

NNER NEWS

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Inside this issue:

2004 and Beyond: Strengthening the Agenda for Education in Uncertain Times—Ann Foster 1

Tripartite Group Holds Its Second Annual Meeting—Ann Foster 2

CALL FOR PROPOSALS The McGraw-Hill Teacher Education Series—Allison McNamara 3

Education and the Media: Are We Serving The Public Good? Identifying Problems and Taking Action—Dick Clark 4

Hybrid Educators: Boundary Spanners from Throughout the NNER Meet in Seattle—Dick Clark 5

2004 Annual Conference Governing Council Notes—Ann Foster 5

Forum for Educational Leadership in a Democratic Society—Dick Clark 6

AROUND THE NNER Including an introduction to the NNER's newest member—Brandon, Manitoba, Canada 7, 8 & 9

2004 and Beyond Strengthening the Agenda for Education in Uncertain Times

The 2004 NNER annual conference, held in St. Louis, Missouri, on October 21-23, 2004, brought together colleagues from around the U.S.A. and Canada to learn from and with each other. Over 310 attendees participated in over 60 sessions in four stands: Ensuring Equity and Excellence for All Students; Educating the Young for Citizenship in a Social and Political Democracy; Providing Nurturing Pedagogy for All; and, Ensuring the Future of Our Nation's Schools.

A panel of journalists opened



Teachers (back row) Larry Versey, Mary Weber, and Alice Terrell with students (front row—Rodger Hausmann, Latrrese Washington, and Alicia Smith) from Roosevelt High School.

the conference with the audience in a provocative interactive session that set the tone for rich and candid conversations from differing points of view. Educators and journalists discussed how and what education news is covered in print, radio, and televised media.

Carol Wilson, chair of the NNER governing council presented the keynote address, "The NNER in Uncertain Times Looking Back and Moving Ahead." Carol reinforced the need to work together in thoughtful and purposeful ways, reminding us that complex issues



Mary Ellen Finch and Gina Shelley, conference leaders.

of collaboration can be addressed only by including the voices who have an investment in the decision. In addition, she reminded us that the community, often a missing voice in our work, is an integral partner to advance the Agenda for Education in a Democracy. *The text of the AED is on the NNER web at: <http://depts.washington.edu/cedren/NNER.htm>.*

Other featured speakers included Brenda Greene, executive director of the Center for Black Literature at Medgar Evers College, and Wilma Smith and Roger Soder, senior associates for the Institute for Educational Inquiry, who proffered their perspectives on leadership, renewal, equity, and the work of the NNER in these uncertain political times.

John Goodlad greeted the conference attendees via technology. In a videotaped interview with Ann Foster, he articulated the importance of local NNER setting work and the interconnections among the settings as a defining characteristic of a network. He reminded the audience that a network builds its strength through its collaborative work, support for one an-

other, and attention to the Agenda upon which the Network is founded.

An evening reception was sponsored by the University of Missouri-Columbia Partnership and Illinois State University Partnership. This collaborative effort illustrated one of John Goodlad's points regarding collaboration. The support from two neighboring NNER settings allowed a reception on the opening night where people could meet old friends and new colleagues were welcomed to the conference.

The NNER offers sincere thanks to the conference planning committee members and acknowledges the tireless efforts and behind the scenes



The students in Karen Franz Cohen's second grade class at Wilkinson Early Childhood Center—St. Louis Public Schools.

work required for such a well-organized and successful conference. Committee members include Colleen Fell, Mitzie Fischer, Ann Foster, Karen Franz-Cohen, Carol Hall-Whittier, Emelda Harris, Jan Mourning, Nancy Williams, Linda Pitelka, Nancy Popkin, Kathe Rasch, Ann Russek, Barbara Sarich, and Alice Terrell.

TRIPARTITE GROUP HOLDS ITS SECOND ANNUAL MEETING

Fifty-nine tripartite representatives from the NNER settings met on Thursday, October 20 prior to the beginning of the 2004 NNER annual conference in St. Louis. This council recommends policy to the governing council, thereby setting direction for the NNER. It serves as a springboard for new shared initiatives (programs) and develops the annual NNER conference program. It makes recommendations for professional development for new members and new leaders in the settings (to bring new people into the work), as well as developing and coordinating a process for reviewing existing settings. Most importantly, the tripartite council acts as the NNER conscience to ensure the Agenda permeates its work.

Collaboration—At the meeting, seven teams of nine, each representing three settings, reviewed the settings' annual reports for progress toward the strategic priorities recommended last year by the tripartite council and adopted by the governing council. Progress was noted on collaboration with like-minded organizations including local and national level examples. The current work with the First Amendment Center and the summer symposium co-sponsored by Kappa Delta Pi and the IEI serve as two national examples. At the local level, Developing Networks of Responsibility to Educate America's Youths was seen as a major collaborative link with communities, and several settings indicated they had grants that promoted collaborative work including FIPSE and Twenty-First Century grants, and many indicated that they were collaborating to promote the other NNER priorities of informing policy and promoting a research agenda. Challenges include time, ensuring the AED literature is guiding our work, keeping the key players involved, turnover, and sustaining the collaboration relationships.

Policy—Setting representatives identified work with school boards, unions, parents, community, local legislators, developing a series of editorials, and using research results to inform policy as

examples of progress toward this priority. Challenges included that the AED is not reflected in state and national commissions' work and philosophy, the need to identify specific strategies to do this work, changes in national leadership in other organizations, and the political climate.

Research—Areas identified as promoting the research agenda included the Teachers for a New Era work, the Teacher Policy Institute, the Middle Level Math Initiative, studies that are being conducted on p-12 student achievement, a strong effort to disseminate research, and the research conducted through the Center for Educational Renewal. Challenges included difficulty getting research dollars, developing and using ongoing inquiry and research based practices, and coordinating research efforts across settings and linking them to the AED.

Equity—Progress was noted in pipeline work to increase diversity in teacher preparation programs, beginning to operationalize the equity statement, deeper understanding of how to engage underrepresented voices in the work, structural changes—ELS endorsement, recruiting practices to encourage diversity, scholarships, gay/lesbian student leaders, cohorts, symposia, sessions at the annual conference to address inclusion of gay and lesbian issues, diversity sessions at

the conference, improving access for those with physical disabilities, and the Developing Networks' processes. Identified challenges indicate that there is a lot of work to be done in this area. They include educational policies, the political climate, recognizing that "others" may be invited to the table, the tale is still "ours," creating real opportunities for all to have hope of realizing dreams, moving forward from discussion to action, the recognition that there are many disenfranchised and underrepresented students who are being underserved, and isolated rather than collaborative initiatives.



ARTS AND SCIENCES— from top left— Bob Hoffert, John Rosenberg, Stephanie Kenney, Janet Constantinides, John Anderson, Leslie Wilson during the Tripartite Meeting at the 2004 NNER Annual Conference in St. Louis, Missouri.

The dialogue resulting from the annual report sharing provided the tripartite representatives information that, in some cases, resulted in additions or changes to their reports. The collective findings will provide direction for the governing council for decisions regarding areas on which the NNER needs to focus time and resources.

Ann Foster

The McGraw-Hill Teacher Education Series

CALL FOR PROPOSALS

McGraw-Hill, in partnership with Nicholas Michelli, University Dean for Teacher Education at the City University of New York, has undertaken an exciting project to develop new materials for teacher education programs nationwide. *The McGraw-Hill Teacher Education Series* is being designed as a set of texts for core courses in teacher education that reflect a consistent view of the purposes of education in a democratic society. They will integrate state standards with the qualities of excellence in character and preparation that have been defined by visionary scholars such as John Goodlad and Linda Darling-Hammond. These teaching materials will be aligned with acknowledged standards of quality that can be used at both the program level and in individual courses.

To lay the foundation for this new series, and to support the largest possible audience of future teachers, we are seeking proposals for projects in the teaching of reading, literature, math, science, and social studies; Introduction to Education; and Educational Psychology. Candidates who wish to undertake compelling projects in other course areas are also welcome to present their proposals.

Grounding and core beliefs: The grounding for the series comes from the work of many scholars in the field. It reflects the work undertaken by more than 40 college and university partnerships within the National Network for Educational Renewal founded by John Goodlad, the National Commission on Teaching and America's Future, and other like-minded groups.

The core beliefs that permeate the series, and the implications of each, are:

1. Excellent teacher education programs arise when faculty in departments of Education, in the Arts and Sciences, and in public schools are partners in the preparation of new teachers: Education

faculty in helping students understand the context of public education, equipping students to understand child development, appropriate pedagogy, and measurement in instruction; Arts and Science faculty in providing the content knowledge teachers need; public school faculty in providing the field experience and induction into the profession.

- ◆ Authorship of each text is carefully crafted to represent faculty members in each of these three key areas.
2. All students must have access to knowledge within the disciplines they study and the ability to think critically within the discipline.
 - ◆ Each text will recap the core ideas from the discipline represented.
 - ◆ Critical thinking—understood as making good judgments using criteria relevant to the discipline—will be explicit.
 - ◆ Means of promoting critical thinking and problem solving relevant to the discipline will be clear.
 - ◆ Content will be aligned not only with state and national standards, but also with the expectations of national accrediting agencies.
 3. Students must learn how to be active, critical participants in a democracy.
 - ◆ Each text will emphasize the following qualities necessary for democratic participation:

Learning how to participate in discussion; learning how to listen to others; learning to think critically about important issues; learning to argue well for one's position and use evidence in support of it; learning to collaborate and compromise.

While these abilities will be developed in the context of the disci-

pline, their relationship to broader democratic practice will be made explicit.

4. Future teachers must understand that there are alternative views of education and be prepared to find other views in the schools in which they will work. They must learn to navigate between expectations they encounter and to be stewards of best practice.
 - ◆ Students must learn which questions to ask in schools in which they might be employed.
 - ◆ Students must learn to argue for their beliefs and to do so with evidence.
 - ◆ Students must learn how to assess the various curricula they are likely to find in schools and to consider how they can teach for democratic practice and critical thinking within those curricula.
5. Future teachers must learn pedagogy relevant to the discipline that leads to inquiry and culturally responsive teaching.
 - ◆ In the particular discipline they are to teach, which techniques foster inquiry? In science, for example, how can laboratories become places for discovery rather than demonstration?
 - ◆ What abilities must students have prior to engaging in inquiry, and how can they be developed within the discipline?

For further information, and detailed proposal guidelines, please respond by January 15, 2005, to:

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EDUCATION AND THE MEDIA: ARE WE SERVING THE PUBLIC GOOD?

IDENTIFYING PROBLEMS AND TAKING ACTION

In December educators and journalists began a three-step process co-sponsored by the Institute for Educational Inquiry and the First Amendment Center. The first two steps were taken on the West Coast at the Institute for Educational Inquiry in Seattle, Washington on December 5-6, 2004. They will be repeated on the East Coast at the First Amendment Center, Freedom Forum, in Arlington, Virginia, on April 24-25, 2005. (For a detailed report on the December conversation check the IEI web page.)

Participants in the West Coast discussion included eight leaders from the media and eight educators. Included in the group were the presidents-elect of the National School Public Relations Association (NSPRA), and the Associated Press Managing Editors (APME) as well as a past president of the Education Writers Association (EWA), the chairperson of the governing council of the National Network for Educational Renewal, two school superintendents, three individuals who have been editors of various sized newspapers, two broadcast news directors, the president of a major market television station who is a former president of PBS, two former university deans, an academic vice chancellor, and two key staff members of national organizations. Participants had taught journalism at the college level, served on local school boards, been (or are) reporters, been principals and teachers in schools, and served as public relations specialists for school systems.

Participants began their conversation by sharing recent articles and broadcast stories they believe represent examples of providing the public with the kinds of information needed concerning education. After developing a list of what information should be shared with the public, the journalists turned to a discussion of barriers encountered when informing the public through the media. Many spoke about the complexity of the topics as a major source of problems for reporters and educators.

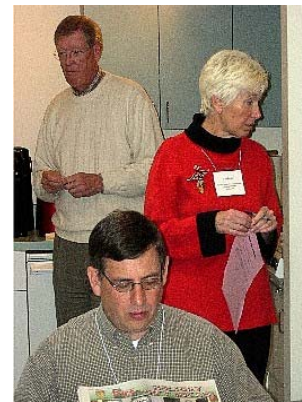
One discussion of these barriers that generated interest grew out of the assertion that journalists and educators should better understand competing values and the public's responses to these values. Such competing values and responses make up the "master narratives" that often are not well explained regarding education. Explaining such master narratives would bring competing forces to life such as:

- ◆ The public responsibility of common schools to build good citizens—those who exhibit tolerance, fairness, and other democratic values. There is a tension between this view and the private aims of schools (often charter, Christian, or home schools but to some extent any school) where the desire is to build students who reflect the language, religion, and other values of the group operating the school.
- ◆ The public good sought by schools to prepare all students to be successful participants in a competitive economic environment and to achieve high standards. Juxtaposed with this value is the private return on education desired by parents who want their child to get ahead, their child to obtain the highest credentials, and their community to be the most successful.
- ◆ The public interest in ensuring the safety and well being of all students and of creating a nurturing environment for them is often in tension with the private desire of parents to live their own lives without being bothered—to take vacations and otherwise live their lives according to their own schedules.
- ◆ The global interests and forces that increasingly affect everyone are in competition with local interests and cultures.
- ◆ The interests of diverse groups within a nation versus the interests in creating a common culture for the nation state.

Such master narratives play out

over long periods of time and failure to understand them impairs the ability of both educators and journalists to interpret current events and issues. A number of other barriers or challenges face the media and educators as they strive to create a public that is well-informed regarding education and these are detailed in the full report.

At the conclusion of the meeting on December 6, participants identified actions that would help overcome the barriers to achieving a well-informed public. The participants recognized that in terms of primary missions, that even though both professions are responsible for there being an informed citizenry, the media educates the public, while schools educate youth. Actions included steps that could be taken both locally and



Bruce Christensen, president of KSL Television (and past president of PBS), Ann Foster, executive director of the NNER, and Bill Graves, general assignment and special reports editor of *The Oregonian*, working in one of the December sessions at the IEI.

tionally.

The results of this session and the second session in Washington D.C. will be used to prepare written materials that should prove helpful to journalists and educators. They will also be shared with superintendents and other school district leaders who participate in the Forum for Educational Leaders in a Democratic Society this June in Bend, Oregon. (See page 6 of this issue for information.)

Dick Clark

HYBRID EDUCATORS: BOUNDARY SPANNERS FROM THROUGHOUT THE NNER MEET IN SEATTLE

By Dick Clark



The IEI received funding from the Carnegie Corporation to bring a group of NNER setting representatives together to explore the work of bridging the university and school cultures. While many people refer to those roles as boundary spanners, John Goodlad described his early work at Emory University in *Romances with Schools* (p. 217), in this way, “I do not think I was aware then of the complexities inherent in this joining. School-university partnerships are today virtually a cliché of educational policy, but practice falls far short of rhetorical promise, largely because this complexity is so underestimated. Nonetheless, I was giving a lot of thought to my hybrid professional existence and the functioning in these differing cultures that accompanied it.”

While the NNER has been working across university arts and science, college of education, and public school cultures for twenty years, there remains a lot to learn about the work. In fact, we recognize that even as we study the work, it changes as leadership transitions, settings grow and change, new settings join the NNER, and the external surround changes. The hybrid educator inquiry group wrestled with these realities in a two-day session in Seattle on November 4-6, 2004. They discussed the core nature of the work as they have experienced it in their various roles, examined the factors—we called them sand traps—that make this work difficult, and shared ways that they have dealt with these obstacles.

The group identified two differ-

ent but complementary roles as essential to advancing the work; the hybrid administrator and the hybrid educator. The hybrid administrator was described as the vision keeper and chief worrier for this work, responsible for navigating the political and structural landscapes of university and school cultures ensuring that meaningful connections are made. These people deal with tenure and promotion issues, salary and teacher union policies (as examples). And as the vision keepers, they promote the deeper purposes of the partner work—the simultaneous improvement of schooling for our current students and the preparation of future teachers—in many arenas.

The group concluded that the hybrid administrator role is necessary to support the hybrid educators, those who work directly with teacher preparation and schools. The hybrid educators work within and between the cultures of school practice and university academics on a regular basis, often spending much time in schools. Responsibilities and requirements for those who do this complex work include knowledge of the cultures, flexibility, and openness to ambiguous situations, and the ability to promote change. As one participant noted, “the person must work as a facilitator who is comfortable in different cultures keeping everyone connected in common and focused work.”

The group noted that while both university and school district cultures are bureaucracies, the daily culture of schools is one of routine while that of universities is more attuned to individual

and entrepreneurial work. One participant noted that to be successful in this work, the hybrid educator must “carve out new spaces, vocabulary, practices, and even ways of being that are not purely a part of any of the existing communities.”

The sand traps inherent in working across these differences included never having enough time, the egalitarian nature of schools, power relationships, turnover, the sense of homelessness, general resistance to change, and the difficulties in evaluating the work. Lessons learned to deal with these differences included creative thinking about “reassigning” time, embedding the bridging language in every day conversation, using incentives to bring people into the work, flattening organizational structures, investing in large numbers of people, and preparing people for transitions in and out of these roles.

The next steps in this work are to produce a white paper and seek additional funding for further sessions to explore the roles of arts and science partners, school liaisons, partnership directors, and cost analysis factors in partner work.

Participants were John Anderson, Bernard Badiali, Richard Barnes, Van Dempsey, Lynnette Erickson, Bruce Field, Mary Ellen Finch, Suzanne Love, Sally Luttrell-Montes, Barbara M’Gonigle, Lynn Rhodes, Janet R. Young, Richard Clark, Cori Mantle-Bromley, and Ann Foster from the IEI facilitated the session.

2004 Annual Conference Governing Council Notes

The Brandon School University Partnership in Brandon, Manitoba, Canada, was approved for membership into the NNER, bringing the number of settings to 24. Ada Beth Cutler and Vern Henshaw reviewed the settings’ application materials. Alicia Tomasini, Mark Booth, and Ann Foster did a pre-orientation session at the setting last fall. (See page 7 of this issue for a related article.)

Nick Michelli announced that he is working with McGraw-Hill to publish a series of texts for teacher educators based

on the Agenda for Education in a Democracy (AED). His advisory committee includes David Lee Keiser, Sandra Hurley, Carol Wilson, Dick Clark, John Anderson, Brenda Greene, and Ana Maria Villegas. Allison McNamara will serve as the McGraw-Hill liaison for the project.

The governing council approved a change in the complimentary annual conference registration policy. Complimentary registrations were set at three per setting and are transferable at the setting’s discretion. This policy is in effect for the next

budget cycle, therefore it will begin at the 2005 annual conference.

Bruce Field and Bryan Burgin provided an update on the 2005 annual conference planning. The conference will be October 27-30 in Myrtle Beach, South Carolina. They noted that the conference hotel maximum necessitates a 300 participant capacity. Information will be posted on the NNER web page as planning continues.

Ann Foster

FORUM FOR EDUCATIONAL LEADERS IN A DEMOCRATIC SOCIETY

The Forum for Educational Leaders in a Democratic Society will include 100 school district superintendents and other key district leaders from throughout the United States who will gather on June 26-29, 2005 at the Mt. Bachelor Village Resort in Bend, Oregon.

John I. Goodlad will keynote the Forum for Educational Leaders in a Democratic Society and there will be presentations by **Gene R. Carter** (ASCD) and **Paul Houston** (AASA).

The Forum will provide an opportunity for school leaders from around the country to share work they are doing in their settings and to learn from others regarding how we can ensure that all students are prepared to function effectively as members of a social and political democracy.

The Forum will feature a session on using information effectively to respond to the ever increasing demands for accountability. In addition, there will be small group seminars featuring presentations, case studies, and text-based discussions. The planned sessions include:

- ◆ **Engaging the community including implications of No Child Left Behind.** Lessons learned by the Public Education Network and the Institute's Developing Network project will be shared.
- ◆ **Renewing rather than reforming schools with attention to the latest developments concerning Small Schools.** Rick Lear and Pat Wasley, experts who have studied and worked with small schools in major cities and small communities, will lead this session.
- ◆ **Developing Networks—education for everyone—constructive approaches to diversity.** Leaders who have conducted this three-year Kellogg funded project will share lessons learned as small and large communities have worked to meet challenges and opportunities presented by diverse populations. Challenges that lead to community changes in after school and early childhood programs as well as changes in the basic school programs will be shared.
- ◆ **Schooling for a Democratic Society with a report on lessons from First Amendment Schools.** This joint project by ASCD and the First Amendment Center includes 11 core elementary and secondary schools and a larger group of affiliated schools around the country that use the first amendment to the U.S. Constitution as a guide to help them prepare their students to be participants in a democratic society.
- ◆ **Communicating with media.** These sessions will share lessons learned from the past seven years of working with journalists and educators to better understand how the public can be better informed about what is happening in the education of our children. It will include a report from an investigation conducted this year by the Institute for Educational Inquiry and the First Amendment Center that has sought help with these issues from leading journalists and educators from around the country.

speakers, other nationally known educational leaders who will be heading up these sessions are:

- ◆ **Dick Clark** (Director of the League of Small Democratic Schools and the Director of Journalism, Education, and the Public Good Initiative)
- ◆ **Arnie Fege** (Public Education Network)
- ◆ **Ann Foster** (Executive Director of the National Network for Educational Renewal)
- ◆ **Rick Lear** (Director of the Gates-funded Small Schools Project)
- ◆ **Cori Mantle-Bromley** (Co-Director of the Kellogg-funded Developing Networks Initiative)
- ◆ **Cliff Rowe** (Journalism professor, Pacific Lutheran University)
- ◆ **Jackie Smith** (School board member and communication consultant)
- ◆ **Pat Wasley** (Dean, School of Education, University of Washington)
- ◆ **Carol Wilson** (Co-Director of the Kellogg-funded Developing Networks Initiative and chair of the National Network for Educational Renewal)

In addition to promoting valuable conversations, the resort setting and surrounding area will provide an ideal opportunity to start a family vacation. Golfing, tennis, swimming, hiking, river rafting, fishing, and other activities are available in the area. More information on the Forum, including registration procedures and costs, can be found at: <http://depts.washington.edu/cedren/IEI.htm>.

Dick Clark

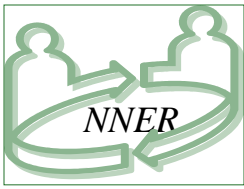
In addition to the featured

Forum for Educational Leaders in a Democratic Society

Superintendents and key school district leaders should register now for the Forum for Educational Leaders in a Democratic Society. The Forum will be held June 26-29, 2005 at Mt. Bachelor Village in Bend, Oregon. John I. Goodlad will keynote the Forum and there will be presentations by Gene R. Carter (ASCD) and Paul Houston (AASA). Co-sponsored by AASA, ASCD, PEN, and the First Amendment Center, the forum will provide an opportunity for 100 school leaders from around the country to share work they are doing in their settings to ensure that all students are prepared to function effectively as members of a social and political democracy. In addition to a panel concerning issues of accountability, IEI staff, school and university practitioners and journalists will lead breakout sessions on five topics:

Engaging the community
Communicating with media
Renewing rather than reforming schools
Education for everyone—constructive approaches to diversity
Strengthening instruction

Contact Camilla Paynter at the IEI for registration information: camillap@u.washington.edu



AROUND THE NNER

THE NNER'S NEWEST MEMBER—BRANDON, MANITOBA, CANADA

The Brandon School Division and Brandon University are very pleased and honoured to be accepted as valued partners in the National Network for Educational Renewal. We applied in April 2004 and received approval on October 21, 2004. It was announced at the luncheon on October 23 at the NNER Annual Conference in St. Louis, Missouri. We were thrilled to receive this great news!

Our partnership involvement in the National Network for Educational Renewal is a momentous and significant development and accomplishment for our institutions. The foundational ideals of NNER resonate within Canadian history, culture and our democratic way of life. To belong to the NNER is to affirm, advance and celebrate democracy as a way of living within our schools and universities. Public education is not about democracy; it is democracy in action. Within our schools and universities our children, young people and adults live the history, culture, ideals and practices of the ideals so precious to the ubiquitous worth, dignity, and respect of each person. We consider our participation in the NNER to be a great honour as it connects us to other educators on this continent who share the history, dreams, realities and ideals of our Canadian and American forefathers. Democratic living is a beautiful and fragile flower in a global environment of ugliness and man's inhumanity to man. As such it is worthy of, and requires, our collective nurturance. The National Network for Educational Renewal provides and offers such nurturance. We are proud to join our American colleagues in expanding this nurturance across the 49th parallel!

INTRODUCING BRANDON SCHOOL DIVISION AND BRANDON UNIVERSITY AS PARTNERS

The City of Brandon is a small city of approximately 44,000 people. The City serves a surrounding town and rural population of 180,000 people. Despite its relatively small population, Brandon is a center of significant economic, educational, and cultural activities within this area. The City has developed a collaborative spirit especially between educational institutions. The community has been rated one of the best small cities in which to live in Canada. We pride ourselves on our large volunteer base, an indication of the spirit within the community. (The spirit of volunteerism has been evident numerous times including hosting the World Youth Baseball Championships, the Canada Summer Games, the World Curling Championships, men's and women's National Curling Championships and numerous other national sport championships.)

Brandon School Division is a medium-sized division with a student population of approximately 7,500 students in 23 schools. The Division serves the city and the adjacent municipalities with strong academic, vocational, arts, co-curricular and extra-curricular programs; the clientele is a diverse body of students. The Division's mission focuses on becoming a

center of excellence through exemplary practices, effective leadership, and community, national and international partnerships. The Division's Strategic Plan emphasizes best practices in student-centered learning, the advancement of partnerships, staff development and the ongoing development of learning communities of democratic practice.

Brandon University is a small primarily undergraduate university with a student population of approximately 3,000 (FTE) students. Through its off-campus programs the University serves a large number of communities in western and northern Manitoba. The Faculty of Education, in collaboration with the faculties of Arts and Science, has concentrated significant effort in educating teachers for rural and northern schools. Programs such as the Brandon University Northern Teacher Education Program (BUNTEP), the Program for the Education of Native Teachers (PENT), and Brandon University Hutterian Education Program (BUHEP) have been particularly successful.

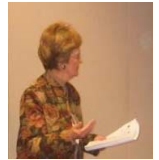
The Brandon School Division and Brandon University, particularly through the Faculty of Education, have a long history of cooperation and mutual assistance. The University has

educated teachers, counsellors, administrators, curriculum specialists, and special educators who have often been hired into the Division. In turn, personnel within the Division have not only made their classrooms available for student teachers from the faculty but have also worked with future administrators, counsellors and special educators who were studying at Brandon University. This long mutually beneficial association laid the groundwork for this application. Both organizations are committed to improving all aspects of education within the community.

In doing so we understand that as an NNER setting we are expected to operate within the four tenets of the Agenda for Education in a Democracy. Our current and future partnership work contribute to:

- ◆ developing educators who nurture the learning and well-being of every student;
- ◆ fostering in our youth the skills, knowledge and dispositions necessary to participate as Canadians and global citizens in democracy;
- ◆ ensuring that our youth have equitable access to the knowledge and skills necessary for productive and happy lives; and
- ◆ ensuring that our youth have edu-

*Donna Michaels,
new governing
board member*



continued on page 8

The National Network for Educational Renewal Clark and Michelli Awards

The *Richard W. Clark Award for Exemplary Partner School Work* and the *Nicholas Michelli Award for Advancing Social Justice* have been established to recognize and honor outstanding work by NNER settings toward advancing these two critical areas within the Agenda for Education in a Democracy. The NNER is committed to simultaneous renewal of schools and the institutions that prepare our educators and, to promote this work, the Network also understands the importance of acknowledging and disseminating outstanding efforts and accomplishments.

These awards have been designed to honor the work and leadership of these two founders of the current interaction of the NNER and to recognize, encourage, and dis-

seminate work in these areas throughout the NNER. The awards are also designed to promote the tripartite partnerships necessary to advancing the Agenda for Education in a Democracy. The recipients of each award will be recognized and will receive a plaque to be presented at the annual NNER conference beginning with the South Carolina-hosted conference in 2005.

A tripartite committee will be established to select the recipients of the awards, and committee members will serve for two years. The committee will select one award winner for each award for the year 2005 and thereafter the committee will select one recipient for each of the awards for the following year. If a member of the selection committee is from a setting nominated for one of the

awards the committee member will not participate in that process; a replacement representative will be selected from the same tripartite area. The awards will be presented at the NNER annual conference by Richard Clark and Nicholas Michelli.

The criteria, nomination process, and timelines for submitting a nomination are posted on the NNER web page.

All nominations are due at the Institute for Educational Inquiry by April 1, 2005 for the October 2005 presentation of awards. Recipients will be notified by May 5, 2005.

AROUND THE NNER

Continued from page 7

cators who are competent and committed stewards of public education in our schools.

Thus, we commit ourselves very honestly and sincerely to the NNER "Statement on Equity." There is strong synchronicity between our institutions and the NNER in this essential condition of democracy.

As the NNER believes, so do we, that democracy is strengthened by diversity. Our institutions serve a very diverse population representing several ethnic communities, socio-economic conditions and religious groups including an indigenous Aboriginal population and Hutterian peo-

ples. Our Aboriginal peoples are striving to establish their rightful and respectful place in Canadian society. Both Brandon University and Brandon School Division are strongly committed to advancing this pursuit through education and the recognition of the important role Aboriginal culture has in Canadian life. We ascribe to and operate within the Canadian Charter of Rights and Freedoms that guarantees the rights and freedoms of Canadian citizens as set out in it, subject only to those reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

In June 2004 it was decided

between the partners to submit a proposal to the conference planners for the NNER Annual Meeting in St. Louis, Missouri (October 2004) to present an aspect of our inquiry project. It was accepted. This aspect focuses on literacy programs for the disenfranchised learners, early to adult years. Such learners include those persons who face racial, economic, social, physical and systemic barriers in their education; thus impacting the development of their literacy skills, attitudes and competencies.

Throughout the forthcoming year we will continue to implement our respective initiatives in the participant Brandon School Division

continued on page 9

AROUND THE NNER

Continued from page 8

schools (George Fitton (K-5), King George (K-8), Kirkcaldy Heights (K-8), and Vincent Massey (9-12)), in the School Division through one of the strategic goals “best practices in student-centered learning, and in Brandon University in the development of English as a Second Language (ESL) programs and in research on children’s reading skills in early years.

In closing, we are very proud and excited about being NNER’s first International partner and setting. We share a highly esteemed, greatly respected and admired Canadian, John I. Goodlad, with you. Dr. Goodlad’s roots are in Canada and as such they connect us to you our colleagues in the United States.

We look forward to a long, beneficial and productive professional relationship with all of you in learning, advancing, and strengthening the four moral dimensions of teaching in a democracy. We share in, and are committed to, these ideals and goals as public education is democracy in action!

Donna M. Michaels, Ed.D.
Superintendent of Schools/CEO
Brandon School Division

BYU-Public School Partnership 20th Year Celebration

In a downtown hotel in Provo, Utah, in April 1984, John Goodlad met with five school superintendents and the dean of the Brigham Young University College of Education and hammered out the BYU-Public School Partnership. Twenty years later, the Partnership is a thriving tripartite relationship including the school of education, eight colleges of arts and sciences across the university, and the original five school districts, now representing one-third of the public school children in Utah. This

year the governing board (the superintendents and the dean of the school of education) determined to not let this twentieth year pass without a series of events to celebrate successes, and to further inform Partnership participants and the larger community of the value of the Partnership to bring about the improvement of schools and educator preparation. CITES (The Center for the Improvement of Teacher Education and Schooling) was charged with the responsibility to carry out the wishes of the board. The CITES staff made numerous presentations to school and college administrators and teachers using a video and twenty-year history brochure, both especially created for the celebration. A moral dimensions lecture series is ongoing, featuring six addresses by university and school scholars and practitioners, centered upon the four-fold mission of the Agenda. Banners and wall-sized posters were distributed and are displayed in each of the districts, the School of Education, and in eight colleges across the university. On December 1, 2004, guests enjoyed the twentieth year BYU-Public School Partnership Gala. The event began with a reception where booths displaying over a dozen of the most prominent programs in the Partnership effectively illustrated important accomplishments in school renewal and teacher preparation. Musical groups from the surrounding schools demonstrated their talents. Invited guests included past and present deans and superintendents, school board members, legislators, the university president. At the banquet following the reception, the audience of 200 heard from the partnership-wide council on teacher education and from the university president. Each spoke passionately about the success of the Partnership and the importance of its continuance. Barry Newbold, superintendent of Jordan School District and chair of the governing board, conducted. A new video capturing the twenty-year history of the Partnership, along with

a companion printed history, were unveiled. The celebration continues with additional presentations in the districts and the School of Education and the continuation of the Moral Dimensions Lecture Series through March, 2005.

Steven Baugh

Update: Paul Heckman is Professor of Education and Co-Director of the Doctoral Program in Educational Leadership: Capital Region Alliance at the University of California at Davis (see web site <http://education.udavis.edu/gradgroup/faculty.html>).

Congratulations to Sandra Hurley in her new position as Associate Dean of the College of Education at the University of Texas at El Paso.

NNER Setting Annual Reports: The executive board is reviewing the settings’ annual reports progress toward the NNER Equity Statement. Feedback, discussion, and next steps to address equity throughout the NNER will occur at the governing council meeting at the AACTE in Washington, D.C. (*Note: NNER Annual reports will be printed and distributed at the governing council meeting at AACTE.*)

NNER SCHEDULE AT AACTE
Research Committee Meeting-Please note changed to: Monday, February 21, 2005, 2:00 p.m.

Governing Council Meeting:

Sunday, February 20, 2005

1:00-4:00 p.m.

Open Meeting:

Tuesday, February 22, 2005

3:30-4:30 p.m.

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.

Planning in Progress for 2005 NNER Annual Conference By Bruce Field

The South Carolina Network for Educational Renewal is pleased to announce that the 2005 NNER Annual Conference will be held at Ocean Creek Resort in Myrtle Beach, South Carolina, October 27-30, 2005.



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

THE NNER

<u>STATE</u>	<u>SETTING</u>
California	California Polytechnic State University
Colorado	Colorado Partnership for Educational Renewal*
Connecticut	University of Connecticut
Georgia	Georgia Partnership for Educational Renewal
Hawaii	University of Hawaii and Hawaii Institute for Educational Partnerships
Illinois	Illinois State University
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 Partnership
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 Texas at El Paso
Utah	Brigham Young University and BYU-Public School Partnership
Washington	University of Washington
West Virginia	Benedum Collaborative at West Virginia University
Wyoming	University of Wyoming and Wyoming School-University Partnership
<u>PROVINCE</u>	<u>SETTING</u>
Manitoba	The Brandon School-University Partnership (The Brandon School Division and Brandon University)

Reminder: The NNER directory is on the web page: http://depts.washington.edu/cedren/NNERDirectory_January_2005.pdf (Please use the .pdf version of the "NNER 2004-2005 Directory in PDF Format" for searching, downloading, and printing.)

OPPORTUNITY TO HELP

Want to help support the NNER by directing resources its way? Some of our members have donated honoraria that they have received for proposal reviews, committees, and other tasks to the NNER. These donations help extend our work and contribute to the NNER's fiscal health—and are very much appreciated!