2016 Annual Conference of the National Network for Educational Renewal

“Progress Through Purpose: Sharing Our Journey Toward Simultaneous Renewal”

University student mentors leading the way along the path to college

Arlington, Texas, October 27-29, 2016
Welcome Message from the NNER’s Co-Executive Directors

Welcome to the 2016 NNER Annual Conference. Our colleagues from the University of Texas Arlington University-School Partnership’s vision, collaboration, and hard work are evident in every aspect of the conference planning. We would also like to welcome the new UT Arlington Dean of the College of Education Teresa Taber Doughty and congratulate Jeanne Gerlach, a strong NNER leader, as she moves from the Dean’s role to Associate Provost for K-16 Initiatives. The theme, Progress through Purpose: Sharing Our Journey Toward Renewal is timely and reinforces the NNER’s strategic planning that began in July where over 40 participants’ work resulted in recommendations for moving the Network forward. We are exploring new ways to do our work and renew commitment to our mission.

The conference theme and structure provide networking opportunities, time for input into the strategic plan, and sharing of innovative work across the Network. It is also a venue for NNER colleagues and friends who share our commitment to quality schooling and the stewardship of our profession to meet. The strands address collaboration, partnerships, leadership, and policy related to renewing our work toward the Agenda for Education in a Democracy.

Keynote speakers George Wright and Shanna Peeples will connect our work to the larger context in which schooling occurs. In addition, interactive breakout sessions will provide time for specific learning and conversation on relevant and important topics. Central to the NNER is our vision for a more socially just environment for all, which will be an overarching theme throughout the conference. The work of the NNER is more critical than ever, and developing new leaders and renewing settings are ongoing priorities for us.

While in Arlington please find time to welcome new NNER colleagues from the University of Idaho, our newest NNER affiliate setting. Please take time to say hello to us and talk with us about NNER-related work in your area. This is a great time to raise questions, share innovations, and offer suggestions that move the NNER forward.

Best Wishes for a Successful Conference

Greg Bernhardt and Ann Foster
Co-Executive Directors, NNER
Welcome Message from UT Arlington’s Education Dean, Teresa Taber Doughty

Welcome to Arlington, Texas and the 2016 National Network for Educational Renewal Conference! The University of Texas at Arlington is honored to once again host this conference. We’re are so glad that you are here for what promises to be a wonderful 3-day meeting packed with informative presentations, ideas for implementation, motivating keynote addresses, and opportunities to collaborate with colleagues from across the country.

We are pleased to be active members of NNER as we collaboratively seek to improve the quality of education for all children through excellence in educator preparation. It is through the partnerships among P-12 schools, institutions of higher education, and community members that educational equity and excellence, enculturation, nurturing pedagogy, and stewardship are realized. As you peruse the conference program, note the opportunity to visit our local schools and see the exciting and innovative educational practices in which they are engaged. Also reserve time on Thursday evening to hear UTA’s own Shanna Peeples, the 2015 National Teacher of the Year! These are just two of the many wonderful professional opportunities available to you this week.

Enjoy this annual conference and the Arlington area. Your commitment to quality education and professional preparation is evidenced by your presence at this meeting. While here, take time to explore Arlington, tour the UTA campus, visit the Dallas Historical Society or take a drive over to the Fort Worth Stockyards National Historic District to experience a little Texas livestock history. Whatever you choose to do, please know that we are delighted that you are here and wish you the best for a wonderful conference.

Teresa Taber Doughty, PhD
Dean
College of Education
University of Texas at Arlington
John I. Goodlad, 1920-2014

John Goodlad, whose work over the last sixty years had a major impact on schools and the education of educators, died on November 29, 2014 at his home in Seattle. He was 94.

“John Goodlad offered an alternative vision of what schooling should be,” said David Imig, for thirty years head of the American Association of Colleges for Teacher Education and a long-time-colleague. “He was passionate in his beliefs about the role of schools in a free democratic society. He could fill an auditorium with overflow crowds and challenge them to do better for all students. He had the perseverance to shake every congratulatory hand and to engage in conversation with an extraordinary range of adherents, critics, admirers, and detractors, all with civility and respect.”

Dr. Goodlad was born and educated in Canada. He later took a doctorate at the University of Chicago. By the end of his life he held twenty honorary doctorates from colleges and universities in the United States and Canada. He taught at all grade levels in a variety of institutions, including a one-room, eight-grade rural school in Canada. Following positions in Georgia and the University of Chicago, Dr. Goodlad was professor at UCLA, where he served as dean of the Graduate School of Education for sixteen years. Under his direction, the School became one of the top-ranked in the nation.

He authored, co-authored, or edited over three dozen books, provided chapters for more than one hundred others, and published more than two hundred articles in professional journals and encyclopedias. In 1984, he accepted an offer from the University of Washington to teach and do research. There, he created the Center for Educational Renewal and created the Institute for Educational Inquiry in 1992. In 1986, Dr. Goodlad created the NNER to be a national network of schools and universities focusing on the simultaneous improvement of schools and teacher education. The network today includes some 19 colleges and universities and 160 school districts.
National Network for Educational Renewal
Mission Statement

The National Network for Educational Renewal (NNER) leads by example as it strives to improve simultaneously the quality of education for thoughtful participation in a democracy and the quality of the preparation of educators. The NNER works through partnerships among P-12 schools, institutions of higher education, and communities.

Members of the Network agree on a four-part mission to advance Education in Democracy, which is as follows:

- provide access to knowledge for all children ("equity and excellence");
- educate the young for thoughtful participation 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 P-12 schools, institutions of higher education and communities ("stewardship").

Enabling Actions

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:

- engaging university faculty in the arts and sciences, education, public schools, and community members as equal partners collectively responsible for the Agenda;
- promoting and 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.
- proposing and monitoring federal, state and local policy that supports the implementing the Agenda for Education in a Democracy.
- providing opportunities for professional and leadership development for participants in NNER settings.

Revised and approved electronically by the NNER Governing Council

Plan Now for the 2017 NNER Conference!!

October 12-14, 2017
St. Louis Marriott West

660 Maryville Center Drive
St. Louis, Missouri 63141
(314) 878-2747

Details to be provided soon
NNER Executive Board Members

Audrey Allan, York School District, Tripartite Council School Chair
Greg Bernhardt, NNER
Daniella A. Cook, University of South Carolina
Vi Florez, University of New Mexico
Ann Foster, NNER
Nicholas Michelli, Graduate Center, City University of New York
Jennie Rakestraw, Winthrop University
Jennifer Robinson, Montclair State University
Deborah Shanley, Brooklyn College, City University of New York, and Interim Dean at Lehman College, CUNY
John Smith, University of Texas at Arlington
James Tomlin, Wright State University

2016 NNER Governing Council Members

Audrey Allan, * York School District, Tripartite Council School Chair
Greg Bernhardt, ** Co-Executive Director
Diana Clapp, Wyoming School-University Partnership
Jean Eagle, Miami of Ohio University
Vi Florez, University of New Mexico, Governing Council Chair
Ann Foster, ** NNER, Co-Executive Director
Heidi Frederiksen, Colorado State University
Jeanne Gerlach, University of Texas at Arlington
Carol Hall-Whittier, Metropolitan St. Louis Consortium
Greg Hollon, University of Cincinnati
Joseph Keferl, Wright State University
Mary Laffey, Missouri Partnership/University of Missouri-Columbia
Nicholas Michelli, ** Graduate Center, City University of New York
Rene Middleton, Ohio University
Jennie Rakestraw, * South Carolina Network/Winthrop University, Executive Board member at-large
Wayne Reed, Brooklyn College and Angela Jamie, University of Wyoming:
    Equity, Diversity, Social Justice Committee Co-Chairs
Francisco Rios, Western Washington University Affiliate Member
Jennifer Robinson, Montclair St. University
René Roselle, University of Connecticut
Ann Sebald, Colorado State University
Deborah Shanley, * Brooklyn College, CUNY and Interim Dean at Lehman College-CUNY, and Past Governing Council Chair
John Smith, * University of Texas at Arlington
Debbie Summers, California State University at Chico
James Tomlin, * Wright State University, A&S Tripartite Council Chair
Penny Tenuto, University of Idaho Affiliate Member
Cindy Van Buren, University of South Carolina

* Executive Board member elected by the Governing Council
** Nonvoting member of the Executive Board
2016 NNER Conference Planning Committee

Denise Collins, University of Texas at Arlington
Mary Curtis, University of Texas at Arlington
Diane Galloway, University of Texas at Arlington
Joyce Myers, University of Texas at Arlington
Diane Patrick, University of Texas at Arlington
Kathryn Pole, University of Texas at Arlington
John Smith, University of Texas at Arlington
Maria Trache, University of Texas at Arlington

NNER Settings

California State University, Chico
City of New York and the New York City Public School Partnerships
Colorado State University
Metropolitan St. Louis Consortium for Educational Renewal
Miami University Partnership
Montclair State University Network for Educational Renewal (MSUNER)
Ohio University, The Patton College of Education
Western Washington University
Winthrop University
Wright State University Network for Educational Renewal (WSUNER)
Wyoming School-University Partnership
University of Cincinnati
University of Connecticut, Neag School of Education
University of Idaho
University of Missouri Partnership for Educational Renewal (MPER)
University of New Mexico
University of South Carolina
University of Texas Arlington
University of Washington
Richard W. Clark Award for Exemplary Partner School Work Recipients

2016  University of Connecticut, Naeg School of Education and the E.B. Kennelly School

2015  Dayton Public Schools/Wright State University, Boys Academy

2013  Winthrop University-School Partnership Network

2010  University of Connecticut Naeg School of Education and Bulkelely High School

2009  Montclair State University, Franklin Elementary School

2008  Ho’okulauwi Community, School and University Partnership for the Vitalizeon of Native Hawaiian Education, University of Hawaii

2007  Missouri Partnership for Educational Renewal, University of Missouri, Mary Paxton Keeley Elementary School

2006  Colorado Partnership for Educational Renewal, Rishel Middle School

2005  Montclair State University, Grover Cleveland Middle School

Nicholas Michelli Award for Social Justice Recipients

2016  Center for Pedagogy, College of Education and Human Services Teacher Education Program at Montclair State University

2015  California State University at Chico REACH Program

2014  Miami of Ohio Urban Teachers’ Cohort

2011  University of Missouri Partnership for Educational Renewal Mental Health Leadership Academy and the CUNY – New York Dept. of Education Partnership (co-recipients)

2010  Ken Jones, University of Southern Maine Teacher Democracy in the Classroom Case Studies

2009  Brandon, Manitoba School District - District Finance Policy Ensuring Underserved Students’ Schools are Fully Funded

2008  Illinois State University Little Village Chicago Partnership

2007  University of Nebraska and Pershing Elementary School Developing Networks (NeNER)

2006  Wyoming Partnership-Shepard Symposium

2005  University of Hawaii Partnership. The Center for Disabilities Study, the Leeward Community College Collaboration, Developing Networks, and the Center for Native Hawaiian and Indigenous Education
## Conference Schedule Overview

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Thursday, October 27</strong></td>
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<tr>
<td>Registration</td>
<td>8:00 – 5:00</td>
<td>Main Lobby</td>
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<td>School Tours and Lunch (Dutch Treat)</td>
<td>9:00 - 12:30</td>
<td>local schools and restaurant</td>
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<tr>
<td>Newcomers’ Session</td>
<td>1:00 – 1:45</td>
<td>Triple Crown</td>
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<tr>
<td><strong>GENERAL SESSION 1: Welcome and Conference Overview</strong></td>
<td>2:00 – 2:45</td>
<td>Champions Ballroom</td>
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<tr>
<td>Presentations, Symposia, and Roundtables</td>
<td>3:00 – 4:15</td>
<td>meeting rooms</td>
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<tr>
<td>Presentations and Symposia</td>
<td>4:30 – 5:45</td>
<td>meeting rooms</td>
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<tr>
<td><strong>GENERAL SESSION 2: Dinner, Awards, Keynote</strong></td>
<td>6:30 – 9:00</td>
<td>Plaza on the Hill</td>
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<tr>
<td>Shanna Peeples, 2015 National Teacher of the Year</td>
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<td><strong>Friday, October 28</strong></td>
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<tr>
<td>Registration</td>
<td>7:30 – 4:00</td>
<td>Main Lobby</td>
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<tr>
<td>Continental Breakfast</td>
<td>8:00 – 9:00</td>
<td>Champions Ballroom Foyer</td>
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<tr>
<td>Presentations, Symposia, and Roundtables</td>
<td>9:00 – 10:15</td>
<td>meeting rooms</td>
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<td>Presentations and Symposia</td>
<td>10:30 – 11:45</td>
<td>meeting rooms</td>
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<tr>
<td><strong>GENERAL SESSION 3: Luncheon, Keynote</strong></td>
<td>12:00 – 1:30</td>
<td>Champions Ballroom</td>
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<td>Dr. George Wright, President Prairie View A&amp;M University</td>
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<tr>
<td>Presentations and Symposia</td>
<td>1:45 – 3:00</td>
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<tr>
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<td>4:45 – 6:00</td>
<td>meeting rooms</td>
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<tr>
<td>Dinner Out with Colleagues</td>
<td>6:00 -</td>
<td>surrounding restaurants</td>
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<tr>
<td><strong>Saturday, October 29</strong></td>
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<tr>
<td>Registration</td>
<td>7:30 – 9:00</td>
<td>Main Lobby</td>
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<tr>
<td><strong>GENERAL SESSION 4: Breakfast and Partnership Panel</strong></td>
<td>8:00 – 9:30</td>
<td>Champions Ballroom</td>
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<td>Panelists: Drs. Rick Garcia, Jeanne Gerlach, Diane Patrick, Moderator: Dr. Teresa Doughty</td>
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<tr>
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Presentation, Symposia, and Roundtable Titles
(see full information in program)

THURSDAY, 1:00-1:45 Newcomers’ Session
THURSDAY, 2:00-2:45 GENERAL SESSION 1
THURSDAY, 3:00-4:15
• Development of a Democratic School in a Public School District.
• Sustainably Funded Teacher Residency Partnerships: Reallocating Resources for the Public Good.
• Facilitating Collaborative Research to Benefit Teacher Education Programs, Classrooms, and Communities.
• How Can the NNER Respond to Policy Threats to its Basic Principles?
• Sharing of School-University Partnerships.
• Beyond Pink and Blue: Exploring LGBT Inclusion in the Elementary Classroom.
• The Impact of Shared Leadership on Teacher Job Satisfaction.
• The Research We Need to Prepare Teachers for Educational Renewal within Current Contexts of Accountability: Reflecting upon John Goodlad’s Twenty Postulates.
• Disengagement and Reengagement from School: Stories from Former Students.
• The DAR*Model: How A Democratic School In Guatemala Promotes Citizen Development.

THURSDAY, 4:30-5:45
• It's Not Just About the Bathrooms - Issues of Equity in Public Schools.

THURSDAY, 6:30- 9:00 GENERAL SESSION 2 AND DINNER

FRIDAY, 9:00-10:15
• Doing More with Less: Advancing Equity and Simultaneous Renewal through Meaningful Professional Development Opportunities.
• School Leader Perceptions of the Professional Development School Model: Challenges and Solutions to Successful Partnering.
• Identifying and Building Academic Climates of Belonging and Engagement: Good for All PK-16 Learners and Critical for the Most Vulnerable.
• Renewed Mindset for Assessment.
• Roadblocks on Our Shared Journey Towards Democracy and Social Justice: A Facilitated and Engaged Dialogue on Work Towards Equity and Justice in Schools, University, and Community Settings Across NNER Partnership Settings.
• Building and Sustaining Partnerships for Simultaneous Renewal (and CAEP): The Important, The Practical, and the Obligators.
• Effective School/University Partnerships: What are the Significant Components? How Might These Components Be Assessed?
• Faculty Perspectives: Collaborative Transformation Efforts in Teacher Preparation.
• The Invisible Thread: The Power of Mentoring and Acts of Kindness.
• Can Gay and Lesbian Elementary Teachers Self-Disclose in Schools?

FRIDAY, 10:30-11:45
• Building on Teachers’ Feedback and Experiences in Responsible Professional Development for Writing Instruction at a PDS.
• "Read and Feed: A Five-Agency Partnership for Equitable Literacy Enhancement.
• July, 2016 NNER Summer Institute Update.
• “Do We Teach Subjects or Students?” Analyzing Conversations about Issues of Race and Gender.
• Teacher and Student Participatory Action Research (tsPAR).
• The International Earth Charter: An Ethical Framework for the Future.
• NNER Futures’ Planning Feedback: A Facilitated Conversation for the Long-View.
• Successful Service Learning: A Civically Engaged School.
• School-Based Experiential Outdoor Education: A Neglected Necessity.
FRIDAY, 12:00-1:30 GENERAL SESSION 3
FRIDAY, 1:45-3:00
- Publish in the NNER Journal.
- Innovating with Digital Teacher Induction to Reach New Teacher Graduates.
- Today’s Dream Keepers: Exploring the Personal and Professional Beliefs of Teachers Who Successfully Provide Literacy Instructions to African American Males in Grades 3-5.
- Investigating the Effects of a Technology Integrated Field Experience on Teaching using TPACK.
- The Promise and Pitfalls of University-School Collaboration.
- Authentic Assignments Framed by Social Justice and Equity: Teaching Toward the Agenda - What does it look like? Sound Like? Feel Like?
- Thriving Democratic Schools: Their Characteristics, Successes, and Challenges.

FRIDAY, 3:15-4:30
- Partnerships: Benefitting Students with Special Needs.
- Fostering Global Competency through the Clinical Model: Involving International Graduate Students in PDS Partnership.
- Logic Model Prospectus: Renewing Our Center of Pedagogy.
- Walking Together Towards the Intersection of Social Justice and Democracy: Creating Partnerships of Equity and Inclusion in Public Education and Within the NNER. (Symposium Continues until 6:00 pm)

FRIDAY, 4:45-6:00
- Innovative Partnerships: Opportunities to Teach, Reflect, and Understand.
- Elementary Pre-Service Teacher’s Program and Field-Based Experience with Response to Intervention.
- The Learning Context — Partnerships between K-12 Schools and Colleges of Education.
- Walking Together Towards the Intersection of Social Justice and Democracy: Creating Partnerships of Equity and Inclusion in Public Education and Within the NNER. (Symposium Continued from 3:15 pm)

SATURDAY, 8:00-9:30 GENERAL SESSION 4
SATURDAY, 9:45-11:00 PRESENTATIONS
- Photovoice: Creating Spaces for English Language Learners to Share their Cultural Strengths and Experiences.
- Partnering for 21st Century Learning: Fostering Digital Literacy and Technology Integration in a College of Education.
- Asset-Based Thinking: A Better Way to Lead.
- Using Core Practices to Promote Simultaneous Renewal with Teaching Candidates and K-12 Partners.
- Engaging the Students in Critically Examining the Multiple Perspectives of Controversial Dilemmas.
- Student Exploration Research Project Presentations — Engaging and Memorable Learning for All.
- Cultural Collaboration for Teachers of Culturally and Linguistically Diverse Students.
- Candidates, Classroom Management, and Criticisms.
- They Have Games!

SATURDAY, 11:15-12:30 PRESENTATIONS
- Using Problem-Based Learning in the Digital Environment.
- edTPA Challenges and the Strategies to Mitigate Them.
- Deliberative Democracy in the Classroom.
- Clinical Practice Partnerships: Updates from the AACTE National Commission.
- The Challenge of Creating Future Teachers with the Courage, Conviction and Know-How to Advocate for Inclusive Schools in Politically Polarized Times.
- Integrated Project-Based Learning to Fuel Engagement and Stewardship.
2016 NNER Conference Strands

The conference theme “Progress through Purpose: Sharing Our Journey Toward Renewal” is supported by four conference strands. During the submission process, please select the strand that is most fitting to your proposal. The descriptions of the conference strands are further detailed:

Strand 1: Toward Partnering Through Collaboration
One of NNER’s major principles is simultaneous renewal, that as university educator preparation programs and school district and community partners work closely together to improve educator preparation, each gets better as well. It is through such partnerships that educator preparation programs can be designed to produce classroom teachers and education leaders best able to meet the increasingly diverse needs of our contemporary society. This strand focuses on proposals for presentations that address characteristics of effective educator preparation partnerships. Such characteristics may include shared governance, funding, sustainability, partner school operations, professional development, induction, involving parents and community, involving faculty partners in the arts and sciences, partnership evaluation and improvement, and partnership challenges and solutions.

Strand 2: Toward the Agenda for Education in a Democracy
This strand addresses what teaching for democracy looks like in school and teacher education contexts with commitments to equity, diversity and social justice. Examples of ideas considered in this strand include: What are models and best practices in K-12 and/or higher education settings which are framed by a social justice orientation? How do we define what teaching looks like in school contexts that are diverse, multi-cultural, multi-ethnic, multi-lingual and historically inequitable? How are attempts to seek equity and social justice seen in school renewal efforts? How might teacher education programs help candidates sustain a commitment to social justice over their career? How do teacher educators and school partners collaborate to infuse a social justice orientation into their educational work?

Strand 3: Toward Leadership and Policy
The focus of this strand is to engage researchers, school leaders and policy makers in a conversation about renewal by reviewing our understanding of schooling and education, reflecting on how to improve the climate of our schools, identifying purposeful educational objectives for all students, and proposing new institutional models to serve these goals. What is the scope of education in the twenty-first century? How should schools change in an era of technology and globalization? How do we create a healthy school climate that allows all students to succeed in school, pursue higher education, enter the labor market, become good citizens, and live purposeful and productive lives? How do we change our policy and practice to reshape these new institutions of learning? What is the role of school leaders in attaining these goals? What does renewal actually mean for school administrators and policy makers? How will they proceed in implementing innovative, sustainable, engaging ideas leading to school renewal?

Strand 4: Toward Instruction and Assessment
Today, 21st century citizens must be prepared to participate in American society and in a competitive global environment. The emphasis of this strand is on the place of instruction and assessment that equips learners with appropriate knowledge and skills to result in positive student outcomes. How do we support renewal through instruction that engages diverse learners? How do assessment practices influence the journey toward renewal? How do community partnerships further instruction and assessment practices and outcomes? What ways do culturally responsive classrooms support students to become participants in our democratic society? We encourage you to submit proposals that address engaging instruction and authentic assessment.
CONFERENCE SCHEDULE

Thursday, October 27

8:00 – 5:00  Registration  Main Lobby
9:00 - 12:30  School Tours and Lunch (Dutch Treat)  local schools and restaurant
9:00 – 11:15  Tri-Partite Council Meeting  World Cup
11:45 – 1:45  Governing Council Meeting  World Cup
1:00 – 1:45  **Newcomers’ Session**
            Karen Rowe, Colorado State University
            Liz Urban, Colorado State University

Thursday, 2:00 – 2:45  **GENERAL SESSION 1**  Champions Ballroom
- Welcome  Dr. Teresa Taber Doughty, Dean, College of Education, University of Texas at Arlington
- Welcome  Dr. Marcello Cavazos, Superintendent, Arlington, Texas Independent School District
- Welcome  Dr. Jeanne Gerlach, Associate Provost, University of Texas at Arlington
- Welcome  Dr. Vi Florez, Chair of the NNER Governing Council
- Overview  Dr. John A. Smith, Associate Dean, College of Education, University of Texas at Arlington

Thursday, 3:00 – 4:15  **Presentations, Symposia, and Roundtables**

**Presentations**

*Development of a Democratic School in a Public School District.*  STRAND 2
Jon Downs, State College Area, PA, School District
Thursday, October 27, 3:00 – 4:15, Triple Crown

**Abstract:** The Delta Program is a democratic program (Grades 5-12) of the State College Area School District. Delta incorporates and institutionalizes student, teacher, and parent voice in decision-making from the structure of schedule to the hiring of faculty. Student voice is a concept that is used very loosely in today’s schools. At Delta, we are strongly committed and deliberate to letting all members of the school community have a voice and ownership of the program.
**Sustainably Funded Teacher Residency Partnerships: Reallocation Resources for the Public Good.** STRAND 1
Karen De Moss, Bank Street College
Thursday, October 27, 3:00 – 4:15, Wimbledon

**Abstract:** Teacher preparation groups have long called for yearlong clinical “residencies” as a way to improve preparation and build deeper partnerships between districts and providers. Often, grant funding supports such partnerships, with good results. The challenge, though, is how to sustainably fund these quality partnership programs when funding runs dry. This paper provides examples from across the United States for building sustainable funding models that offer teacher candidates a year-long, financially supported residency experience.

**Facilitating Collaborative Research to Benefit Teacher Education Programs, Classrooms, and Communities.**
STRAND 1
Christa Preston Agiro, Wright State University
Thursday, October 27, 3:00 – 4:15, Wimbledon

**Abstract:** This presentation will illustrate methods for promoting professional development by presenting a model of a faculty member leading research projects with teacher education students and classroom teachers that will be useful to teachers in the field. Candidates benefit from learning to collaboratively build a research project, being reflective about data, and displaying job readiness because of the co-authorship of articles.

**Symposia**

**How Can the NNER Respond to Policy Threats to its Basic Principles?** STRAND 3
Nick Michelli, Graduate Center, City University of New York
Melanie Waller, Graduate Center, City University of New York
Katherine Entigar, Graduate Center, City University of New York
Tina Jacobowitz, Montclair State University
Thursday, October 27, 3:00 – 4:15, Hall of Fame

**Abstract:** This workshop style session is designed to examine and understand policy influencing the work of the NNER and the sources of these policies. We explore the obligation and possible role of NNER settings and their members—including all three members of the tripartite—to be cognizant of policy obstacles and know how to influence them, hopefully proactively. In part we can do this by examining policies as they are implemented in other states and be prepared to propose counter arguments when they threaten our own state. To do this we will use discussions and simulations and invite participants to commit to what they will and can do in their own settings. We will provide resources for participants to continue their work.

**Beyond Pink and Blue: Exploring LGBT Inclusion in the Elementary Classroom.** STRAND 2
April Bedford, Brooklyn College
Kevin Wood, 1st-grade teacher, educational consultant, Brooklyn, NY
Thursday, October 27, 3:00 – 4:15, World Series 1 and 2

**Abstract:** Recent focus on same-sex marriage and gender-neutral bathrooms has thrust LGBT issues into the public discourse. Yet, LGBT issues in schools are still often seen as taboo – particularly elementary schools. As the LGBT landscape diversifies nationwide, Pre-K through 5th-grade educators must consider their own feelings and approaches to the probability of LGBT families and students in their schools. Further, an anti-bias curriculum that includes the LGBT community is crucial for all classrooms regardless of make-up, to help elementary-age students develop understanding and prepare them for the world we live in.
Roundtables: Champions Ballroom

**The Impact of Shared Leadership on Teacher Job Satisfaction.** STRAND 3
Samantha Ward, University of Texas at Arlington
Casey Brown, University of Texas at Arlington
Thursday, October 27, 3:00 – 4:15, Champions Ballroom, Table 1

**Abstract:** Educational leaders’ decision-making strategies are imperative to campus success. The impact of campus leadership on student achievement is second only to teachers’ interactions with students. Creating a team of leaders allows duties to be distributed. Presenters will report on the results of a case study in which the relationship between shared leadership and teacher job satisfaction was examined through the lens of complexity theory.

**The Research We Need to Prepare Teachers for Educational Renewal within Current Contexts of Accountability: Reflecting upon John Goodlad’s Twenty Postulates.** STRAND 3
Noelle A. Paufler, University of North Texas
Audrey Amrein-Beardsley, Arizona State University
Thursday, October 27, 3:00 – 4:15, Champions Ballroom, Table 2

**Abstract:** Changing policies that hold teachers and school leaders, and the universities that prepare them, accountable has restored the capacity of John Goodlad’s vision for educational renewal to (re)frame related policy conversations. For this conceptual study, researchers examine how Goodlad’s Twenty Postulates, accordingly: 1) have (re)shaped educator preparation; 2) have been (or will be) impacted by such accountability policy; and 3) might be extended and/or expanded for the next generation of school leaders, teachers, and students.

**Disengagement and Reengagement from School: Stories from Former Students.** STRAND 3
Marina Flores, Garland, Texas, Independent School District
Casey Brown, University of Texas at Arlington
Thursday, October 27, 3:00 – 4:15, Champions Ballroom, Table 3

**Abstract:** Dropping out of school is not an isolated occurrence, but a process of disengagement that begins early in a student’s educational career. This study was conducted to provide insight into why students became disengaged from school, and whether placement at an alternative campus affected their decision to graduate or drop out. During this session, presenters will share former students’ perceptions of how their alternative high school experiences affected their autonomy, competence, and relatedness.

**The DAR*Model: How A Democratic School In Guatemala Promotes Citizen Development.** STRAND 4
Allison Borden, University of New Mexico
Thursday, October 27, 3:00 – 4:15, Champions Ballroom, Table 4

**Abstract:** Colegio Naleb’, a democratic school in Guatemala, puts into practice three concepts to help students, teachers, and families develop and strengthen citizenship skills: diálogos, asambleas, and el gobierno escolar. The DAR® Model grew out of the work at Colegio Naleb’ and responds to a national need to improve civil society. Professional development programs based on the DAR® Model and taught by Colegio Naleb’ personnel extend the school’s impact well beyond its walls.
Thursday, 4:30 – 5:45        Symposium

*It's Not Just About the Bathrooms - Issues of Equity in Public Schools.* STRAND 2
Jacinto Ramos, Ft. Worth, Texas, Independent School District School Board
Wayne Reed, Brooklyn College
Robb Leigh Davis, NYC LGBT Center
April Bedford, Brooklyn College
Angela Jaime, University of Wyoming
Diane Galloway, University of Texas at Arlington
Kathryn Pole, University of Texas at Arlington
Thursday, October 27, 4:30 – 5:45, Hall of Fame

**Abstract:** In this symposium, Mr. Jacinto Ramos, Board President, Ft Worth Independent Schools, reflects on his efforts to bring equity and social justice to all students in a large urban school district. Mr. Ramos’ presentation will be supported by a panel of educators and activists with experience in developing inclusive schools and communities.

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Thursday, 6:30 – 9:00        GENERAL SESSION 2

1. **Welcome:** Dr. Teresa Taber Doughty, Dean of the UT Arlington College of Education
2. **Dinner**
3. **Presentation of the 2016 Richard W. Clark Award for Exemplary Partnership School Work**
   Ann Foster and Greg Bernhardt, NNER Co-Directors
   Recipient: University of Connecticut Naeg School of Education and the E.B. Kennelly Elementary School
   - Mary Lou Duffy          Principal, E.B. Kennelly Elementary School
   - June Cahill             Dean of Students, E.B. Kennelly Elementary School
   - Robin Hands             Director of School/University Partnerships, UConn Neag School of Education
   - René Roselle            Associate Director of Teacher Education, UConn Neag School of Education
4. **Presentation of the Nicholas Michelli Award for Social Justice**
   Nicholas Michelli, Graduate Center, City University of New York
   Recipient: Center for Pedagogy at Montclair State University
   - Sarah Davie        Special Education Teacher, Newark Public Schools, Montclair State University
   - Concetta Donvito  Director, Montclair State University Network for Educational Renewal
   - Tina Jacobowitz  Chairperson, MSU Dept. of Early Childhood, Elementary, and Literacy Education
   - Jennifer Robinson Executive Director, Center of Pedagogy, Montclair State University
   - Leslie Wilson    Dept. of History Faculty & Arts and Sciences Liaison, Montclair State University
5. **Introduction of Speaker:** Dr. John A. Smith, UT Arlington College of Education
6. **Keynote Address:** Shanna Peeples, 2015 National Teacher of the Year and UT Arlington alumna

*Music provided by the South Grand Prairie High School Mariachi Band.*

*Read more about Shanna Peeples on the next page*
Shanna Peeples was named USA 2015 National Teacher of the Year on April 27, 2015 and was presented with her award by the President of the United States, Barack Obama. She took a circuitous route to the classroom. She worked as a disc jockey, medical assistant, pet sitter and journalist before teaching, as she says, chose her. Peeples now teaches at Palo Duro High School in Amarillo, Texas, where she spends half of her day as a high school English teacher and the other half mentoring, coaching and challenging her colleagues to grow in the teaching profession.

At Palo Duro High School, her students come from many different backgrounds. Amarillo is one of several cities in the United States that helps refugees find new paths in life and gain access to critical resources. As a result, Peeples works with many students who speak English as a second language or recently entered the United States from another country. “My students, survivors of deep and debilitating trauma, have shaped the kind of teacher I am,” she says. “They have taught me to never make a promise I can’t keep because so many already have learned to see the world through suspicious eyes. To be the best teacher to them, I have to remember this and honor their background. I remember so I can gain their trust because I want them to read and write their way out of where they are.”

As the 2015 National Teacher of the Year, Shanna is shaping the conversation in this country about working with students in poverty, and those who have already faced extreme challenges in their young lives. Through a variety of teaching methods, Peeples reaches her students and helps them achieve their full potential far beyond her classroom walls. Shanna has taught for the past 12 years, four of them in her current role. She earned an Associate’s degree from Amarillo College, a Bachelor of Arts from West Texas A&M University and a Master of Education from the University of Texas at Arlington.
Friday, October 28

7:30 – 4:00  Registration  Main Lobby
8:00 – 9:00  Continental Breakfast  Champions Ballroom Foyer

Friday, 9:00 – 10:15  Presentations, Symposia, and Roundtables

Presentations

**Doing More with Less: Advancing Equity and Simultaneous Renewal through Meaningful Professional Development Opportunities.** STRAND 1
Robin E. Hands, University of Connecticut
Rene Roselle, University of Connecticut
Mary Lou Duffy, E. B. Kennelly School
June L. Cahill, E. B. Kennelly School
Friday, October 28, 9:00 – 10:15, Wimbledon

**Abstract:** This session will showcase how an urban Pre-K to 8 school successfully partners with the University of CT in a way that promotes the nine essentials of a Professional Development School, as outlined by the National Association of Professional Development Schools (2008), This partnership provides an example of how the nine essentials can be operationalized to create a vibrant, life-giving example of simultaneous renewal.

**School Leader Perceptions of the Professional Development School Model: Challenges and Solutions to Successful Partnering.** STRAND 1
Michael E. Hess, Ohio University
Charles L. Lowery, Ohio University
Sara C. Hartman, Ohio University
Marcy Keifer Kennedy, Ohio University
Christopher S. Kennedy, Ohio University
Friday, October 28, 9:00 – 10:15, Wimbledon

**Abstract:** This scholarly presentation will engage participants in an interactive discussion about a research study that investigated School Leaders’ perceptions of successful Professional Development School Partnerships (PDS). The PDS partnerships model is on founded on collaboration and reciprocity between school and university partners. The research findings presented here are essential for furthering the work of schools and universities who pursue this type of collaborative endeavor in educator and educational leadership preparation.
Symposia

Identifying and Building Academic Climates of Belonging and Engagement: Good for All PK-16 Learners and Critical for the Most Vulnerable. STRAND 2
Audrey M. Kleinsasser, University of Wyoming
Margaret Hudson, Albany County School District #1 and University of Wyoming Lab School
Donnan Stoicovy, Park Forest Elementary School, State College, PA and the League of Democratic Schools
Friday, October 28, 9:00 – 10:15, Hall of Fame


Renewed Mindset for Assessment. STRAND 4
Destiny Reddick, Maryville University
Michelle Hunter, Maryville University
Friday, October 28, 9:00 – 10:15, Super Bowl 1 and 2

Abstract: How can teachers promote winning streaks and terminate losing streaks? In this session, participants from K-12 and SOE settings will analyze their current assessment mindset and teaching practices to set goals for promoting a growth-mindset within their students. Join us for an engaging discussion of what the research tells us about using formative assessment strategies to promote self-efficacy and increase student achievement. You will leave with resources that support a renewed assessment mindset.

Roadblocks on Our Shared Journey Towards Democracy and Social Justice: A Facilitated and Engaged Dialogue on Work Towards Equity and Justice in Schools, University, and Community Settings Across NNER Partnership Settings. STRAND 2
Kevin Roxas, Western Washington University
Charlotte Ijei, Parkway School District, Chesterfield, Missouri
Daniella A. Cook, University of South Carolina
Nadine Ball, Maryville University
Friday, October 28, 9:00 – 10:15, Triple Crown

Abstract: Faculty members, teachers, students in schools universities and in community settings throughout NNER sites across the country are doing important work to first identify and then programmatically address inequities they see in their local communities and, in so doing, affecting positive change. However, in doing this work to promote diversity and equity, these faculty members, teachers, and students are facing barriers and obstacles at the school, university, and community levels. In this proposed symposium, 3 presenters will provide an overview of the barriers and obstacles they face in their work towards equity, democracy and social justice.
• Daniella Cook: The Roots & Routes of School University Partnerships: A Counter Narrative
• Charlotte Ijei: Social Justice Initiatives in K-12 Education to Eliminate the Achievement Gap by Recognizing Our Own Racial Biases
• Nadine Ball: Deep Waters: frameworks that sustain bias in our teaching
A major focus of the symposium will be a facilitated and engaged dialogue amongst the 3 presenters and members of the audience around the work they are doing individually and collectively in schools and strategies to address the barriers and obstacles they face in their work, and the creative and innovative strategies they use in their work towards equity and justice in schools.
**Building and Sustaining Partnerships for Simultaneous Renewal (and CAEP): The Important, The Practical, and the Obligators.** STRAND 1
Jennie Rakestraw, Winthrop University
Harriet Jaworowski, Rock Hill Schools
Audrey Allan, Hunter Street Elementary School
Lisa E. Johnson, Winthrop University
Beth G. Costner, Winthrop University
Robert G. Prickett, Winthrop University
Kelly Costner, Winthrop University
Friday, October 28, 9:00 – 10:15, World Series 1 and 2

**Abstract:** A viable, dynamic, and sustainable university-school partnership model is described through a variety of education, arts and sciences, and P-12 lenses. The “important” includes how partnerships are built and maintained to support ongoing simultaneous renewal and improved teaching and learning in both school and university settings. The “practical” includes all the key components that ensure successful partnerships; and the “obligatory” addresses how building solid partnerships meets all related CAEP standards.

**Roundtables, Champions Ballroom**

**Effective School/University Partnerships: What are the Significant Components? How Might These Components Be Assessed?** STRAND 1
Concetta Donvito, Montclair State University
Jennifer Robinson, Montclair State University
Caroline Murray, Montclair State University
Friday, October 28, Champions Ballroom, Table 1

**Abstract:** With the current emphasis on clinical experiences and practice in university-based teacher preparation programs, this presentation will focus on identifying the characteristics and significant components of effective school/university partnerships that provide teacher candidates with these opportunities. This will be followed by a discussion of how to assess the depth of these partnerships using these components as indicators.

**Faculty Perspectives: Collaborative Transformation Efforts in Teacher Preparation.** STRAND 1
Viola E. Florez, University of New Mexico
Allison M. Borden, University of New Mexico
Friday, October 28, Champions Ballroom, Table 2

**Abstract:** This session involves the sharing of efforts to redesign and transform curriculum and teaching practices of the next generation of educators, particularly candidates preparing to enter the teaching profession. The Supporting Transformation Action in Reciprocity Together (START) initiative was designed to study and document the growth and professional development of faculty related transforming teacher education and other professional courses through collaboration and design integrated field experiences to support cultural competency.
**The Invisible Thread: The Power of Mentoring and Acts of Kindness.** STRAND 1
Deborah Shanley, Brooklyn College-CUNY
Dupoux Clifford, Urban Community Teacher Project
Friday, October 28, Champions Ballroom, Table 3

*Abstract:* This roundtable discussion will be framed around the book The Invisible Thread by Laura Schroff and focus on the key elements of successful mentoring practices. Current research and examples of how to set up a partnership with a local school will be explored. The final exercise will involve the participants articulating their own invisible thread connections.

**Can Gay and Lesbian Elementary Teachers Self-Disclose in Schools?** STRAND 2
Wayne Reed, Brooklyn College (CUNY)
Friday, October 28, Champions Ballroom, Table 4

*Abstract:* In this roundtable, Wayne A. Reed explores the idea of gay and lesbian teachers “coming out” in elementary school settings. Drawing on his research and advocacy at the Proud Teacher Initiative in Brooklyn, New York, and his ongoing dialogue with K-5 practitioners throughout the country, Dr. Reed examines the challenges and possibilities of self-disclosing one’s gay identity in K-5 schools and classrooms.

**Friday, 10:30 – 11:45**

**Presentations and Symposia**

**Presentations**

*Building on Teachers' Feedback and Experiences in Responsible Professional Development for Writing Instruction at a PDS.* STRAND 1
Linda Pickett, Winthrop University
Bettie Parsons Barger, Winthrop University
Audrey Allan, Hunter Street Elementary School
Jaime O’Neill, Hunter Street Elementary School
 Karey Wengert, Winthrop University
Friday, October 28, 10:30 – 11:45, Super Bowl 1 and 2

*Abstract:* This interactive presentation describes the process, components, and results of responsive professional development for writing instruction at a PDS. The original PD plan was driven by student writing data, teacher perceptions of writing and writing instruction. We will share how observations and critical conversations in each PD activity shifted the focus for future sessions. A third grade teacher and intern will detail how the PD writing strategies were implemented in their classroom the following year.
"Read and Feed: A Five-Agency Partnership for Equitable Literacy Enhancement. STRAND 1
Betty Porter Walls, Harris-Stowe State University
William Kerns, Harris-Stowe State University
10:30 – 11:45, Super Bowl 1 and 2

Abstract: Read and Feed, a partnership of the International Literacy Association (ILA) and the National Association of Title I Directors (NASTID) combines ILA volunteer-led reading/literacy instructional programs with existing Title I school vacation-based food programs to improve student reading and literacy, and to foster parental involvement. This session will describe how the national agencies partner with Missouri’s state and local councils of the ILA in collaboration with Harris-Stowe State University’s College of Education to share the joy of reading, provide literacy instruction, and donate free trade books for ownership by elementary students.

July, 2016 NNER Summer Institute Update. STRAND 1
Viola Florez, University of New Mexico
Ann Foster, National Network for Educational Renewal
Gregory Bernhardt, National Network for Educational Renewal
Friday, October 28, 10:30 – 11:45, Wimbledon

Abstract: This session will focus on the NNER Strategic Planning Institute held in Albuquerque, New Mexico on July 18-19, 2016. The purpose of the Institute was to bring NNER setting members from across the country together to discuss how to revitalize the vision and work of NNER. The goal of the Institute was to help create a strategic direction that would establish a roadmap on how to move NNER work forward. The session provides an opportunity for the Institute participants to dialogue on the Strategic Planning Report and discuss the draft five-year Action Plan and Timeline for implementation.

“Do We Teach Subjects or Students?” Analyzing Conversations about Issues of Race and Gender
David Sparks, University of Texas at Arlington
Kathryn Pole, University of Texas at Arlington
Friday, October 28, 10:30 – 11:45, Wimbledon

Abstract: We teach in an online program where it can be difficult to have authentic discussions about sensitive topics. However, we feel that it is vital to have these conversations with teachers and those preparing to become teachers. In this presentation we report on how we used a virtual world to simulate presence as we engaged in conversations about race and gender.

Teacher and Student Participatory Action Research (tsPAR). STRAND 2
Annie Adamian, California State University, Chico
Lauren Duchon, Bidwell Junior High School
Friday, October 28, 10:30 – 11:45, World Series 1 and 2

Abstract: This presentation will share the complexities of mutually engaging with teacher and student participatory action research (tsPAR) across differing positionalities. We will discuss how building a beloved community while situated within an oppressive U.S. schooling system supported our classroom community (7th grade science) toward cultivating pedagogy rooted in love and agency, with a collective commitment toward social justice while strategically navigating within a constricting institutional context.
The International Earth Charter: An Ethical Framework for the Future. STRAND 2
Nadine Butcher Ball, Maryville University School of Education
Friday, October 28, 10:30 – 11:45, World Series 1 and 2

Abstract: Social Justice is necessary but insufficient to ensure a peaceful, equitable, and healthy future for our children. This session offers participants an opportunity to explore an international vision for our global future that integrates the synergistic goals of social justice, democratic principles, and environmental sustainability. How might the Earth Charter inform our educational work?

Symposia

Successful Service Learning: A Civically Engaged School. STRAND 2
Lori McGarry, Park Forest Elementary School, PA
Donnan Stoicovy, Park Forest Elementary School, PA
Friday, October 28, 10:30 – 11:45, Hall of Fame

Abstract: Park Forest Elementary School’s mission is to be “a caring community of learners connecting our learning to the world outside.” Regular and systematic service learning throughout our school engages our students as citizens who have voices and roles within our democracy. Successful implementation of our school’s mission empowers everyone to make a difference in our school, neighborhood, local community, or world community.

School-Based Experiential Outdoor Education: A Neglected Necessity. STRAND 1
Theresa Williams, Albany City School District and University of Wyoming Lab School
Joan James, University of Wyoming
Julie Kortum, Albany City School District and University of Wyoming Lab School
Friday, October 28, 10:30 – 11:45, Triple Crown

Abstract: Participants will learn how school-based experiential outdoor education can be implemented during all seasons of the year. Partnering with community experts, parents, and pre-service teachers, K-12 students engage in unique, meaningful, and memorable outdoor recreation and environmental science experiences. Students collaborate to solve tangible problems and reach real-life goals in this democratic learning setting supported by the League of Democratic Schools (LODS). Session participants will have an opportunity to share their school-based outdoor education ideas.

Friday, 12:00 – 1:30 GENERAL SESSION 3 Champions Ballroom

• Luncheon
• Conference Business, Dr. John A. Smith
• Introduction of Speaker: Dr. Jeanne Gerlach
• Keynote: Dr. George Wright, President of Prairie View A&M University, Prairie View, Texas

See more information about Dr. Wright on the next page.
**Dr. George C. Wright**, noted African-American scholar, is the President of Prairie View A&M University, the second oldest public institution of higher education in Texas. A native of Lexington, Kentucky, Dr. Wright received his bachelor’s and master’s degrees in history from the University of Kentucky and his doctorate in history from Duke University. In 2004, Dr. Wright was awarded an honorary doctorate of letters from the University of Kentucky. His university experience began in 1977 as an assistant professor at the University of Kentucky. In 1980, he began teaching at the University of Texas at Austin where he would eventually become a full professor and the holder of the Mastin Gentry White Professorship of Southern History. After his first year at UT, he was voted one of the 10 best faculty members every year on the annual list of the 10 Best and 10 Worst of 5,000 faculty members.

At UT he received the top teaching award in the Colleges of Arts and Sciences, the Jean Holloway Award for Teaching Excellence, and the top teaching award for the entire university, Lillian and Tom B. Rhodes Centennial Teaching Fellow, which garnered a $10,000 prize.

In 1993, he joined the faculty at Duke University as vice provost for university programs and director of the Afro-American studies program at Duke University. At Duke, he also held the William R. Kenan, Jr., Chair in American History. Prior to joining the Prairie View A&M University family, Dr. Wright was Executive Vice-President for academic affairs and provost at the University of Texas at Arlington.

To his credit, Dr. Wright is the author of three books, which include: *A History of Blacks in Kentucky: In Pursuit of Equality, 1890-1980, Volume II; Racial Violence in Kentucky, 1865-1940: Lynchings, Mob Rule, and “Legal Lynchings”*, and the *Life Behind a Veil: Blacks in Louisville, Kentucky, 1865-1930*. He was presented the Governors Award by the Kentucky Historical Society for Lynchings, Mob Rule, and “Legal Lynchings”, and the Life Behind a Veil: Blacks in Louisville, Kentucky. He currently has another book in progress, a biography of *Robert Charles O’Hara Benjamin: A “Forgotten” Afro-American Leader* and has published numerous articles, chapters in books and essays.

Active in his community, Dr. Wright has served as a member of the Board of Directors of the City of Arlington Chamber Foundations and the Medical Center of Arlington. He has also served as a member of the Editorial Board for the Southern Biography Series at Louisiana State University, the Board of Editors of the Journal of Southern History and the Southern Historical Association Program Committee.
Friday, 1:45 – 3:00  Presentations and Symposia

Presentations

Publish in the NNER Journal.
Rene Roselle, University of Connecticut
Friday, October 28, 1:45 – 3:00, Super Bowl 1 and 2. Dbl booked w/ symposium

Abstract: This session will provide information on the NNER Journal including an overview of the vision for the journal, expectations for manuscripts and the review criteria. There will also be time for dialogue and the sharing of ideas on how to make the journal a relevant and vibrant publication. We would like time to be able to field questions and hear from potential authors as well as share information about how to successfully publish an article in the journal.

Innovating with Digital Teacher Induction to Reach New Teacher Graduates. STRAND 4
Peggy Semingson, University of Texas at Arlington
Denise Collins, University of Texas at Arlington
Holly Hungerford-Kresser, University of Texas at Arlington
Amanda Hurlbut, Texas Woman’s University
Joyce Myers, University of Texas at Arlington
Dana Owens, University of Texas at Arlington
Marla Robertson, Utah State University
Friday, October 28, 1:45 – 3:00, Triple Crown

Abstract: This presentation shares the successes and structure of an entirely online digital new teacher induction program. The program fostered ongoing learning and networking amongst graduates through group mentoring activities including: an alumni-driven group blog, regular webinars led by faculty and students, podcasts, social media, and archived curated resources. Learn the benefits of digital teacher induction and the framework we drew on to engage with graduates and current students on high-needs topics to new teachers.

Today’s Dream Keepers: Exploring the Personal and Professional Beliefs of Teachers Who Successfully Provide Literacy Instructions to African American Males in Grades 3-5.
LaTeshia Warren, Georgia Gwinnett College
Friday, October 28, 1:45 – 3:00, Triple Crown

Abstract: This study described the personal and professional beliefs of teachers who were successful with providing literacy instruction to elementary African American males. This study examined the literacy practices of teachers and their beliefs about African American males. It investigated their use of culturally relevant teaching practices. By exploring the beliefs and practices of successful teachers, this research could provide evidence of effective strategies which could be used to impact the literacy achievement of African American males.
**Investigating the Effects of a Technology Integrated Field Experience on Teaching using TPACK.**
Lisa Harris, Winthrop University
Friday, October 28, 1:45 – 3:00, Wimbledon

**Abstract:** This study examines the impact of adding a field experience to a technology integration course for preservice teachers in which students are required to design and teach three technology integrated lessons under the mentorship of a host teacher in a P-12 partner school. The technological, pedagogical, and content knowledge (TPACK) framework was used to assess student growth. Analysis of results indicate that pre-service teachers benefit from the added field experience.

**The Promise and Pitfalls of University-School Collaboration.** STRAND 1
Jared Stallones, University of Kentucky
Friday, October 28, 1:45 – 3:00, Wimbledon

**Abstract:** Collaborative partnerships can yield powerful synergies, but the devil is always in the details and the barriers erected by different institutional cultures are not easily overcome. The presenter will share insights on the pitfalls and promise of university-school-community education partnerships developed over thirty years of experience with Professional Development Schools, university-sited academies, and community collaborations and invite then participants into dialogue on promising practices for building sustainable partnerships.

**Symposia**

**NNER Futures’ Planning Feedback: A Facilitated Conversation for the Long-View.** STRAND 1
Ann Foster, National Network for Educational Renewal
Leslie Wilson, Montclair State University
Theresa Wilson, St. Louis Public Schools
Ann Sebald, Colorado State University
Betty Porter Walls, St. Louis Consortium, Harris-Stowe State University
Greg Bernhardt, National Network for Educational Renewal
Friday, October 28, 1:45 – 3:00, Plaza on the Hill

**Abstract:** 40 NNER members from most settings and a variety of roles met in July for long-view planning. Using the NNER mission as the cornerstone, the group formed recommendations to reinvent how we do our work and fundamental requirements to be effective in educating each generation to improve our social and political democracy. The session will provide an overview of this work and seek input and conversation from a larger group to develop priorities and actions.

**Authentic Assignments Framed by Social Justice and Equity: Teaching Toward the Agenda - What does it look like? Sound Like? Feel Like?** STRAND 2
Elizabeth Urban, Colorado State University
Karen Rowe, Colorado State University
Valerie Middleton, University of Northern Colorado
Friday, October 28, 1:45 – 3:00, Hall of Fame

**Abstract:** “We learn by doing when we talk about what we have done.” Dewey, 1938
Grounded in Dewey’s philosophy, the above question is our focus. Presenters share assignments, authentic tasks and student work designed to create experiences which took students to life outside the classroom, to unfamiliar aspects of society to feel inequities and injustice up close and personal. Through reflection, learning was life changing; students developed a commitment to social justice.
Thriving Democratic Schools: Their Characteristics, Successes, and Challenges. STRAND 2
Dusty Andres, League of Democratic Schools & West Valley City School
Jon Downs, League of Democratic Schools, The Delta Program
Jim Gaither, Woods Learning Center, Casper, WY
Jenny Marshall, Woods Learning Center, Casper, WY
Margaret Hudson, University of Wyoming Lab School
Meredith McLaughlin, University of Wyoming Lab School
Dorothy Lloyd, : League of Democratic Schools & NNER
Donnan Stoicovy, League of Democratic Schools, Park Forest Elementary School
Lori McGarry, League of Democratic Schools, Park Forest Elementary School
Wendy Winchell, League of Democratic Schools, Bend LaPine Schools
Lisa Peterson, League of Democratic Schools, Bend LaPine Schools
Friday, October 28, 1:45 – 3:00, World Series 1 and 2

Abstract: Goodlad’s What Schools Are For work is thriving in League of Democratic Schools across the US. Their focus is on the growth of students as individuals with the knowledge, skills, abilities, and dispositions for successful lives, and developing responsible, productive citizens in our social and political democracy. Their learning communities characterize a commitment to democratic goals and values. Curriculum, approaches to learning, school policies, school culture and practices, inquiry and organizational structures will be shared.

Friday, 3:15 – 4:30 Presentations and Symposia

Presentations

Building a Successful Science and Mathematics Teacher Preparation Program Using Collaborations Among Colleges of Science, Education, and Local School Districts. STRAND 4
David Sparks, Ann Cavallo, Greg Hale, Karen Allmond, Melissa Hulings, and Karen Jo Matsler
University of Texas at Arlington
Friday, October 28, 3:15 – 4:30, World Series 1 and 2

Abstract: Since 2008, UTeach Arlington has grown into the second largest UTeach site in Texas, second only to UTeach Austin. UTeach Arlington recently graduated its first 100 science and mathematics teachers. Leveraging resources from the College of Science, the College of Education, and local school districts, exemplary teachers are prepared to lead student-centered, inquiry-driven STEM classrooms. This interactive session will share successes and challenges and assist universities in developing effective and collaborative teacher preparation programs.

Teacher-Faculty Exchange: a Collaborative Model for Deepening Partnerships. STRAND 1
Tracy L Coskie, Western Washington University
Michael Copland, Bellingham Public Schools
Lisa Peterson, Bellingham Public Schools
Marsha Riddle Buly, Western Washington University
Friday, October 28, 3:15 – 4:30, Triple Crown

Abstract: In this session, we share a model for a unique district-university partnership. In the partnership, an accomplished classroom teacher takes up residence in the College of Education, teaching methods courses and contributing to on-going program development, while faculty move into district roles supporting professional development and contributing to district literacy initiatives. Presenters will share benefits and challenges, lessons learned, and plans for the future.
Partnerships: Benefitting Students with Special Needs. STRAND 1
Sarah Davie, Newark Public Schools, Montclair State University
Friday, October 28, 3:15 – 4:30, Triple Crown

Abstract: In a self-contained school of students ages 5 to 21, where can inclusive practices be created? At New Jersey Regional Day School in Newark, classroom partnerships throughout the Newark Public Schools district are mandatory. During the 2015-2016 school year, students at NJRDS benefitted from their partnership with typically developing peers at Oliver Street School.

Fostering Global Competency through the Clinical Model: Involving International Graduate Students in PDS Partnership. STRAND 1
Kristin Diki, Ohio University
Marcy Keifer Kennedy, Ohio University
Friday, October 28, 3:15 – 4:30, Wimbledon

Abstract: The current global community in which we live requires our teacher education programs to adequately prepare teacher candidates to develop a sufficient level of global competency in P-12 learners. The following pilot program strives to incorporate global competency in teacher education programs through the integration of international graduate students in the clinical model of teacher preparation in Professional Development Schools (PDS), providing an opportunity to enhance global learning for all stakeholders.

Symposia

Logic Model Prospectus: Renewing Our Center of Pedagogy. STRAND 1
Heidi Frederiksen, Colorado State University
Ann Sebald, Colorado State University
Karen Rowe, Colorado State University
Elizabeth Urban, Colorado State University
Patrick Fahey, Colorado State University
Mike Viney, Poudre School District
Friday, October 28, 3:15 – 4:30, Hall of Fame

Abstract: Leaders of the Center for Educator Preparation at Colorado State University, in collaboration with university faculty and staff from various school districts and departments, developed a series of Logic Models designed to collectively communicate the current structure of the Center. These models are designed with a focus on future direction and program evaluation using the Professional Development School framework defined by NCATE, and is based upon John Goodlad’s work around simultaneous renewal (1984).

Walking Together Towards the Intersection of Social Justice and Democracy: Creating Partnerships of Equity and Inclusion in Public Education and Within the NNER. STRAND 2
Kevin Roxas, Western Washington University
Angela Jaime, University of Wyoming
Wayne Reed, Brooklyn College (CUNY)
Robb Leigh Davis, LGBT Center, NYC
Friday, October 28, 3:15 – 6:00, Super Bowl 1 and 2

Abstract: In this double session, the Equity, Diversity and Social Justice Committee leads an interactive workshop on intersectionality as it applies to best practices in schools and communities. Featuring a dramatic monologue by the NYC-based performance artist, Robb Leigh Davis, and brief presentations by two NNER settings, the session deepens our understanding of social justice and the impact of intersecting identities on our work, while providing space for dialogue on the challenges of being a critically conscious educator in a today’s unsettled society.
Friday, 4:45 – 6:00  Presentations and Symposium

**Presentations**

*Innovative Partnerships: Opportunities to Teach, Reflect, and Understand.* STRAND 1 and 3
Patrick Fahey, Colorado St. University
Friday, October 28, 4:45 – 6:00, Wimbledon

**Abstract:** Effective Educator Preparation Partnerships (i.e. Professional Development Schools) provide opportunities for pre-service students to fully and effectively engage in teaching and reflective practice. Similarly, service-learning experiences provide opportunities to apply the theoretical to “real-world” situations. This presentation examines a partnership between a large public university and a local municipal program designed for pre-service educators to teach individuals with cognitive and physical disabilities. The creation, design, and sustaining elements of this “hybrid” program will be shared: including assessment of the program from preservice students, program participants, and agency professionals.

*Elementary Pre-Service Teacher’s Program and Field-Based Experience With Response to Intervention.*
Amanda Hurlbut, Texas Woman’s University
Jeanne Tunk, University of North Texas
Friday, October 28, 4:45 – 6:00, Wimbledon

**Abstract:** This study examines elementary pre-service teachers’ experiences with RTI as part of a mathematics methods course assignment and within regard to their field experiences in supporting district placements. Data were collected using Seidman’s interview series with pre-service teachers (PSTs) and course instructors, and document analysis of a field-based project. Haskell’s transfer theory was used as the framework to analyze the data. Findings indicate differences in PST understanding of RTI and transfer according to field experiences and certification program.

**Symposia**

*The Learning Context -- Partnerships between K-12 Schools and Colleges of Education.* STRAND 1
Jayne Hellenberg, University of Wyoming
Margaret Hudson, Albany City School District, and University of Wyoming Lab School
Joan James, University of Wyoming
Friday, October 28, 4:45 – 6:00, Triple Crown

**Abstract:** Connecting pre-service teachers with K-12 teachers and their students in many capacities is key in optimally preparing our pre-service teachers for their future career in 21st century schools. Ideas will be communicated about how colleges of education can effectively partner with K-12 school districts for simultaneous renewal of all – K-12 classroom teachers/students, college of education instructors/pre-service teachers. Session participants will be encouraged to share ideas that have worked for them in their unique settings.

*Walking Together Towards the Intersection of Social Justice and Democracy: Creating Partnerships of Equity and Inclusion in Public Education and Within the NNER.* STRAND 2,
Continuation of double-session which began at 3:15 p.m.
Friday, October 28, 3:15 – 6:00, Super Bowl 1 and 2
Friday, 6:00 - Dinner Out with Colleagues at local restaurants

The Equity, Diversity, and Social Justice Committee is gathering for its annual no-host dinner on Friday, the 28th, 6:30 p.m.-8:30 p.m. at Pappasito’s. If you'd like to add this to the schedule, here's the information:

EDSJ Dinner
6:30 p.m.-8:30 p.m.
Pappasito’s, 321 W. Road to Six Flag’s, Arlington, TX

This annual no-host dinner with the Equity, Diversity, and Social Justice Committee is open to all NNER conference goers who are engaged in educational work for social change. To RSVP contact Wayne Reed (wreed@brooklyn.cuny.edu) or Diane Galloway (dianeg@uta.edu). Additional details, including transportation options, will be provided at the registration desk.
Saturday, October 29

7:30 – 9:00  Registration  Main Lobby

Saturday, 8:00 – 9:30  GENERAL SESSION 4  Champions Ballroom

- Welcome, Dr. Teresa Taber Doughty, Dean, UTA College of Education
- Breakfast
- Partners’ Panel
  - Dr. Teresa Doughty, Dean, UTA College of Education, moderator
  - Dr. Rick Garcia, Arlington ISD Executive Director of Instruction and Transformational Learning, representing P-12 Education
  - Dr. Jeanne Gerlach, Founding Dean, UTA College of Education, and current Associate Provost for P-16 Partnerships, representing higher education
  - Dr. Diane Patrick, UTA Clinical Professor, former local and state school board member and former state legislator, representing community and policy-makers

Saturday, 9:45 – 11:00  Presentations and Symposium

Presentations

Photovoice: Creating Spaces for English Language Learners to Share their Cultural Strengths and Experiences.
STRAND 2
Kevin Roxas, Western Washington University
Saturday, October 29, 9:45 – 11:00, Super Bowl 2

Abstract: This interactive presentation will describe and demonstrate a research project that investigates the use of both community-based participatory action research and culturally responsive pedagogy, as the foundation of a year-long co-research study in Northern Colorado. Participants will learn about the Photovoice qualitative research method which was used as a form of community engagement and empowerment with immigrant families. The project was designed to break down and barriers to access to equitable learning opportunities. The content covered in this presentation introduces culturally responsive pedagogy that was successful as a non-traditional parent engagement effort to uncover silent themes impacting immigrant families.
**Partnering for 21st Century Learning: Fostering Digital Literacy and Technology Integration in a College of Education.** STRAND 3  
Peggy Semingson, University of Texas at Arlington  
Brian Brown, University of Texas at Arlington  
Saturday, October 29, 9:45 – 11:00, Super Bowl 2

**Abstract:** To foster faculty development in the College of Education at The University of Texas at Arlington, professional development sessions were developed with a focus on presentations from partnering school district on current trends and practices relating to digital literacy and technology integration. Faculty and staff learned ways to align technology-focused practice in both teacher preparation and educational leadership and policy studies. This session describes the PD session topics, outcomes, and goals for the future.

**Asset-Based Thinking: A Better Way to Lead.** STRAND 3  
Brian K. Newsom, University of Texas at Austin  
Saturday, October 29, 9:45-11:00, Triple Crown

**Abstract:** As researchers, school leaders and policy makers supporting educators at different levels of the system, what would be the impact if we modeled and applied the practice of focusing on our strengths rather than our weaknesses? Would we be able to obtain the school climate we strive to achieve for students? Explore ways asset-based thinking can shape a more positive environment for both teachers and students. Thus, creating an environment that leads to student success.

**Using Core Practices to Promote Simultaneous Renewal with Teaching Candidates and K-12 Partners.** STRAND 3  
Rene Roselle, University of Connecticut  
Robin Hands, University of Connecticut  
June Cahill, Hartford Public Schools- Kennelly School  
Mary Lou Duffy, Hartford Public Schools- Kennelly School  
Annie Kuhn, Glastonbury Public Schools  
Saturday, October 29, 9:45 – 11:00, Triple Crown

**Abstract:** Using a “community of practice” model, the presenters describe how a core practices approach are helping them promote mutual renewal and improved practice among pre-service teaching candidates, their cooperating teachers, and university teacher educators. Presenters met multiple times in partner schools to share videos of teaching, discuss shared readings, and help each other rethink a specific teaching practice—in our case, discussion facilitation.

**Student Exploration Research Project Presentations – Engaging and Memorable Learning for All.** STRAND 4  
Joan James, University of Wyoming  
Julie Kortum, Albany County School District #1  
Saturday, October 29, 9:45 – 11:00, World Series 1

**Abstract:** Participants will learn highly-effective strategies for teaching K-16 students research, writing, and presentation skills. Exploration Research Project Presentations can be accomplished at all grade and ability levels, and in a variety of subject areas. While addressing a majority of ELA standards and other standards depending on the topic, these worthwhile projects give students a lot of choice and empower them as learners-all aspects of a democratic classroom supported by the League of Democratic Schools (LODS).
Cultural Collaboration for Teachers of Culturally and Linguistically Diverse Students. STRAND 3
Jiyoon Yoon, University of Texas at Arlington
Saturday, October 29, 9:45 – 11:00, World Series 1

Abstract: This study introduces the Cultural Collaboration model to advance teacher candidates in their understanding of other cultures and developing multicultural/diverse Science Lessons for culturally and linguistically diverse (CLD) students. The Cultural Collaboration is an innovative instructional model that provides teacher candidates with professional opportunities to interact with cultural experts in community and improve their instructional skills, strategies, and attitudes to be successful teachers in the globalized classrooms, by establishing partnerships with multicultural centers and international museums.

Candidates, Classroom Management, and Criticisms. STRAND 3
Brian Boyd, Wright St. University
Jim Tomlin, Wright State University
Saturday, October 29, 9:45 – 11:00, World Series 2

Abstract: Educator preparation programs often face criticism from their graduates, others in the field, and outside organizations with respect to new teachers’ classroom management skills. This presentation looks at one program’s use of Teach Like a Champion to address some of these criticisms, as well as discuss other implications of this resource regarding candidates’ cultural competence and the tenets of the Agenda for Education in a Democracy.

They Have Games! STRAND 4
Leslie Wilson, Montclair State University
Saturday, October 29, 9:45 – 11:00, World Series 2

Abstract: Showing how teacher education programs can use the new technologies like video games to enhance pedagogy and address issues of social justice.

Symposium

Teaching and Assessing Skills and Dispositions for Democracy in the 21st Century. STRAND 4
Karen Rowe, Colorado State University
Valerie Middleton, University of Northern Colorado
Elizabeth Urban, Colorado State University
Saturday, October 29, 9:45 – 11:00, Super Bowl 1

Abstract: Teaching and assessing 21st century skills are essential for continued participation in a democracy and global community (Wagner, 2008); however, many teachers struggle to teach and to assess these skills and dispositions. Our presentation will include specific and authentic ways to prepare lessons that include standards, objectives and strategies for instruction and assessment of 21st century skills including literacy and numeracy, as well as skills and dispositions designed to support democratic goals and outcomes (Rowe & Urban, 2014).
Presentations and Symposia

**Presentations**

*EdTPA Challenges and the Strategies to Mitigate Them.* **STRAND 3**  
Deborah Greenblatt, Manhattan College  
Nicholas Michelli, Graduate Center, City University of New York  
Saturday, October 29, 11:15 – 12:30, Super Bowl 2

**Abstract:** This presentation will share data from the implementation of the edTPA with New York City teacher candidates taking the elementary education portfolio from ten schools of education. Findings from this mixed methods study with teacher candidates and teacher educators will include the supports that were used and what supports are still needed based on the data. Additionally, challenges based on student teaching placements will be considered.

*Using Problem-Based Learning in the Digital Environment.* **STRAND 4**  
Melissa Roberts Becker, Tarleton State University  
Pam Winn, Tarleton State University  
Saturday, October 29, 11:15 – 12:30, Super Bowl 2

**Abstract:** In public schools across the nation, problem-based learning (PBL) is growing in popularity. This session will provide an overview of problem-based learning as experienced by students in a graduate class. The virtual tools applied in the course will be demonstrated. The pros/cons of each tool (according to student feedback and instructor experience) will be discussed. Participants will actively brainstorm the application of problem-based learning in a virtual environment of their content areas.

*Deliberative Democracy in the Classroom.* **STRAND 2**  
Donnan Stoicovy, Park Forest, PA, Elementary School  
Lori McGarry, Park Forest, PA, Elementary School  
Saturday, October 29, 11:15 – 12:30, World Series 1

**Abstract:** Deliberation is rooted in the notion that, in order to solve problems, people need to come together to reason and talk. Deliberation in schools gives students a productive structure for understanding multiple perspectives and reaching conclusions that benefit communities. This presentation, based on materials from the National Issues Forums Institute, is designed for teachers and administrators who are interested in using deliberation in the classroom and/or for solving problems within a larger school context.

*Strengthening Partnerships: A Continuing Journey toward Professional Development Schools.* **STRAND 1**  
Denise Collins, University of Texas at Arlington  
Mary Curtis, University of Texas at Arlington  
Joyce Myers, University of Texas at Arlington  
John Smith, University of Texas at Arlington  
Saturday, October 29, 11:15 – 12:30, World Series 1

**Abstract:** During 2015-16 the UTA faculty members attended conferences, researched and visited school sites as a part of our journey toward professional development schools. Faculty members held conversations and gathered ideas from universities already involved with professional development schools. From these ideas we have begun to implement strategies and move toward a plan to partner with local schools districts.
Symposia

**Clinical Practice Partnerships: Updates from the AACTE National Commission.** STRAND 3
Rene Roselle, University of Connecticut
Jennifer Robinson, Montclair State University
Saturday, October 29, 11:15 – 12:30, Triple Crown

**Abstract:** The American Association of Colleges for Teacher Education (AACTE) has created a Clinical Practice Commission (CPC) charged with: (1) identifying a set of criteria that define clinical practice; (2) examining exemplary clinical practice models; and (3) publishing a set of recommendations for teacher preparation programs nationwide. This symposium will begin with a formal presentation, then provide an opportunity for extended conversation and providing feedback to Commission members as representatives of the NNER.

**The Challenge of Creating Future Teachers with the Courage, Conviction and Know-How to Advocate for Inclusive Schools in Politically Polarized Times.** STRAND 2
Diane Galloway, University of Texas at Arlington
Kathryn Pole, University of Texas at Arlington
Wayne Reed, Brooklyn College (CUNY)
Saturday, October 29, 11:15 – 12:30, Hall of Fame

**Abstract:** The presenters share their strategies to prepare future teachers for today’s schools in which advocating for all students is politically charged. Our future teachers need to be equipped with understanding and dissecting political agendas while facing opposition with courage and conviction. Sources of materials, strategies, role plays and short videos of our processes will be shared. Several teacher candidates will express their assessment of the process to prepare them for advocacy.

**Integrated Project-Based Learning to Fuel Engagement and Stewardship.** STRANDS 2 and 4
Meredith McLaughlin, University of Wyoming Lab School
Wendy Winchell, Bend LaPine Schools and League of Democratic Schools
Lisa Peterson, Bend LaPine Schools and League of Democratic Schools
Jim Gaither, Woods Learning Center, League of Democratic Schools
Jenny Marshall, Woods Learning Center, League of Democratic Schools
Saturday, October 29, 11:15 – 12:30, Super Bowl 1

**Abstract:** K-12 Students and educators from League of Democratic Schools will present exemplary Common Core-aligned integrated projects and how those projects have catapulted students to higher levels of performance in the arts, math, reading, writing, social studies, science, and, most importantly, a full range of authentic life skills profiled in the P21’s Framework for 21st Century Learning. Highlighted projects will focus on social entrepreneurship, Project Citizen and environmental justice.
Thank you to all of our wonderful presenters for sharing of their expertise and experience at this 2016 NNER Conference!!

Plan Now for the 2017 NNER Conference!!

October 12-14, 2017
St. Louis Marriott West


660 Maryville Center Drive
St. Louis, Missouri 63141
(314) 878-2747

Details to be provided soon
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