

ABSTRACT

DISSERTATION: The Perceptions of School Faculty, University Faculty, and Teacher Candidates Participating in a Professional Development School Partnership

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This study investigated, gathered, and organized information not previously available regarding the perceptions of school faculty (SF), teacher candidates (TC), and university faculty (UF) relating to the effectiveness of the PDS partnership between Grant University (GU) and Adam Elementary School (AES). Although participants in the PDS perceived the partnership was successful, data had not been collected from the participants. Data were not available to assess whether or not the list of responsibilities for SF and UF presented in the AES/GU PDS Agreement were being completed.

A mixed-methods survey-methodology with the use of questionnaires provided a framework for the study. Semi-structured interviews and narrative responses substantiated and supported discoveries in data. Cross-sectional surveys collected data from differing segments of the population at a specific time showing the perceptions of those segments of the population. The collection of data is from three population groups (school faculty, teacher candidates, university faculty) during two years. The study describes the perceptions, both positive and negative of teacher candidates, university faculty, and school faculty.