

NNER NEWS

Volume 5 Issue 2

NNER Governing Council News

By Ann Foster

March 31, 2006



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At the January 30, 2006, meeting held in conjunction with the AACTE conference in San Diego, the NNER governing council acted on several important items that continue to move the Agenda for Education in a Democracy into practice and policy throughout the settings and in our collective work. The leadership group approved a motion to engage in a strategic planning session to examine the NNER's history, assess our current activity, and do mindful planning for our future. The approved process includes participation of the executive board and four additional NNER members to ensure that the tripartite partners are included and that the process considers issues and possibilities from many different setting perspectives. In addition, John Goodlad and Dick Clark from the Institute for Educational Inquiry (IEI) will participate.

Greg Bernhardt and Ann Foster did preliminary planning for the session and with input from the governing council researched possible external facilitators. Carol Wilson and David Chrislip whose work, "The Collaborative Leadership Fieldbook" which is the foundation for the Developing Networks initiative structure, were able to schedule Stephen McCormick, Senior Associate of Skillful Means, to work with the group. His extensive back-

ground in collaborative processes include over 20 years spent working with organizations, communities and multi-stakeholder partnerships to bring clarity and focus to their work. Stephen has also served as Director of Organizational Development for the Open Society Institute established by George Soros, as well as the Central European representative of the National Civic League, and a Managing Director of Chautauqua International, Inc., an international consulting partnership working in the field of democratic governance. He has worked professionally in almost every country of East Central Europe and Central Asia, as well as in Madagascar, Senegal, the Philippines, France, Spain and South Africa, as well as in the United States. Stephen holds a Masters degree from Yale University and a Diploma in Organizational Behavior from London University. Stephen expressed interest in working with the NNER to work with leaders in education organizational development. The NNER is fortunate to have such a wealth of expertise internally and support externally to initiate a process that will renew our work toward advancing the Agenda for Education in a Democracy.

In other actions, the governing council approved a task

force to continue the work begun by the equity committee in 2003. With the equity statement crafted by the original group and adopted by the NNER, and the NNER annual report, the task force will engage in the following inquiry process, the group will provide the NNER with a process to continue to improve conditions for equity and access throughout the Network.

The task force will study and proffer recommendations related to the equity report adopted by the NNER governing council in 2004. The charge of the task force is to review the NNER settings' annual reports and collate findings that address progress toward improving equity and the challenges to furthering equity in the settings. The task force will then formulate well-crafted questions that relate to the NNER's responsibility to address issues that are inequities, but not recognized as inequities and/or issues that are addressed as challenges. The questions will address policies and practices related to specific discrimination issues including but not limited to age, disability, gender, language, locality, personal appearance, political ideology, race, religion, sexual orientation, class and socio-economic status. Settings will consider how all underrepresented groups are served including issues related to urban and rural contexts. The task force

Exploring Democracy in the Network

By John Anderson

Collaboration can take many forms within the National Network for Educational Renewal (NNER). This spring the Political Science Department and the Department of Education at Brooklyn College hosted Political Science students from the University of Nebraska at Kearney (U.N.K.) to offer a unique learning opportunity. The purposes of the visit by U.N.K. students to Brooklyn were many but the primary goal was to explore the nature of democratic communities in urban neighborhoods. Special emphasis was placed upon observing schools in the Brooklyn neighborhoods visited by the U.N.K. students. School visits were organized by Brooklyn College and Medgar Evers College faculty members.

The visiting students were also treated to a wide variety of other experiences.



UNK STUDENTS IN BROOKLYN

Several CUNY faculty members provided tours of areas within the city. Dr. Vincent Fucillo and Dr. Deborah Shanley escorted students through neighborhoods in Manhattan and Dr. Nick Michelli also joined the students for a visit to the Lower East-side. In addition, the students from U.N.K. explored the city inside and outside the “tourist bubble.” You can’t go to New York without seeing Broadway but you should also take the #3 train to East New York if you want to learn about how people live in the city.

Students from U.N.K. returned to their class to complete their course of study which was designed to study democracy in both urban and rural communities. The class began with readings of material by democratic theorists, including Aristotle, Edward Banfield, Robert Putnam and Theda Skocpol. Then, the students formed a theoretical framework for their analysis and designed a set of measures to assess the relationships they theorized. The general subject of study was community as expressed in Brooklyn neighborhoods and Elm Creek, Nebraska (a town with about 800 residents). The students end the semester by producing two Vodcasts (video podcasts) of their findings—one analyzing Brooklyn neighborhoods and another on Elm Creek.

Early student reports indicate that the experience was insightful and meaningful. Here are a few unvarnished student thoughts:

- The greatest thing about diversity is when it enables us to see how similar we all are.
- The more connected people feel to

their community the more involved they will be, which means positive change is more likely to occur.

- I also learned that democratic processes and problems in urban communities are the same as those in rural communities and they only differ in their magnitude and the attention given to them.
- The most important concept I realized on this trip is how much education matters in this city.
- I found it very interesting to be in the middle schools, high schools, and colleges of NYC and talk comfortably about racial discrimination in my town.

One can only imagine how much work would have to be done in a classroom with traditional textbooks to get students to think as deeply.

Students at Brooklyn College, Medgar Evers College and Nick Michelli’s graduate seminar at the CUNY Grad Center also learned from the Nebraska undergrads. The Nebraska students engaged in extensive conversations with students from each of the CUNY colleges who reported that the exchange created a unique opportunity for reflection. In fact, students (education majors) in the class on American Politics taught by Dr. Fucillo and Dr. Shanley plan a visit to Nebraska.

The visit will explore the same basic set of issues: 1) the ways communities work; 2) the role of schools in democratic communities; and, 3) the nature of equity issues in rural America (e.g., poverty and diversity).

Congratulations to Dr. Richard W. Clark who was recently named Executive Vice President of the Institute for Educational Inquiry (IEI). Dr. Clark will serve as the IEI’s representative to the NNER governing council and will continue to work on the Developing Networks, League of Small Democratic Schools, and Journalism, Education, and the Public Good initiatives at the IEI.

**Commentary—Marisa Bier,
University of Washington**

The Leaders for Teacher Preparing Schools (LTPS) Seattle Cohort has convened for two sessions thus far, one in December and one in February. The ultimate goal of LTPS is to bring together school leaders facilitated by Dick Clark, Ann Foster, and Tom Bellamy, in order to prepare case studies of the role of a principal in a partner school. The first weekend session was spent getting to know each other and getting to know the Institute for Educational Inquiry (IEI), LTPS, and the broad goals of the project we would be working on for the next year. As the diverse group of participants, made up of eleven principals and one teacher leader, introduced themselves, it was clear that although we come from very different school settings, we all have some of the same goals: providing a quality education to our students and supporting our staff in doing so. We are from all over the country: Northeast, Southeast, Midwest, Southwest, West Coast, and the Pacific Islands. And we serve very different communities: rural, urban; Native American, Mexican American, African American, Native Hawaiian, Caucasian, and Latino. In all cases, our students live in poverty.

Thus far, we have spent a great deal of time learning what it means to be a partner school. Videos have been viewed, articles read, and research presented. We have also had the opportunity to hear from John Goodlad. In all instances, we have had the opportunity to discuss what partnership means for our schools, to think about how we en-



Principals: Back Row—Hector Giron, Dick Clark, Eugene Brown, Karen Doty, Pam Frederick, Marisa Bier; Front Row—Alvin Nagasako, Tory Niles, Ed Davis, Gail Awakuni, Edwina Trujillo, Annie Brelsford

vision this work, and to question what seems unrealistic or uncertain. We have also interviewed each other to better understand the different degrees of engagement in the partnership and the issues being faced at our schools. In addition, each participant had the opportunity to interview someone at the university with which they are partnering. This gave us a better sense of how very different the culture of the university is as well as the different demands on university faculty. As we move forward with this work, this understanding is essential to recognizing the ways in which true renewal and partnership can take place.

**Commentary—Hector Giron,
Principal, Canutillo Elementary
School**

I have enjoyed the LTPS meetings in Seattle enormously, mainly due to the opportunity that this Institute is providing for engaging in deep reflection about our practices as principals. As principals we rarely have the time to meet and engage in the practice of re-

flexion for extended periods of time on specific topics with each other. We act mainly as doers, not thinkers. I have found that the focused and meaningful conversations in which we are engaging are extending my thinking about my work as a leader at a teacher preparing school. This is causing me to clarify my thinking in order to be able to explain my per-

spective about my practices to my peers. It is providing me with the opportunity to experience different perspectives and realities as presented by the other principals. These conversations with my peers and the examination of my own perspective are leading me to plan some changes in the way that I will support interns in my building in the future.

I particularly enjoy the way that we are already serving each other as mentors in the different areas in which we have expertise. The opportunity to meet with people such as Dr. Carmelita Castaneda, Dr. Richard Clark, Dr. Tom Bellamy, Dr. Ann Foster, Dr. Jennifer Robinson, Dr. John Goodlad, and all of the others, has been extremely refreshing and encouraging because sometimes I feel as if I am alone in my thinking. Engaging in this work with like minded professionals is a validating and professionally refreshing experience.



Announcement: The Leaders for Teacher-Preparing Schools initiative will hold its first summer conference for principals new to partner schools, members of the current cohorts, central administrators, and university partners. The working conference will be held June 28-30, 2006, in the Seattle area. The format includes opportunity for networking and interactive sessions on practical ideas for partner school leaders to use the expanded resources and support available in partner schools to improve learning for P-12 students and future teachers. Registration is \$300, with a limited number of full scholarships for principals from qualifying school districts. Contact Annie Brelsford (abrelsford@uwb.edu) for registration and scholarship information.

DN SUSTAINABILITY CONFERENCE

BY CAROL WILSON

*With our community coming together—the people in the community, the schools, and the university—and building on the Agenda for Education in a Democracy, we can overcome the problems in our community and educate all our youths. That's what this initiative is about—working together to educate **all** of America's youths.*

Emory Hagins
Community Member
Portal, Georgia

These words powerfully expressed the thoughts of participants involved in the Developing Networks of Responsibility to Educate America's Youths (DN) Sustainability Conference held at the Institute for Educational Inquiry (IEI), January 12-14, 2006. Reflecting the tripartite nature of the DN initiative—community, school, and university—the group of ten participants, along with DN staff, met to explore ways to sustain the work begun through the W.K. Kellogg Foundation's four-year grant to the IEI.

With the end of funding this spring and the increase in settings' DN efforts, the sustainability challenge becomes ever more central. Two essential questions kindled reflection and discussion in the group as they examined the lessons of experience in this work and beyond:

- What needs to be done in each setting to sustain the engagement network created as part of this initiative?
- What general advice regarding sustaining capacity-building engagement can we derive from the DN initiative?

Informed by their own experiences, a ten-year study of Colorado's Healthy Communities initiative by Carl E. Larson and colleagues, and Washington MESA (Mathematics, Engineering, Science Achievement) presented by Director Patricia MacGowan and Board Member John Pehrson, the

group noted the importance of the following in the work accomplished to date and for sustaining it:

- Process is key, but the battle is it takes a long time to realize its importance, but to short cut it defeats the value of the process, and ultimately the outcomes of the effort. Following the established, inclusive process brings results.
- Effective facilitation of this kind of process cannot be taken for granted. It is not the same as teaching or being an administrator. Groups learned to provide training for their facilitators.
- Effective groups require that people become comfortable with each other before they can make progress. Particularly important in this kind of effort is understanding the different cultural backgrounds of participants, yet ensuring participants are treated as individuals rather than as stereotypical representatives of a culture.
- Groups must reflect (not represent) the broader community. Participants are there to speak for themselves, but reflect the make-up of the larger community.
- Bringing in key groups that can make or break efforts has to be carefully attended to, groups such as the school board, city council, and others.
- We have to continually expand the work further and deeper into the community. Ways to do this include community meetings, Community Study Circles, listening sessions, special invitations, individual conversations, and others.
- What we have learned needs to be reported in a case study book or other accessible form so existing settings can be places from which new ones can learn.
- The work is always fragile, and the IEI's role in supporting it and providing a connection among the settings is invaluable so one does-

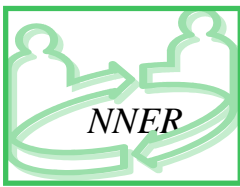
n't feel alone. It also helps us to take stock of what we are doing and stay accountable to ourselves and each other.

- Student involvement has multi-layered importance—students have an immediate vested interest in their schools and communities, and as community members and current or potential leaders they bring an essential voice and perspective yet are often overlooked.
- Leadership, leadership, leadership. In this kind of work, we must share leadership, be collaborative leaders, see that everyone has differing leadership roles and responsibilities. We must also continue to cultivate and nurture leadership.
- A key role of the coordinating leadership group is to ensure that the process of identifying goals that reflect the interests and needs of stakeholders continues. The leadership group helps convene task forces to address these goals, and helps ensure that decision making is fair and open. They are the chief worriers for the process.
- This is about doing *with*, not *to* or *for*.
- Linking with other groups with complementary goals and processes can help strengthen and sustain the work.

Participants also observed what inhibits progress, including individuals with pre-conceived ideas of what the problem is and/or solutions for problems; not understanding what it takes to convene meetings, e.g., calling meetings through general flyers and no one shows up; failing to accommodate the needs of various groups, e.g., community or school people, when schedules are developed; not developing a common understanding of the task.

Conference participants included: Gregg Crocker, Wheeling, Illinois; Jackie Foster, Brooklyn, New York; Emory Hagins, Portal, Georgia; David

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AROUND THE NNER

First of Three Teacher Leader Sessions of the NNER Grant Initiative *Leaders for Teacher Preparing Schools (LTPS)*

“The more diverse schools become, the more differences are ignored.” Challenging ideas such as this one from Kathy Escamilla, University of Colorado at Boulder, along with conversation, group work, and provocative questions characterized the first of three teacher leader sessions of the NNER grant initiative *Leaders for Teacher Preparing Schools (LTPS)* held in Denver, Colorado, January 29-31, 2006.

As the initiative focuses on the principal’s role in teacher preparing schools (also known as partner schools, professional development schools, centers for teaching and learning, and others), these thirteen teacher leaders from seven NNER settings all are either currently enrolled in principal preparation programs or have very recently completed programs.



Teachers: Back Row—Glen Bailey, Paige Rountree, Jeremy Patterson; Middle Row—Marisol Quinones, Toni Painter, Liliana Graham, Beverly Andrews, Carol Brooks, Julieta Melendez, Martha Sanchez; Front Row—Sumner Price, Carol Wilson, Pam Goodman

The teacher leader strand is designed to complement principal preparation programs and draws from NNER districts meeting the high needs criteria as determined by Federal Census data. The three sessions provide opportunities to explore the Agenda for Education in a Democracy (AED), the Framework for School Accomplishments, and community engagement with a view toward nurturing strong,

collaborative leadership in teacher-preparing schools. Toward this end, participants are completing a leadership inventory designed to help them understand their strengths and target areas for further development.

Through individual inquiry projects, these thirteen leaders are interviewing members of their respective school-university communities to gain perspective from voices not usually heard. Doing so expands the notion of stewardship and democratic practice for educators and students. It also helps prepare the ground for bringing the public more fully into public education, a topic often talked about and perhaps less often meaningfully addressed.

The second session that was held March 18-20, 2006, brought the teacher leader cohort together again in Denver, Colorado, and the third session in Seattle will take place June 28-30, 2006, in conjunction with the principal cohort coordinated by Richard Clark. As co-

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NNER SUMMER SYMPOSIUM

The NNER is sponsoring a week-long SUMMER SYMPOSIUM July 24-28, 2006, at the Institute for Educational Inquiry in Seattle. The session, including conversation and hands-on activities will provide background for the Agenda for Education in a Democracy. Advance reading material will serve as the foundation for the session and interaction with NNER and IEI leaders. The readings and on-site interaction address the theoretical background and practical application of the NNER four part mission to provide access to knowledge for all, use nurturing pedagogy, engage as good stewards of the education enterprise, and prepare our youths to be active participants in a political and social democracy. **Facilitators include John Goodlad, Ada Beth Cutler, Nick Michelli, Greg Bernhardt, Carol Wilson, John Anderson, and Ann Foster.** Cost for the symposium is \$1000 per participant and includes the reading materials, most meals, and on-site materials, participation is limited to 21. There are a limited number of scholarships available.

For registration and scholarship information, contact Elen Ward-Pazdziernik (elenwp@u.washington.edu)

DN Sustainability Conference

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Hosking, Guadalupe, California; Sandra Hurley, El Paso, Texas; Patty Leahey, Ewa Beach, Hawaii; Elizabeth Parmelee, Denver, Colorado; Domingo Pedro, Lexington, Nebraska; Tom Poetter, Oxford, Ohio; and, DeBorah Zackery, St. Cloud, Minnesota.

Essentially, participants reinforced the collaborative premise developed by David Chrislip and Carl Larson, and by which DN efforts have operated: *If you bring the appropriate people together in constructive ways with good information, they will create authentic visions*

and strategies for addressing the shared concerns of the organization or community. And this is how, as Emory Hagins pointed out, we can educate **all** of America’s youths.

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principal investigators, Ann Foster and Tom Bellamy are shepherding the overall initiative with the able administrative assistance of Annie Breslford, program coordinator.

Faculty for the Denver sessions are Karen Ballek, Effectiveness Associates; David Chrislip, Skillful Means; Kathy Escamilla, University of Colorado at Boulder; Susan Field, Falcon Schools, Colorado; Tim McMahon, University of Colorado at Denver; and Carol Wilson, coordinator for the teacher leader strand.

Funding from this program comes from the U.S. Department of Education (provisionally for three years). The application process for the second year will begin in the fall of 2006.

Carol Wilson

'Ideas in Paradise: Issues—Implications—Impact— Implementation

The Hawaii Institute for Educational Partnerships (HIEP) at the University of Hawaii is sponsoring its first annual Think Tank on Diversity and Equity Through Education. This four-day event (Wednesday evening through Saturday afternoon) will take place November 29 through December 2, 2006, in Honolulu, Hawaii. Exact location details will be available in the beginning of April on the HIEP website: <http://www2.hawaii.edu/%7Ehiep/>

The goals of this Think Tank are to address *issues* of diversity and equity within the educational realm, brainstorm possible *implications* for educational practice, discuss the *impact* on curriculum, students, and teachers, and develop ways to *implement* a course of action. In other words, the overall purpose of the Think Tank is to ferret out the main issues regarding equity in the classroom, make meaning out of the implications these issues have on teaching and learning, understand how the curriculum might be impacted—both at the school and college level, and then design a product that can be

part of a solution.

Participants from across the NNER Network are invited to attend this session. We hope to have two to three members of each site join this effort. It would be best if each site could send an arts and sciences faculty member, college of education faculty member, and a teacher from the public schools. This way all of the conversations will have voices and stories from each important venue of the renewal process.

There will be no formal keynotes or presentations. This Think Tank is intended to be a working session with the understanding that everyone who attends is bringing a level of expertise to the discussion. Attendees will be asked to participate in pre-event preparations such as sharing stories, readings, discussion lists and so forth. Participants will have the opportunity to contribute to a publication. Details about this publication will also be available later in April.

This effort is being coordinated by Dr. Margit Watts, Co-Director of HIEP. If you have any questions about the event, feel free to contact Dr. Watts at watts@hawaii.edu or at (808) 956-4040.

John Goodlad Keynotes Utah School Board Association

John Goodlad spoke to over 300 school board members and superintendents at the opening session for the annual Utah School Boards Association (USBA) conference at the Little America Hotel in Salt Lake City on Thursday, January 12, 2006. Speaking from his outline, he addressed a wide range of topics related to the theme, "Education: Where We've Been and Where We're Going." Dr. Goodlad gave the conference participants an interesting and important overview of the history of schooling in the United States, emphasizing themes that can help us make a difference for the future only if we heed what we can learn from the past. He spoke strongly that the

Agenda for Education in a Democracy (AED), with its strategy, mission, and conditions, must be widely understood and put into practice if we have any hope of achieving access to knowledge and meaningful citizenship for all children and youth.

William Moore, USBA President, commented, "What a distinct honor to have someone of Dr. Goodlad's experience and national reputation here to address us. It's obvious that few, if any, in the country have his rich background and passion for the value of public schools in our democratic society." Richard Stowell, USBA Executive Director, was in full agreement and further stated, "We feel very fortunate that Dr. Goodlad could be with us. Given the huge volume of requests he receives to speak to a variety of national audiences, the fact that he would take the time to speak to our school board members means a great deal to us. Honestly, we have to pinch ourselves to realize it happened."

Steven Baugh, retired Utah school superintendent, and current Executive Director of the BYU-Public School Partnership, introduced Dr. Goodlad. After sharing some details from John's prolific career, Steven reviewed quotes from John's writings on such topics as *The Moral Dimensions of Teaching*, using public funds for private purposes, advocacy for teachers and public schooling, school-university partnerships, and change. He closed his introduction with the following tribute, "Ladies and gentlemen, I am honored to introduce an undaunted researcher, a prolific writer, a different drummer and friendly critic, an articulate and courageous defender of teachers and teaching and of public schools, one of north America's preeminent educators, a leading force in improving public education, and a wonderful human being. Please join me in welcoming Dr. John Goodlad."

Steven Baugh

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AROUND THE NNER *Continued from page 6*

Posted Articles

Two articles now posted on the NNER web page provide rich and detailed descriptions of the complex work of hybrid educators. The authors, from the BYU School partnership, writing from their extensive study of the role, include practical information and academic reflection in the articles. The citations are: Bullough, R.V., Jr., Draper, R.J., Erickson, L., Smith, L. & Young, J. (2004) Life on the borderlands: Action research and clinical teacher education faculty. *Educational Action Research Journal*, 12(3), 433-453. Bullough, R.V., Jr., Draper, R.J., Hall, K., Smith, L.K., Young, J., Sabey, B., & Brooks, S. (2005). Participatory action research and the quest for teacher educator community solidarity. *Teacher Development*, 9(1), 79-94.

CONGRATULATIONS AACTE AWARD RECIPIENTS:

Outstanding Dissertation Award—Wendy A. Wyman, University of Colorado at Denver and Health Sciences, A Sojourn through Teacher Techne: An Outcomes Study of Two Teacher Preparation Programs, Advisor: Elizabeth Kozleski;

David G. Imig Award for Distinguished Achievement in Teacher Edu-

cation—Lorrie A. Shepard, University of Colorado at Boulder.

CONGRATULATIONS:



Model Of Excellence—Kathe Rasch, Ph.D., dean of the School of Education, center, holds the 2006 Models of Excellence award that the School received from the Association of Independent Liberal Arts Colleges for Teacher Education at the association's annual meeting in San Diego, Ca. The School of Education received the award for its strong work in the area of community partnerships with area schools. Presenting the award are Carleen Vande Zande, left, and E. Lynne Weisenbach, both of AILACTE.

The 2006 International Networking for Educational Transformation Con-

ference (iNet) will take place April 23-27, 2006. **Nicholas Michelli** will keynote the conference as the NNER spokesperson. He was asked to keynote because of his extensive background in advancing social justice through his role as an NNER leader. See conference details at:



<http://ceps.georgiasouthern.edu.conted.iNET.html>

CONVENING COMMUNITY TO ADVANCE EDUCATIONAL RENEWAL: Learning from the Developing Networks Initiative

Working beyond the school-university partnerships, 14 NNER settings will send three-member teams to a working session, May 18-20, 2006, at the Institute for Educational Inquiry in Seattle, Washington, where they will engage with one another and participants from the DN leadership teams to learn how to effectively engage with community to improve schools for all students and families.

See the article in the June issue of the NNER News!

Governing Council News *Continued from page 1*

may use Ken Sirotnik's guiding questions of whose needs are being served by our policies and practices and is this the way we want it to be as an initial lens for the study.

The task force's responsibility is to formulate questions that provide the foundation for specific direction and action to be taken by the NNER governing council related to settings (each setting is defined as all the institutions that comprise a local NNER partnership) and collective NNER progress toward achieving equity for all in our

policies and practices.

The task force will include representatives from each group of the tripartite council (school, college of education, arts and sciences), the governing council, the executive board and two members from the original 2003 Equity Report Task Force. The executive director will serve as a resource to the task force. The task force will select a chair and the group will present findings and recommendations to the governing council at the annual conference in October 2006. The task force

will provide periodic updates to the chair of the governing council and executive director. The membership of the task force is recommended to be no fewer than five and no greater than seven members.

The group will meet April 28-29, 2006, in Seattle. Members include Carol Wilson, Maughn Gregory, Barry Newbold, Julie Canniff, Paul Chaplin, DeBorah Zackery, Margit Watts, and Leslie Wilson.

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.

Leadership for Simultaneous Renewal: Changing Roles in Changing Times is the current working theme for the NNER Annual Conference to be held October 18-21, 2006.

**Watch for the
Call for Proposals
Coming in April**

—posted soon on
the NNER website
(<http://depts.washington.edu/cedren/nner/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 |
| 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 |
| Manitoba | The Brandon School-University Partnership (The Brandon School Division and Brandon University) |
| 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 |

*denotes multiple IHE site settings

NOMINATE YOUR SETTING OR PARTNER SCHOOL FOR THE NATIONAL NETWORK FOR EDUCATIONAL RENEWAL AWARDS

MICHELLI AWARD FOR PROMOTING SOCIAL JUSTICE
CLARK AWARD FOR EXEMPLARY PARTNER SCHOOL WORK

These **awards recognize the work in local settings that advances the Agenda for Education in a Democracy**. The application deadline has been **extended to April 15, 2006**, so if you haven't done so already, please email or fax your nominations to Ann Foster at fosteraw@u.washington.edu or 206-325-3012.

The criteria, nomination process, and timelines for submitting a nomination are posted on the NNER web site:
<http://depts.washington.edu/cedren/nner/comm/awards.htm>

Recipients will be notified by May 15, 2006 for the October 2006 presentation of the awards.