



**COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
NARRATIVE
CANDIDATE EXIT SURVEY
GENDER:
Questions 1.1-6.2
DISAGGREGATE
FEMALE
MALE
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>ACCRS</u>	<u>Survey Questions asked Candidates at the end of Internship:</u>
<u>InTASC</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 #7 #8	2.3 How well were you prepared to develop an effective lesson?
#1	2.4 How well were you prepared to provide practice and summarization for the students?

#2	
#3	
#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

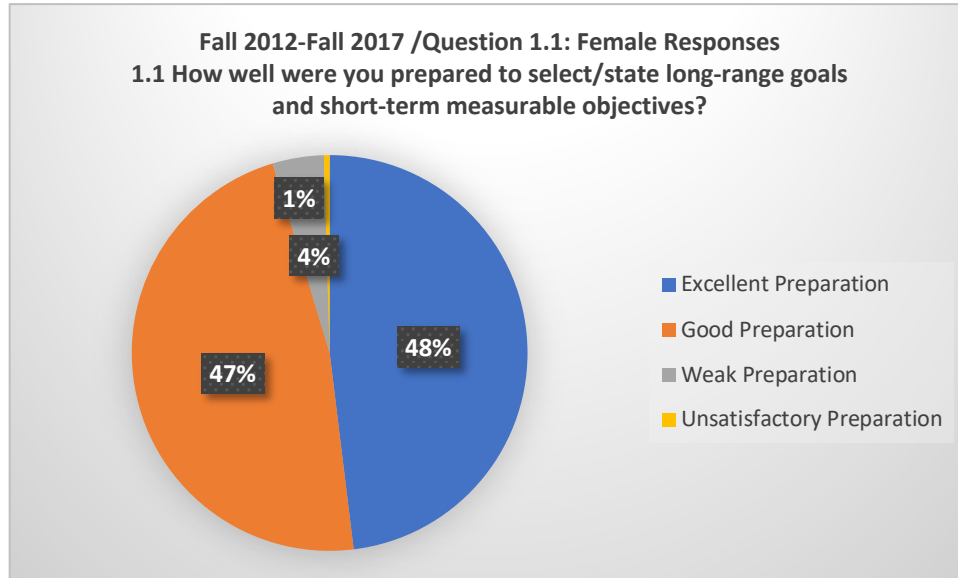
Survey Reported Categories:

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

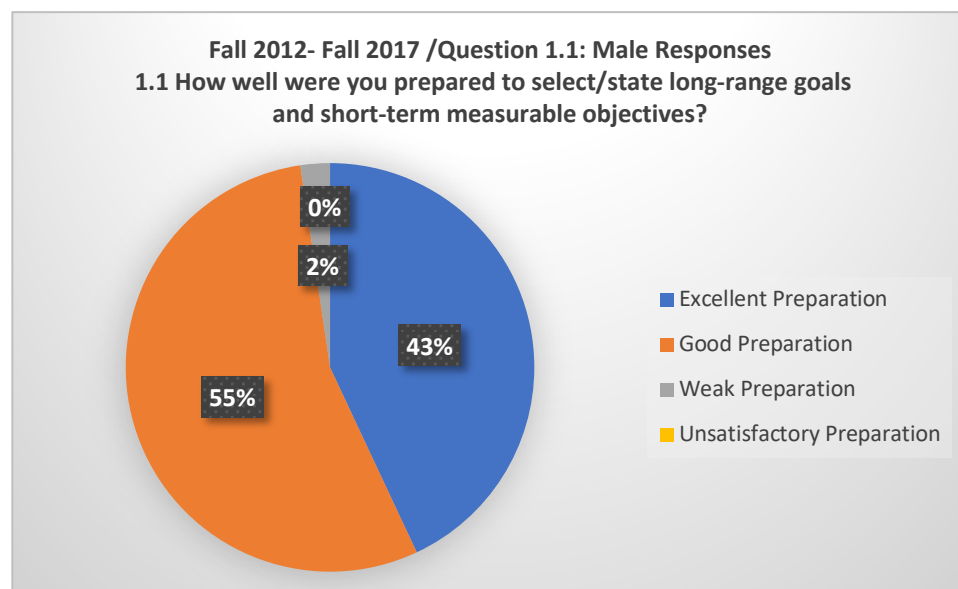
Survey Reporting by Academic Years and Academic Semesters

- Fall 2012-Spring 2013
- Fall 2013-Spring 2014
- Fall 2014
- Fall 2015-Spring 2016
- Fall 2016
- Spring 2017
- Fall 201

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
1.1 How well were you prepared to select/state long-range goals and short-term measurable objectives?	Excellent Preparation	310	48.0%
	Good Preparation	305	47.0%
	Weak Preparation	27	4.0%
	Unsatisfactory Preparation	3	1.0%
	Total	645	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
1.1 How well were you prepared to select/state long-range goals and short-term measurable objectives?	Excellent Preparation	74	43.0%
	Good Preparation	94	55.0%
	Weak Preparation	4	2.0%
	Unsatisfactory Preparation	0	0.0%
	Total	172	100.0%



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

(95%) FEMALE & (98%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	310 (48%)
MALE	EXCELLENT PREPARATION	74 (43%)

FEMALE	GOOD PREPARATION	305 (47%)
MALE	GOOD PREPARATION	94 (55%)

(5%) Female & (2%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

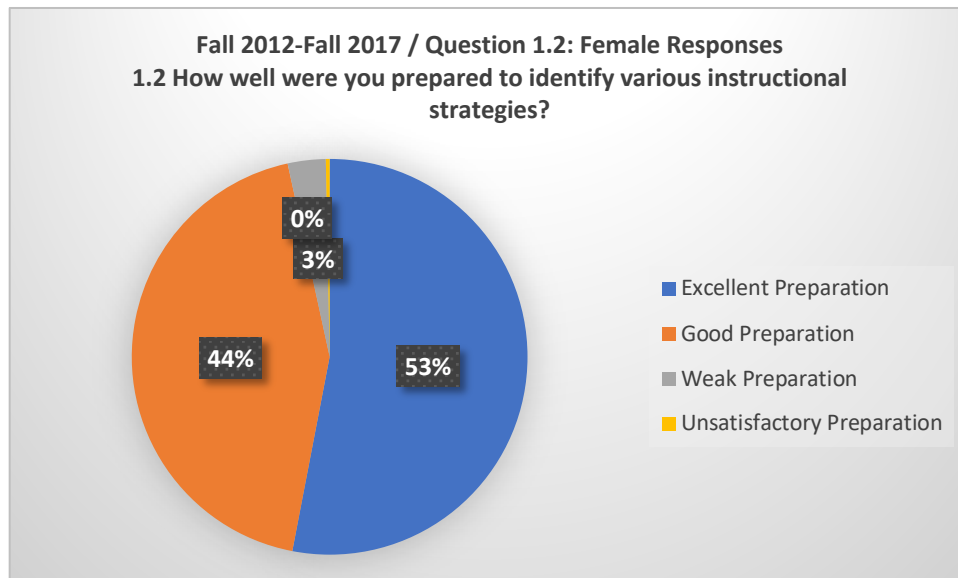
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	27 (4%)
MALE	WEAK PREPARATION	4 (2%)

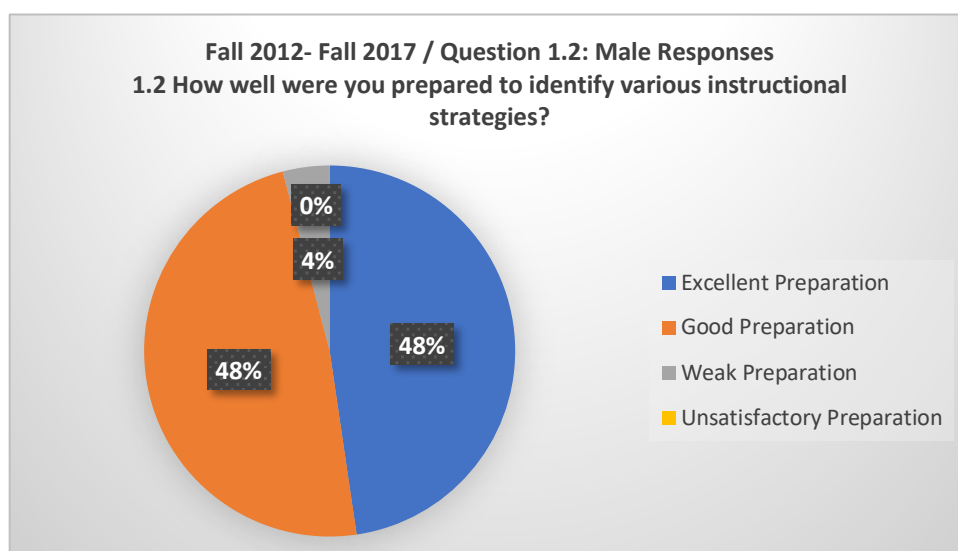
FEMALE	UNSATISFACTORY PREPARATION	3 (1%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(95%) FEMALE & (98%) MALE** feel prepared to select/state long-range goals and short-term measurable objectives?

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
1.2 How well were you prepared to identify various instructional strategies?	Excellent Preparation	342	53.0%
	Good Preparation	281	44.0%
	Weak Preparation	20	3.0%
	Unsatisfactory Preparation	2	0.0%
	Total	645	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
1.2 How well were you prepared to identify various instructional strategies?	Excellent Preparation	82	48.0%
	Good Preparation	83	48.0%
	Weak Preparation	7	4.0%
	Unsatisfactory Preparation	0	0.0%
	Total	172	100.0%



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 were you prepared to identify various instructional strategies?**

Standards: ACCRS/ InTASC #8

(97%) FEMALE & (96%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	342 (53%)
MALE	EXCELLENT PREPARATION	82 (48%)

FEMALE	GOOD PREPARATION	281 (44%)
MALE	GOOD PREPARATION	83 (48%)

(3%) Female & (4%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

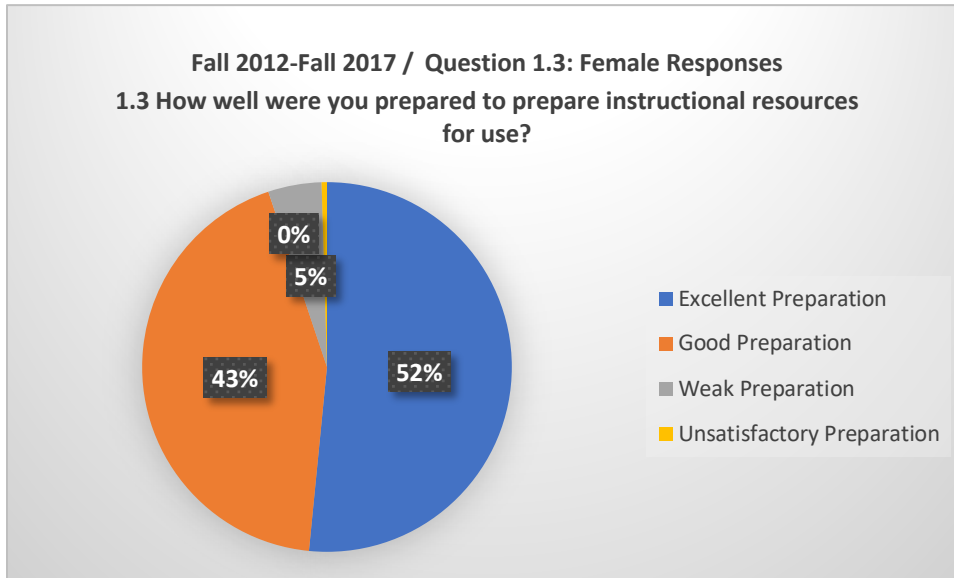
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	20 (3%)
MALE	WEAK PREPARATION	7 (4%)

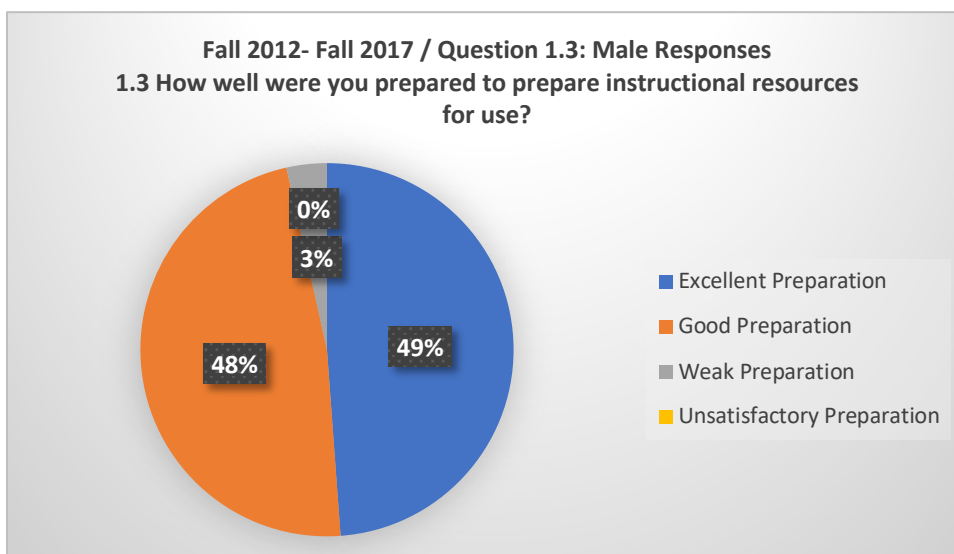
FEMALE	UNSATISFACTORY PREPARATION	2 (0%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

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

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
1.3 How well were you prepared to prepare instructional resources for use?	Excellent Preparation	331	52.0%
	Good Preparation	278	43.0%
	Weak Preparation	30	5.0%
	Unsatisfactory Preparation	3	0.0%
	Total	642	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
1.3 How well were you prepared to prepare instructional resources for use?	Excellent Preparation	84	49.0%
	Good Preparation	82	48.0%
	Weak Preparation	6	3.0%
	Unsatisfactory Preparation	0	0.0%
	Total	172	100.0%



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?**

Standards: InTASC #7

(95%) FEMALE & (97%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	331 (52%)
MALE	EXCELLENT PREPARATION	84 (49%)

FEMALE	GOOD PREPARATION	278 (43%)
MALE	GOOD PREPARATION	82 (48%)

(5%) Female & (3%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

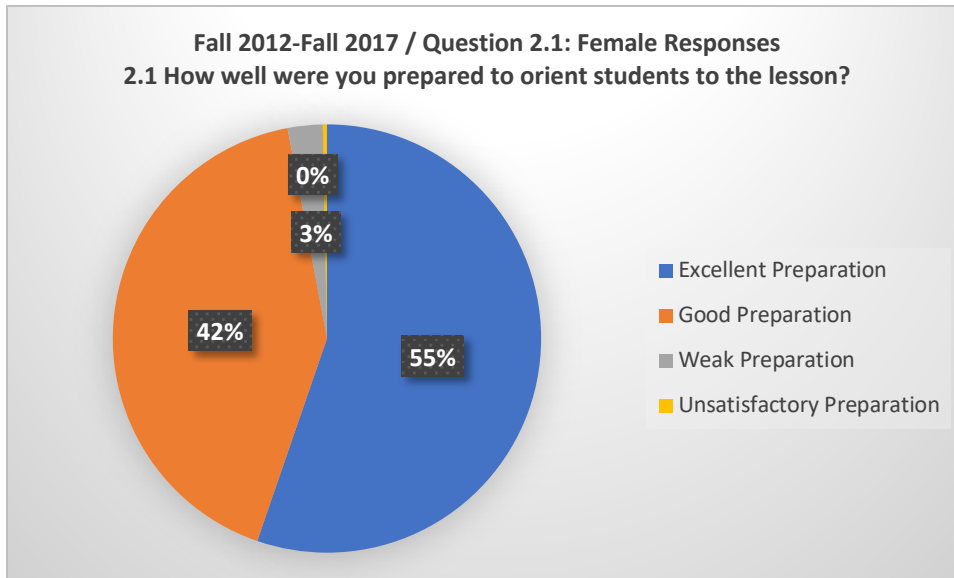
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	30 (5%)
MALE	WEAK PREPARATION	6 (3%)

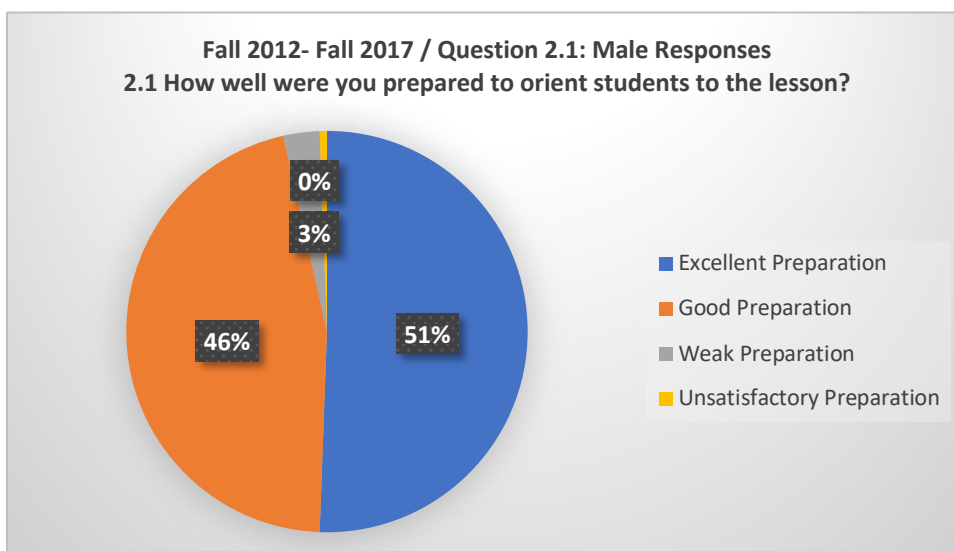
FEMALE	UNSATISFACTORY PREPARATION	3 (0%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(95%) FEMALE & (97%) MALE** feel **prepared to prepare instructional resources for use?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
2.1 How well were you prepared to orient students to the lesson?	Excellent Preparation	356	55.0%
	Good Preparation	269	42.0%
	Weak Preparation	17	3.0%
	Unsatisfactory Preparation	2	0.0%
	Total	644	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
2.1 How well were you prepared to orient students to the lesson?	Excellent Preparation	87	51.0%
	Good Preparation	79	46.0%
	Weak Preparation	5	3.0%
	Unsatisfactory Preparation	1	0.0%
	Total	172	100.0%



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 ?** Standards: ACCRS/ InTASC: #1/ #2/ #3 **(97%) FEMALE & (97%) MALE** candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	356 (55%)
MALE	EXCELLENT PREPARATION	87 (51%)

FEMALE	GOOD PREPARATION	269 (42%)
MALE	GOOD PREPARATION	79 (46%)

(3%) Female & (3%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

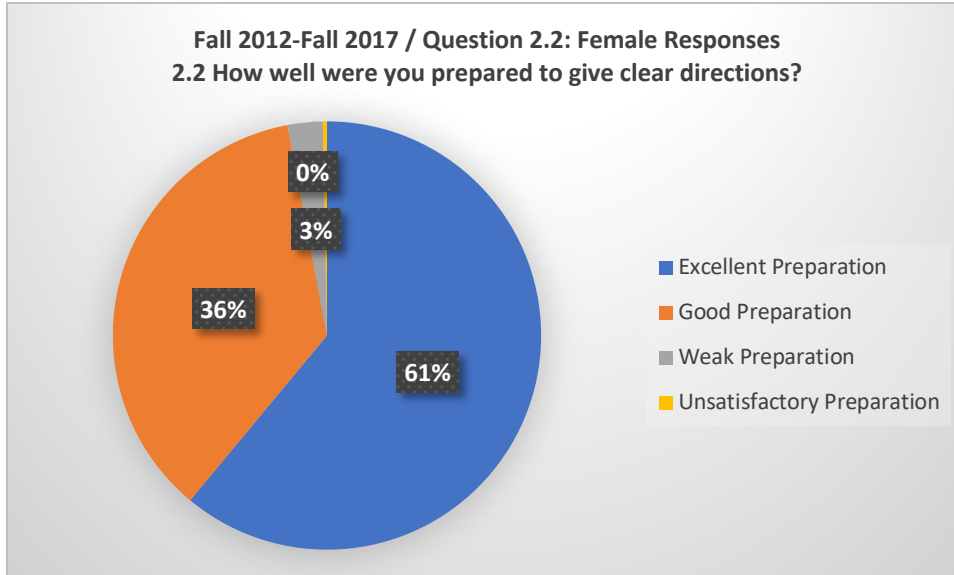
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	17 (3%)
MALE	WEAK PREPARATION	5 (3%)

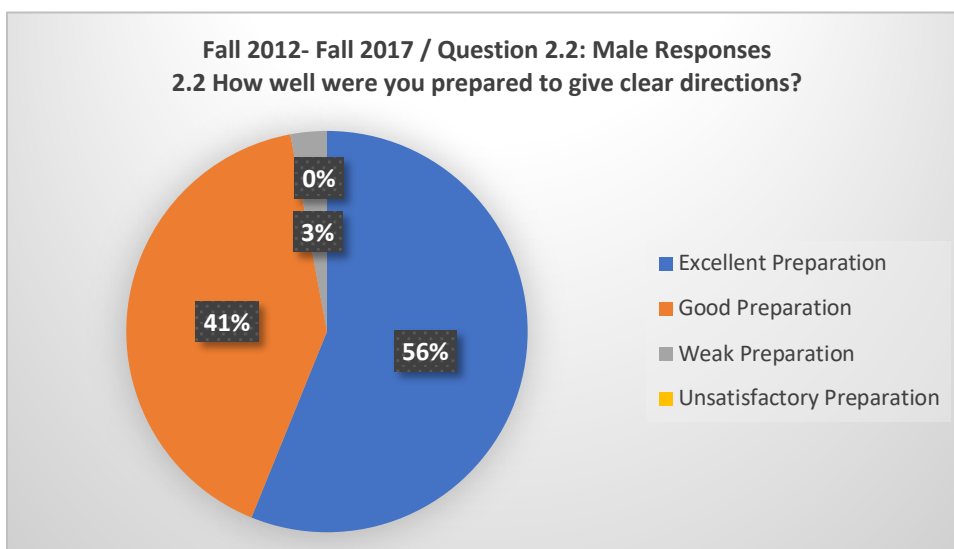
FEMALE	UNSATISFACTORY PREPARATION	2 (0%)
MALE	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) FEMALE & (97%) MALE** feel **prepared to orient students to the lesson ?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
2.2 How well were you prepared to give clear directions?	Excellent Preparation	393	61.0%
	Good Preparation	232	36.0%
	Weak Preparation	17	3.0%
	Unsatisfactory Preparation	2	0.0%
	Total	644	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
2.2 How well were you prepared to give clear directions?	Excellent Preparation	96	56.0%
	Good Preparation	70	41.0%
	Weak Preparation	5	3.0%
	Unsatisfactory Preparation	0	0.0%
	Total	171	100.0%



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?**

Standards: InTASC: #4/ #5

(97%) FEMALE & (97%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	393 (61%)
MALE	EXCELLENT PREPARATION	96 (56%)

FEMALE	GOOD PREPARATION	232 (36%)
MALE	GOOD PREPARATION	70 (41%)

(3%) Female & (3%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

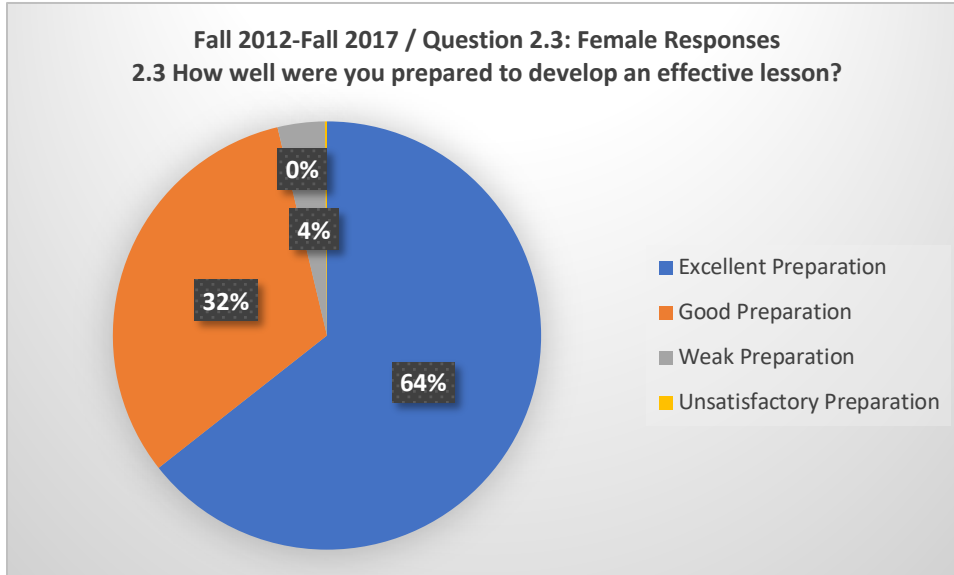
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	17 (3%)
MALE	WEAK PREPARATION	5 (3%)

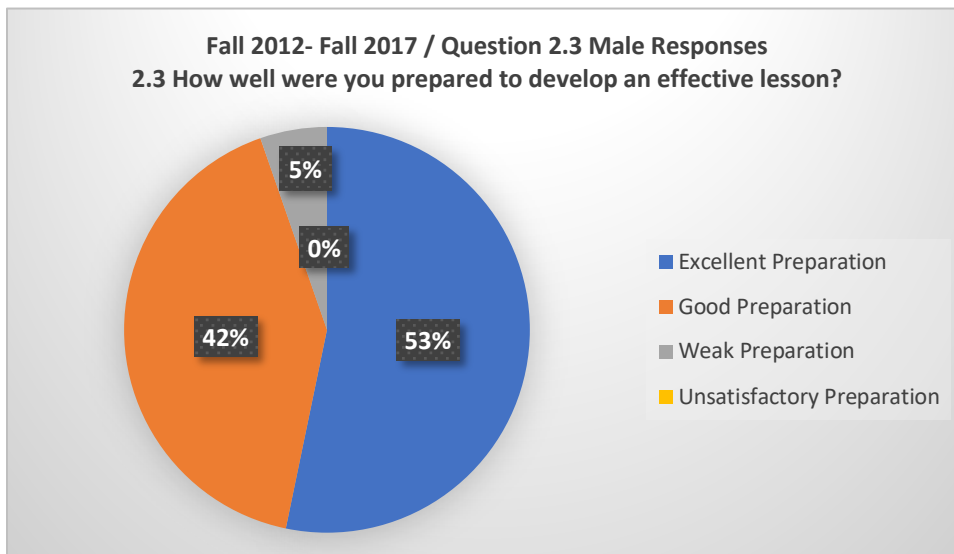
FEMALE	UNSATISFACTORY PREPARATION	2 (0%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) FEMALE & (97%) MALE** feel **prepared to give clear directions?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
2.3 How well were you prepared to develop an effective lesson?	Excellent Preparation	416	64.0%
	Good Preparation	206	32.0%
	Weak Preparation	23	4.0%
	Unsatisfactory Preparation	1	0.0%
	Total	646	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
2.3 How well were you prepared to develop an effective lesson?	Excellent Preparation	90	53.0%
	Good Preparation	70	42.0%
	Weak Preparation	9	5.0%
	Unsatisfactory Preparation	0	0.0%
	Total	169	100.0%



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?**

Standards: ACCRS/ InTASC: #7/ #8

(96%) FEMALE & (95%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	416 (64%)
MALE	EXCELLENT PREPARATION	90 (53%)

FEMALE	GOOD PREPARATION	206 (32%)
MALE	GOOD PREPARATION	70 (42%)

(4%) Female & (5%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

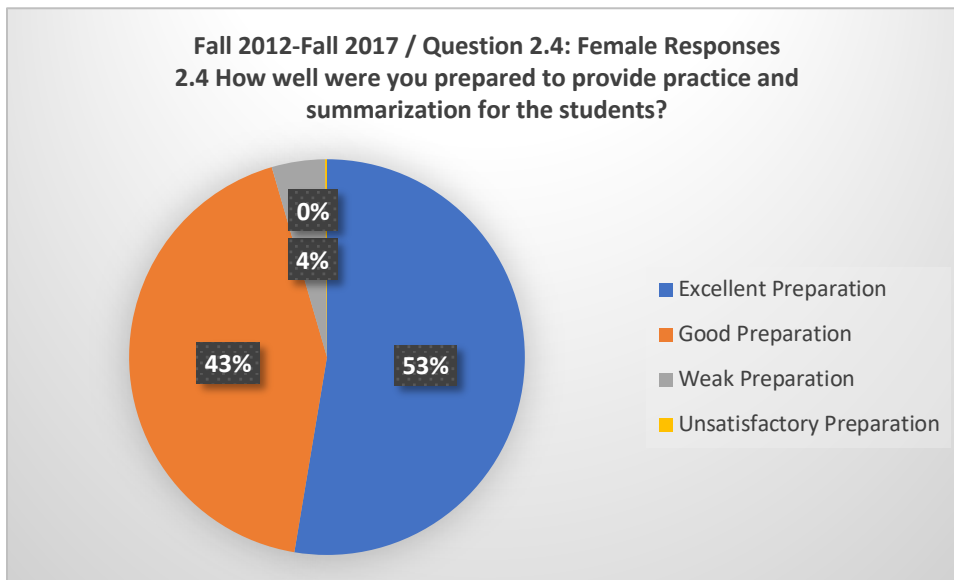
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	23 (4%)
MALE	WEAK PREPARATION	9 (5%)

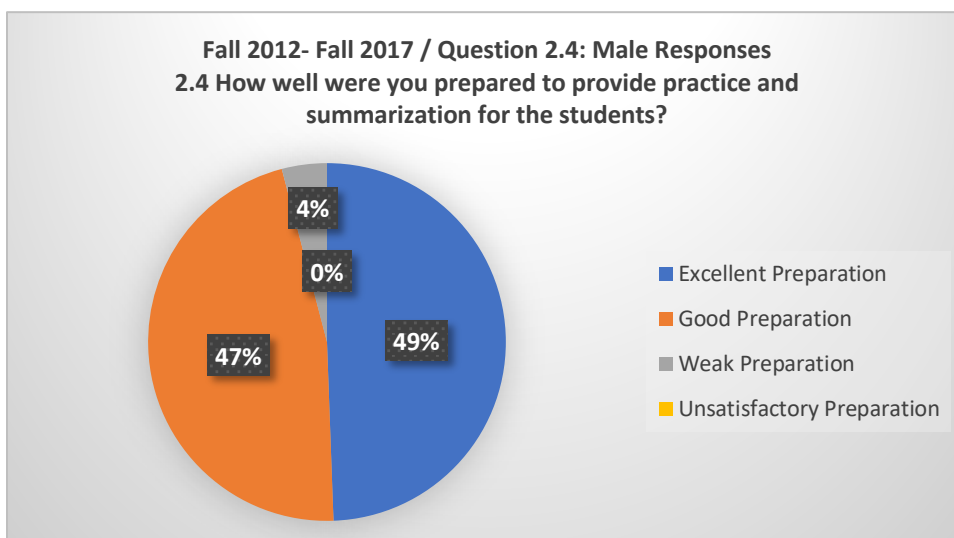
FEMALE	UNSATISFACTORY PREPARATION	1 (0%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(96%) FEMALE & (95%) MALE** feel **prepared to develop an effective lesson?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
2.4 How well were you prepared to provide practice and summarization for the students?	Excellent Preparation	339	52.0%
	Good Preparation	276	43.0%
	Weak Preparation	28	4.0%
	Unsatisfactory Preparation	1	1.0%
	Total	644	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
2.4 How well were you prepared to provide practice and summarization for the students?	Excellent Preparation	85	49.0%
	Good Preparation	80	47.0%
	Weak Preparation	7	4.0%
	Unsatisfactory Preparation	0	0.0%
	Total	172	100.0%



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?**

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

(95%) FEMALE & (96%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	339 (52%)
MALE	EXCELLENT PREPARATION	85 (49%)

FEMALE	GOOD PREPARATION	276 (43%)
MALE	GOOD PREPARATION	80 (47%)

(5%) Female & (4%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

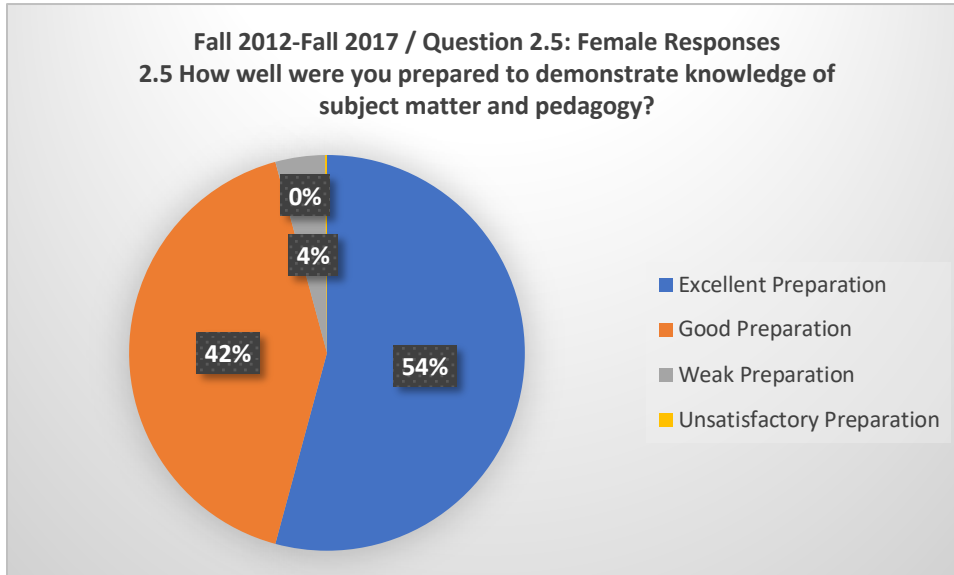
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	28 (4%)
MALE	WEAK PREPARATION	7 (4%)

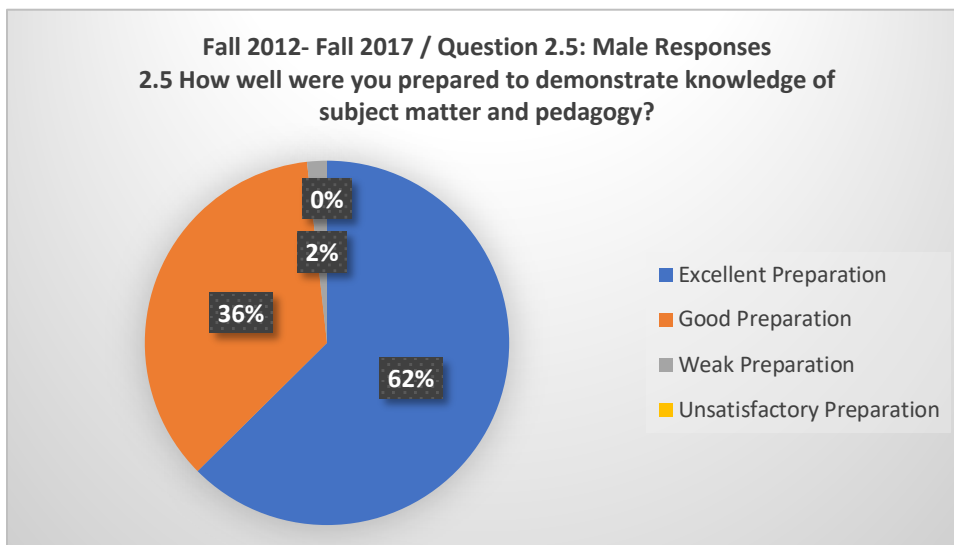
FEMALE	UNSATISFACTORY PREPARATION	1 (1%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(95%) FEMALE & (96%) MALE** feel **prepared to provide practice and summarization for the students?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?	Excellent Preparation	348	54.0%
	Good Preparation	267	42.0%
	Weak Preparation	26	4.0%
	Unsatisfactory Preparation	1	0.0%
	Total	642	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?	Excellent Preparation	107	62.0%
	Good Preparation	61	36.0%
	Weak Preparation	3	2.0%
	Unsatisfactory Preparation	0	0.0%
	Total	171	100.0%



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?**

Standards: InTASC: #4/ #5

(96%) FEMALE & (98%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	348 (54%)
MALE	EXCELLENT PREPARATION	107 (62%)

FEMALE	GOOD PREPARATION	267 (42%)
MALE	GOOD PREPARATION	61 (36%)

(4%) Female & (2%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

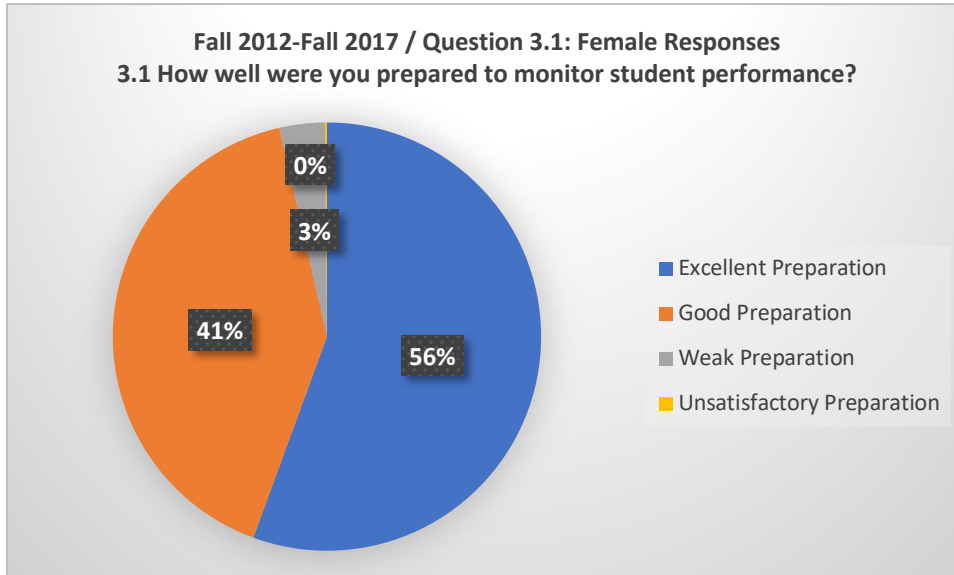
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	26 (4%)
MALE	WEAK PREPARATION	3 (2%)

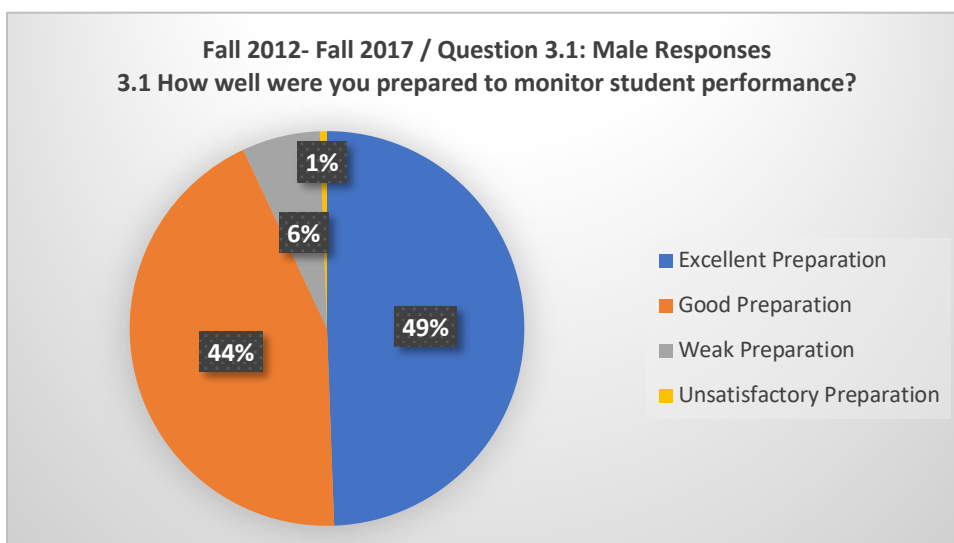
FEMALE	UNSATISFACTORY PREPARATION	1 (0%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

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

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
3.1 How well were you prepared to monitor student performance?	Excellent Preparation	358	56.0%
	Good Preparation	263	41.0%
	Weak Preparation	22	3.0%
	Unsatisfactory Preparation	1	0.0%
	Total	644	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
3.1 How well were you prepared to monitor student performance?	Excellent Preparation	85	49.0%
	Good Preparation	75	44.0%
	Weak Preparation	11	6.0%
	Unsatisfactory Preparation	1	1.0%
	Total	172	100.0%



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; **3.1 How well were you prepared to monitor student performance?**

Standards: InTASC: #6

(97%) FEMALE & (93%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	358 (56%)
MALE	EXCELLENT PREPARATION	85 (49%)

FEMALE	GOOD PREPARATION	263 (41%)
MALE	GOOD PREPARATION	75 (44%)

(3%) Female & (7%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

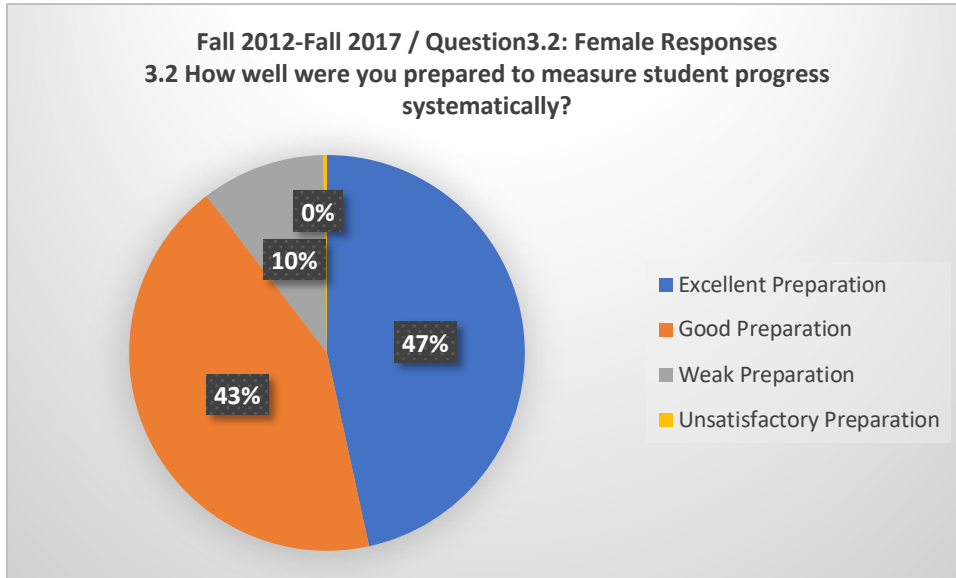
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	22 (3%)
MALE	WEAK PREPARATION	11 (6%)

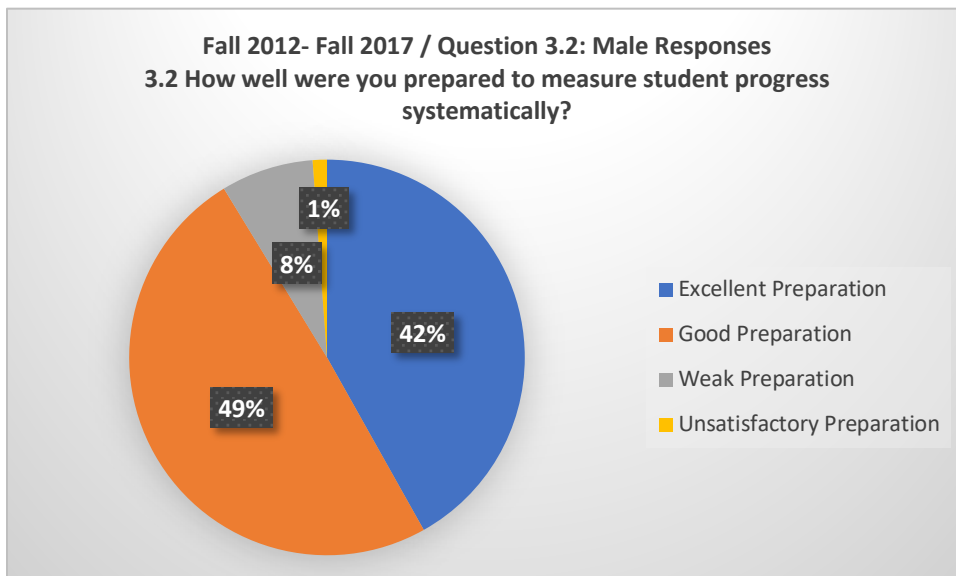
FEMALE	UNSATISFACTORY PREPARATION	1 (0%)
MALE	UNSATISFACTORY PREPARATION	1 (1%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) FEMALE & (93%) MALE** feel **prepared to monitor student performance?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
3.2 How well were you prepared to measure student progress systematically?	Excellent Preparation	300	47.0%
	Good Preparation	277	43.0%
	Weak Preparation	65	10.0%
	Unsatisfactory Preparation	2	0.0%
	Total	644	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
3.2 How well were you prepared to measure student progress systematically?	Excellent Preparation	72	42.0%
	Good Preparation	85	49.0%
	Weak Preparation	13	8.0%
	Unsatisfactory Preparation	2	1.0%
	Total	172	100.0%



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; **3.2 How well were you prepared to measure student progress systematically?**

Standards: InTASC: #6

(90%) FEMALE & (91%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	300 (47%)
MALE	EXCELLENT PREPARATION	72 (42%)

FEMALE	GOOD PREPARATION	277 (43%)
MALE	GOOD PREPARATION	85 (49%)

(10%) Female & (9%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

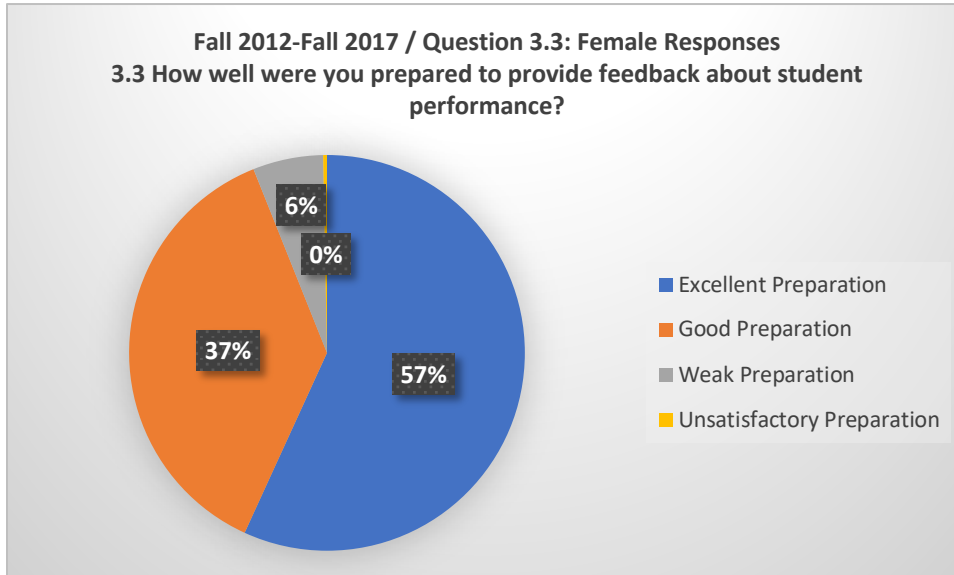
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	65 (10%)
MALE	WEAK PREPARATION	13 (8%)

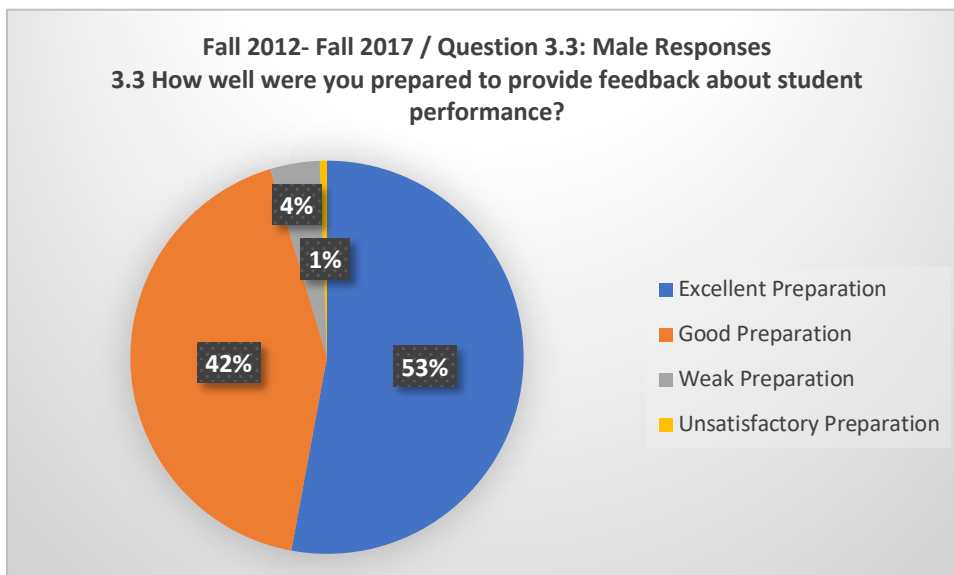
FEMALE	UNSATISFACTORY PREPARATION	2 (0%)
MALE	UNSATISFACTORY PREPARATION	2 (1%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(90%) FEMALE & (91%) MALE** feel **prepared to measure student progress systematically?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
3.3 How well were you prepared to provide feedback about student performance?	Excellent Preparation	366	57.0%
	Good Preparation	239	37.0%
	Weak Preparation	37	6.0%
	Unsatisfactory Preparation	2	0.0%
	Total	644	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
3.3 How well were you prepared to provide feedback about student performance?	Excellent Preparation	91	53.0%
	Good Preparation	73	42.0%
	Weak Preparation	7	4.0%
	Unsatisfactory Preparation	1	1.0%
	Total	172	100.0%



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?**

Standards: InTASC: #6

(94%) FEMALE & (95%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	366 (57%)
MALE	EXCELLENT PREPARATION	91 (53%)

FEMALE	GOOD PREPARATION	239 (37%)
MALE	GOOD PREPARATION	73 (42%)

(6%) Female & (5%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

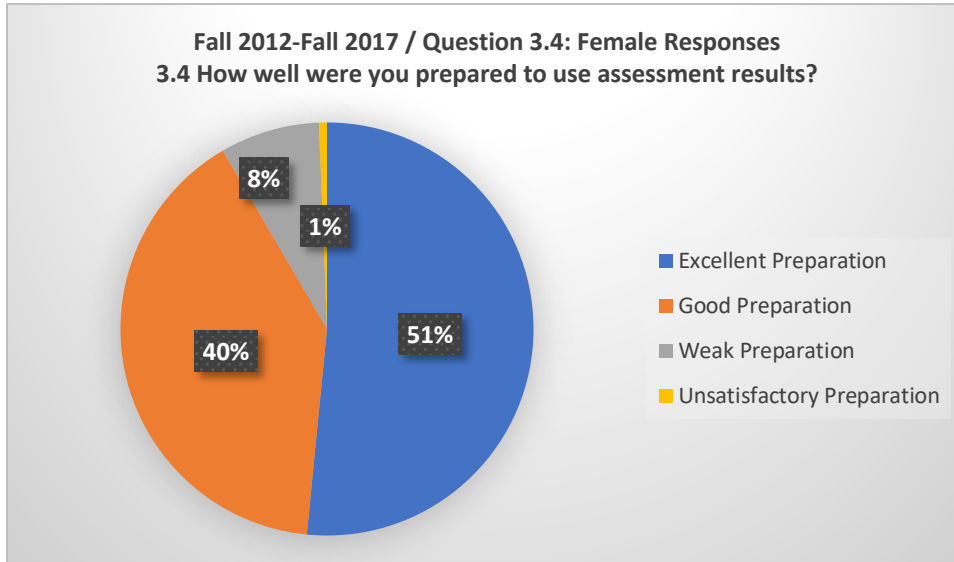
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	37 (6%)
MALE	WEAK PREPARATION	7 (4%)

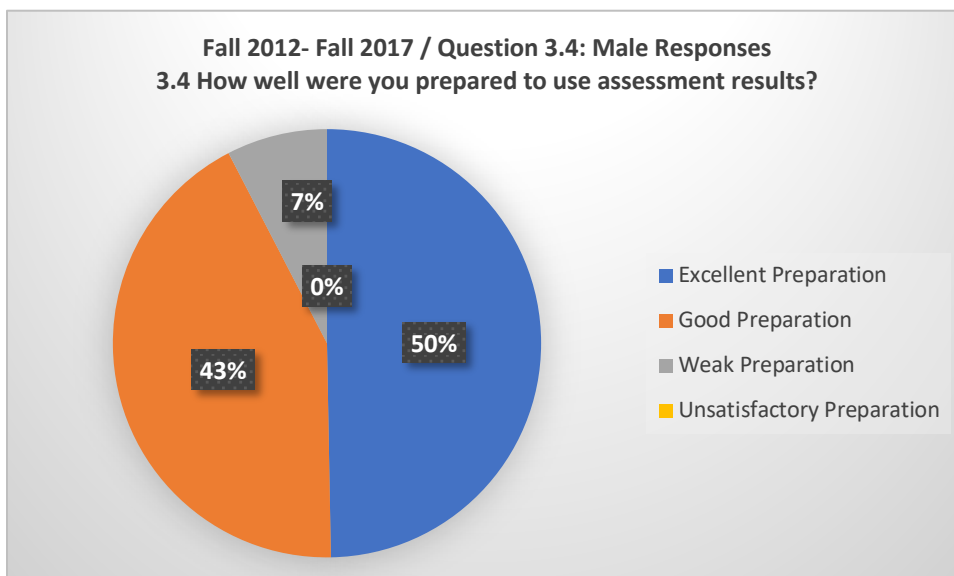
FEMALE	UNSATISFACTORY PREPARATION	2 (0%)
MALE	UNSATISFACTORY PREPARATION	1 (1%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(94%) FEMALE & (95%) MALE** feel **prepared to provide feedback about student performance?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
3.4 How well were you prepared to use assessment results?	Excellent Preparation	331	51.0%
	Good Preparation	257	40.0%
	Weak Preparation	50	8.0%
	Unsatisfactory Preparation	4	1.0%
	Total	642	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
3.4 How well were you prepared to use assessment results?	Excellent Preparation	85	50.0%
	Good Preparation	73	43.0%
	Weak Preparation	13	7.0%
	Unsatisfactory Preparation	0	0.0%
	Total	171	100.0%



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?**

Standards: InTASC: #6

(91%) FEMALE & (93%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	331 (51%)
MALE	EXCELLENT PREPARATION	85 (50%)

FEMALE	GOOD PREPARATION	257 (40%)
MALE	GOOD PREPARATION	73 (43%)

(9%) Female & (7%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

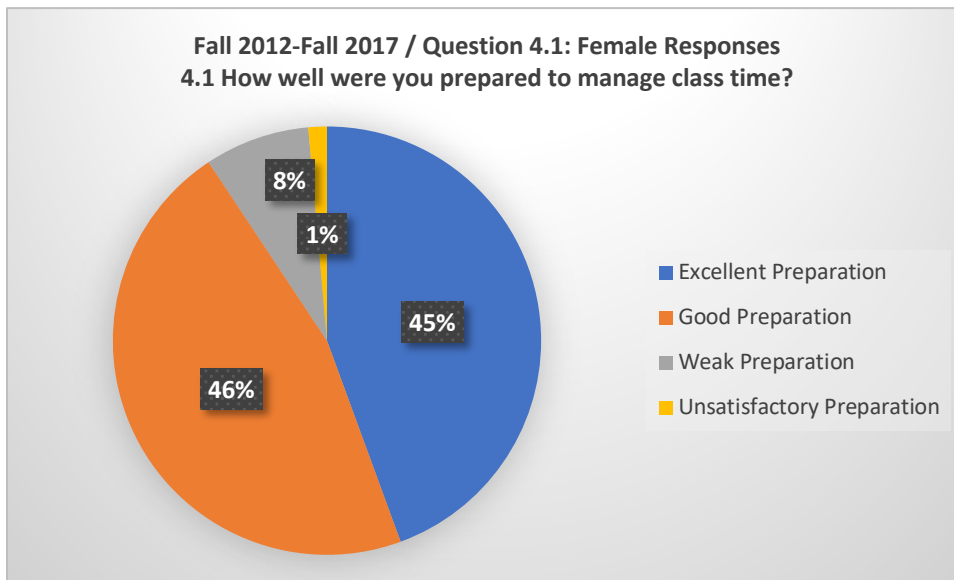
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	50 (8%)
MALE	WEAK PREPARATION	13 (7%)

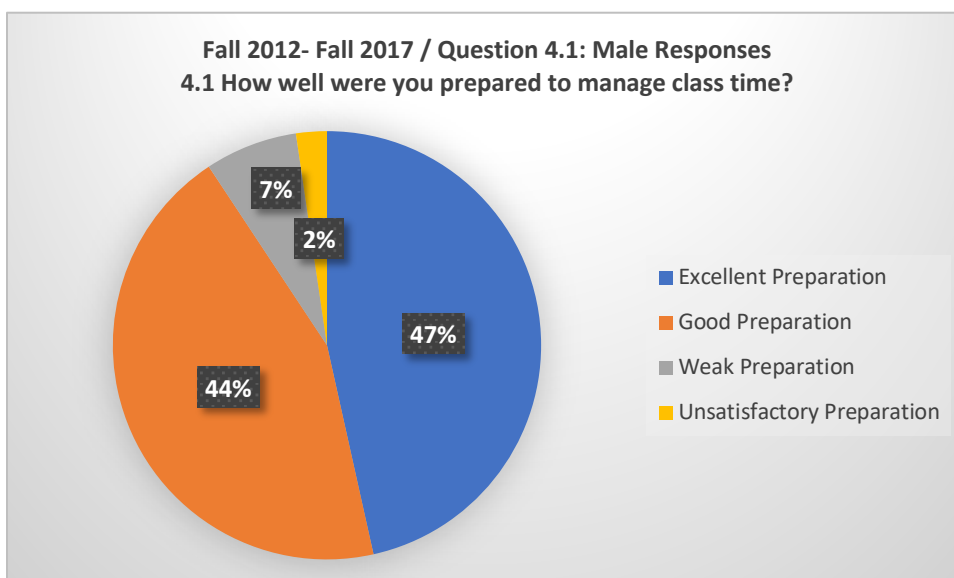
FEMALE	UNSATISFACTORY PREPARATION	4 (1%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(91%) FEMALE & (7%) MALE** feel **prepared to use assessment results?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
4.1 How well were you prepared to manage class time?	Excellent Preparation	286	45.0%
	Good Preparation	298	46.0%
	Weak Preparation	51	8.0%
	Unsatisfactory Preparation	9	1.0%
	Total	644	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
4.1 How well were you prepared to manage class time?	Excellent Preparation	80	47.0%
	Good Preparation	76	44.0%
	Weak Preparation	12	7.0%
	Unsatisfactory Preparation	4	2.0%
	Total	172	100.0%



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; **4.1 How well were you prepared to manage class time?**

Standards: InTASC: #1/ #3

(91%) FEMALE & (91%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	286 (45%)
MALE	EXCELLENT PREPARATION	80 (47%)

FEMALE	GOOD PREPARATION	298 (46%)
MALE	GOOD PREPARATION	76 (44%)

(9%) Female & (9%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

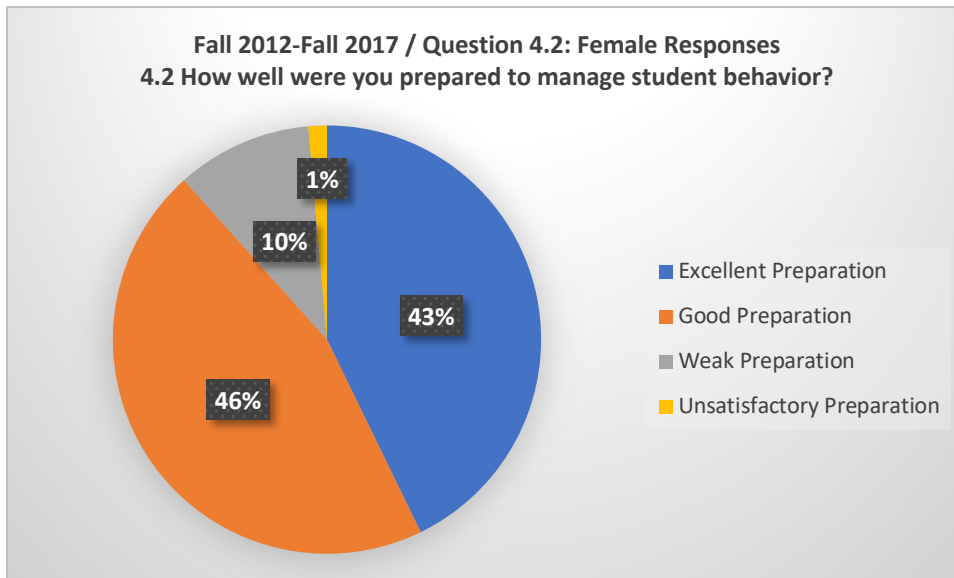
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	51 (8%)
MALE	WEAK PREPARATION	12 (7%)

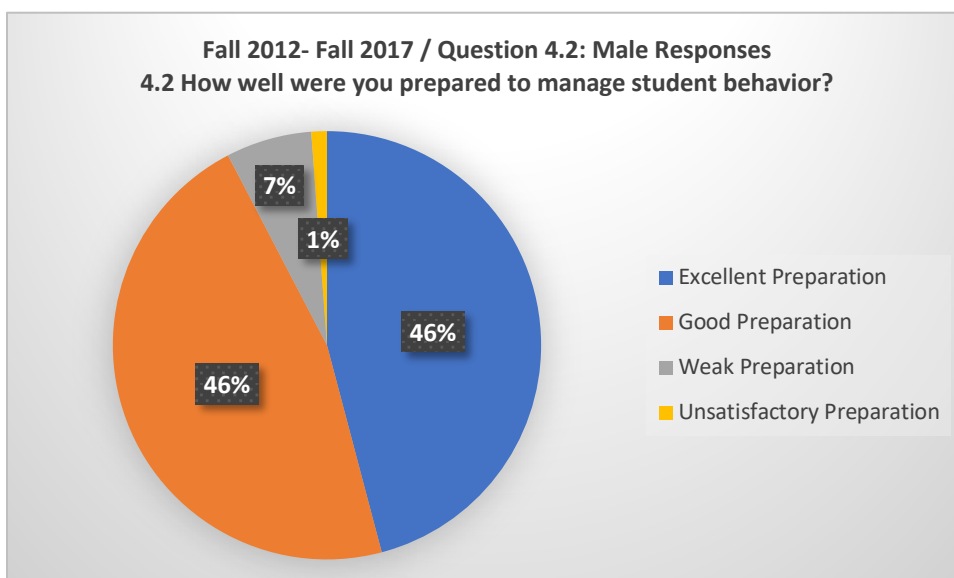
FEMALE	UNSATISFACTORY PREPARATION	9 (1%)
MALE	UNSATISFACTORY PREPARATION	4 (2%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(91%) FEMALE & (91%) MALE** feel **prepared to manage class time?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
4.2 How well were you prepared to manage student behavior?	Excellent Preparation	276	43.0%
	Good Preparation	294	46.0%
	Weak Preparation	66	10.0%
	Unsatisfactory Preparation	9	1.0%
	Total	645	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
4.2 How well were you prepared to manage student behavior?	Excellent Preparation	78	46.0%
	Good Preparation	79	46.0%
	Weak Preparation	11	7.0%
	Unsatisfactory Preparation	2	1.0%
	Total	170	100.0%



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; **4.2 How well were you prepared to manage student behavior?**

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

(89%) FEMALE & (92%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	276 (43%)
MALE	EXCELLENT PREPARATION	78 (46%)

FEMALE	GOOD PREPARATION	294 (46%)
MALE	GOOD PREPARATION	79 (46%)

(11%) Female & (8%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

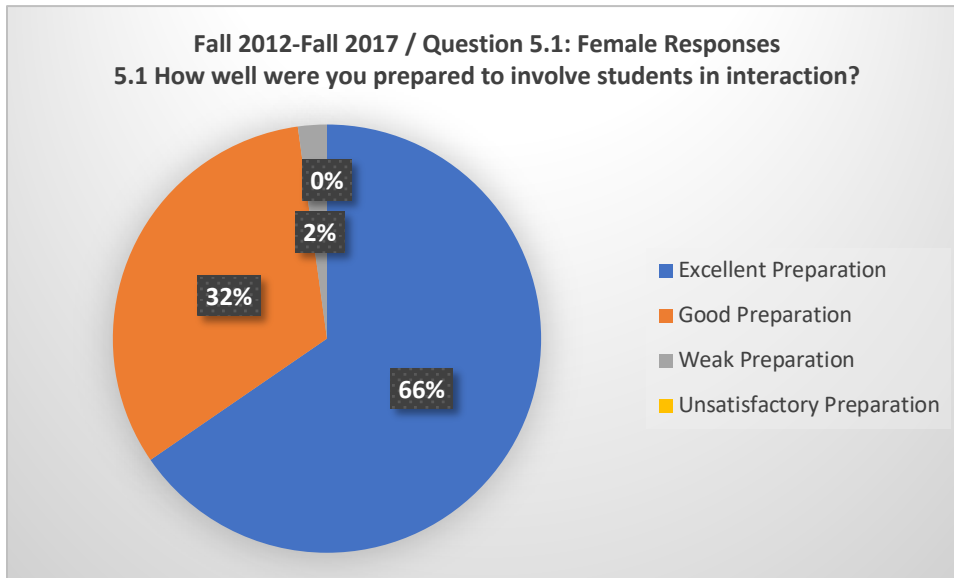
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	66 (10%)
MALE	WEAK PREPARATION	11 (7%)

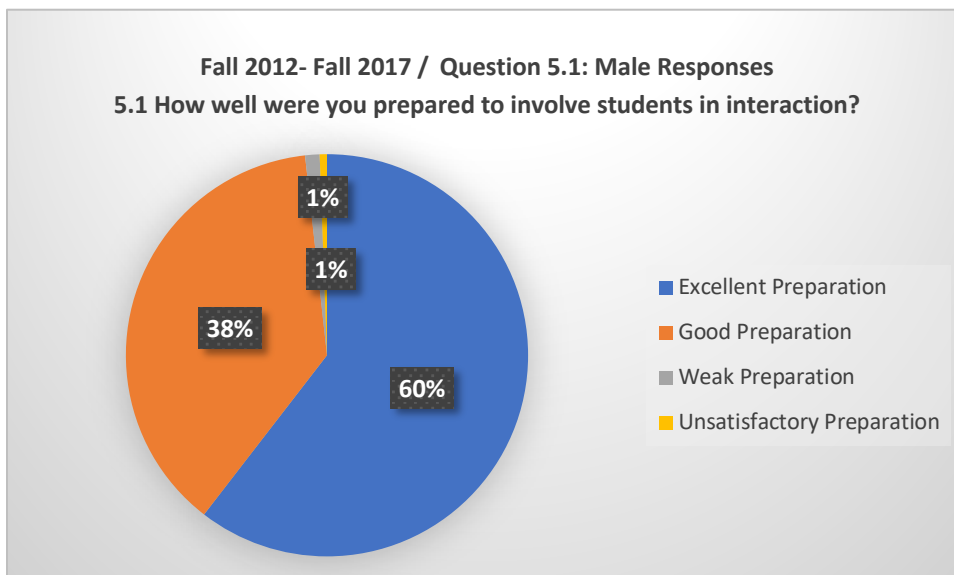
FEMALE	UNSATISFACTORY PREPARATION	9 (1%)
MALE	UNSATISFACTORY PREPARATION	2 (1%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(89%) FEMALE & (92%) MALE** feel **prepared to manage student behavior?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
5.1 How well were you prepared to involve students in interaction?	Excellent Preparation	420	66.0%
	Good Preparation	208	32.0%
	Weak Preparation	14	2.0%
	Unsatisfactory Preparation	0	0.0%
	Total	642	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
5.1 How well were you prepared to involve students in interaction?	Excellent Preparation	104	60.0%
	Good Preparation	65	38.0%
	Weak Preparation	2	1.0%
	Unsatisfactory Preparation	1	1.0%
	Total	172	100.0%



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?**

Standards: ACCRS/ InTASC: #5/ #8

(98%) FEMALE & (98%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	420 (66%)
MALE	EXCELLENT PREPARATION	104 (60%)

FEMALE	GOOD PREPARATION	208 (32%)
MALE	GOOD PREPARATION	65 (38%)

(2%) Female & (2%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

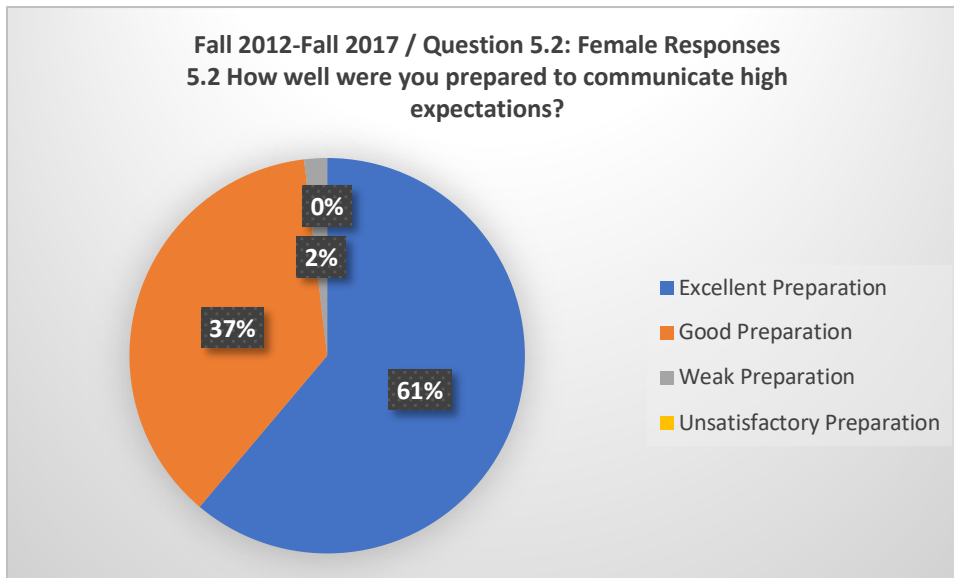
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	14 (2%)
MALE	WEAK PREPARATION	2 (1%)

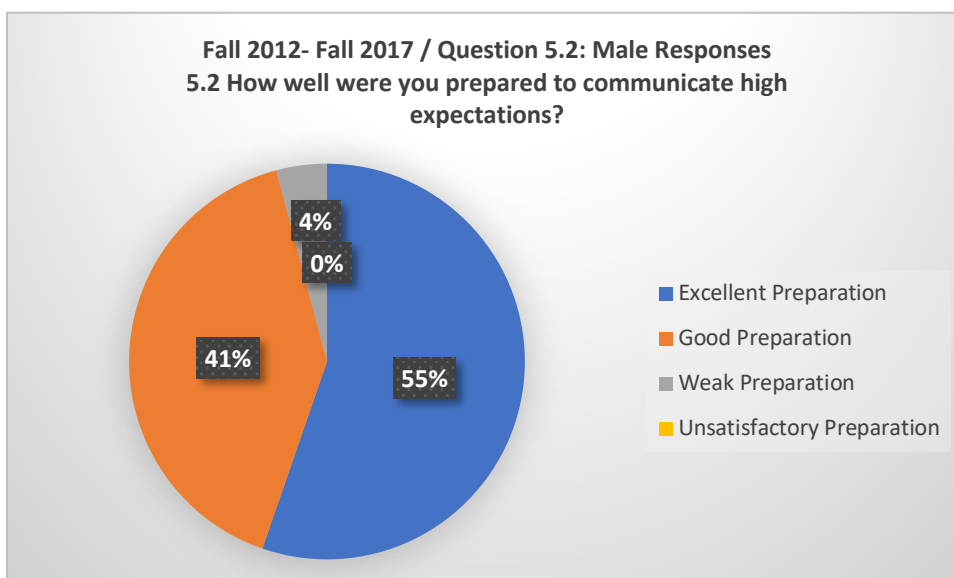
FEMALE	UNSATISFACTORY PREPARATION	0 (0%)
MALE	UNSATISFACTORY PREPARATION	1 (1%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(98%) FEMALE & (98%) MALE** feel **prepared to involve students in interaction?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
5.2 How well were you prepared to communicate high expectations?	Excellent Preparation	392	61.0%
	Good Preparation	237	37.0%
	Weak Preparation	12	2.0%
	Unsatisfactory Preparation	0	0.0%
	Total	641	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
5.2 How well were you prepared to communicate high expectations?	Excellent Preparation	94	55.0%
	Good Preparation	69	41.0%
	Weak Preparation	7	4.0%
	Unsatisfactory Preparation	0	0.0%
	Total	170	100.0%



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?**

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

(98%) FEMALE & (96%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	392 (61%)
MALE	EXCELLENT PREPARATION	94 (55%)

FEMALE	GOOD PREPARATION	237 (37%)
MALE	GOOD PREPARATION	69 (41%)

(2%) Female & (4%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

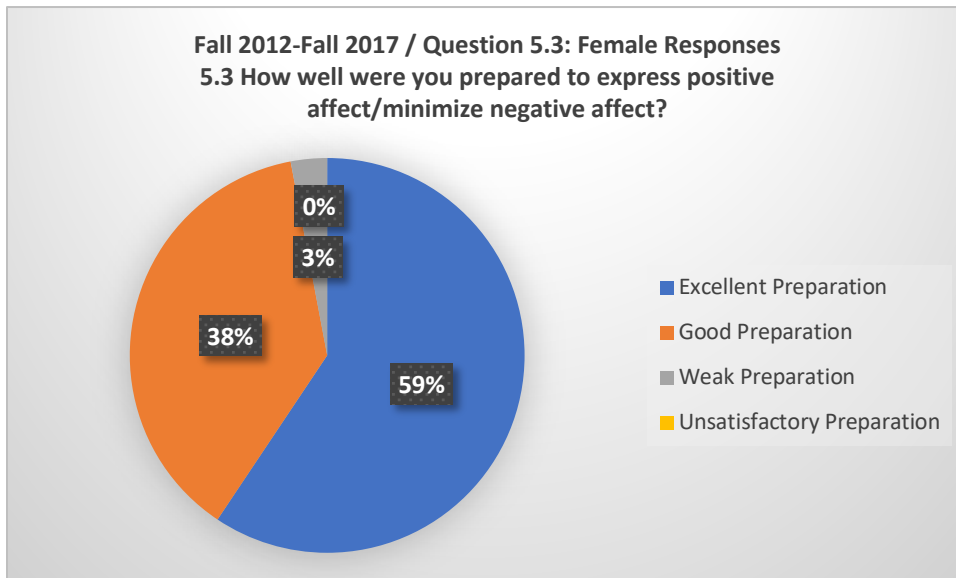
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	12 (2%)
MALE	WEAK PREPARATION	7 (4%)

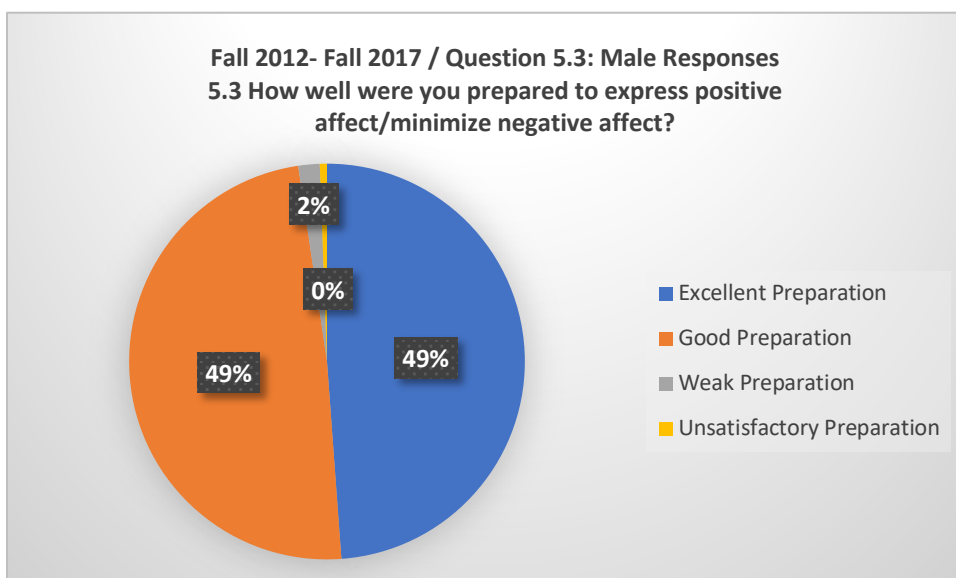
FEMALE	UNSATISFACTORY PREPARATION	0 (0%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(98%) FEMALE & (96%) MALE** feel **prepared to communicate high expectations?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
5.3 How well were you prepared to express positive affect/minimize negative affect?	Excellent Preparation	380	59.0%
	Good Preparation	241	38.0%
	Weak Preparation	19	3.0%
	Unsatisfactory Preparation	0	0.0%
	Total	640	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
5.3 How well were you prepared to express positive affect/minimize negative affect?	Excellent Preparation	84	49.0%
	Good Preparation	84	49.0%
	Weak Preparation	3	2.0%
	Unsatisfactory Preparation	1	0.0%
	Total	172	100.0%



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?**

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

(97%) FEMALE & (98%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	380 (59%)
MALE	EXCELLENT PREPARATION	84 (49%)

FEMALE	GOOD PREPARATION	241 (38%)
MALE	GOOD PREPARATION	84 (49%)

(3%) Female & (2%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

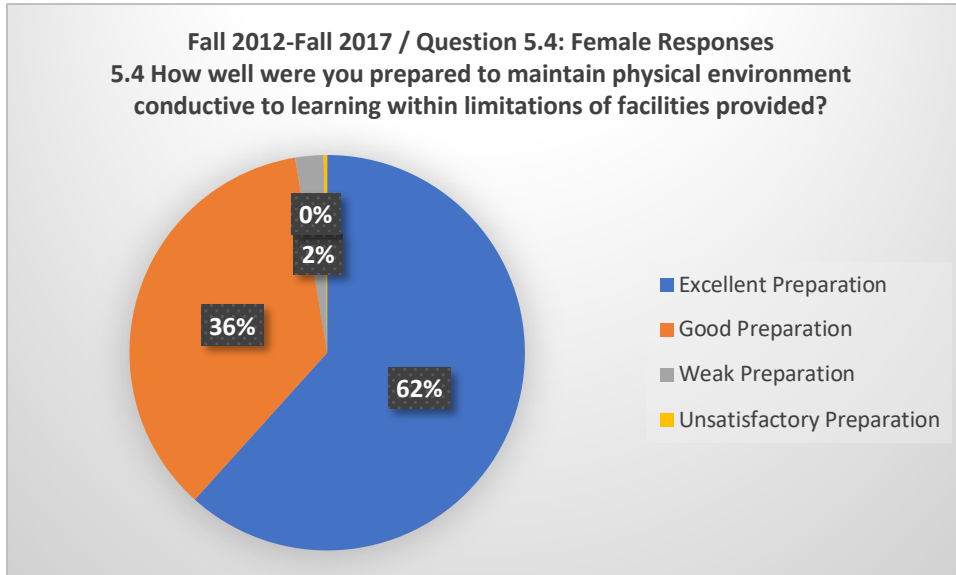
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	19 (3%)
MALE	WEAK PREPARATION	3 (2%)

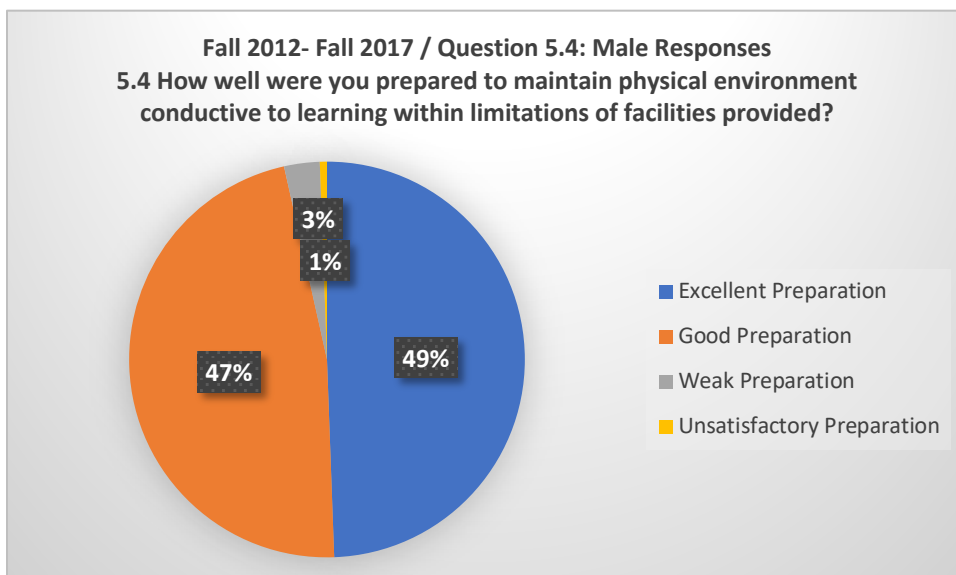
FEMALE	UNSATISFACTORY PREPARATION	0 (0%)
MALE	UNSATISFACTORY PREPARATION	1 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(97%) FEMALE & (98%) MALE** feel **prepared to express positive affect/minimize negative affect?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided?	Excellent Preparation	428	62.0%
	Good Preparation	248	36.0%
	Weak Preparation	16	2.0%
	Unsatisfactory Preparation	2	0.0%
	Total	640	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided?	Excellent Preparation	85	49.0%
	Good Preparation	81	47.0%
	Weak Preparation	5	3.0%
	Unsatisfactory Preparation	1	1.0%
	Total	172	100.0%



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?**

Standards: InTASC: #3

(98%) FEMALE & (96%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	468 (62%)
MALE	EXCELLENT PREPARATION	85 (49%)

FEMALE	GOOD PREPARATION	248 (36%)
MALE	GOOD PREPARATION	81 (47%)

(2%) Female & (4%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

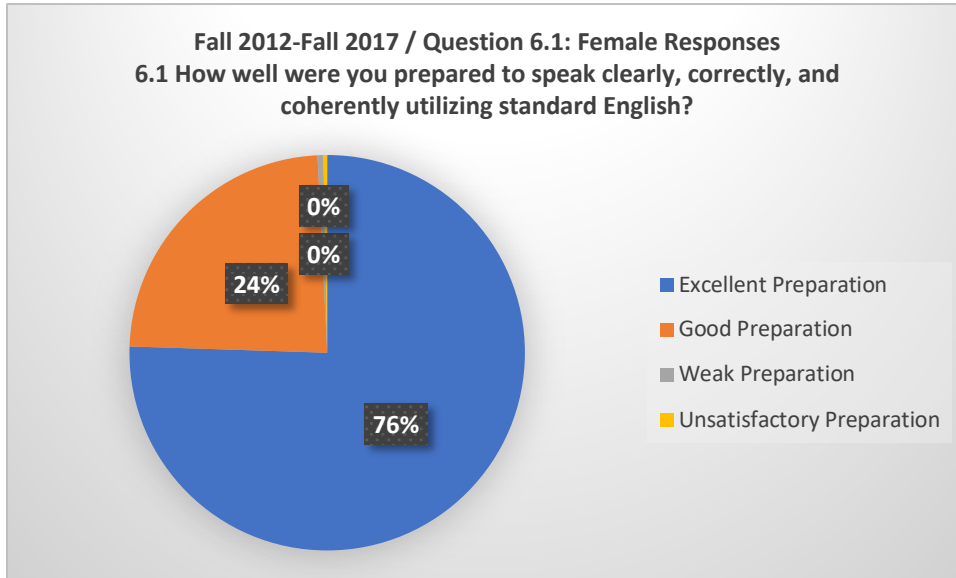
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	16 (2%)
MALE	WEAK PREPARATION	5 (3%)

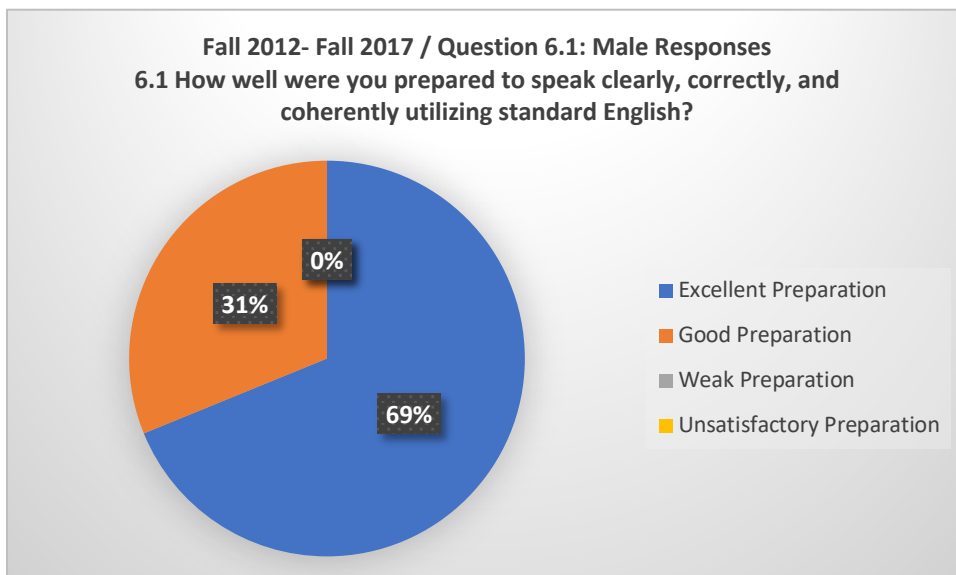
FEMALE	UNSATISFACTORY PREPARATION	2 (0%)
MALE	UNSATISFACTORY PREPARATION	1 (1%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(98%) FEMALE & (96%) MALE** feel **prepared to maintain physical environment conducive to learning within limitations of facilities provided?**

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?	Excellent Preparation	484	76.0%
	Good Preparation	152	24.0%
	Weak Preparation	3	0.0%
	Unsatisfactory Preparation	2	0.0%
	Total	641	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?	Excellent Preparation	117	69.0%
	Good Preparation	53	31.0%
	Weak Preparation	0	0.0%
	Unsatisfactory Preparation	0	0.0%
	Total	170	100.0%



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?**

Standards: InTASC: #4/ #9

(100%) FEMALE & (100%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	484 (76%)
MALE	EXCELLENT PREPARATION	117 (69%)

FEMALE	GOOD PREPARATION	152 (24%)
MALE	GOOD PREPARATION	53 (31%)

(0%) Female & (0%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

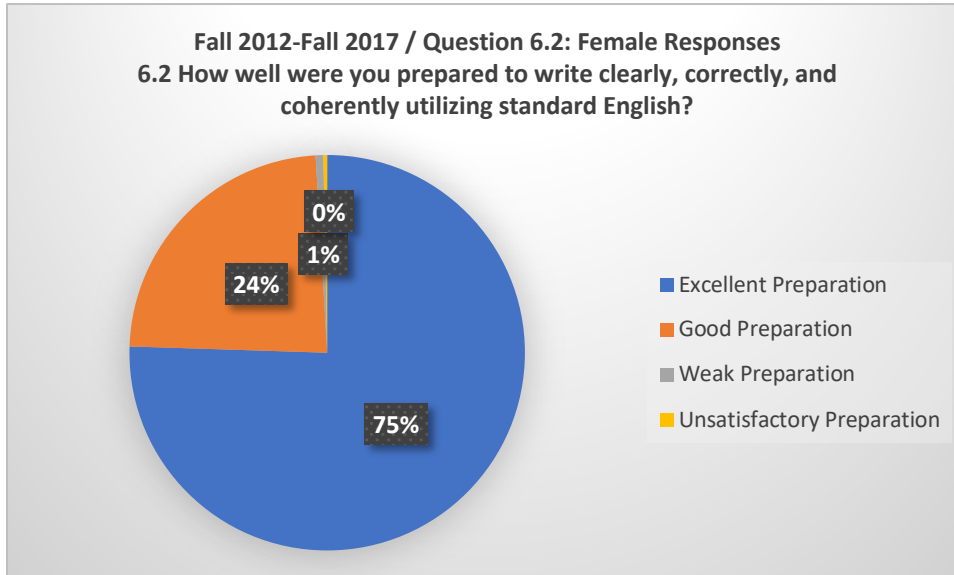
***RANKING BY FEMALE & MALE: WEAKEST TO STRONGEST BY %:**

FEMALE	WEAK PREPARATION	3 (0%)
MALE	WEAK PREPARATION	0 (0%)

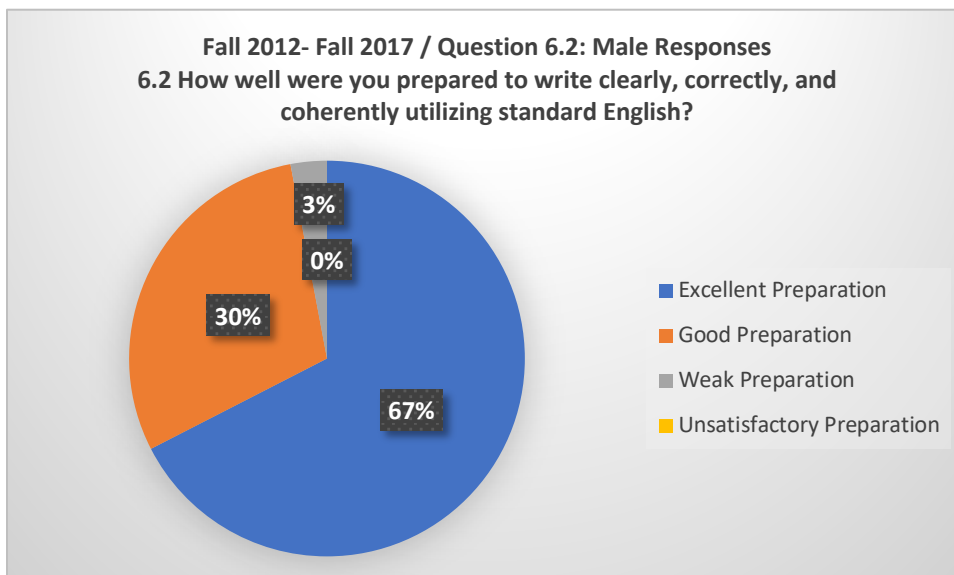
FEMALE	UNSATISFACTORY PREPARATION	2 (0%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

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

TEP Data 2012-2017		Gender	
		FEMALE	
		Count	%
6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?	Excellent Preparation	484	75.0%
	Good Preparation	151	24.0%
	Weak Preparation	4	1.0%
	Unsatisfactory Preparation	2	0.0%
	Total	641	100.0%



TEP Data 2012-2017		Gender	
		MALE	
		Count	%
6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?	Excellent Preparation	114	67.0%
	Good Preparation	50	30.0%
	Weak Preparation	5	3.0%
	Unsatisfactory Preparation	0	0.0%
	Total	169	100.0%



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?**

Standards: InTASC: #4/ #9

(99%) FEMALE & (97%) MALE candidates responded in the Excellent Preparation & Good Preparation range.

***RANKING BY GENDER: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	484 (75%)
MALE	EXCELLENT PREPARATION	114 (67%)

FEMALE	GOOD PREPARATION	151 (24%)
MALE	GOOD PREPARATION	50 (30%)

(1%) Female & (3%) Male candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

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

FEMALE	WEAK PREPARATION	4 (1%)
MALE	WEAK PREPARATION	5 (3%)

FEMALE	UNSATISFACTORY PREPARATION	2 (0%)
MALE	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(99%) FEMALE & (97%) MALE** feel **prepared to write clearly, correctly, and coherently utilizing standard English?**

GENERAL OVERVIEW:

QUESTION 1.1: How well were you prepared to select/state long-range goals and short-term measureable objectives? ACCRS/ InTASC #7		
FEMALE	EXCELLENT/GOOD PREPARATION	95%
MALE	EXCELLENT/GOOD PREPARATION	98%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	5%
MALE	WEAK/UNSATISFACTORY PREPARATION	2%
QUESTION 1.2 : How well were you prepared to identify various instructional strategies? ACCRS/ InTASC: #8		
FEMALE	EXCELLENT/GOOD PREPARATION	97%
MALE	EXCELLENT/GOOD PREPARATION	96%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	3%
MALE	WEAK/UNSATISFACTORY PREPARATION	4%
QUESTION 1.3: How well were you prepared to prepare instructional resources for use? InTASC: #7		
FEMALE	EXCELLENT/GOOD PREPARATION	95%
MALE	EXCELLENT/GOOD PREPARATION	97%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	5%
MALE	WEAK/UNSATISFACTORY PREPARATION	3%
QUESTION 2.1: How well were you prepared to orient students to the lesson? ACCRS/ InTASC: #1/ #2/ #3		
FEMALE	EXCELLENT/GOOD PREPARATION	97%

MALE	EXCELLENT/GOOD PREPARATION	97%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	3%
MALE	WEAK/UNSATISFACTORY PREPARATION	3%
QUESTION 2.2: How well were you prepared to give clear instruction?		
InTASC: #4/ #5		
FEMALE	EXCELLENT/GOOD PREPARATION	97%
MALE	EXCELLENT/GOOD PREPARATION	97%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	3%
MALE	WEAK/UNSATISFACTORY PREPARATION	3%
QUESTION 2.3: How well were you prepared to develop an effective lesson?		
ACCRS/ InTASC: #7/ #8		
FEMALE	EXCELLENT/GOOD PREPARATION	96%
MALE	EXCELLENT/GOOD PREPARATION	95%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	4%
MALE	WEAK/UNSATISFACTORY PREPARATION	5%
QUESTION 2.4: How well were you prepared to provide practice and summarization for the students?		
InTASC: #1/ #2/ #3		
FEMALE	EXCELLENT/GOOD PREPARATION	95%
MALE	EXCELLENT/GOOD PREPARATION	96%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	5%
MALE	WEAK/UNSATISFACTORY PREPARATION	45
QUESTION 2.5: How well were you prepared to demonstrate knowledge of		

subject matter and pedagogy? InTASC: #4/ #5		
FEMALE	EXCELLENT/GOOD PREPARATION	96%
MALE	EXCELLENT/GOOD PREPARATION	98%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	4%
MALE	WEAK/UNSATISFACTORY PREPARATION	2%
QUESTION 3.1: How well were you prepared to monitor student performance? InTASC: #6		
FEMALE	EXCELLENT/GOOD PREPARATION	97%
MALE	EXCELLENT/GOOD PREPARATION	93%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	3%
MALE	WEAK/UNSATISFACTORY PREPARATION	7%
QUESTION 3.2: How well were you prepared to measure student progress systematically? InTASC: #6		
FEMALE	EXCELLENT/GOOD PREPARATION	90%
MALE	EXCELLENT/GOOD PREPARATION	91%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	10%
MALE	WEAK/UNSATISFACTORY PREPARATION	9%
QUESTION 3.3: How well were you prepared to provide feedback about student performance? InTASC: #6		
FEMALE	EXCELLENT/GOOD PREPARATION	94%
MALE	EXCELLENT/GOOD PREPARATION	95%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	6%

MALE	WEAK/UNSATISFACTORY PREPARATION	5%
QUESTION 3.4: How well were you prepared to use assessment results? InTASC: #6		
FEMALE	EXCELLENT/GOOD PREPARATION	91%
MALE	EXCELLENT/GOOD PREPARATION	93%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	9%
MALE	WEAK/UNSATISFACTORY PREPARATION	7%
QUESTION 4.1: How well were you prepared to manage class time? InTASC: #1/ #3		
FEMALE	EXCELLENT/GOOD PREPARATION	91%
MALE	EXCELLENT/GOOD PREPARATION	91%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	9%
MALE	WEAK/UNSATISFACTORY PREPARATION	9%
QUESTION 4.2: How well were you prepared to manage student behavior? InTASC: #1/ #2/ #3		
FEMALE	EXCELLENT/GOOD PREPARATION	89%
MALE	EXCELLENT/GOOD PREPARATION	92%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	11%
MALE	WEAK/UNSATISFACTORY PREPARATION	8%
QUESTION 5.1; How well were you prepared to involve students in interaction? ACCRS/ InTASC: #5/ #8		
FEMALE	EXCELLENT/GOOD PREPARATION	98%
MALE	EXCELLENT/GOOD PREPARATION	98%

FEMALE	WEAK/UNSATISFACTORY PREPARATION	2%
MALE	WEAK/UNSATISFACTORY PREPARATION	2%
QUESTION 5.2: How well were you prepared to communicate high expectations? ACCRS/ InTASC: #2/ #4/ #8/ #10		
FEMALE	EXCELLENT/GOOD PREPARATION	98%
MALE	EXCELLENT/GOOD PREPARATION	96%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	2%
MALE	WEAK/UNSATISFACTORY PREPARATION	4%
QUESTION 5.3: How well were you prepared to express positive affect/minimize negative affect? ACCRS/ InTASC: #1/ #2/ #3		
FEMALE	EXCELLENT/GOOD PREPARATION	97%
MALE	EXCELLENT/GOOD PREPARATION	98%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	3%
MALE	WEAK/UNSATISFACTORY PREPARATION	2%
QUESTION 5.4: How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided? InTASC: #3		
FEMALE	EXCELLENT/GOOD PREPARATION	98%
MALE	EXCELLENT/GOOD PREPARATION	96%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	2%

MALE	WEAK/UNSATISFACTORY PREPARATION	4%
QUESTION 6.1: How well were you prepared to speak clearly, correctly, and coherently utilizing standard English? InTASC: #4/ #9		
FEMALE	EXCELLENT/GOOD PREPARATION	100%
MALE	EXCELLENT/GOOD PREPARATION	100%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	0%
MALE	WEAK/UNSATISFACTORY PREPARATION	0%
QUESTION 6.2: How well were you prepared to write clearly, correctly, and coherently utilizing standard English? InTASC: #4/ #9		
FEMALE	EXCELLENT/GOOD PREPARATION	99%
MALE	EXCELLENT/GOOD PREPARATION	97%
FEMALE	WEAK/UNSATISFACTORY PREPARATION	1%
MALE	WEAK/UNSATISFACTORY PREPARATION	3%