

Module I:

Family Centered Community Schools

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INTRODUCTION TO THE MODULE

Dear Educators:

Welcome to Community Schools. We are glad you selected this “introductory module” to integrate with your work. This module, along with future instructional modules, will provide strategies to make our present education system more socially just for all children.

This module is not designed to be technical – but will help open eyes and begin the process of thinking about other ways to tackle pressing education problems. Please be aware that this first module is intended to give you and your students an extensive overview of community schools. Though the title seems rather obvious and simplistic, true community schools are very complex and not easily designed or implemented effectively. We purposefully want this module to be flexible and adaptable to your own education setting. In a sense, this module is an “awareness module.”

To provide a real background of the community school model, a thorough amount of reading is required. We include a review of the literature, along with a research article in the Peabody Journal of Education. In addition, we provide a student field activity to begin the important component of student and community interactivity. *Future modules will consist of less reading and much more exposure to community and agency interactivity.*

Thank you again for joining us in this important work. Together we will discover that community schools can be the solution to eradicating the academic and social disparities existing in our schools and our modern day struggling communities.

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National Council of Professors of Educational Administration (NCPEA)

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OBJECTIVES

Students will understand the significant concern to the educational community in the consistent underperformance of the growing number of children in low socioeconomic urban environments.

Students will learn that the economic and social welfare of this country depends on the majority of the population being able to successfully contribute to society through effective job performance and community service efforts (Goodlad, 1994).

Students will discover that family centered community schools may be a solution to modern day struggling communities.

Students will learn strategies to make our present public education system more socially just for all children, and how schools must collaborate with the different social, medical, and educational agencies in the community.

AGENDA FOR MODULE IMPLEMENTATION

- A. Prior to the class, the professor will provide students with a copy of the Corrigan (2000) article for the students to read prior to class.
- B. During the class, the instructor will:
 - 1. Present and discuss the Introductory PowerPoint I presentation, focused on the rationale for family-community schools (20 minutes).
 - 2. Present and discuss the Family Community Schools video narrated by Dr. Dean Corrigan. (20 minutes).
 - 3. Lead group discussions regarding the potential barriers and challenges with implementing family-community school environments.
- C. Following completion of the module:
 - 1. Students will present their field activity interviews at a future class session.

Note to Professor: The Corrigan Bio is available if background information is desired before viewing Corrigan video.

Corrigan, D. (2001). The changing role of schools and higher education institutions with respect to community-based interagency collaboration and interprofessional partnerships. *Peabody Journal of Education*, 75(3), 176-195. New York: Lawrence Erlbaum Associates.

STUDENT FIELD ACTIVITY

In groups of two or three, students will make an appointment and visit a community agency such as a county mental health department, child protective services, medical or dental service agency, or any others related to children services. Students will conduct an interview with the agency representatives and a family from each student's own school, discussing questions such as the following:

1. In what ways could the agency help serve the needs of the students at the school site?
2. In what ways could the school help with the purposes/objectives of the agency?
3. What are potential barriers to a collaborative family-community environment?
4. What are the advantages of such a collaborative venture?

Two copies of a final report will be prepared by the student teams: one to be placed in the student's portfolio and the other turned in to the instructor. The instructor will archive these reports to be used as samples/models for future classes.

ASSESSMENT OF STUDENT OUTCOMES

1. Instructor will assess both the written report (quality of writing) and class presentation of the field activity interview (quality of presentation skills).
2. Student is able to discuss evidence of the advantages of a family-community school.
3. Student is able to distinguish between cooperation and collaboration.
4. Student is able to discuss effective strategies for making schools more socially just for all students.
5. Student is able to identify several potential social and community agencies as potential collaborators with schools and students.

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DEAN C. CORRIGAN

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Dr. Dean C. Corrigan served as dean of the College of Education at Texas A&M University from 1980 to 1989. The Board of Regents of Texas A&M appointed him as the first holder of the Ruth Harrington Endowed Chair in Educational Leadership in 1991. In his role as professor in the Department of Educational Administration and Human Resources, he teaches graduate courses on the politics of education, policy issues in higher education, problem resolution in educational organizations, and leadership in interagency collaboration and interprofessional education. In addition, he serves as director of Commitment to Education, a program that involves the university, the public schools, and the private sector.

Prior to coming to Texas A&M, Dr. Corrigan served as dean of the College of Education at the University of Maryland from 1977 through 1980, and previously served eight years as dean of the College of Education and Social Services at the University of Vermont. He was a member of the faculty at the University of Rochester from 1961 to 1969, including two years as director of the Center for Cooperative Action in Urban Education and the last two years as associate dean of the College of Education in conjunction with his professorial responsibilities. He took a leave of absence from Rochester in 1968 to serve as consultant to the U.S. Office of Education in Washington, D.C. in the Bureau of Education Personnel Development.

Dr. Corrigan earned his bachelor's degree at Keene State College in New Hampshire and his master's degree and doctorate at Teachers College, Columbia University, in New York City. He also holds an honorary Doctor of Science degree awarded by the trustees of the University of New Hampshire. While at Columbia, he was a Pond Scholar, Earl Scholar, and President's Scholar and recipient of the Field Enterprises Fellowship.

In 1982 he was elected President of the American Association of Colleges for Teacher Education, and in 1986 he was elected President of the National Association of Colleges and Schools of Education in State Universities and Land Grant Colleges. He served as a member of the Executive Committee and a Vice President of the Holmes Group from 1986 to 1990.

He has served on many committees of the American Association of Colleges for Teacher Education. While Dean at the University of Vermont he served on the AACTE Committee on Education for the Handicapped and the Committee on Multicultural Education. While Dean at the University of Maryland he was Director of the National Leadership Development Program sponsored by the Bureau of Education for the Handicapped. He also served on the Advisory Board of the Dean's Grants Project sponsored by the Bureau of Education for the Handicapped. He helped to plan the first National Symposium on Community-Based Integrated Services for Children cosponsored

by AACTE, the American Academy of Pediatrics, and the U.S. Department of Health and Human Services where he presented education's perspective on interprofessional collaboration. Dr. Corrigan also chaired the Texas Leadership in Educational Administration Advisory Committee (Project LEAD), a consortium of the Texas Association of School Administrators, the Texas Association of Elementary Principals and Supervisors, and the Texas Association of Secondary School Principals.

Currently, Dr. Corrigan serves as Chair of the National Commission on Leadership in Interprofessional Education. Principles to Link by: Integrating Education, Health and Human Services for Children, developed and distributed by the American Academy of Pediatrics (AAP) and fifty professional associations representing education, health and social services, has served as a guide for the Commission. The 55 members of the Commission are engaged in developing integrated service systems and interprofessional preparation programs as practitioners, policy makers, trainers or family partners. They meet to share lessons learned and to design, implement, and disseminate information about professional development programs to prepare a new generation of interprofessionally oriented leaders who can build bridges across the professions involved in serving America's most vulnerable children and families. The Commission is now serving as an advisory group to the U.S. Maternal and Child Health Bureau, Division of Services for Children with Special Health Care Needs and the Interagency Council.

Information Regarding Presentation

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Dean Corrigan has served as Chair of the National Commission on Leadership in Interprofessional Education since its inception in 1993. The Commission includes 55 members from education and other human service professions. All of the members are engaged in developing integrated service systems and interprofessional preparation programs as practitioners, policy makers, trainers or family partners. The Commission meets and presents interprofessional panels at the national conferences of various members of the Commission. At meetings they share lessons learned in designing and implementing educational research and development programs to prepare a new generation of interprofessionally oriented leaders who can build bridges across the professions involved in serving America's most vulnerable children and families.

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