You Can’t Do it Alone: Requirements for Preservice Teacher

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Preparing Tomorrow's Teachers to use Technology (PT3) at one College of Education was a unique experience in forming collaborative teams across several educational levels. This PT3 Grant was closely interwoven with another United States Department of Education Improving Instruction grant effort aligned with a College of Education and its associated Professional Development K-12 Schools, College of Arts & Science faculty and Community Colleges. One of the real challenges in Preparing Tomorrow's Teachers to use Technology effectively in class in an effort to improve student learning is building collaborations between the College of Education (COE)--- which ultimately provides the methods and pedagogical experiences for pre-service teachers---and the many departments and colleges that are allied with the COE through undergraduate experiences. These other stakeholders provide the formative and capstone experiences for teachers about to enter the profession. A typical learning path found COE teacher candidates engaging in learning experiences with community colleges, college of arts and sciences, and school districts. Each of these institutions has fundamental differences in organizational mission and outlook toward education. All are directed toward developing young people who are involved in the teaching and learning process. Developing effective collaborations, particularly in implementing technology, is one of the key components of getting the These collaborations are not hastily built to meet immediate demands. They take years of compromise, minor collaborations and trust building before the grant is written and the technology components are added. Once technology is added to the mix of skills that future educators must master for the classrooms of tomorrow, these collaborations involve extensive communication at the administrative level, technology support level, technology training level, and supervised teacher level. Another critical highlight of this work was the integration of technology and the vertical integration of instructional improvement. This project resolutely refused to simply teach the technology applications. Instead the project required participants to do three steps: 1) identify a difficult or repetitious teaching/learning concept from their curriculum, 2) identify learning objectives, and 3) select appropriate technology enhancements that would further student learning. This presentation will review the efforts that resulted in this successful collaboration in several parts.

Initiation
Vision of the Programs
Diverse Partners and Required Commitments
Support Research
Specific Goals and Projects Steps Taken to Accomplish Goals and
Complete Projects Evaluation Components
Selected Findings, Barriers, Successes and Frustrations.