

University/School Professional Development Partnerships: A Sharing of Models and Evaluation Issues

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Abstract: For effective technology integration to occur in school contexts, professional development is an ongoing concern. Recently, university and K-12 school partnerships have joined forces in order to maximize the potential for these tools and approaches to impact k-12 student achievement. One productive strategy that has grown out of these partnerships are field-based professional development models. While it is acknowledged that professional development is necessary and that field based models can collaboratively prepare a continuum of teachers from preservice to inservice, evaluating the effectiveness of these models is challenging. This symposium will describe and provide examples of professional development models aimed at preparing inservice teachers to become technology mentors for preservice teacher candidates, evaluation strategies used and lessons learned. Challenges to evaluation beyond local contexts will be discussed.