

NNER NEWS

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The operative phrase of the work of the CER/IEI/NNER continues to be the “Agenda for Education in a Democracy.” Virtually every word in this phrase is contested. How are we to make sense of the phrase?

The Meaning of the Agenda

One way to talk about the meaning of the “Agenda for Education in a Democracy” is to start at the end rather than the beginning. How would we know we were at the end, that the Agenda had been achieved, that we could smile with relief and head home? We’ll know our schools (and the other parts of our society that bear on education) are doing a good job when we see young people—most young people, if you will—who know how to think critically—and carefully. We’ll know when we see young people who know how to acknowledge and yet question necessary expertise. We’ll know when we see young people who are imbued with a generosity of spirit, who are willing to face up to the needs to improve our society

OUR WORK

by Roger Soder

without wanting to disengage from action simply because of those needs. And we’ll know when we see young people with the ability—and the will—to distinguish between efforts to improve and threats to destroy, and the ability—and the will—to oppose those threats without becoming what they oppose. Such knowledge informs our work: our programs, our research, our partnerships and collaborations with our many colleagues.

The Big Picture

Our work involves “education” writ large, the kinds of learning that go on in P-12 schools, in higher education (arts and sciences, education, and other professional programs), in other governmental and non-governmental agencies, and education that goes on through the many and pervasive media.

And our work involves “democracy” writ large, both social and political, encompassing human relationships as well as formal structures of a liberal

constitutional democratic republic.

Each Part Essential

A useful way to view the phrase, the “Agenda for Education in a Democracy,” is to change or take away parts of it. What meaning would the phrase have if it were merely the “Agenda for Education?” The meaning so conveyed would suggest no difference between education in a democracy and education in any other kind of political regime—a meaning we strongly deny. Or, if we were to say, the “Agenda for Democracy,” we would be suggesting that a political regime could exist without some means of preparation, again something we strongly deny.

So let the phrase stand, but let it be understood that what we are indeed doing is offering an Agenda, a way of looking at the world, a way of knowing what we hope to see. That is our work.

NNER Activity Supports Informed Policymaking

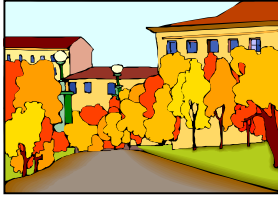
As policymakers debate the future of teacher education, a recent activity may help them. At the NNER Annual Meeting, Tom Bellamy, of the University of Colorado, convened representatives from the National Council of State Legisla-

tors, ECS, the Holmes Partnership, and the NNER to discuss ways to help legislators be better informed concerning Professional Development Schools. The group plans to develop briefing materials in

cooperation with other groups concerned about the quality of teacher preparation.



St. Cloud Becomes 18th Setting in NNER



A partnership consisting of the St. Cloud University College of Education, College of Science and Engineering, and the St. Cloud, Minnesota School District is the eighteenth setting in the National Network for Educational Renewal (NNER).

City University of New York university dean of teacher education and chair of the NNER Governing Council, Nicholas Michelli, announced the decision during the network's annual meeting in Denver on October 25.

With the addition of St. Cloud, the NNER now includes 42 insti-

tutions of higher education and more than 150 school districts.

Begun in 1869 as a normal school, St. Cloud University is now the largest of seven state universities in Minnesota. Located in central Minnesota, it enrolls 17,280 students in a full range of undergraduate and graduate programs. It is the largest producer of teachers in the state and the tenth largest in the nation with 650 teacher candidates being eligible for licensure in 28 different areas.

The St. Cloud school district serves more than 10,000 students

and the St. Cloud University College of Science and Engineering, enrolls more than 3,000 students in 12 academic departments.

College of Education dean, Joane McKay, and her colleagues from St. Cloud expressed pleasure at the selection.

*First Executive
Committee
meeting scheduled
for December 13
in Seattle*

NNER Governing Council Elects Executive Committee

During the NNER Annual Meeting in Denver, the Governing Council selected Kelly Carroll, director of the Wyoming School-University Partnership; Ada Beth Cutler, dean of the College of Education and Human Services at Montclair (NJ) State University; Carol Wilson, director of the Colorado Partnership for Educational Renewal; and Arturo

Pacheco, dean of the College of Education at the University of Texas at El Paso, as members of the Executive Committee.

They will be joined on the committee by Nicholas Michelli, university dean of teacher education at The City University of New York, who serves as chair of the NNER Governing Council, and Dick Clark, NNER executive

director. The Executive Committee will meet quarterly to guide the work of the network.

Among items on the agenda at its first meeting, December 13, will be approval of the annual budget and discussion of ways to increase school and arts and science faculty participation on the governing council.

Tell Your Story



We intend to distribute ten issues of this newsletter annually. Each setting in the NNER will receive a master, from which it can make copies to distribute to participants in its partnership. In addition, the newsletter will be posted on the IEI/CER/NNER web site.

Do you have a new way of dealing with faculty compensation or promotion? Have you made progress with governance or resource issues connected to Partner Schools? Have you found a new way of involving arts and science faculty?

We are looking for brief articles

that report work in progress at the various settings of the NNER. Each story should be 250-500 words long and explain how readers can learn more about the activity being described.

Submit your article via email to nhouston@u.washington.edu.

Call for Papers on Diversity

The Institute for Educational Inquiry seeks submission of manuscripts that address one or more of the four goals of its Diversity in Teaching and Teacher Education initiative:

1. Components in the teacher education curriculum that help prospective teachers understand and acquire a pedagogical repertoire for addressing diversity in the student populations they are likely to encounter.
2. School-university partnerships—professional development or partner schools where prospective teachers are mentored by experienced teachers demonstrating success with diverse student populations and where experienced teachers receive the support and development to continually improve their own abilities to work with diverse student populations.
3. Efforts of teacher educators and P-12 educators to attract and retain people from minority groups into teaching.
4. Policies that 1) create funded conduits to

guide minorities into teaching and/or support partner schools that help develop new and experienced teachers' capacities to work with all students, or that 2) help to sustain efforts aimed at increasing educators' capacity to serve all children well.

For a detailed description of the manuscript requirements, contact Nan Houston (nhouston@u.washington.edu). For other information regarding the diversity project, contact Mona Bailey (bailmh001@aol.com).



Clark Appointed Executive Director

During the network's annual meeting in Denver on October 25, City University of New York University dean of teacher education and chair of the NNER Governing Council, Nicholas Michelli, announced the selection of Dr. Richard W. Clark as the first executive director for the NNER. Michelli said, "We are very fortunate to have someone of the caliber of Dick Clark as

executive director of the National Network for Educational Renewal. He has deep knowledge of the work of the network and national standing as a leading expert in promoting school-university partnerships. The Governing Council was unanimous in his appointment, and we look forward to working closely with him."

The Governing Council estab-

lished three priorities for the position:

- Enhance communications among settings.
- Find funds to sustain the position and strengthen the network.
- Maintain liaison with the Institute for Educational Inquiry and the Center for Educational Renewal.

Governing Council sets priorities for executive director's work.

From the NNER Bookshelf *The Language of Leadership*

Roger Soder's latest book draws on his wide interests to help the reader understand how language can help leaders.

As John Goodlad notes in the foreword, "this book is not an angel food cake recipe for educational leadership . . . yet this is an eminently practical book, a

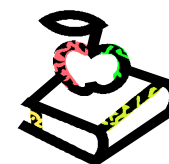
handbook for survival as well as excellence in leadership . . ."

As individuals in the NNER seek to become advocates for the Agenda for Education in a Democracy they will find this text particularly helpful.

Roger Soder, The Language of Leadership, San Francisco: Jossey-Bass,

2001.

Readers are encouraged to share information about recent publications. Send information to Nan Houston at nhouston@u.washington.edu. Submittals should be limited to 150 words. Include author, title, publisher, and copyright date.



National Network for Educational Renewal

NNER News

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Please submit suggestions for articles, information about people and events in NNER settings, and comments on this issue to

Dick Clark
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Each setting is requested to copy this newsletter and make it available to school and university people participating in the work.



We're on the Web
<http://depts.washington.edu/cedren/>

THE NNER

The NNER was created by John Goodlad and his colleagues in 1986 to begin work on the simultaneous renewal of schools and the education of those who work in them through the development of school-university partnerships. Fourteen partnerships in as many states were included in this first version of the NNER. Following publication of Goodlad's *Teachers for Our Nation's Schools* in late 1990, a new version of the NNER was formed with a sharp focus on the simultaneous renewal agenda guided by the nineteen postulates outlined in "*Teachers*." Based on a review of applications, eight settings were included in the reconstituted NNER in early 1991. Since then, it has grown to comprise 18 settings involving 42 institutions of higher education, some 150 school districts, and roughly 700 partner K-12 schools.

<u>STATE</u>	<u>SETTING</u>
California	California Polytechnic State University
Colorado	Colorado Partnership for Educational Renewal*
Connecticut	University of Connecticut
Hawaii	University of Hawaii and Hawaii School-University Partnership
Maine	University of Southern Maine
Minnesota	St. Cloud University and St. Cloud School District
Missouri	Metropolitan St. Louis Consortium for Educational Renewal*
Nebraska	Nebraska Network for Educational Renewal*
New Jersey	Montclair State University and the New Jersey Network for Educational Renewal
New York	The City University of New York and the New York City Public Schools*
Ohio	Miami University Wright State University
South Carolina	South Carolina Network for Educational Renewal*
Texas	Texas A&M University University of Texas at El Paso
Utah	Brigham Young University
Washington	University of Washington
Wyoming	University of Wyoming and Wyoming School-University Partnership

*multiple site settings

Agenda for Education in a Social and Political Democracy

The Agenda for Education in a Democracy drives the work of the NNER. The Agenda incorporates three major elements: a mission, a basic renewal strategy, and conditions necessary to implementing the strategy.

Mission: There are four mission components that are central to the Agenda: (1) readying the young for life in a social and political democracy, (2) introducing the young to the human conversation (providing access to

knowledge for all children and youths), (3) practicing a nurturing pedagogy, and (4) ensuring responsible stewardship of our educational institutions.

Strategy: The Agenda utilizes the overarching strategy of simultaneously renewing schooling and the education of educators.

Conditions: The Agenda's conditions include able leaders and a healthy learning community.

The settings in the NNER pursue the mission, employ the strategy, and generate the above conditions as they pursue the Agenda.