

NNER NEWS

Volume 3 Issue 2
[Volume 2 Issue 6]

January 16, 2004



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Governing Council Chair Commentary



On Not Being Redundant
Carol A. Wilson

You'd think there would be no need to be so redundant. What would education be without inquiry, and what would inquiry be if not wholly educative? Yet, it seems that even [past] the brink of the twenty-first century, we are still caught up in unproductive dualisms—theory versus practice, mind versus hand, thought versus action, and the like. . . How ironic that inquiry and education are not seen as synonymous activities

Kenneth A. Sirotnik
The Beat of a Different Drummer

Some eighteen years ago, on the cusp of becoming a regional coordinator for the fledgling NNER, I met Ken Sirotnik. When asked, Ken talked about critical inquiry and framed some questions he and colleagues suggested might serve as heuristics for educators in examining their practice. Questions such as “What is going on in the name of “X”? How did it come to be this way? Is this the way we want it to be? Whose interests are being served by the way things are? What do we need to do? How

will we evaluate our actions?”

These questions intrigued, as did John Goodlad’s correlative DDAE process—that is dialogue, decision, action, and evaluation, of which I first heard John speak on a very hot summer afternoon in Denver, circa 1983. Such ideas—DDAE, critical inquiry—when put to use are inherently educative, as Ken suggests above. And being educative, they are therefore renewing. They speak to John Gardner’s observation: “In the ever-renewing society what matures is a system or framework within which continuous innovation, renewal and rebirth can occur.” (*Self-Renewal: The Individual and the Innovative Society*, 1963/1971 First Perennial Library Edition, p. 6.) Gardner further notes, “Exploration of the full range of his own potentialities is not something that the self-renewing man leaves to the chances of life. It is something he pursues systematically, or at least avidly, to the end of his days.” (p. 13) So it is for the self-renewing organization, be it school, college, department, program, or network.

Let’s look at renewal in light of our Network. Three examples come immediately to mind. The first concerns the tripartite nature of our collective work, the co-joined effort of schools, teacher education, and arts & sciences, as equal partners. In trying to realize the simultaneous aspect of our renewal efforts, the NNER’s second iteration brought a needed focus on renewing teacher education. But

an unexpected result was the waning of voices from the schools and an uncertainty from the arts and sciences about where they fit in. This circumstance was reflected in the NNER’s governing structure.

The Governing Council welcomed the question of how the governing structure could more appropriately reflect the nature, scope and needed voices to advance the Agenda for Education in a Democracy. In response to the question, “Is this the way we want our governance structure to be,” there was a resounding “No!” Dialogue ensued. A plan emerged. The new Tripartite Council met for the first time in Salt Lake City at the Annual Meeting. Recommendations to the Governing Council resulted. Actions will follow, accompanied by evaluation and continued dialogue.

Second example. An essential equity question has arisen. A committee came together with each setting identifying a member to serve on it. The committee’s good work is now under discussion across the NNER. It is causing us to take a close look at ourselves, to ask “What IS going on in the name of equity?” “Is this the way we want it to be?” This process is uncomfortable. It is educative, and I believe, is ultimately renewing.

The final example comes from interaction between the Institute for Educational Inquiry, an honored and supporting partner, and the NNER. Through the IEI’s efforts, NNER settings

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Sustaining Simultaneous Renewal Completes Its Second Session

Early in the morning on November 15, 2003, nine school and college educators, one IEI senior associate, and a Casper, Wyoming, school district administrator left the warmth of their vehicles and trudged through snow and wind toward the lodge at Camp Sacajawea atop 8,000 foot high Casper Mountain.

They were on their way to the third day of intensive conversation that had begun with a visit to the National Historic Trails Interpretative Center, and continued on the second day with discussions with many different groups from the community and state.

Soon a warm fire and the sweeping view of the snow-covered mountains caused the group to forget the chill of their short hike and they concentrated on the tasks at hand.

The purposes of the Sustaining Simultaneous Renewal (SSR) Leadership Program are to (1) provide an opportunity for experienced educators to study common challenges faced when engaged in educational renewal and (2) enable these educators to use each other's expertise and differing perspectives to develop and initiate plans for organizational renewal at each of their settings.

During the second of five sessions this group concentrated on understanding issues related to community engagement, talked about what it takes

to sustain renewal initiatives, and began working on projects that they will carry out during 2004-2005.

A student panel provided one highlight on the second day of the session. The panel included some who were successful in school and some who



The members of the SSR cohort are pictured here at Camp Sacajawea. Back row, left to right: Karen Franz-Cohen, Aditya Adarkar, David Fletcher, Jim Lowham, Stephen Thompson, and Robert Bullough. Front row: Betiana Caprioli, Gayla Holmgren, Nadine Butcher-Ball, and Nell Pederson. Nell, the community relations coordinator for the Natrona County School District in Casper, Wyoming, provided support for the second session of the SSR cohort.

had dropped out, and they all agreed that adults were more likely to listen to some students than others. They spoke articulately about ways they and their friends contributed to building community within their school.

As a result of the discussion with this panel and with other groups, the SSR participants became much more

aware of the multiple communities of which we are all a part, and of the need to find ways to provide a voice to all members of these communities.

The nine participants in the SSR program gave the session an overall rating of 4.44 on a scale of 1 to 5 in which 5 was identified as outstanding.

Generally they believed that they were making more progress in understanding issues related to community engagement than in developing their understanding of how renewal is sustained.

The group reacted positively to the readings assigned for the session – although there was some difference of opinion among group members on the value of specific books and/or articles.

Members of the cohort also expressed their appreciation of the efforts made by their Casper hosts.

In connection with this meeting, thirty representatives from the Wyoming School-University Partnership and from the local community joined in discussions. These participants also responded positively to their opportunity to think through issues related to the Agenda for Education in a Democracy.

Continuing their cold-weather experiences, the group's third session will be in St. Cloud, Minnesota, on March 18-21, 2004.



Governing Council Chair Commentary

Continued from page 1

participated in a Diversity in Teaching and Teacher Education initiative, which attempted to address recruitment and retention of underrepresented groups into teaching.

In doing so, it had to address, as Mona Bailey puts it, "barriers that diminish access to knowledge for large percentages of poor, minority, and non-English-speaking students—even while

the reform of P-12 schools is a national, state, and local priority." ("Access to Knowledge" in *Leadership for Educational Renewal*, 1999, p. 105) A major lesson from this work was that an essential partner—the community—was missing, and the obvious question was this: "What do we need to do?" Thus was the initiative Developing Networks of Responsibility to Educate America's Youths born. Engaging the community meaningfully is a logical next step for our work if we consider the responses that must come given Ken's questions.

You probably have other exam-

ples of how we as a network have and continue to renew ourselves. Also, you are likely to have many ideas of other areas to which we must attend. We cannot leave renewal to chance if we are to explore our full range of potentialities as a network. The reason we are a network comes from the realization that we can do more together than we can do alone. So that we are not redundant, we must continue to bring our efforts together to inquire, renewing and pursuing our aim of educating all students well for this democracy.

TRIPARTITE COUNCIL MEETS FOR FIRST TIME

In August 2003, a sub-committee of the Tripartite Council determined from their analysis of surveys of Council members that there were five strategic questions that need to be answered to guide the work of the Network. During the Salt Lake City Annual Meeting the Council first discussed current practices of the NNER using these strategic questions as organizers:

- A. How well does the NNER live the Agenda?
- B. How well are we sustaining the NNER's vision, mission, and focus?
- C. How well does the NNER influence political policy, and at what levels?
- D. How adequate are current funding sources?
- E. How well does the NNER manage growth and membership?

CURRENT NNER PRACTICES

The Tripartite Council made a preliminary assessment of how well current NNER practices would serve during the next 6-7 years in light of four scenarios that represented various approaches to foreign policy, national security, economic, and social issues.

The council concluded that continuing current practices would not be a strong way to deal with the various plausible futures the scenarios described.

SUGGESTED NEW PRACTICES AND THEIR EFFICACY

Later in the day, the Council used the scenarios to help them identify and evaluate nine strategies or practices that could be adopted in the future. They said the NNER needs to:

1. Diversify its sites, settings, and cadre of involved individuals.
2. Develop a cohesive, coherent, longitudinal research agenda focused on student learning.
3. Connect more effectively with the P-16 agenda, establish accountability for evaluation of student learning, enacting the Agenda for Education in a Democ-

racy, and expanding equitable access.

4. Develop a cohesive, coherent, longitudinal research agenda that provides evidence for decisions that lead to continuously improved learner performance.
5. Educate community groups to support excellent public education for all and for democratic purposes.

“The council concluded that continuing current practices would not be a strong way to deal with the various plausible futures the scenarios described.”

6. Form a coalition that will identify and promote common goals for educational renewal through research, political activism and publicity.
7. Collaborate strategically with like-minded organizations.
8. Establish a government relations committee to develop and communicate positions on public policy, develop the capacity of the membership to be active, lobby on local and national levels, and

bring legislators into the conference.

9. Strategically identify and align with other professional organizations that will embrace and promote the NNER mission.

Of these nine practices identified by the groups as their number one priority, three call on the NNER to **collaborate** with other organizations, two call for an expanded **research** agenda, and two call for a more aggressive approach to **influencing policy**. Generally the groups rated these suggested practices as being strong or neutral across all scenarios.

NEXT STEPS

Governing Council members received the report in Salt Lake City and will discuss it with participants in local settings. Executive Board recommendations on the report and the results of the local discussions will be considered by the Governing Council in February, 2004, as it makes decisions concerning the future of the NNER.

Note: see page 4 for members of the Tripartite and Governing Councils.



Tripartite Council at work in Salt Lake City.



Guadalupe Community Town Meeting

A Town Meeting was held in Guadalupe, California, inviting all community members to an afternoon of conversation, music, food, and community-building. The organizers' goal was direct conversation with the community regarding the future of schooling for the youths of Guadalupe. The meeting was held October 19, 2003, in the Guadalupe City Hall Auditorium. Over 125 participants from the community, California Polytechnic University, Guadalupe Union School District, and Righetti High School attended. Participants met in conversation café-style groups hosted by students, community members, university, and school district personnel who participated in the Developing Networks process.

"Think of a child who is very near and dear to your heart. What do you want the schools in Guadalupe to do for this child?" The same question was asked regarding Righetti High School (the high school in Santa Maria that serves the Guadalupe community).



Table host leads conversation at Guadalupe Town Meeting.

education of its youths. Table conversations were conducted in English or Spanish. Each table had a flag representing one language, the British flag indicated English and the Mexican flag indicated the conversation would be in Spanish. All table notes were translated to both languages and reported out to the entire group. The conversations yielded information on what the schools are doing well and where the community could work collaboratively toward improvement. Guadalupe Superintendent Hugo Lara provided leadership for the Town Meeting. Cori Mantle-Bromley gave an overview of the Developing Networks of Responsibility Initiative and its connection to the NNER. Ann Foster attended as an external evaluator and Dana Foster from Val Verde Elementary School in Denver, Colorado, served as a trainer and translator for the table hosts.

Table hosts ensured that all participants were introduced to one another, participated in the conversation, and took notes on the conversation. The conversations focused on one guiding question:

The process provided information from community members' perspectives for both districts. The information will be used to help the community continue to strengthen its engagement in the

Membership of the Tripartite Council

Schools

Gail Awakuni
Dianne Bath
Phyllis Bynum
Paul Chaplin
Connie Donvito
Pauline Dow
Jean Eagle
Marilyn Evans
Beth Everitt
Carl Friebe
Cindy L. Giovanini
Carol Hall-Whittier
Vern Henshaw
Gayla Holmgren
Scott Inskeep
Hugo Lara

Gary MacDonald
Mike Moody
Ray Schulte
Don Unger
JoNancy Warren
Carol Wilson

Arts and Sciences

Robert Adams
David Alley
John Anderson
Janet Constantinides
Howard Daudistel
John David
Tom Defranco
Luisa S. Deprez
Frederick Drake
Susan Duffy

Ray Elliott
Robert Hoffert
Judith Hughes
George Johnson
Wanda Martin
Edward T. Morton
Linda Pacini Pitelka
Katherine Pound
John Rosenberg
John Skillings
William Sweeney
Leslie Wilson

Colleges of Education

Dianne Ashby
Nancy Bacharach
Bernard Badiali
Missy Bennett

Ada Beth Cutler
Leonard Davidman
Ruth Davis
Van Dempsey
Viola Florez
Sandra Hurley
Leroy Kemp
Stephen Marble
Pat McClurg
Jean McGivney-Burelle
Jay Paredes Scribner
Dennis Potthoff
Lynn Rhodes
Deborah Shanley
James Tomlin
Betty Lou Whitford
Janeen Witty
Richard Young

Membership of the Governing Council

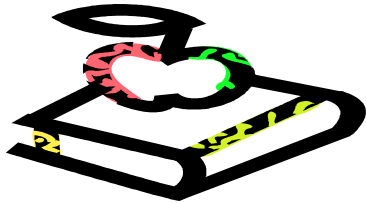
John Anderson*
Dianne Ashby
Nancy Bacharach
Gregory Bernhardt*
Lucindia Chance
Paul Chaplin
Ada Beth Cutler*
Tom Defranco

Mary Ellen Finch
Ann Foster*
Carl Friebe
Vern Henshaw*
Randy Hitz
George Johnson
Bonnie Konopak
Jim Lowham

Carol Sue Marshall
Nicholas Michelli*
Mike Moody
Patricia Schumacher
Deborah Shanley*
John Skillings
Les Sternberg
Josefina Tinajero

Pat Wasley
Carol Wilson* (Chair)
Betty Lou Whitford
Richard Young

*Members of the Executive Board



Book Reviews

A Place Called School

by John I. Goodlad (20th anniversary reissue of the 1984 edition with new foreword, preface, and afterword)

Romances with Schools:

A Life of Education

by John I. Goodlad

A twentieth anniversary edition of John Goodlad's *A Place Called School* and his new book, *Romances with Schools: A Life of Education*, will be published as companion volumes by McGraw-Hill in late January 2004. The "thick" descriptions of elementary and secondary schools of the former remain since they appear to be contemporary, except for the significant loss of educator and school autonomy in recent years. His recommendations, such as for small schools, also appear to be relevant today. A foreword by Ted Sizer and a new preface and afterword help to update this new edition.

Whereas *A Place Called School* provides a picture of schooling during a specific period in time, *Romances with Schools* is the product of John's experiences with elementary, secondary, and tertiary schools over a large chunk of the twentieth century into the twenty-first. He chronicles problems and issues that have remained strikingly similar since he first attended school in the first grade, taught in a one-room school, and became a teacher of teachers and researcher. Likewise, the substance and processes of "reform" have little changed, and the growing body of research on change and the "grammar" of schooling have been largely ignored. His conclusions regarding the necessary renewal are drawn from research and development leading to creation of the Agenda for Education in a Democracy and the NNER.

Ω

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

The Teaching Career, edited by John Goodlad and Tim McMannon and published by Teachers College Press, details the complexities of not only preparing teachers for the classroom but also helping them to succeed in the profession itself. Featuring topics of vital importance to preservice, new, and veteran teachers alike, this timely collection explores ways to bring together educators at all levels to renew teacher preparation, induction, and professional development. It also explains how to build a strong sense of self to help teachers weather the inevitable storms they face in the field, including state mandates, district directives, self-doubt, and parental pressures. Unlike many volumes on teaching, it addresses the crucial role of teacher unions and how they are helping to make teaching a more attractive career. In short, this new book treats this demanding and rewarding career with respect, but recognizes that it faces significant political and societal challenges. Underlying the whole, however, is a tone of optimism: educators can build new relationships to create better schools and a more attractive teaching profession.

"These thoughtful and provocative essays contribute to our understanding of ways to renew and sustain good teaching. Anyone interested in matters of teacher induction, professional development, college-school partnerships, and the role of higher education in teacher development will find these essays a necessary read."

—David G. Imig, President and CEO, American Association of Colleges for Teacher Education

Contributors: John Goodlad, Timothy McMannon, Roger Soder, Richard Barnes, Paul Heckman, Corinne Mantle-Bromley, Daniel Katz, Sharon Feiman-Nemser, Sheldon Berman, Thomas Gillett, Adam Urbanski, Nancy Jean Sahling, Betty Lou Whitford, and Richard Wisniewski. Foreword by Patricia Wasley.

Ω

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

Human beings are not born with an innate understanding of or ap-

preciation for democracy, nor are we born with the skills and dispositions to participate effectively in a democratic way of life. If we want to live in a democratic society, then we must prepare ourselves to do so. In a large, diverse, and complex society like ours, such preparation is *and must be* the primary purpose of public schooling.

Drawing on decades of research into schooling and democracy, *Education for Everyone* is a concise introduction to the Agenda for Education in a Democracy, as developed over the years by the authors and their many colleagues. The Agenda is more than an effort to simply revitalize a faltering civics curriculum. It is about restoring a shared humanity to the educational process. It is about the need to make caring, compassion, freedom, dignity, and responsibility central to the mission of schooling. It is about placing power and responsibility in the hands of those who need it and deserve it. It is about taking the idea of excellence seriously. It is about taking democracy seriously. It is about having real faith in real people to do what is right, just, and honorable.

Ω

The fall issue of the journal *Equity and Excellence in Education*, guest edited by Cori Mantle-Bromley

The work of eight NNER school-university partnership sites is presented in a special issue of the journal *Equity & Excellence in Education*. The issue (Volume 36, Number 3, September 2003) is titled "Partnering for Equity" and features efforts to improve schooling and teacher preparation, especially for those who currently benefit the least. Authors report data-based analysis of their work related to diversity, equity, and social justice, and provide readers with recommendations and conclusions.

Authors include Angela Paccione, Valerie Middleton, Kathy Escamilla, Sally Nathenson-Mejia, Sheryl Taylor, Donna Sobel, and Carol Wilson (CO); Margaret Maaka (HI); Fred Rodriguez (KS); Jennifer Robinson (NJ); Maricela Oliva and Kathleen Staudt (TX); Ann Foster, Cori Mantle-Bromley, and Mona Bailey (WA); and Allen Trent, Francisco Rios, Judith Antell, William Berube, Steven Bialostok, Dolores Cardona, Edward Paradis, and Timothy Rush (WY).

NEW FORUM CREATED

By John Goodlad

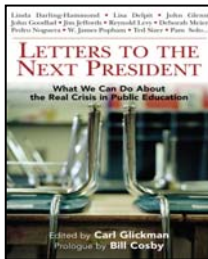
A recent development should provide welcome support for the current NNER interest in influencing educational policy. In late November, a group of about thirty specialists in civil rights and education (such as Deborah Meier, Nancy and Ted Sizer, Linda Darling-Hammond, John Goodlad, Alfie Kohn, Carl Glickman, George Wood, Pedro Noguera, and others) gathered in Columbus, Ohio, to create the Forum for Education and Democracy and begin the process of crafting its short- and long-term agenda. Planned to be nationwide, it will enlist the involvement of existing networks such as the NNER, and sustain an effort to educate the public and its political representatives, and engage the community of educators in strengthening our democracy and sustaining a broad, democratic mission of schooling.

A clear, early activity is the promotion of a new book, *Letters to the Next President*, due to be published by Teachers College Press in February, 2004. Its editor, Carl Glickman, has moved alertly to secure nearly three dozen letters from a diverse array of educators and others designed to stimulate political debate during the coming months and beyond.

The long-term agenda calls for strengthening the kind of work for which the NNER and the IEI already are providing a substantive agenda of educational renewal guided by democratic mission. Our immediate responsibility is to secure the widest possible readership of *Letters to the Next President*. Please see that it gets into the hands of positional leaders in your institutions, trustees and school board members, political representatives, etc.

100
YEARS

Teachers College Press
Teachers College, Columbia University



To be published February 2004!

LETTERS TO THE NEXT PRESIDENT

What We Can Do About the Real Crisis in Public Education

Carl Glickman, Editor

Prologue by **Bill Cosby**

Epilogue by the late **Senator Paul Wellstone**

Addressing our next president, this stellar collection of more than thirty letters speaks to the heart of public education, the future of American students, and the need for an educated and engaged citizenry. Top education experts, elected officials, business and community leaders, teachers, principals, elementary and secondary students, and parents discuss the dangerous shortcomings of current state and federal policies and offer suggestions for what can be done about it. Readers will enjoy a rich selection of ideas and perspectives in this unique volume as letter writers draw on their own special experiences, expertise, and persuasive powers to answer three critical questions: What kind of education do we want for all of our children? What changes must we make to achieve that goal? How do we ensure that the voices of parents, teachers, students, and citizens who care deeply about public education are heard at local, state, and national levels?

Just in time for the 2004 elections, this volume provides a strong response to government intrusions that have resulted in thousands of pages of simplistic directives and under-funded requirements for local schools and districts. It reopens the much-needed discussion of critical issues in public education such as: guaranteeing higher standards with comprehensive assessments, allocating equitable resources with responsible local control; attracting and retaining good teachers; improving school choice and the promise of small schools; providing for universal high quality early childhood education, and ensuring a rich, academically sound and engaging curriculum—both inside and outside of school—for all students. Read these poignant, inspiring, and often provocative letters and make your voice heard!

LETTER WRITERS AND CONTRIBUTORS:

Sylvia Bruni • Jane Butters • Louis Casagrande • Bill Cosby • Linda Darling-Hammond • Lisa Delpit • Rosa Fernández • Michelle Fine, April Burns, & María Elena Torre • U.S. Senator John Glenn & Leslie F. Hergert • John I. Goodlad • Maxine Greene • Karen Hale Hankins • Asa G. Hilliard III • Richard Ingersoll • Jacqueline Jordan Irvine • U.S. Senator Jim Jeffords • Lilian Katz • Reynold Levy • William J. Mathis • Deborah Meier • Edward C. Montgomery • Navajo Students (Derrick Attakai, Evelena Joey, Britta Mitchell, Melody Riggs, & Manuel Thompson) with Mark Sorensen • Pedro Noguera • Jeannie Oakes & Martin Lipton • Arturo Pacheco • W. James Popham • Vance Rawles • Ken Rolling & Sandra Halladey • Sophie Sa • Ted Sizer • Thomas Sobol • Pam Solo • Rachel Tompkins • The late U.S. Senator Paul Wellstone • George Wood

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Letters to the Next President

February 2004/288 pages/40 photos, \$14.95 paper, 0-8077-4427-1

The heart of our work in the NNER settings occurs in reflection and actions emerging from the Agenda for Education in a Democracy. In this new column, Roger Soder, senior associate of the Institute for Educational Inquiry and a founder of the Center for Educational Renewal at the University of Washington, offers an overview of years of writing on democracy with a call for reflections from the settings. This column will appear in each NNER Newsletter as responses and reflective papers are submitted from the settings. We recognize that many of you have thought about democracy in different ways and from various disciplines and this is an opportunity to learn from one another and explore the many dimensions of this work.

CONDITIONS NECESSARY FOR DEMOCRACY: A CALL FOR REFLECTION

By Roger Soder

In our books, articles, and leadership program discussions, we have talked at some length about the connection between democracy and the schools. The argument I would make for the connection goes something like this. If you want a democracy, you have to identify the conditions that are necessary for that democracy. Next, you have to determine whether understanding of the conditions is known from birth or has to be taught. If understanding of the conditions has to be taught, then where is it likely that the greatest numbers of people can learn? The answer is, of course, the schools. You learn much at home about the conditions for democracy, and you learn much in other settings (Scouts, church, play). But for the most part and for most people, the schools represent the place where the conditions are to be learned.

In other writings I've outlined some of the major conditions necessary for a democracy. They are, in short: (1) trust, (2) exchange, (3) social capital, (4) respect for equal justice under law, (5) respect for civil discourse, (6) recognition of the need for *e pluribus unum*, (7) free and open inquiry, (8) knowledge of rights, (9) freedom, (10) recognition of the tension between freedom and order, (11) recognition of the difference between a persuaded audience and a more thoughtful public, and (12) ecological understanding. (See *Developing Democratic Character in the Young*, chapter 10, as well as *The Language of Leadership*, chapter 4).

There are other conditions, no doubt. I have yet to find an individual

or group that did not want to add in other conditions (although I cannot recall rejection of any of the proffered twelve).

Whatever the list of conditions you finally want to accept, it seems reasonable to suggest that for each condition, educational leaders must address four basic interrelated questions:

1. What should we be doing in our schools in terms of (a) the structure of the school day to reinforce learning about each condition, (b) student learning about each condition, (c) behaviors we expect from students and staff vis-à-vis each condition, and (d) assessment of teaching and learning about each condition?
2. What should we be doing about teacher education programs to ensure that all prospective teachers are sufficiently prepared to work with students, parents, other staff, and community members on creating and sustaining the conditions?
3. What is the role of arts and sciences faculty in helping secure understanding of what it takes to create and sustain the conditions?
4. What should we be doing as leaders to convince others in the community (politicians, bureaucrats, parents/guardians, community people, media) that the conditions are important and worthy of our time and resources?

To address these four ques-

tions is not a childish task. But before we can even get to the questions proper, we have to address a prior matter, namely, the nature of each of the conditions. Do we really understand what the condition is? Is our understanding reasonably congruent with what most other people think?

We are dealing with complex issues. Take, for example, my proffered eighth condition—knowledge of rights. To talk reasonably about this knowledge, we need to sort out individual rights and group rights (a la Mary Ann Glendon and her very useful book, *Rights Talk*). We need to sort out natural rights (the rights we have as part of what it means to be human) and positive rights (the rights ascribed to us, say, by government fiat).

And we need to be sure we have some sense of what rights are indeed ours as in the Bill of Rights. You might think you're already sure, but let us not be too hasty. Do your own surveys here: ask some of your colleagues to tell you what are the rights enumerated in the Bill of Rights. You might be surprised—and disheartened.

Once we have a good working sense of rights—no easy task!—then we can move ahead with our task analysis guided by the four questions I've listed above. What knowledge of rights should be taught? Where and when? Scope and sequence? What does the school look like in terms of rights and knowledge of rights? How do you convince the public that a focus on rights knowledge is important, especially in a time of high-stakes testing?

Conditions Necessary for Reflection

Continued from page 7

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What do teachers need to know? What should be their working knowledge, their knowledge at hand, regarding rights? What should teacher education programs do to ensure that their teacher candidates have this working knowledge? Should future teachers already have this knowledge as a condition for entering a teacher education program? How are we

to assess whether students have this knowledge? What should be going on in general education that bears on knowledge of rights? What is the obligation of arts and sciences to help provide this knowledge?

We can see the complexity of the task in looking at just this one condition. Add in all the other conditions I've outlined, plus your own, and it becomes clear that we have tasks aplenty. I hope that in the months to come you all will

Call for Reflections on Democracy to be published in our new column for future newsletters. We urge you and your colleagues to contribute to this call. Submit 750 word papers (responses/reflections) to Ann Foster at:

fosteraw@u.washington.edu

Nebraska Network for Educational Renewal Kearney faculty have co-authored an article in the *Journal of Teacher Education*, Vol.55, No. 1, January/February 2004, pp. 91-101

A BUCKET OF EELS

A TRIPARTITE APPROACH TO RENEWING A TEACHER EDUCATION PROGRAM

Karen Eifler, University of Portland, Oregon, Dennis Pottoff and Julie Dinsmore, University of Nebraska, Kearney

The authors describe the process, structure, and results of studies of a teacher preparation program's effectiveness in improving knowledge and skills related to technology, diversity, and democratic education for university and P-12-based teacher educators. The peer-designed program involved education and arts & sciences university faculty, and PK-12 faculty. The article describes a specific simultaneous renewal process and includes implications that could be useful in other NNER settings.

PLEASE JOIN US FOR THE NNER RECEPTION AT AACTE CHICAGO

Saturday, February 7, 2004

4:30-6:30

Continental Room C

Hilton Chicago

JOHN GOODLAD will join us for the NNER reception. The reception will follow the Governing Council meeting. Come by and welcome members from the new settings, meet new colleagues, and become reacquainted with friends from around the Network. Please share this invitation with colleagues from your setting.

LIGHT REFRESHMENTS WILL BE SERVED

CASH BAR

PLEASE NOTE: NNER Governing Council meeting will be held February 7, 2004, from 1:00 to 4:00 p.m. in Continental Room C.

EQUITY REPORT FOR FEEDBACK FROM SETTINGS

Please take time to read and reflect on this paper at your setting. The Governing Council will discuss the report and take action on it at the February 7, 2004, meeting. Comments may be added to the threaded discussion on the web page that Maughn Gregory established at Montclair State University. Log onto <http://chapin.montclair.edu/metadot/index.pl?iid=2536> to participate in the discussion.

INTRODUCTION and BACKGROUND

The Executive Board of the Governing Council met in December and recommended the following position statement for the NNER regarding equity and our continual quest to forward the Agenda for Education in a Democracy. As John Goodlad interacted with the Executive Board, he reviewed NNER's journey to its current iteration. In doing so, he noted the NNER's comprehensive agenda and its onion-like quality. The Agenda is, as is an onion, characterized by seemingly endless layers, with each layer revealing deeper nuances for understanding, which in turn, stimulate new activity. This clearly describes the collective NNER and the individual settings that form it as we grapple with critical equity questions.

The Executive Board proffers the following Preface to accompany the Equity Study Committee's report so that each setting can take responsibility for self-study and action toward equity in the many domains requiring attention. Additionally, the many strategies brainstormed by the Equity Study Committee will serve as a resource to the settings. A list of guiding questions and readings will be made available as well.

To encourage all settings to study the equity position paper and to share feedback, the web site established by Maughn Gregory at Montclair State University will continue to post threaded discussions. The Governing Council will make recommendations on the report at its February 7, 2004, meeting at AACTE. Each setting is asked to study this work and its implications for local and national practices in the meetings, in-services, and other NNER-related activities as we collectively peel away layers toward deeper understanding in the work before us.

PREFACE to the NNER STATEMENT on EQUITY

The Governing Council of the National Network for Educational Renewal extends its deep appreciation to the members of the Equity Study Committee for their work that has led the NNER to the adoption of this clear and strong position on equity. To make our position on equity a reality, each setting is expected to examine and grapple with institutional policies and practices in light of the NNER position. Settings will report on tripartite deliberations on equity, actions taken, and demonstrate progress toward the NNER equity position in each Annual Report. The themes in the document will be incorporated into specific sessions at upcoming annual meetings of the National Network for Educational Renewal.

NNER STATEMENT on EQUITY

The NNER embraces a vision of educational excellence for all. This vision, described in *The Agenda for Education in a Democracy*, brings to light the symbiotic relationship between educational excellence and equity. The NNER believes that educational excellence involves knowledge, practices and structures that support the full participation of all individuals in teaching and learning opportunities, and in educational decision-making and policy setting.

The NNER believes democracy requires equity in educational and other social settings. To achieve equity the NNER must work toward the elimination of discrimination against groups oppressed on the basis of traits including but not limited to age, disability, gender, language, locality, personal appearance, political ideology, race, religion, sexual orientation and socio-economic status. The NNER recognizes that inequities surface continually as democratic institutions adapt to changing circumstances, and that consequently, constant vigilance is needed to identify obstacles and barriers to educational access, opportunity and attainment. The NNER sponsors and encourages proactive, critical inquiry at all educational levels-from classroom to national policy arenas-into policies, conditions and practices that limit or promote educational access, opportunity and attainment.

The NNER believes that democracy is strengthened by diversity. Diversity is an indispensable feature of the NNER's commitment to using democratic processes to facilitate democratic ends. At a minimum, this commitment to diversity requires the inclusion of all oppressed groups on a basis of equal respect. More broadly, it includes educating ourselves about others and demonstrating a willingness to fairly consider multiple views. Such inclusion sometimes generates discomfort that is necessary for helping others change and for being open to change ourselves. Thus, the NNER supports broad representation and active engagement in forging educational and other social and political decisions.

The NNER recognizes, however, that the full diversity of human values includes racist, sexist, and other kinds of anti-democratic values incompatible with the NNER's moral commitments. The NNER's moral commitments obligate members of the Network to work against anti-democratic values, particularly in educational forums, as far as is consistent with the rights of the proponents of such values.

The NNER recognizes that there are many ways to ameliorate problems of inequity and lack of diversity consistent with this Statement on Equity and therefore expects that local responses will differ. Further, the NNER does not assume any of its member settings have fully realized the ideals of equity and diversity described in this Statement, but expects, rather, that each member setting is committed to these ideals and works toward their realization.

National Network for Educational Renewal

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

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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 21-23**

2005 — South Carolina

THE NNER

STATE

California
Colorado
Connecticut
Georgia

Hawaii
Illinois
Maine
Minnesota
Missouri

Nebraska
New Jersey

New Mexico
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
University of New Mexico-Albuquerque
The City University of New York and the New York City Public Schools*
Miami University
Wright State University
South Carolina Network for Educational Renewal*
Arlington University-School Network for Educational Renewal (AUSNER)
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

THANK YOU TO BRIGHAM YOUNG UNIVERSITY FOR HOSTING THE 2003 NNER ANNUAL MEETING IN SALT LAKE CITY. WE ALL APPRECIATE THE HARD WORK OF EVERYONE WHO HELPED TO MAKE THE CONFERENCE SUCH A SUCCESS.

2004 NNER Annual Conference Preview

Theme: "Meet us in St. Louis: 2004 and Beyond: Strengthening the Agenda for Democracy in Uncertain Times."

Conference Highlights

Thursday night panel: Journalists Look at Education

Friday noon: Major speaker—Dr. Robert Archibald, President of the Missouri Historical Society and Member of the St. Louis Public School Board

Friday night "bash": Missouri History Museum: Metro Theater Company: "Salt and Pepper". Discussion with cast afterwards plus reception and opportunity to view the World's Fair Exhibition.

Saturday noon: "A Chat with John Goodlad." Wilma Smith is one provocateur, the second provocateur is still to be named.

Please note: Governing Council and Tripartite Council will meet on October 20.

Look for The Call for Proposals at the end of January 2004 to be posted on the NNER web page.