



THE UNIVERSITY OF  
**MEMPHIS**<sup>™</sup>

The Center for Research in  
Educational Policy (CREP)

**Ready2Teach**  
**Tennessee Tech University**  
**2016-2017 Data Collection Annual Report**

Leslie Vanelli, B.A.

Margie King, M.S.

University of Memphis  
Summer 2017

## Note to Reader

The Ready2Teach Tennessee Tech University 2016-2017 Data Collection Annual Report was prepared under a contract with the Tennessee Board of Regents. Please note that this report contains data that have been collected by the Center for Research in Educational Policy at the University of Memphis for use by a limited audience. **Authorized users of this material are limited to the Dean of the College of Education at Tennessee Tech University and other designated individuals. Neither this document nor the data reported herein will be distributed to unauthorized users.**

The content of this report protects the anonymity of the R2T program participants, survey respondents, and interview participants; no names or other identifying characteristics have been included. If respondent data were not sufficient in number (i.e., 10 or more respondents), the data will not be reported in the university report, but will be reported in aggregate in the Ready2Teach Tennessee Board of Regents 2016-2017 Data Collection Annual Report. Additionally, university data have not been compared or contrasted with data from other universities in any other reports.

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

## Table of Contents

Note to Reader .....	i
Executive Summary .....	1
Introduction.....	4
Program Description .....	5
Research Questions.....	5
Method .....	7
Participants.....	9
Instrumentation .....	12
Procedure .....	13
Results.....	14
Data by Instrument.....	14
Data Summary by Research Question .....	23
Reference .....	26
Appendix A: Ready2Teach School Partner Survey (R2TSPS) .....	27
Appendix B: Ready2Teach Program Completion Survey (R2TPCS) .....	38

## Table of Tables

Table 1. Summary of R2T Data Collection by Research Question .....	3
Table 2. TTU R2T School Partner Role .....	10
Table 3. TTU Principal and Assistant Principal Length of Service.....	10
Table 4. TTU Mentor Teacher Characteristics .....	11
Table 5. TTU Data Collection Summary .....	14
Table 6. TTU Principal and Assistant Principal Perceptions of Preparation.....	16
Table 7. TTU Mentor Teacher Perceptions of Preparation.....	16
Table 8. TTU Principal Perceptions of Partnership.....	17
Table 9. TTU Mentor Teacher Perceptions of Partnership.....	18
Table 10. TTU R2T Teacher Candidate Perceptions of R2T Preparation Effectiveness .....	21
Table 11. TTU R2T Teacher Candidate Perceptions of R2T Preparation Quality .....	21

## Executive Summary

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

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

The overall purpose of the Ready2Teach teacher preparation initiative is to produce teacher candidates who demonstrate academic content knowledge aligned with Tennessee curriculum standards, and who are equipped to promote student academic success. In order to achieve this purpose, universities implementing R2T incorporate immersion in the P-12 setting, co-teaching, strong partnerships with schools, intensive mentoring, strong content knowledge,

and performance-based assessment into their teacher preparation programs (Tennessee Board of Regents, 2010). The primary goals of R2T are to prepare teacher candidates so that they have a positive impact on student performance from the first time they enter the classroom, and to work collaboratively with schools to improve outcomes for students, schools, and communities. The Tennessee Board of Regents' intention is for R2T to produce graduates with strong academic content knowledge; strong skills in instruction, assessment, and classroom management; and well-developed skills in meeting the academic and social needs of all students (Tennessee Board of Regents, 2010).

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

CREP staff utilized perceptual surveys to collect information from key R2T stakeholders. The R2T School Partner Survey (R2TSPS) was administered to obtain the perceptions of district administrators, principals, assistant principals, and mentor teachers regarding the preparation of R2T teacher candidates, the effectiveness of the university partnership in meeting district/school goals, and improvement of student academic performance. The R2T Program Completion Survey (R2TPCS) provided the perceptions of R2T teacher candidates as they completed their preparation program and Residency, and the R2T Graduate Teacher Survey (R2TGTS) was used to gain the perceptions of new teachers following their first year of teaching. The data collection

summary for the 2016-2017 academic year at TTU is presented in Table 1; a detailed presentation of the data can be found in the Results section of this report.

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

<b>Data Summary by Research Question</b>	
1.	<p>What are the perceptions of the School Partners (i.e., district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach; university partner collaborations to meet district/school goals; and improvement of student performance?</p> <ul style="list-style-type: none"> <li>• <i>R2T teacher candidate preparation:</i> Overall, most school partners agreed that the R2T teacher candidates were prepared and demonstrated entry-level teaching abilities in the classroom.</li> <li>• <i>University partnership:</i> The majority of school partners perceived that the R2T university partnership had a positive impact on students, mentor teachers, and schools.</li> <li>• <i>Student academic performance:</i> The majority of school partners agreed that R2T teacher candidates would likely have a positive impact on student academic performance.</li> </ul>
2.	<p>What are the perceptions of the R2T program participants (i.e., R2T teacher candidates, R2T graduate teachers) regarding their readiness to teach upon completion of the R2T program?</p> <ul style="list-style-type: none"> <li>• <i>R2T teacher candidates:</i> Overall, R2T teacher candidates perceived that the R2T program was effective in preparing them as an entry-level classroom teacher.</li> <li>• <i>R2T graduate teachers:</i> In order to honor confidentiality, the aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2016-2017 Data Collection Annual Report.</li> </ul>
3.	<p>What is the success rate of the R2T graduate teachers during their first, second, and third year of teaching as measured by the teacher’s overall state score that includes a composite of TEAM, TVAAS, and other TN approved assessments?</p> <ul style="list-style-type: none"> <li>• How does this compare with the success rate of other (non-R2T) first year, second, third year teachers in the same or similar schools?</li> <li>• Year 5 data were unavailable as of the writing of this report.</li> </ul>
4.	<p>What is the attrition rate of first, second, and third year R2T 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> <li>• Year 5 data were unavailable as of the writing of this report.</li> </ul>
5.	<p>What is the relationship between level of performance on key factors identified in the edTPA, TEAM scores, student achievement scores, and the attrition rate of R2T graduate teachers?</p> <ul style="list-style-type: none"> <li>• Year 5 data were unavailable as of the writing of this report.</li> </ul>

The material 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 five-year, clinically focused program, which was fully implemented in the TBR system beginning in the fall of 2013. The TBR system includes six universities: Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Tech University, and the University of Memphis. The key components of R2T include partnerships with schools and districts, teacher candidate Residency, culminating performance-based assessment (edTPA), and curriculum redesign (Tennessee Board of Regents, 2010). This report provides the 2016-2017 data collection results for Tennessee Tech University (TTU).

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

## **Program Description**

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

## **Research Questions**

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

The data collection strategy for Years 2, 3, 4, and 5 (i.e., full implementation) focused on the following major research questions:

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

The Ready2Teach Tennessee Tech University 2016-2017 Data Collection Annual Report provides the data collection results for the fourth implementation year of the R2T teacher

preparation initiative at TTU. University staff provided CREP with graduation baseline data, demographic data, edTPA scores, GPA, and Praxis PLT scores for each previous year's (i.e., 2013-2014, 2014-2015, and 2015-2016) cohort of R2T teacher candidates following their completion of the R2T program. University staff were offered the option of providing these data for the 2016-2017 academic year, but the offer was declined. Therefore, the TTU 2016-2017 teacher candidate cohort will not be presented in this data collection report.

### **Method**

This data collection strategy was designed to implement both quantitative and qualitative data collection and analyses, and the 2016-2017 report includes a summary of the perceptions of key R2T stakeholders. Certain aspects of this work were contingent on the provision of student achievement scores, teacher assessment scores, and teacher attrition rates from TBR or the Tennessee Department of Education.

CREP staff utilized perceptual surveys to collect information from key R2T stakeholders. The R2T School Partner Survey (R2TSPS) was administered to obtain the perceptions of district administrators, principals, assistant principals, and mentor teachers regarding the preparation of R2T teacher candidates, the effectiveness of the university partnership in meeting district/school goals, and improvement of student academic performance. The R2T Program Completion Survey (R2TPCS) provided the perceptions of R2T teacher candidates as they completed their preparation program and Residency, and the R2T Graduate Teacher Survey (R2TGTS) was used to gain the perceptions of new teachers following their first year of teaching. Detailed descriptions of each of these instruments are presented in this report. The specific data collection methods implemented and how they align with each of the research questions are summarized below.

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

School partners were asked to complete the R2TSPS to gather their perceptions of R2T teacher candidate preparation, the university partnership, and the R2T teacher candidate impact on student performance.

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

R2T teacher candidates were asked to complete the R2TPCS to gain their perceptions of the effectiveness of their preparation to be an entry-level classroom teacher. In addition, R2T graduate teachers were asked to submit the R2TGTS following the completion of their first year of teaching to obtain perceptions of the effectiveness of their preparation to be an entry-level classroom teacher.

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

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

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

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

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

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

## **Participants**

The Ready2Teach TTU participants are composed of the 2016-2017 R2T teacher candidates, the R2T graduate teachers who completed their first year of teaching during the 2016-2017 academic year, and the 2016-2017 TTU school partners.

**R2T teacher candidates.** The R2T teacher candidates submitted demographic information and their perceptions of the effectiveness and quality of their preparation to be an entry-level classroom teacher on the Ready2Teach Program Completion Survey (R2TPCS). There were 54 Fall 2016 and Spring 2017 Program Completion Surveys completed by TTU R2T teacher candidates. The frequency report can be viewed in Appendix B.

**R2T graduate teachers.** In 2016-2017, R2T graduate teachers, who had been R2T teacher candidates during the 2015-2016 academic year, were asked to submit demographic information in addition to their perceptions of how well the R2T program prepared them for their

first year of teaching. Seven TTU R2T graduate teachers submitted the R2T Graduate Teacher Survey. Given the limited sample size, the aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2016-2017 Data Collection Annual Report

**School partners.** School partners (i.e., district administrators, principals, assistant principals, and mentor teachers) who were in partnership with TTU during the 2016-2017 academic year were asked to submit demographic information in addition to their perceptions of preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance. Of the 58 school partners who started the R2TSPS, eight indicated that they did not work with R2T teacher candidates and exited the survey. The remaining 50 school partner respondents indicated their R2T roles as principal (20.0%), assistant principal (6.0%), or mentor teacher (74.0%), as shown in Table 2.

**Table 2. TTU R2T School Partner Role**

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

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

Over half of principal and assistant principal respondents (53.8%) indicated they had one to five years of experience in their current position within the school district. Table 3 summarizes the length of service for the principal and assistant principal respondents.

**Table 3. TTU Principal and Assistant Principal Length of Service**

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

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

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

**Table 4. TTU Mentor Teacher Characteristics**

<b>Mentor Teacher</b>	<b>Percentage</b>
<b>Length of Placement in Current School</b>	
Less than 1 year	0.0
1-5 years	24.3
6-10 years	32.4
More than 10 years	43.2
<b>Total Years of Teaching Experience</b>	
Less than 1 year	0.0
1-5 years	2.7
6-10 years	35.1
More than 10 years	59.5
<b>Educational Degree Attainment</b>	
Bachelor's degree	40.5
Master's degree	51.4
Master's plus 30 hours	0.0
Education Specialist degree	8.1
Doctoral degree	0.0
<b>Is this the first R2T teacher candidate that has been placed with you for their Residency?</b>	
Yes	67.6
No	32.4
<b>If this is <u>not</u> the first R2T teacher candidate placed with you for their Residency, how many R2T candidates have been placed with you for their Residency since August 2012?</b>	
2	41.7
3	16.7
4 or more	41.7

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

## **Instrumentation**

Both quantitative and qualitative data were collected for this report via surveys. Details of each instrument are provided below.

**Ready2Teach School Partner Survey (R2TSPS).** CREP staff developed the R2TSPS to administer to school partners involved in the implementation of R2T. For district administrators, principals, and assistant principals, the survey is comprised of five 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 items that utilize a three-point Likert-type scale. For mentor teachers, the survey contains five open-ended items and 30 closed-ended items. The closed-ended items are comprised of one contingency question, six demographic questions, and 23 items that utilize a three-point Likert-type scale. The items focus on preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance. The survey was administered via CREP's online Survey Management System (SMS).

**Ready2Teach Program Completion Survey (R2TPCS).** The R2TPCS was developed by CREP staff to administer to R2T teacher candidates following the completion of the R2T program and Residency. The R2TPCS is comprised of 19 closed-ended items and six open-ended items. Three of the six open-ended items are contingent on background information responses. The 19 closed-ended items are comprised of one contingency question which was designed to filter out university students who did not complete the R2T program, three demographic questions, three background information questions, and 12 items that utilize a four-point Likert-type scale. The items focus on the quality and effectiveness of their preparation to

be an entry-level classroom teacher. The online survey was administered by CREP staff in December 2015 and May 2016 via CREP's online Survey Management System (SMS).

**Ready2Teach Graduate Teacher Survey (R2TGTS).** CREP staff developed the R2TGTS to administer to R2T graduate teachers following the completion of their first year of teaching. The R2TGTS is comprised of three open-ended items, one open-ended item that is contingent on the background information responses, two open-ended items that are contingent on responses involving plans to continue teaching, and 27 closed-ended items. The closed-ended items are comprised of two contingency questions which were designed to filter out first year teachers who did not graduate from the R2T program or who were not currently classroom teachers, three demographic questions, two background information questions, six school information questions, two questions involving plans to continue teaching, and 12 items that utilize a four-point Likert-type scale. The items focus on their perceptions of how well the R2T program prepared them as an entry-level classroom teacher. The survey was administered via CREP's online Survey Management System (SMS).

## **Procedure**

During the 2016-2017 academic year, CREP staff revised the data collection strategy for the Ready2Teach initiative and updated instruments in order to provide a picture of the R2T initiative implemented at the six universities. All data were collected by June 2017 and are summarized in Table 5. Upon notification by CREP staff, university personnel forwarded the R2TSPS unique username and password to their school partners. The school partners logged into CREP's online SMS system to complete and submit the R2TSPS perceptual survey. The R2TSPS was administered from April through May 2017. CREP staff forwarded the R2TGTS unique username and password to R2T graduate teachers who were completing their first year as

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

**Table 5. TTU Data Collection Summary**

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

**\*Respondents who did not work with 2016-2017 R2T teacher candidates were excluded from analysis.**

**\*\*Respondents who did not graduate from an R2T program or did not complete their first year of teaching were excluded from analysis. See results.**

## Results

The following section presents the data collected from TTU during the 2016-2017 academic year. First, a summary of the data is outlined for each instrument; and then the data are reported within each research questions.

### Data by Instrument

**Ready2Teach School Partner Survey (R2TSPS).** School partners were asked to give their perceptions of the preparation of R2T teacher candidates, the effectiveness of partner collaborations in meeting district/school goals, and the improvement of student performance. Of the 58 school partners who started the R2TSPS, eight indicated that they did not work with R2T teacher candidates and exited the survey, leaving 50 school partners who completed the perceptual survey. The TTU R2TSPS frequency report—including respondents’ comments—can be found in Appendix A of this report.

Overall, most principals and assistant principals (53.8-100.0% of 13 respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in

the classroom. The highest areas of agreement included “collaborate with mentors and identified supervisors” (100.0%), “develop student-teacher relationships” (92.3%), and “understand cultural and individual diversity” (92.3%). The lowest area of agreement among principals and assistant principals was “adjust instruction based on assessment findings” (53.8%). Similarly, most mentor teachers (83.8-100.0% of 37 respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom. The highest areas of agreement included “develop instruction plans for lessons” (100.0%), “scaffold and support the academic needs of students” (100.0%), “understand cultural and individual diversity” (100.0%), and “collaborate with mentors and identified supervisors” (100.0%). The lowest area of agreement among mentor teachers was “develop parent-student-teacher relationships” (83.8%). School partner perceptions of R2T teacher candidate preparation are summarized in Table 6 and Table 7.

**Table 6. TTU Principal and Assistant Principal Perceptions of Preparation**

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

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

**Table 7. TTU Mentor Teacher Perceptions of Preparation**

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

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

The majority of principals and assistant principals (69.2-84.6% of 13 respondents) agreed with three of the four closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. These items were “helps meet the goals and address the needs of our school” (84.6%), “effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements” (76.9%), and “provides consistent criteria for identifying school-based mentor teachers” (69.2%). The lowest area of agreement among principals and assistant principals was “provides or offers professional development that is beneficial for our faculty” (46.2%). Most mentor teachers (64.9-97.3% of 37 respondents) agreed with four of the five closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. These items were “successfully supports R2T teacher candidates in my classroom in a manner that benefits our school” (97.3%), “adequately supervises the R2T teacher candidate in my classroom” (91.9%), “effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements (91.9%), and “supplies initial and ongoing training for school-based mentor teachers” (64.9%). The lowest area of agreement among mentor teachers was “provides or offers professional development that is beneficial for our faculty” (40.5%). School partner perceptions of the university partnership are summarized in Table 8 and Table 9.

**Table 8. TTU Principal Perceptions of Partnership**

<b>During the 2016-2017 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.	84.6	7.7	7.7
Provides or offers professional development that is beneficial for our faculty.	46.2	46.2	7.7
Provides consistent criteria for identifying school-based mentor teachers.	69.2	23.1	7.7
Effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements.	76.9	23.1	0.0

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

**Table 9. TTU Mentor Teacher Perceptions of Partnership**

During the 2016-2017 academic year, the R2T university partnership...	% Agree	% Disagree	% Don't know
Supplies initial and ongoing training for school-based mentor teachers.	64.9	18.9	16.2
Provides or offers professional development that is beneficial for our faculty.	40.5	16.2	43.2
Adequately supervises the R2T teacher candidate in my classroom.	91.9	5.4	2.7
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	97.3	0.0	2.7
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	91.9	8.1	0.0

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

When respondents were asked, “In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students’ academic performance?” most school partners specified that teacher candidates would have a positive impact on student academic performance. In particular, respondents cited how the co-teaching experience allowed for extra help in the classroom, as well as opportunities to provide more small groups and increased one-on-one interventions for students. Respondents also noted how teacher candidates not only offer students a different perspective and teaching style, but also effectively collaborate with mentor teachers while reinforcing their established academic content and standards. A few school partners indicated that their teacher candidates would have a negative impact on student academic performance, citing low performance and the adjustment to grade level and subject standards.

When school partner respondents were asked, “Share with us the benefits that your school has experienced by participating in the 2016-2017 R2T partnership,” many responses highlighted the benefits received by mentor teachers and partner schools. In particular, respondents described the positive impact of extra assistance within the classroom and in multiple capacities school-wide, the opportunity to shape new educators, gaining innovative

ideas/educational strategies, strengthening the relationship with the university, and discovering potential candidates for future teaching positions. School partners also indicated that participating in the R2T partnership benefited student performance, noting that lower student to teacher ratios allowed for increased educational opportunities and that teacher candidates become another positive role model providing students with individualized attention academically and emotionally.

When respondents were asked, “Share with us the challenges that your school has experienced by participating in the 2016-2017 R2T partnership,” school partners often stated they experienced no challenges and had a positive experience participating in the R2T partnership. Respondents who did report challenges cited lack of teacher candidate preparation, particularly related to effective classroom management and rubrics, as well as understanding and adhering to school culture and norms (i.e., professionalism, maintaining confidentiality, and presenting a good attitude). Challenges related to program elements were also mentioned by school partners, specifically receiving unclear program expectations/requirements, edTPA is too time-consuming and draws focus away from students, and there are too many required evaluations. School partners also noted that it was difficult for mentor teachers to release control of their classroom given they are held responsible for student academic success, as well as dealing with lack of time to effectively mentor teacher candidates while assuring student success.

When school partners were asked to share, “any recommendations you have that may allow the R2T teacher preparation program to better serve your school,” respondents often maintained they had no recommendations and they enjoyed participating in the program. The remaining school partners did share suggestions they determined would help the R2T program better serve stakeholders, often with responses centered around program requirements and the

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

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

**Table 10. TTU R2T Teacher Candidate Perceptions of R2T Preparation Effectiveness**

Please rate the overall effectiveness of the R2T program in preparing you to be an entry-level classroom teacher.	Percentage Fall 2016 and Spring 2017
Very Ineffective	4.1
Somewhat Ineffective	2.1
Somewhat Effective	29.2
Very Effective	63.7

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

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

**Table 11. TTU Fall 2016 and Spring 2017 R2T Teacher Candidate Perceptions of R2T Preparation Quality**

Please rate the overall quality of your preparation as an entry-level classroom teacher by the R2T program.	% Very Well Prepared	% Adequately Prepared	% Somewhat Prepared	% Not Prepared
Strong academic content knowledge aligned with Tennessee curriculum standards.	67.6	30.4	2.1	0.0
Development of clear learning objectives and instruction plans for lessons.	73.7	25.3	1.0	0.0
Differentiation of instruction to meet all students' learning needs.	64.5	29.4	2.1	4.1
Management of classroom behavior through established techniques and procedures.	66.6	22.3	6.1	5.1
Scaffolding of and support for the academic needs of students.	60.6	33.3	3.1	2.1
Formative assessment to monitor students' progress and adjust instruction accordingly.	61.7	34.3	3.1	0.0
Summative assessment of student work and achievement in varied ways.	57.6	37.4	2.1	1.0
Adjustment to pacing and timing mandates of the school/district.	63.5	30.4	5.1	1.0
Collaboration with mentors and identified supervisors.	70.6	14.3	14.1	1.0
Understanding of and respect for the cultural and individual diversity of students.	75.7	20.2	3.1	1.0

**Table 11, continued**

<b>Please rate the overall quality of your preparation as an entry-level classroom teacher by the R2T program.</b>	<b>% Very Well Prepared</b>	<b>% Adequately Prepared</b>	<b>% Somewhat Prepared</b>	<b>% Not Prepared</b>
Development of parent-student-teacher relationships.	52.5	18.4	24.1	4.1

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

When R2T teacher candidates were asked, “What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher,” responses overwhelmingly indicated experience in the classroom was the most beneficial component of the R2T program, as it offered teacher candidates hands-on opportunities to practice what they have learned in real scenarios and build meaningful relationships with students. Teacher candidates also acknowledged the importance of the university curriculum, particularly courses in classroom management strategies, effective lesson planning, differentiating instruction to meet the needs of diverse learners, and assessment to monitor student success.

R2T teacher candidates were also asked to “share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.” While responses varied, respondents often suggested increasing the time teacher candidates spend in actual classrooms, especially earlier in the program, to receive enhanced coaching from mentor teachers and further prepare them for the responsibilities of managing their own classroom. Additionally, teacher candidates requested additional learning opportunities and strategies related to behavior management, differentiation of instruction, edTPA, as well as building successful parent-teacher relationships. Finally, a few teacher candidates indicated that they had no recommendations and that they felt adequately prepared to teach by the R2T program.

**Ready2Teach Graduate Teacher Survey (R2TGTS).** R2T graduate teachers who were R2T teacher candidates during the 2015-2016 academic year were asked to submit their

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

### **Data Summary by Research Question**

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

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

- *R2T teacher candidate preparation:* Overall, most school partners agreed that the R2T teacher candidates were prepared and demonstrated entry-level teaching abilities in the classroom.
- *University partnership:* The majority of school partners perceived that the R2T university partnership had a positive impact on students, mentor teachers, and schools.
- *Student academic performance:* The majority of school partners agreed that R2T teacher candidates would likely have a positive impact on student academic performance.

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

- *R2T teacher candidates:* Overall, R2T teacher candidates perceived that the R2T program was effective in preparing them as an entry-level classroom teacher.
- *R2T graduate teachers:* In order to honor confidentiality, the aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2016-2017 Data Collection Annual Report.

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

R2T graduate teacher and non-Ready2Teach teacher data had not been provided for analyses as of the writing of the 2016-2017 annual report.

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

R2T graduate teacher and non-Ready2Teach teacher data had not been provided for analyses as of the writing of the 2016-2017 annual report.

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

R2T graduate teacher and non-Ready2Teach teacher data had not been provided for analyses as of the writing of the 2016-2017 annual report.

## Reference

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

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

## Appendix A: Ready2Teach School Partner Survey (R2TSPS)

<b>Tennessee Tech University Ready2Teach School Partner Survey (R2TSPS)</b>		
<b>Number of Respondents</b>	<b>Spring 2017</b>	<b>N = 58</b>

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

<b>Do you currently work with Ready2Teach (R2T) Teacher Candidates?</b>	
Yes	86.2
No	13.8

<b>What is your R2T role?</b>	
District Administrator	0.0
Principal	20.0
Assistant Principal	6.0
R2T Mentor Teacher	74.0

### **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	53.8
6 - 10 years	38.5
More than 10 years	7.7

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

<b>During the 2016-2017 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.	84.6	7.7	7.7
Provides or offers professional development that is beneficial for our faculty.	46.2	46.2	7.7
Provides consistent criteria for identifying school-based mentor teachers.	69.2	23.1	7.7
Effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements.	76.9	23.1	0.0

### **R2T Mentor Teacher**

<b>How long have you been placed in this school?</b>	
Less than 1 year	0.0
1 - 5 years	24.3
6 - 10 years	32.4
More than 10 years	43.2

<b>How many total years of teaching experience do you have?</b>	
Less than 1 year	0.0
1 - 5 years	2.7
6 - 10 years	35.1
More than 10 years	59.5

<b>Educational Attainment</b>	
Bachelor's degree	40.5
Master's degree	51.4
Master's plus 30 hours	0.0
Education Specialist degree	8.1
Doctoral degree	0.0

<b>Is this the first R2T teacher candidate that has been placed with you for their Residency?</b>	
Yes	67.6
No	32.4

<b>How many R2T teacher candidates have been placed with you for their Residency since August 2012?</b>	
2	41.7
3	16.7
4 or more	41.7

<b>The R2T teacher candidate placed in your classroom for their 2016-2017 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.	97.3	2.7	0.0
Create effective learning segments.	94.6	2.7	0.0
Consider students' strengths and needs when planning lessons.	97.3	2.7	0.0
Develop instruction plans for lessons.	100.0	0.0	0.0
Design assessment plans for lessons.	91.9	8.1	0.0
Utilize best practice instructional strategies.	97.3	0.0	0.0
Maintain student engagement throughout lessons.	94.6	5.4	0.0
Manage classroom behavior through established techniques and procedures.	86.5	13.5	0.0
Organize and manage time, space, and resources.	94.6	5.4	0.0
Analyze student performance based on assessments.	91.9	8.1	0.0
Adjust instruction based on assessment findings.	91.9	8.1	0.0
Analyze personal teaching effectiveness.	91.9	2.7	5.4
Scaffold and support the academic needs of students.	100.0	0.0	0.0
Align instruction with Common Core State Standards.	94.6	2.7	2.7
Consider the pacing and timing mandates for the school/district.	91.9	5.4	2.7
Understand cultural and individual diversity.	100.0	0.0	0.0
Develop parent-student-teacher relationships.	83.8	2.7	13.5
Collaborate with mentors and identified supervisors.	100.0	0.0	0.0

<b>During the 2016-2017 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.	64.9	18.9	16.2
Provides or offers professional development that is beneficial for our faculty.	40.5	16.2	43.2
Adequately supervises the R2T teacher candidate in my classroom.	91.9	5.4	2.7
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	97.3	0.0	2.7
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	91.9	8.1	0.0

**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>
Having a candidate allows the teacher more time to assess students in small group and provide feedback. This should help to increase academic performance.
Hopefully, the use of two teachers when facilitating learning can help with the importance of the content. In addition, sometimes the use of a younger teacher candidate reinforces the importance of the content.
Hopefully, they can add extra instruction and help.

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

### **R2T Mentor Teacher**

<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>
A very positive impact . Our student to teacher ratio has been lower as we co teach . 23 students . 1 teacher 1 teacher candidate [sic]
Any time there is a new teacher, there is usually a decrease in academic performance due to the fact that the teacher is adjusting to that grade/subject's standards. I do not feel that my students will perform at their highest levels due to that fact.
average
By having this candidate in my classroom,it provided an extra set of eyes to monitor academic performance. We were able to better meet the needs of struggling learners in small groups and individually. [sic]
[Name removed] was a wonderful candidate for my classroom. She helped the students one-on-one when they were struggling with assignments.
I believe that my R2T teacher candidate has had a positive impact on my students' learning this year. She brings fresh ideas and insights into the classroom and has been well-prepared to teach.
I believe that the R2T teacher candidate will have a positive effect on the students in my classroom. She has helped to individualize their instruction and has given them extra one on one instructional time that has served to increase their proficiency in all classroom subjects. [sic]
I believe wholeheartedly that [name removed] will have a very positive impact on my students' learning and academic performance. She has used a variety of instructional strategies to match the various learning styles in my classroom.

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

I had high hopes for this experience based on performance of other candidate that have worked with my coworkers. I was, overall, displeased with the experience shared with mine. There was a growing concern by the faculty around me that became concerned with her performance, and as a result, the performance of my students suffered in order to meet the needs set forth by the University and the candidate's program. [sic]

I think having the R2T candidate in my classroom will benefit and help to improve my students' academic performance.

I think R2T candidates will impact my students' academic performance positively. Having a trained co-teacher allows more one-on-one and small group learning and provides another perspective on how students are learning.

I think she has had a great impact on my students.

I think she has had a positive influence on my students. I do not think their academic achievement has been lessened in any way by having a student teacher providing instruction.

I think that it will be positive.

I think the R2T candidate will have a good impact on my students' academic performance. [sic]

I think the R2T teacher candidate will have a positive effect on my students' academic performance. [sic]

I think the R2T teacher candidate will have a positive impact on my students. With her assistance we have been able to break the children into small groups and differentiate a lot of their learning. I have seen a lot of growth in my students this year.

I think they enjoy having a different perspective in the classroom.

In my classroom, there are 24 students this year. The R2T teacher candidate will have a significant impact on the students' performance. We were able to conquer and divide.

It was great. We co-taught most of the time, which was good. She got to see how classes can be run, while being another teacher in the classroom to help and during labs. But, like any new teacher, students are going to test limits and exhibit inappropriate behavior simply due to a new teacher (who is young) being there.

[Name removed] has made a positive impact on the students.

My candidate has done a fabulous job. I think it will show good things on our academic performance.

My candidate has had a beneficial impact on my students. He has worked very hard to make sure they meet the required standards.

She brings new ideas and techniques to my classroom.

She has been a major asset to my classroom. The students enjoy her lessons/activities and have learned a lot from her.

Students wil [sic]

The candidate has been working with students in small groups and has made an impact on students reading and math performance. Having an extra person in the classroom has allowed for more one-on-one interaction. [sic]

The R2T teacher candidate has been very knowledgeable of information which the children have had difficulty completing task. They now have the knowledge and techniques to complete tasks. [sic]

The spring results of [name removed] testing are in. Our students achieved significant growth.

The students respect the residency student. They have grown to love her as they would a regular classroom teacher.

The teacher candidate has a positive impact on student academic performance through effective instruction.

They enjoy the change of pace and the diversity in lessons that are provided.

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

This year's candidate who was placed with me will have a very positive impact on my students' performance. I've had student teachers in the past, and none compare to this one. She would put many veteran teachers to shame.

We have team taught so that we both equal impact. [sic]

**All Respondents**

**Share with us the benefits that your school has experienced as a school partner during the 2016-2017 R2T partnership.**

Aid and assist classroom teachers.

All other teachers that have housed a residency student seem to share the same feelings I do.

As noted above, more hands on deck equal better student performance. A teacher can always use an extra set of eyes and hands in the classroom. When the candidates are consistently high performers it is a great benefit to the school. We also see the benefit of new ideas coming to the classroom. Having young and newly trained teacher candidates allows the veteran teacher to see new and updated perspectives and ideas in their classroom.

extra help [sic]

Having a R2T candidate has allowed for an extra set of hands in our building. We are always happy to have extra help as this greatly benefits our students.

Having a R2T candidate in my classroom has greatly benefited my students. She and I were able to work together to plan and implement lessons, providing a smaller teacher to student ratio. She was also able to plan and teach lessons on her own under my supervision. I feel like my students have benefited from having her in the classroom.

Having a resident student here at our school has helped us have more qualified eyes to help with our students. I personally have wonderful, much needed help that otherwise I would not be able to receive.

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

I was able to see new ideas through the residency teacher. [sic]

It has been beneficial to have an extra set of hands to help with grouping, remediation, diversification.

It has been great having another person in our school that shares the same desires to help children learn and grow.

It has been wonderful having the resident in my classroom. The length of the residence was great to establish a professional relationship as well as relationships with the students. Co-teaching was great because it let the resident get a chance to try out strategies as well as get feedback. It would be difficult to have another resident teacher that is not from this program.

It has given our school the added benefit of support and extra help for the students in our school.

It was a breath of fresh air.

Learning new information about shared reading and vocabulary strategies.

More individualized attention for the students, both academically and personally.

Most teacher candidates bring enthusiasm to the classroom, positively influencing students.

My R2T teacher has not only benefited my classroom but the school as well. She has helped our grade level with planning and developing lessons and shared new information that she has gained from college and multiple resources. She has assisted in many varied capacities in the school.

My student teacher has been very helpful this year and has become a real part of the faculty. She has been a great asset to the fifth grade team through her willingness to help other teachers, not just me and my classroom.

My students are better prepared to face the expectations of the next year.

Our candidates have helped out in many school events.

**Share with us the benefits that your school has experienced as a school partner during the 2016-2017 R2T partnership.**

Our history with residents has provided us with qualified hires after the conclusion of student requirements.
Our partnership with the university is a strong, positive one. The university sends us great teacher candidates, some of which are now part of our faculty. If issues arise with a university student, it is addressed immediately. The partnership between our school and the university is a valuable one.
Our school has benefited by have new ideas and techniques brought here.
Our school has experienced another capable person to aide in the teaching of students.
Our students benefit the most by receiving more help when needed, smaller group sizes, and different techniques of teaching.
Shaping new educators
Students enjoy the visitors and as a mentor its nice to see someone else's teaching style and ideas. [sic]
Teacher candidate has been willing to help in anything we are doing, eager to learn, and receptive to any ideas.
The benefits to our school are that students receive extra support from the candidates and we are able to differentiate more effectively.
The candidate has helped with various activities at our school.
The greatest benefit I have seen this year is a growing confidence in my students.
The increase of educational opportunities for our students.
The students have benefited from having a student teacher because she offers another teaching style that some of them can relate with better. The students also receive more individualized attention for the sheer fact of student to teacher ratio.
The students have enjoyed the student teachers' different areas of expertise. [sic]
The students, as well as I, have gained much knowledge through this experience.
They have been able to watch great modeling of experienced teachers.
They have supported all after school activities; they have assisted in classrooms where teachers are grade level planning.
This has given me the knowledge of how the education of new teachers have changed. I believe they will have a better understanding now that they have been in the classroom to know how the teaching profession works. [sic]
[Name removed] pre service teachers and practicum teachers are helpful to our campus and [name removed] also provides PD support.
We are able to use our candidates to help out in classes where there are significant student needs and allow small group teaching when needed.
We have been able to lower the student to teacher ratio . This is always a plus. Resident teacher has been willing to assist in any way. [sic]
We have benefited by having additional instructors in the classroom.
We have discovered some great candidates for future teaching roles. Our students have benefited from different perspectives provided by our residents this year.
We have had an effective resident student to assist our student.
With [name removed] being a part of [name removed] for the entire school year, she has become part of the team. She has jumped in and helped in any way possible, not just in my classroom, but in others as well. She has been an asset to our entire school.

**Share with us the challenges that your school has experienced as a school partner during the 2016-2017 R2T partnership.**

?
As an administrator in the atmosphere of accountability that we live in today, it is sometimes difficult for teachers to release a significant amount of control to the candidate so that the candidate experiences the full immersion that is intended.
Candidates following the culture and expectations of the school. This particular group of candidates as a whole were not acceptable. We had issues with confidentiality and attitude problems.
Finding time and coverage for teachers to be able to go to trainings and watch modeled lessons.
Finding time to meet together. [sic]
I am not aware of any challenges from this.
I cannot think of any challenges.
I feel that EdTPA presents challenges as candidates are often more focused on the minor details of EdTPA and they fail to see the bigger picture. Many aspects of EdTPA are not "real-world" and the candidates spend more time worrying about those details than focusing on what students really need.
I have had no challenges with my student teacher.
I have not experienced any challenges.
I have not experienced any challenges.
I have not experienced any challenges. Our program runs smoothly.
I have seen no challenges.
I haven't experienced any challenges.
I really don't see that we have experienced any challenges this year. I have seen our partnership as a positive in every way.
I wasn't very familiar with R2T or edTpa before my residency student. It was completely different when I was in training. [sic]
It has been difficult to establish the same connections with my students that I have had in the past since I am not their only teacher in this classroom. It is also a challenge to hand over "control" of the classroom knowing that the students' scores on the state testing will be the mentoring teacher's scores based on the resident teacher's performance. Having someone in the classroom for the entire year is also a challenge. Two semesters is too long to have a resident teacher. [sic]
It is hard to allow another person to share in the education of children that you are responsible for, but when you are able to do so, everyone benefits.
Just the day to day things that come up when working closely with another person...no major challenges.
None
None really.
None that I am aware.
None this year.
October-April is a long time to have someone in your classroom. I understand they need the experience, but when scores are so important it is hard to turn your classroom over for that amount of time.
One challenge we always face is the multitude of evaluations. These can sometimes be back to back and when the mentor is also undergoing evaluations, it can be almost constant.
Professionalism among younger student teachers. Preparedness

**Share with us the challenges that your school has experienced as a school partner during the 2016-2017 R2T partnership.**

Rarely we have encountered (as you would expect) residents who are not ready for the "giving" part of teaching. At that age, a few are still focused primarily on themselves and lack the ability to work for the students.

Student teachers are ill-prepared in terms of classroom management.

Teacher candidates often lack the ability to engage students throughout our 90 minute instructional period, creating behavior issues. (UHS will be adopting a 7 period day for the 17/18 school year.) [sic]

Teachers need better understanding of the rubric. They seem to see the rubric as only a tool for observation on their performance and not how the rubric can be used to help plan instruction and ensure students are engaged and doing the work. Student driven not Teacher led [sic]

The challenge is that maybe they don't feel confident enough in their abilities and try not to step over bounds.

The expectations of students' soft skills (dress code, cell phone use, being on time etc.) are not met at times and have to be addressed.

[Name removed] does not communicate at all with the mentor teachers regarding the timeline and due dates for teachers.

We have had few challenges this year due to our partnership. We have been blessed with some great candidates.

We have not had any challenges with the candidate I mentored.

Working with everyone's schedule.

Year long residencies are wonderful when you are paired with a candidate who is as excited and passionate about teaching and educating our future as possible. However, it makes for a VERY long year when they are unable to maintain the classroom and day-to-day activities after seven months. [sic]

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

After the many years I have served in public education, I feel the most beneficial lessons we can teach future teachers in an apathy for the circumstances of our students. In my opinion, new teachers as well as resident teachers begin teaching thinking all students are the same and can be taught and motivated the same ways. As all of us now know, this is very far from the truth! [sic]

Continue to send R2T candidates to the school. I think it's great for the students, teachers, and candidates.

Everyone has been wonderful in helping with the process of the teacher preparation program and it was a wonderful experience.

Greater flexibility around conventions and events.

Have a week long solo teaching time so they can experience all aspects involved in the everyday classroom.

I am very happy with the way the program is currently working and do not have a specific recommendation at this time.

I believe it would be more beneficial for student teachers to begin on the first day of school rather than at fall break. Students are already in a routine and at the beginning they do not view the student teacher as a teacher in the classroom. As a new teacher, I remember thinking that I had no idea what to do on the first day.

I do not have any recommendations for improvement at this time. It has been a very positive experience.

I feel that the residents are so overwhelmed with other outside assignments/projects that they lose focus on the classroom teaching.

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

I have enjoyed being a partner in the R2T teacher preparation program. I do think that more information on evaluation rubric(s) used and information on higher order questioning in lessons could be helpful to student teachers.

I have no recommendations.

I think it is a wonderful program that I was proud to go through myself. The program produces hard-working teachers who are prepared for the challenges they will face in the classroom. I do feel some of the assignments (i.e. scripting lesson plans) is not "real-life," however, I understand why that is a requirement. Thank you for allowing me to be a part of the program. I had a wonderful experience!

I think the program is right on track.

I think the residents should be at the schools at the beginning of the year. I believe they need to see how to set up a classroom, get procedures set up, and all the work it takes to get everything running smoothly. The residents always come in to an established room and just continue with our routines.

I would appreciate the opportunity to have some voice in the choice of prospective resident candidates.

I would like more of my teachers to experience the training that these teachers have received.

I would love to be able to partner more. We hadn't had a resident here in several years.

I would recommend that the candidates start at the beginning of the school year so that they learn most, if not all, aspects of a school year. It would also be helpful if they went to around to the end just so they know what to expect when they have their own class.

I would recommend that the requirements and major focus on EdTPA be evaluated to see if it is really making the intended impact and assessing what is most important. Also, I feel that students need more instruction on classroom management. I have found that students are coming into their residency lacking some of the "real-world" skills needed to manage a classroom effectively.

If possible, the student teachers should start at the beginning of the school year. They do not get to see how we set up classrooms and create a culture of respect. This is one of the hardest things for new teachers to learn, and they would benefit greatly from watching a veteran teacher do this with his/her class.

If the R2T program is going to stay at two semesters, it would better serve the mentoring teacher to have that broken up into two different placements for the resident teacher. That could be a placement in two different grade levels or subjects. It is a lot to ask of a mentoring teacher to share the entire year of teaching and be given all of the students' scores at the end of the year.

It is important that residency students are observed and monitored more closely than two times per semester. This is not an accurate reflection of daily performance and ultimately provides a skewed perception of the candidate's performance.

It would be great to get to meet and get to know the R2T candidate before beginning to work with them.

Keep up the good work.

Maybe a little more consolidated explanation for me of what is required of them. I never really knew how much she had to do for EdTPA (I know it was a LOT) and was always reluctant to require her to do too much in the classroom, for fear of overbearing, or making her not enjoy the teaching role. It was really hard to actually know what she had to do for her lesson plans each observation. I don't really know the answer to this. Maybe not make the work they have to do before their observation so detailed. It reminded me of the old [name removed] observation lessons we tenured teachers would have to do every few years...SO detailed and, really, not too beneficial, but jumping through the hoops. So, maybe have that lesson planning portion and practice before they actually started their residency. Then, kinda make it like the new observation lesson planning...not so detailed, but actually kinda like you'd have every day. [sic]

Mentor teachers need trading in in expectations to effectively learn how to train future teachers. [sic]

More in depth Rubric Training- Partner with schools with the training.

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

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

## Appendix B: Ready2Teach Program Completion Survey (R2TPCS)

<b>Tennessee Tech University Ready2Teach Program Completion Survey Fall 2016 and Spring 2017 Combined</b>		
---	--	--

<b>Number of Respondents</b>	<b>Fall 2016</b>	<b>N = 5</b>
<b>Number of Respondents</b>	<b>Spring 2017</b>	<b>N = 49</b>

### Respondent Demographics: Percentages by Categories

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

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

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

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

**Summary Items**

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

<b>Will you complete the Ready2Teach teacher preparation program during the 2016-2017 academic year?"</b>			
<b>Survey Period</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>AVG</b>
Yes	100.0	100.0	100.0

<b>I am enrolled in the Ready2Teach program at...</b>			
<b>Survey Period</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>AVG</b>
Tennessee Tech University	100.0	100.0	100.0

<b>Have you applied for your teaching license?</b>			
<b>Survey Period</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>AVG</b>
Yes	80.0	95.9	88.0
I plan to apply soon.	20.0	4.1	12.1

<b>Have you been offered a teaching position?</b>			
<b>Survey Period</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>AVG</b>
Yes	60.0	8.2	34.1
No, but I am seeking a teaching position.	40.0	75.5	57.8
I do not plan to teach.	0.0	14.3	7.2

<b>Please share with us why you do not plan to teach.</b>	
Although I would have an opportunity to teach coming out of college, I am pursuing my Masters degree in STEM. I will graduate with 9 hours towards my Masters degree and plan to take summer classes followed by one more year of school. I will graduate in May 2018 and plan to teach after that! [sic]	
I am going to attend graduate school.	
I have another opportunity at the moment	
I plan to go into ministry.	
I will attend graduate school before seeking a teaching position, but I have also lost confidence in my public school system. As a music teacher, I feel regarded as an auxiliary teacher whose class is less important than other subjects. Students are routinely pulled from my class to complete homework from other classes. The school has implemented a system called [name removed] which is meant to encourage personal accountability by taking them out of classes that are considered to be more about fun so they can finish their assignments. In reality, the program has the opposite effect. Students see the program as an excuse not to do their work at home because they know they're going to have a chance to complete it at school, and it is my classes that are skipped because of it. On any given day, half of my students will not be there. I will not teach in a system that forces me to relinquish my students for their shortcomings in other classes. That is the responsibility of the student, not me. Like any other teacher, we have standards we have to meet. When students miss class, they miss important concepts. For any retention or continuity, students need to be in class as much as possible. These are not concepts I should have to defend or explain to educators, yet that procedure is in place. The system that has become standard in my experience is detrimental to the programs at the schools and has lead me to become cynical about the state of education in [name removed] and look for employment opportunities elsewhere.	
I'm wanting to become an Extension agent, and therefore will still be teaching but not in a formal school setting. Extension is more informal.	
There are no open positions in my area and I do not currently want to move.	

Please rate the overall quality of your preparation as an entry-level classroom teacher by the Ready2Teach program (coursework, field experience, and Residency).	% Very Well Prepared			% Adequately Prepared			% Somewhat Prepared			% Not Prepared		
	Fall 2016	Spr 2017	AV G	Fall 2016	Spr 2017	AV G	Fall 2016	Spr 2017	AV G	Fall 2016	Spr 2017	AV G
Strong academic content knowledge aligned with Tennessee curriculum standards.	80.0	55.1	67.6	20.0	40.8	30.4	0.0	4.1	2.1	0.0	0.0	0.0
Development of clear learning objectives and instruction plans for lessons.	80.0	67.3	73.7	20.0	30.6	25.3	0.0	2.0	1.0	0.0	0.0	0.0
Differentiation of instruction to meet all students' learning needs.	80.0	49.0	64.5	20.0	38.8	29.4	0.0	4.1	2.1	0.0	8.2	4.1
Management of classroom behavior through established techniques and procedures.	80.0	53.1	66.6	20.0	24.5	22.3	0.0	12.2	6.1	0.0	10.2	5.1
Scaffolding of and support for the academic needs of students.	60.0	61.2	60.6	40.0	26.5	33.3	0.0	6.1	3.1	0.0	4.1	2.1
Formative assessment to monitor students' progress and adjust instruction accordingly.	60.0	63.3	61.7	40.0	28.6	34.3	0.0	6.1	3.1	0.0	0.0	0.0
Summative assessment of student work and achievement in varied ways.	60.0	55.1	57.6	40.0	34.7	37.4	0.0	4.1	2.1	0.0	2.0	1.0
Adjustment to pacing and timing mandates of the school/district.	80.0	46.9	63.5	20.0	40.8	30.4	0.0	10.2	5.1	0.0	2.0	1.0
Collaboration with mentors and identified supervisors.	80.0	61.2	70.6	0.0	28.6	14.3	20.0	8.2	14.1	0.0	2.0	1.0
Understanding of and respect for the cultural and individual diversity of students.	80.0	71.4	75.7	20.0	20.4	20.2	0.0	6.1	3.1	0.0	2.0	1.0
Development of parent-student-teacher relationships.	60.0	44.9	52.5	0.0	36.7	18.4	40.0	8.2	24.1	0.0	8.2	4.1

Please rate the overall effectiveness of the Ready2Teach program in preparing you to be an entry-level classroom teacher.			
Survey Period	Fall 2016	Spring 2017	AVG
Very Ineffective	0.0	8.2	4.1
Somewhat Ineffective	0.0	4.1	2.1
Somewhat Effective	40.0	18.4	29.2
Very Effective	60.0	67.3	63.7

**What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?**

I loved my Residency experience.
Really all of the information has been so, so helpful and useful.
Residency as it gave me in the field experience and a feel of my role as a teacher in the classroom. [sic]
Spending plenty of time in a classroom and different grade levels was the most valuable. I was able to see different grade levels and how each grade builds upon the next. Mostly, spending lots of time in the classroom and seeing first-hand. [sic]
Student teaching experience
Actually being in a real classroom
As a future educator, I found in most valuable to be able to differentiate instruction. Students learn at different levels and in different ways. By using differentiated instruction, an educator opens new possibilities to enhance student learning. [sic]
Assessment. I was able to walk into the classroom and monitor how well student were retaining the information they were learning. [sic]
Being able to observe my mentor teacher and see how they run a classroom. Having the freedom to teach while also having a mentor to assist me in decisions.
Classroom management. I think being in the program helped me practice and be ready for classroom management.
Content classes were very valuable, but in agriculture, there needs to be more agricultural engineering based classes since there is an entire POS for students to complete.
Content knowledge, planning, scaffolding.
Creating lesson plans because that is something we need to know how to write, but the ones we have to do in college are unrealistic to what we will write as an entry-level classroom teacher.
Field experience
Great environment
Having several practicums and internships because nothing was more valuable than real classroom experience
Having two, seven week practicums and Residency for 6 months has been the most valuable as an entry-level classroom teacher.
I found all my practice with lesson planning very helpful. I additionally found the classes at [name removed] helped me easily teach content in the classroom. Practice lesson planning in the various content areas is really what helped the most when entering the classroom.
I found classes that helped us learn how to write lesson plans the most valuable. Practicum and student teaching experiences were also the most beneficial.
I found it to be most valuable to learn how to properly differentiate instruction to meet the needs of all learners in my future classroom, as well as learning classroom management techniques. It is very important to be able to teach all students in a way that they learn best. Through differentiation all students will be able to achieve success in the classroom. I also feel that good classroom management is extremely important in order to be able to create a positive learning environment in the classroom. As a teacher, you must be able to gain control of your students to make sure all instructional time is utilized and beneficial for all students.
I loved being able to stay located in one school. I feel like I was able to get to know the students and was able to practice classroom management effectively. The relationships and knowledge I have learned throughout this experience has been amazing.
I think that it helped me to know how to be an effective teacher while still providing adequate feedback to the students.

**What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?**

I thought my professor prepared us very well by making us create and teach different lessons in several different grade levels in all subjects. I also felt spending so much time in my residency was very beneficial to preparing me for my own classroom.

Learning the different types of teaching, methods, strategies, and etc. have helped tremendously within the classroom.

Parent-Teacher communication and Behavior management. I think behavior management is extremely important as an entry-level classroom teacher because promoting positive behavior in a learning environment is crucial to the overall effectiveness of the learning taking place in that environment. I also think parent teacher communication is an undervalued element that is very important for teacher candidates in knowing how to form positive relationships with our students' first teachers. [sic]

Practicum and residency experience in the classrooms as well as community service with the education dept [sic]

Practicums and Residencies. The best opportunity for progression and learning came from hands on opportunities and being in the environment of the school setting. [sic]

Residency was extremely effective, as it gave me a hands-on introduction to what it is like to be in a classroom.

Student Teaching

Student teaching has been the most valuable experience. It has given me real-world problems that have not been addressed previously.

The ability to create formative and summative assessments that are not strictly question answer type assessments. I also feel like i have been given the opportunity to learn how to create opportunities for students to investigate for learning. [sic]

The development of the learning objectives and [name removed] state standards.

The experience provided.

The preparation of being placed in actual school setting. This has given a lot of good experience and great chances. Being in the classroom has prepared me more than anything.

The year-long Residency and practicum. This program allows for the most amount of time in the classroom.

Understanding the different components to help construct a strong lesson and lesson plan.

Upper division reading and math courses including practicum, and the residency. [sic]

What I found most valuable as an entry-level classroom teacher is how to scaffold and differentiate my instruction for all learning types and abilities. Graduating as a special educator has been an eye-opener for me. This has shown me how many complex levels and abilities your students can have. If I would have not had instruction over how to differentiate my instruction to meet all students needs, I do not think I would have been able to implement it as successfully as I have during my residency. [sic]

What I found to be the most valuable was the field experience because it prepared me for my student teaching.

working in a classroom daily was very beneficial. My mentor teacher let me take over the lessons, classroom management, and input any ideas i had about lessons. I was able to learn what it means to be a classroom elementary teacher. [sic]

**Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.**

Spending more time in an actual classroom and not sitting in a classroom as a student. The more experience and real-life situations, the better.

There is nothing that I would want to improve because the program has been tremendous.

**Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.**

We should have been given exposure to handling parent teacher conferences, as that is an area where I feel I am still shaky. [sic]

Be more prepared for students who will be teaching subjects other than math, english, history, and science. Other core subjects feel left out and less-prepared. [sic]

Better communication.

Classroom management techniques and working with parents and supervisors.

Continuing field experience practicum and residency

During my residency, I learned the most by being in the classroom and being able to use the instruction strategies I had learned throughout the program.

EdTPA seemed to be more of a show than what it is actually like in the classroom.

Exposure to a real world classroom setting, more early and more often. Through observation or co-teaching if the students are ready, but we need to have a better idea of what to expect when we begin our student teaching. Especially with middle schoolers, dealing with young students' irresponsibility (forgetting pencils, homework, instruments, etc.) quickly and efficiently (something we were not taught in class) is much more important than learning how to theoretically teach kids a specific dance for kinesthetic learning (something we were taught in class). To clarify, kinesthetic learning is an important style of learning we should study, but specific lessons that implement it are things that can be learned by talking to teachers in schools and observing their effect in a more practical setting. [sic]

I do not have any recommendations at this time. By completing this program, I feel adequately prepared for a career in education. I would probably emphasize the significance of each portion of a lesson plan, and how it trains them to be effective teachers.

I don't have any suggestions

I feel like the Ready2Teach program should provide more support and instruction over classroom management. It would be helpful to know some effective ways to respond to students that are acting out or back-talking.

I think all future teachers should spend as much time in their placement even before it starts to have a better relationship with the students and mentor teacher. I did this and was already teaching and planning before the actual placement even began.

I think that there is a lot for the mentor teacher to do. I feel they should not have to evaluate us with the TEAM rubric so many times. We are already observed optimal amount of times by our supervisor, so I think it would be okay for our teachers to not have to evaluate us with the TEAM rubric each and every time; especially during the stressful times of the year!

I would include more practicum hours for the second semester of the teaching program. This would allow teacher candidates to receive even more time in the classroom and receive beneficial mentoring from their mentor teachers.

I would recommend including more attention to differentiating instruction to meet the needs of all children. I feel that I was stressed the importance of differentiation during my program, but was not provided actual ways to accomplish this in the classroom, or strategies on incorporating differentiation.

In our Literacy Program I think I could have benefited from further writing instruction and activities to help with learning how to incorporate the writing standards. In my residency I am in a 5th grade ELA and social studies class and I have found that it's something that students struggle with when they feel overwhelmed that they are going to have to write a big long essay. However, they need the skills even for shorter constructed responses and we have practiced steps to complete well written responses. It has just been eye opening to realize that while comprehension is important, students also need to be able to explain. [sic]

It would be helpful to learn more about differentiating activities within a classroom where there are no IEPs but still various learning needs.

**Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.**

It would be more effective if we could teach the subject we prefer to practice in during residency, especially since it is the content that we work on edTPA with.
Meeting my mentor teacher before being assigned to the class. Knowing what teacher I'm assigned to earlier. Not going to a classroom only two times a week during Residency One.
Monitor mentors and residents closer. I know I worked a lot harder in the classroom then a lot of people. Most students didn't have the chance to take over and manage a classroom. Additionally, edTPA needs to be taught more prior to the project. I was very surprised by a lot of the content I had to include on the project. [sic]
More emphasis on classroom management and differentiation
More focus on student teacher- teacher- parent relationship.
More practice with edTPA would help a lot. I struggled with understanding the required content for the edTPA project. Additionally, I think the grading for edTPA should be looked at again. I feel like the grading varies based on who is grading the project. I feel I received a very hard grader and some of my classmates had an easier grader. Due to this I think the grading process should be reevaluated. [sic]
Need more information to work with others and classroom management. How to work together, no one ever wanted to work together it was ridiculous [sic]
No recommendations at this time.
None
Provide more classroom management learning opportunities; teach us ways to grade
Residency 1 and 2 evaluation windows should be a little more flexible so that it doesn't interrupt the flow and pacing that the mentor teacher already has in place. Specifically the last observation window that is days before statewide testing. That observation should not be that close to the testing dates due to extensive review and test prep time that will be wasted teaching a lesson on just one specific standard just to score well on an observation. [sic]
The special education program for [name removed] is one of the most caring and hands on departments that I have seen or been a part of. I do not think anything needs changed within this program. I feel as prepared for the classroom as possible and as confident as possible as well. [sic]

University of Memphis  
College of Education  
Center for Research in Educational Policy  
325 Browning Hall  
Memphis, TN 38152