

NNER NEWS

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Education Leaders Meet in Bend, Oregon

By Ann Foster



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The Institute for Educational Inquiry (IEI) with support from the American Association of School Administrators (AASA), Association for Supervision and Curriculum Development (ASCD), National Network for Educational Renewal (NNER), Public Education Network (PEN), and the First Amendment Center held a forum June 26-29, 2005, to provide an environment for leaders from schools and universities throughout the nation to interact with national leaders and learn from one another as educators grapple with the tough issues we are all facing. The sessions included strategies for working with the larger community, including under-represented voices in school decisions, balancing high stakes testing accountability with the larger purpose of schools to further our political and associational democracy.

Keynote speakers included John Goodlad, who reminded the group to stay committed to the work of providing quality education for all and not get caught up in the nonsense that too often overshadows our authentic work. He also reminded the group that all of us are leaders—we influence our students, colleagues, communities, and profession—and must lead with courage and moral conviction. His call for deeper conversation on important issues set the tone for the

forum. Cile Chavez, former superintendent of Littleton, Colorado, provided a framework for leadership progression, moving from ordinary to inspired in all roles. She pointed out that inspired lead-



Cile Chavez encourages Forum participants to be inspired leaders.

ers take ownership in their work, transcending external accountability and moving into larger engagement and collaborative partnership. Gene Carter, executive director of ASCD noted that the First Amendment Schools provide a needed and valuable structure for schools to renew their work and their communities. Paul Houston, executive

director of AASA noted that we must work collaboratively to make the world worthy of its children.

Break-out sessions by Arnie Fege, Ann Foster, Cori Mantle-Bromley, Carol Wilson, Sam Chaltain, Molly McClosky, Tom Bellamy, Gay Campbell, Cliff Rowe, and Bill Graves, provided focused sessions where participants interacted with presenters and each other on topics ranging from working with the media to community engagement. Tom Bellamy, Diane Berreth, and Carol Wilson lead the closing session, addressing accountability in a larger context. Diane presented some new work that ASCD is exploring related to the concept of significance and how we can define our work's significance as a measure of quality.



Paul Houston speaks to participants during the closing session of the Forum for Educational Leaders in a Democratic Society.

Developing Networks Conference

By Mona H. Bailey, DN Co-Director

One hundred and twenty-six participants from the ten NNER settings came together in Seattle, Washington, for a two-day conference (June 16-18, 2005) to celebrate their accomplishments and share the work they have engaged in under a special initiative of the Institute for Educational Inquiry (IEI), Developing Networks of Responsibility to Educate America's Youth. Funded by the W. K. Kellogg Foundation, this three-year-old initiative builds upon the Institute for Educational Inquiry (IEI) and the National Network for Educational Renewal's historical partnership work between universities and school districts. The Developing Networks initiative expanded the partnership to include a third partner, the community, to engage in the important work of educational renewal.



Conference participants, John Goodlad, and Jeff Campbell.

Each of the ten diverse NNER settings brought a nine-member adult team and a three-member student team to the conference. Each team consisted of representatives from the community, school district, and the university who are playing a role in developing and implementing action plans to strengthen schools largely serving at-risk students in their communities. The Initiative's National Advisory Board also attended and participated in a variety of roles in the conference.

The conference opened with an inspiring and special message from John Goodlad on the topic "Sustaining Educational Renewal." An overview of "Where We've Been; Where We're

Going" was presented by co-director, Cori Mantle Bromley, and advisory board member, Margie Maaka. The opening session was concluded with an electrifying presentation by a young artist, Jeff Campbell, from the Colorado Hip-Hop Coalition. His poetic presentation struck many chords about the education and miseducation of today's youth and included references to renewal and democracy.

The general session kicking off the second day of the conference featured two University of Washington students, Sumona Das Gupta and Jaebadiah Gardner, who shared with the conference participants their work to bring about change at the University in response to a sculpture of a popular former coach at the University who was viewed by many—including current and former students—to be a racist. Their work resulted in the installation of a piece of sculpture designed by students in a special art course, as well as the acquisition of art by various artists of multicultural backgrounds.

In addition to a display of work from each setting, several rounds of small group sessions provided a forum for each setting to present its action plans, including what had been accomplished and what remained to be accomplished, lessons learned, and how the setting planned to sustain its work. Equally valuable were the role-alike groups which met to discuss their experiences and the benefits and challenges of this work from their roles' perspectives.

As well as general sessions, the twenty-nine high school students were provided "quality time" to work in a continuous parallel session to share their experiences in this initiative and to discuss how they would like to be involved in the future. The students also worked on a thought-provoking presentation shared as one of the closing activities.

The conference was concluded with a panel whose members reflected on

"Keeping Engaged, Moving Forward." One community member remarked, "It would be a sin to not do what we now know has to be done." Another panelist, the mayor of a participating community, shared his intention to proclaim a day in September dedicated to bringing the community together to focus on this work.

In summing up this conference, participants were inspired and energized to take their learnings back to their communities and to continue this challenging and pioneering work—developing a network of responsibility to educate the youth of their communities.

A list of the ten settings can be found at <http://www.coloradopartnership.org/dn>.



The student presentation was a highlight of the DN Conference.



See more photographs by linking to the DN Photo Gallery on the NNER website at: <http://depts.washington.edu/cedren/nner/related/index.htm>

On the Social-Emotional Foundation for Effective Citizenry

By Jonathan Cohen & Nicholas M. Michelli

In 1984, Jessie Jackson said, “America is not like a blanket—one piece of unbroken cloth, the same color, the same texture, the same size. American is more like a quilt: many patches, many pieces, many colors, and many sizes, all woven and held together by a common thread. The white, the Hispanic, the black, the Arab, the Jew, the woman, the native American, the small farmer, the businessperson, the environmentalist, the peace activist, the young, the old, the lesbian, the gay, and the disabled make up the American quilt.” What is the thread? What holds us together? We suggest that it is social and emotional as well as cognitive capacities that are the thread.

In a recent report from the Education Commission of the States’ National Center for Learning and Citizenship (ESC/NCLC) citizenship education was defined in terms of three strands forming “a braid” of civic competencies (Torney-Purta & Vermeer, 2004): *Civic-related knowledge*—both historical and contemporary knowledge (e.g. structure and mechanics of constitutional movement); *Cognitive and participative skills and associated behaviors*—such as the ability to understand issues (e.g. to be a critical thinker and flexible problem solver) and skills that help a student to resolve conflicts creatively and non-violently; and, *Civic dispositions* (or our motivations for behavior and values/attitudes)—including an appreciation of and involvement with social justice, responsibility, and a sense of purpose in youth.

We suggest that social and emotional competencies provide an essential foundation for the cognitive and participative skills and civic disposi-

tions that lead to effective citizens. In many rich civics curriculums, the explicit focus is on civic related knowledge. But, there is typically an implicit or sometimes “hidden” focus on the social emotional skills, knowledge and dispositions that allow and support our being able to use civic related knowledge to actually be an effective citizen. For example, we virtually always talk to students about the importance of being open to other points of view. And, we stress that we can disagree and not become enemies. But, we typically think and focus less on promoting the skills, knowledge and dispositions that support this kind of reflective discourse.

What does it really mean to be a participant in a democratic society? We suggest that the following social emotional competencies provide the very foundation for this primary educational goal: being able to listen openly and “in the moment” to others and ourselves; being able to reflectively consider various points of view (perspective taking); being able to cooperate with others for the greater good of the group; being able to communicate clearly and directly; being able to appreciate and learn from diversity.

Educational research now confirms two critically important ideas. First, these social emotional competencies are predictive of students’ ability to learn and solve problems nonviolently. These are the same competencies that provide the foundation for healthy adult relationships in general, and intimate relations in particular, as well as the ability to be an effective worker (Cohen, 1999). And, secondly, virtually all children can learn to become more socially and

emotionally competent. In fact, there is now a compelling body of educational research that provides clear guidelines for effective social, emotional, ethical and academic learning which in turn promote these core social and emotional competencies (Berkowitz & Bier, 2004; Cohen, 2001; Selman, 2003; Zins, et. Al., 2004).

In our 2004 NNER conference panel/workshop, Virginia Navarro, Felicia Wilczenski, Janet Patti and ourselves, began to detail what we know about recent work in risk prevention, health/mental health promotion, character education and social emotional learning. We began to connect that work to democratic participation and social justice. We suggested that K-12 schools in partnership with Departments and Colleges of Education have a responsibility to consider the range of ways that we can integrate these research findings and guidelines into our K-12 schools and Colleges of Education. We suggest that we need focus on the integration and sustainability of *high-quality classroom practice, supported by policy and sufficient infrastructure* that leads to student academic, social, civic, civil achievement and behaviors. Any one of these issues—infrastructure, practice, or policy—cannot stand-alone. If they do they will become more marginal than core to the school’s system and accountability.

Next Steps:

There are a series of questions that we need to help each other understand.

- ◆ What additional efforts currently exist? Are you teaching courses that include sustained efforts to

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A Commentary from the Field

By Mike Moody

In *"Beyond McSchool: A Challenge to Educational Leadership,"* John Goodlad (1997, p.1) identified two school reform movements in the United States. The first of these he refers to as school reform and the second as school renewal. Dr. Goodlad further identifies the negative connotations that tend to be linked to reform movements—something is terribly wrong and needs to be corrected. "Prescriptions are given; corrective actions are to be taken; faceless people in faceless agencies are holding clearly identifiable people accountable."

At the 2005 National Education Summit on High Schools, the National Governors Association (NGA) proffered an *Action Agenda for Improving America's High Schools*. Not surprisingly, this agenda is well-grounded in the ethos of reform described above. With a "Git'er Done" mentality, the NGA opens with this pithy statement ("America's high schools are failing to prepare too many of our students for work and higher education") and the following 10-step action agenda:

1. Create a permanent Education Roundtable or Commission to foster coordination between early childhood, K-12 and higher education.
2. Define a rigorous college and work preparatory curriculum for high school graduation.
3. Challenge business, education, parent, community and faith-based organizations to support initiatives that improve college awareness.
4. Give college and work-readiness assessments in high school.
5. Create statewide common course agreements so that college-level work in high school counts towards a postsecondary credential.
6. Provide financial incentives for disadvantaged students to take rigorous AP exams and college preparatory and college-level courses
7. Expand college-level learning opportunities in high school to minorities, English language learners, low-income students and youth with disabilities.

8. Help get low-performing students back on track by designing literacy and math recovery programs.

9. Develop and fund supports to help students **pass the high school exit exam** (emphasis added).

10. Develop statewide pathways to industry certification.

Within the above context, it is important to note that our high schools have changed little in the past 100 years. The release of the *"A Nation At Risk"* report in 1983 prompted many superficial changes (increased number of class periods, more strenuous graduation requirements, as examples). However, change of a substantive nature was scant at best. Ironically, the 2005 Summit was the fifth major educational summit since 1989—all of which "were instrumental in creating political momentum and public support for raising academic standards and performance in the nation's schools." (NGA Press Release, February, 2005 p.2).

In reality, I am personally and professionally hard-pressed to come up with one item from any of the summit activities that has had a positive impact on the teaching/learning process. In fact, I believe that they have merely served to fan the flames of the failed schools movement, and prompted ill-conceived initiatives such as the No Child Left Behind law.

I find it disturbing that twenty years and five National Summits have basically produced an increasingly narrow focus on education as an economic unit. The NGA's redesign of the American high school vividly expressed the need to better prepare our graduates for continued education and successful participation in the world of work. Little, if any, credence is given to learning for learning's sake and any reference to participation in the democratic process seems to be added as an afterthought. It is a sad state of affairs when due diligence is aimed at the reduction of self-fulfillment and self-actualization to over-time pay and the opportunity to be

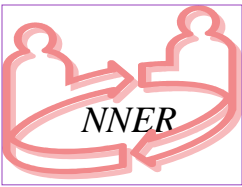
better prepared to take more classes.

The subtitle of Dr. Goodlad's *"Beyond McSchool"* is "A Challenge to Educational Leadership." The challenge now looms as great as or greater than it did in 1997. The "call" to redesign the American high school has served to create a "vacuum" of need. As educational leaders, if we are content to sit on the sidelines while politicians and venture capitalists scramble to fill this perceived void with politically polished quick fixes, we will continue to see an even greater disconnect between what is and what is needed—between punitive reform schemata and progressive renewal initiatives.

However, in Nebraska, we are not passively accepting the current condition of school reform rhetoric. Nebraska Network (NeNER) partner schools, Wayne State College and Wakefield Community School, have initiated a collaborative effort with Educational Service Units 1, 2, 7, 8, and 17 and the Nebraska Department of Education in an effort to address the High School Experience. This collaborative effort involves approximately one-third of Nebraska's school districts, representing over 4,000 teachers and almost 50,000 students. The over-arching goal is to approach needed change from a renewal perspective directly tied to educational delivery based upon student-centered best practice. As educational leaders, we find ourselves being displaced from our legitimate roles and replaced by self-serving politicians and bureaucrats. It is time that we reclaim our turf.

Goodlad, John I. Beyond McSchool: A Challenge to Educational Leadership. Prepared for the Symposium "Reflecting on Sputnik: Linking the Past, Present, and Future of Educational Reform. (Washington, DC, October 4, 1997.)

National Governors Association. An Action Agenda for Improving America's High Schools. 2005 National Education Summit on High Schools (available online at www.nga.org).



AROUND THE NNER

Congratulations to **Mary Ellen Finch**, Executive Director of the Metropolitan St. Louis Consortium for Educational Renewal. She has completed her one year as Interim Dean of the School of Health Professions at Maryville University as of May 31, 2005. As of June 1 she assumed the position of Associate Vice President for Academic Affairs at Maryville.

Nick Michelli has been appointed Presidential Professor at The City University of New York's Graduate School's Ph.D. program in urban education. His teaching will focus on educational policy in general and teacher education policy in particular. In addition to working with doctoral students on dissertations and teaching one course a semester, he will continue his work as editor of the McGraw-Hill Series in Teacher Education.

After eight years as Associate Dean, **John Rosenberg** has been appointed

Dean of Humanities at BYU. The college consists of 200 full-time faculty assigned to the departments of Asian and Near-Eastern Languages, French and Italian, Spanish and Portuguese, Germanic and Slavic Languages, English, English Language and Linguistics, Philosophy and Humanities, Classics and Comparative Literature. The college is also home to the National Mideast Language Resource Center, the Chinese Flagship program and the Center for Language Studies, a locus of language-based research and clearing-house for the teaching at the advanced level of dozens of less-commonly taught languages.

Congratulations to **Elizabeth Parmelee** who has been appointed the Executive Director for the Colorado Partnership for Educational Renewal. She previously served as CoPER's Associate Director until 2003 when she and her family moved to Chile for the year, and subsequently to Massachusetts. Completing a Ph.D. at the

University of Denver's International Studies at the Graduate School for International Studies, her dissertation is entitled "School and Community: A Case Study of State-society Synergy in Public Education." Her rich and varied experience includes that of professor and researcher at the Universidad de Temuco in Chile; research consultant for the Centre International de Developpement et de Recherche (Autrech, France); and legal assistant and interpreter for Greater Boston Legal Services in the immigration and refugee program.

Cori Mantle-Bromley has accepted an offer from Washington State University to become their College of Education's Associate Director of Teacher Education Programs. She will continue to work closely with the Institute for Educational Inquiry as a Senior Associate. (See page 7 of this newsletter for a comment from Cori.)

On the Social-Emotional Foundation for Effective Citizenry

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- (1) teach future generations of school personnel about the range of ways that we can promote students' social, emotional and ethical as well as cognitive competencies and/or (2) systemically create safe, caring, participatory and responsive schools, homes and communities?
- ◆ How can we build on and/or create more effective collaborations? For example, there are a range of existing networks that overlap with social-emotional education.
 - ◆ What kinds of higher education and higher education/school partnership research will be most meaningful to conduct? More specifically, how can we most usefully define and carry out the following three processes?
 - a) a theory of social, emotional and academic teaching and learning;
 - b) a goal or set of goals to learn more about; and,
 - c) a set of methods (e.g. specific educational and evaluative modes)?
 - ◆ What policy-related and infrastructure goals are most meaningful to delineate?

We have set up a new section on the Center for Social and Emotional Education's web site for professors and committed to teacher education to support understanding and communication at www.csee.net/services/professors.aspx.

Please let us know if you are interested in becoming a part of a network of professors interested in and committed to this work by writing to:

jonathancohen@csee.net

Interview with Gail Awakuni

Gail Awakuni, principal of Campbell High School, Ewa Beach, Hawaii, is the American Association of School Administrators (AASA) principal of the year and principal of an NNER partner school that is also one of the Developing Networks settings. The following article overviews Dr. Awakuni's reflections on the role of the Agenda for Education in a Democracy as it influences the day-to-day work of a school principal in a school that is making a tremendous difference for students who have been historically underserved.

—Ann Foster

What reflections do you have for colleagues on the process of school renewal?

School renewal is exciting and challenging. Today, because of No Child Left Behind (NCLB), we are being challenged to do what no one else in education has been required to do in the past. It is inherent to keep one's moral purpose at the focus of the school.

School renewal is a process that involves the school community: parents, students, community members, staff, and students. For some changes, we planned and implemented immediately; for complex challenges, we spent time planning and researching before implementing. Our overall targeted implementation of school renewal took three years, in which we carefully planned systems/structures, built in support for staff development for teachers and support for learning for students, and monitored for learning and effective teaching (Goodlad, Fullan, Stiggins, Dufour, Eaker).

My goal for the school has been to set the foundation for comprehensive reform through school improvement, teacher quality, and community/family involvement. I must continue to be grounded by my moral responsibility to serve as a change agent to facilitate new, more effective learning results (Goodlad, Fullan).

In anticipating emerging problems and using creativity and imagination, I've set up a governance structure for decision-making. Creativity and imagination evolves from the diversity and strength of the group process, analysis of data, trust, and collaboration. Primary needs were prioritized and identified, resulting in the program design. The implementation of the school's design principles addresses the key reform priorities of academic achieve-

ment and the development of a professional learning community through interventions and teaching strategies. In this process, we connected the dots and had to let go of programs and procedures that had outlived its effectiveness. In retrospect, this is an ongoing process that fosters continuous improvement.

Reform initiatives included revisiting the vision, mission, and goals in our program design, setting high expectations for all students with prevention and intervention systems as safety nets, forming collaborative teams, using data to enhance teaching and learning and continuous improvement toward measurable results, engaging our families and communities, and developing leadership capacity at all levels. Breaking Ranks, High Schools that Work, Talent Development, Smaller Learning Communities, Adult Friends for Youths, Positive Behavior Support, Weed and Seed, Teacher Cadet, AVID (Advancement via Individual Determination), and internships are results of our reform.

Some of the crucial activities that helped to provide a positive learning community for students were implementing positive behavior supports for students and staff. The Positive Behavior Support (PBS) committee devised a flow chart of the referral and intervention schedule, one part-time teacher (retired teacher) was hired to call parents for absences, and roles and responsibilities of personnel were redefined. Two conference rooms were built. Students built a conference room in the teachers' workroom. A large classroom was converted into a student center for 9th and 10th grade students in the Success Academy with the vice principal's and 9th and 10th grade counselors' offices in that center. The faculty and educational aides assist in "stuffing envelopes" of mailing progress reports

to parents. Attendance improved from 87 percent (1999) to 89.7 percent (2002) to 92.9 percent (December, 2004). Honor roll students increased from 350 in 2001-2002 to 466 in 2003-2004, with freshmen leading by 161. Although this school year the numbers have declined slightly in the first quarter from 466 to 367, and 378 to 359 in second quarter, we attribute the differences to a number of reasons, e.g., higher expectations, new teachers, and new curriculum. However, data on disciplinary referrals, suspensions, school dropouts, graduation rates, and retention rates show dramatic improvements. The dropout rate has decreased from 8 percent to 4.3 percent in four years; freshman retention has decreased from 143 to 55 from 1999-2000 to 2003-2004 SY. Scholarships have increased from under \$700,000 in 1999 to \$4.88 million in 2004. Being recognized as a Pathway to College Access School for serving an underserved population (one of six in the nation) validated the work we were doing for improving student achievement and learning.

Along with the school-wide programs, we outreached into the community for assistance in financial resources through grants or human resources, participation in our school functions, and communication of our successes and initiatives through the monthly newsletter and end-of-the-year report. Keeping clear communication and working on positive relationships with the community and parents were crucial in improving the school's climate.

Note: See the full text of Gail's comments and references on the NNER web site.

NNER Executive Board Meets

By Ann Foster

The June executive board meeting included a conversation with John Goodlad regarding the IEI's future work and the continued renewal of both the IEI and the NNER. John pointed out that the NNER is a strong self-making organization that distinguished itself from membership organizations by providing support across settings and by its commitment to the Agenda for Education in a Democracy (AED). As the IEI focuses on research and deeply intellectual leadership engagement to advance the AED, the relationship between the NNER and the IEI remains symbiotic and renewing.

The conversation about the roles of the IEI and the NNER grounded the follow-up agenda items, all of which focused on developing a roadmap for the NNER to support settings in their various stages of development, so settings can support each other, and support the work with the IEI, so that the Network can continue to advance the AED.

A significant step in this process was the decision to have the executive board take responsibility for planning the first NNER-led summer symposium. The symposium will be patterned after last summer's initial session or-

ganized and led by IEI staff. In other actions, the tripartite chairs began planning for the tripartite council meeting to be held at the October NNER conference. In addition, planning was begun for an inquiry session for arts and science faculty to learn how the NNER can support arts and science faculty and departments' work to advance the Agenda for Education in a Democracy. In other actions, the board gave preliminary approval for the NNER 2005-2006 budget, which will be discussed and finalized by the governing council at the October meeting at the NNER Annual Conference in Myrtle Beach, South Carolina. The group also reviewed the NNER governance documents for consistency, talked with Bruce Field who updated everyone on the 2005 conference, began planning the 2006 conference co-sponsored by Wright State University and Miami University of Ohio. The dates for that conference are October 19-21, 2006. The group discussed the importance of forwarding our work toward social justice in light of the New York Sun article, "'Disposition' Emerges as Issue at Brooklyn College" (see the NNER web page under Resources/Articles or see the text of the article at [http://](http://www.nysun.com/article/14604)

www.nysun.com/article/14604).

Nick Michelli reported that the McGraw-Hill textbook series is progressing with the first manuscripts due a year from this December. Additional authors are needed for the next set of texts.

The group noted that the governing council will elect a new chair at the October meeting. Anyone interested in nominating a current governing council member for the position is encouraged to do so. (See a description of the role/responsibilities on page 8 of this newsletter.) Nominees are asked to submit a one paragraph biography that supports the skills needed for this leadership role, and to provide a short description of involvement in the NNER and of and his/her vision for the NNER's future.

Submit nominations, including these materials, to Carol Wilson at cwilson387@earthlink.net by September 19, 2005.

For the complete minutes of the meeting, go to the NNER web site governance section and click on "minutes and reports."

Dear NNER Colleagues:

I often wonder how it is that I have been so blessed in my life: a wonderful life partner, good health, great friends and family, and incredible career opportunities. Working with John Goodlad and the Institute for Educational Inquiry's staff has been one such opportunity. I agreed to relocate to Seattle because of how much I knew I could learn by working with this great group of educators and with all of you across the NNER. I have not been disappointed!

A new opportunity has recently come my way, and I am again looking forward to a steep learning curve. I have accepted the position of Chair of the Department of Teaching and Learning in Washington State University's College of Education in Pullman, Washington. The department houses undergraduate and graduate programs in curriculum study, special education, and teacher education, and includes regional campuses in three locations across the state. I am humbled to have been offered the position and look forward to working with new colleagues as we strive to prepare the best educators possible and to create systems that recognize and respect children's and adults' learning needs.

I look forward to continued engagement with the IEI and with the NNER. I will continue to support the Developing Networks of Responsibility initiative especially, and look forward to seeing you at future NNER and other professional meetings,

Best wishes to all,

Cori Mantle-Bromley

National Network for Educational Renewal

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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.

The 2005 National Network for Educational Renewal Annual Conference By Bruce Field

Education for Everyone: Engaging Schools, Higher Education, and Communities in Democratic Education will be the theme for the 2005 NNER Annual Conference Myrtle Beach, South Carolina.

Planning for the October 27-30, 2005, conference is nearly complete, and the host site, the South Carolina Network for Educational Renewal, is looking forward to offering everyone a relaxing but stimulating experience at the Ocean Creek Resort, a 57-acre oceanfront conference center.

See the complete text of Bruce's article on the NNER website at:
<http://depts.washington.edu/cedren/nner/events/index.htm>

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* MU 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)

*multiple IHE site settings

The Governing Council Chair Role/Responsibilities:

To work with the executive director and executive board to plan and prepare for governing council and executive board meetings, special events (e.g., A&S, Hybrid Educator sessions), lead governing council and executive board meetings; present information about the current status and future direction of the NNER at the annual meeting, in the newsletter, and other venues as needed; represent the NNER governing council at NNER setting events and planning

sessions as needed/requested; capitalize on opportunities to help address NNER issues when other purposes/projects require visits to the various settings; seek opportunities to collaborate with other individuals, groups, and organizations; serve on boards of initiatives with overlapping purposes (e.g., PDS Evaluation Project); foster good communication between the NNER and the IEL, as well as other organizations; anticipate conflicts and bring collaborative ef-

orts to bear on resolving them; initiate and/or participate in online discussion regarding NNER-related issues; understand the vision for the NNER and facilitate movement toward that vision; nurture governing council members' engagement in the process; act as a steward of the NNER and its vision.

See page 7 of this newsletter for information on submitting a nomination and for a summary of the NNER executive board June 2005 meeting.