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

Louanne Smolin
University of Illinois at Chicago, USA
Louannes@uic.edu

Kimberly Lawless
University of Illinois at Chicago, USA
klawless@uic.edu

Robert Leneway
Western Michigan University, USA
bob.leneway@wmich.edu

Valerie Irvine
University of Victoria, Canada
virvine@ualberta.ca

Diane Judd
Valdosta State University, USA
djudd@valdosta.edu

Davina Pruitt-Mentle
Universit of Maryland, USA
dp151@umail.umd.edu

Josh Radinsky
University of Illinois at Chicago, USA
Joshuar@uic.edu

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.