

Teaching and Technology Incentive Program
Mini-grant Report

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In response to the call for preparing collaborative and inclusive educators, the unified program adopted a cooperative teaching framework for the pre-internship field experience. The field component, entitled *Integrated Teaching in Elementary and Special Education*, is designed as a cooperative teaching partnership targeted at developing pre-service teachers' skills in collaboration while meeting the diverse needs of all students in an elementary classroom.

The field component consists of an intensive four mornings per week co-teaching pre-internship that integrates language arts and social studies methods while focusing on preparing teachers to accommodate the needs of all learners. Pre-interns complete the field experience with a peer partner under the guidance of a cooperating teacher. Additionally, a seminar in integrated teaching is a part of the three-credit field experience and the seminar/field experience are coupled with the methods coursework. This three credit integrated teaching experience develops pre-service teachers' abilities to accommodate all learners by using the co-teaching models, developing collaboration skills engaging in curriculum development and implementation, investigating classroom management, and using self-reflection as a tool for professional development. The language arts, social studies methods, and integrated teaching instructors collaboratively developed the course assignments for the Integrated Teaching Seminar with the goal of helping pre-interns develop content area pedagogy while meeting the individual needs of diverse learners.

During the 2002-2003 we began an effort to integrate technology into our work with both the prospective and practicing teachers in the partnership schools. Alachua Elementary seemed ripe for the integration effort given the recent hardware and wiring upgrades. The teachers at Alachua were not familiar with the use of technology in the classroom. PK Yonge, our Developmental Research School, also seemed ready for a more systematic integration of technology into instruction. As a result, the DDL faculty believed that infusing technology into the interns' work might ultimately provoke teacher professional development as well.

The PT3 grant provided us with digital cameras, film, batteries, tripods, as well as personnel support in the form of a doctoral student, Aisha Wood Jackson, who would provide technology consultation in the form of reflective coaching for interns and mentors at the schools. The grant also supported the development of a webpage that describes the DDL integrated teaching semester and presents the technology projects developed throughout the semester. The webpage professional development, provided by Ginno Kelly, supported and enhanced the DDL faculty members' knowledge of Dreamweaver. This site should be ready by December, 2003.

We have made substantial progress on each of the tasks set forth in the PT3 proposal. Table 1 provides a bulleted description of the progress made to date. Examples of the reflective supervision portfolios are available on CD. Sample intern projects are also available.

This project provided the resources to facilitate faculty and doctoral student professional development in the use of video conferencing, digital video for reflective coaching, iMovie, and WebCT. The resources not only helped us learn the operation and

technical side of these strategies but also dedicated resources to studying these tools for enhancing prospective teacher learning and the development of learning communities that facilitate growth (i.e., WebCT). This project provided technology-focused professional development for two doctoral students, adjunct faculty, preinterns, and the mentors within two partnership schools.

This work is being enhanced as we begin the 2003-2004 school year. As a result of the efforts begun in this mini-grant, we now have a doctoral student, Aisha Jackson, working on a pilot study of prospective teachers' integration of technology in a field placement. She is also engaging in collaborative work with other doctoral students in the DDL project as well as mentor teachers in the school. Additionally, each of the courses associated with the DDL semester have a technology component integrated into the course expectations.