Ready2Teach
Tennessee Tech University
2016-2017 Data Collection Annual Report

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Note to Reader

The Ready2Teach Tennessee Tech University 2016-2017 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. If respondent data were not sufficient in number (i.e., 10 or more respondents), the data will not be reported in the university report, but will be reported in aggregate in the Ready2Teach Tennessee Board of Regents 2016-2017 Data Collection Annual Report. Additionally, university data have not been compared or contrasted with data from other universities in any other reports.

In order to maintain continuity of this year's data report (2017) with prior years' reports (2012-2016), it has been written as though the organizational structure of the TBR system has remained the same despite the changes that have taken place this year. Therefore, we have kept the use of the terms "TBR system" and "TBR universities" in place.

Executive Summary

The Center for Research in Educational Policy (CREP) at the University of Memphis, a Tennessee Center of Excellence, has assisted the Tennessee Board of Regents (TBR) since 2011 in collecting data from students, graduates, and school partners of the R2T programs in the six TBR universities. In addition, CREP has provided both program-level reports to the individual colleges and schools of education, and aggregate reports to TBR. This report provides the 2016-2017 data collection results for Tennessee Tech University (TTU).

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 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 five-year, clinically focused program, which 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).

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).

CREP's data collection strategy was designed to implement both quantitative and qualitative data collection and analyses. The 2016-2017 report includes descriptive analyses of the perceptions of key R2T stakeholders. Certain aspects of this work are contingent on the provision of student achievement scores, teacher assessment scores, and teacher attrition rates from TBR or the Tennessee Department of Education, which were not available at the time this report was written.

CREP staff utilized perceptual surveys 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 gain the perceptions of new teachers following their first year of teaching. The data collection

summary for the 2016-2017 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

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 five-year, clinically focused program, which was fully implemented in the TBR system beginning in the fall of 2013. The TBR system includes six universities: Austin Peay Sing the [Gis a 0h1ene

Program Description

The Ready2Teach teacher preparation initiative is a clinically focused 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, 4, and 5 (i.e., full implementation) focused on the following major research questions:

1. *What are the perceptions of th*

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.

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 gain their perceptions of the effectiveness of their preparation to be an entry-level classroom teacher. In addition, R2T graduate teachers were asked to submit the R2TGTS following the completion of their first year of teaching to obtain 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 and non-Ready2Teach teacher data have not been provided 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 to the attrition rate of first, second, and third year non-R2T teachers?*

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?*

R2T graduate teacher and non-Ready2Teach teacher data have not been provided as of the writing of this report.

Participants

first year of teaching. Seven TTU R2T graduate teachers submitted the R2T Graduate Teacher

Survey. Given the limited sample size, the aggregate results are reported in the Ready2Teach

Tennessee Board of Regents 2016-2017 Data Collection Annual Report

      School partners. School partners (i.e., district administrators, principals, assistant

principals, and mentor teachers) who were in partnership with TTU during the 2016-2017

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, eight indicated that they did not work with R2T teacher candidates and

exited the survey. The remaining 50 school partner respondents indicated their R2T roles as

principal (20.0%), assistant principal (6.0%), or mentor teacher (74.0%), as shown in Table 2.

Table 2. TTU R2T School Partner Role

Ready2Teach Role	Percentage
District Administrator	0.0
Principal	20.0
Assistant Principal	6.0
Mentor Teacher	74.0

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

      Over half of principal and assistant principal respondents (53.8%) indicated they had one

to five years of experience in their current position within the school district. Table 3

summarizes the length of service for the principal and assistant principal respondents.

Table 3. TTU Principal and Assistant Principal Length of Service

Principal and Assistant Principal	Percentage
Length of Service in Current Position (Principal and Assistant Principal)	
Less than 1 year	0.0
1-5 years	53.8
6-10 years	38.5
More than 10 years	7.7

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

The majority of mentor teachers (75.6%) indicated having six or more years of teaching experience at their current school, more than five years total teaching experience (94.6%), and an advanced degree (59.5%). Over two-thirds of mentor teachers (67.6%) indicated this was the first R2T teacher candidate placed with them for their Residency. Of the remaining mentor teachers who previously mentored a teacher candidate, more than half (58.4%) indicated they have worked with three or more teacher candidates since August 2012, as shown in Table 4.

Instrumentation

Both quantitative and qualitative data were collected for this report via surveys. 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 implementation of R2T. For district administrators, principals, and a

be an entry-level classroom teacher. The online survey was administered by CREP staff in

December 2015 and May 2016 via CREP's online Survey Management System (SMS).

      Ready2Teach Graduate Teacher Survey (R2TGTS). CREP staff developed the

a classroom teacher. The R2TGTS was administered from April through May 2017. In an attempt to improve return rates, CREP offered the R2TPCS to each TBR university in both paper and online formats. TTU personnel elected to administer the online format of the R2TPCS to their December 2016 and May 2017 R2T teacher candidates who fulfilled the R2T program and Residency requirements.

Table 5. TTU Data Collection Summary

Participants	Instrument	Timeline	Final (*n*)
School Partners	R2TSPS	April-May 2017	*n* = 50*
R2T Graduate Teachers	R2TGTS	April-May 2017	*n* = 6**
R2T Teacher Candidates	R2TPCS	December 2016 & May 2017	*n* = 54

*Respondents who did not work with 2016-2017 R2T teacher candidates were excluded from analysis.
**Respondents who did not graduate from an 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 2016-2017 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 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, eight indicated that they did not work with R2T teacher candidates and exited the survey, leaving 50 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 and assistant principals (53.8-100.0% of 13 respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in

Table 6. TTU Principal and Assistant Principal Perceptions of Preparation

The R2T teacher candidate(s) placed in your school for their 2016-2017 Residency demonstrate the entry level teacher ability to...	% Agree	% Disagree	% Don't know
Develop student-teacher relationships.	92.3	7.7	0.0
Develop parent-student-teacher relationships.	76.9	7.7	15.4
Collaborate with mentors and identified supervisors.	100.0	0.0	0.0
Understand cultural and individual diversity.	92.3	0.0	7.7
Consider students' strengths and needs when planning lessons.	69.2	15.4	15.4
Utilize best practice instructional strategies.	69.2	23.1	7.7
Maintain student engagement throughout lessons.	61.5	30.8	7.7
Analyze student performance based on assessments.	76.9	7.7	15.4
Adjust instruction based on assessment findings.	53.8	23.1	23.1
Scaffold and support the academic needs of students.	69.2	23.1	7.7
Consider the pacing and timing mandates for the school/district.	84.6	7.7	7.7
Manage classroom behavior through established techniques and procedures.	69.2	23.1	7.7
Organize and manage time, space, and resources.	69.2	15.4	15.4

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

Table 7. TTU Mentor Teacher Perceptions of Preparation

The R2T teacher candidate placed in your classroom for their 2016-2017 Residency demonstrates or possesses the entry level ability to...	% Agree	% Disagree	% Don't know
Develop clear learning objectives for lessons.	97.3	2.7	0.0
Create effective learning segments.	94.6	2.7	0.0
Consider students' strengths and needs when planning lessons.	97.3	2.7	0.0
Develop instruction plans for lessons.	100.0	0.0	0.0
Design assessment plans for lessons.	91.9	8.1	0.0
Utilize best practice instructional strategies.	97.3	0.0	0.0
Maintain student engagement throughout lessons.	94.6	5.4	0.0
Manage classroom behavior through established techniques and procedures.	86.5	13.5	0.0
Organize and manage time, space, and resources.	94.6	5.4	0.0
Analyze student performance based on assessments.	91.9	8.1	0.0
Adjust instruction based on assessment findings.	91.9	8.1	0.0
Analyze personal teaching effectiveness.	91.9	2.7	5.4
Scaffold and support the academic needs of students.	100.0	0.0	0.0
Align instruction with Common Core State Standards.	94.6	2.7	2.7
Consider the pacing and timing mandates for the school/district.	91.9	5.4	2.7
Understand cultural and individual diversity.	100.0	0.0	0.0
Develop parent-student-teacher relationships.	83.8	2.7	13.5
Collaborate with mentors and identified supervisors.	100.0	0.0	0.0

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

The majority if principals and assistant principals (69.2-84.6% of 13 respondents) agreed with three of the four closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. These items were "helps meet the goals and address the needs of our school" (84.6%), "effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements" (76.9%), and "provides consistent criteria for identifying school-based mentor teachers" (69.2%). The lowest area of agreement among principals and assistant principals was "provides or offers professional development that is beneficial for our faculty" (46.2%). Most mentor teachers (64.9-97.3% of 37 respondents) agreed with four of the five closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. These items were "successfully supports R2T teacher candidates in my classroom in a manner that benefits our school" (97.3%), "adequately supervises the R2T teacher candidate in my classroom" (91.9%), "effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements (91.9%), and "supplies initial and ongoing training for school-based mentor teachers" (64.9%). The lowest area of agreement among mentor teachers was "provides or offers professional development that is beneficial for our faculty" (40.5%). School partner

Table 9. TTU Mentor Teacher Perceptions of Partnership

During the 2016-2017 academic year, the R2T university partnership...	% Agree	% Disagree	% Don't know
Supplies initial and ongoing training for school-based mentor teachers.	64.9	18.9	16.2
Provides or offers professional development that is beneficial for our faculty.	40.5	16.2	43.2
Adequately supervises the R2T teacher candidate in my classroom.	91.9	5.4	2.7
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	97.3	0.0	2.7
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	91.9	8.1	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?" most school partners specified that teacher candidates would have a positive impact on student academic performance. In particular, respondents cited how the co-teaching experience allowed for extra help in the classroom, as well as opportunities to provide more small groups and increased one-on-one interventions for students. Respondents also noted how teacher candidates not only offer students a different perspective and teaching style, but also effectively collaborat

ideas/educational strategies, strengthening the relationship with the university, and discovering

potential candidates for future teaching positions. School partners also indicated that

participating in the R2T partnership benefited student performance, noting that lower student to

teacher ratios allowed for increased educational opportunities and that teacher candidates

become another positive role model providing students with individualized attention

academically and emotionally.

When respondents were asked, "Share with us the challenges that your school has

experienced by participating in the 2016-2017 R2T partnership," school partners often stated

they experienced no challenges and had a positive experience participating in the R2T

partnership. Respondents who did report challenges cited lack of teacher candidate preparation,

particularly related to effective classroom management and rubrics, as well as understanding and

adhering to school culture and norms (i.e., professionalism, maintaining confidentiality, and

presenting a good attitude). Challenges related to program elements were also mentioned by

school partners, specifically receiving unclear program expectations/requirements, edTPA is too

time-consuming and draws focus away from students, and there are too many required

evaluations. School partners also noted that it was difficult for mentor teachers to release control

of their classroom given they are held responsible for student academic success, as well as

dealing with lack of time to effectively mentor teacher candidates while assuring student success.

When school partners were asked to share, "any recommendations you have that may

allow the R2T teacher preparation program to better serve your school," respondents often

maintained they had no recommendations and they enjoyed participating in the program. The

remaining school partners did share suggestions they determined would help the R2T program

better serve stakeholders, often with responses centered around program requirements and the

university partnership. In particular, school partners suggested enhanced preparation for teacher candidates in differentiation, classroom management, rubrics, and professionalism. Respondents also recommended teacher candidates experience the first days of the school year and spend time in a variety of placements. They also recommended decreasing other requirements during Residency so that teacher candidates can focus fully on the classroom responsibilities and most especially their students. Respondents also requested mentor teachers receive clearer program expectations and timelines, increased professional development, and an opportunity to not only meet teacher candidates prior to residency but also have a voice in the placements. Finally, school partners also recommended the university revise the edTPA to make it more meaningful, more closely aligned with the state assessment, and less stressful on teacher candidates during Residency.

Ready2Teach Program Completion Survey (R2TPCS). R2T teacher candidates were asked to provide their perceptions of the effectiveness and quality of their preparation to be an entry-level classroom teacher. The TTU R2TPCS Fall 2016 and Spring 2017 frequency report— including respondents' demographics and comments—can be found in Appendix B. There were 54 Fall 2016 and Spring 2017 TTU teacher candidates who completed the survey. Of the 54 who completed the survey, eight reported they were offered a teaching position, 39 were actively seeking a teaching position, and seven did not plan to teach. Of those respondents who indicated they did not plan to teach, reasons given included attending graduate school, no available positions in their area, and other opportunities. Overall, the TTU 2016-2017 R2T teacher candidates perceived that the R2T Program was effective in preparing them as an entry-level classroom teacher, as shown in Table 10.

Table 10. 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 Fall 2016 and Spring 2017
Very Ineffective	4.1
Somewhat Ineffective	2.1
Somewhat Effective	29.2
Very Effective	63.7

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

Most of the 2016-2017 TTU R2T teacher candidates (70.9-99.0% of the 54 Fall 2016 and Spring 2017 respondents) indicated that they were *Very Well Prepared* or *Adequately Prepared* as an entry-level classroom teacher upon completion of the TTU R2T program. The areas where Fall 2016 and Spring 2017 R2T teacher candidates felt most prepared included "development of clear learning objectives and instruction plans for lessons" (99.0%) and "strong academic content knowledge aligned with Tennessee curriculum standards" (98.0%). R2T teacher candidate perceptions of the quality of the R2T program preparation are summarized in Table 11.

Table 11. TTU Fall 2016 and Spring 2017 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.	67.6	30.4	2.1	0.0
Development of clear learning objectives and instruction plans for lessons.	73.7	25.3	1.0	0.0
Differentiation of instruction to meet all students' learning needs.	64.5	29.4	2.1	4.1
Management of classroom behavior through established techniques and procedures.	66.6	22.3	6.1	5.1
Scaffolding of and support for the academic needs of students.	60.6	33.3	3.1	2.1
Formative assessment to monitor students' progress and adjust instruction accordingly.	61.7	34.3	3.1	0.0
Summative assessment of student work and achievement in varied ways.	57.6	37.4	2.1	1.0
Adjustment to pacing and timing mandates of the school/district.	63.5	30.4	5.1	1.0
Collaboration with mentors and identified supervisors.	70.6	14.3	14.1	1.0
Understanding of and respect for the cultural and individual diversity of students.	75.7	20.2	3.1	1.0

Table 11, continued

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
Development of parent-student-teacher relationships.	52.5	18.4	24.1	4.1

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

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," responses overwhelmingly indicated experience in the classr

perceptions of the effectiveness and quality of the R2T program in preparing them for their first year of teaching. Out of the seven TTU R2T graduate teachers who started the R2T Graduate Teacher Survey, only six indicated they were finishing their first year of teaching and completed the survey. Given the limited sample size, the aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2016-2017 Data Collection Annual Report.

Data Summary by Research Question

Data collected during the 2016-2017 academic year are summarized below by research question.

1. *What are the perceptions of th*

5. *What is the relationship between level of performance on key factors identified in the*

Reference

Tennessee Board of Regents. (2010). Redefining teacher education: Ready2Teach overview.

Retrieved from http://www.ready2teach.org/ready2teach-overview

Appendix A: Ready2Teach School Partner Survey (R2TSPS)

Tennessee Tech University Ready2Teach School Partner Survey (R2TSPS)	

Number of Respondents   **Spring 2017**   **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	86.2
No	13.8

What is your R2T role?	
District Administrator	0.0

The R2T teacher candidate placed in your classroom for their 2016-2017 Residency demonstrates or possesses the entry level ability to...	% Agree	% Disagree	% Don't know
Develop clear learning objectives for lessons.	97.3	2.7	0.0
Create effective learning segments.	94.6	2.7	0.0
Consider students' strengths and needs when planning lessons.	97.3	2.7	0.0
Develop instruction plans for lessons.	100.0	0.0	0.0
Design assessment plans for lessons.	91.9	8.1	0.0
Utilize best practice instructional strategies.	97.3	0.0	0.0
Maintain student engagement throughout lessons.	94.6	5.4	0.0
Manage classroom behavior through established techniques and procedures.	86.5	13.5	0.0
Organize and manage time, space, and resources.	94.6	5.4	0.0
Analyze student performance based on assessments.	91.9	8.1	0.0
Adjust instruction based on assessment findings.	91.9	8.1	0.0

In your opinion, what impact do you think the R2T teacher candidate(s) will have on students' academic performance in your school?
I anticipate that we will have improved student performance because of our residents' collaboration with their mentor teachers and effective use of resources.
I think this program will help my teachers to have a much improved academic performance for our students.
In most cases, the R2T students will help our students meet their academic goals.
positive
Students are prepared and help us increase instructional opportunities at our school. This increases academic performance.
Teacher candidates increase student performance.
The quality of the candidates with which we work is consistently high. This allows us to use an "all hands on deck" approach when the candidates are in our classrooms. If the regular teacher is leading the class, the candidate will monitor and assist students where needed. If the candidate is leading the class, the teacher will monitor and assist where needed. I believe this provides a great benefit in student academic performance especially with outlier students. Whether they are above or below the average performer in the class it is beneficial to have an extra set of hands in the classroom to work with and challenge these kids. [sic]

The R2T candidates become the primary teacher in the cl

In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?
I had high hopes for this experience based on performance of other candidate that have worked with my coworkers. I was, overall, displeased with the experience shared with mine. There was a growing concern by the faculty around me that became concerned with her performance, and as a result, the performance of my students suffered in order to meet the needs set forth by the University and the candidate's program. [sic]
I think having the R2T candidate in my classroom will benefit and help to improve my students' academic performance.
I think R2T candidates will impact my students' academic performance positively. Having a trained co-teacher allows more one-on-one and small group learning and provides another perspective on how students are learning.
I think she has had a great impact on my students.
I think she has had a positive influence on my students. I do not think their academic achievement has been lessened in any way by having a student teacher providing instruction.
I think that it will be positive.
I think the R2T candidate will have a good impact on my students's academic performance. [sic]
I think the R2T teacher candidate will have a positive effect on my students' academic performance. [sic]
I think the R2T teacher candidate will have a positive impact on my students. With her assistance we have been able to break the children into small groups and differentiate a lot of their learning. I have seen a lot of growth in my students this year.
I think they enjoy having a different perspective in the classroom.
In my classroom, there are 24 students this year. The R2T teacher candidate will have a significant impact on the students' performance. We were able to conquer and divide.

It was great. We co-taught most of the time, which was good. She got to see how classes can be run,

In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?
This year's candidate who was placed with me will have a very positive impact on my students' performance. I've had student teachers in the past, and none compare to this one. She would put many veteran teachers to shame.
We have team taught so that we both equal impact. [sic]

All Respondents

Share with us the benefits that your school has experienced as a school partner during the 2016-2017 R2T partnership.
Aid and assist classroom teachers.
All other teachers that have housed a residency student seem to share the same feelings I do.
As noted above, more hands on deck equal better student performance. A teacher can always use an extra set of eyes and hands in the classroom. When the candidates are consistently high performers it is a great benefit to the school. We also see the benefit of new ideas coming to the classroom. Having young and newly trained teacher candidates allows the veteran teacher to see new and updated perspectives and ideas in their classroom.
extra help [sic]
Having a R2T candidate has allowed for an extra set of hands in our building. We are always happy to have extra help as this greatly benefits our students.
Having a R2T candidate in my classroom has greatly benefited my students. She and I were able to work together to plan and implement lessons, providing a smaller teacher to student ratio. She was also able to plan and teach lessons on her own under my supervision. I feel like my students have benefited from having her in the classroom.
Having a resident student here at our school has helped us have more qualified eyes to help with our students. I personally have wonderful , much needed help that otherwise I would not be able to receive.

I have received a high-quality student teacher in my classroom for a good portion of the year.

Share with us the benefits that your school has experienced as a school partner during the 2016-2017 R2T partnership.
Our history with residents has provided us with qualified hires after the conclusion of student requirements.
Our partnership with the university is a strong, positive one. The university sends us great teacher candidates, some of which are now part of our faculty. If issues arise with a university student, it is addressed immediately. The partnership between our school and the university is a valuable one.

Our school has benefited by have ne

Share with us the challenges that your school has experienced as a school partner during the 2016-2017 R2T partnership.
?
As an administrator in the atmosphere of accountability that we live in today, it is sometimes difficult for teachers to release a significant amount of control to the candidate so that the candidate experiences the full immersion that is intended.
Candidates following the culture and expectations of the school. This particular group of candidates as a whole were not acceptable. We had issues with confidentiality and attitude problems.
Finding time and coverage for teachers to be able to go to trainings and watch modeled lessons.
FInding time to meet together. [sic]
I am not aware of any challenges from this.
I cannot think of any challenges.

I feel that EdTPA presents challenges as candidates are often more focused on the minor details of EdTPA and they fail to see the bigger picture. Many aspects of EdTPA are not "real-world" and the

Share with us the challenges that your school has experienced as a school partner during the 2016-2017 R2T partnership.
Rarely we have encountered (as you would expect) residents who are not ready for the "giving" part of teaching. At that age, a few are still focused primarily on themselves and lack the ability to work for the students.
Student teachers are ill-prepared in terms of classroom management.
Teacher candidates often lack the ability to engage students throughout our 90 minute instructional period, creating behavior issues. (UHS will be adopting a 7 period day for the 17/18 school year.) [sic]
Teachers need better understanding of the rubric. They seems to see the rubric as only a tool for observation on their performance and not how the rubric can be used to help plan instruction and ensure students are engaged and doing the work. Student driven not Teacher led [sic]
The challenge is that maybe they don't feel confident enough in their abilities and try not to step over bounds.
The expectations of students' soft skills (dress code, cell phone use, being on time etc.) are not met at times and have to be addressed.
[Name removed] does not communicate at all with the mentor teachers regarding the timeline and due dates for teachers.
We have had few challenges this year due to our partnership. We have been blessed with some great candidates.
We have not had any challenges with the candidate I mentored.
Working with everyone's schedule.
Year long residencies are wonderful when you are paired with a candidate who is as excited and passionate about teaching and educating our future as possible. However, it makes for a VERY long year when they are unable to maintain the classroom and day-to-day activities after seven months. [sic]

Please share any recommendations you have that

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
I have enjoyed being a partner in the R2T teacher preparation program. I do think that more information on evaluation rubric(s) used and information on higher order questioning in lessons could be helpful to student teachers.
I have no recommendations.
I think it is a wonderful program that I was proud to go through myself. The program produces hard-working teachers who are prepared for the challenges they will face in the classroom. I do feel some of the assignments (i.e. scripting lesson plans) is not "real-life," however, I understand why that is a requirement. Thank you for allowing me to be a part of the program. I had a wonderful experience!
I think the program is right on track.
I think the residents should be at the schools at the beginning of the year. I believe they need to see how to set up a classroom, get procedures set up, and all the work it takes to get everything running smoothly. The residents always come in to an established room and just continue with our routines.

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
None
none
Phonological awareness, phonics (foundational skills) and handwriting instruction should be a required year long course for all early childhood majors.
The student teacher should be present at the beginning of the school year. The student teacher should be in the school system to help establish and set classroom routines and expectations.
The university needs to use the LEA confidentially policy and have each candidate go through training and sign. Also there needs to be discussion about school culture and expectations. Each candidate should know that they are guests of each school and that to accept a candidate is a great deal of work on the supervising teacher. We recognize that it is our job as a school to help prepare a candidate for real world teaching and a responsibility which a university cannot provide.
Try to adjust EDTPA so as not to cause so much stress for the resident teachers.
Would like to see a variety for the placement of the teacher candidates. Not just stay with one grade level or subject area.

Appendix B: Ready2Teach Program Completion Survey (R2TPCS)

Tennessee Tech University Ready2Teach Program Completion Survey Fall 2016 and Spring 2017 Combined			
Number of Respondents	**Fall 2016**	**N = 5**	
Number of Respondents	**Spring 2017**	**N = 49**	

Respondent Demographics: Percentages by Categories

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

Gender			
Survey Period	**Fall 2016**	**Spring 2017**	**AVG**
Female	100.0	91.8	95.9
Male	0.0	8.2	4.1

Age			
Survey Period	**Fall 2016**	**Spring 2017**	**AVG**
Under 21	0.0	2.0	1.0
21-30	80.0	98.0	89.0
31-40	20.0	0.0	10.0
41-50	0.0	0.0	0.0
Over 50	0.0	0.0	0.0

Race/Ethnicity			
Survey Period	**Fall 2016**	**Spring 2017**	**AVG**
American Indian or Alaskan Native	0.0	0.0	0.0
Asian	20.0	0.0	10.0
Black or African American	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Other Pacific Islander	0.0	0.0	0.0
White	80.0	98.0	89.0
Two or More Races	0.0	2.0	1.0
Some Other Race	0.0	0.0	0.0

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		
Survey Period	Fall 2016	Spr 2017	AVG	Fall 2016	Spr 2017	AVG	Fall 2016	Spr 2017	AVG	Fall 2016	Spr 2017	AVG

What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?
I thought my professor prepared us very well by making us create and teach different lessons in several different grade levels in all subjects. I also felt spending so much time in my residency was very beneficial to preparing me for my own classroom.
Learning the different types of teaching, methods, strategies, and etc. have helped tremendously within the classroom.
Parent-Teacher communication and Behavior management. I think behavior management is extremely important as an entry-level classroom teacher because promoting positive behavior in a learning environment is crucial to the overall effectiveness of the learning taking place in that environment. I also think parent teacher communication is an undervalued element that is very important for teacher candidates in knowing how to form positive relationships with our students' first teachers. [sic]
Practicum and residency experience in the classrooms as well as community service with the education dept [sic]
Practicums and Residencies. The best opportunity for progression and learning came from hands on opportunities and being in the environment of the school setting. [sic]
Residency was extremely effective, as it gave me a hands-on introduction to what it is like to be in a classroom.
Student Teaching
Student teaching has been the most valuable experience. It has given me real-world problems that have not been addressed previously.
The ability to create formative and summative assessments that are not strictly question answer type assessments. I also feel like i have been given the opportunity to learn how to create opportunities for students to investigate for learning. [sic]
The development of the learning objectives and [name removed] state standards.
The experience provided.
The preparation of being placed in actual school setting. This has given a lot of good experience and great chances. Being in the classroom has prepared me more than anything.
The year-long Residency and practicum. This program allows for the most amount of time in the classroom.
Understanding the different components to help construct a strong lesson and lesson plan.
Upper division reading and math courses including practicum, and the residency. [sic]
What I found most valuable as an entry-level classroom teacher is how to scaffold and differentiate my instruction for all learning types and abilities. Graduating as a special educator has been an eye-opener for me. This has shown me how many complex levels and abilities your students can have. If I would have not had instruction over how to differentiate my instruction to meet all students needs, I do not think I would have been able to implement it as successfully as I have during my residency. [sic]
What I found to be the most valuable was the field experience because it prepared me for my student teaching.
working in a classroom daily was very beneficial. My mentor teacher let me take over the lessons, classroom management, and input any ideas i had about lessons. I was able to learn what it means to be a classroom elementary teacher. [sic] class7

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Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
It would be more effective if we could teach the subject we prefer to practice in during residency, especially since it is the content that we work on edTPA with.
Meeting my mentor teacher before being assigned to the class. Knowing what teacher I'm assigned to earlier. Not going to a classroom only two times a week during Residency One.
Monitor mentors and residents closer. I know I worked a lot harder in the classroom then a lot of people. Most students didn't have the chance to take over and manage a classroom. Additionally, edTPA needs to be taught more prior to the project. I was very surprised by a lot of the content I had to include on the project. [sic]
More emphasis on classroom management and differentiation
More focus on student teacher- teacher- parent relationship.
More practice with edTPA would help a lot. I struggled with understanding the required content for the edTPA project. Additionally, I think the grading for edTPA should be looked at again. I feel like the grading varies based on who is grading the project. I feel I received a very hard grader and some of my classmates had an easier grader. Due to this I think the grading process should be reevaluated. [sic]
Need more information to work with others and classroom management. How to work together, no one ever wanted to work together it was ridiculous [sic]