



**COLLEGE OF EDUCATION  
DEPARTMENT OF TEACHER EDUCATION  
NARRATIVE  
CANDIDATE EXIT SURVEY  
AGE: Questions 1.1-6.2  
DISAGGREGATE  
24 AND UNDER  
25 AND OLDER  
7 CYCLES  
FALL 2012-FALL 2017**

**Narrative for:  
Fall 2012-Fall 2017  
Candidate Exit Survey  
College of Education: Department of Teacher Education**

**NARRATIVE: OVERVIEW OF THE STUDENT EXIT SURVEY**

**Why is the survey important?**

- It gives students a chance to express their views about their student experience
- It forms part of the quality assurance framework for higher education
- It provides institutions with important information about their performance
- It provides essential information for future/potential students when considering where and what to study.

<http://www.lse.ac.uk/intranet/LSEServices/TQARO/National-Student-Survey-Results-and-Guide.aspx>

**How do students take part in the survey?**

Eligible students (College of Education/Division of Education Internship candidates) receive a URL address during their final notebook review session inviting them to complete the survey online.

**How long does it take to complete the survey?**

The survey is very straightforward and only takes under fifteen minutes to complete, or a little longer if you include written comments about your candidates experience.

**What does the survey ask?**

The survey is based on the PEPE (Alabama: Professional Education Personnel Evaluation Program) questions used to evaluate the Candidates by the University Supervisors and Cooperating Teacher (s) during their Internship.

There are 6 major Competency with 19 sub-competency areas, relating to the following broad aspects of the student learning experience:

**COMPETENCY 1.0: PREPARATION FOR INSTRUCTION**

- 1.1 How well were you prepared to select/state long-range goals and short –term measurable objectives?
- 1.2 How well were you prepared to identify various instructional strategies?
- 1.3 How well were you prepared to prepare instructional resources for use?

**COMPETENCY 2.0: PRESENTATION OF ORGANIZED INSTRUCTION**

- 2.1 How well were you prepared to orient students to the lesson?
- 2.2 How well were you prepared to give clear directions?
- 2.3 How well were you prepared to develop an effective lesson?
- 2.4 How well were you prepared to provide practice and summarization for the students?
- 2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?

**COMPETENCY 3.0: ASSESSMENT OF STUDENT PERFORMANCE**

- 3.1 How well were you prepared to monitor student performance?
- 3.2 How well were you prepared to measure student progress systematically?
- 3.3 How well were you prepared to provide feedback about student performance?
- 3.4 How well were you prepared to use assessment results?

## COMPETENCY 4.0 CLASSROOM MANAGEMENT

- 4.1 How well were you prepared to manage class time?
- 4.2 How well were you prepared to manage student behavior?

## COMPETENCY 5.0 POSITIVE LEARNING CLIMATE

- 5.1 How well were you prepared to involve students in interaction?
- 5.2 How well were you prepared to communicate high expectations/
- 5.3 How well were you prepared to express positive affect/minimize negative affect?
- 5.4 How well were you prepared to maintain physical environment conducive to learning with in limitations of facilities provided?

## COMPETENCY 6.0 COMMUNICATION

- 6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?
- 6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?

## SURVEY DEVELOPED BY THE USE OF QUALTRIC

Qualtrics is the most trusted enterprise research platform in the world with over 8,500 brands and 99 of the top 100 business schools using Qualtrics to make the most critical decisions.

<https://www.qualtrics.com/research-core/>

### **ALIGNED WITH InTASC STANDARDS:**

#### **The Learner and Learning**

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#### **Content**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new

understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice** Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility** Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

[www.ccsso.org/intasc](http://www.ccsso.org/intasc)

**Alabama’s Plan for College and Career Readiness (CCRS or ACCRS)**

Higher Education’s responsibility for the implementation of the Alabama College and Career Readiness Standards: Use the guidelines from the Alabama Department of Education to make sure the standards are being met and that the education candidates are being prepared to implement them in the K-12 classrooms.

[Plan 2020: Every Child a Graduate – Every Graduate Prepared for College, Work, and Adulthood in the 21st Century](#)

**Professionals:**

- Every child is taught by a well-prepared, resourced, supported, and effective teacher.
- Every school is led by a well-prepared, resourced, supported, and effective leader.
- Every school system is led by a prepared and supported visionary instructional leader.

Alabama College and Career-Ready Standards **ToolKit:**

**Alabama Department of Education (website)**

- Alabama has taken many steps to raise the bar to help all students receive a world-class education and the **Alabama College and Career Ready Standards (ACCRS)** are an integral part of that advancement. Across the state since 2012, schools have been implementing Alabama’s College and Career Ready Standards, which are new academic standards in English Language Arts and Math in Grades K-12.
- These standards, which help to guide what students should learn and know, will offer the academic knowledge and skills they need to be successful in college, career, and life. The educators who teach the standards offer **critical-thinking, problem solving, and effective communication skills** to Alabama’s students. The implementation of the ACCRS, along with high quality, well-trained and supported educators, has the potential to transform the future for Alabama students and for our state.

**SURVEY QUESTIONS ALIGNED WITH ACCRS AND INTASC STANDARDS:**

<b><u>InTASC</u></b>	<b><u>Survey Questions asked Candidates at the end of Internship:</u></b>
ACCRS #7	1.1 How well were you prepared to <b>select/state long-range goals and short term measurable objectives?</b>
#8 ACCRS	1.2 How well were you prepared to <b>identify various instructional strategies?</b>
#7	1.3 How well were you prepared to <b>prepare instructional resources for use?</b>
ACCRS #1 #2 #3	2.1 How well were you prepared to <b>orient students to the lesson?</b>
#4 #5	2.2 How well were you prepared to <b>give clear directions?</b>
ACCRS #7 #8	2.3 How well were you prepared to <b>develop an effective lesson?</b>
#1 #2 #3	2.4 How well were you prepared to <b>provide practice and summarization for the students?</b>
#4 #5	2.5 How well were you prepared to <b>demonstrate knowledge of subject matter and pedagogy?</b>
#6	3.1 How well were you prepared to <b>monitor student performance?</b>
#6	3.2 How well were you prepared to <b>measure student progress systematically?</b>
#6	3.3 How well were you prepared to <b>provide feedback about student performance?</b>
#6	3.4 How well were you prepared to <b>use assessment results?</b>
#1 #3	4.1 How well were you prepared to <b>manage class time?</b>
#1	4.2 How well were you prepared to <b>manage student behavior?</b>

#2 #3	
ACCRS #5 #8	5.1 How well were you prepared to involve students in interaction?
ACCRS #2 #4 #8 #10	5.2 How well were you prepared to communicate high expectation?
ACCRS #1 #2 #3	5.3 How well were you prepared to express positive affect/minimize negative affect?
#3	5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided?
#4 #9	6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?
#4 #9	6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?

**Are students allowed to add open comments?**

Yes, respondents are invited to add comments on both positive and negative aspects of their student experience.

**Are the students' responses anonymous?**

Yes, your responses are confidential – institutions will not know whether you have participated in the survey, and results are not attributed to individual respondents.

**Survey Levels of Rubric Responses:**

- Excellent Preparation
- Good Preparation
- Weak Preparation
- Unsatisfactory Preparation
- Total

**Survey Disaggregated Responses by:**

- Overall
- Campus: Troy/Phenix City/Dothan
- Gender: Male/Female
- Age: 24 yrs. & under/25 yrs. & older
- Ethnicity: African American/Caucasian/Other
- Educational Route: Traditional/Alternative
- Major: Elementary/Other

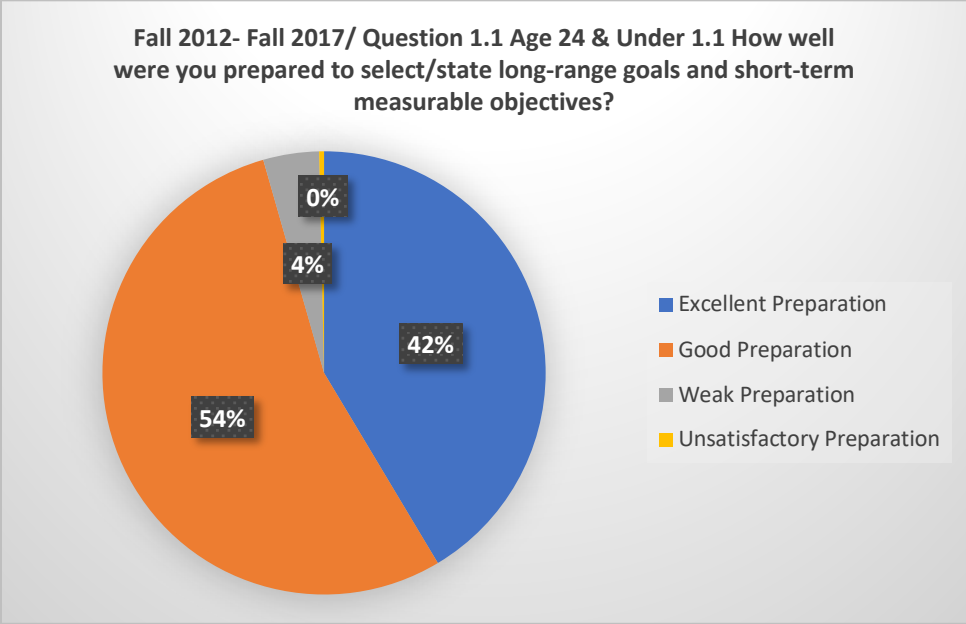
**Survey Reported Categories:**

- Count: number of candidates completing the survey
- Percent: (%) for each category compared to the total

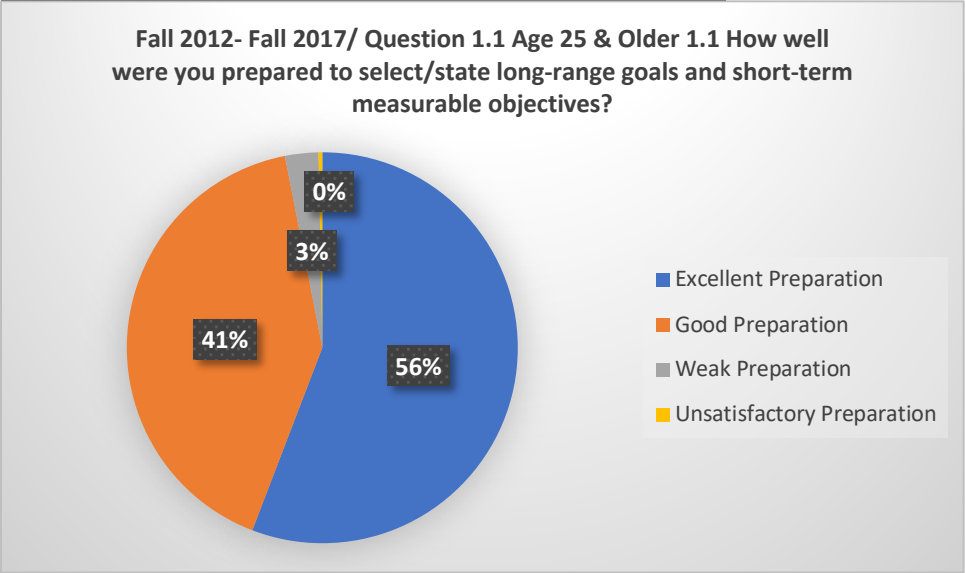
**Survey Reporting by Academic Years and Academic Semesters**

- Fall 2012-Spring 2013
- Fall 2013-Spring 2014
- Fall 2014
- Fall 2015-Spring 2016
- Fall 2016
- Spring 2017
- Fall 2017

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		<b>TOTAL</b>
1.1 How well were you prepared to select/state long-range goals and short-term measurable objectives?	Excellent Preparation	234
	Good Preparation	306
	Weak Preparation	23
	Unsatisfactory Preparation	2
	Total	<b>565</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		<b>TOTAL</b>
1.1 How well were you prepared to select/state long-range goals and short-term measurable objectives?	Excellent Preparation	182
	Good Preparation	134
	Weak Preparation	9
	Unsatisfactory Preparation	1
	Total	<b>326</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **1.1 How well were you prepared to select/state long-range goals and short-term measurable objectives ? ACCRS:**

Standards: InTASC #7

**(96%) 24 & UNDER and (97%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	234 (42%)
25 & OLDER	EXCELLENT PREPARATION	182 (56%)

24 & UNDER	GOOD PREPARATION	306 (54%)
25 & OLDER	GOOD PREPARATION	134 (41%)

**(4%) 24 & UNDER and (3%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	23 (4%)
25 & OLDER	WEAK PREPARATION	9 (3%)

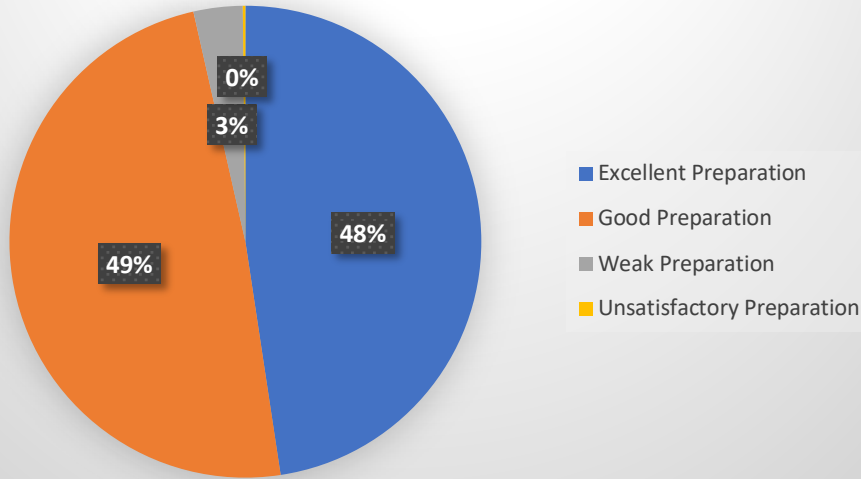
24 & UNDER	UNSATISFACTORY PREPARATION	2 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(96%) 24 & UNDER and (97%) 25 & OLDER** feel **prepared to identify various instructional strategies?**



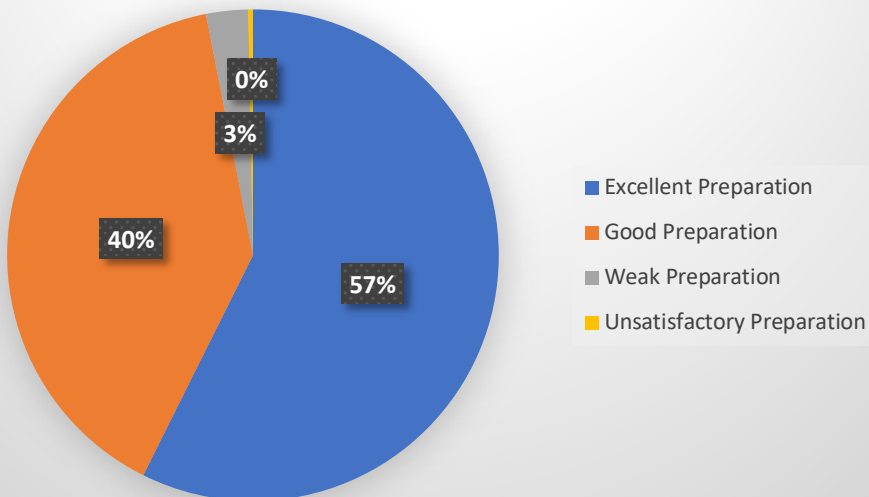
TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
1.2 How well were you prepared to identify various instructional strategies?	Excellent Preparation	269
	Good Preparation	276
	Weak Preparation	19
	Unsatisfactory Preparation	1
	Total	565

Fall 2012-Fall 2017/Question 1.2 Age 24 & Under /1.2 How well were you prepared to identify various instructional strategies?



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
1.2 How well were you prepared to identify various instructional strategies?	Excellent Preparation	187
	Good Preparation	129
	Weak Preparation	9
	Unsatisfactory Preparation	1
	Total	326

Fall 2012-Fall 2017/Question 1.2 Age 25 & Older /1.2 How well were you prepared to identify various instructional strategies?



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **1.2 How well were you prepared to identify various instructional strategies?**

Standards: AACRS/ InTASC #8

**(97%) 24 & UNDER and (97%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	269 (48%)
25 & OLDER	EXCELLENT PREPARATION	187 (57%)

24 & UNDER	GOOD PREPARATION	276 (49%)
25 & OLDER	GOOD PREPARATION	129 (40%)

**(3%) 24 & UNDER and (3%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

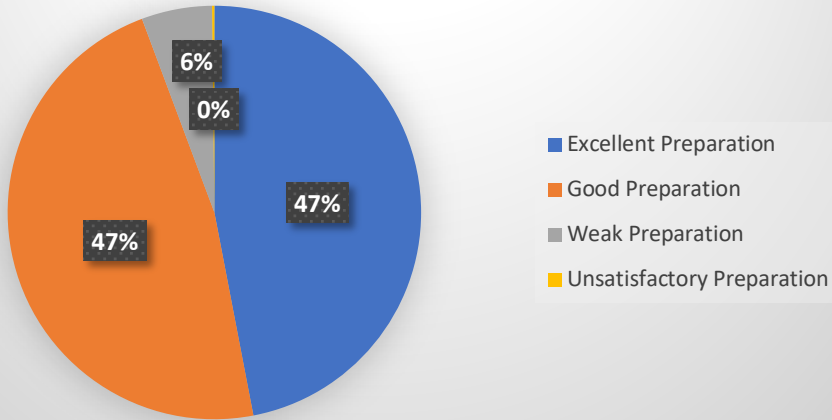
24 & UNDER	WEAK PREPARATION	19 (3%)
25 & OLDER	WEAK PREPARATION	9 (3%)

24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) 24 & UNDER and (97%) 25 & OLDER** feel prepared to identify various instructional strategies?

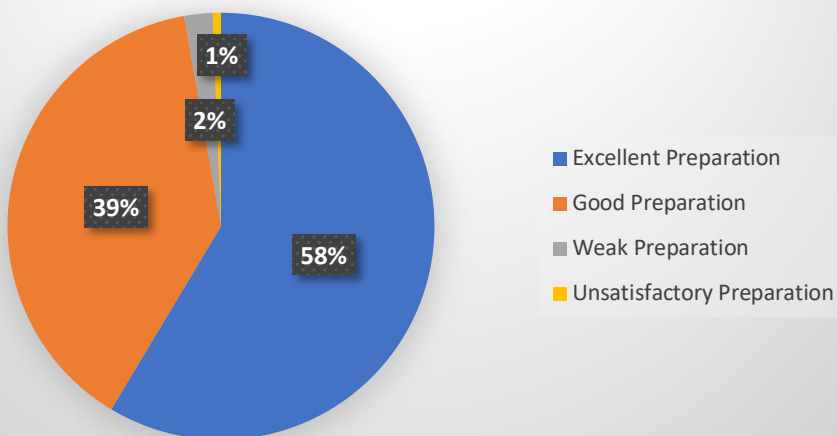
TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
1.3 How well were you prepared to prepare instructional resources for use?	Excellent Preparation	264
	Good Preparation	266
	Weak Preparation	31
	Unsatisfactory Preparation	1
	Total	<b>562</b>

Fall 2012-Fall 2017/Question 1.3 Age 24 & Under /1.3 How well were you prepared to prepare instructional resources for use?



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
1.3 How well were you prepared to prepare instructional resources for use?	Excellent Preparation	191
	Good Preparation	126
	Weak Preparation	7
	Unsatisfactory Preparation	2
	Total	<b>326</b>

Fall 2012-Fall 2017/Question 1.3 Age 25 & Older /1.3 How well were you prepared to prepare instructional resources for use?



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **1.3 How well were you prepared to prepare instructional resources for use?**

Standards: InTASC #7

**(94%) 24 & UNDER and (97%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	264 (47%)
25 & OLDER	EXCELLENT PREPARATION	191 (58%)

24 & UNDER	GOOD PREPARATION	266 (47%)
25 & OLDER	GOOD PREPARATION	126 (39%)

**(6%) 24 & UNDER and (3%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

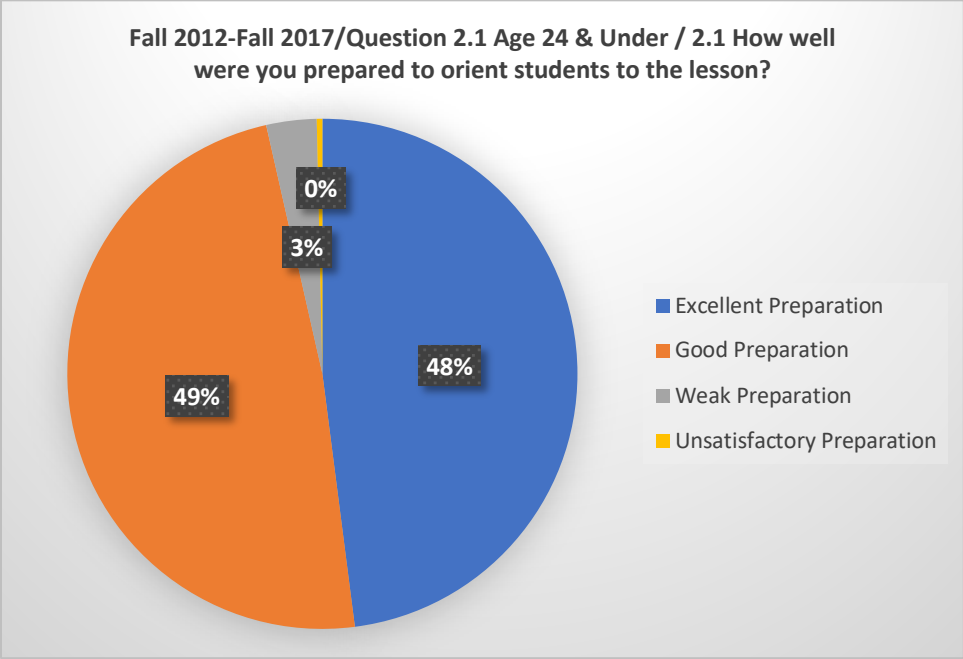
**\*RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	31 (6%)
25 & OLDER	WEAK PREPARATION	7 (2%)

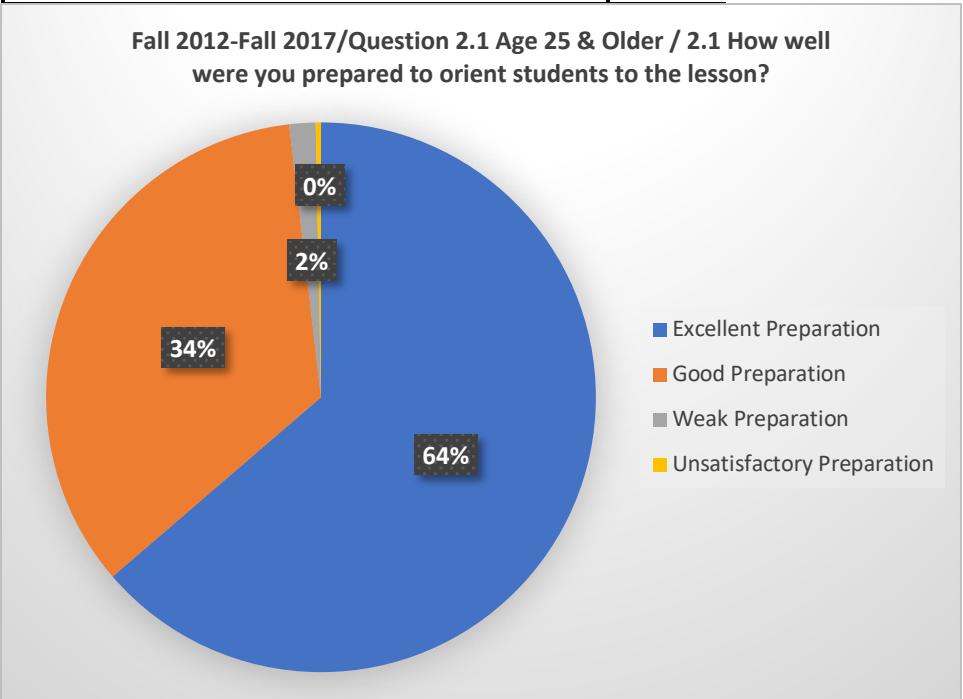
24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	2 (1%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(94%) 24 & UNDER and (97%) 25 & OLDER** feel **prepared to prepare instructional resources for use?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
2.1 How well were you prepared to orient students to the lesson?	Excellent Preparation	271
	Good Preparation	274
	Weak Preparation	18
	Unsatisfactory Preparation	2
	Total	565



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
2.1 How well were you prepared to orient students to the lesson?	Excellent Preparation	207
	Good Preparation	112
	Weak Preparation	5
	Unsatisfactory Preparation	1
	Total	325



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **2.1 How well were you prepared to orient students to the lesson ?** Standards: ACCRS/ InTASC: #1/ #2/ #3 **(97%) 24 & UNDER and ( 98%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	271 (48%)
25 & OLDER	EXCELLENT PREPARATION	207 (64%)

24 & UNDER	GOOD PREPARATION	274 (49%)
25 & OLDER	GOOD PREPARATION	112 (34%)

**(3%) 24 & UNDER and (2%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

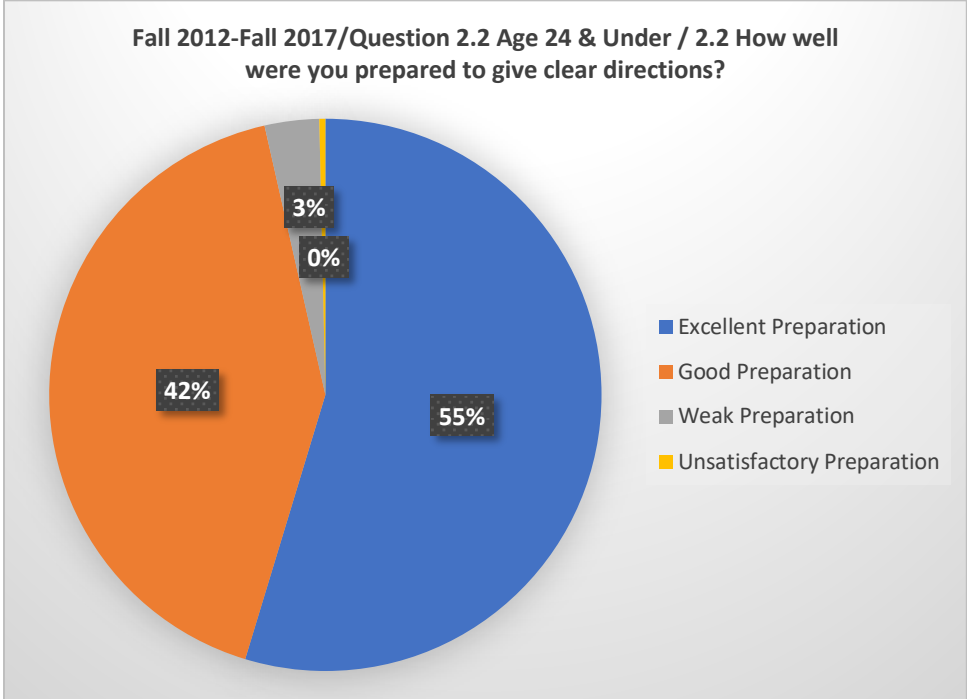
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	18 (3%)
25 & OLDER	WEAK PREPARATION	5 (2%)

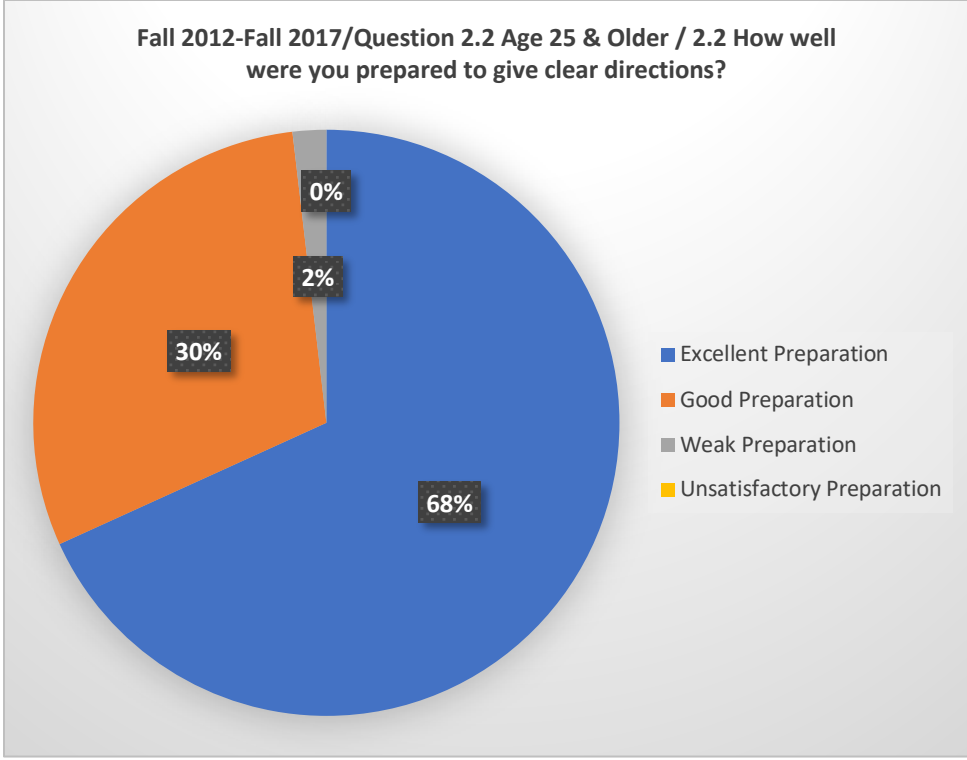
24 & UNDER	UNSATISFACTORY PREPARATION	2 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) 24 & UNDER and (98%) 25 & OLDER** feel **prepared to orient students to the lesson ?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
2.2 How well were you prepared to give clear directions?	Excellent Preparation	309
	Good Preparation	236
	Weak Preparation	18
	Unsatisfactory Preparation	2
	Total	<b>565</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
2.2 How well were you prepared to give clear directions?	Excellent Preparation	221
	Good Preparation	97
	Weak Preparation	6
	Unsatisfactory Preparation	0
	Total	<b>324</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **2.2 How well were you prepared to give clear directions?**

Standards: InTASC: #4/ #5

**(97%) 24 & UNDER and (98%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	309 (55%)
25 & OLDER	EXCELLENT PREPARATION	221 (68%)

24 & UNDER	GOOD PREPARATION	236 (42%)
25 & OLDER	GOOD PREPARATION	97 (30%)

**(3%) 24 & UNDER and (2%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

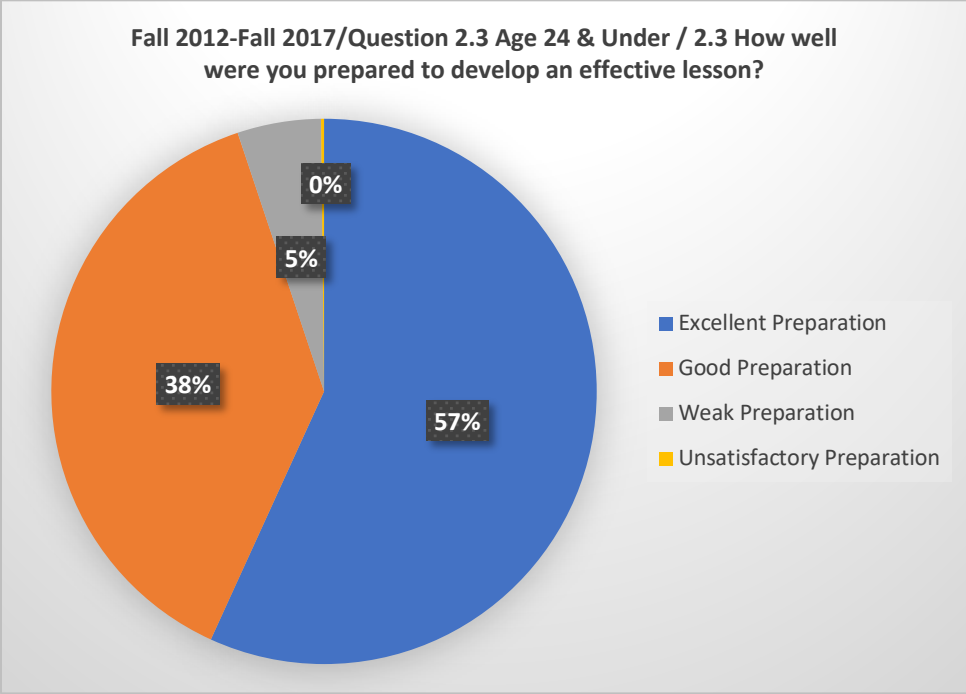
24 & UNDER	WEAK PREPARATION	18 (3%)
25 & OLDER	WEAK PREPARATION	6 (2%)

24 & UNDER	UNSATISFACTORY PREPARATION	2 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	0 (0%)

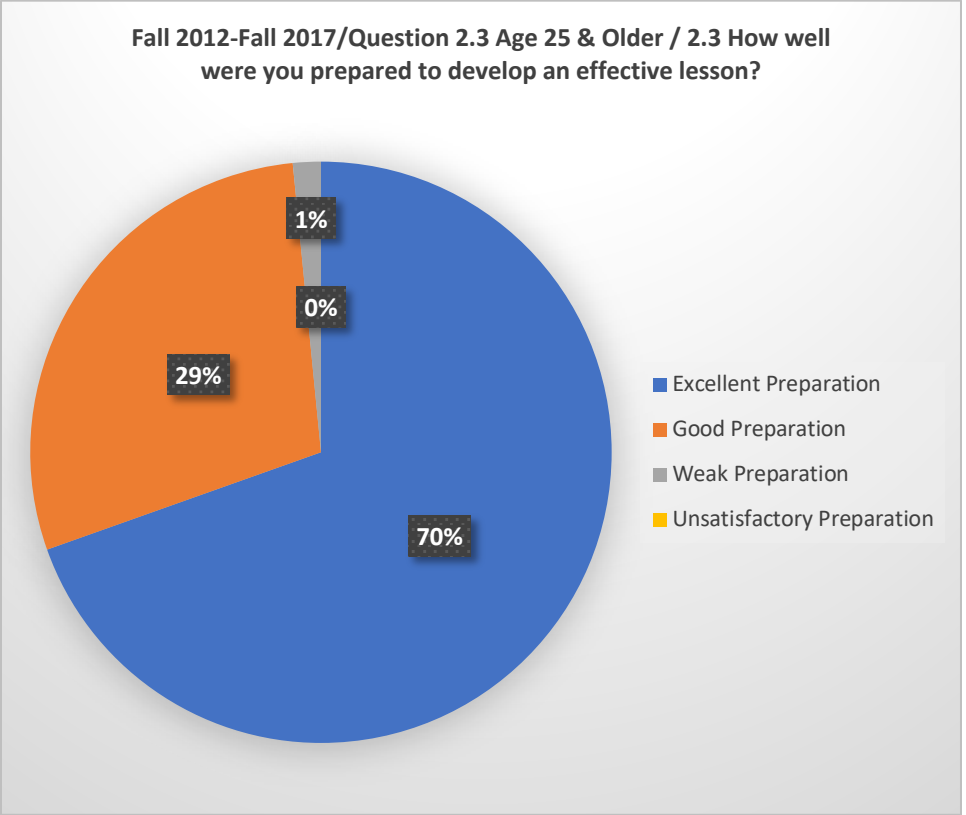
The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) 24 & UNDER and (98%) 25 & OLDER** feel **prepared to give clear directions?**



TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
2.3 How well were you prepared to develop an effective lesson?	Excellent Preparation	321
	Good Preparation	215
	Weak Preparation	28
	Unsatisfactory Preparation	1
	Total	<b>565</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
2.3 How well were you prepared to develop an effective lesson?	Excellent Preparation	224
	Good Preparation	93
	Weak Preparation	5
	Unsatisfactory Preparation	0
	Total	<b>322</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **2.3 How well were you prepared to develop an effective lesson?**

Standards: ACCRS/ InTASC: #7/ #8

**(95%) 24 & UNDER and (99% ) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	321 (57%)
25 & OLDER	EXCELLENT PREPARATION	224 (70%)
24 & UNDER	GOOD PREPARATION	215 (38%)
25 & OLDER	GOOD PREPARATION	93 (29%)

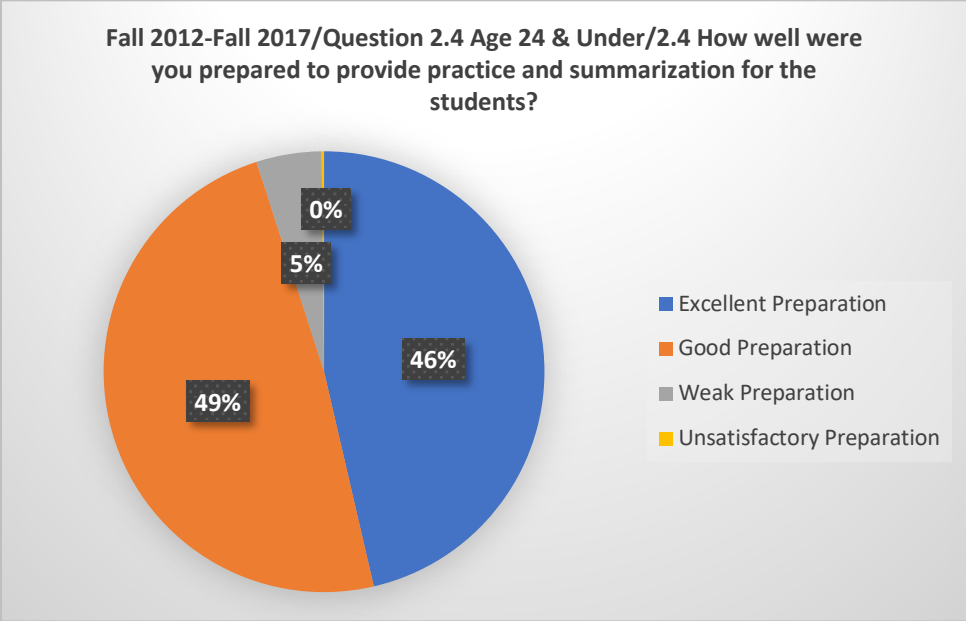
**(5%) 24 & UNDER and (1%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

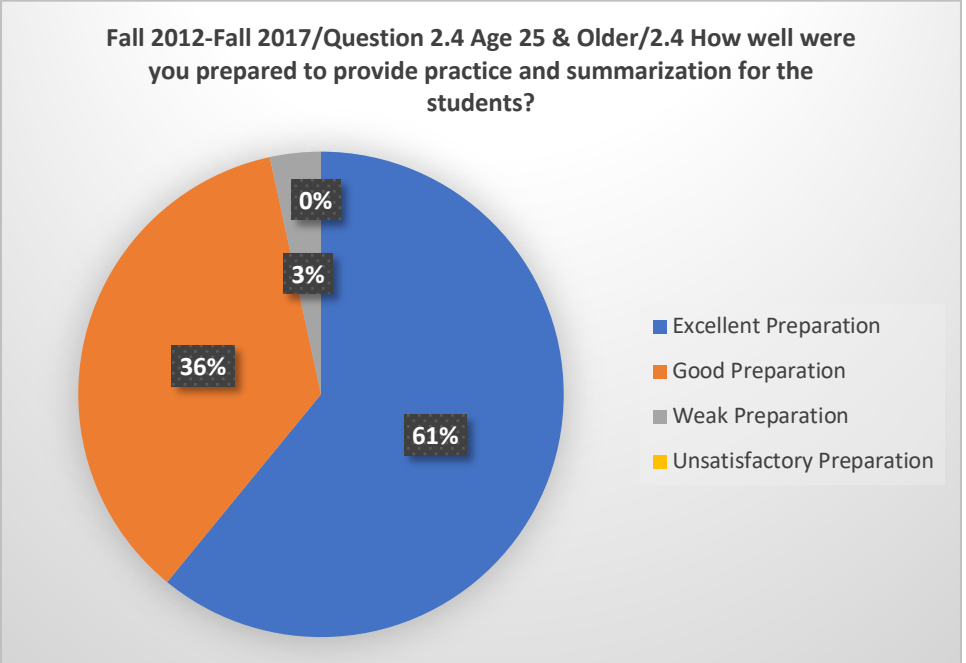
24 & UNDER	WEAK PREPARATION	28 (5%)
25 & OLDER	WEAK PREPARATION	5 (1%)
24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(95%) 24 & UNDER and (99%) 25 & OLDER** feel **prepared to develop an effective lesson?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
2.4 How well were you prepared to provide practice and summarization for the students?	Excellent Preparation	262
	Good Preparation	275
	Weak Preparation	27
	Unsatisfactory Preparation	1
	Total	565



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
2.4 How well were you prepared to provide practice and summarization for the students?	Excellent Preparation	198
	Good Preparation	116
	Weak Preparation	11
	Unsatisfactory Preparation	0
	Total	325



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **2.4 How well were you prepared to provide practice and summarization for the students?**

Standards: InTASC: #1/ #2/ #3

**(95%) 24 & UNDER and (97%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE:: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	262 (46%)
25 & OLDER	EXCELLENT PREPARATION	198 (61%)

24 & UNDER	GOOD PREPARATION	275 (49%)
25 & OLDER	GOOD PREPARATION	116 (36%)

**(5%) 24 & UNDER and (3%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

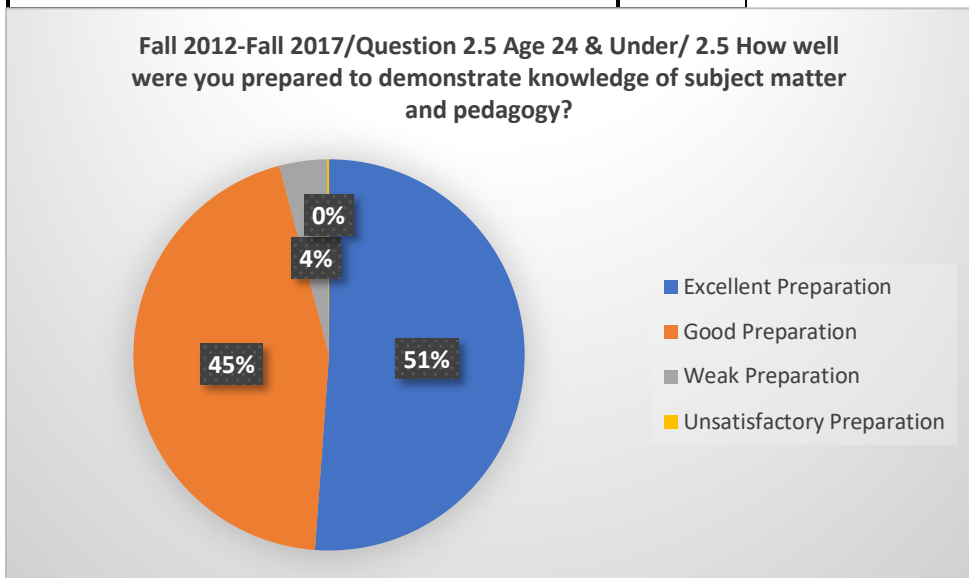
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	27 (5%)
25 & OLDER	WEAK PREPARATION	11 (3%)

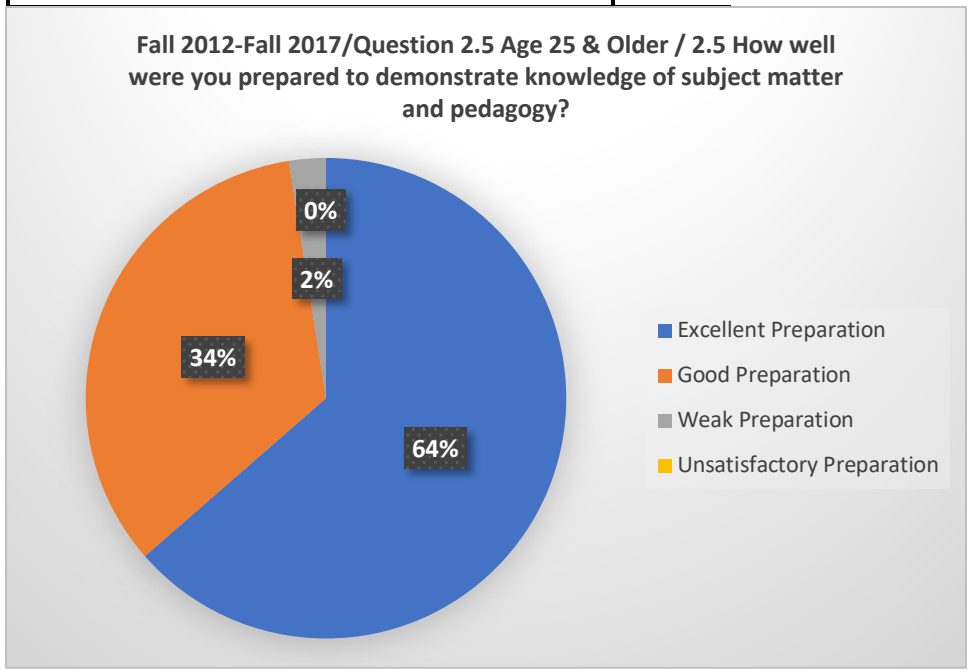
24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(95%) 24 & UNDER and (97%) 25 & OLDER** feel **prepared to provide practice and summarization for the students?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		<b>TOTAL</b>
2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?	Excellent Preparation	288
	Good Preparation	252
	Weak Preparation	22
	Unsatisfactory Preparation	1
	Total	<b>563</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		<b>TOTAL</b>
2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?	Excellent Preparation	206
	Good Preparation	110
	Weak Preparation	8
	Unsatisfactory Preparation	0
	Total	<b>324</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?**

Standards: InTASC: #4/ #5

**(96%) 24 & UNDER and (98%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	288 (51%)
25 & OLDER	EXCELLENT PREPARATION	206 (64%)

24 & UNDER	GOOD PREPARATION	252 (45%)
25 & OLDER	GOOD PREPARATION	110 (34%)

**(4%) 24 & UNDER and (2%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

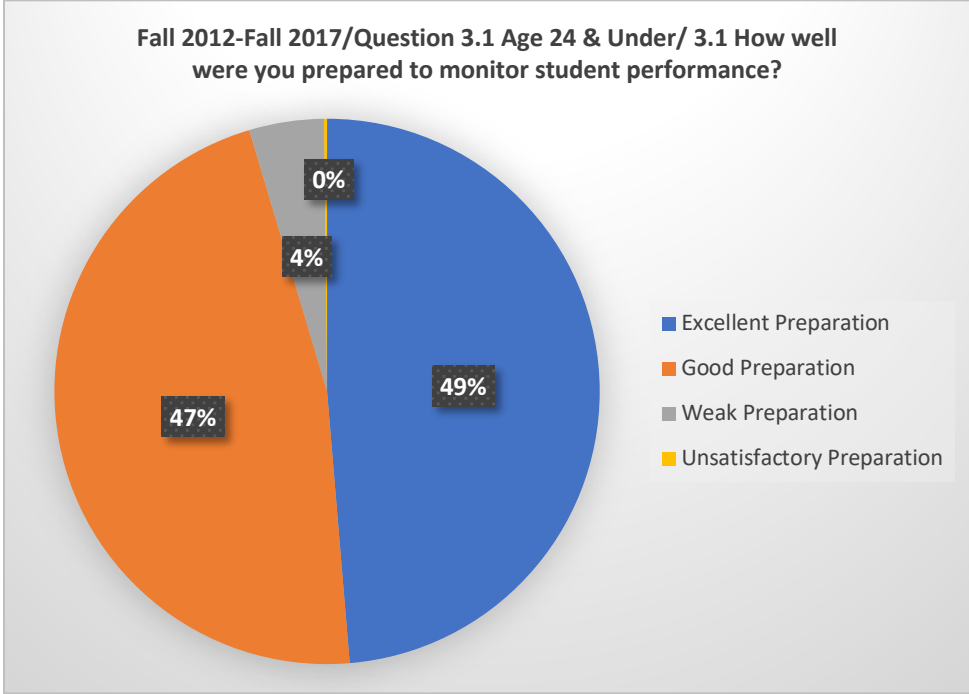
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	22 (4%)
25 & OLDER	WEAK PREPARATION	8 (2%)

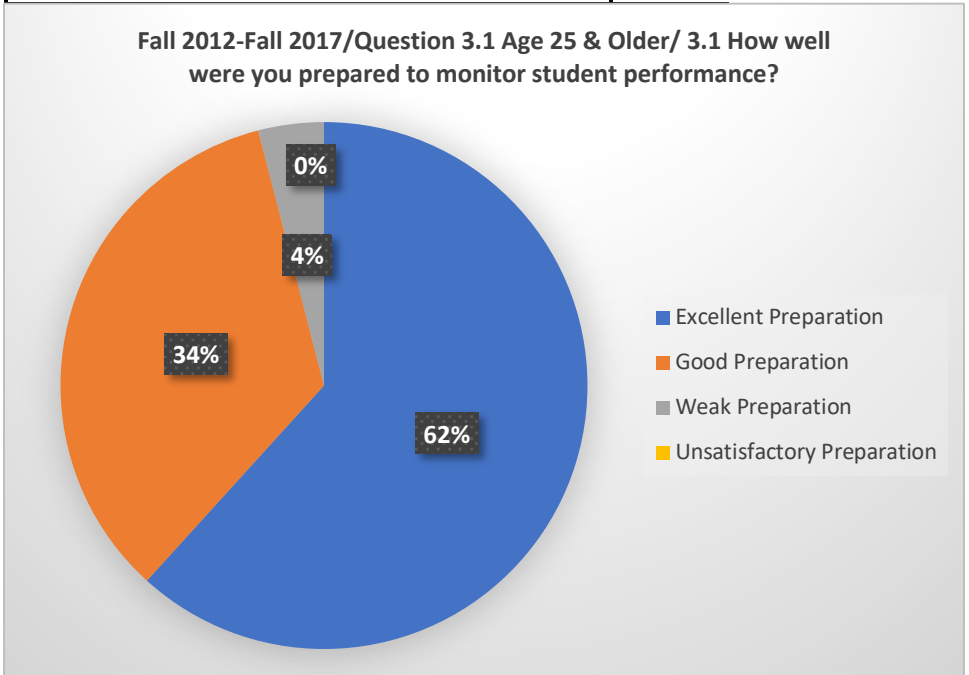
24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(96%) 24 & UNDER and (98%) 25 & OLDER** feel prepared to demonstrate knowledge of subject matter and pedagogy?

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
3.1 How well were you prepared to monitor student performance?	Excellent Preparation	275
	Good Preparation	264
	Weak Preparation	25
	Unsatisfactory Preparation	1
	Total	<b>565</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
3.1 How well were you prepared to monitor student performance?	Excellent Preparation	200
	Good Preparation	111
	Weak Preparation	13
	Unsatisfactory Preparation	0
	Total	<b>325</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **3.1 How well were you prepared to monitor student performance?**

Standards: InTASC: #6

**(96%) 24 & UNDER and (96%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	275 (49%)
25 & OLDER	EXCELLENT PREPARATION	200 (62%)

24 & UNDER	GOOD PREPARATION	264 (47%)
25 & OLDER	GOOD PREPARATION	111 (34%)

**(4%) 24 & UNDER and (4%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

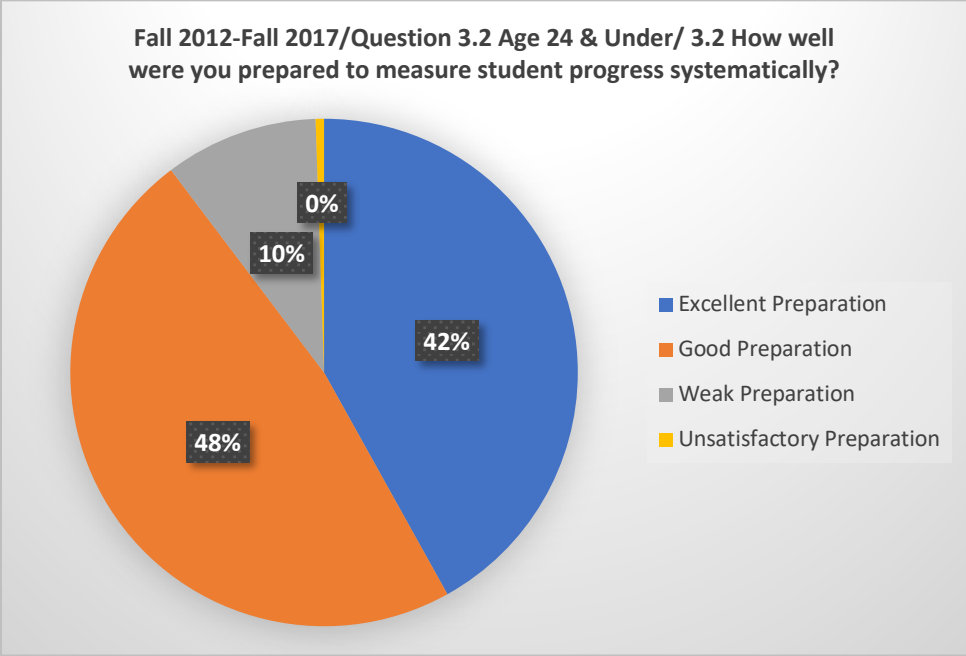
24 & UNDER	WEAK PREPARATION	25 (4%)
25 & OLDER	WEAK PREPARATION	13 (4%)

24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	0 (0%)

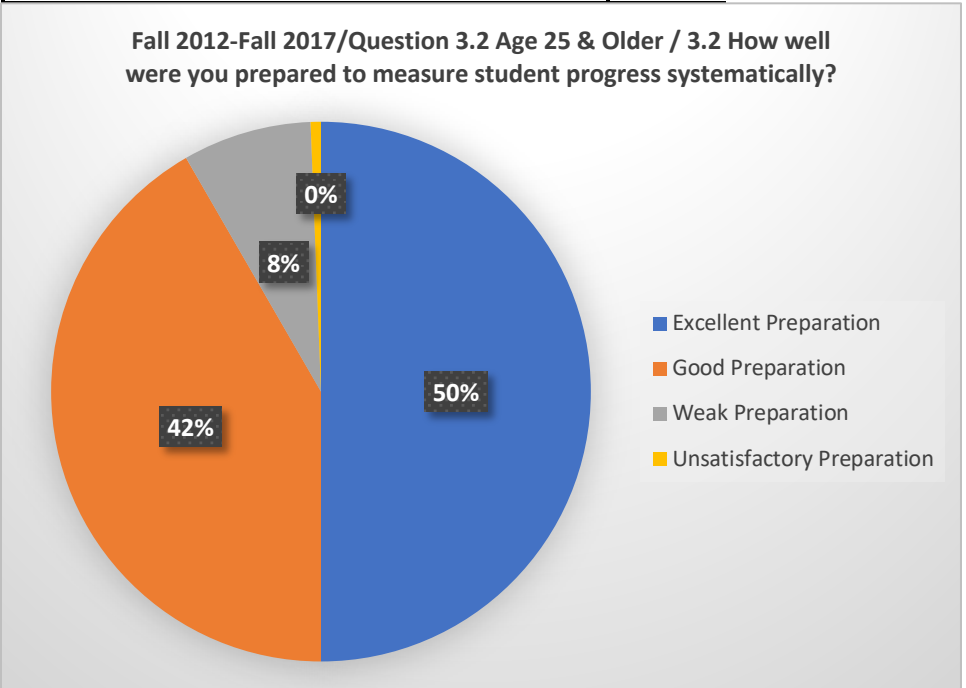
The results of this data indicates that of the College of Education Department of Teacher Education candidates **(96%) 24 & UNDER and (96%) 25 & OLDER** feel **prepared to monitor student performance?**



TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
3.2 How well were you prepared to measure student progress systematically?	Excellent Preparation	236
	Good Preparation	269
	Weak Preparation	55
	Unsatisfactory Preparation	3
	Total	<b>565</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
3.2 How well were you prepared to measure student progress systematically?	Excellent Preparation	162
	Good Preparation	135
	Weak Preparation	25
	Unsatisfactory Preparation	2
	Total	<b>325</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **3.2 How well were you prepared to measure student progress systematically?**

Standards: InTASC: #6

**(90%) 24 & UNDER and (92%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	236 (42%)
25 & OLDER	EXCELLENT PREPARATION	162 (50%)

24 & UNDER	GOOD PREPARATION	269 (48%)
25 & OLDER	GOOD PREPARATION	135 (42%)

**(10%) 24 & UNDER and (8%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

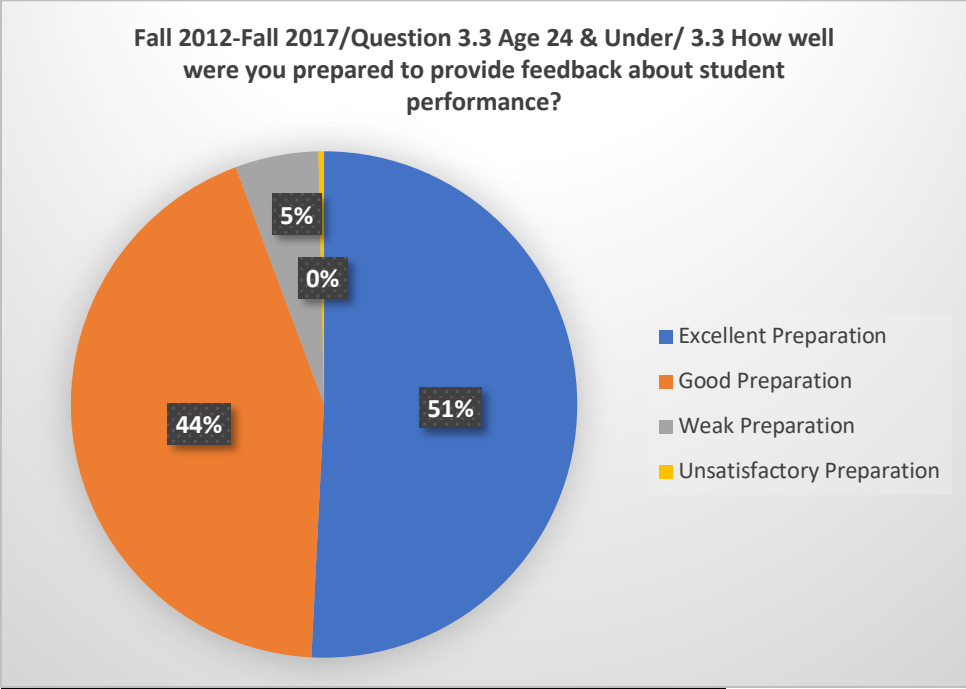
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	55 (10%)
25 & OLDER	WEAK PREPARATION	25 (8%)

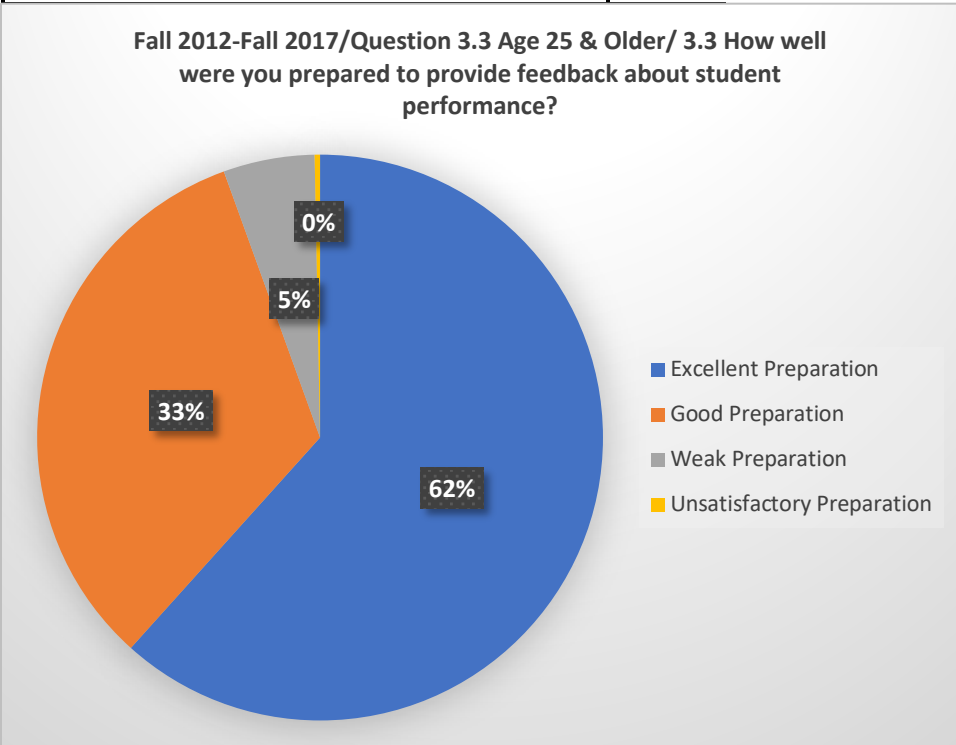
24 & UNDER	UNSATISFACTORY PREPARATION	3 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	2 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(90%) 24 & UNDER and (92%) 25 & OLDER** feel **prepared to measure student progress systematically?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
3.3 How well were you prepared to provide feedback about student performance?	Excellent Preparation	287
	Good Preparation	246
	Weak Preparation	30
	Unsatisfactory Preparation	2
	Total	565



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
3.3 How well were you prepared to provide feedback about student performance?	Excellent Preparation	201
	Good Preparation	107
	Weak Preparation	17
	Unsatisfactory Preparation	1
	Total	325



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **3.3 How well were you prepared to provide feedback about student performance?**

Standards: InTASC: #6

**(95%) 24 & UNDER and (95%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	287 (51%)
25 & OLDER	EXCELLENT PREPARATION	201 (62%)

24 & UNDER	GOOD PREPARATION	246 (44%)
25 & OLDER	GOOD PREPARATION	107 (33%)

**(5%) 24 & UNDER and (5%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

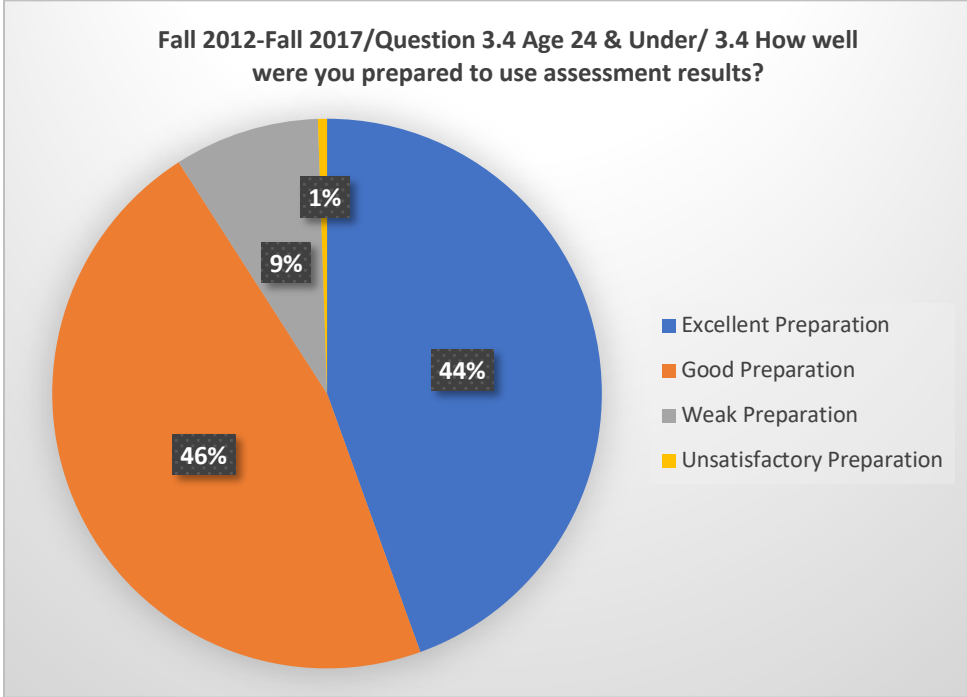
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	30 (5%)
25 & OLDER	WEAK PREPARATION	17 (5%)

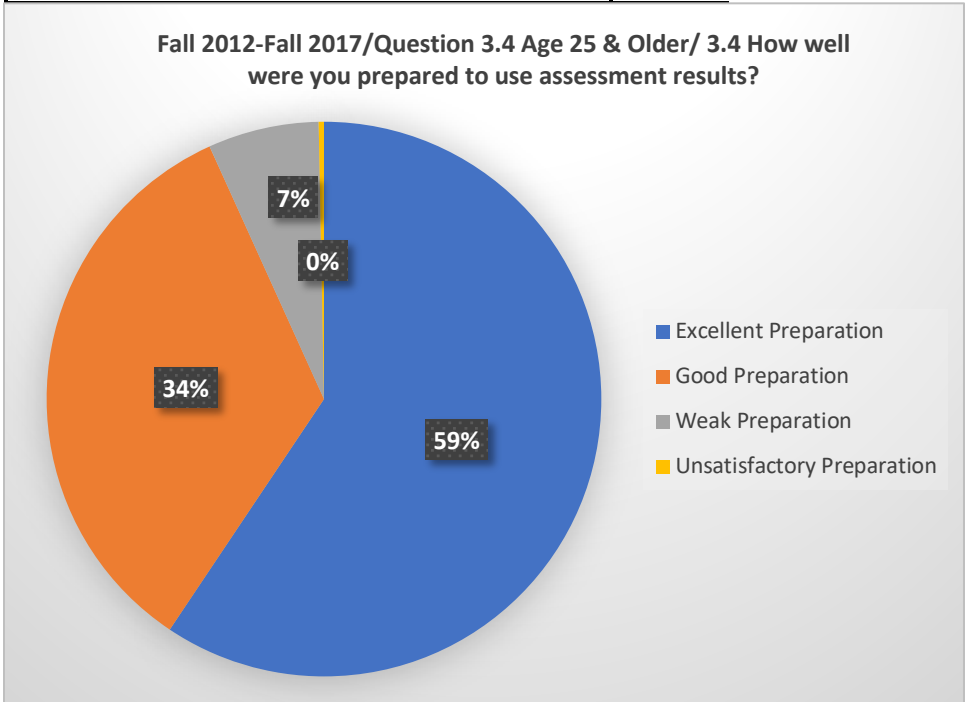
24 & UNDER	UNSATISFACTORY PREPARATION	2 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(95%) 24 & UNDER and (95%) 25 & OLDER** feel **prepared to provide feedback about student performance?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
3.4 How well were you prepared to use assessment results?	Excellent Preparation	250
	Good Preparation	261
	Weak Preparation	48
	Unsatisfactory Preparation	3
	Total	<b>562</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
3.4 How well were you prepared to use assessment results?	Excellent Preparation	193
	Good Preparation	110
	Weak Preparation	21
	Unsatisfactory Preparation	1
	Total	<b>325</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **3.4 How well were you prepared to use assessment results?**

Standards: InTASC: #6

**(90%) 24 & UNDER and (93%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	250 (44%)
25 & OLDER	EXCELLENT PREPARATION	193 (59%)

24 & UNDER	GOOD PREPARATION	261 (46%)
25 & OLDER	GOOD PREPARATION	110 (34%)

**(10%) 24 & UNDER and (7%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

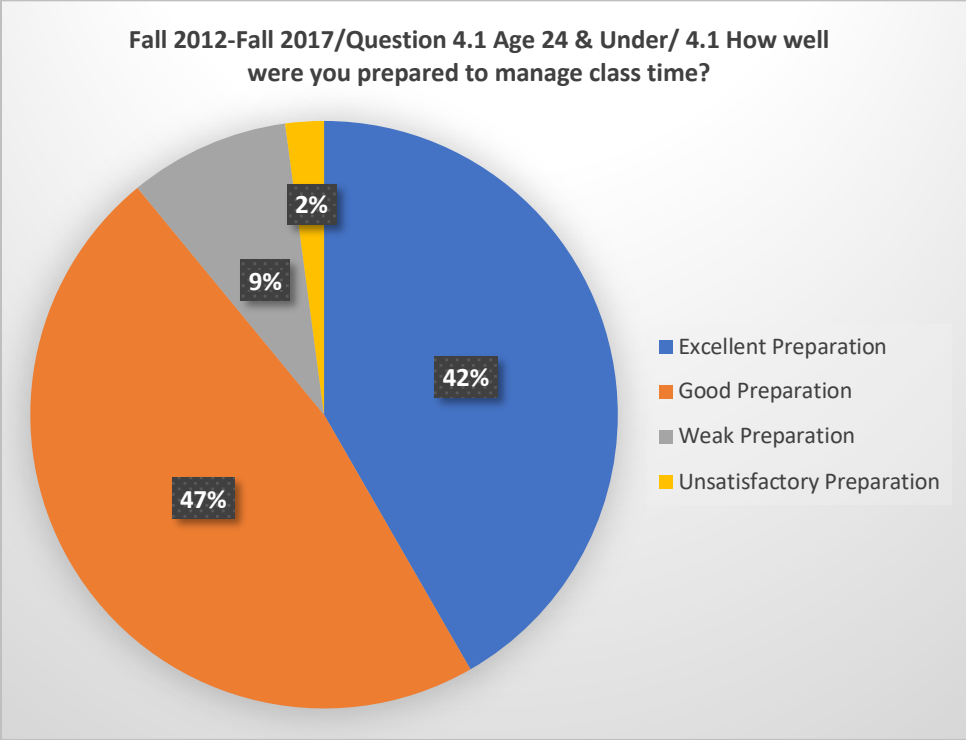
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	48 (9%)
25 & OLDER	WEAK PREPARATION	21 (7%)

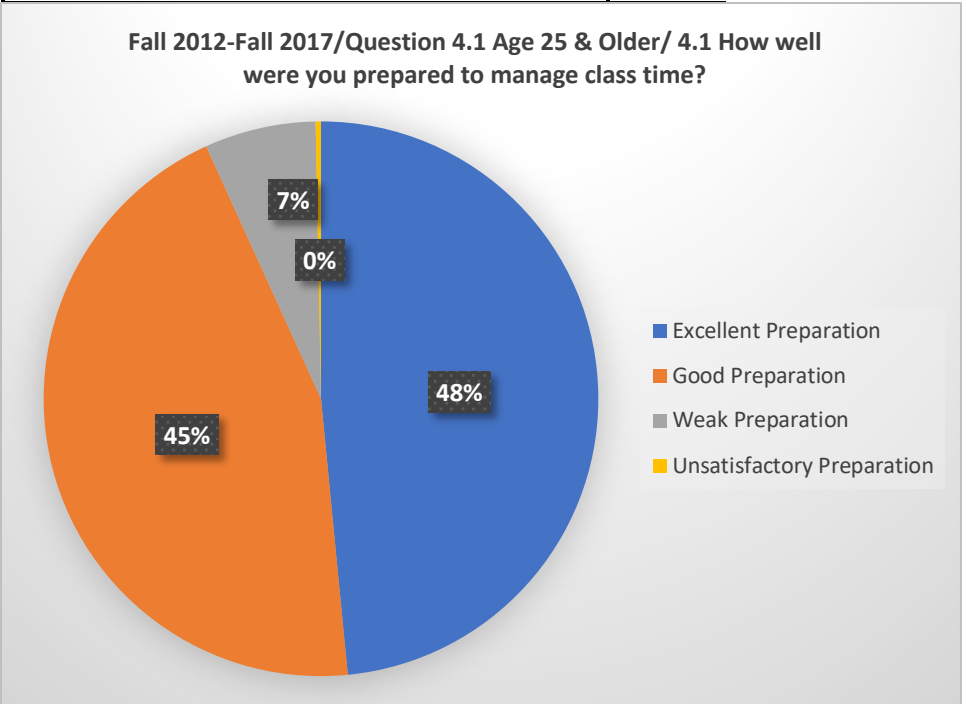
24 & UNDER	UNSATISFACTORY PREPARATION	3 (1%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(90%) 24 & UNDER and (93%) 25 & OLDER** feel prepared to use assessment results?

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
4.1 How well were you prepared to manage class time?	Excellent Preparation	236
	Good Preparation	268
	Weak Preparation	50
	Unsatisfactory Preparation	12
	Total	<b>566</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
4.1 How well were you prepared to manage class time?	Excellent Preparation	157
	Good Preparation	145
	Weak Preparation	21
	Unsatisfactory Preparation	1
	Total	<b>324</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **4.1 How well were you prepared to manage class time?**

Standards: InTASC: #1/ #3

**(89%) 24 & UNDER and (93%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	236 (42%)
25 & OLDER	EXCELLENT PREPARATION	157 (48%)

24 & UNDER	GOOD PREPARATION	268 (47%)
25 & OLDER	GOOD PREPARATION	145 (45%)

**(11%) 24 & UNDER and (7%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	50 (9%)
25 & OLDER	WEAK PREPARATION	21 (7%)

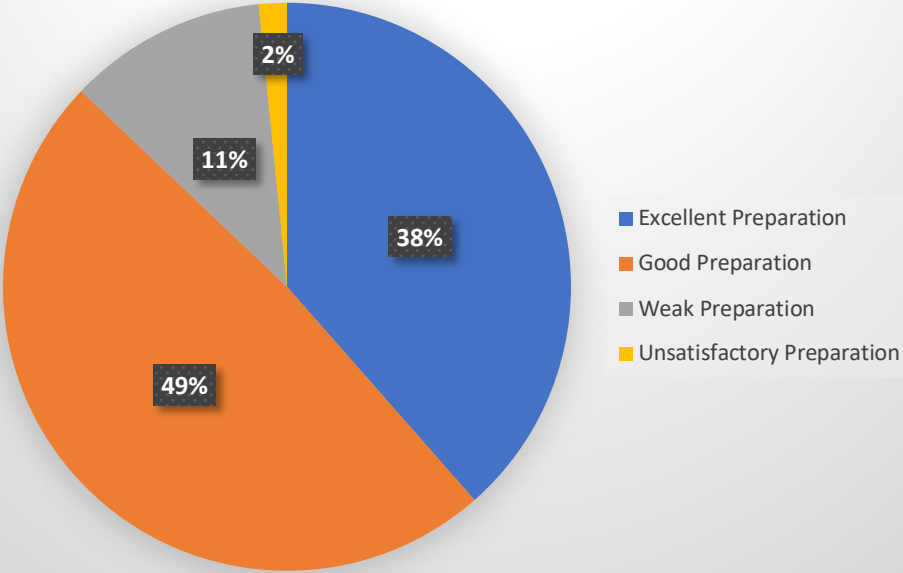
24 & UNDER	UNSATISFACTORY PREPARATION	12 (2%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(89%) 24 & UNDER and (93%) 25 & OLDER** feel **prepared to manage class time?**



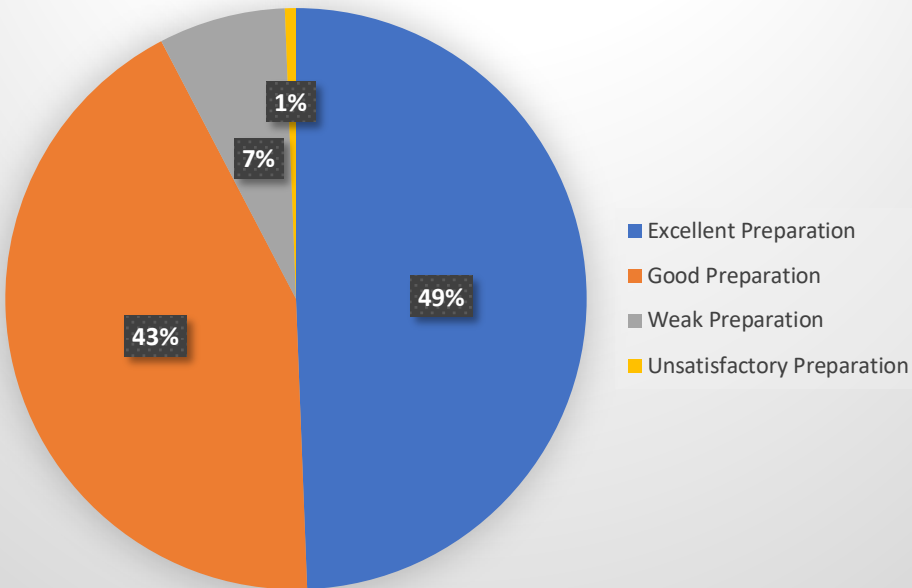
TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
4.2 How well were you prepared to manage student behavior?	Excellent Preparation	218
	Good Preparation	275
	Weak Preparation	64
	Unsatisfactory Preparation	9
	Total	<b>566</b>

Fall 2012-Fall 2017/Question 4.2 Age 24 & Under/ 4.2 How well were you prepared to manage student behavior?



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
4.2 How well were you prepared to manage student behavior?	Excellent Preparation	161
	Good Preparation	140
	Weak Preparation	23
	Unsatisfactory Preparation	2
	Total	<b>323</b>

Fall 2012-Fall 2017/Question 4.2 Age 25 & Older/ 4.2 How well were you prepared to manage student behavior?



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **4.2 How well were you prepared to manage student behavior?**

Standards: InTASC: #1/ #2/ #3

**(87%) 24 & UNDER and (92%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	218 (38%)
25 & OLDER	EXCELLENT PREPARATION	161 (49%)

24 & UNDER	GOOD PREPARATION	275 (49%)
25 & OLDER	GOOD PREPARATION	140 (43%)

**(13%) 24 & UNDER and (8%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

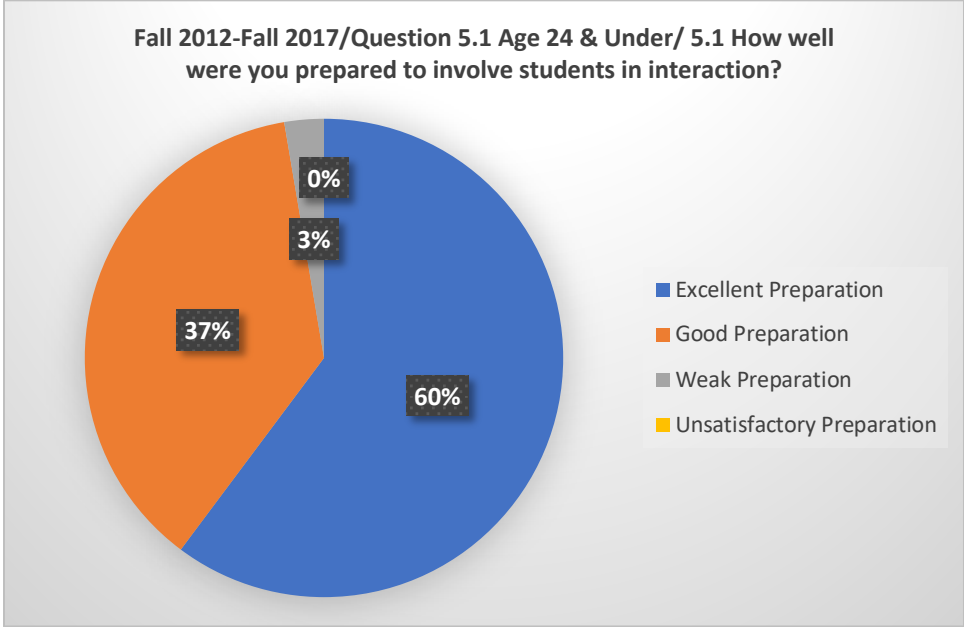
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	64 (11%)
25 & OLDER	WEAK PREPARATION	23 (7%)

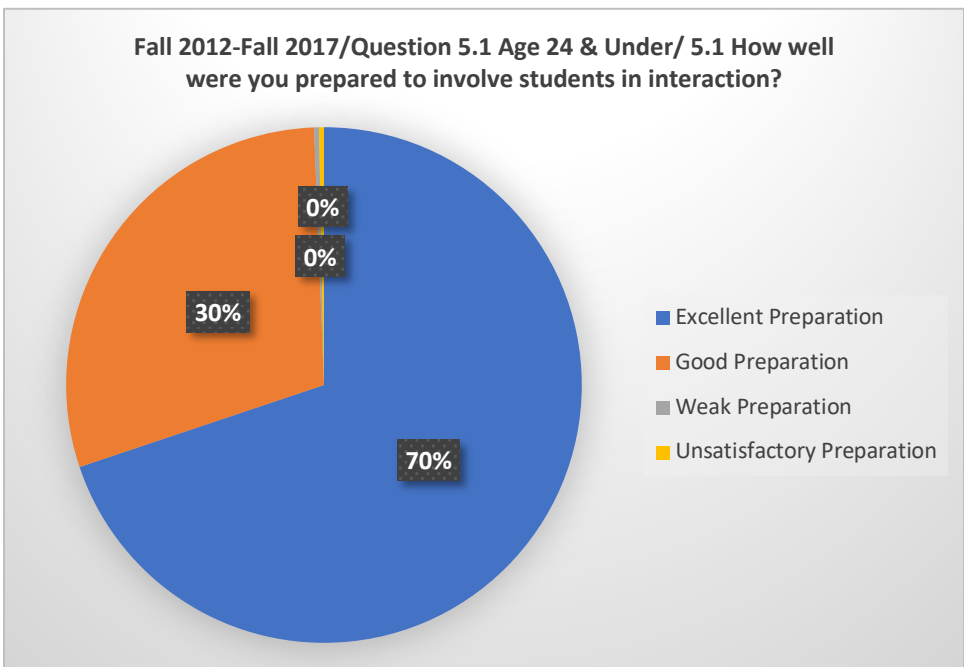
24 & UNDER	UNSATISFACTORY PREPARATION	9 (2%)
25 & OLDER	UNSATISFACTORY PREPARATION	2 (1%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(87%) 24 & UNDER and (92%) 25 & OLDER** feel **prepared to manage student behavior?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
5.1 How well were you prepared to involve students in interaction?	Excellent Preparation	339
	Good Preparation	209
	Weak Preparation	15
	Unsatisfactory Preparation	0
	Total	<b>563</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
5.1 How well were you prepared to involve students in interaction?	Excellent Preparation	227
	Good Preparation	96
	Weak Preparation	1
	Unsatisfactory Preparation	1
	Total	<b>325</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **5.1 How well were you prepared to involve students in interaction?**

Standards: ACCRS/ InTASC: #5/ #8

**(97%) 24 & UNDER and (100%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	339 (60%)
25 & OLDER	EXCELLENT PREPARATION	227 (70%)

24 & UNDER	GOOD PREPARATION	209 (37%)
25 & OLDER	GOOD PREPARATION	96 (30%)

**(3%) 24 & UNDER and (0%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

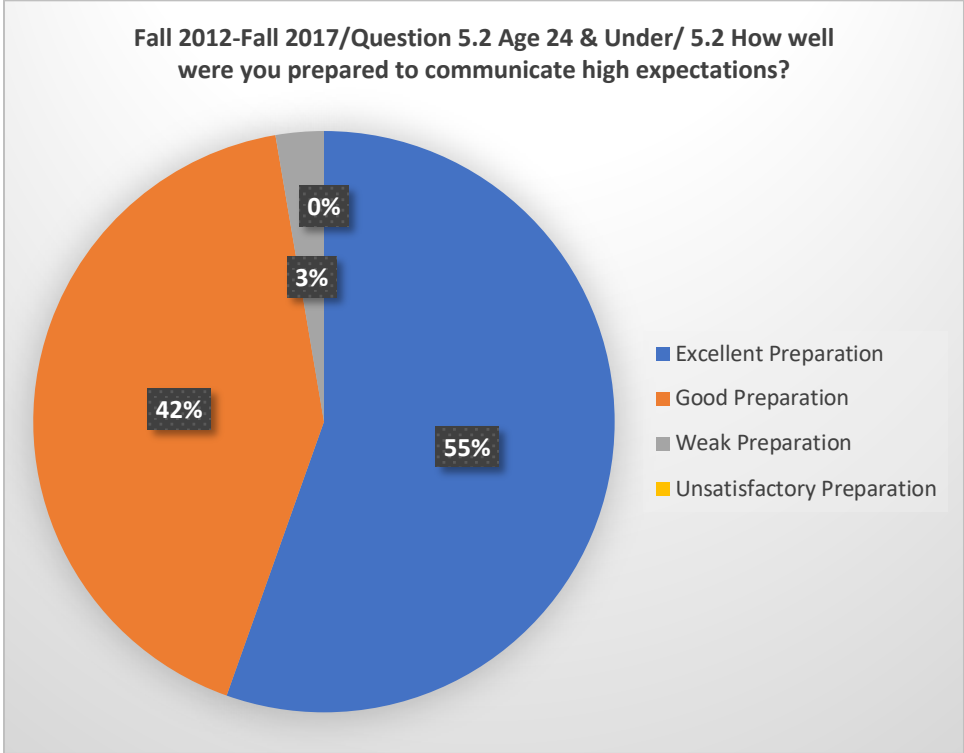
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	15 (3%)
25 & OLDER	WEAK PREPARATION	1 (0%)

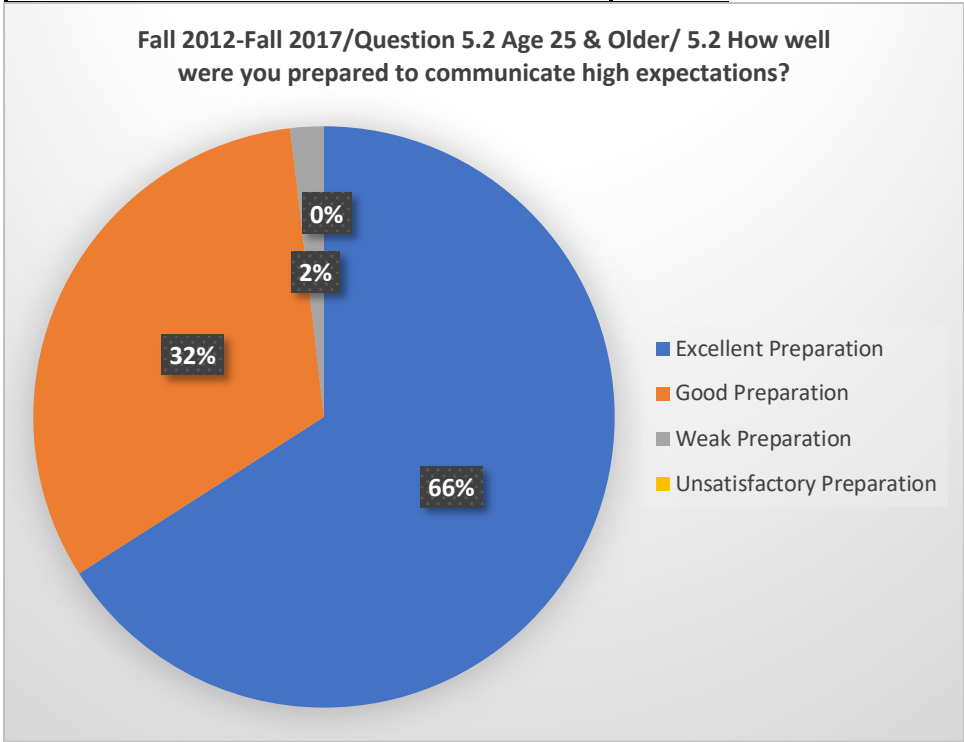
24 & UNDER	UNSATISFACTORY PREPARATION	0 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) 24 & UNDER and (100%) 25 & OLDER** feel **prepared to involve students in interaction?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
		TOTAL
5.2 How well were you prepared to communicate high expectations?	Excellent Preparation	311
	Good Preparation	235
	Weak Preparation	15
	Unsatisfactory Preparation	0
	Total	561



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
		TOTAL
5.2 How well were you prepared to communicate high expectations?	Excellent Preparation	213
	Good Preparation	104
	Weak Preparation	6
	Unsatisfactory Preparation	0
	Total	323



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **5.2 How well were you prepared to communicate high expectations?**

Standards: ACCRS/ InTASC: #2/ #4/#8/ #10

**(97%) 24 & UNDER and (98%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	311 (55%)
25 & OLDER	EXCELLENT PREPARATION	213 (66%)

24 & UNDER	GOOD PREPARATION	235 (42%)
25 & OLDER	GOOD PREPARATION	104 (32%)

**(3%) 24 & UNDER and (2%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

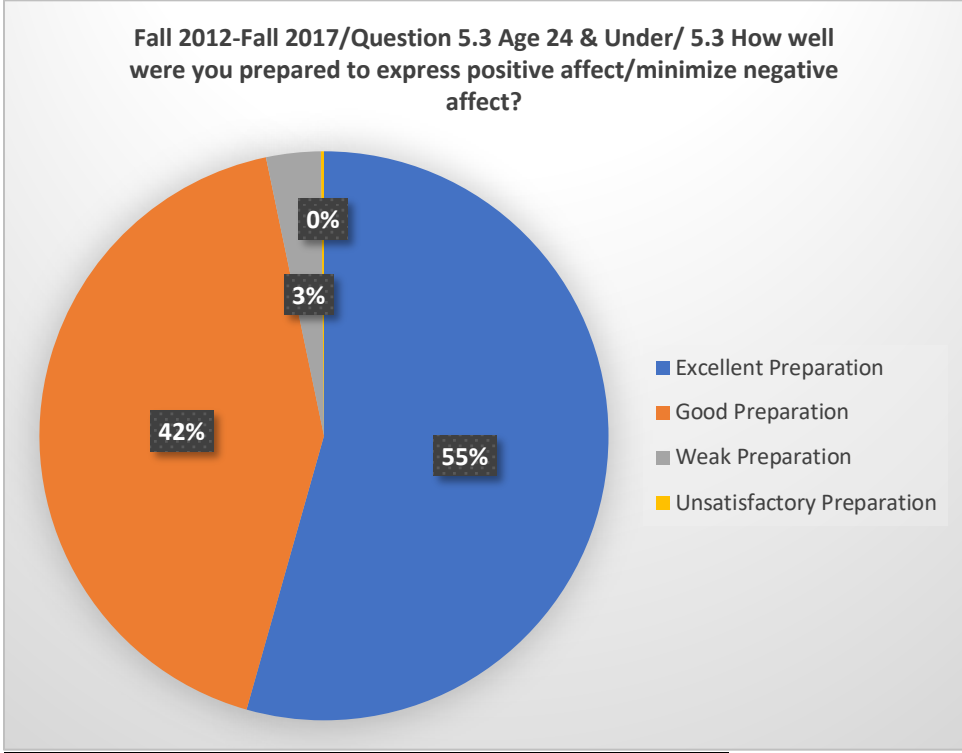
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	15 (3%)
25 & OLDER	WEAK PREPARATION	6 (2%)

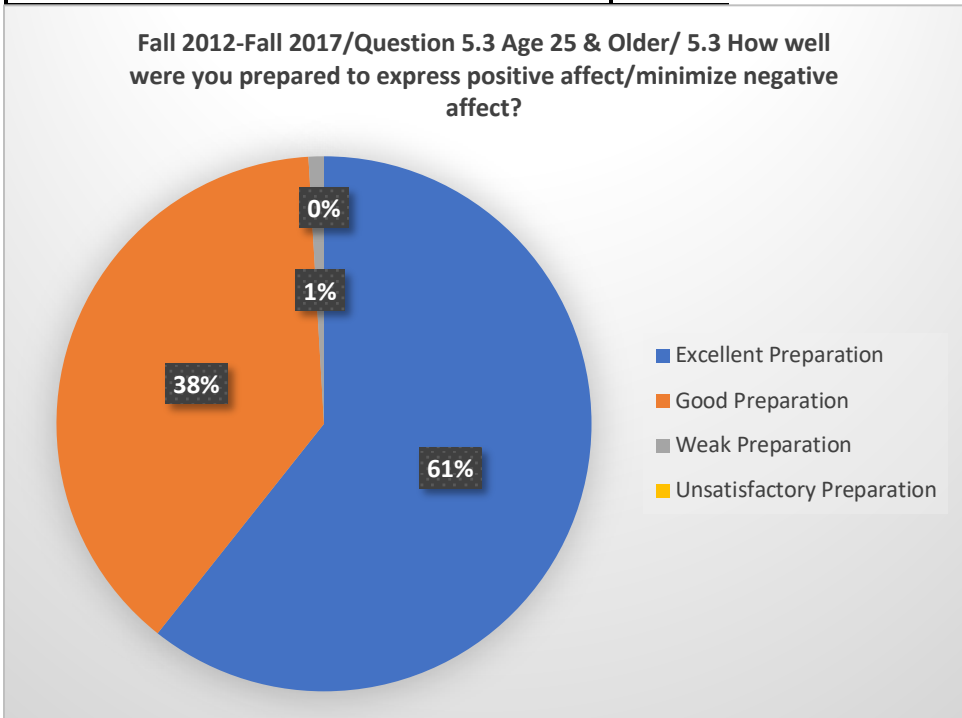
24 & UNDER	UNSATISFACTORY PREPARATION	0 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) 24 & UNDER and (98%) 25 & OLDER** feel **prepared to communicate high expectations?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		TOTAL
5.3 How well were you prepared to express positive affect/minimize negative affect?	Excellent Preparation	316
	Good Preparation	246
	Weak Preparation	18
	Unsatisfactory Preparation	1
	Total	<b>563</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		TOTAL
5.3 How well were you prepared to express positive affect/minimize negative affect?	Excellent Preparation	196
	Good Preparation	124
	Weak Preparation	3
	Unsatisfactory Preparation	0
	Total	<b>323</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **5.3 How well were you prepared to express positive affect/minimize negative affect?**

Standards: ACCRS/ InTASC: #1/ #2/ #3

**(97%) 24 & UNDER and (99%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	316 (55%)
25 & OLDER	EXCELLENT PREPARATION	196 (61%)

24 & UNDER	GOOD PREPARATION	246 (42%)
25 & OLDER	GOOD PREPARATION	124 (38%)

**(3%) 24 & UNDER and (1%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

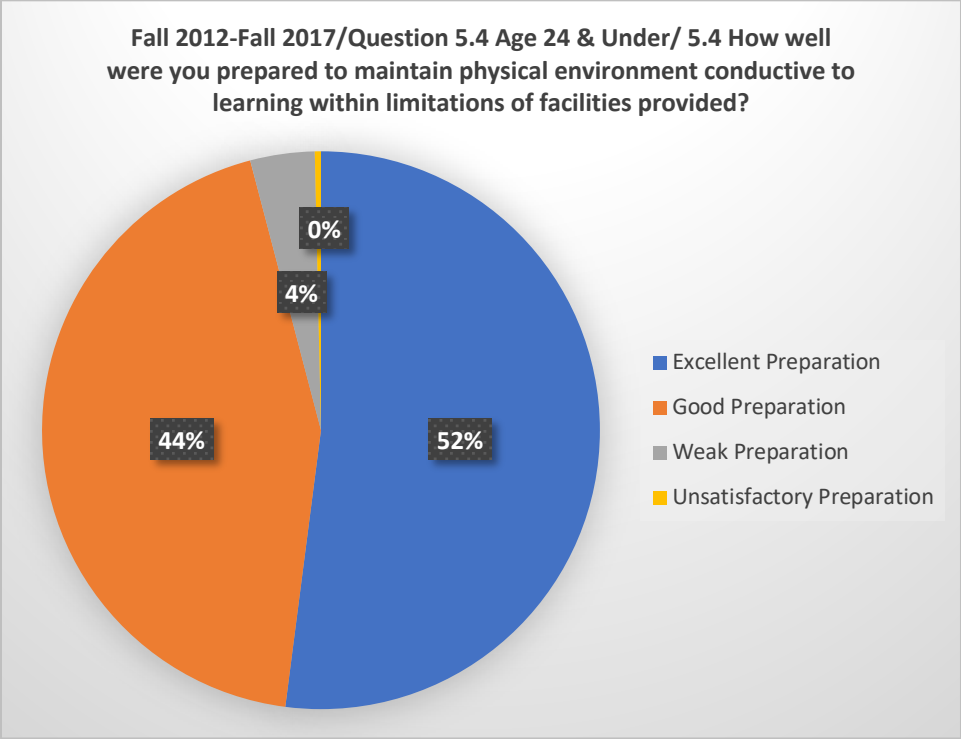
24 & UNDER	WEAK PREPARATION	18 (3%)
25 & OLDER	WEAK PREPARATION	3 (1%)

24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	0 (0%)

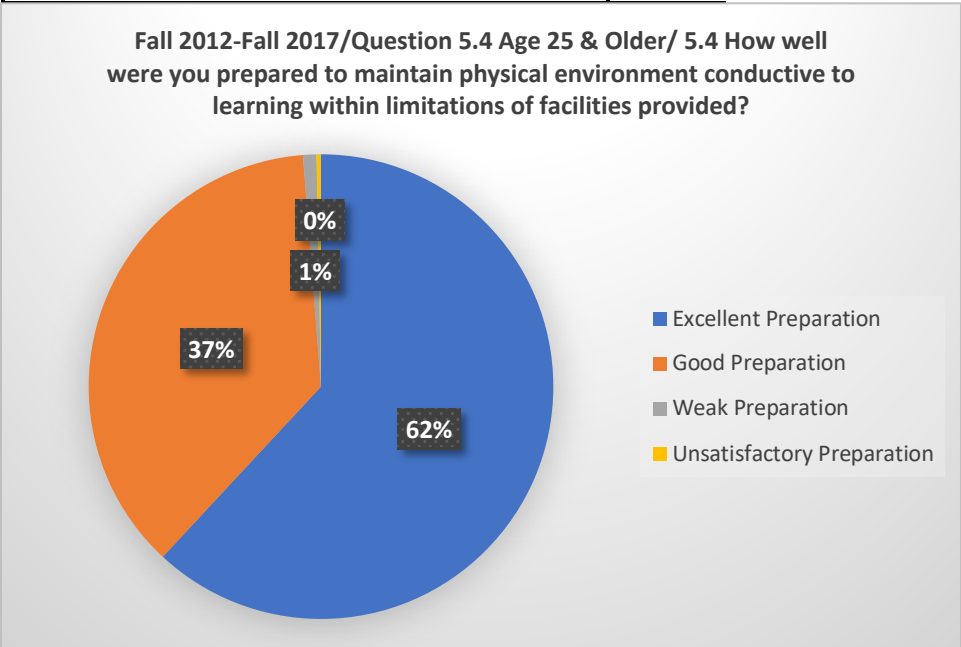
The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) 24 & UNDER and (99%) 25 & OLDER** feel **prepared to express positive affect/minimize negative affect?**



TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		
5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided?	Excellent Preparation	<b>TOTAL</b>
	Good Preparation	293
	Weak Preparation	247
	Unsatisfactory Preparation	21
		2
	Total	<b>563</b>



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		
5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided?	Excellent Preparation	<b>TOTAL</b>
	Good Preparation	200
	Weak Preparation	119
	Unsatisfactory Preparation	3
		1
	Total	<b>323</b>



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided?**

Standards: InTASC: #3

**(96%) 24 & UNDER and (99%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	293 (52%)
25 & OLDER	EXCELLENT PREPARATION	200 (62%)

24 & UNDER	GOOD PREPARATION	247 (44%)
25 & OLDER	GOOD PREPARATION	119 (37%)

**(4%) 24 & UNDER and (1%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

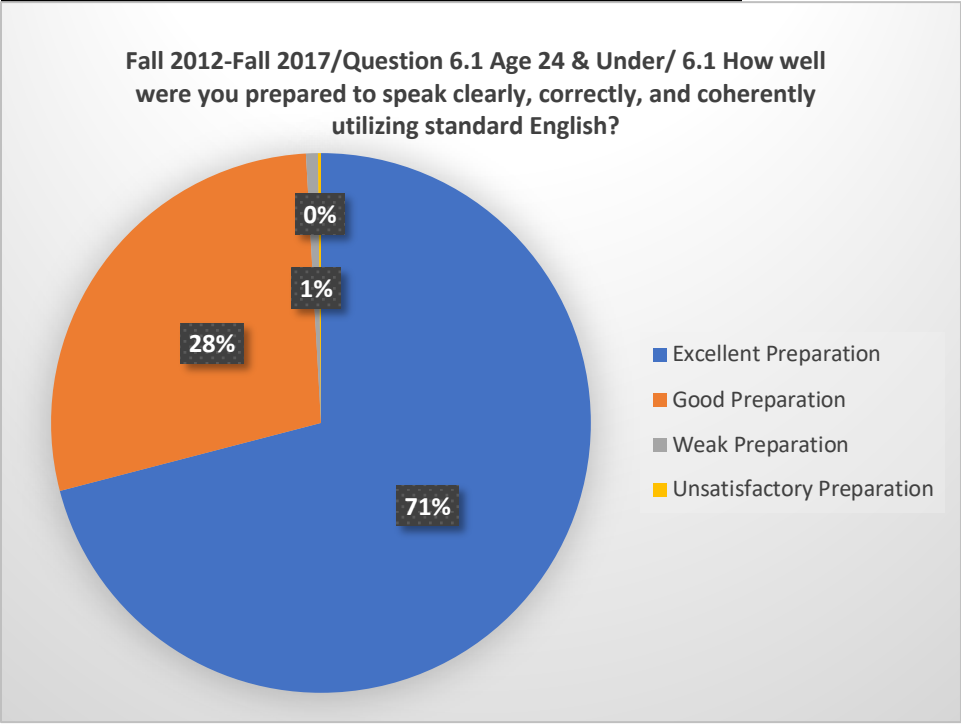
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	21 (4%)
25 & OLDER	WEAK PREPARATION	3 (1%)

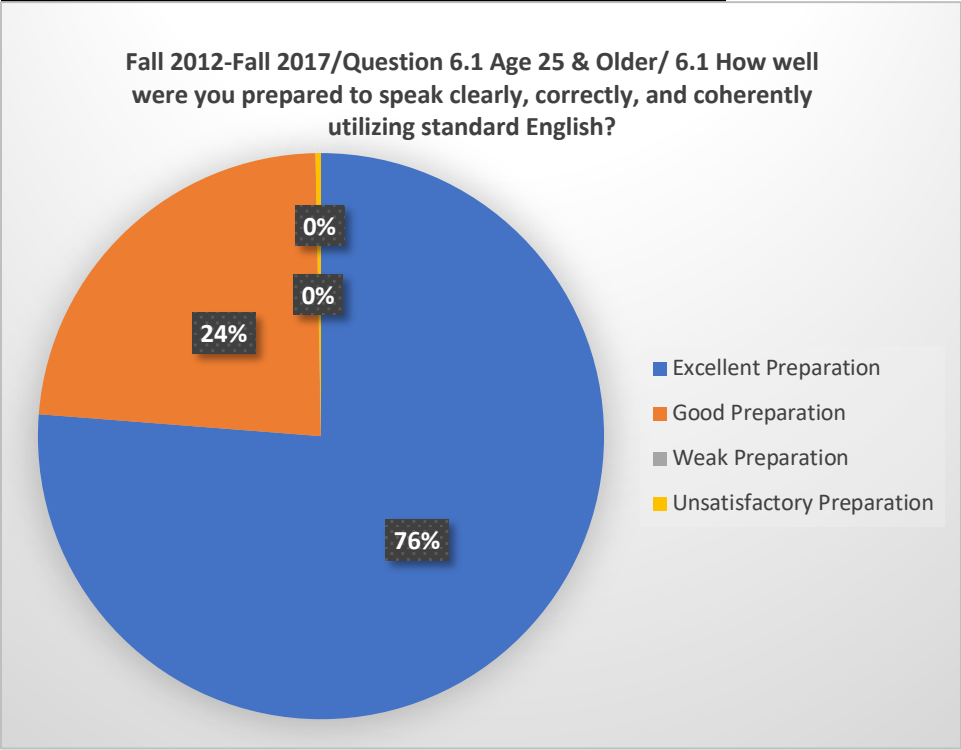
25 & OLDER	UNSATISFACTORY PREPARATION	2 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(96%) 24 & UNDER and (99%) 25 & OLDER** feel **prepared to maintain physical environment conducive to learning within limitations of facilities provided?**

TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		TOTAL
6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?	Excellent Preparation	398
	Good Preparation	158
	Weak Preparation	4
	Unsatisfactory Preparation	1
	Total	561



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		TOTAL
6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?	Excellent Preparation	247
	Good Preparation	76
	Weak Preparation	0
	Unsatisfactory Preparation	1
	Total	324



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?**

Standards: InTASC: #4/ #9

**(99%) 24 & UNDER and (100%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	398 (71%)
25 & OLDER	EXCELLENT PREPARATION	247 (76%)
24 & UNDER	GOOD PREPARATION	158 (28%)
25 & OLDER	GOOD PREPARATION	76 (24%)

**(1%) 24 & UNDER and (0%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

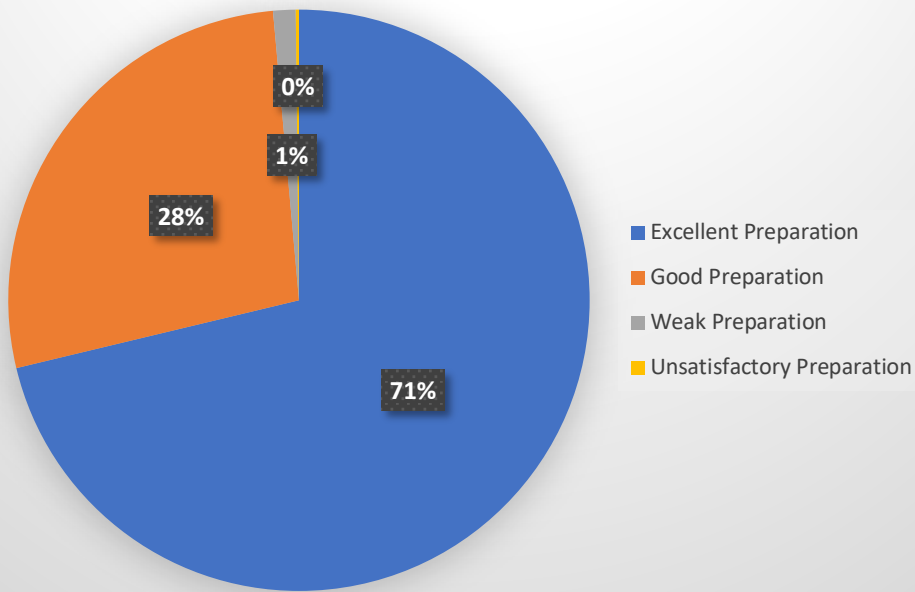
**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	4 (1%)
25 & OLDER	WEAK PREPARATION	0 (0%)
24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(99%) 24 & UNDER and (100%) 25 & OLDER** feel **prepared to speak clearly, correctly, and coherently utilizing standard English?**

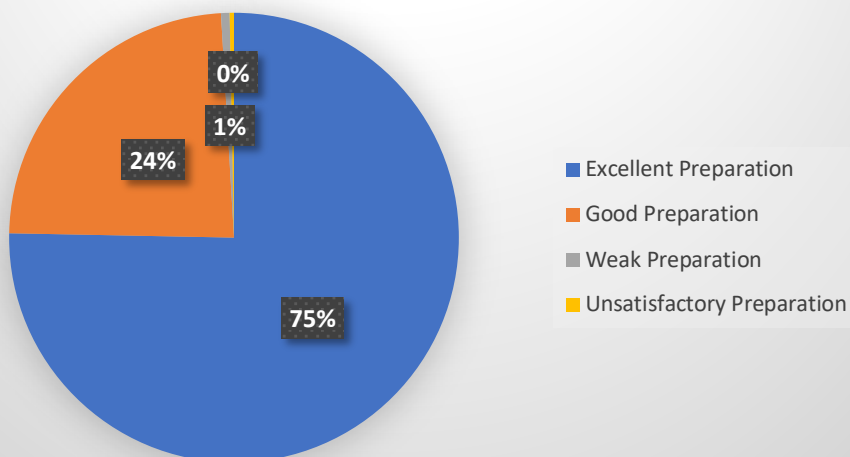
TEP Data FALL 2012- FALL 2017 (24 YEARS & UNDER)		TOTAL
6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?	Excellent Preparation	399
	Good Preparation	153
	Weak Preparation	7
	Unsatisfactory Preparation	1
	Total	<b>560</b>

Fall 2012-Fall 2017/Question 6.2 Age 24 & Under/ 6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?



TEP Data FALL 2012- FALL 2017 (25 YEARS & OLDER)		TOTAL
6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?	Excellent Preparation	244
	Good Preparation	77
	Weak Preparation	2
	Unsatisfactory Preparation	1
	Total	<b>324</b>

Fall 2012-Fall 2017/Question 6.2 Age 25 & Older/ 6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?



Over the seven cycles of data collected relating to Troy University's College of Education Department of Teacher Education's Candidate Exit Survey responses to question; **6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?**

Standards: InTASC: #4/ #9

**(99%) 24 & UNDER and (99%) 25 & OLDER** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY AGE: EXCELLENT PREPARATION & GOOD PREPARATION**

24 & UNDER	EXCELLENT PREPARATION	399 (71%)
25 & OLDER	EXCELLENT PREPARATION	244 (75%)

24 & UNDER	GOOD PREPARATION	153 (28%)
25 & OLDER	GOOD PREPARATION	77 (24%)

**(1%) 24 & UNDER and (1%) 25 & OLDER** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY AGE: WEAKEST TO STRONGEST BY %:**

24 & UNDER	WEAK PREPARATION	7 (1%)
25 & OLDER	WEAK PREPARATION	2 (1%)

24 & UNDER	UNSATISFACTORY PREPARATION	1 (0%)
25 & OLDER	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(99%) 24 & UNDER and (99%) 25 & OLDER** feel **prepared to write clearly, correctly, and coherently utilizing standard English?**

GENERAL OVERVIEW:

<b>QUESTION 1.1: How well were you prepared to select/state long-range goals and short-term measureable objectives? ACCRS/InTASC #7</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	96%
25 & OLDER	EXCELLENT/GOOD PREPARATION	97%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	4%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	3%
<b>QUESTION 1.2 : How well were you prepared to identify various instructional strategies? ACCRS/ InTASC: #8</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	97%
25 & OLDER	EXCELLENT/GOOD PREPARATION	97%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	3%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	3%
<b>QUESTION 1.3: How well were you prepared to prepare instructional resources for use? InTASC: #7</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	94%
25 & OLDER	EXCELLENT/GOOD PREPARATION	97%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	6%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	3%
<b>QUESTION 2.1: How well were you prepared to orient students to the lesson? ACCRS/ InTASC: #1/ #2/ #3</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	97%
25 & OLDER	EXCELLENT/GOOD PREPARATION	98%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	3%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	2%
<b>QUESTION 2.2: How well were you prepared to give clear instruction? InTASC: #4/ #5</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	97%
25 & OLDER	EXCELLENT/GOOD PREPARATION	98%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	3%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	2%
<b>QUESTION 2.3: How well were you prepared to develop an effective lesson? ACCRS/ InTASC: #7/ #8</b>		

24 & UNDER	EXCELLENT/GOOD PREPARATION	95%
25 & OLDER	EXCELLENT/GOOD PREPARATION	99%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	5%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	1%
<b>QUESTION 2.4: How well were you prepared to provide practice and summarization for the students? InTASC: #1/ #2/ #3</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	95%
25 & OLDER	EXCELLENT/GOOD PREPARATION	97%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	5%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	3%
<b>QUESTION 2.5: How well were you prepared to demonstrate knowledge of subject matter and pedagogy? InTASC: #4/ #5</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	96%
25 & OLDER	EXCELLENT/GOOD PREPARATION	98%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	4%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	2%
<b>QUESTION 3.1: How well were you prepared to monitor student performance? InTASC: #6</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	96%
25 & OLDER	EXCELLENT/GOOD PREPARATION	96%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	4%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	4%
<b>QUESTION 3.2: How well were you prepared to measure student progress systematically? InTASC: #6</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	90%
25 & OLDER	EXCELLENT/GOOD PREPARATION	92%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	10%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	8%
<b>QUESTION 3.3: How well were you prepared to provide feedback about student performance? InTASC: #6</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	95%
25 & OLDER	EXCELLENT/GOOD PREPARATION	95%



24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	5%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	5%
<b>QUESTION 3.4: How well were you prepared to use assessment results?</b> <b>InTASC: #6</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	90%
25 & OLDER	EXCELLENT/GOOD PREPARATION	93%
<b>QUESTION 4.1: How well were you prepared to manage class time?</b> <b>InTASC: #1/ #3</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	89%
25 & OLDER	EXCELLENT/GOOD PREPARATION	93%
<b>QUESTION 4.2: How well were you prepared to manage student behavior?</b> <b>InTASC: #1/ #2/ #3</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	87%
25 & OLDER	EXCELLENT/GOOD PREPARATION	92%
<b>QUESTION 5.1: How well were you prepared to involve students in interaction?</b> <b>ACCRS/ InTASC: #5/ #8</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	97%
25 & OLDER	EXCELLENT/GOOD PREPARATION	100%
<b>QUESTION 5.2: How well were you prepared to communicate high expectations?</b> <b>ACCRS/ InTASC: #2/ #4/ #8/ #10</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	97%
25 & OLDER	EXCELLENT/GOOD PREPARATION	98%
<b>QUESTION 3.4: How well were you prepared to use assessment results?</b> <b>InTASC: #6</b>		
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	10%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	7%
<b>QUESTION 4.1: How well were you prepared to manage class time?</b> <b>InTASC: #1/ #3</b>		
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	11%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	7%
<b>QUESTION 4.2: How well were you prepared to manage student behavior?</b> <b>InTASC: #1/ #2/ #3</b>		
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	13%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	8%
<b>QUESTION 5.1: How well were you prepared to involve students in interaction?</b> <b>ACCRS/ InTASC: #5/ #8</b>		
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	3%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	0%
<b>QUESTION 5.2: How well were you prepared to communicate high expectations?</b> <b>ACCRS/ InTASC: #2/ #4/ #8/ #10</b>		
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	3%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	2%

<b>QUESTION 5.3: How well were you prepared to express positive affect/minimize negative affect? ACCRS/ InTASC: #1/ #2/ #3</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	97%
25 & OLDER	EXCELLENT/GOOD PREPARATION	99%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	3%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	1%
<b>QUESTION 5.4: How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided? InTASC: #3</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	96%
25 & OLDER	EXCELLENT/GOOD PREPARATION	99%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	4%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	%
<b>QUESTION 6.1: How well were you prepared to speak clearly, correctly, and coherently utilizing standard English? InTASC: #4/ #9</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	99%
25 & OLDER	EXCELLENT/GOOD PREPARATION	100%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	1%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	0%
<b>QUESTION 6.2: How well were you prepared to write clearly, correctly, and coherently utilizing standard English? InTASC: #4/ #9</b>		
24 & UNDER	EXCELLENT/GOOD PREPARATION	99%
25 & OLDER	EXCELLENT/GOOD PREPARATION	99%
24 & UNDER	WEAK/UNSATISFACTORY PREPARATION	1%
25 & OLDER	WEAK/UNSATISFACTORY PREPARATION	1%