

NNER NEWS

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NNER Settings Are Where the Action Is

The twenty-one local school-university partnerships do the work that advances the Agenda for Education in a Democracy. Here are some highlights from reports submitted by the settings. For the full picture of their work, see the 2002-2003 NNER Annual Report.

Several settings worked to strengthen education for urban students. Wright State University completed its second year of a four-year Urban Literacy Institute project launched in 2001 and funded through donations and grants from private individuals, the Ohio Board of Regents (OBR), foundations, and county government. The singular goal of the Urban Literacy Institute remains to raise the level of literacy acquisition of **Dayton Public School** students through the application of best teacher practices. First-year results have been very encouraging, as each site school outperformed its matched school in reading as indicated by TerraNova achievement test results. Continued confidence in the program comes from knowing the commitment of each participating teacher to collegial collaboration, change in instructional delivery, and student achievement.

The **University of Washington** initiated a Teaching/Learning Partnership (TLP) during summer 2002 for career-changers seeking to become math and science teachers in urban middle schools. TLP was a collaboration between the College of Education, the College of Arts and Sciences, and the Seattle Public Schools. Partner-

ships were established with five middle schools in the **Seattle School District**, which provided placements and departmental mentoring for the initial cohort of 20 interns. The TLP piloted new ideas for preparing students to teach in high-need local schools.



Eva Cedillo and Monica Valencia present to the Guadalupe, California, Developing Networks participants.

The **University of Southern Maine** continues to work in partnership with the **Portland Public Schools** (PPS) and the Portland Education Association (PEA) in an externally funded initiative supporting the development of teachers across the career continuum of preservice through induction and ongoing professional development. Now in its third year, this initiative has sustained its attention to the development of induction mentors through training, networking, building level steering committees, critical friends groups, and now graduate coursework. The **University of Washington** and the **Seattle Public Schools** conduct a similar effort.

CUNY takes a direct approach

to strengthening schooling as it works in the nation's largest school district. CUNY campuses at York, CCNY, and Lehman opened new public schools. Over the next five years the University, with funding from the Gates Foundation, will open 12 schools on CUNY campuses. With additional funding, schools for students who have dropped out are also being created and planning was completed for the opening of a new Mathematics Science Middle School by Hunter College. Faculty who are involved in the Agenda for Education in a Democracy will be as involved as possible in creating these schools in partnership with the **NYC Department of Education**.

NNER settings also attend to the needs of rural students. At **St. Cloud State University**, a partnership with **North Branch Area Schools** and Cambridge Community College culminated this year with the graduation of 18 students in teacher education. This was a four-year program of study offered collaboratively by three institutions to provide teachers for rural Minnesota. St. Cloud continues to provide an on-site special education teacher preparation program at North Branch. The **University of Southern Maine** reaffirmed its commitment to rural education by including a site in western Maine as part of a newly configured elementary cohort teacher preparation program.

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Action in the Settings

Continued from page 1

Whether in rural or urban locales, NNER settings also work to increase services to a diverse spectrum of students. In spring 2003, the TEAM Project at **Illinois State University** expanded to a two-day event: one day devoted to **City Colleges of Chicago** and one day devoted to **Chicago Public Schools**. A grant enabled the ISU/COE along with on-campus program participants to bring future teachers representing minority populations to campus to explore the possibilities of teaching as a career as well as preparation for that career through the **ISU Partnership**.

Field-based teacher education programs in three high-needs areas of **Wyoming (Cheyenne, Rawlins, and Wind River)** facilitated the certification of sixty-five individuals, fifty-one of whom are employed.

In **Colorado**, teacher recruitment and retention has been a centerpiece of **CoPER's** work during the past six years. Continuing work includes recruitment efforts in schools and community colleges promoting Future Educator Clubs and exploring the idea of Teaching Academies. Also 46 students, most of whom are students of color, are engaged in completing their teacher preparation programs through CoPER scholarships. CoPER's Diversity Cadre includes 46 master teachers particularly noted for working with a wide range of student needs and backgrounds from the 16 CoPER districts and provides professional development in many forms to preservice, first-year teachers, and other colleagues in schools and IHEs.

Montclair State University and the **New Jersey Network for Educational Renewal** stress that work of the **Teacher Education Advocacy Center (TEAC)** truly reflects the goals of the Agenda for Education in a Democracy in terms of recruiting, retaining, supporting, and mentoring more candidates of color into teaching. TEAC continued to expand its work with two three-year grants: the Pipeline Project, designed to help urban districts "grow their own," and the GEAR

UP grant to support Future Educators of America clubs. Both grants are helping to recruit students of color into teaching. Montclair faculty and staff also continue to be involved at the Montclair State University Pre-Collegiate Teaching Academy (MSUPTA) and with their PDS in Paterson, where they hope to recruit students of color into teaching. In addition to supporting MSUPTA and Future Educators of America clubs, TEAC recruits prospective teachers through outreach to churches and minority enrichment groups. It is also providing in-service teacher preparation for high-need districts in math and science through the MGM-STEP Workforce Development Grant project and the Teacher Recruitment for Urban Schools of Tomorrow grant program.

NNER settings continue to emphasize the connection of education in the arts to



Ann Foster meets with members of new ISR leadership program. Left to right, Molly Munson, Gail McDonald, Carmen Mercado and, standing, Claude Louishomme.

the overall Agenda for Education in a Democracy. A grant from the IEI supported a conference on the arts entitled **The Role of the Arts in Education in a Democratic Society** on May 17 and 18. The conference was co-sponsored by **Montclair State University** and the **City University of New York**. The first day was at the Newark Museum, one of Montclair's partners in the Arts in Teach-

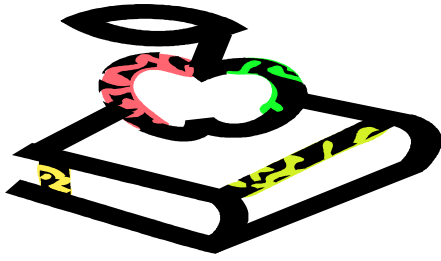
ing and Teacher Education Initiative. The second day was hosted by CUNY at the Lincoln Center Institute. The main speakers were Maxine Greene, Nicholas Michelli, and Dorothy Heard.

A **Georgia Southern** team of four (a partner school principal, a university arts educator, a university teacher educator, and a representative from a community arts organization) participated in the conference. On July 10, 2003, the team held a seminar for in-service teachers and principals entitled *Artistic Inquiry into Curriculum and Instruction*. The team has planned a series of workshops at the Georgia Southern University Museum during the 2003-2004 year, addressing such topics as: (1) understanding and acquiring literacy in the arts and making literature and arts connections in the classrooms; (2) initiating Georgia Southern University Partnership Schools Showcase of partner schools where students are engaged in comprehensive arts education programs; (3) searching for effective ways to enhance partnerships with various regional arts organizations and between the faculty in the College of Education and the arts faculty members at Georgia Southern University; and (4) developing Georgia Southern University's relationship, through the ATTE Initiative, with GSU's partnership universities in China, Mexico, and several European countries.

Two other regional ATTE symposia were held in **Nebraska** and **Utah**.

On February 28, 2003, approximately 125 preservice students from **Harris-Stowe State College** and **Maryville University** and faculty from those institutions met at **McKinley Classical Junior Academy** to participate in an Institute which focused on the use of theater in the classroom and how theater, as an example of the arts, can (and should) be used to engage students in thinking about democracy and democratic issues.

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Book Reviews

Developing More Curious Minds, by John Barell (Alexandria, Va.: Association for Supervision and Curriculum Development, 2003)

By **Cynthia Onore**, Director of the Center of Pedagogy, Montclair State University

John Barell's latest book about inquiry builds on his previous work on problem-based learning and critical thinking by making explicit connections between these forms of teaching and learning and a healthy democratic society. Spurred to write this book by the events of September 11, Barell makes the case for educators to take seriously their role in socializing young people into becoming active questioners of the world around them, including the decisions their teachers and schools make about their learning. The book argues for the central place in schooling for the learner's own curiosities and, perhaps most importantly, for teaching students to have the courage to question, and sometimes resist, what does not make sense. These ways of being in the world, Barell asserts throughout the book, are essential for creating and sustaining a democracy.

The first few chapters make the case for inquiry as a mode of living in a democracy and the essential role of schools in creating cultures of curiosity inside and outside the classroom. In subsequent chapters, Barell defines and illustrates the nature of good questions, presents the case for using informal writing to learn, and gives examples of active reading strategies that center on questioning texts. There are engaging examples of a handful of classrooms led by gifted teachers where inquiry constructs the curriculum and compelling selections from students' talk and writing that display what student learning looks like when students are au-

thentically engaged in learning the school subjects. There is good information about using the Internet to support inquiry as well as an entire chapter in which Barell makes the case for educational leaders who are themselves inquirers who understand how to create and sustain school cultures of inquiry in their settings.

This is an excellent text for an introductory course for preservice teachers. But teacher educators should be cautioned that, although Barell is clearly aware that inquiring classrooms require a whole host of democratic teaching practices in order to thrive, he can do no more than touch upon some of the most essential ones—authentic assessment, peer collaboration, and student dialogue. Therefore, it will be necessary to supplement this text with materials and activities on all of these and more. Nonetheless, *Developing More Curious Minds* can open up new possibilities for teachers and spur commitment to democratic practice; for these reasons alone, it is worthwhile.



Warming Up the Chill: Teaching Against the Structures, edited by Laurie Milford, Jane Nelson, and Audrey Kleinsasser (a product of the Ellbogen Center for Teaching and Learning at the University of Wyoming, 2003)

By **Sherry Palmer**
Executive Director, Wyoming School-University Partnership

This project illustrates the scholarship of teaching and learning methods as they relate to the removal of a variety of barriers such as diversity-related ones for students as well as teachers.

Warming Up the Chill profiles six teachers from a variety of teaching assignments, undergraduate and graduate, in three University of Wyoming colleges. Each case demonstrates remarkable dedication on the part of the six teachers in creating a classroom environment in which students are safe to explore issues of diversity, view one another as colleagues, and view their teacher as co-creator and co-learner. The six cases provide snapshots of classrooms in higher education where viewing each student as

an individual is taken seriously and acted upon deliberately and regularly.

This book does an exquisite job of bringing together six unique cases written in individual voices and styles and organizes them for the reader. Each case includes: "The Context of Work with Students," "Teaching to the Whole Person," "Inside the Classroom," "Outside the Classroom," "Fostering All Voices," and "The Teacher-Student Relationship: Negotiating Power and Role Models." This organizational framework provides an avenue by which the reader can reflect on structures that have been built to overcome barriers to teaching and learning.

The book is accompanied by a CD and a website that describes the project. The *Warming Up the Chill* website is available at the Ellbogen Center's web page, <http://www.uwyo.edu/ctl>. The book is available through the Ellbogen Center for Teaching and Learning.



WATCH FOR THESE

John I. Goodlad, Corinne Mantle-Bromley, and Stephen J. Goodlad, ***Education for Everyone: Agenda for Education in a Democracy***

John I. Goodlad, ***Romances with Schools: A Life of Education***

John I. Goodlad and Timothy McMannon (eds.), ***The Teaching Career***

John I. Goodlad, ***A Place Called School*** (20th anniversary reissue of 1984 edition with new foreword, preface, and afterword)

The fall issue of the journal ***Equity and Excellence in Education***. This special issue, guest edited by Cori Mantle-Bromley, focuses on equity and diversity issues within NNER school-university partnerships. Authors are colleagues from across the NNER.



2003 ANNUAL CONFERENCE SALT LAKE CITY October 9 – 11, 2003

The BYU-Public School Partnership celebrates its 20th year by hosting the 4th annual meeting of the NNER. The partnership began working with John Goodlad in 1983 as he and his colleagues were completing the study of schooling that led to the publication of *A Place Called School*. It has been a leading member of the NNER since the Network's founding in 1986.

Following meetings of a special equity study committee, an inaugural session of NNER's new Tripartite Council, and the first of two Salt Lake City meetings of the Governing Council, the conference will

open on Thursday evening with a celebration of the history of accomplishments in the various NNER settings.

Friday morning will feature a keynote address by noted educator, Deborah Meier. Her remarks will be followed by individual sessions and cross-institutional presentations from NNER members representing all 21 settings presently in the network.

During the morning, the newly formed committee on research will also meet.

Lunch will feature remarks from outgoing Governing Council chair Nick Michelli and a performance by BYU

dance students.

Following the afternoon breakout sessions, participants will have an opportunity to visit Park City.

Saturday morning will again feature individual and cross-institutional presentations.

The conference will conclude with a luncheon address by the Network's founder, John I. Goodlad.

After that session, the Governing Council will hold its second session, during which time a new chair and executive committee will be chosen.

Developing Networks Initiative Moves Ahead



The Developing Networks of Responsibility to Educate America's Youths Initiative is working to increase the capacity of eight communities from across the United States to constructively address their educational issues by developing networks of diverse leaders from education and the broader local community. Support from the W. K. Kellogg Foundation enables this work to move ahead.

On September 4-5, leaders in the Campbell Complex community on Oahu, Hawaii, met for their second session.

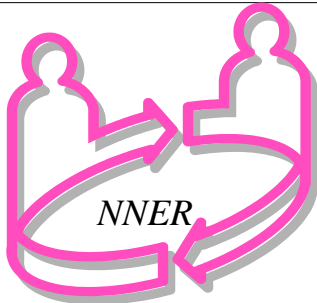


Above, community member Laurie Libarios shares her vision for the future of the schools and community.

Above, State Senator Willie Espero, University of Hawaii professor Michael Salzman, and community member and Hansen's disease specialist Barbara Yoshioka talk about their views for the future.

Right, Cori Mantle-Bromley notes ideas from the group while community member, and Girls and Boys Club leader, Florence Rivero adds notes to her record.





AROUND THE NNER

Benedum Collaborative cited in national education progress report.

West Virginia University's Benedum Collaborative has been recognized as an exemplary teacher preparation program in a report entitled "Meeting the Highly Qualified Teachers Challenge: The Secretary's Second Annual Report on Teacher Quality," by U.S. Secretary of Education Rod Paige.

"Just over a year ago, our nation embraced a historic challenge: to ensure that no child is left behind," Paige said. "One of the most important provisions of the No Child Left Behind Act is a requirement that, by the end of school year 2005-2006, all teachers of core academic subjects must be 'highly qualified.'"

Over a decade ago, WVU and its K-12 partners began the process of redesigning teacher education and professional development to support the practice of K-12 and university educators. **Van Dempsey**, Director of the Benedum Collaborative, stated, "The Collaborative is evidence of what can happen when you have a well-designed renewal initiative and you stick with it. At a time when teacher

education is under close scrutiny, it is a sign of our success that the Secretary recognizes the Benedum Collaborative for its efforts. It is a testimony to the commitment of WVU and the public school partners to high-quality public education."

New Director of Teacher Education for the UW College of Education.

Charles "Cap" Peck has been appointed to serve as the new Director of Teacher Education in the University of Washington's College of Education. Continuously involved in the work of teacher education and professional development for over 25 years, Peck most recently served as Director of Teacher Education at the University of California at Santa Barbara and was co-director of the Southwest Washington Educational Partnership from 1999-2001.

The College was recently awarded a "Teachers for a New Era" grant by the Carnegie Corporation, which will support a long-term comprehensive redesign of its teacher preparation program.

Georgia Southern University and the Georgia Center for Educational Renewal announce new personnel.

Dr. Amy Heaston is the new Director of Field Experiences and Part-

nerships and **Dr. Stephanie Kenney** is the new Partnership Director. **Dr. Jennie Rakestraw** has been appointed Associate Dean, Graduate Education, Research, Sponsored Programs, and Development at the University. **Dr. Anny Morrobel-Sosa** has been designated Dean of College of Science and Technology, and **Dr. Jessie Strickland** is the new Superintendent of the Bulloch County Schools.

New IEI Leadership Program launched.

Be on the watch for new labels. **ISR** and **SSR** have been added to the alphabet soup for NNER members. Initiating Simultaneous Renewal (ISR) is a program that introduces the Agenda to college- and school-based educators. Sustaining Simultaneous Renewal (SSR) provides an opportunity for more experienced people to pursue specific, agenda-related issues. Both programs have completed their first sessions and will continue through 2005. They are supported by funds from the Dodge Foundation.

New Governance Structure to be Launched in SLC

The new Tripartite Council (TC) will meet for the first time at **7:30 a.m. Thursday, October 9, in Salt Lake City**. The Tripartite Council will make recommendations to the Governing Council regarding the future of the NNER. Teacher education, school, and arts and sciences constituent groups of the TC will meet for a breakfast work session on Friday, October 10.

The new Governing Council will meet twice in Salt Lake City: once at

3:30 p.m. on October 9, and again from 1:45 p.m. to 3:30 p.m. on Saturday, October 11.

Both groups will be electing new leadership for the NNER. Also, decisions will be made concerning two applications for membership in the Network, final approval of the 2003-2004 budget, and other business items.



Executive Director Commentary

Ann Foster



Ann Foster
NNER's new Executive Director

"When I pronounce future, the first syllable already belongs to the past."

Stewart Brand

After many false starts and more than enough discarded ideas, I decided that there is only one topic appropriate for my inaugural NNER newsletter article. This understanding should have come in a more direct route as it threaded through each abandoned start. The details and examples in narratives consistently pointed to accomplishments that can be traced in some manner to **Dick Clark**, whose commitment to the work, leadership, guidance, vision, tenacity, and seeming ability to be in several places at once have nurtured this Network to its current state of vitality and energy.

The quote from the *The Clock of the Long Now* seemed appropriate as an introduction. As we face significant change and the future becomes the present, the Network is strong. Dick's work as the Executive Director had a significant role in this.

The NNER is beginning a new era with change on several levels. The new Tripartite Council convening at the annual meeting is built on the synergy of colleges of arts and sciences and education and public school system leaders throughout the

Network. This larger more diverse voice in the leadership enriches the conversation, raising new issues and questions on democracy in the current complex and sometimes baffling political and social environment. The study group also convening at the meeting will address critical issues on diversity and equity that are at the heart of the Agenda for Education in a Democracy. The committee's recommendations to the Governing Council will guide the Network's activities.

The Governing Council leadership will change with **Nick Michelli's** term as chair ending. Nick, as the first Governing Council chair, charted new territory; his thoughtful and articulate leadership and deep understanding of

Nick Michelli [has] charted new territory; his thoughtful and articulate leadership and deep understanding of the Agenda have resulted in a strong structure that promotes and supports the work throughout the Network.

the Agenda have resulted in a strong structure that promotes and supports the work throughout the Network. Additionally, new settings are becoming members, bringing new perspectives, strengths, and needs.

Nick's vision and leadership are in large part responsible for the thoughtful approach now under way to add new settings to the Network. His insight in addressing the strengths and challenges of adding new settings led the Network into this new era of expansion. He provided groundwork for the conversations about balancing access and quality. Margaret Wheatley's wonderful narrative on working together, *Turning to One Another*, describes Nick's work much better than I could, "Human conversation is the most ancient and easiest way to cultivate the conditions of

change." Nick has engaged us in deep and important conversation, providing the example we need in these complex times to reach out and work well with one another.

As Dick Clark retires from his role as Executive Director to focus on activities as an IEI Senior Associate, it is fitting to recognize him as an exemplar of stewardship for the Network.

Dick's thoughtful attention to individuals and institutions within the Network has strengthened existing connections and built new ones. His tireless commitment to the work, the longstanding and deep professional network he nurtures, and his generous contribution of time and mentoring serve as examples. As the first Executive Director, he bridged many worlds with his understanding of schooling, education, and policy. His wide ranging experiences, keen understanding of the IEI, NNER, and CER history, and attention to the current state of education link the public voice of the Network to local challenges. His vision and entrepreneurial efforts have had a profound impact on the work, as evidenced by the Journalists' Program as one example. Dick's humor, generous contributions of time, tireless attention to detail, and genuine regard for others' perspectives in part account for the deep and lasting impact his efforts will have on the NNER. These traits combine with intellectual curiosity and voracious reading habits that result in the responsive and reflective stewardship that has served the NNER so well.

The Network begins a new era with a strong foundation, hope, and energy. With gratitude and respect, I thank Dick for his role in this and his very real application of the elusive attributes of stewardship for this Network.

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Action in the Settings

Continued from page 2

Participants viewed Metro Theater Company's *Frankenstein's Children* and engaged with the Company's actors in thinking about how theater can be used to enhance and deepen students' understanding of both content and democratic issues. The success of this institute, combined with the success of the visual arts institute at Maryville in 2002 provide the impetus for a 2004 spring institute focused on movement and dance facilitated by Dr. Marilyn Barrett from **Brigham Young University**.

Collaboration among NNER settings was not restricted to work related to the arts. **University of Wyoming** and **public school** faculty had the opportunity during February and April 2003 to visit three other NNER settings. The visits allowed participants to see and experience PDS activity in a variety of schools. Further, they allowed participants to ask questions about the design and operation of each partner school and engage in conversation with a wide range of individuals concerning professional development schools. On February 27, 2003, eleven people traveled to Denver to visit University of Colorado at Denver and partner schools. This group included eight public school faculty and three college of education faculty. On April 1, 2003, eight public school faculty and four college of education faculty visited Colorado State University and two partner schools. Finally, on April 10, 2003, BYU and its partner schools hosted eight public school, two college of education, and one arts and sciences faculty member from Wyoming.

NNER settings also attended to **research** related to its mission. The "Pathways for Teaching" research study has now secured adequate funding to move forward. Beginning with funding from the Office of Teacher Education amounting to up to \$600,000, the researchers have secured funding from two foundations to bring the total available for the work to an excess of \$2 million. The study will

systematically assess all pathways into teaching in New York City. Using what may be the most complete database for such a study assembled nationally to date, and drawing on the resources of the **New York City Department of Education**, the **New York State Department of Education**, and **The City University of New York**, this longitudinal study will track new teachers into the system for five years. The study will reach back as many as 10 years as well. Each pathway has been identified and is being studied to determine integrity, and survey data has begun to be gathered. The study will extend to K-12 student outcomes connected to teachers and then to their pathways into teaching. The study will determine elements of pathways that make a difference in teaching so that all pathways can be improved. Special attention will be paid to the Agenda for Education in a Democracy. A number of private colleges will participate in the study giving a full view of pathways.

In Colorado, an evaluation of the "Teacher in Residence" program at one college with several school districts has helped inform state agencies and been incorporated into a comprehensive study of alternative licensing programs for the state. **CoPER**, along with the Research & Development Center for the Advancement of Student Learning at **Poudre School District** and **CSU**, has initiated a coalition of business and education organizations to bring an alternative for working with the State's accountability system so that schools are compared to similar schools across the state. This initiative, *Just for the Kids*, provides districts with tools for deeper analyses of test scores. It is an attempt to use the state mandates in the best light possible, even as the partnership continues seeking other ways to bring fairness and responsibility to accountability practices. The website is being used by educators, and the local media have supported its use.

Policymakers are also better informed because of NNER setting activities. In **West Virginia**, **Benedum Collaborative** leaders are involved in a major economic development initiative in the state. As part of a process called "Vision Shared," business, corporate, and policy leadership have asked that the partnership initiative become an integral part of the "intellectual infrastructure" component of the economic development planning and implementation. In this process, the Benedum Collaborative and the other nine partnerships that it is supporting are "at the table" as the policy and business community examine strategies for economic development in West Virginia.

A policy symposium series in Colorado featuring topics such as fair accountability and teacher education reform (the state's term) has provided venues for educators, policymakers, and community members to explore these areas with an emphasis on the public purposes of education. Legislators, state leaders, and others have regularly participated in the symposia, some of which have been co-sponsored by the Colorado Association of School Boards, the Public Education and Business Coalition, and the Alliance for Quality Teaching.

Local community members and other local policymakers have been players in the Developing Networks of Responsibility initiative supported by the IEI, with Kellogg Foundation funding (please see page 4 and the photograph on page 1). **Georgia Southern**, **Cal Poly**, and **Colorado** settings have been involved in this initiative in 2002-2003, with additional sites selected for 2003-2004 in **Minnesota**, **Nebraska**, **Illinois**, **Hawaii**, **New York**, and **Texas**.

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National Network for Educational Renewal

NNER News

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Please submit suggestions for articles, information about people, and events in NNER settings to Ann Foster at fosteraw@u.washington.edu.

Dates and Locations for Future NNER Annual Meetings

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

2005 — South Carolina

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

West Virginia

Wyoming

SETTING

California Polytechnic State University

Colorado Partnership for Educational Renewal*

University of Connecticut

Georgia Partnership for Educational Renewal at Georgia Southern University

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 the St. Cloud School District

Metropolitan St. Louis Consortium for Educational Renewal*

Missouri University Partnership 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

Benedum Collaborative at West Virginia University

University of Wyoming and Wyoming School-University Partnership

*multiple IHE site settings

Next
NNER Annual Meeting
St. Louis, Missouri
October 21-24, 2004

Action in the Settings

Continued from page 7

Georgia Southern reports that its Developing Networks of Responsibility grant team completed its first year of activities “with a solid team trained and in place to (a) assess the **Portal** community educational needs and mentor community residents from all stakeholder groups and (b) to implement processes and initiatives that will address our mission – Sustained Community-School-University Partnerships for an Improved Portal.”

Scenario planning in California’s **Guadalupe** community and in **Denver**,

Colorado, has also readied these communities for the next steps.

Settings report numerous examples of **continuing staff development** and leadership programs involving educators from schools and universities.

More than 20 districts participated in **Wyoming’s** Staff Development Academy, and **Montclair** reports that it now has 185 tripartite members who have completed leadership associate programs, with the latest programs focusing heavily on race-related issues.

Through the 2002-2003 academic year at **Wright State**, technology-facilitated programs served approximately 9,000

teachers, administrators and principals, and approximately 180,000 students.

Washington’s partnership involving the Office of Superintendent of Public Instruction, several universities, and the Washington Education Association used external funding to provide candidates with fee support, facilitation, networking, and advocacy to qualify for national certification. During 2002-2003, the program supported 75 NBPTS candidates in 12 certificate areas. During 2001-2002, it supported 50 candidates, 63 percent of whom received certification compared to the national rate of 40 percent.