“Ready To Teach”  
A Design Team Collaboration

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“Ready to Teach”, a Preparing Tomorrow’s Teachers to Use Technology project, provides training and support for higher education faculty who will model technology use in their classrooms. University faculty, K-12 cooperating teachers, and preservice teachers work together to fully integrate technology into classwork and curriculum.

In an effort to further the PT 3 initiative at the University of Massachusetts Lowell’s Graduate School of Education, we created six design teams. Each team consists of cooperating teachers from local public schools, preservice teachers in the Graduate Program of Teaching and faculty from the Graduate School of Education as well as the division of Arts and Sciences. During the first year of our Implementation grant, we supported these teams in a successful collaboration that cut across grade levels, elementary through graduate school. The ultimate outcome from each team was a curriculum unit infused with technology that can be taught in the region’s elementary schools. In addition, preservice, inservice and university faculty were exposed to the uses of multimedia equipment, software and other resources in order to become technology-proficient curriculum integrators.

Our poster presentation will highlight a successful collaboration among a second grade team from a local elementary school, an elementary social studies class of preservice students and their faculty advisor, and a university arts and sciences faculty member who is a specialist in Native American history and culture. The second grade team consisted of four classroom teachers, one special education teacher and the building technology specialist who is a certified teacher. The curriculum unit that is taught at this level is Native Americans in the Merrimack Valley.

We will present a poster of work that was produced as well as demonstrate on two laptops the lesson implementation at the school site and the projects completed by the preservice students. This work will exhibit the participants’ use of multimedia, Internet research and web design skills. Our presentation will walk the viewer through the entire design team process culminating in these finished products.

We consider year one to be a pilot year for the use of this design team format. We will share lessons learned that will make the process even stronger in the following years of the “Ready to Teach” project. We have found that successful collaboration can occur among the constituents, that products can be disseminated across school districts, and that technology skills learned by students and faculty can be easily incorporated into university classes as models of teaching and learning.