

NNER News

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Old Wine in New Bottles

By: John Goodlad

As we move forward in the new, complex structure adopted by the Governing Council in October 2002, the National Network for Educational Renewal is about to begin its fourth iteration. The structure of the NNER is changing, not because the Agenda has changed, but in order to better accomplish the common goals that have driven our work from the beginning.

The Old Wine

The old wine I am speaking of here is known as the Agenda for Education in a Democracy. It embraces a four-part moral mission for schools and teacher education, twenty propositions referred to as postulates that identify about sixty conditions aligned with this mission, and a strategy of implementation and stewardship in the renewal of schools and the education of educators.

NNER settings lead the nation in creating the conditions that are necessary to there being a qualified, competent, caring teacher in every classroom. But it is the moral mission and grounding of the Agenda that is the heart of the work of the partnerships in the network. How do we create learning environments for the development of democratic character in the young? What curriculum and pedagogy should there be in schools imbued with a moral commitment to the development and enrich-

ment of the childhood self? Such central questions do not change as our work moves forward.

We have in concept and as a work in progress and practice the only Agenda grounded in principle and research that can be readily translated into the necessary conditions and strategies of an educative community surround devoted to the renewal of our democratic society. As we move to the new version of the NNER, we must preserve this focus.



Old and New Bottles

Ken Sirotnik's *Renewing Schools & Teacher Education* (2001) narrates the odyssey in educational change undertaken by the NNER settings in the past. Colleagues Ken Sirotnik, Roger Soder, and I created the NNER in 1986. During the first five years, school-university partnerships that participated in this first version focused on activity derived from the Study of Schooling reported in *A Place Called School* (1984). The second version of the network continued to be coordinated by our Center for Educational Renewal at the University of Washington, but the fo-

cus shifted much more to the education of educators as an outgrowth of the Study of the Education of Educators reported in *Teachers for Our Nation's Schools* (1990) and elsewhere.

Then, as the twentieth century came to an end, the NNER became a self-governing network. Now its Governing Council has approved implementation of a complex change in governance that is intended to ensure a strong voice for the major participants in the network educators from the arts and sciences, from colleges of education, and from the schools. This "new bottle" is intended to provide an improved container for the old wine, not a new vintage.

Bottles Yet to Come

As I bring the comments to an end, I cannot help but note that throughout the network we are using the Kellogg Foundation funds to launch the Developing Networks initiative that brings community participation strongly into the work. Maybe the fifth version of the NNER is just around the corner. If so, I trust it will continue to provide a good receptacle for the furtherance of the Agenda for Education in a Democracy.

Ann Foster Appointed New Executive Director

“We are very fortunate to have someone of the caliber of Dr. Foster as Executive Director of the National Network for Educational Renewal.”
-Nick Michelli



The National Network for Educational Renewal (NNER) announces the appointment of **Dr. Ann Foster** as its new Executive Director. Foster is currently the Co-Director of the Research and Development Center for the Advancement of Student Learning, which is operated jointly by Poudre School District and Colorado State Uni-

versity in Fort Collins, Colorado. She will begin her new role in August 2003.

City University of New York Dean of Education and chair of the NNER’s Governing Council, Nicholas Michelli, announced the decision following a meeting of the network’s Governing Council in New Orleans. Michelli said, “We are very fortunate to have someone of the caliber of Dr. Foster as Executive Director of the National Network for Educational Renewal.”

Dr. Foster will also join **John Goodlad** and colleagues at the Seattle-based Institute for Educational Inquiry as a senior associate where her work will include assisting with the leadership development efforts of the organization.

Dr. Foster has taught in New Mexico and Colorado, been a language arts and ESL coordinator, and served as an elementary school principal. Prior to assuming her present position, she was an Executive Director for Educational Services in the Poudre School District and an Instructor at Colorado State University.

She will assume her new position as the NNER reconstitutes itself to give increased voice to the arts and sciences and school-based faculty who make up its membership along with representatives from schools, departments, and colleges of education.



Parker on Democracy: Book Review by Roger Soder

What with the connection of the NNER to democracy and education and schools, Walter Parker’s books and articles, his teaching, his work with educators here and abroad (including his involvement with the IEI) have had a direct bearing on understanding the conceptual and practical basis of our work. Thus, it is welcome news to learn of Parker’s two recent books. *Education for Democracy: Contexts, Curricula, Assessments* (Information Age Press, 2002), appeared some several months ago, followed just recently by *Teaching Democracy: Unity and Diversity in Public Life* (Teachers College Press, 2003).

In *Education for Democ-*

racy, Parker has brought together a solid group of scholars and activists, including Jennifer Hochschild, Carole Hahn, James Banks, and Judith Torney-Purta, to provide multicultural, international, and historical perspectives. The first section deals with contexts of citizenship education, with discussions of the multiple goals of schools in the American and other democracies. The second section essays five programs and curricular approaches to educating democratic citizens. The book concludes with two essays on assessment of civic education. All told, the combination of conceptual frameworks, multiple perspectives, and the application of these frameworks and perspectives to the world makes this volume a useful tool.

Parker’s own *Teaching Democracy* gives us reflective and useful ways to work through the apparent conflicting claims of civic education and multicultural education, of the pluribus and the unum, of assimilation and diversity. Equally valuable are the chapters focusing on the deliberative arts, on how to engage all students in civil discourse. The thoughtful and highly informed discussions of what it means to teach and learn these important matters in schools are practical and inspiring.

Two solid books here. I recommend both highly.

Governing Council Acts in New Orleans: Sets NNER Directions



Carol Wilson explains the process recommended for implementation of the new governance structure during the January 25 meeting of the NNER Governing Council.

A new Executive Director, a process for implementing the new governance structure, a new member setting in the NNER, and exciting plans for the 2003 Annual Meeting were among the items considered by the Governing Council on January 24 and 25 in New Orleans. See stories on these actions also in this newsletter.

Also, the Governing Council voted to request more information from the University of Texas at Arlington-Arlington School District partnership regarding its application for membership.

Lucindia Chance reported on the work of the research committee. The Governing Council agreed that each setting should designate a contact person concerning research related to the progress in our pursuit of the Agenda for Education in a Democracy. The committee was encouraged to consider collabora-

tion with other organizations.

The Executive Committee reported on relations within the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE). Responding to an inquiry from this group of educators in liberal arts colleges, the Committee met with leaders from the group and talked about several possible areas of collaboration. A letter was sent suggesting that the NNER could collaborate with AILACTE regarding developing the ability of members of both organizations to inform their local policy environment. The two groups also discussed the possibility of the NNER conducting study sessions for teams from AILACTE settings interested in NNER membership.

The Governing Council reviewed action plans regarding

informing policymakers. Plans included a writer's workshop on April 11-12 for leaders who are interested in writing op-ed pieces. Also, a session was scheduled for Seattle on April 3-5 to create case studies that will help settings develop their ability to inform their local policy community.

Cori Mantle-Bromley and Dick Clark invited nominations of participants for the policy session and for a meeting that will prepare a cadre to conduct study sessions regarding the Agenda for Education in a Democracy.

Representatives from twenty of the twenty-one NNER settings attended the January Governing Council meeting. In other action, the Governing Council accepted the financial report for 2002.

A new Executive Director, a process for implementing the new governance structure, a new setting in the NNER, and exciting plans for the 2003 Annual Meeting were among the items considered by the Governing Council on January 24 and 25 in New Orleans.

Nick Michelli joins the Governing Council in honoring retiring **Bob Patterson** (see page 7).





Simultaneous Renewal and the New Look of the NNER

By: Dick Clark

As John Goodlad notes on the front page of this newsletter, the changes in structure that the NNER will make as of October 2003 are designed to continue attention to the mission of the network and, at the same time, provide for more attention to the interests of each of the major participating groups.

The work of redesigning the structure began when the Governing Council accepted the challenge posed by two sets of questions:

1. Who/what are we, or who/what do we want to be? For example, are we a network of school-university partnerships addressing an agenda of common concern? Or, are we primarily a teacher education initiative wanting to involve schools and arts and sciences?
2. What do we mean by more involvement? For example, do we really want to engage the arts and sciences and the schools as equal partners — or involve them when necessary?

In June 2002, the Governing Council authorized the creation of a tripartite committee and developed the recommended structure approved by the Governing Council at the October 2002 Annual Meeting in New Jersey.

This governance structure is envisioned as a way for the NNER to:

- Stay attuned to the Agenda for Education in a Democracy, engage in discourse, and bring new members into the conversation;
- Determine initiatives that grow out of common problems in light of current circumstances and the Agenda;
- Honestly reflect the tripartite nature of the work and what we stand for, including diversity and democracy;
- Have a national presence;
- Help inform policy through responding to the political issues for example, HR 1;
- Provide leadership for settings' renewal that is, review structure, help us assess ourselves, etc.)

Now it is time to implement this new structure.

First, settings are to select one representative from the arts and sciences, one from the school/college/or department of education, and one from the schools. The names and short biographies of each of the members of the Tripartite Council (TC) are to be sent to Kristine Matias at the Institute for Educational Inquiry no later than May 30, 2003. At the same time, the setting should indicate who its representative to the Governing Council will be—in most cases, it is assumed that the Governing Council member will be one of the members se-

lected for the TC, but this is not a requirement.

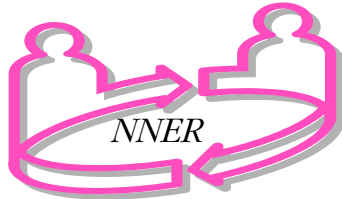
Persons selected for the two councils should be prepared to attend the NNER annual meeting October 9-11, 2003, in Salt Lake City. The TC will consider what actions the NNER should take in light of the uncertainties thrust on us by political, economic, and cultural issues.

Other details concerning the implementation of the new structure are included in the minutes of the January 2003 Governing Council meeting. These minutes can be found on our website (<http://depts.washington.edu/NNER.htm>).

Meanwhile, in June 2003, the Executive Committee will make additional plans for the first meeting of the new council.

In this time of stress for our educational systems and our nation, the need for our work is greater than ever. The new structure is very complicated, and the aims of increasing involvement of all parties in the mission of the NNER will not be achieved easily. With everyone's cooperation and good work, we will make it work for the benefit of the children of America.

The names and short biographies of each of the members of the Tripartite Council are to be sent to Kristine Matias at the Institute for Educational Inquiry no later than May 30, 2003.



Raymond B. Swann, Partnership/Outreach Administrator of the College of Education and Human Services at Wright State University, passed away on December 26, 2002. For the past five years, Raymond used his personal and administrative skills to bring many educators from the public schools and higher education together. He had the unique ability to unite key players to improve learning for all students. Raymond participated in the IEI's Leadership Program in 2000-2001. Under his leadership, several new

Around the NNER: In memory of Raymond Swann

school districts entered into partnership agreements with Wright State University.

At the conclusion of each academic year, he orchestrated a Gala to celebrate Wright State University's Partnerships.

Administrators, teachers, and past as well as current Wright State University students participated in his memorial service. Each came with respect and admiration for this gentle teacher.

He was a graduate of Central State University and was a member of the Alpha Phi Alpha Fraternity,

Inc. He received his master's degree from Wright State University and took Elementary School Training at Miami University. Raymond served as an administrator of Dayton Public Schools for thirty-three years and followed this with five years at Wright State University.

Raymond was an educator whom everyone dearly loved; he never spoke an unkind word of either student or colleague. His wonderful, caring spirit will be truly missed.

Final Sites Chosen for Kellogg-funded DN Initiative

The newest initiative of the Institute for Educational Inquiry, *Developing Networks of Responsibility to Educate America's Youths*, is fully under way. Funded by the W.K. Kellogg Foundation, school-university community leadership programs in Guadalupe, California; Denver, Colorado; and Portal, Georgia, are beginning to demonstrate the power of bringing diverse groups of educators (both formal and informal) together around the schooling of the communities' youths. Soon, participants will prepare action plans to ensure that the new networks become stronger over time and that they are used to address critical schooling issues.

Five new settings have been selected to begin their work with this initiative by summer 2003. The new settings include Campbell Complex in Ewa Beach, Hawaii, and the University of Hawaii at Manoa; Wheeling, Illinois, and

Illinois State University; St. Cloud, Minnesota, and St. Cloud State University; Lexington, Nebraska, and the University of Nebraska at Kearney; and Brooklyn, New York, and the City University of New York. Representatives from these partnerships will attend an orientation meeting in Seattle on May 2-4, 2003. These representatives include:

*Hawaii: **Gail Awakuni**, **Stephen Marble**, **Christopher Eng**, and IEI content facilitator **Cori Mantle-Bromley**
*Illinois: **Jo Nancy Warren**, **Barbara L. Nourie**, **Michaeli Zelm**, and IEI content facilitator **Carol Wilson**

*Minnesota: **Gayla Holmgren**, **Nancy Bacharach**, **Paula VanAvery**, and IEI facilitator **Mona Bailey**

*Nebraska: **Joseph S. Hermocillo**, **Dennis Potthoff**, **Patricia Sanchez**, and IEI content facilitator

Carol Wilson

*New York: **Veronica Peterson**, **Noreen Hosier**, **Autumn Lucas**, and IEI content facilitator **Mona Bailey**.

Partnerships will initiate their funded work soon after that date.

Three-member teams from four additional settings are serving simultaneously as participant-observers of another setting's leadership program and as planners for similar work in their own setting. These planning teams come from El Paso, Texas; Miami, Ohio; Santa Maria, California; and the Campbell Complex of Oahu, Hawaii.





Partnering in Challenging Times: 2003 Annual Conference in Salt Lake City

The Brigham Young University–Public School Partnership is pleased to be hosting the NNER Annual Meeting for 2003. The meeting will be held October 9-11, 2003 at the Wyndham Hotel in downtown Salt Lake City, Utah.

On Thursday, October 9, tours of the Brigham Young University campus will be available. That evening, conference participants will have the opportunity to attend a performance of the Tabernacle Choir. On Friday, October 10, participants may take part in an evening in scenic Park City.

All NNER settings are being sent a call for proposals that reflects the theme of the meeting, “Partnering in Challenging Times: Celebrating Success, Strengthening Commitments, Showing Results.” The meeting will begin with the convening of the new Tripartite Council.

Throughout the conference, there will be opportunities to celebrate the history and story of the NNER and of its partnerships. Brigham Young University seeks especially to provide means for building and strengthening ties across

institutions and for sharing the results of inquiry into partnering.

One of the thrusts of the planning will be to provide the opportunity for those attending to improve their appreciation of other settings. Each setting will be contacted about preparing information for a display on their particular partnership. Start considering ways that you could introduce your setting to those who may not be familiar with it. Display areas will be provided for each location.

“We recognize the importance of closing the communications gap between journalists and educators if we hope to effectively communicate to the public some of the vitally important issues affecting them.”
—Jackie Smith

Journalists and Educators Explore Ways to Close the Communications Gap at the Association for Supervision and Curriculum Development’s Annual Conference

In San Francisco on March 9, 2003, the Association for Supervision and Curriculum Development (ASCD) and the Institute for Educational Inquiry (IEI) hosted a panel of journalists and educators in a discussion about the respective roles that educators and journalists play in engaging and informing the public about timely education issues.

Using real-life case studies the panelists explored topics of accountability, access, and the difficulties that journalists and educators encounter when dealing with each other. The panelists included Fellows and contributors from the IEI’s *Jour-*

nalism, Education, and the Public Good Initiative:

- **Howard Blume**, reporter and associate news editor, *L.A. Weekly*, Los Angeles
- **Joetta Sack**, education reporter, *Education Week*
- **Rory Devine**, reporter, KNSD-TV, San Diego

Also on the panel were educators chosen by ASCD:

- **Patrick Bathras**, assistant principal, Brooklyn Middle School, Baltimore, Maryland, and recipient of the new ASCD Young Educator of the Year Award
- **Jill Davidson**, editor, *Horace*, the Journal of the Coalition of Essential Schools
- **Michalene Meyer**, director

of professional development and school improvement initiatives, Franklin County (Ohio) Education Service Center and member of ASCD’s Board.

“We recognize the importance of closing the communications gap between journalists and educators if we hope to effectively communicate to the public some of the vitally important issues affecting them.” says **Jackie Smith**, panel moderator, who works with the IEI Journalist Fellows Program. Smith worked with **Don Ernst**, ASCD’s Director of Governmental Relation, in arranging the program.

Benedum Collaborative at West Virginia University Joins the NNER

The Benedum Collaborative has been accepted as the twenty-first member of the National Network for Educational Renewal.

The Benedum Collaborative is one of the oldest school-university partnerships in the United States. It was begun in 1989 with funding from the Claude Worthington Benedum Foundation in Pittsburgh. Beginning with six original public school partners and West Virginia University, the Collaborative has grown to twenty-nine schools in five area counties. The Five-Year Teacher Education Program—

one of the cornerstone renewal efforts of the partnership—will graduate its fourth cohort of teachers in May 2003.

The Benedum Collaborative also provides energy and resources for the professional development of educators within the twenty-nine professional development schools and at West Virginia University. These efforts include multiple developmental and content areas, and are undertaken jointly by K-12 and university faculty.

The Benedum Collaborative has a long history of supporting the role of public schools in a democracy and helping schools

and universities to create learning environments that are participatory and democratic.

The NNER and the Benedum Collaborative have long shared many working principles. From 1995-1997, the Benedum Collaborative worked with NNER settings to develop recommendations on financing professional development schools. By joining the NNER, the Benedum Collaborative looks forward to re-energizing its efforts and developing new initiatives to further the agenda of school renewal and the renewal of the education of educators in West Virginia.



Robert Patterson Recognized by Governing Council and IEI

At their January 24-25 meeting in New Orleans, Governing Council members honored Robert Patterson of Brigham Young University (BYU) for his dedicated service to the NNER. Then, on April 9, 2003, Wilma Smith and John I. Goodlad presented Bob with the Institute's Stewardship Award, the Hummingbird Award—making him the second recipient of this recognition for dedicated service to the Agenda for Education in a Democracy.

Patterson is stepping down from his position as dean of the School of Education at BYU to pursue service to his church and continue his research inquiries into the history of education.



National Network for Educational Renewal

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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.

IEI's New Fax Number:
(206) 325-3012
Please make note of this in
your files.

Dates and Locations for
Future NNER
Annual Meetings:
October 9-11, 2003
Salt Lake City, Utah
October 21-24, 2004
St. Louis, Missouri

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

THE NNER

<u>STATE</u>	<u>SETTING</u>
California	California Polytechnic State University
Colorado	Colorado Partnership for Educational Renewal*
Connecticut	University of Connecticut
Georgia	Georgia Partnership for Educational Renewal at Georgia Southern University
Hawaii	University of Hawaii and Hawaii Institute for Educational Partnership
Illinois	Illinois State University (Normal)
Maine	University of Southern Maine and Southern Maine Partnership
Minnesota	St. Cloud University and St Cloud School District
Missouri	Metropolitan St. Louis Consortium for Educational Renewal* Missouri University Partnership 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 Schools
Ohio	Miami University Wright State University
South Carolina	South Carolina Network for Educational Renewal*
Texas	University of Texas at El Paso
Utah	Brigham Young University and BYU Public School Partnership
Washington	University of Washington
West Virginia	Benedum Collaborative at West Virginia University
Wyoming	University of Wyoming and Wyoming School-University Partnership

We are currently seeking book reviews of our publications. If you would like to submit one for a future newsletter, please send it to Dick Clark at rwcuw@msn.com.

NNER Research Abstracts Sought

Researchers from NNER settings are invited to share abstracts of studies completed within the past twenty-four months. We are seeking abstracts from school teachers and administrators, faculty from the arts and sciences and education, departments, as well as from graduate students.

Abstracts may be of studies published or awaiting publication in other sources, or they may be of research reports not otherwise being con-

sidered for publication.

The first round of NNER Research Abstracts was posted on our website in May 2002. Now more abstracts are needed.

Abstracts should be 150 to 300 words in length and should include information about the researcher that will permit those reading the abstract to make contact for more information about the study. They should also include a brief statement of key findings from the study.

A three-person panel will review each of the abstracts and rate it on significance of the research and the clarity of the statement. Those accepted may be edited prior to publication.

Send your research abstracts to Dick Clark at rwcuw@msn.com.

They will be posted on the NNER web page and will be shared via email with NNER members.