Ready2Teach
Tennessee Tech University
2015-2016 Data Collection Annual Report

Leslie Vanelli, B.A.
Margie King, M.S.
Elizabeth Goldfeder, Ph.D.

University of Memphis
Fall 2016

Driven by doing.

Note to Reader

The Ready2Teach Tennessee Tech University 2015-2016 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 2015-2016 Data Collection Annual Report. Additionally, university data have not been compared or contrasted with data from other universities in any other reports.

Table of Contents

Table of Tables

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 2015-2016 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 four-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 four-year data collection strategy was designed to implement both quantitative and qualitative data collection and analyses. The 2015-2016 report includes descriptive analyses of the perceptions of key R2T stakeholders and the 2015-2016 R2T teacher candidate data (e.g., edTPA scores, GPA, Praxis PLT scores, and teacher candidate demographics) which were submitted by university personnel into a secure online site. 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. When these data are made available, the Center for Research in Educational Policy (CREP) will provide a technical report containing the results of quantitative analyses involving teacher success, teacher attrition, and the R2T first year teacher comparisons with non-R2T first year teachers, as outlined in the scope.

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

university partnership in meeting district/school goals, and improvement of student academic performance. The R2T Program Completion Survey (R2TPCS) provided the perceptions of R2T teacher candidates as they completed their preparation program and Residency, and the R2T Graduate Teacher Survey (R2TGTS) was used to gain the perceptions of new teachers following their first year of teaching. In addition to the perceptual surveys, director of teacher education or designee semi-structured phone interviews provided supplementary data regarding R2T enrollment numbers, graduation numbers, and R2T Residency and program changes. The data collection summary for the 2015-2016 academic year at TTU is presented in Table 1; a detailed presentation of the data can be found in the Results section of this report.

Table 1. Summary of R2T Data Collection by Research Question

Data Summary by Research Question
1. What are the perceptions of the School Partners (i.e., district administrators, principals, assistant principals, and mentor teachers) regarding preparation of R2T teacher candidates who are ready to teach; university partner collaborations to meet district/school goals; and improvement of student performance?
• *R2T teacher candidate preparation:* Overall, most school partners agreed that the R2T teacher candidates were prepared and demonstrated entry-level teaching abilities in the classroom.
• *University partnership:* The majority of school partners perceived that the R2T university partnership had a positive impact on students, mentor teachers, and schools. School partners also noted the need for further training and professional development.
• *Student academic performance:* The majority of school partners agreed that R2T teacher candidates would likely have a positive impact on student academic performance because by participating as another qualified teacher in the classroom, they were able to increase opportunities for small groups and one-on-one interventions, expose students to new teaching styles and ideas, differentiate instruction, and serve as positive role models for students.
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 2015-2016 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-R2T) first year, second, third year teachers in the same or similar schools?
• Year 4 data were unavailable as of the writing of this report.
4. What is the attrition rate of first, second, and third year R2T graduate teachers?
• Do differences exist between attrition rates of first, second, and/or third year R2T teachers?
• How does this compare with the attrition rate of non-R2T new teachers (first, second, and third year)?
• Year 4 data were unavailable as of the writing of this report.
5. What is the relationship between level of performance on key factors identified in the edTPA, TEAM scores, student achievement scores, and the attrition rate of R2T graduate teachers?
• Year 4 data were unavailable as of the writing of this report.

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

Introduction

In response to recommendations offered by the Tennessee Teaching Quality Initiative task force concerning the need for reform in teacher candidate preparation and practice, the Tennessee Board of Regents (TBR) coordinated a redesign of its teacher preparation programs within its institutions of higher education (Tennessee Board of Regents, 2010). The Ready2Teach (R2T) transformational teacher preparation initiative is a four-year, clinically focused 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 2015-2016 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, and 4 (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 2015-2016 Data Collection Annual Report provides the data collection results for the third implementation year of the R2T teacher

preparation initiative at TTU. University staff provided the graduation baseline data, demographic data, edTPA scores, GPA, and Praxis PLT scores for each cohort (i.e., 2013-2014, 2014-2015, and 2015-2016) of R2T teacher candidates following their completion of the R2T program. The remainder of the R2T teacher candidate data are to be provided by TBR or the Tennessee Department of Education.

Method

This four-year data collection strategy was designed to implement both quantitative and qualitative data collection and analyses. The 2015-2016 report includes descriptive analyses of the perceptions of key R2T stakeholders and the 2015-2016 R2T teacher candidate data (e.g., edTPA scores, GPA, Praxis PLT scores, and teacher candidate demographics) which were submitted by university personnel into a secure online site. 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. When these data are made available, the Center for Research in Educational Policy (CREP) will provide a technical report containing the results of quantitative analyses involving teacher success, teacher attrition, and the R2T first year teacher comparisons with non-R2T first year teachers.

CREP staff utilized perceptual surveys and a semi-structured phone interview 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. In addition to the perceptual surveys, a director of teacher education (or designee) semi-structured phone interview provided supplementary data regarding R2T enrollment numbers, graduation numbers, and R2T Residency and program changes. Detailed descriptions of each of these instruments are presented in this report. The specific data collection methods implemented and how they align with each of the research questions are summarized below.

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

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

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?*

University personnel submitted baseline R2T teacher candidate data into a secure online site. These data will be used by CREP staff in analyses of R2T graduate teachers and non-R2T teachers following their first, second, and third year of teaching. Additional 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?*

Baseline R2T teacher candidate data were submitted by university personnel into a secure online site. These data will be used by CREP staff in analyses of R2T graduate teachers and non-R2T teachers following their second, and third year of teaching. Additional R2T graduate teacher and non-Ready2Teach teacher data have not been provided as of the writing of this report.

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

University personnel submitted baseline R2T graduate teacher data into a secure online site. These data will be used by CREP staff in analyses of R2T graduate teachers and non-R2T teachers following their first, second, and third year of teaching. Additional 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 director of teacher education, the 2015-2016 R2T teacher candidates, the R2T graduate teachers who completed their first year of teaching during the 2015-2016 academic year, and the 2015-2016 TTU school partners.

TTU director of teacher education. A semi-structured phone interview was conducted with the Director of Teacher Education and the Associate Dean of the College of Education at TTU in April 2016. The semi-structured interview gathered additional information about the 2015-2016 implementation of R2T at TTU and any specific changes made to their unique program. The aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2015-2016 Data Collection Annual Report to honor our anonymity and confidentiality agreement with TTU participants.

R2T teacher candidates. Two sources provided demographic information for the 2015-2016 R2T teacher candidates, the Ready2Teach Participant Data Tool (R2TPDT) and the R2TPCS. University personnel used the R2TPDT to submit demographic and baseline data regarding the R2T teacher candidates who were enrolled at TTU during the 2015-2016 academic year into a secure site. The majority of the 255 TTU R2T teacher candidates were female (79.2%), Caucasian (97.3%), and transfer students (91.4%). All of the R2T teacher candidates

were undergraduate (100.0%) and traditional (100.0%) students. Table 2 summarizes the

demographic characteristics of the TTU 2014-2015 R2T teacher candidates.

Table 2. TTU R2T Teacher Candidate Demographics

R2T Teacher Candidate Demographics	Frequency	Percentage
Gender		
Female	202	79.2
Male	53	20.8
Race		
African American or Black	1	0.4
Asian	1	0.4
Caucasian or White	248	97.3
Two or more races	4	1.6
Undisclosed	1	0.4
Academic Degree		
Graduate	0	0.0
Undergraduate	255	100.0
Transfer or Non-Transfer Student		
Transfer student	233	91.4
Non-Transfer student	22	8.6

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

University personnel also provided the R2T teacher candidates' overall GPA, edTPA

scores, and Praxis PLT scores, which will be used for future data analyses and comparisons. The

TTU 2015-2016 R2T teacher candidates' overall GPA mean was 3.53, the mean edTPA score

was 46.65, and the mean Praxis PLT score was 173.86. Table 3 summarizes the TTU 2015-2016

R2T teacher candidate GPA, edTPA, and Praxis PLT data.

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

	GPA ($n = 255$)	edTPA ($n = 255$)	Praxis PLT ($n = 255$)
Minimum	2.78	32	144
Maximum	4.00	62	198
Mean	3.53	46.65	173.86
Standard Deviation	0.33	5.69	9.51

The second source of demographic data came from the R2TPCS. The 2015-2016 R2T

teacher candidates submitted demographic information and their perceptions of the effectiveness

and quality of their preparation to be an entry-level classroom teacher. There were 84 Fall 2015

and Spring 2016 Program Completion Surveys completed by TTU R2T teacher candidates, and the frequency report can be viewed in Appendix B.

R2T graduate teachers. In 2015-2016, R2T graduate teachers who had been R2T teacher candidates during the 2014-2015 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. Nine 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 2015-2016 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 2015-2016 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 49 school partners who started the R2TSPS, two indicated that they did not work with R2T teacher candidates and exited the survey. The remaining 47 school partner respondents indicated their R2T roles as district administrator (0.0%), principal (8.5%), assistant principal (4.3%), and mentor teacher (87.2%), as shown in Table 4.

Table 4. TTU R2T School Partner Role

Ready2Teach Role	Percentage
District Administrator	0.0
Principal	8.5
Assistant Principal	4.3
Mentor Teacher	87.2

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

A majority of principal and assistant principal respondents (66.7%) indicated they had six to ten years of experience in their current position within the school district. Table 5 summarizes the length of service for the principal and assistant principal respondents.

Table 5. TTU Principal and Assistant Principal Length of Service

Principal and Assistant Principal	Percentage
Length of Service in Current Position (Principal and Assistant Principal)	
Less than 1 year	0.0
1-5 years	33.3
6-10 years	66.7
More than 10 years	0.0

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

A majority of mentor teachers (58.5%) indicated this was the first R2T teacher candidate placed in their classroom to complete their Residency. Of the remaining mentor teachers who had previous experience mentoring a R2T teacher candidate, over half (58.6%) of mentor teachers indicated having three or more R2T teacher candidates placed in their classroom since August 2012. A larger percentage of mentor teachers indicated the length of placement in their current school had been for more than 10 years (43.9%), they possessed more than 10 years of teaching experience (73.2%), and they held advanced degrees (68.3%), as shown in Table 6.

Table 6. TTU Mentor Teacher Characteristics

Mentor Teacher	Percentage
Length of Placement in Current School	
Less than 1 year	0.0
1-5 years	29.3
6-10 years	26.8
More than 10 years	43.9
Total Years of Teaching Experience	
Less than 1 year	0.0
1-5 years	7.3
6-10 years	19.5
More than 10 years	73.2
Educational Degree Attainment	
Bachelor's degree	29.3
Master's degree	56.1
Master's plus 30 hours	2.4
Education Specialist degree	9.8
Doctoral degree	0.0
Is this the first R2T teacher candidate that has been placed with you for their Residency?	
Yes	58.5
No	41.5
If this is _not_ the first R2T teacher candidate placed with you for their Residency, how many R2T candidates have been placed with you for their Residency since August 2012?	
2	41.2
3	41.2
4 or more	17.6

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

Instrumentation

Both quantitative and qualitative data were collected for this report via surveys,

university submission of R2T teacher candidate data, and a semi-structured phone interview.

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 Likert-type items that utilize a three-point 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 Likert-type items that utilize a three-point scale. The items focus on preparation of R2T teacher candidates, effectiveness of partner collaborations in meeting district/school goals, and improvement of student performance. The survey was administered via CREP's online Survey Management System (SMS).

Ready2Teach Program Completion Survey (R2TPCS). The R2TPCS was developed by CREP staff to administer to R2T teacher candidates following the completion of the R2T program 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 Likert-type items that utilize a four-point scale. The items focus on the quality and effectiveness of their preparation to be an entry-level classroom teacher. The 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 Likert-type items that utilize a four-point scale. The items focus on their perceptions of how well the R2T program prepared them as an entry-level classroom teacher. The survey was administered via CREP's online Survey Management System (SMS).

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

Semi-structured phone interview protocol. CREP staff developed a semi-structured phone interview protocol to guide the R2T director of teacher education (or designee) interview. The director of teacher education or designee semi-structured phone interview protocol was designed to obtain supplementary data regarding 2015-2016 R2T implementation and R2T Residency or program changes. The objective of the protocol was to give CREP staff a consistent format to guide the semi-structured phone interview while allowing the interviewee the freedom to convey their perceptions of the implementation and effectiveness during the 2015-2016 academic year. Table 7 summarizes the participants, data sources, and methods used within each research question.

Table 7. TTU Summary of Participants, Data Sources, and Method by Research Question

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

Procedure

During the 2015-2016 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. 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 2016. 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 2016. In an attempt to improve return rates, CREP offered the R2TPCS to each TBR university in both paper and online formats. University personnel elected to administer the online format of the R2TPCS to their December 2015 and May 2016 R2T teacher candidates who fulfilled the R2T program and Residency requirements. A semi-structured phone interview was held with the Director of Teacher Education and the Associate Dean of the College of Education at TTU in April 2016.

All data were collected by July 2016, and analyses of the survey and semi-structured phone interview data were initiated. All open-ended comments were summarized via a structured, multi-step process. First, the original comments were grouped into categories, and then the categories were grouped into overarching themes. Final analysis produced frequency percentages for each theme that was observed in the dataset. Some comments contained multiple themes and categories. These were separated and coded according to theme, as if they were separate comments. Thus, the reported percentages reflect the total number of comments as separated by theme, not the total number of comments received from participants.

University personnel were contacted in June 2016 regarding procedures for submitting the R2T teacher candidate data. The R2TPDT was made available and all quantitative data were submitted by July 2016. CREP staff followed up as necessary to clarify questions regarding missing data. Table 8 provides a summary of the data collection strategy organized by instrument, a general timeline, and the number of each instrument collected.

Table 8. TTU Data Collection Summary

Participants	Instrument	Timeline	Final (*n*)
School Partners	R2TSPS	April-May 2016	*n* = 47*
R2T Graduate Teachers	R2TGTS	April-May 2016	*n* = 7**
R2T Teacher Candidates	R2TPCS	December 2015 & May 2016	*n* = 84**
Director of Teacher Education	Phone Interview	April 2016	*n* = 2
R2T Participant Data	R2TPDT	July 2016	*n* = 255

*Respondents who did not work with 2015-2016 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 2015-2016 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

Director of Teacher Education Semi-Structured Phone Interview. A semi-structured phone interview was conducted with the Director of Teacher Education and the Associate Dean of the College of Education at Tennessee Tech University. The objective was to gather data that would supplement the perceptual surveys and provide information regarding R2T implementation during the 2015-2016 academic year. In order to honor our anonymity and confidentiality agreement, the aggregate results are reported in the Ready2Teach Tennessee Board of Regents 2015-2016 Data Collection Annual Report.

Ready2Teach School Partner Survey (R2TSPS). School partners were asked to give their perceptions of the preparation of R2T teacher candidates, the effectiveness of partner collaborations in meeting district/school goals, and the improvement of student performance. Of the 49 school partners who started the R2TSPS, two indicated that they did not work with R2T teacher candidates and exited the survey, leaving 47 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 (50.0-83.3% of 6 respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom. The highest areas of agreement included "develop student-teacher relationships" (83.3%), "collaborate with mentors and identified supervisors" (83.3%), "understand cultural and individual diversity" (83.3%), "consider students' strengths and needs when planning lessons" (83.3%), "utilize best practice instructional strategies" (83.3%), "analyze student performance based on assessments" (83.3%), "consider the pacing and timing mandates for the school/district" (83.3%), "manage classroom behavior through establishes techniques and procedures" (83.3%), and "organize and manage time, space, and resources" (83.3%). The lowest area of agreement among principals and assistant principals was "adjust instruction based on assessment findings" (50.0%). Similarly, most mentor teachers (85.4-100.0% of 41 respondents) agreed that the R2T teacher candidates were prepared and demonstrated entry level teaching abilities in the classroom. The highest areas of agreement included "create effective learning segments" (100.0%), "develop instruction plans for lessons" (97.6%), "design assessment plans for lessons" (97.6%), and "understand cultural and individual diversity" (97.6%). The lowest area of agreement among mentor teachers was "develop parent-student-teacher relationships" (85.4%). Some school partner survey respondents selected *Disagree* or *Don't Know* on some of the preparation items. School partner perceptions of R2T teacher candidate preparation are summarized in Table 9 and Table 10.

Table 9. TTU Principal and Assistant Principal Perceptions of Preparation

The R2T teacher candidate(s) placed in your school for their 2015-2016 Residency demonstrate the entry level teacher ability to...	% Agree	% Disagree	% Don't know
Develop student-teacher relationships.	83.3	16.7	0.0
Develop parent-student-teacher relationships.	66.7	16.7	16.7
Collaborate with mentors and identified supervisors.	83.3	16.7	0.0
Understand cultural and individual diversity.	83.3	0.0	16.7
Consider students' strengths and needs when planning lessons.	83.3	16.7	0.0
Utilize best practice instructional strategies.	83.3	16.7	0.0
Maintain student engagement throughout lessons.	66.7	16.7	16.7
Analyze student performance based on assessments.	83.3	16.7	0.0
Adjust instruction based on assessment findings.	50.0	0.0	50.0
Scaffold and support the academic needs of students.	66.7	0.0	33.3
Consider the pacing and timing mandates for the school/district.	83.3	0.0	16.7
Manage classroom behavior through established techniques and procedures.	83.3	16.7	0.0
Organize and manage time, space, and resources.	83.3	0.0	16.7

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

Table 10. TTU Mentor Teacher Perceptions of Preparation

The R2T teacher candidate placed in your classroom for their 2015-2016 Residency demonstrates or possesses the entry level ability to...	% Agree	% Disagree	% Don't know
Develop clear learning objectives for lessons.	95.1	4.9	0.0
Create effective learning segments.	100.0	0.0	0.0
Consider students' strengths and needs when planning lessons.	95.1	4.9	0.0
Develop instruction plans for lessons.	97.6	2.4	0.0
Design assessment plans for lessons.	97.6	2.4	0.0
Utilize best practice instructional strategies.	90.2	7.3	0.0
Maintain student engagement throughout lessons.	92.7	4.9	2.4
Manage classroom behavior through established techniques and procedures.	87.8	12.2	0.0
Organize and manage time, space, and resources.	95.1	4.9	0.0
Analyze student performance based on assessments.	95.1	2.4	2.4
Adjust instruction based on assessment findings.	92.7	4.9	2.4
Analyze personal teaching effectiveness.	87.8	7.3	4.9
Scaffold and support the academic needs of students.	92.7	4.9	2.4
Align instruction with Common Core State Standards.	95.1	2.4	2.4
Consider the pacing and timing mandates for the school/district.	92.7	7.3	0.0
Understand cultural and individual diversity.	97.6	2.4	0.0
Develop parent-student-teacher relationships.	85.4	4.9	9.8
Collaborate with mentors and identified supervisors.	90.2	7.3	2.4

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

Most principals and assistant principals (83.3%) 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" (83.3%), "provides consistent criteria for identifying school-based mentor teachers" (83.3%), and "effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements" (83.3%). The lowest area of agreement among principals and assistant principals was "provides or offers professional development that is beneficial for our faculty" (50.0%). Most mentor teachers (85.4-90.2% of 41 respondents) agreed with three of the five closed-ended items that focused on school partners' perceptions regarding the Ready2Teach university partnership. These items were "adequately supervises the R2T teacher candidate in my classroom" (90.2%), "successfully supports R2T teacher candidates in my classroom in a manner that benefits our school" (90.2%), and "effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements" (85.4%). The lowest areas of agreement among mentor teachers included "supplies initial and ongoing training for school-based mentor teachers" (61.0%) and "provides or offers professional development that is beneficial for our faculty" (43.9%).

There were some school partner respondents who indicated Disagree or Don't Know on some of the items. School partner perceptions of the university partnership are summarized in Table 11 and Table 12.

Table 11. TTU Principal Perceptions of Partnership

During the 2015-2016 academic year, the R2T university partnership....	% Agree	% Disagree	% Don't know
Helps meet the goals and address the needs of our school.	83.3	16.7	0.0
Provides or offers professional development that is beneficial for our faculty.	50.0	33.3	16.7
Provides consistent criteria for identifying school-based mentor teachers.	83.3	16.7	0.0
Effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements.	83.3	16.7	0.0

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

Table 12. TTU Mentor Teacher Perceptions of Partnership

During the 2015-2016 academic year, the R2T university partnership...	% Agree	% Disagree	% Don't know
Supplies initial and ongoing training for school-based mentor teachers.	61.0	24.4	14.6
Provides or offers professional development that is beneficial for our faculty.	43.9	29.3	26.8
Adequately supervises the R2T teacher candidate in my classroom.	90.2	7.3	0.0
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	90.2	9.8	0.0
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	85.4	14.6	0.0

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

When respondents were asked, "In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance?" the majority of school partner respondents indicated that the R2T teacher candidates will have a positive impact on student academic performance in their school (92.4% of comments). More specifically, school partners most often cited improved student academic performance, more opportunities for small groups and one–on-one interventions, and an additional qualified teacher in the classroom supporting student needs as positive outcomes experienced by students in classrooms with R2T teacher candidates. As one respondent shared, "The R2T teacher candidate placed with me has strong organization skills, is resourceful and utilizes various resources to meet student needs.

She strives to find a way to meet each student's needs and they have responded with improved academic performance" (TTU R2TSPS respondent, 2016). Respondents also described R2T teacher candidates as positive role models who provide students with exposure to multiple teaching styles, new ideas, as well as richer activities and experiences in the classroom. Additionally, respondents noted how having a teacher candidate in the classroom positively impacted mentor teachers, and likewise student academic performance, because it infuses energy into classrooms and encourages seasoned teachers to examine their current practices and incorporate new strategies. A few school partners (7.6% of comments) conveyed that R2T teacher candidates will have a negative or limited impact on student academic performance, indicating that the candidates were not prepared for the demands of teaching, lacked professionalism, and that classroom teachers often had to re-teach concepts to students.

When school partner respondents were asked, "Share with us the benefits that your school has experienced by participating in the 2015-2016 R2T partnership," the majority of responses indicated the positive impact the partnership had on mentor teachers, partner schools, and districts (53.4% of comments). School partners maintained that the R2T partnership produced competent R2T teacher candidates that provided an extra set of helping hands in classrooms and schools, bringing with them fresh ideas, current teaching strategies, and updated technology skills. As stated by a survey respondent, "I feel our school has benefited the most by being able to learn new methods of teaching. While I try to stay current in teaching strategies, I am learning new things from the teacher candidate" (TTU R2TSPS respondent, 2016). Additionally, respondents described how the R2T partnership also allows veteran teachers and other partner school stakeholders the opportunity to experience expanded leadership roles by mentoring teacher candidates. School partners also often described the positive impact the

partnership had on student academic support (38.4% of comments). In particular, school

partners noted that the academic benefits included two qualified teachers in the classroom,

opportunities for small groups, increased individualized lesson planning/instruction, and

beneficial relationships that develop between students and R2T teacher candidates. Some

respondents (4.8% of comments) indicated the partnership with the university as an important

benefit, specifically noting the collaborations and supportive relationships developed with

clinical supervisors and other university staff. A few survey respondents (2.4% of comments)

stated they were unsure or that they experienced no benefits from the partnership.

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

experienced by participating in the 2015-2016 R2T partnership," responses were mainly split

among four themes: no challenges (28.3% of comments), university partnership/R2T program

(26.9% of comments), Residency (25.4% of comments), and teacher candidate preparation

(19.4% of comments). School partner respondents that indicated having encountered no

challenges by participating in the 2015-2106 R2T partnership often mentioned that participating

in the R2T program was a positive experience. With respect to the university partnership and

R2T program, survey respondents expressed that the university supervisors were not effective,

were unfamiliar with edTPA, and did not set a good example for teacher candidates. In addition,

respondents described unclear program expectations, a lack of communication and support from

the university, and not enough mentor teacher training as challenges they had experienced

participating in the partnership. With regard to Residency, school partners stated mentor

teachers had a hard time letting go of control in the classroom with the added pressures of state

testing, the scheduling of placements were sometimes inconsistent and disruptive, they

experienced a lack of edTPA knowledge, and that teacher candidates should have more

experience in other classrooms/grade levels. When acknowledging teacher candidate preparation as a challenge, respondents specifically described feeling that R2T teacher candidates were not prepared for the demands of the classroom and detailed areas in which they needed additional support—content area knowledge, classroom management, professionalism, and collaboration with a team. One respondent noted:

> When teacher candidates are late to class, lack classroom management skills, are not prepared, seek to understand student's needs, do not work well with mentor or grade-level team -- there is a real problem. The teacher candidate is dead weight and experienced teachers are less willing to accept a teacher candidate each time we are asked to partner. (TTU R2TSPS respondent, 2016)

When school partners were asked to share, "any recommendations you have that may allow the R2T teacher preparation program to better serve your school," the majority of the responses fell within the areas of university partnership and requirements of the R2T program (54.4% of comments). Recommendations involving the partnership centered around the need for better communication and clear expectations from the university regarding program elements, such as a specific timeline of duties, binders specifically for mentor teachers, increased opportunities for professional development, and a more user-friendly university website. Suggestions regarding R2T program elements focused on edTPA, Residency, and other components. More specifically, school partners suggested a more realistic teacher preparation program, less focus on edTPA in favor of more classroom experience, and use of the TEAM rubric. School partners also requested more thoughtful residency placements, allowing interviews between partner schools and teacher candidates prior to the start of the placement, and ensuring candidates are placed within the grade level in which they will be certified to teach.

TTU R2T school partners also made recommendations specifically regarding teacher candidate preparation (29.8%), once more detailing the need for increased preparation and emphasis in the areas of classroom management, differentiation, standards, pacing, professionalism, and special education instruction. Lastly, some (15.8%) school partners offered no recommendations, stating that R2T is a great program, teacher candidates are well-prepared, and that they want more opportunities to work with teacher candidates in the future.

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 2015 and Spring 2016 frequency report—including respondents' demographics and comments—can be found in Appendix B. There were 86 Fall 2015 and Spring 2016 TTU teacher candidates who started the survey, however 2 indicated they did not complete the R2T teacher preparation program during the 2015-2016 academic year and exited the survey. Of the remaining 84 who completed the survey, 10 reported they were offered a teaching position, 68 were actively seeking a teaching position, four did not plan to teach, and two intended to enroll in graduate school. Overall, the TTU 2015-2016 R2T teacher candidates perceived that the R2T Program was effective in preparing them as an entry-level classroom teacher, as shown in Table 13.

Table 13. 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 2015 and Spring 2016
Very Ineffective	3.5
Somewhat Ineffective	11.6
Somewhat Effective	36.0
Very Effective	48.8

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

Most of the 2015-2016 TTU R2T teacher candidates (70.9-93.1% of the 84 Fall 2015 and Spring 2016 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 2015 and Spring 2016 R2T teacher candidates felt most prepared included "understanding of and respect for the cultural and individual diversity of students" (93.1%), and "development of clear learning objectives and instruction plans for lessons" (90.7%). While most of the R2T teacher candidates specified that they were *Very Well Prepared* or *Adequately Prepared* on all items, there were some respondents (4.7-19.8%) who expressed that they were only *Somewhat Prepared*. There were also Fall 2015 and Spring 2016 R2T teacher candidate respondents (1.2-12.8%) who indicated *Not Prepared* on most of the survey items. R2T teacher candidate perceptions of the quality of the R2T program preparation are summarized in Table 14.

Table 14. TTU Fall 2015 and Spring 2016 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.	51.2	33.7	15.1	0.0
Development of clear learning objectives and instruction plans for lessons.	59.3	31.4	7.0	2.3
Differentiation of instruction to meet all students' learning needs.	40.7	34.9	17.4	7.0
Management of classroom behavior through established techniques and procedures.	36.0	36.0	15.1	12.8
Scaffolding of and support for the academic needs of students.	48.8	29.1	12.8	9.3
Formative assessment to monitor students' progress and adjust instruction accordingly.	51.2	38.4	7.0	3.5
Summative assessment of student work and achievement in varied ways.	43.0	39.5	12.8	4.7
Adjustment to pacing and timing mandates of the school/district.	40.7	34.9	19.8	4.7
Collaboration with mentors and identified supervisors.	60.5	26.7	8.1	3.5
Understanding of and respect for the cultural and individual diversity of students.	64.0	29.1	4.7	1.2
Development of parent-student-teacher relationships.	34.9	36.0	17.4	11.6

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," the majority of responses fell within two areas: Residency/field experience (65.2% of comments) and university experience/curriculum (25.2% of comments). Regarding Residency/field experience, respondents described how experiencing a full year in the classroom was highly beneficial for R2T teacher candidates as they were able to gain hands-on experience in classrooms and begin to become comfortable with all aspects of teaching. Additionally, the increased time in classrooms fostered professional relationships and collaboration between mentor teachers and R2T teacher candidates, introduced teacher candidates to working with parents, and overall created a more positive learning environment for students. One respondent stated:

> I think Residency was the most important element as it shows the teacher candidate
> exactly what all goes into being a teacher. Residents are expected to be able to carry out
> all duties of being a teacher but are still given the guidance of a mentor. Residency
> exposes teacher candidates to all aspects of teaching, which will help prepare them for
> their first year of teaching (TTU R2TPCS respondent, 2015-2016).

Survey respondents also noted that increased practicum experience prior to Residency is critical to teacher candidate success and equips them with the tools they need to be successful during Residency. With respect to university experience/curriculum, R2T teacher candidates indicated that the most valuable aspects were content area classes and knowledge gained (e.g., lesson planning, differentiation of instruction, classroom management, assessments, technology in the classroom, and other educational strategies). R2T teacher candidates also noted the importance of special education knowledge received, specifically regarding differentiation of instruction. A few R2T teacher candidates (9.6%) also felt that the R2T program as a whole was most valuable,

describing how R2T provides the resources and support needed for teacher candidates to succeed in the classroom.

R2T teacher candidates were asked to "share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers" and the majority of recommendations were related to elements of the R2T program (55.6% of comments). The R2T program recommendations often centered around creating a more realistic teacher preparation program, specifically that teacher candidates should spend more time in actual classrooms and that any unnecessary requirements should be eliminated. As a respondent suggested, "I feel like some classes are not beneficial and being in an actual classroom would have been much more beneficial. So, replacing some classes with more practicum time would improve the program" (TTU PCS respondent, 2015-2016). Survey respondents also indicated that the edTPA is too stressful, unrealistic, and distracts from the classroom experience. Suggestions regarding the edTPA included making the assessment more representative of teacher assessments, ensuring expectations are clearly communicated, restructuring seminars, and providing more preparation/starting the process sooner. Respondents additionally expressed that all stakeholders, including university supervisors and mentor teachers, need to be more highly trained and understand R2T program requirements. R2T teacher candidates also often shared recommendations related to the university curriculum (43.7%). In particular, respondents felt that more preparation is needed in the areas of classroom management, special education instruction, assessment, differentiation, lesson planning, and more general teaching strategies. Teacher candidates also requested more assistance crafting resumes, completing applications, and coaching for job interviews.

R2T teacher candidates were also given the opportunity to provide any additional comments. The majority of the additional comments (56.3%) were related to R2T program elements, particularly the need for clearer communication between all stakeholders, better organization of program elements, enhanced edTPA preparation, and earlier placements in classrooms. A quarter of the teacher candidates (25.0%) had no additional comments to offer. Finally, a few teacher candidates (18.7%) cited the university curriculum, specifically the need to improve the effectiveness and real-world practicality of the curriculum, as well as offering more knowledge and experience to teacher candidates regarding classroom management strategies.

Ready2Teach Graduate Teacher Survey (R2TGTS). R2T graduate teachers who were R2T teacher candidates during the 2014-2015 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 nine TTU R2T graduate teachers who started the R2T Graduate Teacher Survey, only seven 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 2015-2016 Data Collection Annual Report.

Data Summary by Research Question

Data collected during the 2015-2016 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. School partners also noted the need for further training and professional development.

- *Student academic performance:* The majority of school partners agreed that R2T teacher candidates would likely have a positive impact on student academic performance because by participating as another qualified teacher in the classroom, they were able to increase opportunities for small groups and one-on-one interventions, exposed students to new teaching styles and ideas, differentiated instruction, and were positive role models for students.

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 2015-2016 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?

University personnel submitted baseline data into a secure online site for each R2T

teacher candidate cohort. Additional R2T graduate teacher and non-Ready2Teach teacher data

had not been provided for analyses as of the writing of the 2015-2016 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?

University personnel submitted baseline data into a secure online site for each R2T

teacher candidate cohort. Additional R2T graduate teacher and non-Ready2Teach teacher data

had not been provided for analyses as of the writing of the 2015-2016 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?

University personnel submitted baseline data into a secure online site for each R2T

teacher candidate cohort. Additional R2T graduate teacher and non-Ready2Teach teacher data

had not been provided for analyses as of the writing of the 2015-2016 annual report.

Reference

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

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

Tennessee Tech University Ready2Teach School Partner Survey (R2TSPS)	

Number of Respondents   Spring 2016   N = 49

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

Do you currently work with Ready2Teach (R2T) Teacher Candidates?	
Yes	95.9
No	4.1

What is your R2T role?	
District Administrator	0.0
Principal	8.5
Assistant Principal	4.3
R2T Mentor Teacher	87.2

District Administrator, Principal, Assistant Principal

How long have you been in your current position with your school district?	
Less than 1 year	0.0
1 - 5 years	33.3
6 - 10 years	66.7
More than 10 years	0.0

District Administrator, Principal, Assistant Principal

The R2T teacher candidate(s) placed in your school for their 2015-2016 Residency demonstrate or possess the entry-level ability to…	% Agree	% Disagree	% Don't know
Develop student-teacher relationships.	83.3	16.7	0.0
Develop parent-student-teacher relationships.	66.7	16.7	16.7
Collaborate with mentors and identified supervisors.	83.3	16.7	0.0
Understand cultural and individual diversity.	83.3	0.0	16.7
Consider students' strengths and needs when planning lessons.	83.3	16.7	0.0
Utilize best practice instructional strategies.	83.3	16.7	0.0
Maintain student engagement throughout lessons.	66.7	16.7	16.7
Analyze student performance based on assessments.	83.3	16.7	0.0
Adjust instruction based on assessment findings.	50.0	0.0	50.0
Scaffold and support the academic needs of students.	66.7	0.0	33.3
Consider the pacing and timing mandates for the school/district.	83.3	0.0	16.7
Manage classroom behavior through established	83.3	16.7	0.0

The R2T teacher candidate(s) placed in your school for their 2015-2016 Residency demonstrate or possess the entry-level ability to…	% Agree	% Disagree	% Don't know
techniques and procedures.			
Organize and manage time, space, and resources.	83.3	0.0	16.7

District Administrator, Principal, Assistant Principal

During the 2015-2016 academic year, the R2T university partnership...	% Agree	% Disagree	% Don't know
Helps meet the goals and address the needs of our school.	83.3	16.7	0.0
Provides or offers professional development that is beneficial for our faculty.	50.0	33.3	16.7
Provides consistent criteria for identifying school-based mentor teachers.	83.3	16.7	0.0
Effectively communicates with me regarding the R2T teacher candidate Residency requirements and edTPA requirements.	83.3	16.7	0.0

R2T Mentor Teacher

How long have you been placed in this school?	
Less than 1 year	0.0
1 - 5 years	29.3
6 - 10 years	26.8
More than 10 years	43.9

R2T Mentor Teacher

How many total years of teaching experience do you have?	
Less than 1 year	0.0
1 - 5 years	7.3
6 - 10 years	19.5
More than 10 years	73.2

R2T Mentor Teacher

Educational Attainment	
Bachelor's degree	29.3
Master's degree	56.1
Master's plus 30 hours	2.4
Education Specialist degree	9.8
Doctoral degree	0.0

R2T Mentor Teacher

Is this the first R2T teacher candidate that has been placed with you for their Residency?	
Yes	58.5
No	41.5

R2T Mentor Teacher

How many R2T teacher candidates have been placed with you for their Residency since August 2012?	
2	41.2
3	41.2
4 or more	17.6

R2T Mentor Teacher

The R2T teacher candidate placed in your classroom for their 2015-2016 Residency demonstrates or possesses the entry level ability to...	% Agree	% Disagree	% Don't know
Develop clear learning objectives for lessons.	95.1	4.9	0.0
Create effective learning segments.	100.0	0.0	0.0
Consider students' strengths and needs when planning lessons.	95.1	4.9	0.0
Develop instruction plans for lessons.	97.6	2.4	0.0
Design assessment plans for lessons.	97.6	2.4	0.0
Utilize best practice instructional strategies.	90.2	7.3	0.0
Maintain student engagement throughout lessons.	92.7	4.9	2.4
Manage classroom behavior through established techniques and procedures.	87.8	12.2	0.0
Organize and manage time, space, and resources.	95.1	4.9	0.0
Analyze student performance based on assessments.	95.1	2.4	2.4
Adjust instruction based on assessment findings.	92.7	4.9	2.4
Analyze personal teaching effectiveness.	87.8	7.3	4.9
Scaffold and support the academic needs of students.	92.7	4.9	2.4
Align instruction with Common Core State Standards.	95.1	2.4	2.4
Consider the pacing and timing mandates for the school/district.	92.7	7.3	0.0
Understand cultural and individual diversity.	97.6	2.4	0.0
Develop parent-student-teacher relationships.	85.4	4.9	9.8
Collaborate with mentors and identified supervisors.	90.2	7.3	2.4

R2T Mentor Teacher

During the 2015-2016 academic year, the R2T university partnership...	% Agree	% Disagree	% Don't know
Supplies initial and ongoing training for school-based mentor teachers.	61.0	24.4	14.6
Provides or offers professional development that is beneficial for our faculty.	43.9	29.3	26.8
Adequately supervises the R2T teacher candidate in my classroom.	90.2	7.3	0.0
Successfully supports R2T teacher candidates in my classroom in a manner that benefits our school.	90.2	9.8	0.0
Effectively communicates with me regarding the R2T teacher candidate Residency requirements, timelines, and edTPA requirements.	85.4	14.6	0.0

Comments

District Administrator, Principal, Assistant Principal

In your opinion, what impact do you think the R2T teacher candidate(s) will have on students' academic performance in your school?
A positive impact as a role model. [sic]
Because the teacher candidates ideally take over the lessons, their impact on academic performance has high impact.
I feel the candidates bring a breath of fresh air to our busy campus. The students are eager to work and learn to become classroom teachers. Their efforts are appreciated.
None - very poor with behavior management. [sic]
Should have a positive impact [sic]

R2T Mentor Teacher

In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?
Candidate has prepared students with a variety of learning strategies and continues to enforce practice toward mastery.
He has a positive impact by bringing fresh ideas and youthful energy.
He worked with small groups of students. I hope I see gains in those scores.
Helping them to become better readers [sic]
I believe my students have greatly benefitted from having a R2T teacher candidate.
I believe my students will learn the material, based on standards, delivered by the teacher candidate. They will be prepared to go to 2nd grade the next year.
I believe [name removed] has a tremendous impact on my students' academic performance. We have co-taught a good portion of the year which has allowed her to learn while also supporting my students teaching. Getting an extra adult in the classroom that can pull secondary groups is totally helpful in providing students with better learning experiences thus improving their test scores.
I believe that my teacher candidate will have a positive influence on my students' academic performance because she has brought many new and exciting ideas in preparing the lessons. Many of which I will use in future lessons. [sic]
I believe that the academic performance of my class has been advanced by the teaching methods of my R2T teacher candidate. The candidate was receptive to learning new teaching techniques, and implementing strategies/techniques of her own as well. [sic]
I believe that the performance on this years test will be lower than expected. [sic]
I have been able to individually intervene with students on their singing and rhythmic skills while my teacher candidate teaches the whole class. I have seen improvement in at least two children's skills because of this.
I think my students will benefit from hearing the R2T teacher candidates information and strategies in addition to my own. [sic]
I think my teacher candidate will allow for continued practice and understanding for my struggling students.
I think she is doing better. She had some management control but now has been developing a strategy that is working for her. [sic]

In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?
I think that my students' will perform very well.
I think the candidate will have a big impact on a more individual perspective because of the ability to help with below level groups.
Improved academic performance due to her additional support, attention, and further ability to differentiate among student groups. [sic]
It is absolutely PRICELESS! [Name removed] has been a blessing for my classroom. She has helped to manage behaviors while I am teaching, she has planned engaging lessons that excite me and my students.Most importantly, she has ran small groups in such a way that allows me to meet with every student every day to develop their individual needs. I believe the differentiating abilities will directly affect test scores in a positive way. [sic]
More higher level thinking skills. [sic]
[Name removed] has impacted the Students of [name removed], with his professionalism, and very creative lessons. He has made understanding where music has come from and will move toward easy to learn with the general music class. He has shown how professional musicians practice by performing [name removed].[sic]
My classes have benefited from our R2T teacher candidate being in the classroom. She has brought fresh ideas and creativity to teaching students!
My struggling students received more one on one instruction. [sic]
My student teacher has done an excellent job and I think my students' academic performance was enhanced by her presence.
My students have enjoyed the time that they were taught by our current teacher candidate. He effectively communicates and assesses the concepts that need to presented. [sic]
My students' will definitely remember her willingness to learn along with them and her eagerness to provide activities which are accommodated per each common core standard.
Not as much as myself because we team taught [sic]
Positive effect. [sic]
She has given another perspective and additional support.
She has inspired my students to love to learn. Hopefully this attitude will continue to carry on to the next grade.
Spring benchmarks have recently been completed on our kindergarten class. All students made significant growth based on the online assessment for both math and literacy. Of 20 students, all but 2 are above the grade level average, and these two students entered late in the year. Due to small group instruction, we were able to effectively move the students according to individual needs.
Students will perform well on State Testing [sic]
The candidate has had a positive effect.
The few lessons that the student teacher taught had to be retaught by me because the students came to me later in the day asking me to cover it again because it did not make any sense. After this happened a few times during the student teacher evaluation days, I could not let the student teacher lead my classroom lessons anymore. It was negatively affecting the students to where they would sigh when they came in and saw that the student teacher was going to be teaching that day instead of me.

In your opinion, what impact do you think the R2T teacher candidate(s) will have on your students' academic performance in your classroom?
The R2T teacher candidate has allowed my classroom to differentiate the students into smaller groups based on their abilities.
The R2T teacher candidate placed with me has strong organization skills, is resourceful and utilizes various resources to meet student needs. She strives to find a way to meet each student's needs and they have responded with improved academic performance. [sic]
there has been a positive impact because students have been able to get more small group and or individualized instruction. [sic]
There will be a positive impact.
They bring new ideas and different modes of thinking to the classroom, strengthening my students' academic performance.
They have enjoyed having her here. She has brought cultural and science lessons to the classroom. I have had to reteach several math lessons, however, but I don't think there will be any lasting effects.
Variety of teaching methods Opportunity to team teach Opportunity to differentiate instruction [sic]

Share with us the benefits that your school has experienced as a school partner during the 2015-2016 R2T partnership.
?
A good relationship with [name removed] [sic]
Able to have support with small group work. [sic]
An extra person to help the students with reading skills [sic]
Benefits of partnership include students getting additional help within the classroom. Building relationships with students, parents, and grade-level teams where we can learn from one another. [sic]
During preparation, it was a huge benefit to have an extra person to assess, advise, and give feedback to students.
Extra help to classroom teachers. [sic]
Extra help with managing student behavior in the cafeteria, extra help with family engagement events, opportunity to share and grow with the teacher candidate.
Extra personal to do things we couldn't do before. [sic]
Having a student teacher allows me to complete other school responsibilities, such as observing other teachers, which benefits our student population. My teacher candidate has done an excellent job and is an asset to our building.
Having extra hands, creative minds, and the excitement of teachers entering the profession has been contagious.
Having someone else in the classroom was very helpful with all the duties teaching requires. She regularly made copies, organized activities, and got the room ready for the next day.
I did not experience a benefit from my partnership this year in the program. However, I do think that the rest of the teachers at my school had a great experience and their students will grow from the candidates.

Share with us the benefits that your school has experienced as a school partner during the 2015-2016 R2T partnership.
I feel our school has benefited the most by being able to learn new methods of teaching. While I try to stay current in teaching strategies, I am learning new things from the teacher candidate.
I have been able to have smoother transitions, extra help on logistics and organization, and have been able to get more documentation simply by having another person in the classroom.
I have had an exceptional R2T teacher candidate. She was an asset during classroom planning, instruction, and assessment. She was very willing to assist other teachers as needed.
I think the students at our school have been able to build relationships with the teacher candidates and the teachers who work with the teacher candidates are able to get a different perspective and additional support in the classroom.
In the middle school setting, having male role models is always a plus. He helps supervise bus duty and lunch duty.
It has allowed me to also reflect on my teaching. She brings new ideas to the classroom.
It is always beneficial to have fresh ideas from new faces.
It is beneficial for our school to partner with [name removed] and it benefits both parties involved.
It keeps us current in our educational approaches. It enables students to have the experience of an additional adult helper.
More hands-on help with students. [sic]
More teachers to serve the needs of the students [sic]
My student teacher has been used to help cover other classes when needed.
My students have benefited from seeing a student teacher in front of the class. It gives a different perspective of the same content.
Our class had a student that required a lot of extra attention so it was nice to have the extra hands in the classroom. [sic]
Our school gains new information from the teacher candidate who brings in fresh ideas on lesson planning.
Our school has benefited from our R2T teacher candidate in several different ways. It is always refreshing to have a new techniques/strategies that these students bring with them. We have also benefited as a school, by having an additional person to assist with tier intervention/enrichment. [sic]
Our student teacher managed and maintained our testing center for students who needed to make-up an assessment; assisted with the RTI program; and participated in a wide variety of extracurricular activities.
Provided need assistance and ability to offer lower group and one on one assistance for students in need.[sic]
See above--also allows for consistency with young students during the school year. [sic]
She has shared information to me about what new strategies are being taught in her educational classes. I have shared with her, and we have meshed them together.
[Name removed] has been a staple at our school. She has proved she is hard working and has helped in multiple areas of the school. She does anything that she can to improve our building. Students in 5th grade have also had another adult who they can trust to talk to. It will inevitably boost school scores to have her here as she is helping teach the majority of the 5th grade reading.

Share with us the benefits that your school has experienced as a school partner during the 2015-2016 R2T partnership.
Student teachers can give a fresh approach to situations, problems or everyday teaching.
Teachers are happy to work with future teachers.
The benefits with partnering is giving the teacher candidates hands-on experience with a high quality mentor to help prepare them for the teaching profession. Benefits for the school is having extra hands on deck to help support teachers and students. [sic]
The overall environment of our school welcomes student teachers to bring new ideas and coteaching models into the classroom. We have a few student teachers elsewhere in the building that have made a positive impact on both the kids and the fellow teachers. When issues arose with my particular student teacher, the director of the program ended up being the one that kindly stepped in and made things right and I appreciated her willingness and enthusiasm in wanting to make our school partnership the best it could be. [sic]
The R2T teacher candidate has helped provide more one on one teaching activities. [sic]
The students have shared new teaching tools with teachers. They have worked with whole group and small groups of students. They provide ideas and feedback as well as behavior support.
The teacher candidate cares about the students and works hard to assist students who are in need. In addition, because of his expertise in mathematics he has allowed our students to advance more in their mathematics skills.
The teacher candidate was able to help proctor during state mandated testing. In my class, the candidate was an extra pair of hands.
This has been a very positive experience. My teacher candidate was well versed in the state standards and had the skills to work with the students to master them. She made an impact on the whole second grade team and the school administration.
We are able to offer small group lessons so that students get more individual attention.
We have had "extra hands" for testing periods and for IEP meetings.

Share with us the challenges that your school has experienced as a school partner during the 2015-2016 R2T partnership.
?
Challenges would include attendance of candidate. Candidates content knowledge motivation. [sic]
Don't know of any challenges presented. [sic]
Finding time to give them the direction and teaching skills that they need due to testing. [sic]
I am not aware of any challenges.
I am unaware of any challenges.
I do feel that communication with [name removed] was a challenge at the beginning. I don't feel like I was given proper information about what was expected of me and what was expected of my student teacher in a reasonable time manner.
I do have to be more structured in my lesson planning, for the sake of teacher candidates. Whereas if I didn't see an activity working, I could change it on the spot and be more flexible. But because I believe teacher candidates need real-life scenarios where they need to learn how to deal with lessons that aren't working, I have to let them figure out how to come up with a different solution.

Share with us the challenges that your school has experienced as a school partner during the 2015-2016 R2T partnership.
I do not personally fill like it has been a challenge at all. [sic]
I don't feel like she came to us prepared to handle a fast-paced environment in a school the size of ours. Coming late (in October) was a deficit to both me and to her, as there was lots of training involved that she had missed out on since school started in August.
I don't know.
I have not experienced any challenges.
I have not really experienced any challenges.
It is difficult for at teacher to have an adult in their space all day. We try to break up the schedule with a different lunch schedule and different personal lunch time. [sic]
It is hard to ask teachers to keep a student teacher for a long residency.
It is very hard to let go of the reigns when you know that the end of the year scores will affect the teacher. But no one asked me to do that. I think it is a very beneficial program for the teacher candidate and the mentor teacher. [sic]
It was somewhat of a challenge when the student in our classroom was having difficulties with behavior and the student teacher did not know how to help.
Making sure we take time to model for them and remember they can't know why we do certain things without us explicitly telling them the ins and outs of every single decision a teacher must make each day. [sic]
My experience has been wonderful. I hope I can help someone else.
My only challenge was trying to best meet my intern's needs with very little guidance and support from [name removed]. My very diligent student was often (even after seeing assistance) unsure of expectations regarding edTPA. Her clinician was not very helpful and often openly admitted that she didn't know exactly what she was doing. This clinician also spoke poorly of a child in the room with special needs and (in my opinion) did not set a good example for the intern.
No challenges has been noted. All areas have been positive. [sic]
No challenges this year
None
None
none
none noted
None noted.
None that I can think of.
None to my knowledge
Not having training to help the intern understand the Ed TPA process better. [sic]
Nothing of note.
opportunities to let the teacher candidate observe other areas, and use computer based programs without adequate access. [sic]
Questioning techniques need to include more higher order thinking.
The only challenge we have had are teacher candidates that take the partnership for granted and not taking the teaching profession seriously enough. [sic]
The placement and organization of the student teachers was an issue from the beginning. Student teachers were originally placed in classrooms, the moved multiple times, then binders

Share with us the challenges that your school has experienced as a school partner during the 2015-2016 R2T partnership.
were given to mentor teachers that said "grade 4" even though we are a 6-8 middle school. It was stressful for the teachers (most of the ones that ended up having them did not volunteer or want to take one - which puts a strain on the co-teaching idea from the very start) and also stressful for the student teachers (they did not know where to report to and did not feel comfortable for the first little while because of all the moves and changes). The student teachers also did not have enough supervision while they were here. We had many issues arise with multiple student teachers in our building, and it was specifically asked for it to be addressed by the clinician to which the answer was "well, thats not really my job". It was very unclear to the mentor teachers who was supposed to be checking in on them and keeping them in line. The only time contact was made with [name removed] was on evaluation days for a 1 hour lesson. The mentor teachers were also simply handed the green manual during the beginning of the placement but never instructed what it was for or what to look for in it or anything, so when the time came to upload scores and evaluations on TK20, nobody knew that they were due (this was also due to the changing of placements as mentioned above, none of the ones that got email reminders were the correct mentors). [sic]
The placements are too long. It is hard to share a classroom with the residency student for this time with the demands on educators today.
The snow, scheduling of his observations, and getting our testing dates within the grading period was challenging at one point during the school year.
The student teacher is not adequately prepared in their course work [name removed], nor are the classroom management skills developed enough.
The technology of converting the video cameras to a certain format. (AVI, MP4, WMV, etc.) [sic]
There is much paperwork to be done that takes mentoring teachers from their duties.
When teacher candidates are late to class, lack classroom management skills, are not prepared, seek to understand student's needs, do not work well with mentor or grade-level team -- there is a real problem. The teacher candidate is dead weight and experienced teachers are less willing to accept a teacher candidate each time we are asked to partner.

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
1. More classroom experience before residency. 2. Candidates must interview or meet with teachers before placement, this would allow for personality conflicts or other issues to be resolved before placement. [sic]
A workshop or training to help mentor teacher be better prepared for the teacher candidate. [sic]
All the music majors who have come to me have very little knowledge of developmentally-appropriate behaviors of children. I would like to see them more educated on what they can expect from children in kindergarten to high school seniors.
Back to the semester long student teaching. [sic]
Classroom management needs to be more emphasized - not just knowledge of classroom management, but actual practical experience.
Clearer communication between school, mentor, and mental especially regarding EDTPA. [sic]
continue to allow quality students to shine in our schools. [sic]

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
I believe the there should be an interview process with the building principal so that the principal can place the teacher candidate with a mentor teacher that will best meet the candidates needs. [sic]
I don't have any recommendations at this time. I appreciated the reminders to complete the candidate's electronic evaluation.
I don't know.
I have thoroughly enjoyed having the teacher candidate in my room; however, it is a long time for teachers to turn their classrooms over to teacher candidate when the stakes are so high for teachers.
I think the lesson plans that are required by the students are unrealistic in the classroom. They are too long and detailed. My lesson plans for my teacher evaluations are not so lengthy. Please remember the classroom teacher has so much more paper work other than grading. We have student checklists and RTI to do also. Please give your students real world situations, so they don't become overwhelmed. Thank you.
I understand the necessity of the EDtpa, but the emphasis on the one body of work detracts from the continuing instruction during this time for the students. University students are focused on this one body of work during this time frame. This is an unrealistic expectation. Classroom teachers must continue instruction. The emphasis during this time frame distracts the candidate from the instruction of the students. The focus of quality teaching is the individual student, not a prepared video lesson and commentary. [sic]
I would have the video cameras already setup to where candidates don't stress over the format. [sic]
I would highly recommend information be sent to mentor teachers specifically about requirements before the student teacher begins their residency. This would have really helped me be a better mentor teacher. The book I received was the same book my student teacher received and so it had a lot of information that I really didn't need. It would be so nice if there could be a separate handout for mentor teachers with an explanation of what is expected of them with bullet points specifically outlining requirements of the student teacher and mentor teacher. It would be great if the mentor teacher could have it before the student teacher arrives or even given on the first day.
I would lessen the EdTPA requirements. This seems to take up a lot of their time.
I would like to see the actually logging in on the [name removed] website become more user friendly.
I would recommend that all R2T teacher candidates have courses on Common Core best practices, and becoming familiar the methods of teaching recommended by the State of Tennessee. I would also like to see the candidates be more prepared to complete edTpa. There is a gap between the amount of background the candidates have, and the amount of knowledge needed to complete the requirement with the success that is needed in order to pass. When a candidate's teaching license is riding on one big project, they should have a solid foundation of knowledge to complete it. [sic]
It would help to have more organization all around and also to be thoughtful in the student teacher placements. One of our student teachers wants to teach 2nd grade but is placed in a 6th grade Math classroom. If a student teacher does not enjoy or find something interesting, it is going to be much harder for them to want to work hard and learn. If there could be more

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
investigation into student teacher "wants" and mentor teacher "willingness", the placements might work out better which would result in the student teachers getting a lot more out of the year. They all seemed fairly well prepared on how to do the actual lesson plans and work, but just an overall lack of motivation to be in their placement and learn from the mentors and be an actual part of the classroom. (i.e. not sitting at a desk all day when the mentor teacher is up teaching and monitoring, not being on their phones in front of the students, not working on TPA and other school projects while at the placements, etc.) Teacher candidates that most of the teachers in my school thought would NOT be a good fit are going to be passed on and graduated and hired in a school elsewhere, and will most likely continue to have the same issues that they had during the year they were here. If they had more supervision and higher expectations during the student teaching year, they might be more motivated to make a good impression in their placements and end up with great references when trying to get their first real teaching job. Coming out of the [name removed] teacher education program just a few years ago, I felt prepared leaps and bounds above what I have seen from these student teachers. Our program was very strict, strenuous, organized, and treated our student teacher year like a professional job. This prepared me so much for my first real job that I started out in my first year exceeding the expectations of some other teachers that had been teaching for 5 years already. I truly think having a strong foundation of expectations and organization in the "higher ups", to trickle down to the student teachers, makes a huge difference in the overall "internship" year. [sic]
[Name removed] is a great school for student teachers to gain experience. We have students many different social and economic backgrounds. [sic]
More placements for shorter times. [sic]
More training at [name removed] in discipline strat., differ. instruction, more info. on ADHD and the autism spectrum. [sic]
My teacher candidate has done an exceptional job, is self-motivated, and already has a job ready after graduation.
No recommendations at this time
Place students in a school for an entire academic year.
Requirement to learn different discipline procedures and techniques [sic]
SEND ME MORE LIKE [name removed] :). [sic]
Student teachers can benefit from learning more about hands-on learning activities. [sic]
Teach the teachers different techniques to control over active students and behavior problems. [sic]
Teacher candidates need more training on the standards and pacing.
The teacher candidate that I received from the university was excellent. I enjoyed working with the teacher candidate. I think overall it was a pleasant experience for him, myself, and the school.
The TEAM rubric should be followed and treated as it is for employed teachers. Mentor teachers are told that a 3=C, and they must have at least a B (4 or higher) to pass the course. While I feel like she is putting in a great deal of effort and trying to learn, she is, in fact, here to learn. "Giving" interns 4s and 5s just so they will pass is not realistic, and creates a false sense that they have little to learn from mentors and staff members. Motivation to improve and do better seem to have dropped since evaluation scores were given earlier in the year.

Please share any recommendations you have that may allow the R2T teacher preparation program to better serve your school.
The thing that would be most beneficial would be for them to provide us with a face-to-face explanation of our roles as mentoring teachers and also the residency students', rather than just being provided a book.
We love our partnership with [name removed] and look forward to working with you in the future.
Working with students in a very engaging lesson where students are challenged to find their own answers. More guided practices and less lecture style. [sic]

Appendix B: Ready2Teach Program Completion Survey (R2TPCS)

Tennessee Tech University **Fall 2015 and Spring 2016 Ready2Teach Program Completion Survey (R2TPCS)**

Number of Respondents   N = 86

Respondent Demographics: Percentages by Categories

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

Gender	
Female	80.2
Male	17.4

Age	
Under 21	0.0
21-30	94.2
31-40	1.2
41-50	2.3
Over 50	0.0

Race/Ethnicity	
American Indian or Alaskan Native	0.0
Asian	0.0
Black or African American	0.0
Hispanic or Latino	0.0
Native Hawaiian or Other Pacific Islander	0.0
White	91.9
Two or More Races	3.5
Some Other Race	1.2

Summary Items

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

Will you complete the Ready2Teach teacher preparation program during the 2015-2016 academic year?	
Yes	98.0
No	2.0

I am enrolled in the Ready2Teach program at...	
Austin Peay State University	0.0
East Tennessee State University	0.0
Middle Tennessee State University	0.0
Tennessee State University	0.0
Tennessee Tech University	100.0
University of Memphis	0.0

Have you applied for your teaching license?	
Yes	95.3
I plan to apply soon.	3.5
I do not plan to apply.	0.0

Have you been offered a teaching position?	
Yes	11.6
No, but I am seeking a teaching position.	81.4
I do not plan to teach.	7.0

Please share with us why you do not plan to teach.
Frankly, the experience I had at Tennessee Tech made me disgusted with the profession. The department is filled with caddy drama queens who would should imprison the entire student body than educate them. The treatment I received from these people combined with the impression local teachers had of the department has led me to believe that pursuit of a teaching career in this state would only lead to more terrible exposure to these sub par individuals. Not only was this all deterrent to the profession, but personally traumatic. Regardless of my experience with tech, one would have to be quite foolish to strive to teach publicly in this awful state where teachers are SO tragically underpaid. Indeed it would be more financially intelligent to acquire a totally new education from scratch that to attempt to pay for this degree with the pittance our educators are allotted. [sic]
I am pursuing other career goals. I disagree with how the education system works with subject specific fields i.e. special education, music, physical education, library, art, etc. [sic]
I am taking an assistantship position at an out of state university. Will teach after I get my Master's. [sic]
I will be enrolling in graduate school in Fall 2016. Upon completion of my master's degree, I will seek to teach in a private school.
I will be working in the camping industry

Please share with us why you do not plan to teach.
This is a career I would not like to do at this time in my life. It requires a lot of patience, planning, and determination to effectively teach children, and I am not strong in these attributes. Therefore, I do not want to assume this position.

Please rate the overall quality of your preparation as an entry-level classroom teacher by the Ready2Teach program (coursework, field experience, and Residency).	**% Very Well Prepared**	**% Adequately Prepared**	**% Somewhat Prepared**	**% Not Prepared**
Strong academic content knowledge aligned with Tennessee curriculum standards.	51.2	33.7	15.1	0.0
Development of clear learning objectives and instruction plans for lessons.	59.3	31.4	7.0	2.3
Differentiation of instruction to meet all students' learning needs.	40.7	34.9	17.4	7.0
Management of classroom behavior through established techniques and procedures.	36.0	36.0	15.1	12.8
Scaffolding of and support for the academic needs of students.	48.8	29.1	12.8	9.3
Formative assessment to monitor students' progress and adjust instruction accordingly.	51.2	38.4	7.0	3.5
Summative assessment of student work and achievement in varied ways.	43.0	39.5	12.8	4.7
Adjustment to pacing and timing mandates of the school/district.	40.7	34.9	19.8	4.7
Collaboration with mentors and identified supervisors.	60.5	26.7	8.1	3.5
Understanding of and respect for the cultural and individual diversity of students.	64.0	29.1	4.7	1.2
Development of parent-student-teacher relationships.	34.9	36.0	17.4	11.6

Please rate the overall effectiveness of the Ready2Teach program in preparing you to be an entry-level classroom teacher.	
Very Ineffective	3.5
Somewhat Ineffective	11.6
Somewhat Effective	36.0
Very Effective	48.8

Comments

What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?
Classroom experiebce [sic]
Early Childhood courses! They were very focused on how to teach and respect students. [sic]
I believe the most valuable elements of this program are the experiences one gets with not only students but also working with other teachers, and the experience of planning lessons based on what needs to be taught. This is what helped me the most and I believe will be very beneficial to those in the future as well.
I feel like I was well trained on how to implement technology into my classroom. I also feel like I was introduced to adequate resources to produce an engaging lesson for all students.
I find the aspects of assessments we learned very successful.
I found that being required to participate in Residency for 6 months rather than one semester time-frame was beneficial. More time in an authentic classroom is always wanted and beneficial for upcoming teacher candidates. It provides real experience with students and real collaboration with a mentor teacher in planning.[sic]
I found the element of field experience to be the most valuable. I feel this way because I learn best by doing and being put in the "real situations" of a classroom has been most beneficial.
I found the technology in the classroom class the most useful because technology is something that is used in classrooms multiple times a day. I learned how to use the programs that most classes use. My READ block class was a close second to usefulness. Teaching younger grades, learning how to go back to the basics of reading is important. [sic]
I loved the fact that our program had a cohort-type setting. It was great to stay with the same group of 15 girls for the entire 2 years. We became very close and were able to help each other with everything.
I really enjoyed all of the time I got to spend in the school that I was working in and talking with my mentor teachers as well as the other teachers at the school. It has given me many new ideas and has helped me to develop into a more equipped and ready entry-level teacher.
I really liked how I had several practicum placements to prepare me for my residency experience. I did not feel totally inadequate going into the classroom. I have also really enjoyed having a year long placement. I feel this is beneficial because you grow as a teacher as your students grow. [sic]
It gives good suggestions and ideas on teaching.
It has been very valuable to have the opportunity to have practicum, residency I and residency II placements. The hands-on experience has been the most valuable.
Just the overall experience in the classroom was what I found most beneficial. More specifically, being able to be in the same placement for 6 months was helpful in seeing the progression and process of going through the school year. I found multiple opportunities to experience new things and learn about different situations that might arise in the classroom.
Lesson plan creation as an individual and as a member of a team [sic]
Lesson planning [sic]

What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?
Most of my education classes did prepare me for the TEAM rubric evaluations, writing formal lesson plans, and I am very prepared to teach a 7-12 math curriculum with the math classes I took at [name removed].
Most valuable was all of the hands on time we got to spend in an actual classroom through our Residency/ Student Teaching placements.
My education in my subject area was very thorough and the classes I took felt valuable.
My residency experience by far was what most prepared me to become an entry level teacher. My mentor teacher was such an exemplary example of a teacher. There are things I saw in the classroom that for sure could never be taught at the collegiate level.
One of the most valuable things that I encountered during the Ready2Teacher program is having an education class in each subject, along with learning different activities within those subjects. This has helped prepare us for any subject we may get a teaching job in. The Ready2Teach program was very helpful in assisting and guiding with helping write lesson plans. Lesson plans are very crucial and particular. However the Ready2Teach program gives very good constructive criticism to help build on our lesson plans in order to prepare us for the teaching community. [sic]
Practicum experiences, live feedback from professors during in-class teaching experiences, whole group discussions with professor input for classroom management [sic]
Residency experience [sic]
Residency I and II because it gave me the most realistic classroom experience [sic]
Residency, because actually being in the classroom helps to understand how to put what you learned in the classroom into practice. [sic]
Residency, because it is when I really learned how to approach a classroom in terms of management, academics, etc. [sic]
Teacher- students and parents relationships. Learning how to build relationships with students and discussing pros and cons with parents. Talking to parents about their child is very scary, so this helped prepare me so that. [sic]
Teaching strategies and practices. I knew how to implement material effectively through strategies. [sic]
The amount of resources we were given which we could use during our time in the classroom. [sic]
The experience of how the school year evolves from fall to spring semester. Especially in my concentration, Spring is very busy and requires a lot of planning in the fall to balance the classroom and FFA schedule. [sic]
The length of residency really helped me get comfortable with teaching and working with kids
The program heavily emphasiised theory, and was sure to require much justification for each and every motive. [sic]
The residency portion of the program was the most valuable. I also think that all of the content classes we had to take helped us develop knowledge of what we needed to learn to be able to apply those things in the classroom.

What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?
The scaffolding and working with mentors was this was the most valuable for me. This is because when you are learning and working with a mentor it helps to know where that teacher is coming from and how they became to be the teacher that they are and the mentors are always trying to point you in the right direction.[sic]
The time spent with all the other students that were in the program. The other students helped keep me moving forward. [sic]
Thoroughly writing lesson plans is an aspect of the R2T program that really helped me. Through writing lesson plans, I am able to think through all possible ways of teaching, eliminating negative behavior, misconceptions, and differentiation.
Time spent teaching in the classroom. [sic]
Authentic classroom time was most beneficial. As soon-to-be teacher, I value as much time in an authentic classroom as I can get. [sic]
Detailed instruction of lesson planning and very helpful feedback from my supervisor after my observations [sic]
Emphasis on lesson planning because it was very easy to plan lessons from the beginning of student teaching [sic]
I am not an entry-level classroom teacher. I am a student teacher.
I enjoyed being in the single placement for the entire length of my residency time. It was a great way to be able to see the flow and progression of the classroom for a six month block of time. Also, it gave me more of an opportunity to connect and get to know the students and teachers. [sic]
I feel that having Residensy for an extended period of time, 6 months, was a beneficial addition to the program. [sic]
I found working with the mentors and scaffolding to be the most valuable. This is because I wasn't fully prepared to be in front of a classroom when I began my residencey. However, with the help of my mentor and the knowledge of scaffolding I was able to prepare myself and help the students to reach their goals at the same time. [sic]
I learned the most about what to do in the classroom during residency.
I really enjoyed getting to see how a year goes in the classroom from a teachers perspective. I also enjoyed getting input from many different teachers about different ways to approach certain situations. [sic]
I think Residency was the most important element as it shows the teacher candidate exactly what all goes into being a teacher. Residents are expected to be able to carry out all duties of being a teacher but are still given the guidance of a mentor. Residency exposes teacher candidates to all aspects of teaching, which will help prepare them for their first year of teaching.
My small class size was the most valuable, because my teacher was able to give more 1-1 time to each student.
Planning and content knowledge [sic]
Residency [sic]
Residency was great because it allowed me to see what it was like to be a teacher day in and day out. It ultimately allowed me to see what I liked and didn't like about teaching.

What elements of the Ready2Teach program did you find to be the most valuable as an entry-level classroom teacher? Why?
The classroom experience is the most valuable.
The experience of a Residency placement was valuable in helping me out next year.
The experiences during Practicum and Residency I and II placements have been the best learning experience possible. It has be wonderful experience to have the opportunity to have these hands-on teaching experiences. [sic]
The extended time given to student teaching, gave me the additional time to really get comfortable with teaching, working with students, and managing everything outside of the classroom. [sic]
The hands on experience in the classroom. [sic]
The many different forms of formative assessment, and how they can be made fun for the students. [sic]
The residency experience [sic]
The SPED class was the most useful class that I took the entirety of my college career. I learned so much about the different needs of students and how to differentiate in the classroom.
The teacher preparation program at [name removed] provided me with a wide variety of educational strategies to make academic content more engaging and relevant to students lives. Furthermore, the program has definitely enabled me to create effective lesson plans as well as collaborate with members of a planning team to create effective instructional plans.
Time spent teaching in the classroom. [sic]
What I found to be most valuable in the program is Residency. Working in an actual classroom, collaborating with the teacher, and actually having time to get to know the students has been the best teacher. I have learned so much from my 8 months here, way more than I can learn in the classroom.

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
A classroom management class for secondary teachers instead of behavior management being lumped with SPED 3000 [sic]
A recommendation the would improve the program would be more real world applications. We need more real life opportunities and experience before we go into the final stages of the program.
Do not do the edTPA it was a waste of time.
Doing realistic lesson plans. The school that I am at only asks for 1 page lesson plans. The ones at [name removed] are 4-6 pages. I think that [name removed] needs to get together with the surrounding schools and go by their lesson plan templates. [sic]
Go over how to handle social situations with students. I had no idea how to handle, "She doesn't want to be my friend anymore." "They called me fat." This has been the most challenging part of teaching for me at this point. Also, what I learned in class was nothing compared to the classroom. I learned more in my short 8 months of teaching than 4 years of college. Teach more aligned to what goes on a class every day rather than elaborate lessons that no one does in reality. [sic]

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
I definitely think we need more time in the classroom. The first experience we have in the classroom happens when we are at the junior level. I would have loved to at least observe and gain more experience at every level of my education.
I feel like we could be better trained at the behind the scenes aspect of teaching. For example RTI, grading, and parent-teacher meetings. I also feel like we could've been better prepared for the job hunt with more practice on applications and the interview process. [sic]
I feel that there needs to be some kind of experience with teacher-parent interactions. I had a class on how to talk to parents, but in theory, anything works. I have seen my mentor teacher struggle with difficult parents this school year and I feel really unprepared for parent interactions.
I have no recommendations.
I think more communication between the program and the teachers we are placed with would be great. Maybe giving them the opportunity to meet with someone from the program as a class or conference of sorts. This would give the Ready2Teach program an opportunity to reach out to the communities in which students are places. Also, I think that better communication with the teachers and principals of schools about edTPA would be fantastic. Most teachers and administrators have very limited or no knowledge of what it is. [sic]
I think starting at the beginning of the school year would improve the program a little better. Seeing how the teacher sets the tone for the year, sets his/her classroom management and see how he/she handles the first bit of the beginning of the school year would be beneficial for preparing us for our future.
I would like to learn more on how to effectively differentiate among my students, especially when the grade level is already differentiated.
I would like to recommend changing the edTPA process. While I personally feel that edTPA was an unnecessary stressor and a distraction from my residency placement, I understand it is a requirement. If the time frame in which it is completed could be moved back into the beginning of residency and be completed in January, I believe that would make the residency more student focused. During edTPA, the focus is on how to pass something that was not very well explained, to be able to graduate. I also think that a clinician/supervisor should not be a professor that a teacher candidate has previously had while in the Ready2Teach program.
If you have a full year a student teaching it needs to be a five year degree. There were too many education classes that were omitted to make way for Residency. Seminar I was supposed to encompass several of the classes, but it was not enough time to cover everything needed in the program. I feel extremely unprepared for the education portion of my degree field. Everything after sophomore year seemed completely irrelevant until Residency and I learned everything I should have learned before while in residence. edTPA seems passable for general education classrooms, however for subject specific field it is impossible and irrelevant. [sic]
In our junior year of college it would have been very helpful if the lesson plan that we are going to use in our senior year were broken down piece by piece and what each section goes into. Although our senior year the instructors were very helpful in giving us feedback for correcting our lesson plans, I did not feel like going into writing my first lesson plan that I was very well equipped with what was to go in each section. Looking at the lesson plan more in depth would also prepare students for edTPA in the future. [sic]

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
It would be very beneficial to have a college course that taught us how to use quick and efficient way to assess the students. [sic]
less "busy" work in freshman/sophomore education classes (i.e. work that doesn't matter and isn't helpful long-term) [sic]
More classes about special education and RTI and maybe a marketing class. The reseson for the marketing class, I believe if you can market learning to children as McDonalds markets happy meals, then children will have more motivation to learn. [sic]
More preparation on what actually happens in classrooms, such as: parent-contact, emergency situations, and familiarity with curriculum (not standards).
More secondary instruction for adaptations to student's individual needs. Examples of scaffolded instruction, creating lesson plans with differentiation to know what is expected. More time in SPED 3000, or special education. [sic]
Possibly adding a class or something that helps with classroom management/behavior - That is something they do not teach you in school that you just have to learn on the job.
Prepare us more for the day-to-day instead of drilling the TEAM rubric into us.
Preparing you for the unknowns of teaching, or briefing them and what could happen. [sic]
Quiet spending time having me write about how I am going to teach and come watch me teach without having me make some crazy lesson plan. Just come watch how I teach, watch me without evaluating me every time someone comes and watches. [sic]
Some sort of compromise is desperately need for performing arts teachers. Not every teacher hopes to enter the general classroom. The current state of ready2teach leaves music students in a particularly hapless scenario. The requirements of the music department are quite rigorous, and in combination with the extreme overkill of the education department, students are left inherently under prepared, oversstressed and inadequate to all their mentors. It is ridiculous what is expected to be done by these students. Ridiculous and inhuman. The current "solutions" that have been proposed to keep music departments running while increasing the difficulty of the already strenuous education perameters are absolutely disfunction, and has resulted in a dramatic fall in the over all quality of techer candidates as plainky observed by mentor teachers, university faculty, and the students themselves. Ridiculous. [sic]
Teaching edTPA sooner and introducing it early to be able to understand it. I think also that depending on what area the schools are located in that the students should be introduced to the things teachers are using in the classroom which are like the online testing website and things. Teachers right now have to make their own assessments for the same types of test questions that are on the end of course tests because there is not any resources out there to teach the students in that way. Maybe including creating assessments in some type of content class to help with that. [sic]
That all requirements for every resident student would be consistent. [sic]
The biggest recommendation for this program is to have the candidates in front of the class more often. My mentor teacher could tell that I hadn't been in front of a classroom much when I started my residencey. I can't stress this enough! It is very important to the success of this program. [sic]
the university who is hosting the teacher candidate needs to be more particular with what schools and mentor teacher they place their candidates with. [sic]

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
The use of more teaching strategies would be useful.
THERE WAS ZERO BEHAVIOR MANAGEMENT! Students need to be more prepared to teach their subject specifically [sic]
1. They need to have a job shadowing or a practicum freshman year. Too many teacher candidates are making it to their senior year and then discovering that they do not want to teach. This is a waste of their time and money, and it takes valuable resources away from teacher candidates who want to pursue this degree. 2. They need advisors who actually KNOW what they are talking about. Too many advisors are unorganized and tell you to sign up for the wrong classes. This causes students to waste their time and money on classes they don't need, and it often puts them behind in their courses because they are taking unnecessary classes. 3. SPED should be more than the half semester before Residency. This was the most beneficial class we had, and it would have been helpful before we even began practicum. Sophomore year would have been the ideal time for this class. 4. The SEED class was an utter waste of time. Had they actually prepared us for the dreaded EdTPA, our scores would have been higher and our sanity would have remained intact. Unfortunately, we were told nothing about EdTPA except what the letters stood for. 5. The EdTPA seminar was unorganized and inefficient. On at least 2 occasions we were given incorrect information about completing our task. Each clinician gave different answers to the same questions, which made it obvious that someone wasn't clear about what the correct answer was. In addition, our clinicians were slow on giving feedback and even slower in responding to our emails. Considering this was a program that my future career depended on, I was very unhappy about this. [sic]
An assessment class would be nice as well as more time spent on classroom management skills and approaches [sic]
Give students in their practicum placements more time to experience teaching, as this will help them immensely when they get to Residency.
I believe that an assessment course would be essential in the program. Today, it is all about test scores. I think it would be   very beneficial for it to be offered as a course. [sic]
I feel like some classes are not beneficial and being in an actual classroom would have been much more beneficial. So, replacing some classes with more practicum time would improve the program.

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
I feel that the secondary education program at [name removed] has left entry-level classroom teachers at a distinct disadvantage. As a secondary education major, I had only one class that targeted skills associated with classroom management, discipline, and differentiating instruction, and that class was only eight weeks long. These skills are absolutely necessary for an entry-level classroom teacher, and we were exposed to very little to prepare us in these areas. Nearly everything I learned about classroom management, discipline, and differentiated instruction happened as a result of my residency experience and my mentor teacher's knowledge and expertise. Furthermore, as a secondary education major, I took primarily English literature classes rather than education courses. While I greatly enjoyed most of these English classes, none of the content was aligned to a secondary education setting. I feel that the program would be greatly improved if most of our English classes were taught by an education professor. Sure, I am an effective reader, writer, analyzer, etc, but everything I know about teaching literature from a secondary pedagogical perspective has come from my residency. We need classes that teach us strategies to TEACH writing and grammar skills. We need classes that teach us HOW TO TEACH literature and what strategies to employ. We need classes on designing assessments and giving feedback on written assignments. Instead, in our English classes, we were taught as if we were students, not future educators. I would love to see more classes that taught me how to teach standards-based concepts, such as plot and theme, rather than classes where I took notes on a professor's lecture about Walt Whitman. We need classes that teach us to TEACH our content, not classes that just TELL us about our content. We also need classes that teach works from the classic middle- and high-school canon of literature, like To Kill a Mockingbird and The Lord of the Flies, etc. In my classes, we read and analyzed Blake, Chaucer, Faulkner, none of whom we will likely study at length in a 7-12 setting. Finally, I cannot say it enough: secondary education majors need more classes on behavior management and differentiating instruction. Our SPED 3000 class lasted only 8 weeks, and it was wonderfully helpful; however, we need the chance to learn more about the real-world application of managing a classroom and less about how William Blake impacted Romanticism as a literary movement. [sic]
I would highly recommend more in classroom training. I was not fully prepared to stand in front of a classroom when I began residencey. I had only been in front of a classroom a handful of times and wasn't comfortable and my mentor could tell. I would suggest having more in classroom experiences. [sic]
In my experience, there wasn't enough time for my teachers to adequately teach us the entirety of lesson planning. For that reason, I think a course on lesson planning alone with be a great idea.
More instruction on classroom management and behavior [sic]
More student behavior management before entering residency [sic]
More training and communication with the mentor teachers and administration of the placements could be beneficial. Just more communication about what edTPA is and the process of the entire project would be something that could help the cooperating teachers and staff.
My advice would be to lose edTPA. It's stressful and I find it hard to learn and focus during residency. The amount of work is ridiculous and no teacher truly writes such detailed explanations of their plans, learning supports, assessments, etc.

Please share any recommendations that you may have that would improve the Ready2Teach program in preparing entry-level classroom teachers.
Quit making me make all these lesson plans to be evaluated and doing this stupid EDTPA. It about Pearson the book company making money and not about how qualified I am. Let me spend my time in the classroom getting hands on experience without all this stuff so a company can make a bunch of money. [sic]
Residency lasted too long. One semester should be enough time to achieve all the coursework we students had to do in the semester and a half residency.
The knowledge of teaching strategies would be useful.
There should be more concentration on how to interact with effectively interact with parents, especially upset parents. [sic]
While I understand that Residency is beneficial as a one year stay, I think the same learning could be achieved in one semester. It is crystal clear after one semester if someone wants to be a teacher or does not.

Do you have any additional comments you would like to share with us?
Communication between supervisors, the school, and residency mentors should be improved for the benefit of the mentors.
I enjoyed this program and thought it was very helpful when getting me prepared for teaching in the real world.
I feel that there should have been more preparation for Tasks 2 & 3 for EdTPA. I felt really prepared and comfortable with task 1, but really struggled with tasks 2 and 3. I also feel that the seminars and EdTPA information could be given in a more organized way.
I have no further comments.
I think it would be a fabulous idea to have students that are freshmen/sophomores have a chance to shadow teachers in their area for a few days. Full on days. You have no idea how much work teaching is until you get to your upper-level classes. I think doing this would give these students a chance to make an informed decision on whether teaching is for them before it is too late. [sic]
Most will say classroom management for question number 2, but I do not think there are many ways to teach this other than to live it during student teaching. I did not feel prepared for classroom management, but I do not see how I could have been otherwise. [sic]
No
No, thank you.
None at this time.
See above. Sincerely hope that this abomination of a curriculum is replaced with som etging practical and effective soon before these tragically abused and misinformed teacher candidates realise the bleek outlook and loose interest altogether. I hope I never have to use this degree, and sincerely wish that I had chosen something more rewarding and sensibke to do with my time here. [sic]
The organization of the last years in my degree field was miserable. Many people who should have graduate didn't and many people who shouldn't have graduated did. It was full of favoritism and allowed for some to slip through the cracks while others were harshly reprimanded for mistakes.