Tennessee Board of Regents Teacher Education Redesign Initiative
National Council for Accreditation of Teacher Education
Transformation Initiative Proposal
2012

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August 1, 2012
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August 1, 2012
Importance of the Ready2Teach Initiative

Teacher supply and quality in Tennessee and the United States have reached a crisis point, particularly in science and mathematics. Schools frequently lack sufficient numbers of highly-qualified teachers to educate their students effectively. The best and brightest college students typically choose careers other than education, and the best young teachers often leave the classroom within their first five years. Although the experienced teacher core has been a mainstay of public education, accelerating retirements among this group likely will worsen the dilemma. Taken together, these factors comprise a noteworthy threat to the nation's ability to compete with other nations and to meet its educational goals.

Significant reforms in teacher preparation and practice are necessary to meet this challenge. In 2006, the state of Tennessee formed a comprehensive task force, the Tennessee Teaching Quality Initiative (TQI), to address reform in teacher preparation and practice. The Tennessee TQI taskforce set as its goal to identify key issues and directions that influence recruitment, preparation, and retention of highly-qualified teachers for Tennessee’s schools. After significant deliberation, the TQI taskforce drew several conclusions concerning needed changes in teacher training and practice (Tennessee Teaching Quality Initiative, 2007).

1. Every licensed teacher should enter the classroom with at least entry-level knowledge, skills, and characteristics of quality teaching that lead to positive student outcomes. Research on performance outcomes for teacher candidates is beginning to coalesce around at least three dimensions. The most well-researched of these is teacher content knowledge or expertise (e.g., Allen, 2003; Porter-Magee, 2004; Singham, 2003). Although less clear from the teacher quality research literature, pedagogical skills have received support as an important variable in teaching quality (e.g., Allen, 2003; Darling-Hammond, 2000; 2003). A third important area of teaching quality may be dispositional characteristics (National Council for Accreditation in Teacher Education, 1999). Together, these variables may explain a considerable portion of the variance associated with quality instruction and student achievement in the classroom.

Every public school student, as well as his or her parents, deserves to have a teacher who exhibits skills and competencies that lead to student achievement from the first day of class. Teachers lacking these characteristics put their students at risk of lower educational performance by failing to provide an optimal instructional environment and strategies for their classes. Tennessee teachers should be able to demonstrate, at the time of licensure, actual competencies in planning, instructing, managing, and evaluating student behaviors and outcomes. Lacking these characteristics, teachers will be less likely to meet school expectations, will experience failure and frustration, and will be more likely to leave the field.

2. Every licensed teacher should have access to avenues for competency-based recognition and advancement for teaching excellence. Learning to teach is a developmental process that begins in preparation, but extends throughout a teaching career. As with other professions, discrete developmental stages likely occur throughout a career. However, the typical teaching career path is flat; upon achieving tenure, no additional promotion or advancement is available while remaining in the classroom. Teaching has tended to fail to acknowledge developmental stages. Appropriate support, professional growth
opportunities, and recognitions are not built into the system. To achieve a promotion, excellent teachers must move into roles such as leadership and support that remove them from settings where they have made their greatest contribution. Even if these teachers remain committed to public education and remain in the schools, their direct skills and leadership are lost to students in the classroom. Many of these teachers choose to leave the field to pursue other careers that provide increased opportunities for recognition and advancement.

Professional growth in teaching typically has encompassed developmental and experiential acquisition of knowledge, attitudes, and values (Tichenor & Tichenor, 2004), standards for which are set by the profession itself (Berry, 2003; Sheldon & Biddle, 1998; Wise, 2005). These important teacher characteristics often are associated with self-exploration, self-direction, and self-monitoring within a differentiated, inductive environment (Schaffer, Stringfield, & Wolfe, 1992; Troen & Boles, 2005). Systemic implementation of professional standards-based advancement should foster such environments in schools, improve school climate, and promote student learning (Southeast Center for Teaching Quality, 2004).

The Tennessee education system should develop and support a professional structure and licensing to allow for differentiation of teaching expertise and contribution, perhaps similar to the promotion system in higher education (i.e., assistant to associate to full professor). Teachers who are able to demonstrate advanced competencies in specified areas should have the opportunity to obtain advanced status in recognition of these competencies. Such recognition should be based on valid, reliable evidence of classroom teaching expertise and not on advanced degrees, in-service hours, supervisor ratings, or other less-relevant criteria. Retention of quality teachers is more likely to occur with the implementation of a formal system of recognition of and reward for development in professional teaching.

3. **Every teacher candidate should be exposed to research-based best-practice models of instruction in every facet of preparation.** This includes university pedagogy courses, university content and general education courses, and modeled instruction in the public schools. Modeling has been shown for decades to be a very powerful tool for learning. In medicine, law, teaching, and other disciplines, practitioners are most likely to adopt perspectives and use strategies that they have observed in their own instructors. In teacher education, it is common for teachers to employ perspectives and behaviors that they have observed in professors in their content instruction (e.g., math, history) more than those that they have picked up from their teacher education instructors. Supervisors in student teaching provide additional role models that influence attitudes and behaviors of teacher candidates. As long as modeled attitudes and behaviors reflect best practice, these experiences provide an important avenue for strengthening candidate competencies. However, teacher candidates may sit through punishing, and perhaps demeaning, university lectures by professors who believe their roles to be gatekeepers of academic excellence who must winnow out unqualified students. Others might go through university classroom experiences with professors who are very strong in their content areas, but have little preparation or interest in effective instruction. At the end of their program, candidates may be placed in student teaching with supervising teachers of convenience or need, rather than with strong role models who are able to emphasize
effective strategies and attitudes. In these cases, teaching candidates are likely to incorporate attitudes and behaviors in their preparation programs that minimize their effectiveness in producing positive outcomes in their students. In their preparation, teacher candidates should experience an integrated system of best practices modeled by all of their instructors.

Modeling of research-based practices and quality instruction may represent our most effective means of transferring effective practices to pre-service teaching candidates. Modeling of teaching strategies has resulted in significant changes in instructional practices of pre-service science teachers, including changes in attitudes and use of technology (Black, 1994). Changes in other important teaching practices and attitudes, including those related to inclusion, diversity, and individualization, also are amenable to modeling by instructors (Johnson & Andrew, 2005). However, environmental barriers such as lack of instructional time and administrative support may mitigate these changes and may need to be addressed to ensure transfer of practices to the school setting (Klingner, Ahwee, Pilonieta, & Menendez, 2003).

4. Every teacher candidate and beginning teacher practitioner should receive integrated, systematic, intensive induction from expert mentors. Developing teaching competencies is a complex, long-term, and sometimes difficult exercise that often requires external support, guidance, and feedback. This support should be predictably available from mentors who have demonstrated public school teaching expertise, as well as strong skills in reflection and induction. Induction activities should be planned carefully, implemented early in teacher preparation, and extend into the early years of teaching to ensure careful development and evaluation of needed characteristics. Lacking effective mentoring, teaching candidates may develop counterproductive, unskilled, or even destructive teaching habits and attitudes that pose problems for student outcomes. Further, lack of mentoring increases the likelihood of isolation and frustration in teaching candidates and young teachers, leading to exiting the field prematurely.

In keeping with standards of practice relative to other professions, teaching quality should be enhanced through a planned and systemic program of induction into the teaching profession. Induction should include a robust program of mentoring that begins early in preparation programs and continues at least through early years of teaching. Induction and mentoring for beginning teachers have been shown to have multiple benefits for both teachers and the systems in which they work. Retention of quality teachers is more likely in schools that have effective mentoring programs (Andrews & Martin, 2003). Teachers participating in such programs develop more extensive repertoires of teaching strategies (Schaffer, Stringfield, & Wolfe, 1992) and exhibit greater job satisfaction (Moir, 2001). Additionally, teachers in such programs are better able to handle discipline problems and show lower levels of stress (Brewster & Railsback, 2001). Some evidence also exists that teacher mentoring is associated with higher student achievement (Darling-Hammond, 2003; Ganser, Marchione, & Fleischmann, 1999; Geringer, 2000) and more positive school climate (Brewster & Railsback, 2001). Given the apparent powerful benefits of mentoring on teachers, students, and schools, a seamless system of mentoring and induction that encompasses both pre-service and in-service settings likely will produce significant benefits for the education system.
READY2TEACH: GOALS AND GUIDING PRINCIPLES

The Tennessee Board of Regents (TBR), the sixth-largest state higher education system, is a system of 6 universities, 13 community colleges and 27 technical institutions in the state of Tennessee enrolling more than 200,000 students (www.tbr.edu). The Tennessee Board of Regents responded to recommendations in the TQI state report by beginning a coordinated redesign of its six teacher preparation programs to prepare our teacher candidates to help students be successful in the classroom. We based the redesign on the concepts and conclusions of the TQI report, within the framework of existing accreditation requirements of the Tennessee Department of Education and the National Council for Accreditation of Teacher Education (NCATE). Our primary goals as contextualized by each TBR teacher preparation program are (1) to prepare teachers to improve P-12 student outcomes and (2) to help public schools meet their goals and address their needs.

We adopted the first goal in acknowledgement of ultimate importance of student achievement in the educational enterprise and the critical role of teachers and teaching to achieving positive student outcomes. We also recognize the importance of preparation in producing teachers with characteristics to accomplish these outcomes. Of equal importance in this goal is the appreciation of teacher content expertise to teaching and student outcomes, as both a distinct knowledge base and identity and in combination with pedagogy. The second goal acknowledges the central importance of schools as settings and organizations to both improving student outcomes and enhancing teacher performance. Teachers practice and students learn primarily within schools; accordingly, teacher preparation programs must address not only teaching practices to promote positive student outcomes, but also the settings and organizations that have such significant effects on these practices and outcomes.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Desired Results</th>
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<tbody>
<tr>
<td>Prepare teachers to improve P-12 student outcomes</td>
<td>R2T graduates will exhibit high levels of content knowledge.</td>
</tr>
<tr>
<td></td>
<td>R2T graduates will exhibit characteristics of effective teachers.</td>
</tr>
<tr>
<td></td>
<td>R2T graduates will improve P-12 student achievement.</td>
</tr>
<tr>
<td></td>
<td>R2T graduates will remain in the classroom.</td>
</tr>
<tr>
<td>Help public schools meet their goals and address their needs</td>
<td>R2T schools will exhibit high levels of student achievement.</td>
</tr>
<tr>
<td></td>
<td>R2T schools will meet or exceed identified goals in relation to instruction and student outcomes.</td>
</tr>
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August 1, 2012
To accomplish these goals, Tennessee Board Regents and its constituents have worked with a diverse, statewide group of partners to identify foundational principles and structures on which to build the redesign. These stakeholders included all relevant state agencies, school partners, business leaders, key legislators, and representatives of various education-related professional organizations as well as the governor’s office (See Appendix A). The group devised a general plan for improving teaching quality and supply in the state, which served as the basis for this extensive reform of teacher preparation in the Board of Regents system. This framework allows for individual differences among institutions and the accommodations that will be necessary during the NCATE accreditation process.

Our redesign of teacher preparation in Tennessee Board of Regents, called Ready2Teach, has come to assume the characteristics of an undergraduate university-based teaching residency model. The residency model as proposed will move preparation programs into a problem-based learning model that embraces immersion in P-12 classrooms, intensive mentoring, strong partnerships with Arts and Sciences and P-12 schools and performance-based assessment. (TBR Guideline A-045, http://www.tbr.edu/policies/default.aspx?id=5833). Additionally, the Ready2Teach program serves as a central part of reaccreditation for Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University and the University of Memphis, as NCATE is focused on simultaneous transformation of educator preparation and P-12 schools and encouraging these efforts. Full implementation of the Ready2Teach program is set for fall 2013.

The Tennessee Board of Regents Ready2Teach teacher preparation program will produce graduates with strong academic content knowledge, strong skills in instruction, assessment, and management, and well-developed skills in meeting the academic and social needs of all students. The residency experience will equip teacher education graduates to succeed in challenging urban and rural schools. The close partnership between university faculty and school faculty will also promote professional development and innovation among all participants. From its beginnings, the Ready2Teach program has been structured to highlight several fundamental elements, each of which deals carefully with the concerns that began our initiative. These include an unvarying commitment to the following elements.

**Mastering the Content**

Content requirements in all licensure areas must remain as strong as those demanded of content majors. As students matriculate through their programs, content should be applied to teaching and educational contexts, culminating in the integration of content and experiential pedagogical methods in the residency year. At all points in the 4-year curriculum, professors should model evidence-based best practices in teaching. In Tennessee, a content degree is required of all teachers, typically with an education minor. For secondary educators, the content degree typically is in a single content area, such as math or English. Elementary educators typically major in interdisciplinary studies, which provide coverage of content areas that elementary teachers are required to teach. Faculty in colleges of education and arts and sciences will work together to address the newly adopted common core state standards across content-specific and methods courses. In addition, through collaboration and best practices, education and arts and sciences faculty will work with candidates to facilitate and develop in-depth content knowledge as well as pedagogical content knowledge.

August 1, 2012
Focal areas:
- Develop ongoing partnerships with content areas to ensure content expertise and research-based best practices in pedagogy.
- Develop administrative structure.
- Establish procedure/structure for ensuring content expertise in teacher candidates.
- Set up system for infusing evidence-based best pedagogical practices in all IHE classrooms.
- Identify education and A&S personnel involved with developing procedures.
- Develop formal plans to ensure two-way communication between Colleges of Arts & Science and Education.
- Address how technology will be integrated and used during this process and throughout the program.

Demonstrating Competency
The TBR Ready2Teach program is based on required competencies drawn from a combination of state-identified evaluation dimensions on which every teacher in Tennessee is evaluated and critical teaching characteristics identified by our partner schools districts and their superintendents. Our entire program is organized around these competencies as defined by Tennessee Professional Education Standards, INTASC, NCATE/CAEP and the new state teacher evaluation system, Tennessee Educator Acceleration Model (TEAM). All competencies are based on current research and theory, and we will continue to study which of them actually are important to student outcomes. To ensure that our teacher candidates will be able to demonstrate competencies, we, along with other universities in the state have piloted the Teacher Performance Assessment and participated in the 2012 National Field Test coordinated by Stanford University, AACTE and Pearson (http://aacte.org/16-teacher-performance-assessment-tpa.htm). Teacher Candidates will complete a performance based assessment as the capstone experience of the program. We are working closely with other universities across the state to align the performance-based teacher assessment system with State Board of Education requirements and the State Department’s new teacher evaluation model so that program completion and licensure decisions are parallel. As our state adopts more rigorous licensure standards and strengthens the program approval process, we will ensure that our program in alignment with those standards and processes. Finally, the TBR system, and each preparation program, will conduct ongoing evaluation and research to improve programs and link teaching characteristics to student outcomes. This work will be done in collaboration with the Center for Research in Educational Policy at the University of Memphis.

Focal Areas:
- Establish a framework for the capstone performance assessment (TPA).
- Develop a Structured Interview Protocol that involves input and participation from P-12 partners.
- Revisit, strengthen and align existing embedded assessments.
- Establish an evaluation procedure for the residency.

Learning by Experience
We acknowledge that candidates learn to teach by having clinically rich, authentic opportunities to engage in best practice under the supervision of highly effective mentor teachers. Therefore, preparation for teaching occurs in actual school settings under collaborative supervision of

August 1, 2012
mentor teachers, master clinicians and university faculty and supervisors. Throughout the program of study, teacher candidates are presented with experiential problem-based learning cases that relate directly to real-world teaching and engage in well-structured clinical experiences in the P-12 setting. Instructional modules and seminars are structured around developing strong content knowledge and effective teaching skills to improve student achievement. Teacher candidates’ tasks are aligned with the districts’ priorities and needs. In addition, teacher candidates are introduced to available school-based opportunities to work with students and their families.

**Focal Areas:**

- Establish a progressive clinical-rich residency experience that prepares candidates for full-time teaching, along with an integrated set of supporting prior experiences as needed, culminating in a capstone performance assessment that focuses on demonstration of required competencies and characteristics.
- Devise systematic pre-residency experiences that provide goal-based exposure to schools and classrooms, recruitment, and assessment.
- Coordinate with content majors to map out model 4-year degree programs.
- Develop staffing and load plan for faculty, along with roles and responsibilities, in relation to the clinical residency and supporting experiences.
- Devise a 4-year phase-out program for existing teacher education students.
- Propose an initial 4-year scale-up program for the clinical residency.
- Link candidates’ tasks, assignments and experiences to the priorities, needs and academic goals of the residency site.
- Implement a co-teaching model that provides opportunities for independent teaching. Provide ongoing PD for faculty, staff and mentor teachers on co-teaching.
- Formal communication plans will be implemented by each Tennessee Board of Regents campus to inform existing and prospective teacher education candidates, internal and external stakeholders of the fall 2013 implementation for the newly redesigned teacher preparation programs.
- Address how technology and mobile resources will be integrated and used during this process and throughout the program.

**Teaching by Example**

All instructors and mentors in Ready2Teach model best teaching practices in their interactions with teaching candidates and residents. These include content professors, teacher education faculty, public school teachers, master clinicians, and supervisors. The modeling component of Ready2Teach has required careful definition of “evidence-based teaching practices” and identification of faculty who teach pre-service teachers at all levels. With these dimensions in mind, we have established collaborative work groups on each campus comprised of members of each group, who have worked together to develop resource and support structures for effective teaching and to provide professional development in evidence-based teaching practice. These groups provide mechanisms to create and sustain continuous interdisciplinary dialogue across content areas and between on-campus faculty and area school teachers. Additionally, TBR and each campus are examining revisions of hiring, promotion, and tenure practices to value evidence-based teaching. Identification procedures for selecting mentor teachers who have established performance in best practices in teaching will allow us to ensure that teacher candidates are placed with effective mentor teachers.

August 1, 2012
Focal Areas:
- P-12 educators and university faculty in Arts and Sciences and Colleges of Education will model evidence-based best practices.
- Clinical Placement coordinators will work closely with districts to identify mentor teachers who implement effective teaching practices and make a positive impact on student learning.
- Teacher candidates will engage in a co-teaching model during the residency year with opportunities for independent teaching as well.
- Campuses will work with faculty to provide ongoing PD for Education and Arts & Sciences faculty.

Guidance by Experts
As teacher candidates navigate their way through a TBR university teacher education program that includes a clinical residency, it is of paramount importance that we provide them the professional support they need to ensure that they will be effective teachers from the first day they enter the classroom as professional educators. The Ready2Teach program will provide such support through guidance by experts who play vital roles in the preparation of teacher candidates. These experts function in three categories: university faculty, master clinicians, and mentor teachers.

- University faculty and supervisors, as highly qualified instructors in a teacher education program, will model best professional practices. Such practices include differentiated instruction, problem-based learning strategies, and frequent use of formative assessment. They also collaborate with their colleagues in the academic disciplines, as well as those in school settings.
- Master Clinicians are expert teachers who have had a variety of teaching experiences in P-12 schools as well as higher education. They serve as liaisons to promote positive relationships between local school systems and universities. Master clinicians share their expertise by teaching field-based courses, working with teacher mentors, conducting workshops and seminars, facilitating performance assessments, and providing leadership for teacher candidates during their year of residency. By demonstrating research-based practices and helping to improve student outcomes, master clinicians prepare and equip future teachers to have a positive impact on student performance from the first time they enter the classroom.
- Mentor teachers, previously referred to as “cooperating teachers,” provide direct support and guidance to teacher candidates within the classroom during their school-based clinical residency. Mentor teachers must themselves be effective practitioners and exhibitors of the skills of clinical educators.

Focal Areas:
- Hire Master Clinicians to serve as liaisons between the COE and local schools and to promote strengthened partnerships.
- In collaboration with districts, establish a procedure and criteria for identifying school-based Mentor Teachers and for providing ongoing formal mentor training.
- Each College of Education will develop formal on ground and online PD and orientation sessions for faculty, university supervisors and mentor teachers.

August 1, 2012
Working Together
In the Ready2Teach program, we expect professional education faculty, Arts & Sciences faculty, and school personnel to share decision-making and leadership to improve teaching and student outcomes at both the university level and in the public schools. In addition, because new teachers tend to employ the teaching styles used by those who taught them, it is important that every instructor and mentor teacher associated with pre-service teachers employ sound, evidence-based teaching in their classrooms.

We are working hard to establish close partnerships with schools to collaboratively plan, implement, supervise, and evaluate experiences for the teaching residency. Perhaps more important in these partnerships, our first goal is to collaborate with public schools to identify and meet their needs and improve student outcomes, rather than simply to use schools as sites for placements. Content and pedagogy will be delivered by both higher education faculty and school faculty in the clinical setting when space is available, with a consistent focus on helping schools meet their goals. In every case, needs and goals of our partner schools guide our activities and those of our residents.

Focal Areas:
- Develop ongoing partnerships with districts that clearly address their needs and priorities, particularly in relation to student outcomes.
- Ensure consistent, systematic collaboration and communication between Colleges of Education and local school districts.
- Develop administrative structure (e.g., committees)
- Colleges of Education collaboration with LEAs and Arts and Sciences faculty, establish a procedure for how planning, implementation, supervision and evaluation of teacher candidates will occur.
- Develop an initial scale-up plan for residency placements.
- Develop formal plans to ensure two-way communication between local schools and the COE.
- Develop a campus-level Ready2Teach website.
- Update MOUs with local districts and schools to address changes made as result of the redesign.
- Establish a support team consisting of mentor teachers, faculty from the College of Education and Arts & Sciences and a representative from the school’s administrative team that will work together to meet the needs of the both teacher candidates and the school.
- Address how technology and mobile resources will be integrated and used during this process and throughout the program.

Recruitment, Selection and Retention
Formal, aggressive recruitment plans and activities will be implemented by each Institution of Higher Education and by the Tennessee Board of Regents to bring in teaching candidates of the highest quality and in high need areas such as ELL, SPED and STEM. Campuses will work collaboratively with Office of Recruitment and Admissions, College of Arts & Sciences and P-12 partners to develop and implement stronger recruitment, selection and retention plans for teacher preparation.

August 1, 2012
Focal Areas:

- Develop a system for contacting and recruiting pre-college students.
- Devise strategies for recruiting content majors.
- Identify incentives for prospective candidates in content areas and other high need areas.
- Identify personnel involved with developing the process for establishing a recruitment plan.
- Implement a plan to increase retention and completion of the teacher preparation program.
- Address how technology will be integrated and used during this process.
- Establish an evaluation procedure for recruitment activities.

**READY2Teach: Structure of the Program**

The Tennessee Board of Regents Ready2Teach Initiative is a 4-year clinically-rich undergraduate teacher preparation program set for full implementation beginning fall 2013. The key elements of the program include: demonstrating competency, mastery of content, learning by experience, guidance by experts, teaching by example and developing strong partnerships with P-12 schools. In cohorts, candidates (1.) engage in simulated, experiential activities, such as problem-based learning, (2.) take part in instructional modules and seminars that develop strong content and pedagogical knowledge and (3.) participate in clinically-rich field experiences throughout their course of study. The program is comprised of a pre-residency experience, which occurs during the first three years of a candidate’s program and the residency year which occurs during the final year of the 4-year program. The pre-residency experience focuses on the development of content and pedagogical content knowledge and provides candidates with opportunities to early, well-structured exposure to schools. In addition, participation in PBL experiences during the pre-residency provides faculty with important information about cognitions, attitudes, and prerequisite teaching skills that allows for efficient and accurate identification of promising candidates for further recruitment and preparation. Reflective observation along with PBL participation exposes potential candidates to real-life teaching, which attracts candidates seeking to make a contribution to social concerns. And finally, evaluation of candidate performance in these activities provides important information concerning strengths and weaknesses of candidates to guide selection of competency-based modules in more advanced preparation. Instructional modules and seminars are structured to improve candidates' content knowledge, teaching skills and increase student achievement.

During the final year of the Ready2Teach program, teacher candidates will engage in a clinical residency experience under collaborative supervision of mentor teachers, master clinicians and university faculty. Teacher candidates’ tasks will be aligned with the districts’ priorities and needs and will reflect state and national standards for teacher preparation. Candidates will begin their Residency experience during the first week of school when possible open. The extent of immersion will vary depending upon the mutually agreed upon structure between the P-12 partners and the teacher preparation program. In some instances, the pattern of immersion for Residency I will resemble Figure 2, while in others contextual factors may result in a somewhat different approach to meet the needs and goals of P-12 partners. However, for each program, candidates will spend fifty percent of their time immersed in the P-12 setting during the first semester of the Residency Year with the remaining time spent in instructional modules, seminars and professional development sessions developed and when possible, presented in collaboration with P-12 partners. During the second semester of the Residency Year, teacher candidates are

August 1, 2012
engaged in co-teaching with their mentor teachers. In collaboration with their mentor teachers, candidates plan lessons, provide instruction, assess students’ performance and reflect on instructional decisions and effectiveness. In addition, teacher candidates will attend professional seminars focused on relevant topics such as data analysis/assessment, differentiated instruction, classroom management, analyzing student work, common core, reflective practice, working with families, establishing rapport, professional learning communities/PD, teacher evaluations, etc., and working completing the capstone performance based assessment. The professional seminars are developed and presented in collaboration with P-12 partners and offered at the residency site when possible.

Figure 2
Residency Year Experience

<table>
<thead>
<tr>
<th>Residency I</th>
<th>Residency II</th>
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<tbody>
<tr>
<td>Gradual increase in days per week in schools</td>
<td>5 days per week in the schools</td>
</tr>
<tr>
<td>• *first week of school</td>
<td>• 100% of time spent in the P-12 setting</td>
</tr>
<tr>
<td>• 50% of time spent in the P-12 setting</td>
<td>• Includes a professional teaching seminar developed and taught collaboratively by university faculty, Master Clinicians and P-12 personnel</td>
</tr>
<tr>
<td>• Problem-based learning modules</td>
<td></td>
</tr>
<tr>
<td>• Content and pedagogical seminars</td>
<td></td>
</tr>
<tr>
<td>Competency blocks or modules</td>
<td>Directed teaching responsibilities</td>
</tr>
<tr>
<td>• Cohort organization</td>
<td>• Co-teaching with opportunities for independent teaching vs. traditional phase in/phase out approach</td>
</tr>
<tr>
<td>• Problem-based learning cases</td>
<td>• Intensive supervision and mentoring by mentor teacher, master clinician, and university faculty/supervisors</td>
</tr>
<tr>
<td>• Classroom and school observations</td>
<td></td>
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<tr>
<td>• Teaching and learning demonstrations</td>
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<tr>
<td>• Practice in individualized classroom interventions</td>
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<tr>
<td>• Intensive mentoring</td>
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<tr>
<td>• Content lectures as appropriate</td>
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</tr>
<tr>
<td>Performance-based assessments associated with blocks or modules</td>
<td>Capstone assessment of content knowledge, pedagogical skills, and dispositions</td>
</tr>
<tr>
<td>Directed primarily by university-based Master Teachers and professors, in partnership with school personnel</td>
<td>Directed primarily by school personnel, in partnership with university-based Master Clinicians, and professors</td>
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</tbody>
</table>

*Depends on the school’s schedule and the established MOU agreement.
Tennessee Board of Regents (TBR) Ready 2 Teach (R2T)  
Proposed NCATE Transformational Initiative (TI) Research Questions

The six TBR institutions in collaboration with the Center for Research in Educational Policy at the University of Memphis developed the following research questions to guide the cross-institution study of R2T implementation and effectiveness. Four questions target the R2T pilot phase to inform formative decisions, while four target full R2T implementation to provide summative findings.

**PHASE ONE**

### Pilot Phase (Formative) Questions

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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| 1 | How and to what extent has each of the six TBR universities implemented the key components of Ready2Teach [partnerships with schools and districts; candidates’ year-long residency, culminating performance based assessment (TPA), and curriculum redesign] during the pilot phase leading to full implementation?  
   - How do the data vary based on program (e.g., graduate or undergraduate; licensure area)?  
   - Lessons learned: What have been advantages and disadvantages of variations in implementation? |
| 2 | How are the results of the culminating performance based assessment (TPA) used to inform Ready2Teach program improvement? |
| 3 | What are the enrollment trends for R2T programs (numbers, profiles etc.) and do numbers stay consistent in spite of increased costs and yearlong residency? |
| 4 | What are the perceptions of the following key stakeholders regarding Ready2Teach program implementation and effectiveness:  
   - Perceptions of candidates who have participated in R2T regarding their readiness to teach upon program completion; components of R2T that were most valuable and least valuable.  
   - Perceptions of university personnel (e.g., faculty, clinical practice administrators, university supervisors, master clinicians) regarding the implementation of key components of Ready2 Teach (partnerships, year-long residency, performance-based assessment, curriculum redesign).  
   - Perceptions of district administrators, principals, and mentor teachers regarding preparation of candidates who are ready to teach; partner collaborations to meet district/school goals; and improvement of student performance. |

### Full Implementation Questions

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| 5 | What is the success rate of R2T program completers during their first, second, and third year of teaching as measured by the teacher’s overall state score that includes a composite of TEAM, TVASS, and other TN approved assessments?  
   How does this compare with the success rate of other (non-R2T) first year, second, third year teachers in the same or similar schools? |
| 6 | What is the success rate of R2T program completers (first, second, and third year) as measured by P-12 student achievement scores?  
   How does this compare with the success rate of non-R2T (first, second, and third year) as measured by P-12 student achievement scores? |
| 7 | What is the attrition rate of first, second, and third year R2T teachers? |

August 1, 2012
• 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)?

What is the relationship between level of performance on key factors identified in the culminating performance based assessment (TPA):
…and TEAM scores?
…and student achievement scores?
…and the attrition rate of R2T teachers?

**PHASE TWO**
The TBR Central Office will enter into a 4-year contract beginning fall 2012 through summer 2016 with the Center for Research in Education Policy at the University of Memphis to conduct evaluation/research of the Ready to Teach (R2T) program implemented by the Tennessee Board of Regents. Please see proposed tasks and timeline below:

**Year One (Pilot Phase)**
• CREP researchers will conduct one site visit at each of the six member institutions to collect baseline/ formative data regarding R2T implementation. During this visit the appropriate Deans and R2T Coordinators will be interviewed. To the extent possible, interviews will also be held with teacher education faculty, candidates, and K-12 partners. Additionally information will be gathered concerning initial implementation and enrollment figures.
• CREP will develop an online data collection system that each of the six institutions will use to upload enrollment figures, complete surveys, and provide additional information.
• CREP will develop interview protocols for Deans, R2T Coordinators, and perceptual surveys for participants, university personnel, district administrators, principals and mentors to be administered online.
• CREP will analyze all year one data and produce an individualized report for each institution, as well as an aggregate report for TBR.

**Year 1 Data Collection and Deliverables Timeline**
• Fall 2012: University Site Visits
• Spring 2013: Perceptual data surveys administered
• Spring 2013: Institutional data system administered
• Late Summer 2013: Report deliverables

**Years 2, 3, and 4 (Full Implementation)**
• Dean and R2T Coordinator interviews will be conducted by phone.
• Perceptual surveys will be administered annually using CREP’s online system.
• Institutional data will be collected using CREP’s online system.
• TBR and member institutions will provide CREP with appropriate TVASS, TEAM and other assessment data. *
• TBR and member institutions will provide CREP P-12 student achievement scores. *
• TBR and member institutions will provide CREP participant attrition rates. *
• TBR and member institutions will provide culminating performance scores. *
• CREP will analyze all data and produce an individualized report for each institution, as well as an aggregate report for TBR.

August 1, 2012
Year 2, 3, and 4 Data Collection and Deliverables Timeline

- Spring 2014, 2015, 2016 perceptual data surveys administered
- Spring 2014, 2015, 2016 Institutional data system administered
- Late summer each year (or as soon as possible based on availability of external data): CREP will analyze all data and produce an individualized report for each institution, as well as an aggregate report for TBR

* Note: It is assumed TBR and the member institutions can provide access and provide this data. The budget is predicated on data being provided.

Data Collection Instruments matched to research questions:

- Institutional Survey-Research Questions 1 and 3
- Dean’s interview-Research Questions 1 and 2
- R2T coordinator interview-Research Questions 1 and 2
- Candidate perceptual survey-Research Question 4
- University personnel perceptual survey-Research Question 4
- District administrator perceptual survey-Research Question 4
- Principal perceptual survey-Research Question 4
- Mentor perceptual survey-Research Question 4
- TVASS and TEAM data-Research Question 5
- P-12 Student Achievement Scores-Research Question 6
- Attrition Rates- Research Question 7
- All data -Research Question 8

Participants

*Teacher preparation programs.* All university-based teacher education programs in the TBR are participating in the redesign initiative. These include Austin Peay State University, East Tennessee State University, Middle Tennessee State University, the University of Memphis, Tennessee State University, and Tennessee Tech University. Altogether, these programs annually produce over 60% of new teachers in the state. Additionally, thirteen community colleges are part of the initiative. These community colleges, also part of TBR, offer the Associate of Science in Teaching (AST) degree. The AST degree is a two-year program designed to feed into 4-year teacher preparation at one of the TBR university programs.

*Arts and sciences programs.* All arts and sciences content-area programs in TBR for which the Tennessee State Department of Education offers licensure are participating in the redesign initiative. By the time of full implementation, all content areas for which licensure is available will be networked into the redesign.

*Public school districts.* Each TBR teacher education program will identify key school districts with which it will partner to implement the redesign. Key school districts typically comprise systems geographically or organizationally close to teacher education programs. However, each teacher education program has been careful to include additional school systems that have expressed interest in participating, regardless of other factors. Accordingly, a number of rural school systems at some distance from preparation programs are collaborated within the initiative.

August 1, 2012
Superintendents of these districts have been assembled into an advisory council for the redesign initiative to provide guidance and feedback to individual programs and to the overall redesign.

Collaborators and plan for collaboration. We have promoted inter-campus and inter-agency communication, planning, and collaboration as a fundamental component of the initiative. We hosted a fall 2009 two-day planning meeting with college of education and arts and sciences representatives from all six university campuses along with directors of school. In addition, the Assistant Commissioner of Education from the Tennessee Department of Education, Deputy Executive Director of the State Board of Education, and the Executive Director of Teacher Education and Accreditation were also in attendance during this two-day retreat. We will continue to hold quarterly meeting with Ready2Teach Taskforce groups as well meetings with key educational stakeholders from across the state.

Implementation Plan

Organizational infrastructure. We have developed an organizational infrastructure on which to build our redesigned teacher education programs. We have identified campus co-coordinators, one from the college of education and one from arts and sciences, for each of the six university campuses to oversee university-level implementation. An AST Taskforce comprised of representatives from each of the thirteen community colleges has been established to assist with facilitation of effective system-wide implementation. On several of our university campuses, content professors have roles in establishing instructional modeling programs for both teacher education and arts and sciences faculty.

Each TBR college of education submits Yearly Implementation Plans to the Central Office. The yearly plans are critiqued by a review panel comprised of faculty and administrators from across the system. Feedback that includes strengths and areas for improvement is provided to each College of Education Dean and are revised and resubmitted to the Vice Chancellor for Academic Affairs and/or Assistant Vice Chancellor for teacher preparation

Policy. We have secured approval of Tennessee Board Regents Teaching Quality Initiative Program Operational Guidelines – A045 – that will facilitate the teacher education redesign on each campus (http://www.tbr.edu/policies/default.aspx?id=5833). We continue to work with the Tennessee State Board of Education and the Tennessee State Department of Education.

Problem-based learning. We have established system-wide problem-based learning (PBL) taskforce as well as campus level PBL writing teams to provide realistic, practice-based cases for teacher preparation. As we develop problem-based cases and work toward full implementation, we have received expert help from the University of Missouri-Columbia School of Medicine which has a twenty year success record yielding gains in “the retention of knowledge and enhanced clinical performance” (Innovative Curricula, 2006). Representatives from universities and community colleges have received intensive training in the effective implementation of problem-based learning. Additionally, a small group of representatives went to the University of Missouri-Columbia School of Medicine to observe PBL and to meet with students and faculty to learn more about PBL as an instructional approach to teaching and learning.

Performance assessment. In addition to embedded assessments throughout a candidate’s program, of study, the Ready2Teach initiative requires candidates to complete a capstone performance-based assessment, the Teacher Performance Assessment (TPA). The Teacher

**Technology.** We are developing a significant technology infrastructure for the initiative. TBR has initiated a Ready2Teach website and Problem-Based Learning (PBL) training DVDs. We are planning a system-wide, internet-based PBL case warehouse and assessment system, and have equipped our site coordinators, Master Clinicians and other participants with state-of-the-art portable computer equipment and mobile resources to promote inter-program and school-university communication and supervision of candidates. A system-wide technology taskforce has been established and will continue to guide development, assessment, and implementation of technology for the initiative.

**Governance.** We have established a state-wide, system-wide infrastructure for inclusive decision-making for and review of the redesign. This infrastructure includes several carefully planned committees and taskforces:

1. **Central Office:** The Assistant Vice Chancellor for P-16 Initiatives and Teacher Education is responsible for facilitating and overseeing the implementation of the system-wide teacher education redesign. The Assistant Vice-Chancellor facilitates meetings, supports the campuses as they make changes to their programs, makes site visits to each campus and meets regularly with other national and statewide educational stakeholders.

2. **Directors of Schools (Superintendents) Advisory Board:** The purposes of this advisory board are (1) to provide guidance to TBR teacher education programs concerning how to prepare effective teachers, and (2) to establish ways for TBR teacher education programs to contribute as partners.

3. **College of Education Deans:** The College of Education Deans group provides campus level leadership for the initiative.

4. **Ready2Teach Coordinators:** Ready2Teach Coordinators, one from education and one from Arts & Sciences, facilitate implementation at the campus level.

5. **Master Clinicians:** Master Clinicians serve as liaisons to promote positive relationships between local school systems and universities. They share their expertise by teaching field-based courses, working with teacher mentors, conducting workshops and seminars, facilitating performance assessments, and providing leadership for teacher candidates during their year of residency.

6. **Assessment Taskforce:** The purpose of this taskforce is to provide guidance on how to best assess candidates’ performance throughout the program (embedded assessments and performance-based assessment).

7. **Co-teaching Taskforce:** The Co-teaching taskforce provides guidance concerning effective implementation of co-teaching with opportunities for independent teaching within the residency experience.

8. **Structured Interview Taskforce:** The Structured Interview taskforce provides guidance concerning admissions, recruitment and retention.
9. **Problem-based learning taskforce:** The Problem-based Learning taskforce provide guidance on developing a system-wide PBL database, establishing a review process for cases and monitoring and updating the PBL webpage.

10. **Associate of Science in Teaching Taskforce:** This taskforce is comprised of representatives from all thirteen community colleges. The mission of the TBR Community College Teacher Education Task Force is to provide guidance to community colleges in adjusting education curricula so that transfer students are sufficiently prepared for success in the research-based, redesigned university teacher education programs.

11. **Technology Taskforce:** The Technology Taskforce has been established to address the role, implementation, and evaluation of technology and mobile resources for the role and impact of technology in enhancing the Ready2Teach initiative.

12. **Research Taskforce:** The TBR Ready2Teach research taskforce assists with establishing an overall collaborative research agenda for our six campuses as well as assist with setting an agenda for local campus Ready2Teach research projects/initiatives.

13. **Curriculum Planning Taskforce:** The Curriculum Planning taskforce assists with developing prototypes for the Pre-clinical Residency experience and Residency I and Residency II.

**Dissemination plan.**

The Ready2Teach program will serve as a model for other teacher education programs in the state of Tennessee and across the nation. The findings of our redesign will be disseminated in both formative and summative stages. Administrators and faculty at TBR universities and community colleges will attend regularly scheduled system-wide meetings. In addition, presentations will be made at state, regional, and national conferences. Reports and research findings will be published in state, regional, and national publications. Colleges of Education in collaboration with local school partners and Colleges of Arts and Sciences will submit yearly interim reports to the Vice Chancellor for Academic Affairs and/or Assistant Vice Chancellor for P-16 Initiatives and Teacher Preparation. The Ready2Teach website will serve as a primary communication tool and include information about the redesign, upcoming meetings, resources and materials.

**Timelines.**

- **Summer 2008:**
  - initiation of pilots at East Tennessee State University and Middle Tennessee State University with cohorts

- **Fall 2008-Spring 2009:**
  - identification of Ready2Teach campus coordinators
  - establish Problem-based learning writing teams
  - Ready2Teach campus redesign teams
  - initiation of Modeling of Evidence-Based Best Practices Pilot at Tennessee Technological University
  - meetings to allow all six university chief academic officers, college of education deans, campus coordinators, campus redesign teams, Problem-based learning team leaders and faculty to network, dialog and plan campus implementation of the Tennessee Board of Regents teacher education redesign which is comprised of the following components: demonstrating competency, mastery of content,
learning by experience, guidance by experts, teaching by example and developing strong partnerships with P-12 schools.

- meetings with the National Council for Accreditation of Teacher Education (NCATE), the American Association of Colleges for Teacher Education and local and regional TN P-16 Council Contacts
- development and approval of Tennessee Board Regents Teaching Quality Initiative Guidelines that will facilitate the redesign of teacher education on each campus
- interim reports from pilots
- establishment of a Ready2Teach Assessment Taskforce
- development of a TQI (now called Ready2Teach) website and DVD and Problem-Based Learning training DVDs

### Summer 2009:

- meeting of university Chief Academic Officers, College of Education Deans and Ready2Teach Campus Coordinators
- meeting of all Community College Chief Academic Officers and one Associate of Science in Teaching Degree representative form each campus
- results of pilots submitted to Vice Chancellor for Academic Affairs

### Fall 2009-Spring 2010:

- fall retreat - meetings to allow college of education and arts and sciences deans, Ready2Teach campus coordinators, Problem-based learning team leaders and faculty to network, dialog and plan campus implementation of the Tennessee Board of Regents teacher education redesign (now called Ready2Teach)
- establishment of a Ready2Teach Assessment System (Teacher Performance Assessments – TPA)
- initiation of Ready2Teach pilots of various components of the redesign
- attend TPA training at Stanford University
- colleges of education submit Year I Plans
- establish a Directors of Schools Advisory Board
- establish Curriculum Taskforce, Research Taskforce and Technology Taskforce
- PBL faculty development training provided by Dr. Michael Hosokawa, University of Missouri-Columbia School of Medicine for universities and community colleges
- ongoing faculty development and program evaluation

### Summer 2010

- submit interim reports
- submit phase-in plan for the 2010-2011 academic year
- meetings to allow college of education and arts and sciences deans, Ready2Teach campus coordinators, Problem-based learning team leaders and faculty to network, dialog and continue planning campus implementation of the Tennessee Board of Regents teacher education redesign. Each campus will provide an update of progress update from Assessment Taskforce regarding pilots
- in collaboration with Vanderbilt and UTK coordinate a TPA workshop for faculty working directly with candidates on the revised TPA protocol
- TPA Coordinators attend TPAC conference in San Diego
ongoing faculty development
create Ready2Teach website
develop and maintain Ready2Teach system-wide website

**Fall 2010-Spring 2011**
- initiate pilots in all key areas for each campus
- ongoing faculty development
- colleges of education submit Year II Plans
- TPA program a train-the-trainer workshop on scoring to prepare for spring 2011 scoring
- Host fall NCATE/R2T meeting with representative from NCATE, COE Deans and NCATE Coordinators
- central office campus site visits
- Host TN Alliance for Clinical Teacher Preparation conference, May 2011

**Summer 2011**
- colleges of education submit Year III Plans
- meetings to allow college of education and arts and sciences deans, Ready2Teach campus coordinators, Problem-based learning team leaders and faculty to network, dialog and continue planning campus implementation of the Tennessee Board of Regents teacher education redesign
- ongoing faculty development and program evaluation
- central office campus site visits

**Fall 2011-Spring 2012**
- continue pilots for each campus
- ongoing faculty development and program evaluation
- TPA coordinators attend fall 2011 TPAC conference in San Diego
- Host fall 2011 NCATE/R2T meeting with representative from NCATE, COE Deans and NCATE Coordinators
- Host fall 2011 TN Alliance for Clinical Teacher Preparation Steering Committee meeting
- Meet with representatives from THEC, TDOE and SBE

**Summer 2012**
- submit interim reports
- submit phase-in plan for the 2012-2013 academic year – Year IV Plans
- meetings to allow college of education and arts and sciences deans, Ready2Teach campus coordinators, Problem-based learning team leaders and faculty to network, dialog and continue planning campus implementation of the Tennessee Board of Regents teacher education redesign Each campus will provide an update of progress
- develop a campus level Ready2Teach website
- develop brochures, flyers and other marketing materials at the system and campus level
- ongoing faculty development (PBL, co-teaching, new state teacher evaluation-TEAM)
- **Fall 2012-Spring 2013**
  - continue pilots for each campus
  - central office campus site visits
  - ongoing faculty development (PBL, co-teaching, TEAM, common core, etc.)
  - produce Ready2Teach informative videos
  - meeting with COE Deans and R2T Coordinators
  - meetings with all taskforce groups
  - working with COE Deans and Central Office governmental relations Vice Chancellor, establish policy to protect confidentiality of teacher effect data
  - upload PBL database
  - meeting with representatives from the Center for Research in Educational Policy

- **Summer 2013**
  - submit full implementation plan for the 2013-2014 academic year
  - meeting to allow college of education and arts and sciences deans, Ready2Teach campus coordinators, Problem-based learning team leaders and faculty to network, dialog and continue planning for full implementation of the Tennessee Board of Regents teacher education redesign. Each campus will provide an update of progress
  - continue to update the system’s Ready2Teach website
  - ongoing faculty development (PBL, co-teaching, TEAM, common core, etc.)

- **Fall 2013-Spring 2014:**
  - full implementation of Ready2Teach program
  - ongoing faculty development and program evaluation (CREP)
  - develop Ready2Teach testimonial videos

B. Description of the Unit’s Capacity

The Tennessee Board of Regents system is the primary vehicle for higher education access in Tennessee and is a $2.2 billion per year enterprise. The Regents system, both as a set of forty-five individual institutions and as a collaborating and integrated system of education, seeks to raise the education and skill levels in Tennessee through quality programs and services, efficiently delivered. TBR universities produce a significant portion of teachers for Tennessee K-12 schools and collaborate with the TBR community colleges in the articulation of the Associate of Science in Teaching (AST) into the teacher preparation programs in the universities. TBR has led the development and implementation of local and regional P-16 Councils in most areas of Tennessee. The P-16 Councils create a local/regional infrastructure of support for education by bringing together education, civic, government, and business leadership who focus on identifying and solving education issues in the area.

C. Conclusion:
The Tennessee Board of Regents Teacher Education Redesign will produce graduates with strong academic content knowledge aligned with Tennessee high school curriculum standards, strong skills in instruction, assessment, and management, and well-developed skills in meeting the academic and social needs of all students. The progressive year-long clinical residency will equip teacher education graduates to succeed in challenging urban and rural public schools. The close

August 1, 2012
partnership between university faculty and public school faculty will also promote professional development and innovation among all participants.