The **Modeling Instruction with Modern Information and Communications**: the MIMIC Project, a U.S. Department of Education Implementation Grant, was designed to prepare pre-service teachers to integrate technology into teaching and learning. One of the goals of the MIMIC project is to create an online community to connect three populations: 1) teacher educators, 2) classroom teachers and 3) preservice teachers with the integration of technology in instruction. To achieve this goal, the MIMIC site was developed by a collaborative team including faculty in Educational Technology and students enrolled in a Master Degree program in Educational Technology at Cleveland State University. Since the Fall of 1999, the MIMIC site has been expanded as a key instructional resource for technology integration in teacher education program beyond a form of dissemination for the project.

The paper describes the findings of an evaluative study that examines the effectiveness of this MIMIC site and the key factors that promote more widespread effective uses of the MIMIC site. The evaluative study has being conducted in three phases: 1) self-evaluation, 2) team-evaluation, and 3) survey and interview to participants. In the self-evaluation phase, the developer reviewed a number of web sites related to PT3 projects and analyzed the strengths and weaknesses on each site. The findings of this inquiry were reflected in the revision process of the MIMIC site. For the team-evaluation, the leadership team provided the developer with comments on components to be updated or added/deleted. For the survey/interview phase, survey data will be collected from approximately 40 participant faculty members and mentors at Cleveland State University and five partner institutions of higher education. The survey questions will find out the following variables: participants' needs, interaction with online resource, access frequency of each component, adoption of online resources in their course, willingness of material submission, personal interests of the site, provision of feedback/suggestions, etc. During the Fall of 2001, semi-structured interviews will be conducted to approximately 10 volunteers who participate in this project.

The aim of this formative evaluation is to improve the usability and effectiveness of the MIMIC site based on participants' needs. The result of this study will produce a successful model of collaborative online resources that can be used as a primary teaching tool in teacher education programs.