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Ready2Teach
Tennessee Tech University
2014-2015 Data Collection Annual Report

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Executive Summary

In response to recommendations offered by the Tennessee Teaching Quality Initiative task force concerning the need for reform in teacher candidate preparation and practice, the Tennessee Board of Regents (TBR) coordinated a redesign of its teacher preparation programs within its institutions of higher education (Tennessee Board of Regents, 2010). The Ready2Teach (R2T) transformational teacher preparation initiative is a four-year, clinically focused undergraduate program, which had been piloted since the 2009-2010 academic year and was fully implemented in the TBR system beginning in the fall of 2013. The TBR system includes six universities: Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Tech University, and the University of Memphis. The key components of R2T include partnerships with schools and districts, teacher candidate Residency, culminating performance based assessment (edTPA), and curriculum redesign (Tennessee Board of Regents, 2010). This report provides the data collection results for Tennessee Tech University (TTU) during the 2014-2015 academic year.

The overall purpose of the Ready2Teach teacher preparation initiative is to produce teacher candidates who demonstrate academic content knowledge aligned with Tennessee curriculum standards, and who are equipped to promote student academic success. In order to achieve this purpose, universities implementing R2T incorporate immersion in the P-12 setting, co-teaching, strong partnerships with schools, intensive mentoring, strong content knowledge, and performance-based assessment into their teacher preparation programs (Tennessee Board of Regents, 2010). The primary goals of R2T are to prepare teacher candidates so that they have a positive impact on student performance from the first time they enter the classroom, and to work collaboratively with schools to improve outcomes for students, schools, and communities. The

Tennessee Board of Regents' intention is for R2T to produce graduates with strong academic content knowledge; strong skills in instruction, assessment, and classroom management; and well-developed skills in meeting the academic and social needs of all students (Tennessee Board of Regents, 2010).

The remainder of this four-year data collection strategy was designed to implement both quantitative and qualitative data collection and analyses. Certain aspects of this work were contingent on the provision of student achievement scores, teacher assessment scores, and teacher attrition rates from TBR or the Tennessee Department of Education. At this time, the Center for Research in Educational Policy (CREP) has not been provided the data required to conduct quantitative analyses involving teacher success, teacher attrition, and the R2T first year teacher comparisons with non-R2T first year teachers that were outlined in the scope. Therefore, these analyses cannot be included in the 2014-2015 annual report. A report addendum containing additional results will be provided when data have been received and analyzed. The 2014-2015 report does include descriptive analyses of the 2014-2015 R2T teacher candidate data (e.g., edTPA scores, GPA, Praxis PLT scores, and teacher candidate demographics) that were submitted into a secure online site by university personnel.

CREP staff utilized perceptual surveys and semi-structured phone interviews to collect information from key R2T stakeholders. The R2T School Partner Survey (R2TSPS) was administered to obtain the perceptions of district administrators, principals, assistant principals, and mentor teachers regarding the preparation of R2T teacher candidates, the effectiveness of the university partnership in meeting district/school goals, and improvement of student academic performance. The R2T Program Completion Survey (R2TPCS) provided the perceptions of R2T teacher candidates as they completed their preparation program and Residency, and the R2T

Graduate Teacher Survey (R2TGTS) was used to obtain the perceptions of new teachers following their first year of teaching. In addition to the perceptual surveys, mentor teacher semi-structured phone interviews were conducted to provide additional information regarding the university partnership and the R2T teacher candidate placed in their classroom. Director of teacher education semi-structured phone interviews provided supplementary data regarding R2T enrollment numbers, graduation numbers, and R2T Residency and program changes. The data collection summary for the 2014-2015 academic year at TTU is presented in Table 1; a detailed presentation of the data can be found in the Results section of this report.

Table 1. Summary of R2T Data Collection by Research Question

Data Summary by Research Question
1. What are the perceptions of the School Partners (i.e., district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach; university partner collaborations to meet district/school goals; and improvement of student performance?
• *R2T teacher candidate preparation:* Overall, most school partners agreed that the R2T teacher candidates were prepared and demonstrated entry-level teaching abilities in the classroom. • *University partnership:* The majority of school partners agreed that the R2T university partnership had a positive impact on students, mentor teachers, and schools. School partners also noted the need for further training and professional development. • *Student academic performance:* Most school partners noted that R2T teacher candidates would likely have a positive impact on student academic performance because they were helpful in providing small groups and one-on-one interventions, exposing students to new teaching styles and ideas, acting as a positive role model for students, and participating as another qualified teacher in the classroom.
2. What are the perceptions of the R2T program participants (i.e., R2T teacher candidates, R2T graduate teachers) regarding their readiness to teach upon completion of the R2T program?
• *R2T teacher candidates:* Overall, R2T teacher candidates perceived that the R2T program was effective in preparing them as an entry-level classroom teacher. • *R2T graduate teachers:* Overall, R2T graduate teachers perceived that the R2T program was effective in preparing them for their first year of teaching.
3. What is the success rate of the R2T graduate teachers during their first, second, and third year of teaching as measured by the teacher's overall state score that includes a composite of TEAM, TVAAS, and other TN approved assessments? • How does this compare with the success rate of other (non-R2T) first year, second, third year teachers in the same or similar schools?
• Year 3 data was unavailable as of the writing of this report.
4. What is the attrition rate of first, second, and third year R2T graduate teachers? • Do differences exist between attrition rates of first, second, and/or third year R2T teachers? • How does this compare with the attrition rate of non-R2T new teachers (first, second, and third year)?
• Year 3 data was unavailable as of the writing of this report.
5. What is the relationship between level of performance on key factors identified in the edTPA, TEAM scores, student achievement scores, and the attrition rate of R2T graduate teachers?
• Year 3 data was unavailable as of the writing of this report.

The Ready2Teach Tennessee Tech University 2014-2015 Data Collection Annual Report was prepared under a contract with the Tennessee Board of Regents. Please note that this report contains data that have been collected by the Center for Research in Educational Policy at the University of Memphis for use by a limited audience. **Authorized users of this material are limited to the Dean of the College of Education at Tennessee Tech University and other designated individuals. Neither this document nor the data reported herein will be distributed to unauthorized users.**

The content of this report protects the anonymity of the R2T program participants, survey respondents, and interview participants; no names or other identifying characteristics have been included. Additionally, university data have not been compared or contrasted with data from other universities in any other reports.

The material contained in the data collection reports has been prepared to encourage discussion that can inform program implementation, research, policy, and practice. This information should not be used in isolation to reach definitive conclusions. CREP staff are available to facilitate discussion, provide further relevant information, and, in some cases, partner on research to build an increasingly solid body of knowledge. For additional information, please contact Dan Strahl, jstrahl@memphis.edu.

Introduction

In response to recommendations offered by the Tennessee Teaching Quality Initiative task force concerning the need for reform in teacher candidate preparation and practice, the Tennessee Board of Regents (TBR) coordinated a redesign of its teacher preparation programs within its institutions of higher education (Tennessee Board of Regents, 2010). The Ready2Teach (R2T) transformational teacher preparation initiative is a four-year, clinically focused undergraduate program, which has been piloted since the 2009-2010 academic year and was fully implemented in the TBR system beginning in the fall of 2013. The TBR system includes six universities: Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Tech University, and the University of Memphis. The key components of R2T include partnerships with schools and districts, teacher candidate Residency, culminating performance based assessment (edTPA), and curriculum redesign (Tennessee Board of Regents, 2010). This annual report provides the data collection results for Tennessee Tech University (TTU) during the 2014-2015 academic year.

The work reported in this annual report was conducted by the Center for Research in Educational Policy (CREP), a State of Tennessee Center of Excellence, located at the University of Memphis in Memphis, Tennessee. CREP's mission is to implement a research agenda associated with educational policies and practices in preK-12 public schools and to provide a knowledge base for use by educational practitioners and policymakers. Since 1989, CREP has served as a mechanism for mobilizing community and university resources to address educational problems and to meet the University's commitment to primary and secondary schools. Functioning as a part of the College of Education, CREP seeks to accomplish its

mission through a series of investigations conducted by CREP personnel, college and university faculty, and graduate students.

Program Description

The Ready2Teach teacher preparation initiative is a clinically focused undergraduate program with key elements that include: school partnerships, curriculum redesign, teacher candidate Residency, and the edTPA (Tennessee Board of Regents, 2010). The overall purpose of R2T is to produce teacher candidates who demonstrate academic content knowledge aligned with Tennessee curriculum standards, and who are equipped to promote student academic success. In order to achieve this purpose, universities implementing R2T incorporate immersion in the P-12 setting, co-teaching, strong partnerships with schools, intensive mentoring, strong content knowledge, and performance-based assessment into their teacher preparation programs (Tennessee Board of Regents, 2010). The primary goals of R2T are to prepare teacher candidates so that they have a positive impact on student performance from the first time the teacher candidates enter the classroom, and to work collaboratively with schools to improve outcomes for students, schools, and communities. The Tennessee Board of Regents' intention is for R2T to produce graduates with strong academic content knowledge; strong skills in instruction, assessment, and classroom management; and well-developed skills in meeting the academic and social needs of all students (Tennessee Board of Regents, 2010).

Research Questions

The six TBR universities collaboratively developed research questions to guide the cross-institutional data collection strategy regarding the implementation and effectiveness of the R2T initiative and provided these research questions to CREP. The research questions for Year 1 (i.e., final pilot year) were used to guide the data collection strategy during the 2012-2013

academic year and the results were reported in the 2012-2013 Data Collection Annual Report. The data collection strategy for Years 2, 3, and 4 (i.e., full implementation) will focus on the following major research questions:

1. *What are the perceptions of the School Partners (i.e., district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach, university partner collaborations to meet district/school goals, and improvement of student performance?*
2. *What are the perceptions of the R2T program participants (i.e., R2T teacher candidates, R2T graduate teachers) regarding their readiness to teach upon completion of the R2T program?*
3. *What is the success rate of the R2T graduate teachers during their first, second, and third year of teaching as measured by the teacher's overall state score that includes a composite of TEAM, TVAAS, and other TN approved assessments? How does this compare with the success rate of other (non-Ready2Teach) first, second, and third year teachers in the same or similar schools?*
4. *What is the attrition rate of first, second, and third year R2T graduate teachers? Do differences exist between attrition rates of first, second, and/or third year R2T teachers? How does this compare to the attrition rate of first, second, and third year non-R2T teachers?*
5. *What is the relationship between level of performance on key factors identified in the edTPA and the TEAM scores, edTPA and student achievement scores, and edTPA and the attrition rate of R2T graduate teachers?*

The Ready2Teach Tennessee Tech University 2014-2015 Data Collection Annual Report provides the data collection results for the second implementation year of the R2T teacher preparation initiative at TTU. University staff provided the graduation baseline data, demographic data, edTPA scores, GPA, and Praxis PLT scores for the 2013-2014 cohort and 2014-2015 cohort of R2T teacher candidates following their completion of the R2T program. The remainder of the R2T teacher candidate data are to be provided by TBR or the Tennessee Department of Education after each cohort's first year of teaching in schools.

Method

The remainder of this four-year data collection strategy was designed to implement both quantitative and qualitative data collection and analyses. Certain aspects of this work were contingent on the provision of student achievement scores, teacher assessment scores, and teacher attrition rates from TBR or the Tennessee Department of Education. At this time, CREP has not been provided the data required to conduct quantitative analyses involving teacher success, teacher attrition, and the R2T first year teacher comparisons with non-R2T first year teachers that were outlined in the scope. Therefore, these analyses cannot be included in the 2014-2015 annual report. A report addendum containing additional results will be provided when data have been received and analyzed. The 2014-2015 report does include descriptive analyses of the 2014-2015 R2T teacher candidate data (e.g., edTPA scores, GPA, Praxis PLT scores, and teacher candidate demographics) that were submitted into a secure online site by university personnel.

CREP staff utilized perceptual surveys and semi-structured phone interviews to collect information from key R2T stakeholders. The R2T School Partner Survey (R2TSPS) was administered to obtain the perceptions of district administrators, principals, assistant principals,

and mentor teachers regarding the preparation of R2T teacher candidates, the effectiveness of the university partnership in meeting district/school goals, and improvement of student academic performance. The R2T Program Completion Survey (R2TPCS) provided the perceptions of R2T teacher candidates as they completed their preparation program and Residency, and the R2T Graduate Teacher Survey (R2TGTS) was used to obtain the perceptions of new teachers following their first year of teaching. In addition to the perceptual surveys, mentor teacher semi-structured phone interviews were conducted to provide additional information regarding the university partnership and the R2T teacher candidate placed in their classroom. Director of teacher education semi-structured phone interviews provided supplementary data regarding R2T enrollment numbers, graduation numbers, and R2T Residency and program changes. Detailed descriptions of each of these instruments are presented in this report. The specific data collection methods implemented and how they align with each of the research questions are summarized below.

1. *What are the perceptions of the School Partners (i.e., district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach, university partner collaborations to meet district/school goals, and improvement of student performance?*

School partners were asked to complete the R2TSPS to gather their perceptions of R2T teacher candidate preparation, the university partnership, and the R2T teacher candidate impact on student performance. Semi-structured phone interviews with mentor teachers gave CREP staff the opportunity to supplement and enrich the data gathered via the school partner surveys.

2. *What are the perceptions of the R2T program participants (i.e., R2T teacher candidates, R2T graduate teachers) regarding their readiness to teach upon completion of the R2T program?*

R2T teacher candidates were asked to complete the R2TPCS to gather their perceptions of the effectiveness of their preparation to be an entry-level classroom teacher. The R2TPCS was developed by CREP staff to administer to R2T teacher candidates following the completion of the R2T program. In addition, R2T graduate teachers were asked to submit the R2TGTS following the completion of their first year of teaching. The R2TGTS was designed to gather perceptions of the effectiveness of their preparation to be an entry-level classroom teacher.

3. *What is the success rate of the R2T graduate teachers during their first, second, and third year of teaching as measured by the teacher's overall state score that includes a composite of TEAM, TVAAS, and other TN approved assessments? How does this compare with the success rate of other (non-Ready2Teach) first, second, and third year teachers in the same or similar schools?*

R2T graduate teacher data (e.g., edTPA scores, GPA, Praxis PLT scores, licensure numbers, endorsement codes, and teacher candidate demographics) were submitted by university personnel into a secure online site in order to provide a baseline for the 2013-2014 and the 2014-2015 R2T teacher candidates. Additional R2T graduate teacher and non-Ready2Teach teacher data have not been provided; therefore, analyses and comparisons will not be reported in the Ready2Teach Tennessee Tech University 2014-2015 Data Collection Annual Report.

4. *What is the attrition rate of first, second, and third year R2T graduate teachers? Do differences exist between attrition rates of first, second, and/or third year R2T teachers?*

How does this compare to the attrition rate of first, second, and third year non-R2T teachers?

Baseline R2T graduate teacher data were submitted by university personnel into a secure online site. Additional R2T graduate teacher and non-Ready2Teach teacher data have not been provided as of the writing of this report.

5. *What is the relationship between level of performance on key factors identified in the edTPA and the TEAM scores, edTPA and student achievement scores, and edTPA and the attrition rate of R2T graduate teachers?*

University personnel submitted baseline R2T graduate teacher data into a secure online site. Requested R2T graduate teacher and non-Ready2Teach teacher data have not been provided as of the writing of this report.

Participants

The Tennessee Tech University (TTU) main campus is centrally located in Cookeville, Tennessee. The College of Education offers licensure in twenty-six different teaching areas at the undergraduate level and thirty-one at the graduate level. The Ready2Teach initiative was fully implemented in all undergraduate and graduate licensure programs during the 2013-2014 academic year, and R2T teacher candidates were positioned in approximately forty school districts for their Pre-Residency and Residency requirements. The College of Education at TTU also maintains a significant 2+2 program by partnering with the campuses of four community colleges located in eight different counties.

TTU director of teacher education. A semi-structured phone interview was conducted with the director of teacher education and the assistant dean of the College of Education at TTU in April 2015. The semi-structured interview gathered additional information about the 2014-

2015 implementation of R2T at TTU and any specific changes made to their unique program. The aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2014-2015 Data Collection Annual Report to honor confidentiality.

R2T teacher candidates. University personnel submitted demographic and baseline data regarding the R2T teacher candidates who were enrolled at TTU during the 2014-2015 academic year. The majority of the 291 TTU R2T teacher candidates were female (84.2%), Caucasian (97.6%), undergraduate students (100.0%), and transfer students (57.7%). Table 2 summarizes the demographic characteristics of the TTU 2014-2015 R2T teacher candidates.

Table 2. TTU R2T Teacher Candidate Demographics

R2T Teacher Candidate Demographics	Frequency	Percentage
Gender		
Female	245	84.2
Male	46	15.8
Race		
African American or Black	3	1.0
American Indian or Alaska Native	3	1.0
Asian	1	0.3
Caucasian or White	284	97.6
Two or more races	0	0.0
Academic Degree		
Graduate	0	0.0
Undergraduate	291	100.0
Transfer or Non-Transfer Student		
Transfer student	168	57.7
Non-Transfer student	123	42.3

Note: Item percentages may not total 100% because of missing input from some respondents.

In addition to demographic and background information, university personnel included the R2T teacher candidates' overall GPA, edTPA scores, and Praxis PLT scores, which will be used for future data analyses and comparisons. The TTU 2014-2015 R2T teacher candidates' overall GPA mean was 3.50, the mean edTPA score was 43.28, and the mean Praxis PLT score

was 172.49. Table 3 summarizes the TTU 2014-2015 R2T teacher candidate GPA, edTPA, and Praxis PLT data.

Table 3. TTU R2T Teacher Candidate GPA, edTPA, and Praxis PLT scores

	GPA (*n* = 291)	edTPA (*n* = 291)	Praxis PLT (*n* = 291)
Minimum	2.68	23	131
Maximum	4.00	63	193
Mean	3.50	43.28	172.49
Standard Deviation	0.31	7.03	9.13

R2T graduate teachers. In 2014-2015, R2T graduate teachers who had been R2T teacher candidates during the previous academic year (2013-2014) were asked to submit demographic information in addition to their perceptions of how well the R2T program prepared them for their first year of teaching. The majority of the ten TTU R2T graduate teachers were Caucasian (85.7%). All of the graduate teachers were female (100.0%), 21-30 years of age (100.0%), and completed undergraduate degrees (100.0%), as shown below in Table 4.

Table 4. TTU R2T Graduate Teacher Demographics

R2T Graduate Teacher Demographics	Percentage
Gender	
Female	100.0
Race	
Asian	14.3
Caucasian or White	85.7
Age	
21-30	100.0
Academic Degree	
Undergraduate degree	100.0

Note: Item percentages may not total 100% because of missing input from some respondents.

In addition to demographic information, school characteristics were provided by R2T graduate teachers. Nine of the 10 graduates were elementary school teachers and most reported teaching in small, rural, public schools. The R2T graduate teachers reported 25% or more of the students at their schools were eligible for free/reduced lunches and slightly more than half indicated that less than one fourth of the students in their school were identified as English

Language Learners. The school characteristics provided by TTU R2T graduate teachers are shown in Table 5.

Table 5. TTU R2T Graduate Teacher School Characteristics

School Characteristics	Percentage
School Type	
Public School	85.7
Title I School	28.6
School Level	
Elementary School	85.7
Middle School	14.3
School Setting	
Suburban	42.9
Rural	57.1
School Size	
Small (enrollment of less than 500 students)	57.1
Medium (enrollment of 500 to 1,199 students)	42.9
Students eligible for free/reduced lunch	
Less than 25%	0.0
25% to 50%	28.6
50% to 75%	28.6
75% or more	42.9
I don't know	0.0
Students identified as English Language Learners (ELL)	
Less than 25%	57.1
25% to 50%	28.6
50% to 75%	14.3
75% or more	0.0
I don't know	0.0

Note: Item percentages may not total 100% due to missing or multiple participant responses.

School partners. School partners (i.e., district administrators, principals, assistant principals, and mentor teachers) who were in partnership with TTU during the 2014-2015 academic year were asked to submit demographic information in addition to their perceptions of preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance. Of the 58 school partners who started the R2TSPS, two indicated that they did not work with R2T teacher candidates and exited

the survey. The remaining 56 school partner respondents indicated their R2T roles as district administrator (0.0%), principal (14.3%), and mentor teacher (85.7%), as shown in Table 6.

Table 6. TTU R2T School Partner Role

Ready2Teach Role	Percentage
District Administrator	0.0
Principal	14.3
Assistant Principal	0.0
Mentor Teacher	85.7

Note: Item percentages may not total 100% because of missing input from some respondents.

A majority (62.5%) of the principal respondents indicated that they had one year to five years of experience in their current position within the school district. Table 7 summarizes the length of service for the principal respondents.

Table 7. TTU Principal Length of Service

District Administrator and Principal	Percentage
Length of Service in Current Position (District Administrator and Principal)	
Less than 1 year	0.0
1-5 years	62.5
6-10 years	25.0
More than 10 years	12.5

Note: Item percentages may not total 100% because of missing input from some respondents.

A majority (70.8%) of mentor teachers indicated that this was the first R2T teacher candidate placed in their classroom to complete their Residency. Of the remaining mentor teachers who had previous experience mentoring a R2T teacher candidate, all indicated that there had been two or three R2T teacher candidates placed in their classroom since August 2012. A larger percentage of mentor teachers indicated that the length of placement in their current school had been for more than 10 years (43.8%), possessed more than 10 years of teaching experience (66.7%), and held master's degrees (50.0%), as shown in Table 8.

Table 8. TTU Mentor Teacher Characteristics

Mentor Teacher	Percentage
Length of Placement in Current School	
Less than 1 year	2.1
1-5 years	22.9
6-10 years	27.1
More than 10 years	43.8
Total Years of Teaching Experience	
Less than 1 year	0.0
1-5 years	6.3
6-10 years	27.1
More than 10 years	66.7
Educational Degree Attainment	
Bachelor's degree	33.3
Master's degree	50.0
Master's plus 30 hours	4.2
Education Specialist degree	12.5
Doctoral degree	0.0
Is this the first R2T teacher candidate that has been placed with you for their Residency?	
Yes	70.8
No	29.2
If this is not the first R2T teacher candidate placed with you for their Residency, how many R2T candidates have been placed with you for their Residency since August 2012?	
2	78.6
3	21.4
4 or more	0.0

Note: Item percentages may not total 100% because of missing input from some respondents.

Instrumentation

Both quantitative and qualitative data were collected for this report via surveys, university submission of R2T graduate teacher data, and semi-structured phone interviews. Details of each instrument are provided below.

Ready2Teach School Partner Survey (R2TSPS). CREP staff developed the R2TSPS to administer to school partners involved in the full implementation of R2T. For district administrators, principals, and assistant principals, the survey is comprised of six open-ended items and 20 closed-ended items. The closed-ended items are comprised of one contingency question which was designed to filter out school partners who did not work with R2T teacher

candidates, two demographic questions, and 17 Likert-type items that utilize a three-point scale. For mentor teachers, the survey contains six open-ended items and 30 closed-ended items. The closed-ended items are comprised of one contingency question, six demographic questions, and 23 Likert-type items that utilize a three-point scale. The items focus on preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance. The survey was administered via CREP's online Survey Management System (SMS).

Ready2Teach Program Completion Survey (R2TPCS). The R2TPCS was developed by CREP staff to administer to R2T teacher candidates following the completion of the R2T program. The R2TPCS is comprised of three open-ended items and 19 closed-ended items. The closed-ended items are comprised of one contingency question which was designed to filter out university students who did not complete the R2T program, three demographic questions, three background information questions, and 12 Likert-type items that utilize a four-point scale. The items focus on the quality and effectiveness of their preparation to be an entry-level classroom teacher. The survey was administered via CREP's online Survey Management System (SMS).

Ready2Teach Graduate Teacher Survey (R2TGTS). CREP staff developed the R2TGTS to administer to R2T graduate teachers following the completion of their first year of teaching. The R2TGTS is comprised of four open-ended items and 27 closed-ended items. The closed-ended items are comprised of two contingency questions which were designed to filter out first year teachers who did not graduate from the R2T program or who were not currently classroom teachers, three demographic questions, two background information questions, six school information questions, two questions about teaching next year, and 12 Likert-type items that utilize a four-point scale. The items focus on their perceptions of how well the R2T program

prepared them as an entry-level classroom teacher. The survey was administered via CREP's online Survey Management System (SMS).

Ready2Teach Participant Data Tool (R2TPDT). The R2TPDT was developed by CREP staff to provide a method for university personnel to submit R2T teacher candidates' student ID number, overall GPA, teacher license number, recommended endorsement code(s), edTPA score, Praxis PLT score, and general demographic information. University personnel submitted the R2T teacher candidate data directly into a unique and secure online storage site designated for their university.

Semi-structured phone interview protocols. CREP staff developed two semi-structured phone interview protocols; the R2T mentor teacher protocol and the R2T director of teacher education protocol. The mentor teacher semi-structured phone interview protocol was designed to provide information regarding the university partnership and the R2T teacher candidate placed in their classroom. The director of teacher education semi-structured phone interview protocol was designed to obtain supplementary data regarding 2014-2015 R2T implementation and R2T Residency or program changes. The objective of the protocols was to give CREP staff a consistent format to guide the semi-structured phone interviews while allowing the interviewee the freedom to convey their perceptions of implementation and effectiveness during the 2014-2015 academic year. Table 9 summarizes the participants, data sources, and methods used within each research question.

Table 9. TTU Summary of Participants, Data Sources, and Method by Research Question

Research Questions	Participants	Data Sources	Method
1. What are the perceptions of the School Partners (i.e., district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach, university partner collaborations to meet district/school goals, and improvement of student performance?	• School partners	• R2TSPS	• Qualitative and quantitative perceptions regarding preparation of R2T teacher candidates, partner collaborations to meet district/school goals, and improvement of student performance.
		• Semi-Structured Interview	• Qualitative data collected to supplement and enrich the R2TSPS data.
2. What are the perceptions of the R2T program participants (i.e., R2T teacher candidates, R2T graduate teachers) regarding their readiness to teach upon completion of the R2T program?	• R2T program participants	• R2TPCS & R2TGTS	• Qualitative and quantitative perceptions regarding preparation of R2T teacher candidates as entry-level classroom teachers.
3. What is the success rate of the R2T graduate teachers during their first, second, and third year of teaching as measured by the teacher's overall state score that includes a composite of TEAM, TVAAS, and other TN approved assessments? How does this compare with the success rate of other (non-Ready2Teach) first, second, and third year teachers in the same or similar schools?	• University personnel • TBR	• R2TGTD	• Quantitative method for collection of R2T graduate teacher data. TBR was not able to provide the requested R2T graduate teacher and non-Ready2Teach teacher data for analysis.
4. What is the attrition rate of first, second, and third year R2T graduate teachers? Do differences exist between attrition rates of first, second, and/or third year R2T teachers? How does this compare to the attrition rate of first, second, and third year non-R2T teachers?	• University personnel • TBR	• R2TGTDT	• Quantitative method for collection of R2T graduate teacher data. TBR was not able to provide the requested R2T graduate teacher and non-Ready2Teach teacher data for analysis.
5. What is the relationship between level of performance on key factors identified in the edTPA and the TEAM scores, edTPA and student achievement scores, and edTPA and the attrition rate of R2T graduate teachers?	• University personnel • TBR	• R2TGTDT	• Quantitative method for collection of R2T graduate teacher data. TBR was not able to provide the requested R2T graduate teacher and non-Ready2Teach teacher data for analysis.

Procedure

During the 2014-2015 academic year, CREP staff revised the data collection strategy for the Ready2Teach initiative and updated or developed instruments that would provide a picture of the R2T initiative implemented at the six universities. Upon notification by CREP staff, university personnel forwarded the R2TSPS unique username and password to their school partners. The school partners logged into CREP's online SMS system to complete and submit the R2TSPS perceptual survey. The R2TSPS was administered from April through May 2015.

CREP staff forwarded the R2TGTS unique username and password to R2T graduate teachers who were completing their first year as a classroom teacher. The R2TGTS was administered from April through May 2015. In an attempt to improve return rates, CREP offered the R2TPCS to each TBR university in both paper and online formats. TTU university personnel elected to administer the online format of the R2TPCS. Partner schools were randomly selected and the semi-structured phone interviews with mentor teachers were scheduled and conducted from mid-March to mid-May 2015. A semi-structured phone interview was held with the director of teacher education and the assistant dean of the College of Education at TTU in April 2015.

All data were collected by September 2015 and analyses of the survey and semi-structured phone interview data were initiated. All open-ended comments were summarized via a structured, multi-step process. First, the original comments were grouped into categories and then the categories were grouped into overarching themes. Final analysis produced frequency percentages for each theme that was observed in the dataset. Some comments contained multiple themes and categories. These were separated and coded according to theme, as if they were separate comments. Thus, the reported percentages reflect the total number of comments as separated by theme, not the total number of comments received from participants.

University personnel were contacted in May 2015 regarding procedures for submitting the R2T graduate teacher data. The R2TPDT was made available and all quantitative data were submitted by early September 2015. CREP staff followed up as necessary to clarify questions regarding missing data. Table 10 provides a summary of the data collection strategy organized by instrument, a general timeline, and the number of each instrument collected.

Table 10. TTU Data Collection Summary

Participants	Instrument	Timeline	Final (*n*)
School Partners	R2TSPS	April-May 2015	*n* = 56*
R2T Graduate Teachers	R2TGTS	April-May 2015	*n* = 7**
R2T Teacher Candidates	R2TPCS	May 2015	*n* = 63
Mentor Teachers	Phone Interview	March-May 2015	*n* = 4
Directors of Teacher Education	Phone Interview	May 2015	*n* = 2
R2T Participant Data	R2TPDT	May- September 2015	*n* = 291

***Respondents who did not work with 2014-2015 R2T teacher candidates were excluded from analysis.**
****Respondents who did not graduate from a R2T program or did not complete their first year of teaching were excluded from analysis. See results.**

Results

The following section presents the data collected from TTU during the 2014-2015 academic year. First, a summary of the data is outlined for each instrument; and then the data are reported within each research questions.

Data by Instrument

Ready2Teach Semi-Structured Phone Interviews. Semi-structured phone interviews were conducted by CREP staff. The objective of each session was to gather data that would supplement the perceptual surveys and provide information regarding R2T implementation during the 2014-2015 academic year. Utilization of semi-structured phone interviews gave CREP staff a consistent format to guide the interviews while allowing the interviewee the freedom to convey their perceptions of implementation and effectiveness of the R2T initiative.

Director of teacher education interviews. A semi-structured phone interview was conducted with the director of teacher education and the assistant dean of the College of Education at TTU. In order to honor confidentiality, the aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2014-2015 Data Collection Annual Report.

Mentor teacher phone interviews. CREP staff determined that interviews would be randomly selected and set a goal of five mentor teacher interviews per university. CREP staff randomly selected schools that were partnered with the universities, contacted the principal at

each school, requested to interview a mentor teacher at the school, and scheduled interviews with willing mentor teachers. Some principals and mentor teachers did not respond to repeated contacts from CREP staff or declined to be interviewed. The final result was that CREP staff held semi-structured phone interviews with four mentor teachers from TTU partner schools. Therefore, data collected from these semi-structured interviews cannot be folded into the results section of this report because CREP staff entered into a confidentiality agreement with each interviewee and promised to protect the identity of individual participants. The aggregate results are folded into the Ready2Teach Tennessee Board of Regents 2014-2015 Data Collection Annual Report.

Ready2Teach School Partner Survey (R2TSPS). School partners were asked to give their perceptions of the preparation of R2T teacher candidates, the effectiveness of partner collaborations in meeting district/school goals, and the improvement of student performance. Of the 58 school partners who started the R2TSPS, two indicated that they did not work with R2T teacher candidates and exited the survey, leaving 56 school partners who completed the perceptual survey. The TTU R2TSPS frequency report—including respondents' comments—can be found in Appendix A of this report.

Overall, most principals (62.5-100.0% of 8 respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom. The highest areas of agreement included "develop student-teacher relationships" (100.0%), "collaborate with mentors and identified supervisors" (100.0%), "consider the pacing and timing mandates for the school/district" (100.0%), and "organize and manage time, space, and resources" (100.0%). The lowest area of agreement among principals was "scaffold and support the academic needs of students" (62.5%). Similarly, most mentor teachers (85.4-100.0% of 48

respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom. The highest areas of agreement included "align instruction with Common Core State Standards" (100.0%), "develop clear learning objectives for lessons" (97.9%), "create effective learning segments" (95.8%), and "collaborate with mentors and identified supervisors" (95.8%). The lowest areas of agreement among mentor teachers included "manage classroom behavior through established techniques and procedures" (14.6%) and "scaffold and support the academic needs of students" (14.6%).

A wide range of school partner survey respondents (2.1-37.5% of 56 respondents) selected *Don't Know* on some of the preparation items. School partner perceptions of R2T teacher candidate preparation are summarized in Table 11 and Table 12.

Table 11. TTU Principal Perceptions of Preparation

The R2T teacher candidate(s) placed in your school for their 2013-2014 Residency demonstrate the entry level teacher ability to...	% Agree	% Disagree	% Don't know
Develop student-teacher relationships.	100.0	0.0	0.0
Develop parent-student-teacher relationships.	75.0	0.0	25.0
Collaborate with mentors and identified supervisors.	100.0	0.0	0.0
Understand cultural and individual diversity.	87.5	0.0	12.5
Consider students' strengths and needs when planning lessons.	87.5	0.0	12.5
Utilize best practice instructional strategies.	87.5	0.0	12.5
Maintain student engagement throughout lessons.	87.5	0.0	12.5
Analyze student performance based on assessments.	75.0	0.0	25.0
Adjust instruction based on assessment findings.	75.0	0.0	25.0
Scaffold and support the academic needs of students.	62.5	0.0	37.5
Consider the pacing and timing mandates for the school/district.	100.0	0.0	0.0
Manage classroom behavior through established techniques and procedures.	87.5	0.0	12.5
Organize and manage time, space, and resources.	100.0	0.0	0.0

Note: Item percentages may not total 100% because of missing input from some respondents.

Table 12. TTU Mentor Teacher Perceptions of Preparation

The R2T teacher candidate placed in your classroom for their 2013-2014 Residency demonstrates or possesses the entry level ability to...	% Agree	% Disagree	% Don't know
Develop clear learning objectives for lessons.	97.9	0.0	2.1
Create effective learning segments.	95.8	2.1	2.1
Consider students' strengths and needs when planning lessons.	93.8	4.2	2.1
Develop instruction plans for lessons.	93.8	4.2	2.1
Design assessment plans for lessons.	89.6	8.3	2.1
Utilize best practice instructional strategies.	89.6	10.4	0.0
Maintain student engagement throughout lessons.	91.7	8.3	0.0
Manage classroom behavior through established techniques and procedures.	85.4	14.6	0.0
Organize and manage time, space, and resources.	87.5	10.4	2.1
Analyze student performance based on assessments.	91.7	8.3	0.0
Adjust instruction based on assessment findings.	91.7	8.3	0.0
Analyze personal teaching effectiveness.	89.6	10.4	0.0
Scaffold and support the academic needs of students.	87.5	12.5	0.0
Align instruction with Common Core State Standards.	100.0	0.0	0.0
Consider the pacing and timing mandates for the school/district.	91.7	8.3	0.0
Understand cultural and individual diversity.	93.8	6.3	0.0
Develop parent-student-teacher relationships.	87.5	8.3	4.2
Collaborate with mentors and identified supervisors.	95.8	4.2	0.0

Note: Item percentages may not total 100% because of missing input from some respondents.

A majority (62.5-100.0% of 8 respondents) of principals agreed with each of the closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. The highest areas of agreement included "helps meet the goals and address the needs of our school" (100.0%), "provides consistent criteria for identifying school-based mentor teachers" (100.0%), and "effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements" (100.0%). The lowest area of agreement among principals was "provides or offers professional development that is beneficial for our faculty" (62.5%). Most mentor teachers (43.8-93.8% of 56 respondents) agreed with each of the closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. The highest areas of agreement included "adequately supervises the R2T

teacher candidate in my classroom" (93.8%) and "effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements" (93.8%). The lowest areas of agreement among mentor teachers included "supplies initial and ongoing training for school-based mentor teachers" (70.8%) and "provides or offers professional development that is beneficial for our faculty" (43.8%).

There were some school partner respondents (2.1-37.5% of 56 respondents) who indicated *Don't Know* on some of the items. School partner perceptions of the university partnership are summarized in Table 13 and Table 14.

Table 13. TTU Principal Perceptions of Partnership

During the 2013-2014 academic year, the R2T university partnership....	% Agree	% Disagree	% Don't know
Helps meet the goals and address the needs of our school.	100.0	0.0	0.0
Provides or offers professional development that is beneficial for our faculty.	62.5	0.0	37.5
Provides consistent criteria for identifying school-based mentor teachers.	100.0	0.0	0.0
Effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements	100.0	0.0	0.0

Note: Item percentages may not total 100% because of missing input from some respondents.

Table 14. TTU Mentor Teacher Perceptions of Partnership

During the 2013-2014 academic year, the R2T university partnership...	% Agree	% Disagree	% Don't know
Supplies initial and ongoing training for school-based mentor teachers.	70.8	16.7	10.4
Provides or offers professional development that is beneficial for our faculty.	43.8	18.8	35.4
Adequately supervises the R2T teacher candidate in my classroom.	93.8	6.3	0.0
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	89.6	8.3	2.1
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	93.8	6.3	0.0

Note: Item percentages may not total 100% because of missing input from some respondents.

When respondents were asked, “In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students’ academic performance?” the majority of school partner respondents indicated that the R2T teacher candidates will have a positive impact on student academic performance in their school (83.2% of comments). More specifically, school partners most often cited increased student academic performance, more opportunities for small groups and one on one interventions, and an additional qualified teacher in the classroom supporting student needs as positive outcomes experienced by students in classrooms with R2T teacher candidates. As stated by one respondent, “I feel they have been able to learn and grow with my teacher candidate and are stronger academically as a result of her placement in our classroom” (TTU R2TSPS respondent, 2015). Respondents also described R2T teacher candidates as positive role models who provide students with exposure to multiple teaching styles, new ideas, as well as richer activities and experiences in the classroom. A few school partners conveyed that R2T teacher candidates will have a negative or limited impact on student academic performance (15.0% of comments), indicating they were not prepared for the demands of teaching, lacked professionalism, and did not contribute to student learning.

When respondents were asked, “Share with us the benefits that your school has experienced by participating in the 2014-2015 R2T partnership,” the majority of responses indicated the positive impact the partnership has on student academic support (52.9%). In particular, school partners noted that the academic benefits included two qualified teachers in the classroom, opportunities for small groups, increased individualized lesson planning/instruction, and beneficial relationships that develop between students and R2T teacher candidates. Survey respondents also frequently mentioned the positive impact the 2014-2015 R2T partnership had on mentor teachers, partner schools, and districts (42.5%). Respondents noted that the R2T

partnership produces competent R2T teacher candidates that provide an extra set of hands and inject classrooms and schools with fresh ideas, current teaching strategies, and updated technology skills. As one respondent noted:

> The residency student sent to my classroom was well-prepared, motivated, and very knowledgeable about her role. It has been a very positive experience and has added to our classroom environment. The candidate was aware of her expectations and followed through efficiently. (TTU R2TSPS respondent, 2015)

Additionally, respondents described how the R2T partnership also allows experienced mentor teachers and other partner school stakeholders the opportunity to experience expanded leadership roles. A very small number of survey respondents (4.6%) stated there was limited contact or communication from their university partner and that there were no additional benefits experienced as a school partner during the 2014-2015 R2T partnership.

When respondents were asked, “Share with us the challenges that your school has experienced by participating in the 2014-2015 R2T partnership” responses most commonly (42.9%) indicated uncertainty or that there were no challenges, noting R2T teacher candidates were well prepared and the R2T partnership was a great experience. One respondent expressed:

> We really didn't experience any challenges this school year working together. My student resident and I met early on and developed a plan of action. I explained how I would like to phase her into responsibilities and give her time to acclimate to my students and class. We discussed the plan for the whole year and how we both wanted it to look and then we implemented our plan together. This has been a successful year working together! (TTU R2TSPS respondent, 2015)

Respondents also mentioned R2T teacher candidate preparation (28.6% of comments) as a challenge. More specifically, respondents described how R2T teacher candidates were not prepared for the demands of the classroom and detailed areas in which they needed additional support—lesson planning, content area knowledge, exposure to multiple grade levels, time management, and professionalism. A smaller number of responses regarding challenges experienced by participating in the 2014-2015 R2T partnership fell within three additional areas: co-teaching (12.7%), Residency placements (9.5%), and the university partnership (6.4%). In regard to co-teaching, school partners described their reluctance to turn over classrooms due to R2T teacher candidate inexperience, the pressure of teacher accountability during high stakes testing, and the weight of additional responsibilities assumed when becoming a mentor teacher within the R2T program. As a survey respondent shared:

> I don't believe the school has faced any challenges, but it has been hard having someone in my room for such a long amount of time. It is hard to let go of control when we are faced with so much with our own evaluations and test scores. (TTU R2TSPS respondent, 2015).

When citing challenges of Residency placements, respondents most often noted inconsistent scheduling of placements and the length of placements (e.g., placement is too long, R2T teacher candidate did not complete residency, missed days due to snow). With respect to the challenges of the university partnership, school partners indicated that they are not receiving enough clear communication from the university, that expectations within the R2T program are unclear, and that unexpected mid-year changes in university supervisors created some difficulties.

When school partners were asked to share, "any recommendations you have that may allow the R2T teacher preparation program to better serve your school," the majority of the

responses fell within the area of university related responsibilities or requirements of the R2T program (57.1% of comments). Recommendations involving university related responsibilities or requirements most often mentioned Residency placements. In particular, school partners suggested R2T teacher candidates have increased time in classrooms, including experiencing the beginning and end of a school year, exposure to different grade levels and mentor teachers, as well as better screening and placement of R2T teacher candidates. One survey respondent shared:

> I have enjoyed working with the students. Working in the classroom for a full year is very beneficial. I wish they could start earlier in the school year to get more experience with starting a school year. By the time they come into my classroom, we have done the hard work of establishing a routine and atmosphere, making teaching look much easier than it really is. (TTU R2TSPS respondent, 2015)

Respondents also recommended increased communication between school partners and the university, possible offering meetings between stakeholders and other avenues to ensure program responsibilities and expectations are clear between all parties. Lastly, school partners recommended changes to the edTPA. More specifically, they suggested decreasing the amount of work required by both the R2T teacher candidate and mentor teacher, reevaluating the filming procedures, and possibly eliminating the edTPA altogether.

Overall, respondents felt that the university partnership was beneficial due to the advantages gained by partner schools and classrooms, as well as the meaningful collaboration taking place between TTU and school partners working towards continuing to strengthen the R2T initiative. One respondent shared:

> We have benefited from the partnership by being able to closely work with current professors and students, applying new theory as well as applied practice of what is currently happening within the classroom working together to blend the two. The experience is helpful for all involved because we are able to learn from each other. I have enjoyed some of the new technology that my student resident has shared with me. (TTU R2TSPS respondent, 2015)

Ready2Teach Program Completion Survey (R2TPCS). R2T teacher candidates were asked to give their perceptions of the effectiveness and quality of their preparation to be an entry-level classroom teacher. The TTU R2TPCS frequency report—including respondents' demographics and comments—can be found in Appendix B of this report. Of the 63 R2T teacher candidates who completed the survey, two indicated that they were offered a teaching position, 59 were actively seeking a teaching position, and two were pursuing advanced degrees. Overall, TTU 2014-2015 R2T teacher candidates perceived that the R2T Program was effective in preparing them as an entry-level classroom teacher, as shown in Table 15.

Table 15. TTU R2T Teacher Candidate Perceptions of R2T Preparation Effectiveness

Please rate the overall effectiveness of the R2T program in preparing you to be an entry-level classroom teacher.	Percentage
Very Ineffective	3.2
Somewhat Ineffective	1.6
Somewhat Effective	36.5
Very Effective	58.7

Note: Item percentages may not total 100% because of missing input from some respondents.

Most of the 2014-2015 TTU R2T teacher candidates (81.0%-100.0% of 63 respondents) indicated they were *Very Well Prepared* or *Adequately Prepared* as an entry-level classroom teacher upon completion of the TTU R2T program. The areas where R2T teacher candidates felt most prepared included "strong academic content knowledge aligned with Tennessee curriculum standards" (100.0%), "collaboration with mentors and identified supervisors" (98.4%),

"formative assessment to monitor students' progress and adjust instruction accordingly" (96.9%), "development of clear learning objectives and instruction plans for lessons" (96.8%), and "summative assessment of student work and achievement in varied ways" (96.8%). While most of the R2T teacher candidates cited that they were well-prepared, a smaller number of respondents also indicated that they were *Somewhat Prepared* in nearly all areas, most commonly "management of classroom behavior through established techniques and procedures" (12.7%) and "development of parent-student-teacher relationships" (14.3%). A few R2T teacher candidate respondents (1.6-4.8% of 63 respondents) indicated *Not Prepared* on some of the survey items. R2T teacher candidate perceptions of the quality of the R2T program preparation are summarized in Table 16.

Table 16. TTU R2T Teacher Candidate Perceptions of R2T Preparation Quality

Please rate the overall quality of your preparation as an entry-level classroom teacher by the R2T program.	% Very Well Prepared	% Adequately Prepared	% Somewhat Prepared	% Not Prepared
Strong academic content knowledge aligned with Tennessee curriculum standards.	57.1	42.9	0.0	0.0
Development of clear learning objectives and instruction plans for lessons.	57.1	39.7	3.2	0.0
Differentiation of instruction to meet all students' learning needs.	52.4	39.7	4.8	1.6
Management of classroom behavior through established techniques and procedures.	47.6	38.1	12.7	1.6
Scaffolding of and support for the academic needs of students.	52.4	38.1	9.5	0.0
Formative assessment to monitor students' progress and adjust instruction accordingly.	54.0	42.9	3.2	0.0
Summative assessment of student work and achievement in varied ways.	58.7	38.1	3.2	0.0
Adjustment to pacing and timing mandates of the school/district.	42.9	44.4	9.5	3.2
Collaboration with mentors and identified supervisors.	69.8	28.6	1.6	0.0
Understanding of and respect for the cultural and individual diversity of students.	68.3	27.0	1.6	1.6
Development of parent-student-teacher relationships.	42.9	38.1	14.3	4.8

When R2T teacher candidates were asked, "What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher," the majority of responses fell within two areas: Residency/field experience (61.7% of comments) and university experience/curriculum (27.2% of comments). Regarding Residency/field experience, respondents described how experiencing a full year in the classroom was highly beneficial for R2T teacher candidates as they gain increased teaching strategies and skills with more opportunities for hands-on learning. Additionally, the increased time in classrooms fostered professional relationships and collaboration between mentor teachers and R2T teacher candidates, as well as creating a positive learning environment for students. One respondent shared, "I liked that it gave me the opportunity to really get to know the students and teachers on a personal level. It allowed me to acquire many skills and practice through the year long process of Residency" (TTU R2TPCS respondent, 2015). With respect to university experience/curriculum, R2T teacher candidates indicated that the most valuable aspects were specific courses (e.g., upper level courses) and the knowledge gained (e.g., classroom management, lesson planning, differentiating instruction, scaffolding, and technology integration). R2T teacher candidates also noted that the TTU faculty and staff were knowledgeable and well-versed in current education research and best practices. A few R2T teacher candidates (11.1%) also felt that the R2T program as a whole was most valuable, describing how R2T equips R2T teacher candidates with deeper knowledge and successful skills to provide students with a more thorough understanding of the content. One respondent stated:

> The necessity of organization was the most useful aspect to me. The program required you to take a concept you wanted to teach and look at every part of it, requiring you to

> think ahead and thoroughly prepare for your lessons while taking into account all of the different areas you must cover. (R2TPCS respondent, 2015).

R2T teacher candidates were asked to "share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers" and the majority of recommendations were related to the R2T program (74.6% of comments). The R2T program recommendations mainly centered around R2T teacher candidate preparation, with respondents citing classroom management, assessment, lesson planning, special education, and communication/building relationships with parents as areas of need. As one survey respondent suggested:

> More SPED classes! It would also help to have more classroom management techniques and be able to practice them somehow. Talking to parents is definitely a weak point of mine and would appreciate some guidance in how to perform that professionally. (TTU R2TPCS respondent, 2015)

R2T teacher candidates also made suggestions relative to the edTPA, noting that it's not always an effective assessment. Recommendations included placing less emphasis on the edTPA, simplifying requirements, and spreading tasks throughout the year so that it puts less stress and burden on both the R2T teacher candidates and mentor teachers. A smaller number of R2T teacher candidates shared recommendations related to the university curriculum, specifically enhancing courses in classroom management, special education, U.S. History, and phonics. A few R2T teacher candidates (10.9%) had no recommendations and were proud to have graduated from TTU's education program.

Finally, R2T teacher candidates were also given the opportunity to provide any additional comments. TTU R2TPCS survey responses were split evenly between R2T program elements

(50.0%) and no additional comments (50.0%). When describing program elements, R2T teacher candidates were mostly positive, citing the R2T program successfully prepared them to be effective classroom teachers, university faculty and staff were helpful throughout the process, and relationships with mentor teachers were extremely valuable. Conversely, R2T teacher candidates also indicated that the material taught at the university was not relevant and that university administration needed to improve upon providing support and clear expectations to R2T teacher candidates and mentor teachers.

Ready2Teach Graduate Teacher Survey (R2TGTS). R2T graduate teachers who were R2T teacher candidates during the 2013-2014 academic year were asked to submit their perceptions of the effectiveness and quality of the R2T program in preparing them for their first year of teaching. The TTU R2TGTS frequency report—including respondents' demographics and comments—can be found in Appendix C of this report. Of the 10 R2T graduate teachers who started the survey, seven indicated they were a graduate of the R2T program at their university while three indicated they were not and exited the survey. The majority of the remaining seven respondents described their school as a small, rural, public school. Overall, TTU 2014-2015 R2T graduate teachers perceived that the R2T Program was effective in preparing them as a classroom teacher as shown in Table 17.

Table 17. TTU R2T Graduate Teacher Perceptions of R2T Preparation Effectiveness

Please rate the overall effectiveness of the R2T program in preparing you to be a classroom teacher.	Percentage
Very Ineffective	0.0
Somewhat Ineffective	0.0
Somewhat Effective	42.9
Very Effective	57.1

Note: Item percentages may not total 100% because of missing input from some respondents.

When asked to reflect on how well the TTU R2T program prepared them as an entry-level classroom teacher, the majority of R2T graduate teachers (57.2-85.7% of 7 respondents)

indicated they felt *Adequately Prepared* or *Very Well Prepared* on 10 of 11 survey items. The area where R2T graduate teachers felt most prepared was "strong academic content knowledge aligned with Tennessee curriculum standards" (85.7%). A smaller number of survey respondents indicated that they were *Somewhat Prepared* in most areas. Areas where R2T graduate teachers more commonly felt less prepared included "management of classroom behavior through established techniques and procedures" (42.9%) and "adjustment to pacing and timing mandates of the school/district" (28.6%). A few respondents (14.3%) felt *Not Prepared* in "development of parent-student-teacher relationships". R2T graduate teacher perceptions of the overall quality of their R2T program preparation as an entry level classroom teacher are shown in Table 18.

Table 18. TTU R2T Graduate Teacher Perceptions of R2T Preparation Quality

Reflecting on your first year as a teacher, rate the overall quality of your *preparation* an entry-level classroom teacher by the Ready2Teach program (coursework, field experience, and Residency).	% Very Well Prepared	% Adequately Prepared	% Somewhat Prepared	% Not Prepared
Strong academic content knowledge aligned with Tennessee curriculum standards.	57.1	28.6	0.0	0.0
Development of clear learning objectives and instruction plans for lessons.	28.6	42.9	14.3	0.0
Differentiation of instruction to meet all students' learning needs.	28.6	42.9	14.3	0.0
Management of classroom behavior through established techniques and procedures.	42.9	0.0	42.9	0.0
Scaffolding of and support for the academic needs of students.	42.9	28.6	14.3	0.0
Formative assessment to monitor students' progress and adjust instruction accordingly.	57.1	14.3	14.3	0.0
Summative assessment of student work and achievement in varied ways.	57.1	14.3	14.3	0.0
Adjustment to pacing and timing mandates of the school/district.	0.0	57.1	28.6	0.0
Collaboration with mentors and identified supervisors.	57.1	14.3	14.3	0.0
Understanding of and respect for the cultural and individual diversity of students.	42.9	28.6	14.3	0.0
Development of parent-student-teacher relationships.	28.6	28.6	14.3	14.3

Note: Item percentages may not total 100% because of missing input from some respondents.

When R2T Graduate Teachers were asked "What elements of the Ready2Teach program did you find to be the most valuable as a first year classroom teacher," responses most often referred to knowledge gained regarding lesson planning and assessment (66.7% of comments). R2T graduate teachers described that they were confident in their ability to plan structured lessons that create maximum student engagement and mastery of content, as well the exposure, practice, and preparation received regarding associated assessments. A smaller number of respondents (33.3%) cited Residency as the most valuable element of R2T, more specifically the knowledge gained in a real classroom setting while collaborating with other teaching professionals.

When R2T graduate teachers were asked to "Share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers," the majority of the recommendations (75.0%) indicated a need for additional training and preparation. In particular, R2T graduate teachers suggested more emphasis on small group instruction (e.g., guided reading and math, centers, rotations) and best practices for data use. Additionally, R2T graduate teachers felt that university requirements during Residency were not useful as that time would be better spent directly in the classroom. A small number of R2T graduate teacher comments (25.0%) stated no recommendations were needed.

Lastly, R2T graduate teachers were given the opportunity to provide additional comments. Survey respondents described positive feelings towards TTU, especially regarding the university professors.

Data Summary by Research Question

Data collected during the 2014-2015 academic year are summarized below by research question.

1. *What are the perceptions of the School Partners (i.e., district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach, university partner collaborations to meet district/school goals, and improvement of student performance?*
    - *R2T teacher candidate preparation*: Overall, most school partners agreed that the R2T teacher candidates were prepared and demonstrated entry-level teaching abilities in the classroom.

- *University partnership*: The majority of school partners agreed that the R2T university partnership had a positive impact on students, mentor teachers, and schools.
- *Student academic performance*: Most school partners noted that R2T teacher candidates would likely have a positive impact on student academic performance because they were helpful in providing small groups and one-on-one interventions, exposing students to new teaching styles and ideas, acting as a positive role model for students, and participating as another qualified teacher in the classroom.

2. *What are the perceptions of the R2T program participants (i.e., R2T teacher candidates, R2T graduate teachers) regarding their readiness to teach upon completion of the R2T program?*
   - *R2T teacher candidates:* Overall, R2T teacher candidates perceived that the R2T program was effective in preparing them as an entry-level classroom teacher.
   - *R2T graduate teachers:* Overall, R2T graduate teachers perceived that the R2T program was effective in preparing them for their first year of teaching.
3. *What is the success rate of the R2T graduate teachers during their first, second, and third year of teaching as measured by the teacher's overall state score that includes a composite of TEAM, TVAAS, and other TN approved assessments? How does this compare with the success rate of other (non-Ready2Teach) first, second, and third year teachers in the same or similar schools?*

Baseline R2T graduate teacher data were submitted by university personnel into a secure online site for the 2013-2014 R2T teacher candidate cohort. Additional R2T graduate teacher

and non-Ready2Teach teacher data had not been provided as of the writing of the 2014-2015 annual report.

4. *What is the attrition rate of first, second, and third year R2T graduate teachers? Do differences exist between attrition rates of first, second, and/or third year R2T teachers? How does this compare to the attrition rate of first, second, and third year non-R2T teachers?*

Baseline R2T graduate teacher data were submitted by university personnel into a secure online site for the 2013-2014 R2T teacher candidate cohort. Additional R2T graduate teacher and non-Ready2Teach teacher data had not been provided as of the writing of the 2014-2015 annual report.

5. *What is the relationship between level of performance on key factors identified in the edTPA and the TEAM scores, edTPA and student achievement scores, and edTPA and the attrition rate of R2T graduate teachers?*

Baseline R2T graduate teacher data were submitted by university personnel into a secure online site for the 2013-2014 R2T teacher candidate cohort. Additional R2T graduate teacher and non-Ready2Teach teacher data had not been provided as of the writing of the 2014-2015 annual report.

References

Tennessee Board of Regents. (2010). Redefining teacher education: Ready2Teach overview. Retrieved from http://www.ready2teach.org/ready2teach-overview

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Appendix A: Ready2Teach School Partner Survey (R2TSPS)

Tennessee Tech University

Number of Respondents 2014 - 2015 N = 58

Note: Item percentages may not total 100% because of missing input from some respondents.

Do you currently work with Ready2Teach (R2T) Teacher Candidates?	
Yes	96.6
No	3.4

What is your R2T role?	
District Administrator	0.0
Principal	14.3
Assistant Principal	0.0
R2T Mentor Teacher	85.7

District Administrator, Principal, Assistant Principal

How long have you been in your current position with your school district?	
Less than 1 year	0.0
1 - 5 years	62.5
6 - 10 years	25.0
More than 10 years	12.5

District Administrator, Principal, Assistant Principal

The R2T teacher candidate(s) placed in your school for their 2014-2015 Residency demonstrate or possess the entry-level ability to…	% Agree	% Disagree	% Don't know
Develop student-teacher relationships.	100.0	0.0	0.0
Develop parent-student-teacher relationships.	75.0	0.0	25.0
Collaborate with mentors and identified supervisors.	100.0	0.0	0.0
Understand cultural and individual diversity.	87.5	0.0	12.5
Consider students' strengths and needs when planning lessons.	87.5	0.0	12.5
Utilize best practice instructional strategies.	87.5	0.0	12.5
Maintain student engagement throughout lessons.	87.5	0.0	12.5
Analyze student performance based on assessments.	75.0	0.0	25.0
Adjust instruction based on assessment findings.	75.0	0.0	25.0
Scaffold and support the academic needs of students.	62.5	0.0	37.5
Consider the pacing and timing mandates for the school/district.	100.0	0.0	0.0
Manage classroom behavior through established techniques and procedures.	87.5	0.0	12.5
Organize and manage time, space, and resources.	100.0	0.0	0.0

District Administrator, Principal, Assistant Principal

During the 2014-2015 academic year, the R2T university partnership…	% Agree	% Disagree	% Don't know
Helps meet the goals and address the needs of our school.	100.0	0.0	0.0
Provides or offers professional development that is beneficial for our faculty.	62.5	0.0	37.5
Provides consistent criteria for identifying school-based mentor teachers.	100.0	0.0	0.0
Effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements.	100.0	0.0	0.0

R2T Mentor Teacher

How long have you been placed in this school?	
Less than 1 year	2.1
1 - 5 years	22.9
6 - 10 years	27.1
More than 10 years	43.8

R2T Mentor Teacher

How many total years of teaching experience do you have?	
Less than 1 year	0.0
1 - 5 years	6.3
6 - 10 years	27.1
More than 10 years	66.7

R2T Mentor Teacher

Educational Attainment	
Bachelor's degree	33.3
Master's degree	50.0
Master's plus 30 hours	4.2
Education Specialist degree	12.5
Doctoral degree	0.0

R2T Mentor Teacher

Is this the first R2T teacher candidate that has been placed with you for their Residency?	
Yes	70.8
No	29.2

R2T Mentor Teacher

How many R2T teacher candidates have been placed with you for their Residency since August 2012?	
2	78.6
3	21.4
4 or more	0.0

R2T Mentor Teacher

The R2T teacher candidate placed in your classroom for their 2014-2015 Residency demonstrates or possesses the entry level ability to...	% Agree	% Disagree	% Don't know
Develop clear learning objectives for lessons.	97.9	0.0	2.1
Create effective learning segments.	95.8	2.1	2.1
Consider students' strengths and needs when planning lessons.	93.8	4.2	2.1
Develop instruction plans for lessons.	93.8	4.2	2.1
Design assessment plans for lessons.	89.6	8.3	2.1
Utilize best practice instructional strategies.	89.6	10.4	0.0
Maintain student engagement throughout lessons.	91.7	8.3	0.0
Manage classroom behavior through established techniques and procedures.	85.4	14.6	0.0
Organize and manage time, space, and resources.	87.5	10.4	2.1
Analyze student performance based on assessments.	91.7	8.3	0.0
Adjust instruction based on assessment findings.	91.7	8.3	0.0
Analyze personal teaching effectiveness.	89.6	10.4	0.0
Scaffold and support the academic needs of students.	87.5	12.5	0.0
Align instruction with Common Core State Standards.	100.0	0.0	0.0
Consider the pacing and timing mandates for the school/district.	91.7	8.3	0.0
Understand cultural and individual diversity.	93.8	6.3	0.0
Develop parent-student-teacher relationships.	87.5	8.3	4.2
Collaborate with mentors and identified supervisors.	95.8	4.2	0.0

R2T Mentor Teacher

During the 2014-2015 academic year, the R2T university partnership…	% Agree	% Disagree	% Don't know
Supplies initial and ongoing training for school-based mentor teachers.	70.8	16.7	10.4
Provides or offers professional development that is beneficial for our faculty.	43.8	18.8	35.4
Adequately supervises the R2T teacher candidate in my classroom.	93.8	6.3	0.0
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	89.6	8.3	2.1
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	93.8	6.3	0.0

Comments

District Administrator, Principal, Assistant Principal

In your opinion, what impact do you think the R2T teacher candidate(s) will have on students' academic performance in your school?
As with any program, there are those who excel in the field and those who need to possibly reconsider their career choice. I don't mean to sound harsh, but there are those who come to us with the innate ability of an educator and those who fail to display they are totally committed to this profession. Your program is strong in preparing these interns for their field experience, but we had a couple that had a remarkable impact on the kids they worked with--they took initiative and truly displayed that they have a heart for teaching. Sadly, there were two that rarely took initiative in any manner and did not perform with the enthusiasm that expected of a life long educator. [sic]
I expect their impact to be positive due to their active involvement in the learning experience.
I will not know this until after standardized scores come in. I do believe they worked very hard and did a very good job.
Our teacher candidates have supported our classes, giving small and whole group instruction. The impact of the assistance provided will be evidenced in the progress made by the students.
Positive impace [sic]
The candidates have worked with whole group instruction, small group instruction and 1-on1 interventions. I believe they will have a significant positive impact on the scores of the students they have worked with. [sic]
The R2T teachers are highly qualified and have been a plus for the elementary school.
The RT2 teachers built relationships with the students and teachers on our campus. They worked with whole and small groups to increase student achievement. They learned what the job will look like upon graduation. [sic]

R2T Mentor Teacher

In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?
Because my candidate is strong and would have done well in any program, I believe having her in my classroom has had a positive impact on academic growth.
Having [name removed] in the classroom has allowed us to work more with students individually to meet their needs. I believe having another teacher in the classroom will positively affect their end of year assessment scores. [sic]
I believe [name removed] has had a very positive impact on my students, specifically in the area of math. She has taught them using different teaching strategies. She makes sure the majority of the class has mastered the skill before ending her lesson. [sic]
I believe my student teacher has given my students a new, fresh prospective on learning, and when it is combined with my expertise, it has been valuable to my students.
I believe she has had great impact. She followed instructions and lesson curriculum provided to her, as well as developed her own lessons for subjects such as science and social studies. My students have made great progress this year with her assistance.
I believe that there will be a positive impact since there was a lower student to teacher ratio. This was especially beneficial during our RTI time when I was working with small groups of students on either re-teaching or extension activities. The rest of the class was being supervised and more students received one-on-one help.

In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?
I feel that having a fabulous extra teacher in the room has tremendously increased my student's academic performance, particularly my struggling students who came in significantly below grade level. [sic]
I feel that she has helped my students to grow more than I could on my own. She has been able to work with groups to aid in student understanding as well as enrichment.
I feel that they R2T teacher candidate will have a postite impact on student academic performance. [sic]
I feel the teacher candidate is unprepared and lacks initiative to lead the classroom, successfully. As a mentor teacher I feel my students have been at a disadvantage because the candidate has appeared unprepared and lacks enthusiasm during instructional times. Students have been left confused and incorrectly informed about several important academic skills. Student grades have dropped and test scores have fallen.
I feel they have been able to learn and grow with my teacher candidate and are stronger academically as a result of her placement in our classroom.
I think it will improve test performance.
I think my student teacher's presence in my room shield yield similar academic performance in comparison to just being taught by me. [sic]
I think she benefited and learned a lot.
I think she will have a substantial impact on my students' academic performance.
I think that it will result in a positive way for my students.
In my classroom, I believe having a R2T teacher candidate allowed my students to experience 2 different styles and approaches to teaching. Their academic performance may be somewhat diminished, but they have learned to adapt to different teachers in the same classroom.
It allows the students to see a different view on the topics covered in a class and also shows them first hand the amount of work and preparation needed to be successful in college [sic]
It has been a great asset because they are getting more one-on-one attention with more adults in the classroom.
My R2T candidate has had a positive impact on my students. Having a additional, capable adult in the classroom has been tremendous. [sic]
My student intern has been invaluable to my students this year. She has lead 3 daily math small groups and really helped boost my student's confidence in math. [sic]
My students will definitely benefit from the presence of the R2T Teacher candidate academically.
My teacher candidate and I have worked and planned well together, and because of that, the students have performed well in the areas that she has taken over.
My teacher candidate has been very beneficial to my students and their learning environment. Their academic performance is showing progress based upon the teaching practices being implemented.
My teacher candidate has been very beneficial to our classroom. The students love when our student teacher teaches and does activities with them. The children love having new and refreshing things brought in and taught to them.
My teacher candidate has impacted my students' performance. She has worked hard to make sure they master each skill taught.
My teacher candidate will make a positive impact on my students' performance. She has assisted in re-teaching small groups consistently. She monitors while I am instructing and notices student error and misunderstanding of a concept. This has been a bonus for my students and me. I will hate to see her go.
Positive
Positive

In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?
Positive impact. Candidate is very knowledgable in the content and communicates the needed information to the students. [sic]
[name removed] has done an excellent job in my classroom, and will have a positive affect on their performance. [sic]
She has been a great impact for my students' learning this year. She instructed whole and small group lessons with them that will benefit them academically.
She has been most effective with one particular student regarding overall subjects. She has developed positive relationships with all of the students. She has helped another student with copying letters and numbers.
She has been most effective with one particular student regarding overall subjects. She has developed positive relationships with all of the students. She has helped another student with copying letters and numbers.
She has had a very positive impact on their knowledge of music theory and scales as well as on their sight reading ability.
Some impact due to extra time for small groups.
The data suggests that having a second highly-qualified person in the classroom allows all of our students to improve at exceptional rates. Aside from two students with developmental delays, the remainder of our class is in the 80th percentile or better in reading and math.
The R2T candidate in my classroom did not totally commit to the demands of the teaching profession. The candidate did not understand the experience required the professionalism of a teacher. The candidate came to class many days unprepared to teach or to effectively facilitate the learning of the students. This is not the fault of the university, or the program. This is a unique characteristic of this individual candidate. From past experience, I have had R2T candidates, and prior, student teachers. This is the weakest candidate to date in my classroom. From this past experience, I know this lies with the individual candidate and her willingness to grow as a professional. [sic]
The R2T teacher placed in my classroom showed little impact on my students' academic performance this year. Although there was a vast improvement from beginning to end, I feel as though the candidate still has a lot to learn and needs more experience with instruction, management, and just knowing the students.
The teacher candidate has been very beneficial in providing one on one help to students who need need differentiated instruction. [sic]
They pace classes to slowly and are not able to cover enough material through a semester. We're required to cover all standards. Most of them are not able to do this. This will impact future testing as it comes online for more classes. [sic]
This candidate has had an extremely positive impact on student performance. End of year assessments have revealed a percentage increase of students that are at or above grade level.
Very positive and effective.
We are able to work in small groups more often.
We have been able to spend a great deal of one on one time with students and in small group instruction . I believe our student's are experiencing greater success because of this . [sic]
With a R2T candidate in my classroom, we were able to work with small groups and individual students more frequently than a typical school year. This has increased academic performance.

Share with us the benefits that your school has experienced as a school partner during the 2014-2015 R2T partnership.
A lower student to adult ratio , extra help with school wide activities , more time with individual students
Ability to team teach. Ability to meet individual student's needs.
Able to provide enrichment to high achieving students during CORE extension/intervention time with the help of the leadership provided by teaching candidate. Also, provided support to struggling students during daily instruction.
Able to see possible future hires, help develop future teachers, more "hands with students" to help them achieve and grow.
Always --the top benefit is having more hands and feet working with the students. We also benefit from new ideas and strategies they bring to their classroom
As principal, I have the opportunity to watch and listen as they work through various scenarios that are not text book situations. I also have opportunities to watch real time teaching . Through this partnership, I am able to look at possibilities for future staffing.
Being a school partner has provided an extra set of hands and has been an asset in helping provide differentiated instruction.
Being exposed to how new teachers are utilizing technology in the classroom.
Candidates are eager to learn and help in our school community.
[name removed] is eager and willing to do whatever is asked of her! She is a great addition to our team.
Extra hands and assistance with small group instruction.
Extra qualified hands allow teachers to work with students more in addition to managing clerical tasks.
great collaboration, been at all activities related to school, finding great and interesting items to teach, gets along with everyone, works well with everyone
Having a student teacher has allowed me to fulfill other obligations I have in my school while knowing my students are with a familiar, responsible adult.
Having an extra person in the classroom allows students to receive more individual help.
I can not name any benefits that we have experienced. There has been very little communication between the university and my school. [sic]
I love keeping current, and I believe that having a student teacher from [name removed] helps keep me current!
I was able to work with individual students more often and work with small groups with another person in my room.
It has been a great benefit to have this student teacher. It has helped my students and myself. I've enjoyed watching her bloom. In addition, she has participated and helped in many extracurricular activities that improve our school. She has been an asset. [sic]
It has been helpful to reduce the student-to-teacher ratio by having an additional educator in the room.
Knowledgeable student teachers with up to date technology based instruction abilities help engage students.
New ideals and teaching strategies brought by the candidate.
New ideas
None known. Other than meetings with the candidates supervisor, I have had limited contact concerning the R2T Partnership.
One benefit of having a partner from your program in our classroom is that it has doubled the amount of individual attention that students receive. Together we are better able to serve the needs of the students.

Share with us the benefits that your school has experienced as a school partner during the 2014-2015 R2T partnership.
One benefit of having a student teacher was having another person to work with a Tier 2 RTI Intervention group through-out the year.
One of the benefits is being able to continue our school relationship with [name removed].
Our school definitely benefits from this program. I know the students will benefit greatly having these candidates in our classroom.
Our school has been able to have more differentiated instruction within the classroom while the student interns have been partnering with these teachers.
Our school has been able to observe the student teachers as prospective employees prior to the submission of any resumes or applications.
Our school receives extra help in the form of candidates. They're great help in the classroom which otherwise we would not have.
[name removed] has gained 4 extra sets of hands, eyes, and ears. Having these students in the building has helped us tremendously. We are able to work in more small groups and give students more one on one instruction.
Sharing clerical duties, such as grading, filing, inputting data, facilitating small groups and one-on-one interaction with students and direct instruction of CCSS and TSS skills.
Students see first hand the amount of work and preparation needed to be successful in college [sic]
The benefits are additional individualized instruction for the students when the teacher candidates are fully engaged and committed to the process of growing as professionals.
The candidate has participated and helped with multiple after school programs such as tutoring, parent night, and other functions that were extra work for her.
The candidates have become an extra pair of hands in our school. Also, we have a tried group of future teachers to choose from if the need arises.
The classrooms with mentor teachers have an extra set of eyes and hands at all times. That is a huge benefit to a classroom. Whether she is teaching or I am teaching, there's always one of us to give extra support or help to students.
The R2T students show a great level of fresh enthusiasm for teaching, they bring new ideas and energy into the classroom. Working with small groups is much easier, therefore meeting individual needs is much better. [sic]
The R2T teachers have played a support role in the reading and math workshops.
The residency student sent to my classroom was well-prepared, motivated, and very knowledgeable about her role. It has been a very positive experience and has added to our classroom environment. The candidate was aware of her expectations and followed through efficiently.
The student teachers are a positive set of adult hands in the classrooms in which they serve. Their perspective is unique for experienced teachers, and their influence expands teaching options for smaller groups.
They are an extra hand for class time. [sic]
They are an extra hand for class time. [sic]
We have benefited from having someone with fresh ideas and approaches to learning.
We have benefited from the partnership by being able to closely work with current professors and students, applying new theory as well as applied practice of what is currently happening within the classroom working together to blend the two. The experience is helpful for all involved because we are able to learn from each other. I have enjoyed some of the new technology that my student resident has shared with me.

Share with us the benefits that your school has experienced as a school partner during the 2014-2015 R2T partnership.
We have gotten to work with fine young educators. She have toupch and enhanced the lives of many students. [sic]
Well trained, motivated future teachers willing to step up to the plate for our kids.

Share with us the challenges that your school has experienced as a school partner during the 2014-2015 R2T partnership.
?
as mentioned before, we have a couple that had difficulty with confidence, taking initiative showing the enthusiasm we expect to see from our teachers. [sic]
Candidates not starting with us till October.
Challenges- R2T candidate having to miss several days for [name removed] required conferences
From a personal viewpoint, the candidate in my classroom did not demonstrate the professionalism required in the school setting. This is an individual case, and from past experience, one of few. The university supervisor discussed issues with the student. The candidate was not willing to listen and learn from me as a supervising teacher. The candidate shared personal information about the children in our classroom with her friends. Again, this is an individual case, unlike any I have had before.
I do not feel that we had any challenges.
I do not feel the candidate was adequately prepared for this clinical experience, he said he had only taught two lessons previously? The time period that the candidate was there was way too long, and I feel they need to see multiple strategies and classrooms.
I don't believe the school has faced any challenges, but it has been hard having someone in my room for such a long amount of time. It is hard to let go of control when we are faced with so much with our own evaluations and test scores.
I don't know of any at this time.
I experienced no negatives or challenges with the program.
I guess the only challenge that I see is the change-over in her supervisor mid year. It was out of our control and didn't cause a huge problem but it was unexpected. [sic]
I have experienced no challenges.
I haven't had any challenges with the R2T partnership, because I have had an exceptional student teacher both this year and last year.
I haven't seen any challenges so far with this program.
If residents and practicum students are not prepared or willing to work together with the cooperating teacher, productivity is stalled.
It is a challenge to allow student teachers to teach like they need to be able to in order to get as much experience as possible due to all the testing and academic requirements.
It is difficult to have someone in your professional setting all day every day for a long period of time. The hands and help are appreciated, but it requires extra energy for a less talented student teacher. Especially teachers who are not confident with classroom management or grade level content.
It is hard to render my students over to someone else.
It is hard to render my students over to someone else.
It's hard to allow someone to completely take over due to the pressures of good test scores. That has been the biggest challenge.

Share with us the challenges that your school has experienced as a school partner during the 2014-2015 R2T partnership.
Minor adjustments were made for pacing of lessons to accommodate observed lessons when schedule was disrupted by weather closings.
My experience has been very smooth with my resident student and her supervisor, [name removed]. [sic]
My student teacher had issues outside of school that made it difficult for us to plan together at school. (She was unable to come early or stay late and our planning time was often used for fulfilling other obligations, which made cooperative planning difficult.) Although I believe she had the skills needed to manage and teach in the classroom, her personal situation made collaboration more difficult for this particular candidate.
No challenges were faced with my specific candidate.
None
none
NONE
none
none
none
none
None as a school.
none known
None known. Other than meetings with the candidates supervisor, I have had limited contact concerning the R2T Partnership.
None that I'm aware of.
None to my knowledge
None, it was a great experience.
None...We are thankful for them.
Our challenges would only come in the form or ensuring the student interns had opportunities for being involved in every aspect of school.
reading RTI
Some of the candidates are not able to complete their candidacy.
Student teacher needs more understanding that requirements by the university MUST fit into planning guides currently in place in the classroom. They cannot pick and choose things for university that do not tie in cohesively to subjects being studies. For example, if the focus of instruction is on comprehension - visualizing - they should not in the middle, because of an observation - throw in something off subject for that one lesson
Testing schedules
The biggest challenge has been turning over responsibilities and knowing that in doing so, everything would be done effectively and efficiently.
The edTPA is not a valid teaching tool.
The lack of communication has left us wondering the exact expectations and requirements of the student candidate.

Share with us the challenges that your school has experienced as a school partner during the 2014-2015 R2T partnership.
These students are still in college, trying to keep up with the college social life they have enjoyed for several years. This can interfere with the job of teaching. I have noticed that time management is usually an issue with most candidates I have worked with in the program. Lesson planning can become an issue also. Unfortunately it is also,very much more difficult for me to share classroom time with the student teacher since the state began basing my pay on test scores. [sic]
Very few challenges
We have not had any challenges with our partnership.
We really didn't experience any challenges this school year working together. My student resident and I met early on and developed a plan of action. I explained how I would like to phase her into responsibilities and give her time to acclimate to my students and class. We discussed the plan for the whole year and how we both wanted it to look and then we implemented our plan together. This has been a successful year working together!

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
?
Can't think of any at the moment.
Discontinue the edTPA.
Great program! Candidates are well prepared. Thank you for the opportunity to be a part of such a great program.
I want to express my pleasure in keeping a candidate for an entire year. My particular candidate started in my classroom earlier than she was required to start. She helped with classroom setup and orientation. She plans on staying past her required time. So, she is getting a true picture of a school year from beginning to end. I appreciate her willingness, and I recommend that other candidates do the same if possible. [sic]
I am pleased with the support from the university supervisor and we have discussed my candidate's challenges on several occasions. I do not believe the university failed to prepare my candidate for her placement. I believe her challenges are of a personal nature and not the lack of preparation.
I have enjoyed working with the students. Working in the classroom for a full year is very beneficial. I wish they could start earlier in the school year to get more experience with starting a school year. By the time they come into my classroom, we have done the hard work of establishing a routine and atmosphere, making teaching look much easier than it really is.
I have totally loved having my student teacher here from beginning of school til end that way she can see it all. [sic]
I just recommend that the teacher candidates need more solo time with the students. This will provide more time for them to see what a real classroom will be like when they're the teacher.
I think it would be more beneficial to the program if the possible mentoring teachers were interviewed before residents are placed with them. I think this would help make the experience better for both the mentor and resident.
I think the program would better serve the teaching candidates by having them begin at the start of the school year instead of in October. They would be better prepared for their own classrooms.
I understand the need for documentation. But I believe that tk20 and EdTPA have gone a little overboard on documentation with the student teachers. I had the unique situation of being the mentor teacher of a student teacher as well as being the spouse of a student teacher in a different school & subject matter. I was able to see both sides of the coin. In my personal opinion, I believe that the sheer amount of

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
paperwork that is due for these student teachers is very excessive. I had paperwork when I student taught, but nothing like what is required of these student teachers. Honestly, it just becomes a hoop to jump through and not an actual help to the student teacher's actual teaching ability. I believe the most helpful assessments are the observations done by the supervisor as well as the mentor teachers comments. In my years of teaching, I have seen many teachers who could write lesson plans that are pristine and perfect on paper, but could not connect with the students, or effectively manage student behavior, or problem solve in the classroom, or teach content effectively. But she probably would have received the highest score possible on her documentation. On the other hand, some of the best teachers that I have seen don't even write official "lesson plans" but could teach their students to do anything and have a blast while they do it. I don't think that there is a direct correlation between good documentation and good teaching. Again, I understand that we are training student teachers to be able to do both - have good documentation AND good teaching; however, I feel that the documentation is so excessive that it overshadows that actual teaching in the classroom and is a detriment to it at times. My recommendation would be to do more observations and less paperwork, so that the student teacher's assessment is based on what's actually happening in the classroom, not on paper. [sic]
I wasn't clear on how much and how quickly my intern should take over teaching. We as a school decided to let them do 2 weeks of solo teaching but that was not in the handbook. I also was concerned with filling out the TEAM rubric for her earlier in the year before she had taken over and planned her own lessons. It didn't make sense for us to have to fill that out and it effect their grade when they hadn't even begun planning their own lessons yet.
I would like to continue this partnership.
I would like to see their experience become more diversified. Interact with more than one grade level.
Let the candidates start with us earlier in the school year to help prepare them and build the relationships with each of the classes.
More time in classrooms before the are assigned a residency. Some of them seem surprised when the get here about extra duties that we have to preform. More real experience, less theory! [sic]
My biggest concern for my candidate is that when interviewing for a teaching position, they will be expected to be familiar with curriculum that they are not familiar with. In our case, I teach Math and Social Studies. If the candidate goes to an interview and know limited information pertaining to ELA or Science it will be much more difficult to be hired. I think it would have been a better idea for her to get the experience needed in all subject areas, which would have her splitting her placement time between two different classes. [sic]
My only recommendation would be to really stress the importance of being there daily. As an intern myself, we were not allowed to miss days. It was made very clear. I would like to see their professor keeping better track and having more communication about absences and tardies.
No recommendations. The experience was a smooth, positive experience.
None
None
none
none
None at this time.
None known. Other than meetings with the candidates supervisor, I have had limited contact concerning the R2T Partnership.

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
Perhaps providing a checklist of sorts to be completed by the building principal for each of the student interns. This could include activities in which the interns were involved, ratings for promptness, collaboration, lesson planning, delivery of instruction, etc.
Start Residency 1 sooner
Students need to be better informed about their responsibilities and a specific time frame should be in place to inform students of what they should be doing in the classroom, during specific times of the placement. Expectation are very vague. Mentor teachers should have a meeting before the candidate begins so that specific information and expectations can be expressed. The placement is very long in one specific classroom. Breaking up the placement and giving two assignments during the residency may allow the candidate more exposure and experience with a variety of grades and school cultures. [sic]
Thank you for working with us. What a great resource !!
The candidate was able to plan, implement and instruct for an announced observation. I do believe being in the same setting for this period of time, showed the true nature of the candidate. This is essential for finding the true jewels of teaching. In the past, I had a true jewel! A process needs to be in place for candidates who demonstrate a lack of professionalism. Moving to another setting is not always the best option if we are to truly serve children.
The idea of a residency from the public school perspective is that residents are able to see a complete school year - the beginning and end. The way the residency is designed, they see neither. Aside from additional time in the classroom, residency does not offer students more opportunities to see the most crucial parts of the year.
The only recommendation I had was to have a plan outline for what is expected of my student teacher, but this year we had a very detailed outline!
The only weakness I saw was the edTPA piece. That seems very unnecessary and stressful for the intern. My intern did not work on the piece at school (except preplanning with me and videoing), but I know she had many technical difficulties and it consumed her personal time for weeks. She is a wonderful teacher and that seemed to me a complete waste of time. If the university is competent, why do you need another opinion? I might add that Pearson's opinion would never matter to me, as they are the "Walmart" monopoly of the testing industry. They couldn't possibly score a teacher from a film in a proper manner. That is insulting to your program and to your confidence in your students.
The program worked well for me, so I have no recommendations for changes.
They need to be better prepared. The candidates need more experience before they start their student teaching. They need multiple opportunities to plan and teach lessons before they start their clinical experience!!!
They should probably observe other teachers and grades to see how other teachers do things.
We want to continue to participate in the R2T program
Work with the principal

Appendix B: Ready2Teach Program Completion Survey (R2TPCS)

Tennessee Tech University

Number of Respondents for 2014 - 2015 N = 63

Respondent Demographics: Percentages by Categories

Note: Item percentages may not total 100% because of missing input from some respondents.

Gender	
Female	85.7
Male	14.3

Age	
Under 21	1.6
21-30	85.7
31-40	6.3
41-50	4.8
Over 50	1.6

Race/Ethnicity	
American Indian or Alaskan Native	1.6
Asian	0.0
Black or African American	0.0
Hispanic or Latino	1.6
Native Hawaiian or Other Pacific Islander	0.0
White	96.8
Two or More Races	0.0
Some Other Race	0.0

Summary Items

Note: Item percentages may not total 100% because of missing input from some respondents.

Will you complete the Ready2Teach teacher preparation program during the current academic year (by Summer 2015)?	
No	0.0
Yes	100.0

I am enrolled in the Ready2Teach program at...	
Austin Peay State University	0.0
East Tennessee State University	0.0
Middle Tennessee State University	0.0
Tennessee State University	4.8
Tennessee Tech University	95.2
University of Memphis	0.0

Have you applied for your teaching license?	
Yes	93.7
I plan to apply soon.	6.3
I do not plan to apply.	0.0

Have you been offered a teaching position?	
Yes	3.2
No, but I am seeking a teaching position.	93.7
I do not plan to teach.	3.2

Please share with us why you do not plan to teach.
I do plan on teaching eventually, but right now I'm going to continue on getting more school experience.
I plan to continue my education at [name removed] Graduate School in the Curriculum and Instruction department.

Please rate the overall quality of your preparation as an entry-level classroom teacher by the Ready2Teach program (coursework, field experience, and Residency).	% Very Well Prepared	% Adequately Prepared	% Somewhat Prepared	% Not Prepared
Strong academic content knowledge aligned with Tennessee curriculum standards.	57.1	42.9	0.0	0.0
Development of clear learning objectives and instruction plans for lessons.	57.1	39.7	3.2	0.0
Differentiation of instruction to meet all students' learning needs.	52.4	39.7	4.8	1.6
Management of classroom behavior through established techniques and procedures.	47.6	38.1	12.7	1.6
Scaffolding of and support for the academic needs of students.	52.4	38.1	9.5	0.0
Formative assessment to monitor students' progress and adjust instruction accordingly.	54.0	42.9	3.2	0.0
Summative assessment of student work and achievement in varied ways.	58.7	38.1	3.2	0.0
Adjustment to pacing and timing mandates of the school/district.	42.9	44.4	9.5	3.2
Collaboration with mentors and identified supervisors.	69.8	28.6	1.6	0.0
Understanding of and respect for the cultural and individual diversity of students.	68.3	27.0	1.6	1.6
Development of parent-student-teacher relationships.	42.9	38.1	14.3	4.8

Please rate the overall effectiveness of the Ready2Teach program in preparing you to be an entry-level classroom teacher.	
Very Ineffective	3.2
Somewhat Ineffective	1.6
Somewhat Effective	36.5
Very Effective	58.7

Comments

What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?
A couple of elements of the Ready2Teach program that were most valuable to me were providing a positive learning environment and developing ways to differentiate instruction. By partnering with my mentor teacher, it gave me the opportunity of creating a positive learning environment in different ways that benefited each student. Also, it allowed me time to develop skills in preparing differentiated instruction to meet all the needs of the students. I enjoyed having Residency I and Residency II in the same school, so I could develop more skills that will be needed once I have my own classroom. [sic]
Actual classroom experience at my placement.
All of the opportunities to be in a classroom with students.
Classroom management
Collaborating with experienced teachers has been the most valuable aspect of my program because it has allowed me to have a lot of hands-on experience in various classrooms. The other part of my preparation that I feel is valuable is the development of relationships with my professors and the experiences and resources they shared with us.
Differentiated Instruction and Higher-Order Thinking Questions. They help now with lesson planning and the rationale along with the benefit all of my students receive. [sic]
Education classes about scaffolding, lesson planning, differentiated instruction.
Experiencing different things that can happen throughout the day as well as seeing how many standardized test students actually take. [sic]
Having a year long placement helped me see how the classroom transitions over a year. [sic]
I definitely enjoyed being in the classroom during my residency placement for a longer period of time. I was able to get an accurate view of what it is like to be in the classroom throughout the majority of the school year.
I feel like my observer was very fair in my scoring and really helped me improve.
I felt that most of the education class required in the program helped with things such as classroom management and assessments. [sic]
I felt the amount of experience that I spent in the classroom was very valuable. Being able to apply what I learned in my courses allowed me to modify and arrange activities in a way that would work for me and the classes I was in.
I found my upper division AGED classes to be the most valuable because in them we unpacked the new standards and also worked on writing lesson plans and teaching them.
I found the practicum and residency elements to be the most effective because we were actually in the classroom using the methods that we had learned about.
I found the required classes before starting my student teaching prepared me for the real classroom experience.
I had a great set of instructors at [name removed] to help me prepare for teaching in the classroom.
I liked that it gave me the opportunity to really get to know the students and teachers on a personal level. It allowed me to acquire many skills and practice through the year long process of Residency.
I think being in the classroom for longer than one semester was a great experience and let me see different aspects of the school year.
Instructional strategies, full year of student teaching
Learning ways to differentiate lessons for students with specific needs.

What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?
Lesson Planning- I need to be able to write lesson plans and this allowed me to practice writing and teaching lessons.
Lots of classroom experience. I feel as though I am much more prepared because of the length of my residency.
Multiple teaching strategies to use in order to meet the needs of my students
Our instructors were very knowledgeable and passed their knowledge to their students.
Practicum and Residency
Practicum and Residency During these two aspects of my education, I learned first hand the things that go on in a classroom. No school book can teach you that. [sic]
Practicum and Residency experiences were definitely the most valuable because the best place to learn is in the field.
Practicum and Residency have definitely been the most helpful in teaching practical/real-life classroom skills.
Residency and Practicum experiences. Nothing in the classroom compares to this.
Residency because you were able to experience almost a full year within a classroom.
Residency one and two
Residency, in class, clinical experience.
Residency. It gave a hands-on experience.
Strong alignment to State Content Standards [sic]
Technology integration into lessons and classroom activities seems to be valuable at this time. The reasoning centers around students' testing through MIST and other online and word processing avenues.
The ability to vary my instruction based on the needs of my students.
The classroom experience and being able to teach.
The classroom experience during residency.
The exposure in the classroom has been great! The teachers in all classes have been very well educated and understand what is expected of us so they have been very good at directing us.
The extensive time spent on the subject of Literacy was imperative, I felt. All educational goals and successes begin with strong literacy skills and they can't be emphasized enough, in my opinion.
The instructors that I had the privilege of learning under were very well prepared. They were not only well versed in current education research and best practices, they also had many years of real world experience to share (the good, bad, and ugly!) I felt my money was well spent in learning from them.
The last two courses taken at the beginning of Senior year was very valuable before coming into Residency 1.
The length of time we were in the actual school doing residency, because we got to experience so much through our mentors and see what it would really be like as an actual teacher.
The most valuable experience I have had through this to ram is the opportunity to be in a classroom for an longer amount of time. Through this opportunity I was able to get a better vision of what a classroom looks like throughout the school year and what the teachers work is really like. I have had an excellent mentor and have learned valuable strategies that I will take to my own classroom. [sic]
The necessity of organization was the most useful aspect to me. The program required you to take a concept you wanted to teach and look at every part of it, requiring you to think ahead and thoroughly prepare for your lessons while taking into account all of the different areas you must cover.

What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?
The need and importance of differentiation and providing students with a deeper understanding of the content being taught.
The one long Residency placement has been the biggest help in becoming a teacher. Being in one placement for an extended period of time gives you a great insight on how the actual classroom will be.
The program's most valuable element was teaching us how to write a good lesson plan. They really taught us how to be detailed and how to include all the elements necessary to make the lesson plan a good one.
The residency part was very effective because I got to see teaching first-hand.
The time spent in field placement and Residency I & II.
Using a [name removed] lesson plan template and expectations helped me prepare for the vocabulary terms used among teachers today.
Working day to day with my mentor teacher helped me to observe and learn so much more information than I ever could in a lecture classroom or from a book.

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
Allow or require students to start from day 1 of the school year to the last.
Allow the Residency student to substitute for the mentor teacher if the mentor teacher approves.
Although I am detail-oriented and I find it useful to be thorough and concise, some of the specific requirements for uploading files in each task were overwhelming. If there were a way to simplify this, candidates would be less likely to be overly stressed. There were also a lot of redundant questions in the commentaries, especially for task 1. I felt as though I was repeating the same thing several times.
Although I feel that I have good time management skills, I wish that I would have had more practice with staying on a timed schedule. I understand that this is something that can really only be perfected in the field, but any extra practice would be great!
Communication between professors and advisors so that everyone is on the same page. We should be required to take Praxis tests associated with the classes we take.
Discuss parent and teacher interactions further, start student teaching sooner
Do not procrastinate.
EdTPA is very stressful and does not seem like it is very meaningful in show our abilities to teach. [sic]
For the edTPA assessment, I believe Residents could do their best on it and get higher scores if the Tasks were broken up. Task 1 would be in the Fall semester by itself because it is the longest and hardest of the Tasks. Tasks 2 and 3 would be in the Spring semester. In addition to edTPA Student Residents also have to prepare for evaluations and help their mentoring teachers. Some Residents may also have pat time or full time jobs, which creates a lot of stress and anxiety. Scores on edTPA would be higher if this were in effect. [sic]
Have student teachers begin at the first of the school year. The first part of the year is more eye-opening and where the most is learned, rather than the end of the school year.
Having more assistance with the edTPA program.
Having three observations and edTPA preparation during the same semester was very difficult.
I believe during Residency it would be beneficial to have time in both a lower and upper grade. We are unsure what grade level we will be able to get a position in so I think it would help to have more time in both.

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
I believe it would be beneficial to have practice runs of edTPA before the last semester of senior year. I also think it might help to have a class on just classroom management.
I do not have any recommendations for improvement. I feel very well prepared to teach this coming year.
I feel that a separate class should be added for teaching phonics.
I feel that it would have been more beneficial to have us do solo weeks at our Residency placements. I feel like I missed out on important aspects of teaching that I would have gained from a solo week or two solo weeks.
I feel that putting less emphasis on EdTPA would improve this program. In a "real" classroom setting, teachers do not have the time, and sometimes resources, it takes to complete requirements that are required of the student teacher through EdTPA. Scaling back requirements would but less stress on the student teacher and provide a better glimpse of real classroom scenarios. [sic]
I have no recommendations to improve the program.
I would like more information on classroom management for secondary education and teacher-parent relationships.
I would like to see more content area classes for SEED students.
Less focus on the lesson plan itself and more focus on the content and practicality within the classroom
Less formals during Residency ll. This was too much while trying to complete edTPA. Maybe have more formals during the first semester.
More classroom management techniques and strategies would have been beneficial. There were some ideas given, but since classroom management is the foundation for all instructional success it should have figured into the courses more prominently. Also, some advice as to how to navigate within our mentoring classrooms would have been helpful. Since teaching styles vary so much, as do personalities, I would have appreciated more knowledge as well as consideration of those differences during observations. One is only allowed to do so much in another person's classroom and professor's should acknowledge this during evaluations. [sic]
More contact with the classroom setting and getting out in the reality of teaching.
More content knowledge classes revolving around U.S. History.
More information on Summative Assessments.
More opportunities for teaching mock lessons in the college classroom
More realistic instruction and assignments during course work.
More SPED classes! It would also help to have more classroom management techniques and be able to practice them somehow. Talking to parents is definitely a weak point of mine and would appreciate some guidance in how to perform that professionally.
More time should be spent on assessments and using the data from state mandated assessments.
no recommendations.
none
None
Pull some sample data and work on understanding data teachers get back from different tests or programs. Not all data is the same, but it would still be nice to not go into a teaching position not ever getting to look at data and having to figure it all out on your own.
Share more classroom management ideas for higher grade levels

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
Somehow do more activities as a class. You accomplish so much more when you all like each other and can act like a family.
Specific focus area teachers (Ex: visual arts), need more specific handbooks and rubrics for Residency, seminar, edTPA, etc. I feel like visual arts teachers are being put in the same box as other teachers. They are forced to work, plan, and teach like teachers in other content areas, when art is so different. Actual art educators need to plan the visual arts handbook, rubrics, etc.
The only thing that I had a problem with was the required hours. I am a student that has to work and go to school to live. It made it hard teaching every day of the week until atleast 3:30p.m. and then traveling an hour to work and working 4:30p.m. to 11:00 p.m. I was then expected to get up and do it all again the next day. I am grateful for the opportunity to learn, but this made it hard and strenuous for me to keep going and pushing forward. A possible solution could be doing half days the first semester and then the second semester full days, but not every day of the week. It would make it easier for students that have to work. [sic]
The program should include more on incorporating SPED students into your classroom and how to adjust instruction and assignments for them based upon suggestions of their teachers.
There doesn't need to be as many projects to do during the first year of the program.
There needs to be additional time, that is more realistic, allowed for completion of assignments due during Residency. Examples of expectations should be provided to eliminate confusion. Mentor teachers should be asked if they are interested in being a mentor, rather than a student teacher being tossed in their class randomly. A willing mentor is more beneficial to learn from.
Those in charge of the program need to improve on being more helpful to the students. We had so many questions at every seminar and instead of answering the questions with a good attitude, the leadership either dismissed our questions or acted like they were valuable questions, therefore not even answering the questions.
Using less EdTPa or not making it apart of the final grade. I would recommend giving more in class observations and requirements such as newsletters, seating charts, and parent teacher conferences. [sic]
We touched on classroom management in several of the courses. However, I feel just a course devoted to classroom management would be very useful.
Zero recommendations. I love the program and glad that I went through [name removed] education program.

Do you have any additional comments you would like to share with us?
I am not exactly sure which portion of my experience was considered" Ready2Learn." However, if the program is related to residency and edTPA, then I believe my comments and ratings are adequate. Otherwise, this is the most I have heard of this program. [sic]
I am pleased with how prepared I feel of becoming a teacher in the near future; however, I am VERY displeased with the leadership of the College of Education and with the advisement center for the College of Education. It was a very long and frustrating process to get to graduation because I felt that I had to do everything on my own and with my peers. I don't think I would highly recommend this program to other students wanting to become teachers. The leadership expected so much out of us but they did not model or really show us what they meant. The advisement center never got the facts straight and acted like they just wanted to see me for five minutes and then get me out of there as quickly as possible. I wanted to get my ESL endorsement, and for probably a year my advisor tried to sign me up for classes for a middle-school endorsement even though I had told him several times that I wanted my ESL endorsement.
I feel I was well-prepared for my student teaching. I would like to have had more help in preparing for interviews.

Do you have any additional comments you would like to share with us?
I have loved this program and feel as though I am very well equipped to begin my career as a teacher.
I love my placement and mentor teacher.
no
No
No
No, I have thoroughly enjoyed my experience during my Residency,
no.
None
None at this time.
None.
Not at the moment
Our campus sight was set up with wonderful technology. However, it was all for naught. During our entire Seminar course, there were technical difficulties that were not efficiently attended to by the Technology Department. I found it to be frustrating. We were repeatedly told we were as important as the on-campus students but this information was not shared with the Technology Department! [sic]
The mentor teachers could be a little more informed with the new system. Since it is so new, the teachers aren't well informed on some of the expectations of the college students in the EdTPA part of the program.
The program was wonderful and I will and have already recommended it to people. [sic]
The small group settings of this program were exceptionally helpful in gaining teaching knowledge. The attention and time spent with the professors was invaluable and I feel blessed to have gotten my degree in this way.
While generally the material we learned was beneficial. Once in the classroom for residency the practicality of what was taught was limited. [sic]

Appendix C: Ready2Teach Graduate Teacher Survey (R2TGTS)

Respondent Demographics

Tennessee Tech University

Number of Respondents for 2014 - 2015 N = 10

Respondent Demographics: Percentages by Categories

Note: Item percentages may not total 100% because of missing input from some respondents.

Gender	
Female	100.0
Male	0.0

Age	
Under 21	0.0
21-30	100.0
31-40	0.0
41-50	0.0
Over 50	0.0

Race/Ethnicity	
American Indian or Alaskan Native	0.0
Asian	14.3
Black or African American	0.0
Hispanic or Latino	0.0
Native Hawaiian or Other Pacific Islander	0.0
White	85.7
Two or More Races	0.0
Some Other Race	0.0

Were you a graduate of the Ready2Teach (R2T) teacher preparation program at your university?	
Yes	70.0
No	30.0

Are you currently completing your first year as a classroom teacher?	
I am completing my first year of teaching.	100.0
I am not currently a classroom teacher	0.0

I received my Ready2Teach preparation from…	
Austin Peay State University	0.0
East Tennessee State University	0.0
Middle Tennessee State University	0.0
Tennessee State University	14.3
Tennessee Tech University	85.7
University of Memphis	0.0

Is the Ready2Teach preparation part of a…	
Undergraduate degree	100.0
Graduate degree	0.0

School type	
Public School	85.7
Private/Independent School	0.0
Parochial (church related) School	0.0
Charter School	0.0
Magnet School	0.0
Title 1 School	28.6

School level	
Elementary School	85.7
Middle School	14.3
High School	0.0

School setting	
Urban	0.0
Suburban	42.9
Rural	57.1

School size	
Small (enrollment of less than 500 students)	57.1
Medium (enrollment of 500 to 1,199 students)	42.9
Large (enrollment of more than 1,200 or more students)	0.0

Students eligible for free/reduced lunch	
Less than 25%	0.0
25% to 50%	28.6
50% to 75%	28.6
75% or more	42.9
I don't know	0.0

Students identified as English Language Learners (ELL)	
Less than 25%	57.1
25% to 50%	28.6
50% to 75%	14.3
75% or more	0.0
I don't know	0.0

Reflecting on your first year as a teacher, rate the overall quality of your *preparation* an entry-level classroom teacher by the Ready2Teach program (coursework, field experience, and Residency).	% Very Well Prepared	% Adequately Prepared	% Somewhat Prepared	% Not Prepared
Strong academic content knowledge aligned with Tennessee curriculum standards.	57.1	28.6	0.0	0.0
Development of clear learning objectives and instruction plans for lessons.	28.6	42.9	14.3	0.0
Differentiation of instruction to meet all students' learning needs.	28.6	42.9	14.3	0.0
Management of classroom behavior through established techniques and procedures.	42.9	0.0	42.9	0.0
Scaffolding of and support for the academic needs of students.	42.9	28.6	14.3	0.0
Formative assessment to monitor students' progress and adjust instruction accordingly.	57.1	14.3	14.3	0.0
Summative assessment of student work and achievement in varied ways.	57.1	14.3	14.3	0.0
Adjustment to pacing and timing mandates of the school/district.	0.0	57.1	28.6	0.0
Collaboration with mentors and identified supervisors.	57.1	14.3	14.3	0.0
Understanding of and respect for the cultural and individual diversity of students.	42.9	28.6	14.3	0.0
Development of parent-student-teacher relationships.	28.6	28.6	14.3	14.3

Please rate the overall effectiveness of the Ready2Teach program in preparing you to be a classroom teacher.	
Very Ineffective	0.0
Somewhat Ineffective	0.0
Somewhat Effective	42.9
Very Effective	57.1

As you think about the next school year…	% Yes	% No	% Don't Know
Do you plan to continue teaching?	100.0	0.0	0.0
Do you plan to continue teaching in your current school?	85.7	0.0	0.0

What elements of the Ready2Teach program did you find to be the most valuable as a first year classroom teacher? Why?
Behavior techniques, parent-teacher involvement, formative assessments
I am very confident in my ability to plan well thought out lessons, and I understand the components of a structured lesson for maximum engagement, content, and chance for mastery. I am extremely familiar and comfortable with each piece of the TEAM educator rubric. I am comfortable collaborating with other professionals. [sic]
The most valuable programs was the one that taught me how adequately prepare and execute a lesson plan. [sic]
The practicum experience was the most vital for me. I gained SO much knowledge and experience from being in my placement from October until May. That set me up for success.

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing successful classroom teachers.
I do not have an recommendations at the time. [sic]
More emphasis should be placed on small group instruction (Guided Reading & Math, centers, rotations, etc.) and the use of/best practices of data.
Once in practicum, having to drive to [name removed] every couple of months to do the whole group classes was not useful at all. I would have spent better time in the classroom.
planning, RTI

Do you have any additional comments you would like to share with us?
My professors were AMAZING. [name removed] and [name removed] were absolutely amazing, as well as my other professors.

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