Chapter 3
Role of the University in Building Schools for the Whole Child

Mary E. Walsh
Boston College, USA

Anna N. Hamilton
Boston College, USA

Quang D. Tran
Boston College, USA

ABSTRACT

An increasing number of university-K-12 partnerships are addressing the out-of-school challenges that can often constitute barriers to learning for students. This chapter describes the role that universities have played in shaping models of schooling that are intentionally designed to support the whole child and integrate services and enrichment opportunities to support students. It outlines how this university-K-12 collaboration has occurred in three major phases in which universities have: 1) helped to develop and/or implement new approaches on the ground, 2) refine these approaches utilizing developmental science and best practice, and 3) deepened the measurement of the effectiveness and efficiency of the models, as well as strengthening their scalability and sustainability.

INTRODUCTION

Universities have partnered with K-12 schools for many decades. Many of the original partnerships focused on the preparation and training of student teachers and other licensed educational professionals. K-12 schools provided sites for university students to practice their new craft with the university as the primary beneficiary of the collaboration. In recent decades, these partnerships have shifted toward becoming more mutually beneficial – with universities and schools engaging as active contributors in

developing innovative approaches to addressing significant challenges in K-12 education. The literature describing the efficacy of these school-university partnerships and their potential for mutual enrichment has burgeoned in the United States (e.g., Anyon & Fernandez, 2007; Biag & Sanchez, 2016; Bourke & Jayman, 2011; Calabrese, 2006; Hooper & Britnell, 2012; Hopson, Miller, & Lovelace, 2016) as well as in multiple countries around the world (e.g., Allen, Howells, & Radford, 2013; Bloomfield & Nguyen, 2015; Kruger, Davies, Eckersley, Newell, & Cherednichenko, 2009; Maher, Schuck, & Perry, 2017; Sewell, Cody, Weir, & Hansen, 2018).

The preparation of teachers constitutes the focus of about a third of the recent literature (e.g., Callahan & Martin, 2007; Maheady, Magiera, & Simmons, 2016; Paufler & Amrein-Beardsley, 2016). Other foci of these partnerships includes improvements in curriculum and instruction (Arhar, et al., 2013; Fahey, 2011; Maher, Schuck, & Perry, 2017; Herro, Qian, & Jacques, 2017), practices of school leaders (Fahey, 2011; Hopson, Miller, & Lovelace, 2016; Simmons et al., 2007), service learning (Eyler & Giles, 1999; Kronick, Cunningham, & Gourley, 2011), and school districts' role in school improvement (e.g., Biag & Sanchez, 2016). With the renewed emphasis on accountability, there has been a spate of articles on the role of university-school partnerships on testing and evaluation (McNall, Reed, Brown, & Allen, 2009; Hooper & Britnell, 2012; Corbin, Chu, Carney, Donnelly, & Clancy, 2017; Callahan & Martin, 2007). A few of these partnerships have addressed policy changes such as those related to overcoming barriers to equity (Bourke & Jayman, 2011; Ward, Strambler, & Linke, 2013).

Amid the various aspects of education engaged by university-school partnerships, an increasing number of publications have begun to address the ways that schools can improve their approaches to student support, that is, schools' strategies for supporting the positive development of their students and minimizing the impact of barriers to learning (Biag & Sanchez, 2016; Brabeck, E. Walsh, & Latta, 2003; Quinn & Dryfoos, 2005; Tourse & Mooney, 1999; Ward, Strambler, & Linke, 2013; Walsh & Backe, 2013; Walsh & Brabeck, 2006). The improvement of student support is particularly relevant for students whose lives have has been affected by a variety of risk factors in contexts beyond schools (Berliner, 2009; Walsh & Brabeck, 2006; Walsh & Park-Taylor, 2003). In order to respond to these out-of-school challenges, university-school partnerships have necessarily had to engage social service and health agencies in the community. The increased number of university-school partnerships addressing student support appears to be occurring for two reasons: (a) student support has long been considered one of the three major functions of schooling along with curriculum and instruction and school leadership (Adelman & Taylor, 2011), and (b) students are coming to school with increasingly complex concerns (e.g., poverty, trauma, health, family), which are known to impact learning and thriving (Berliner, 2009; Dryfoos, 2003a; Reardon, 2011; Rothstein, 2010; Walsh et al., 2014). Most critically, these complex factors are now recognized to be contributing to about two-thirds of the achievement gap (Rothstein, 2010).

This chapter will describe the role that universities have played in shaping models of schooling that are intentionally designed to support the whole child and address the out-of-school challenges that impact students' ability to learn and thrive. We will outline how this university - K-12 collaboration has occurred in three major phases in which universities have: (a) helped to develop and/or implement new approaches on the ground; (b) refine these approaches utilizing developmental science and best practice; and (c) deepened the measurement of the effectiveness and efficiency of the models, as well as strengthening their scalability and sustainability.

We will turn now to a brief review of the history of the efforts made by schools to address student support and describe how in this history, the universities contributed to the development, implementation, and evaluation of these approaches.

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/role-of-the-university-in-building-schools-for-the-whole-child/237494

Related Content

Using Student Feedback to Help Improve Teaching in the College Classroom
Gina J. Mariano, Frank Hammonds, Sheridan Chambers, Gracie Ammonsand Katie Sippel (2018).
Handbook of Research on Positive Scholarship for Global K-20 Education (pp. 217-229).
www.irma-international.org/chapter/using-student-feedback-to-help-improve-teaching-in-the-college-classroom/199437

The Professional Development School: Fertile Ground for Service-Learning Initiatives
Tracy Rockand Tina L. Heafner (2015). *Professional Development Schools and Transformative Partnerships (pp. 189-212).*
www.irma-international.org/chapter/the-professional-development-school/116185

Not Another Discussion Board: One Online Instructor's Reflective Practices to Create Effective Student Engagement
Elodie J. Jones (2024). *Balance and Boundaries in Creating Meaningful Relationships in Online Higher Education (pp. 314-327).*
www.irma-international.org/chapter/not-another-discussion-board/335548

The Effect of Psychological Safety on the Performance of Students in Graduate-Level Online Courses
George Hanshawand Jacob Hanshaw (2023). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-21).*
www.irma-international.org/article/the-effect-of-psychological-safety-on-the-performance-of-students-in-graduate-level-online-courses/333864

Meeting in the Middle: Envisioning Postpandemic-Responsive Student Support Services
Bettyjo Bouchey, Erin Gratzand Shelley C. Kurland (2022). *New Models of Higher Education: Unbundled, Rebundled, Customized, and DIY (pp. 389-407).*
www.irma-international.org/chapter/meeting-in-the-middle/314856