



## Chico State University ~ NNER Partnership at Work

The Chico State University (CSU) NNER partnership includes four colleges from the university, three county offices of education, and six school districts in its region. NNER is enriched by the partnership's many rural K-12 settings in northern California and rapidly growing areas in Sutter County. Schools in these areas serve children from both poor and affluent families, and from several ethnic groups including Hmong, Latino, and Native American.

The CSU partnership is applying its considerable resources and broad expertise to tackle some of the most critical and pervasive issues in public education. Three working groups have been organized:

- ◆ **The professional development** work group pursues several joint projects, including a collaboration between Sutter County and the CSU School of Education to modify currently adopted language-arts texts to better meet the needs of special education and low-achieving students. The group has also suggested a stronger link with Beginning Teacher Support and Assessment (BTSA), the California induction program.
- ◆ **The math, science, and technology** work group has set its sights on issues in curriculum and teacher recruitment, and professional development in those two areas. Two faculty from the College of Natural Sciences at Chico State recently received grants to provide professional development for teachers, particularly those with district partners, during their first five years of teaching secondary math or science. Undergraduate students have an opportunity to participate in the Hands-On Science Lab, and the group is looking at the need to link science and language arts and the possibility of expanding this program to Yuba Community College and Shasta College.
- ◆ **The educational leadership** work group explores the use of the *Guided Democratic Inquiry* approach that was developed by CSU Education faculty. Guided democratic inquiry is a collaborative process in which a school community works with university faculty to address difficult, seemingly intractable problems.



One of the schools hopes to apply this process in their work with their school board, addressing two questions: "What is a high functioning

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board?" and "What forms of communication, conduct, core values, cause the desired results?"

The CSU partnership is in its first year of operation. It believes that as these various projects develop, they will lead to simultaneous renewal for the university and the school communities." ♠

# Governing Council ~ Update

The NNER governing council has unanimously approved completion of the process for becoming an independent 501 (c)3. Meeting in New York at the recent AACTE conference, the council reaffirmed its view that the process could improve the NNER's ability to attract grants. The new funding would significantly promote activity throughout the NNER and support a continued close relationship with the IEI as we work to advance the Agenda for Education in a Democracy.



Greg Bernhardt leading the governing council meeting.

## A Technology Proposal

Dennis Potthoff noted that in Nebraska, the application of technology in university courses has helped to expand perspectives. He proposed that the

**use technology to increase access to professional development leadership sessions**

NNER also look at using technology to increase inter-setting interactions. Used in conjunction with face-to-face sessions, it might boost the number of people in NNER settings who can access leadership development sessions. The suggestion was enthusiastically endorsed. Dennis will follow up with those who expressed interest in working on this initiative. The group will meet to begin planning at the 2007 NNER conference.

## Other Business

◆ The council discussed a proposal from **John Anderson** to initiate an online NNER journal to promote arts and sciences involvement and tripartite collaboration. The proposal emerged from an NNER/IEI session during which A&S colleagues studied the best ways of involving A&S work in advancing the Agenda for Education in a Democracy. Central to the planning will be tripartite contributions and rigorous peer review. Watch for more information.

◆ **Pat McClurg** described an initiative used in the Wyoming setting to engage A&S and school colleagues in mutual learning and content support. (See related article in "Around the NNER," p.4). Governing Council members agreed that such an initiative would be useful across settings.

◆ **Deb Shanley** presented a form for gathering information about organizations to which NNER members belong, specifically, those that share similar values and pursue projects consistent with NNER principles. She plans to learn more about how groups are integrating resources to support NNER work and identify ideas for increasing NNER membership.

## Updates

• The **revised NNER mission statement** was adopted and is

## Kudos . .

**Larry Allen**, principal of Alex Sanger Elementary School, has been named one of six finalists for the 2007-2008 Dallas ISD Principal of the Year title. Larry is one of two principals participating with the University of Texas at Arlington in the LTPS project. The recipient of the 2007 Dallas ISD Principal of the Year Award will be announced at a luncheon on May 29.

**Greg Bernhardt**, governing council chair has been appointed to the IEI board of directors.

**Charlotte Harris** of Wright State University received a 2006 Outstanding Reviewer Award from the American Educational Research Journal/Social and Institutional Analysis.

## & Thanks!

. . . to **Maria Uribe** and Goldrick Elementary School for hosting the LTPS prospective principals in Denver so that they could visit a partner school. ♠

posted on the NNER Website. The revisions reinforce the NNER's commitment to the Agenda for Education in a Democracy (AED), and also reflect advancement of the AED to include community. This addition is a result of the project, Developing Networks of Responsibility to Educate America's Youth.

• The **2007 NNER annual report** will include reflections about and progress toward equity work described in the task force self-study.

• **Applications for year 3** of the Leaders for Teacher Preparing Schools principal and prospective principals cohorts are now available. Please contact Ann Foster if you are interested. ♠

# "Betting on the Future": NAPDS Meets in Las Vegas

*Presentations highlight research-based work of authentic, contextualized partnerships*

Almost a thousand educators from 48 states gathered in Las Vegas, March 29-April 1, for "Betting on the Future," the national conference of the National Association of Professional Development Schools (NAPDS).

**Bryan Burgin** and **Bruce Field** specifically based the design of the conference on Arthur Levine's report, *Educating School Teachers*, which cited professional development schools as one of the most effective models for preparing educators. Consistent with that theme, the majority of the 238 presentations highlighted the research-based

work of authentic, contextualized partnerships.

Against a backdrop of gaming and the Final Four basketball tournament, the sessions provided participants with a Vegas-style smorgasbord of options addressing the conference questions: (1) how do you develop and/or implement an initial PDS?; (2) what have you done to sustain the viability of your PDS?; (3) what roles do research and assessment play in your PDSs?; (4) what have you done to obtain support for your PDS beyond the confines of your school and/or university?; and (5) what are the unique aspects of your specialized PDS?

NNER settings reviewing their work included: the Brigham Young University-Public School Partnership, Georgia Partnership for Educational Renewal at Georgia Southern University, the Illinois State University Partnership, Miami University Partnership, Montclair State University, University of Nebraska at Kearney, West Virginia University, and Wright State University. While many of the presentations cited the NNER Agenda for Democracy, the University of South Carolina highlighted their ongoing efforts to embed NNER's mission into their school culture through their PDS2 work. ♠

## Spotlight on the University of Texas at Arlington

The University of Texas at Arlington (UTA) recently hosted a three-day visit by **Ann Foster**, Executive Director of the National Network for Educational Renewal. Ann was very busy, as she met with:

- ◆ representatives of the collaborating partners of **AUSNER**, the Arlington University-School Network For Educational Renewal, to discuss a proposal to expand the project to include the Dallas Independent School District, a large urban collaborator, and two additional suburban districts – Mansfield and Hurst-Euless-Bedford ISDs.

- ◆ Mansfield ISD and COEd faculty to begin discussions about formalizing the teacher-preparing schools concept in

*(Continued on page 8)*



**Anna Galvin**, principal at Ben Milam Elementary School, presented the LTPS work for Dallas ISD and UTA leaders.



**Carol Sue Marshall, Ruth Davis, Amy Lindley** from UTA at the P-16 Council meeting.

**The University of Texas at Arlington**, located midway between Dallas and Fort Worth, has a student population of about 26,000. It is the third-largest entity in the statewide University of Texas System. ~ Some 2,202 students are enrolled in UTA's College of Education (COEd), long recognized for its outstanding preparation of teachers, administrators, and educational specialists; for its work on K-16 curriculum; and for rigorous research that creates new knowledge important to pre-K -16 education. Established as a center in 1997, the COEd was designated a college in 2003. The COEd is the only NCATE-accredited school in the University of Texas System and one of only two NNER members in the state.

UT Arlington draws more than 60% of its student population from Dallas and Tarrant counties, which encompass all or parts of 34 school districts and several public charter and private elementary and secondary schools. Community colleges in Dallas and Tarrant counties account for almost 45% of all new undergraduate transfer students into the university. ♠

# Unique Partnership Formed ~ PassageWays & Poudre HS

## Take Note

Ann Foster

Executive Director

In 2004, the PassageWays Institute (PWI) and Poudre High School (PHS) in Fort Collins, Col., forged a unique partnership with support from the Colorado Partnership for Educational Renewal. The goal was to integrate nurturing pedagogy into Poudre's new weekly advisory program.

*"PassageWays shows me new ways of dealing with things. I feel better in school and have more confidence."*

~ Newcomer student

Serving 600 high school students in 2005-2006, and 1800 students in 2006-2007, the PassageWays-Nurturing Pedagogy Project at PHS helps young people develop a sense of belonging, meaning and respect for others, thus enhancing learning and school culture.

PHS developed advisory classes of 20-25 students from a wide variety of backgrounds, including IB students, special education students, and English language learners. These groups offer students opportunities to:

- develop social and emotional skills
- establish a close relationship with a teacher
- connect with peers from a variety of social groups
- constructively navigate life transitions
- articulate goals, challenges, questions, and dreams
- explore meaning, purpose, integrity, and deep connections

The project implements three different PWI advisory curricula:

- Journey into High School (sophomores)
- Service learning curriculum (juniors)
- The senior PassageWays program (seniors)

PassageWays has also provided PHS with its Newcomers Transition Program, which assists recently immigrated students and English language learners in exploring their feelings, issues, and challenges associated with entering a new culture and/or living with a bi-cultural identity.

PWI has provided ongoing professional development and mentoring to 100 PHS faculty members and administrators who are implementing the curricula. Carefully sequenced

*"It has been wonderful to watch the collegiality of the 10th grade teacher cohort grow. After going through the trainings, they see one another in a totally different light and have shared deep parts of themselves."* ~

Sandra Lundt, PHS Principal

training sessions introduce teachers to curricular activities as well as to core PassageWays concepts and principles, such as Stages of Group Development and the "Teaching Presence." The Teaching Presence, a concept first publicized by PWI founder Rachael Kessler in 1990, refers to an often overlooked aspect of teaching—the maintenance of an open heart, presence, compassionate discipline, and emotional range.

After two years of implementation, students have formed strong relationships with new peer groups; teachers report that students are more engaged in school; and staff exhibits a stronger sense of collegiality and community. For more information about the PassageWays-Nurturing Pedagogy Project, please go to [www.passageways.org](http://www.passageways.org). ♣

### Upcoming events, opportunities:

Proposals for the 2007 NNER conference are due **June 14**. Please see the NNER Web page for details.

### 2007 Michelli and Clark Awards.

Please send nominations to Ann Foster by the May 30 deadline.

### Leaders for Teacher Preparing Schools (LTPS) Partner School conference

will be held June 27-29.

A limited number of scholarships are available for qualifying partner-school principals. See the NNER Web page for details, or contact: Ann Foster, [fosteraw@u.washington.edu](mailto:fosteraw@u.washington.edu) or Annie Brelsford, [abrelsford@uwb.edu](mailto:abrelsford@uwb.edu)



# Around the NNER

## The Wyoming Partnership ~ Student-Learning in the Life Sciences

**Contributors:**  
**Audrey Kleinsasser & Mark Lyford**

Although many high school students seem to glide into community college or university life, this can be a difficult experience for many others. In response, Wyoming life-science faculty are working together to better understand this important transition.

The Wyoming School-University Partnership, the UW Biology Program, and the UW Science, and Mathematics Teaching Center, co-sponsor day-long meetings that bring together faculty from high schools, community colleges, and the university to analyze samples of student work and gain increased insight into student learning and understanding.

At the group's February meeting, some 50 participants engaged in facilitated, structured discussions of science as inquiry, one of the state's K-12 science standards. Small groups, each made up of high school, community college, and university representatives, reviewed student work samples to learn more about their abilities to: (1) pose problems and identify questions and concepts to conduct an investigation; (2) collect, organize, analyze and appropriately represent data; (3) give priority to evidence in drawing conclusions and make connections to scientific concepts; and (4) clearly communicate the results of an investigation.

As a result of these kinds of conversations, faculty across levels

get to know and trust each other. They discover their goals are more similar than different. One evaluation commented, "Others besides myself struggle with how to do/incorporate inquiry." Another said, "What occurs at college isn't that much different from what I expect at the high school level."

While this work continues, the partnership has begun working with faculty in English/language arts and mathematics to create similar kinds of 7-16 meetings. ~ For more information contact Mark Lyford, Director of the UW Biology Program [mahler@uwyo.edu](mailto:mahler@uwyo.edu) and 307.766.2818 or Audrey Kleinsasser, [Dakota@uwyo.edu](mailto:Dakota@uwyo.edu) and 307.766.6358.

## Nebraska Network Marks its First Decade ~ Governor Gives Keynote Address

Approximately 120 participants—teaching candidates, partner school-based educators, education faculty, and arts and sciences faculty—gathered for the Spring 2007 Conference of the Nebraska Network for Educational Renewal (NeNER), held March 22-23 at Wayne State College.

Marking the first decade of the NeNER, a Thursday evening celebration and recognition banquet was held with keynote speaker, **Ann Foster**, NNER executive director. Other banquet speakers included three past NeNER executive directors: **Marilyn Hadley**, **Jane Ziebarth-Bovill**, and **Donna Askamit**.

On the final day of the conference, Nebraska Governor **Dave Heineman** gave the keynote speech and described his per-

ceptions of the opportunities and challenges facing Nebraska's P-16 educational community.

Well-attended workshops addressed topics such as: (a) The League of Small Democratic Schools; (b) Democracy and Education; (c) Rethinking the High School; and (d) Schools for the 21<sup>st</sup> Century. Presenters represented the Wakefield Public Schools, Kearney Public Schools, University of Nebraska at Kearney and Wayne State College.

## Raising the Visibility of the 'Moral Dimensions'

The Georgia Partnership for Educational Renewal has a new way of integrating the *Moral Dimensions* into its work. For many years the Georgia Southern University National Youth-At-Risk Conference (NYARC) has presented 'High Flying Schools' Awards following a specific set of criteria. This year, the NYARC, in collaboration with NNER, expanded their existing criteria by adding:

- the school demonstrates high levels of collaboration with community and/or university in addressing youth-at-risk issues within the school and community
- the school provides extra-curricular opportunities for students to develop citizenship skills
- the school curriculum includes objectives and activities related to the growth of students as individuals who are successful members of a democratic society

Adding elements of the NNER Moral Dimensions to this award resulted in a group of award-

*(Continued on page 8)*

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# For Your Reading & Learning Pleasure

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## Viewing the Principalship through a Fresh and Hopeful Lens

**A Review by Carol Wilson** ~ Coordinator, Prospective Principals Strand, Leaders for Teacher Preparing Schools

### Principal Accomplishments: How School Leaders Succeed

G. Thomas Bellamy, Connie Fulmer, Michael Murphy, & Rodney Muth, Critical Issues in Educational Leadership Series, Teachers College Press, December 2006.

**P** *Principal Accomplishments: How School Leaders Succeed* brings coherence and possibility to a critical and increasingly challenging leadership role in our nations' schools. Authors Bellamy, Fulmer, Murphy, and Muth offer a fresh, comprehensive perspective on this role, helpful to prospective and practicing principals, as well as those who prepare them. The book's coherence derives from an original and realistic view of the principal's role and a comprehensive framework for understanding the various arenas in which the principal operates, keeping student learning at the center. Not an easy task for an increasingly complex leadership role, and one for which contra-

dictory, conflicting needs and wishes form the context.

Divided into three parts, the book begins with a set of proposals for understanding principals' work: Part I lays out an approach for thinking differently about this work; Part II offers recommendations for doing the work—practical leadership strategies for principal practice; and Part III presents suggestions on how professional knowledge can be organized and used to prepare and support new principals.

#### 'Accomplishments'

The term *accomplishments* grows out of the authors' view that the principal's responsibility is to

create conditions (e.g., learning environment) in their schools that both reflect what the community values and result in high levels of student learning. These conditions, or *accomplishments*, in turn emerge from *accomplishment-minded practice*. In the authors' words, "Simply put, accomplishments are the positive results, or conditions, that schools and their leaders strive to create in order to support student learning and reach other school goals" (p. xv).

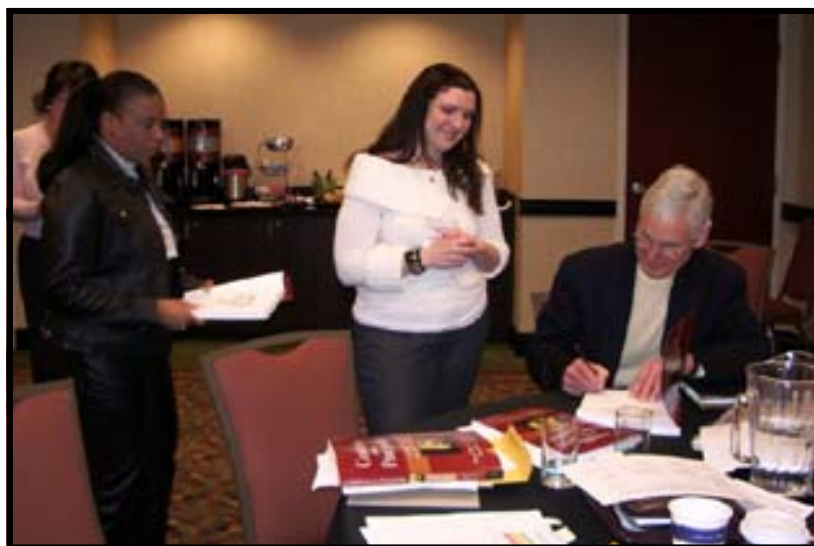
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**A focus on accomplishments requires school leaders to operate in four leadership domains . . .**

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Attending to accomplishments encourages a pragmatic and eclectic approach to action, requiring a wide repertoire of practices, rather than adherence to a particular leadership style or program model.

A focus on accomplishments requires school leaders to operate in four *leadership domains*: (1) actively participating in developing goals toward which school conditions are directed; (2) determining which school conditions are most important and should be emphasized at a given time; (3) maintaining important school conditions through day-to-day actions; and (4) serving as stewards of the networks and social connections required to carry out the work of the school. Reflection on these domains obviously underscores the importance of process and a deep understanding of



Tom Bellamy, one of the authors, signs copies of *Principal Accomplishments* for Lisa Minor from Dayton, Ohio, and Jennifer Ricadela from Newark, NJ, at a recent LTPS meeting in Denver.

*Continued on p. 7*

## Book Review (contd from p. 6)

and facility with the principles of engagement and collaboration to work productively with the paradoxes and competing goals inherent in public schooling.

### A New Framework

The authors have developed the *Framework for School Leadership Accomplishments* to serve as a mental model for principal practice. This model captures critical aspects of the school's work and brings the focus to the whole school rather than only to the individual principal. With student learning at the center, the Framework outlines the impor-

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**“The Framework is a way to look at the big picture and share with all stakeholders.”**

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tance of *student effort* in light of the environment for learning and external influences. *Professional effort* takes into consideration elements such as student climate, family support, instruction, learning goals, and other dimensions. Principal effort incorporates staff support, school operations, resources, family involvement and renewal. The ends and means of schooling are considered simultaneously.

The Framework's usefulness became evident in a recent session with a group of prospective principals, who made the following observations:

“The Framework's focus on student achievement is natural – but uncommon!”

“Working with the Framework gives us the ability to see the whole, big picture. You can almost frame the year, strategize, and reflect.”

## New Journal Debuts

*School-University Partnerships*, the new journal of the National Association of Professional Development Schools, was launched on the first day of its March 29-April 1 conference. Intended as a vehicle for disseminating the research of PDS practitioners nationwide, and in accordance with the NAPDS constitution, the journal advocates discovery and the sharing of knowledge through collaborative efforts of the P-12/higher education community. ♣

“The Framework is a way to look at the big picture and share with all stakeholders. It's easier to be a part of 'it' when you know what 'it' is.”

“The usefulness lies in going from micro to mega perspective, keeping in mind the middle.”

“It's a framework for deliberate collaboration.”

### Social Capital

Part I closes with a chapter on the usefulness of *social capital*—found in social networks, norms, trust, and leadership— to nurture and further support these networks and social connections. High social capital means a stronger likelihood that communities are more willing to work toward mutual gain and civic engagement, which can only strengthen the schools and increase student learning.

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**... leadership for effective action emphasizes how daily problems are selected, framed, and responded to.**

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In Part II, the authors devote a chapter to leadership for accomplishment in each of the four domains. *Leadership for sustain-*

*able purposes* includes externally mandated outcomes, as well as local values and purposes, such as how schools must focus on the dual challenge of preparing students to be responsible citizens and to develop individually. *Leadership for strategic focus* is based on school accomplishments, and leadership for effective action emphasizes how daily problems are selected, framed, and responded to. *Leadership for social capital* emphasizes those relationships among individuals and groups within the broader school community.

The practical suggestions grounded in solid research found in each of the chapters give substance to the underlying ideas and help the practitioner

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**“the authors weave a braid of the four leadership domains that principals work with during the natural time frame of the school year.”**

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better understand how to work with the vast array of demands facing school leaders.

### A Case Approach

In structuring and organizing a knowledge-base for principals, the authors, in Part III, again opt not for an either-or approach but for an inclusive way that recognizes what various approaches can contribute. Emphasizing a case approach, but not to the exclusion of general knowledge, they acknowledge that

Just as effective school leadership involves attending to both the whole school and its parts, knowledge of both laws-and-instances [general knowledge] and cases-and-interpretations [case-embedded] can support professional practice

*Continued on p. 8*

## Book Review (contd from p. 7)

(Richardson, 1996). While both knowledge traditions have wide-ranging applicability, we suggest that a laws-and-instances approach is particularly useful in organizing knowledge associated with school accomplishments, while a cases-and-interpretations approach has special utility in sharing craft knowledge associated with leading schools in integrated ways over an entire school year. (p. 122)

Explicating the annual case approach, the authors weave a braid of the four leadership domains that principals work with during the natural time frame of the school year. Because it matches the reality of schools, the annual case helps prospective principals and practicing principals alike step back and see the larger whole. It does just



what the group of prospective principals noted above observed about the Framework, that it frames the year so one can strategize and reflect, and in collaboration with other stakeholders.

*Principal Accomplishments* tenders a substantive, innovative way of looking at the principalship and its challenges. It offers a complete framework for understanding, preparing for, and enacting this role, which can stand by itself. But it also offers insights into how to refresh and renew existing programs without completely recreating them.

This invaluable book has a companion volume, *Countdown to the Principalship: A Resource Guide for Beginning Principals*, written by Ann O'Rourke, Jackie Provenzano, Tom Bellamy, and Karen Balleck. It builds on the

Framework for School Accomplishments and offers structures and processes for planning and organizing the principal's tasks, some models, templates, agendas, interview questions, and more. It offers practical tools and practitioner wisdom from those who have been principals and who have worked with principals for many years. Both books are well worth reading, and better yet, guiding current and future efforts of principals and the programs that prepare them. ♠

## Around the NNER (contd from p. 5)

winning schools rich in academic achievement gains and democratic citizenship practices. Among the 2007 High Flying Schools award winners were partner schools from two NNER settings, Alsup Elementary School in Commerce City, Colo., member of the Colorado Partnership for Educational Renewal, and Screven High School, member of the Georgia Partnership for Educational Renewal at Georgia Southern University.

High Flying Schools awardees were featured during the first full day of the 2007 NYARC, in a recognition ceremony, in poster presentations, and a panel discussion. These events were opportunities to widely disseminate the simultaneous renewal practices within these partnerships that have contributed to raising academic and citizenship achievement for all students.

The Georgia Partnership and NYARC wish to thank **Ann Foster** for her assistance in initiating this new NYARC event. A call for nominations for the 2008 High Flying Schools Awards will appear on the NYARC and NNER Web sites and at the 2007 NNER Conference! ♠

## UT Arlington (contd from p. 3)

Mansfield.

◆ Dallas ISD school officials and COEd faculty from the departments of Curriculum and Instruction and Educational Leadership and Policy Studies. Inclusion of the Educational Leadership and Policy Studies faculty adds an important dimension to teacher preparation. And discussions on the Agenda for Democracy in Education have led to some shifts in thinking about the how and why we "do" K-16 education.

◆ UTA faculty from colleges of liberal arts, sciences, engineering, and other units outside the College of Education. The college already has excellent working relationships with the deans in the other academic units, but these meetings were helpful for their focus on better understanding the tripartite nature of educator preparation.

## K16 Leadership Council

Toward the end of her visit, Ann presented an overview of the NNER and research opportunities within the AUSNER to the university's K16 Leadership Council. Made up of members from schools, two-year colleges, area universities, and Dallas, Arlington, and Fort Worth Chamber of Commerce members, the K16 Leadership Council actively participates in efforts to close the gaps in education.

Ann's thoughtful contributions and insights were a stimulus to the continuation of collaborators' good work. Her visit was a reminder that we are, indeed, stewards of our children's future. ♠

# National Network for Educational Renewal



SETTING	STATE/PROVINCE
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California State University, Chico	California
Colorado Partnership for Educational Renewal*	Colorado
University of Connecticut	Connecticut
Georgia Center for Educational Renewal at Georgia Southern University	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 City Department of Education*	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

## National Network for Educational Renewal

NNER News

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

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