

## **RESEARCH MEETS REALITY IN SCHOOL-UNIVERSITY PARTNERSHIPS: AN ANALYSIS OF TWO DIVERSE SCHOOL-UNIVERSITY COLLABORATIONS**

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Infusing curriculum with ‘real world’ contexts is based on the premise that these authentic experiences will prove to be more relevant to our preservice music education majors. Recent research suggests that the traditional student teaching model does not yield enough time in an actual school environment for preparing teachers for their first years of teaching. School-University partnerships, such as those found in Professional Development Schools, have been touted as one solution for teacher preparation and the professional development of practicing teachers. Though the partnership concept has its genesis in general education, it is slowly gaining ground in music teacher education. As pressure increases to provide a high quality teacher in every classroom there is the possibility that such partnerships will eventually become the norm, rather than the exception. As music teacher educators, our own experiences with school-university partnerships bring to light many of the issues involved in starting and sustaining one. With the intent of illuminating the problems and possibilities of school-university partnerships, this paper illustrates our experiences of participating in school-university partnerships through the multiple perspectives of the various stakeholders: music education students, classroom music teachers; higher education faculty, and P-12 students.