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The Plymouth State University Workshop Series: Topics, Techniques and Tools for Teachers and School Professionals

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: The Plymouth State University Workshop Series: Topics, Techniques and Tools for Teachers and School Professionals

Project Leadership: (Identify Project Director/Manager or Co-Manager/s)

Christina Flanders, Robin Hausheer, Ann Berry

Project Description:

The proposed project is the creation of a workshop series with topics covering a range of interests to school-related professionals. One goal of the workshop series will be to increase our programs' ability to provide professional development opportunities to our current site supervisors at no or minimal cost and to other school professionals for a nominal fee (less than a typical professional development fee). Undergraduate and graduate students from our university could attend at no cost. The series will be presented in both Plymouth and Concord locations on Fridays starting spring 2017 and over the course of the 2017-2018 school year. Preliminary surveys have been collected from over 200 school professionals, largely school counselors and school psychologists, which have identified several topics of high interest. These topics will be covered first and can be presented by our PSU faculty and graduate students.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project

The objectives of this project are as follows:

- a. Provide an incentive for school professionals to become or continue to be site supervisors for our students by providing professional development at minimal or no cost on a routine basis.
- b. Allow our students the opportunity to attend relevant workshops and create networks with local school professionals.
- c. Deliver quality professional development, with topics selected through survey responses, to school professionals at a reasonable cost.
- d. Involve our undergraduate and graduate students in the creation, delivery and evaluation of professional development workshops.

2. Student Learning Outcomes – Outline the expected student learning outcomes

- a. Students involved with this project will attend professional development workshops which are relevant, or of interest, to them and will gain knowledge in those topics.
- b. Students will learn the logistics of delivering quality professional development by assisting and supporting the workshop faculty in the advertisement, planning, registration, facilitation, and evaluation of The Plymouth State University Workshop Series: Topics, Techniques and Tools for Teachers and School Professionals.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement:

The Plymouth State University Workshop Series: Topics, Techniques and Tools for Teachers and School Professionals is an entirely new endeavor that crosses two integrated clusters, and several different graduate programs, with the potential to encompass more programs and clusters in both graduate and undergraduate programs. PSU faculty will be solicited to deliver some of the workshop content and some topics will require external consultants. A preliminary survey to gauge professional community interest and select topics to target was completed by over 200 school professionals. The most popular topics identified include those relevant to school counselors, school psychologists, school social workers, special education teachers, and school administrators (e.g., substance abuse in adolescents, update on school laws, improving growth mindset and grit in children, improving counseling skills and techniques, applying positive psychology to working with children and youth, reviewing school ethics, working with children on the autism spectrum, school neuropsychology, improving classroom behavior management techniques, and working with individuals who have eating disorders). The authors of this proposal imagine the series expanding to even more programs and professionals in our communities in the future.

The Education, Democracy & Social Change Cluster mission includes solving educational, societal and global challenges through collaborative work with students, faculty, and community partners. This workshop series includes these important components of our mission

by involving undergraduate and graduate students in our planning and content delivery and helping to increase the knowledge base of school professionals on topics most relevant to their current work in schools.

This project will include students in several ways. First, students could assist in creating materials to promote the workshop series. Next, students could learn how workshop registrations are collected, what details are needed before, during, and after the event, and how to evaluate the effectiveness of the event for professionals. Last, students who are further in their programs can participate in content delivery to practice speaking in front of large groups on topics related to their majors. An added benefit of having PSU students attend and present at these workshops is the networking opportunities that arise from being with others doing professional work in schools.

Although there are several goals of this project, one of them is to increase the number of potential site supervisors for our interns. Our programs find it challenging to locate enough quality internship sites. The creation of this workshop series was one idea to incentivize becoming a site supervisor by providing current supervisors with no or minimal registration costs to attend our workshop series. Our goal is that school professionals will attend the series, meet potential interns during these workshops, and allow us to develop reciprocal partnerships with PSU.

The sustainability of this project will depend upon workshop participant registrations and faculty interest and availability, however, based upon the survey results, school professionals are quite interested in professional development opportunities in a broad range of topics. The authors are excited to engage students in this work and begin the planning process for a spring delivery and a more comprehensive series for the 2017-2018 school year.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Christina Flanders	Assistant Professor	Project Faculty Coordinator	Counselor Education and School Psychology	caflanders1@plymouth.edu
Robin Hausheer	Assistant Professor	Project Faculty Coordinator	Counselor Education and School Psychology	rhausheer@plymouth.edu
Ann Berry	Associate Professor	Project Faculty Coordinator	Education, Learning, Leadership, & Curriculum	abberry@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email

Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
CESP Dept students	Various: workshop logistics, promotion, evaluation, attendance, delivery	Graduate	School psych, school counseling,	Variable
ELLC Dept students	Various: workshop logistics, promotion, evaluation, attendance, delivery	Undergraduate and Graduate	Special education, regular general education	Variable
PSU Ed.D students	Delivery based on topic interest and knowledge	Graduate	Various	Variable

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
 This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 3/10/2017

Project Complete Date: 5/11/2018

Project Milestone	Milestone Description	Target Completion Date

Selection of topics	Utilizing collected data to determine which workshops will be provided, who will facilitate, what will be the role of students	1/20/2017
Workshop series promotion	Release promotional materials for the three workshops (i.e., brochure with descriptions of workshops, locations, logistics)	2/10/2017
Workshop series delivered	Three workshops will be delivered; one in March, another in April, and a third in May	Dates selected
Evaluation of workshop series	Series evaluations will be tabulated and analyzed for effectiveness	5/19/2017

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: Training on use of PSU's online event registration and payment systems for use during registration for the workshop series.