

NNER NEWS

Volume 2 Issue 1

October 24, 2002

HIGHLIGHTS

NNER SETTINGS AT WORK



Inside this issue:

NNER settings at work	1-2
Research Abstracts Request	2
Message from NNER Governing Council Chair	3
Orientation of New Settings	4
Arts Curriculum and Moral Dimensions	5
Organization and Financing	6
Governing Council Agenda	7
Kellogg Grant	7
Leadership Programs	8

As the National Network for Educational Renewal enters its seventeenth year, reports from the settings indicate that significant progress is being made in tackling challenges of simultaneous renewal presented by the Agenda for Education in a Democracy. The NNER Annual Report provides accounts of member settings' recent work. This article provides some highlights from that report.

Illinois State University (ISU), the nation's second largest preparer of teachers, worked with Chicago Public Schools through the Teacher Education Access for Minorities (TEAM) grant to bring 400 high school seniors to campus on April 10, 2002. The students attended workshops to explore the possibilities of attending ISU and pursuing teacher education as a career.

During 2001-2002 at **Georgia Southern University**, the Dean of the College of Education charged the Demonstration Teacher/Partner School Council (a 15-member tripartite working committee responsible for shepherding the partner school agenda) with finding a better way to distribute resources to the 14 partner schools. As part of this review, the council asked each partner school to complete an NCATE PDS Standards Self-Study. An independent review panel made up of school, arts and sciences, and education fac-

ulty and administrators (not directly involved in a partner school, but nonetheless informed about the work and the standards) reviewed the self-studies. Results from the studies have been used to help the committee set priorities for support during the current year.

Eleven school districts in Central Minnesota and the College of Education at **St. Cloud State University** have agreed to work together to provide support for the recruitment and preparation of future teachers of color for Central Minnesota. Currently, there are 24 students in the Teachers of Color Scholarship program.

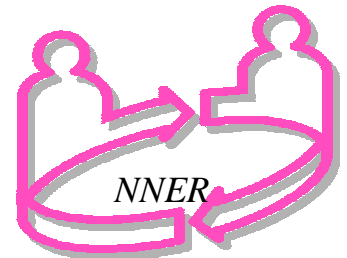
Colorado has sustained its commitment to building a diverse teaching force with a variety of initiatives including: *recruitment efforts in schools and community colleges with 15 Future Educator Clubs and one Teaching Academy; *Teachers Recruiting Students as Teachers (TRuST) program in middle and high schools across the 16 school districts in which educators in schools and IHEs provide information regarding CoPER teacher education programs; and *scholarships for 44 students, most of whom are students of color, into CoPER teacher preparation programs.

University of Texas at El Paso's Institute for Community-

Based Teaching and Learning led by Howard Daudistel (Dean of the College of Liberal Arts) and funded by an Expanding Community Partnerships grant from the W.K. Kellogg Foundation provided opportunities for a number of university faculty to participate in teaching and learning activities in public schools and other community-based sites. Its work is carried out under the auspices of the Center for Civic Engagement.

At **Wright State University**, a new General Education course for all undergraduate education majors was approved in spring 2002. Implementation will begin in fall 2003. The new GE course, Ed 210, Education in a Democracy, will introduce all education students at WSU to the fundamental importance of education in the founding and the maintenance of a democracy. This is the first change in GE requirements for education students in more than a decade.

Continued on page 2



NNER Research Abstracts Sought

What do we know about the quality of teachers graduating from traditional and nontraditional teacher education programs? To what extent are matters critical to preparation of citizens for a democratic society being measured by tests being applied in various states? What is the scientific evidence regarding the best way to learn history or, for that matter, to

learn to be a scientist? These are just a few of the questions begging to be answered. We need to know how the researchers in our schools and in higher education are answering such critical questions.

Researchers from NNER settings are invited to share abstracts of studies completed within the past 24 months. We are seeking abstracts from faculty

in the arts and sciences, schools, departments and colleges of education as well as from graduate students, school teachers, and administrators.

The first round of NNER Research Abstracts was posted on the Web in May 2002. Now more abstracts are needed. Send them to Dick Clark at rwcuw@msn.com.

Highlights continued from page 1

Miami (Ohio), the only setting in the NNER with an arts and sciences faculty member (Dean, John Skillings) as its representative to the NNER Governing Council, reports several instances of support for arts and sciences faculty engagement. This includes assisting Dr. James Kelly (Philosophy) with his successful proposal to the Ohio Humanities Council for preparing elementary teachers to teach philosophy to children and also assisting him with engaging participation by teachers and involving EAP faculty.

In **St. Louis**, with the support of a Parsons Blewett grant and a grant from Recruiting New Teachers, teachers in the Teaching Career Academy participated in a year-long seminar facilitated by Nancy Williams (Maryville) and Mary Ellen Finch. Using a critical friends' format, the teachers read and discussed Ruby Payne's *A Framework for Understanding Poverty* and Wasley, Hampel, and Clark's *Kids and School Reform*. In addition to these readings, teachers studied a variety of literacy resources that they could use in their classrooms. One major and unexpected outcome of this symposium (the idea came from the NNER Annual Meeting in Denver where Alice Terrell and Steve Warmack attended several sessions and got the idea) was the implementation of seven study groups at **Roosevelt High School** (ten people in a group) facili-

tated by each of the TCA teachers where the Payne book was read and discussed. These study groups consisted of teachers, custodians, cafeteria workers, security personnel, and administrators. They report that these discussions were a resounding success, and they anticipate doing the same thing this coming year using the Wasley, Hampel, and Clark book.

Wyoming secured substantial state funding to continue refinement of the professional development school model it began with several high needs area schools.

Washington and Southern Maine continue to collaborate on a long-term project to strengthen the induction process for new teachers.

South Carolina (SCNER) settings have given attention to research. Research in the SCNER is undertaken in two ways: individual research projects and broader-based studies. Individuals are supported in classroom inquiry and provided forums to share their results. Seventy-eight teachers were involved in inquiry projects in 2001-2002 and shared their classroom inquiries at two conferences held in April 2002. Examples of teacher inquiry projects can be seen at <http://tqc.ed.sc.edu/modelprojects.html>.

In April 2002, the SCNER facilitated two significant events focused on

the Agenda for Education in a Democracy. One was a luncheon presentation/conversation with policymakers and educators featuring John I. Goodlad with special guests Secretary of Education Dick Riley and Educational consultant Terry Peterson. Guests received copies of *Developing Democratic Character in the Young* and *The Public Purpose of Education and Schooling*.

Faculty member Elaine Chin at **Cal Poly** has a large, multi-year OERI grant to look at a model for judging the success of candidates who go through alternative teacher preparation programs.

With about 30,000 brand new teachers over the next few years in New York City, Nick Michelli reports on steps that **The City University of New York (CUNY)** is taking to study the relative value of various preparation routes. They will look at data regarding college records and what pathway students were in, including high school. They will have SAT data, New York State test data, and information about characteristics of people who came through different paths. In addition, they will look at the performance of students in classes taught by teachers prepared through different programs.

A Message from Nick Michelli, Governing Council Chair

During September, Dick Clark and I, along with a wonderful group of tripartite representatives from NNER settings, had the pleasure of visiting our two newest settings: Georgia Southern University and the Georgia Southern Partnership, and Illinois State University and the Illinois Partnership. During our visits, we discussed the central themes of the Agenda for Education in a Democracy, explored the compelling reasons for the agenda, examined roadblocks to our work, and most of all, felt renewed with the evidence of commitment from our newest colleagues to the public purposes of education. Their commitment and caring about children, about providing access to knowledge to all, and about the importance of renewing a commitment to democratic practice with each new generation was wonderful tonic. I came away from both visits thinking that I wished that all of us who are doing this work—especially hard work in the current political climate—could benefit from seeing the energy and excitement in these new settings.

I say it is especially hard work now because of the current relentless reduction of education to that which is most readily measured. As only he can, John Goodlad, in the lead article in the September 2002 *Kappan*, provides a succinct and biting analysis of educational reform and of the role of our political leaders in providing direction—or I should say misdirection. John concludes by noting that:

It takes a nation to ensure the necessary apprenticeship in democracy for all of us. And we, the people, appear to understand that the linchpin of this apprenticeship is a qualified, caring competent teacher in every classroom. The role of Presidents and governors is to cheer us on, not to mislead us with the mythology of school reform.

I hope the people understand the impor-

tance of such teachers, but I know that the political leaders in many cases do not. I spent some time this spring in a small group that included a senior Washington leader. After a few days of talk about the importance of quality teachers, he finally said, “Look, we have to be realistic. This is an economic question, not an educational one. We cannot afford highly qualified teachers in every classroom, so some kids will just have to do with the ‘good enough’ teachers.” He is wrong — it is neither an educational nor an economic issue. It is a moral issue.



Michelli addresses ISU partners

New York is a state with very high standards for certification. We have been able to use them to advance our work dramatically within The City University of New York. But last week, I came across a graphic from the “Mayor’s Management Report,” a dreaded document that is investigative in its focus and requires hours of data collection. The title of the graphic was “Certified Teachers by Community School District, 2000-2001.” It shows, in shades of blue ranging from light to dark, the percentage of certified teachers employed in New York City districts. As the shade shifts from light blue to dark blue, the map shows a reduction in the percentage of certified teachers. It is a stunning map confirm-

ing what we already knew. The dark blue areas overlap precisely with New York City’s black and Latino ghettos. When we get to Staten Island, the color is a shimmering light blue. In Bedford Stuyvesant and Spanish Harlem, it is dark and troubling. In northern Queens, where Archie Bunker lived, the color again is light blue. We know who those children are who will get the “good enough” teachers—uncertified and underprepared. They will be children in the ghettos of our cities and in rural communities around the nation—and within the settings of the National Network for Educational Renewal.

I was encouraged by my visits to Georgia Southern and Illinois State—as I always am when I visit an NNER setting—but we cannot forget how hard and unfinished our work is. We cannot even be satisfied with progress in our own settings. Our moral stewardship goes beyond what we have reasonable control over. We need to be public advocates for education, and that is increasingly a political role. It is also why I have been an advocate for careful but sustained growth of the NNER so that we can bring more leaders from all sectors into the work. I challenge you to seek positions of influence beyond your own settings—on state boards and panels, on the committees required to monitor the No Child Left Behind Act, and with local boards of education. IEI/NNER initiatives, like Dick Clark’s work with journalists, provides an especially important vehicle to promote critical analyses of simplistic solutions. And the newest initiative, Developing Networks of Responsibility to Educate America’s Youths has the potential to involve our communities in the quest for excellence. Both are consistent with the need to be persuasive and consistent in our arguments for what we know is best for children. Our responsibility as stewards includes influencing policymakers. This is always difficult and ongoing work, and we need to confront it directly.

ILLINOIS STATE AND GEORGIA SOUTHERN PARTNERSHIPS HOLD NNER ORIENTATION SESSIONS

GEORGIA SOUTHERN

COE Dean, Lucindia Chance, Provost Vaughn Vandegrift, and Montclair State College of Education Faculty member Tina Jacobowitz (left to right) were among forty-two participants in the September 13-14 Orientation in Statesboro, Georgia.



Malqueen Richardson (SCNER) and Ann Foster (COPER) (not pictured) also contributed to the orientation. Presentations and discussions at both orientations focused on the Mission Statement of the NNER and the four components of the Agenda for Education in a Democracy.

Below, COE faculty member and Coordinator of Field Experiences and Partnerships at Georgia Southern, Mark Kostin makes a point as he wraps up the two-day session and begins to talk about follow-up plans.



ILLINOIS STATE



COE Dean Dianne Ashby (far left) helped open the session at Illinois state; Richard Dammers (back row) welcomed participants on behalf of President Boschini. Barbara Nourie (standing center) introduced NNER visitors (left to right) Kathe Rasch, Nick Michelli, and Mona Bailey, as well as John Rosenberg (not pictured).



Above, NNER executive director Dick Clark (center) meets with one of the five study groups at Illinois State as an evenly divided group of 11 COE, 11 arts and sciences, and 11 school representatives participated in the two-day session on September 30 and October 1. The session concluded with planning for a November 19 follow-up meeting.

Arts Curriculum and the Moral Dimensions

UNO's art department's Prairie Visions has applied the Getty-developed Disciplined Based Arts framework to its curriculum planning for some time. Recently, in connection with the IET's

initiative in the arts, the Prairie Visions team added the components of the Moral Dimensions from the **Agenda for Education in a Democracy** to its planning. It is offered here as an example of

how these components can help educators with their thinking about curriculum in their discipline.

We invite others to create such frameworks and share them with us.

UNO AUTHORS: Donalyn Heise and Joanne Sowell	SELECTING (Making Choices)	PERCEIVING (Taking In)	INTERPRETING (Assigning Meaning)	EVALUATING (Determining Value)	CONNECTING (Synthesizing)
CULTURAL/HISTORICAL PERSPECTIVE	What am I going to choose to study?	What does the form of this work say about its content?	What did it mean in its time and culture?	Why is this work important?	What connections can I make to other times, places, and cultures?
CRITICAL PERSPECTIVE	Is this interesting to me?	What are the elements and content of the work?	How am I reacting to this and why?	How good do I think this is?	What connections can I make to other experiences?
AESTHETIC PERSPECTIVE	Is this art?	What are the ways we can approach art?	How does art make meaning?	Is this good?	How does art relate to life?
TECHNICAL AND CREATIVE PERSPECTIVE	What decisions am I making?	What am I creating?	What am I trying to say?	Does this work?	What connections can I make to my art and why?
MORAL PERSPECTIVE Access to Learning for All	Do my choices provide access for all my students?	Am I providing multiple approaches to the arts for my students?	Do my lessons allow for multiple understandings through arts integration?	Do my lessons reflect my valuing a variety of arts experiences for my students?	Does my arts integration include all individual students in a learning community?
MORAL PERSPECTIVE Nurturing Pedagogy	Do my choices provide my students with a safe learning environment?	Are my students experiencing success learning in and through the arts?	Do my teaching methods allow students to engage in rich understandings at a variety of levels?	Do I maintain appropriately high expectations for all students in my lessons?	Do my lessons model democratic processes?
MORAL PERSPECTIVE Stewardship of Schools	Do my choices allow students to feel ownership of their learning?	Is this learning experience making a difference in the way my students perceive the world?	Do my lessons encourage students to see a larger view of the world?	Do my lessons help my students find value in the arts and culture?	Do my lessons using arts integration confront real world lessons?
MORAL PERSPECTIVE Enculturation of Youth in a Social and Political Democracy	Do my choices allow students to participate in the democratic process?	Do my lessons help my students comprehend the balance between the individual and the community?	Do my lessons help students develop informed interpretations?	Do my lessons help my students value the balance between the individual and community?	Do I help students understand democracy is a form of human interaction that must be learned and practiced?

Survey Results

Organization and Financing of the NNER

Representatives from all but one of the 19 settings involved in the NNER responded to a phone survey regarding governance and finances conducted in summer 2002. The results of that survey are summarized here.



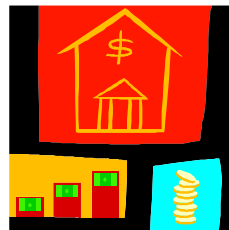
Governance

Since the founding of the NNER, the recommended governance structure has been one that provides equal representation to school and university partners. However, the majority of the current settings in the NNER report a decision-making process that features the college of education making decisions after consulting with school and arts and sciences partners through a variety of different organizational patterns.

Long-time NNER members BYU, Colorado, Hawaii, Southern Maine, and Wyoming continue to operate their partnerships with decision-making structures that feature in various ways superintendents, the SCDE dean, and the dean(s) of arts and sciences. Montclair's New Jersey partnership, the St. Louis Consortium, and St. Cloud's partnership follow slight variations of this original governance structure. Montclair and BYU operate with the centers of pedagogy modeled closely after those advocated in 1994 by Goodlad in *Educational Renewal: Better Teachers, Better Schools* and described further by Patterson, Michelli, and Pacheco in their

1999 book, *Centers of Pedagogy*.

The presence of a secretariat with sufficient time and money to carry out coordination and leadership functions has been one of the essential elements recommended for operation of partnerships since the beginning of the NNER. The largest structure similar to this exists within the Colorado Partnership which has a director, associate director, office assistants, and several individuals who head up specific projects on a part-time basis. Similar staffing exists in the Southern Maine Partnership. In both Colorado and Maine, the staffing reflects considerable outside investment and a broad agenda. The centers of pedagogy and partnerships at BYU and Montclair also provide substantial coordinating support. Hawaii, Nebraska, St. Louis, and Wyoming are partnerships that have individuals designated as partnership executive directors as of summer 2002.



Finances

In the majority of settings, costs of the partnership are paid by the IHE, generally the school/college/department of education, with participation in activities paid for by the participating entities (i.e., if there is a workshop, the districts and/or IHEs pay the

cost of the workshop, provide released time, provide settings for the workshops, or provide persons to conduct the sessions). Partnerships where local school districts pay an amount to offset the costs of the secretariat and other operational expenses include Colorado, Hawaii, Maine in SMP, New Jersey, St. Cloud, St. Louis, and Wyoming.

Grant funding from private foundations and state and federal governments is identified as a significant source of income by a number of the settings. Settings that were members between 1992 and 1999 received funding from the DeWitt Wallace-Reader's Digest Fund via the Institute for Educational Inquiry (IEI). Other settings have received flow-through funds from the IEI that originated with the Arthur Vining Davis Foundation, Kellogg Foundation, Allen Foundation/Texaco/Getty, Philip Morris, and anonymous sources.

BYU, Colorado, CUNY, New Jersey, South Carolina, Southern Maine, St. Louis, UTEP, Washington, and Wyoming are settings that have generated a significant part of their financial support from grant sources during recent years.

In all instances but one, a non-profit organization has been created where finances are handled through one of the IHEs involved in the setting.

For questions about the survey and the topics it addresses, contact NNER Executive Director Dick Clark at rwcuw@msn.com.

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Governing Council Agenda for 2002 Annual Meeting

The Governing Council meeting will be held in two segments. The first day will be used to permit council members to visit Montclair High School and discuss the critical issues of evaluation of different routes of initial teacher preparation and approaches to continuing education for teachers. The featured activity for the second day will be action on the tripartite study committee's report on governance and programming for the NNER.

The agenda for Thursday, October 24, will include:

- Action on applications for membership and other issues related to membership.
- Discussion of evaluation of different routes for educating educators.
- Appointment of executive director and plans for the future of the position.

The agenda for Saturday, October 26, will include:

- Action on proposed governance changes.
- Action on future transition depending on prior action.
- Election of replacement members to the executive committee.
- Report on the conference and on plans for 2003.
- Review of financial report and adoption of budget for 2002-2003.

Conference attendees will have the opportunity to influence Governing Council action on the tripartite study report during a hearing Saturday morning at 8:00 a.m.

Developing Networks of Responsibility to Educate America's Youths

The Institute for Educational Inquiry will soon begin its second phase of work aimed at increasing the capacity of educators to work with students from minority and/or economically poor backgrounds. The W.K. Kellogg Foundation of Battle Creek, Michigan, has awarded the Institute \$1.5 million over three years. With this funding, the Institute will work with eight communities within the National Network for Educational Renewal (NNER) that are already engaged in school-university collaboration and that serve high numbers of children from minority and economically poor populations. This three-year effort seeks to increase the capacity of the eight communities to constructively address

their own educational issues by developing networks of diverse leaders from educational institutions and from the broader local community.

A year-long leadership program will be organized and enacted by higher education, P-12 school district, and community-based leaders in each community. The overall goals of the program will be to develop shared understandings of the children and youths in the community, create systems of parent and community engagement in schooling, create locally determined strategies to recruit and retain a diverse teaching staff, and support the development of leadership capacity in the communities' youths.

Representatives from NNER

settings participated in a Seattle planning session on August 23 and 24. Applications from settings who were interested in participating were due by October 22 with the selection announcement scheduled prior to the end of October.



Remember!

There is funding available from the IEI to support teams (P-8/ administrator, teacher educator, art educator, and community arts rep.) to attend one of these regional symposia on **"The Role of the Arts in a Democratic Society"**:

BYU and CITES,
March 12-14

Montclair State
University/
NJNER,
May 17-18

Contact Michele
(michelep@
u.washington.
edu) at the IEI
for more
information and
an application.

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 at rwcuw@msn.com.

Dates and Locations for Future NNER Annual Meetings

**2003 — Salt Lake City,
Utah,
October 9-11**

**2004 — St. Louis,
Missouri,
October 21-24**

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

THE NNER

STATE

California
Colorado
Connecticut
Georgia
Hawaii
Illinois
Maine
Minnesota
Missouri
Nebraska
New Jersey

New York
Ohio

South Carolina
Texas
Utah
Washington
Wyoming

SETTING

California Polytechnic State University
Colorado Partnership for Educational Renewal*
University of Connecticut
Georgia Southern University (Statesboro)
University of Hawaii and Hawaii Institute for Educational Partnerships
Illinois State University (Normal)
University of Southern Maine and Southern Maine Partnership
St. Cloud University and St Cloud School District
Metropolitan St. Louis Consortium for Educational Renewal*
Nebraska Network for Educational Renewal*
Montclair State University and the New Jersey Network for Educational Renewal
The City University of New York and the New York City Public Schools*
Miami University
Wright State University
South Carolina Network for Educational Renewal*
University of Texas at El Paso
Brigham Young University and BYU Public School Partnership
University of Washington
University of Wyoming and Wyoming School-University Partnership

*multiple IHE site settings

*NNER Annual Meeting
New Jersey
October 24-26, 2002*

Renewing the Curriculum for Educational Leadership

The Geraldine R. Dodge Foundation has awarded \$75,000 to the Institute for Educational Inquiry (IEI) for the first year of a two-year initiative. The first year's work is to redesign the IEI's Leadership Program, which has been attended by more than two hundred educators from the National Network for Educational Renewal during the past ten years.

During 2003-2004, the Institute will pilot a new version of the Leadership Program with members of NNER settings.

The Institute has been actively gathering feedback regarding its past efforts and is currently arranging for an external, summative evaluation of the past three years of the Well-Educated Teacher (Cohorts A and B) program. Settings should anticipate hearing from an external evaluator regarding that program within the next few months. The Institute is using feedback from past participants' evaluations, from the NNER associate facilitators, and from NNER setting representatives who attended a meeting in Seattle in August. In addition, six former Leadership Program associates worked for two days to help analyze feedback and brainstorm

structures and timelines for future programs. For this work, the Institute thanks Tom DeFranco, Connecticut; Lynn Rhodes, CoPER; Gary Daynes, formerly at BYU; Dennis Pothoff, NeNER; Ann Foster, CoPER; and Ann Foley, Washington.

Settings will receive a call for nominations for participation in the new Leadership Program in spring 2003.