www.nnerpartnerships.org

New deans named at NNER sites

Illinois State University

Illinois State University welcomed Dr. Perry Schoon as the new dean of the College of Education on July 1st of this year. Dr. Schoon was previously the dean of the College of Education and Allied Professions at Western Carolina University in Cullowhee, N.C. Before arriving at Western Carolina, he was a senior associate dean and an associate dean for assessment and technology in the College of Education at the University of Texas at Arlington. He also held various posts in the College of Education at Florida Atlantic University.

Dr. Schoon first learned of the NNER while at UT Arlington. He believes the NNER's Agenda for Education in a Democracy aligns perfectly with ISU's conceptual framework: Realizing the Democratic Ideal. "I consider public education democracy's greatest gift," he stated, "and its greatest responsibility. It is only by providing quality public education for all that we will attain the political and social democracy that our nation's founders envisioned."

Montclair State University

Montclair State University has appointed Francine P. Peterman as the new dean of its College of Education and Human Services. She most recently served as professor and dean of education at Queens College of the City University of New York "We are delighted," said Montclair State University President Susan A. Cole, calling Peterman "a dedicated educator and an able and creative administrator."

Her 20-year career as an educator and administrator has been marked by commitment to serving both institutional and broader educational communities.

As a young graduate student at the University of Arizona—one of the first members of the NNER—Peterman was engaged in many of its Partnership activities.

Her work with then-associate-dean Paul Heckman at a Tucson elementary school (explicated in their article about "Indigenous Invention" in *Teachers College Record*) formed the basis for her research and teacher preparation work in urban schools over the last 25 years.



Co-directors Ann Foster and Greg Bernhardt

Shared NNER executive director role foreseen

—from Deb Shanley, Governing Council Chair

Since April of 2012 Ann Foster and Greg Bernhardt have been working closely together in the transition process toward new leadership for the NNER. As they have worked together on the transition plan, annual conference, summer symposium, web page redesign, newsletter, AED Community of Scholars event with John Goodlad, and managing various budget and business matters it has become obvious that the two of them complement each other in many ways. Ann and Greg shared with the Executive Board in July how much they have enjoyed working together and as they

reflected on how best to manage the transition to a new executive director, a new business model, and possible home office location change, they came to realize that it made sense for the Executive Board to consider continuing to have them work together.

Ann and Greg shared this concept with the Executive Board at their meeting in Seattle, in July, during the summer symposium. They proposed continuing to work together, each at .25 FTE and for us to adjust the salary in a like manner. They also suggested that the EB invest what the NNER has been paying Ann over the years for health benefits; about \$3,000 per year, into travel that the two of them might need to support

their work for the NNER. The bottom line is that the budgeted expenses for the executive director function will be reduced and no new additional budget will be required. The executive board approved this and plans to notify the Governing Council in the October in Denver, but in the meantime, I wanted to share with the NNER an explanation for why you are continuing to see both Ann and Greg responding to various items. The transition planning will continue on schedule and Ann and Greg look forward to continuing work with all of the settings through summer 2013. Please contact me, Deb Shanley, GC chair, or Ann or Greg, if you have questions.

NNER Participants at UNESCO Sustainability Conference

Representatives of the NNER joined with fellow participants from 57 countries at Toronto's York University in May 2012, in support of UNESCO's initiative on Reorienting Teacher Education to Address Sustainability. The United Nations has declared 2005 – 2014 the decade of Education for Sustainable Development.

Ann Foster had attended the 2010 International Network of Teacher Education Institutions (IN) meeting in Paris, and presented a report at the fall 2010 NNER conference. Since then, the NNER has monitored the IN and its efforts in Education for Sustainable Development (ESD), and encouraged NNER representatives to attend the Toronto meeting. Attending the conference were Sylvia Parker (WY); Leslie Wilson (NJ); Greg Bernhardt and Jim Tomlin (OH); and Nadine Ball (MO). A delegation from US organizations was coordinated by Western Washington University's Victor Nolet—an active proponent of the ESD. US organizations attending the conference were the Association for the Advancement of Sustainability in Higher Education; Kappa Delta Pi; AACTE's Special Study Group – Education for Sustainability; and the International Belief and Values Institute.

Briefly, the thrust of the ESD is to “reorient curriculum and teacher education programs to integrate ESC into both pre-service and in-service programs, support teacher education institutions, teachers and professors to network, develop, and research sound pedagogical practice.



New Jersey's Leslie Wilson confers with ESD group

Specifically support teachers to develop ESD strategies that can work with large class sizes, and evaluate ESC learning processes.” Teacher educators and Teacher Education Institutions

are key change agents for a more sustainable future. The goals of the ESD initiative and the NNER significantly overlap. ESD urges every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future. ESD's Education for All is a global commitment to provide basic education for all children, youth and adults. Focusing on educational institutions, ensuring appropriate pedagogical approaches for all learners, and promoting responsible stewardship of our schools and educational institutions globally are synonymous with the AED.

The NNER is participating in some next steps to develop a US Teacher Education for Sustainable Development Network. If your setting is interested in this developing network, please contact Dr. Victor Nolet, Western Washington University (victor.nolet@wwu.edu)

The NNER's fall conference in Denver will have several breakout sessions exploring Education for Sustainable Development in depth with case examples of its setting implementations. In addition, a special post-session on Saturday afternoon will be presented on ESD, with the title “Teaching and learning environmental sustainability.” Presenters will be Victor Nolet, Department of Secondary Education, Western Washington University; Sylvia Parker, Science and Mathematics Teaching Center, University of Wyoming.

Those wishing to learn more and become involved are encouraged to attend this session and to contact any who attended the Toronto conference in May. To learn more visit <http://unesdoc.unesco.org/images/0014/001433/143370E.pdf>.



Wright State announces regional NNER conference

On April 20, 2013, the College of Education and Human Services (CEHS) at Wright State University will host its first Network for Educational Renewal Conference (WSUNER). The event will include participants from the college's ten partnership school districts, the Dayton Regional STEM School and partner community agencies. District superintendents and community agency administrators have enthusiastically endorsed the event. Each will select groups to present and individuals to attend. The conference will feature up to 45 different presentations based on the NNER 2012 Conference theme, “Simultaneous Renewal: Everyone Teaches, Everyone Learns.” CEHS expect as many as 350 participants. It is a perfect opportunity for our partners to share their best practices in the spirit of “simultaneous renewal.” The intention is to develop the conference into an annual event.

www.nnerpartnerships.org

Summer Symposium 2012



The NNER held the seventh in its series of annual summer symposia, a leadership program for individuals seeking understanding of the Agenda for Education in a Democracy (AED) and the NNER, in Seattle, July 16 – 17. Thirty-six persons attended, from across the 21 NNER settings. Co-facilitators included members of the executive board (Ada Beth Cutler, Jean Eagle, Vi Florez, Nick Michelli, Dennis Potthoff, Deb Shanley, Leslie Wilson, and co-executive directors Greg Bernhardt and Ann Foster). Francisco Rios, Dean of Education at Western Washington University, facilitated special Socratic dialogue sessions using the text Clare Kosnik and Clive Beck (2009) *Priorities in Teacher Education*. John Goodlad attended presentations of participants who had engaged in a “Democracy Walk” in Seattle to more deeply understand the ecology of democracy by experiencing the community first hand.

Sessions 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.

In addition, the symposium addressed the NNER’s mission to advance the AED in our practice. Simultaneous renewal of schools, institutions that prepare educators, and the communities that compose our society are fundamental to the NNER’s work. This summer’s symposium was initiated in the late spring, as in previous years, with online exploration of the AED led by Dennis Potthoff. Participants arrived in Seattle having explored the AED and the NNER’s commitment to engagement with settings’ communities and having absorbed a wide range of readings expanding their

understanding of how the agenda unfolds uniquely in the diverse geographical and social environments that constitute our network’s settings.

This year’s symposium participants read, reflected upon and discussed John Goodlad’s ongoing collection of Occasional Papers (Introduction and papers 1–3, 2011–12). John has increasingly been committed to and vocal in his call for community members and the NNER to be energetically engaged in taking back responsibility for our schools at the local level. We were fortunate to have John spend the better part of the last day of the symposium with the attendees, many of whom had not had an opportunity to meet him before. They engaged in a conversation around the founding of the NNER, and heard his reflections on the current state of public education in our country. He participated in the Democracy Walk presentations and noted that each one illustrated deep understanding of the public purposes of schooling in a democracy.

Participants voiced their intention to use the learning and readings in their local work, integrating them into course work, student teacher seminars, book studies with colleagues, and syllabus development.

Participants included Angela Beumer Johnson, Angela Harwood, Kelly Costner, Beth Powers-Costello, Betsy Chadd, Charles Graham, Cheryl Torrez, David Carroll, Eric Lee, Fernando Naiditch, Gary Seastrand, Geuris Thomas, Haroon Kharem, Jean Ann Slusarczyk, John Zack, Jonathan Springer, Keith Marty, Laura Nicosia, Lemuel Watson, Leslie Pollman, Margartet Vaughan, Margo Jackson, Mauro Diaz, Melissa Chin, Odesa Weatherford, Patsi Johnson, Penny Tenuto, Rachel Ray, Robert Prickett, Shirnetha Stinson, Steve Baugh, Suzanne Franco, Tammy Schwartz, Terri Wilson, Tim Smitt, Vashawn Fitzgerald.

UNM Community Engagement Educational Renewal Efforts

Community engagements efforts at the University of New Mexico have a long history of success, especially working closely with schools and community to improve educational opportunities for all students. Several projects are ongoing with community involvement aimed at making a difference for children and families.

First is the Teacher Corps project, a collaborative partnership with the College of Education academic department of Teacher Education, the University Community Engagement Center, and eight Community Schools in the city of Albuquerque. The Teacher Corps' project goal is to transform the teaching experience for teacher education candidates, providing them with community-based learning experiences, in addition to training in addressing critical community needs for K-12 students. The project also strives to renew efforts with the community to improve children and families' quality of life. The Teacher Corps experience concentrates on academics, community engagement, and leadership development.

The Teacher Corps also provides advanced professional opportunities that address foundational root causes of social inequities, including the creation of service learning and civic engagement opportunities to mentored students. The

cooperative teachers who work with the Teacher Corps Project help create a different school culture that connects communities, families, and schools in a meaningful way to help build bridges to resolving community challenges. One of the highlights of the project is the ability for Teacher Corps participants to contribute as many as 900 hours of service to her or his school or to community Learning Centers. Students have the opportunity to serve in the Albuquerque schools as beginning professionals gaining understanding in how to connect in-school and out-of-school curricula and experiences. They also develop school and community relationships through service-learning and civic engagement projects with their K-12 students in both classrooms and before/after school programs. Most of the candidates are involved with practicum teaching or student teaching responsibilities.



Another far-reaching effort consists of engaging community leaders to establish a common agenda for improving educational opportunities for students on the P-20 continuum. This community work is based on research

models proven to be successful, such as the Strive Network from Cincinnati and other collective impact efforts across the country, adapted to meet needs of New Mexico students and families. The Albuquerque community is particularly interested in collective impact research work by Kania & Kramer (2012) published by the Stanford Social Innovation Review Journal, work which has influenced communities to revisit approaches to solving large-scale social challenges. The effort in the Albuquerque community is highly structured to promote collaboration and capacity building. It seeks to involve key community leaders such as the city mayor, postsecondary presidents, key business stakeholders, school superintendents, educators, community organizers, and others interested in social change in improving education from cradle to career. This collective work will take time, resources, and commitment from many stakeholders to make a long-term difference for students and families. The UNM Network for Education Renewal is deeply involved with many sectors of leadership in the community to meet educational needs of all students, especially simultaneous renewal efforts to address achievement gaps existing in Albuquerque schools.

For more information, please contact Dr. Vi Florez or Dr. Marjori Krebs at the University of New Mexico, College of Education 505-277-2367 - vflorez@unm.edu or mkrebs@unm.edu.

PDS Selected as WhatWorksSC Award Semifinalist

The Riley Institute at Furman University has selected the Chester Park Elementary School of Inquiry's Project-based Learning Initiative as a semifinalist for the annual Dick and Tunky Riley *WhatWorksSC* Award. This \$10,000 award honors schools for highly effective educational initiatives in South Carolina.

The Chester Park Elementary School of Inquiry (CPESI) is a Title I school where 90% of the 435 students receive free or reduced lunch; 34% fall short of expectations on the Palmetto Assessment of State Standards (PASS) test. CPESI was chosen to serve as a Professional Development School (PDS) as part of the Winthrop University-School Partnership Network, which functions to improve the quality of teachers in high-need districts in upstate South Carolina.

The overarching goal of the partner schools within the Network is to improve student learning, with particular focus on students at risk for academic failure. At CPESI, a member of the Winthrop faculty is in residence two days per week to collaboratively develop and implement individualized programs or initiatives to support Network goals.

Year one of the project resulted in gains in all first and second grade classrooms piloting the Project-based Learning (PBL) initiative. Before receiving PBL instruction, students' average pre-assessment score was 51.5%. Post-assessment data revealed significant growth in student learning, with scores averaging 84%. The principal and teachers were so pleased with the results they elected to expand the use of project-based learning.

For year two, CPESI implemented project-based learning school-wide, in 13 classes for 251 students. Student scores saw growth from 46% to 86% (assessments were content-based and aligned with state benchmarks).

The culminating event in year two was a Friends and Family Math and Science Fair with PK-5 classes participating. Teachers and students presented their work, including performance data and artifacts, to over 300 family and community members. Teacher survey results revealed 100% of teachers with parents who were "favorably impressed" by learning outcomes.

Student successes and teacher satisfaction have led school administrators, with the support of the District Superintendent, to enthusiastically support continuation of the Project-based Learning Initiative indefinitely, not only at CPESI, but also in other schools in the district. CPESI teachers are currently engaging in transformation to a project-based environment, providing staff development for two partner schools, and delivering presentations to professional groups and teacher education associations at the local, state, and national levels.

AED Community of Learners



l to r Tom Bellamy, Leslie Wilson, Adrienne Hyle, Molly Munson- Dryer, Jeanne Gerlach, John Smith, Jennie Rakestraw, Greg Bernhardt, Ann Foster, with John Goodlad in front.

New venture launched

Sustaining the Agenda for Education in a Democracy (AED) requires a thorough introduction and continuing study of the values central to the Agenda John Goodlad and colleagues initiated out of extensive nationwide studies of P-12 schools and teacher education, and the subsequent comprehensive leadership development program to engage university-based educators from teacher education and arts and sciences, as well as P-12 teachers and administrators.

The program included a wide range of readings, projects, simulations, site visits within the National Network for Educational Renewal (NNER), and discussions—between one another and with experts in the field. Programs initiated by the IEI and the NNER (including the summer symposia, NNER annual conferences, AED Scholars, the Developing Networks of Responsibility to Educate America's Youth [DN]) sustain the NNER as one of the longest-lived educational renewal initiatives in the nation. Still, new NNER settings and leader turnover necessitates more programs and fresh strategies.

Recognizing this, a new venture, called the **AED Community of Learners**, was initiated by the IEI. A small group of NNER members came together to converse with John Goodlad on the history and potential of the AED in action in Seattle, July 20-21st. This initial session included new occasional papers by John Goodlad as background, and relied on interactions between Goodlad and participants and conversations among members of the learning community. Among other simultaneous renewal topics, attention was given to the importance of engaging with community.

www.nnerpartnerships.org

Trimble Teaching Fellows Proves A Valuable PDS Partnership

The Teaching Fellows Program is a unique partnership between local school districts and The Gladys W. and David H. Patton College of Education at Ohio University. The program is a jointly funded venture that provides intervention support to children while providing immersion in a year-long clinical experience in the classroom. Teaching Fellows are graduate students who are licensed teachers seeking masters' degrees in Education. Each Fellow receives a tuition scholarship from the University while the partnering school district provides the graduate stipend.

During the 2011-2012 school year, The Patton College partnered to provide five Teaching Fellow positions with the Trimble Local School District. Trimble is a small district with just under 900 students, 63.8% of whom are deemed economically disadvantaged, and 23.4% who qualify for special education services. The five graduate Teaching Fellows from the Partnership provided intervention services in grades 3-6 as well as at the high school level. The Teaching Fellows collaborated with classroom teachers to provide much needed intervention and classroom instruction.

Caitlin Bernard, former Teaching Fellow at Trimble Middle School, noted that the benefits of the program did not stop with the tuition scholarship and stipend. She also received valuable experience working in a rural, low-socioeconomic setting, enjoyed partnerships with veteran teachers, gained experience in inclusive settings, and acquired knowledge of additional reading intervention strategies and assessments. She also received ongoing professional development and increased her confidence and abilities.

Dr. Kim Jones, Superintendent, Trimble Local Schools, said, "Partnering with the university on the fellowship program is beneficial to everyone involved: the fellows bring refreshing enthusiasm and knowledge of recent pedagogy; our veteran teachers share their experience and wisdom with the next generation of teachers; and the children teach us all new things daily and, in turn, learn

from both groups. This program truly enriches our district."

Building on the success of the program, the Trimble Local School District and The Patton College of Education at Ohio University have increased the number of Teaching Fellows from five to ten for the 2012-2013 school year. The University will provide the graduate tuition scholarship and the Trimble Local School district will pay the graduate stipend for each of the positions. Ms. Deborah Koons, Principal of the Trimble Local Elementary and Middle Schools saw benefit for all participants. "The relationship between Ohio University Patton College of Education and Trimble Local Schools has blossomed during the past couple of years," she



said. "One of the best things to occur, during this time, has been the placement of Graduate Teaching Fellows in our district. The placement of these teachers has allowed us to continue a successful Tier 2 and Tier 3 Intervention program at Trimble Elementary/Middle School. The teaching fellows came to us well prepared and enthusiastic in their desire to

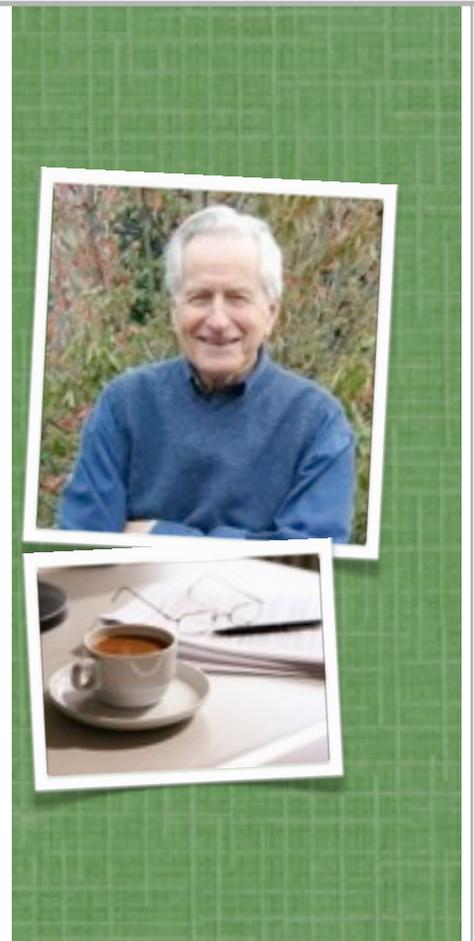
help our most academically challenged students acquire the reading skills necessary to school success. They truly became an integral part of the Trimble staff and did their very best for our students. Trimble staff and students look forward with great anticipation to the arrival of our fellows for the 2012-2013 school year."

Mr. Matt Curtis, Principal of the Trimble High School said the Partnership's resources have very nearly become indispensable. "The Trimble Local School District and the Ohio University Patton College of Education have a long standing relationship," he said, with the purpose of helping prepare college students for a future in education. But the recent addition of Graduate Teaching Fellows has strengthened an already strong academic partnership. "The teaching fellows have become a necessary component of our overall academic program at Trimble High School." In fact, said Curtis, "Without their assistance we would not be able to offer some of the classes that we currently offer. We are looking forward to another year of hard work, dedication, and success from everyone at THS."

Ever Wanted to Have Coffee and a Conversation with John Goodlad?

The Goodlad Occasional Papers "About Our Schools" were first introduced and released in December of 2011 and John released the second in April 2012 and number three later this summer (see them [here](#)). In these papers John suggests that concerned citizens and community members get together in small groups, over coffee, and discuss the ideas put forth in these "Occasional Papers". While John cannot join in these discussion directly, he is interested in a "virtual" conversation with small

groups of NNER members from a few settings. If you are interested in convening a conversational "coffee klatch" at your setting to read and discuss the Occasional Papers: About Our Schools", please contact Ann Foster or Greg Bernhardt to discuss the logistics of having a written exchange with John Goodlad. It is hoped that with the updating of the NNER's website later this fall, there will be a "blog" feature that will facilitate exchanges with John on his Occasional Papers.



NNER
Conference
2012

October 18-20
Denver, CO

Simultaneous
Renewal:
Everyone
Teaches,
Everyone
Learns



nnerconference.org

UTA renews membership



*NNER is pleased to have the support
of so many fine institutions*

Dean Jeanne Gerlach of University of Texas, Arlington, attended a recent AED scholars session with colleagues who met with John Goodlad (see article, right) and announced that she is pleased to be able to renew UTA's membership in NNER.

"The organization has been constant and consistent in its mission of supporting education for a democracy. The partner schools effort has been a key to the members' successes as it takes both the K-12 and higher education entities to make good schooling happen. Of course, our community partners are also key in helping us succeed in our efforts to serve all our K-16 students.

I continue to be amazed at the long time work of John Goodlad and his efforts insure that all students have an opportunity for a quality education. His lifetime leadership has been the flame that has kept us moving forward."

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
University of Southern Maine and Southern Maine Partnership	Maine
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

National Network for Educational Renewal
 NNER News
 206-850-2017
 Editor: Keith Bromley
 contact: annfoster@nnerpartnerships.org
 NNER Website: <http://www.nnerpartnerships.org>

Please submit suggestions for articles, information about people, and events in NNER settings to Ann Foster at annfoster@nnerpartnerships.org or Greg Bernhardt at gregory.bernhardt@wright.edu

