

NNER NEWS

Volume 5 Issue 1

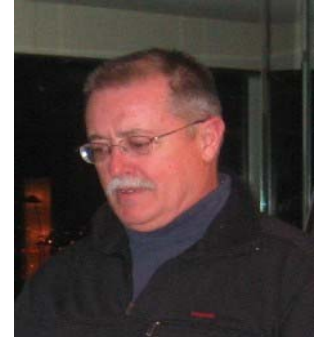
January 23, 2006



Inside this issue:

Governing Council Chair—Greg Bernhardt	1 & 7
Through the Lens of Truthiness—Carol Wilson	1 & 7
NNER 2006 Annual Conference Updates	2 & 5
Diversity Issues at the University of Connecticut—Cathleen Love	3
Around the NNER	4 & 5
The Tripartite Council Focuses on Equity—John Anderson	5
Plans for the NNER Research Initiative Continue to Move Forward—Van Dempsey	6
2006 Clark and Michelli Awards—Nomination Information	8
NNER 2006 Annual Conference Announcement	8

Governing Council Chair Greg Bernhardt



I am looking forward to serving as the chairperson of the NNER governing council during 2006 and 2007. I follow two outstanding previous governing council chairpersons: Carol Wilson from the Colorado Partnership and Nick Michelli from the City University of New York setting. I have been serving as the Wright State University setting director since 2003. The challenges and opportunities that we face as a network are both simultaneously exciting and daunting. At the governing council meeting at the 2005 annual conference in South Carolina, I identified seven areas that would likely occupy our collective attentions in the next two years. They were:

- Ongoing transition conversations between the NNER and the Institute for Educational Inquiry (IEI) as John

Goodlad and the IEI redefine their focus and priorities for the near term and the future.

- A continuing focus on the direction and activities necessary to sustain the individual settings and the Network in challenging times.
- The need for engaged progress in the settings and as a network on the issues of equity and diversity.
- A commitment to strengthening the communication between the 24 settings and as a network with others in the national educational arena.
- Consideration of the need for a full-time executive director.
- Careful and deliberate review of new setting membership applicants.

I want to focus briefly on one of these issues. Following the strong recommendation of the Tripartite Council after their meeting in South Carolina in October, the Governing Council will consider forming a task force at our next meeting in San Diego on January 29th to address the issues of equity and diversity during 2006 with recommendations for action to be made at the annual fall conference to be held in Ohio in October. In 2004 we adopted the NNER Statement on Equity and our Tripartite Council this fall emphatically urged the governing council to make equity and

Continued on page 7

Through the Lens of Truthiness—Carol Wilson

On January 7, 2006, our local newspaper reported that the word best reflecting the year 2005 is “truthiness.” The American Dialect Society, a panel of linguists, editors and academics made the decision, as they do every year. According to the article, truthiness means “the quality of stating concepts one wishes or believes to be true, rather than the facts.”

The thing I so value about our partnerships and the whole NNER is that we generally try to look at ourselves honestly, in the ongoing effort to renew ourselves, our organizations, and schooling writ large. But looking at oneself honestly can be painful, and so it is pretty easy to focus on what we are doing well, at the risk of allowing complacency—that state of being self-satisfied to a fault—to set in. This may especially be true when we work hard to do good, and to address seemingly endless problems and issues. It is, however and as we know, dangerous to allow this to happen.

Please understand, I am not saying we shouldn’t recognize successes and celebrate them.

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Continued on page 7

NNER 2005 ANNUAL CONFERENCE UPDATES

Education for Everyone: Engaging Schools, Higher Education, and Communities in Democratic Education, the theme of the NNER 2005 conference did indeed bring together a wide spectrum of voices to learn together. The conference planners built on the message in *Education for Everyone*, the recent publication authored by John Goodlad, Cori Mantle-Bromley, and Stephen Goodlad.

Approximately 300 NNER members and others interested in the Agenda for Education in a Democracy (AED) attended the October conference where over 90 break-out sessions addressed democratic education through various lenses.

In addition, Anita Singleton-Prather as “Aunt Pearlle Sue” brought the Gullah culture to the conference participants. As Paul Chaplin noted in his introduction of her, having the conference in a different setting each year provides the participants with first-hand experiences with the local culture and context. Auntie Pearlle Sue’s presentation with her storytelling and insights about language and history brought an important aspect of South Carolina culture to the participants.

Bud Ferillo’s “Corridor of Shame” a documentary examining the inequities in the South Carolina schools set the tone for the conference through visual reminders that children from poverty too often attend impoverished schools. Interviews with teachers and administrators in these struggling schools also revealed the commitment and persistence of educators dedicated to providing quality educational experiences to all students in the face of great adversity.

Bill Ayers, Distinguished Professor in the College of Education University of Illinois, Chicago, in his address, “Trudge Toward Freedom: Educational Renewal in a Time of Trouble” provided another perspective on the challenge of the NNER to enact the Agenda for Education in a Democracy with his reflections on the importance of continuing the

quest to promote social justice in our schools. He noted that schools face challenges in many dimensions and that we must teach for possibilities not for control. He further challenged the group to interrogate our own “common sense” to ensure that we are thinking broadly and are open to new ideas.

And, the conversation with John Goodlad at the conference closing left the participants with the challenge that universities that engage in partner work with schools must take responsibility for the education of P-12 students and that P-12 educators must take responsibility for the education of future teachers—that is, all of us must commit to a broader mission if we are to advance simultaneous renewal.

The Richard Clark Partner School Award was accepted by Monica Taylor, Montclair State University (MSU), assistant professor in the department of Curriculum and Teaching; PDS liaison Jane Kinkle, Grover Cleveland Middle School 7th grade science teacher; site based council chair Wayne Rush, Grover Cleveland Middle School media specialist; Aditya Adarkar, MSU assistant professor, College of Arts and Sciences, and university site based council member.



Jane Kinkle and Aditya Adarkar at the presentation of the first annual Richard Clark Partner School Award



Stephen Marble, John Goodlad, Nicholas Michelli, Randy Hitz, and Alice Kawakami at the presentation of the first annual Nicholas Michelli Award

The Nicholas Michelli Award for Promoting Social Justice was accepted for the Hawaii setting by dean Randy Hitz; director of Teacher Education Stephen Marble; director of the Hawaii Institute for Educational partnerships Alice Kawakami; and JoAnn Soong, 2nd grade teacher at Ala Wai Elementary School in Honolulu currently serving as a faculty member in the Master of Education in Teaching Program.

These two groups, the first recipients of these awards, presented examples of their work and the process was a celebration of the work going on in all our settings.

Please note that information for nominations for the 2006 process are available on the NNER web page (add address). If you have questions about the nomination process or other aspects of the program, please contact Ann Foster fosteraw@u.washington.edu.

The NNER Governing Council would like to acknowledge the hard work of the hosting setting and the planning committee: Mary Stepling, Shirley Ritter, Dava O’Connor, Kathy Hartley, Beth Looney, Jason Kinsey, Cindy Johnson-Taylor, Jonatha Vare, program planner Byran Burgin, and conference chair Bruce Field. With their

Continued on page 5

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

Diversity Issues at the University of Connecticut

By Cathleen T. Love,
Associate Vice Provost for Multicultural Affairs



Being reflective about our practice as educators is built into our training from our beginning courses in teacher education. Being reflective about diversity issues seems to be more difficult for us to infuse into our professional practice. We are struggling sometimes because of our own fears about being hurtful instead of helpful. We are looking for examples to apply and pitfalls to avoid.

At the University of Connecticut (UConn), we are no different. We launched a Diversity Action Plan and we are striving to reach our goals. Our initiatives involve faculty across the university and enhance our partnerships with the larger university community. Our General Education Oversight Committee (GEOC), for example, approves courses for our newly formulated general education requirement including two courses in multiculturalism and diversity. This committee is also encouraging faculty to make connections to requirements in the major related to this topic. This fall GEOC is sponsoring a campus-wide showing of

“Crash” (2004), a film which follows a multiethnic cast of characters in their struggles with fear and stereotypes. Faculty and staff will facilitate discussions with students after the film to assist us in being reflective about our own prejudices.

UConn has made significant progress towards building a comprehensive human rights program that involves disciplines across its schools and colleges, and encompasses the missions of teaching, research, and outreach.

UConn is one of only two institutions in the United States to offer a human rights major or minor, and it is the first institution in the country to be awarded a UNESCO Chair in the Institute for Comparative Human Rights (<http://www.unescochair.uconn.edu>). This institute, together with the University’s Human Rights Institute (<http://www.humanrights.uconn.edu/>) and the Thomas J. Dodd Research Center (<http://www.lib.uconn.edu/online/research/speclib/ASC/>), actively promote human rights education and events.

In addition, the university has cultural centers and institutes that work with faculty to bring the expertise of diverse professionals to our campus. Faculty, for example, will work with a cultural center to bring in an author, researcher, or community activist who students are studying in their classes. The centers and institutes are also available for assisting units across campus with cultural competency, creating inclusive climates and capacity building. Workshops on infusing diversity into the curriculum help faculty to envision ways to enhance diversity efforts while still covering content considered critical to their courses.

In a state where the Native American population is highly visible, our campus has much work to do in serving our Native constituents. We are currently examining offering specific “visitation days” and summer programs to enhance the interest of Native American students in attending college.

Tripartite Council members are hard at work in South Carolina—See the article, *The Tripartite Council Focuses on Equity*, on page 5 of this issue of the NNER NEWS.





AROUND THE NNER

Governing Council Updates—

The NNER governing council met at the 2005 conference. The executive director provided a year-end report and update on the approved initiatives. The group approved updates to the governance document that more accurately reflect current practice; these include the role of the tripartite council, term lengths for governing council members, clarification of wording on the NNER's role in policy work, as examples. The group approved the NNER annual operating budget with a notation that a salary adjustment would be made for the executive director and received an update from the tripartite council chairs (see the tripartite update for details). Greg Bernhardt and Sally Lloyd provided an update on the 2006 conference and Van Dempsey provided preliminary information on the 2007 conference. The governing council also welcomed new members: JoNancy Warren, selected to serve as a school representative for the tripartite council and Leroy Kemp was elected by the college of education group as its chair. Greg Bernhardt was elected to chair the governing council and Van Dempsey was elected as a representative at-large.

Executive Board Meets—

The NNER executive board met in conjunction with the session for potential new NNER member settings in December 2005 at the Institute for Educational Inquiry in Seattle, Washington. Highlights of that session included conversations regarding the tripartite council's recommendation that the equity work began at the 2003 conference continue to be a focal point for the NNER's goals. The group agreed to put forth a motion to the governing council to form a task force charged with examining the equity progress throughout the NNER and proffering suggestions to address challenges to this work and gaps in

our practices and policies. The group also began planning for the summer symposium to be held in the late summer of 2006. Other items included follow-up from the research committee meeting held in conjunction with the executive board meeting, budget updates, planning for the governing council meeting at AACTE in January 2006, discussion of the tripartite council session that included a recommendation that the meeting be lengthened next year and that the group continues to use the settings' annual reports to guide its recommendations to the governing council. Please see the NNER web site for the meeting minutes. They can be found under governance—minutes.

Leaders for Teacher Preparing Schools Grant Gets Underway—

The first session of the leadership program for partner school leaders was held December 9-11, 2005. Eleven school leaders from throughout the NNER met to work on furthering partner school development.

The focus of the first meeting was to build background knowledge on the NNER definition and expectations for partner school leaders and to learn the local contexts of each participant. The school leaders each indicated a focus on state assessment while providing a quality well-rounded education program for students in communities of poverty.

Rosie Castaneda from the University of Wyoming presented a session on preservice teachers' attitudes about democracy and multiculturalism, Tom Bellamy presented information on the principals' complex role, and John Goodlad met with the group for a conversation on the Agenda for Education in a Democracy.

Each participant began developing an annual case that tracks a year's work in the life of a principal. Participants are from widely varying areas including rural and large urban set-

tings: Gail Awakuni, Hawaii; Eugene Brown, New Jersey; Ed Davis, Georgia; Karen Doty, Georgia; Pam Frederick, Wyoming; Hector Giron, El Paso; Alvin Nagasako, Hawaii; Tory Niles, Connecticut; Polly Otero, New Mexico; Edwina Trujillo, New Mexico; and Rob Williams, California—not from an NNER setting.

The teacher leaders' group will hold its first meeting in January in Denver. Fifteen teachers from around the NNER will participate in that session including Beverly Andrews, Robert Glenn Bailey Jr., Carol Brooks, Pamela Goodman, Liliana Graham, Julieta Melendez, Toni Painter, Jeremy Patterson, Sumner Price, Paige Rountree, Patia Rountree, Martha Sanchez, and Marisol Quinones.



Initiating Simultaneous Renewal (ISR) and Sustaining Simultaneous Renewal (SSR) participants presented their final inquiry projects at the NNER annual conference. Here are shown—Molly Munson-Dryer (top) and Marijke Kehrhahn and Claude Louishomme (bottom).



Continued on page 5

The Tripartite Council Focuses on Equity

By John Anderson

The tripartite council meeting, facilitated by John Anderson—arts and science chair, Vern Henshaw—school chair, and Greg Bernhardt—education chair (substituting for Deb Shanley), met at the 2005 annual conference in Myrtle Beach, South Carolina. Each participant brought copies of their setting's annual report and the groups worked in cross-setting tables to examine where the NNER is making progress related to our mission and where renewed attention is needed. Following are the areas the group identified as critical to the NNER's work:

- How to build an infrastructure that will build local sites to educate and

communicate the agenda;

- Core issue—equity and access; Address equal access to high quality education;
- Revisit our Statement of Equity and take action at the national and local levels to ensure we are making progress;
- NNER needs to reassert equity as the central issue;
- Need to build capacity through leadership development at existing sites—partially related to problems of ongoing turnover—and also need to have support for people once they have participated in initial

leadership training sessions;

- Advocate for emphasis on moral responsibility and social democracy;
- From the settings emphasis needed on the continuing leadership development work;
- It was suggested that we should revisit the list of actions identified by the equity committee in Salt Lake City at the 2004 annual conference—this came from SCDE job alike group;
- The SCDE group also focused on sustainability and the need to develop SIG's.

Conference Updates

Continued from page 2

leadership and vision the conference not only turned a significant profit but the planning team also offered guidance for how this can be repeated in the future. The conference was a success in many ways. Participants remarked on the many opportunities to truly network—social and con-

versation time built into the days—and the quality of the sessions. The conference proceedings that include papers from each session is available on the NNER web site and provides ample evidence of the quality of presentations and diverse perspectives represented.



Ed Scantling, Ann Madsen, Deborah Curtis, JoNancy Warren examine materials at the governing council meeting

Around the NNER

Continued from page 4

Groups Explore NNER Membership—The NNER executive council and other NNER leaders hosted an interactive session for university and school representatives interested in learning more about the NNER and those considering applying for membership. The participants were provided with background information on the Agenda for Education in a Democracy (AED) and the NNER membership process. John Goodlad led a question and response time on the moral dimensions; Nick Michelli provided an overview of teaching for social justice and democracy; Ada Beth Cutler, Van Dempsey, and Dick Clark provided examples of partner school models; Karen Wangsvick provided information on building school-university relationships; John Anderson discussed the critical role of Arts and Sciences in educational renewal; Greg Bernhardt outlined the NNER's long-term goals; and Carol Wil-

son and Ann Foster provided background on the NNER, our mission and structure.

In addition to the background information, the group engaged in conversations and was able to address questions to various NNER leaders. School and university representatives worked in cross role and role alike groups. Cori Mantle-Bromley, Mona Bailey, and Tom Bellamy served as panelists, reflecting on their roles and work related to the NNER.

The group engaged in a conversation café where they were able to meet colleagues from other locations and talk about their programs and interest in the NNER.

Participants included representatives from the school districts and the universities: Armin Schulz (California State University, Stanislaus); Barbara Page (Modesto City Schools, California); David Monk (Pennsylvania State University); Patricia Best (State College Area School District, Pennsylvania); Dawn

Shinew (Washington State University); Tariq Akmal (Washington State University); Paul Sturm (Pullman School District, Washington); Michael Silver (Seattle University); Jane Goetz (Seattle Public Schools); Susan Franzosa (University of Washington, Bothell); Katie Pepper and Connie Milliken (Maywood Hills Elementary, Washington).



Patricia Best, Ada Beth Cutler, and David Monk during the meeting for new participants in the NNER

Plans for NNER Research Initiative Continue to Move Forward

By Van Dempsey

Several years ago the governing council determined that one essential component of keeping the Network healthy would be the development of a robust research agenda. Until that time, there had been no systematic, network-wide investigations on the impact of the Agenda for Education in a Democracy (AED) on the work of the settings. In the face of decreasing resources and national attacks on the bedrock commitments of the NNER to democratic dispositions and practices, it appeared that the time was right for some sort of cross-site study of the ways in which our programs for the education of educators, pupil achievement, and local partnerships have been affected by the AED. To that end, the governing council charged a research committee to develop a research agenda.

It is not surprising, however, that given that the research committee could only manage to meet twice a year (at the NNER annual meeting and AACTE), and that there was an ever shifting representation at these meetings from the settings, the work didn't move along very far or fast. After several years of attempts to move the work ahead in this way, it was determined that several new steps needed to be taken. Thus, two sub-committees were established with the tasks of: 1) polling the settings about research questions they believe are worthy of study and the research they had already conducted that addressed the impact of the AED; and 2) reviewing the research cited in Sirotnik's book (*Renewing Schools and Teacher Education: An Odyssey in Educational Change* by Kenneth A. Sirotnik and Associates, 2001) and reports or summaries from the settings on IEI sponsored initiatives. The work of the two sub-committees was summarized and emergent directions for research were identified. In addition, the co-chairs Cindy Onore and Van Dempsey recommended to the governing council that it charge a small group of researchers to meet for a full-day to craft a working research agenda.

Using the reports of those two sub-committees, the executive board, following the recommendation of the research co-chairs, created a committee with members from the previous stages of work and researchers from the NNER

settings. Members include: Jason Stephens, DeBorah Zackery, Brian Cobb, Bill McDiarmid, Tom Bellamy, and co-chairs Van Dempsey and Cindy Onore. Its charge was to draft a research plan for the Network. That committee, in a planning session in Seattle in December 2005, drafted a plan to be submitted to the settings for discussion and feedback before going to the governing council at the January 2006 AACTE meeting. The research design draft emerged out of the context of the philosophical commitments, mission and vision that guide the work of the NNER. The design considerations are grounded in the language of the Postulates, the Partner School Compact, and the Agenda for Education in a Democracy. From a broader perspective the research design is grounded in the working principles of the Institute for Educational Inquiry and the Center for Educational Renewal.

The committee drafted the following guiding research questions and structure, currently under review and consideration by the settings and ultimately the governing council:

1. What are the unique and various ways in which NNER "ideology" has been implemented across settings in the Network?
2. What has been the influence and effects of participation in the NNER and what has conditioned these influences and effects?

These influences and effects are to be examined in the context of the various ways in which the values and principles underlying the work of the NNER have affected multiple learning communities. The philosophical groundings include: the Agenda for Education in a Democracy; the Partner School Compact; and the Twenty Postulates for teacher education. Given the work of the NNER, the research committee design would anticipate that the effect would be seen in various practice-based contexts, including the education of educators across the tripartite relationships and in the learning experiences and outcomes for children in P-12 settings. The research design would also take into consideration issues surrounding how par-



Jason Stephens and Cindy Onore (co-chair) during the NNER Research Committee meeting at the IEI in December 2005.

ticipation in the NNER is associated with: the process and impact of school renewal and change; teaching practices in terms of democratic pedagogy; impact of the work on student learning; and the impact of the work on the education of educators?

As planned in the draft design, all NNER settings would have an opportunity to participate in research on the elements of the above structure for which they have the capacity or where the NNER can support capacity-building. Sites may choose not to participate, or may participate with assistance if they do not feel that they have the research resources to do so with their own partners. The research is intended to be mixed-method. Structures under consideration include the option for settings to participate as part of a small network of settings (three to four) focused on one or two elements of the research plan where there is a particularly rich context for research on those elements. A more intensive research element would include a group of sites that would provide a basis for intensive, comprehensive research on all or nearly all of the elements cited above.

The research committee has outlined a series of "next steps" in the process for consideration by the governing board. These are included in the detailed report available on the NNER web page. Additional input will be sought at AACTE where the research agenda will be the topic for the NNER open meeting to be held at 3:45 p.m. on Tuesday, January 31, 2006.

Governing Council Chair **Continued from page 1**

access core issues for us going forward. In *Education for Everyone* (2004) Goodlad, Mantle-Bromley, and Goodlad wrote:

“Our argument is that the well-being of a total culture requires education for all, without exclusivity on the basis of caste: ethnicity, race, sex, heredity, religion, lifestyles and sexual preferences, wealth, assumed intelligence, physical disability or whatever else humans are able to think up as bases for discrimination. Whatever the medium intended for educating, the provision of *total inclusion* is a moral imperative in a democracy and, it is essential to point out, a practical necessity for the health of all and for the continued renewal of a democratic culture.” (p. 7)

I believe this quote communicates well the equity and diversity goals that the NNER is committed to as we work to actualize the Agenda for Education in a Democracy (AED). While the United States is the most culturally diverse nation in the world, we still have much work ahead of us to become less parochial and less monocultural in our

own personal behaviors/policies where we work and educate. The recent push-back from certain groups/organizations who have challenged the appropriateness of considering the disposition of candidates before recommending them for certification/licensure as educators is troubling and has reminded us how far we still have to go in this regard. For a good synopsis of the disposition issue you might want to review the article by Robin Wilson in the December 16, 2005, issue of the *Chronicle of Higher Education*. The NNER will be working actively with these issues in the year and years to come, and the governing council will want to hear from you about your ideas and suggestions for the Network to address issues of equity and diversity.

Finally, I want to encourage you to consider submitting a proposal for a presentation at the next annual conference. The NNER 2006 Conference, October 18-21, will be co-hosted by the Miami University and Wright State University settings in the Cincinnati area of Ohio. The conference theme will be **Leadership for Simultaneous**

Renewal: Changing Roles in Changing Times. Speakers will include John Goodlad; Nancy Zimpher, president of the University of Cincinnati; Chile Chavez, Colorado leadership consultant; Michael Dantley, president-elect, University Council for Educational Administration; Bob Moses, director of the Algebra Project; Spencer Crew, director of the National Underground Railroad Freedom Center; and others to be announced. Please mark your calendars for this exciting annual event showcasing the outstanding work of our colleagues in the arts and sciences, the public schools, and colleges of education from around the country and Canada.

I look forward to the next two years of service to the NNER and hope that you will contact me if you have questions, issues, or activities you would like me to know more about .

Gregory.bernhardt@wright.edu

Through the Lens of Truthiness **Continued from page 1**

Acknowledging progress is essential if we are to keep doing the work we do. Rather, I'm suggesting that by looking at circumstances realistically, perhaps we can create another kind of celebration. We can, as Van Dempsey at a meeting last month so eloquently expressed, celebrate hope. We can celebrate the hope of continuing to recognize more of the ways in which our students experience inequities and eliminating those conditions and practices that keep students from realizing their dreams. We can turn the concept of truthiness on its ear by continually asking ourselves are these the facts or are we believing what we wish were true? For isn't it the case that

if we see and understand the facts, we can have more hope for changing what must be changed?

So, with a view toward avoiding truthiness and celebrating hope, I propose this challenge to us all: Let's acknowledge the good work we've done and also the fact that there is much more to do. One particular area of concern comes to mind—equity. We have adopted a Statement on Equity, and we have begun to report some of the steps we are taking in our individual settings. We now know these are good foundational steps, but they are not enough. We need to go much further. With the leadership of our new governing council

chair, Greg Bernhardt, and our executive director, Ann Foster, and all of you, we can take the next crucial steps and I believe we can take them successfully. We can then celebrate success as well as the hope such success creates.

Who knows, maybe the American Dialect Society will be able to look at the facts and choose very different kinds of words to describe 2006, 2007, and beyond.

Daily Camera, “Linguists: ‘Truthiness’ best reflects 2005, January 7, 2006, p. 1B, Boulder, CO

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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.

Leadership for Simultaneous Renewal: Changing Roles in Changing Times is the current working theme for the 2006 NNER Annual Conference.

Please plan on joining the NNER settings in southwestern Ohio, October 18-21, 2006, for this event. Miami University, Wright State University and their partnerships are collaborating on this conference which will tentatively include a visit to the National Underground Railroad Freedom Center in Cincinnati, Ohio.

Mark your calendars today.

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
Hawai'i	University of Hawai'i and Hawai'i 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 Education in a Democracy (AED).

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. The awards are also designed to promote the tripartite partnerships necessary to advancing the AED. The recipients of each award will be recognized, and presented with their award, at the NNER 2006 annual

conference in Ohio.

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

All applications/nominations are due at the Institute for Educational Inquiry by April 3, 2006. Recipients will be notified by May 15, 2006 for the October 2006 presentation of the awards.