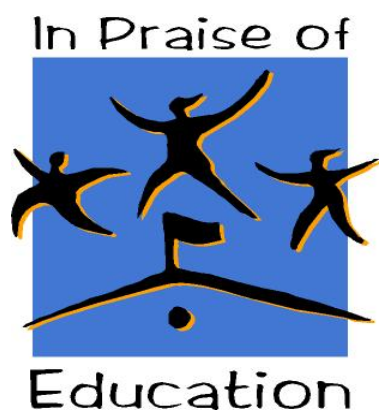


NATIONAL NETWORK FOR EDUCATIONAL RENEWAL

ANNUAL REPORT

2004-2005



NNER ANNUAL REPORT

2004 - 2005

INTRODUCTION

This annual report describes progress being made in the National Network for Educational Renewal (NNER) as member settings pursue the Agenda for Education in a Democracy (AED) as defined by the Network's mission statement.

The report includes information from the twenty-four settings that comprised the NNER as of October 2005 and highlights considerable progress on the Agenda. The progress represents collective commitment to the AED and thoughtful work within the individual context of each setting by numerous participants. Given the complex navigation required to work within the larger political surround, the vast range of needs among our students and within our settings, and the ongoing changes that occur through attrition and growth, the NNER takes pride in its 2004-2005 accomplishments and recognizes the areas that pose ongoing challenges to advancing the AED in policies and practices.

This report includes:

1. The Executive Director's year-end report
2. Reports from the individual settings listed alphabetically by state/province
3. Background information concerning the NNER, including a copy of the NNER mission statement and a listing of current NNER settings

EXECUTIVE DIRECTOR'S REPORT

Ann M. Foster

The Governing Council renewed my contract as half-time position of Executive Director of the NNER. In addition to the Executive Director of the NNER, my position includes a half-time appointment as a senior associate of the Institute for Educational Inquiry (IEI). The roles, by design, overlap to provide an ongoing link between the work of the NNER—the proofing sites for the Agenda for Education in a Democracy (AED)—and the work of the IEI, the Center for Educational Renewal, and initiatives that deepen and broaden the influence of the AED.

This report represents a significant transition period for the NNER in several dimensions. The Network continues to expand and welcome additional settings and further collaboration with other entities dedicated to promoting democracy through education. The IEI continues to examine its role in professional development and is directing more attention to research related to democratic practices in schools, and funding to continue the leadership development work is becoming more difficult to secure.

I have organized the Executive Director's report into sections that highlight the 2004-2005 priorities identified for the Executive Director by the Executive Board: (1) communications, (2) supporting inter-setting connections, (3) seeking resources for the NNER, (4) implementing the equity report as adopted by the Governing Council at the February 2004 meeting, and (5) furthering collaboration with other organizations. In addition, continued work on the transition of activity from the IEI to initiatives supported by the NNER is addressed. I conclude with reflections and future considerations.

COMMUNICATIONS

Work in this area included three primary strategies: (1) visiting settings to learn from and with colleagues within their unique contexts, (2) improving the NNER's electronic communications capabilities, (3) publishing periodic editions of the newsletter and other written publications, (4) supporting communication and interaction among the member settings.

Setting Visits

I visited ten settings, meeting with tripartite members in many formats, including small information sessions, individual meetings, presentations, planning meetings, and study sessions. Many of the visits included working with community partners through the Developing Networks initiative. In addition, I met with NNER setting members at the NNER, AERA, AACTE, and NAPDS conferences.

Electronic Communications

The Executive Board charged me with looking at more effective ways of communicating electronically, given the limited technology available at the IEI office (where the NNER electronic communication infrastructure is housed) and the importance of electronic communication in a widespread international network. The highest priority was to revise the NNER Web site to provide more extensive information, be updated more frequently, be easier to navigate, and provide more resources for the broader NNER membership. Using information from studying other similar organizations' Web sites and meeting with a communications officer, the Web site was redesigned, and a webmaster was hired. I asked a sample of NNER members for feedback on the new pilot Web site and used that information to make additional changes. In addition, as I receive feedback, changes continue to be made. For example, the site now contains a site map and search option.

In other electronic communication areas, the IEI staff is examining developing and using databases that will allow directory updates to be posted more effectively, provide mailing lists, and identify groups for information distribution. The NNER directory is available only online at this time to accommodate the ongoing changes in setting leadership and contact information. The ability to make changes as they occur is important to maintaining good communication links among the settings. Updating the changes continues to be a challenge and options continue to be explored to address this.

The newsletter is now distributed electronically to larger lists of NNER membership including the setting contacts, members of the Governing Council and Tripartite Council, leadership associates cohorts, deans, superintendents, and other individuals who request to be on the mailing list. In addition, the Governing Council, through Carol Wilson's leadership, has an online dialogue group established so that communication on Governing Council agenda items and other topics that require immediate and widespread communication can be posted and responses can be obtained to expedite decisions.

Newsletters and Other Written Communication

I published six issues of the newsletter, *NNER News*. The newsletter is distributed to each setting contact for duplication and dissemination and is also posted on the Web site. As noted above, in addition, more distribution lists have been developed, providing more direct access to members throughout the NNER. In addition, other publications are distributed and posted on the Web site. Two examples of recent documents developed, distributed, and posted are *Hybrid Educators and the Simultaneous Renewal of Schools and the Education of Educators* and [*Arts and Sciences and Simultaneous Renewal: Collaboration and Expertise, Summary of Arts and Sciences Inquiry Session*](#).

INTER-SETTING CONNECTIONS

In addition to my visits to settings, other NNER leaders visited settings to interact with local setting members and support initiatives in the settings. Connections between the NNER mission

and other work in the schools, universities, and communities were made with these visits. Settings also included members of neighboring settings as participants in local leadership sessions.

The Forum for Education in a Democracy held in June in Bend, Oregon, brought together over 100 NNER members and educators from other areas to work with leaders from organizations that support the NNER mission. In addition, John Goodlad's keynote speech grounded the session in the AED, and breakout sessions encouraged conversations with colleagues from throughout the NNER.

Other efforts to develop inter-setting connections included the Setting Renewal Sessions held in five settings with colleagues from around the NNER facilitating sessions to review and/or introduce the AED to tripartite members of local settings. Many of the facilitators indicated that they took ideas back to their settings and made new connections with colleagues in other settings. The curriculum is on the Web site and includes example activities, readings, agendas, and suggestions from the field for conducting local sessions to update members on the work of the NNER.

Developing Networks Conference

The Developing Networks working conference sponsored by the IEI and held in Seattle in June brought together approximately 120 individuals from ten NNER settings to continue to learn how to build stronger community networks of responsibility to improve education for area youths. The variety of voices, opportunities to exchange ideas, share successes, and get feedback on next steps to engage more voices in the local decisions that affect local schools provided rich opportunities for inter-setting connections among the participants.

League of Small Democratic Schools

The League of Small Democratic Schools—a new initiative from the IEI—offers opportunities for small schools to work together to build stronger support for the student-centered democratic practices in which they engage. I was able to visit three of these sites during the 2004-2005 year. There I met with faculty, school leaders, students, parents, and school board members. This provided an opportunity to share the NNER mission with a larger group and make connections across settings.

NNER Acknowledgements

Finally, the Michelli and Clark Awards provided an opportunity for settings to reflect on their work to promote social justice and support quality partner school work. The initial presentation of the awards was founded on the expectation that this is one more way to promote opportunities for us to learn from and with one another while promoting tripartite collaboration and extending the NNER work into the community. Congratulations to the Hawaii setting and to Grover

Cleveland Middle School in partnership with Montclair State University, the first recipients of the awards, and to the other nominees for outstanding examples of work that is at the heart of the NNER mission.

SEEKING RESOURCES FOR THE NNER

Background

The IEI has determined that it will focus its efforts on research related to democracy in schools, and while it will continue to work with leadership development to support the AED, much of the responsibility for leadership development now rests with the NNER. The NNER, therefore, must be responsible—in individual settings and as a network—for the professional development related to the NNER mission and its application to our daily roles and responsibilities.

Hybrid Educator

In conjunction with the IEI, I wrote a small grant to the Carnegie Corporation to support an inquiry process suggested by John Goodlad. The grant funded a group of NNER members who have extensive experience in working across university and school cultures to come to Seattle and work together to define the role of these “hybrid educators” and the conditions necessary for their success. The resulting paper is available on the NNER Web site, and a chapter on the work will be included in an upcoming publication.

Partner School Grant

The NNER received a grant from the U.S. Department of Education to provide leadership associates sessions for partner school principals and partner school teacher leaders. We wrote the grant to meet two needs of the NNER: (1) to provide funds for leadership development that has until recently been conducted by the IEI, and (2) to support partner school development throughout the highest needs communities within the NNER. The grant will provide approximately \$2,000,000 over the next three years for the leadership programs and development of a curriculum that can be used in the NNER and other institutions interested in promoting quality partner schools that meet the needs of current students in communities of poverty and prepare quality teachers for these communities.

Setting Support

The twenty-four NNER settings paid a total of \$120,000 in dues this fiscal year. The Governing Council approved an operating budget of \$120,000. We continue to build the reserve by combining NNER travel with IEI grant work and through the careful planning and hard work of the conference planning committees. As a result of the good management and planning by the St. Louis conference committee, the \$30,000 earmarked for the conference was not needed. This allowed the Governing Council to approve initiatives to support work in the settings, provide an

introductory session on the AED at the 2005 conference, provide information to potential new settings, bring together a group of arts and sciences faculty and administrators, and renew the research committee efforts. The partner school grant will also result in salary savings for the Executive Director, and these funds will be added to the NNER reserve.

IMPLEMENTATION OF THE NNER EQUITY STATEMENT

All NNER settings have included a reflection of progress toward and challenges to promoting equity for all for the past two years. This work was reviewed by the NNER Executive Board to learn more about the areas where improvements are occurring, the challenges, and the areas not addressed, so that the NNER can make decisions as to where to focus efforts and resources. The Tripartite Council examined the annual reports at its annual meeting and recommended that the work on equity continue as one of our Network-wide goals

At the 2004 annual conference, there were sessions held that specifically addressed equity and the areas where we face tremendous challenges, including providing safe and supportive environments for all regardless of sexual orientation and providing quality education for indigenous peoples who have not been served well by this democracy.

The NNER newsletter has an ongoing column written from diverse perspectives from throughout the NNER on democracy, its challenges related to the conditions necessary for a healthy democracy, gaps in our practices, and institutional responses to inequities, as examples.

COLLABORATION WITH OTHER ORGANIZATIONS

Following is a summary of the many interactions and connections with other organizations that support the NNER mission, allow us to expand our message, and provide new ways of looking at our work.

Kappa Delta Pi, through the leadership of Michael Wolfe, collaborated with the IEI and NNER to establish the first summer symposium on the Agenda for Education in a Democracy. This collaboration included an edition of the Kappa Delta Pi *Record* being dedicated to the work in the NNER settings and the AED. We continue to have NNER-related articles in the *Record*.

The First Amendment Center and First Amendment Schools—some of which are included in NNER settings—continue to work with the NNER to promote democratic practices in schools and further this work to university teacher preparation programs.

The Forum for Education in a Democracy was co-sponsored by the IEI, NNER, AASA, ASCD, PEN, and FAC, with keynote speeches and sessions provided by leaders of these organizations. NNER school and university partners from throughout the NNER attended the session. Follow-up work has continued with ASCD and the First Amendment Schools.

I presented NNER work at the AERA, AACTE, and NAPDS conferences and continue to work with the Center for Educational Pluralism on advancing collaborative projects.

Teachers for a New Era, the Carnegie Corporation initiative, includes NNER settings and I gave a talk at the San Francisco session on the role of the hybrid educator to the participating groups.

Strengthening and Sustaining Teachers now has five NNER settings involved in the work. We met in Racine, Wisconsin, in July to develop action plans and share learning across the sites. This initiative includes NNER, TURN, and NCTAF.

NNER INITIATIVES

The NNER Governing Council approved funding to support several critical initiatives to strengthen the NNER work collectively and in our settings. Highlights of the work to date follow.

Research Committee

The NNER recognizes that it must conduct research related to the mission, its application, and the impact it has on our work and our institutions. To that end, Cindy Onore and Van Dempsey are co-chairing a research agenda development process. The funds provided by the Governing Council will be used to bring a team of researchers together to develop research questions and methodology. The process to date includes two subcommittees that gathered input from settings on what questions need to be studied, and members examined the work of the IEI related to advancing the AED.

Arts and Sciences

The arts and sciences tripartite members raised the question of how to most authentically engage arts and sciences colleagues in the work of the NNER and how to sustain the collaboration. A group of NNER arts and sciences faculty and administrators involved in the NNER at the local and international levels met to examine issues related to furthering arts and sciences participation in the NNER. The preliminary results of this session are available on the NNER Web site.

Summer Symposium

The Executive Board agreed to provide leadership for planning and delivering a summer symposium to be held in late summer 2006 in Seattle. This is the first attempt at having a network-wide leadership session designed and delivered by the NNER. The session will be fee-based, and the feedback from participants will provide direction for future endeavors.

Orientation Session on the Agenda for Education in a Democracy

Another avenue of support for leadership development and extending understanding of the NNER mission to NNER members who have not had the opportunity to participate in network-wide or local leadership programs was piloted this year. Barry Graff and Stephanie Kenney co-facilitated a pre-conference session for newcomers to the 2005 NNER Annual Conference. This pilot effort received positive feedback, and we will meet to determine how to structure a comparable session at next year's conference.

LOOKING TO THE FUTURE

The summary of this year's NNER work makes a clear statement about the seamlessness of the work and goals. While progress was made on the priority areas, the work in most, if not all, of these areas will continue. The NNER must continue to build a financial base that will allow new initiatives to be undertaken, support settings' efforts to provide quality education for all under a wide variety of conditions, and be proactive in addressing threats to our mission. Long-range planning for the NNER is needed to address the goals and infrastructure needed to expand and nurture our work and our settings. We must continue our support for the League of Small Democratic Schools as it becomes more and more difficult to provide student-centered educational settings in this standards-driven and increasingly standardized educational environment.

We will continue to grow, and we will continue to have retirements and new leadership—we will provide support and development for those new to the work, and we will help individuals and groups throughout the Network connect with one another to address issues and share successes. These efforts will allow individual NNER members and groups throughout the NNER to engage in conversation, activities, and planning with colleagues across the settings. Continuing to deepen cross-setting interaction, initiatives, and support will be a priority.

The research agenda will continue to be a high priority, and the progress made this year will serve us well as the work gains traction. We are under increasing pressure to show evidence that our work is making a difference, and we must conduct large-scale and individual setting research related to the AED and its impact on our students. The partner school grant will provide support for schools now and help build capacity to retain strong leaders in high-needs communities. This work will also provide needed information to contribute to the research on the impact of our work. And both efforts—the research and the partner school grant—will provide foundation for seeking more funds from a variety of sources.

The successes of the IEI-sponsored Developing Networks initiative have brought to our attention that community involvement is critical to our partner work and will help shape future partnerships and structures. It also reinforces the importance of making the equity statement a central focus of our work. Our moral obligation is to provide quality education to all students; as communities change, students enter schools with new sets of skills and different needs. Therefore, our renewal efforts will continue in an ever-changing and complex environment. The NNER goals are cyclical, and we will revisit and reflect on progress and gaps. The Tripartite

Council's work, including reflection on the annual reports and recommendations for the NNER Governing Council, provide rich and broad-based information for the Network, keeping our goals robust and our work focused on our mission. And to reinforce the need for attention on the equity statement, the Tripartite Council continues to note that the NNER must address this and attend to the areas where we continue to struggle.

One unmistakable theme that emerged last year and continues is that of widespread interest in the AED and the NNER from colleagues who were at one time engaged in the AED and/or NNER and who participated as leadership associates, but who are not currently at NNER settings, or from students and colleagues who have worked in settings and with individuals who have forwarded this work over the years. The good news is that among these colleagues there is a keen interest in using the writing, materials, and strategies to forward the principles of the AED in their contexts; the bad news is that there is no mechanism to keep them engaged.

However, another aspect of this issue emerged in a survey I conducted this year. Thirty-four leadership associates responded to questions regarding the influence that the leadership associates work has had on them personally and on their work. Five respondents, no longer in NNER settings, indicated that the principles of the AED are still fundamental to their work and that they use the mission as the basis for their coursework and administrative responsibilities and as a guide for their interactions with students, colleagues, and community members. Others indicated that the leadership associates work was critical in their decisions to accept roles with broader responsibilities allowing them to increase the influence of the AED in their institutions.

This information is a reminder that we must continue to explore options for individual involvement in the NNER, encourage attendance at the annual conference, and explore ways to support individuals who promote the AED in their work outside the NNER settings, as well as our Network colleagues.

Related to this is the need to explore additional sources of funding for professional development and to expand programs to support and enrich the work in the settings. In addition, fee-based sessions must be offered by the NNER to provide opportunities for professional interaction that advances the AED for individuals and groups that are members of the NNER, as well as those who are not. Expanding understanding of the AED and its application—throughout the NNER settings and to others—is critical in the current political environment.

The preceding report highlights the developments and events of this past year and some next steps to further develop the NNER and build on the strong foundation and energy that currently exists in the settings and through the initiatives. The variety of activities and the sense of ongoing renewal that permeates the NNER are due to the efforts of people committed to advancing the AED while maintaining diverse voices. I extend my sincere gratitude to the many members of this Network who keep the work alive and who do the hard work of applying the important concepts of the AED in the “proofing sites,” as John Goodlad refers to the NNER settings.

AMF
December 2005

REPORTS FROM SETTINGS

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

Setting Contact: Bonnie Konopak, Dean, College of Education
Tripartite Representatives: Len Davidman, Elementary Education Coordinator,
College of Education
Susan Duffy, Liberal Studies Chair, College of Liberal Arts
Hugo Lara, Superintendent, Guadalupe Unified School District

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

- Conducted grant-sponsored research on preparing paraprofessionals as bilingual teachers (Dr. Anita Hernandez)
- Conducted grant-sponsored research on preparing in-service teachers in inquiry-based science teaching (Dr. Shirley Magnusson)
- Conducted grant-sponsored research on preparing general education teachers, administrators, and counselors to work effectively with special education students (Dr. Kathy Harris)
- Conducted grant-sponsored research on the characteristics of alternatively prepared teachers for urban school districts (Dr. Elaine Chin)
- Conducted research on the instructional leadership role of superintendents (Dr. George Petersen)
- Conducted research on school leadership and student learning (Dr. Jim Gentilucci)
- Conducted research on the role of women in leadership positions (Dr. Patty Mulligan)
- Wrote book chapter on multiculturalism in education (Dr. Len Davidman)

Influencing Policy

- Joined university system initiative to provide evaluative data on impact of teacher education program to local and state agencies
- Co-partnered with local San Luis Obispo County Office of Education, San Luis Unified School District, Cuesta Community College, and community representatives to establish a new P-16 Council to address policy and action issues
- Consulted with local school districts on aligning goals and resources given short- and long-term projections for student needs
- Worked with local school board and school site council on need for parent support
- Developed university president's council with local school district and county office superintendents on better articulation between university and K-12

Collaboration with Other Organizations

- Continued three-year partnership with community, district, and university members on the Developing Networks of Responsibility to Educate America's Youths initiative to promote student leadership, provide parental support, and facilitate transitions from elementary and junior high school to high school
- Worked with new Cal Poly Center for Excellence in Science and Mathematics Education (CESaME) in developing culture for teacher education on campus, engaging faculty from across campus on interdisciplinary projects, and working with K-12 educators on projects of practice
- Submitted NSF grant proposal with co-PIs from education, engineering, biology, and CESaME to work with K-12 students on science, technology, engineering, and mathematics (STEM) education
- Worked with University of California, Santa Barbara, on new joint doctoral program that emphasizes instructional leadership at P-16 levels to enhance student learning
- Developed first international education agreement between Cal Poly and a university in Germany to exchange students

The NNER Statement on Equity

- Developed draft of College of Education strategic plan that includes mission and goal for supporting all students' learning and promoting social justice
- Expanded membership on steering council of the Developing Networks of Responsibility to Educate America's Youths initiative to include more non-parent and business community members
- Worked with grant project to prepare paraprofessionals as bilingual teachers
- Revised educational leadership program to allow greater access for students outside service area, particularly rural regions
- Provided workshops on English language learners to elementary and secondary education faculty
- Provided instructional modules on working with special education students to elementary and secondary education faculty, administrative faculty, and counseling faculty
- Developed grant proposal to recruit more candidates, particularly from under-represented groups, into math and science teaching

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

- Began to align all teacher education and graduate programs with college-wide threads of praxis, partnerships, and polytechnic education
- Began discussion with San Luis Coastal Unified School District to revise current partnership to better reflect mutual renewal efforts (with new superintendent)

- Continued to have educational leadership faculty meet regularly with county and district superintendents on issues related to student learning and educator professional development
- Challenged by:
 - Lack of resources from years of statewide cuts to K-12 and higher education budgets (now stable for 2005-2006)
 - Turnover (migration, retirement) of K-12 educators and university faculty to maintain and progress agenda commitments
 - Increased accountability measures from state and federal agencies that conflict with aims of the agenda
 - Elimination of affirmative action in state that impedes recruitment efforts

COLORADO PARTNERSHIP FOR EDUCATIONAL RENEWAL

Setting Contact: Elizabeth Parmelee, Executive Director
Tripartite Representatives: Eugene Sheehan, Dean, College of Education, UNC
Robert Hoffert, Arts and Sciences, CSU
Don Unger, former superintendent, Poudre Schools

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

During 2004-2005, the Colorado setting engaged in a series of studies of elementary schools that were identified as “consistently high performing” as measured by three years of state test data and compared to schools with like demographics. These studies revealed that successful schools shared a number of conditions and beliefs, including visionary leadership, a collegial culture of inquiry, and engagement of the district and community in creating a school culture that is supportive of teachers and establishes high expectations and respect for students paired with unwavering commitment to their success. (For a full report, please see www.just4kids.org.) These and other findings reinforce the four-part Agenda for Education in a Democracy by demonstrating that success in schools depends on far more than specific curricula.

A second research initiative was the continuation of prior work in the area of induction. One partner district requested an in-depth study of the induction program in place, with a focus on preparing all teachers to teach all children well. Findings from this research continue to show that induction and mentoring programs respond to new teacher needs when they provide multiple layers of support and access to information and expertise. At the same time, the integration of requirements or expectations at different levels of new teacher development is a continuing challenge. (For the full report, please see www.coloradopartnership.org.)

A third fledgling initiative is the Passageways program currently being piloted and studied in Poudre School District. Passageways is a program that seeks to support teachers’ and students’ becoming more mindful of the relationships established within schools, with an eye toward nurturing pedagogy. While this program is still in its early stages, it is hoped that research will demonstrate effects on both teacher efficacy and student results.

Challenges

The continual challenge in conducting research related to the Agenda for Education in Democracy is finding sufficient resources (both human and fiscal). Another ongoing challenge in the Colorado setting is keeping each other informed of the research under way at individual institutions and districts.

Influencing Policy

During 2004-2005, CoPER convened a number of activities that sought to inform policy. Among these was a policy panel with representatives from the Colorado Association of School Boards (CASB), the Public Education & Business Coalition (PEBC), the Alliance for Quality Teaching, and the Denver Mayor's Office. A symposium was also held in conjunction with the Alliance for Quality Teaching to discuss the connection between teacher education and schools.

Another area of focus has been the Colorado Campaign for the Civic Mission of Schools (CMS), for which CoPER acts as fiscal agent. The ultimate goal of the Campaign is to influence policy and practice in the area of civic education. This is approached through a variety of strategies, including the engagement of community members in dialogue about what civic education should look like and the engagement of students in school governance and other civic activities.

While not yet fully implemented, a third area of activity has been planning simultaneous open houses at partner schools across the state, with a particular focus on strengthening the understanding of partner schools on the part of policymakers, business leaders, and community members.

Finally, a series of discussions has been initiated to inform policies and practices that support a strong P-16+ system. Two symposia have been held and have now grown into plans for an initiative to establish stronger relationships and communication among high school and higher education faculty concerning the preparation of all students for success in postsecondary education.

Challenges

Colorado continues to be a challenging policy environment overall, with little space for dialogue or understanding of the role of public education in a democracy. Two referenda pending for the fall elections might help to change this scenario, not only by enhancing the funding situation in the state, but also by opening up new conversations about the role of public institutions.

Collaboration with Other Institutions

The Colorado setting continues to collaborate with a number of other organizations and agencies in the state. Involvement in the Colorado Civic Canopy helped bring the Civic Mission of Schools Campaign (described above) to Colorado. Another broad collaborative is now called Linking for Learning and Leadership (LLL), a collaborative that grew out of CoPER's and others' work on induction. In coming together to discuss induction work, it became increasingly evident that a broader understanding of educator development was needed. LLL frames this as a continuum ranging from the initial recruitment of prospective educators, through the initial preparation, induction, emerging leadership, and advanced leadership roles that educators play. Recognizing the various links that cross this continuum and join its different parts will help educators work more effectively together and see their various roles in a new light. This collaborative effort is supported by a variety of small grants, including the Strengthening and

Sustaining Teachers (SST) initiative sponsored by the Colorado Association of School Executives.

CoPER also continues to work with the Colorado Association of School Executives (CASE), CASB, the Public Education & Business Coalition (PEBC), the Alliance for Quality Teaching, and the Colorado Forum on the Just for the Kids (JFTK) initiative. In August, two CoPER staff members (Jan Jensen and Jill Conrad) attended the CASE summer conference to disseminate Just for the Kids information. This collaboration is currently being expanded to include Boards of Cooperative Educational Services and other professional development providers as we seek effective and efficient ways of sharing JFTK findings and tools across the state.

In May 2005, two CoPER members (Carol Wilson and Jill Conrad) participated in a Forum for Collaboration hosted by the Colorado Business Roundtable. It is hoped that this might extend CoPER's presence further with broader groups that exist in the state.

Finally, in its work looking at the larger P-16+ system, CoPER is collaborating with the Donnell Kay Foundation and recently joined a policy roundtable hosted by the Colorado Department of Education and the Colorado Commission for Higher Education.

The NNER Statement on Equity

CoPER continues to advance equity primarily through the work of the Equity Cadre. During 2004-2005, plans were laid, in conjunction with the LLL initiative, to form two pilot cohorts of Emerging Teacher Leaders in the Denver Public Schools and Jefferson County Schools. These cohorts will receive mentoring from Cadre members and meet monthly to reflect on their practice. Various districts and higher education institutions have also built on Equity Cadre work or incorporated Cadre members into broader initiatives. Thus, for example, UNC and the Greeley-Evans school district spent 2004-2005 looking at PDS standards, and they are now exploring the development of two elementary professional development schools focused on equity and social justice. Meanwhile, CU Boulder is sponsoring a Diversity Summit for the second year, bringing together teachers of color, with an eye toward addressing equity issues within partner districts and the university more broadly.

Other initiatives described above that directly spring from work on and concern about equity are Passageways, Just for the Kids, and the IEI's Developing Networks of Responsibility to Educate America's Youths. An ongoing state focus on the achievement gap has made it possible to weave CoPER's focus on equity into the larger statewide conversation. Although much work remains to be done and continuous attention in this area is required, the shifting context has made it possible for CoPER to gain more traction for its efforts.

UNIVERSITY OF CONNECTICUT

Setting Contact: Marijke Kehrhahn, Associate Professor, Neag School of Education
Tripartite Representatives: Marijke Kehrhahn, Associate Professor, Neag School of Education
Tom DeFranco, Associate Dean, Neag School of Education

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

We are beginning work to construct a research agenda for teacher education in our setting. Our early work involves finding research partners in the School of Education, College of Liberal Arts and Sciences, and professional development schools. A small cadre of researchers has completed and has in progress a small group of studies focused on the preparation of teacher candidates in urban settings. First steps for the self-identified research group will include reading, reviewing, and conversing about the AERA Panel Report: Studying Teacher Education. Based on our reading and discussions, we hope to identify specific research projects by the end of May 2006.

Influencing Policy

Neag School of Education (NSOE) faculty and staff engage in ongoing work with the Connecticut Department of Education across several units (e.g., certification, program approval, curriculum, technology, educational equity) with the goal of influencing policy.

Neag School of Education hosted a Technology Policy Summit in September 2005, with support from the Gates Foundation State Challenge Grants. The summit brought together educators, administrators, technology integration specialists, policymakers, technology experts, and university faculty to engage in a public discourse about Connecticut's technology policy and programmatic frameworks. The assembled group of fifty identified a small number of critical concerns—equity and access to technological resources at the forefront—that it is crafting into a policy white paper to distribute to the state officials and legislators.

Collaboration with Other Organizations/The NNER Statement on Equity

With guidance and assistance from the UConn Office of Multicultural Affairs, the various cultural centers on campus, and student support services, the NSOE Teacher Education Program is launching a student-centered, student-driven “diversity action group” (we have yet to name the effort) to address issues of equity and access to the teaching profession and the teacher education

program. The group plans to explore the environment for inclusion within the teacher preparation program and to craft actions that will produce a more inclusive environment and, ultimately, more teacher candidates of color enrolled in our program.

NSOE recently partnered with Rethinking Schools to bring in Bob Peterson to talk about educational equity in a global society. Bob worked with teacher education students, faculty, and K-12 partners and helped us think about ways that we can structure teacher candidate experiences and reflection on educational equity and access. Bob encouraged students and teachers alike to become social justice activists and to model social activism for our students.

One of our partner districts, Mansfield, has begun a First Amendment Schools effort, developing and exploring First Amendment activities at the elementary and middle school. The enthusiasm for First Amendment Schools grew out of a partner school teacher's participation in the 2004 NNER Annual Conference.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

The past year and the next few years must be devoted to setting renewal. Our partner districts have experienced widespread turnover at the administrator level, which has required us to go back to basics, to reorient our partners to the Agenda and to our program tenets, and to build new relationships and new understandings of how we might work together for simultaneous renewal and the education of new teachers. We spent 2004-2005 taking stock of our current relationships and understandings; we will spend 2005-2006 building partner school steering committees and sharing goals and visions for our work together. Simultaneously, the university will work to meet some of the requests of our partner schools for more communication (we are building a Web site for our partner districts), more involvement (we are inviting more partner school faculty to join university committees and efforts, such as admissions), more professional development, and more access to resources (we are working to provide access to university library and full-text resources to partner school faculty).

Working with the recent document on the Hybrid Educator (published by the IEI), we have developed a position description for clinical faculty to work with partner schools. We hired two new faculty—hybrid educators Rene Roselle and John Zack—for fall 2005, and we hope to hire two more in the coming year. We are using the Hybrid Educator document to examine and build our practice. We are optimistic that the dedication of a faculty member who also has extensive K-12 experience to work with partner schools will have many benefits.

In spring 2005, we piloted a task group approach to program development that was very successful. Cross-disciplinary task groups tackled program development projects, generated and evaluated proposals, and made recommendations to the larger task force within a time frame of six weeks. The work of the four task groups significantly improved the current program and led to new ideas for program enhancement.

Faculty members teaching our clinic seminars—seminars designed to support students in reflecting on their clinic experiences across each of six semesters in the teacher preparation programs—have begun to work together to read and select common readings from a list of current and classic readings related to the Agenda for Education in a Democracy. The seminar leaders are developing corresponding activities to be experienced in clinical settings to highlight issues such as access to knowledge, stewardship, educational equity, and understanding individual students.

Faculty members from the NSOE and the College of Liberal Arts and Sciences are working systematically to review and revise content-specific preparation and coursework to promote stronger content knowledge for teacher candidates. Revisions are complete for mathematics, social studies, and biology and will be completed in all content areas.

In summer 2005, we piloted a community read for the entering cohort of teacher education students and faculty. We read *Portrait of a Profession: Teaching and Teachers in the 21st Century* (edited by David M. Moss, Wendy J. Glenn, and Richard L. Schwab). Upon our return to campus in the fall, we held four discussion group sessions, in which faculty and students could discuss critical issues and grapple with the following questions:

- a. What does it mean to be a good teacher in the twenty-first century in the **effective** sense (i.e., pedagogically and in terms of producing measurable gains)?
- b. What does it mean to be a good teacher in the twenty-first century in the **ethical** sense (i.e., morally and in terms of social justice)?

The community discussions were very productive and served as an excellent orientation for our new teacher candidates. We are considering a community read for each of three cohort groups for summer 2006 and are searching for appropriate texts.

CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION FOR THOSE WORKING ON INITIATIVES

The teacher preparation program welcomed eleven new faculty members in fall 2004 and six in fall 2005. The new faculty members have brought knowledge, enthusiasm, and new ideas and insights to our program. Clearly, we are faced with the challenge of continuing to develop shared values and shared goals with an entirely new group, and we are very optimistic about the positive effects the new faculty will have on teacher preparation.

Contacts

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GEORGIA PARTNERSHIP FOR EDUCATIONAL RENEWAL AT GEORGIA SOUTHERN UNIVERSITY

Setting Contact: Dr. Stephanie Kenney, Associate Dean for Undergraduate Teacher Education and Accreditation, *skenny@georgiasouthern.edu*

Tripartite Representatives: Ms. Dianne Bath, Bulloch County Schools
Dr. Missy Bennett, College of Education, Georgia Southern University
Dr. David Alley, College of Arts and Social Sciences, Georgia Southern University

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

The Georgia Center for Educational Renewal (GCER), under the leadership of Dr. Charles Reavis, has conducted significant literature searches during this year as a foundation for initiatives proposed for this academic year. This year, the Center has completed two projects that address the AED. The first project is an extensive literature review of “Effective Schools Practices in Raising Achievement of Minority Males” that is featured in the Center’s May “Research You Can Use Now” series. This literature review is available at the GCER Web site for use by faculty and partnerships. The second project completed this year, The Lincoln Education Services project, was a collaborative effort with the GCER and Lincoln Education Services to develop a ten-part computer-based series on research-validated teaching practices, designed to be used by Lincoln instructors who are strong on craft skills but weak on pedagogical skills. Other GCER activities are discussed in the Equity Statement section of this report.

Our Professional Development District, the partnership work of Georgia Southern’s College of Education and Screven County Schools, continues to conduct action research around newly implemented strategies addressing the achievement gap as it relates to students living in poverty and minority cultures. This work will be presented at the 2005 NNER Conference.

Influencing Policy

The state of Georgia and the federal government continue to legislate and mandate significant changes in teacher preparation rules and programs. During this reporting year, the College of Education faculty, in collaboration with our Arts and Sciences and school partners, has represented us on statewide committees addressing such tasks as developing a statewide preprofessional core experience and developing new statewide tests for basic skills and teaching content areas. Our deans, many faculty members, and school partners continue to hold offices in

state and national educator preparation organizations where there is ongoing opportunity to impact state and national policy making. Finally, our COE dean, Cindi Chance, regularly invites our state and national legislators to participate in our College of Education partnership events so that this work has high visibility.

Collaboration with Other Organizations

Campus Cross-College Collaboration

Campus Cross-College Collaboration was evident as our Campus American Democracy Project (ADP) and the GCER joined to sponsor *A Day with Dr. Nick Michelli*. Nick was the first in a series of speakers invited to help us expand the awareness and campus-wide conversation about the theory and practice of civic engagement. Dr. Michelli addressed an audience consisting of undergraduate and graduate students, teachers, and school leaders from Georgia Southern's partner schools; university faculty and administrators; as well as interested individuals from the community. The topic of his address was "Educating Educators for Democracy and Social Justice." He also took time to facilitate a discussion with our ADP Committee and our NNER Tripartite Council members regarding joint goals and future activities.

Another campus-wide initiative facilitated by the College of Education in an effort to give equal voice to all three members of the Tripartite was the reorganization of our Teacher Education Council. This work was completed this year, and the outcome is a governance structure that facilitates all voices being a part of the decision-making process around educator preparation curriculum and policy.

School/Community Partnering

School/community partnering is the centerpiece of our "Partnering for Portal" work, initiated by a Developing Networks of Responsibility to Educate America's Youths award. The focus of this work is to build a sustainable network within the Portal community through collaborations with the community's schools, government officials, churches, social services, and business leaders. Community and school stakeholders have been given multiple opportunities to voice their vision and participate in setting and working on goals toward that vision. As with all new habits of thinking and conducting business, this has been very slowly developing work; however, we are beginning to see results in the community. The "Partnering for Portal" work was presented at the Developing Networks meeting last June and was presented at the 2005 NNER Annual Conference.

Our PRISM grant work is another example of Tripartite work in which faculty members in the schools, individuals in communities, and faculty members in the university (College of Education, College of Liberal Arts and Social Sciences, and College of Science and Technology) are working together to improve science and mathematics instruction/learning for all learners.

The NNER Statement on Equity

Two of the previously mentioned initiatives, Partnering for Portal and the Professional Development District, continue to focus on the Agenda theme of equity of access for learners. Additionally, a new initiative has begun in one of our partnerships, Bulloch County Schools, through the support of NNER grant funds, for a new project to support principals of “teacher-preparing (partnership) schools.” The opportunity through the Leaders for Teacher Preparing Schools Program to have teacher leaders and principals involved at the national level with a focus on enhancing leadership skills to better meet the challenges in high-needs communities has stirred great interest in Bulloch County. Two principals are currently involved in the program. Bulloch County hopes to have someone selected to participate who will return and share their learning with other Bulloch County principals, as well as with the faculty who work in the Bulloch County Partnerships. Finally, the GCER has applied to the Schultz Foundation for support of a ten-part computer-based video series focused on teaching minority males, the group most identified with the minority-majority achievement gap. The series will be based on a GCER review of ninety-six research articles on the topic. Topics covered in this series will be Knowing the Minority Male, Connecting with the Minority Male, School Conditions that Foster Minority Male Achievement, Discipline—Separating the Nice-to-Dos from the Have-to-Dos, Dealing with “Acting White” and Other Peer/Cultural Issues, Engaging with Parents/Community, Supporting Goal Setting, Connecting School Work with the World of Work, and Putting It All Together.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

The greatest challenge facing our setting is unifying our work under our NNER setting umbrella. This year, we have made two steps toward meeting the challenge. First, we brought Nick Michelli to campus to address the big-picture AED and to meet with a joint group including our American Democracy Project Committee and our Tripartite members. This was followed a few months later by a day with Ann Foster, in which our Tripartite members, our deans, our provost, and additional interested individuals met to discuss how we could meaningfully capture under one umbrella all AED-related work currently occurring on campus and in our partnerships. We laid out the steps toward this goal and the work is under way.

General Reflections on Work Related to the Four-Part Mission

Through the activities mentioned in the previous section, we are working to reset our Agenda focus. As we achieve our goal of unifying our work campus-wide and with our partnerships, we will be able to address the topics mentioned in last year’s report: (1) our existing partnership’s policies and activities, (2) a plan to influence education policy, (3) a leadership/support structure for the work of our setting, and (4) a plan to encourage and support more faculty and public school involvement in the face of decreasing budgets and decreasing numbers of faculty.

**CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION
FOR THOSE WORKING ON INITIATIVES**

Major Initiatives	Contact Persons	
Georgia Center for Educational Renewal	Dr. Charles Reavis careavis@georgiasouthern.edu	
Professional Development District	Ms. Pat Parsons pparsons@georgiasouthern.edu	
PRISM/NSF	Dr. Fred Rich frich@georgiasouthern.edu	Dr. Jennie Rakestraw jrakestraw@georgiasouthern.edu
Developing Networks “Partnering for Portal”	Dr. Greg Chamblee gchamblee@georgiasouthern.edu	
Leadership Training for principals of teacher-preparing schools	Ms. Dianne Bath dbath@bulloch.k12.ga.us	

HAWAI‘I INSTITUTE FOR EDUCATIONAL PARTNERSHIPS

Setting Contact: Alice J. Kawakami
Tripartite Representatives: Judith Hughes, Dean, UHM College of Arts and Sciences
Ronn Nozoe, Hawai‘i Department of Education
Alice Kawakami, UHM College of Education

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

A number of COE faculty are engaged in research on issues of equity and access to quality education. Among those projects, two that are in process support the Conceptual Framework of the COE as well as reflect the mission of the NNER.

- a. **Dr. Margie Maaka** serves on the NNER Equity Committee and has been conducting research on issues of equity in Hawai‘ian Language Immersion Schools in the state of Hawai‘i. She and colleague Kalehua Krug initiated a Masters of Education and Teaching (MET) to prepare teachers for Hawai‘ian Language Immersion K-12 classroom settings.
- b. **Dr. Stephen Marble**, who participated in the IEI’s Initiating Simultaneous Renewal Leadership program, is conducting ongoing research on school partnerships within the Masters in Education and Teaching (MET).
- c. **The Campbell Complex** in Ewa Beach, Hawai‘i, and the University of Hawai‘i at Mānoa Developing Networks (DN) of Responsibility to Educate America’s Youths continued to involve citizens of the Campbell Complex community and K-12 and postsecondary educators from Leeward Community College and the UH Mānoa College of Education. They began working on the implementation of their plans in spring 2005. The work focuses on three general areas: Quality Teachers, Community Pride, and Student Leadership Development. The committee working on the area of Quality Teachers decided to design surveys to identify perceptions about the characteristics of “quality teachers” from the point of view of the community, parents, students, and educators. This is intended to facilitate dialogue within the Complex and to lead to further support for this focus. (For a more detailed description, see the section on collaboration.)
- d. **The Strengthening and Sustaining Teachers (SST)** project brings together the UHM College of Education, the Hawai‘i Department of Education, and the Hawai‘i State Teachers Union to focus on the continuum of support for teachers from recruitment into preservice teacher education programs to ongoing professional development for veteran teachers. The project was one of seven sites selected that conducted applied research in piloting an instrument to identify the status of the continuum. It provided valuable information on gaps in the continuum and has yielded ongoing conversation and collaboration to develop a plan for improvement. (For a more detailed description, see the section on collaboration.)

Influencing Policy

The COE is active in numerous collaborative efforts with educational institutions, professional organizations, and policymakers to ensure access to a quality education for our candidates and the students in Hawai‘i’s schools. Specific activities associated with HIEP during the 2004-2005 academic year are:

- a. The 2005 Daeufur Lecture Series brought Dr. David Berliner, Regents’ Professor from Arizona State University, to Honolulu in January. He provided lectures and informal study group discussions with university faculty and teacher candidates, Hawai‘i DOE administrators and teachers, the general public, and Hawai‘i state legislators.
- b. HIEP funded a series of papers as part of the Hawai‘i Educational Policy Center perspectives on Act 51, the “Reinventing Education Act” of 2004. Each brief provided quick takes on Act 51 issues as the policy is being implemented.
- c. The editorial series on education in the State of Hawai‘i, *Voices of Educators*, continued with contributions from educators to the *Honolulu Advertiser*.
- d. The Hawai‘i Educational Policy Center, a creation of the HIEP, continues to thrive. This year, the major focus was tracking the progress of Act 51, Hawai‘i’s “Reinventing Education Act.” In addition to this, the HEPC was asked by the legislature to facilitate discussions of how to better meet the educational needs of Hawai‘i’s preschool-age children.

Collaboration with Other Organizations

- a. NNER- and IEI-affiliated collaborations:
 - i. Developing Networks of Responsibility to Educate America’s Youths: A Kellogg-funded initiative of the IEI provided an award to implement an action plan with the Campbell Complex; this work was led by Dr. Gail Awakuni, Dr. Aiko Oda, and Dr. Stephen Marble.
 - ii. Dr. Margie Maaka—Equity Committee
 - iii. A Strengthening and Sustaining Teachers (SST) grant is led by Dr. Alice Kawakami, Ms. Georgiana Alvaro, and Mr. Gerald Okamoto to act as a catalyst for discussion to develop support for teachers from recruitment to professional development through partnerships among the UHM COE, Hawai‘i DOE, and the HSTA.
 - iv. Participation in 2004 NNER Annual Conference in St. Louis, Missouri: Dr. Stephen Marble, Dr. Margie Maaka, Dr. Barbara Landau, Dr. Alice Kawakami, Ms. Pat Lopez, and Ms. Patty Leahey.
- b. Collaborations with the UHM College of Arts and Sciences:
 - i. In collaboration with the UH Mānoa Outreach College and staff from other colleges at UH Mānoa, thirty-seven 500-level courses were offered to in-service teachers.

- ii. The UHM College of Arts and Sciences, COE, and K-12 collaborated to address content area needs in the following ways:
 - Development of new courses in mathematics and science for elementary education students
 - Development of integrated social studies course for secondary education
 - Development of Art Minor for elementary education students
 - approved by Arts and Humanities
 - currently pending approval by Arts and Sciences and Vice-Chancellor
 - Collaboration to offer HAWST 107 through Outreach College in fall 2005 for in-service teachers at Kamehameha Elementary School.
- c. Collaboration with Hawai‘i DOE:
 - i. Meetings were held to obtain information on perspectives about collaborations to support preservice teacher education with principals, teachers, and community leaders in the Native Hawai‘ian community and university faculty from the COE and CAS.
 - ii. Mentor Teacher Appreciation Conference in collaboration with the Hawai‘i State Teachers Association, the Hawai‘i DOE, and the University COE Institute for Teacher Education.
 - iii. In fall 2004, a group of individuals from the DOE and the University COE and CAS met to discuss *Education for Everyone: Agenda for Education in a Democracy*, written by Goodlad, Mantle-Bromley, and Goodlad.

The NNER Statement on Equity

- a. There are a number of other initiatives (cohorts and grants) in the college that focus on addressing the needs of underserved and underrepresented groups in Hawai‘i’s public schools.
- b. Through the statewide teacher education program, preservice teachers are placed in schools on all of the major islands of the state of Hawai‘i for field experience.
- c. As noted previously, plans were completed for Kupu Na Leo, the Hawai‘ian Language Immersion MET, to begin in the fall.
- d. In May 2005, HIEP received notification that UHM and HIEP were selected as the recipient of the Nicholas Michelli Award for Promoting Social Justice.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

Highlights of Current Initiatives and Challenges at the Setting not Included Above

Within the past few years, the COE has experienced significant infrastructure and organizational change. During that period, the immediate focus was on implementing the organizational changes. Although various collaborative projects are being implemented, each operates independently. The challenge in 2004-2005 was to determine the status of each project and to provide support for work that advances the AED. It was also a year to focus on reestablishing communication with partners to clarify and initiate new collaborations.

General Reflections on Work Related to the Four-Part Mission

Research is being conducted on issues related to the four-part mission however, many of these projects are the result of the “culture” of the institutions and not specifically traceable to a specific NNER activity or agenda discussion as the catalyst for the work.

The **Influencing policy** mission in Hawai‘i is interesting because of the statewide public school district. The deans of the COE and Arts and Humanities work in concert with the DOE superintendent on policy. Because policies are created at the administrative level, this area of activity has been well defined and led by Dean Hitz.

Numerous **collaborations** exist among the tripartite partners. Some of them are recognized as the result of NNER activities initiated in the past with partner schools, potential professional development school sites, and other partners.

Equity issues are a routine part of the work conducted in education with Hawai‘i’s multicultural population and the Felix Consent Decree (special needs and exceptionalities). There is an increase in awareness of issues of other underrepresented groups in the student population with new policies and new faculty coming into the college.

CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION FOR THOSE WORKING ON INITIATIVES

HIEP focused on clarifying its functions in relation to the UHM COE Institute for Teacher Education. Communication systems are reestablished, linking the tripartite partners, and a representative is now in place for the 2005-2006 school year from the Hawai‘i DOE. The Hawai‘i DOE representative is Mr. Ronn Nozoe, Complex Area Superintendent for the Farrington/Kaiser Complex in urban Honolulu. The UHM College of Arts and Sciences representative, Dr. Judith Hughes, will be retiring from the university in December 2005. Efforts are currently under way to identify a replacement for her and to schedule meetings to brief the representative on the effective collaborations that exist. Contact Alice Kawakami, alicek@hawaii.edu.

ILLINOIS STATE UNIVERSITY PARTNERSHIP

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Tripartite Representatives: Deborah Curtis, Interim Dean, College of Education
JoNancy Warren, Wheeling School District
Molly Munson-Dryer, College of Arts and Sciences

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

- a. Working with teacher candidates begins with “Realizing the Democratic Ideal,” the conceptual framework adopted by the Council for Teacher Education in March 1997. This framework provides the philosophical foundation for all undergraduate and graduate professional education programs. There are thirty-seven such programs, including undergraduate teacher education and graduate-level support personnel preparation and administrator preparation. Illinois State graduates approximately 1,300 undergraduates in teacher education annually. These graduates teach not only in Illinois schools but also in schools across the nation. An excerpt from “Realizing the Democratic Ideal” follows:

“Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places on them. Illinois State teachers unite the moral and intellectual aspects of teaching by embodying what one might call their virtues.”

Moral virtues:

- Sensitivity toward the varieties of individual and cultural diversity
- Disposition and ability to collaborate ethically and effectively with others
- Reverence for learning and seriousness of personal and public purpose
- Respect for learners of all ages, with special regard for children and adolescents

Intellectual virtues:

- Wide general knowledge and deep knowledge of the content to be taught
- Knowledge and appreciation of the diversity among learners
- Understanding what affects learning and appropriate teaching strategies
- Interest in and ability to seek out informational, technological, and collegial resources
- Contagious intellectual enthusiasm and courage enough to be creative

See the full conceptual framework document at:

<http://www.coe.ilstu.edu/ncateaccred.htm>

- b. A comprehensive performance-based assessment system assures that all candidates know the tenets of “Realizing the Democratic Ideal” and demonstrate that knowledge in coursework and in clinical practice. The Teacher Education Center conducts extensive research to determine whether candidates know and can do all that the conceptual framework requires. For the teacher education unit performance-based assessment system, see:
<http://www.coe.ilstu.edu/teachereducation/performancebasedassessment/index.shtml>
- c. Copies of the *New York Times* are available for teacher education majors each weekday morning in the lobby of the College of Education’s DeGarmo Hall. Professors in teacher preparation, as well as those across campus, take advantage of this service to discuss issues related to equity and access in schools, as well as to the American Democracy Project. (See below.)

Influencing Policy

- a. Established in 1995, the Center for the Study of Education Policy provides research and expertise to policymakers and practitioners geared towards implementing systemic and sustainable education reform strategies. Center activities focus on elementary, secondary, and postsecondary issues.
 - In 2001, Illinois was one of fifteen states selected by The Wallace Foundation to complete a project aimed at strengthening education leadership throughout the state. IL-SAELP, which is housed in the Center for the Study of Education Policy at Illinois State University, is focused on strategies designed to address both the *conditions* that enable effective leadership and *leadership development* in Illinois schools. Aligned with the goals of the *No Child Left Behind (NCLB)* legislation, these strategies center on: strengthening school leaders’ decision-making authority and ability to address issues of student achievement and stimulating administrator preparation and professional development programs that focus on improving student achievement.
 - **State Higher Education Funding Study:** The Center, along with NASSGAP and SHEEO, has been awarded a two-year \$300,000 grant from the Lumina Foundation for Education to conduct a major study of higher education finance and student financial aid.
 - **NCEA Just for the Kids:** The Center for the Study of Educational Policy was chosen as the lead institution for Illinois in the National Center for Educational Accountability (NCEA) Just for the Kids project, a collaborative effort with the Education Commission of the States, the Illinois Business Roundtable, and the University of Texas at Austin.
- b. In addition to policy and research conducted in the Center, a sampling of other 2004-2005 projects that focus on equity and access issues and lead to policy change include:

- Access to College for Limited Income and Minority Students Who Meet or Exceed Prairie State Standards. This study was conducted by faculty in Education Administration and Foundations. Results were widely disseminated within the state through the Illinois Board of Higher Education.
- Improving Teacher Quality for Illinois' Neediest Students and Schools. This project was conducted through the office of the Dean of the College of Education and disseminated by the Illinois State Board of Education and the governor's office.

Collaboration with Other Organizations

a. American Democracy Project

Focused on undergraduates at public colleges and universities, the American Democracy Project has created a collaborative network of 199 public colleges and universities, representing more than 1.7 million students, which are member institutions of the American Association of State Colleges and Universities (AASCU). The three-year project, sponsored by AASCU in collaboration with *The New York Times*, will provide opportunities for participating campuses to engage in activities and projects designed to increase the number of undergraduate students committed to meaningful civic actions.

The American Democracy Project at Illinois State is a cooperative effort by students, faculty, staff, and administration. The goal of the Project is to promote civic engagement, in many different forms, on the part of undergraduates now and in the future. The Project embraces all organized activity designed to promote constructive civic engagement on the part of undergraduates while they are on campus and after they graduate.

Building on the wide variety of such activity already occurring at Illinois State, the Project is designed to serve as a catalyst for programmatic changes that will ensure that all Illinois State undergraduates are fully prepared to assume a responsible role as contributors to civic society.

b. Peaceful Schools Project

Illinois State University in collaboration with the McLean County Compact will work together to implement a county-wide "peaceful schools" project. This committee will introduce training in peace skills to every child, from Pre-K to grade 12 in McLean County, using "Second Step: A Violence Prevention Curriculum" and "Steps to Respect: A Bullying Prevention Program" offered by the Committee for Children. The award-winning Second Step program teaches social and emotional skills for violence prevention. The program includes teacher-friendly curricula, training for educators, and parent-education components and is based on more than fifteen years of classroom application and on the most current academic, social, and emotional research.

The Peaceful Schools project will also explore the concept of having laws that require this of all teacher training and emphasize areas not covered by current state law on conflict resolution. The committee will provide oversight, evaluation, and proposals for positive change, sustainability, and needs assessment for the Peaceful Schools project. The committee will also implement a pilot program in Unit 5 to begin in fall 2005. Twenty Early Childhood and Kindergarten classrooms will be selected for the Pilot project. These classrooms will be provided with the Second Step curriculum kit that will remain permanently with each classroom. The curriculum will be delivered by Unit 5 school social workers and Illinois State University School Psychology interns. See http://www.communitycompact.com/peaceful_schools.htm.

Although this is not the same national initiative as that of the First Amendment Schools or the Peace Schools, it is certainly a step in the direction of “training in peace skills” in the local context, a step which leads to broader application.

The NNER Statement on Equity

- a. New partnerships through the work of IMPACT have evolved in the past year, with specific intent to address issues related to equity through collaboration between the university and the school district. IMPACT is an action council that has grown out of the work of the Council for Teacher Education External Advisory Committee and the NNER Tripartite Council.
 - Unit 5: Support to find teachers to work with students of poverty, LEP, and diverse backgrounds and to increase diversity of teaching population
 - Midwest Central #191: How to provide quality pre-professional experiences for ISU candidates in a rural school district with limited financial resources
 - St. Anne Community HS: Poorest African-American community outside of rural Mississippi
 - Larraway in Joliet: 71% African-American, 15% white, 14% Hispanic
- b. Our Little Village Project with Chicago Public Schools focuses on urban school equity issues. On May 13, 2001 (Mother’s Day), a group of eighteen residents, including elderly grandmothers, staged a nineteen-day hunger strike to ensure that the children of the community would get a much needed, and promised, brand new high school. That high school is Infinity, which opened in September 2005. This is a community where democracy is alive and well and where the university can make a significant contribution to the education available for the children of Little Village.

The university has initiated a significant commitment to Little Village, through major grant funding, including the construction of a multi-purpose building that will provide permanent housing for teacher education candidates and temporary housing, on an as-

needed basis, for university faculty who teach in the community. A professional development school site opened in fall 2005 at Eli Whitney Elementary School; and collaboration with the new high school has begun with mathematics and science educators, with fine arts educators and international languages to follow in FY06.

- c. Our bilingual certification program, with several grants, addresses bilingual needs and programs and ELL programs. The bilingual education grants are the result of a serious partnership between the College of Education and the U46 School District for the purposes of preparing bilingual teachers and improving student achievement. Entitled *Partners in Preservice and In-service Teacher Education for Teachers of English Language Learners Project*, this multi-year project is designed to provide assistance to in-service bilingual teachers who want to complete the State of Illinois requirements for ESL Endorsement and for in-service monolingual teachers who want to learn processes and strategies to teach English Language Learners (ELLs) and/or complete required courses to earn an English as a Second Language (ESL) certificate to effectively teach English Language Learners. In addition, we are working in a related grant project in Lake County to prepare bilingual paraprofessionals for full elementary certification.
- d. Recruitment and support of students of color is ongoing on campus, in addition to efforts in the Chicago/Elgin projects noted above.
 - English Scholars: In response to the anticipated shortage of minority teachers in the State of Illinois, the Mary F. English Technology Award (MFETA) was established at Illinois State University during the 2001-2002 academic year to assist in the statewide effort to recruit disadvantaged and minority students in teacher education programs. The award was established by private donors, Dr. Robert English and Mary English. The objective of the award is to assist and support minorities in pursuing the teaching profession and ultimately increase the number of minority teachers in the state of Illinois. Those selected must be pursuing a teacher education program of study, may be from a disadvantaged background, and must possess and maintain full-time status. Approximately 50 students are currently in the program. Illinois State University contributes computers, printers, and software to students by way of the Mary F. English Technology Award. This award equips the recipients with computers and printers for their educational and personal use as long as they continue to actively and progressively pursue a teacher education program.
 - Bowman Fellows: The College of Education has established the Bowman Fellows program named for the seventeenth and current (2005) president, C. Al Bowman. The Bowman Fellows are a cohort of students selected by application to participate in this program. The program goals are to provide minority teacher candidates with an opportunity to gain valuable skills in the role of mentors to local middle and high school students. At the same time, members of the Urban League Young Professionals group mentor the Bowman Fellows. This program seeks to combine experiences for academic growth, service, and community involvement for these future educators.

- e. Access and inclusion for those with disabilities is a major initiative on our campus, since we prepare more special education teachers than any other campus in the state. One significant project this year was the Peoria District #150 and Illinois State University Assistive Technology Partnership, under the sponsorship of Congressman Ray LaHood. Ongoing projects include the work of the SEAT Center (Special Education Assistive Technology) through which every teacher education candidate must document competency as part of the comprehensive performance-based assessment system.
- f. Addressing gay/lesbian issues occurs in one instance through the GLBT (Gay Lesbian Bisexual Transgender) Safe Schools Grant Project, P. Ressler (English Education) with J. Josephson (Social Work). The goal of the grant is to teach high school and junior high school staff, students, and parents about the needs of GLBT youth and the ways that schools can create safe environments for all students, including sexual minority youth. For additional information, the following Web site will be useful:
<http://www.deanofstudents.ilstu.edu/diversityadvocacy/safezone/localresources/>.

**REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT
ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY**

- The Wheeling District 21 Developing Networks of Responsibility to Educate America's Youths project proved highly successful in 2004-2005 in involving the Hispanic community in the village of Wheeling in the work of the school district on behalf of Spanish-speaking students. Over 150 parents or community members participated in focus group conversations, conducted in both English and Spanish and held at a neutral site, the District Parks and Recreation Administration Building. As a result of the project, funded through the IEI, District 21 has now established a permanent community liaison position to further the work initiated through the grant.
- Equity committees, dialogues, institutes.
- Faculty recruitment/retention for diversity.

UNIVERSITY OF SOUTHERN MAINE/SOUTHERN MAINE PARTNERSHIP

Setting Contact: Ken Jones, Director of Teacher Education, College of
Education and Human Development

Tripartite Representatives: Ken Jones
Jan Goldsberry
Kelly McCormick

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

School Accountability

Raising Schools: A Democratic Model for School Accountability, edited by Ken Jones (Scarecrow Education, in press). This book describes a model for school accountability that is based on aspects of school improvement rather than high-stakes testing. The model entails four components: (1) assessment of student learning; (2) opportunity-to-learn; (3) responsiveness to students, parents, and community; and (4) organizational capacity. Authors address issues of teacher quality and professionalism, high-quality professional development, local and classroom assessment, engaging all students, developing collaborative school cultures and structures, empowering the local community, and conducting school quality reviews. Chapter authors include Melody Shank and Jean Whitney of USM; George Entwistle, superintendent of Falmouth Public Schools; Katharine Pence, principal of Kennebunkport Consolidated Elementary; and Patrick Phillips, deputy commissioner of education for the state of Maine.

Professional Learning Communities

A team of researchers coordinated by USM's Collaborative Inquiry and Development Group housed in the College of Education and Human Development is developing a book capturing five years of documentation research and analysis about the operation and effects of teachers' professional learning communities. Based on research funded by Lucent Technologies Foundation and edited by Betty Lou Whitford and Diane R. Wood, the book will describe and discuss realities and possibilities of teachers' learning in community.

Teacher Leadership

Teacher Leadership, written by Ann Lieberman and Lynne Miller. This book makes the argument that if schools are to meet the demands of the new century they have to support and promote teachers as leaders. Teacher leaders are in the best position to advocate new forms of accountability and assessment, reconstruct norms of achievement and expectations for students, and invigorate the profession. The book synthesizes the research on teacher leadership and professional communities and presents case studies of teacher leadership in practice.

Equity in Mathematics Education

As part of a research project being conducted with Indiana University's Elementary Mathematics Curricula Evaluation Team, Kelly K. McCormick, assistant professor of mathematics education, is examining how the performance of students of different ethnic and socioeconomic groups using the *Investigations in Number, Data, and Space* curriculum—a National Science Foundation-funded, problem-based curriculum—differs from the performance of students using more traditional materials. Specifically, she is exploring the following question: How does the curriculum influence ethnic- and SES-related achievement gaps among elementary school students? This study is part of an ongoing, large-scale, longitudinal evaluation study of elementary mathematics curricula and their impact on students' mathematics achievement and understanding.

Influencing Policy

- *College Readiness.* Lynne Miller has been working with Maine higher education faculty across the state to define what it means to be “college ready” in writing and math. So far, this group has published a document on college readiness in writing, which has been mailed to every high school English department head in the state. The group is hosting a statewide conference for high school, community college, and University of Maine System (UMS) instructors of writing. Dr. Miller has also traveled across the state to participate in High School Summits on College Readiness. In addition, through her work as the Russell Chair in Philosophy and Education at USM, Dr. Miller provides a forum for looking at issues of democracy and literacy for Maine's first generation to college youth.
- *School Funding.* David L. Silvernail, director of the Center for Education Policy, Applied Research, and Evaluation, has been one of the chief architects and lead policy researchers for the development and legislation for Maine's new Adequacy school funding formula, a formula designed to be based on costs for helping all children achieve Maine's learning standards. He also co-chaired a Governor's task force on regionalization of education programs and services.
- *Teacher Induction and Mentoring.* Richard Barnes, USM Associate Professor of Educational Leadership and Director of the University of Maine System (UMS) Regional Teacher Development Center (RTDC) Initiative, has been a member of the stakeholders group to rewrite the State Board of Education rules on teacher induction support and teacher certification renewal. Mary Jo O'Connor, superintendent of Portland Public Schools, a USM partner district, also serves on this committee, which is embedding locally developed concepts of communities of practice and mentoring in state rule. Through the RTDC centers in rural areas of the state, regional campuses of UMS, and local school partners are piloting mentoring models and nurturing embryonic teacher-led communities of practice.

Collaboration with Other Organizations

- *NCTAF and Carnegie Foundation.* USM was invited by NCTAF to host a team from Maine at the August Summit on Quality Teacher Preparation funded by the Carnegie Corporation. Team members included Richard Pattenaude, president of USM; Sue Gendron, Maine Commissioner of Education; Connie Goldman, member of Maine’s Legislature; Mary Jo O’Connor, Portland Public Schools Superintendent; Jeanne Crocker, South Portland High School principal; Devinder Malhotra, dean of the College of Arts and Sciences; and Betty Lou Whitford, dean of the College of Education and Human Development. At NCTAF’s request, Pattenaude, Gendron, O’Connor, and Whitford presented a plenary session, “Strengthening Academic Preparation through Strong PK-12 Systemic Partnerships.” The setting will also participate in the “Learning Network” being formed as part of the Teachers for a New Era initiative.
- *College of Arts and Sciences Pathways into Teacher Education.* In the College of Arts and Sciences (CAS), the departments of Mathematics and Modern and Classical Languages and Literature are both creating a four-year teacher education program, in collaboration with the Teacher Education Department. Modeled on the existing undergraduate teacher education program, these CAS programs will include majors in the content area and full-year internships in partner schools. They will lead to a master’s degree in teaching and learning. These programs are intended to address the state shortage of teachers in mathematics and foreign languages and the issue of strong content proficiency.
- *The Great Maine Schools Project.* The Southern Maine Partnership is a partner with the Mitchell Institute in The Great Maine Schools Project, funded by the Bill & Melinda Gates Foundation. The project has as its goal the transformation of Maine high schools so that all graduates leave with the knowledge, skills, and dispositions they will need to pursue further education, engage in meaningful work, and participate as full citizens in a democracy. The big ideas of “personalization, equity, and rigor” frame the work. The role of the SMP is to “coach” a competitively selected group of schools toward these ends and to participate in statewide initiatives to involve other schools in the state in renewal efforts. Some major initiatives under the project include: (1) working with six large schools to form small, semi-autonomous learning communities; (2) helping small rural schools to maximize their resources; (3) encouraging schools across the state to find alternatives to tracking and homogeneous grouping; (4) providing early college options to students in grades eleven and twelve; (5) redesigning the senior year; and (6) re-doing course content so that all students have access to the curriculum that is now enjoyed only by a privileged few. The SMP is also engaged in a collaborative effort with the MELMAC foundation to prepare and sustain a coaching model that influences student aspirations and preparedness for college success.
- *Portland Compact Steering Committee.* An inter-organization committee has been established with representatives from USM, Portland Public Schools, and the Portland Education Association. This leadership group meets on a quarterly basis to guide joint efforts in teacher development. It has worked in the past year to align preservice mentor

training with training for teachers who work with probationary teachers and teachers working toward initial certification. The group will hold a two-day retreat in November where representatives of the three partner institutions will meet to explore how to create a continuous learning program for professionally certified teaching staff that picks up where preservice and induction programs and structural supports leave off. We will also work together to continue collecting data that measures teacher involvement, success of induction mentors, and school climate.

- *Secondary Schools Task Force.* Working with Southern Maine Partnership staff, the Portland School District has established a Secondary Schools Task Force comprised of teachers, administrators, parents, and students to guide inquiry and planning regarding school renewal at the secondary level. This group will investigate current literature, analyze student achievement data, review school action plans, provide direct feedback to each school, advise the superintendent regarding secondary school renewal, and review current district policies pertaining to secondary education. The group will work closely with school-based action teams charged with guiding efforts at a school building and classroom level.
- *York County Compact for Learning (YCCL).* This unique regional partnership was established in March 2004. Signers of the agreement represented the University of Maine System, the University of Southern Maine, York County Community College, and the Sanford School Department. Because of the need for informed and involved citizens in a democratic society; increased levels of personal, civic, and economic attainment; and educational completion, professional development, and community enrichment, the purpose of the compact is to provide an environment that encourages a more educated and contributive citizenry.
- Currently, the YCCL and USM are collaborating to offer twenty-seven of thirty-nine credits toward a master's program in teacher leadership to experienced teachers in York County. This three-year program began with a course entitled "The Professional Teacher in a Democratic Society" during summer 2005. There are thirty participants, recruited in teams from five districts, who will move as a cohort through the program. Unique features of the program include that it is:
 - Grounded in the responsibilities and challenges of teachers in a democratic society, including collective work in teams directly related to local curriculum;
 - Aligned with contemporary standards for the teaching profession, including the National Board for Professional Teaching Standards;
 - Focused on culturally responsive teaching, educational equity, and differentiated instruction;
 - Built on the model of reflective and critical learning communities;
 - Delivered at a satellite university location to ensure accessibility for practitioners in York County.
- A fundamental goal of the course work is to develop leadership potential among experienced teachers so that they can contribute to progressive changes in their practices, schools, and classrooms. Academic work grounds teachers both in the philosophy and

practicality of responding effectively to diverse student populations in a changing world. A core goal of the strand is to take seriously the roles, responsibilities, and rights of teachers working in and for a democratic society. The culminating project for this program is a team-based action research project designed to enhance students' educational experiences in York County schools and classrooms.

The NNER Statement on Equity

- *Understanding Poverty in Maine.* A consortium of funders, including the University of Maine System's Vice Chancellor's Office, the USM Provost's Office, and the College of Education and Human Development (CEHD), has launched a four-part series of panels and roundtables focused on the social, educational, and economic impact of poverty in Maine. Developed and initiated by CEHD's Libra Committee and Multicultural Learning Collaborative, the project, entitled Understanding Poverty in Maine, draws on Antonio Gramsci's notion of the "organic intellectual," or informal educator. Specifically, the project pays a stipend to community leaders who come to the university in teaching roles and who have honed their intelligence and built grounded theories from their daily struggle to create a just world. Panelists also include university professors whose research has centered on the experiences of the poor. The sessions begin with a panel discussion that introduces the topics for the evening, include rotating small-group sessions led by each panelist, and conclude with dinner. The themes for the four sessions are:
 - What is Poverty?
 - The Pedagogy of Poverty
 - Poverty and Education
 - Poverty and Work
- The goal of the roundtables is to provoke conversations between the university and surrounding communities about the role and responsibility of the university to respond to the challenges of poverty in Maine.
- *Graduate Certificate Program in Culturally Responsive Practices.* This twelve-credit graduate certificate offered through the College of Education and Human Development (CEHD) and administered within the Human Resources Department (HRD) will begin admitting students in 2006. The certificate is offered to accommodate teachers, educational technicians, counselors, leaders in education, and matriculated and non-matriculated graduate students who wish to obtain a basic background in culturally responsive practices in education and human development. This certificate will also fill a critical need for curriculum to be responsive to cultural diversity, as identified through USM's Multicultural Learning Collaborative (MLC).
- *Unified Special Education Programs.* For the 2006 academic year, a Unified 7-12 post-baccalaureate option will be added to USM's teacher education programs. Like the existing Unified K-8 option, it will enable teacher candidates to be prepared as highly qualified educators to teach all students through inclusive practices. These programs are designed to prepare teachers to provide access to the general education curriculum for

students with a range of abilities, whether they are in special education or general education programs. Candidates will include practicing educational technicians and conditionally certified teachers; they will be eligible for certification in both a content area and special education and will obtain a master's degree in special education. The program was planned based on input from partner schools and will be conducted in an ongoing collaboration with school-based partners.

- *Cultural Responsiveness Teacher Education Standard.* All K-12 candidates are asked to demonstrate their mastery of culturally responsive instruction. In addition to assignments that require interns to gather data about students' cultural background, learning preferences, interests, and readiness and to apply these data to differentiated instruction and assessment, interns also attend intensive, day-long programs focused on issues of diversity. In the fall, interns attend the English Language Learners conference, and in the spring they choose from a range of presenters including Maine Speak Out (students speaking for the rights and respect of homosexuals), the Center for the Prevention of Hate Violence, and Maine's Native American community.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

In a national education climate that emphasizes increasing bureaucratic control from above, we continue to work for a teacher professionalism that embraces local empowerment, informed decision making, and democratic values. Our colleagues and partners provide mutual support for each other. It is through these ongoing relationships that we can sustain our efforts.

CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION FOR THOSE WORKING ON INITIATIVES

Ken Jones, kjones@usm.maine.edu, School Accountability
Betty Lou Whitford, whitford@usm.maine.edu, Professional Learning Communities;
NCTAF/Carnegie Foundation
Lynne Miller, lynnem@usm.maine.edu, College Readiness; Teacher Leadership
Kelly McCormick, kmccormick@usm.maine.edu, Equity in Mathematics Education
David Silvernail, davids@usm.maine.edu, School Funding
Richard Barnes, rbarnes@usm.maine.edu, Teacher Induction and Mentoring
Devinder Malhotra, malhotra@usm.maine.edu, College of Arts and Sciences Pathways into
Teacher Education
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Jeanne Whynot-Vickers, whynoj@portlandschools.org, Portland Compact Steering Committee
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Diane Wood, drwood@usm.maine.edu, Understanding Poverty in Maine
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Walter Kimball, wkimball@usm.maine.edu, Unified Special Education Program (elementary)

Jean Whitney, *jeanw@usm.maine.edu*, Unified Special Education Program (secondary)
Flynn Ross, *fross@usm.maine.edu*, Cultural Responsiveness Teacher Education Standard

BRANDON SCHOOL DIVISION AND BRANDON UNIVERSITY

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Tripartite Representatives: Donna Michaels, Superintendent/CEO, Brandon School Division
Gail McDonald, George Fitton School
Matthew Gustafson, Brandon School Division

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

During the 2004-2005 year, our site has made very good progress in establishing a comprehensive joint research focus for the expansion of our site-based inquiry. It has been decided that the focus will be on the transitions made by public school students to university, examining cultural context, and on cognitive, social, and emotional preparedness. Initially, we began with a focus on literacy connections and decided to expand it to a wider perspective. The specific research question is: “How do teaching/learning processes in secondary and postsecondary institutions help students in their perception of self and in their educational achievement?” It was a challenge to expand this inquiry research focus to a wider perspective, as each of the Brandon School Division and Faculties of Arts, Science, and Education had a differing view as to the factors that constitute transition consideration. Our decision-making process took two months with important discussion and dialogue. Our decision was collaborative, strengthening our understanding of the importance of our partnership in the education of our students (kindergarten to adulthood).

It was further decided that the research question could be approached through both a research case study and a broader social sciences research approach. Under active consideration is that a “dual credit” (Grade 12 and Year 1) innovation be undertaken between Brandon University and Brandon School Division at Vincent Massey High School. Such an innovation could provide for a 1st Year Arts University course being taught either at Vincent Massey or at Brandon University for enrolling Grade 12 students planning on attending university the following year. These students’ learning/teaching experiences would be the focus of a case study research. In-depth discussion has been held.

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

Our progress is good with specific details as noted above. We recognize the importance of this research for our setting and other areas. The results will help to strengthen our partnership, improve our mutual and individual practices, and most of all, assist our students in making better, more effective transitions between secondary and postsecondary education.

Our challenges focus on the depth, extent, cost, and time of the research to be conducted and on the sustainability of emergent changes of attitudes, practices, and policies.

Influencing Policy

Our work has not begun to influence or affect policy, as this will be an outcome of our research results regarding effects on institutional policy and practices.

Collaboration with Other Organizations

Our work has involved primarily staff members in our settings. The Department of Education for the Province of Manitoba has indicated interest in working with our partnership in support of this initiative.

The NNER Statement on Equity

Our progress in supporting and advancing this statement is good, as our research and project focus is on strengthening every student's access to quality learning opportunities and achievement results within our respective institutions. Such strengthening serves to enable our students to experience more positive and productive learning experiences, processes, and outcomes as they progress along the secondary/postsecondary component of the education continuum of kindergarten to adulthood.

Our challenges are time, resources, attitudes towards change and collaboration, and various world views of education, school systems, and universities.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

Essentially, our progress and challenges in advancing aspects of the Agenda for Education in a Democracy have been addressed and described above. Within a context of funding shortages, lack of time, cultural resistance to change, increasing expectations, and increasing diversity amongst students and staff, we are:

- attending to ensure that the young have access to those understandings and skills required for satisfying and responsible lives;
- becoming increasingly aware of our individual and joint work in fostering in the nation's young the skills, knowledge, and disposition necessary for effective participation in a social and political democracy;
- examining and changing our practices to strengthen the development of educators who nurture the learning and well-being of every student; and
- examining and strengthening our practices to ensure educators' competence and commitment to serving as stewards of schools.

We have a good understanding of our challenges in these areas, especially in the areas of resources, time, and institutional and professional change and development.

**CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION
FOR THOSE WORKING ON INITIATIVES**

The following are noted for expanded contact information:

- Dr. Scott Grills, Dean, Faculty of Arts, Brandon University
- Dr. Austin Gulliver, Acting Dean, Faculty of Science, Brandon University
- Mr. Jerry Storie, Acting Dean, Faculty of Education, Brandon University

ST. CLOUD NETWORK FOR EDUCATIONAL RENEWAL

Setting Contacts:

DeBorah Zackery, Interim Associate Dean, College of Education, St. Cloud State University
Gayla Holmgren, Educational Leadership and Community Psychology, St. Cloud State University

Tripartite Representatives:

DeBorah Zackery, Interim Associate Dean, College of Education, Cloud State University
Gayla Holmgren, Educational Leadership and Community Psychology, St. Cloud State University
Kurt Helgeson, Associate Professor, College of Science and Engineering, St. Cloud State University
Barb Lantis, Community Representative, Great River Regional Library, St. Cloud, Minnesota.

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

- Began action research on strategies for interrupting bias in elementary and secondary schools as a result of a request from the three student leaders attending the IEI-sponsored Developing Networks of Responsibility to Educate America's Youths conference in Seattle. Students learned four specific interventions to try when bias between peers occurred in the learning environment.
- Continued working with educators with the funding from the Teacher Quality Enhancement Grant during the third year of a five-year grant. Initial research findings indicate the strength of the co-teaching as a tool for effective teaching and continued professional development for P-12 educators and higher education faculty. Research projects continue to be developed in the area of new teacher induction and mentorship.
- Continued to conduct research on mid-career professionals who became teachers through a Transition to Teaching Grant initiative.
- Continued to conduct research on early childhood education, alternative programs for suspended and expelled students, mental health initiatives, and P-12 safety and security measures through a Safe Schools/Healthy Student grant.
- Continued to conduct research on student achievement and behavior and after-school programs for at-risk students through the 21st Century Learning Community Grant.
- Continued to conduct research on an Elementary Counseling Program through the Elementary Counseling Department of Education Grant.

Influencing Policy

- The student teaching evaluation tool piloted in fall 2004 and spring 2005 was adopted for evaluation of elementary and secondary teacher candidates.
- The College of Education 2005 Advance focused on increasing college-wide understanding of the NNER Agenda and how it relates to the standards of effective practice for teacher preparation and state and national accreditation standards. The cross-college and departmental discussions were a key step toward moving policy and vision into action.
- NNER local partnership leadership has reported to school administrators and the School Board, the Dean's Advisory Council, and the Provost's Academic Affairs Council on local NNER initiatives.

Collaboration with Other Organizations

- Secured new tripartite representatives from the community and school district.
- Began implementation of the three local action plans as a part of the IEI-sponsored Developing Networks of Responsibility to Educate America's Youths initiative.
- Three of our leadership team members worked with faculty and staff at Jönköping University in Sweden to explore partnership in training ELL teachers. We discovered the strong correlation between U.S. efforts and those of Sweden as we worked to meet the needs and challenges of ELL students and families.

The NNER Statement on Equity

- Began training school district educators to deliver and implement the Interrupting Bias Curriculum using a train-the-trainer model of professional development.
- Completed ten student training sessions using the Interrupting Bias Curriculum to fifth, ninth, and eleventh graders at Lincoln Elementary and Talahi Elementary, St. Cloud, Minnesota.
- Sustaining participation of diverse members of the community continues to be a challenge. One strategy we will be discussing as a team is the need to change the language we use when addressing the needs of members of our community. For example, the word "minority" needs to be replaced with research-based sensitive terms, terms that reflect what we have in common before they state how we are different. Possible examples are: "people in our community from Somalia," "people in our community of African-American heritage," "people in our community who are American Indian," "people in our community who are German." Each of these phrases recognizes what we have in common before stating the difference that needs to be acknowledged and accepted. We have to learn to talk to each other respectfully before we can work with each other on a common goal.
- Representation on the Developing Networks team is diverse and includes many but not all of the voices and interests that need to be included. The challenge is to produce a

positive impact that stakeholders can view in the short term that will encourage and sustain their continued participation.

- Two of the five leadership associates' action plan projects focus on equity issues.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

- Created the St. Cloud NNER Web site:
<http://www.stcloudstate.edu/ets/NationalNetworkforEducationRenewal.asp>
- Worked collaboratively with the English Department of St. Cloud State University (SCSU) to create an online teacher training program for ELL licensure and continued professional development. This directly links to one of the action plans of our leadership team. The resource also serves the business community in increasing awareness and understanding of the needs of employees who do not speak English as their first language.
- We need to continue to introduce and increase awareness of the Agenda as an annual part of the work we do. New recruits each year will help veterans remember the roots of the Agenda, as well as sustain continued growth.
- Leadership Associates training for those in leadership roles at the university and the school district continues to be a need because of changes in leadership in both organizations.
- We are working on helping faculty members in the College of Education, the College of Science and Engineering, and the College of Arts and Humanities at SCSU see how their work in teacher preparation links to the Agenda.
- Changes in leadership and mobility of community members to new employment opportunities outside of the community have been a challenge. We will be discussing working strategies that have a team of people ready to provide leadership in any action plan area.
- As a team, we need to build awareness of the culture of participants and the community barriers that are a reality for some and not for others. A working knowledge of identifying and eliminating intentional and unintentional bias is needed.

because the research process (doing it and writing about it) is not simple within the St. Louis Public Schools. This research project is scheduled to continue.

Maryville University Teacher Education Initiatives

Access to Knowledge: Dr. Nadine Ball, Science Education, is in the second year of a research project focusing on the curriculum and assessing students' incoming conceptions of science teaching. Her findings to date suggest that inquiry-based science is better received by girls, students of color, and language minorities.

Access to Knowledge, Nurturing Pedagogy, Inquiry: Dr. Ball, with Ms. Nance Roth, is engaged in a Student Work Sampling Project where they adapted the Renaissance Group's student work sampling framework to better fit the goals of the Maryville Teacher Education Program. Using the Clark Elementary School Partnership Goal of "reducing the achievement gap," they have studied three teacher education candidates who, in turn, were required to study three students and work with them to reduce the achievement gap. Data are coming in at this point, and the project will expand next year to include more students (juniors) to help them understand differentiation with the achievement gap in mind.

Dr. Ball is also studying her own role as a "hybrid-educator" (see her presentations in "Crossing Boundaries: Personal and Public in Professional Life" and "Firestorms, Tornadoes, and Periods of Calm" at the 2005 NNER Annual Conference in Myrtle Beach).

It should be noted that both Nadine Ball and Karen Franz-Cohen, Wilkinson Early Childhood Center, are involved in inquiry projects related to the IEI's Initiating Simultaneous Renewal (ISR) and Sustaining Simultaneous Renewal (SSR) leadership programs.

Nurturing Pedagogy: The Moral and Ethical in Decision Making: Dr. Dan Deschamp, Assistant Professor of Leadership, is working with new school leaders in a local school district. He is studying their thought processes as they move from the technical and practical to school culture and moral issues.

Dr. Mary Lou Farb works with the staff of Wilkinson Early Childhood Center, a constructivist P-12 school in the St. Louis District. The staff at Wilkinson is running weekly professional development seminars where they engage in professional reading and sharing videos and other artifacts related to their classroom work in a critical friends' format. They are studying how what they are doing in their work impacts the learning of their students. They have presented at the Association of Early Childhood Education, the Crucial Early Years Conferences, and at the NNER Annual Meetings.

Although these examples demonstrate some progress in undertaking research related to the AED, a major challenge to this goal is the nature of our setting itself. Neither of the higher education institutions is a "research institution"; thus, research is typically of the action research/applied research variety. Using the Boyer model, the scholarship of application and the scholarship of teaching guide our work. It might be noted that at Maryville nine faculty members across schools are engaged in the scholarship of teaching by doing action research and participating in a

critical friends' seminar. Nadine Ball (School of Education), John Baltrushunas (Art) and Kristen Bruzzini (Biology) are involved in this process, which Mary Ellen Finch is coordinating as Associate Academic Vice President.

Influencing Policy

Our Consortium has not engaged in initiatives to influence policy. However, at our June 15-16 Retreat, at the request of Cynthia Jaskowiak, Assistant Superintendent of the Parkway School District, policy influence has come to the forefront. Thus, one part of the proposed 2005-2006 Action Plan is a June 2006 conference focusing on the AED and its relationship to student achievement and equity. We hope to report more in this area next year at this time. Leading up to this conference are two mini-retreats in January and February for the Board, where undertaking policy initiatives is a major agenda item.

Collaboration with Other Organizations

The Metropolitan St. Louis Consortium is itself a collaborative organization (or is intended to be such). However, collaboration among the various sites of our Consortium has suffered from lack of intentionality either due to time or lack of need. At the aforementioned June 2005 retreat, individual participants were asked to commit themselves, in writing, to forwarding the Agenda for Education in a Democracy. It was rewarding to see a number of participants overtly commit themselves to collaboration with others within the Consortium (e.g., Parkway South teachers working with Roosevelt High School teachers). Another piece of the proposed 2005-2006 Action Plan is to “train” a cohort of participants (P-12 teachers, higher education faculty, and administrators) in the Agenda for Education in a Democracy, who will then be “on call” to provide in-service development to all the sites within the Consortium—not just their own sites, but others.

One other area of collaboration has been the joint work engaged in by the Consortium and the Professional Development School Collaborative. Because we are engaged in much of the same activity and because many of our sites participate in both organizations, our work has been shared.

The NNER Statement on Equity

We are pleased to announce that the Parkway School Board (Parkway is one of our three school-district partners) has revised its discipline statement to overtly include discrimination against sexual orientation. Below is a statement that was published in the *St. Louis Post Dispatch* over the summer:

The policy now reads: “Written, verbal or symbolic comments or actions that have the effect of criticizing or belittling another’s race, color, religion, national origin, gender, disability, personal appearance, socio-economic status or sexual orientation may be classified as hate

acts/remarks and, depending upon their frequency and/or severity, may be considered serious misconduct. A central office administrator designated by the superintendent may oversee the investigation of allegations of hate acts/remarks at the victim's request or at the superintendent's discretion."

Note: The *Post Dispatch* has published several articles related to the Parkway Discipline Code. Most recently (August 29, 2005), it was reported that over 100 "citizens" of the district objected, in the school board meeting, to the above statement. However, the Board indicated the statement would remain in effect for the next year. The Board also stated that the Parkway statement was in line with the majority of discipline statements in the St. Louis area.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

Although it probably seems like a "cop-out," as many of us talked about our work over the past year, the focus was on the NNER Annual Meeting (October 2004), which consumed a major portion of the energy of all sites within the Consortium. Indeed, the Action Plan for the 2004-2005 year revolved around the Conference and proposed only one new initiative (a possible leadership seminar in the spring semester), if there was significant interest. There wasn't. Folks were just plain tired. Thus, work within the Consortium was limited to individual site work (e.g., partnership work, progress within each institution). Yet there were several wonderful pieces of progress:

- a. Both Clark Elementary School in Webster Groves (Maryville partner) and Shepard Elementary School (Harris-Stowe partner) in the St. Louis District were honored as Blue Ribbon Schools by the Missouri Department of Elementary and Secondary Education. Both schools took a major number of their staff members to Jefferson City to receive the award. They were joined by representatives of Harris-Stowe and Maryville and by Mary Ellen Finch as Consortium Executive Director.

In each instance, as the principals (Todd Benben and Carol Whitier) received the award, the work of the school in the Consortium and within the NNER was stressed.

- b. In June 2005, the Consortium held a retreat at the President's Conference Center on the Maryville campus. The purposes of the retreat were threefold: (1) to celebrate our successes, (2) to recommit to the AED, and (3) to begin planning for the next several years of our work. Over fifty people attended the retreat, which was facilitated by David Imig, Immediate Past President of the American Association of Colleges for Teacher Education. Michael Moody, Superintendent of the Wakefield, Nebraska, School District and a member of the NNER Governing Board, also attended the meeting and shared his experiences in using the AED in his own school district. Clearly, as older staff and faculty who are familiar with the AED and the work of the Consortium retire and new people are brought on board, our work is cut out for us.

**CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION
FOR THOSE WORKING ON INITIATIVES**

Major changes within our Consortium include the following:

- Harris-Stowe State College has become Harris-Stowe State University, and Dr. Leroy Kemp became Dean of the School of Education and Chief Academic Officer.
- Maryville University has a new president, Dr. John Neal, who replaced Dr. Keith Lovin.
- Mary Ellen Finch, Executive Director of the Consortium has become Associate Academic Vice President of Maryville University.
- Dr. Kim Kilgore, Assistant Dean of Arts and Sciences at Maryville joins Dr. Linda Pitelka as Tripartite Representatives from Arts and Sciences.
- Dr. Daniel Sparling has become Dean of the School of Arts and Sciences at Maryville and a member of the Consortium Board.
- Sylvia Shead became Principal of Roosevelt High School (this took place in 2004).
- Carol Hall-Whittier, Principal of Shepard Elementary School, has become President of the Consortium Board, replacing Todd Benben, Principal of Clark Elementary School, who served in that capacity for three years. Cynthia Jaskowiak, Assistant Superintendent of Schools in the Parkway School District became Vice President; Kathe Rasch, Dean of the School of Education at Maryville, continues as Treasurer; and Ann Russek, Principal of Dewey School in the St. Louis Public Schools, continues as Secretary.
- Gloria Shelton, Deputy Chief Academic Officer of the St. Louis Public Schools, has joined the Consortium Board.

UNIVERSITY OF MISSOURI–COLUMBIA PARTNERSHIP FOR EDUCATIONAL RENEWAL (MPER)

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Deb Carr, Co-Executive Director

Tripartite Representatives: Dan Lowry
Cindy Giovanini
Eric Flack

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

- MPER, on an annual basis, budgets \$25,000 for study proposals that partner buildings/districts can apply for. These proposals are to utilize the research interests of the faculty of the College of Education and partner staff members. The goal is to incorporate research regarding effective pedagogy with the School Improvement Plan and Professional Development Plan of the partner schools.
- One outgrowth of the study proposal program was the awarding of a \$350,000 grant from the Department of Education to one of MPER’s Partner Districts and the College of Education. The topic of the research/study is “Integrating Schools and Mental Health Systems.”
- The Governing Board of MPER is conducting an ongoing study regarding research related to the “Achievement Gap” with Dr. Juanita Simmons (Assistant Professor in Educational Leadership and Policy Analysis).
- The Operations Council of MPER is being led in a review of the research related to effective educational leadership with Dr. Brendan Maxcy (Assistant Professor in Educational Leadership and Policy Analysis).
- At this time, MPER is conducting research regarding the effectiveness of one our most popular programs. The MU Teaching Fellowship Program is for first-year teachers who work with a full-time mentor and complete a master’s degree during their first year as a teacher. Graduate coursework and on-site mentoring encourage fellows to assess his/her teaching, reflect as they implement strategies, and develop skills allowing them to learn continuously from practice. MPER is conducting research utilizing student data on state-sponsored achievement tests to assess if this program is having a positive impact on learning. Research conducted two years ago proved that after eleven years, 97 percent of those graduating from the Fellows Program remain in the field of teaching. One of the main reasons given for this exceedingly high tenure in teaching was the support each received during that critical first year as a teacher.

Influencing Policy

- Co-Directors attended Missouri House Education Committee to testify against a proposed bill that would permit teachers who have attained certification through the American Board for Certification of Teacher Excellence to acquire Missouri certification based on State Board of Education rules. The State Board of Education would have been authorized to recognize certification through other federally approved teacher certification organizations at its discretion.
- MPER is working with Missouri Representative Judy Baker, the Center for the Advancement of Mental Health Practices in Schools, and the University of Missouri Medical Center in preparing legislation regarding the mental health services available to school-age children.

Collaboration with Other Organizations

- MPER has accepted its first community college as a member of our Partnership. Moberly Area Community College and the University of Missouri have signed off on an articulation agreement regarding the teacher development program.
- MPER is working with the Missouri State Department of Elementary and Secondary Education on a review of research regarding the “Achievement Gap.”
- The MU College of Education is working with the St. Louis School District in developing a program for the training of building leadership in urban settings.
- MPER’s Co-Directors serve on the Executive Council for the National Association of Professional Development Schools.

The NNER Statement on Equity

- MPER is working with Dr. Roy Fox (Chair of Learning, Teaching, and Curriculum) in developing a program called “Men for Excellence in Elementary Teaching” (MEET). The goal is to recruit a cohort of the best-qualified men who wish to pursue their master’s degree in Elementary Education, as part of the MU Teaching Fellows Program.
- It is our goal to provide our preservice teachers with a diverse experience during Phase I, Phase II, and Phase III of their training. Students are to have experience in rural, suburban, and urban settings during these three years of preparation.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

Realizing the inadequacy of a partial-year student teaching experience, the University of Missouri developed a full year “Senior Year On-Site Program.” All elementary interns now spend two semesters in the building where they will be conducting their internship. The first semester is a combination of observing in all classrooms in the building (thus enhancing their understanding of the Professional Learning Community) and taking their last three courses,

which focus on literacy instruction and school/community relations. The second semester is devoted to their student teaching in an elementary classroom. Program liaisons provide for communication between the schools and the university. Special education student teachers will pilot a full-year internship for the next two years.

NEBRASKA NETWORK FOR EDUCATIONAL RENEWAL

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Tripartite Representatives: Anthony (Tony) Koyzis, Dean, Wayne State College
Claude Louishomme, UNK Arts and Sciences, Political
Science Department
Mike Moody, Superintendent, Wakefield Public Schools
Dennis Potthoff, UNK College of Education, Department
of Teacher Education

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

Progress: UNK faculty members Ed Walker and Dennis Potthoff are engaged in a study of the perceived purposes for schooling in United States society. More than 800 surveys have been collected from undergraduate education majors, partner school educators, UNK faculty, parents of partner school students, and members of local school boards of education.

Progress: UNK completed comprehensive evaluation studies of two key field-based instructional blocks. Studies of the primary literacy block and math I block provided rich insights into program quality. Key emergent themes revolved around the issues of collaboration, communication, and student learning (preservice teachers and P-12 students).

Challenges: Conceptualizing and implementing a more sustainable model for conducting P-12 school-based research that involves university and partner school faculty. For the past three years, the UNK/K-12 partner schools network has encouraged and supported inquiry. To date, limited success has been achieved. Lapses in communication and commitment from university and partner school educators have proven to be a stumbling block.

Influencing Policy

Progress: Advocacy/Influencing Policy Making was a featured theme for the 2005 NeNER Leadership Associates Institute.

Progress: Mike Moody, Superintendent, Wakefield Community School, contributed "A Commentary from the Field" for publication in the July 21 copy of the NNER Newsletter. A revised copy is due to be published in the near future in the Nebraska Council of School Administrators Newsletter. The article offers a practitioner's take on the 2005 National Governor's Association Educational Summit.

Progress: Wakefield Community School and Wayne State College were members of the leadership/planning team that recently convened a two-day working conference of Nebraska educational institutions. This conference specifically addressed the topic of “Rethinking the High School.” Mr. Moody presented a summary of the proceedings at the 2005 NNER Annual Conference.

Challenge: As a group, professional educators do not seem to be well equipped to influence and/or adroit at influencing policy making at even a basic level. Influencing policy might need to become an NNER objective. Quite honestly, much of the inability to develop and promote policy positions or even to critique policy proposals goes to a general lack of understood and/or articulated educational purpose. Unfortunately, we don’t seem to be having these conversations in our own settings. We need to create more coherent and shared understandings within our own organizations/institutions as a key step toward influencing policy/policymakers.

Collaboration with Other Organizations

Progress: A NeNER team of WSC and UNK representatives presented at the 2005 Nebraska Rural Schools Association Conference (NRSCA) in April 2005. The focus for the presentation was the purposes for schooling in (rural) P-12 schools.

Progress: One of the key success indicators in a multi-site setting is the quality and level of interaction between the various sites. This year, one highlight for the NeNER was the Leadership Associates Program (three sessions/eight days) that was conducted in Spring 2005. The tripartite team of three facilitators included individuals from both the Wayne State College and University of Nebraska at Kearney sites. The tripartite group of twelve participants also included individuals from both sites.

Progress: The IEI-sponsored Developing Networks of Responsibility to Educate America’s Youths initiative, involving UNK, Lexington Pershing Elementary School, Lexington Senior High School, and the city of Lexington, continued work on a variety of initiatives that are encouraging change within the university, schools, and community.

Progress: Wayne State College and partner school, Wakefield, were involved in the “Rethinking the High School” conference. This activity involved five Educational Service Units (regional educational agencies), approximately twenty-five individual school districts, three postsecondary institutions, the Nebraska Department of Education, and the governor of Nebraska. Follow-up activities to the conference could take several years and should be fertile ground for tripartite participation.

Progress: UNK, in collaboration with P-12 members in the UNK Network of Partner Schools, continued intensive work on field-based courses and instructional blocks. One featured collaboration, a tripartite initiative involving education faculty, arts and sciences (math) faculty, and P-12 educators, is in the area of elementary mathematics instruction. A team of LINK and Kearney Public Schools-based educators presented components of their work at the 2005 NNER Annual Conference.

Challenge: Leadership changes within the Wayne State College site have complicated intra-setting collaboration between the UNK and WSC sites.

The NNER Statement on Equity

The NeNER remains committed to issues of equity and access. The unwavering commitment of the NeNER higher education settings to partner schools in Lexington and Wakefield serves as an example of our commitment to schools that are becoming increasingly diverse in their school settings. Having affirmed our commitment, however, the NeNER also recognizes that our 2005 accomplishments/progress did not meet our own expectations. We aspire to do better in all goal categories in 2006.

Goal 1: Create task forces on equity issues within each setting

Progress: The UNK College of Education Diversity Strategic Mission Committee continues to advocate for diversity issues related to curriculum and instruction, recruiting students and faculty, as well as providing support for faculty development. Committee members attend professional development conferences and share insights upon their return. Recent new efforts include a focus providing international experiences for teacher education students and faculty. Every two years, students and faculty visit schools in Rostock, Germany, and every year education majors from Rostock visit schools in Kearney. A trip to Mexico in May 2006 is designed to enhance UNK participants' understanding of the culture from which immigrants come to Nebraska, as well as enhance a survival-level use of Spanish.

Goal 2: Submit an annual equity report focused on the following:

- a. Faculty and student demographics

Progress: Minority students, especially Hispanic, continue to increase in the UNK College of Education.

Challenge: No faculty hires in the UNK College of Education for fall 2005 were minority. Three hires were "grow your own" professor hires. Ideally, the commitment to hiring a more diverse faculty will become/remain a high priority for the entire campus—especially in departments that deliver general studies and discipline-specific coursework to education majors.

- b. Examination of policies relevant to equity

Progress: UNK has a new policy of allocating \$2,500 in permanent operating funding to a department each time that a minority or female tenure track faculty member is hired.

c. Equity initiatives undertaken and their results

Progress: In the renewed undergraduate teacher education program, all UNK education majors complete field experiences in ethnically/culturally and economically diverse P-12 settings. UNK's post-baccalaureate teacher certification program continues to make initial teacher certification accessible to nontraditional adults via on-line coursework and field experiences. The Educational Access grant is in its third and final year of providing tutoring during the academic year to hundreds of minority middle level and high school students in seven communities, as well as one-week summer camps for more than 200 middle level students focused on science and math. The Platte River Corridor grant is in the fourth and final year of providing a multi-year scholarship for up to ten bilingual teacher education freshmen who spend one year as paraprofessionals in a school with a high percentage of students for whom English is a second language. The College of Education collaborates with the UNK Admissions Office in targeted recruiting of Hispanic and other ethnic minority high school students into teacher education. The Department of Counseling and School Psychology sponsors an annual conference on social justice, which is an excellent program for students and practitioners in our region, and it received national recognition last spring.

Challenge: Efforts are ongoing to seek external funding to continue the work of current grants that support minority students in K-12 schools.

d. Scholarship relevant to equity

Progress: Several manuscripts related to diversity issues have been submitted by UNK faculty members, and two of the manuscripts were accepted this past year (Hof et al. and Dinsmore et al.).

Challenge: Broaden the involvement of teacher education faculty in scholarship in this area.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

Progress: One major change within the UNK site was receiving priority program funding to support the establishment of an office for the UNK Network of Partner Schools. The first Executive Director of the Network was hired in December 2004. The Office is immersed in scheduling, communication, assessment, and inquiry initiatives.

Progress: UNK faculty and administrators briefed UNK Chancellor Doug Kristensen on issues relating to education for a Wingspread Conference; NeNER/NNER mission was a key part of that briefing. A goal for 2005-2006 is to debrief the working conference and use this conversation as a springboard for further conversations about what NeNER/NNER is about.

Progress: At UNK, the new Senior Vice Chancellor for Academic Affairs, Dr. Finnie Murray, became more knowledgeable about teacher education, especially through the Academic Program Review undertaken by the Department of Teacher Education, and he offered to actively participate in a to-be-formed UNK committee on teacher education. Establishing this committee is a goal for 2005-2006.

Progress: The UNK College of Natural and Social Sciences contributed financially to John Anderson's participation on the NNER Executive Board and Tripartite Council.

Progress: UNK-based educators made formal Network presentations to ALL faculty in ALL thirty-five Network Schools. The presentation format highlighted the goals for the Network, the benefits to membership in the Network, and theoretical and structural features of the renewed undergraduate teacher education program.

Progress: UNK celebrated its 100th birthday and the 50th anniversary of its NCATE accreditation in 2005. One key event featured recognition for all LTNK departments that offer teaching endorsement programs and recognition for all partner schools. The featured speaker, Nick Michelli, shared compelling insights about the power of the NNER Agenda.

Progress: Three UNK faculty members participated in the IEI Leadership Associates Programs and an additional ten UNK-affiliated individuals and two WSC-affiliated individuals participated in the spring 2005 NeNER Leadership Associates Program. The participants included the Associate Dean of the College of Education and educators from educational administration, physics, science, teacher education, art, and the partner schools.

Progress: The UNK Department of Teacher Education, as one component to their five-year Academic Program Review (APR), explored strategies for more effectively infusing the NNER Agenda throughout all undergraduate and graduate program levels. The chairperson for the APR team, Dr. Bonnie Walters from the Colorado Partnership, provided excellent suggestions and recommendations. In recent months, department faculty members have conceptualized a plan for more fully integrating the NNER Agenda throughout undergraduate and graduate programs.

Challenge: To more effectively network with the Deans of the other undergraduate colleges at UNK. Specific efforts will be made during 2005-2006 to share the NNER Agenda with the two newest undergraduate Deans.

Challenge: To deepen NNER conversations with the UNK Chancellor and Vice-Chancellor.

**CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION
FOR THOSE WORKING ON INITIATIVES**

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MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL

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HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Influencing Policy

Through macro efforts, such as state task forces and councils, and micro efforts, such as lobbying, advocacy, and personal outreach, partners continue to marshal evidence to affect policy. Both institutional and individual influence at the state level includes our Portrait of a Teacher, consulted and now represented in New Jersey's state Professional Teaching Standards, which align with our own Institutional Standards. Our NCATE visit of November 2005 gives us an opportunity to demonstrate our commitments through our Teacher Education Conceptual Framework, based on the four-part mission of the Agenda for Education in a Democracy. Dean Ada Beth Cutler serves on the New Jersey State Commissioner's Task Force on Quality Teaching and Learning to make recommendations for policy changes that implement the new vision for teaching and learning through administrative code and statute. Dean Cutler chairs the subcommittee on Providing Support for Teachers in Need of Assistance.

Collaboration with Other Organizations

We continue our collaboration with the Newark Museum and the New Jersey Performing Arts Center by involving teacher education candidates in an Art Backpacks initiative to urban elementary students. Art Backpacks focuses on the work of different artists and align the visual arts, literacy, and democratic practice. The Center of Pedagogy continues to work with the National Urban Alliance and the Newark Public Schools to strengthen literacy at the secondary level.

MSU won a P-12 grant from the New Jersey Department of Education to recruit, prepare, mentor, and retain both new and continuing highly qualified and effective urban teachers for the Newark Public Schools by establishing a network of partner schools within a four-school cluster called the Partnership for Instructional Excellence for Quality Education (PIE-Q). Related to this initiative, MSU joined the Strengthening and Sustaining Teachers Initiative (SST) and sent representatives to the Wingspread Conference in July 2005.

The Teacher Education Advocacy Center received continuing funding through a GEAR-UP subcontract from Essex County Community College to support Future Educators of America clubs in eight K-12 schools in Newark.

The Center of Pedagogy continues its relationship with Philadelphia-based Children's Literacy Initiative (CLI), offering a summer Institute on Early Childhood Literacy for early childhood/elementary teacher education candidates in the Urban Teaching Academy at MSU. This year, a new collaborative project, supported by a grant from the Wachovia Foundation, called "Teachers & Teaching Initiative," aims to create Model Classrooms in the Plainfield and Orange Public Schools. Another goal of the project is the development of a literacy teachers' network, consisting of MSU graduates who will utilize CLI early literacy strategies in their urban elementary classrooms.

Facing History and Ourselves, a national anti-bias curriculum organization has for three years served as one anchor of our Leadership Associates Programs. The Agenda has co-sponsored campus events with national and international scholars, campus student groups, and ongoing connections with Montclair State University Network for Educational Renewal (MSUNER is the former NJNER) schools.

The MSUNER offered a new grant opportunity for school partners entitled the "Teacher Incentive Grant." The grant encourages and supports teachers to enhance student learning.

Ongoing collaboration within the NNER includes the tripartite working group, the research group, and additional independent collaborations and exchanges.

The NNER Statement on Equity

The Center of Pedagogy demonstrates its commitment to issues of equity through programs such as Teacher Recruitment for Urban Schools of Tomorrow (TRUST), the New Jersey Consortium for Urban Education (NJCUE), the Urban Teaching Academy (UTA), the PIE-Q partnership, the GEAR-UP Newark Partnership and other partnerships with clusters of schools and districts. This past summer, the PIE-Q Partnership sponsored a field-based Urban Teacher Educators' Institute in which MSU teacher educators spent a week visiting and learning about partner urban schools.

Within the Early Childhood, Elementary, and Literacy Education Department, a modified alternate route P-3 program has worked with more than 600 teachers (more than 80% of them teachers of color from Abbott districts) to bring quality early childhood education to New Jersey's neediest communities.

Faculty in the Departments of Curriculum and Teaching and Early Childhood, Elementary, and Literacy (ECEL) have designed and are implementing new MAT Early Childhood/Special Education and Elementary/Special Education Blended Dual Certification Programs. These new programs will better prepare our students for inclusive early childhood and elementary classrooms in our MSUNER partner schools.

Progress on the Statement of Equity, in terms of continued attention to issues of equity, is strong; progress on the particular NNER Statement on Equity, as well as resolution on specific issues, remains unclear.

**REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT
ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY**

Many of our partner schools are faced with challenges brought upon by the No Child Left Behind Act, forcing them to refrain from intensive partnership activity. In addition, recent changes in the New Jersey State Licensure Code have increased the passing scores for the Praxis exam, with no “grandfather” provisions for tested students who passed under the previous threshold. The demise of a pro-education governor has clouded the waters of expectation for educational leadership and consistency from the state. Articulation agreements with two-year institutions provide both opportunities and challenges.

An imminent NCATE visit has framed the four-part mission in ways both edifying and illuminating to the tripartite. We now aim to use assessment for program improvement purposes. Significant progress has been made to implement a new P-12 Professional Sequence that is better aligned with our Institutional Standards and the four-part mission of the Agenda. The moral dimensions of teaching, made manifest in Montclair State University’s Conceptual Framework (<http://cehs.montclair.edu/ncate/conceptframe.shtml>), speak to the impact that the four-part mission continues to have on the MSU campus. The Center of Pedagogy and the Agenda are both building from program pillars and engaging in new activities including ongoing guest lecturers and individual collaborations such as our service-learning program at Montclair High School.

Leadership Associate alums, representing the tripartite, participated in a one-day Hybrid Educators workshop. The workshop was useful to school and university faculty who collaborate on partnership activities and was helpful to arts and sciences faculty who work in schools.

The ECEL Department has developed a new M.Ed. with concentrations in inclusive and bilingual/bicultural education; the emphasis on all concentrations is teacher leadership.

A new model of inclusive early childhood education, the MSU Children’s Center, opened at near capacity this fall. Faculty and staff of the Children’s Center have had a preliminary introduction to the Agenda and the Portrait of a Teacher. Staff and faculty will be invited to apply to the Leadership Associates Program in summer 2006.

The 2005 Summer Conference, a professional development opportunity where tripartite members come together for two days of learning and sharing educational experiences, featured the New Jersey Commissioner of Education, Dr. William Librera. The Commissioner spoke about his discussion paper, “Ensuring Quality Teaching and Learning for New Jersey’s Students and Educators.” Our annual Advance, a daylong professional development opportunity for tripartite members, will this year focus on our initiatives in urban education. Last year, speakers and workshop leaders across the tripartite presented to both large and small groups to great success.

**CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION
FOR THOSE WORKING ON INITIATIVES**

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HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

- a. This is the second year of membership in the NNER for the Albuquerque Public Schools–University of New Mexico Partnership. However, the school/university partnerships have a long and strong history that has continuously pursued major initiatives dedicated to educational renewal, with goals reflecting the mission and guiding principles of the NNER. This year, the school/university partnerships are undergoing changes that will better align them with state policies and initiatives, national education efforts, and educational reforms.
- b. We formed a faculty/student research group to study well-integrated graduate programs in Teacher Education that reflect the essence of the Postulates that drive the NNER’s work.
- c. The Institute for Professional Development has focused efforts on advanced professional opportunities for teachers and school leaders. The responsiveness to the school district needs will reflect many of the demands from the state as it applies to the New Mexico Three Tiered-Licensure System.
- d. The Institute for American Indian Education focuses on the preparation of Indian teachers and non-Indian teacher candidates who want to teach Indian children and work in these communities.
- e. We are continuing to strengthen partnerships with public schools, especially high-need schools or schools that have been classified as low-performing. This fall, we are implementing Teaching Academies that involve initial teacher preparation programs and advanced professional development opportunities for practicing teachers.
- f. We are implementing a comprehensive Mentoring Program for first-year teachers who graduated from the University of New Mexico. We piloted this initiative in spring 2004 and have continued its development and implementation.

- g. The six departments and two institutes in the College of Education are involved in research and grant activities, scholarship, teaching, and community work that reflect the intent and spirit of the Postulates. These are described below.
- h. The new Department of Teacher Education is developing a Ph.D. in Teacher Education for the preparation of teacher educators. It will be focused on the Postulates that guide the NNER's work, the COE Strategic Plan, and the recommendations from national organizations studying improvements in teacher education.

Influencing Policy

- a. The UNM College of Education faculty assisted with the development and implementation of the Three-Tiered Licensure System. This was Senate Bill 212, which mandated many educational reforms in K-12, including the Three-Tiered-Licensure System. The faculty in the Departments of Teacher Education (TE) and Educational Leadership and Organizational Learning (ELOL) and their counterparts at New Mexico State University, in collaboration with the Institute for Professional Development, provided intensive professional development summer institutes for principals from across the state of New Mexico. These summer institutes focused on teacher evaluation and assessment in the Three-Tiered System.
- b. The UNM College of Education Early Childhood faculty collaborated with two-year and four-year institutions across the state to offer courses for Early Childhood Education that have common competencies, which allow for the transfer of content.
- c. This year, the Institute for Professional Development has provided training for all Dossier evaluators in the Three-Tiered Licensure System. All Level 1 teachers in the state of New Mexico must submit a Dossier at the end of their third year of employment for evaluation. If the Dossier evaluation is successful, they are moved to Level 2.

Collaboration with Other Organizations

- a. Enhancing and strengthening our relationships with school/university partnerships.
- b. We are working closely with other institutions in the Far West Region involving the Navajo Nation Consortium, which is gathering together principles of integrating Navajo thought and culture within the science and mathematics curriculum as a matter of voice and equity issues.
- c. Working directly with community businesses to address the academic needs of students, particularly with schools that have been identified as needing improvement.

- d. Working directly with the New Mexico Commissioner for Higher Education and the Public Education Department to provide access through distance education for rural communities.
- e. Collaborating with faculty in the Albuquerque Public Schools (APS) and in the Arts and Sciences to develop and implement the curriculum for a new charter high school in APS.

The NNER Statement on Equity

The College of Education developed a strategic plan that has three strategic directions articulated in the plan. One is Diversity. The faculty worked together to define Diversity and establish strategies to improve recruitment and retention of minority students in the College.

Diversity is the “multiplicity of people, cultures, and ideas that contribute to the richness and quality of life. Diversity includes: race, ethnicity, social class, national origin, language, exceptionality, religion/spirituality, age, sexual orientation, and gender/gender identity. Values, philosophies, ideas, and world views that individuals and groups possess are integral parts of this conceptualization. Diversity embodies inclusiveness, mutual respect, and multiple perspectives. This view of diversity encourages the free exchange of ideas, while honoring the maintenance of individual identity and the integrative of culturally centered knowledge.”

The NNER Statement on Equity is inclusive enough to include many of the elements identified in our strategic plan that are very important to the College. Some current activities include improvement of campus climate, academic experiences, student recruitment and retention, and recruiting diverse faculty and staff.

Some of the work of the faculty in the College involves native language revitalization as an effort for voice in a diverse democratic society, which is reflected in the NNER Equity Statement.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

- a. The College will continue to implement the mission and principles of the NNER throughout its programs and activities.
- b. Efforts continue to improve professional development for faculty and students by providing learning activities that provide specialized knowledge and skills in order to understand and respect the value of differences.

- c. Three new faculty members were hired in spring 2005 for the Department of Teacher Education. This faculty will assist with the development of professionals for the teaching profession and work directly with school/university partnerships.
- d. There is a tremendous need in the state for high-quality teacher licensure programs that prepare teacher candidates for teaching in schools that are highly diverse, multicultural and multilingual. We are currently working on developing programs in the COE and at our branch campuses that reflect these needs.

**CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION
FOR THOSE WORKING ON INITIATIVES**

- a. Americorps Academy: A collaborative effort with school communities, including principals, teachers, counselors, and families from schools in the Albuquerque School District that have been identified as low-performing schools and in need of improvement. The Americorps Academy will have a two-fold mission: (1) to provide on-site advance professional development to practicing teachers in these schools, and (2) to recruit nontraditional students who are interested in the teaching profession to become interns in these schools, which will be established as partner schools. The interns will work toward a New Mexico Teaching License as well as a master's degree from the University of New Mexico. Upon completion of the Academy program, they will be placed in collaboration with school district leadership in a school needing improvement, as identified by the district. They will agree to teach at that school on a five-year contract. Contact: Michael Morris
- b. Simultaneous Renewal: All of the activities are geared toward the simultaneous and continuous renewing of educator (including principals, counselors, etc.) preparation and schools. The College of Education has submitted several grants for funding to address teacher shortage in high-need areas and to create academic programs enhancing content knowledge and teaching skills of students. Contact: Kathryn Watkins
- c. Summer Institutes: Intense summer programs that focus on content in mathematics and science, teaching English as a Second Language, Spanish Immersion, and Reading/Literacy for middle school teachers. Contacts: Anne Madsen (Math and Science Institutes), Holbrook Mahn (ESL), Don Zancanella (Reading/Literacy in MS)
- d. Saturday Community Literacy Program: The development of a literacy program for children and parents in a community with over 60% limited English proficient students in attendance of local neighboring schools. Contact: Leila Flores-Dueñas
- e. Office of Community Learning and Public Service (CLPS): CLPS provides programs in communities that are designated to assist "pocket of poverty" neighborhoods, low-income barrios, border towns, and tribal reservations without youth development programs. We believe that the university must do more than just provide education; it must improve the health, economic development, and quality of life for the people of the

state and the region. Therefore, faculty members along with university students are assisting with the program activities. The CLPS programs provide support for UNM students to work in the community with youth development opportunities, such as after-school programs, which include tutorial literacy programs. Contact: Michael Morris

UNM/COE Departments and Institutes and Branch Campus Activities Reflecting and Supporting the Twenty Postulates that guide the NNER's work:

- Department of Teacher Education (TE)
- Saturday Family Literacy Program
- Elementary Education Teaching Academies
- MA + Licensure in Elementary Education is expanded
- Secondary Education revising field experience to focus on all criteria of the COE's Conceptual Framework
- Evaluation of Teacher Education programs is revised to reflect the COE's Conceptual Framework
- Curriculum Review of all programs in Teacher Education
- Review of Research on Teacher Education to identify issues and concerns related to Teacher Education
- COE/Lockheed Martin Mathematics and Science Teacher Academies for Professional Development
- Develop a new Ph.D. in Teacher Education using the Postulates as one of its guiding documents

Institute for Professional Development (IPD):

- NMPED grants for professional development activities for teachers, principals, and superintendents to support the Three-Tiered System for Teacher Advancement
- Professional Development Credit Council to review and approve courses initiated by classroom teachers/schools for professional development and continuing education

Department of Educational Leadership and Organizational Learning (ELOL):

- Superintendents and Principals professional development institutes for evaluation of teachers using the New Mexico Public Education Department's Three-Tiered System
- Developed new MA and Ed.D. concentrations in Educational Leadership for community leaders, advocates and agencies, "Leadership for Community and Organizational Learning"

New Courses Developed in Educational Leadership:

- "Educational Leadership in a Democratic Society"
- "Educational Leadership for Diverse Settings in Language and Culture"
- "Leadership for Equity and Social Justice"
- "Democracy, Ethics, and Social Justice in Transformational Leadership"

- “Legal and Physical Underpinnings in Educational Equity”
- Book on the history of public education in New Mexico by John Mondragon and Ernest Stapleton: Public Education in New Mexico

Department of Language, Literacy and Sociocultural Studies (LLSS):

- Institute for American Indian Education
- MOU/UNM/NMPED/Office of Indian Affairs will be written to address the issues involving American Indian students; issues of assessment of Native American children in reading
- Involvement of Bilingual faculty with the NMPED and LLSS on any issue related to Bilingual Education and ESL policies
- Book on NCLB and its effect on students in New Mexico
- Bilingual Education staff are developing a program for undergraduate preservice students
- LLSS faculty developed professional development programs and MA concentrations in Bilingual Education, ESL, American Indian Education, Reading and Language Arts

Faculty Research:

- Rick Meyer: Cohort of student teachers focused on reading
- Lois Meyer: NCLB book
- Glenabah Martinez: Study of Taos Pueblo and the interaction between the Pueblo and the public school
- Anne Calhoun: Reading First and its success with Native American students
- Chris Sims: American Indian communities for Alternative Licensure with Native American teachers
- Don Zancanella: Teaches a seventh-grade English class at Jefferson Middle School (APS)
- Penny Pence: Developed the Professional Dossier and evaluation standards for the Three-Tiered Licensure system for teacher advancement for the New Mexico Public Education Department
- Sylvia Celedon-Pattichis: NSF Study of Mathematics and Latinos in Public Schools; study involves collaboration between COE and A&S faculty
- Leroy Ortiz: Scholarships for in-service and preservice teachers to obtain their degrees
- Elizabeth Noll: Literacy and homeless children
- Holbrook Mahn: ESL Summer Institute for in-service teachers to get their ESL endorsement
- Ann Nihlen: APS Task Force for Gay and Lesbian Students
- Mary Belgarde: Charter Schools program for Native American students
- Anita Pfeiffer: Dine Nation issues of language revitalization and preparation
- Rebecca Blum-Martinez: Excellence in Equity Council to New Mexico Secretary of Education, Veronica Garcia

Department of Educational Specialties (ES):

- Special Education Mental Retardation and Severe Disabilities COE/APS Partnerships program is in its third year and has focused on Postulate 13, "...understanding of and moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths"
- The Special Education program is planning a partnership with APS and New Mexico to support diagnosis, assessment, and student learning in special education.

Department of Physical Performance and Development (PPD):

Partnership with secondary charter school, Hi Tech HI, to provide an innovative secondary physical education program. High school students travel to UNM campus to participate in a secondary curriculum that focuses on lifetime activity and wellness. Short- and long-term individualized fitness goals will be established to assist each student in developing behaviors for lifelong physical activity.

Department of Individual, Family and Community Education (IFCE):

- Counselor Education: Over fifty students are providing service to schools and community agencies in the Albuquerque and surrounding areas through the TRAVERSE outreach project.
- Educational Psychology faculty members are collaborating with graduate students to provide vital information to the New Mexico Public Education Department regarding the Career Technical Education System in New Mexico.
- Nutrition: The Nutrition program was awarded a grant from the U. S. Department of Agriculture to create a multipurpose foods lab, to redesign and enhance the curriculum and to improve the retention of underrepresented students in the Nutrition/Dietetics Program.
- Family Studies: Family Studies has broadened its focus to include a strong emphasis on adult development and healthy aging. Faculty provides information on family and consumer-related information to the UNM community.
- Early Childhood (ECME): The faculty members are actively engaged in local, state, and national Pre-K initiatives. They developed eleven courses to foster the implementation of a universal curriculum for New Mexico in the training of teachers for children, birth through third grade. The Early Childhood faculty is developing a master's degree program that will help support the need for professionals in this area.

Gallup Branch Campus (UNM-G):

- The faculty at the Gallup Branch and representatives from the Gallup-McKinley School District are working on a proposal to develop a Professional Development School. This program is called "Collaborative Reform for Enhanced Student Learning (CRESL)." The goal is to meet the challenges that impact students' learning in this rural four-corners area. Some of the challenges they are working on include high poverty, high teacher turnover, and a predominance of English language learners.

- The faculty at UNM-G are working at the Middle-College High School with teachers and students on the Global Learning and Observation to Benefit the Environment (GLOBE), a part of the International Environmental Science Program.
- The faculty are collaborating with the Arts and Sciences faculty on the NASA-NOVA Grant. In this partnership between A&S and COE faculty, the teaching methods used by instructors of the mathematics courses taken by the preservice is being revised to foster the development of conceptual understandings of mathematics.
- The UNM-G faculty has collaborated with the faculty in the Department of LLSS to offer emphasis areas in TESOL and American Indian Education for their MA students.
- All the MA students at UNM-G engage in action research as their examination project. Their papers are published by the branch campus and are used for future teacher development.
- All students are expected to participate in cultural volunteerism projects such as science fairs at local schools.

Gallup Branch Campus at Farmington (UNM-F):

- During the 2004-2005, the faculty at the UNM-F campus have worked on projects and programs that are focused on Postulates 8, 9, 10, 11, 13, 14, 15, 16, and 20.
- BISTI Writing Project: This five-week summer writing project has a history of high success and participation by in-service teachers over several years. This summer, it will be expanded to two experiences, one introductory and one advanced. Teachers receive six hours of graduate credit for participation.
- Summer Mathematics and Science Institute (NSF) for preservice and in-service teacher mentors is focused on increasing teachers' content knowledge and pedagogical skills in culturally and linguistically diverse communities.
- The program "Parents Reaching Out: Families as Faculties for Special Education" provides training for teachers working with children having disabilities.
- Closely collaborates with San Juan Community College to prepare first- and second-year students for professional teacher education program and field experiences.
- Collaborates with the public library on the community writing project, "River of Words."
- Preservice teachers work with families in the community on the project, "Prime Time Reading."
- UNM-F faculty consult with Aztec Public Schools on their Arts in Education program.
- UNM-F faculty work with teachers as advisors for the pilot K-6 Charter school to get it started. They received a three-year grant from the Walton Foundation for \$180,000 per year.
- Collaborate with faculty and administrators at Esperanza Elementary School to provide preservice student teachers with classroom experiences and in-service teachers with professional development.
- Student teachers participate in the community service "U-Can-Serve" Volunteer Scholarship Program sponsored by Americorps.

**THE CITY UNIVERSITY OF NEW YORK
AND THE NEW YORK CITY PUBLIC SCHOOLS**

Setting Contact: Nicholas Michelli, Presidential Professor, PhD Program in Urban Education, the Graduate Center, CUNY

Tripartite Representatives: Deb Shanley, Dean, School of Education, Brooklyn College, CUNY
Phyllis Bynum, Director, Project READ
Brenda Greene, Professor, Department of English, Medgar Evers College, CUNY

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

The City University of New York continues to participate in one of the nation’s most comprehensive longitudinal research studies tracking the impact of teachers entering the NYC public schools through different pathways. The study combines quantitative and qualitative research. The first results show that those entering teaching through programs that are developed and sponsored by colleges outperform those entering teaching through other routes. What we expect to demonstrate is that colleges committed to the Agenda do as well or better than other colleges in measures important to policymakers, including student academic achievement and persistence in the profession. The study is available at www.teacherpolicyresearch.com. Individual CUNY colleges are responsible for the qualitative research on the AED.

Influencing Policy

Representatives from the setting serve in key roles within New York State and nationally. One represents higher education on the New York State Standards and Practices Board for Teaching, which continues to examine concepts related to the AED with respect to certification requirements. For example, this year the Board is examining the role of social and emotional education as a vehicle to advance democratic practice and social justice.

A second representative chairs the Council of the Great City Colleges and serves on the Board of the Council of Great City Schools. She continues to press the place of the AED in urban settings.

CUNY’s Ph.D. program in Urban Education prepares future teacher educators and offers policy courses focused on the AED.

Collaboration with Other Organizations

Collaboration with The Council of Great City Schools is mentioned in our first response. We continue to be active as a system in the National Association of System Heads and have made presentations on the AED to that group. In addition, CUNY works with New York City's cultural institutions including The Lincoln Center Institute and The American Museum of Natural History. In both cases, the work centers on the AED.

The NNER Statement on Equity

CUNY remains committed to equity, and the issue of equity in an urban context is our primary focus. Our commitment to social justice as an instance of equity—in particular, the absence of discrimination and repression—has brought a concerted attack from the right. We have carefully informed Provosts and others of the potential for such attacks and sought to sustain their support for the work, so far successfully. A presentation at AACTE on the experiences with public attacks on programs supporting social justice is planned.

We believe that, in many respects, CUNY is a model for the NNER's equity statement, given our diversity and commitment to access for all students. Discrimination based on age, sex, race, ethnic origin, or sexual orientation is not tolerated.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

Despite our commitment to the work, funding remains an issue in New York State. CUNY faces a \$30,000,000 budget shortfall this year. We expect to sustain the work on the agenda, but the only way to do so is to compete with all other University memberships to argue that NNER membership is not a "frill." This work must go on in each of our colleges within the University.

General Reflections on Work Related to the Four-Part Mission

We continue to work with all four in mind. In an urban setting, it is critically important that we demonstrate that academic achievement is not sacrificed in pursuit of the other critically important aspects of the agenda. We believe we have begun to do that through our Pathways study. All four aspects of the agenda are important. We consistently include in our work the concept of preparing students for rich and rewarding personal lives, essential in an urban setting and probably in all settings. We believe that this concept is not adequately addressed in the four-part mission, and it gets our direct attention. It plays out in our commitment to aesthetic education and social and emotional health.

CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION FOR THOSE WORKING ON INITIATIVES

- We continue to engage in a massive longitudinal research study focused on demonstrating that work on the AED does not reduce commitment to academic achievement. Contact: Nick Michelli.
- We are working with the Center for Social and Emotional Education to develop case studies of children's lives to demonstrate the impact of specific attention to the full scope of the child's life. These case studies will be available online and support the McGraw-Hill Teacher Education Series. Contact: Nick Michelli
- Brooklyn College continues to develop close contacts with arts and sciences faculty through a course co-taught by faculty in education and in arts and sciences with a focus on democracy. We expect to make known the success of this project to other colleges in our setting. Contact: Deborah Shanley
- Brooklyn College is planning a student exchange with the University of Nebraska at Kearney. The first exchange, involving faculty and students, will occur this spring. Contact: Deborah Shanley
- CUNY is in the second year of a \$12,000,000 national Science Foundation MSP grant under the leadership of Bill Sweeney of Hunter College and his colleague Pam Mills. Sweeney is an NNER Leadership Associate. The program is designed to incorporate aspects of AED and to improve mathematics and science success in Urban Schools. The outcomes, focused in two of New York's ten Regions will be the basis for the renewal of science and mathematics education across CUNY. Hunter and Lehman Colleges are currently involved in the work in partnership with the New York City public schools. Contacts: Nick Michelli, Annette Digby, Bill Sweeney
- Medgar Evers College continues to benefit from its participation in NNER's Community Project. While funding has ended, the work continues to cement relationships between the college and its community. Contact: Evelyn Castro
- To date six of CUNY's eight colleges have successfully completed NCATE accreditation. In each case, the work of the AED formed one of the bases for each college's conceptual framework and was reflected in the assessment system and other aspects of work related to standards. Two additional colleges will complete the NCATE process this semester.

MIAMI UNIVERSITY PARTNERSHIP

Setting Contact:	Dr. Thomas S. Poetter, Director, Miami University Partnership Office
Tripartite Representatives:	Dr. John Skillings, College of Arts and Sciences, Office of the Provost Dr. Jean Eagle, Director of Curriculum, Intervention, and Partnership, Talawanda Schools Dr. James Shiveley, Chair, Department of Teacher Education

HIGHLIGHTS OF PROGRESS

Talawanda Schools and Miami University enjoy a healthy, maturing partnership. Several research projects are ongoing and are related to the Agenda as a result of our strong, enduring relationship. We publish a partnership newsletter together, profiling our mission and programs. The document acts as a focal point of inquiry in our organization. It is distributed twice per year to 4,500 residents of the Talawanda Community, geographically the second largest school district in the state of Ohio. Members of the two institutions and the broader community submit pieces for review and inclusion in the newsletter. It subsequently acts as an inquiry-oriented portfolio for the work that we are pursuing.

We supported the work of the Partnership Co-Chair, Jean Eagle, in the research and publication of her dissertation entitled, *“Realizing Shared Potential Through School/University Partnerships: Enhanced Opportunities in the Learning Community.”* Dr. Eagle’s dissertation chronicles the development of the partnership and interprets its impact on students, other personnel, and our institutions in an interpretive case study format.

We have been supporting the work of professor/teacher scholarship teams through grants available through the Partnership’s Academic Enrichment Award, won in 2002 and just now winding down in terms of the distribution of funds. Scholarly teams researched and published reports and presentations on the development and implementation of a district-wide health curriculum and on the development and implementation of a constructivist math program for grades K-8. Both projects were collaborative and heavily supported by the partnership and through funds provided by Miami. We are capitalizing on successes with these types of collaborative research projects, branching out to fund the work of five new science education professors on campus in their work to become school partners in pedagogy and inquiry. The Science Partnership Research Associates Program funds teams of researchers (made up of one Miami faculty member and at least one school-based partner) studying pedagogy, assessment, curriculum, and student learning together for the development of teaching, learning, and curriculum at a deeper, richer level as partners.

Miami University’s work in partnerships has included not only the involvement of the university and the Talawanda School District but has expanded to also include the Oxford Community

Foundation, the The Coalition for a Healthy Community, the School-based Mental Health Center, and The Talawanda Family Resource Center. Projects that involve the university, schools, and grassroots community organizations have been initiated through the partnership and continue to flourish. One such project, initiated through the IEI-sponsored Developing Networks of Responsibility to Educate America's Youths initiative, engaged a representative group from the wider community in a series of meetings designed to build understanding across constituencies, as well as to build leadership capacity for future decision making and action. The group followed the guidelines of the DN initiative in extending its reach to include a wider group of citizens and students, engaging the community in Study Circles to answer the question, "How can we foster the valuing of public education and achievement in Talawanda?" A representative group of citizens from the Talawanda School District and the Miami University community participated in these circles to articulate the concerns, issues, and values that each brought to this relationship. The participants also conducted interviews throughout the community regarding constituents' perceptions of strengths, weaknesses, and key issues of the relationship between the community and the university. Students from Talawanda High School also participated. This dialogue continues and provides rich insight into the needs and expectations of the community.

Beyond the projects mentioned above, partnership activities have also included Miami University students' tutoring students throughout the Talawanda School District. Over 350 students work through the Adopt A School Program and through the America Reads work study Program to deliver literacy lessons and support to countless students in the district. These students combine with students of teaching studying in the schools during their early field experiences to create a legion of support educators emanating from the university. All in all, this is no doubt the single most important commitment to action by both institutions. In the course of our work, we have become more efficient and effective in training students to tutor and in connecting students and teachers with the most need to students who can provide much needed, acute academic support.

We have had some wonderful successes connecting across campus. Every year, professors from the College of Arts and Sciences agree to serve as mentors to entry-year teachers in Talawanda. These professors "adopt" the new teacher and help school-based mentors and the school administration to ease the transition from college to work. A doctoral student from the department of educational leadership is heading the Teacher Academy at Talawanda High School (in its third year). The Academy is designed to work with students who have an interest in the teaching profession. This Teacher Academy participated as a unit in the DN initiative and acts as a progressive spark within the partnership, school, and university communities.

Finally, we have created a partnership office at the university that has the responsibility of shepherding the development and maintenance of partnership work across three areas: school/university partnership work; work in connecting human and social service agencies together across a broad constituency and multiple communities; and work in making possible collegueship and shared activity for partnership across university campuses and the high school campus.

WRIGHT STATE UNIVERSITY

Setting Contact:	Greg Bernhardt, Dean, College of Education and Human Services (CEHS)
Tripartite Representatives:	Robert Adams, Associate Professor, College of Liberal Arts (COLA) Scott Inskeep, Superintendent, Reading Community City Schools James Tomlin, Associate Professor, Department of Biology in the College of Science and Mathematics (COSM) and the Department of Teacher Education in the CEHS
Fall 2005 TC Representatives:	Charles (Chuck) Birkholtz, P-12 James Tomlin, Arts and Sciences Charlotte Harris, Teacher Education

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy:

- Continued research and collaboration with the Dayton Public Schools, College of Liberal Arts (COLA), and College of Education and Human Services (CEHS) have focused on strengthening the teaching of American history. This project develops activities and research within schools, seminars, programs in area historical organizations, summer institutes, exchanges between teachers, the collaborative development of online curriculum resources, and individual mentoring activities.
- A comprehensive examination of joint appointments (hybrid educators) was conducted by various means. After a number of years of partnering with the COLA and the COSM, the CEHS conducted focus groups with the joint appointment faculty to determine the success and opportunities for growth in this partnership.
- Utilizing PK-12 administrators from partner districts, research is being completed on how to train and develop future PK-12 administrators.
- A partner high school conducted an extensive study on diversity and equity within the school, with a focus on student/staff relations and student/student relations. Results were shared at the NNER Annual Conference in South Carolina in October 2005.
- The College of Science and Mathematics (COSM) continues to conduct research in conjunction with the West/Central Ohio Center of Excellence in Learning Science and Mathematics (EXCEL).

- Five CEHS faculty are being trained in value-added research methodology in 2004-2005 and expect to use the training to engage in research projects related to the educator program outcomes with children in partnership districts during 2005-2006.

Influencing Policy

- Dr. June Ovington, Chair of the Educational Leadership Department, served as part of the Educational Leadership Constituency Council.
- Dr. Charlotte Harris, Chair of the Department of Teacher Education, served as chair of Research on Women and Education (RWE), a Special Interest Group of the American Educational Research Association (AERA), and served as session chair of “Women Researchers Shaping Feminist Research Theory” at the AERA annual meeting.
- Dr. Greg Bernhardt, Dean of the CEHS, facilitated the realignment of the Ohio Teacher Education Licensure Advisory Commission into the Educator Standards Board (ESB). Dean Bernhardt also was chosen to be a member of the ESB subcommittee on Higher Education, 2005 to present.
- Dr. Colleen Finegan, Professor of Teacher Education, served as interim director of the Wright State University Women’s Center during the 2005 Winter and Spring quarters.
- Many CEHS and COSM faculty are represented in the National Science Foundation Graduate Teaching Fellows program.

Collaboration with Other Organizations

Four Wright State University math and science education faculty members (four regular faculty and two from the EXCEL Center for Excellence in Math and Science) currently serve as Ohio Board of Regents “Teaching Fellows,” giving WSU a strong voice in enhancing the relationships between education and the arts and sciences for the specific purpose of sharing ideas to help develop more vital ways of structuring the preservice education of math and science teachers on a statewide basis.

Wright State University is currently a formal partner with eight local public school districts. Quarterly district meetings along with quarterly network meetings were held to foster collaboration. WSU hosted an NNER renewal session in October 2004, which included participation from all eight partner districts. WSU faculty site liaisons are assigned to all partner schools to coordinate/conduct renewal projects.

Wright State University also collaborated with the Dayton Holocaust Resource Center to commemorate Kristallnacht.

The COSM has led the way in the development of the Ohio Higher Education Network (OHEN) for Science and Mathematics. The purpose of OHEN is to develop and support a network of science, mathematics, and education faculty for the improvement of science and mathematics teacher preparation and professional development. The institutions responsible for developing the network are Sinclair Community College, Wright State University, and the University of Dayton.

The CEHS has completed a year of preliminary planning discussions with a partner district to form a WSU Professional Development School. A decision on the future of this project will be made during the 2005-2006 academic year.

Wright State University Setting

College Faculty and Staff:	108
College Students:	2,300
School District Partners:	8
Public School Partners:	28
Teachers:	387
Students:	12,994

The NNER Statement on Equity

Inquiry into the beliefs and dispositions of teacher candidates at Wright State University continued by conducting pre- and post-assessments on attitudes and dispositions on diversity issues. This data is currently being analyzed.

Colleagues in partner schools, the arts and sciences, and teacher education have multiple projects under way to assure students with disabilities can fully participate in all aspects of a challenging curriculum. Examples include everything from work to provide access to laboratory sciences for the disabled to efforts to adapt computers and musical instruments to allow students with physical challenges to participate in music and technology.

The CEHS has a standing committee on diversity to actively engage and monitor efforts in promoting an equitable and diverse democratic society through the preparation of outstanding educators.

A WSU partner high school has conducted a year-long study and implementation specifically on school climate and diversity initiatives. This program focused on setting a healthy school climate with incoming freshman classes.

WSU and setting partners conducted a one-day conference on “Perspectives in Diversity” for education candidates and partnership faculty and administrators. The focus of the conference was to promote an expanded awareness of the diverse talents and contributions of the members of the WSU partnership that are not always recognized and celebrated.

SOUTH CAROLINA NETWORK FOR EDUCATIONAL RENEWAL

Setting Contacts:

Les Sternberg (Chair), *lstern@gwm.sc.edu*

Bruce Field (Chief Worrier), *fieldb@gwm.sc.edu*

Tripartite Representatives:

Roy Blakeney (P-12), *wblakeney@richlandone.org*

George Johnson (Arts and Sciences), *gwj@math.sc.edu*

Janeen Witty (Education), *wittyj@benedict.edu*

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

- Dr. Lisa E. Johnson, assistant professor in Winthrop University's Center for Pedagogy, is currently engaged in a study of dispositions and moral judgments among teacher education candidates across the senior year.
- Teacher candidates at Furman University are conducting research on African American males in teacher education versus other majors at the university.

Influencing Policy

- The state of South Carolina is being sued by a collection of school districts who argue that they do not receive equitable education funding from the state. "Corridor of Shame," a documentary video examining the court case and education equity in the state has been shown on many of the seven SCNER campuses and was shown at the 2005 NNER Annual Conference in Myrtle Beach. The intent of many of these showings is to create awareness of the current lawsuit so that individuals can be well informed in their subsequent contacts with state legislators. A second purpose is to promote interest within teacher candidates about prospective employment in the corridor districts.
- In the redesign of its Professional Development Schools Network (see below), the University of South Carolina has instituted a PDS Advocacy Subcommittee charged specifically with crafting and disseminating position papers on topics of critical interest to the educational community.

Collaboration with Other Organizations

- Showings of the "Corridor of Shame" video have been held in collaboration with the National Association of Black School Educators, the Sociology and Psychology Departments at Winthrop University, the South Carolina State Department of Education, and the South Carolina School Improvement Council's Board of Trustees.
- Because the University of South Carolina has played a leading role in the founding of the new National Association for Professional Development Schools, USC and other SCNER

member institutions have worked at length with that association. Those conversations have also led to discussions with the leadership of AACTE and AERA regarding the potential for future collaborations.

- All SCNER institutions continue to work collaboratively with partner districts on the mentoring of preservice and induction-year teachers. The University of South Carolina, in particular, has initiated discussions with Columbia-area school districts about a Beginning Teacher Scholars Program (modeled after a similar program at the University of Missouri), which would provide first-year teachers with active mentoring while they teach and simultaneously pursue their graduate education degrees.
- While collaboration continues with partner districts, some SCNER institutions have experienced what one site recently described as a “mini-crisis” in regard to placing teacher candidates in the schools. The crisis results from a number of circumstances, including: (1) growth in our teacher education programs, (2) competition from multiple local universities for candidate placements, (3) veteran teachers being tapped repeatedly for supervisory roles, (4) the hiring of new P-12 faculty not eligible to supervise teacher candidates, and (5) the state of South Carolina’s decision to assign professional development (re-certification) points to teachers who work with preservice candidates. These circumstances combined have schools feeling overwhelmed by their relationships with the university’s teacher preparation programs and have led some districts to impose a quota system on the number of candidates they will/can accept.

The NNER Statement on Equity

- See references above to the “Corridor of Shame” video.
- Faculty development grants at Furman University funded for 2005-2006 focus specifically on culturally responsive pedagogy and incorporate use of original documents available from the Library of Congress, panels of educators from under-resourced districts in the state, attendance at conferences with themes of multicultural education and/or diversity, and book talks.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

- Winthrop University is continuing its Corps of Mentors initiative to support the professional development of specially prepared mentors. Fifteen teachers are currently enrolled in the graduate class, which includes as part of its curriculum study of the Agenda for Education in a Democracy.
- The University of South Carolina’s longstanding and nationally recognized Professional Development Schools Network is undergoing a significant renewal aimed at clarifying the purposes of PDSs. As part of that renewal, the restructured network is requiring that all member sites begin to explicitly examine (and gradually implement) elements of the Agenda for Education in a Democracy at their respective sites. To begin the process of introducing faculty to the Agenda, four-person teams from each of the ten school sites completed a weekend orientation session in September. The teams (which consist of an

administrator, a teacher, a community member, and a USC liaison for each site) will complete their orientation at a follow-up session in November and will then begin engaging the larger constituencies within their respective schools.

- Furman University has sponsored three Holocaust Institutes for K-12 educators during the summers of 2002, 2003, and 2005. Funded by grants from the South Carolina Council on the Holocaust, each of these institutes enrolled approximately twenty-five teachers; they met for six hours per day for two weeks. The objective of the institutes was to give participants the opportunity to study the Holocaust as both a historical reality (one that affected millions of people from varying economic, religious, and social groups) and as a vehicle for exploring larger social issues (for example, tolerance and cultural pluralism). Institutes addressed these topics through readings, lectures, guest speakers, and films. Participants were encouraged to incorporate the Holocaust into their understanding of European history and their curricula, as demonstrated by completion of a final project. Participants who successfully met the Institutes' requirements earned three hours of graduate credit. All three institutes were taught by Dr. Scott Henderson (Education) and Dr. Ronald Granieri (History).

CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION FOR THOSE WORKING ON INITIATIVES

Contact information for initiatives

Study on Dispositions and Moral Judgments: Lisa E. Johnson (johnsonle@winthrop.edu)

African American Males in Teacher Education: Lesley Quast (lesley.quast@furman.edu)

“Corridor of Shame”: Bud Ferrillo (ctfjr@aol.com)

USC's PDS Renewal and PDS Advocacy Committee: Bruce Field (fieldb@gwm.sc.edu)

National Association for Professional Development Schools: Bruce Field
(fieldb@gwm.sc.edu)

USC's Beginning Teacher Scholars Program: Ed Dickey (edickey@gwm.sc.edu)

Furman University's Faculty Development Grants: Lesley Quast
(lesley.quast@furman.edu)

Holocaust Institutes: Scott Henderson (scott.henderson@furman.edu)

Changes and updates

Les Sternberg and Bruce Field will be stepping down at the end of the 2005-2006 academic year as, respectively, Chair and Chief Worrier, of the SCNER. At its November 11 meeting, the organization's Executive Council will discuss identifying individuals to fill these roles.

ARLINGTON UNIVERSITY–SCHOOL NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact:	Carol Sue Marshall, Associate Dean for Teacher Education, University of Texas at Arlington
Tripartite Representatives:	Carol Sue Marshall, College of Education Ruth Davis, College of Education Ed Morton, College of Science Ray Elliott, College of Liberal Arts Marilyn Evans, Arlington ISD (elementary) Anne Brassell, Arlington ISD(secondary) Teresa Cook, Arlington ISD Curriculum Coordinator

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

An Inquiry Project will be conducted and data analysis will be presented at next year's conference. The focus of the project is on determining partner and faculty understandings of the AED, and the project's results will help determine the next steps in continuing the dialogue about the AED.

Influencing Policy

- a. Local policy:
 - Dean serves as Associate Vice President for K-16 initiatives at UTA and leads university, business, ISD, community college, and foundation colleagues in efforts to "Close the Gaps" in the Metroplex area.
 - UTA College of Education leads the state in articulation agreements and influences policies with local community colleges (Dallas County Community College District, Tarrant Community College, and McLennan Community College)
 - UTA College of Education has a collaborative with Dallas ISD to provide ongoing professional development in K-16 reading. Reading faculty create course content and work with master reading teachers to meet the state mandates for reading initiatives. Participants are able to complete a master's degree in reading and teacher leadership at UTA, and UTA faculty are able to influence reading instruction in a large urban district.
- b. State policy:
 - Dean serves on state Texas Education Reform Caucus led by the local state representative, who also chairs the House Education Committee.
 - Dean serves on Texas Business and Education Coalition, made up of key stakeholders in the state.
 - Frequent requests to testify to state Senate and House Education Committees.

- Partnering with State Commissioner for Higher Education (Texas Higher Education Coordinating Board), Executive Director of the State Board for Educator Certification, and the Commissioner of Education (Texas Education Agency).
- UT system representative to the Center for Research, Evaluation and Advancement of Teacher Education (CREATE). CREATE is a collaboration of three Texas university systems: UT System, the Texas A & M System, and the Texas State System. CREATE disburses funds for research on teacher education.
- Leadership over time to create developmentally and age-appropriate teacher certification levels and to support the state Reading Initiatives and Bilingual Education.
- Leadership in creating the Associate of Arts in Teaching for Texas community colleges. The AAT is fully transferable to the four-year degree with teacher certification in EC-Grade 4 or Midlevel.
- Collaboration with engineering faculty to create engineering teacher certification.

Collaboration with Other Organizations

Community Colleges School Districts Other Colleges of Education	NNER Holmes Group	AACTE NCATE	Chambers of Commerce Foundations
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We collaborate with (1) ISDs in preparation of new teachers and professional development for current teachers, grant writing, master’s degrees, and leadership programs; (2) Dallas Chamber of Commerce in providing forums for discussing urban and state K-20 education issues regarding underserved populations; and (3) community colleges in establishing routes for “Closing the Gaps” for minority populations and reducing the shortage of Texas teachers.

The NNER Statement on Equity

- Increased hiring of diverse faculty with global perspectives.
- Collaborating with urban schools with diverse student populations and large numbers of students on free and reduced lunch.
- Expanding the bilingual program, working with urban community colleges to recruit Hispanic teacher candidates from Dallas ISD and guide them through high school, community college, and the UTA College of Education and back to teaching in DISD.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

- Partner schools and state universities have decreasing dollars to spend on collaboration efforts (dues, conference expenses, Leadership Inquiry team, etc.).
- National pressure to devalue pedagogy, quality teacher preparation, and the work of colleges of education.

- Decreasing dollars to support field experiences.
- Shifting state demographics: by 2030, seventy percent of all entering freshmen will be Hispanic.
- High dropout rates in urban districts and difficulty attracting first generation students to higher education and teacher preparation.
- Increasing number of certification programs going to online delivery.
- Need for universities, colleges, and programs to solicit dollars to support what the state has traditionally funded (matching funds from the university are diminished).
- Dynamic nature of state policies and rules (state certification levels may change again, State Board for Educator Certification placed within the Texas Education Agency).
- Current challenge of getting external funding for collaborations.
- Increased emphasis on research and decreased support for field connections for faculty.
- Undergraduate and graduate classes too large to practice effective instructional strategies.
- Challenges in collaborating across disciplines.

General Reflections on Work Related to the Four-Part Mission

- We strive to have partners and schools where candidates learn to teach alongside master teachers of underserved populations, where they understand that the application of effective pedagogy is the privilege [*right*] of children; and where their expectation as teachers will be to help each child reach his/her full potential.
- The Agenda for Education in a Democracy has not been explored fully by our collaboration members, and we have identified the need to do more reading, hold discussions, and grow in the area of preparing children to be future citizens in a social and political democracy.
- We take seriously that all children deserve teachers grounded in both content and pedagogy; we value both the art and science of teaching; and we strive to promote excellence for all through our collaborations and courses. Our shared philosophy is based on a belief that all participants are learners and teachers: children, teachers, faculty members, and administrators.
- Our public school partners and our faculty grow more acutely aware each year of the critical need to be involved outside the classroom; to advocate for children, families, and the profession; to ensure civil and human rights; and to exercise their responsibility to stewardship by voting.

CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION FOR THOSE WORKING ON INITIATIVES

- During 2004-2005, we had not replaced the Director of Field Experiences or the Program Director for Early Childhood—Grade 4 certification. Since those are two key positions for the AUSNER project, we were able to maintain only at a minimal level. We now have hired experienced faculty for both of those positions and already are seeing focus returning to AUSNER work.

- An increasing number of candidates has necessitated our developing new partner schools. Additional districts are asking to take part in the AUSNER project, and the opportunity is right for expanding.
- Expressed need for faculty and ISD personnel to re-evaluate the EC-4 program and realign it with what teachers are expected to know and be able to do can serve as the vehicle for expanding AUSNER into another district.

EL PASO NETWORK FOR EDUCATIONAL RENEWAL

Setting Contact: Josie Tinajero, Dean, College of Education
Tripartite Representatives: Judith Munter
Pauline Dow
Howard Daudistel

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

- Comprehensive research on teacher preparation and student learning is a key component of the Carnegie *Teachers for a New Era* initiative. The TNE work teams have worked collaboratively with members representing the Colleges of Education, Science, and Liberal Arts to study questions related to the Agenda for Education in a Democracy. Ten groups of faculty from all three colleges are working on funded research in diverse areas to support the research agenda.
- Sixteen College of Education faculty members worked on funded research projects in collaboration with the College of Education.
- Two College of Education research conferences have been held to promote research among future teachers and current teachers at UTEP. These conferences will be expanded and enhanced with leadership from Drs. Judy Reinhartz and Judith Munter, COE Associate Deans.

Influencing Policy

Local and state education policies have been influenced through the following initiatives:

- UTEP was selected as one of eleven universities to receive \$5 million as part of Carnegie Corporation's *Teachers for a New Era* (TNE) initiative. This visionary reform initiative is designed to stimulate construction of excellent teacher education programs at selected colleges and universities. The transformation processes will require radical policy changes (e.g., allocation of resources, academic organization, criteria for evaluating participating faculty, internal accountability measures, and relationships with practicing schools). UTEP and the other ten selected universities are engaged in developing research and policy for this national re-examination of teacher preparation programs.
- A TNE Work Group on Teacher Induction, led by Dr. Josie Tinajero, brings together faculty from the Colleges of Education, Science, Liberal Arts and K-12 partners to develop a model for enhancing teacher retention and facilitating a successful transition of the students from their teacher preparation experiences into the experiences of teaching in schools. This committee's work builds on the eighteen-month series of leadership institutes focusing on educator retention that were held in previous years. Projects must

provide carefully structured supportive experiences for new teachers once they enter the classroom.

- We continue to expand on the Job-Embedded Model for Paraprofessionals. This initiative provides access to knowledge to teacher aides, clerical support personnel and other paraprofessionals employed in the schools. This partnership, with El Paso Community College and all nine school districts in El Paso county, serves paraprofessionals and other district employees who want to pursue a college degree and teacher certification but who cannot stop working to attend daytime classes or complete the typical internships. Classes are scheduled in the evening at convenient sites across the county (not always at the university's west-side location, which can be as much as forty-five miles from some rural schools), and internships/field experiences are embedded at their job site. Superintendents have committed to change employees job placements when necessary to place them in an appropriate internship/field experience setting. This past year, fifty-six paraprofessionals completed their degrees and certification.

Collaboration with Other Organizations

The El Paso setting is engaged in numerous collaborative initiatives (from the individual to the institutional level). A few highlights are included below, and additional information specific to K-16 collaborations can be found at the UT System Web site (www.utsystem.edu).

- A team consisting of one teacher, four parents, and eight students from Canutillo High School, together with Swanya Pitts and Sandra Hurley, participated in the national Developing Networks Conference in Seattle in June 2005 sponsored by the Institute for Educational Inquiry and funded by the Kellogg Foundation. The Canutillo/UTEP team had by far the largest and most active student-parent participation. Both the student and adult teams made presentations.
- Major collaborations include work with EPCC, Region 19 Head Start, and Kellogg-funded Center for Civic Engagement, and work across colleges and districts in the region.
- Currently, a major effort led by the College of Education is to bring key players together to re-conceptualize degree plans, field experiences/internships, and professional development schools.
- The College of Education brought a series of renowned national and regional scholars to UTEP to lead a series of "Research Dialogues" with faculty and students to extend the scope of faculty conversations and research projects. These speakers included:
 - a. Dr. Lee Teitel: University of Massachusetts–Boston/Harvard
 - b. Dr. Mary Harris: University of North Texas
 - c. Gary Bloom and Tomasita Villarreal-Carman: New Teacher Center, University of California at Santa Cruz

The NNER Statement on Equity

The El Paso setting is committed to equity. UTEP’s motto for more than a decade has been “access and excellence.” We have established a national reputation for success with minority and first generation college students, but we can do better as we continue to work on equity issues. Three recent examples follow.

- Public schools, UTEP, and EPCC are committed to recruiting, supporting, and retaining diverse faculty and administrative teams. This year, the College of Education was awarded a TQE-Recruitment Grant (federal funds) to recruit and prepare diverse pools of teachers to serve high-need schools (schools with large numbers of English learners, high turnover rates, shortages in specific disciplines, and large numbers of families living in poverty). The grant will bring together underserved individuals, community agencies, the El Paso Community College, and diverse partners from various UTEP divisions (Arts and Sciences faculty, the UTEP Recruitment Office, University Communications, Career Services) to meet the critical needs of the participating high-need LEAs. Equally important, the grant will afford UTEP/COE with the opportunity to address the teacher shortage by making significant and systemic changes to the ways that teachers are recruited, prepared, and supported to teach in high-need schools. Project ARRIBA, a 501(c)(3) community agency, will play a critical role in recruiting teacher candidates from traditionally underserved populations.
- The College of Education was awarded a grant (Project ACE—Action for Equity) to promote gender equity in educational programs for girls and women on the border. This grant, funded by the Women’s Educational Equity Act (WEEA), will build on the successful Mother-Daughter Program. The grant will engage UTEP’s Colleges of Education and Engineering, the School of Public Health, eight school districts, and local AAUW affiliate in promoting equity in education for girls and women who suffer multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, and socioeconomic status. The goals of Project ACE are to: (1) foster participation of school, university, and community educators in advancing gender equity issues in grades K-20; (2) increase the representation of Hispanic girls and women in STEM programs of study; and (3) institutionalize reforms in UTEP’s program of studies for future teachers to advance gender equity.
- UTEP and the Universidad Autonoma de Ciudad Juárez (UACJ) have initiated a series of collaborative dialogue sessions to increase knowledge and understanding across the border. These dialogues will also provide faculty with the opportunity to engage in collaborative research projects, such as the following recently funded through seed money from UTEP’s Provost’s Office: *Transnational Educational Research* and *Binational Health Communication* (Drs. Beverley Calvo and Nancy Tafoya, faculty in the Department of Educational Psychology and Special Services, College of Education).

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

The questions listed below embody some of the major gaps and challenges confronting our setting:

- How do we assess the long- and short-term impacts on all stakeholders (preservice teachers, pupils, novice and experienced teachers, school administrators)?
- How do we reward/recognize involvement in the Partnership (especially higher education faculty from the Colleges of Liberal Arts and Sciences)?
- How do we engage schools and university participants in the dissemination of their work (i.e., connecting scholarship with best practices in teaching-learning)?
- How do we bring state legislators and other policymakers on board as partners in supporting the NNER Agenda?

General Reflections on Work Related to the Four-Part Mission

The NNER mission and vision has played a vital role in guiding the development of UTEP's field-based program of studies over the past decade. Overall, the four-part mission has shaped policies and processes at this institution ranging from commitment to access through expanded outreach and student recruitment, recruitment of creative and energetic new faculty, development of coherent curricula, and assessment practices based on fair and equitable policies. Challenges that lie ahead include promoting a balance between access and excellence in all areas of teacher preparation and retention, concomitant with reductions in state budgets for public education and heightened calls for increased reliance on standardized tests as measures of school accountability.

CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION FOR THOSE WORKING ON INITIATIVES

Highlights were included above. The only change to the setting directory information is to add the name of Dr. Judith Munter, Associate Dean, to the tripartite setting representatives. Sandra Hurley is now in the Provost's Office, and Dr. Judith Munter will replace her in leading research activities in the Agenda for Education in a Democracy as the College of Education's Associate Dean.

BRIGHAM YOUNG UNIVERSITY–PUBLIC SCHOOL PARTNERSHIP

Setting Contact: Steven Baugh
Tripartite Representatives: Vern Henshaw, Superintendent, Alpine School District
John Rosenberg, Dean, College of Humanities
Richard Young, Dean, College of Education

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

Mentoring

Robert Bullough, Teacher Education, indicates that five studies of mentoring have been completed. Three have been published, one describing dominant personal mentoring models. Data analysis is under way with two additional studies, one focusing on mentor efficacy and another on the mentor/protege relationship. A study of double-placement of secondary student teachers is under way, while a second study, a follow-up to two studies of double-placement of elementary student teachers, has recently been accepted for publication.

Content-Area Literacy Instruction

Roni Jo Draper, Teacher Education, is working with eighteen content-area methods instructors from various departments and colleges to study content-area literacy instruction. The purpose of their inquiry is to consider ways in which issues and methods related to content-area literacy instruction can be taught throughout the secondary teacher preparation program rather than in a separate content-area literacy course.

Fifth-Grade Science

Leigh Smith, Teacher Education, heads a team comprised of individuals from the School of Education and the College of Biology and two fifth-grade teachers from Jordan School District to create curricula and pedagogy to improve science achievement with fifth-grade students. The inquiry-based curricula integrate reading and writing dealing with informational text.

Year-Round Kindergarten

Kendra Hall has begun a research project to study year-round kindergarten in a school in Jordan School District. The purpose of this study is twofold. The first purpose is to compare the overall academic achievement of students attending a full-day kindergarten program with the achievement of students attending a half-day kindergarten program. The second purpose is to more closely examine the relationships among teaching practices (full/half-day), parenting/home environment and children's development, and school motivation.

Peaceable Schools (Contacts: Ellie Young and Michelle Marchant, Counseling Psychology & Special Education)

Peaceable Schools at the elementary level is engaged in promoting the development of effective social and emotional skills in all students K-6. They are invested in developing and implementing strategies that attend to the universal climate of schools, as well as strategies that attend to the needs of students who are at risk of or who are identified with emotional and behavioral disorders. They believe that the collaborative process of developing and implementing is more critical than the project itself.

Peaceable Schools at the secondary level is considering how to efficiently and accurately screen for students who may be at risk of emotional or behavioral disorders (EBD). They are also looking at the effectiveness of implementing school-wide interventions, such as teaching social skills, writing notes of praise, and intentionally developing a school culture that is positive, proactive, and preventive. They also are implementing a secondary level intervention for students who have been identified as at risk of EBD. This intervention includes a one hour per day class that focuses on social skills, emotional resiliency, self-management, and organizational strategies.

Project Literacy (Contacts: Barbara Lawrence, CITES; and Barbara Culatta, School of Education)

The primary purpose of the Achievement in Reading and Content Learning grant (\$300,000) is to identify and improve the achievement of fourth- and fifth-grade students in reading, focusing primarily on improving these students' ability to read informational text. The grant involves two treatment and two control schools from each of the five partnership districts and partially funds a literacy specialist in each of the districts.

English Language Learners/Special Education (Contact: Lynn Wilder, Counseling Psychology & Special Education)

CPSE faculty members have been funded in the amount of \$782,028 for a four-year U.S. Department of Education Grant entitled "Preparing New Educators to Teach Students with High-Incidence Disabilities with a Bilingual/Multicultural Focus."

Mathematics (Contacts: Myra Tollestrup, CITES; and Sterling Hilton, Educational Leadership)

This initiative is exploring professional development that will build the capacity of teachers to instruct students in a deeper understanding of math. An entire elementary school (including the principal), university faculty, and math specialists from the five partnership school districts are involved in bimonthly study sessions that address content knowledge, pedagogical skills, and specific pedagogy relating to the teaching of math. This initiative is now in its second year.

Principals Academy (Contact: Ellen Williams, Educational Leadership)

A series of articles growing out of the project are in process:

- Changes in practice and leadership practices of participating principals over a three-year period
- Changes in school culture as schools mature into learning communities
- Changes in student learning
- Informal networks of school leaders that develop across districts among participants in Principals Academy

Secondary Literacy (Contacts: Myra Tollestrup, CITES; and Jeff Wilhelm, Boise State University)

This study involves a cohort of fifty-five secondary teachers in a two-year institute that has three interrelated thrusts. These are: (1) developing a teaching repertoire for assisting students to learn reading, writing, and thinking strategies so that students can inquire into the disciplines and learn how disciplines create and communicate meaning; (2) a re-conception and reframing of curriculum as inquiry; and (3) the development of reflective teaching and teacher research habits of mind.

NEH Grant (Contact: John Rosenberg, Dean, College of Humanities)

The National Endowment for the Humanities funds summer seminars for school teachers on a variety of topics related to the Humanities. Typically, twenty to twenty-five seminars take place each year with fifteen teachers selected (with a stipend) for each. Since 1990, faculty members in the Department of Spanish and Portuguese have directed eight of these seminars, including a recently funded one to take place in Madrid in 2006.

Gaps or Challenges

Doing research that is of a more immediate value to the districts is a challenge. For example, one district has recently gone to a district-wide early-out schedule to provide time for teachers to plan collaboratively using the concepts of a “professional learning community.” The district desires research that could provide data as to whether or not there is value for teachers and/or students in this change. This type of research is difficult for a number of reasons, not the least of which is finding one or more individuals who have the time and research interest to pursue it.

In addition, we need to:

- gather evidence/data that what we are doing does make a difference,
- build research teams that involve the full tripartite,
- ground graduate research within the colleges of arts and sciences more in teacher education,
- involve public school teachers/administrators as co-authors, and

- engage secondary education faculty in doing research driven by issues encountered by them with their student teachers and/or cooperating teachers. The research needs to be more relevant to actual problems encountered in the teacher education process, instead of to the faculty member's private agenda or interest.

Influencing Policy

The Dean's Colloquium, now sponsored annually, brings together key university and school leaders, legislators, and policy analysts to study critical education issues. In its second year, the purpose is to influence state government to better understand the challenges faced by educators and to increase support for education.

The University Council of Teacher Education (UCOTE) is increasing its policy influence. The council members are increasingly seeing that teacher education on campus is not the sole responsibility of the School of Education, but is a university-wide responsibility that includes the colleges of arts and sciences. UCOTE has been instrumental in increasing the understanding and implementation of the Educator Preparation Program (EPP) across the university.

Gaps or Challenges

Too little policy research is done. When it is done, it is most often ignored or overlooked by policymakers.

Collaboration with Other Organizations

State Teacher Education Study: Two BYU professors, Bob Bullough and Richard Sudweeks, are collaborating with professors from the University of Utah in a study to determine what value teacher education programs add to educator preparation in the university.

NCATE accreditation process: This was a collaborative effort involving the entire tripartite. It is another illustration of how educator preparation is not the sole responsibility of the School of Education.

Gaps or Challenges

The NCATE accreditation process required a much higher level of collaboration within and among the colleges across campus that deal with educator preparation. Our challenge now is to sustain and strengthen this. We need to reinforce the networks that were established through the process.

We need to maintain the foundation established with the many Partnership programs that are now in place such as the Leaders Associates, Associates, Principals Academy, and the work of the Governing Board. It is not all about creating new ways to collaborate. Maintaining the relationships, programs, and activities already in place is important as well.

The NNER Statement on Equity

We cite three examples to illustrate progress made in this area:

- a. In October 2004, the Leaders Associates focused for two days on the increasing Hispanic population in the community and the schools, specifically, how to assist Hispanic students to access the schools and knowledge in the best possible way. In January 2005, the Leaders Associates focused for two days on the issue of poverty, specifically, how to assist parents and students of poverty to fully access schools and knowledge in the best possible way. Tripartite members reported dozens of examples of action taken as a result of these two sessions. A few of the 58 examples reported follow:

Programs: Immigrant summer program

Services: Hispanic high school student para-educators

Training: Spanish language and culture taught to school faculty

Family Outreach: Home visits to ESL students

Communications: Translation services

Leadership: Diversity advisory councils

- b. Spanish Resource Center: The purpose of the center is to provide formal and informal professional development for preservice and in-service teachers.
- c. We are looking for ways to move our emphasis on the schools at the middle school and high school levels. The purpose is to identify students of diversity who might be interested in pursuing teaching as a career.

Gaps or Challenges

NCATE data show increases in the percentage of students of diversity graduating from the program. NCATE data also show increases in percentage of faculty hires from diverse groups. Though the increase is small, there is improvement.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

We currently direct over forty separate initiatives, projects, activities, or committees. Several of these are listed below:

- BEEDE (Bilingual/ESL Endorsement through Distance Education): 100 teachers annually.
- Arts in Elementary Education: A new initiative to improve the level of arts education in the elementary schools within the Partnership.
- Leaders Associates Program: Approximately sixty key leaders from the districts, school of education, and arts and sciences (deans, superintendents, etc.) come

together twice a year for two days to discuss issues of importance. The last three sessions have centered on ELL, poverty, and the arts. Plans are made. Action is taken.

- Associates programs: Five cohorts of twenty-five (twenty from the district and five from the university) meet for five, two-day sessions. The content centers on the Agenda.
- Science and Engineering Fair: approximately 30,000 fifth- through twelfth-grade students participate in partnership district science fairs. Six hundred students are selected to participate in the Partnership Science Fair.
- Leadership in the 21st Century conference: The Partnership sponsors a national conference for 1,500 participants every two years. The featured speakers at the March 2005 conference included Michael Fullan, Tom Guskey, Carol Ann Tomlinson, and Mike Schmoker.
- Reading Endorsements: 150 teachers annually.

UNIVERSITY OF WASHINGTON PARTNERSHIP

Setting Contacts:	Sally Luttrell-Montes, Associate Director, Teachers for a New Era
Tripartite Representatives:	Pat Wasley, Dean, College of Education Bill McDiarmid, College of Education Juan Guerra, Arts and Sciences Wanda Brown, P-12 Education

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

The UW College of Education just printed the latest “Research that Matters” publication, which this year is entitled “A More Perfect Union: Preparing Students for Citizenship.” It is dedicated to an effort based on the belief that schools must maintain a vital, focused role in engaging young people to become effective citizens of their local, national, and global communities.

Below is a summary of articles found in the publication:

- *John Goodlad*: Reflects the idea that “democracy, first and foremost, is a shared way of life.”
- *Bill McDiarmid, Walter Parker, and Pat Wasley*: Describes faculty work in broadly defining learning that includes preparing students to be involved citizens.
- *Steve Kerr*: Provides a comparative piece on Russia’s educational system, where teachers are required to explicitly tie their lessons to a political ideology.
- *Ted Kaltsounis*: Describes Albania’s road to democracy.
- *Manka Varghese, Tom Stritikus, and Jim Banks*: Examines the changing demographics of American schools and the resulting cultural and linguistic diversity and opportunities that arise, which affect democratic ideals.
- *Ed Taylor*: Explores the role of schools in South Africa in enabling a new unity.

The last section encourages policymakers, educators, and parents to take action in teaching democracy.

Influencing Policy

The University of Washington is part of the Teachers for a New Era (TNE) initiative. There is considerable overlap between the Agenda for Education in a Democracy and the TNE guiding principles for all of the eleven institutions receiving funding from the Carnegie Corporation over a five-year period. The Carnegie Corporation is proactively seeking and supporting efforts that influence policy, and as a result, the UW tripartite members are involved in multiple efforts to use evidence to drive simultaneous renewal—at the local, state, and national level.

To guide policy changes, TNE has two committees who meet to discuss issues and renewal efforts. One is the TNE Steering Committee, a group that meets monthly with representatives from the Arts and Sciences, the College of Education, and a variety of P-12 partners. The TNE Advisory Council meets twice a year and includes statewide leaders in education. These committees are able to impact policy decisions within the UW partnership and their own entities, as well as across the state.

The Professional Education Advisory Board (PEAB) is a state-required body that participates in and cooperates with the UW on decisions related to the development, implementation, and revision of each preparation program. One such PEAB exists for teacher certification. Wanda Brown is one of the two co-chairs of PEAB, and much of their work last year centered on the changing demographics of schools and the achievement gap, with an eye toward how teacher certification programs should respond. Among its recommendations this year, the PEAB urged the UW to recruit for a more diverse teaching pool, ensure that their current program supports student teachers of color, and examine the program to ensure graduates are prepared to teach for a broad range of students with diverse backgrounds, abilities, and learning styles.

Based on the TNE efforts to influence policy around teacher preparation from the undergraduate level through the early professional development years, two statewide roundtables are being organized for late fall and early winter. The first one will concentrate on induction, while the second will highlight teacher data tracking systems and ways to link pupil learning to teacher preparation. Each roundtable will be designed to bring together a variety of stakeholders to examine current practices and policies, identify issues, and explore possible ways to address the challenges. Similar roundtables are happening in other states across the country.

Collaboration with Other Organizations

The TNE leaders reach out to numerous organizations involved in teacher preparation. These include the Washington Association of Colleges for Teacher Education, the National Commission on Teaching and America's Future, and the other TNE institutions, along with the Carnegie Corporation, local community colleges and educational service districts, and the national Strengthening and Sustaining Teachers (SST) project.

We have also just recently established “partnership schools” in five local school districts. The purpose of the Partnership is for university and P-12 educators to work collaboratively to prepare and support quality teachers able to teach a broad range of students, especially those who currently struggle in schools. These schools will become the sites for prospective teachers to tutor and gain undergraduate experiences in education, for student teachers to gain field experiences, for novice teachers to become successful early career educators, and for experienced teachers to gain and share their leadership and knowledge with university faculty. Over the next few years, it is also hoped that these partner schools will become the sites for school administrative training, as well as for research on education.

The NNER Statement on Equity

Numerous efforts centered on equity issues this past year. They were focused on P-12 students, prospective teachers, student teachers, novice teachers, and faculty from the College of Education. Below is a brief summary of some of these efforts not already mentioned above.

Meeting the Needs of Urban, Diverse Students: This study group with representatives from the tripartite entities met for sixth months to examine the current status and issues around the topic and wrote a set of recommendations that were presented to the faculty and PEAB. The group’s work also reflected an in-depth look at how well the COE was preparing teachers to address the needs of this population of students.

Students of Color Video: Last year, a video was created based on interviews with student teachers of color enrolled in the Teacher Education Program about their experiences. Their reflections indicated that considerable work needed to be done to address the challenges they held in common as underrepresented individuals. This year, a COE Diversity Committee created guiding questions to accompany the video for use in class and meetings to stimulate discussions and actions. In addition, a student teacher group formed and formally presented issues related to equity to the College of Education faculty and requested responses from the Dean and the Director of the Teacher Education Program (TEP).

English Language Learners: A new study group is being formed later this year, although many individuals already attended an ELL conference with other TNE site educators this fall. The tripartite group will be charged with making recommendations after studying the ELL issues during winter and spring 2006.

Elementary TEP Renewal: Last year, numerous elementary TEP faculty members had discussions about renewing the elementary teacher education program. In the spring, the original group was urged to add faculty from Arts and Sciences and the P-12 community. Committees were formed and numerous meetings were held with many stakeholders to identify priorities and possibilities. From the initial effort, social justice emerged as one of the major focus areas. Committees intensified their discussions over the summer and established research agendas and proposed seminars to engage a broader set of individuals in the work, which will continue over the course of the academic year. It is expected that

program change will begin to take shape next year. Based on the outcomes of this renewal effort, it is also hoped that a similar approach will be taken to reform the secondary teacher education program.

Partner School Network: We are offering “cultural competence” training to our nineteen partner schools. The seminar sessions are facilitated by Dr. Thelma Jackson from Foresight Consulting Services. The sessions provide P-12, COE, and A&S faculty opportunities to come together and dialog about these diversity-related issues. There will be three modules offered this school year. They are as follows:

- Module I: An overview of “cultural competence”
- Module II: Culturally responsive teaching strategies
- Module III: Strategies to increase parent involvement and cross-cultural conversations

COE Diversity Task Force Initiatives: The College of Education has recently established a Diversity Task Force to address diversity issues raised by COE/TEP students during the 2004-2005 school year. The task force is in the process of forming subcommittees to focus on student life/community issues, create a proposal to hire a full-time diversity recruiter, promote “cultural competence” training for faculty, and develop a scholarship fund to aid in the recruitment of underrepresented groups into the College of Education.

BENEDUM COLLABORATIVE/WEST VIRGINIA UNIVERSITY

Setting Contact: Van Dempsey, Director, Benedum Collaborative; Associate Professor, College of Human Resources and Education, WVU

Tripartite Representatives: Van Dempsey
Carl Friebel, Superintendent, Harrison County Schools
Mary Ellen Pazey, Dean, Eberly College of Arts and Sciences, WVU

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

Benedum Collaborative Strategic Research Plan:

Focus around program research, including the following general themes:

- a. The effectiveness and impact of the Five-Year Program;
- b. The work of Professional Development Schools;
- c. Partnership structures; and
- d. How people learn within content/disciplinary areas; pedagogical content knowledge.

Specific Areas of Research Opportunities and Activities:

- a. Action Research (preservice and PDS fellows)
- b. Graduate Follow-up Research (case study, survey development, other) (include induction/mentoring experiences as framed by NCTAF)
- c. Content Research (using “How People Learn” recommendations as a framework)
 - i. Follow-up with graduates in particular areas of emphasis (literacy, mathematics, instructional design, assessment, instructional technology, etc.)
 - ii. Research in particular content-discipline based practices (subject-matter areas, learning theory, race/class/poverty, etc.)
- d. Collaborative Structures and Institutional Frameworks
 - i. Partnership development, institutionalization, and sustaining work (including cost analysis)
 - ii. Clinical coordination and intensive clinical experiences
 - iii. Partnership governance; P-12 and higher education linkages
- e. Professional Development Themes for 2005-2006
 - i. Children and Families in Poverty
 - ii. Special Education—Regular Education Connections
 - iii. Leadership and Empowerment

- iv. Technology Integration
- v. 21st Century Learning Skills

Graduate Follow-Up Interviews

The following summary points are based on a series of interviews conducted by PDS and University faculty with graduates of the Five-Year Teacher Education Program. Open-ended, semi-structured telephone interviews were conducted with a convenience sample of sixty-four graduates of the Benedum Collaborative Five-Year Teacher Education Program, including members of the 2002–2004 cohorts (262 total graduates). Interviewees were asked to describe the teaching positions they had held since their graduation and their motivation for selecting those positions, the nature of the students in their classrooms and the communities served by their schools, their assessment of their impact on student learning and the evidence they believe supports that assessment, the aspects of the Five-Year Program that were strengths and weaknesses in their preparation, the responsibilities they have assumed beyond their teaching assignments, and their readiness to teach as compared to other novice teachers in their schools. A preliminary analysis of this initial dataset yielded the following points:

- Graduates believe the **extended clinical placements** in a PDS are the most important and central feature of the program, and that these experiences are valuable and provide a foundation for their effectiveness in their classrooms and for their professional identities.
- Graduates believe the depth and breadth of their **content preparation** is a critical strength of the program.
- Graduates are committed to **engaging in professional development** to improve their teaching and take initiative to do so.
- Graduates believe being a **reflective practitioner** is central to being an effective teacher and that the program “ingrains” reflective habits.
- Graduates believe they are well prepared to use **technology** and to learn and implement new technologies.
- Graduates believe their experiences in the program prepare them to assume **leadership roles** in their schools and districts, and cite examples of taking on such roles.
- Graduates believe they have had a positive impact on **student achievement** and cite data that substantiates that impact, including standardized tests, student work samples, alternative assessments, and portfolios.
- Graduates believe they were well prepared for **their initial teaching experiences**, and articulate a high degree of confidence and efficacy as new teachers.

Cost Analysis

The Collaborative is engaged in an effort to identify the critical elements of PDS-based partnership structures and what the associated costs for those structures are over the long term. This is part of an agenda to present the West Virginia legislature with a cost analysis project for long-term state support for partnerships across the state (ten statewide).

Influencing Policy

National Commission on Teaching and America's Future (NCTAF)

The Director of the Benedum Collaborative serves as the primary state contact for West Virginia's efforts with NCTAF. The following are highlights of ongoing efforts that link the Collaborative with NCTAF:

- **Policy Inventory:** The Benedum Collaborative is providing the primary support for the completion of WV's policy inventory summarizing the state's major education policies in educator preparation and P-12 schooling.
- **Mentoring and Induction Initiative:** As a result of the work on the policy inventory, the State Department of Education and the Center for Professional Development have convened a statewide task force to examine the current mentoring policy and program in WV and make recommendations for restructuring the mentoring of new teachers. This is part of a larger examination of induction policies for new teachers in the state.
- **2005 Teacher Education Summit:** The Benedum Collaborative was an invited participant in NCTAF's 2005 national summit on teacher education.
- **Strengthening and Sustaining Teachers (SST):** The Benedum Collaborative is one of the SST sites examining induction structures for new teachers.

West Virginia Partnerships for Teacher Quality (WVPTQ) Statewide PDS Effort

The Benedum Collaborative provides leadership to a statewide effort to create, support, and sustain ten partnerships in West Virginia. These are based at the ten public institutions of higher education and link those institutions with seventeen school districts and over sixty local schools across the state. For the 2005-2006 fiscal year, WVPTQ has received a combined \$1.1 million in private and public funding to support the initiative. Key action items for the current year include: (1) participation in the cost analysis effort cited above; (2) examination of clinical experience structures across the state; (3) examination of content requirements for elementary education majors; and (4) analysis and adoption of NCATE PDS standards.

Policy Center Initiatives

The Benedum Collaborative is providing leadership to an effort to focus energy and resources on the identification and analysis of key education policy issues in West Virginia. This effort is linking the College of Human Resources and Education with faculty in other WVU colleges, public education faculty, and policy stakeholders in the state.

Interdisciplinary Ph.D. Initiative

The Benedum Collaborative is providing part of the impetus for a restructuring of doctoral programs in the College in order to create a Ph.D. option for doctoral students (to parallel the existing Ed.D. option). The Collaborative is being cited and used as a model for creating the interdisciplinary structures for the degree and will be used as a context for teaching and research mentoring components of the new degree program.

Senate Bill 603

In 2005, the West Virginia legislature passed a bill that called for WVU to work with state agencies and the public schools to provide energy and assistance to professional development. The Benedum Collaborative is a participant in the design of this effort.

National Board for Professional Teaching Standards

For the sixth consecutive year, the Benedum Collaborative is supporting a cohort of teachers (for both PDS teachers and those not in PDSs) who are seeking NBPTS certification. Two PDS teachers provide leadership to this effort. These two teachers are part of a statewide task force that is developing strategies to offer more support to teachers who are pursuing certification. Under the leadership of these two teachers, participants in the program have achieved a seventy percent pass rate.

Collaboration with Other Organizations

National Association for Professional Development Schools (NAPDS)

Within the Benedum Collaborative, there are multiple members of NAPDS, including faculty from PDSs and WVU, principals, department chairs, and students. The Director of the Collaborative serves on the NAPDS Board of Directors. In 2005, the WVU College of Human Resources and Education became a founding member of the organization and provided a major financial contribution to NAPDS.

National Commission on Teaching and America's Future (NCTAF)

See above comments.

West Virginia Center for Professional Development (CPD)

In 2005, the West Virginia legislature restructured the professional development infrastructure, including a reorganization of the State's Center for Professional Development. The Director of the Collaborative is a member of the new CPD Board of Directors, and the Collaborative is involved in a redesign of the CPD's statewide efforts as cited above in the bullet on Senate Bill 603.

National Board for Professional Teaching Standards

See above comments.

WV Commission for Professional Teaching Standards

The Director of the Benedum Collaborative is a member of the West Virginia Commission for Professional Teaching Standards. This group is charged by the legislature and the West Virginia

Board of Education with providing analysis and review of major state policy affecting teacher education and professional development in the state.

The NNER Statement on Equity

Professional Development Initiatives

The Benedum Collaborative has developed a set of themes to guide professional development efforts among participants in the partnerships. These themes represent those that are shared at all PDS sites and at WVU. Each site also develops themes unique to each, and the combination of the shared and unique themes are used to create an overall professional development direction for the Collaborative. The shared themes include: (1) a focus on working with children and families in poverty, and (2) supporting and enhancing the relationships between special education and regular education learning communities.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

The Benedum Collaborative is currently at various stages of planning and implementing initiatives with the following foci:

- **Technology Integration Plan:** The Collaborative has adopted a technology plan to guide the creation and support of pedagogically rich (and appropriate) integration of instruction technology in learning contexts in the PDS network and at WVU. This is a major, long-term initiative involving faculty and administrators at the PDS, college, university, and district levels.
- **21st Century Learning Skills:** The Benedum Collaborative is involved in discussions to examine ways to incorporate this effort into the professional development and preparation work of the partnership. WV has sought membership as a 21st Century Learning state partner and expects to announce this membership in the near future.
- **Faculty Load Restructuring:** Faculty members at WVU are examining ways to restructure faculty assignments to better integrate teaching-research-service expectations to better support and sustain involvement in the partnership.
- **New “Fellows” positions:** In 2005-2006 the Collaborative is piloting a new position where PDS teachers are shared between professional work in PDS support roles and activities based at WVU. The Collaborative currently has two people serving in this new role.
- **New Dean of Arts and Sciences:** We are excited in the Collaborative to welcome a new Dean of Arts and Sciences who brings experiences with the NNER work at Wright State University. Dr. Mary Ellen Pazez has already begun discussions to examine the tripartite relationships in the Collaborative and has expressed her eagerness to provide leadership and support.
- **Governance Restructuring:** The Benedum Collaborative is in its second year of a new governance structure focused on flatter organizational efforts to support the professional

efforts of role-based groups (P-12 faculty, WVU faculty, principals, teacher education coordinators [PDS teachers]). The first year of this effort went extremely well for all groups, and we are continuing with this new structure this year. (This represented the first time since the beginning of the partnership that governance was changed in a comprehensive way.)

- Student Governance in Five-Year Teacher Education Program: Students in the Five-Year Teacher Education program have organized their own participatory governance structure. The structure is based on the cohort model in the teacher education programs (three cohorts of students at any given point—juniors, seniors, fifth-year students) and the students' PDS affiliations.

WYOMING SCHOOL–UNIVERSITY PARTNERSHIP

Setting Contact: Audrey Kleinsasser, Director Designate, Wyoming School-University Partnership

Tripartite Representatives: Janet Constantinides, Associate Dean, College of Arts and Sciences
Audrey Kleinsasser, Director Designate, Wyoming School-University Partnership
Ray Schulte, Superintendent, Hot Springs County School District #1

HIGHLIGHTS OF PROGRESS TOWARD AND CHALLENGES RELATED TO:

Promoting and Conducting Comprehensive Research Related to the Agenda for Education in a Democracy

Highlights:

College of Education faculty members (Allen Trent, Kay Persichitte, Rosie Castenada) continue to examine issues of equity and access in the context of the Wyoming Teacher Education Program. Some of this research involves the Wyoming School–University Partnership commitment to the League of Small Democratic Schools project (Laramie’s University of Wyoming Prep School and Linford Elementary).

As a consequence of our work with the NNER, College of Education faculty adopted the following standard for the Teacher Education Program: *Understand the historical, social, and political roles of schooling in the U.S. to support students to become critical participants in a democratic society.* According to survey data measuring the standard, students and mentor teachers alike rated the item lowest (i.e., students felt least prepared in this area).

Challenges:

A multiplicity of possibilities bump up against limited time and human and financial resources. For these reasons, the Partnership’s Governing Board did not make conducting AED comprehensive research a priority but acknowledges and encourages faculty projects. Perhaps there is a way for the Partnership to support this work more actively, particularly since a leadership associates program is being revitalized.

For undergraduate teacher candidates, connecting their coursework and experiences in schools to the AED remains a challenge. Teacher Education Program staff will continue to monitor and evaluate.

Influencing Policy

Highlights:

Standards for candidates in the Teacher Education Program are related to the AED. The University of Wyoming (UW) has three years of statistics on its preparations and its mentor teachers. Stakeholders include faculty, candidates, and mentor teachers.

Wyoming's National Board Certification for teaching has its administrative home in the Partnership as of 2005. The project involves a unique combination of private and public funding that seems to be successful. Wyoming has forty-seven board certified teachers. Currently, another 100 candidates are being mentored. The project's goal is ten percent of Wyoming's teachers (n=700) in ten years. The Partnership sees one role of these highly qualified teachers as contributing to policy-level conversations focused on Wyoming education.

Partnership Governing Board members participated in a conference call (9-22-05) with two Wyoming legislators on the topic of increasing student-teacher contact time by increasing the school year by ten days, and perhaps the length of the day as well. One result of the conversation was the Governing Board's seeking to commission a white paper on the topic that would be distributed to legislators and others. The Governing Board sees policy as a key concern. The student-teacher contact hours white paper might, in fact, be a pilot project with which we begin focusing more on policy in a focused manner.

The Educational Leadership Department (principal and superintendent preparation) has stated that it is making a concentrated effort to incorporate the agenda into its curriculum.

Challenges:

Since Wyoming does not have a P-16 Education Council, educational policy conversations are generated in a variety of ways, not all of them useful or particularly timely. By statute, a group called the Wyoming Education Planning and Coordination Council (WEPCC) has met sporadically during the past four years. A challenge for the Partnership is to play a role in shaping the formation of such P-16 conversations and, in fact, the formation of a Wyoming P-16 Council. A one-page proposal is being developed for UW President Tom Buchanan for a meeting with Governor Dave Freudenthal about the issue. The Partnership director is a co-writer of the proposal.

Wyoming's Mike Enzi chairs the U.S. Senate's Committee on Health, Education, Labor, and Pensions. A challenge and opportunity would be to feature Senator Enzi and others in a statewide or regional education policy forum in 2006, the twentieth anniversary of the Wyoming School-University Partnership.

Collaboration with Other Organizations

Highlights:

Collaboration with Other Organizations seems to be a Partnership strength and can become even stronger. Collaborations are around policy and projects.

POLICY AND PROJECT: The Wyoming School–University Partnership will play some kind of role in the \$400 million, state-funded Hathaway Scholarship Endowment, which opens the door for Wyoming students to receive funding for postsecondary education. Collaborators include the UW, the State Department of Education, and the Community College Commission. Up to \$20 million will be available per year, with scholarships likely to be awarded beginning in fall 2006. Key issues include a high school success curriculum and a seventh-grade course.

POLICY AND PROJECT: The Partnership has partnered with the Ellbogen Foundation to further the NBC initiative in Wyoming. This private-public model has great potential for other projects. Wyoming was recognized at the July NBC annual conference for its private-public model. The project has a \$427,560 budget for fiscal year 2005-2006, of which \$182,000 are state funds (we are negotiating an MOU with the Wyoming Department of Education).

POLICY AND PROJECT: P-16 instruction and curriculum articulation meetings (through Hathaway Scholarship, the Wyoming *Gear up! Grant*, and other efforts).

POLICY AND PROJECT: The Partnership and the Wyoming Department of Education entered into an MOU to further the Teacher Policy Institute. The Partnership's role is to assist with evaluation and help the project director. The Partnership received \$180,000 in state funds.

PROJECT: Sublette County #1, one of the state's wealthiest school districts and member of the Governing Board, made a gift of \$25,000 to the Wyoming School–University Partnership to sponsor another iteration of the Wyoming Leadership Associates Program for 2005-2006.

PROJECT: The Partnership accepted an invitation to support the formation of a New Principals Mentoring Program (\$500).

PROJECT: The Partnership will co-host a dinner honoring former North Carolina Governor James Hunt and keynote speaker at the November 17-18 Wyoming Business Alliance/Wyoming Heritage Foundation meetings. Hunt was instrumental in institutionalizing North Carolina's NBCT initiative (\$500).

Note: The amount of private and public money dedicated to projects outlined above exceeds the Partnership personnel and operating expenses budget by nearly seventy-five percent.

The NNER Statement on Equity

The Governing Board addressed this issue last year.

Leadership in the College of Education will be bringing equity statements forward and working on the issue over a period of time. The equity statement was presented to College of Education faculty. Also, an equity consultant will be working with the college's leadership council in the coming year.

REFLECTIONS ON PROGRESS TOWARD AND/OR CHALLENGES RELATED TO INITIATIVES THAT ADVANCE ASPECTS OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

Highlights

Partnership Governing Board meetings (July, September, November, February, April) include a regular round table of reports about partnership activities (e.g., National Board Certification, Teacher Policy Institute, mentor teacher agreements, P-16 articulation meetings, new principal mentoring program, League of Small Democratic Schools)

According to meeting evaluation data, a highlight of the Governing Board meetings is the regular NNER grounding activity. The group reads and discusses a short article to stimulate discussion. During the July meeting, for example, we discussed a *New York Times* op-ed piece entitled, "Reading, Writing, and Retailing."

At the September 26-27, 2005, Wyoming School Improvement Council, three superintendents on the Governing Board and the director presented a session that described the Partnership's commitment to community conversations around the AED and other topics by sharing examples from three districts. The president of the Wyoming School–University Partnership board and the director also had a session at the conference about the Partnership and its activities.

The Partnership had a strong presence at the June 2005 Oregon conference and sent ten to twelve attendees to the NNER annual meeting in Myrtle Beach, including four program presentations.

The Partnership hired a new full-time director beginning July 2005, after a year of interim leadership.

The Wyoming School–University Partnership continues to be connected to the NNER and the IEI through funded projects such as the NNER's "Leaders for Teacher Preparing Schools" initiative. We anticipate submitting a proposal for the "Journalism, Education, and the Public Good" initiative.

**CHANGES AND UPDATES WITHIN THE SETTING OR IN NAMES AND CONTACT INFORMATION
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Note: Preparation of this report began with a Partnership Governing Board meeting and the opportunity for all Governing Board members to contribute. Audrey Kleinsasser took the information from the meeting and created the next draft. Then, all members of the executive committee of the Governing Board had an opportunity to react to the draft, suggesting clarifications, additions, and corrections.

NNER BACKGROUND INFORMATION

John I. Goodlad and his colleagues created the National Network for Educational Renewal (NNER) in 1986 to begin work on the simultaneous renewal of schools and the education of those who work in them through the development of school–university partnerships. Fourteen partnerships in as many states were included in this first version of the NNER. Following publication of Goodlad's *Teachers for Our Nation's Schools* in late 1990, a new version of the NNER was formed with a sharp focus on the simultaneous renewal agenda guided by the nineteen (now twenty) postulates outlined in *Teachers*. Based on a review of applications, eight settings were included in the reconstituted NNER in early 1991. With the addition of Brandon School Division and Brandon University, Brandon, Manitoba, in 2004, the Network has grown to comprise 24 settings involving 42 institutions of higher education, some 150 school districts, and roughly 700 partner K–12 schools.

NNER MISSION STATEMENT

The National Network for Educational Renewal (NNER) leads by example in its commitment to improve simultaneously the quality of education for citizens of our democracy and the quality of preparation of educators for our schools through Institution of Higher Education/Local Education Agency (IHE/LEA) partnerships.

Members of the Network agree on a four-part mission for teaching in a democracy:

- Provide access to knowledge for all children (“equity and excellence”);
- Educate the young for citizenship in a social and political democracy (“enculturation”);
- Base teaching on knowledge of the subjects taught, established principles of learning, and sensitivity to the unique potential of learners (“nurturing pedagogy”); and
- Take responsibility for improving the conditions for learning in the entire school and university community (“stewardship”).

Members of the Network assert that quality schooling for a democracy and quality preparation of educators can best be accomplished by sharing responsibility for the following actions:

- Pursuing the Agenda for Education in a Democracy;
- Engaging university faculty in the arts and sciences with faculty members in education and public schools as equal partners collectively responsible for the Agenda;
- Including partnership settings nationally and internationally that together represent urban, suburban, and rural communities, ethnically and socioeconomically diverse public school and university students, and a broad range of public and private teacher education institutions of varying sizes and missions;
- Inquiring into and conducting research pertinent to educational practices and the renewal of public schools and the education of educators.

**Membership in the National Network for Educational Renewal
(as of October 2005)**

State/ Province	Setting (Number of IHE sites within setting)	Year Admitted
California	<ul style="list-style-type: none"> • California Polytechnic State University 	1991
Colorado	<ul style="list-style-type: none"> • Colorado Partnership for Educational Renewal (5) 	1986
Connecticut	<ul style="list-style-type: none"> • University of Connecticut 	1988
Georgia	<ul style="list-style-type: none"> • Georgia Partnership for Educational Renewal at Georgia Southern University 	2002
Hawai'i	<ul style="list-style-type: none"> • Hawai'i Institute for Educational Partnerships 	1987
Illinois	<ul style="list-style-type: none"> • Illinois State University Partnership 	2002
Maine	<ul style="list-style-type: none"> • University of Southern Maine/Southern Maine Partnership 	1986
Manitoba	<ul style="list-style-type: none"> • Brandon School Division and Brandon University 	2004
Minnesota	<ul style="list-style-type: none"> • St. Cloud Network for Educational Renewal 	2001
Missouri	<ul style="list-style-type: none"> • Metropolitan St. Louis Consortium for Educational Renewal (2) • University of Missouri–Columbia Partnership for Educational Renewal 	1993 2002
Nebraska	<ul style="list-style-type: none"> • Nebraska Network for Educational Renewal (2) 	1996
New Jersey	<ul style="list-style-type: none"> • Montclair State University Network for Educational Renewal 	1991
New Mexico	<ul style="list-style-type: none"> • Albuquerque Public Schools–University of New Mexico Partnership 	2003
New York	<ul style="list-style-type: none"> • The City University of New York and the New York City Public Schools (8) 	2000
Ohio	<ul style="list-style-type: none"> • Miami University Partnership • Wright State University 	1991 1993
South Carolina	<ul style="list-style-type: none"> • South Carolina Network for Educational Renewal (6) 	1991
Texas	<ul style="list-style-type: none"> • Arlington University–School Network for Educational Renewal • El Paso Network for Educational Renewal 	2003 1993
Utah	<ul style="list-style-type: none"> • Brigham Young University–Public School Partnership 	1986
Washington	<ul style="list-style-type: none"> • University of Washington Partnership 	1986
West Virginia	<ul style="list-style-type: none"> • Benedum Collaborative/West Virginia University 	2003
Wyoming	<ul style="list-style-type: none"> • Wyoming School–University Partnership 	1986