

Ready2Teach
Tennessee Tech University
2012-2013 Data Collection 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 has been piloted since the 2009-2010 school year and will be 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 Tech University, Tennessee State University, and the University of Memphis. The key elements 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 2012-2013 school 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 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 (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 management; and well-developed skills in meeting the academic and social needs of all students (Tennessee Board of Regents, 2010).

This four-year data collection strategy will implement both quantitative and qualitative data collection methods by means of perceptual surveys, semi-structured interviews, and focus groups. Three perceptual surveys were administered during the final pilot year. One perceptual survey was used to collect data from university personnel (College of Education Deans, R2T Coordinators, Master Clinicians, faculty, etc.) in order to gather their perceptions of the implementation and effectiveness of the key components of Ready2Teach (i.e., school partnerships, Residency, edTPA, and curriculum redesign). A second survey was administered to collect perceptual data from R2T teacher candidates during the Residency regarding their readiness to teach upon program completion, the components of R2T that they found to be the most valuable, and the components of R2T that they found to be the least valuable. The third perceptual survey was administered to collect data from district administrators, principals, and mentor teachers regarding the preparation of R2T teacher candidates, the effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance.

In addition to the perceptual surveys, site visits were conducted at each of the six universities in order to obtain supplementary data—via semi-structured interviews and focus groups—regarding implementation of the key components of R2T, the edTPA, and enrollment trends. Finally, specific institutional data (enrollment numbers, attrition numbers, edTPA scores, teacher candidate demographics, etc.) were to be submitted by university personnel, via an online data collection instrument, in order to provide a baseline picture of the final pilot year at each TBR university. The data collection summary for the 2012-2013 school year is presented in

Table 1; a detailed presentation of the data can be found in the Ready2Teach Tennessee Tech University 2012-2013 Data Collection Report.

Table 1: Summary of TTU Data Collection by Research Questions

TTU Summary by Research Question
<p>1. How and to what extent has each of the six TBR universities implemented the key components of Ready2Teach during the final pilot year?</p> <p>Respondents perceived that TTU is on track to fully implement the key components of the R2T initiative in both the 2+2 program and on the main campus in the fall of 2013.</p> <ul style="list-style-type: none"> • <i>School partnerships</i>: TTU has developed and secured school partnerships with public schools. • <i>Residency</i>: The logistics of the Residency have been implemented with teacher candidates in the 2+2 program and will be implemented with on-campus teacher candidates in the fall of 2013. • <i>edTPA</i>: The edTPA was perceived to be partially implemented during the final pilot year and supports are in place for successful full implementation in fall 2013. • <i>Curriculum redesign</i>: Curriculum was perceived to prepare teacher candidates for the edTPA, include opportunities for teacher candidates to apply best practice instructional strategies in real classrooms, and to equip teacher candidates for the Residency year. <p>Interviewees mentioned the following challenges: implementation of R2T components across all programs, ongoing training for all stakeholders, providing support to and making placements in a large number of school partner sites that span a wide area of the state, providing clear communication and expectations to all stakeholders, and confusing and repetitive aspects of the edTPA.</p>
<p>2. How are the results of the edTPA used to inform Ready2Teach program improvement?</p> <p>Respondents and interviewees indicated that edTPA results led to:</p> <ul style="list-style-type: none"> • Embedding edTPA preparation into appropriate education courses, Pre-Residency, and Residency. • Conducting edTPA workshops to provide training for university faculty and clinical supervisors. • Clinical Supervisors providing training and peer reviews to help guide teacher candidates and review expectations and requirements. <p>Interviewees expressed difficulty getting edTPA completed, scored and remediated in the time allotted.</p>
<p>3. What are the enrollment trends for Ready2Teach programs and do numbers stay consistent?</p> <p>The Ready2Teach Institutional Data Collection Tool was utilized to collect enrollment numbers. These baseline numbers indicate:</p> <ul style="list-style-type: none"> • 197 teacher candidates were enrolled for their Pre-Residency. • 162 teacher candidates were enrolled for their Residency. <p>Interviewees indicated that a decrease in enrollment may be seen in the future due to changes in public education and the pressures that teachers encounter.</p>
<p>4. What are the perceptions of key stakeholders regarding Ready2Teach program implementation and effectiveness?</p> <ul style="list-style-type: none"> • <i>University personnel</i>: Respondents and interviewees perceived that TTU will be ready for full implementation in fall 2013 and predicted that the Residency and edTPA will improve the existing teacher preparation program. • <i>Teacher candidates</i>: Overall, respondents and interviewees felt prepared to enter the classroom as entry-level teachers, they benefitted from increased time spent in real classrooms, as well as receiving guidance from mentor teachers. Respondents also indicated that the edTPA was overwhelming and repetitive and that more changes needed to take place within university curriculum to eliminate redundancy and become more useful in preparing them to be successful in the classroom. • <i>School partners</i>: Most respondents indicated that teacher candidates demonstrated entry level classroom teaching abilities, however some felt candidates needed additional preparation. Additionally, some school partners expressed a need for better communication regarding guidelines and expectations. Most school partners expressed that teacher candidates will have a positive impact on student academic performance; however, some respondents were concerned that candidates' lack of confidence might impede student learning.

This data collection 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 (CREP) at the University of Memphis for use by a limited audience. **Authorized users of this material are limited to the Dean of Tennessee Tech University and other individuals designated by him/her. Neither this document nor the data reported herein will be distributed to unauthorized users.**

The content of this report protects the anonymity of the TTU R2T program survey respondents, interview participants, and focus group participants; no names or other identifying characteristics have been included. Additionally, TTU data have not been compared or contrasted with data from other universities in any additional 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 school year and will be 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 Tech University, Tennessee State University, and the University of Memphis. The key elements 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 2012-2013 school year.

The work reported here 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 P-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, Health and Human Sciences CREP seeks to accomplish its

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

Background

Currently, teachers face the challenging task of addressing the changing needs of students who are both increasingly diverse and polarized with respect to their socioeconomic status (Borman, Mueninghoff, Cotner, and Frederick, 2009). However, the number of effective teachers in the state of Tennessee and across the country has been decreasing over the years, indicating a significant risk to the education system. Schools frequently lack sufficient numbers of highly-qualified teachers to educate their students effectively; the best and brightest college students typically choose careers other than education, and the best young teachers often leave the classroom within their first five years (Tennessee Board of Regents, 2010). Therefore, it is incumbent upon teacher training programs to enact innovations that increase the supply of successful teachers.

Expanding residency programs for teachers and principals represents a strategy for increasing the educator talent pool for school districts across the state. Tennessee already has a number of emerging programs that seek to positively impact student achievement in urban schools by recruiting, training, and supporting outstanding teachers (Tennessee Department of Education, 2013). Responding to the lack of supply and quality of teachers in Tennessee, the Tennessee Board of Regents has begun a coordinated redesign of its teacher preparation programs to equip teacher candidates with the ability to facilitate student success in the classroom (Tennessee Board of Regents, 2010).

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 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 (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 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 the following 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 first four research questions were used to guide the data collection strategy during the 2012-2013 school year and the last four will be utilized during full implementation beginning in the fall of 2013. Specifically, this data collection strategy focuses on the following major research questions:

Year 1; Ready2Teach final pilot year implementation.

1. How and to what extent has each of the six TBR universities implemented the key components of Ready2Teach during the final pilot year?
2. How are the results of the edTPA used to inform Ready2Teach program improvement?
3. What are the enrollment trends for Ready2Teach programs, and do numbers stay consistent?
4. What are the perceptions of key stakeholders regarding Ready2Teach program implementation and effectiveness?

Years 2, 3, and 4; Ready2Teach full implementation.

1. What is the success rate of Ready2Teach program completers during their first, second, and third year of teaching as measured by the teacher's overall state score and other Tennessee approved assessments?
2. What is the success rate of Ready2Teach program completers during their first, second, and third year of teaching as measured by P-12 student achievement scores? How does this compare to the success rate of non-Ready2Teach completers during their first, second, and third year of teaching as measured by P-12 student achievement scores?
3. What is the attrition rate of first, second, and third year Ready2Teach teachers? How does this compare to the attrition rate of first, second, and third year non-R2T teachers?
4. What is the relationship between level of performance on key factors identified in the edTPA, the TEAM scores, student achievement scores, and the attrition rate of Ready2Teach teachers?

This data collection report will focus on the first four research questions, which target the final pilot year implementation of the Ready2Teach teacher preparation initiative.

Method

This four-year data collection strategy will implement both quantitative and qualitative data collection methods, by means of perceptual surveys, semi-structured interviews, and focus groups. Three perceptual surveys were administered during the final pilot year. One perceptual survey was used to collect data from the university personnel (College of Education Deans, R2T Coordinators, Master Clinicians, faculty, etc.) in order to gather their perceptions of the implementation and effectiveness of the key components of Ready2Teach (i.e., school partnerships, Residency, edTPA, and curriculum redesign). A second survey was administered to collect perceptual data from R2T teacher candidates in the Residency regarding their readiness to teach upon program completion, the components of R2T that they found to be the most valuable, and the components of R2T that they found to be the least valuable. The third perceptual survey was administered to collect data from district administrators, principals, and mentor teachers regarding the preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement in student performance.

In addition to the perceptual surveys, site visits were conducted at each of the six universities in order to obtain supplementary data—via semi-structured interviews and focus groups—regarding implementation of the key components of R2T, the edTPA, and enrollment trends. Finally, specific institutional data (enrollment numbers, attrition numbers, edTPA scores, teacher candidate demographics, etc.) were to be submitted by university personnel via an online data collection instrument in order to provide a baseline picture of the final pilot year at each TBR university. Detailed descriptions of each of these instruments are presented later in this report. The specific data collection methods implemented, and how they align with each of the research questions, are summarized below.

1. *How and to what extent has each of the six TBR universities implemented the key components of Ready2Teach during the final pilot year?*

University personnel were asked to complete a survey to gather their perceptions of the final pilot year implementation and effectiveness of the Ready2Teach initiative. The surveys were administered from late January through mid-February 2013 and were comprised of 25 closed-ended items and nine open-ended items. The items focused on implementation of the key components of Ready2Teach: school partnerships, curriculum redesign, teacher candidate Residency, and the edTPA.

Site visits for each of the six TBR universities were scheduled to take place during the 2013 spring semester. Semi-structured interviews and focus groups gave CREP staff the opportunity to address the implementation and effectiveness of key components of Ready2Teach with university personnel, mentor teachers, and teacher candidates. Tennessee Tech University's site visit, semi-structured interviews, and focus groups were conducted in April 2013. The qualitative data were collected during the site visit in order to supplement and enrich the data gathered via the university perceptual surveys.

2. *How are the results of the edTPA used to inform Ready2Teach program improvement?*

University personnel were asked to complete a survey to gather their perceptions of the implementation and effectiveness of the Ready2Teach initiative. The surveys were administered from late January through mid-February 2013 and were comprised of 25 closed-ended items and nine open-ended items. Five items on the survey focused on the edTPA and how the results are used to inform Ready2Teach program improvement. In addition, during the semi-structured interviews with university personnel, CREP staff

addressed the edTPA and how edTPA results informed modifications of the R2T initiative. The qualitative data were collected during site visits to supplement the perceptual data gathered via the perceptual surveys.

3. *What are the enrollment trends for Ready2Teach programs and do numbers stay consistent?*

Enrollment trends for Ready2Teach programs were addressed during the site visit interviews with university personnel. University personnel were asked to submit enrollment, attrition, retention and other institutional data via an online data collection instrument in July 2013. This instrument, the Ready2Teach Institutional Data Collection Tool, is comprised of two sections: the Pre-Residency, which contains eight items; and the Residency, which contains ten items. These items focus on enrollment, attrition, graduation numbers, and general demographic information.

4. *What are the perceptions of key stakeholders regarding Ready2Teach program implementation and effectiveness?*

University personnel were asked to complete a survey to gather their perceptions of the implementation and effectiveness in key components of Ready2Teach: school partnerships, curriculum redesign, teacher candidate Residency, and the edTPA. School partners were asked to complete a survey to gather their perceptions of preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance. The surveys were administered in April 2013 and were comprised of 24 closed-ended items and five open-ended items. R2T teacher candidates were asked to complete a survey to gather their perceptions of their readiness to teach upon program completion, the components of R2T that they found to

be the most valuable, and the components of R2T that they found to be the least valuable. The surveys were administered in April 2013 and were comprised of 44 closed-ended items and four open-ended items.

The university site visits included opportunities to collect additional qualitative data in the form of semi-structured interviews and focus groups. The semi-structured interviews and focus groups gave university personnel, school partners, and R2T teacher candidates opportunities to share their perceptions regarding the implementation and effectiveness of the final pilot year of R2T.

In summary, the data collection strategy for the final pilot year of implementation was designed to include the administration of surveys to university personnel, school partners, and teacher candidates; site visits at each of the six universities to obtain supplementary data via semi-structured interviews and focus groups; and specific institutional data provided by university personnel via an online survey. This data collection report focuses on the final pilot year of R2T implementation at Tennessee Tech University.

Participants

The Ready2Teach initiative implemented in each of the six Tennessee Board of Regents universities was the focus of this data collection strategy. The participants are composed of the key stakeholders (i.e., university personnel, teacher candidates, and school partners) involved in each university's Ready2Teach initiative during the 2012-2013 school year.

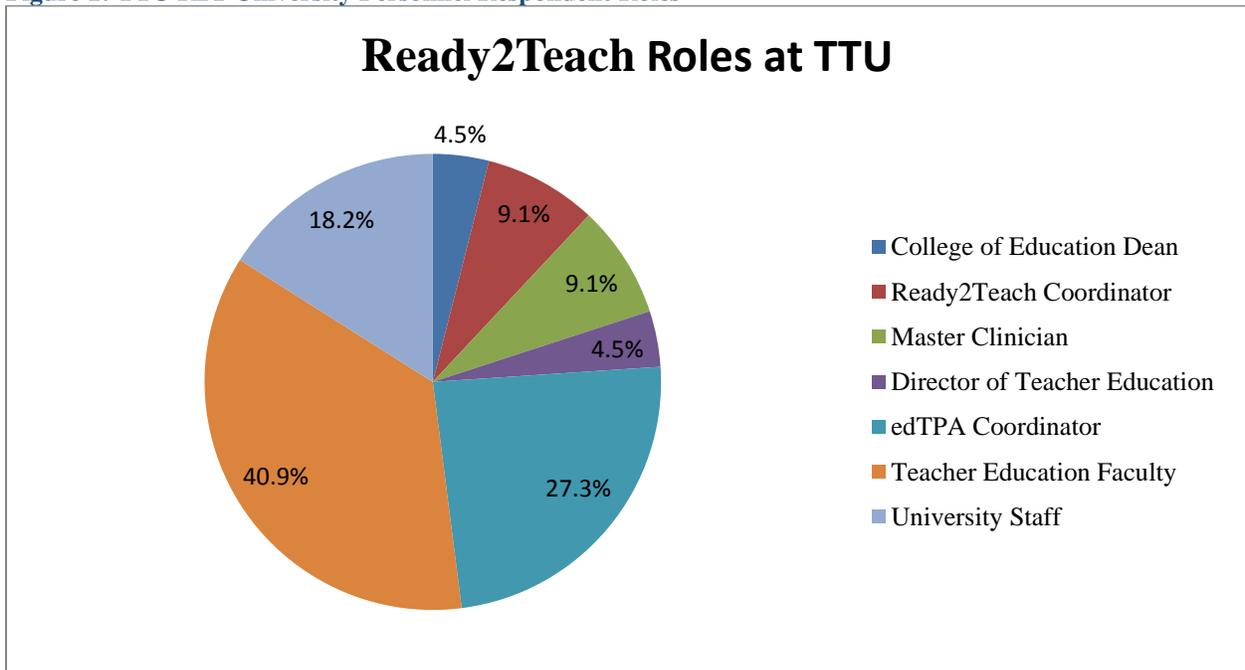
Tennessee Tech University. The Tennessee Tech University main campus is centrally located in Cookeville, Tennessee and is one of the six TBR institutes of higher education implementing the Ready2Teach teacher preparation initiative. The College of Education offers licensure in twenty-six different teaching areas in the undergraduate and thirty-one in the

graduate level. The Ready2Teach initiative was piloted in the 2+2 program with approximately 160 teacher candidates during the 2012-2013 school year; full implementation will begin in the fall of 2013 with the anticipated addition of the nearly 500 on-campus teacher candidates.

During the 2012-2013 school year, teacher candidates were placed in approximately forty-nine different districts for their Pre-Residency and Residency placements.

University personnel. University personnel involved in the final pilot year at Tennessee Tech University were invited to submit their perceptions of the implementation and effectiveness of the R2T initiative implemented at TTU via an online survey administered from late January through mid-February 2013. The 22 university personnel who submitted the survey indicated their role or roles to be College of Education Dean, Ready2Teach Coordinator, Master Clinician, Director of Teacher Education, edTPA Coordinator, Teacher Education Faculty, and University Staff. Figure 1 shows the R2T role or roles fulfilled by university personnel respondents during the 2012-2013 school year.

Figure 1: TTU R2T University Personnel Respondent Roles



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

Teacher Candidates. Teacher candidates who were enrolled during the final pilot year at Tennessee Tech University were asked to submit their perceptions of their readiness to teach upon program completion, the components of R2T that they found to be the most valuable, and the components of R2T that they found to be the least valuable via an online survey administered in April 2013. The majority of the 124 TTU teacher candidate respondents were female (84.4%), between the ages of 21-30 (81.3%), and Caucasian (81.3%). Table 2 summarizes the demographic characteristics of the teacher candidates during the final pilot year at TTU.

Table 2: TTU R2T Teacher Candidate Respondent Demographics

Teacher Candidate Demographics	Response Percentage
Gender	
Female	83.9
Male	16.1
Age Group	
Under 21	0.8
21-30	62.1
31-40	29.8
41-50	4.0
Over 50	3.2
Ethnicity	
African American	0.8
Asian	0.8
Caucasian	96.8
Hispanic	0.8
Multi-ethnic	0.8
Other	0.0

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

The majority of the TTU teacher candidates worked part-time (71.0%), received scholarships or grants (72.6%), and indicated that they were enrolled full-time (94.4%). Table 3 summarizes the additional background information provided by the TTU teacher candidates.

Table 3: TTU R2T Teacher Candidate Respondent Background

Teacher Candidate Background	Response Percentage
At any time during your undergraduate enrollment, have you also (select all that apply)	
Worked full-time (35 or more hours per week)	25.8
Worked part-time (less than 35 hours per week)	71.0
Been the primary caregiver for young children or older adults	27.4
Been responsible for all of your personal living expenses	40.3
Received scholarships or grants	72.6
During your undergraduate program, were you enrolled	
Full-time	97.6
Part-time	0.0
Mix, full-time and part-time	5.6
Are any of the credits toward your undergraduate degree from a 2-year college?	
Yes	97.6
No	2.4
Are any of the credits toward this teacher preparation program from a 2-year college?	
Yes	80.6
No	19.4
When did you choose to major in education?	
Before starting college	60.5
Freshman year	12.9
Sophomore year	20.2
Junior year	5.6
Senior year	0.0
After graduating with a Bachelor's degree	0.8

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

School partners. School partners (e.g. district administrators, principals, and mentor teachers) who were part of the final pilot year at Tennessee Tech University were asked to submit their perceptions of preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance via an online survey administered in April 2013. The 100 school partner survey respondents indicated their R2T roles as Principal (16.9%) and mentor teacher (83.1%). The majority (67.8%) of respondents indicated that they had six or more years of experience in their current position in the school district. Table 4 summarizes the school partner roles and length of service for the final pilot year.

Table 4: R2T School Partners Role and Length of Service

School Partner Characteristic	Response Percentage
Ready2Teach Role	
District Administrator	0.0
Principal	0.0
Mentor Teacher	100.0
Other	0.0
Length of Service in Current Position	
Less than 1 year	1.0
1-5 years	22.0
6-10 years	26.0
11-15 years	17.0
More than 15 years	33.0

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

Instrumentation

Both quantitative and qualitative data were collected for this report by way of surveys, semi-structured interviews, and focus groups. Details of each instrument are provided below.

All surveys were administered via CREP’s online Survey Management System (SMS).

Ready2Teach University Survey (R2TUS). CREP staff developed the Ready2Teach University Survey (R2TUS) to administer to university personnel. The survey is comprised of nine open-ended items and 25 closed-ended, Likert-type items that utilize a five-point scale. The items focus on school partnerships, Residency, edTPA, and curriculum redesign. See Appendix A: R2T University Survey to review a copy of the R2TUS.

Ready2Teach Teacher Candidate Survey (R2TTCS). The Ready2Teach Teacher Candidate Survey (R2TTCS) was developed by CREP staff to administer to R2T teacher candidates enrolled during the final pilot year at TTU. The survey is comprised of four open-ended items and 44 closed-ended, Likert-type items that utilize a four-point scale. The items focus on the teacher candidates’ readiness to teach upon program completion, the components of R2T that they found to be the most valuable, and the components of R2T that they found to be the least valuable. See Appendix B: R2T Teacher Candidate Survey to review a copy of the R2TTCS.

Ready2Teach School Partner Survey (R2TSPS). CREP staff developed the Ready2Teach School Partner Survey (R2TSPS) to administer to school partners involved in the final pilot year at Tennessee Tech University. The survey is comprised of five open-ended items and 24 closed-ended, Likert-type items that utilize a four-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. See Appendix C: R2T School Partner Survey to review a copy of the R2TSPS.

Ready2Teach Institutional Data Collection Tool (R2TIDCT). The Ready2Teach Institutional Data Collection Tool (R2TIDCT) was developed by CREP staff to provide a method for university personnel to submit institutional data from the final pilot year at TTU. The institutional data collection tool is comprised of two sections: the Pre-Residency, which contains eight items; and the Residency, which contains ten items. These items focus on enrollment, attrition, graduation numbers, and general demographic information. See Appendix D: R2T Institutional Data Collection Tool to review a copy of the R2TIDCT.

Semi-structured interview and focus group protocol. CREP staff developed semi-structured interview and focus group protocols that were utilized during the university site visits. The protocols were developed in order to gather qualitative data that would supplement the quantitative data gathered via the perceptual surveys. The intention was to give CREP staff a consistent format to guide the semi-structured interviews and focus groups while allowing the interviewee and participants the freedom to convey their perceptions of the implementation and effectiveness during the final pilot year. Table 5 summarizes the participants, data sources, and methods used within each research question.

Table 5: Summary of Participants, Data Sources, and Methods by Research Question

Research Questions	Participants	Data Sources	Method
1. How and to what extent has each of the six TBR universities implemented the key components of Ready2Teach during the final pilot year?	• University personnel	• R2TUS	• Qualitative and quantitative perceptions regarding implementation and effectiveness of key components of R2T.
	• University personnel	• Interview or focus group	• Qualitative data collected regarding implementation of key components of R2T.
	• School partners	• Focus group	• Qualitative data collected regarding implementation of key components of R2T.
	• Teacher candidates	• Focus group	• Qualitative data collected regarding implementation of key components of R2T.
2. How are the results of the edTPA used to inform Ready2Teach program improvement?	• University personnel	• R2TUS	• Quantitative and qualitative perceptions regarding the use of the edTPA to inform R2T program improvement.
	• University personnel	• Interview or focus group	• Qualitative data collected regarding the use of the edTPA to inform R2T program improvement.
3. What are the enrollment trends for Ready2Teach programs and do numbers stay consistent?	• University personnel	• R2TIDCT	• Quantitative method for collecting institutional data regarding enrollment, attrition, retention, and other institutional data.
	• University personnel	• Interview or focus group	• Qualitative data collected regarding enrollment trends.
4. What are the perceptions of key stakeholders regarding Ready2Teach program implementation and effectiveness?	• University personnel	• R2TUS	• Qualitative and quantitative perceptions regarding implementation and effectiveness of key components of R2T.
	• 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.
	• Teacher candidates	• R2TTCS	• Qualitative and quantitative perceptions regarding their readiness to teach upon program completion, components of R2T that were the most valuable, and those that were the least valuable.
	• University personnel, school partners, and teacher candidates	• Interview or focus group	• Qualitative data regarding perceptions of R2T implementation and effectiveness.

Procedure

During the fall of 2012, CREP staff formulated the data collection strategy for the Ready2Teach initiative and developed instruments to collect R2T data for TBR that would give them an overview of the final pilot year of implementation at the six universities. In November 2012, initial contact was made via email with College of Education Deans and R2T Coordinators. In January 2013, follow-up phone calls were made: in order to explain CREP's role in the data collection strategy, outline the data collection methods to be utilized, tentatively plan the university site visits, and clarify any questions that the Deans and R2T Coordinators may have had regarding CREP's role or the data collection.

Upon notification by CREP staff, university personnel used their unique username and password to log into CREP's online SMS system to complete and submit the R2TUS survey. The survey was opened in late January 2013 and closed in mid-February 2013. University site visits were finalized and CREP staff began making these visits in March 2013. The TTU site visit was held in April 2013. At this time, the semi-structured interviews and focus groups with university personnel and R2T teacher candidates were conducted.

By early May 2013, all qualitative data were collected and qualitative analyses were performed on the survey, semi-structured interview, and focus group data. All open-ended comments were summarized via a structured, multi-step process. First, the original comments were assigned codes representing their basic content. Next, these codes 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. Because it was possible for some comments to contain multiple content codes, the percentages reported reflect the total number of codes—within each theme—derived from the dataset and not necessarily the

total number of comments received from participants.

The R2TIDCT was available in July 2013 for university personnel to use for institutional data submission. By the end of August 2013, all quantitative data were collected. Table 6 provides a summary of the data collection strategy organized by stakeholder, instrument, a general timeline, and the number of each instrument collected.

Table 6: TTU Data Collection Summary

Stakeholder	Instrument	Timeline	Number (<i>N</i>)
University personnel	R2TUS	January-February 2013	<i>N</i> = 22
School partner	R2TSPS	April 2013	<i>N</i> = 100
Teacher candidate	R2TTCS	April 2013	<i>N</i> = 124
University personnel, School partners, and Teacher candidates	Interviews/Focus Groups	April 2013	<i>N</i> = 36
University	R2TIDCT	July 2013	NA

Results

The following section presents the data collected from Tennessee Tech University during the 2012-2013 school year. First, the unique qualities and characteristics of TTU and their R2T initiative are presented; next a summary of the TTU data are outlined for each instrument; and finally, the data are offered as they pertain to the research questions.

Unique Qualities and Characteristics

Founded in 1915, Tennessee Tech University is the state of Tennessee's only technological university. With a total enrollment of over 11,400 students, TTU offers more than 40 undergraduate and 20 graduate degrees across six academic disciplines (Tennessee Tech University, 2013). Located in Cookeville, Tennessee, the main campus is spread over 235 acres, is centrally located within the state, and is in close proximity to three of Tennessee's largest cities. This location provides a wide variety of students from both urban and rural communities.

There are several unique qualities or characteristics that set Tennessee Tech University apart from the other institutions of higher education. The first is that the College of Education piloted the Ready2Teach program solely in their 2+2 program during the 2012-2013 school year. The 2+2 program is a partnership that allows teacher candidates to complete their first 60 credit hours at a local community college before transferring to TTU to complete the final 60 hours to obtain a Bachelor of Science in Elementary Education (Tennessee Tech University, 2013). TTU maintains 2+2 programs in eight different counties by partnering with the campuses of Pellissippi State Community College, Roane State Community College, Motlow State Community College, and Chattanooga State Community College (Tennessee Tech University, 2013). Ready2Teach was piloted with approximately 160 teacher candidates within the 2+2 program, making initial implementation a more manageable endeavor. A second unique quality

is the TK20, a comprehensive data and reporting system that TTU uses to manage teacher candidate transition points and track key assessments in the education program coursework (Tennessee Tech University, 2013). The College of Education firmly believes TK20 will improve the overall administration and management of teacher candidates and program processes. The third unique quality is that given the geographic location of TTU, the College of Education sustains a large number of partnerships with schools that are situated all over the region and often in rural counties. Maintaining nearly 50 district partnerships at more than 100 schools creates a distinct challenge for the university given that providing the necessary support to these districts requires a significant number of staff, as well as a substantial amount of time and resources. Finally, the fourth unique quality is that TTU has not phased out the previous teacher preparation program entirely. The College of Education did not want to penalize any students and have allowed them to continue in the previous program. Post-baccalaureate students are also remaining on the old student teaching track because the requirements of R2T, especially the Residency, are a hardship given most already work full-time jobs. The university expects that by spring 2014 the number of students on the old program will be much smaller.

TTU Data by Instrument

Ready2Teach Semi-Structured Interviews and Focus Groups. Semi-structured interviews and focus groups were conducted by CREP staff during the TTU site visit in April 2013. The intention of each session was to gather qualitative data that would supplement the quantitative data gathered via the perceptual surveys. Utilizing these methods of data collection gave CREP staff a consistent format to guide the semi-structured interviews and focus groups while allowing the interviewee and participants the freedom to convey their perceptions of the final pilot year implementation and effectiveness.

The semi-structured interviews at TTU were conducted with the College of Education Dean, the Ready2Teach Coordinator, the Office of Teacher Education, the Chair of Curriculum and Instruction, and a Master Clinician. In addition to the semi-structured interviews, focus groups were held with the Advising Center personnel, Clinical Supervisors and edTPA Clinicians, 2+2 faculty, On-Campus faculty, On-Campus teacher candidates, and teacher candidates in the 2+2 program. Data collected from the semi-structured interviews and focus groups will be presented throughout the findings section of this report where it validates or supplements perceptual survey data; in light of our confidentiality agreement with key stakeholders, these data will be paraphrased in order to protect the identity of individual participants. Semi-structured interview and focus group participants will be referred to as ‘interviewees’ throughout this report.

“I love how it is encouraging our team of faculty and administration to review our practices, make decisions based on research, and renew our passion for developing strong educators who are ready to teach!” (TTU R2TUS survey respondent, 2013).

Ready2Teach University Survey (R2TUS). University personnel were asked to give their perceptions regarding Tennessee Tech University’s readiness to implement the key components of the R2T teacher preparation initiative: school partnerships, curriculum redesign, teacher candidate Residency, and the edTPA. University personnel (27.3–86.4% of 22 respondents) perceived that the school partnership components were *Fully Implemented* as of January 2013. Specifically, more university personnel estimated that “partnerships with area community colleges” (86.4%), “beneficial partnerships with public schools and districts” (81.8%), and “partnerships with rural school districts” (77.3%) were *Fully Implemented*, whereas fewer respondents estimated “professional development for school faculty” (27.3%) were *Fully Implemented*. Respondents mentioned that ongoing and specialized training must happen for all stakeholders, most especially for mentor teachers, who have not received opportunities for

training. Comments from interviewees indicated that Master Clinicians were developing formal training for all mentor teachers regarding co-teaching and other strategies for working with a teacher candidate in the classroom. Interviewees also detailed training that has been taking place for university faculty regarding curriculum redesign, edTPA, and TEAM that will help increase their knowledge and tools that will support them as they focus on effective teacher candidate preparation.

Items perceived to be *Not Implemented* by some university personnel respondents included “provide ongoing formal mentor training” (18.2%) and “established a procedure and criteria for identifying school-based mentor teachers” (4.5%). Every school partnership component included respondents who indicated *Don't Know* or *NA*, possibly because their R2T role did not require involvement with or awareness of the R2T components. Table 7 summarizes the degree of school partnership implementation perceived by TTU survey respondents as of January 2013.

Table 7: TTU R2TUS Perceived Degree of School Partnership Implementation

School Partnerships: As of January 2013, to what degree has your university been able to implement the following components of Ready2Teach?	% Fully Implemented	% Partially Implemented	% Not Implemented	% Don't Know/NA
Beneficial partnerships with public schools and districts.	81.8	9.1	0.0	9.1
Partnerships with urban school districts.	50.0	18.2	0.0	31.8
Partnerships with suburban school districts.	63.6	13.6	0.0	22.7
Partnerships with rural school districts.	77.3	9.1	0.0	13.6
Partnerships with area community colleges.	86.4	4.5	0.0	9.1
Helping public schools meet their goals and address their needs.	36.4	36.4	0.0	27.3
Professional development for university faculty.	63.6	18.2	0.0	18.2
Professional development for school faculty.	27.3	40.9	0.0	31.8
Established a procedure and criteria for identifying school-based mentor teachers.	50.0	22.7	4.5	22.7
Provide ongoing formal mentor training.	31.8	36.4	13.6	18.2

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

When respondents were asked, “Is there anything else you would like for us to know about the school partnerships at your university?” two recurring themes emerged: university personnel provide services to a large number of school partners that are geographically spread out across the region (46.15% of comments) and partnerships with school districts are beneficial (30.77% of comments). More specifically, TTU university personnel respondents believed that school partnerships are positive and beneficial to the success of the R2T program; however, successfully managing and providing services to school partner sites that span a large area of the state is a distinct challenge. Given that TTU maintains nearly 50 partnerships at over 100 school sites, interviewees indicated that a great deal of time and resources are required to provide sufficient support to their partners. University personnel also mentioned the need for improvement in communication with school partners (15.38% of comments), a challenge in which the College of Education is working to remedy. Comments provided during the semi-structured interviews and focus groups at TTU reinforced these survey comments. Interviewees stated that although there are some barriers to overcome with school partnerships, such as those previously mentioned, positive feedback is being received from school partners and interviewees feel the program is heading in the right direction. Interviewees also noted that university personnel are getting out into the schools as much as possible, meeting with principals and mentor teachers to explain the Residency, co-teaching, and all other aspects of the Ready2Teach program that impact their schools and classrooms. Finally, a small number of university respondents (7.69% of comments) indicated that school districts make Residency placement decisions. Respondents expressed that although university personnel work closely with partner schools, administration within the school districts make the final decision regarding the schools

in which teacher candidates will be placed and regarding the particular mentor teacher that the teacher candidates will be partnered.

Regarding curriculum redesign, more than half of the university personnel (54.5-68.2% of 22 respondents) perceived that the TTU curriculum redesign efforts were *Fully Implemented* as of January 2013. Specifically, more university personnel estimated that “redesigned curriculum to include opportunities for teacher candidates to apply best practice instructional strategies in real classrooms” (68.2%) and “redesigned curriculum to equip teacher candidates for Residency year” (68.2%) were *Fully Implemented*, whereas fewer respondents estimated “redesigned curriculum to align with the Common Core Standards” (31.8%) and “redesigned curriculum to align with Tennessee school curriculum standards” (45.5%) were *Fully Implemented*.

Every curriculum redesign component included respondents who indicated *Don't Know*, possibly because their R2T role did not require involvement with or awareness of the R2T components. Table 8 summarizes the degree of curriculum redesign implementation perceived by TTU survey respondents as of January 2013.

Table 8: TTU R2TUS Perceived Degree of Curriculum Redesign Implementation

Curriculum Redesign: As of January 2013, to what degree has your university been able to implement the following components of Ready2Teach?	% Fully Implemented	% Partially Implemented	% Don't Know
Redesigned curriculum to align with Tennessee school curriculum standards.	45.5	31.8	13.6
Redesigned curriculum to align with the Common Core Standards.	31.8	45.5	13.6
Modeling of best teaching practices by Teacher Education Faculty.	54.5	22.7	13.6
Redesigned curriculum to include opportunities for teacher candidates to apply best practice instructional strategies in real classrooms.	68.2	13.6	9.1
Redesigned curriculum to equip teacher candidates for the Residency year.	68.2	13.6	9.1
Redesigned curriculum to prepare teacher candidates for the edTPA.	54.5	31.8	4.5
Redesigned curriculum to prepare teacher candidates to improve P-12 student outcomes.	50.0	31.8	9.1

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

When respondents were asked, “Is there anything else you would like for us to know about the curriculum redesign at your university?” the university personnel responses fell into three themes: improvements and adjustments have been made to redesign curriculum that aligns with R2T expectations (44.44% of comments), full implementation is scheduled for fall 2013 (33.33% of comments), and university professors are trained and prepared for changes in curriculum (22.22% of comments). Respondents specifically noted that they are very prepared in the area of curriculum redesign, citing appropriate improvements and adjustments incorporated in over 26 programs that have already been presented to the university’s curriculum committee for approval. Respondents also mentioned that university professors have attended many training seminars in preparation for the curriculum changes and that they feel confident in the faculty’s ability to successfully incorporate all of the redesigned components. During the interview discussions, interviewees described overhauling 26 programs of study to meet the expectations of R2T, including embedding the edTPA into the appropriate coursework. Interviewees cited the many changes made in the past two years, the meetings with the curriculum committee, and the difficult logistical challenges the redesign has presented. Interviewees mentioned that the training of university faculty in the curriculum changes is ongoing. Although most faculty members were taking the changes to coursework in stride, a few were more resistant, possibly because they are concerned that their classes will be changed or possibly taken away entirely. Interviewees also discussed the impact of the curriculum redesign on teacher candidates, specifically that additional courses must be fit into the senior year, requiring adjustments to many candidate schedules. In addition, programs of study often had changes taking place mid-stream, which created confusion and uncertainty. Interviewees believed that due to the ever-changing nature of the curriculum, some teacher candidates felt

they could not trust in the information or advice given by their advisors, faculty and other university personnel. The College of Education administration and staff were still working to smooth out any wrinkles in execution, but expressed confidence that they are prepared for full implementation of the new curriculum in the fall of 2013.

Most university personnel respondents (68.2-77.3% of 22 respondents) perceived that the TTU Teacher Candidate Residency components were *Fully Implemented* as of January 2013. Specifically, more university personnel estimated that “providing teacher candidates with collaborative supervision opportunities by Master Clinicians, mentor teachers, and/or other supervisory personnel” (77.3%), “providing opportunities for teacher candidates to demonstrate competency of best practice instructional strategies in real classrooms” (72.7%), and “preparing teacher candidates for real classrooms” (68,2%) were *Fully Implemented*.

Every teacher candidate Residency component included respondents who indicated *Don't Know*, possibly because their R2T role did not require involvement with or awareness of a particular R2T components. Table 9 summarizes the degree of teacher candidate Residency implementation perceived by TTU survey respondents as of January 2013.

Table 9: TTU R2TUS Perceived Degree of Teacher Candidate Residency Implementation

Teacher Candidate Residency: As of January 2013, to what degree has your university been able to implement the following components of Ready2Teach?	% Fully Implemented	% Partially Implemented	% Don't Know
Preparing teacher candidates for real classrooms.	68.2	18.2	9.1
Providing opportunities for teacher candidates to demonstrate competency of best practice instructional strategies in real classrooms.	72.7	13.6	9.1
Providing teacher candidates with collaborative supervision opportunities by Master Clinicians, mentor teachers, and/or other supervisory personnel.	77.3	9.1	9.1

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

When respondents were asked, “Is there anything else you would like for us to know about the Teacher Candidate Residency at your university?” the university personnel responses fell into two themes: the logistics of Residency have been a challenge (70% of comments) and

teacher candidates are prepared when they enter Residency (30% of comments). Specifically, survey respondents indicated that every program is different, not consistently implementing the same schedule (nor is it feasible), and still making adjustments to find the best fit. One survey respondent mentioned that it would be helpful to see what other TBR universities are implementing, what has been successful, and what has been a challenge. Additionally, survey respondents mentioned that practicum experiences and university methods faculty play a big role in successfully preparing teacher candidates for the expectations of Residency. Interviewees noted that university personnel have been working to help teacher candidates become aware of the concept of Residency and understand the differences between it and student teaching. Also mentioned by interviewees was the difficult nature of making Residency placements within so many partner schools, with one interviewee stating it was a “logistical nightmare”. Interviewees expressed that Residency placements for curriculum instruction candidates (i.e., art, music, physical education) are even more challenging because of their distinct school schedules. Interviewees also noted the difficult task of providing adequate mentor teachers experienced in these focus areas. Interviewees suggested that university staff employing constant communication and contact with candidates and mentor teachers about expectations and schedules is the key to working through the logistics of the Residency. Finally, interviewees also cited experiences that teacher candidates had during their practicum help prepare them for the demands of Residency.

Regarding implementation of the edTPA, less than half of the university personnel (31.8-45.5% of 22 respondents) perceived that the edTPA was *Partially Implemented* as of January 2013. Specifically, more university personnel estimated that “implementation of edTPA to assess the competency level of teacher candidates” (45.5%), “use of edTPA results to inform

Ready2Tech program modifications: (45.5%), and “implementation of strategies for edTPA remediation” (18.2%) were *Partially Implemented*. One factor that may have influenced respondents’ perceptions regarding edTPA implementation may be that the College of Education was in the process of implementing key components for the first time within the 2+2 program. Administration planned to review the final pilot year implementation and make any needed adjustments prior to full implementation with on-campus teacher candidates during the fall of 2013. Another potential factor is that the ‘national standards’ for the edTPA scoring have not been determined as of the writing of this report; therefore, respondents may not perceive implementation as complete while TTU is waiting for the edTPA scoring standards to be finalized and have not been able to successfully offer remediation to teacher candidates when necessary.

Two edTPA components included respondents who indicated *Not Implemented* and three included respondents who indicated *Don’t Know*, possibly because their R2T role did not require involvement with or awareness of a particular R2T components. Table 10 summarizes the degree of edTPA implementation perceived by TTU survey respondents as of January 2013.

Table 10: TTU R2TUS Perceived Degree of edTPA Implementation

Teacher Performance Assessment: As of January 2013, to what degree has your university been able to implement the following components of Ready2Teach?	% Fully Implemented	% Partially Implemented	% Not Implemented	% Don't Know
Implementation of edTPA to assess the competency level of teacher candidates.	45.5	45.5	0.0	4.5
Use of edTPA results to inform Ready2Teach program modifications.	31.8	45.5	4.5	13.6
Implementation of strategies for edTPA remediation.	18.2	31.8	22.7	22.7

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

University personnel were asked to rate their level of agreement or disagreement with two additional questions about the edTPA. Responses to “edTPA reflects the competencies partner schools require” indicated that 90.9% *Strongly Agree* or *Agree* and 4.5% *Disagree*.

Responses to “edTPA administration parallels and complements program completion and licensure decisions” indicated that 81.9% *Strongly Agree* or *Agree* and 4.5% *Disagree* with this item. Each of these edTPA components included respondents who indicated *Don’t Know*, possibly because their R2T role did not require their involvement with or awareness of a particular R2T components. Table 11 summarizes the TTU survey respondents’ perceptions of the edTPA as of January 2013.

Table 11: TTU R2TUS Perceptions of Additional edTPA Components

As of January 2013, how much do you agree or disagree with the following:	% Strongly Agree or Agree	% Disagree	% Don't Know
edTPA reflects the competencies partner schools require.	90.9	4.5	4.5
edTPA administration parallels and complements program completion and licensure decisions.	81.9	4.5	13.6

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

When respondents were asked, “Is there anything else you would like for us to know about the edTPA?” some university personnel (46.67% of comments) noted that the proper supports was in place for full implementation of the edTPA in fall 2013. Respondents indicated that with the support provided by edTPA clinicians, faculty members, and other university personnel that full implementation will be successful. Survey respondents also cited the R2T differential fee as being a critical element to successful edTPA implementation and sustainability. The differential fee is used to provide assistance to mentor teachers, cover costs associated with the edTPA, and provide additional technology support to teacher candidates. On the other hand, the same proportion of university personnel respondents (46.67% of comments) indicated some concerns about implementation of the edTPA. Specifically, respondents noted that some aspects of the edTPA are confusing and repetitive, the edTPA needs to be more embedded into the curriculum, and that full implementation of the edTPA with all teacher candidates (at 2+2 sites and on-campus) will be a big challenge. Interview comments reiterated

these perceptions; however, interviewees stated that university personnel are trying to find the best way to incorporate the edTPA into the Residency model.

“I consider the year-long residency model to be the strongest element because regardless of the quality of teacher education programs, nothing prepares a candidate for the ‘real world’ more than the real world of teaching every day” (TTU R2TUS Survey Respondent, 2013).

When respondents were asked, “What do you consider to be the strongest elements of the Ready2Teach program at this point?” respondents indicated that the Residency (48.48% of comments) as a strong element. Respondents stated that increased hands-on time in actual classrooms, co-teaching with a Mentor Teacher, and more opportunities to get to know the students and observe their academic growth will in turn produce stronger educators. Interviewees agreed, explaining that Residency provided increased opportunities for teacher candidates not only get to know their students, but also to build rapport with staff at partner schools. University respondents also indicated the edTPA (27.27% of comments) as a strong element. One respondent stated:

Students use their edTPA training and are making the connection between their reflective practice and improving their own teaching. As a result, many of our students feel confident that they are ready to teach when they arrive in the classroom as the teacher of record. (TTU R2TUS Survey Respondent, 2013)

Interviewees felt that although the edTPA is a lot of work, the rigid structure provides teacher candidates a strong foundation of effective teaching skills. Another strong element indicated was the R2T program as a whole (12.12% of comments). Respondents maintained that the R2T program encourages a more cohesive emphasis on teacher candidate knowledge, experience, and performance which in turn positively impacts student learning. Interviewees also reiterated that teacher candidates will be much better prepared upon completion of the R2T program. Other

strong elements included school partnerships (9.09% of comments) and the 2+2 program (3.03% of comments).

When respondents were asked, “What do you consider to be the weakest elements of the Ready2Teach program at this point?” university personnel indicated implementation of the R2T program (44.74% of comments) as a weak element. More specifically, respondents indicated that there was a lot of ever-changing information to process; implementing components of R2T across all programs was a challenge; mentor teachers needed more preparation and information; technology strategies needed to be reviewed and revised; and not enough time was taken to ensure proper planning for implementing the R2T program. Another element respondents considered as weak was the logistics of placing teacher candidates at partner school sites (31.58% of comments). Given the number of partner schools and the distance between sites, respondents stated it was difficult to communicate across partner sites and give the time and attention needed. Respondents also mentioned that it’s difficult to guarantee the best mentor teachers, especially considering no formal training had been offered the mentor teachers at the time. Interviewees also mentioned that teacher candidate placements can be a struggle and that some teacher candidates get frustrated because they feel they have no options for where their placement is made. Interviewees stressed that TTU may not have contracted with a preferred school for Residency placements and that it is not always feasible to give all teacher candidates their first placement choice. Finally, the edTPA (18.42% of comments) was also cited as a weak element. More specifically, respondents indicated that the edTPA is still a new assessment and expectations were not fully understood, the edTPA is not necessarily an adequate assessment of skills, the edTPA does not mirror what is expected of teachers, and there has been limited training to adequately prepare teacher candidates for the edTPA. Interviewee statements

indicated that edTPA implementation was a difficult process, citing not seeing the final handbook until after training started, and that information was constantly changing, which resulted in confusion. Interviewees also mentioned the stress the edTPA placed on teacher candidates due to the required amount of work. Interviewees stated that teacher candidates are often frustrated by the reflective writing component and are not familiar with the language of the edTPA.

Overall, the majority of university personnel (76.67% of comments) indicated that TTU will be ready for full implementation in fall 2013. Respondents mentioned that TTU was prepared for full implementation by addressing the need for curriculum changes, providing ongoing training, and communicating to all stakeholders. Several respondents also mentioned that many important lessons have been learned along the way and university faculty and staff are willing to meet any challenges that may lie ahead. One respondent stated:

We are ready for the challenge of R2T implementation with our candidates in Fall 2013. So many people have worked extremely hard to make this implementation process be successful. I know there will be ‘bumps’ along the way next year, but we have the ability to meet each challenge with integrity as we continue to prepare these candidates for teaching. (TTU R2TUS Survey Respondent, 2013)

The remaining respondents (23.33% of comments) perceived that TTU will be ready for full implementation, but that some modifications are still needed. Specifically, respondents mentioned accommodating a larger number of residents, making adjustments to practices, and working through natural growing pains that are associated with any new endeavor.

When respondents were asked, “What additional steps would you recommend to increase readiness?” survey respondents offered several thoughts. Several respondents (47.83% of

comments) recommended that more training is needed; specifically, more training for mentor teachers, edTPA clinicians, and university faculty, as previously noted. Discussions with interviewees also reinforced that stakeholder roles need to be defined more clearly. More knowledgeable personnel to answer questions and eliminate confusion was suggested (17.39% of comments). In addition, better communication with stakeholders and more work needed on the edTPA were both indicated as steps to increase readiness (13.04% of comments respectively). Respondents described an electronic newsletter that was in the development stage and that would be distributed bi-monthly. The newsletter would offer important information, any important changes, or important dates to bridge communication gaps. Overall, respondents and interviewees agreed that all stakeholders are working to address issues as they arise; although there may be some continued growing pains, TTU will continue to move forward to implement R2T by the fall of 2013.

“...the Residency experience allowed me to truly understand what teachers do and prepare for each day. I was put through everything that a teacher does – student behavior, lesson planning, IEP meetings, and Common Core alignment. I have learned so much and discovered what kind of teacher that I will be” (TTU R2TTCS Survey Respondent, 2013).

Ready2Teach Teacher Candidate Survey (R2TTCS). Tennessee Tech University Ready2Teach teacher candidates were asked to give their perceptions of their readiness to teach upon completion of the R2T program, the components of R2T that they found to be most valuable, and the components of R2T that they found to be the least valuable. Most teacher candidates (79.9-96.8% of 124 candidates) indicated feeling *Very Well Prepared* or *Adequately Prepared* on all items that focused on preparation as an entry level classroom teacher (lesson preparation, assessment, classroom management, best practice instructional strategies, etc.). Interviewees conveyed that they feel fairly confident that R2T has prepared them to be successful in the classroom; however they would like less class time on campus and more time

gaining experience in the actual classroom. Approximately 79.9% of teacher candidates indicated feeling prepared to “develop parent-student-teacher relationships”, which was the lowest ranked item. Table 12 summarizes the TTU teacher candidate’s perceptions of their classroom readiness.

Table 12: TTU R2TTCS Perceptions of Classroom Readiness

Preparation as a Classroom Teacher: How well did the Ready2Teach program (coursework, field experience, and Residency) prepare you as an entry level classroom teacher, possessing the ability to...	% Very Well or Adequately Prepared	% Not Prepared	% Not Applicable
Develop clear learning objectives for lessons.	96.0	4.0	0.0
Create effective learning segments.	96.8	3.2	0.0
Consider students' strengths and needs when planning lessons.	96.8	3.2	0.0
Develop instruction plans for lessons.	94.4	5.6	0.0
Design assessment plans for lessons.	91.9	7.3	0.0
Utilize best practice instructional strategies.	95.2	4.8	0.0
Maintain student engagement throughout lessons.	94.4	4.8	0.0
Manage classroom behavior through established techniques and procedures.	85.5	14.5	0.0
Organize and manage time, space, and resources.	87.1	12.9	0.0
Analyze student performance based on assessments.	92.0	8.1	0.0
Adjust instruction based on assessment findings.	93.5	6.5	0.0
Analyze personal teaching effectiveness.	94.4	5.6	0.0
Scaffold and support the academic needs of students.	95.2	4.8	0.0
Align instruction with Common Core/State Standards.	93.5	6.5	0.0
Consider the pacing and timing mandates for the school/district	82.3	16.1	1.6
Understand cultural and individual diversity.	88.7	10.5	0.0
Develop parent-student-teacher relationships.	79.9	20.2	0.0
Collaborate with mentors and identified supervisors.	93.5	6.5	0.0

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

Of the 18 closed-ended items that focused on the teacher candidates' estimated value of their preparation as an entry level classroom teacher (lesson preparation, assessment, classroom management, best practice instructional strategies, etc.), a majority of the teacher candidates (85.5–95.2%) indicated that all of the items were *Very Valuable* or *Somewhat Valuable*. The teacher candidates indicated “develop parent-student-teacher relationships” (85.5%), “manage classroom behavior through established techniques and procedures” (88.7%), and “organize and manage time, space, and resources” (89.5%) as the least valuable items. Interviewees conveyed that although they felt prepared to enter classrooms, the next group of students going through the program will be better prepared because stakeholders will be more knowledgeable and the

process will be smoother. One respondent stated, “Preparation would allow things to run smoothly and with less stress; the stress was in not knowing and changes in schedules”. Every closed-ended item included responses from teacher candidates who indicated *Not Valuable*. Table 13 summarizes the perceptions of TTU teacher candidates’ perceived value of entry level classroom teacher preparation items.

Table 13: TTU R2TTCS Perceived Value of Classroom Preparation

Value of Ready2Teach Preparation: How valuable did you find Ready2Teach (coursework, field experiences, and Residency) in preparing you as an entry level classroom teacher, possessing the ability to...	% Very or Somewhat Valuable	% Not Valuable	% Don't Know
Develop clear learning objectives for lessons.	94.3	2.4	0.0
Create effective learning segments.	93.5	2.4	0.0
Consider students' strengths and needs when planning lessons.	93.5	3.2	0.0
Develop instruction plans for lessons.	95.2	1.6	0.0
Design assessment plans for lessons.	93.6	3.2	0.0
Utilize best practice instructional strategies.	93.5	3.2	0.0
Maintain student engagement throughout lessons.	93.5	3.2	0.0
Manage classroom behavior through established techniques and procedures.	88.7	8.1	0.0
Organize and manage time, space, and resources.	89.5	7.3	0.0
Analyze student performance based on assessments.	91.1	4.8	0.8
Adjust instruction based on assessment findings.	91.9	4.8	0.0
Analyze personal teaching effectiveness.	91.9	4.8	0.0
Scaffold and support the academic needs of students.	93.5	3.2	0.0
Align instruction with Common Core/State Standards.	91.1	5.6	0.0
Consider the pacing and timing mandates for the school/district.	86.2	8.1	2.4
Understand cultural and individual diversity.	90.4	6.5	0.0
Develop parent-student-teacher relationships.	85.5	9.7	0.8
Collaborate with mentors and identified supervisors.	92.7	3.2	0.0

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

“I was very fortunate to have been placed with a mentor teacher who practices what she teaches. For the 1st 4 weeks, I watched and observed how she teaches and communicates with her class. I then joined her and we practiced co-teaching. I then was given the opportunity to teach subjects on my own leading to 2 solo weeks of teaching. I have had an amazing experience and I feel confident to have my own classroom” (TTU R2TTCS Survey Respondent, 2013)

Teacher candidates were also asked how valuable they found components of the Ready2Teach program at TTU. Of the eight closed-ended items, teacher candidate respondents considered “guidance by the Mentor Teacher” (86.3%) and “evaluation by the Mentor Teacher” (79%) to be *Very Valuable*. “Demonstration of competencies through the Teacher Performance Assessment (edTPA)” (13.7%) and “Pre-Residency courses” (41.1%) were the lowest ranked items.

Every component included respondents who indicated *Not Valuable*. However, more respondents indicated “demonstration of competencies through the Teacher Performance Assessment (edTPA)” (45.2%) as *Not Valuable*. Five edTPA components included respondents who indicated *Don’t Know*, possibly due to the fact that some of the teacher candidate respondents were not a part of the 2+2 program, in which R2T implementation was piloted. Table 14 summarizes the perceived value of specific R2T components according to TTU teacher candidates.

Table 14: TTU R2TTCS Perceived Value of Ready2Teach Components

How valuable did you find the following?	% Very Valuable	% Somewhat Valuable	% Not Valuable	% Don't Know
Pre-Residency courses.	41.1	46.0	12.1	0.0
Experiential learning in your pre-Residency and Residency.	71.0	25.8	2.4	0.8
Lesson Studies in Residency II.	55.6	30.6	12.1	1.6
Guidance by the Master Clinician.	48.4	35.5	16.1	0.0
Guidance by your Mentor Teacher.	86.3	10.5	3.2	0.0
Integration of best practice instructional strategies in your Residency.	67.7	28.2	3.2	0.8
Evaluation by Mentor Teacher.	79.0	15.3	3.2	2.4
Demonstration of competencies through the Teacher Performance Assessment (edTPA).	13.7	38.7	45.2	2.4

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

“The most valuable experience in the Ready2Teach preparation program was being able to spend nearly a full school year in one classroom. This presented the challenge to learn the students [sic] needs in order to effectively teach and reach all students. I was able to find out what worked well and what I needed to do personally to be a more effective teacher. I was able to learn alongside the same group of students” (TTU R2TUS respondent 2013).

When respondents were asked, “What did you find to be the most valuable about the Ready2Teach teacher preparation program?” the open-ended comments contained several themes. The theme most frequently mentioned by teacher candidates involved various aspects of real classroom experience (64.13% of comments). Specifically, teacher candidates repeatedly stated that real-life classroom experiences, receiving support and guidance from a mentor teacher, having time to get to know students and watch them grow, and being in the classroom

year-round were the most valuable. Discussion by interviewees supported these perceptions, with one interviewee stating that “nothing you are taught makes sense until you are with the children.” Some respondents (10.31% of comments) perceived mentor teachers to be most valuable. Interviewees expressed that although being with the same mentor teacher for a longer period of time necessitates an adjustment, overall it is a positive experience—it makes you stronger, bonds are forged, experience is gained, and valuable lessons are learned in practice. Teacher candidates also indicated the edTPA (6.28% of comments), overall preparation to teach (5.83% of comments), support from university faculty and staff (4.93% of comments), university coursework (3.59% of comments), and the R2T program as a whole (2.69% of comments) to be valuable aspects of Ready2Teach. Finally, a small number of respondents indicated that they did not get the experience they needed (2.24% of comments). Specifically, respondents maintained that the coursework did not adequately prepare them and mentor teachers did not provide the guidance or experience needed during Residency.

“The least valuable part of the program was the edTPA! The edTPA took away from my experience in the classroom, it was disorganized, confusing, and...there is no feedback” (TTU R2TTCS survey respondent, 2013).

When respondents were asked, “What did you find to be the least valuable about the Ready2Teach teacher preparation program?” the theme most frequently mentioned by teacher candidates was the edTPA (57.25% of comments). Specifically, respondents mentioned that the edTPA was a waste of time, took focus off of the Residency experience in the classroom, was not reflective of candidates’ teaching skills, and was stressful and repetitive. Interviewees reiterated these perceptions, saying the edTPA was overwhelming and disjointed and that if the expectations had been clear going into the semester, the edTPA would not have been such a surprise. Some teacher candidates indicated that university coursework was least valuable (13.33% of comments). Respondents cited that they got nothing from coursework, that some

classes were redundant, and that they would prefer to be in actual classrooms gaining teaching experience than to spend time in classes on campus. Interviewees agreed with these perceptions with one interviewee stating, “If I could go without course work for two years and be in the classroom for two years, I would have learned a lot more”. A number of respondents expressed that they needed more time in the classroom (5.88% of comments). Specifically, respondents indicated they needed to gain experience in more than one grade level, it would be helpful to experience the beginning and ending of a school year in their placement, and more than two days in the classroom should be required in Residency I. Finally, other items that teacher candidates perceived as least valuable included edTPA Clinicians, seminar classes, being a part of a pilot program, and the R2T program as a whole.

“Communication is the biggest thing that needs to be improved in the Ready2Teach program. Throughout my two years in the program my class has had a big problem with communication and getting correct information...we always seemed to get mixed information or we just did not get any information until it was almost too late” (TTU R2TTCS survey respondent, 2013).

When respondents were asked, “What suggestions do you have for improving the Ready2Teach teacher preparation program at your university?” teacher candidates suggested changes to the edTPA (23.02% of comments). Specifically, respondents recommended getting rid of the edTPA altogether, establishing and communicating clear expectations and guidelines, and providing more time to complete the edTPA. Interviewees agreed that because the edTPA was a new assessment, the process was very disjointed and teacher candidates received conflicting information because everybody was not on the same page. Interviewees also felt that the process will be smoother for the next group of teacher candidates; they will be less frustrated, and better prepared. Interviewees reinforced that edTPA scores need to be received in a timelier manner, with one interviewee stating, “edTPA requires us to give feedback but we need it too”. Respondents (14.68% of comments) suggested additional changes to university coursework.

Many areas were cited that should be incorporated more into offered courses; these included lesson planning, classroom management, standards, parent-teacher interactions, and classroom ideas and tips. Several respondents also indicated that many classes were repetitive and that some content needed revision or to be removed entirely. Some respondents (13.89% of comments) suggested providing teacher candidates with more time in the classroom.

Respondents requested spending more than two days in the classroom during Residency I, the opportunity to solo teach, and an opportunity to experience the first days of a new school year in their placement. In addition, teacher candidates (13.10% of comments) indicated the need for better communication. Specifically, respondents reinforced the importance of clear and consistent information about expectations, due dates, program requirements and changes. Other suggestions respondents gave for improving the Ready2Teach program included offering additional training, changes to Residency, and more preparation of teacher candidates. It is also important to note that some respondents indicated that no suggestions were needed to improve the program, that they enjoyed their time in the program, and that they feel prepared for the future.

“My residency candidate has worked hard and is in the process of refining strengths and improving weaknesses in pursuit of becoming a highly effective teacher” (TTU R2TSPS survey respondent, 2013).

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. Overall, school partners felt that TTU teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom. On all of the closed-ended items, most respondents (85-98% of 100 respondents) agreed that candidates demonstrated entry level teaching abilities. The highest areas of agreement were “understand cultural and individual diversity” (98.0%), “analyze

student performance based on assessments” (95.0%), and “align instruction with Common Core/State Standards” (95.0%). Respondents expressed that teacher candidates are better prepared to manage their own classroom in the future and to handle any situation that may arise. The lowest items of agreement were “maintain student engagement throughout lessons” (85.0%) and “manage classroom behavior through established techniques and procedures” (85.0%). Comments by interviewees suggested that teacher candidates need refinement in some areas, especially as it pertains to strategies for successful lesson planning, classroom management, and special education. Table 15 summarizes school partners’ perceptions of TTU teacher candidate preparation.

Table 15: TTU R2TSPS Perceived Teacher Candidate Preparation

Teacher Candidate Preparation: As of January 2013, teacher candidates placed in your school during their Residency demonstrate the entry level ability to...	% Agree	% Disagree	% Don't Know
Develop clear learning objectives for lessons.	93.0	7.0	0.0
Create effective learning segments.	94.0	6.0	0.0
Consider students' strengths and needs when planning lessons.	91.0	9.0	0.0
Develop instruction plans for lessons.	93.0	6.0	1.0
Design assessment plans for lessons.	88.0	8.0	4.0
Utilize best practice instructional strategies.	89.0	11.0	0.0
Maintain student engagement throughout lessons.	85.0	15.0	0.0
Manage classroom behavior through established techniques and procedures.	85.0	15.0	0.0
Organize and manage time, space, and resources.	90.0	10.0	0.0
Analyze student performance based on assessments.	95.0	5.0	0.0
Adjust instruction based on assessment findings.	90.0	8.0	1.0
Align instruction with Common Core/State Standards.	95.0	3.0	2.0
Analyze personal teaching effectiveness.	89.0	8.0	3.0
Scaffold and support the academic needs of students.	91.0	8.0	0.0
Consider the pacing and timing mandates for the school/district.	90.0	10.0	0.0
Understand cultural and individual diversity.	98.0	1.0	1.0
Develop parent-student-teacher relationships.	86.0	8.0	5.0
Collaborate with mentors and identified supervisors.	93.0	4.0	1.0

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

When respondents were asked, “Is there anything else you would like for us to know about the teacher candidates' demonstrated abilities during their Residency in your school?” the open-ended comments contained several themes. The theme most frequently mentioned by school partners was that teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom (60.77% of comments). Specifically, school partners stated that teacher candidates were knowledgeable and prepared to teach; brought new and creative ideas into the classroom; handled themselves in a professional manner; exhibited a good work ethic; and developed good rapport with the students and other school staff. Some respondents (24.62% of comments) perceived that teacher candidates were not prepared and did not demonstrate entry level teaching abilities in the classroom. Respondents indicated that some candidates did not understand their role, needed additional understanding about rubrics, were not organized, lacked classroom management knowledge, and lacked lesson planning skills. Some respondents (13.85% of comments) felt that although teacher candidates may not be fully prepared, they exhibit a willingness to continue to learn during their Residency. Respondents indicated that these candidates are open to suggestions from mentor teachers and used constructive criticism to work on weaknesses and refine strengths.

A majority (53-84%) of the 100 school partners agreed to all of the closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. The highest areas of agreement included that TTU “supports supervised teacher candidate Residency experiences that benefit our school” (84.0%) and “helps meet the goals and address the needs of our school” (83.0%). The items of lowest agreement included “supplies ongoing training for school-based mentor teachers” (53.0%) and “promotes professional development that

is beneficial for our faculty” (63.0%). Table 16 summarizes school partners’ perceptions of the TTU Ready2Teach university partnership.

Table 16: TTU R2TSPS Perceptions of Ready2Teach University Partnership

Ready2Teach University Partnership: As of January 2013, the Ready2Teach university partnership...	% Agree	% Disagree	% Don't Know
Helps meet the goals and address the needs of our school.	83.0	5.0	10.0
Promotes professional development that is beneficial for our faculty.	63.0	15.0	21.0
Provides consistent criteria for identifying school-based mentor teachers.	72.0	7.0	20.0
Supplies ongoing training for school-based mentor teachers.	53.0	26.0	20.0
Provides successful coordination of the teacher candidate Residency by university Master Clinicians.	76.0	9.0	14.0
Supports supervised teacher candidate Residency experiences that benefit our school.	84.0	2.0	13.0

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

When respondents were asked, “Is there anything else you would like for us to know about the Ready2Teach university partnership?” some school partners (38.71% of comments) expressed that teacher candidates were not prepared and did not demonstrate entry level teaching abilities in the classroom. Respondents indicated that candidates need more training in lesson planning, classroom management, Common Core requirements, rubrics, TEAM, and establishing good rapport with parents. One school partner stated, “I feel that the teacher candidates have a hard time coming up with lesson ideas on their own...the teacher candidate needs to know how to develop an interesting way to teach a skill without any resources or textbooks.” Some school partners (32.26% of comments) expressed the need for better communication. Respondents indicated that information was either constantly changing, inconsistent, or non-existent; they felt they could not appropriately guide teacher candidates; and clear expectations were not given. Additionally, some school partners (9.68% of comments) indicated that teachers were adequately prepared. Respondents expressed that teacher candidates were able to take what they learn from their coursework and mentor teachers and have future success in their own classroom. Finally, other comments offered by school partners with regard to the university partnership included:

school partners like the Residency experience, University Clinicians supported mentor teachers in their role, Master Clinicians need additional training, and school partners do not feel appreciated.

“The Ready2Teach teacher candidate made a definite and positive impact on the academic performance in my school. Each student was able to benefit from having another teacher in the classroom. We were able to collaborate on lessons and learn from each other. She incorporated strategies and activities that I would think ‘I want to do that activity or use that idea next year’” (TTU R2TSPS survey respondent, 2013).

When respondents were asked, “In your opinion, what impact do you think the Ready2Teach teacher candidates will have on student academic performance in your school?” most respondents (92.45% of comments) indicated that the Ready2Teach teacher candidates will have a positive impact on student academic performance in their school. Through the open-ended comments, school partners indicated several reasons that teacher candidates would likely have a positive impact on student academic performance. The following primary themes emerged: teacher candidates made a positive impact on student performance (35.85% of comments), teacher candidates provided extra help in the classroom (11.32% of comments), teacher candidates were able to conduct small group and one-on-one sessions with students (14.47% of comments), teacher candidates brought fresh ideas to the classroom (6.92% of comments), teacher candidates were well-prepared coming into the classroom (5.66% of comments), and co-teaching strategies were successful (5.03% of comments). However, a few school partners (5.66%) commented that Ready2Teach teacher candidates will have a negative impact on student academic performance because the teacher candidates were not coming into the classroom prepared. Respondents indicated teacher candidates needed more experience in the classroom, required too much guidance, and that their lack of confidence hindered student academic performance.

When respondents were asked, “In relation to Ready2Teach, is there anything else you would like for us to know about student academic performance in your school?” half of the school partners (50% of comments) conveyed that working with teacher candidates in the classroom was a good experience. Respondents cited that the teacher candidates were prepared, responsible, and had a positive impact on the students. In addition, some respondents (36.67% of comments) indicated that teacher candidates were not prepared. Respondents indicated that there needs to be more structure involved in teacher candidate requirements because candidates are not coming into the classroom prepared to teach, often having little to no knowledge about effective lesson planning, and lacking confidence in themselves and their abilities. Respondents also stated that teacher candidates do not understand what it takes to be a full-time teacher of record in a classroom, with one respondent stating, “Teacher candidates need to understand that teaching is not just an 8-3 job. Much work and planning takes place at home.” Finally, some school partners also expressed concerns with the edTPA process. More specifically, respondents indicated that the edTPA should not be required during Residency, that it is not going to prepare teacher candidates for the real world of teaching, and that it is a waste of time and energy.

Sustainability of the R2T program was mentioned during conversations with interviewees. Discussion centered on upcoming changes in public education and the demands that teachers face every day. Interviewees believed that these issues may cause a decrease in enrollment in the education program at TTU but believe the R2T program will arm teacher candidates with the tools to combat these challenges.

Ready2Teach Institutional Data Collection Tool (R2TIDCT). Additional data were provided by Tennessee Tech University via the Ready2Teach Institutional Data Collection Tool

(R2TIDCT). The R2TIDCT was comprised of two sections; the Pre-Residency and the Residency.

Pre-Residency. The Pre-Residency section contained items that focused on enrollment, general demographic information, attrition, and graduation numbers. The Pre-Residency teacher candidates were predominately female (85.8%), 18-24 years old (51.78%), and Caucasian (96.45%), as shown in Figure 2 and Figure 3.

Figure 2: TTU 2012-2013 Pre-Residency Teacher Candidate Gender and Age

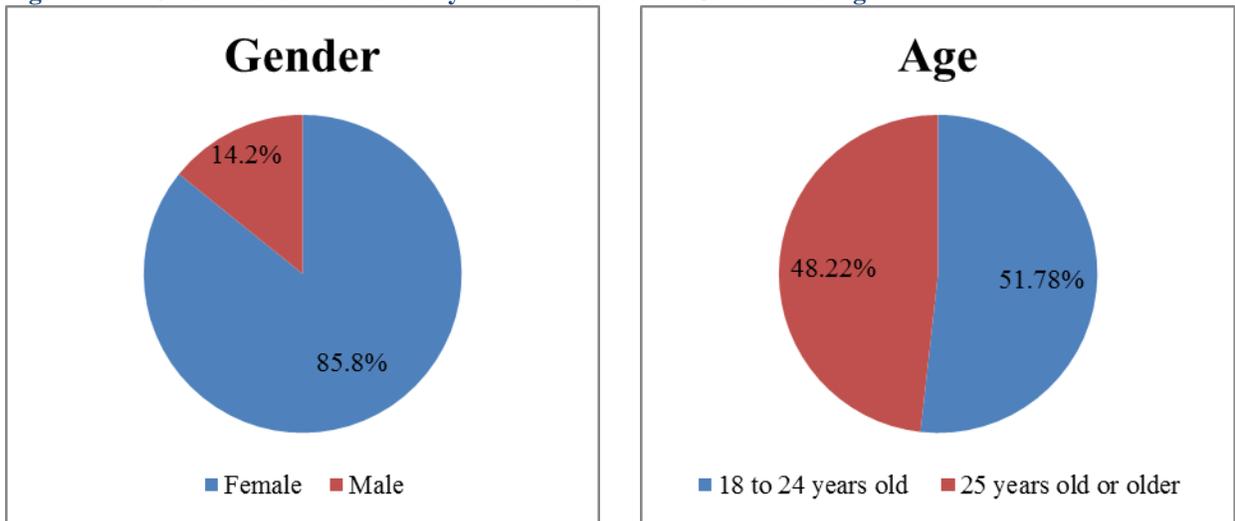
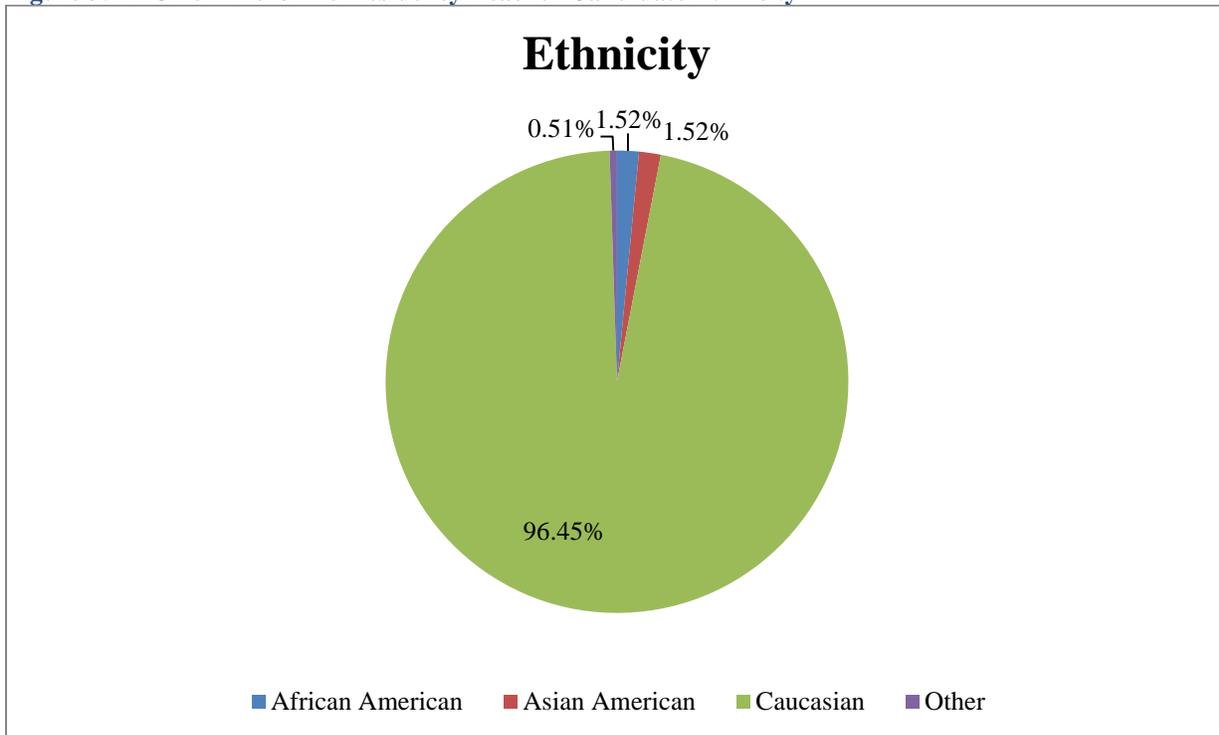


Figure 3: TTU 2012-2013 Pre-Residency Teacher Candidate Ethnicity



Note: Item percentages may not total 100% because of missing data.

The majority (182 students) of Pre-Residency teacher candidates were enrolled full-time during the 2012-2013 school year while a small number were part time (15 students). Most Pre-Residency teacher candidates received grants/scholarships (163 students) and/or student loans (183 students). It is important to note that some of the requested data may change following the close of fall 2013 registration. Table 17 summarizes the remaining institutional data collected for Pre-Residency teacher candidates from TTU for the 2012-2013 school year.

Table 17: TTU R2TIDCT 2012-2013 Pre-Residency Teacher Candidate Data

Item	Number
How many students were enrolled in the R2T program during the 2012-2013 Pre-Residency year?	197
How many of these students will not be returning for the 2013-2014 Residency year?	32
How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	
Full-time	182
Part-time	15
How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	
In-state students	197
Out-of-state students	0
International students	0
Military/Military family member	0
How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year received:	
Grants/Scholarships	163
Student loans	183

Note: Some item numbers may change following the close of fall 2013 registration.

Residency. The Residency section contained items that focused on gathering enrollment, attrition, graduation numbers, and general demographic information. The Residency teacher candidates were predominately female (85.8%), and Caucasian (98.8%), but were nearly identical with respect to age, as shown in Figure 4 and Figure 5.

Figure 4: TTU 2012-2013 Residency Teacher Candidate Gender and Age

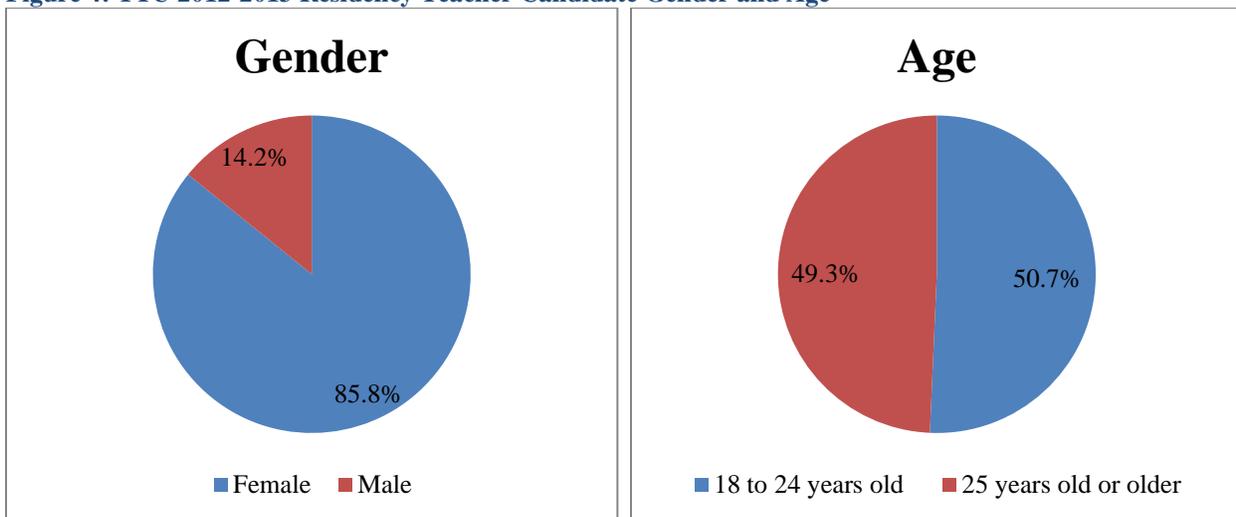
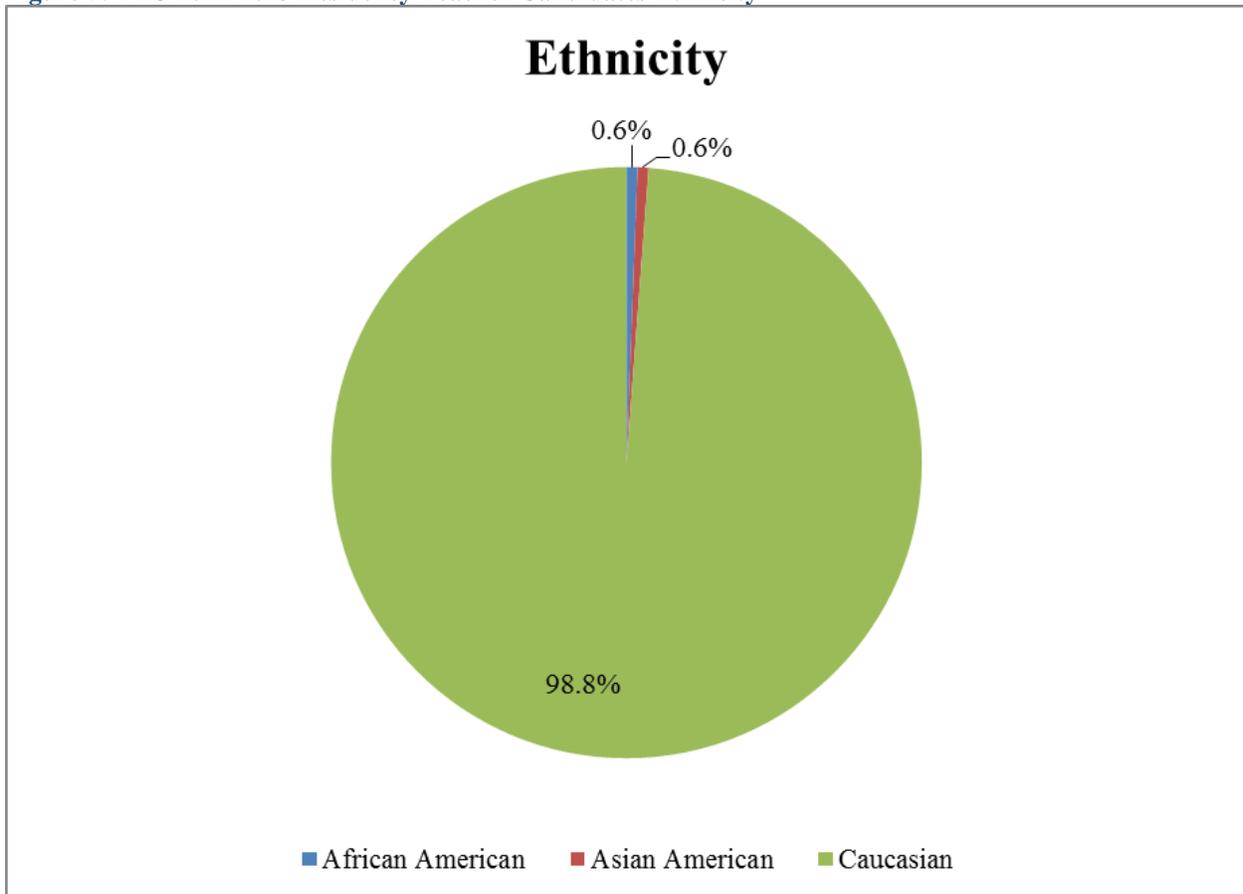


Figure 5: TTU 2012-2013 Residency Teacher Candidates Ethnicity



All Residency teacher candidates were enrolled full-time (162 students). Most Residency teacher candidates received grants/scholarships (145 students) and/or student loans (153 students). It is important to note that some of the requested data may change following the close of fall 2013 registration. Table 18 summarizes the institutional data collected for Residency teacher candidates from TTU for the 2012-2013 school year.

Table 18: TTU R2TIDCT 2012-2013 Residency Teacher Candidate Data

Item	Number
How many students were enrolled in the R2T program during the 2012-2013 Residency year?	162
How many of these students left the R2T program during the 2012-2013 Residency year?	5
How many of these students graduated?	157
How many of these students graduated but do not intend to teach?	0
Please provide the edTPA results for these Residency students:	
Pass	88
Fail	69
How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	
Full-time	162
Part-time	0
How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	
In-state students	162
Out-of-state students	0
International students	0
Military/Military family member	0
How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year received:	
Grants/Scholarships	145
Student loans	153

TTU Data Summary by Research Question

Data collected from Tennessee Tech University during the 2012-2013 school year are summarized below by research question.

1. How and to what extent has each of the six TBR universities implemented the key components of Ready2Teach during the final pilot year?

R2TUS respondents perceived that TTU is on track to fully implement the key components of the R2T initiative in both the 2+2 program and on the main campus in the fall of 2013.

- *School partnerships*: TTU has developed and secured school partnerships with public schools.
- *Residency*: The logistics of the Residency have been implemented with teacher candidates in the 2+2 program and will be implemented with on-campus teacher candidates in the fall of 2013.
- *edTPA*: The edTPA was perceived to be partially implemented during the final pilot year and supports are in place for successful full implementation in fall 2013.
- *Curriculum redesign*: Curriculum was perceived to prepare teacher candidates for the edTPA, to include opportunities for teacher candidates to apply best practice instructional strategies in real classrooms, and to equip teacher candidates for the Residency year.

Interviewees mentioned the following challenges: implementation of R2T components across all programs, ongoing training for all stakeholders, providing support to and making placements in a large number of school partner sites that span a wide area of the state, clear communication and expectations given to all stakeholders, confusing and repetitive aspects of the edTPA.

2. How are the results of the edTPA used to inform Ready2Teach program improvement?

R2TUS respondents and interviewees indicated that edTPA results led to several adjustments and additions, including:

- Embedding edTPA preparation into appropriate education courses.
- Conducting edTPA workshops to provide training for university faculty and clinical supervisors.
- Clinical supervisors providing training and peer reviews to help guide teacher candidates and review expectations and requirements.

Interviewees expressed difficulty getting edTPA completed, scored and remediated in the time allotted.

3. What are the enrollment trends for Ready2Teach programs and do numbers stay consistent?

- R2TIDCT was utilized to collect the R2T pilot enrollment numbers. These baseline numbers indicated that 197 students were enrolled for their Pre-Residency and 162 for their Residency.
- Interviewees indicated that a decrease in enrollment may be seen in the future due to changes in public education and the pressures teachers encounter.

4. What are the perceptions of key stakeholders regarding Ready2Teach program implementation and effectiveness?

- *University personnel:* Respondents and interviewees perceived that TTU will be ready for full implementation in fall 2013 and predicted that the Residency and edTPA will improve the existing teacher preparation program.
- *Teacher candidates:* Overall, respondents and interviewees felt prepared to enter the classroom as entry-level teachers, they benefitted from increased time spent in real

classrooms, as well as receiving guidance from mentor teachers. Respondents also indicated that the edTPA was overwhelming and repetitive and that more changes needed to take place within university curriculum to eliminate redundancy and become more useful in preparing them to be successful in the classroom.

- *School partners:* Most respondents indicated that teacher candidates demonstrated entry level classroom teaching abilities, however some felt candidates needed additional preparation. Additionally, some school partners expressed a need for better communication regarding guidelines and expectations. Most school partners expressed that teacher candidates will have a positive impact on student academic performance; however, some respondents were concerned that candidates' lack of confidence might impede student learning.

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Appendix A: R2T University Survey

Ready2Teach Role
1. Indicate the Ready2Teach role or roles that you currently hold (select all that apply).
<input type="checkbox"/> College of Education Dean
<input type="checkbox"/> Ready2Teach Coordinator
<input type="checkbox"/> Master Clinician
<input type="checkbox"/> Director of Teacher Education
<input type="checkbox"/> edTPA Coordinator
<input type="checkbox"/> Teacher Education Faculty
<input type="checkbox"/> University Staff

School Partnerships As of January 2013, to what degree has your university been able to implement the following components of Ready2Teach?	Fully Implemented	Partially Implemented	Not Implemented	Don't know	NA
1. Beneficial partnerships with public schools and districts.	<input type="radio"/>				
2. Partnerships with urban school districts.	<input type="radio"/>				
3. Partnerships with suburban school districts.	<input type="radio"/>				
4. Partnerships with rural school districts.	<input type="radio"/>				
5. Partnerships with area community colleges.	<input type="radio"/>				
6. Helping public schools meet their goals and address their needs.	<input type="radio"/>				
7. Professional development for university faculty.	<input type="radio"/>				
8. Professional development for school faculty.	<input type="radio"/>				
9. Established a procedure and criteria for identifying school-based mentor teachers.	<input type="radio"/>				
10. Provide ongoing formal mentor training.	<input type="radio"/>				

School Partnerships
1. Is there anything else you would like for us to know about your School Partnerships?

Curriculum Redesign As of January 2013, to what degree has your university been able to implement the following components of Ready2Teach?	Fully Implemented	Partially Implemented	Not Implemented	Don't know	NA
1. Redesigned curriculum to align with Tennessee school curriculum standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Redesigned curriculum to align with the Common Core Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Modeling of best teaching practices by Teacher Education Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Redesigned curriculum to include opportunities for teacher candidates to apply best practice instructional strategies in real classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Redesigned curriculum to equip teacher candidates for the Residency year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Redesigned curriculum to prepare teacher candidates for the edTPA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Redesigned curriculum to prepare teacher candidates to improve P-12 student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Curriculum Redesign
1. Is there anything else you would like for us to know about the curriculum redesign at your university?

Teacher Candidate Residency As of January 2013, to what degree has your university been able to implement the following components of Ready2Teach?	Fully Implemented	Partially Implemented	Not Implemented	Don't know	NA
1. Preparing teacher candidates for real classrooms.	<input type="radio"/>				
2. Providing opportunities for teacher candidates to demonstrate competency of best practice instructional strategies in real classrooms.	<input type="radio"/>				
3. Providing teacher candidates with collaborative supervision opportunities by Master Clinicians, mentor teachers, and/or other supervisory personnel.	<input type="radio"/>				

Teacher Candidate Residency
1. Is there anything else you would like for us to know about the Teacher Candidate Residency at your university?

Teacher Performance Assessment (edTPA) As of January 2013, to what degree has your university been able to implement the following components of Ready2Teach?	Fully Implemented	Partially Implemented	Not Implemented	Don't know	NA
1. Implementation of edTPA to assess the competency level of teacher candidates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Use of edTPA results to inform Ready2Teach program modifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Implementation of strategies for edTPA remediation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As of January 2013, how much do you agree or disagree with the following:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. edTPA reflects the competencies partner schools require.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. edTPA administration parallels and complements program completion and licensure decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Performance Assessment (edTPA)
1. Is there anything else you would like for us to know about the edTPA?

Comments

1. What do you consider to be the strongest elements of the Ready2Teach program at this point? Why?

2. What do you consider to be the weakest elements of the Ready2Teach program at this point? Why?

3. Share with us your perceptions of the degree of readiness at your university for full implementation of Ready2Teach in Fall 2013.

4. What additional steps would you recommend to increase readiness?

5. Do you have any additional comments or suggestions?

Appendix B: R2T Teacher Candidate Survey

Demographics
1. What is your gender?
<input type="radio"/> Female
<input type="radio"/> Male
2. What is your age group?
<input type="radio"/> Under 21
<input type="radio"/> 21-30
<input type="radio"/> 31-40
<input type="radio"/> 41-50
<input type="radio"/> Over 50
3. What is your ethnicity?
<input type="radio"/> African American
<input type="radio"/> Asian
<input type="radio"/> Caucasian
<input type="radio"/> Hispanic
<input type="radio"/> Multi-ethnic
<input type="radio"/> Other

Other Ethnicity
1. Please describe your ethnicity.

Background Information	
1. At any time during your undergraduate enrollment, have you also (select all that apply)	
<input type="checkbox"/>	Worked full-time (35 or more hours per week)
<input type="checkbox"/>	Worked part-time (less than 35 hours per week)
<input type="checkbox"/>	Been the primary caregiver for young children or older adults
<input type="checkbox"/>	Been responsible for all of your personal living expenses
<input type="checkbox"/>	Received scholarships or grants
2. During your undergraduate program, were you enrolled	
<input type="radio"/>	Full-time
<input type="radio"/>	Part-time
<input type="radio"/>	Mix, full-time and part-time
3. Are any of the credits toward your undergraduate degree from a 2-year college?	
<input type="radio"/>	Yes
<input type="radio"/>	No
4. Are any of the credits toward this teacher preparation program from a 2-year college?	
<input type="radio"/>	Yes
<input type="radio"/>	No
5. When did you choose to major in education?	
<input type="radio"/>	Before starting college
<input type="radio"/>	Freshman year
<input type="radio"/>	Sophomore year
<input type="radio"/>	Junior year
<input type="radio"/>	Senior year
<input type="radio"/>	After graduating with a Bachelor's degree

Preparation as a Classroom Teacher: How well did the Ready2Teach program (coursework, field experience, and Residency) prepare you as an entry level classroom teacher, possessing the ability to...	Very Well Prepared	Adequately Prepared	Not Prepared	Not Applicable
1. Develop clear learning objectives for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Create effective learning segments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Consider students' strengths and needs when planning lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Develop instruction plans for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Design assessment plans for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Utilize best practice instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Maintain student engagement throughout lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Manage classroom behavior through established techniques and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Organize and manage time, space, and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Analyze student performance based on assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Adjust instruction based on assessment findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Analyze personal teaching effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Scaffold and support the academic needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Align instruction with Common Core/State Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Consider the pacing and timing mandates for the school/district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Understand cultural and individual diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Develop parent-student-teacher relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Collaborate with mentors and identified supervisors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Value of Ready2Teach Preparation: How valuable did you find Ready2Teach (coursework, field experiences, and Residency) in preparing you as an entry level classroom teacher, possessing the ability to...	Very Valuable	Somewhat Valuable	Not Valuable	Don't Know
1. Develop clear learning objectives for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Create effective learning segments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Consider students' strengths and needs when planning lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Develop instruction plans for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Design assessment plans for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Utilize best practice instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Maintain student engagement throughout lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Manage classroom behavior through established techniques and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Organize and manage time, space, and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Analyze student performance based on assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Adjust instruction based on assessment findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Analyze personal teaching effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Scaffold and support the academic needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Align instruction with Common Core/State Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Consider the pacing and timing mandates for the school/district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Understand cultural and individual diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Develop parent-student-teacher relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Collaborate with mentors and identified supervisors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How valuable did you find the following?	Very Valuable	Somewhat Valuable	Not Valuable	Don't Know
1. Pre-Residency courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Experiential learning in your pre-Residency and Residency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Lesson Studies in Residency II.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Guidance by the Master Clinician.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Guidance by your Mentor Teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Integration of best practice instructional strategies in your Residency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Evaluation by Mentor Teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstration of competencies through the Teacher Performance Assessment (edTPA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments
1. What did you find to be the most valuable about the Ready2Teach teacher preparation program? Why?
2. What did you find to be the least valuable about the Ready2Teach teacher preparation program? Why?
3. What suggestions do you have for improving the Ready2Teach teacher preparation program at your university?

Teacher Candidate Preparation: As of January 2013, teacher candidates placed in your school during their Residency demonstrate the entry level ability to...	Agree	Disagree	Don't know
1. Develop clear learning objectives for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Create effective learning segments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Consider students' strengths and needs when planning lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Develop instruction plans for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Design assessment plans for lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Utilize best practice instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Maintain student engagement throughout lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Manage classroom behavior through established techniques and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Organize and manage time, space, and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Analyze student performance based on assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Adjust instruction based on assessment findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Align instruction with Common Core/State Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Analyze personal teaching effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Scaffold and support the academic needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Consider the pacing and timing mandates for the school/district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Understand cultural and individual diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Develop parent-student-teacher relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Collaborate with mentors and identified supervisors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Candidate Preparation
1. Is there anything else you would like for us to know about the teacher candidates' demonstrated abilities during their Residency in your school?

Ready2Teach University Partnership: As of January 2013, the Ready2Teach university partnership...	Agree	Disagree	Don't know
1. Helps meet the goals and address the needs of our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Promotes professional development that is beneficial for our faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provides consistent criteria for identifying school-based mentor teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Supplies ongoing training for school-based mentor teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Provides successful coordination of the teacher candidate Residency by university Master Clinicians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Supports supervised teacher candidate Residency experiences that benefit our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ready2Teach University Partnership
1. Is there anything else you would like for us to know about the Ready2Teach university partnership?

Student Academic Performance

1. In your opinion, what impact do you think the Ready2Teach teacher candidates will have on student academic performance in your school?

2. In relation to Ready2Teach, is there anything else you would like for us to know about student academic performance in your school?

Appendix D: R2T Institutional Data Collection Tool

Pre-Residency Year 2012-2013

Pre-Residency Year 2012-2013	Enter Number
1. How many students were enrolled in the R2T program during the 2012-2013 Pre-Residency year?	_____
2. How many of these students will not be returning for the 2013-2014 Residency year?	_____

How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	Enter Number
3. Female	_____
4. Male	_____

How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	Enter Number
5. 18 to 24 years old	_____
6. 25 years old or older	_____

How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	Enter Number
7. African American	_____
8. Asian American	_____
9. Caucasian	_____
10. Hispanic American	_____
11. Multiracial	_____
12. Native American/Alaskan Native	_____
13. Other	_____

How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	Enter Number
14. Full-time	_____
15. Part-time	_____

How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year received:	Enter Number
16. Grants/Scholarships	_____
17. Student loans	_____

How many students enrolled in the R2T program during the 2012-2013 Pre-Residency year were:	Enter Number
18. In-state students	_____
19. Out-of-state students	_____
20. International students	_____
21. Military/Military family member	_____

Residency Year 2012-2013

Residency Year 2012-2013	Enter Number
22. How many students were enrolled in the R2T program during the 2012-2013 Residency year?	_____
23. How many of these students left the R2T program during the 2012-2013 Residency year?	_____
24. How many of these students graduated?	_____
25. How many of these students graduated but do not intend to teach?	_____

Please provide the edTPA results for the 2012-2013 Residency students:	Enter Number
26. Pass	_____
27. Fail	_____

How many students enrolled in the R2T program during the 2012-2013 Residency year were:	Enter Number
28. Female	_____
29. Male	_____

How many students enrolled in the R2T program during the 2012-2013 Residency year were:	Enter Number
30. 18 to 24 years old	_____
31. 25 years old or older	_____

How many students enrolled in the R2T program during the 2012-2013 Residency year were:	Enter Number
32. African American	_____
33. Asian American	_____
34. Caucasian	_____
35. Hispanic American	_____
36. Multiracial	_____
37. Native American/Alaskan Native	_____
38. Other	_____

How many students enrolled in the R2T program during the 2012-2013 Residency year were:	Enter Number
39. Full-time	_____
40. Part-time	_____

How many students enrolled in the R2T program during the 2012-2013 Residency year received:	Enter Number
41. Grants/Scholarships	_____
42. Student loans	_____

How many students enrolled in the R2T program during the 2012-2013 Residency year were:	Enter Number
43. In-state students	_____
44. Out-of-state students	_____
45. International students	_____
46. Military/Military family students	_____

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