

NNER

National Network for Educational Renewal



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Meet at the 2017 Conference of the National Network for Educational Renewal

THIS YEAR'S THEME: The Moral Purpose of Education Manifested in Practice

October 12-14, 2017 • St. Louis, MO

Strands

- **Equity and excellence in, and access to, public education for all: models of success and or ongoing challenges.**
- **Educational Innovations P-16**
- **Integration of arts and Arts and Sciences in the classroom, P-16**
- **Understanding and influencing policies in education and teacher education.**

Inside

**EXECUTIVE
DIRECTOR SEARCH
COMMENCES**



**NNER
RESPONDS TO DEVOS
NOMINATION**



**SUMMER
SYMPOSIUM
IN NEW YORK**



**MIDDLETON
RECEIVES
PRESTIGIOUS AWARD**

The following letter was sent to express the NNER's opinion on the nomination of Betsy DeVos as Secretary of Education. Since the submission of this letter Jeanne Gerlach has been leading an effort to craft a statement for the Chronicle of Higher Education that updates and expands the NNER's position on the DeVos selection.

January 17, 2017

As members of the National Network for Education Renewal (NNER), our mission is to educate students for participation in a democratic society through the simultaneous renewal of schools and the institutions that prepare teachers. With goals of creating socially just and compassionate communities of educators, we are dedicated to inclusiveness and resist educational policies and practices rooted in exclusivity. Therefore, as an organization of educators, we feel compelled to express our serious concerns about the appointment of Elisabeth "Betsy" DeVos as Secretary of Education of the United States.

Based on her prior experiences in her home state of Michigan, a likely outcome of DeVos' appointment would be to distribute federal and state funds currently earmarked to support low-income, underserved students and students with disabilities to private institutions. This type of action is in direct opposition to the mission of NNER. We have promised to educate the young for thoughtful participation in a social and political democracy. We work to provide equitable access to excellent education for all students, not just some. Private schools are discriminatory by their very nature. They require an application process where a child may be accepted or denied—for financial, academic, behavioral or religious reasons. Not only do DeVos' proposed programs defy our country's First Amendment by mingling our public generated funds with private and religious institutions, they take those monies from low-income communities and communities of color where they are most needed. The NNER does not support directing state or federal resources to privatization at the expense of public schools, which, unlike private schools, are publicly and relentlessly tasked with demonstrating accountability to the children, families and communities they serve.

When Congress created the Department of Education in 1979, its primary purpose was to "strengthen the Federal commitment to ensuring access to equal educational opportunity for every individual." Betsy DeVos has openly expressed her hostility toward public schools. Despite having no experience whatsoever with public education, she has attacked public schools calling them "antiquated and frankly embarrassing" and "a dead end." Further, DeVos has a track record of diverting public dollars away from public schools to fund private schools. As a billionaire, evidence of DeVos' questionable tactics is reflected in the record \$5.2 million fine still owed to the State of Ohio—levied by the Ohio Elections Commission for laundering campaign cash through her All Children Matter PAC in 2006. As reported in the New York Times, her attempts to influence political officials includes handing out over \$800,000 to 20 sitting senators in just the past two election cycles. Clearly, her questionable ethical behavior, lack of fiscal accountability for publicly-funded education, agenda to restrict access of children to a quality public education, and clear bias against public education threatens our country's basic democratic values and commitments to our citizens. The strength of our nation requires that our educational agenda focuses on closing the opportunity gap for students from all backgrounds, not widen it. The National Network for Educational Renewal is committed to pursuing excellence and equity for all students, a stance that Betsy DeVos has opposed through her attacks on public schools. Thus, we cannot support her nomination as Secretary of Education of the United States.

In Praise of



Education

ANNOUNCEMENTS

Executive director search | Teacher Leadership Grants | Summer Symposium

Executive director

The search is underway for a new executive director, as Greg Bernhardt and Ann Foster will retire this year. The search committee is chaired by John Smith and includes VI Florez, Jennifer Robinson, and Nick Michelli. John updated the Governing Council on the process indicating that there is a strong applicant pool and the committee will set up interviews this April. The goal is to have a new Executive Director selected by the summer symposium in July. The specific timeline for the transition will be developed in conjunction with the newly hired executive director with consideration for shadowing the current executive directors.

Teacher Leadership Grant Update

Ten NNER settings are working collaboratively on a federal grant to promote residency programs in high needs schools. Karen DeMoss from Bank Street College is coordinating the writing. The grant is being designed to promote residency programs that support NNER school districts and their partnering universities to provide quality pre service experiences for teacher candidates working in high needs areas.

Summer Symposium

The 2017 summer symposium will be held July 17-20 in New York City in the Bronx Borough. The CUNY and Montclair settings are hosting the session that will focus on the current issues related to social justice and equity. The interaction will promote dialogues for participants to work on ways to transfer the learning to their work places and roles. The application has been sent out and the link is included [here](#).

The fee is \$600 per participant and travel and lodging is the responsibility of each participant.



Dean Middleton Garner's Teacher Education Award



The Governing Council of the NNER wishes to congratulate our colleague Dr. Renee Middleton as the recipient of the prestigious Pomeroy Award at the annual conference of AACTE. Dean Middleton leads the NNER's setting at Ohio University.

AACTE's Committee on Professional Preparation and Accountability selected **Renée A. Middleton**, professor and dean of the Gladys W. and David H. Patton College of Education at Ohio University, to receive the 2017 AACTE **Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education**, presented March 2, in Tampa, Florida.

Middleton was nominated for the award unanimously by her Ohio peers in the State University Education Deans (SUED) group. "Dr. Middleton is among the finest examples of a change agent and professional in higher education and serves as a role model to other deans across the nation," wrote SUED Chair Erica M. Brownstein in the group's letter of support. "In addition to her contributions to policy and teacher education, Dean Middleton has made significant contributions in social justice, rural education, and mental health. Dr. Middleton is thoughtful about shifts in P-16 education and provides much-needed insights, connections to research, and a pragmatic perspective."

The selection committee noted that Middleton "provides distinguished service to the educator preparation community at a number of levels and a variety of ways," including service to AACTE (she is on the Board of Directors and is chair-elect), the National Board for Professional Teaching Standards, the **National Network for Educational Renewal**, and the Council for Academic Deans from Research Education Institutions.

Middleton came to Ohio University in 2006 from Auburn University (AL), where she also earned her doctorate in rehabilitation administration. Her earlier degrees are from Andrews University (MI) and the University of Tennessee.

The Pomeroy Award, named for longtime AACTE Executive Director Edward C. Pomeroy, recognizes distinguished service either to the educator preparation community or to the development and promotion of outstanding practices in educator preparation at the collegiate, state, or national level.

Journal looking for new home

First published in the fall of 1999, *Education in a Democracy: A Journal of the NNER*, was hosted by the Miami University setting. Since then the University of Texas at El Paso, Brooklyn College/ CUNY, Winthrop University, and, for the past two years, the University of Connecticut setting. The Governing Council of the NNER would like to encourage members to consider hosting the journal after UCONN leadership ends. Co-Editors of the journal currently are Rene Roselle and Dorothea Angnostopolous. Rene Roselle provided the call for host settings that follows:

UConn turning over reins

“This will be the last year Uconn will host the journal before passing the opportunity on to

another NNER site. Currently manuscripts are being received and reviewed for the 2017 edition. The 2018 journal will be produced by the next institution/setting. If you are interested in hosting the journal for a term, please contact René Roselle at rene.roselle@uconn.edu.



Summer Institute on Strategic Planning

The 2016 NNER Summer Symposium focused on NNER's future strategic direction. Thirty-eight members participated in the two-day strategic planning work session, held in Albuquerque, New Mexico. A report captured all of the thinking and prioritized seven major ideas for further actions. Thanks to all of the participants for their contributions and continued commitment to NNER's continued renewal of its mission and for advancing the Agenda for Education in a Democracy.

Since the summer institute, a [five-year Action Plan](#) has been developed to reflect the five *NNER Enabling Goals* - with concrete strategic operational goals to address the top seven ideas determined by institute participants. A draft was sent out to all participants to review and provide feedback. Sessions on the **action plan** were held at the October, 2016 NNER Annual Conference for additional feedback from the general membership, resulting in a Strategic Plan, developed and posted on the NNER Website. The action plan can help members and/or any other national groups interested in our current and future efforts related to our mission and values. It is a roadmap for us over the next few years that will highlight our collective work and enhance our efforts in multiple ways.

One outcome has been the need to update the NNER website to function as a main communication mechanism for our collective work. We are currently in the process of redesigning the website and creating an interactive tool for multiple purposes.

Montclair explores sustainable teacher residency model

—Gretchen Mills, Bank Street College of Education, Jennifer Robinson, Exec Dir, Center for Pedagogy, Montclair State

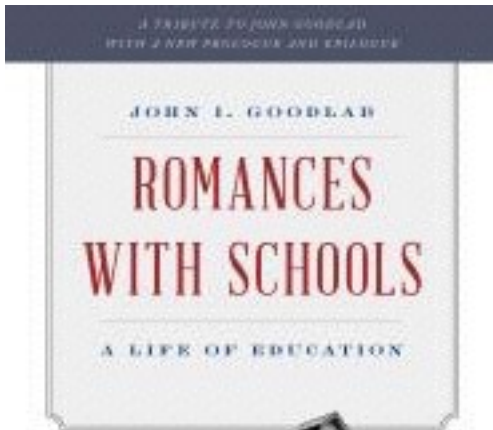


On December 21, 2016, Montclair State University hosted a lively half-day discussion on how to sustain the success of the Newark Montclair Urban Teacher Residency (NMUTR), facilitated by Karen DeMoss of Bank Street College's Sustainable Funding Project. Newark Public Schools (NPS) administrators and principals joined Montclair State leaders, faculty, and students to reflect on ways the Urban Teacher Residency has supported the simultaneous renewal of schools and the teacher education program at Montclair State. Also in attendance were NJ directors from the Woodrow Wilson National Fellowship Foundation and senior researchers from the Center for Evaluation and Research on Education and Human Services (CREEHS), which has evaluated the NMUTR since 2010.

Tamara Lucas, Dean of Montclair's College of Education & Human Services, noted "the field is now seeing [residency programs] as the cutting edge approach to preparing good teachers." Based on the medical residency model and research about successful teacher preparation, the NMUTR is an exemplary program integrating aspiring teaching residents into NPS classrooms from day one. Residents complete a Master of Arts in Teaching and state certification while working alongside a master teacher. A 5-year USDOE Teacher Quality Partnership grant provides partial support for a living stipend and tuition for NMUTR teacher candidates. Residents who go on to teach in Newark Public Schools receive mentoring and induction support in their first three years of teaching following graduation.

Reflecting on her time as an NPS teacher and principal, NMUTR Director Susan Taylor recalled being "very involved and very entrenched in a partnership with this College of Education. Sometimes it was formal and sometimes it was informal, but it was always there, and it was always a resource." Leaders from NPS and Montclair State considered ways to leverage this valuable partnership to expand and sustain NMUTR's pipeline of highly qualified teachers. Karen DeMoss presented a vision for a teacher preparation ecosystem aligning university and district needs, supporting teacher candidates, and bringing effective first-year teachers into the classroom from a sustainably funded residency program. Attendees discussed how to institutionalize NMUTR's best practices in a clinically rich preparation and induction program supported by NPS and Montclair State resources.

The session brought district and university leadership together to plan program structures, explore cost models, and map staffing needs in specific grade levels and subject areas. Participants engaged around reallocating funds and creating a strong infrastructure across preparation programs to continue the work started by NMUTR. Montclair State plans to capitalize on the interest generated by the teacher residency partnership through additional planning sessions between DeMoss, MSU faculty and leadership, and NPS central administration.



Roman & Littlefield issue new edition of Goodlad's *Romances With Schools*

Romances with Schools

A Life of Education

JOHN I. GOODLAD - CONTINUED BY STEPHEN J. GOODLAD



John I. Goodlad was an unflinching voice for humanistic ideals in education for more than six decades and has helped reframe the modern discourse on the role and function of schools. For Goodlad the goal of public education is to help children become free and full participants in a democratic society by instilling them with a love of learning and a sense of civic responsibility—goals that are incompatible with our present system of schooling that teaches to standardized tests.

In *Romances with Schools*, John Goodlad steps out from behind the public persona of distinguished scholar and advocate for public schooling to offer a moving personal account of a life devoted to educating the young. He deftly interweaves fascinating personal details with reflections on many of the larger issues in education that he has explored throughout his career.



John's early encounters with formal schooling began just before the Great Depression in Canada with the humble North Star School. From there we are taken through sixty-plus years in education, starting with John's first teaching job as the sole instructor of a one-room schoolhouse through his years as an education activist, dean of the UCLA Graduate School of Education, and national voice for educational renewal. Along the way, he treats us to vivid characterizations of the men, women, and above all, children who shaped him as a person and inspired his thinking on education. *Romances with Schools* is both a poignant memoir and a persuasive argument for the need to renew public education to fit the demands of a free society.

Stephen Goodlad, John's son, has written a moving Prologue to the book that provides behind-the-scenes insight into John's life. An Epilogue by Roger Soder, a long-time colleague, places John's work of school renewal in the context of political change.



Central Connecticut State unanimously approved for NNER affiliate membership

On Saturday, March 4, 2017, the Governing Council of the National Network for Educational Renewal voted unanimously to have the Central Connecticut State University setting partnership become an affiliate member of the NNER. The governing council was impressed with CCSU's application and their clear commitment to the tenets of the Agenda for Education in a Democracy. Partnerships between the Arts and Sciences, Teacher Education and pK-12 educators have never been more critical in ensuring that our public schools remain strong and provide the access to the knowledge that will allow them to be fully engaged citizens in their communities.

Welcome to CCSU on behalf of the network membership. During the next two years its partnership will be able to explore the NNER and the network in more depth, with the hope that at the end of these two years, CCSU's partnership will become a full member in the NNER.

We look forward to working with them in the coming months and hope to see them at the upcoming Summer Symposium to be held in New York hosted by CUNY's Lehman College and Montclair State University.

National Network for Educational Renewal

SETTING

STATE/PROVINCE

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

*denotes multiple IHE site settings

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