



**COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
NARRATIVE
CANDIDATE EXIT SURVEY
OVERALL: Questions 1.1-6.2
DISAGGREGATE
TROY/ PHENIX CITY/ DOTHAN
BY CAMPUS
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.

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.

<u>InTASC</u>	<u>Survey Questions asked Candidates at the end of Internship:</u>
ACCRS #7	1.1 How well were you prepared to select/state long-range goals and short term measurable objectives?
ACCRS #8	1.2 How well were you prepared to identify various instructional strategies?
#7	1.3 How well were you prepared to prepare instructional resources for use?
ACCRS #1 #2 #3	2.1 How well were you prepared to orient students to the lesson?
#4 #5	2.2 How well were you prepared to give clear directions?
ACCRS	2.3 How well were you prepared to develop an effective lesson?

#7 #8	
#1 #2 #3	2.4 How well were you prepared to provide practice and summarization for the students?
#4 #5	2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?
#6	3.1 How well were you prepared to monitor student performance?
#6	3.2 How well were you prepared to measure student progress systematically?
#6	3.3 How well were you prepared to provide feedback about student performance?
#6	3.4 How well were you prepared to use assessment results?
#1 #3	4.1 How well were you prepared to manage class time?
#1 #2 #3	4.2 How well were you prepared to manage student behavior?
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:

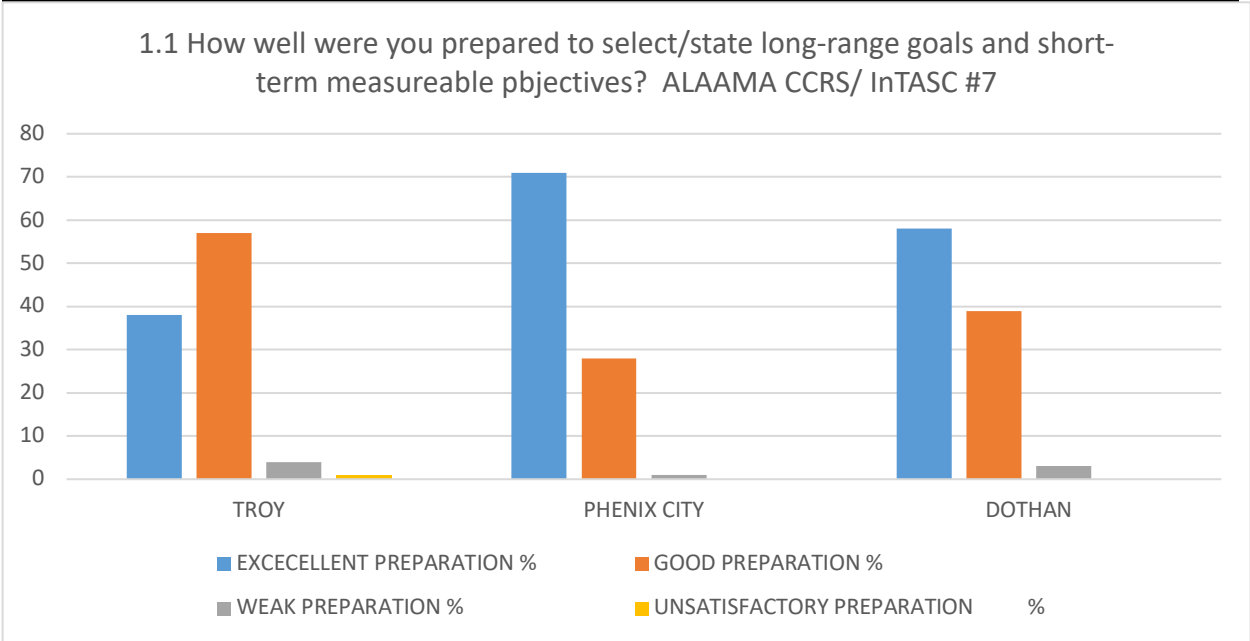
- Count: number of candidates completing the survey
- Percent: (%) for each category compared to the total

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

QUESTION: 1.1	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	188	59	135	382	
Good Preparation	285	23	90	398	
			SUB-TOTAL	780	96%
Weak Preparation	24	1	6	31	
Unsatisfactory Preparation	3	0	0	3	
			SUB-TOTAL	34	4%
Total	500	83	231	814	100%

QUESTION 1.1	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	38	57	4	1
PHENIX CITY	71	28	1	0
DOTHAN	58	39	3	0



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?
Standards: ACCRS & InTASC #7

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (780 of 814) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	71 %
DOTHAN	EXCELLENT	58%
TROY	EXCELLENT	38%

TROY	GOOD PREPARATION	57%
DOTHAN	GOOD PREPARATION	39%
PHENIX CITY	GOOD PREPARATION	28%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 4% (37 of 814) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

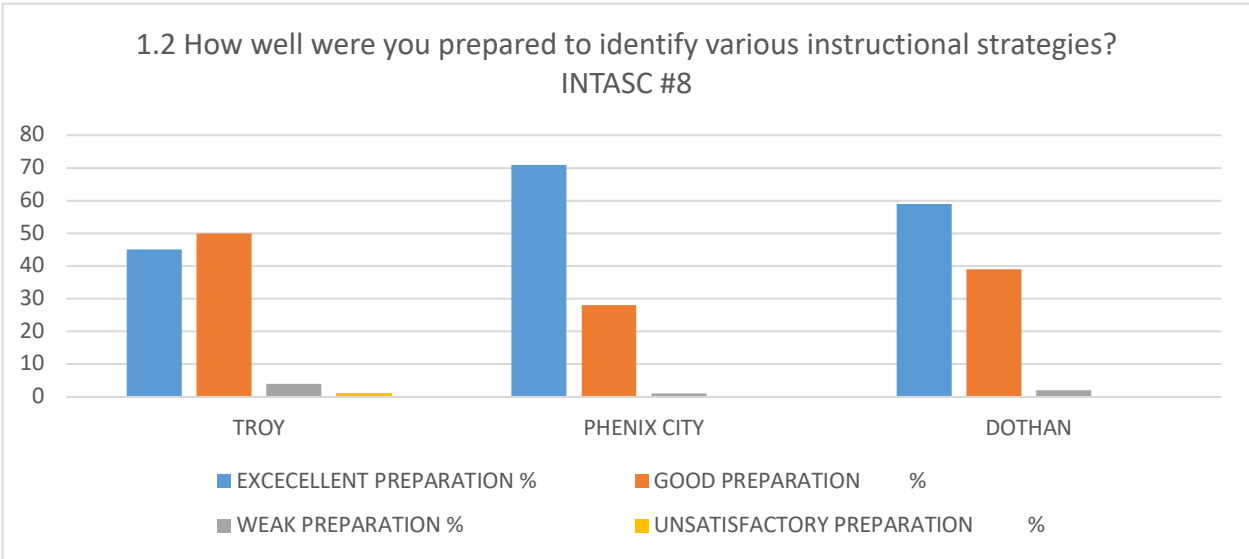
TROY	WEAK PREPARATION	4%
DOTHAN	WEAK PREPARATION	3%
PHENIX CITY	WEAK PREPARATION	1%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **96%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses feel prepared to select/state long-range goals and short-term measurable objectives?

QUESTION: 1.2	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	226	59	137	422	
Good Preparation	250	23	90	363	
			SUB-TOTAL	785	96%
Weak Preparation	22	1	4	27	
Unsatisfactory Preparation	2	0	0	2	
			SUB-TOTAL	29	4%
Total	500	83	231	814	100%

QUESTION 1.2	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	45	50	4	1
PHENIX CITY	71	28	1	0
DOTHAN	59	39	2	0



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 you prepared to identify various instructional strategies?
ACCRS/ InTASC #8

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (785 of 814) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	71 %
DOTHAN	EXCELLENT	59%
TROY	EXCELLENT	45%

TROY	GOOD PREPARATION	50%
DOTHAN	GOOD PREPARATION	39%
PHENIX CITY	GOOD PREPARATION	28%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 4% (37 of 814) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

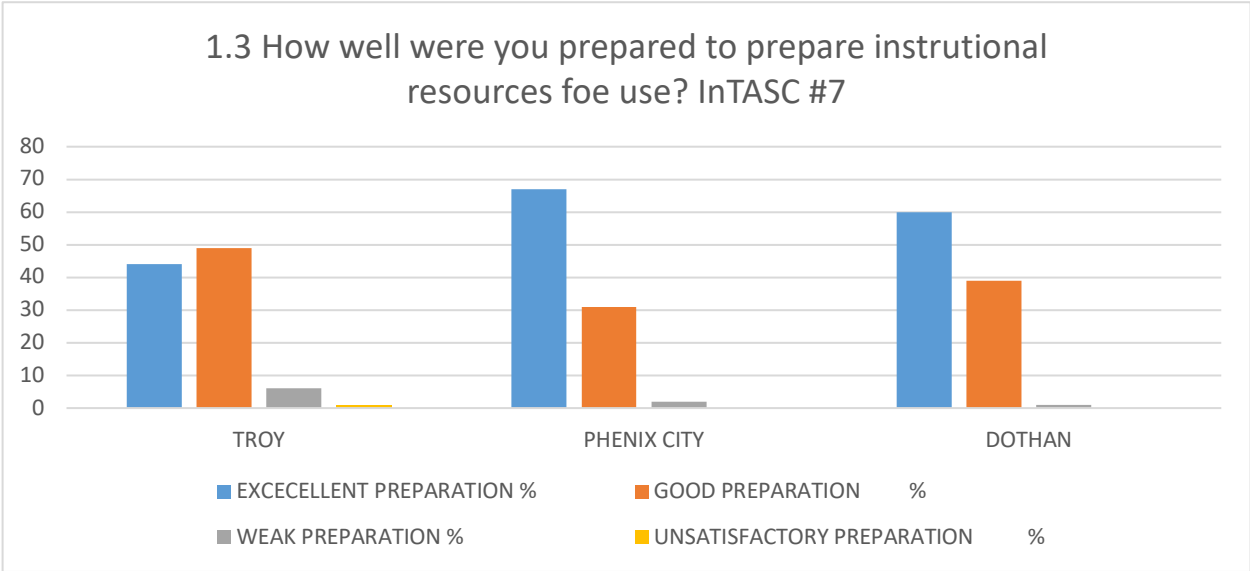
TROY	WEAK PREPARATION	4%
DOTHAN	WEAK PREPARATION	2%
PHENIX CITY	WEAK PREPARATION	1%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **96%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they are prepared to identify various instructional strategies?

QUESTION: 1.3	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	220	55	137	412	
Good Preparation	242	26	92	360	
			SUB-TOTAL	772	95%
Weak Preparation	33	2	1	36	
Unsatisfactory Preparation	3	0	0	3	
			SUB-TOTAL	39	5%
Total	498	83	230	811	100%

QUESTION 1.3	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	44	49	6	1
PHENIX CITY	67	31	2	0
DOTHAN	60	39	1	0



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?
InTASC #7

TROY CAMPUS/ PHENIX CITY/ DOTHAN 95% (772 of 811) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	67%
DOTHAN	EXCELLENT	60%
TROY	EXCELLENT	44%

TROY	GOOD PREPARATION	49%
DOTHAN	GOOD PREPARATION	39%
PHENIX CITY	GOOD PREPARATION	31%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 5% (39 of 811) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

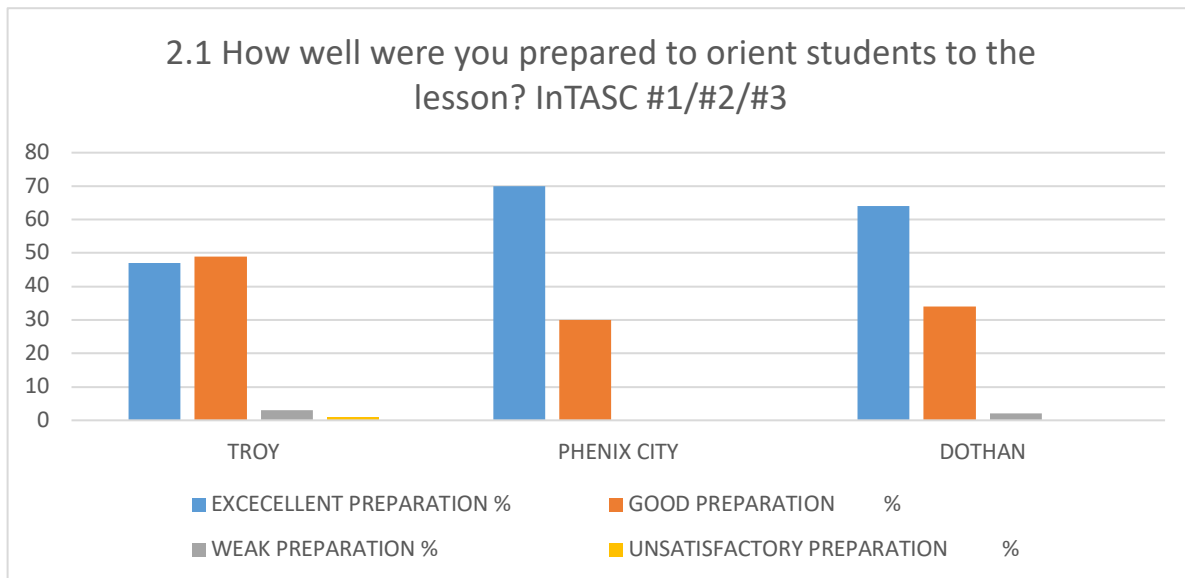
TROY	WEAK PREPARATION	6%
PHENIX CITY	WEAK PREPARATION	2%
DOTHAN	WEAK PREPARATION	1%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **95%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to prepare instructional resources for use?

QUESTION: 2.1	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	235	58	148	441	
Good Preparation	245	25	78	348	
			SUB-TOTAL	789	97%
Weak Preparation	16	0	5	21	
Unsatisfactory Preparation	3	0	0	3	
			SUB-TOTAL	24	3%
Total	499	83	231	813	100%

QUESTION 2.1	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	47	49	3	1
PHENIX CITY	70	30	0	0
DOTHAN	64	34	2	0



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?
 ACCRS/ InTASC #1/ #2/ #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 97% (789 of 813) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	70%
DOTHAN	EXCELLENT	64%
TROY	EXCELLENT	47%

TROY	GOOD PREPARATION	49%
DOTHAN	GOOD PREPARATION	34%
PHENIX CITY	GOOD PREPARATION	30%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 3% (24 of 813) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

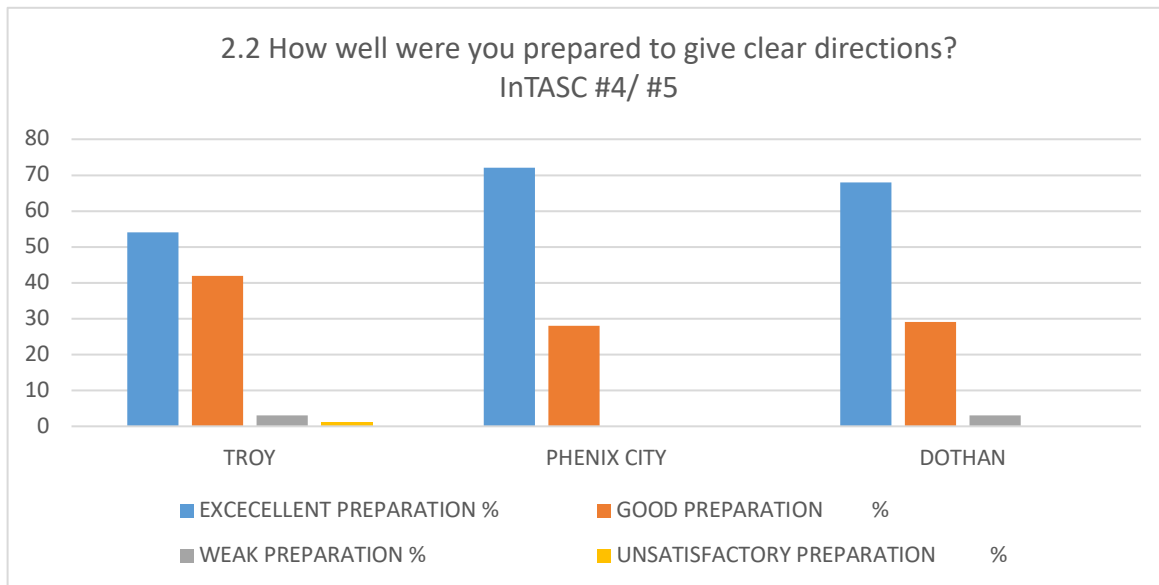
TROY	WEAK PREPARATION	3%
DOTHAN	WEAK PREPARATION	2%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **97%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to orient students to the lesson?

QUESTION: 2.2	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	270	59	158	487	
Good Preparation	211	23	67	301	
			SUB-TOTAL	788	97%
Weak Preparation	16	0	6	22	
Unsatisfactory Preparation	2	0	0	2	
			SUB-TOTAL	24	3%
Total	499	82	231	812	

QUESTION 2.2	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	54	42	3	1
PHENIX CITY	72	28	0	0
DOTHAN	68	29	3	0



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?

InTASC #4/ #5

TROY CAMPUS/ PHENIX CITY/ DOTHAN 97% (788 of 812) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	72
DOTHAN	EXCELLENT	68
TROY	EXCELLENT	54

TROY	GOOD PREPARATION	42
DOTHAN	GOOD PREPARATION	29
PHENIX CITY	GOOD PREPARATION	28

TROY CAMPUS/ PHENIX CITY/ DOTHAN 3% (24 of 812) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

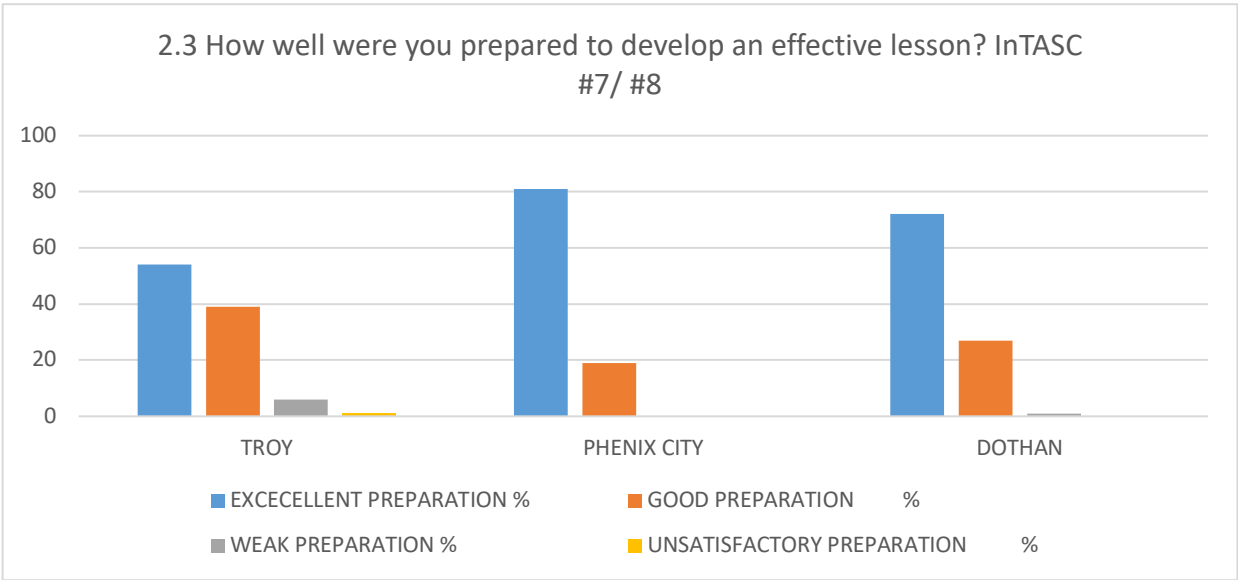
TROY	WEAK PREPARATION	3
DOTHAN	WEAK PREPARATION	3
PHENIX CITY	WEAK PREPARATION	0

TROY	UNSATISFACTORY PREPARATION	1
DOTHAN	UNSATISFACTORY PREPARATION	0
PHENIX CITY	UNSATISFACTORY PREPARATION	0

The results of this data indicates that **97%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to give clear directions?

QUESTION: 2.3	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	271	67	165	503	
Good Preparation	197	16	62	275	
			SUB-TOTAL	778	96%
Weak Preparation	30	0	2	32	
Unsatisfactory Preparation	1	0	0	1	
			SUB-TOTAL	33	4%
Total	499	83	229	811	

QUESTION 2.3	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	54	39	6	1
PHENIX CITY	81	19	0	0
DOTHAN	72	27	1	0



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?
 ACCRS/ InTASC #7/ #8

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (778 of 811) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	81%
DOTHAN	EXCELLENT	72%
TROY	EXCELLENT	54%

TROY	GOOD PREPARATION	39%
DOTHAN	GOOD PREPARATION	27%
PHENIX CITY	GOOD PREPARATION	19%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 4% (33 of 811) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

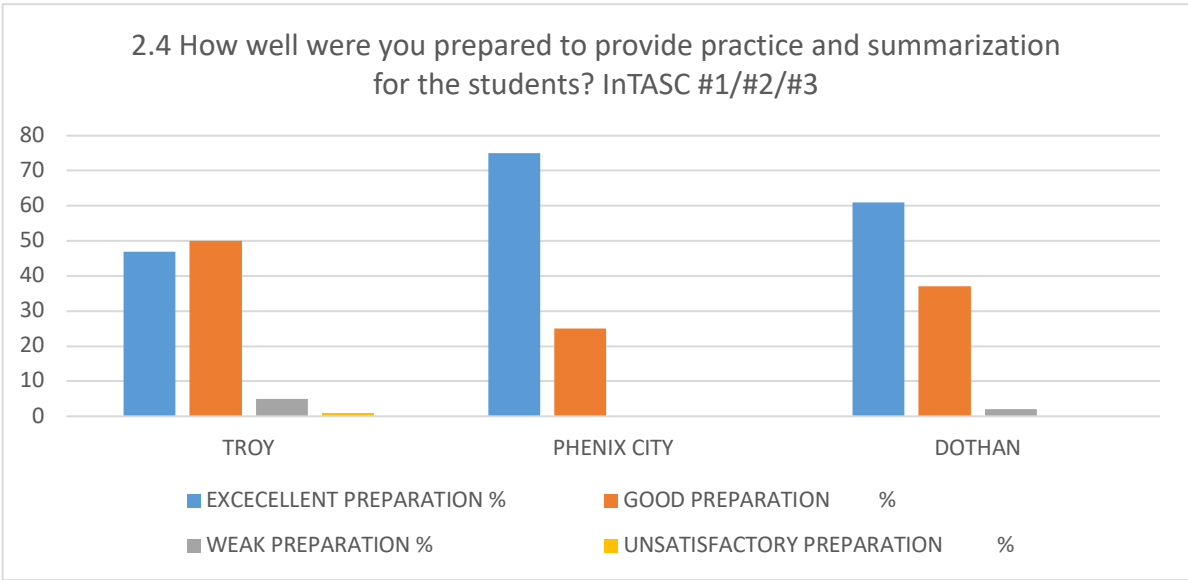
TROY	WEAK PREPARATION	6%
DOTHAN	WEAK PREPARATION	1%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **96%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to develop an effective lesson?

QUESTION: 2.4	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	218	62	142	422	
Good Preparation	249	21	85	355	
			SUB-TOTAL	777	96%
Weak Preparation	31	0	4	35	
Unsatisfactory Preparation	1	0	0	1	
			SUB-TOTAL	36	4%
Total	499	83	231	813	

	EXCECELLENT PREPARATION	GOOD PREPARATION	WEAK PREPARATION	UNSATISFACTORY PREPARATION
QUESTION 2.4	%	%	%	%
TROY	47	50	5	1
PHENIX CITY	75	25	0	0
DOTHAN	61	37	2	0



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?

InTASC #1/ #2/ #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (777 of 813) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	75%
DOTHAN	EXCELLENT	61%
TROY	EXCELLENT	47%

TROY	GOOD PREPARATION	50%
DOTHAN	GOOD PREPARATION	37%
PHENIX CITY	GOOD PREPARATION	25%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 4% (36 of 813) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

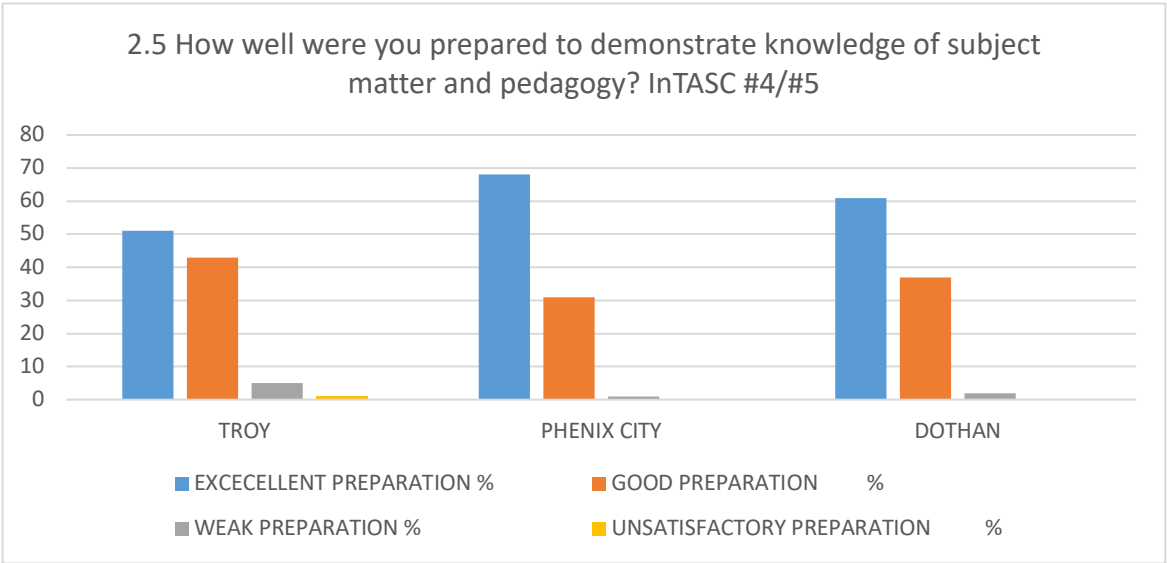
TROY	WEAK PREPARATION	5%
DOTHAN	WEAK PREPARATION	2%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **96%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to provide practice and summarization for the students?

QUESTION: 2.5	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	256	56	141	453	
Good Preparation	217	26	85	328	
			SUB-TOTAL	781	96%
Weak Preparation	23	1	4	28	
Unsatisfactory Preparation	1	0	0	1	
			SUB-TOTAL	29	4%
Total	497	83	230	810	

QUESTION 2.5	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	51	43	5	1
PHENIX CITY	68	31	1	0
DOTHAN	61	37	2	0



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?
InTASC #4/ #5

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (781 of 810) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	68%
DOTHAN	EXCELLENT	61%
TROY	EXCELLENT	51%

TROY	GOOD PREPARATION	43%
DOTHAN	GOOD PREPARATION	37%
PHENIX CITY	GOOD PREPARATION	31%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 4% (29 of 810) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

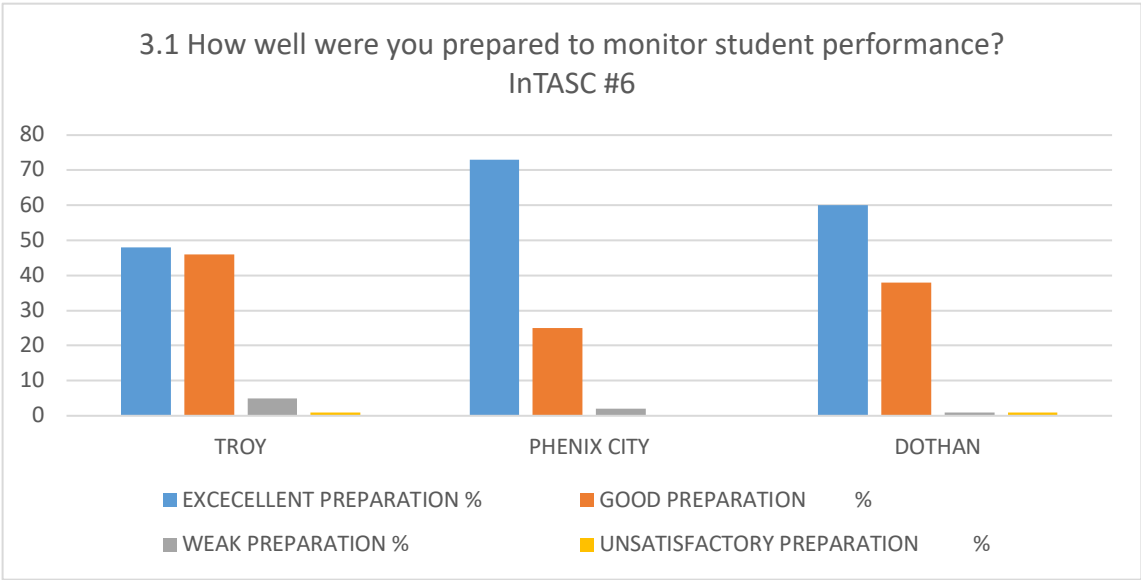
TROY	WEAK PREPARATION	5%
DOTHAN	WEAK PREPARATION	2%
PHENIX CITY	WEAK PREPARATION	1%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **96%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to demonstrate knowledge of subject matter and pedagogy?

QUESTION: 3.1	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	241	61	137	439	
Good Preparation	232	20	87	339	
			SUB-TOTAL	778	96%
Weak Preparation	26	2	5	33	
Unsatisfactory Preparation	1	0	1	2	
			SUB-TOTAL	35	4%
Total	500	83	230	813	

QUESTION 3.1	EXCELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	48	46	5	1
PHENIX CITY	73	25	2	0
DOTHAN	60	38	1	1



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?

InTASC #6

TROY CAMPUS/ PHENIX CITY/ DOTHAN 96% (778 of 813) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	73%
DOTHAN	EXCELLENT	60%
TROY	EXCELLENT	48%

TROY	GOOD PREPARATION	46%
DOTHAN	GOOD PREPARATION	38%
PHENIX CITY	GOOD PREPARATION	25%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 4% (35 of 813) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

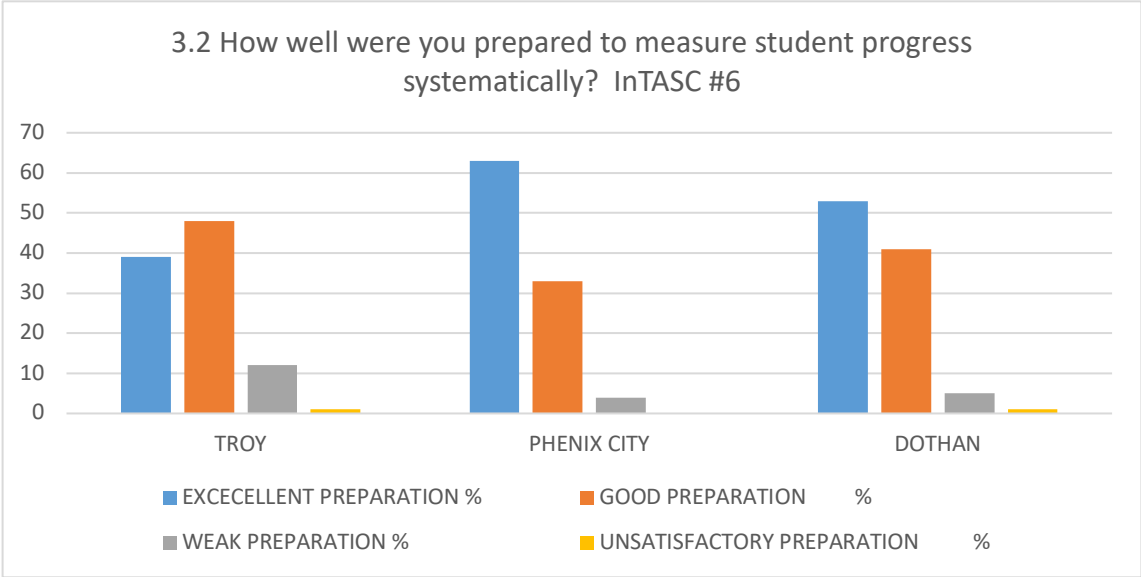
TROY	WEAK PREPARATION	5%
PHENIX CITY	WEAK PREPARATION	2%
DOTHAN	WEAK PREPARATION	1%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	1%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **96%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to monitor student performance?

QUESTION: 3.2	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	195	52	123	370	
Good Preparation	240	27	94	361	
			SUB-TOTAL	731	90%
Weak Preparation	62	4	12	78	
Unsatisfactory Preparation	3	0	1	4	
			SUB-TOTAL	82	10%
Total	500	83	230	813	

QUESTION 3.2	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	39	48	12	1
PHENIX CITY	63	33	4	0
DOTHAN	53	41	5	1



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?
InTASC #6

TROY CAMPUS/ PHENIX CITY/ DOTHAN 90% (731 of 813) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	63%
DOTHAN	EXCELLENT	53%
TROY	EXCELLENT	39%

TROY	GOOD PREPARATION	48%
DOTHAN	GOOD PREPARATION	41%
PHENIX CITY	GOOD PREPARATION	33%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 10% (82 of 813) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

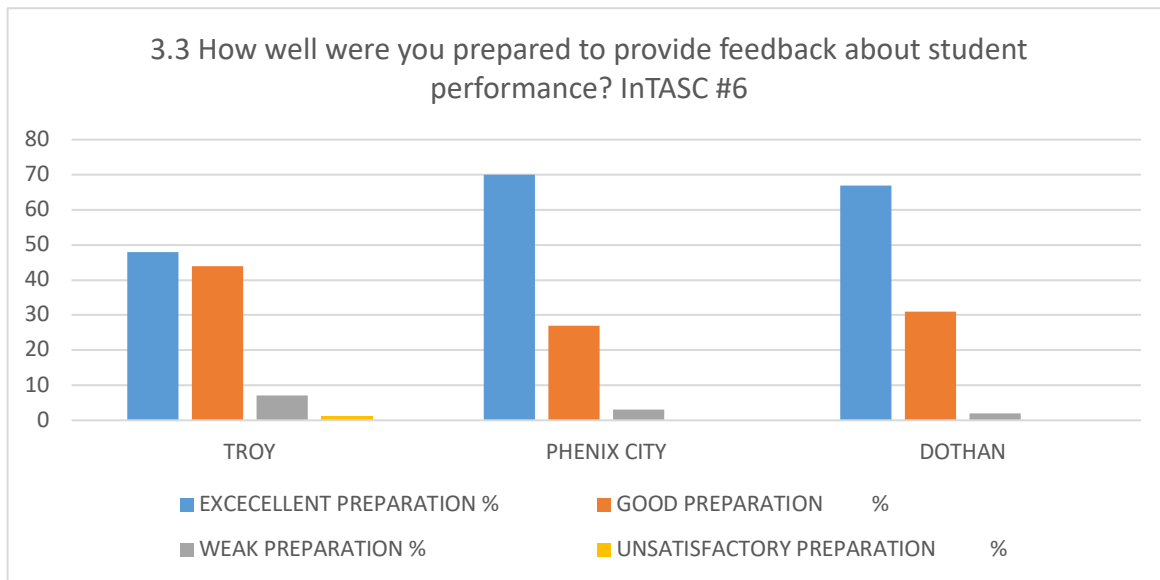
TROY	WEAK PREPARATION	12%
DOTHAN	WEAK PREPARATION	5%
PHENIX CITY	WEAK PREPARATION	4%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	1%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **90%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to measure student progress systematically?

QUESTION: 3.3	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	242	58	153	453	
Good Preparation	219	22	72	313	
			SUB-TOTAL	766	94%
Weak Preparation	36	3	5	44	
Unsatisfactory Preparation	3	0	0	3	
			SUB-TOTAL	47	6%
Total	500	83	230	813	

QUESTION 2.1	EXCELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	48	44	7	1
PHENIX CITY	70	27	3	0
DOTHAN	67	31	2	0



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?
InTASC #6

TROY CAMPUS/ PHENIX CITY/ DOTHAN 94% (766 of 813) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	70%
DOTHAN	EXCELLENT	67%
TROY	EXCELLENT	48%

TROY	GOOD PREPARATION	44%
DOTHAN	GOOD PREPARATION	31%
PHENIX CITY	GOOD PREPARATION	27%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 6% (47 of 813) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

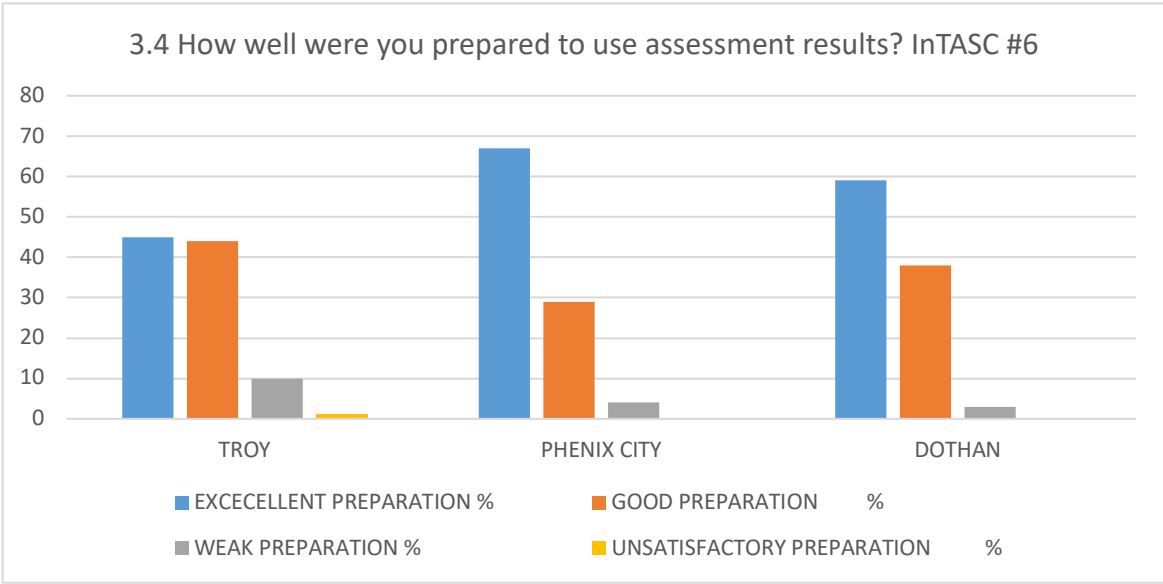
TROY	WEAK PREPARATION	7%
DOTHAN	WEAK PREPARATION	2%
PHENIX CITY	WEAK PREPARATION	3%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **94%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to provide feedback about student performance?

QUESTION: 3.4	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	222	56	135	413	
Good Preparation	219	24	87	330	
			SUB-TOTAL	743	92%
Weak Preparation	52	3	8	63	
Unsatisfactory Preparation	4	0	0	4	
			SUB-TOTAL	67	8%
Total	497	83	230	810	

QUESTION 3.4	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	45	44	10	1
PHENIX CITY	67	29	4	0
DOTHAN	59	38	3	0



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?

InTASC #6

TROY CAMPUS/ PHENIX CITY/ DOTHAN 92% (743 of 810) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY CAMPUS:**

PHENIX CITY	EXCELLENT	67%
DOTHAN	EXCELLENT	59%
TROY	EXCELLENT	45%

TROY	GOOD PREPARATION	44%
DOTHAN	GOOD PREPARATION	38%
PHENIX CITY	GOOD PREPARATION	29%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 8% (67 of 810) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY CAMPUS:**

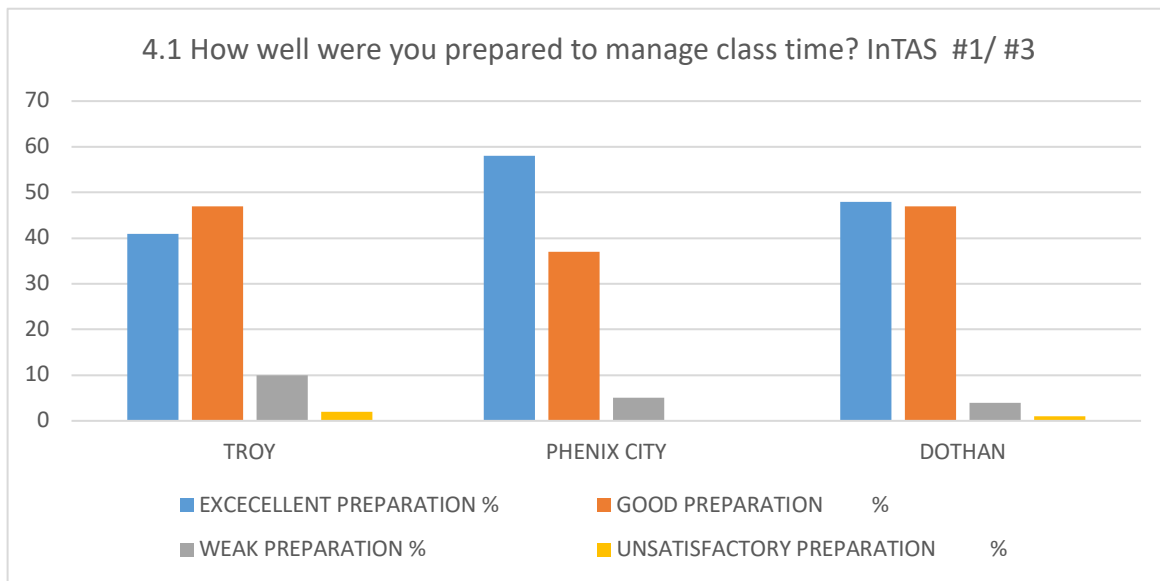
TROY	WEAK PREPARATION	10%
PHENIX CITY	WEAK PREPARATION	4%
DOTHAN	WEAK PREPARATION	3%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **92%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to use assessment results?

QUESTION: 4.1	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	207	48	110	365	
Good Preparation	233	31	108	372	
			SUB-TOTAL	737	91%
Weak Preparation	48	4	11	63	
Unsatisfactory Preparation	11	0	2	13	
			SUB-TOTAL	76	9%
Total	499	83	231	813	

QUESTION 4.1	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	41	47	10	2
PHENIX CITY	58	37	5	0
DOTHAN	48	47	4	1



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?

InTASC #1/ #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 91% (737 of 813) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	58%
DOTHAN	EXCELLENT	48%
TROY	EXCELLENT	41%

TROY	GOOD PREPARATION	47%
DOTHAN	GOOD PREPARATION	47%
PHENIX CITY	GOOD PREPARATION	37%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 9% (76 of 813) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

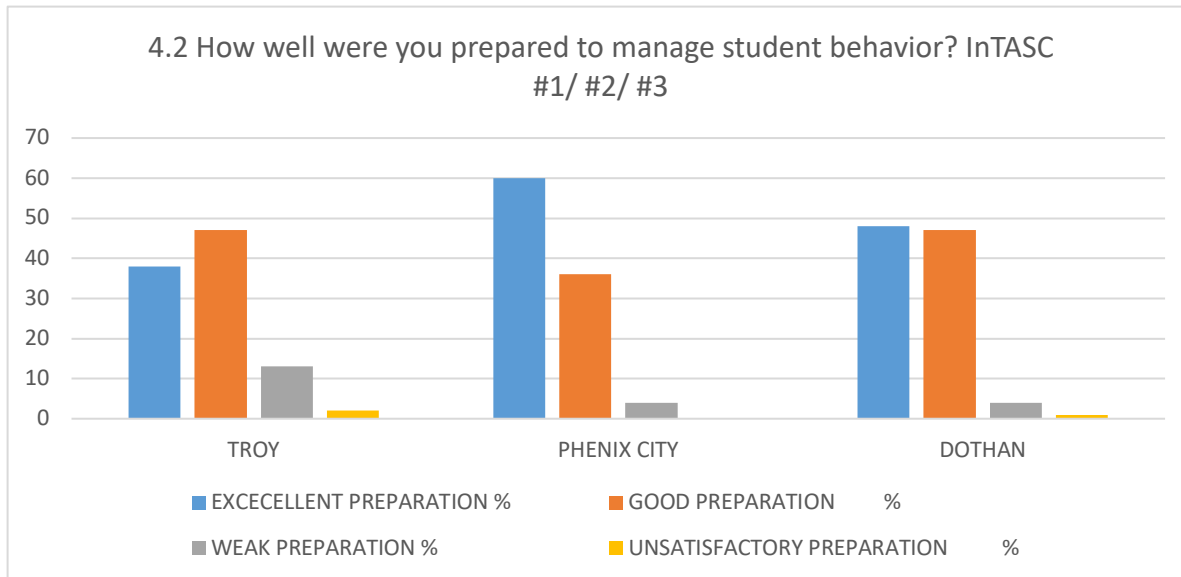
TROY	WEAK PREPARATION	10%
PHENIX CITY	WEAK PREPARATION	5%
DOTHAN	WEAK PREPARATION	4%

TROY	UNSATISFACTORY PREPARATION	2%
DOTHAN	UNSATISFACTORY PREPARATION	1%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **91%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to manage class time?

QUESTION: 4.2	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	189	50	112	351	
Good Preparation	235	30	108	373	
			SUB-TOTAL	724	89%
Weak Preparation	64	3	10	77	
Unsatisfactory Preparation	10	0	1	11	
			SUB-TOTAL	88	11%
Total	498	83	231	812	

QUESTION 4.2	EXCELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	38	47	13	2
PHENIX CITY	60	36	4	0
DOTHAN	48	47	4	1



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?

InTASC #1/ #2/ #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 89% (724 of 812) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	60%
DOTHAN	EXCELLENT	48%
TROY	EXCELLENT	38%

TROY	GOOD PREPARATION	47%
DOTHAN	GOOD PREPARATION	47%
PHENIX CITY	GOOD PREPARATION	36%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 11% (88 of 812) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

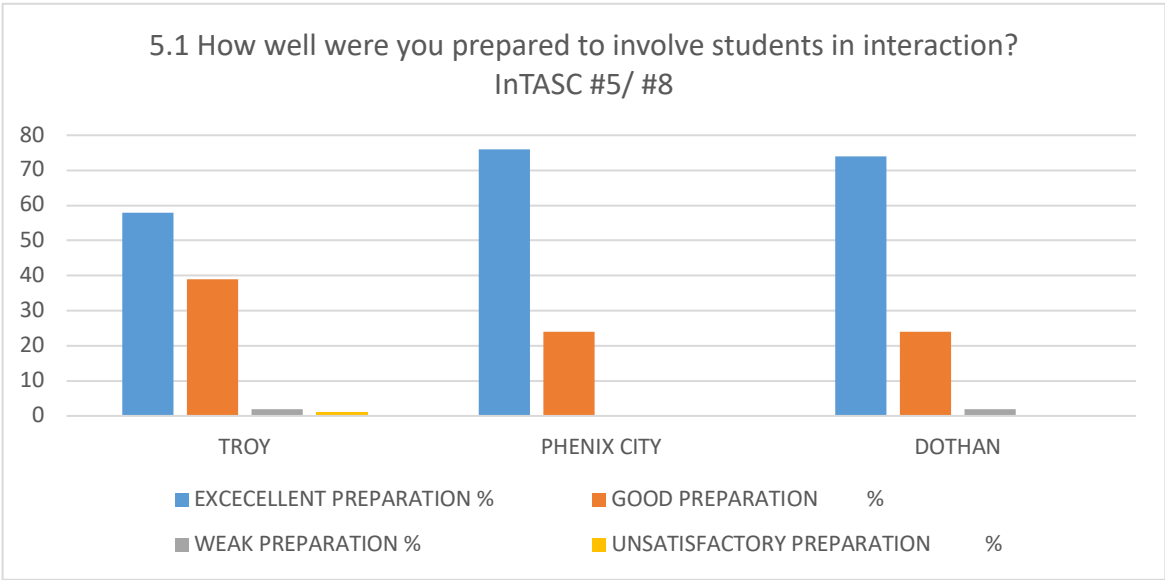
TROY	WEAK PREPARATION	13%
DOTHAN	WEAK PREPARATION	4%
PHENIX CITY	WEAK PREPARATION	4%

TROY	UNSATISFACTORY PREPARATION	2%
DOTHAN	UNSATISFACTORY PREPARATION	1%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **89%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to manage student behavior?

QUESTION: 5.1	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	288	63	171	522	
Good Preparation	196	20	56	272	
			SUB-TOTAL	794	98%
Weak Preparation	13	0	3	16	
Unsatisfactory Preparation	1	0	0	1	
			SUB-TOTAL	17	2%
Total	498	83	230	811	

QUESTION 5.1	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	58	39	2	1
PHENIX CITY	76	24	0	0
DOTHAN	74	24	2	0



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?
 ACCRS/ InTASC #5/ #8

TROY CAMPUS/ PHENIX CITY/ DOTHAN 98% (794 of 811) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	76%
DOTHAN	EXCELLENT	74%
TROY	EXCELLENT	58%

TROY	GOOD PREPARATION	39%
DOTHAN	GOOD PREPARATION	24%
PHENIX CITY	GOOD PREPARATION	24%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 2% (17 of 811) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

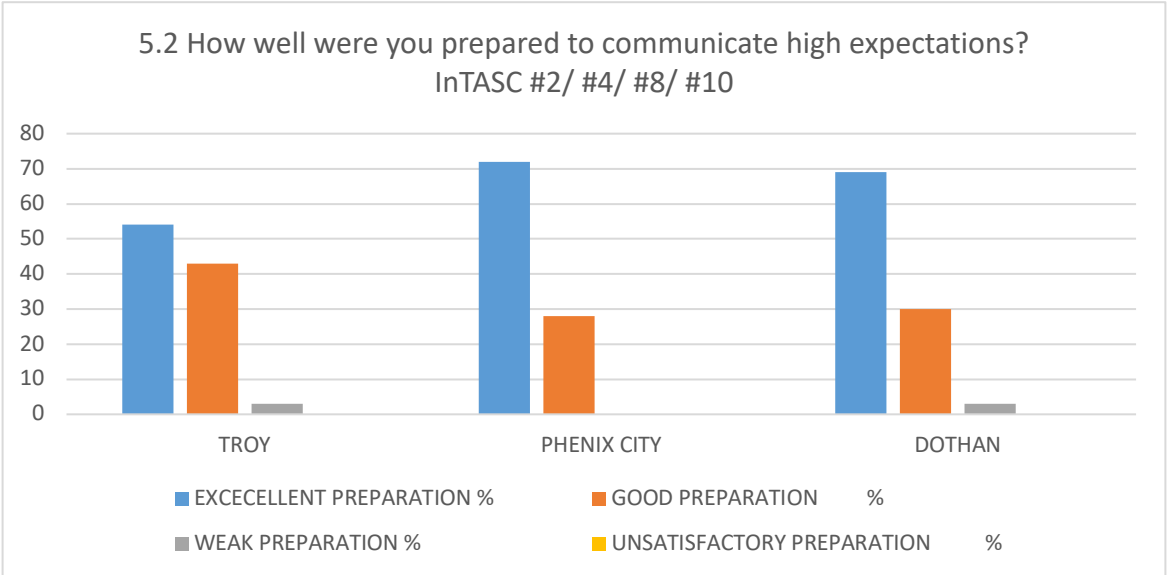
TROY	WEAK PREPARATION	2%
DOTHAN	WEAK PREPARATION	2%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **98%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to involve students in interaction?

QUESTION: 5.2	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	266	60	158	484	
Good Preparation	214	23	68	305	
			SUB-TOTAL	789	98%
Weak Preparation	16	0	3	19	
Unsatisfactory Preparation	0	0	0	0	
			SUB-TOTAL	19	2%
Total	496	83	229	808	

QUESTION 5.2	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	54	43	3	0
PHENIX CITY	72	28	0	0
DOTHAN	69	30	3	0



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?
 ACCRS/ InTASC #2/ #4/ #8/ #10

TROY CAMPUS/ PHENIX CITY/ DOTHAN 98% (789 of 808) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	72%
DOTHAN	EXCELLENT	69%
TROY	EXCELLENT	54%

TROY	GOOD PREPARATION	43%
DOTHAN	GOOD PREPARATION	30%
PHENIX CITY	GOOD PREPARATION	28%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 2% (19 of 808) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

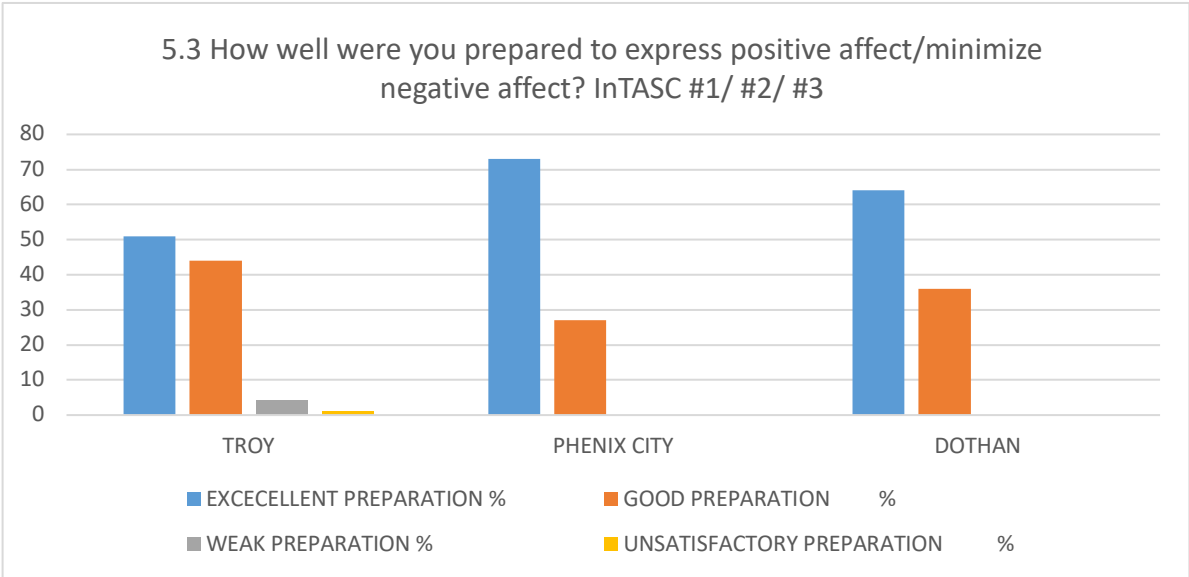
TROY	WEAK PREPARATION	3%
DOTHAN	WEAK PREPARATION	3%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	0%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **98%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to communicate high expectations?

QUESTION: 5.3	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	253	60	148	461	
Good Preparation	221	22	82	325	
			SUB-TOTAL	786	97%
Weak Preparation	22	0	0	22	
Unsatisfactory Preparation	1	0	0	1	
			SUB-TOTAL	23	3%
Total	497	82	230	809	

QUESTION 5.3	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	51	44	4	1
PHENIX CITY	73	27	0	0
DOTHAN	64	36	0	0



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?
 ACCRS/ InTASC #1/ #2/ #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 97% (786 of 809) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	73%
DOTHAN	EXCELLENT	64%
TROY	EXCELLENT	51%

TROY	GOOD PREPARATION	44%
DOTHAN	GOOD PREPARATION	36%
PHENIX CITY	GOOD PREPARATION	27%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 3% (23 of 809) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

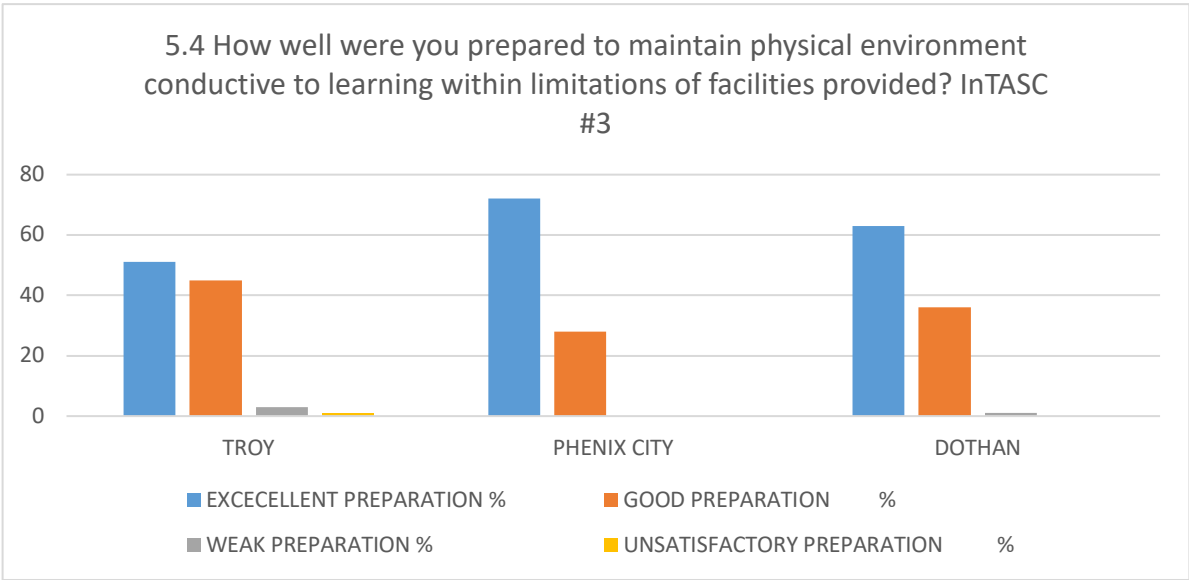
TROY	WEAK PREPARATION	4%
DOTHAN	WEAK PREPARATION	0%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **97%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to express positive affect/minimize negative affect?

QUESTION: 5.4	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	251	60	146	457	
Good Preparation	223	23	82	328	
			SUB-TOTAL	785	97%
Weak Preparation	19	0	2	21	
Unsatisfactory Preparation	3	0	0	3	
			SUB-TOTAL	24	3%
Total	496	83	230	809	

QUESTION 5.4	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	51	45	3	1
PHENIX CITY	72	28	0	0
DOTHAN	63	36	1	0



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?

InTASC #3

TROY CAMPUS/ PHENIX CITY/ DOTHAN 97% (785 of 809) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	72%
DOTHAN	EXCELLENT	63%
TROY	EXCELLENT	51%

TROY	GOOD PREPARATION	45%
DOTHAN	GOOD PREPARATION	36%
PHENIX CITY	GOOD PREPARATION	28%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 3% (24 of 809) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

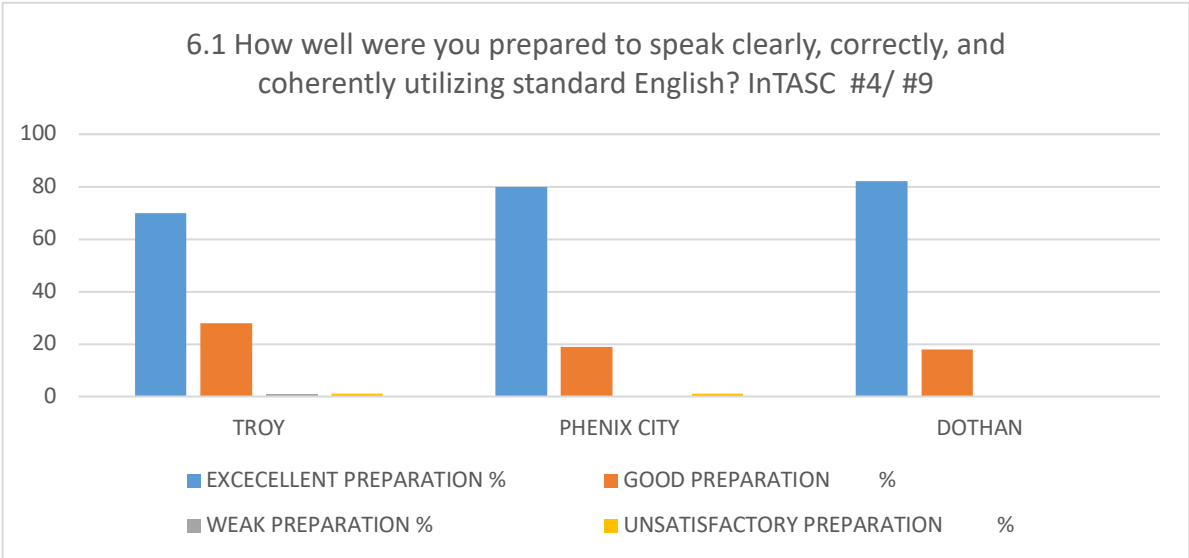
TROY	WEAK PREPARATION	3%
DOTHAN	WEAK PREPARATION	1%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%
PHENIX CITY	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **97%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to maintain physical environment conducive to learning within limitations of facilities provided?

QUESTION: 6.1	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	348	66	186	600	
Good Preparation	146	16	41	203	
			SUB-TOTAL	803	99%
Weak Preparation	3	0	0	3	
Unsatisfactory Preparation	1	1	0	2	
			SUB-TOTAL	5	1%
Total	498	83	227	808	

QUESTION 6.1	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	70	28	1	1
PHENIX CITY	80	19	0	1
DOTHAN	82	18	0	0



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?
InTASC #4/ #9

TROY CAMPUS/ PHENIX CITY/ DOTHAN 99% (803 of 808) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

DOTHAN	EXCELLENT	82%
PHENIX CITY	EXCELLENT	80%
TROY	EXCELLENT	70%

TROY	GOOD PREPARATION	28%
PHENIX CITY	GOOD PREPARATION	19%
DOTHAN	GOOD PREPARATION	18%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 1% (5 of 808) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

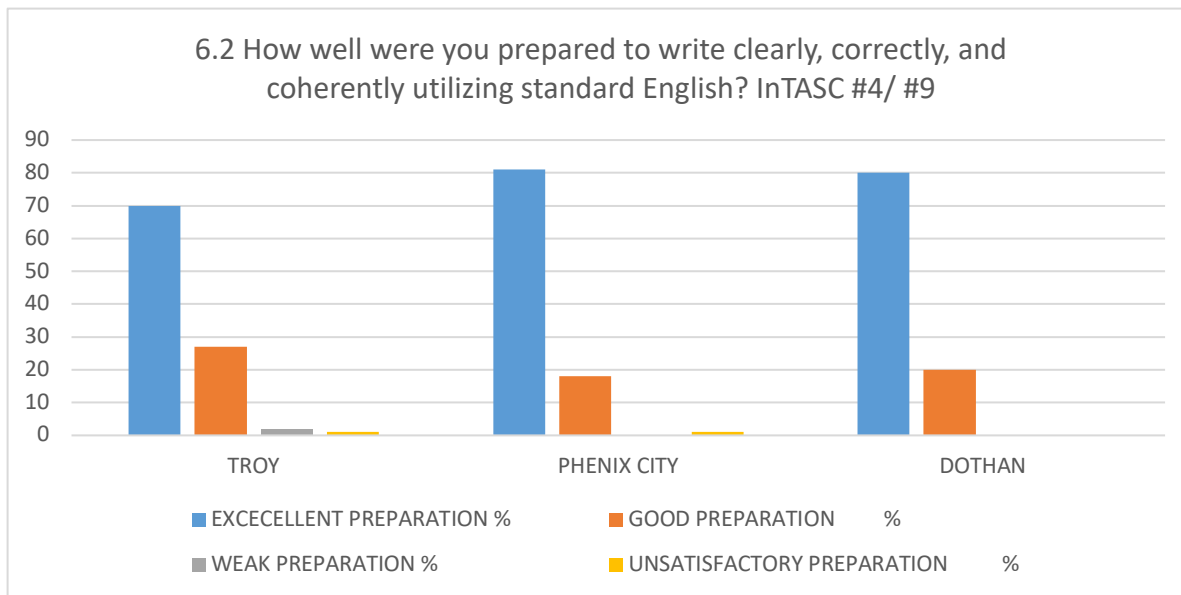
TROY	WEAK PREPARATION	1%
DOTHAN	WEAK PREPARATION	0%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	1%
PHENIX CITY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **99%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to speak clearly, correctly, and coherently utilizing standard English?

QUESTION: 6.2	TROY	PHENIX CITY	DOTHAN	TOTAL	%
	Count	Count	Count	COUNT	
Excellent Preparation	348	67	181	596	
Good Preparation	139	15	46	200	
			SUB-TOTAL	796	99%
Weak Preparation	9	0	0	9	
Unsatisfactory Preparation	1	1	0	2	
			SUB-TOTAL	11	1%
Total	497	83	227	807	

QUESTION 6.2	EXCECELLENT PREPARATION %	GOOD PREPARATION %	WEAK PREPARATION %	UNSATISFACTORY PREPARATION %
TROY	70	27	2	1
PHENIX CITY	81	18	0	1
DOTHAN	80	20	0	0



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?
InTASC #4/ #9

TROY CAMPUS/ PHENIX CITY/ DOTHAN 99% (796 of 807) of the candidates on these campuses responded in the Excellent or Good Preparation range.

***RANKING BY CAMPUS: STRONGEST TO WEAKEST BY %:**

PHENIX CITY	EXCELLENT	81%
DOTHAN	EXCELLENT	80%
TROY	EXCELLENT	70%

TROY	GOOD PREPARATION	27%
DOTHAN	GOOD PREPARATION	20%
PHENIX CITY	GOOD PREPARATION	18%

TROY CAMPUS/ PHENIX CITY/ DOTHAN 1% (11 of 807) of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

***RANKING BY CAMPUS: WEAKEST TO STRONGEST BY %:**

TROY	WEAK PREPARATION	2%
DOTHAN	WEAK PREPARATION	0%
PHENIX CITY	WEAK PREPARATION	0%

TROY	UNSATISFACTORY PREPARATION	1%
PHENIX CITY	UNSATISFACTORY PREPARATION	1%
DOTHAN	UNSATISFACTORY PREPARATION	0%

The results of this data indicates that **99%** of the College of Education Department of Teacher Education candidates from the Troy, Phenix City and Dothan campuses responded that they were prepared to write clearly, correctly, and coherently utilizing standard English?

ACCRS/ InTASC	<u>Survey Questions asked Candidates at the end of Internship:</u>		
COMPETENCY 1.0: PREPARATION FOR INSTRUCTION			
ACCRS #7	1.1 How well were you prepared to select/state long-range goals and short term measurable objectives?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	71 %
	DOTHAN	EXCELLENT	58%
	TROY	EXCELLENT	38%
ACCRS #8	1.2 How well were you prepared to identify various instructional strategies?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	71 %
	DOTHAN	EXCELLENT	59%
	TROY	EXCELLENT	45%
#7	1.3 How well were you prepared to prepare instructional resources for use?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	67%
	DOTHAN	EXCELLENT	60%
	TROY	EXCELLENT	44%
COMPETENCY 2.0: PRESENTATION OF ORGANIZATION INSTRUCTION			
ACCRS #1 #2 #3	2.1 How well were you prepared to orient students to the lesson?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	70%
	DOTHAN	EXCELLENT	64%
	TROY	EXCELLENT	47%
#4 #5	2.2 How well were you prepared to give clear directions?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	72
	DOTHAN	EXCELLENT	68
	TROY	EXCELLENT	54
ACCRS #7 #8	2.3 How well were you prepared to develop an effective lesson?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	81%
	DOTHAN	EXCELLENT	72%
	TROY	EXCELLENT	54%
#1 #2 #3	2.4 How well were you prepared to provide practice and summarization for the students?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	75%
	DOTHAN	EXCELLENT	61%
	TROY	EXCELLENT	47%
#4 #5	2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	68%
	DOTHAN	EXCELLENT	61%

	TROY	EXCELLENT	51%
COMPETENCY 3.0: ASSESSMENT OF STUDENT PERFRMANCE			
#6	3.1 How well were you prepared to monitor student performance?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	73%
	DOTHAN	EXCELLENT	60%
	TROY	EXCELLENT	48%
#6	3.2 How well were you prepared to measure student progress systematically?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	63%
	DOTHAN	EXCELLENT	53%
	TROY	EXCELLENT	39%
#6	3.3 How well were you prepared to provide feedback about student performance?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	70%
	DOTHAN	EXCELLENT	67%
	TROY	EXCELLENT	48%
#6	3.4 How well were you prepared to use assessment results?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	67%
	DOTHAN	EXCELLENT	59%
	TROY	EXCELLENT	45%
COMPETENCY 4.0: CLASSROOM MANAGEMENT			
#1 #3	4.1 How well were you prepared to manage class time?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	58%
	DOTHAN	EXCELLENT	48%
	TROY	EXCELLENT	41%
#1 #2 #3	4.2 How well were you prepared to manage student behavior?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	60%
	DOTHAN	EXCELLENT	48%
	TROY	EXCELLENT	38%
COMPETENCY 5.0: POSITIVE LEARNING CLIMATE			
ACCRS #5 #8	5.1 How well were you prepared to involve students in interaction?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	76%
	DOTHAN	EXCELLENT	74%
	TROY	EXCELLENT	58%
ACCRS #2 #4 #8 #10	5.2 How well were you prepared to communicate high expectation?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	72%
	DOTHAN	EXCELLENT	69%
	TROY	EXCELLENT	54%

ACCRS #1 #2 #3	5.3 How well were you prepared to express positive affect/minimize negative affect?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	73%
	DOTHAN	EXCELLENT	64%
	TROY	EXCELLENT	51%
#3	5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	72%
	DOTHAN	EXCELLENT	63%
	TROY	EXCELLENT	51%
COMPETENCY 6.0: COMMUNICATION			
#4 #9	6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	DOTHAN	EXCELLENT	82%
	PHENIX CITY	EXCELLENT	80%
	TROY	EXCELLENT	70%
#4 #9	6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?		
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus		
	PHENIX CITY	EXCELLENT	81%
	DOTHAN	EXCELLENT	80%
	TROY	EXCELLENT	70%