

NNER NEWS

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In Memorium—Tribute to Ken Sirotnik

“Nature’s first green is gold, Her hardest hue to hold,” wrote Robert Frost. These words come to mind when one sees signs of early spring, of fresh young plants pushing up toward the sunlight. Frost’s words and the young plants are poignant reminders of life’s seeming paradoxes, and in particular, Kenneth Sirotnik’s untimely death. Untimely because he was too young. Untimely because his leaving so closely preceded spring, spring which is the most fundamental manifestation of renewal. Untimely because none of us was prepared to lose his presence as a colleague, a leader, a friend, a family member.

Ken devoted many years to inquiring into the circumstances of schooling and teacher education, and to teaching others how to inquire--collectively, critically, continually. The purpose of this inquiry was to renew

schooling so that all students



In memory of Ken Sirotnik (1942 - 2004) You will be missed.

could benefit from equitable, excellent educational experiences. Ken was fierce in his commitment to equity and excellence for all young people as an essential expression of democ-

racy. He never wavered from this commitment, as many of us can attest.

Ken figured prominently in the landmark *Study of Schooling*, as he did in the creation of the Center for Educational Renewal and the National Network for Educational Renewal, the *Study of the Education of Educators*, and the overarching *Agenda for Education in a Democracy*. He wrote and published prodigiously and substantively.

A wonderfully multifaceted person, Ken could be gentle, fierce, kind, full of good will and good humor, and very, very persistent. He was, as a person, pure gold. And Frost reminds us, “So dawn goes down to day. Nothing gold can stay.” But Ken taught us well, and his legacy will continue influencing educators through many, many more springs.

NNER Governing Council Meeting in Chicago

The NNER governing council met at AACTE in Chicago on February 7, 2004. Carol Wilson, council chair, convened with a moment of silence in honor of Ken Sirotnik, allowing the members to reflect on Ken’s many and substantive contributions to our work, and to the progress made over the years toward advancing and deepening the work of the Agenda.

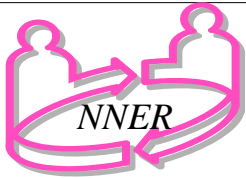
The governing council adopted the Equity Report as policy and this document, along with the mis-



Governing Council members discuss long range strategies at AACTE.

sion, will be the framework for new NNER membership applica-

tions. Additionally, the current settings will include their progress



MONTCLAIR STATE UNIVERSITY CASE METHOD WORKSHOP

As part of a Geraldine R. Dodge Foundation grant that provided resources to produce and use case studies for teaching about policy, the Montclair State University and NJNER held a case method workshop where 24 leadership associates representing rich tripartite participation worked with Kay Merseth. She does extensive writing and work on Case Method in her work at the Harvard School of Education. The intense two-day workshop included dual learning; case method pedagogy and writing cases for use in the participants' teaching areas. The participants were engaged in lively conversation as they processed techniques to authentically engage students in Case Method teaching, practiced teaching a case to the group. On day two, Cindy Onore led the session where each participant wrote a case. The session was planned and facilitated by Cindy Onore, Tina Jacobowitz, and Ada Beth Cutler.

In addition to the case method workshop, the setting held an informal luncheon where Ann Foster met with NJNER and Montclair State University personnel. There was also a meeting with the Center of Pedagogy leadership team, facilitated by Jennifer Robinson, interim director of the Center. The NJNER co-directors, Barbara M'Gonigle and Jaime Gringerg also met with Ann and Cindy Onore and Jaime Gringerg invited her to participate in their classes. Students in Cindy's class, student teachers from the Urban Teachers Academy, presented inquiry projects on



Montclair State University and NJNER members at luncheon with NNER executive director.

a wide range of urban school issues. Their work on the Agenda for Education in a Democracy was evident in the discussions on stewardship, access to knowledge, and reflections on themselves as teachers.



Leadership Associates Program South Carolina Network for Educational Renewal

At the beginning of the 2002-2003 academic year, the SCNER executive board decided to design a Spring 2003 leadership program aimed at achieving two objectives: (1) expanding understanding of the NNER Agenda throughout the P-16 faculty in the five charter members of the SCNER (Benedict College, Columbia College, Furman University, the University of South Carolina, and Winthrop University) and (2) introducing P-16 faculty in the two institutions (Clemson University and Lander

University) which had applied for SCNER membership to the NNER Agenda as part of their institutions' admission process. Acting on the executive board's request, Bruce Field (USC's College of Education), Paul Chaplin (Hood Street Elementary School), and George Johnson (USC's Department of Mathematics) collaborated to design and facilitate the program. This tripartite team scheduled the training to be completed in two two-day sessions, February 7-8 and April 4-5, and chose Ocean

Creek Resort in Myrtle Beach as a comfortable venue allowing for both intellectual stimulation and personal comfort.

Each of the seven institutions was asked to send, at a minimum, a tripartite team representing College of Education, College of Arts and Science, and P-12 faculty. All seven institutions met or exceeded this minimum request, and in the end thirty-six individuals participated in the training.

In the months following the 2003 training, Dr. Field shared news of the

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PROGRAM COMMITTEE FROM ST. LOUIS

MEET US IN ST. LOUIS!

2004 and Beyond

Strengthening the Agenda for Democracy in Uncertain Times

Planning is progressing rapidly for the October, 2004, NNER annual meeting which will be held in St. Louis, Missouri. Hosted by the Metropolitan St. Louis Consortium for Educational Renewal (Harris-Stowe State College, Maryville University and the school districts of St. Louis, Webster Groves and Parkway), the meeting will be held at the Millennium Hotel in downtown St. Louis directly across the street from the "Old Courthouse," scene of the Dred Scott Case, the St. Louis Arch and the Museum of Westward Expansion. The conference is further enhanced by sponsorship by Illinois State University and the Missouri University Partnership for Educational Renewal who will host a Thursday night reception at the hotel.

Membership on the planning committee is representative of all partners in the Consortium and includes: Kathie Rasch (education) and Linda Piktelka (history), Maryville University; Emelda Harris (education) and Nancy Popkin (english), Harris Stowe State College; Jan Mourning, Parkway School District; Barbara Sarich, Alice

Terrell, Karen Franz-Cohen, and Ann Russek, St. Louis Public Schools; Colleen Fell, Webster Groves School District; and, Mitzi Fischer, Parkway School District, representing the MU partnership. The committee is staffed by Mary Ellen Finch, executive director of the Consortium and Gina Shelley, conference coordinator.

On-site registration to receive conference programs and name badges will begin Wednesday evening from 5:00 p.m.—8:00 p.m. to accommodate members of the tripartite council and associate programs who will meet on Thursday, October 21. Registration will continue on Thursday (1:00 p.m.—7:p.m.), Friday (7:30 a.m.— 4:30 p.m.), and Saturday (7:30 a.m.— 10:00 a.m.). The conference will "officially" begin Thursday evening at 7:30 p.m. in the Meremac Ballroom with a panel of journalists "Looking at Education" followed by a reception in the Palm Court hosted by the MU Partnership and Illinois State. Friday is dedicated to sessions in the morning and afternoon with the Friday lunch featuring Dr. Robert Archibald, president of the

Missouri Historical Society and a member of the St. Louis school board. Friday night will be at the Missouri History Museum and feature a play, "Salt and Pepper" by Metro Theater Company, viewing of the 1904 Worlds Fair Exhibit, St. Louis jazz, and wonderful food. Sessions will continue on Saturday morning with the lunch-time featuring John Goodlad "provoked" by Dr. Wilma Smith, former senior associate of the Institute for Educational Inquiry, and Dr. Brenda Smith, English professor from Medgar Evers College in New York City as provocateurs par excellence. The conference will adjourn Saturday afternoon at 2:00 p.m.

The most recent books by John I. Goodlad and others will be for sale at the conference. Dr. Goodlad and others have agreed to do "signing." Stay tuned.

October is St. Louis' best month of the year. We hope many of you will stay over until Sunday and visit the arch, the Old Courthouse, the Botanical Garden, the Art Museum and our wonderful restaurants.

PROPOSAL DEADLINE: MAY 14, 2004 ↔ REGISTRATION DEADLINE: SEPTEMBER 10, 2004
FOR FURTHER INFORMATION: NNERcon04@maryville.edu or 314-529-9469

Leadership Associates Program
South Carolina Network for Educational Renewal
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program with the USC Professional Development School Network and, along with two program participants (Christy Friend from USC's Department of English and Jim Shirley, principal at Irmo Elementary School), had a proposal accepted for presentation at the 2004 annual meeting of the American Association of Colleges for Teacher Education. That

presentation, titled "A Mission, Not a Mandate: Promoting Democratic Education Across the P-16 Continuum," introduced conference participants to the results of our four-day dialogue as part of the AACTE's Strand Four — Leading the Way: Incorporating Ethics and the Moral Dimension.

The leadership associates program

described and the membership application process developed by SCNER were approved by the NNER executive board for adding new SCNER institutions into the NNER.

JOHN GOODLAD VISITS TWO NEW SETTINGS

Under the leadership of Dean Viola Florez, the University of New Mexico organized a reception and site orientation to recognize its membership in the National Network for Educational Renewal. John Goodlad was the key note speaker for the opening session where university, school district, and community partners came together to learn more about the Agenda for Education in a Democracy. Following this, a one-day orientation for over 50 school/university partners was held. Leslie Wilson from Montclair State University, Cori Mantle-Bromley from the Institute for Educational Inquiry, and Ann Foster, executive director of the NNER co-facilitated the session. Members of the partnership leaders presented program updates on the University of New Mexico/Albuquerque School District and the Santa Fe Network for Educa-

tional Renewal work that included a video on the partnership work.

The University of Texas at Arlington (UTA), College of Education, is one of the newest members of the National Network for Educational Renewal (NNER). In celebration of this honor, the college hosted the 1st Annual Professional Development Schools Symposium on the evening of March 30, 2004. Events began with a reception sponsored and hosted by the University of Texas at Arlington president James Spaniolo. John Goodlad spoke at this milestone event. A panel of educational and professional leaders, including area superintendents, state leaders and Carol Wilson, chair of the NNER governing council, assembled to discuss Goodlad's address. Immediately following, a book signing for John Goodlad's most recent book *Education for Every-*

one: Agenda for Education in a Democracy, and a recognition reception highlighting the UTA College of Education PDS partners took place. More than 500 attendees included K-16 educators and administrators, business and foundation partners, and legislators from throughout the state.

The following morning, Dr. Karen Wingsvick met with the AUSNER school district members for a presentation and discussion about collaborations. Principals, site coordinators, mentor teachers, directors, liaisons, program directors, and administrators attended a presentation entitled "Building and Maintaining Collaborations." During a working lunch partner leaders engaged in ongoing discussion with Dr. Wingsvick.



Welcome Jameson Patrick McMannon♥

Born March 14, 2004

6 lbs 14 ozs

20 inches long

Congratulations to his proud parents,
Paula and Tim McMannon

NNER Governing Council

Continued from page 1

toward equity issues in the annual report.

The tripartite council's work from the NNER annual meeting last October was discussed as the foundation for setting direction for the Network. The governing council members worked in small groups to determine the strategies that will best serve the Network over time. Three strategies determined most robust for our work follow:

1. Form a coalition that will identify and promote common goals for educational renewal through research, political activism, and publicity.

2. Educate community groups to support excellent public education for all, and for democratic purposes.

3. Develop a cohesive, coherent, longitudinal research agenda focused on student learning and providing evidence for decisions that lead to continuous improvement for learners...

The expanded membership, now including additional arts and science, and public school representatives, has resulted in a wider range of perspectives regarding our collective work. A key area of discussion on the annual meeting was the in-

volvement of arts and science and public school participants. John Anderson, Linda Pacini-Pitelka, and Paul Chaplin are working on surveys and other ways to learn how best to promote the tripartite engagement in the work and conversations on a national level.

The next governing council meeting will be in St. Louis at the 2005 annual meeting. The tripartite council will also meet at the annual meeting, for an all day session on Thursday, October 20, 2005.

CONDITIONS NECESSARY FOR DEMOCRACY: A CALL FOR REFLECTION

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, offered an overview of years of writing on democracy with a call for reflections from the settings (NNER News, date of issue January 16, 2004). 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.

What is Democracy?

By John Anderson

Professor of Political Science
University of Nebraska at Kearney

What is democracy? In many circles, especially among folks associated with the national network, this perplexing question continually arises? We might wonder why the question arises so often. Rather than address that question, in this essay I simply reflect on a few useful democratic concepts that can deepen our conversations.

Let me begin with a caveat. Much of the difficulty with defining democracy derives from suggestions that the ideal of democracy exists and someone can explain it clearly—that some metaphysical answer is available. Definitions designed to delineate an abstract notion seldom fit the world, especially the complex world of a vibrant democracy. Beginning a conversation based upon an assumption that a perfect definition exists places an obstacle to thinking that stymies progress. The inevitable result of stymied thinking is a conversation that must find a path around the source of troubled thinking. In Roger Soder's recent newsletter article, we saw how the perplexity about defining democracy led to indirect answers. Rather than taking the question on directly, scholars attempt to sketch characteristics, or outcomes or preconditions, because democracy itself is such a difficult concept to define. Even one of the foremost democratic theorists, Robert Dahl, bemoans the fact that a "tidy set of ideas" about democracy cannot be found. Still, an indirect ap-

proach to defining democracy is valuable because it at least provides useful concepts to consider and use in our conversations. With that in mind, I will recount a few ideas from ancient and modern notions about democracy—hoping a few useful thoughts will arise in the mind of each reader.

To begin, let's examine the roots of the word democracy in Aristotle's political thought. As I understand it, democracy signified rule (*kratein* in Greek) by the masses (*demos*). The word, *demos*, was not at all positive because it indicated the masses in their worst form, according to Aristotle. You might even say that democracy denoted an approach to governing that would be better translated as "mobocracy." A mob, or *demos*, is simply selfish and members of it are interested in obtaining their own base needs. Through Aristotle's theoretical lens, governments are problematic when people rule with their self-interest in mind because that form of government cannot seek more than mere life. On the other hand, Aristotle believed that a majority could rule with the "public interest" in mind and be a positive form of government, which he called a *politeia* (polity) or civic body. We might call the positive form of government a moral democracy where people seek the good life for all. In sum, a moral democracy, using words as we do today, would have to be concerned with the "public interest" and its citizens

should be aware that simple self-interestedness presents a problematic.

Morality in a democracy is more than a matter of caring for each other, because just caring would make democratic governance far too easy. Finding democracy easy to do necessarily indicates that people have ignored the plurality of differences and interests among them; or, that they can easily govern by providing care for people who are like them. The central fact of any democracy is that the plural natures of human beings necessitate difficulties with governing. As most teachers know, having classroom rules to enforce sounds great but the application of rules with real persons is not so easy.

Democracy when we attempt to practice it as a way to rule ourselves and each other also works toward our development. Additionally, morality has to do with the development of the community and all the individuals who compose it. For example, consider Alexis de Tocqueville's view of jury service in America (around 1830). De Tocqueville argued that juries served a democratic purpose because service on a jury tended to make citizens understand and carefully consider how to apply the law in all its complexities. Jury members had to come to grips with the fate of their fellow citizen in terms of the evidence and the law, which is often a sobering experience. Understanding the usefulness of democratic engagement in

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Book Reviews

Warming Up the Chill: teaching against the structures, Laurie Milford, Jane Nelson, and Audrey Kleinsasser (eds.)

Warming Up the Chill, published by the University of Wyoming, provides examples of teachers applying the principles embedded in the *Agenda for Education in a Democracy*. As John Goodlad says, the NNER settings are the “proofing sites” for the *Agenda*. The teachers profiled in this book understand that access to knowledge for all students starts with the belief that all students deserve quality learning experiences and is actualized by passion and conviction. *Warming Up the Chill*, a collection of cases, profiles six educators from the University of Wyoming whose work supports students as learners by requiring them to be full participants in their learning and providing the environment to make this possible.

The title of the book challenges edu-

cators to transcend the chilly climates for teaching and learning created by institutional and instructional barriers. The project was initially funded by the University of Wyoming President’s Advisory Council on Minorities’ and Women’s Affairs.

Nominated by students, the teachers profiled in the book, recount their educational journeys, reflect on their teaching practices, and provide insights into their beliefs about students, content, and life. Their fields are diverse; engineering, adult learning and technology, counselor education, minority student recruitment, art, modern and classical languages but central to all their stories are the student teacher relationship and specific examples of how they nurture that relationship.

The book is accompanied by a CD-ROM that provides more information about the project, the nominations, recommended resources, and contact information.

Educational Perspectives

Dean Randy Hitz and his colleagues at the University of Hawaii have produced a superb issue of the College of Education’s magazine, *Educational Perspectives*. The several articles on teacher education written by representatives of selected universities in the United States have major implications for both policy and practice. Randy’s opening piece provides in few words some of the major developments in the field over the past twenty years, much of it refuting critics’ charges of little change. Dean Judith Hughes’s concluding article should be widely read by administrators and professors in the arts and sciences. She cites the challenges and the obstacles of tripartite participation in the teacher education enterprise. I am not aware of any other pub-

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moral development probably requires another example. Charlie Rangel, a U.S. Representative from New York, has argued we need to re-institute the military draft so we, as citizens of a democracy, will have to wrangle more intensely over waging war—knowing more directly the effects of war on our sons and daughters and friends and selves. Rangel reasoned that when citizens have to judge actions that carry serious consequences for people they know, they become painfully aware of the costs of governmental actions.

Too often, we think about democracy in the political realm and forget about how we also govern ourselves in other parts of the community. We may engage in decisions about making war but we also have opportunities to rule ourselves in social settings. Should I help my neighbor by watching her house while she is on vacation? Should I make room for that driver

in front who wants to change lanes? Should I finish grading those papers tonight so I can keep my promise to students in my course? In fact, a liberal democracy (a rights based form of government that protects citizens from governmental actions) promises that I will have room to govern my own life in both the social and political realms. Or we might say room to govern behavior in both the private and public worlds.

Another invaluable addition to democracy flows from our social relationships. If we have developed politically and socially, we should consider how our abilities to interact collaboratively have been the most important element of that development. Social interactions typified by trust form the bases for democracies. For example, when we drive our cars we normally follow the rules of the road. The laws of the state dictate that we use turn

signals, obey speed limits, come to a complete stop at a stoplight, or sign, and keep a safe distance between cars when driving. Still, I find myself following those rules even when there is no one around or when no one is there to catch me breaking the rules. I follow the rules of the road and others can trust that I will. In fact, most of us follow norms of behavior regardless of the situation. The next time you are in an airport, watch how people generally move to the right and pass slower walkers on the left. We understand this norm about walking and the result is that other persons can behave in a trusting manner because of remarkably reliable patterns; and, the trust makes our lives easier. Even economists recognize that trust helps avoid costs they call “externalities.” Trust is a hallmark of democracy.

In springtime, we normally try to make our homes tidy, but I want to encourage

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Professional Development Opportunity for K-12 Teachers

Epidemiologists are called disease detectives. They try to discover what is causing a disease by looking at clues like who is getting the disease, when is the disease occurring, and where is the disease occurring. Based on these clues, epidemiologists generate hypotheses, test hypotheses, hopefully discover the cause of the disease, and identify ways to prevent others from getting the disease.

If you think your students would enjoy learning to be disease detectives, you will want to learn about Detectives in the Classroom, a Science as Inquiry-friendly curriculum for teachers to get

their students to “uncover” the answers to five essential epidemiological questions that epidemiologists try to answer in their work:

1. Why are some people getting sick while others are remaining healthy?
2. Is there an association between the hypothesized cause and the disease?
3. Is the association causal?
4. What should individuals and society do when preventable causes of disease are found?
5. Did the disease prevention strategy

work?

For more information about Detectives in the Classroom Professional Development Workshops that can be arranged at your setting free of cost, please contact:

Mark Kaelin, EdD, Associate Professor, Health Professions Program, College of Education and Human Services, Montclair State University, 973-655-7123, kaelinm@mail.montclair.edu.

AROUND THE NNER

“A Good Place to Learn” video — Miami University, Ohio, Bernard Badiali started it _____ ?? For further information contact: Bernard Badiali,.....

Dr. Deb Carr, Associate Dean at MU-Columbia, has been selected as one of

two co-executive directors of the MUPER. Dr. Carr will be leading the setting’s day-to-day activities and a new position is posted for the co-executive director who will work with the evaluation of partnership activities at MUPER and keep in close contact with the partner districts.

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each person to forget their spring-cleaning. Go for a walk outside and enjoy the untidiness of the world. Enjoy the chatter of birds, the smell of flowers and the newly emerging riot of colors because it will put you in a better frame of mind for thinking about democracy. If you desire some order, you can consider a few ideas on your walk. One, democracy works well when people gov-

ern themselves in reliable, trustworthy ways (this is where social capital enters the conversation). Two, in democracies governing ourselves and each other is never simple because of the plurality of differences among people. Three, seeking the public interest helps us develop a morality based upon concern for others. Of course, there is a four; education is necessary because we do not easily learn

how to govern ourselves and others in a manner that enables democratic governing.

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

<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 University
Hawaii	University of Hawaii and Hawaii Institute for Educational Partnerships
Illinois	Illinois State University (Normal)
Maine	University of Southern Maine and Southern Maine Partnership
Minnesota	St. Cloud University and the 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 Mexico	University of New Mexico-Albuquerque
New York	The City University of New York and the New York City Public Schools*
Ohio	Miami University Wright State University
South Carolina	South Carolina Network for Educational Renewal*
Texas	Arlington University-School Network for Educational Renewal (AUSNER) University of El Paso
Utah	Brigham Young University and BYU-Public School Partnership
Washington	University of Washington
West Virginia	West Virginia University Benedum Collaborative
Wyoming	Wyoming School-University Partnership

*multiple IHE site settings

The 2003-2004 NNER Directory can be found on the website for the Institute of Educational Inquiry at:
<http://depts.washington.edu/cedren/NNER%20Directory.htm>
(please send any updates/changes to Charolette Allen at cmwallen@u.washington.edu)

Also, see a .pdf version of this newsletter (and previous newsletters) for downloading at:
<http://depts.washington.edu/cedren/newsletter.htm>

NOTE: VIDEO AND TIMELINES STILL AVAILABLE

FOR DETAILS TO ORDER PLEASE CONTACT: CHAROLETTE ALLEN (cmwallen@u.washington.edu)