

NNER NEWS

Volume 4 Issue 2

AACTE MEETING NOTES FOR NNER WORK

By Ann Foster

March 14, 2005



Inside this issue:

AACTE Meeting Notes for the NNER Work By Ann Foster	1 & 2
Message from John Goodlad—Book Review by John Goodlad	2
The Value of Art in Schooling By Kate Foster	3 & 5
The 2005 NNER Annual Conference Update By Bruce Field	4
Developing Networks Conference June 16-19, 2005 By Mona Bailey	4
Around the NNER	5 & 6 & 7
Forum for Educational Leaders in a Democratic Society By Dick Clark	6
Clark and Michelli Awards Nomination Deadline Reminder	8

Governing Board Meeting

The governing board meeting included a budget update that showed the operating budget expenditures are within the allocated amount for the year to date. In addition, the St. Louis Consortium did not use any of the \$30,000 reserved from the NNER carry over budget for the 2004 conference.

The budget update was followed by a discussion of a proposal to use the \$30,000 for initiatives that support the NNER priorities from the tripartite council deliberations and general NNER goals. These included some leadership development options including support for a summer symposium similar to the one offered in 2004 at the IEI, a session focusing on arts and science participation in the NNER and the Agenda for Education in a Democracy (AED), and providing additional Setting Renewal Sessions. Other proposals included a session for potential new settings. The session would be facilitated by leaders from around the NNER and would be followed by a long-range planning session. In addition, budget to support the work of the research committee was proposed. Seed money for continued work in the hybrid educator process extending a study by the Benedum Collaborative would provide cost analysis information on conducting partner school work. The proposals and possible expenditures of the funds are still under discussion which will continue through an

internet dialogue session.

In addition, an amendment to the by-laws was passed that defines the term lengths for the governing council members at-large to be three-year terms.



Mike Moody, John Anderson, Marilyn Hadley, Greg Bernhardt, and Deb Shanley at GC meeting.

Charles Ksir from the University of Wyoming has a recently published book, *Fix Until Broken*, providing observations on ways to avoid destructive leadership behaviors. He provided one for each setting.

The Setting Renewal Session (SRS) Curriculum Framework was completed and each setting received a CD with the framework that includes sample agendas from SRS held last fall, examples of activities for large and small group discussions, possible resources, and presentations from the sessions. The information on the CD can be downloaded, adapted, and then sections and suggestions can be used by settings interested in doing sessions.

Cori Mantle-Bromley gave an update on the IEI plans and direction that include focusing on democratic practices in schools and higher education institutions.

Research Committee Planning Meeting

Cindy Onore from Montclair State University and Cindi Chance from Georgia Southern University co-facilitated a session for setting representatives to get the research committee work underway. A subcommittee was formed to frame research questions that would support multi-setting research on the impact of work related to the Agenda for Education in a Democracy (AED). The initiatives that the IEI has sponsored in the past will be studied to learn what aspects of the work related to the AED have been documented and how they have been studied or evaluated to provide background and direction for future work. A day-long session for those who will work on the research agenda was proposed to be added to the 2005 NNER conference.

NNER Open Meeting at AACTE Invites Conversation on the Moral Dimensions

Advancing the Moral Dimensions of Teaching in Challenging Times was the theme for a panel discussion on the work of the NNER at the AACTE Conference. Panelists (*David Lee*



Mike Moody participates in the open meeting.

AACTE MEETING NOTES FOR NNER WORK

Continued from page 1

Keiser, Montclair State University; Carol Wilson, Colorado Partnership for Educational Renewal; Aditya Adarkar, Montclair State University; Michael Dantley, Miami University of Ohio; Viola Florez, University of New Mexico; and Nicholas Michelli (moderator), City University of New York) proffered reflections on the obligation of the NNER settings to stay the course using the moral dimensions of teaching as our compass. As moderator, Nick Michelli noted that there is a political climate where education is seen as an economic dimension and that because the country cannot afford highest quality

teachers for all children some children will have to settle for less. This framed the conversation on the work in NNER settings toward advancing the moral dimensions of teaching.

The panelists and participants engaged in a lively dialogue on our collective responsibility toward a quality and inclusive education for all. They called for self reflection and conscientious efforts to understand our own biases and become more inclusive. And, a suggestion was made that with the current administration's emphasis on high schools and testing, the NNER should engage in

connecting the Agenda for Education in a Democracy with the specific issues and needs of high schools.

Michael Dantley's comments referencing *Moral Politics: How Liberal and Conservatives Think* by George Lakoff provided a frame for the group's discussion on the definition of moral teaching and our obligations as NNER participants to forward that work.

Message from John Goodlad

Let me take this opportunity to express appreciation and gratitude to all of you who have inquired about my health. I have been asked to keep you posted on my progress. I must admit to this having been a most difficult period of time—since that fall on August 15 so changed my daily life. Unfortunately, there is no daily scorecard from which I am able to deduce progress. However, the nurses and doctors with whom I associate appear to be well pleased, even though they are reluctant to provide scenarios leading into the future. My energy is coming back to the point where I am occasionally useful around the house and I am able to venture forth on a daily basis. I usually manage to put in a couple of hours of work each day, and I meet with colleagues individually and collectively quite frequently. My goal is to start showing up at the IEI from time to time before leaving the month of March behind me. I have not been able to thank individually everyone who has sent a message, a card, and food. The goal that beckons is being allowed to occasionally drink a glass of Guinness stout with my lunch. I am fascinated by how compelling a modest goal can become.

John

BOOK REVIEW

By John Goodlad

Over the last several years there has been a flood of writing about leadership and even some funding of initiatives focused on the development of positional and other leaders. I have found most of it to be quite disappointing. Much of it still focuses on the idea that the necessary leader can walk on water, and both school districts and institutions of higher education too often are fixed on the idea that the person needed is "out there" but not already inside the institution or school district. More and more, I have found myself thinking about that well-worn first principle, "do not harm." Prior to

becoming ill, I came close to writing a piece that would begin with this principle.

Now Charlie Ksir of the University of Wyoming has come along with what I wish I had written, *Fix Until Broken* (just fifty-five pages), discussing thirteen habits of highly dangerous leaders. Charlie's extensive administrative experience, including a stint as dean of the College of Education at the University of Wyoming, qualifies him for providing us with what should be read by all present and aspiring leaders but also by all of us who have experienced and thought about the dangerous leaders we have encountered. Charlie's emphasis on the context within which leaders work is particularly insightful and useful. A leader must know the

territory intimately.

What Charlie Ksir writes in simple, straightforward prose is not directed only to those in positions of situational or designated leadership. There are lessons here for all of us who seek to carry out a mission of social and political democracy. He makes it abundantly clear that such a mission can be fulfilled only through allegiance to democratic principles. I strongly recommend this little book to you and to those colleagues with whom you work.



The Value of Art in Schooling

By Kate Foster (a student at Front Range Community College,
part of the Colorado Partnership for Educational Renewal)



As I wander back to my public school days, my memories remind me of how I used to answer the age-old question, “Do you like school?” I would generally answer with some variation of yes, if for no other reason than to be polite. But no matter what the answer, this question was almost always followed by, “What’s your favorite subject?” Some kids would brightly answer math or science, while others might opt for English or reading, and there were always the kids with the disillusioned smirk on their faces that simply replied, “Lunch.” However, I had a different answer for this question. And that answer was ready as soon as the question was asked. My answer was “Art.” There was no doubt about it: art was what I thoroughly enjoyed, and what I thrived on. And it was no coincidence, for I had always had a clear connection to my creative vein that simply rushed with the blood of artistic vision. It didn’t matter if that vision was expressed through Play-Doh or water colors, when I was free to express myself creatively, I was happy.

Having had this fond sentiment for art in school, I was very excited to find that the third-grader I was mentoring in my high school’s “Project Friend” program was too, an art fan. I could always count on her enjoying the hour we spent together when I brought along markers or crayons and paper. One particular afternoon Sarah, my project friend, was very excited. She was almost jumping as she told me that that afternoon I was accompanying her to her art class. I, too, was excited to revisit the same art room I had worked in many years before. As Sarah and I walked in with her class, it became very clear that this was quite a different scene than that of my childhood memory. Sure, there had always been a tight budget for art supplies and I did recall

my art teacher reminding us regularly to not waste any of them, but in Sarah’s class there were hardly any supplies to waste. What was more disheartening to see was that, while well into the school year, the teacher didn’t know any of the student’s names and had to ask them again and again who they were. I couldn’t blame her; due to budget cuts, in order for her to be a full-time art teacher, she had to teach multiple classes at multiple schools. As I watched Sarah intently paint her world globe made of papier-mâché, I realized that while I was taken back by the dissolution of art class, she was completely unaware of all the aspects of the program she might be missing. Rather, to her this was as good as it gets; the opportunity to produce art in school was all she needed to make her happy.

The art programs in public schools that many kids thrive on are dissolving quickly. I for one, always remember being aware of the benefits art programs offered schools. I recall being told that art, music, and drama aided other subjects and that students who were in arts classes performed better in these other subjects. Numerous publications have been made on this concept of art being important and necessary because of its advantages to other subjects, most notably with “Critical Links: Learning in the Arts and Student Academic and Social Development (Ed. Richard J. Deasy. Arts Education Partnership, 2002, Electronic.). And, it seems this idea of art aiding other subjects has long been the shield and sword carried over to fight the battle for keeping art programs in schools. Yet perhaps we have clung to this idea too strongly in a desperate plea to keep what little art was left in schools where, with the assistance of standard-based testing, we

have shifted attention and budgets to other subjects such as math and reading. However encouraging it may be, the positive impact that the arts have on other subjects, and other aspects of school, is a bit misleading. Maybe it is time to re-arm ourselves with a different shield and sword, perhaps a shield and sword made with a bit more thrust. The Arts Education Partnership who first brought “Critical Links” in 2002, delivered “The Arts and Education: New Opportunities for Research” in 2004. With this publication a different notion of why art is important was examined, that notion being that art programs’ importances are self-defined. After all, we don’t measure the importance of math solely on how it affects reading skills. Rather, math is considered important because of what it has to offer the student, as well as its necessity to everyday life. Art should be considered in the same light. Art’s validation can be found within itself; in other words, art is important because it is art. And as children grow to find the everyday applications of what they learn in school, they will be bettered by what every subject has taught them, including art. When the children who are losing art programs see a sculpture in a park, will they be able to see the time, technique, and emotion that went into creating it? When these same children hear a symphony, will they be able to appreciate the time, effort, and practice it takes to play the instruments? And when these children see a play in a theater, will they be able to understand the discipline and passion that goes into creating a live performance? Some may argue that such knowledge is not as important as that of which other subjects have to offer, but without art programs we are dealing our children a great educational

Continued on page 5

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.

The conference theme, "Education for Everyone," is of course borrowed from the 2004 book written by John Goodlad, Cori Mantle-Bromley, and Stephen Goodlad. The "everyone" in this case asks conference presenters and attendees to consider the actions we have taken as NNER members to promote the Agenda for Education in a Democracy in our P-12 schools, our institutions of higher education, and the larger communities which we all serve. Additional conference strands will focus on engaging arts and sciences faculty in our collective work and on the role played by hybrid educators, those individuals who work simultaneously in both P-12 sites and colleges/universities. A **Call for Proposals** detailing the specifics of the conference theme

and strands will be mailed in April, with a deadline for submission of **May 27, 2005**.

The conference will be preceded by an all-day Wednesday work session for members of the research committee as they aim to clarify an appropriate research agenda for the immediate future. Before the official opening of the conference on Thursday afternoon, both the governing council and the tripartite council will meet for work sessions. In addition, responding to a request made frequently at last year's conference in St. Louis, there also will be an early afternoon "New Participants Session" to introduce the Agenda for Education in a Democracy to those individuals new to the organization. Friday and Saturday will be filled with sixty-eight presentations from various NNER sites, including reports from the Initiating Simultaneous Renewal (ISR) and the Sustaining Simultaneous Renewal (SSR) initiatives. The conference will conclude Sunday morning with a breakfast session.

We are pleased to report that we have confirmed two of the featured speakers for the conference: Bill Ayers, Distinguished Professor in the College of Education at the University of Illinois-Chicago and author of the recently released *Teaching Toward Freedom: Moral*

Commitment and Ethical Action in the Classroom; and Anita Singleton-Prather, who in the role of "Aunt Pearl Sue" will both entertain and educate all of us about the Gullah culture of coastal Carolina. We will release the names of the other featured speakers as they are confirmed. An additional feature of this year's conference will be the first ever presentations of the **Richard W. Clark Award for Exemplary Partner School Work** and the **Nicholas Michelli Award for Advancing Social Justice**. Applications for both awards are due at the Institute for Educational Inquiry by **April 1, 2005**. (See page 8 of this issue for information.)

We have consciously built into the conference schedule time for you to relax and enjoy what we anticipate will be wonderful South Carolina weather. To that end, we will have a Thursday evening reception and hope to include in the schedule a Saturday evening event. We hope that this adventure, as well as everything else we have planned, will make your time away from home as enjoyable as possible. Please keep posted to the NNER website for upcoming details.

DEVELOPING NETWORKS CONFERENCE June 16—19, 2005, Seattle, Washington

By Mona Bailey

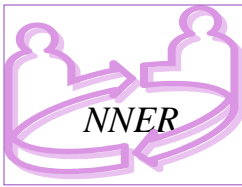
The Institute for Educational Inquiry (IEI) will host a working conference in Seattle, Washington, June 16—19, 2005, for the ten settings that are participating in the Developing Networks of Responsibility to Educate America's Youths initiative. Each of the ten participating settings is expected to send a team from their local DN initiative comprised of community, school district, university representatives and a three member student team. Participants who attend this conference will deepen their understanding of collaboration as a strategy for school and

community renewal; learn about other communities' efforts to improve schooling of their children and youths; and learn about ways to sustain their efforts over the long term. A special feature of the conference will be the youth teams from the ten settings. Separate and combined activities will be provided to further the leadership of development of the youth teams and to further their participation in this important initiative.

Implemented in 2002 with a three year grant from the W. K. Kellogg Foundation, the purpose of the DN Initiative is

to develop and sustain school-university-community partnerships to improve the schooling of children and youths in academically at-risk situations. A report from the DN Conference will be shared at the NNER Annual Conference in October of 2005. Further information about the DN initiative and the conference can be obtained from the website:

www.coloradopartnership.org/dn



AROUND THE NNER

Democracy Connections at Georgia Southern by Jennie Rakestraw

On February 4, 2005, Dr. Nick Michelli visited the campus of Georgia Southern University as a Campus Life Enrichment lecturer. As participants in both the American Democracy Project (ADP) and the National Network for Educational Renewal (NNER), Georgia Southern is seeking to create an intellectual and experiential understanding of civic engagement for its undergraduate students and connect this effort with the NNER agenda. The goal is to produce graduates, including teachers and other school educators, who understand and are committed to engaging in meaningful actions as citizens in a democracy. Within the next three years, Georgia Southern is dedicated to building a culture of civic engagement, service learning and responsible citizenship. In an effort to expand the awareness and campus-wide conversation about the theory and practice of civic engagement to support both the ADP and the NNER commitments, a series of speakers will

be brought to campus with expertise in topics related to democracy. Dr. Nick Michelli was the first of these speakers.



Cindi Chance, Nick Michelli, Ann Foster, and Stephanie Kenney at Georgia Southern.

Dr. Michelli spoke to an audience consisting of undergraduate and graduate students, teachers and school leaders from Georgia Southern's partner schools, university faculty and administrators, as well as interested individuals from the community. The topic of his address was "Educating Educators for Democracy and Social Justice" which connected the public purposes of education with the concepts of democracy and social justice. Recognizing that "education for democracy" is currently a contested concept, Dr.

Michelli drew from historical and contemporary political and educational leaders to argue the necessity of building and maintaining a democratic society through its educational systems. Dr. Michelli defined social justice and its inseparable relation to democracy. After identifying several promising initiatives and listing the distinguishing qualities of programs that effectively educate educators for democracy and social justice, Dr. Michelli concluded by issuing a challenge to the institution and its partner schools, to its programs, and to individuals.

Wright State Action Team Diversity Project by Chuck Birkholtz—Inquiry Work

Bellbrook High School is a suburban high school of 900 students located in rural Sugarcreek Township on the southeast side of Dayton, Ohio. Most students at the high school have lived in Bellbrook, or the township, their entire lives. This fact presents issues of acceptance for any student

Continued on page 6

The Value of Art in Schooling

Continued from page 3

injustice. Education simply cannot be considered whole without the presence of art programs.

When I think back to my childhood schooling, I am utterly grateful. I am grateful for the opportunity I had to express myself creatively. Every time I see a child pick up a marker and apply it to paper, I am reminded of the excitement and anticipation that comes along with creating something new. For many children, this process of creation is the door that connects their imagination to their reality. And as they grow, it is likely that door will fade into more reality and less imagination. That is why it is so important to offer children art while their world is still filled with wonder. The benefits that art

programs offer are undeniable, and so are the obstacles they face. It is hard to argue against national standards and federal funding. It is difficult to try to compete with subjects that have been given the spotlight on the educational stage of importance. It is tough to prove the significance of something that is not measured equally to its peers. Yet, difficulty does not equate needlessness. Although art, music, drama, and other art programs face uphill battles to stay in public schools, that does not mean that they do not belong there. It is time we recognize the importance arts have on our children and acknowledge the effects their lives will face without the arts. It is up to us as a community to realize and recognize that our chil-

dren are facing an erroneous decision in the future of their education. It is time to speak up and promote the advantages and life skills art programs offer. I myself have many fond memories of art in school, and it is my hope that future generations will also. As long as art programs continue to make children happy, it is our duty to make sure that children are allowed to be just that, happy. And we can do this by protecting and valuing the very programs that are bringing them such happiness.



Forum for Educational Leaders in a Democratic Society

By Dick Clark

What should be done to engage community members regarding matters such as No Child Left Behind (NCLB) and diversity? How can secondary schools be improved? Will making schools smaller do the job? What educator actions will help the public obtain good information about education from the media? How should schools prepare students for their role as participants in a democratic society?

We invite you to join with **John Goodlad** and colleagues from around the country to explore such questions at the **Forum for Educational Leaders in a Democratic Society: June 26-29, 2005, at the Mt. Bachelor Village Resort in Bend, Oregon.** The Institute for Educational Inquiry, AASA, ASCD, NNER, PEN, and First Amendment Center are sponsoring this Forum.

Cile Chavez, well known consultant and speaker has been added to those keynoting the Forum. While Dr. Chavez was the superintendent in Littleton, Colorado, this major metropolitan school district began a process of reform and systemic change for which it received national recognition. The ability to establish an environment in which relationships can grow and flourish, and where thoughtful risk taking is encouraged, is critical to the change process, according to Cile.

Other speakers featured at the Forum will include **Paul Houston, Gene Carter, Pat Wasley, Tom Bellamy, Carol Wilson, Rick Lear, Ann Foster, Cori Mantle-Bromley, Dick Clark, Cliff Rowe, Gay Campbell, Molly McCloskey, and Sam Chaltain.**

Check out the Forum on the web at <http://depts.washington.edu/cedren/IEI.htm>.



AROUND THE NNER

Continued from page 5

new to our system, not to mention a student who would be classified as a non-majority student.

In October of 2004, a group of 40 students, teachers, secretaries, guidance counselors and parents met at Wright State University to listen to students tell their story about coming to Bellbrook, Ohio. Following this meeting, the staff at Bellbrook High School attended two in-services.

The first in-service dealt with student feelings of isolation and non-acceptance by majority students. While majority students treated them politely at school, they seldom included them within social groups or at weekend activities. Additionally, instructional strategies used by teachers

often assumed that minority students were experts in their culture, resulting in the students being called on by the teacher to discuss specific aspects about their ethnic culture. These actions and other cultural stereotypes, regardless of the good intentions by the teachers, often led to student anxiety by drawing attention to their ethnicity.

The second in-service, "Flash Judgments" was conducted by the National Council for Community Justice. The Flash Judgment video presented pictures of 15 students, and based upon observations, each staff member was required to determine which student was most likely to be an A student, F student, class presi-

dent, school drop out, gang member, and so on. At the end, each faculty member found out that they were unable to make any legitimate predictions based upon first impressions. The discussion that followed opened our eyes about how quickly adults do make quick and most likely inaccurate judgments based upon first impressions. The next day, the students of our original group invited other students who had not attended the original Wright State meeting to go through a similar experience especially designed for students.

The students who have been trained in "Flash Judgments" now comprise the student organization known as the Wright State Action

continued on page 7

Team. The WSAT meets weekly and is in the process of organizing spring activities to be held during the school day to break down the walls that separate students based upon ethnicity, class rank, or other social divisions. The goal is to create planned activities within the school day to break down barriers caused by race or membership in a social group. The Wright State Action Team hopes that their efforts will result in new friendships and a more inclusive student body.

Philanthropy as a Condition for Democracy: A Youth Foundation

By Laura Barelman, Wayne State College, and Mike Moody, Wakefield Public Schools— Inquiry Work

The subtitle for our project might be, “Who will put out the fires?” One factor that separates many rural communities from cities is dependence on a volunteer fire department. Wakefield, like many other towns in Nebraska, depends entirely on volunteers who carry pagers and leave their workplaces and homes to respond to fire and rescue squads. However, there is an age gap in those who give of their time for community projects. This dynamic is one factor that urged us to explore philanthropy as a concept central to strengthening communities in a democracy. Is philanthropy a requisite condition for full participation in a political/social democracy? The proposition is that children will learn to “tend to the common good” if we expose them to the works of the great philanthropists in history and in their community. One in eight jobs in the U.S. economy is in the nonprofit sector. Nonprofit organizations help to serve and nurture our democracy.

Wayne State College in Wayne, Nebraska, is partnering with the Wakefield (Nebraska) Public Schools and the Wakefield Community Foundation to create a branch of the foundation administered by youth. The Wakefield Community Foundation has a ten-year history of working for community development projects. However, there are no youth involved in the fundraising or grantmaking functions. This project will expand the foundation’s focus to create a youth advisory committee. So

far, the Foundation cleared the way for the committee. We put together the working papers. We are in the process of recruiting and interviewing the students, at present. Then, we will assist the students in raising money, determining deserving needs in the community and making grants to select community development projects. Also, we will survey the participating students prior to their service and again after the first round of grantmaking.

Kleinsasser Named School-University Partnership Director

Audrey Kleinsasser is the new director of the Wyoming School-University Partnership (WSUP).

Since 1999, Kleinsasser has directed the Ellbogen Center for Teaching and Learning at the University of Wyoming (UW). The center provides professional development opportunities for UW faculty members and supports the university’s teaching, learning and assessment mission.

The WSUP services a statewide network that includes 14 school districts, the Wyoming Education Association and the Wyoming Community College Commission. The partnership office is located at UW and both the College of Arts and Sciences and the College of Education are central partners.

“Audrey is very dedicated to promoting the agenda for education,” Ray Schulte, WSUP chair says, “With her leadership skills, I am very optimistic about the future of the partnership.”

Sites Selected for SST Activities

By Sharon Dorsey

Five sites have been selected to join with the Strengthening and Sustaining Teachers (SST) initiative in an effort to address teacher retention and professional quality. While the national media has focused attention on the serious teacher shortage in several U.S. locations, recent research has shown that the shortage of highly qualified teachers is not the result of too few teachers entering the profession; instead, the problem is teacher retention (Ingersoll, 2002).

SST is an ambitious five-year initiative designed to address this critical

issue. The SST initiative is sponsored and guided by five institutional partners who bring extensive background and experience to the issue—the Institute for Educational Inquiry (IEI), the National Commission on Teaching and America’s Future (NCTAF), the Teacher Union Reform Network (TURN), Bank Street College, and the University of Washington. SST has selected five sites from its sponsoring organizations’ networks to participate with the two on-going SST sites—Seattle, Washington, and Portland, Maine—in several activities this year. The five sites selected by the SST Coordinating Council were **Hawaii; Denver, Colorado; Memphis, Tennessee; Montclair State University (Newark, New Jersey); and the Addison Rutland Consortium (Vermont)**. These five sites were selected based on their interest in and capacity to build a local teacher development continuum that would support and coordinate the professional growth of teachers from pre-service education through new teacher induction and into the professional development of their fifth year of teaching. Each site working through a local partnership of the school district, the teacher’s union, and a higher education institution will participate in the pilot of the SST Inquiry-based Protocol to assess their present status in the three stages of teacher development. During a symposium this summer at Wingspread in Racine, Wisconsin, teams from the sites will review the protocol and use the information to plan their next steps. Through a grant from the GE Foundation each site will receive \$10,000 to carry out their work this year. The Bill and Melinda Gates Foundation, the Carnegie Corporation of New York, and the Ford Foundation provide major funding for the national SST initiative.

Ingersoll, R. (2002). Out-of-field teaching, educational inequality, and the organization of schools: An exploratory analysis. Seattle: Center for the Study of Teaching and Policy.



National Network for Educational Renewal

NNER News
(206) 325-3010
Editor: Ann Foster
fosteraw@u.washington.edu
Publisher: Elen Ward-Pazdziernik
elenwp@u.washington.edu

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

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!

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 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 Educa-

tion in a Democracy.

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 disseminate work in these areas throughout the NNER.

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.

<http://depts.washington.edu/cedren/IEL.htm>