The Relational Exchange Model for Academic Partnerships (REMAP): A Transition from Transactional to Transformational Relationships Between PK-12 School Districts and Institutions of Higher Education

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Abstract

Education is in an incredible time of transition. Even prior to the COVID-19 pandemic, there was mounting importance on the need for professional development to meet the ever-increasing demands of students, families, and communities along with ongoing accountability and improvement measures. This increased need of professional development for educators in PK-12 school districts has only accelerated in the wake of COVID-19. Considering this need, a new model for sustainable, mutually beneficial, relationships between PK-12 school districts and Institutions of Higher Education (IHE) is critical. A movement from the currently existing, singularly beneficial, transactional finite relationships to a sustained, mutually beneficial, transformational dyadic relationship will provide growth opportunities for both PK-12 districts and IHE's. The proposed Relational Exchange Model for Academic Partnerships provides a conceptual framework for how PK-12 school districts and IHE's can establish and maintain meaningful, and transformational, relationships at the organizational level.

Keywords: principals, professional development, higher education, teacher training, PK-20 partnerships

In the wake of efforts to increase competition for public school districts through voucher programs (Malin, Hardy, & Lubienski, 2019) and attempts to deregulate higher education (Jimenez & Flores, 2019), unity through strategic alliances between PK-12 districts and Institutions of Higher Education (IHEs) may be mutually beneficial. The Relational Exchange Model for Academic Partnerships (REMAP) is a conceptual framework for how PK-12 school districts and IHE's can engage in an ongoing longitudinal relationship focusing on district advancement. Currently, professional development is most often singularly beneficial, transactional, and finite (Campbell & López, 2008). Often these relationships do not provide the types of supports that would promote transformational long-term learning for the PD service provider and the school and district faculty and staff. Through an adoption of relational exchange and co-creation models found in the business literature, education service providers can borrow these philosophies to incorporate sustained co-learning and co-innovation activities within a transformational dyadic relationship.

Neoliberal overtones are not lost on the idea of adopting business-based relationship models for education service providers; however, as concepts around values driven organizations emerge in the business literature, the singular focus on quarterly

profits has given way to more socially responsible ways of operating (Fassel, 2002; Mitroff, 2016). As such, mutually beneficial relationships, among institutional parties, identified as equals, has been prevalent within the business literature for decades (Janteng, & Tan, 2017), and the advantages of these approaches should not deter educational organizations. Other areas of focus in the business literature including co-creations of value, co-learning and co-innovation activities (Purchase et al., 2009), as well as a focus on dyadic relationships (Liden, et al., 2016), within, and across, organizations will serve educational institutions well. This emphasis on a relational exchange between organizations may move PK-12 districts and IHE's from the existing transaction-based relationship model to a more transformational model.

As defined by Lefaix-Durand and Kozak (2009) a transactional relationship is generally short-term in nature, and one in which interactions between two the parties are primarily, if not strictly, engaged for the purposes of self-benefit. In the field of education, IHEs and PK-12 districts (including teachers) engage in transactional relationships through graduate degree programs and professional development activities. These transactional relationships exist in the form of one-off, credit-bearing, finite coursework leading to degrees or certifications. As a result, the IHE gains tuition dollars and through the completion of the degree, or certificate, and the teacher may be rewarded with a pay increase. Isolated professional development activities check a compliance box for the districts, provides continuing education hours for the teachers, and results in renumeration for the IHEs. Furthermore, little is known about the impact graduate degrees, pursued through transactional means, have on student achievement (Badgett et al., 2014). Central to the conceptualization of REMAP is the question: How do students and schools gain from this form of transactional finite relationship between PK-12 districts and IHE's?

Conversely, transformational relationships allow two entities to reframe their current perspectives, develop new ways of understanding, and thus shift deeply rooted frames of reference with experiences (King, 2004). Through this type of dyadic relational approach, there is a committed interaction between actors within a shared context for mutually beneficial gain (Liden et al., 2016). Within a transformational relationship there is an ongoing process of identifying need. REMAP serves as a framework that fosters the ongoing longitudinal relationship between PK-12 institutions and IHEs that can be tailored to evolve with the demands and needs of the teachers and the students as a whole.

Conceptual Philosophy

The conceptual philosophy used to guide the construction of the REMAP model connects Ecological Systems Theory (EST) to business concepts that illustrate partnerships among businesses and customers including relationship co-creation models, and dyadic interactions. Cooper (1991) states that "Philosophy as conceptual seeks to find relationships between different concepts. It attempts to express conceptual truths in stating that one concept is included in another or that some relationships are excluded altogether" (p. 172) and the process of building multidisciplinary frameworks is further explained by Jabareen (2009) who articulates this by stating that "Conceptual frameworks possess ontological, epistemological, and methodological assumptions, and

each concept within a conceptual framework plays an ontological or epistemological role" (p. 51). The conceptual philosophy presented here includes EST, relational exchange, and co-creation models. These concepts derive from human development, marketing, and management. This conceptual philosophy establishes a basis from which the presented conceptual framework builds upon.

Ecological Systems Theory

In *the Ecology of Human Development: Experiments by Nature and Design,* Bronfenbrenner (1979) wrote about theoretical perspective in human development in which multiple definitions, hypotheses, and propositions articulated findings about EST. These multi-level interactions exist in numerous settings and help to define relationships through the context of person, time, process, and context (Bronfenbrenner, 1979; Bronfenbrenner, 1986; McLinden, 2017). Bronfenbrenner (1979) discusses interpersonal structures as contexts of human development in which dyads provide the basic structure of relationships. These dyads represent multiple types of relationships between parties (i.e. student to teacher, boss to employee) and when one member of the relationship undergoes a process of development, so does the other. Bronfenbrenner goes on to describe the extension of these systems known as the triad, tetrads, and so on that stress the impact of an absence of these third parties or their causing of a disruption could easily upset the system. The definitions taken directly from Bronfenbrenner (1979) are paired with our proposed relationship level (with teacher as the primary participant) and included in Table 1

Table 1

Multi-theory Application Model Based on Teacher Relationships

EST definitions (Bronfenbrenner, 1979)	REMAP PK-12 relationship application model
A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics.	Student – **teacher** **Teacher** - principal
A mesosystem comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home, school, and neighborhood peer group; for an adult, among family, work, and social life).	**Teacher** – principal Principal - superintendent
An exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person.	**Teacher** – district

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The macrosystem refers to consistencies, in the form and content of lower-order systems (micro-, meso-, and exo-) that exist, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies.	**Teacher** - community

This framework identifies the teacher as the primary person who forms the dyads, triads, tetrads, ascending outward. Figure 1 displays the adaptation of EST to PK-12 education. This adaptation begins with the classroom (microsystem) in which the teacher and student form a dyad that expands out to the school building (mesosystem) where the classroom and school, or teacher and principal, form another dyad and also form the tetrad that includes student, teacher, and principal. Moving beyond the mesosystem, the district (exosystem) marks an increase in the complexity of relationships for PK-12 educators, particularly principals, in which the district system encompasses a number of relationships (student, teacher, parent, community, etc.). The macrosystem in this adaptation includes the larger community (macrosystem). The community may interact with all levels of the proposed ecosystem in different ways depending upon the community, the members of the community, and the values of the community. Notable is that over time, these systems potentially evolve through the chronosystem over time and potentially each academic year as staff, students, and communities change.

Figure 1

EST Adaptation Conceptual Model for PK-12 Education
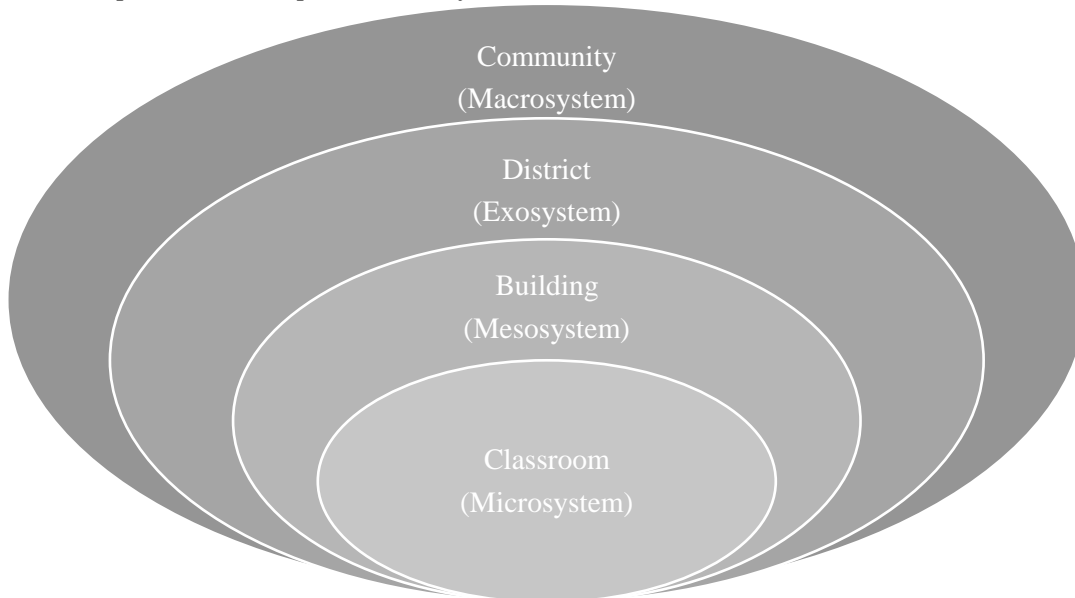
Note: Adapted from Bronfenbrenner (1979).

Although this body of literature focuses on human development, largely through the context of students and children, expounding on this theory provides apposite information for other applications, such as professional development in educational settings. Neal and Neal (2013) build upon Bronfenbrenner's original EST and propose a

networked system as opposed to the original *nested* system and state that, "In contrast to EST's traditional view of ecological systems as concentrically arranged in a nested configuration, a networked model of EST views ecological systems as overlapping and connected through direct and indirect social interactions" (p. 733). This application of EST to a networked model holds promise in examining the relationships between PK-12 educators and IHE since these systems are not always cleanly nested in a single system and the network is dependent upon the individual and their interactions with other facets of the systems. Furthermore, the application of EST to PD provides a context in which to examine the relationships as they develop. Additionally, EST has been applied to multiple disciplines including an examination of influences on part-time higher education students in virtual learning environments (McLinden, 2016), community resilience to natural disasters (Boon et al., 2011), and interprofessional online education in which collective agreement was forged over time (Bluteau et al., 2017).

To fully apply EST, it is critical that each element of the theory be implemented (Tudge et al., 2009; Tudge et al., 2016). The components of the model include process, person, context, and time. The process of the ecology of human development includes the relationships between person and the environment that extends to connectedness between settings including external influences (Bronfenbrenner, 1979). The microsystem and mesosystem (a system of microsystems) both address the active participation of the person. As a person's position in the ecological environment changes, the environment itself is altered as a result of these changes (Bronfenbrenner, 1979).

The element of time is critical to support the PD of teachers and PD efforts should be sustained over long periods of time (Schrum, 1999; Borko et al., 2010; O'Sullivan and Deglau, 2006). The chronosystem application is key in allowing the examination of time as a critical element in transformational relationship development in education. The devotion of time is also critical to support the PD of teachers and efforts should be sustained over time (Schrum, 1999; Borko et al., 2010; O'Sullivan and Deglau, 2006). Furthermore, as relationships form and develop over time, so too will the nature of these relationships from transactional to transformational (Leonard, 2011; Lefaix, 2009). These long-term relationships have been shown to improve student outcomes (Shaha et al., 2015) and the implementation of professional learning communities when coupled with IHE faculty collaboration (Linder et al., 2012).

For the purposes of this research, a finite relationship is signified by meeting immediate or temporary needs of a limited group of participants that includes pre-determined content. In contrast, a *Transformational relationship*, customized to meet the specific needs of a school or district, based on data and projections of future needs, for participants across roles marks a move to an ongoing sustained relationship that develops along the transformational relationship continuum. Consistent with this notion, Bronfenbrenner (1986) states "A more advanced form of chronosystem examines the cumulative effects of an entire sequence of developmental transition over an extended period of the person's life" (p. 724).

In sum, the adaptation of chronosystems within the REMAP framework holds multiple applications. Timing is critical in the implementation of relationships between IHEs and PK-12 educators. Relationships during a specific finite time period can provide

opportunities that address current and immediate needs of educators and benefits PK-12 educators to meet these short-term needs. The meso-time system moves along the relationship continuum as exhibited by lasting relationships to address trends and needs in the foreseeable future and might assume an understanding of mutual goals based on current and projected needs based on data. Relationships that exist in the macro-time context signify long-term, ongoing, and potentially changing relationships that adapt to long-term needs and can weather the significant changes and disruptions faced by PK-12 educators and IHEs with changing needs.

Relational Exchange and Co-Creation Models

While relational exchange and co-creation models were developed within the business literature with an intent to improve business-to-business and business-to-customer relations, these concepts can be applied in an educational setting. Relational Exchange Theory examines relationships in which the transaction between two parties exemplify differences based on the meaning and depth of the relationship (Lefaix-Durand & Kozak, 2009). More pointedly, through a relational exchange model, value is not created solely for the receiver of the service but also the provider of the service (Purchase et al., 2009). In the field of education, a relational exchange model can exist through the potential advantages gained by a university when providing graduate degree courses, or professional development activities, to PK-12 teachers and administrators through activities when they are designed through a co-creation of value model.

The concept of 'value co-creation' is becoming a more prominent theme in the literature (Kohtamaki & Rajala, 2016) and research has shown that value co-creation is growing in use and can result in increased innovation for participating parties (Baker et al., 2016; Perks et al. 2012). This suggested increase in innovativeness is reflected in the value of co-creation that exists through mutually beneficial interactions between the service partners (Vargo & Lusch, 2016). Co-creation of value is a phenomenon that occurs when stakeholders are an integral part of the problem-solving process (Mencarelli & Riviere, 2014). When applying tenets of a co-creation of value model, the dyadic interactions between all individuals involved in the development and delivery become crucially important (Jaakkola & Hakanen, 2013). Furthermore, dyadic relationships are also pivotal to the operational successes between organizations; through dyadic relationships the perceived, and actual, operational successes and failures at the most foundational level are defined (Kohtamaki & Rajala, 2016).

However, in order to achieve co-creations of value and innovation, institutions must be able to move from a transactional approach to a relational approach. (Lindgreen et al., 2012). Through a relational approach "The perceived value is then associated with the advantages generated in the course of the relation and leads to adopting an aggregate and cumulative view of all the transactions occurring between the two [organizations]" (Mencarelli & Riviere, 2015, pp. 206-207). Furthermore, perceived value can be considered heterogeneous, as it is defined by both inter-organizational and intra-organizational perspectives. To this end, the perceptions of value may be viewed differently by educators within the same organization as well as by educators from different organizations, as explained by Mencarelli and Riviere (2015). Due to this heterogeneity of perceived value, special attention to dyadic relationships, both inter-and-

intra-organizationally, is crucial to the success of value partnerships between IHE's and PK-12 districts (Liden, Anand & Vidyarthi, 2016). Through intentional practice, design, and relational exchange focusing on transformational engagement, value partnerships can be established, and sustained, between education service providers at the IHE and PK-district level. In an educational context, once a relational approach is adopted, not only will concrete outcomes be developed, but the value of the relationship as a whole, and each interaction between the participants, is value added in and of itself.

Conceptual Framework

The Relational Exchange Model for Academic Partnerships (REMAP) is a conceptual framework showing how IHE's and PK-12 districts can engage in intentionally designed transformational relationships to establish a co-creation of value-based outcomes for both organizations. Past projects between IHE and PK-12 organizations highlight a focus on pre-determined outcomes aligned with finite exchange events. However, past projects between IHE and PK-12 organizations have not been long-term, holistic, relational exchanges (Basile & Gutierrez, 2011; Breault, 2013; Knowlton et al., 2015; LePage et al., 2001; Sandholtz, 2002; Shroyer et al., 2010; Tomanek, 2005). Finite exchanges are transactional in nature. The REMAP framework focuses on the relationship between the two organizations and a perpetual series of transformational exchange events. By applying the REMAP framework to possible IHE PK-12 partnerships, and with special consideration to the dyadic relationships between actors participating in the exchange events, trust and co-creations of value and innovation may be established at the institutional level.

Evaluation of Needs and Current Relationships

The concept of 'one size fits all' is directly at odds with the individualized needs of each PK-12 school district (Basile & Gutierrez, 2011). Furthermore, schools often try and adopt what other schools have implemented, not fully considering their own needs. Thus, it is necessary for schools and school districts to analyze their own specific strengths and weaknesses, and then create professional development opportunities that meet their specific needs (LePage et al., 2001). Additionally, schools and school districts must take time to analyze their current partnerships and PD providers as to whether their needs are being met through reflection and analysis.

Through reflection and analysis, stakeholders will be able to identify the purpose, goals, and objectives of partnerships through an analysis of data, facts, and evidence available. One way this can be accomplished is through conducting a 'point-of-view' reflection, both internally and externally (Mencarelli & Riviere, 2015). Through a 'point-of-view' reflection process, stakeholders can identify areas of need through multiple frames of reference as identified by each stakeholder's 'point-of-view'. In other words, understanding what a teacher needs is different from a principal which is different than the superintendent. However, by looking at the same problem through multiple 'points-of-view' the institution identifying solutions has a better picture of the entirety of the problem.

By identifying areas of need through multiple frames of reference and by challenging organizational assumptions and presuppositions, insight is gained as to implications and consequences of needs for the organization. Through a thorough

evaluation of need organizations will have a better understand of what to look for in current or possible partnerships. More directly, organizations must pursue a transparently honest process in their evaluation of need.

Upon completion of an internal analyses, the PK-12 district should consider possible IHEs that may assist them in meeting their identified goals. PK-12 districts should pay special attention to geographic proximity, as location can potentially assist in the maturation of the relationship over time. Beyond attention to geography, analysis of: (a) propinquity to culture, (b) educational philosophy, and (c) organizational structure, should also be taken into consideration. For example, if the greatest need of the district is to effectively incorporate technology into the pedagogical practices of teachers, then a focus on IHE's with strong educational technology departments should be considered. However, if an institution with a strong educational technology department approaches education through a social conservative lens and the district is liberally progressive, there may be a misalignment with educational philosophy. Through this evaluation of culture Upon initial interactions between an IHE and PK-12 district, there should be an analysis of exchange orientations to ensure alignment between needs and services exists. If Pk-12 districts have a current IHE partnership, an alternative initial step would be for both parties to review current partnerships and evaluate how well the current needs and services are aligned.

In sum, both IHE's and PK-12 districts need to be more intentional about identifying and seeking organizational relationships (Dionne et al., 2020). For PK-12 districts, by conducting an internal analysis of services needed, which could be facilitated by a potential IHE partner, may serve as a launching point for intentional communication. Furthermore, pre-identified specific services can serve as a first-level vetting process of potential IHE partners. However, this should not be considered a one-way process. IHE's should be conducting a similar analysis of internal areas of expertise that could provide value to PK-12 districts.

Initiating Dialog, Exploring Alliances, and Establishing Interdependence

Focusing on the relationship, as opposed to finite outcomes, when initiating dialog, allows for an exploration of potential alliances through a cumulative vision and invites a deeper and broader framework for exploring the potential long-term benefits and sacrifices through the relational exchange. Transformational outcomes will occur between IHE's and PK-12 districts when sustained exchange events are experienced over time. Accordingly, distinguishing between the potential cumulative value and the value associated with the relationship, upon initial exploration of alliances, will identify the benefits and sacrifices to be incurred by each party over a series of exchange events.

For the purposes of establishing interdependence (maintaining a relationship, with a partner, for the purposes of achieving organizational success (Lefaix-Durand & Kozak, 2009) between two education providers, IHE and PK-12 district level individuals should focus on organizational growth and development. Throughout the exploring alliances phase, potential partners should openly discuss what interdependent growth would look like between organizations. For the PK-12 district, this could be the development of teachers in the classroom to manage the ongoing and ever-changing social-emotional needs of today's students, while for the IHE it may be the ongoing collection of data on

student-teacher interactions. The key is for both organizations to explore the irreplaceability of desired outcomes in absence of the partnership.

Generating Open Two-Way Communication | Time Orientation

Listening and learning, through relational exchange events, are key elements in creating open two-way communication. More pointedly, IHE's must listen to the needs of their PK-12 district counterparts. Kohtamaki and Rajala (2016) identified that an expansion in co-creation and co-innovation exists when the concepts of joint organizational learning and relationship learning are utilized within the service partnership. To identify and understand the unique core needs of PK-12 districts, IHE partners need to first listen and observe. To approach a PK-12 IHE relationship from the antiquated perspective that there is something wrong with the existing PK-12 practice and that "College professors [are] viewed as the people whose job [it is] to fix or cure the problem" (p. 200) is both antithetical to relational exchange and co-creation but also embraces a transactional approach (LePage et al., 2001). While it is also imperative for PK-12 districts to listen to IHE's, historically, the

By following critical thinking protocols, PK-12 districts and IHE's can openly test the potential effectiveness of proposed activities and identify if the exchange events are beneficial and equitable for both organizations. Paul and Elder (2009) provide a linear path for critical thinking procedures highlighting in order: (a) clarity, (b) accuracy [or precision/relevance], (c) depth, (d) breadth, and (e) significance and fairness. Through this analysis, if benefits or equitability are not commensurate, mutually developed plans of support can be established to ensure levels of institutional significance and fairness are met.

Ensuring Trust through Communication

Establishing open forms of communication between partners, through varied modalities and across time, has been found to establish elements of trust (LePage et al., 2001). Lefaix-Durand and Kozak (2009) define communication at the organizational level between individuals, or groups of individuals, as "The extent and depth in which [academic] partners communicate can be determined by the frequency of information exchange between actors, the type of communication tactics or methods/media used, and the content or type of information" (p. 1008). Furthermore, to assume communication exists at the institutional level would anthropomorphize each organization; rather, communication exists between individuals or through a collection of individuals representing the organizations. Thus, providing special focus to the dyadic interchanges between central actors, as exchange events transpire, will transmit richer and more meaningful information between the organizations and develop deeper levels of trust.

Even though PK-12 districts and IHE's have experimented with partnership programs, according to LePage et al., (2001), "it was obvious that people had not found 'the answer' to the question of how to develop a successful partnership or how to maintain it" (p. 198). Through the incorporation of formatives assessment activities and the evaluation of relationship quality, both PK-12 districts and IHE's can measure the climate and tenor of the institutional relationship in real-time. King (2004) found that "When learners engage in opportunities to reflect on the meaning of what they are learning, they may engage in evaluating their familiar values, beliefs, and assumptions"

(p. 155). When applied to formative assessment activities, reflection on dyadic relationships, and exchange events, can develop a deeper sense of shared values and beliefs between main actors.

Sustaining Relationships (Commitment)

The observable relationship between PK-12 districts and IHE's tends to be a primarily one-way benefit: PK-12 districts hire teacher candidates who graduate from IHE's; contract IHE's to deliver PD for faculty, administrators, and staff; encourage educators to pursue advanced degrees through IHE's; and, send PK-12 student graduates to IHE's to pursue further studies.

"The quality of the relationship between the parties involved is an important determinant of the permanence and intensity of the relationship" (Chumpitaz Caceres & Paparoidamis, 2007, p. 837) Focus on the relationship and listening. Faculty need to be trained on how to listen first, not teach first. This is different than a lab school because, a lab focuses on a homogenous population in a contained geographic region. REMAP allows for the expansion of understanding PK-12 district needs through IHE involvement with districts that represent urban, suburban, and rural populations, districts that range in size from hundreds to thousands of students, and across an expanse of ethnicities, learning behaviors, and cultural intricacies.

Developing Trust

Communication, Collaboration, and Commitment. Add the survey descriptive on Superintendent and Principal thoughts on whether they have a meaningful relationship with higher education.

Figure x depicts how communication, cooperation, and commitment develop over time (the chronosystem) and as such, move relationships from transactional or finite to transformational. Each of these three components is necessary to achieve a transformational relationship and as each develops over time, they contribute to each other allowing for transformational relationships to evolve.

Figure X

Transformational Relationship Development

■ **Commitment**　■ **Cooperation**　■ **Comunication**

Trust

Time　　nsactional/finite　　　　　　**Transformational**
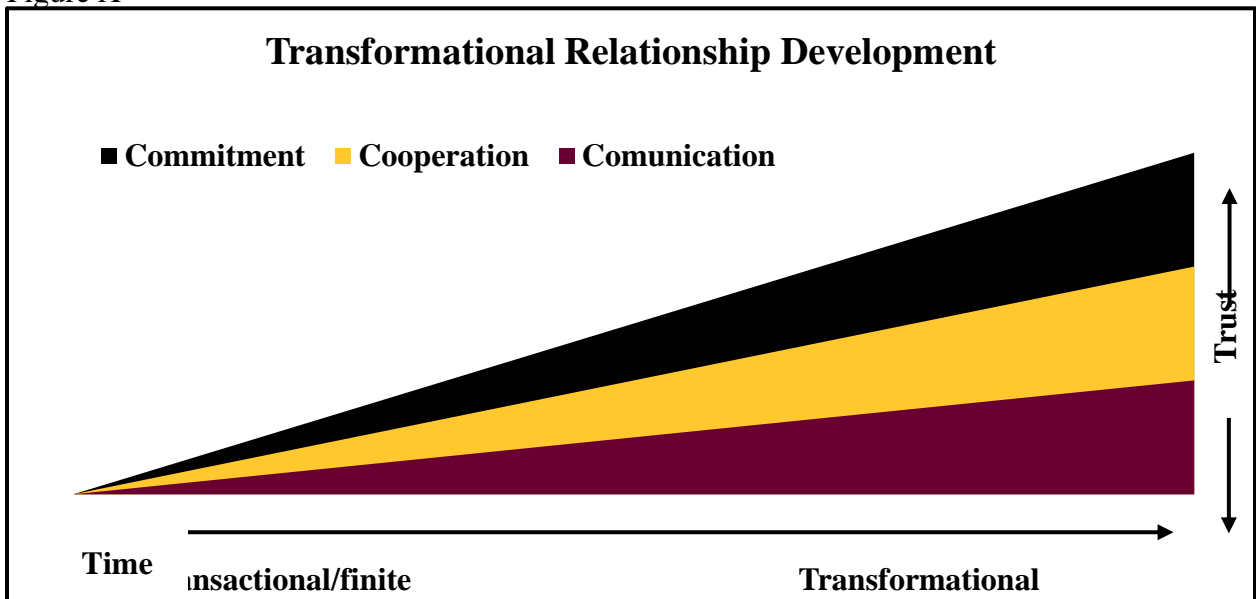
Partner Implications

Through an examination of co-creations of value and innovation, the possible benefits to both IHE's and PK-12 districts are limited only by the different ways that an organizational partnership can be conceptualized. Furthermore, through an increase in dyadic exchange events between actors, an increase in potential ways institutions can partner will emerge.

Implications for Practice

Application

Building from the position that education is fundamentally a moral good (LePage et al., 2001), the conceptual philosophy of REMAP is to establish a working framework between PK-12 educators and IHE's, utilizing concepts from human development theory and business relationships, for the purpose of improving student success through deeply connected collaborative efforts focusing on needs and collaborating for the achievement of common goals.

Central to these relationships is the notion of mutually agreed upon needs and planning that serve as the basis for PD. King (2004) articulates support of the criticality by stating that "Involving adult educators in understanding why and how learning activities are chosen, and used, brings learners into the circle of responsibility" (p. 172). Working collaboratively holds promise for creating opportunity, reducing barriers, embracing risk taking, and mitigating failure through an iterative process of implementation and evaluation. PK-12 teachers and administrators are part of the learning design and implementation process, thus instilling confidence from development to outcomes. PK-12 district stakeholders and IHEs are both responsible, through their involvement, in making it a transformational experience.

Understanding PK-12 PD needs is initiated through an open and honest conversation about climate, culture, successes, needs, and areas of potential development based on relevant data and feedback from PK-12 educators. To engage in a foundational dialog trust must first be established. There needs to be a threshold of security between parties in advance of the exploration of issues. The development of learning activities for districts requires introspection into what is needed within the district and at the building level. Ongoing formative assessment of the relationship through throughout is needed to gauge. There needs to be intentionality by both parties on how to best manage the relationship and share knowledge. Janteng (2017) discusses two types of knowledge used in organizations by stating "Broadly speaking, an organization utilizes two types of knowledge: explicit and tacit. Explicit knowledge is a codified knowledge found in documents and databases, while tacit knowledge is an intuitive knowledge rooted in context and practice" (p. 118). Since IHEs and PK-12 educators both possess distinct knowledge, the sharing of this knowledge is critical in practice as the relationship evolves and solidifies.

REMAP goes through the point right before implementation. It has to be individualized. Major problems in the system as it is. This is a proposed model based on literature, and primary data collection, on relationships.

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Collaborative marketing efforts, where the district promotes their relationship with the IHE to help recruit students into their district while the IHE receives branding awareness and promotion (transformational relationship with a transactional outcome)

Institutional Benefits of the Partnership

By exercising a REMAP approach, IHE's may benefit in a number of different ways. Easily identifiable benefits fall in to three main categories: (a) improvement to teacher preparation, leadership, and discipline specific degree programming, (b) research opportunities for faculty, and (c) increased opportunities to recruit PK-12 students into IHE campus programs. Similarly, PK-12 districts may benefit from: (a) IHE faculty providing expertise, (b) identification and support for research-based methods, (c) development of customizable solutions to school and district areas of need, and (d) acquisition of professional credentials.

Through sustained and meaningful relationships with PK-12 districts, and with greater access to PK-12 classrooms, faculty in teacher education programs can use their experiences and observations to maintain currency and relevancy throughout the programming development, revision, and teaching process. IHE faculty can also use their access to PK-12 classrooms as a potential opportunity for data collection and research initiatives. Finally, through a consistent presence within PK-12, IHE's can establish greater awareness of student needs and forge articulations between PK-12 districts and IHE's for admission into specific degree programs.

Example of a Potential Model

In practice, multiple models could exist that exhibit the transformational relationships explained here. Of particular interest is the blend of PD with coursework, degrees, and certifications for PK-12 educators in collaboration with IHEs. One proposed example is a system in which PK-12 educators participate in a cohort led by IHEs that combines practice with credentials to provide training for educators based on school and district data. This approach identifies areas of improvement based on available data (problem-based approach) that leads to a plan based on research with implementation details. Critical to this proposal is the forging of the relationships that will serve as the pillars of the ongoing work. The process should first be established, and agreed upon, with both PK-12 participants and IHEs.

Upon establishment of the identified issue and development of the initial relationship, coursework will build knowledge and skills while participants work through a real-world issue in collaboration with IHEs. Central to this step is the existence of the relationship that is beginning to progress from transactional to transformational. In this proposed example, participants would complete their respective coursework using the identified issue as a lens for class research, assignments, and assessments. As coursework is complete, the cohort would convene to monitor progress and ultimately measure impact through program evaluation using relevant data.

The result of this proposed model is the application of knowledge and skills for PK-12 participants through collaboration with IHEs and the acquisition of advanced coursework, degrees, and certifications while engaging with IHEs. This proposal also identifies IHEs as a willing partner and allows IHE faculty to participate in a productive dialogue with PK-12 practitioners that fosters a deeper understanding of the current

issues and trends in PK-12 education. While this proposed model potentially yields benefits for both PK-12 and IHEs, the ultimate goal is the promotion of student success. In addition, the shift from a transactional (i.e. Course, degree, and certification program offerings) to transformational relationship provides benefits to both PK-12 and IHE participants.

Implications for future research

Given the complexities that COVID-19 have caused in both PK-12 education and IHEs, a potential new world of PD needs may emerge for both parties. Regardless of these specific needs, the potential transformational relationships formed offers a vehicle for future research in terms of the examination of specific needs as the education landscape evolves and these relationships become more critical. Further research on the potential relationships and data collection on the progression, perceptions, and results of the relationships will provide further data and add to specific literature on the relationships between PK-12 and IHEs.

In addition to research specifically around the relationships, further data on potential models of implementation and the interactions between parties will be valuable in planning and evaluation of these models that spans time and include mutual outcomes. Outcomes such as planning and implementation effectiveness, student success measures, and credential attainment can all be studied to research impact of PK-12. Outcomes related to IHE faculty relevancy, course enrollments, and credential completions can be included in evaluation and research.

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