



Hawaii Setting Hosts Think Tank

'A'ohe pau ka 'ike i Ka Hālau Ho'okahi
(Not all knowledge learned in only one school)
~ Mary Kawena Pakui 'Olelo Noeau

Recipient of the 2005 Michelli Award for Promoting Social Justice, the **Hawaii setting** has demonstrated its dedication to improving conditions for learning for all students in highly diverse settings faced with some exceptional challenges.

In December 2006, the setting hosted its first annual think tank, "*Ideas in Paradise: Issues, Implications, Impact, & Implementation*," with a special focus on diversity and equity in education. More than 50 participants came together from across the NNER and from other organizations interested in this important work.



Margit Watts, facilitator and chief worrier for the session, with **Tim Blum**, middle-school teacher from Wyoming.

The session was notable for its emphasis on *action*—developing materials and processes to advance the NNER collectively and each setting individually. As a working session, it allowed us to enhance our efforts to advance the NNER mission.

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2007 LTPS Prospective Principals Cohort Comes Together

Participants drawn from NNER high-needs school districts

The word 'collaboration' is used often, but apparently without much understanding of what it really means. There's a lot to know about what it means and how to do it productively!

This thought, voiced by members of the 2007 Prospective Principal cohort of the **Leaders for Teacher Preparing Schools (LTPS)** program, characterizes the many "aha" moments experienced by participants as they "co-labored" to

learn more about issues of leadership, collaboration, partner/professional development schools, and the Agenda for Education in a Democracy.

Designed with an emphasis on leadership for teacher preparing schools and to complement principal preparation programs, the prospective-principal strand draws its participants from **NNER** districts meeting the high-needs criteria as determined by Federal Census data.

The new 15-member cohort gathered in Denver, Jan. 20-22, for the first of three sessions—the second in March, and the third in June in Seattle, with the cohort of experienced principals and other NNER educators.

Faculty for the Denver sessions were **Karen Ballek**, Effectiveness Associates; **David Chrislip**, Skillful Means; **Kathy Escamilla**, University of Colorado at Boulder; **Susan Field**, University of

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Kudos . . .

At a district Leadership Council meeting held last month at Sunset Middle School in Colorado, **Dr. Randy Zila** was presented with the Colorado Superintendent of the Year Award by the Colorado Association of School Executives (CASE). The presentation was made by Dr. Brett Robinson, chair of the Superintendent of the Year Committee, and John Hefty, executive director of CASE. Surprised and excited, Dr. Zila accepted the award on behalf of all the employees of the St. Vrain Valley School District who have helped to make St. Vrain an exemplary school district. ♣

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Colorado at Colorado Springs; and **Carol Wilson**, coordinator for the prospective principal strand.

In preparation for the March session, participants are examining their respective partner-school communities through interviews with school, university, and community members. They also will each invite eight colleagues to complete a Leadership Practices inventory, which will help them determine areas of strength and continuing development.

Based at the University of Washington Bothell, the project is funded by a grant from the U.S. DOE. Co-principal investigators, **Ann Foster** and **Tom Bellamy**, shepherd the overall initiative; **Annie Brelsford** manages the logistics and administrative matters; and **Judy Swanson** of the 4Quality initiative serves as project evaluator. A grant renewal application for year three will be submitted in the fall. ♣

Imagine October in the Appalachians 2007 Annual Meeting, Oct. 3-6, Charleston, WVA

October 3-6, 2007 ~ NNER's 2007 annual meeting will be hosted by the **Benedum Collaborative** at West Virginia University in Charleston, West Virginia. This year's meeting will explore issues related to policy implications of school/university partnerships, inquiry and research on partnerships, and the variety of ways that the NNER philosophy and the Agenda for Education in a Democracy are applied in practice—in both rural and urban settings.

All 10 of the public institutions of higher education in West Virginia have established partnerships with professional development schools, which have been partially funded through legisla-

tive appropriations since 2002. Our close connections with policy makers have been an important factor in our work. Set in the State capital, the annual meeting will be an opportunity for participants to interact with some of the key stakeholders in West Virginia. It will also be a wonderful opportunity to enjoy the beauty and rich Appalachian culture of the state.

Look for the call for proposals, which will be issued this month. We look forward to learning more about the important ongoing partnership work that conducted in the network over the previous year and to beginning to build the bridge to NNER's next 20 years. ♣

2007 Cohort of Exemplary Teacher Leaders



BACK ROW (left to right): **Annelle Reynolds** (Modesto, Calif.); **James Mitchel** (Newark, NJ); **Susan Fisher** (Modesto); **Frank Nascimento** (Newark); **Jennifer Ricalde** (Newark); **Sean Tomany** (Hartford, Conn.); **Masud Shamsid-Deen** (Dallas, Tex.); **Maria Uribe** (Denver, Colo.); **Antonio del Campo** (Canutillo, Tex.).
MIDDLE ROW: **Jane Duggan** (Commerce City, Colo.); **Lisa Minor** (Dayton, Ohio); **Karen Gunthorpe** (Newark, NJ); **Kathleen Foster** (St. Louis, Mo.); **Lee Gabor** (Dallas)
FRONT ROW: **Carol Wilson** (Denver); **Judy Swanson**; **Ann Foster**; **Orvetta Moore** (Newark)

League of Small Democratic Schools

Growing Membership Attends 3rd Annual Meeting

Literacy and social justice, sustaining school renewal, practices of varied K-12 schools, and plans for future meetings – this combination of the heady and the practical occupied educators, representing 14 schools, who attended the third annual meeting of the League of Small Democratic Schools, Jan. 25-27, in Seattle. And it was clear that the League continues to grow: attending their first annual meeting were representatives from Stilson Elementary in Brooklet, Georgia (a partner with Georgia Southern University), and the Wood Learning Center in Casper, Wyoming (a partner with the University of Wyoming).

Keynote speaker was **Linda Christensen**, director of the Oregon Writing Project at Lewis & Clark College. She is also the author of *Reading, Writing, and Rising Up* and *Teaching about Social Justice and the Power of the Written Word*, and co-editor of *Rethinking School Reform: Views from the Classroom*. Linda has been a high-school English teacher and, for the last 30 years, served as a language-arts curriculum specialist in Portland, Oregon. ♠

The League of Small Democratic Schools is organized to: (1) promote professional development that emphasizes the growth of students as individuals and as contributing members of a democratic society; and (2) help sustain schools that successfully advance the Agenda for Education in a Democracy. For more information please contact Dick Clark (rwcuw@msn.com).

Executive Board Meets & Greets, Makes Plans for the Future

Chair **Greg Bernhardt** opened the December meeting by welcoming new members, **Gary Callahan**, **Jean Eagle**, and **Dennis Potthoff**; returning member, **Deb Shanley**; and continuing members, **Nick Michelli** and **Carol Wilson**.

Reviewing proposals. During the two-day meeting the group moved ahead on two proposals submitted by Nick Michelli, designed to further the NNER goal of collaborating with other organizations that support our mission. One of these proposals, written by Nick and **Tom Clark**, executive director of the International Networking for Educational Transformation (iNET), encourages exchanges between the two organizations to enhance their efforts to advance democ-

racy in and through education. The second proposal, from Nick and **Jonathan Cohen**, is a concept paper, "Creating a Climate for Learning: Developing Social, Emotional, Ethical and Academic Educational Leaders and Affecting State School Climate Policy and Practice" – work directly relevant to nurturing pedagogy. This paper will serve as the foundation for obtaining funds to implement the work, with NNER included in the activities.

Summer Symposium. The board began preliminary planning for the summer symposium; the whole board will jointly facilitate the session to be held July 16-20, 2007, in Seattle. Settings interested in sending

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Take Note

Ann Foster
Executive Director

Upcoming events, opportunities:

2007 Michelli and Clark

Awards. Nominations now being accepted! These awards recognize local efforts to advance social justice throughout their organizations and partner-school collaboration that improves learning for P-12 students and future teachers. The awards will be presented at the 2007 NNER annual conference in October. Details and information are posted on the NNER Web page.

2007 NNER summer symposium

, to be held July 16-20 in Seattle. Please contact Ann Foster for registration information. fosteraw@u.washington.edu

Leaders for Teacher Preparing Schools (LTPS).

▲ The second working conference of the **Partner School Leaders** will be held June 27-29, in Bellevue, Wash. It will provide practical ideas for successful leadership in partner schools. Teams from schools, central administration, and university partners are encouraged to attend. Scholarships are available for qualifying partner-school principals. For information, contact: Annie Brelsford, abrelsford@uwb.edu; or Ann Foster, fosteraw@u.washington.edu

▲ **Applications** for the 2007-2008 LTPS prospective principals and experienced partner school principals will be distributed in April. Information will be on the NNER Web page and sent to setting contacts. ♠

For Your Reading & Learning Pleasure

Teacher Education for Democracy and Social Justice
Nicholas M. Michelli & David Lee Keiser (Eds.)
Routledge Taylor & Francis Publ., NY, 2005

A Review by Arturo Pacheco University of Texas at El Paso

In a world acquiring an increasing number of books on the importance of democracy and social justice, here is a book that does an excellent job of connecting both traditional concerns and theory of democracy and social justice to the practical realities of what can be done by teachers in their classrooms, their schools, and their communities. The first step must focus on how teachers are prepared. If they don't understand the importance of the connection, it just won't happen in their classrooms, given the realities of everyday pressures of classroom life.

A Tradition of Social Purposes. In excellent introductory chapters, Michelli and Keiser remind us of the long tradition of the social purposes of schooling and its importance to American democracy. This has been an important tradition for a century, from John Dewey to John Goodlad. The authors remind us of how this tradition has shifted from a primary focus on preparation of the young for responsible roles in a democracy to a more instrumental role associated with individual success and preparation for a job. The federal government has aided this shift, another early chapter points out, by incorporating a similarly narrow instrumental view into the Higher Education Act and No Child Left Behind.

Shifting to a Narrow View. Are the schools responsible for a

broad set of activities aimed at full preparation of the young for citizenship in a democracy, or a narrow set of activities oriented around individual economic success? Although the many authors in this volume would quickly agree that both sets of activities are important, they point out that the shift has been toward the narrow view, at the expense of preparing the young for democracy.

A Contested Activity. In the context of the narrow view, democracy in the schools, including spending time on critical thinking and understanding social issues, is a nearly subversive activity. The result is that teaching about democracy, let alone acting out democracy in the schools, has become a contested activity. Because it is a contested activity but also because democracy requires it, bringing democracy into the schools is best done in partnership with others, with local universities, and with community-wide collaboratives and with national networks.

This is a positive book, with positive examples of what can be done at various levels, from service-learning projects in individual classes to national networks of educators committed to democracy and social justice. As such, Michelli and Keiser have made an immense contribution to our thinking about the preparation of teachers for democracy. ♠

Useful Resources to Keep on Hand

Goodlad papers. John Goodlad has written a series of occasional papers on simultaneous renewal, which focus on school-university collaborative work. The papers, an excellent resource for local conversations and reflection on renewal, are available on the NNER Website.

Helpful publication. *Engaging with the Community*, a publication of the Developing Networks of Responsibility to Edu-



cate America's Youth (DN), provides background on collaboratively working with

communities to identify and address local issues related to high-quality learning for all. The stories from DN participants are vivid and affecting examples of voice and change. The publication is available for \$3 per copy from the IEI. Contact Elen Ward elenwp@u.washington.edu for ordering information, ♠



To Watch for

The Hawaii setting's December think tank invited participants to share personal stories that made clear how our interpretations of concepts and issues of equity can vary in significant ways. These stories will be compiled into a publication that will be ideal for stimulating and guiding personal reflection. The collection and its accompanying technology will be used in pre- and in-service work devoted to embedding a sense of equity in our personal perspectives as well as in our institutional practices. ♠

Guest Commentary

~ Dr. Finnie Murray, University of Nebraska at Kearney



Dr. Finnie Murray, VC for Academic Affairs, University of Nebraska at Kearney

Dr. Finnie Murray, Vice Chancellor for Academic Affairs at the University of Nebraska at Kearney (UNK), along with two UNK colleagues, participated in an NNER Leadership Symposium held in Seattle last summer. He recently gave a speech to a campus-wide audience at UNK, in which he reflected on his attitudes, experiences, and conclusions about the purpose of schooling in a democracy. Highlights from that speech, provided below, include key themes and ideas that define the NNER:

I have spent many years in public education both as a student and then as a college faculty member. During this time, my views of public education have continued to evolve. I remember a few key incidents that impacted my views.

First, when I was a teenager attending public schools, I read two magazines – *Sport* and *Teen*. In the late 1950s, *Teen* contained an article that compared schools in the U.S. with schools in the U.S.S.R. The contrasts were stark in terms of the attitudes of the two students featured: the Russian student was less “cool” and more committed to school/learning. While I was impressed with the Russian student, I gravitated to the American “cool” student in habits and attitudes.

Second, as I began my career in higher education, I remember talking with colleagues about an apparent unwillingness to work that characterized the new generation of American college students. I felt relieved, however, to learn that I had zero responsibility for the work of the K-12 schools – I transferred responsibility easily to those in public-school education.

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Organized as teams, participants shared and processed their stories about personal experiences with issues of equity.

Participants’ diverse experiences served as rich context for conversation and learning as they shared their differing interpretations of key concepts related to equity in our society. Through these and other such activities we will continue to fulfill our commitment to providing safe and accepting environments for all, ensuring the best learning opportunities for all, and engaging with one another to better understand our multiple perspectives. ♠

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individuals or teams can reserve spaces now by contacting **Ann Foster**. Costs will be the same as for the previous two symposia: \$1000 per participant. This will include all session materials and most meals. Participants are responsible for their own transportation and lodging expenses.

Other Actions. **Ann Foster** updated the board on 501(c)(3) progress, the draft of by-laws, and other required structures presented for approval at last month’s governing council meeting. ~ **Dick Clark** and **John Goodlad** presented an update on IEI plans, which include searching for a new executive vice-president to replace Dick when he retires at the end of this fiscal year, and for a new president to replace John Goodlad as he transitions into a more advisory role. ~ The group also selected the NNER chair to serve on the IEI board. This is a new position created by the IEI board to enhance NNER/IEI communication. Greg Bernhardt assumed this role in January 2007.

The board also conducted discussions on creative uses of technology for leadership development; renewal opportunities for NNER members; and the research agenda, including funding and leadership. They agreed that the NNER must move forward in using technology to advance our work. Complete minutes are available on the NNER Website. ♠

Third, at some point in my time as a college faculty member, I attended an outstanding conference where I learned that university professors who teach discipline-based content courses are perceived as role models and teaching mentors by students studying secondary teaching. This frightened me; I knew that my colleagues and I had never spent one minute studying pedagogy; and we just tried to emulate teachers from our past who had done a good job. Personally, I emulated a teacher I wanted to kill when I was a student (but whom I later came to appreciate).

In recent years, I have continued to hear that the problem for college teachers is that too many kids come to college unprepared to learn. The attitude that public schools are terrible and that teachers are poor is prevalent in U.S. society. This negative perspective is frequently used by aspiring politicians who hope to get elected. I have never ascribed to this perspective.

I have come to look at this “problem” faced by college professors in a different way. I have come to feel more challenged and gratified when I am able to facilitate the learning of students who are relatively less prepared. I also have come to believe, strongly, that the future of our democracy is inextricably linked to the success/failure of public education. Not everyone agrees with me – some favor converting to a private system of schooling.

I recently read a report by Art Levine (2006) that greatly concerns me. He asserts that all teacher education programs are failing to prepare teachers adequately. One damning argument is that beginning teachers are not fully ready to begin teaching. Using his logic, medical schools are similarly failing. After all, doctors need years of residency; they aren't *ready* when they graduate. Levine recommends that education schools need to reframe their work. His report suggests that teacher preparatory programs place less emphasis studying academic content in the arts and science and more emphasis on the world of practice. The report also criticizes Master's I institutions and praises the elite schools as the best places to prepare teachers. I view the report to be destructive when it could have been constructive. The basis of the problem is exceedingly complex and multivariable and the report fails to account for enough of the key variables. What happens if we assume, for sake of argument, that the Levine report is correct? If we went to a private/privatized educational system, what would happen? Perhaps only financially advantaged students would be able to attend; what would happen to the 50+% of kids who would not be able to attend school?

I believe the stakes are great, at this time in history, for public education. It is time for all of us to take a stand of support for public education. Our university must be significantly engaged in every way we can with our P-12 colleagues – we need to help them and we need to learn from them. We need engaged citizens who are honored even when they are in the minority. America is losing its sense of community; we are increasingly bowling alone. We need to do more and do all we can do to graduate students who are the most informed and engaged they can be. ♠

National Network for Educational Renewal

NNER News

206-325-3010

Editor: Ann Foster

fosteraw@u.washington.edu

Publisher: Laraine Hong

NNER Website: <http://depts.washington.edu/cedren/nner/index.htm>

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

National Network for Educational Renewal



SETTING	STATE/PROVINCE
California State University, Chico	California
Colorado Partnership for Educational Renewal*	Colorado
University of Connecticut	Connecticut
Georgia Partnership for Educational Renewal	Georgia
University of Hawai'i and Hawai'i Institute for Educational Partnerships	Hawai'i
Illinois State University	Illinois
University of Southern Maine and Southern Maine Partnership	Maine
The Brandon School-University Partnership (The Brandon School Division and Brandon University)	Manitoba
St. Cloud University and the St. Cloud School District	Minnesota
Metropolitan St. Louis Consortium for Educational Renewal*	Missouri
MU Partnership for Educational Renewal	Missouri
Nebraska Network for Educational Renewal*	Nebraska
Montclair State University Network for Educational Renewal	New Jersey
University of New Mexico – Albuquerque Partnership	New Mexico
The City University of New York and the New York Public Schools*	New York
Miami University Partnership	Ohio
Wright State University	Ohio
South Carolina Network for Educational Renewal*	South Carolina
Arlington University-School Network for Educational Renewal (AUSNER)	Texas
University of Texas at El Paso	Texas
Brigham Young University and BYU-Public School Partnership	Utah
University of Washington	Washington
Benedum Collaborative at West Virginia University	West Virginia
University of Wyoming and Wyoming School-University Partnership	Wyoming

*denotes multiple IHE site settings

