



# Preparing the Next Generation of Community School Professionals

**Thursday, March 9th, 2:00 – 3:00 PM Eastern Time**

# Technical Tips

1. To view the **chat box**, press the “Chat” icon that looks like a word bubble at the bottom of your screen on the black bar.
2. To **listen to the audio**, make sure your computer or headphone speakers are turned ON and the volume is adjusted to your preference.
3. To participate in the conversation, feel free to type your questions or comments in the **chat box** or “Q&A” portal.
4. To **exit or change to full screen, speaker, or gallery view**, click the top right button or “View Options” drop down menu.

This webinar is being recorded and will be posted on <https://www.communityschools.org/link/join-a-network/research-practice-network/>

# Land Recognition



<https://usdac.us/nativeland> #HonorNativeLand Guide

# Poll Question: Which of the following role best describes your current role?

- I'm a practitioner
- I'm a researcher
- I'm an administrator or a community school coordinator
- I'm a community organizer
- I'm a community school partner
- I'm a policymaker
- I'm a graduate student
- Other

# IEL CCS RPN Research Agenda



[CCS RPN Website](#)



# RPN Research Agenda Topics

**6. Defining and Supporting Staff, Family, Administrator, and Partner Roles**

**11. Teaching and Learning in Community Schools**

# IEL CCS RPN Co-Chairs



**Jessica Knapp**

CCS RPN Practitioner Co-Chair; Executive Director & Vice President at Communities in Schools of Pennsylvania



**Dr. Naorah Rimkunas**

CCS RPN Researcher Co-Chair; Assistant Professor of Community Schools at Binghamton University

# Speakers

## Presentation Speakers:

- **Dr. JoAnne Ferrara**, Professor Emerita, Manhattanville College
- **Dr. Naorah Rimkunas**, Teaching, Learning & Educational Leadership  
SUNY, Binghamton University, RPN Co-Chair
- **Dr. Amy Swain**, Teaching Assistant Professor, East Carolina University





# Preparing the Next Generation of Community School Professionals

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# Clinical Practice in Community Schools

# Community School



## Professional Development School



# Professional Development School

- Teacher Preparation
- Professional Growth for Practicing Teachers
- Research and Inquiry
- Student Success



# Presence of a PDS in a Community School



Builds pre-service teachers' capacity to experience the community school strategy to address equity and access.



Builds practicing teachers' capacity to expand leadership and instructional competence.



Builds partners' capacity to take responsibility for pre-service teachers' learning and induction into the field.



Builds families' capacity to help pre-service teachers learn ways to positively engage families and address needs.

# Shared Vision/Participatory Practices

Teachers' perspective of Full Serve Community Schools informs administration and school community council

Increased partners capacity to work with teacher candidates and teachers.

Intentionally designed opportunities for teacher candidates to engage with partners.

Boundary Spanning opportunities for the Community School Director.

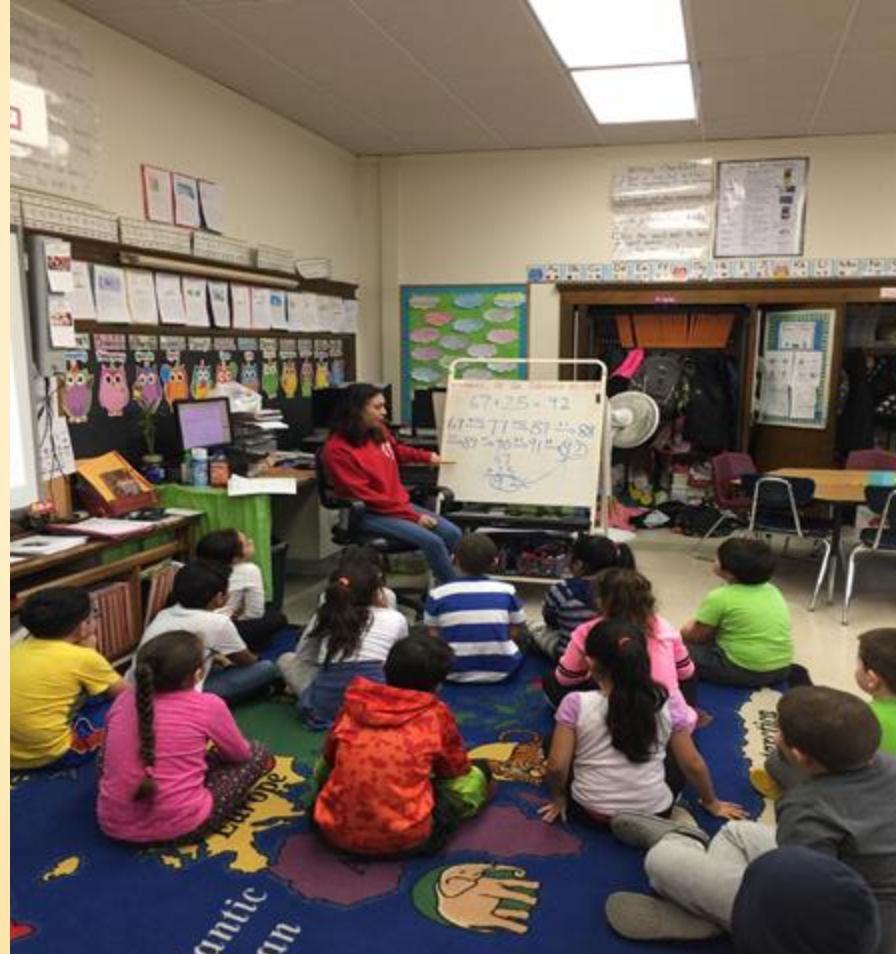
Monthly "*Lunch & Learn*" professional development for teachers and partners based on interest.

Culture of commitment to the profession.



# A Look Inside...

- On-site classes college courses
- Professor-in Residence
- Employment in extended day
- Shadowing Project
- Community Investigation Project
- Co-teaching
- Mentoring of newly hired teachers
- Legacy projects
- Fundraisers
- College to Career Day



- Parent workshops
- Family cafe
- Leadership committee
- Teacher/faculty scholarship
- Research projects
- Adjunct faculty
- Teacher candidates engage with community partners

# Activities

	Community School Engagement	Classroom Levels of Responsibility
Week 1	~Develop awareness of the 5 Partners	-observation -one on one tutoring
Week 2	~ <b>Open Door Health Center</b> Asthma Club, Wellness, Committee Nutrition Initiatives, Health Ambassadors	-morning routine and community meeting -small group lesson -observations planning for week
Week 3	~ <b>OASIS After School Program</b> Snupper, Robotics, Tuesday Tutors, Artist in Residence ~ <b>BOCES Adult Education</b> Financial Literacy, GED, Technology, Immigration support ~ <b>Guidance Center</b> Evening 2nd Cup of Coffee, Positive Parenting, Multi Family Groups	morning meeting and community meeting -small group lesson -1 per day -planning/assessment -whole group lesson -1 per day -planning/assessment
Week 4	~ <b>Integrative Student Supports</b> Rtl, Lit Life, Prep for Success Helping hands, SoE courses IST meetings, lunch bunch	-morning routine, and community meeting -small group lesson -2 per day -planning/assessment -whole group lesson -2 subjects per day -planning/assessment
Week 5	~ <b>Family Engagement</b> 2nd Cup of Coffee Family Cafe Edison's Closet Gallery Walk Fashion Show Family Fun Night Back back Program	-morning routine, and community meeting -small group lesson -2 per day -planning/assessment -whole group lesson -3 subjects per day -planning/assessment



# Teacher Candidates

- *“It was difficult for me to notice aspects of the community that did not fit my preconceived impressions”. I have a better understanding assets the child and the families bring to school”. -Pre-Service Teacher*
- *“As I shadowed, I sat in on one such meeting and four people involved with the student were present: Community School Coordinator, teacher, therapeutic social worker, and the child’s aide. This was a perfect example of how different perspectives join to help the student.” -Pre-Service Teacher*



# Practicing Teachers

## Teacher Testimonials:

- *“As a mentor teacher working with a new group of student teachers each semester, I improve my practice. I find myself more reflective because I want to provide the rationale for my decision making” . -Mrs. T grade 5*
- *“I love the enthusiasm our interns bring to the building. It helps me remember my first year of teaching” . -Mrs. K grade 1*





# Partners

- Planning and Delivery of Experiences
- Shadowing
- Community Asset Mapping Project
  - *“Working with preservice teachers introduced me to the field of teacher preparation. I became more aware of their limited knowledge of my field, so I made explicit connections for them. I altered my practice to provide support to preservice teachers in our building” - Mental Health Partner*
  - *“Helping to coordinate the pre-service teachers’ work with the parent group made me more aware of what they learned and didn’t learn in their courses. The parents provided the student teachers with powerful insights”. - Community School Director*



# Families

- Family Café
- Family Workshops
- Fundraiser

## Parent Testimonials:

• *“Participating in Family Café I shared what I thought teachers need to know when working with parents, I felt I contributed to their learning and wanted to help them”. -Mrs. G, third grade parent*

• *“Organizing the fundraiser with the college students really helped them see the value of working together with families to support our school. I hope they take this experience and use it when they become teachers”. - Mrs.R, fifth grade parent*





# Findings

## Practicing Teachers:

- Exposure to current research and application in practice
- Plan and deliver learning opportunities for teacher candidates
- Engage in scholarship
- Inspire critical reflections on pedagogy
- Serve as adjunct professors
- Serve as mentor teachers
- Triad teaching

## Teacher Candidates:

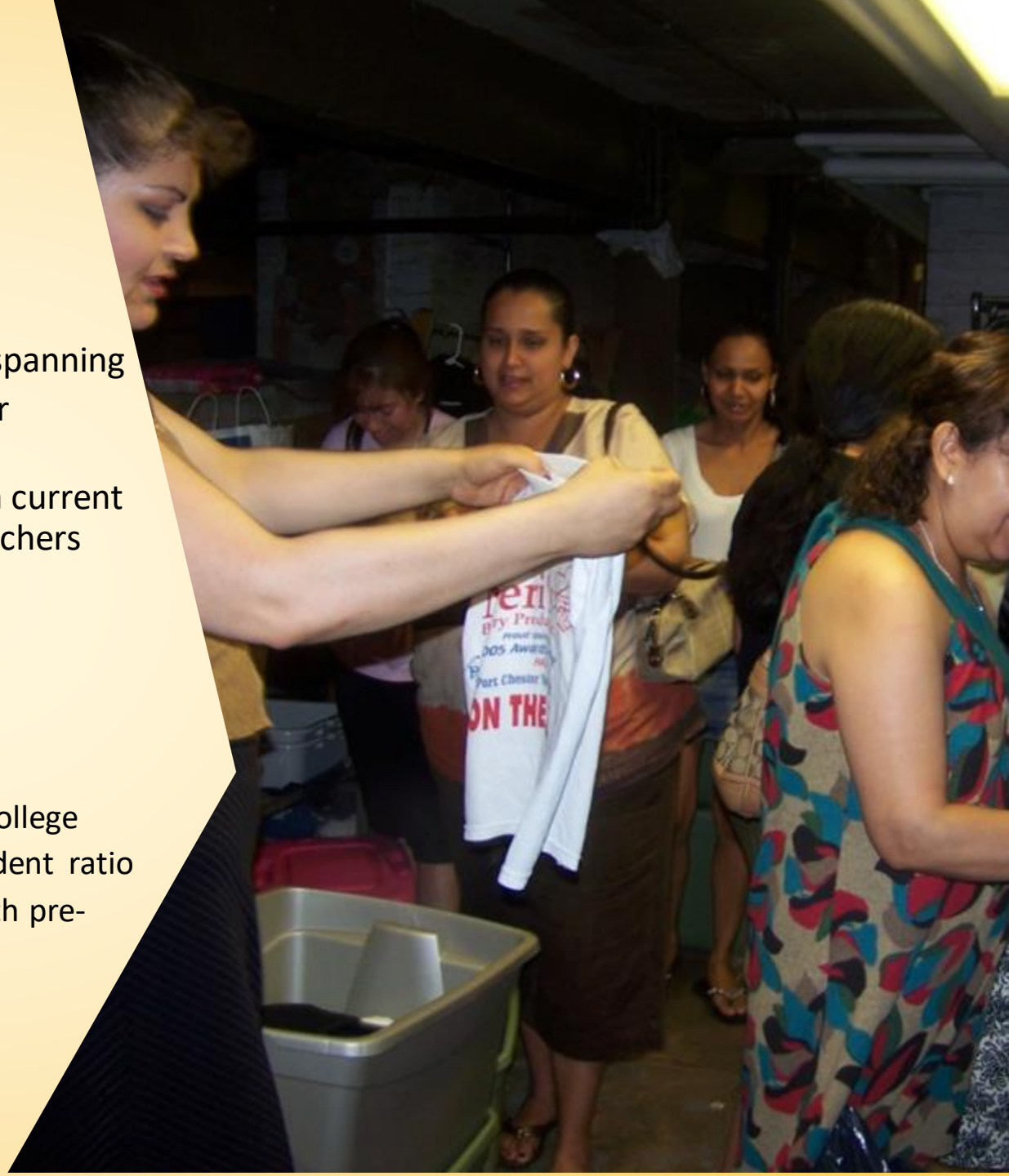
- Immediate opportunities to try ideas and pedagogy
- Demonstrate a whole-child mindset
- Embrace the community school strategy
- Demonstrated cultural competence
- Asset-based approach to teaching
- Increased capacity to better engage with families and partners

## Partners and Families

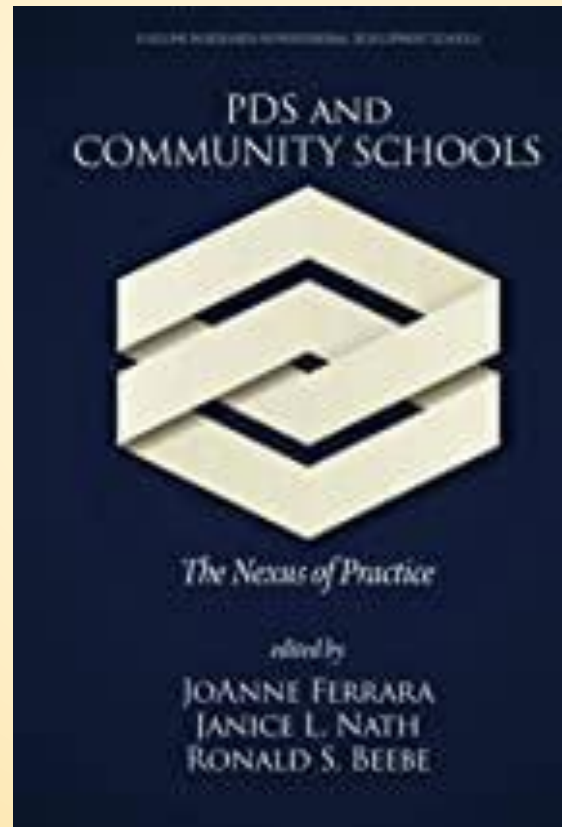
- Engage in boundary spanning
- A space to share their expertise
- Become familiar with current issues facing new teachers

## Students

- Aspiration to attend college
- Improved teacher-student ratio
- Build relationships with pre-service teachers



# Resource





# Preparing the Next Generation of Community School Professionals



**BINGHAMTON**  
UNIVERSITY

COLLEGE OF COMMUNITY  
AND PUBLIC AFFAIRS

# Multiple Pathways:

## Credentialing, Coursework and Professional Development

- Undergraduate, masters, doctoral, and certificate programs
- Field placements
- Teaching/apprentice model
- Graduate assistantships
- Professional development
- Faculty partnerships through Community Schools (teaching, service, research)
- Volunteer opportunities



# Organizational Capacity to Support Community School Professionals

- 2009-2013: Safe Schools Healthy Students
- 2015: Undergraduate Community Schools Course
- 2018: Online advanced certificate (SUNY, NYSED)
- 2022 & 2023: Community School Faculty Positions
- Faculty research with local Community Schools
- Community Engaged Teaching Fellows program
- Critical University-School-Community partnerships

# Undergraduate Opportunities

- **Education Minor:**
  - Reimagining Schools (Community Schools course)
  - Issues in Education
  - Introduction to Special Education
  - Mental Health in Education
- **Additional opportunities:**
  - Center for Civic Engagement volunteer/internships
  - High Impact Learning credit bearing internships

# Graduate Student Opportunities

## Field Placements

- MSW students
  - Annual orientation
  - Fellows program
  - Grow Your Own (FSCS grant)
- TLEL students
  - Emerging relationship with the apprenticeship/residency model

## MAT Program & Childhood-Early Childhood Program

- Foundations of Secondary Education
- Early Language and Emergent Literacy

## MS in Educational Studies

- Concentration in Community Schools

## EdD and PhD

- Increasing number of students applying with an interest in Community Schools
- Research, advising and independent studies

## Graduate Assistantships within BUCS

- MSW, MPH, and PhD students

# Online Advanced Certificate in Community Schools

- Developed in 2018 in partnership with Children's Aid/NCCS, updated in 2022
- Post bachelor's certificate
- Informed by the field, local work, and key partnerships
- Concentration for the MS in Educational Studies program
- Partial reimbursement through BOCES
- 15 Credits, 1 year to complete
  - CSC 501 Fundamentals of Whole Child Education
  - CSC 502 Structural Elements of Community Schools
  - CSC 503 Community Schools Programs
  - CSC 504 Whole School Strategies of Community Schools
  - CSC 505 Capstone/Final Project

# Get in touch:

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Binghamton University, SUNY

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**Amy Swain, PhD**  
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East Carolina University

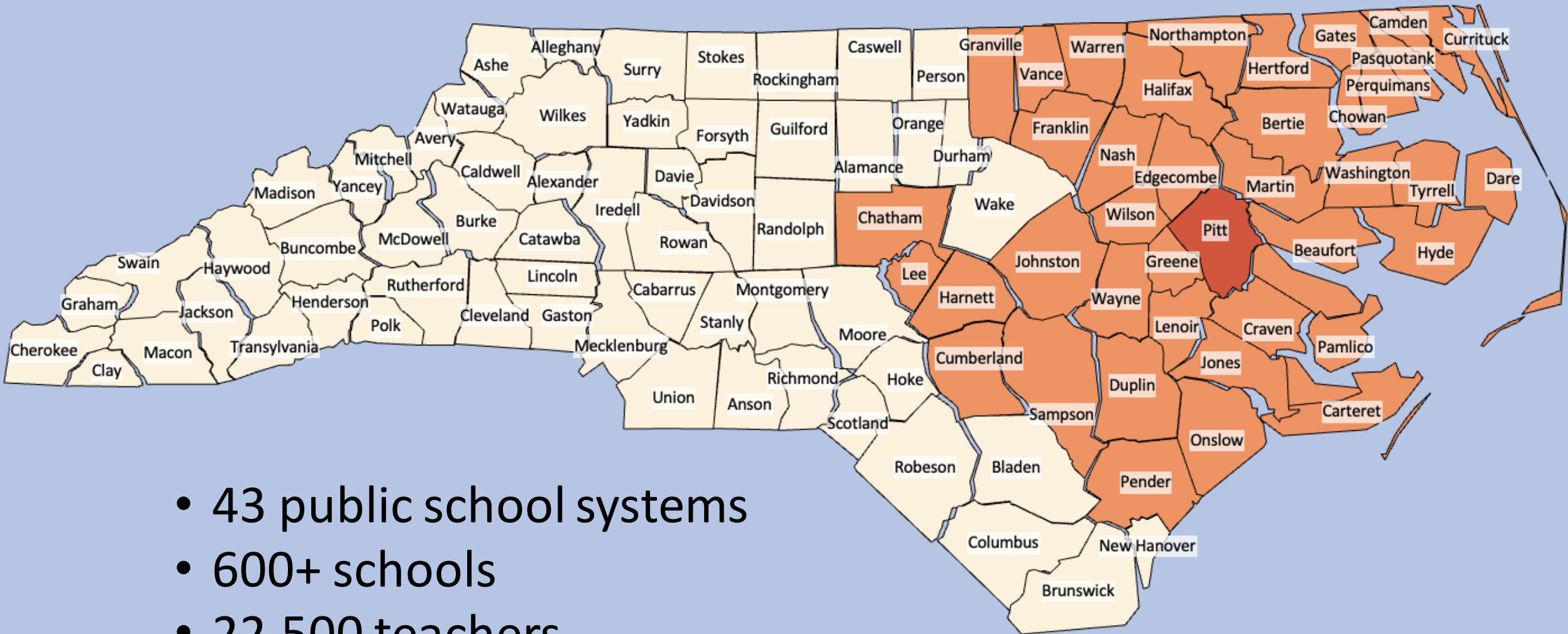


# East Carolina University



- Est 1907: white teacher training school
- 4<sup>th</sup> largest PWI in North Carolina
- Prepares most educational professionals across state

# ECU Latham Clinical Schools Network



- 43 public school systems
- 600+ schools
- 22,500 teachers



# Teacher Quality Partnership (2022-27)

edPIRATE

**Educator Pipeline In Rural Action for Teaching Equity**

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graph TD; A[Educator Pipeline In Rural Action for Teaching Equity] --> B[Education Leadership]; A --> C[Teacher Preparation];
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Education Leadership

**Administrators and Educational  
Supports**

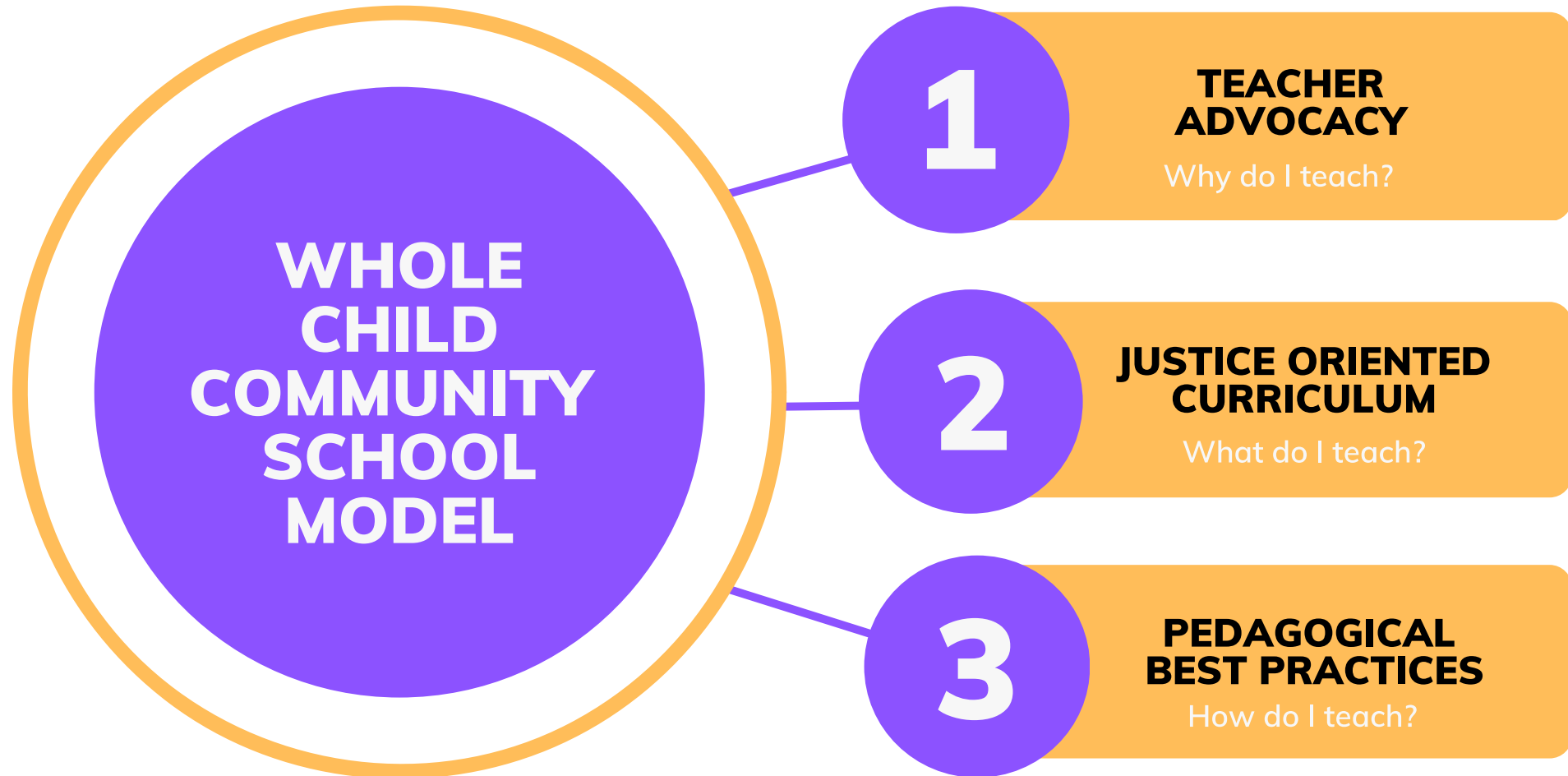
Professional Development  
Community Learning Exchanges  
Microcredentials

Teacher Preparation

**MAT Students**

Induction  
Coaching  
Mentorship (CTs)  
Community Learning Exchanges

# Rural Educational Justice (MAT)



Our curriculum transforms schools as **sites of possibility**, and supports our communities through education that is **humanizing, asset-based, equity-oriented, and anti-racist**.

# edPIRATE MAT

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## **YEAR ONE**

\$25,000 living stipend  
Cohort Model (5 students x 4 counties)  
Online Coursework + HomeBase Learning  
Internship  
Cooperating Teacher Relationships  
Networking – Admins, Educational  
Support Teams

## **YEAR TWO**

Classroom Teacher of Record  
Mentoring  
Induction Supports  
Cohort Model  
Co-Teaching and Coaching  
Summer Camp  
Development/Teaching

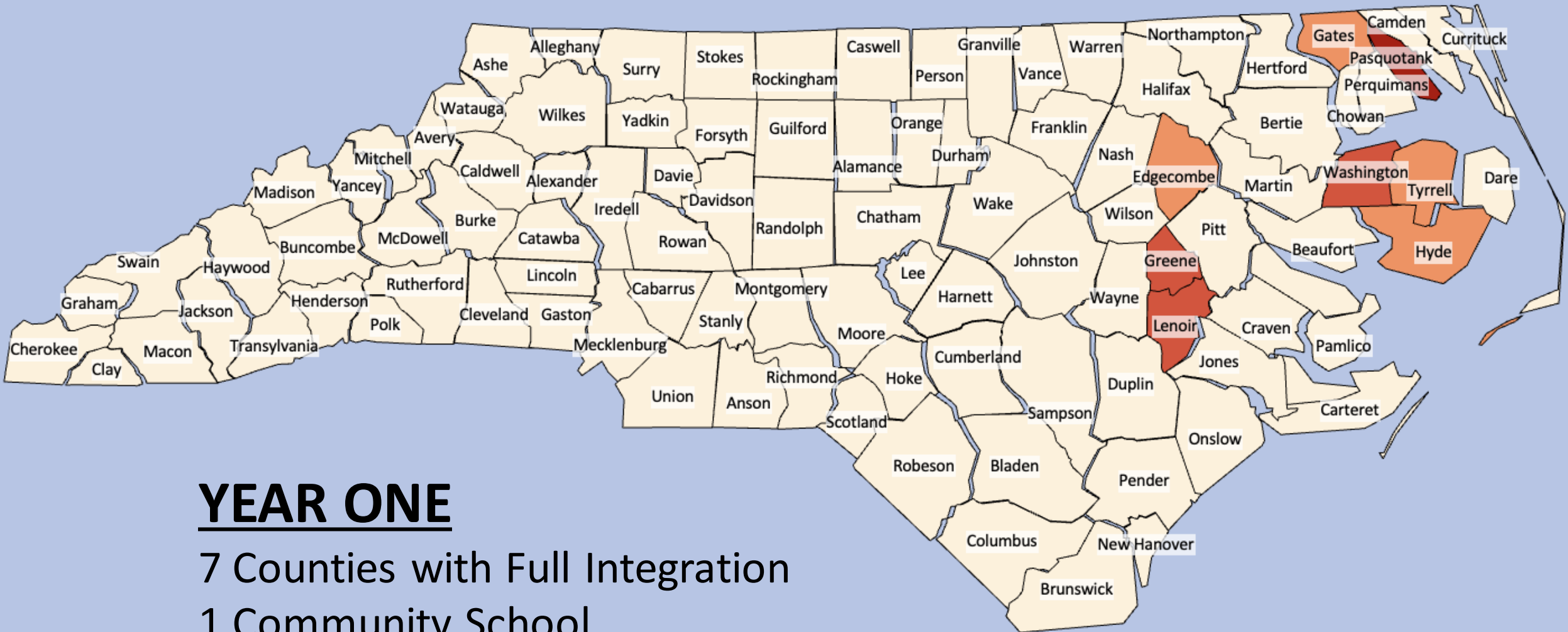
**Guaranteed Job Placement – 3 year contract**

# edPIRATE MAT + National Center for Teacher Residency

**NCTR disrupts historical educational inequities by advancing the teacher residency movement to prepare effective, diverse, and culturally responsive educators.**

\$250,000 – 3 years  
Tuition Assistance  
+75 Students

# Rural Educational Justice (MAT)



## YEAR ONE

7 Counties with Full Integration

1 Community School

# ECU Counseling CARE Corps

**Trauma Focused Support of Schools + Families**  
Involves Parents, Schools, Students, Stakeholders



**1<sup>st</sup> year:** 3,000 Students

**3 counties:** Pitt, Greene, Lenoir

**2<sup>nd</sup> year:** 4,500+ students

**5 counties:** Pitt, Greene, Lenoir, Hyde,  
Tyrrell

# Community School

## Pasquotank County (ECPPS)

NC Collaboratory Grant \$500,000

COVID Mitigation

Implementation + Assessment

2 years

Partnership (NC Department of Public Instruction + NC University Network)

Direct Connection to Legislators + NC State Board of Education

**ECU Health + CARE Corps**

NORTH CAROLINA STATE BOARD OF EDUCATION

*Resolution Establishing a*

**A WHOLE SCHOOL, WHOLE COMMUNITY,**

**WHOLE CHILD FRAMEWORK**

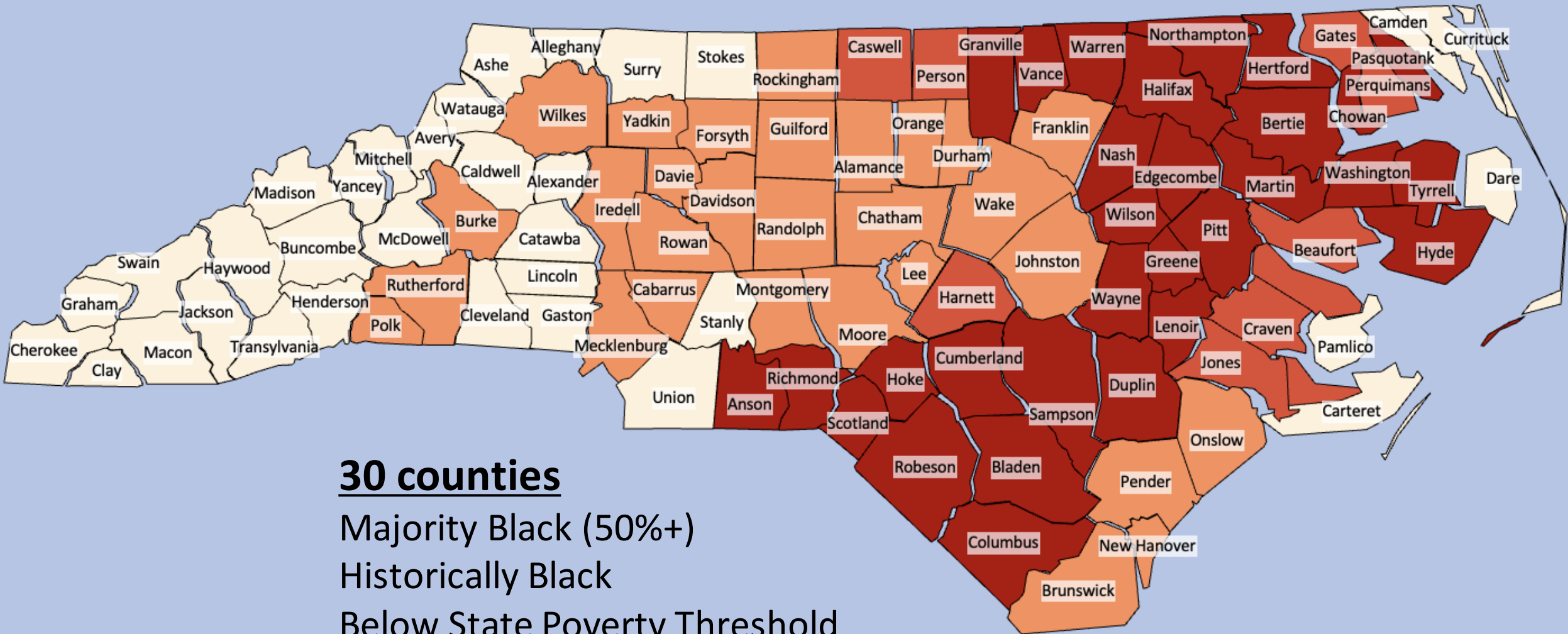
*for the State Board of Education*

**Signed November 3, 2016**



# NC Black Belt

16% of NC's total population  
30% of NC's Black Residents



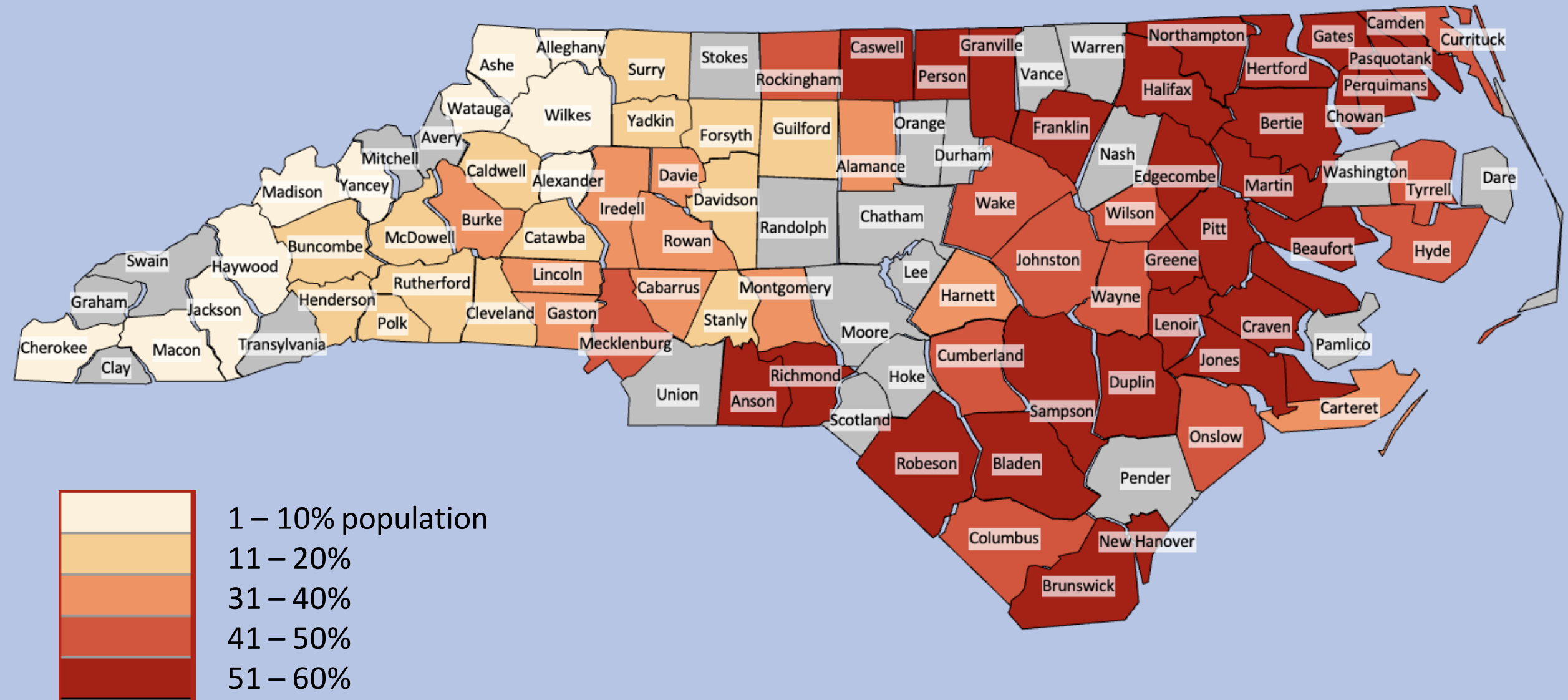
**30 counties**

Majority Black (50%+)

Historically Black

Below State Poverty Threshold

# Mass Enslavement 1860

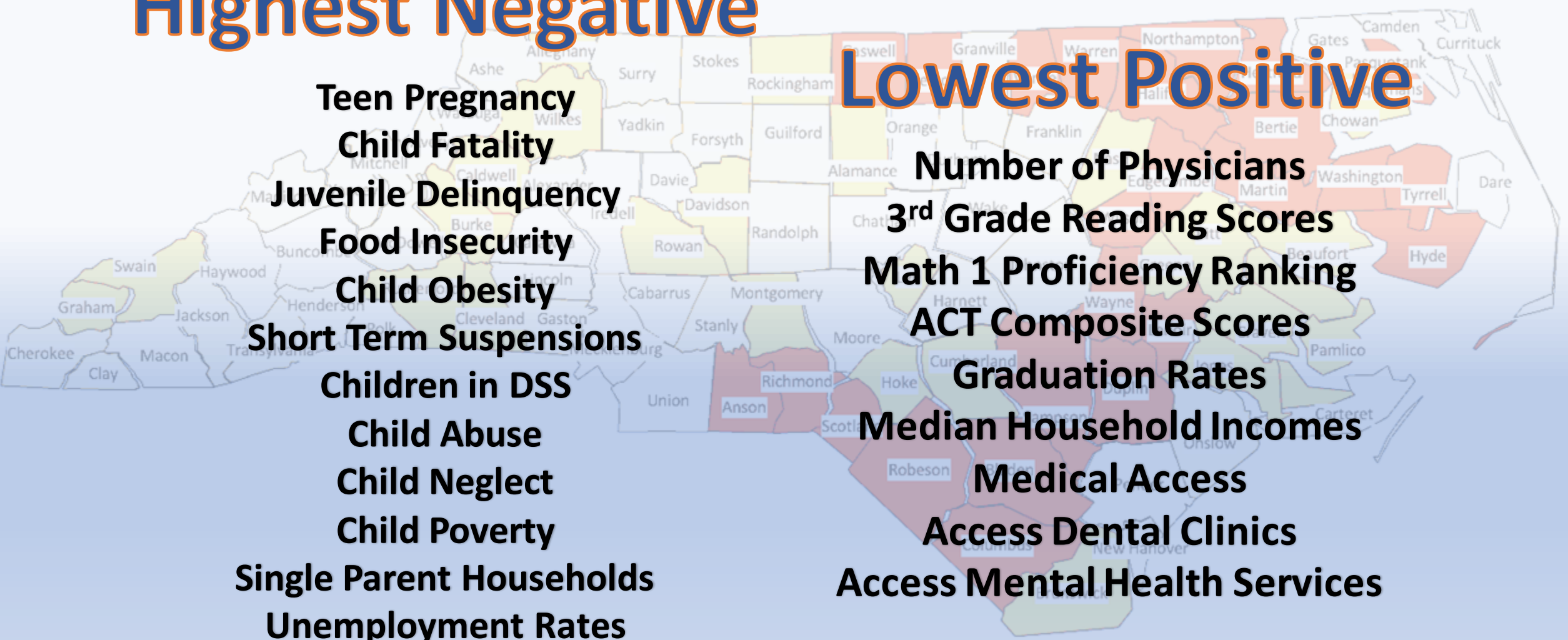


# Highest Negative

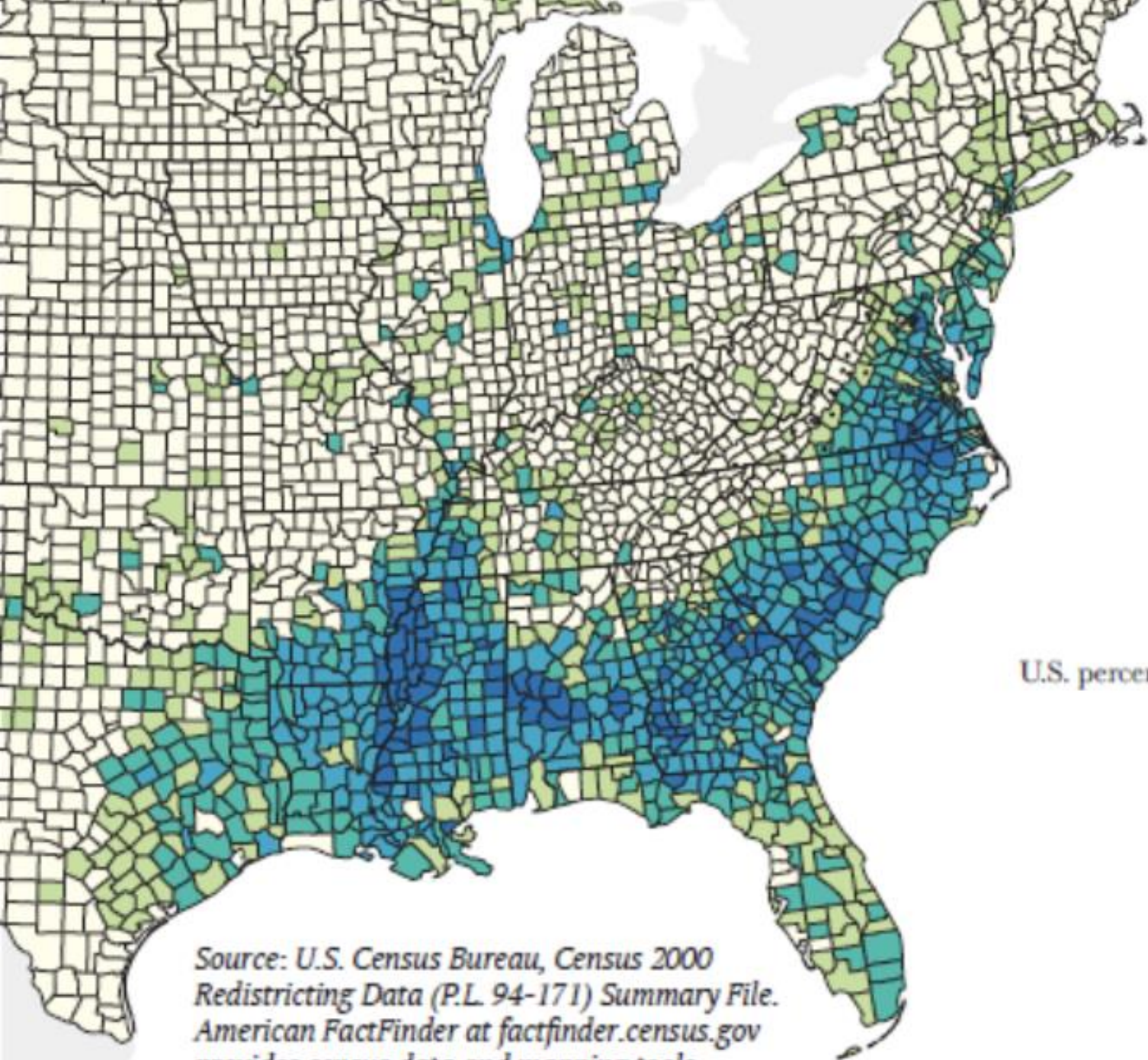
- Teen Pregnancy
- Child Fatality
- Juvenile Delinquency
- Food Insecurity
- Child Obesity
- Short Term Suspensions
- Children in DSS
- Child Abuse
- Child Neglect
- Child Poverty
- Single Parent Households
- Unemployment Rates
- Did Not Meet School Growth

# Lowest Positive

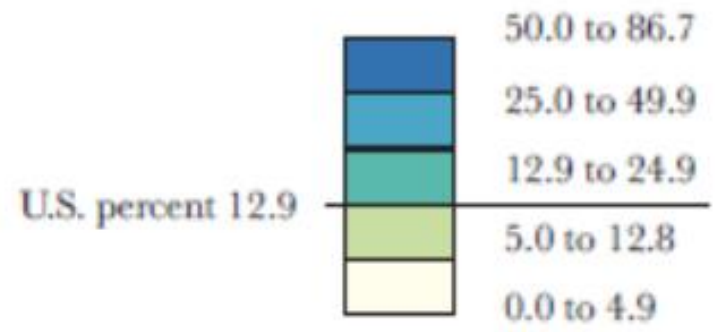
- Number of Physicians
- 3<sup>rd</sup> Grade Reading Scores
- Math 1 Proficiency Ranking
- ACT Composite Scores
- Graduation Rates
- Median Household Incomes
- Medical Access
- Access Dental Clinics
- Access Mental Health Services







*People indicating one or more races including Black or African American as a percent of total population by county*



*Source: U.S. Census Bureau, Census 2000 Redistricting Data (P.L. 94-171) Summary File. American FactFinder at [factfinder.census.gov](http://factfinder.census.gov) provides census data and mapping tools.*

# Community School Framework

**Connecting and Supporting:**

Democracy

Racial Justice

Coalitions for Liberation

Past + Present

Restoration

# Contact Information

**Amy Swain, PhD**

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East Carolina University



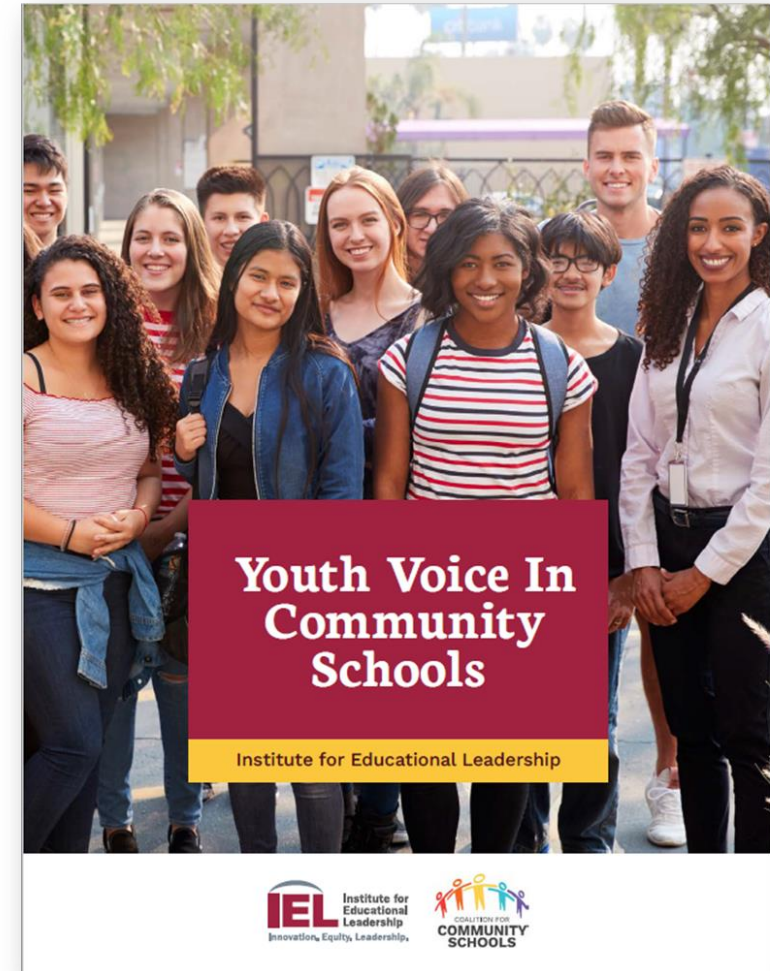
# Q&A



# Youth Voice in Community Schools Guide & Communication Survey

Please read the Youth Voice Guide and let us know if the guide is helpful through a 2-minute communication survey.

<https://survey.alchemer.com/s3/7203935/Youth-Voice-in-Community-Schools-Communication-Survey>



**To view previous webinar recordings, access our research agenda, and the Community Schools Research Clearinghouse, visit <https://www.communityschools.org/link/join-a-network/research-practice-network/>**



# Family Engagement in Community Schools

**Tuesday, April 25, 2:00 – 3:00 PM Eastern Time**



# Thank You!

[Please fill out the post-webinar feedback form!](#)