

**Ready2Teach**  
**Tennessee Tech University**  
**2013-2014 Data Collection Annual Report**

Leslie Vanelli, B. A.  
Margie King, M.S.  
Ashley C. Miller, M.S.

University of Memphis  
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## Table of Contents

Executive Summary .....	3
Introduction.....	7
Background.....	8
Program Description.....	9
Research Questions.....	9
Method .....	12
Participants.....	15
Instrumentation .....	20
Procedure .....	22
Results.....	23
Data by Instrument.....	24
Data Summary by Research Question .....	37
References.....	40
Appendix: R2T School Partner Survey SMS Report.....	41

## Table of Tables

Table 1: Summary of R2T Data Collection by Research Question .....	5
Table 2: TTU 2013-2014 R2T Teacher Candidate Demographics, <i>n</i> = 207 .....	16
Table 3: TTU 2013-2014 R2T Teacher Candidate GPA, edTPA, and Praxis PLT scores.....	18
Table 4: TTU R2T School Partner Role, <i>n</i> = 139.....	18
Table 5: TTU District Administrator, Principal, and Asst. Principal Length of Service.....	18
Table 6: TTU Mentor Teacher Characteristics .....	19
Table 7: Summary of Participants, Data Sources, and Method by Research Question .....	22
Table 8: TTU Data Collection Summary .....	23
Table 9: TTU District Administrator, Principal, and Asst. Principal Perceptions of Preparation	26
Table 10: TTU Mentor Teacher Perceptions of Preparation .....	27
Table 11: TTU District Administrator, Principal, and Asst. Principal Perceptions of Partnershi	28
Table 12: TTU Mentor Teacher Perceptions of Partnership.....	28

## Executive Summary

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

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

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

The remainder of this four-year data collection strategy will implement both quantitative and qualitative data collection methods by means of R2T School Partner Surveys, R2T Program Graduate Teacher Surveys (beginning in the spring of 2015), mentor teacher semi-structured interviews, director of teacher education semi-structured interviews, and R2T program graduate teacher data provided by each TBR university. The R2T School Partner Survey (R2TSPS) was administered to collect data from district administrators, principals, assistant principals, and mentor teachers regarding the preparation of R2T teacher candidates, the effectiveness of the university partnership in meeting district/school goals, and improvement of student academic performance. The R2T Program Graduate Teacher Survey (R2TPGTS) will be implemented beginning in the spring of 2015 and will be used to collect the perceptions of new teachers following their first year of teaching.

In addition to the perceptual surveys, mentor teacher semi-structured phone interviews collected data regarding the role of mentor teachers, the university partnership, and the teacher candidate placed in their classroom. Director of teacher education semi-structured phone interviews obtained supplementary data regarding R2T enrollment numbers, graduation numbers, and R2T Residency and program changes. Finally, R2T program graduate teacher data (e.g., edTPA scores, GPA, Praxis PLT scores, licensure numbers, endorsement codes, and teacher candidate demographics) were submitted into a secure online site by university personnel to provide baseline data for the 2013-2014 teacher candidates. The data collection summary for

the 2013-2014 academic year is presented in Table 1; a detailed presentation of the data can be found in the Results section of this report.

**Table 1: Summary of R2T Data Collection by Research Question**

Data Summary by Research Question
<p>1. What are the perceptions of the School Partners (district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach; university partner collaborations to meet district/school goals; and improvement of student performance?</p> <ul style="list-style-type: none"> <li>• <i>R2T teacher candidate preparation:</i> Overall, the majority of district administrators, principals, and mentor teachers agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom.</li> <li>• <i>University partnership:</i> Most district administrators, principals, and mentor teachers agreed that the R2T university partnership had a positive impact on their school, and provided adequate supervision and support for the R2T teacher candidate; however, increasing professional development opportunities for faculty at partner schools would be beneficial.</li> <li>• <i>Student academic performance:</i> Most district administrators, principals, and mentor teachers noted that teacher candidates would likely have a positive impact on student academic performance because R2T teacher candidates contributed to student learning, were qualified co-teachers, provided opportunities for small groups and one-on-one interventions, and supported students' needs.</li> </ul>
<p>2. What is the success rate of the R2T program graduate teachers during their first, second, and third year of teaching as measured by the teacher's overall state score that includes a composite of TEAM, TVASS, and other TN approved assessments? How does this compare with the success rate of other (non-R2T) first year, second, third year teachers in the same or similar schools?</p> <ul style="list-style-type: none"> <li>• Year 3 data collection and analyses.</li> </ul>
<p>3. What is the attrition rate of first, second, and third year R2T program graduate teachers?</p> <ul style="list-style-type: none"> <li>• Do differences exist between attrition rates of first, second, and/or third year R2T teachers?</li> <li>• How does this compare with the attrition rate of non-R2T new teachers (first, second, and third year)?</li> </ul> <ul style="list-style-type: none"> <li>• Year 3 data collection and analyses.</li> </ul>
<p>4. What is the relationship between level of performance on key factors identified in the culminating performance based assessment (edTPA): ...and TEAM scores? ...and student achievement scores? ...and the attrition rate of R2T program graduate teachers?</p> <ul style="list-style-type: none"> <li>• Year 3 data collection and analyses.</li> </ul>

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 her/him. Neither this document nor the data reported herein will be distributed to unauthorized users.**

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

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

## Introduction

In response to recommendations offered by the Tennessee Teaching Quality Initiative task force concerning the need for reform in teacher candidate preparation and practice, the Tennessee Board of Regents (TBR) coordinated a redesign of its teacher preparation programs within its institutions of higher education (Tennessee Board of Regents, 2010). The Ready2Teach (R2T) transformational teacher preparation initiative is a four-year, clinically focused undergraduate program, which has been piloted since the 2009-2010 academic year and was fully implemented in the TBR system beginning in the fall of 2013. The TBR system includes six universities: Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Tech University, and the University of Memphis. The key components of R2T include partnerships with schools and districts, teacher candidate Residency, culminating performance based assessment (edTPA), and curriculum redesign (Tennessee Board of Regents, 2010). This report provides the data collection results for Tennessee Tech University (TTU) during the 2013-2014 academic 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 preK-12 public schools and to provide a knowledge base for use by educational practitioners and policymakers. Since 1989, CREP has served as a mechanism for mobilizing community and university resources to address educational problems and to meet the University's commitment to primary and secondary schools. Functioning as a part of the College of Education, 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 who are equipped to promote student academic success. In order to achieve this purpose, universities implementing R2T incorporate immersion in the P-12 setting, co-teaching, strong partnerships with schools, intensive mentoring, strong content knowledge, and performance-based assessment into their teacher preparation programs (Tennessee Board of Regents, 2010). The primary goals of R2T are to prepare teacher candidates so that they have a positive impact on student performance from the first time the teacher candidates enter the classroom, and to work collaboratively with schools to improve outcomes for students, schools, and communities. The Tennessee Board of Regents' intention is for R2T to produce graduates with strong academic content knowledge; strong skills in instruction, assessment, and classroom management; and well-developed skills in meeting the academic and social needs of all students (Tennessee Board of Regents, 2010).

## **Research Questions**

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

The data collection strategy for Years 2, 3, and 4 (i.e., full implementation) will focus on the following major research questions:

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

This report provides the data collection results for Tennessee Tech University, which targets the first full implementation year of the Ready2Teach teacher preparation initiative. The data collected included pre-graduation, baseline data for the 2013-2014 R2T teacher candidates and their demographic data and scores. The remainder of the 2013-2014 R2T

program graduate teacher data will be collected during the 2014-2015 academic year, following this cohort's first year of teaching in schools.

## Method

This four-year data collection strategy will implement both quantitative and qualitative data collection methods by means of R2T School Partner Surveys, R2T Program Graduate Teacher Surveys (beginning in the spring of 2015), mentor teacher semi-structured interviews, director of teacher education semi-structured interviews, and R2T program graduate teacher data provided by each TBR university. The R2T School Partner Survey (R2TSPS) was administered to collect data from district administrators, principals, assistant principals, and mentor teachers regarding the preparation of R2T teacher candidates, the effectiveness of the university partnership in meeting district/school goals, and improvement of student academic performance. The R2T Program Graduate Teacher Survey (R2TPGTS) will be implemented beginning in the spring of 2015 and will be used to collect the perceptions of new teachers following their first year of teaching.

In addition to the perceptual surveys, mentor teacher semi-structured phone interviews collected data regarding the role of mentor teacher, the university partnership, and the teacher candidate placed in their classroom. Director of teacher education semi-structured phone interviews obtained supplementary data regarding R2T enrollment numbers, graduation numbers, and R2T Residency and program changes. Finally, R2T program graduate teacher data (e.g., edTPA scores, GPA, Praxis PLT scores, licensure numbers, endorsement codes, and teacher candidate demographics) were submitted into a secure online site by university personnel to provide baseline data for the 2013-2014 teacher candidate cohort. Detailed descriptions of each of these instruments are presented in this report. The specific data collection methods implemented and how they align with each of the research questions are summarized below.

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

School partners were asked to complete a survey to gather their perceptions of R2T teacher candidate preparation, the university partnership, and the R2T teacher candidate impact on student performance. The surveys were administered in April 2014. For district administrators, principals, and assistant principals, the survey is comprised of six open-ended items and 20 closed-ended items. The closed-ended items are comprised of one contingency question which was designed to filter out school partners who did not work with R2T teacher candidates, two demographic questions, and 17 Likert-type items that utilize a three-point scale. For mentor teachers, the survey contains six open-ended items and 30 closed-ended items. The closed-ended items are comprised of one contingency question, six demographic questions, and 23 Likert-type items that utilize a three-point scale. Semi-structured phone interviews with mentor teachers gave CREP staff the opportunity to supplement and enrich the data gathered via the school partner surveys. The semi-structured interviews were conducted from May to June 2014.

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

R2T program graduate teacher data (e.g., edTPA scores, GPA, Praxis PLT scores, licensure numbers, endorsement codes, and teacher candidate demographics) were submitted by university personnel via an online data collection instrument in order to provide a baseline for the 2013-2014 R2T teacher candidates. TBR will provide additional R2T program graduate teacher and non-Ready2Teach teacher data following the completion of the 2014-2015 academic year. Analyses and comparisons will be reported in the 2014-2015 annual report.

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

R2T program graduate teacher data (e.g., edTPA scores, GPA, Praxis PLT scores, licensure numbers, endorsement codes, and teacher candidate demographics) were submitted by university personnel via an online data collection instrument in order to provide a baseline for the 2013-2014 R2T teacher candidates. TBR will provide additional R2T program graduate teacher and non-Ready2Teach teacher data following the completion of the 2014-2015 academic year. Analyses and comparisons will be reported in the 2014-2015 annual report.

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

R2T program graduate teacher data (e.g., edTPA scores, GPA, Praxis PLT scores, licensure numbers, endorsement codes, and teacher candidate demographics) were submitted by university personnel via an online data collection instrument in order to provide a baseline for the 2013-2014 R2T teacher candidates. TBR will provide additional R2T program graduate

teacher and non-Ready2Teach teacher data following the completion of the 2014-2015 academic year. Analyses will be reported in the 2014-2015 annual report.

In summary, the data collection strategy for this year of implementation was designed to include the administration of surveys to school partners, semi-structured phone interviews, and specific R2T program graduate teacher data provided by university personnel via an online instrument. This report focuses on the 2013-2014 academic year of R2T implementation at TTU.

## **Participants**

The Ready2Teach initiative implemented in each of the six Tennessee Board of Regents universities was the focus of this data collection strategy. The TTU participants are composed of select R2T university personnel, the R2T teacher candidates involved in the Ready2Teach initiative during the 2013-2014 academic year, and school partners who were part of TTU's university partnership.

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

**Teacher candidates.** University personnel submitted baseline data regarding the R2T teacher candidates who were enrolled at TTU during the 2013-2014 academic year. The



majority of the 207 TTU R2T teacher candidates were female (87.4%), Caucasian (97.6%), undergraduate students (100.0%), enrolled in traditional teacher preparation programs (100.0%), and were transfer students (70.0%). Table 2 summarizes the demographic characteristics of the 2013-2014 TTU R2T teacher candidates.

**Table 2: TTU 2013-2014 R2T Teacher Candidate Demographics, *n*= 207**

<b>R2T Teacher Candidate Demographics</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Female	181	87.4
Male	26	12.6
<b>Race</b>		
African American or Black	1	0.5
American Indian or Alaskan	1	0.5
Asian	1	0.5
Caucasian or White	202	97.6
Two or more races	2	1.0
<b>Academic Degree</b>		
Graduate	0	0.0
Undergraduate	207	100.0
<b>Teacher Preparation</b>		
Traditional	207	100.0
Alternative	0	0.0
<b>Transfer or Non-Transfer Student</b>		
Transfer student	145	70.0
Non-Transfer student	62	30.0

In addition to demographic and background information, the university personnel included the teacher candidates' overall GPA, edTPA scores, and Praxis PLT scores, which will be used for future data analyses and comparisons. The TTU 2013-2014 R2T teacher candidates' overall GPA mean was 3.55, the mean edTPA score was 42.84, and the mean Praxis PLT score was 173.77.

Table 3 summarizes this TTU 2013-2014 R2T teacher candidate GPA, edTPA, and Praxis PLT data.

**Table 3: TTU 2013-2014 R2T Teacher Candidate GPA, edTPA, and Praxis PLT scores**

	GPA <i>n</i> = 207	edTPA <i>n</i> = 207	Praxis PLT <i>n</i> = 207
Minimum	2.62	24	154
Maximum	4.00	64	196
Mean	3.55	42.84	173.77
Standard Deviation	.280	7.06	8.05

**Note:** *n* varies because not all scores were provided or available.

**School partners.** School partners (i.e., district administrators, principals, assistant principals, and mentor teachers) who were in partnership with TTU during the 2013-2014 academic year 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 2014. The 139 TTU school partner respondents indicated their R2T roles as district administrator (0.9%), principal (8.8%), and mentor teacher (90.4%) as shown in Table 4.

**Table 4: TTU R2T School Partner Role, *n* = 139**

Ready2Teach Role	Percentage
District Administrator	0.9
Principal	8.8
Assistant Principal	0.0
Mentor Teacher	90.4

A majority (63.6%) of the district administrator and principal respondents indicated that they had one year to five years of experience in their current position within the school district. Table 5 summarizes the length of service for district administrator and principal respondents.

**Table 5: TTU District Administrator and Principal Length of Service**

District Administrator and Principal	Percentage
<b>Length of Service in Current Position (District Administrator and Principal)</b>	
Less than 1 year	0.0
1-5 years	63.6
6-10 years	27.3
More than 10 years	0.0

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

A substantial majority (87.4%) of mentor teacher respondents indicated that this was the first R2T teacher candidate placed in their classroom to complete their Residency. Of the remaining mentor teachers who had previous experience mentoring a teacher candidate, 69.2% indicated that there have been two R2T teacher candidates placed in their classroom since August 2012. A larger percentage of mentor teachers indicated that the length of placement in their current school had been for more than 10 years (46.6%), had more than 10 years of teaching experience (69.9%), and held master's degrees (47.6%), as shown in Table 6.

**Table 6: TTU Mentor Teacher Characteristics**

<b>Mentor Teacher</b>	<b>Percentage</b>
<b>Length of Placement in Current School</b>	
Less than 1 year	2.9
1-5 years	19.4
6-10 years	30.1
More than 10 years	46.6
<b>Total Years of Teaching Experience</b>	
Less than 1 year	0.0
1-5 years	6.8
6-10 years	23.3
More than 10 years	69.9
<b>Educational Degree Attainment</b>	
Bachelor's degree	33.0
Master's degree	47.6
Master's plus 30 hours	2.9
Education Specialist degree	14.6
Doctoral degree	0.0
<b>Is this the first R2T teacher candidate that has been placed with you for their Residency?</b>	
Yes	87.4
No	12.6
<b>How many R2T teacher candidates have been placed with you for their Residency since August 2012?</b>	
1	15.4
2	69.2
3 or more	15.4

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

## **Instrumentation**

Both quantitative and qualitative data were collected for this report by means of a survey, university submission of R2T program graduate teacher data, and semi-structured interviews. Details of each instrument are provided below.

**Ready2Teach School Partner Survey (R2TSPS).** CREP staff developed the R2TSPS to administer to school partners involved in the full implementation of R2T. For district administrators, principals, and assistant principals, the survey is comprised of six open-ended items and 20 closed-ended items. The closed-ended items are comprised of one contingency question which was designed to filter out school partners who did not work with R2T teacher candidates, two demographic questions, and 17 Likert-type items that utilize a three-point scale. For mentor teachers, the survey contains six open-ended items and 30 closed-ended items. The closed-ended items are comprised of one contingency question, six demographic questions, and 23 Likert-type items that utilize a three-point scale. The items focus on preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance. The survey was administered via CREP's online Survey Management System (SMS).

**Ready2Teach Program Graduate Teacher Data Tool (R2TPGTD).** The R2TPGTD was developed by CREP staff to provide a method for university personnel to submit R2T program graduate teacher data. The R2TPGTD will be used to collect R2T students' ID number, overall GPA, teacher license number, recommended endorsement code(s), edTPA score, Praxis PLT score, and general demographic information. University personnel were to submit the R2T program graduate teacher data directly into a unique and secure online storage site designated for their university.

**Semi-structured interview protocol.** CREP staff developed two semi-structured interview protocols; the R2T mentor teacher protocol and the director of teacher education protocol. The mentor teacher semi-structured interview protocol was designed to collect data regarding the role of mentor teachers, the university partnership, and the teacher candidate placed in their classroom. The director of teacher education semi-structured interview protocol was designed to obtain supplementary data regarding R2T enrollment numbers, graduation numbers, and R2T Residency and program changes. The objective of the protocols was to give CREP staff a consistent format to guide the semi-structured phone interviews while allowing the interviewee the freedom to convey their perceptions of implementation and effectiveness during the 2013-2014 academic year. Table 7 summarizes the participants, data sources, and methods used within each research question.

**Table 7: Summary of Participants, Data Sources, and Method by Research Question**

Research Questions	Participants	Data Sources	Method
1. What are the perceptions of the School Partners (district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach, university partner collaborations to meet district/school goals, and improvement of student performance?	<ul style="list-style-type: none"> <li>School partners</li> </ul>	<ul style="list-style-type: none"> <li>R2TSPS</li> <li>Semi-Structured Interview</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative and quantitative perceptions regarding preparation of R2T teacher candidates, partner collaborations to meet district/school goals, and improvement of student performance.</li> <li>Qualitative data collected to supplement and enrich the R2TSPS data.</li> </ul>
2. What is the success rate of the R2T program graduate teachers during their first, second, and third year of teaching as measured by the teacher’s overall state score that includes a composite of TEAM, TVASS, and other TN approved assessments? How does this compare with the success rate of other (non-Ready2Teach) first, second, and third year teachers in the same or similar schools?	<ul style="list-style-type: none"> <li>University personnel</li> <li>TBR</li> </ul>	<ul style="list-style-type: none"> <li>R2TGTD T</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative method for collection of R2T program graduate teacher data. TBR will provide additional R2T program graduate teacher and non-Ready2Teach teacher data. Analyses and comparisons will be reported in the 2014-2015 annual report.</li> </ul>
3. What is the attrition rate of first, second, and third year R2T program graduate teachers? Do differences exist between attrition rates of first, second, and/or third year R2T teachers? How does this compare to the attrition rate of first, second, and third year non-R2T teachers?	<ul style="list-style-type: none"> <li>University personnel</li> <li>TBR</li> </ul>	<ul style="list-style-type: none"> <li>R2TGTD T</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative method for collection of R2T program graduate teacher data. TBR will provide additional R2T program graduate teacher and non-Ready2Teach teacher data. Analyses and comparisons will be reported in the 2014-2015 annual report.</li> </ul>
4. What is the relationship between level of performance on key factors identified in the edTPA and the TEAM scores, edTPA and student achievement scores, and edTPA and the attrition rate of R2T program graduate teachers?	<ul style="list-style-type: none"> <li>University personnel</li> <li>TBR</li> </ul>	<ul style="list-style-type: none"> <li>R2TGTD T</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative method for collection of R2T program graduate teacher data. TBR will provide additional R2T program graduate teacher and non-Ready2Teach teacher data. Analyses will be reported in the 2014-2015 annual report.</li> </ul>

**Procedure**

During the 2013-2014 academic year, CREP staff revised the data collection strategy for the Ready2Teach initiative and updated or developed instruments to collect R2T data for TBR that would provide a picture of the R2T initiative implemented at the six universities. Upon notification by CREP staff, university personnel forwarded the unique username and password to their school partners. The school partners logged into CREP’s online SMS system to complete and submit the R2TSPS perceptual survey. The survey was opened in late April 2014 and closed in early June 2014. Mentor teachers were randomly selected and the semi-structured phone

interviews were scheduled and conducted from mid-May to early June 2014. Semi-structured phone interviews were held with the director of teacher education (or the designee of the Dean) from mid-August to September 2014.

All qualitative data were collected by September 2014 and analyses of the survey and semi-structured interview data were initiated. 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.

University personnel were contacted in June 2014 regarding how to submit their R2T program graduate teacher data. The R2TPGTD T was made available in June 2014 for the university personnel to use. By early September 2014, all quantitative data were collected. CREP staff followed up as necessary to clarify questions regarding missing data and searched the State of Tennessee Educator Licensing website to locate teacher licensure numbers that had not been provided. Table 8 provides a summary of the TTU data collection strategy organized by instrument, a general timeline, and the number of each instrument collected.

**Table 8: TTU Data Collection Summary**

<b>Participants</b>	<b>Instrument</b>	<b>Timeline</b>	<b>Number (<i>n</i>)</b>
School Partners	R2TSPS	April-June 2014	<i>n</i> = 139
Mentor Teachers	Interview	May-June 2014	<i>n</i> = 2
Directors of Teacher Education	Interview	August-September 2014	<i>n</i> = 1
R2T Program Graduate Teacher Data	R2TPGTD T	June-September 2014	<i>n</i> = 207



## Results

The following section presents the data collected from Tennessee Tech University during the 2013-2014 academic year. First, a summary of the data is outlined for each instrument; and then the data are offered as they pertain to the research questions.

### Data by Instrument

**Ready2Teach Semi-Structured Phone Interviews.** Semi-structured interviews were conducted by CREP staff. The objective of each session was to gather qualitative data that would supplement the quantitative data gathered via the perceptual surveys and to collect R2T enrollment numbers, R2T graduation numbers, and R2T Residency or program changes implemented during the 2013-2014 academic year. Utilization of these methods of data collection gave CREP staff a consistent format to guide the semi-structured interviews while allowing the interviewee the freedom to convey their perceptions of implementation and effectiveness of the R2T initiative.

***Director of Teacher Education interviews.*** The semi-structured interviews were conducted with the Director of Teacher Education (or designee) at each of the universities. In order to honor confidentiality, the aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2013-2014 Data Collection Annual Report.

***Mentor teacher interviews.*** CREP staff determined that interviews would be randomly selected and set a goal of five mentor teacher interviews per university. CREP staff randomly selected schools that were partnered with the universities, contacted the principal at each school, requested to interview a mentor teacher at the school, and scheduled interviews with willing mentor teachers. Some principals and mentor teachers did not respond to repeated contacts from CREP staff or declined to be interviewed. The final result was that CREP staff held two semi-

structured interviews with randomly selected mentor teachers from TTU school partner schools. Therefore, data collected from these semi-structured interviews cannot be folded into the results section of this report because CREP staff entered into a confidentiality agreement with each interviewee and promised to protect the identity of individual participants.

*“The R2T teacher candidate's presence in my classroom allowed me to plan and implement lessons that were much more effective at meeting my student's individual needs for their growth as learners. I appreciate the opportunity to work with her” (TTU R2TSPS survey respondent, 2014).*

**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. The TTU R2TSPS frequency report—including respondents’ comments—can be found in the Appendix of this report. Of the 139 school partners who started the R2TSPS, 25 indicated that they did not work with R2T teacher candidates and exited the survey, leaving 114 school partners who completed the perceptual survey. Overall, most district administrators and principals (72.7-100.0% of 11 respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom. One respondent stated, “The two students who completed the program are excellent teacher candidates. They are ready to take a classroom and be successful” (TTU R2TSPS survey respondent, 2014). The lowest areas of agreement among district administrators and principals included “develop parent-student-teacher relationships” (72.7%), “understand cultural and individual diversity” (81.8%), “maintain student engagement throughout lessons” (81.8%), and “adjust instruction based on assessment findings” (81.8%). Most mentor teachers (83.5-97.1% of 103 respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom. The highest areas of agreement included “collaborate with mentors and identified

supervisors” (97.1%), “create effective learning segments” (96.1%), “consider students’ strengths and needs when planning lessons” (96.1%), “utilize best practice instructional strategies” (96.1%), and “understand cultural and individual diversity” (96.1%). The lowest areas of agreement among mentor teachers included “manage classroom behavior through established techniques and procedures” (83.5%) and “develop parent-student-teacher relationships” (86.4%).

A few school partner respondents (1.0-6.8% of 114 respondents) indicated *Don’t Know* on the items. Table 9 summarizes the district administrators and principals’ perceptions and Table 10 summarizes the mentor teachers’ perceptions of R2T teacher candidate preparation.

**Table 9: TTU District Administrator and Principal Perceptions of Preparation**

The R2T teacher candidate(s) placed in your school for their 2013-2014 Residency demonstrate the entry level teacher ability to...	% Agree	% Disagree	% Don't know
Develop student-teacher relationships.	100.0	0.0	0.0
Develop parent-student-teacher relationships.	72.7	0.0	27.3
Collaborate with mentors and identified supervisors.	100.0	0.0	0.0
Understand cultural and individual diversity.	81.8	0.0	18.2
Consider students' strengths and needs when planning lessons.	100.0	0.0	0.0
Utilize best practice instructional strategies.	100.0	0.0	0.0
Maintain student engagement throughout lessons.	81.8	18.2	0.0
Analyze student performance based on assessments.	100.0	0.0	0.0
Adjust instruction based on assessment findings.	81.8	9.1	9.1
Scaffold and support the academic needs of students.	100.0	0.0	0.0
Consider the pacing and timing mandates for the school/district.	100.0	0.0	0.0
Manage classroom behavior through established techniques and procedures.	100.0	0.0	0.0
Organize and manage time, space, and resources.	100.0	0.0	0.0

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

**Table 10: TTU Mentor Teacher Perceptions of Preparation**

The R2T teacher candidate placed in your classroom for their 2013-2014 Residency demonstrates or possesses the entry level ability to...	% Agree	% Disagree	% Don't know
Develop clear learning objectives for lessons.	95.1	2.9	1.9
Create effective learning segments.	96.1	3.9	0.0
Consider students' strengths and needs when planning lessons.	96.1	2.9	1.0
Develop instruction plans for lessons.	94.2	2.9	2.9
Design assessment plans for lessons.	90.3	6.8	2.9
Utilize best practice instructional strategies.	96.1	2.9	1.0
Maintain student engagement throughout lessons.	88.3	10.7	1.0
Manage classroom behavior through established techniques and procedures.	83.5	16.5	0.0
Organize and manage time, space, and resources.	92.2	6.8	1.0
Analyze student performance based on assessments.	90.3	6.8	2.9
Adjust instruction based on assessment findings.	87.4	11.7	1.0
Analyze personal teaching effectiveness.	91.3	5.8	2.9
Scaffold and support the academic needs of students.	88.3	8.7	2.9
Align instruction with Common Core State Standards.	94.2	1.9	3.9
Consider the pacing and timing mandates for the school/district.	89.3	9.7	1.0
Understand cultural and individual diversity.	96.1	2.9	1.0
Develop parent-student-teacher relationships.	86.4	6.8	6.8
Collaborate with mentors and identified supervisors.	97.1	2.9	0.0

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

A substantial proportion (45.5-100.0% of 11 respondents) of district administrators and principals agreed with each of the closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. The highest areas of agreement included "helps meet the goals and address the needs of our school" (100.0%) and "effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements" (81.8%). The lowest areas of agreement among district administrators and principals included "provides or offers professional development that is beneficial for our faculty" (45.5%). Most mentor teachers (39.8-91.3% of 103 respondents) agreed with each of the closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. The highest areas of agreement included "adequately supervises the R2T

teacher candidate in my classroom” (91.3%) and “successfully supports R2T teacher candidates in my classroom in a manner that benefits our school” (89.3%). The lowest areas of agreement among mentor teachers included “supplies initial and ongoing training for school-based mentor teachers” (60.2%) and “provides or offers professional development that is beneficial for our faculty” (39.8%).

There were school partner respondents (1.0-37.9% of 114 respondents) who indicated *Don't Know* on each of the items. Table 11 summarizes the district administrators and principals’ perceptions and Table 12 summarizes the mentor teachers’ perceptions of the university partnership.

**Table 11: TTU District Administrator and Principal Perceptions of Partnership**

During the 2013-2014 academic year, the R2T university partnership...	% Agree	% Disagree	% Don't know
Helps meet the goals and address the needs of our school.	100.0	0.0	0.0
Provides or offers professional development that is beneficial for our faculty.	45.5	27.3	27.3
Provides consistent criteria for identifying school-based mentor teachers.	63.6	18.2	9.1
Effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements	81.8	18.2	0.0

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

**Table 12: TTU Mentor Teacher Perceptions of Partnership**

During the 2013-2014 academic year, the R2T university partnership...	% Agree	% Disagree	% Don't know
Supplies initial and ongoing training for school-based mentor teachers.	60.2	26.2	13.6
Provides or offers professional development that is beneficial for our faculty.	39.8	22.3	37.9
Adequately supervises the R2T teacher candidate in my classroom.	91.3	7.8	1.0
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	89.3	6.8	2.9
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	83.5	15.5	1.0

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

*“I believe my students' academic performance will be enhanced by having another skilled teacher in the classroom that can also provide one on one instruction” (TTU R2TSPS survey respondent, 2014).*

When respondents were asked, “In your opinion, what impact do you think the R2T teacher candidates will have on student academic performance in your school?” the majority of school partner respondents indicated that the R2T teacher candidates will have a positive impact on student academic performance in their school (93.5% of comments). School partner respondents noted that R2T teacher candidates would likely have a positive impact on student academic performance because R2T teacher candidates contributed to student learning, were qualified co-teachers, provided opportunities for small groups and one-on-one interventions, and supported students’ needs.

A few school partners conveyed that R2T teacher candidates will have a negative or limited impact on student academic performance (6.5% of comments), indicating that teacher candidates lacked teaching experience, had poor classroom management knowledge, and did not contribute to student learning.

*“I had a large classroom this year. Having the R2T teacher allowed my students to have more opportunities for teacher one on one time. The R2T teacher created many individualized lessons for my struggling students. These students made significant gains on assessments” (TTU R2TSPS survey respondent, 2014).*

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?” school partners’ comments overall were positive (67.9% of comments), indicating that R2T teacher candidates positively impacted student academic performance and the R2T program effectively prepares teacher candidates to enter the classroom. In particular, respondents mentioned how well teacher candidates were prepared to perform confidently and professionally in the classroom, providing more opportunities for remediation and small groups, offering new strategies and resources, and

creating a positive learning environment by developing meaningful relationships with students.

A mentor teacher stated about a teacher candidate placed in their school:

He made the learning process fun and interactive for the students which in turn made them enjoy the subject matter even more. He made it relevant to them which caused a higher level of retention for everyone involved. (TTU R2TSPS survey respondent, 2014)

Additionally, school partners also identified some concerns (32.1% of comments) regarding R2T teacher candidates' impact on student academic performance and the effectiveness of the R2T program itself. More specifically, respondents mentioned that R2T teacher candidates were not adequately prepared to teach and lacked appropriate content knowledge (e.g., classroom management, preparing lessons, literacy interventions, and differentiated instruction). In addition, school partners indicated that the edTPA and heavy workloads negatively impacted teacher candidates' ability to fully concentrate on the demands of the classroom and students. One school partner stressed, "I feel like with the immense workload the R2T student had, it was hard for them to always focus on their performance while in the classroom" (TTU R2TSPS survey respondent, 2014).

*"Students experienced greater academic growth, positive atmosphere from young teachers and their enthusiastic attitudes, plus the students love the extra attention! The longer period of placement was greatly beneficial for both our school and the students. The relationships formed were special!" (TTU R2TSPS survey respondent, 2014).*

When respondents were asked, "Share with us the benefits that your school has experienced by participating in the 2013-2014 R2T partnership", the majority of the responses fell within the following three areas: academic support, school-level benefits, and student-level benefits. School partners identified academic support as the area of greatest benefit (42.1% of comments). Specifically, respondents indicated that academic benefits included qualified co-teachers, extra adults in the classroom, opportunities for one-on-one interventions, and small

groups for struggling or high achieving students. One school partner explained, “Every school benefits from having more ‘hands on deck’, especially if they are qualified. Having these students in the school from the very beginning, allowed the students in the building to recognize them as members of the faculty not just a student teacher” (TTU R2TSPS survey respondent, 2014).

School partners also frequently mentioned (35.1%) school-level benefits, which included gaining new teaching strategies, effective teacher candidates in classrooms, creating leadership opportunities for classroom teachers to be mentor teachers, and fostering increased collaboration. A mentor teacher stated:

I had a person to assist in planning lessons and implementing those plans. When I was absent my students were not given work to keep them occupied. They were able to continue with our regular class work. Students benefited immensely from the resident. (TTU R2TSPS survey respondent, 2014)

Finally, several school partners (14.0%) mentioned student-level benefits of the R2T university partnership, specifically mentioning the development of student/teacher relationships, teacher candidates contributing to student learning and success, and providing additional positive role models in the classroom.

Overall, interviewees stated that the university partnership was a positive experience due to the benefits seen in classrooms, as well as the meaningful collaboration between TTU and school partners towards continuing to strengthen the R2T initiative. One respondent shared, “This has helped us see what needs to be addressed before the candidates enter this phase of the program in order to let the university know what we feel needs to happen” (TTU R2TSPS survey respondent, 2014).



*“Teachers want the TTU candidates to succeed. We try to be encouraging, but at the same time, we have to be honest in order for the candidates to improve their performance and grow and develop into teachers that are ready to step into the classroom. Many of the candidates took offense when their mentor teacher gave them feedback that was not always positive. Mentor teachers take the position very seriously and want to do everything we can to ensure the candidates leave our classrooms ready to step into their own classrooms” (TTU R2TSPS survey respondent, 2014).*

When respondents were asked, “Share with us the challenges that your school has experienced by participating in the 2013-2014 R2T partnership”, the majority (84.2% of comments) of the responses fell within three areas: aspects of the R2T program as a whole, school-level implementation of the R2T program, and R2T teacher candidate preparation. School partners most often identified university related responsibilities or requirements (43.9% of comments) as challenges experienced in their school during the 2013-2014 academic year. Concerns regarding the edTPA were frequently mentioned by respondents as an area to be addressed regarding the R2T program. More specifically, they described the burdensome requirements and workloads, issues with required technology, and unclear expectations/lack of knowledge regarding the edTPA. As explained by one mentor teacher:

EdTPA was very challenging for us. It required a lot of time, hard work, and a lot of technology that we were not used to. The technology was difficult to navigate and was frustrating because it didn't always work properly for the resident. [sic] (TTU R2TSPS survey respondent, 2014)

Respondents indicated other areas of concern regarding university related responsibilities or requirements, including the length of the Residency (i.e., that it is too long), unclear expectations and communication from the university partner, and that R2T is not fully preparing teacher candidates to enter real world classrooms.

School partners also identified school-level implementation of the R2T program (22.8% of comments) as one of the greatest challenges. Specifically, respondents described mentor

teachers' ability to trust teacher candidates as co-teachers in their classrooms. Survey respondents often mentioned the challenges of giving more responsibility to a teacher candidate, thereby possibly opening up the chance for more risks. An additional challenge of school-level implementation of R2T indicated by survey respondents was that the time and effort it takes to effectively mentor a teacher candidate is overwhelming and can detract from other pressing classroom needs. One school partner stated:

Our school is close to 90% free lunch and most do not receive help with their studies at home due to limited parent knowledge or a language barrier. It is important that each and every moment of instruction time be focused on the children's learning and planning for that learning to take place successfully. When there is an adult student, it sometimes takes away from instructional time for students and their focus on lessons. (TTU R2TSPS survey respondent, 2014)

It is important to note, however, that respondents also often revealed that the benefits gained mentoring teacher candidates outweigh any challenges that may arise during the process.

Respondents indicated that R2T teacher candidate preparation (17.5% of the comments) also presented challenges, including lack of sufficient training and experience before entering Residency, especially as relates to classroom management, planning lessons, and developing teacher/student relationships. Other challenges mentioned by survey respondents were related to professionalism (10.5%) and Residency placements (5.3%). School partners described concerns with commutes to rural partner schools for some teacher candidates, especially during bad weather, as well as scheduling/timing of Residency placements. Additionally, a few mentor teachers described their disappointment in the lack of professionalism and initiative shown by some teacher candidates. As one mentor teacher stated:

The main challenge that I experienced in my classroom was the fact that the student teacher rarely taught any lessons at all. She would always do anything that I asked her to do, but did not take any initiative to do things on her own. She only taught a handful of lessons on her own. These lessons were mainly taught on the days that she knew that her supervisor would be here to observe. (TTU R2TSPS survey respondent, 2014)

*“I recommend the program be laid out explicitly so that the school and the TTU students have a clear understanding of what their residency will require at the school” (TTU R2TSPS survey respondent, 2014).*

When school partners were asked to share, “any recommendations you have that may allow the R2T teacher preparation program to better serve your school”, the vast majority of the responses fell within the two areas: university related responsibilities or requirements of the R2T program (92.7% of comments) and R2T teacher candidate preparation (7.3% of comments). Recommendations involving the university related responsibilities or requirements most often mentioned the Residency. More specifically, school partners suggested teacher candidates experience multiple school placements, grade levels and teachers; the Residency experience include the beginning and end of the academic year; consider compatibility when assigning teacher candidates with mentor teachers; and consider the timing of placements relative to other school-level demands and other activities (e.g., during TCAPs, planning time). As stated by one mentor teacher:

The student teachers began in October, but it would be nice for them to start in August with the teachers. There is quite a bit of prep work and establishment of procedures that occurs in August as the students begin school. I think that they miss out by not seeing the teacher work through the beginning of the year chaos because when they begin their student teaching everything is running smoothly as if by magic. Also, having the student teachers there in August would enable them to help establish those procedures

making their classroom management more effective. (TTU R2TSPS survey respondent, 2014)

Other recommendations provided by School partners included increased communication and visits from the university/university supervisors, provide well-defined information regarding R2T requirements (e.g., edTPA, university expectations), and offer incentives for mentor teachers' participation in and contribution to the R2T program and its teacher candidates. A mentor teacher described it thus, "Mentor Teacher compensation would be greatly appreciated since we give our time, talents, and classroom to help the resident. We are basically the resident's professors for free" (TTU R2TSPS survey respondent, 2014).

Regarding teacher candidate preparation, school partners indicated the need for additional training on classroom management—effective discipline techniques, establishing critical classroom procedures, and developing respectful relationships with students. Respondents also suggested the university increase focus on teacher candidate professionalism in the classroom (i.e., professional appearance, communication, and behavior).

Finally, TTU school partners were asked to share any additional comments or suggestions. Most of the school partner comments and suggestions repeated several of the previously stated recommendations, including: changes to the Residency, better prepared and professional teacher candidates, offering compensation to mentor teachers, and increased communication and supervision from the university and its' supervisors. While some school partners experienced challenges and offered helpful suggestions, it is important to note that many school partners also reiterated that participation in R2T had been a great experience. As one mentor teacher stated, "I have enjoyed having TTU residents work along side the teachers this

year. My resident has been such a valuable asset to my classroom and I look forward to partnering with TTU in the upcoming years” [sic] (TTU R2TSPS survey respondent, 2014).

## Data Summary by Research Question

Data collected during the 2013-2014 academic year are summarized below by research question.

1. *What are the perceptions of the School Partners (district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach, university partner collaborations to meet district/school goals, and improvement of student performance?*
  - *R2T teacher candidate preparation:* Overall, the majority of district administrators, principals, and mentor teachers agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom.
  - *University partnership:* Most district administrators, principals, and mentor teachers agreed that the R2T university partnership had a positive impact on their school, and provided adequate supervision and support for the R2T teacher candidate; however, increasing professional development opportunities for faculty at partner schools would be beneficial.
  - *Student academic performance:* Most district administrators, principals, and mentor teachers noted that teacher candidates would likely have a positive impact on student academic performance because R2T teacher candidates contributed to student learning, were qualified co-teachers, provided opportunities for small groups and one-on-one interventions, and supported students' needs.
2. *What is the success rate of the R2T program graduate teachers during their first, second, and third year of teaching as measured by the teacher's overall state score that includes a composite of TEAM, TVASS, and other TN approved assessments? How does this*

*compare with the success rate of other (non-Ready2Teach) first, second, and third year teachers in the same or similar schools?*

Baseline R2T program graduate teacher data were submitted by university personnel via an online data collection instrument for the 2013-2014 R2T teacher candidates. Additional R2T program graduate teacher and non-Ready2Teach teacher data will be provided following the completion of the 2014-2015 academic year. Analyses and comparisons will be reported in the 2014-2015 annual report.

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

Baseline R2T program graduate teacher data were submitted by university personnel via an online data collection instrument for the 2013-2014 R2T teacher candidates. Additional R2T program graduate teacher and non-Ready2Teach teacher data will be provided following the completion of the 2014-2015 academic year. Analyses and comparisons will be reported in the 2014-2015 annual report.

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

Baseline R2T program graduate teacher data were submitted by university personnel via an online data collection instrument for the 2013-2014 R2T teacher candidates. Additional R2T program graduate teacher and non-Ready2Teach teacher data will be provided following the

completion of the 2014-2015 academic year. Analyses will be reported in the 2014-2015 annual report.



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## Appendix: R2T School Partner Survey SMS Report

### Ready2Teach School Partner Survey (R2TSPS); TTU

**Number of Respondents for Survey Period 1      Spring 2014      N = 139**

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

#### Do you currently work with Ready2Teach (R2T) Teacher Candidates?

Yes	82.0
No	18.0

#### What is your R2T role?

District Administrator	0.9
Principal	8.8
Assistant Principal	0.0
R2T Mentor Teacher	90.4

**District Administrator, Principal, Assistant Principal**

<b>How long have you been in your current position with your school district?</b>	
Less than 1 year	0.0
1 - 5 years	63.6
6 - 10 years	27.3
More than 10 years	0.0

**R2T Mentor Teacher**

<b>How long have you been placed in this school?</b>	
Less than 1 year	2.9
1 - 5 years	19.4
6 - 10 years	30.1
More than 10 years	46.6

**R2T Mentor Teacher**

<b>How many total years of teaching experience do you have?</b>	
Less than 1 year	0.0
1 - 5 years	6.8
6 - 10 years	23.3
More than 10 years	69.9

**R2T Mentor Teacher**

<b>Educational Attainment</b>	
Bachelor's degree	33.0
Master's degree	47.6
Master's plus 30 hours	2.9
Education Specialist degree	14.6
Doctoral degree	0.0

**R2T Mentor Teacher**

<b>Is this the first R2T teacher candidate that has been placed with you for their Residency?</b>	
Yes	87.4
No	12.6

**R2T Mentor Teacher**

<b>How many R2T teacher candidates have been placed with you for their Residency since August 2012?</b>	
1	15.4
2	69.2
3 or more	15.4

**District Administrator, Principal, Assistant Principal**

<b>The R2T teacher candidate(s) placed in your school for their 2013-2014 Residency demonstrate the entry level teacher ability to...</b>	<b>% Agree</b>	<b>% Disagree</b>	<b>% Don't know</b>
Develop student-teacher relationships.	100.0	0.0	0.0
Develop parent-student-teacher relationships.	72.7	0.0	27.3
Collaborate with mentors and identified supervisors.	100.0	0.0	0.0
Understand cultural and individual diversity.	81.8	0.0	18.2
Consider students' strengths and needs when planning lessons.	100.0	0.0	0.0
Utilize best practice instructional strategies.	100.0	0.0	0.0
Maintain student engagement throughout lessons.	81.8	18.2	0.0
Analyze student performance based on assessments.	100.0	0.0	0.0
Adjust instruction based on assessment findings.	81.8	9.1	9.1
Scaffold and support the academic needs of students.	100.0	0.0	0.0
Consider the pacing and timing mandates for the school/district.	100.0	0.0	0.0
Manage classroom behavior through established techniques and procedures.	100.0	0.0	0.0
Organize and manage time, space, and resources.	100.0	0.0	0.0

**R2T Mentor Teacher**

<b>The R2T teacher candidate placed in your classroom for their 2013-2014 Residency demonstrates or possesses the entry level ability to...</b>	<b>% Agree</b>	<b>% Disagree</b>	<b>% Don't know</b>
Develop clear learning objectives for lessons.	95.1	2.9	1.9
Create effective learning segments.	96.1	3.9	0.0
Consider students' strengths and needs when planning lessons.	96.1	2.9	1.0
Develop instruction plans for lessons.	94.2	2.9	2.9
Design assessment plans for lessons.	90.3	6.8	2.9
Utilize best practice instructional strategies.	96.1	2.9	1.0
Maintain student engagement throughout lessons.	88.3	10.7	1.0
Manage classroom behavior through established techniques and procedures.	83.5	16.5	0.0
Organize and manage time, space, and resources.	92.2	6.8	1.0
Analyze student performance based on assessments.	90.3	6.8	2.9
Adjust instruction based on assessment findings.	87.4	11.7	1.0
Analyze personal teaching effectiveness.	91.3	5.8	2.9
Scaffold and support the academic needs of students.	88.3	8.7	2.9
Align instruction with Common Core State Standards.	94.2	1.9	3.9
Consider the pacing and timing mandates for the school/district.	89.3	9.7	1.0
Understand cultural and individual diversity.	96.1	2.9	1.0
Develop parent-student-teacher relationships.	86.4	6.8	6.8
Collaborate with mentors and identified supervisors.	97.1	2.9	0.0

**District Administrator, Principal, Assistant Principal**

<b>During the 2013-2014 academic year, the R2T university partnership....</b>	<b>% Agree</b>	<b>% Disagree</b>	<b>% Don't know</b>
Helps meet the goals and address the needs of our school.	100.0	0.0	0.0
Provides or offers professional development that is beneficial for our faculty.	45.5	27.3	27.3
Provides consistent criteria for identifying school-based mentor teachers.	63.6	18.2	9.1
Effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements	81.8	18.2	0.0

**R2T Mentor Teacher**

<b>During the 2013-2014 academic year, the R2T university partnership...</b>	<b>% Agree</b>	<b>% Disagree</b>	<b>% Don't know</b>
Supplies initial and ongoing training for school-based mentor teachers.	60.2	26.2	13.6
Provides or offers professional development that is beneficial for our faculty.	39.8	22.3	37.9
Adequately supervises the R2T teacher candidate in my classroom.	91.3	7.8	1.0
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	89.3	6.8	2.9
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	83.5	15.5	1.0

## Comments

### District Administrator, Principal, Assistant Principal

<b>In your opinion, what impact do you think the R2T teacher candidate(s) will have on students' academic performance in your school?</b>
He gained general ability but not extraordinary
I feel their presence will have a positive impact on students, and the experience will be valuable for their profession.
I have 2 candidates that I think play an important role in the classroom and will have a positive impact on student achievement. I have 2 others that I am not sure about. The first 2 candidates are helping with targeting specific skill deficits. I'm not sure how much the other 2 candidates contribute to their classrooms. [sic]
Should help academic performance overall improve
The two students who completed the program are excellent teacher candidates. They are ready to take a classroom and be successful.
The two teachers we hosted this year were very effective in the classroom. We are waiting on EOC test results to verify that. Teacher supervisors were very pleased with the student teachers. [sic]
Their positive attitude with the students made them feel comfortable in the learning [sic]

### District Administrator, Principal, Assistant Principal

<b>In relation to R2T, is there anything else you would like for us to know about your students' academic performance in your school?</b>
I think the long year residency is too long of a placement.
No
No.
Students at our school have grown steadily all year long.
We are a rural school, with about 60% of our parents with a HS diploma. Only about 11% of our population has a college degree. So we are challenged to help our students succeed. The student teachers did an outstanding job of filling that need.
We have 86% of our students identified as economically disadvantaged. We have improved in some areas/grades but declined in others.

## R2T Mentor Teacher

**In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?**

A positive one. But this also depends on the student teacher.
Because my student teacher spent so much time teaching, I am concerned TCAP scores will be somewhat lower. A new teacher simply does not know what practices work best for him/her until they become more accustomed to being in the classroom on a long-term basis.
Being here for a longer period of time helped her and the students.
Classroom management was hindered due to lack of knowledge.
Due to the nature of best practice working with young children, students learned at their own individual rates of learning.
Great impact, she taught a small group every day. She researched materials and students had the ability grouped experience in a small number resulting in success. It impacted success for these students who are low learners placed in my inclusion class. [sic]
He made the learning process fun and interactive for the students which in turn made them enjoy the subject matter even more. He made it relevant to them which caused a higher level of retention for everyone involved.
Helped the struggling math students some on their MAP testing.
Hopefully is hgas been a good experience for both the R2T teacher as well as the students. [sic]
I believe her impact with my careful supervision at all times will be a positive one.
I believe my resident has had a very large impact on the students. It is evidenced through her well thought out lesson plans and the students' scores on mastery connect.
I believe my students' academic performance will be enhanced by having another skilled teacher in the classroom that can also provide one on one instruction.
I do not believe they will have a negative impact on my students performance. I think that the new point of view and strategies will and have improved the learning in my classroom. [sic]
I expect that the students will show improvement in comprehension of material studied.
I feel as though her 1-1 instruction with the student was beneficial. I only wish we would have had a longer time period.
I feel my students gained much knowledge from my R2T candidate.
I feel that the candidates are learning to teach and it is always important to co-teach to be sure the student's get what they need to know to have academic success. That way students are continuing to learn what they need to and the R2T teacher is constantly learning appropriate teaching techniques [sic]
I feel that the resident will have a positive impact on my students' academic performance.
I feel that they are more aligned with the new common core standards and relating them to the students.
I had a large class this year. Having the R2T teacher allowed my classroom to have more teacher one on one time. Also the R2T teacher helped to create many individualized lessons for struggling students. [sic]
I hope it is a good one. I am anxious to see the test scores for the group she taught.
I hope that the students' academic performance is a positive reflection on the R2T teacher candidate's teaching skills. [sic]
I know that my students will benefit from having this intern in my classroom. We were able to pull small groups and work with students more individually.
I know the students have benefited from having an extra teacher in the room to help with learning and achievement of academic goals. Utilizing her during small group and in a co-teaching position has made the grouping smaller and allowed more assistance for students that need it. [sic]
I think her help and presence will help improve academic performance, because we were able to work more individually with struggling students with 2 teachers.
I think her presence helped students' academic performance.

**In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?**

I think her presence in our classroom will have and has had a positive influence on their performance, now and later.
I think it was great, but I think the student teachers would benefit more by being at school for the beginning of school. The beginning of school is a very crucial time and they could definitely benefit a lot by being a part of it
I think it will have a great impact. With 2 teachers in the room you can give a lot more individual time to students. [sic]
I think my R2T candidate has helped my students reach the growth that they needed to reach. For some students, maybe even beyond.
I think she had a big impact on their reading especially.
I think that my teacher candidate will have a positive impact on my students' academic performance.
I think that the R2T teacher will leave or have very little impact on my students and their performance in the classroom. She rarely taught any meaningful, thought provoking lessons.
I think there will be growth of academic achievement as there was more time for the supervising teacher/R2T teacher candidate to plan/make activities for small group instruction, as well as to differentiate instruction. When one was teaching, the other person could be constructing/planning activities or working individually with a small group that needed more individualized instruction on a specific skill.
I think they obtained a deeper understanding and also he taught me quite a bit of the new styles.
I'm hoping my scores will improve with having two teachers in the classroom.
If future candidates are as well prepared they should positively impact students.
If the mentoring teacher is any good, the extended time in the classroom will be very beneficial. Being able to team teach allowed the candidate to focus on instruction or classroom management techniques without being overwhelmed by both initially.
If the teacher candidate is a strong and well trained the candidate will be an asset to my classroom. If they are not well-versed in their field then it will not be a good experience. [sic]
Increased knowledge.
It allows for the student teacher to gain the knowledge and experience they need in the classroom.
It depend on the residency student. If you get a "go getter," lots can be accomplished with the extra hands working one-on-one and small groups. However, if you get one who is just doing the bare minimum, that student is not worth my time. Luckily, I had a really good student teacher, unlike other teachers in my building. [sic]
It has been great to have another competent person with me this year. The students have received extra assistance as a result.
It has helped her be familiar with situations that might occur during a school year.
It is good to have a student teacher who really is proficient in all aspects of the curriculum - from football to dance.
It was very beneficial to all my students. It all depends on the student teacher. In my case , my student teacher was very well prepared and ready to teach. [sic]
It was very beneficial to have the R2T teacher candidate as I had an inclusion class. We were both able to give more attention to my students.
It was very helpful to my students to have extra help one on one
[name removed] was a resource to the classroom. Due to her effectiveness, the students were able to have 2 teachers providing instruction. That in itself positively impacts student growth because the individualized instruction is greater.



<b>In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?</b>
My R2T teacher candidate had a huge impact on my students performance because she did a wonderful job teaching and planning. My students mastered 85% of the weekly and daily assessment, projects, and classroom activities that where planned, created, and given by my R2T teacher candidate. [sic]
My students have made good progress through the work and lessons the student teacher has provided
My students have made progress this year.
My students loved having a second adult in the classroom. It helped give them more individual and small group time with both instructors. That in turn helped their over all achievement. [sic]
positive
positive
Positive, for the most part. There learning did not suffer any, to the best of my knowledge. [sic]
She did fine, I think they will and have remembered much of what was taught. [sic]
She had a huge impact on their learning. The students and myself couldn't have gotten this far along in the school year as smoothly as we have without her.
She had a significant roll in their success. [sic]
She has been a great help in accommodating to students needs and helping to get them to the level they need to be by scaffolding. [sic]
She made a great impact on them.
She made a positive impact and enhanced our classroom community.
She seamlessly covered the TCAP topics I had her review with very little need for reinforcement during the lesson. She had a positive impact on my students.
She was a great help in supporting the learning process.
Teacher candidates are always impactful. They can if they are prepared. [sic]
The candidate was a great asset to our classroom. Our co-teaching was really beneficial to our students.
The impact the teacher candidate had was very positive.
The R2T teacher candidate's presence in my classroom allowed me to plan and implement lessons that were much more effective at meeting my student's individual needs for their growth as learners. I appreciate the opportunity to work with her.
There are many positives to having a teacher candidate in a classroom, but I am concerned at times about the impact this student could have on academic performance when the students have had limited instruction from a more experienced instructor.
Very little - I was very careful to monitor her lessons to ensure my students were getting effective instruction.
Very little. The candidate in my classroom did a poor job of returning work to the students in a timely manner, and she did not go over the papers unless I told her to. She also would have students complete assignments and then tell them to take them home without checking them. I told her how important it is to check student work to ensure understanding.
We had a very successful experience. I expect an improvement in academic performance.
When prepared well, I think the candidate will do very well.
With all of the accountability with test scores teachers face, it is difficult to hand over a classroom to a student teacher/resident.

## R2T Mentor Teacher

In relation to R2T, is there anything else you would like for us to know about your students' academic performance in your classroom?
Academic performance in my classroom was little higher than with my scale based on how she graded. [sic]
[name removed] showed great improvement over time.
At the beginning of the year my students came to me very below grade level. We have worked to get the vast majority up to grade level with only a few who are still struggling.
Candidate was very prepared in comparison to other university interns I have mentored.
[name removed] did a fantastic job!
Creative and full of rigor were the lessons. [sic]
Depth of content knowledge needs to be deeper. Practicums leading up to student teaching need to go deeper and hold students more accountable. It is obvious that the students we received 10 years ago had deeper knowledge of reading, math, science, and social studies content areas than the students that we get today.
Excellent job....gonna be a great teacher!!! [sic]
Great teacher to be... [sic]
I felt that my student did not have the commitment that it takes to be an effective teacher. She did well during classroom observations, but did not show enthusiasm and initiative the rest of the time. She rarely brought in materials to be used during her lessons and largely depended on me to provide everything. She also did not use assessments to drive instruction. She improved somewhat after several conferences in which I stressed the need to go beyond the textbook and to make assessments count for more than just grades. I really do not feel that she was prepared for amount of work that goes along with teaching. [sic]
I gave [name removed] a document that outlines what I feel that the R2T candidates should know before being placed in a school
I have been pleased with the progress and growth of my student teacher. I think the extended residency is wonderful because they are better able to see the progression of the students.
I have had a lot of interns and [name removed] was the most prepared, effective, and all around solid intern that I have ever had. She has been incredible and was obviously well trained.
I have had several PDS or student teachers in my room over the years, and this candidate was among one of the best trained and seems most prepared to take over a classroom in the fall
I think filling out all the evaluation is too time consuming for a teacher that is already short on time. Mentoring and giving daily feedback is sufficient.
I wasn't a fan of tk20.
[name removed] did a fabulous job. We did not cover Common Core Standards while she was here as we were in TCAP review mode. She did a great job of adapting her instruction between a high-performing class and an inclusion class. I was impressed with her innate teaching ability! [sic]
[name removed] was an excellent student. She was able to step into the teacher role very naturally and I saw growth within her teaching practices by the end of the term.
My candidate was excellent this year. She was well prepared for a teaching assignment.
My candidate was fabulous and I am always happy to support [name removed] and their program!
My residency student did an excellent job. The main area I can see lacking from having 4 student teachers/residency candidates and 2 practicum students in the last 4 years is their lack of classroom management strategies. They don't seem prepared in this area at all. [sic]
My resident did an excellent job.
My resident was wonderful! She was a breath of fresh air! I enjoyed my time with her and the children did as well.

<b>In relation to R2T, is there anything else you would like for us to know about your students' academic performance in your classroom?</b>
My student teacher came well prepared to do the work at hand. She was enthusiastic and willing to go the extra mile to help the students in my classroom. [sic]
My student teacher is professional and dedicated in every way. It has been a joy to work with her.
My students are truly fortunate to have the student teacher they have had. He has been such a positive role model for the boys and girls alike.
No
no
no
no
no
No
no
No, she was great
None other than what I stated on her summative.
Not really
Our classroom was very fortunate to have one of your candidates.
She did a wonderful job!
She did a wonderful job!!
She did an excellent job.
She has very good ideas and tries different strategies.
She needs more experience before she is left alone in a classroom.
She rarely taught any lessons unless she knew that she was going to be evaluated or I asked her to. There was no "co-teaching" at all. I was the main teacher during her time in my classroom. She spent the majority of her time watching me teach. We NEVER go taught anything. She spent the majority of her time on her cell phone using social media. [sic]
She was always prepared, polite, and extremely eager to help with anything I needed. She interacted really well with the students.
She was prepared and ready to come into my classroom. She did an excellent job!
She was prepared, and utilized standards to be taught. She is a strong teacher candidate.
She will be a great teacher. She goes the extra mile to make sure students master as many skills as they can.
Sometimes so much focus on Edtpa requirements that it is difficult to expect the student to meet some of the requirements and experiences that I would have liked to have given her in the classroom as part of the experiences the resident will need to know. [sic]
The addition of another professional in the classroom significantly allowed my students to achieve more academically.
The length of time my resident was in the classroom was beneficial in getting to know the students, school, and staff. I feel that she was able to make connections with all involved.
The student teachers should be entering the classroom knowing more about Common Core. The instructional shift should have already happened at the college level. I answered the previous questions based on entry level ability, by the end of the term all answers would have been yes. Many of those things you cannot learn unless you practice actually doing them. [sic]
This has been a great experience for me and my students. Because students are so good with technology and how to use it in the classroom I learned from her.
Very interested student intern who has a goal to teach rather than 'just' finish a degree.

**In relation to R2T, is there anything else you would like for us to know about your students' academic performance in your classroom?**

With 50% of my teacher evaluation being based on TCAP/TVAAS, I was reluctant to accept a student teacher. However, the candidate was so well prepared prior to entering the classroom, I do not expect any decline in student performance.

With the exception of being prepared for instruction in a timely manner and lesson planning, my resident did well.

**Share with us the benefits that your school has experienced by participating in the 2013-2014 R2T partnership.**

A different approach to instruction.

Additional beneficial eyes and ears on the high schools campus. [sic]

Additional help with children that struggle to learn.

Additional personnel to meet various needs that students have in order to be successful. She was another pair of hands.

Assisted in developing a, strong teacher. [sic]

Benefit-length of time of the residency program has prepared my student teacher to become a better teacher and she has greatly benefited our students by having two teachers in the room; each teacher has had the opportunity to have small group individualized instruction.

Better prepared student teacher candidates.

Co-teaching was a big benefit.

More supervision during group work.

Community partnership, teachers are held more accountable because of their commitment to the partnership, teachers grow professionally

Every school benefits from having more "hands on deck", especially if they are qualified. Having these students in the school from the very beginning, allowed the students in the building to recognize them as members of the faculty not just a student teacher

Extra hands and bodies are always beneficial. She also brought new ideas.

Extra hands in teaching

Well train students [sic]

Extra help with in the classroom [sic]

Extra set of hands

extra teacher within the classroom

more individual attention for my students

another set of eyes to help with control

Extra teaching person for those students who needed small group and individual attention.

Fresh ideas, insights

Greatly appreciate the assistance and help that my R2T provided for my class. She was very creative and provided wonderful lessons and activities for my class. [sic]

hand in hand relationship with [name removed] student & supervisor

Having another person to help the students allowed me to better meet the needs of 6 special ed inclusion students

Having extra trained people is very helpful. [sic]

Having someone for an extended time help build student/teacher relationships [sic]

I believe keeping a classroom engaged in the newest practices in learning brought to our school by interns benefits our students.

I enjoyed having help in the classroom. I was able to meet the needs of my students more effectively.

**Share with us the benefits that your school has experienced by participating in the 2013-2014 R2T partnership.**

I had a large classroom this year. Having the R2T teacher allowed my students to have more opportunities for teacher one on one time. The R2T teacher created many individualized lessons for my struggling students. These students made significant gains on assessments.

I had a person to assist in planning lessons and implementing those plans. When I was absent my students were not given work to keep them occupied. They were able to continue with our regular class work. Students benefited immensely from the resident

I have a special education classroom and an extra person to help and even lead instruction is always a benefit. Allows more one-on-one instructional time.

Interaction with students was postived [sic]

It has been beneficial to collaborate with an upcoming educator that has been recently exposed to the most recent teaching strategies.

It is always great to have an extra pair of hand to encourage and support students. [sic]

It is good to have teacher candidates in the classroom to see the real teaching between classes. The more they are in the rooms the better.

It was just a great asset to me because I had 22 students this year.

It was very beneficial having the R2T teachers in our classrooms for such a long period. I think they were able to gain a better understanding of the students, standards, and general knowledge they need to tackle the first year of teaching.

It's great to have extra hands on board to help out, especially in the younger grades and we had 3 interns in K and 1st.

Learing more about Common Core, RTI2, and questioning [sic]

Lower teacher ratio.

Maintains better continuity with school and students with a student teacher.

More focused academic instruction for young children. Learning in small groups more effective due to additional adult in the classroom.

More help for the students in the school- Enables more small group instruction to take place

More teacher support in the classroom

My grade level has been able to assist at risk students more because we have 1 more person to help

My school has experience great benefits by allowing the mentor teacher a chance to work MORE with small groups and one on one with students to provide a better understanding whether on level or below level. [sic]

My school is a Title One and Reward School, having residents from [name removed] allowed us to partner and provide a well rounded experience at our school [sic].

NA

New and updated teaching strategies provided by the student teacher.

New ideas from student teachers; additional help in one-on-one student help; TCAP proctoring.

Our school had 3 residents here from October to May. They were able to participate in lots of different school activities and not just in the classroom they were assigned.

Our student teacher aided and assisted our students and school in any way she could.

Our teachers benefit from this program because these candidates bring fresh ideas and help target specific skills with students.

Overall, it has been a very positive experience. The resident was a wonderful addition to our school.

Partnering with [name removed].

Quality 1-1 instruction with approaching level students.

Refreshed outlook and methods of presenting instruction and pedagogy.

<b>Share with us the benefits that your school has experienced by participating in the 2013-2014 R2T partnership.</b>
Schools gain valuable personnel that are trained to teach and tutor students. My candidate was well prepared from her first day to teach my classes.
Several new ideas were brought to the table.
She was able to help out with several needs of our school.
Smaller group sizes to help struggling students.
Students experienced greater academic growth, positive atmosphere from young teachers and their enthusiastic attitudes, plus the students love the extra attention! The longer period of placement was greatly beneficial for both our school and the students. The relationships formed were special!
Teachers have been able to work with smaller groups. [sic]
The benefits are having two teachers in the one classroom, providing guidance, support and building relationships with classroom students, grade level students and the school population students.
The benefits include but are not limited to ability to work with small groups more often. In this case, it provided a caring male role model for struggling students, most of which did not have one at home.
The one that immediately comes to mind would be new teaching strategies and the way they are implemented.
The only benefit is that I had a quality student teacher.
The R2T student has plenty of time to get to know the students and routine.
The resident has been very helpful with clerical work and providing an extra set of hands and eyes.
The student brings fresh ideas and strategies to try.
The student teachers are ready and willing to work.
The student teachers have become apart of our school building relationships with not only the teachers but also with the students. [sic]
The students have benefited from the extra set of trained eyes in the room to help with instruction. The school has been able to train the student teachers in current practices which makes them more competitive in today's school. Also, we have been able to responsibilities which allows everyone to more productive. [sic]
There are so many benefits: co-teaching, team teaching, collaborating, conferencing, reflection for each other, working in groups, differentiated learning, etc. etc.
There was so many benefits of having [name removed] in my classroom, but to summarize, she made life easier! She was able to grow professionally while helping students to grow academically. [sic]
These interns were very helpful in the implementation of a new program in our school where we were in need of more coverage for classrooms.
This has helped us see what needs to be addressed before the candidates enter this phase of the program in order to let the university know what we feel needs to happen.
To be honest, this was not a good experience for me or my class. I wish that the student teacher would have actually taught or let me mentor her along the way. She did not want to be in Kindergarten placement. She did as little as possible to get by. I wish my experience could have been better.
We gained two very enthusiastic student teachers who brought great ideas to our classrooms. By helping the student evaluate her teaching methods, I also evaluated/improved my own teaching.
We have found that [name removed] is doing a good job of preparng teachers. They brought some new information and techniques to our teaching staff, techniques they had learned at teacher prep classes. [sic]
We have had good student teachers.
We were able to have a fresh new person that was eager to help with anything asked of her. She was a huge benefit to not only my classroom, but anyone that came in contact with her.
We worked great together and were able to work more with small groups.

**Share with us the benefits that your school has experienced by participating in the 2013-2014 R2T partnership.**

Well prepared student teachers provide additional resources to the classroom teacher. They also offer an extra set of hands for small group instruction and team planning and teaching.

When R2T students are well prepared and well trained then they are valuable asset to any classroom.[sic]

Your candidate was well-prepared and knowledgable. [sic]

**Share with us the challenges that your school has experienced by participating in the 2013-2014 R2T partnership.**

A student teacher in general is a challenge. [name removed] needs to offer some type of incentive to mentor teachers. [sic]

Allowing someone that had not mastered teaching a lesson the class time to practice teaching was very stressful with all of the pressure on me to [sic]

As in any environment, you have some self-motivated individuals that excel and others that just "do what they have to". I like the opportunity to see these candidates at "work" in order to determine if I might hire them in the future.

Balancing the year appropriately for what is best for the candidate and what is best for the classroom.

Can't think of any.

Classroom management is a weakness for most of the resident students we have had in our building.

classroom management was one of the biggest challenges especially at the end of the year [sic]

Distance of the participants driving to and from [name removed] during the winter, that being said the student intern handled it extremely well. [sic]

Edtpa class

EDtpa was not explained well to mentor teachers. I have trouble guiding her through the process without knowing what to do myself.

EdTPA was very challenging for us. It required a lot of time, hard work, and a lot of technology that we were not used to. The technology was difficult to navigate and was frustrating because it didn't always work properly for the resident. [sic]

Gossip about specific teachers by the R2T teachers; R2T teachers asking another teacher, not their supervising teacher, for teaching suggestions

Having so many candidates in one school made it difficult to schedule observations that fit into the classroom schedule. We needed to have lots of flexibility.

I almost think the placement was too long. The experience was hopefully good for the candidate, but too long for the classroom teacher.

I am concerned that my students would have benefited more from having more instruction from me.

I am not aware of any.

I believe all of the interns need more classes on preparation and planning in lessons and incorporation of standards, and objectives in the lessons as well. [sic]

I don't feel we had any challenges.

I experienced no challenges

I feel that the candidates need a more reliable supervisor with more elementary experience.

I had an exceptional candidate that was well prepared to teach this year. She was capable of handling student discipline on her own. I don't feel that we experienced real challenges by having our candidates in this school. They were a positive experience.

I have had a practicum in the past that WAS NOT prepared!!! I had her last year.

I know of none that we faced.

**Share with us the challenges that your school has experienced by participating in the 2013-2014 R2T partnership.**

I teach in a rural high school and the students do not generally open up to new people. The student teacher really had to work through all of this to get the students to open up to him and accept the new ways of learning but once they did, they have really enjoyed it.

Initiative: they will do anything they are asked, but lack the initiative to do tasks on their own.

Punctuality: seems to be a disregard for showing up on time/early in order to prepare for the days lessons.

Intern only trying to complete the requirements expected by the college; doing the least amount to get by. Intern would be a good teacher assistant, but lacked the rigor and daily quality commitment required of TN teachers today.

It is always a challenge opening your classroom up to another person with the intent of turning over responsibility, but I believe the benefits of the experience out way the challenges. I have had a wonderful experience with my student teacher this year. [sic]

It is always a challenge to give up control of your classroom.

It is difficult to have someone in your space all day. It is also a challenge now that teacher effectiveness numbers are attached to pay. Everyone requires guidance, so it requires extra time, but it is beneficial in the long run.

Just learning about the R2T . [sic]

Lack of exposure to "real world" instruction

Lack of teaching experience. He was monotone and had difficulty keeping students engaged.

Many teachers are afraid to have a teacher residency program because of the intense testing we are having now that affects our teaching scores.

Mentor teachers knowing the expectations for the experience and not using R2T candidates in the best possible manner.

NA

none

None

None

None

none

none

None

None

none

None

none that I am aware of

none that I am aware of at this time.

None that I can think of at this time.

None that I know of.

One student resident was not ready to teach and did not understand the professionalism expected.

Our school is close to 90% free lunch and most do not receive help with their studies at home due to limited parent knowledge or a language barrier. It is important that each and every moment of instruction time be focused on the children's learning and planning for that learning to take place successfully. When there is an adult student, it sometimes takes away from instructional time for students and their focus on lessons.

Our supervisor that was assigned to us is not very knowledgeable about the TEAM rubric so she proved not to be as helpful.



**Share with us the challenges that your school has experienced by participating in the 2013-2014 R2T partnership.**

Placement is too long. October - May is too long to be spent in one classroom.
Regular classroom teachers have had to remain in close proximity to the classroom at all times, because our evaluations are based on how well our students perform on standardized tests. Because we are always nearby, the R2T candidates do not have to completely rely on themselves. They need to experience of having complete responsibility for the classroom for a period of several weeks to prepare them for real life. [sic]
Residency placement of a full year is too long
Stress due to importance placed on mentor teachers over student test scores being linked to teacher evaluations.
Students understanding appropriate teacher/student boundaries, particularly with social media. (Not in the case of this particular student teacher, but with a student teacher earlier this year.)
Teachers want the [name removed] candidates to succeed. We try to be encouraging, but at the same time, we have to be honest in order for the candidates to improve their performance and grow and develop into teachers that are ready to step into the classroom. Many of the candidates took offense when their mentor teacher gave them feedback that was not always positive. Mentor teachers take the position very seriously and want to do everything we can to ensure the candidates leave our classrooms ready to step into their own classrooms.
The candidate was very frustrated with the extra work that relates to R2T. That seemed to distract the candidate from teaching etc... [sic]
The challenges are that due to the fact that this is the first year program, there were miscommunications of requirements from [name removed] to the school.
The challenges were at a minimum.
The demands from our states evaluation rubric and it's impact on our pay made it very difficult for me to give up the majority of teaching responsibility in my classroom. The evaluation system I was required to complete for my RT2 teacher was too much work. [sic]
The expectations of the student teachers were not always clear. [sic]
The main challenge that I experienced in my classroom was the fact that the student teacher rarely taught any lessons at all. She would always do anything that I asked her to do, but did not take any initiative to do things on her own. She only taught a handful of lessons on her own. These lessons were mainly taught on the days that she knew that her supervisor would be here to observe.
The placement is too long!
The requirements for edTPA were not clear and took time away from preparations for more meaningful studies.
The student teacher was placed in the classroom October - May, way too long. [sic]
The technology component-in particular problems with Pearson.
Timing of placements.
TK20 website not very user friendly. after entering an evaluation, it disappeared. [sic]
We didn't have challenges that we couldn't work with.

<b>Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.</b>
All I can say is keep up the good work. [name removed] is preparing teachers that will fit into our school system. They are good student teachdrs and should make level 4 or 5 teachers with a little experience. [sic]
Allow the student teachers to begin earlier in the school year to see the opening days of school.
Before assigning a candidate to a teacher, make sure the mentoring teacher is comfortable with team teaching and familiar with the TEAM model of evaluation.
better communication
Better communication between evaluators of teacher candidates and university instructors.
Candidates should begin teaching earlier. Its nice to have them for secretarial work and having them observe us teach but not for a complete nine weeks. Allow them to co teach a single class. They will be less stressed when they have to teach that way. [sic]
Coaching lessons for areas of weakness.
Decrease the time that the student teacher is required to teach...instead, use the student teaching program as an enrichment program in which the teacher candidate can observe, team teach, and work closely with the mentoring teacher.
Easier and more streamlined evaluation. The online system was not user friendly.
Give mentor teachers a visual example and clear define what role they play in Edtpa and video segments. [sic]
Have incentives for mentor teachers and give student teachers a stipend if they have to student teach for a year, which I believe is over-kill.
I am fortunate to have a student teacher that is very comfortable in front of the class and also with the faculty.
I am not sure that spending the entire time in one grade prepares them for the job world, actually I think it limits them being able to be placed. If there is not an opening in a grade close to what they are placed they will be lost.
I believe it is very important for candidates to see and feel the "stress" teachers are under at the beginning of the school and at the end of the school year. [sic]
I feel that the placement was too long. I would prefer the placement be less time in one classroom and possibly shared between two classrooms.
I feel two grade assignments might be helpful instesd of staying in one classroom the whole time [sic]
I gave a list of recommendations to the supervisor of my candidate.
I hope that next year the supervisors will be better trained in TEAM including using the Randa app on the iPad for conducting observations.
I recommend that each teacher have a R2T teacher candidate.
I recommend the program be laid out explicitly so that the school and the [name removed] students have a clear understanding of what their residency will require at the school.
I think R2T teachers need to be assigned to begin at the beginning of the academic year to see what is like to start off a school year. In my opinion that is essential for a new teacher.Then after a couple of weeks they could return to the university for seminars,etc.There is much to learn about start up,transition to the new year,meeting children and families,orientation.etc. [sic]
I think that candidates should rotate to different teachers and / or grade levels.
I think that the R2T teachers would have benefited from being in our classrooms closer to the beginning of our school year. Our school year begins in late July, and I feel they missed seeing how hard the first days of school are, especially for a new teacher. I know that I was NOT prepared for my first day of school when I was on my own. [sic]

**Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.**

I think that the student teachers need to be there all year or at least during the beginning of the year to see how to set up the classroom and paperwork to get started.

I think the residency should be split between two grade levels or more. As a 23 year teacher, I feel that no two grades are alike and classrooms are ran very differently. I feel it would benefit them more if the time was spend 6 weeks at a time in a different grade or at least first semester in one grade and second semester in another. I also feel the student teachers should be finished before TCAP testing begins. [sic]

I would recommend that the student teacher spend a little time in an early elementary (K-2) setting, a middle grade (3-5)setting as well as a middle school (6-8)setting. I do not feel that my student teacher would be prepared at all to teach a higher level position. She would not know how to relate to the students or be able to control their behavior at all. The structure, pacing and overall experience of visiting other classrooms would be very beneficial for the student teacher. [sic]

I would suggest that the student teachers be present in their mentor classrooms for registration and the first few days of school, as those are critical.

Increase practicum time.

It would be beneficial if some of the faculty at [name removed] attended some of the teacher in-services about common core, RTI, record keeping, etc so that they are familiar with the requirements teachers have now and pass that along to their students. [sic]

It would be helpful to meet possible candidates prior to assignment or at least talk with someone who knows them and their personality. I think this would help in fitting the right R2T teacher with the mentor teacher.

It would benefit the student residents more if they were observed by the same master teachers/principals in the schools as regular teachers. The scores of the resident students according to the TEAM model were not accurate compared to the way teachers are really being scored.

It would help to have a list of expectations the school expects the student teachers to gain from their internships. It would also be benifical for the residents to take over the classroom the last couple of weeks of school. This would allow them to gain the experience of teaching, planning, and collaborating, as they become familiar with the overall structure of a classroom. [sic]

Make sure the teacher and resident are compatible. [sic]

Mentor Teacher compensation would be greatly appreciated since we give our time, talents, and classroom to help the resident. We are basically the resident's professors for free.

Mentor teachers need to understand clearly expectations for the R2T candidates. PD for mentor teachers would allow this to happen.

n/a

Na

NA

None

none

None

None

None at this time

Perhaps the Supervisor could come more often to meet with the mentor teacher and student teacher. [sic] personality match up in our case worked well but that might be something to look into

Placement of observation students should not take place 3 or 4 weeks before TCAP. I do believe it necessary to observe this chaotic time of year however there is not much instruction more review for test. They also should be be placed at times for instruction and not during plan time or small group. I think they loose by not getting to see instruction during most of their stay. [sic]

<b>Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.</b>
Please see [name removed] for the list that I have already shared.
Prepare R2T for the classroom experience by giving them professional development on specifics about being professional- Stay away from gossip, do not talk about your supervising teacher, if you need specific help in any area (teaching, classroom management, etc.) ask you supervising teacher, stay in your classroom, etc. [sic]
Principal and/or data coach need to evaluate along with [name removed] and scores compared. He is entirely too generous and student teachers are receiving higher scores than veteran teachers. [sic]
Require the candidates to be in other grade levels for a significant period of time. At least 3 weeks in grade levels above and below placement. Have an on site lead mentor teacher to communicate and support the candidates. For example, someone to meet with them once a month to discuss what they have learned and what they see. [sic]
Same as number 2.
send more....they are doing an outstanding job
Shorten the placement of the student teacher.
Split the placement up last it used to be- Student teachers need to be able to experience multiple grade levels during this time- Not just one grade- [sic]
Stress the importance of punctuality.
The student teachers and the university must really aim higher when it comes to professional appearance and grooming. The student teachers must look and dress professional and should never have issues with body odor.
The student teachers began in October, but it would be nice for them to start in August with the teachers. There is quite a bit of prep work and establishment of procedures that occurs in August as the students begin school. I think that they miss out by not seeing the teacher work through the beginning of the year chaos because when they begin their student teaching everything is running smoothly as if by magic. Also, having the student teachers there in August would enable them to help establish those procedures making their classroom management more effective.
The student teaching experience is eye opening for many. [name removed] needs to let candidates visit and spend time in classroom before committing the four years not realizing what a real classroom entails.
The web page to complete her evaluation has very to use. I'm not technologically challenged and I even had to call for assistance. I realize technology is what it is. However, I spent more than a planning period trying to work out glitches in the system. [sic]
They need More instruction with dealing with discipline. Student teachers must be taught that the key to middle school is building relationships so that they respect you. [sic]
Update computers loaned to the student teacher for access to the promethean boards; discontinue Pearson- [sic]
Visit more often cause that is when intern's performance improved. [sic]
You might rotate the student teachers among other teachers in the school.

<b>Do you have any additional comments or suggestions?</b>
A realistic view on observations would be helpful to the candidates. In most cases, the first year they teach, they will be lucky to receive 3s.
Have incentives for mentor teachers and give student teachers a stipend if they have to student teach for a year, which I believe is over-kill.
I did not always receive emails from [name removed]. Fax or phone calls would have been nice if I didn't respond promptly.
I did not find the edtpa to be helpful only stressful for the both of us
I don't think I will accept any more student teachers in my classroom. The expectations required of me and my students are so rigorous, and they are a reflection of my teaching style. I'll be held accountable for this school year's test scores, but many, many lessons were not taught by me. My students missed out on several hands-on lessons that my student teacher chose not to present.
I feel that my student teacher was very inadequate in her teaching and professionalism. She spent a lot of the day on her social media sites with her legs propped on the table while I taught the class. Her evaluation by me was not great, to say the least. This being said, she received an A for the placement. I think that the teacher's observations should count for something. The supervisor sees a snapshot of a lesson that has been well prepared, not an actual day in the classroom.
I had a fantastic R2T teacher. She will be a blessing to any school system.
I have enjoyed having [name removed] residents work along side the teachers this year. My resident has been such a valuable asset to my classroom and I look forward to partnering with [name removed] in the upcoming years. [sic]
I look forward to another candidate in the future. Thank you for sharing such a wonderful young lady with our classroom and school.
I personally think that the evaluators do not provide enough feedback and criticism when needed. This is the time period for them to learn from experienced teachers and mentors.
I think that teachers should be compensated in some form or fashion to show that the university appreciates their hard work and time with the student teachers. [sic]
I, as a mentor teacher, would like to make my own month-by-month plan for the year explaining what I expect from my intern as well as what he/she can expect from me.
It has been a joy to work with this student teacher and her supervisor. They have shown a real interest in the children in my classroom.
It was a very good experience for me.
Keep up the good work.
My R2T teacher candidate is a wonderful person who is great with children on an individual or small group basis. She needed more experience before this assignment. Having a couple of practicums would have been nice.
Na
NA
NA
no
no
No
no
none
none
none
none

<b>Do you have any additional comments or suggestions?</b>
None
None at this time
supervisors, [name removed] students, & teachers meeting as a group before starting the program & talking about expectations [sic]
Thank you for allowing us to work with [name removed] and teacher candidates.
Thank you for placing [name removed] in my classroom, she has been wonderful!
Thank you for the opportunity to be a part of your resident program.
Thank you for the opportunity.
The new residential placement is much more practical than with previous student teaching experiences. I wish that they were not required to do so much online work and so that they could spend more time on classroom lessons. [sic]
The midterm evaluation tool was not appropriate for assessing one who had mainly been observing. I am surprised there is no requirement for planning and teaching at least one or two solo weeks.
The only comment I can think of is that it would be great if you could coordinate days you need candidates for a class at [name removed] with a day we have off, so they are not missing class time. Or possibly during the 2 week breaks? just an idea. Another solution could be after school or a Saturday class once a month? [sic]
The supervisors do a great job, but they are stretched pretty thin trying to help so many candidates. It might be helpful to lower the supervisor/candidate ratio so that supervisors can spend more time in the various classrooms.
This experience was valuable because I worked with an excellent student teacher.
This has been a very good experience for our school.
This program really needs to be a whole school year program. Maybe have their regular classes one day a week. So much to learn about the beginning and ending paperwork at school.
With candidates being placed in our classrooms for the entire school year, there should be more of a timeline/expectations of teaching requirements. Candidates should be encouraged to teach by themselves for 4+ weeks.

<b>Thank you for completing this survey. Please feel free to add any comments or suggestions in the space provided. Then select the "Preview" button. Then submit your responses by selecting the "Submit" button.</b>
I am looking forward to working with R2Teach year long candidates. I feel this program - leaving them in a classroom for longer periods of time--residency--will be the BEST for our future teachers to learn and become involved in the school environment. [sic]
I did have a student teacher this year, but she was still under the one-semester student teaching model.
no thank you

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University of Memphis  
College of Education, Health and Human Sciences  
Center for Research in Educational Policy  
325 Browning Hall