Clusters

5-1-2016

The Rural Educational Leaders Network (RELN) [Project Proposal]

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PSU Non-IC-Funded Project Profile Form

The intent of this form is to capture project information for both active and proposed projects associated with an Integrated Cluster (IC) which **do not require specific IC funding.**

Note that PSU has created a separate process for funding Integrated Cluster projects. For additional information on that process and the associated forms, review the collateral posted on the PSU site: **https://www.plymouth.edu/clusters/project-proposal-submission/**

Instructions for the PSU Non-IC-Funded Project Profile Form:

- ✓ Download this form to your computer

- ✓ Complete the form and save it on your computer; include the title of your project in the file name

- ✓ Forward the file via email to the IC Project Manager, Ross Humer at rhumer@plymouth.edu

- ✓ Project Profile will then be logged & forwarded to the appropriate IC Guide Team(s)

: 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 Rural Educational Leaders Network (RELN)

Project Status:

☒This is an active project which began: 5/1/2016

☐This is a proposed project which is expected to begin:

Project Leadership: Linda L. Carrier, EdD

Project Description: RELN will provide a professional network for rural educational leaders in the state. The project is funded through a donor to the University that requested that we use the funds to develop the leadership practices of existing school leaders. Network topics are decided by participants. An annual two day summit will be hosted at PSU and three one day network meetings will be held annually in the communities represented by participants. (ex. This year our one day network meetings will be held in Gorham and Lisbon). In between meetings an email list serve and social media will be used to continue conversations and share resources with and between network members.

RELN is led by an advisory committee that includes rural educational leaders, University faculty, graduate students in educational leadership, and business/community leaders. The development of the network is systematic and

intentional. This year, year 1, we will develop membership from the North

Country. Year two we will develop Lakes Region membership and in year three

we'll focus on development from the southern regions. This strategy will allow us

as a network to develop our understanding of regional needs as well as

authentically support the development of cohesiveness and culture within the

organization. Participation is completely free.

Project Goals and Outcomes:

Project Goals – Briefly identify and describe the objectives of this project   Mission: To develop and support a professional learning network for New Hampshire Rural School and District Leaders.

1. **Student Learning Outcomes – Outline the expected student learning outcomes**
    - o Students will develop an understanding of the importance of local context as a factor in school /district leadership.
    - o Students will begin to move their understanding of transformational leadership form the theoretical to the applied level.
    - o Students will develop their understanding of the importance of community partnership in school/district leadership and how to develop that relationship.

Rationale and Impact:

At its earliest inception the purpose of public schooling was to develop an educated

populace for the purpose of ensuring productive and economically sufficient communities. Rural

communities in the state of New Hampshire are struggling. This is most often witnessed

economically but there are also many social struggles faced by these communities. While the

communities struggle the schools in them also struggle. Frequently left behind by educational

policy, rural schools in New Hampshire are often not afforded the professional development

opportunities and support that larger schools and districts in the state experience. As a result the

schools continue to engage in what is considered to be *traditional* practices; practices that weren't designed for 21st century learners or for the emerging needs of our 21st century society.

In order to close the gap between school practices and community needs school and district leaders require high quality and sufficient professional development that is grounded in the development of transformational leadership practices. The development of transformational leaders requires they understand the use of data for decision making, how to establish and articulate and engage others in the organizational vision and mission, how to engage faculty and staff in the development of professional practices and robust professional learning communities, and how to develop symbiotic relationships with the rural communities in which they are located.

RELN will function to provide professional development for school leaders so that they can develop needed transformational leadership skills and to provide them a professional network of support for implementing their learning. A guiding principal of the network is that the issues of focus come from the participants themselves. This ensures relevance for participants and the communities they serve.

As a cluster project in the innovation and entrepreneurship cluster RELN will further the University's mission through its commitment to serving the state and developing business and community partnerships. The advisory committee is made up of rural educational leaders, university faculty, graduate students in educational leadership, and business/community leaders. Additionally, business and community leaders are invited to speak at network meetings on the topic of focus. As an example, the recent two day network meeting (First Annual RELN Summit) included a panel discussion of business/community leaders as well as a key note from

the 2014 VT principal of the year and a resource presentation by the Educational Development Center. The focus of the two days was *College and Career Readiness: Developing the school and community partnership* and all speakers and breakouts were focused by that theme.

Collaboration across disciplines will develop as the network membership identifies the topics of focus and fields of expertise they would like access to. Initial feedback from network members is that RELN is providing them with a much needed means of focusing on issues of practice, developing resources that are relevant to the rural educational context, and networking with other rural educational leaders in the state. It's expected that this impact will continue and amplify as the network grows.

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?

RELN will advance the cluster mission and vision through its application. Through its focus on an authentic issue of educational practice we will purposefully integrate content area expertise into the project and network RELN members with University faculty and graduate students that may be resources to them and their schools. As previously discussed the anticipated impact of the project will be on the professional practice of rural educational leaders in the state.

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?

This project does dovetail with work that the project manager (L. Carrier) is already doing regarding rural education, instructional leadership, and organizational transformation.

Project Rationale and Impact Statement: See previous responses to this.

Project Team

PSU Project Participants (essential core team participants including faculty and staff) As of Nov 2016 this will develop as the network develops

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Linda L. Carrier	Assistant Prof in Educational Leadership	Project Manager	Educational Leadership	llcarrier@plymouth.edu
Christie Sweeney	Associate Prof in Educational Leadership	Advisory Committee member currently on sabbatical	Educational Leadership	clsweeney@plymouth.edu

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

Name	Organization	Project Role	Discipline/ Specialty	Email
Lori Langlois	North Country Educational Services	Advisory Committee/member/PSU Doc Student	Education	lori@ncedservices.org
Matt Manning	Achieve Inc	Advisory Committee	Financial Education	mmanning@homesahead.org
Mike Kelly	SAU 58 Superintendent	Advisory Committee/member/PSU CAGS student	Education	m_kelley@sau58.org

Kevin Richards	SAU 9 Superintendent	Advisory Committee/Member	Education	krichard@sau9.org
Todd Lamarque	Lancaster School Principal	Advisory Committee/Member	Education	tlamarque@sau36.org
Mike Whaland	Lancaster School Assistant Principal	Advisory Committee/Member/ PSU Doc Student	Education	mwhaland@plymouth.edu

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)

This is planned to be part of the project. The total population provided is the total pool of possible students. Participation is voluntary, currently 8 students representing the doctoral, CAGS, and master's program are participating.

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Doctoral Program	Member/Resources to members	Graduate	Educational Leadership	80
CAGS in Ed Leadership	Member/Resources to members	Graduate	Educational Leadership	100
Master of Ed Leadership	Member/Resources to members	Graduate	Educational Leadership	100

If this is planned to be incorporated into curricula, provide a description: No it is not planned to be incorporated.

Project Funding

☒This project requires no funding (*skip to IRB Compliance*)

☐This project has/requires funding from other sources than the IC budget (***complete the following***)

Cost Category	Requested funds
SOURCES OF FUNDS	
o Grants	
o External Partners	
o Other	
Total: Sources of Funding	$ -

Describe the status of funding requests or approvals:

Note that any projects requiring grant funding will need to comply with the RAC process.

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:

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: 5/1/2016

Project Complete Date: On going. There is no intended or planned completion

Project Milestone	Milestone Description	Target Completion Date
Initial advisory committee developed	**Founding advisory members recruited and planning meeting held**	**7/1/2016**
First Two day summit	**Initial two day network meeting. Focus of College and Career Readiness: Developing school and community partnership. Network topics developed from work at summit**	**10/1/2016**
One day network meetings	**During year one we'll hold two one day network meetings to continue the work started at the summit. Content area expertise will be introduced as appropriate.**	**3/1/2017**
Identify and roll out communication	**A communication medium that can be used to maintain network connection between meetings will be identified and implemented.**	**11/1/2016**
Second two day summit	**Focus will continue and extend the work done during year 1 as well as introduce content area expertise as appropriate. Develop Lakes Region membership**	**7/1/2017**

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: none