



**COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
NARRATIVE
CANDIDATE EXIT SURVEY
OVERALL: Questions 1.1-6.2
AGGREGATE
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>InTASC</u>	<u>Survey Questions asked Candidates at the end of Internship:</u>
Alabama: CCRS #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?
#7 #8	2.3 How well were you prepared to develop an effective lesson?
ACCRS #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

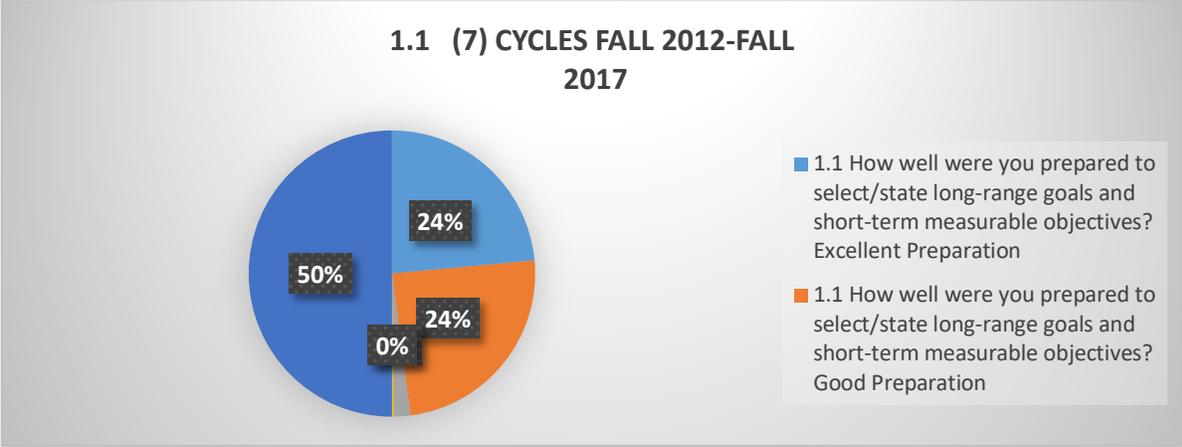
Survey Reported Categories:

- 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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
1.1 How well were you prepared to select/state long-range goals and short-term measurable objectives? Alabama CCRS InTASC/#7	Excellent Preparation	385	47
	Good Preparation	399	49
	Weak Preparation	31	3.6
	Unsatisfactory Preparation	3	0.4
	Total	818	100



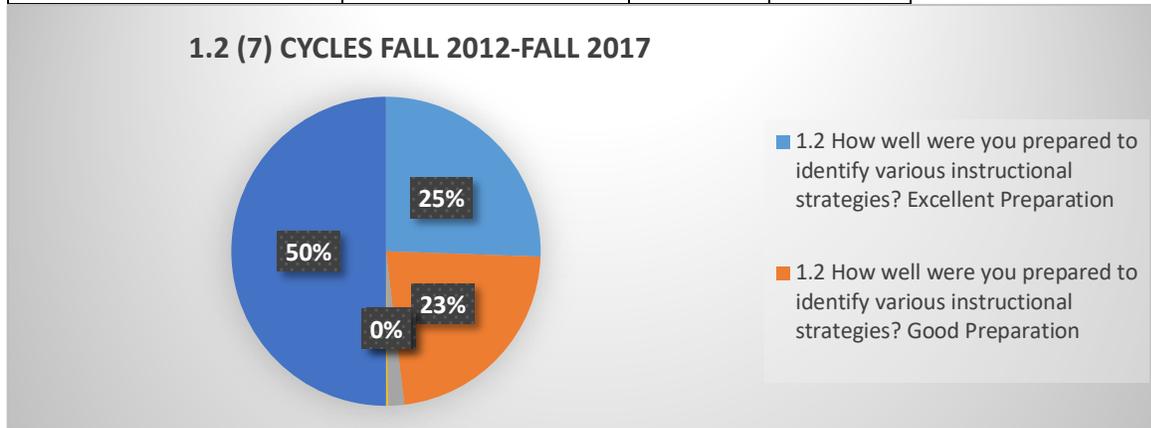
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 1.1 How well were you prepared to select/state long-range goals and short-term measurable objectives? Standards: ACCRS & InTASC #7

96% (784 of 818) of the candidates responded in the Excellent or Good Preparation range.

4% (34 of 818) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
1.2 How well you prepared to identify various instructional strategies? InTASC #8	Excellent Preparation	418	51
	Good Preparation	369	45
	Weak Preparation	28	3.6
	Unsatisfactory Preparation	3	0.4
	Total	818	100



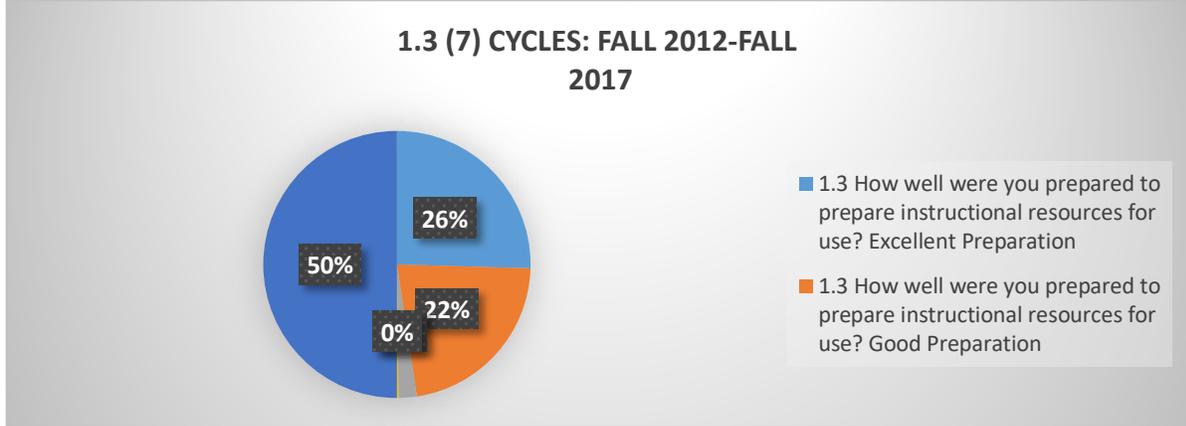
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 1.2 How well you prepared to identify various instructional strategies?
ACCRS/ InTASC #8

96% (787 of 818) of the candidates responded in the Excellent or Good Preparation range.

4% (31 of 818) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
1.3 How well were you prepared to prepare instructional resources for use? InTASC #7	Excellent Preparation	415	51
	Good Preparation	361	44
	Weak Preparation	36	4.5
	Unsatisfactory Preparation	3	0.5
	Total	815	100



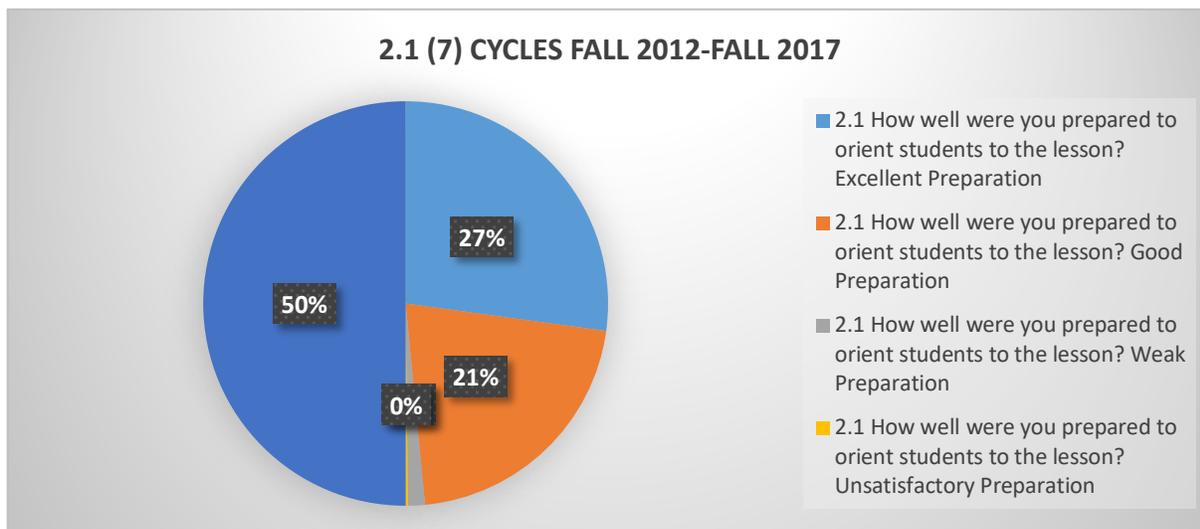
Over the seven cycles of data collected relating to Troy University’s College of Education Department of Teacher Education’s Candidate Exit Survey responses to question; 1.3 How well were you prepared to prepared instructional resources for use?
InTASC #7

95 % (733 of 815) of the candidates responded in the Excellent or Good Preparation range.

5% (39 of 815) of the candidates responded in the Weak or Unsatisfactory Preparation range.

The results of this data indicates that **95%** of the College of Education Department of Teacher Education candidates feel prepared to prepared instructional resources for use?

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
2.1 How well were you prepared to orient students to the lesson? InTASC: #1/#2/#3	Excellent Preparation	444	54
	Good Preparation	348	43
	Weak Preparation	22	2.6
	Unsatisfactory Preparation	3	0.4
	Total	817	100



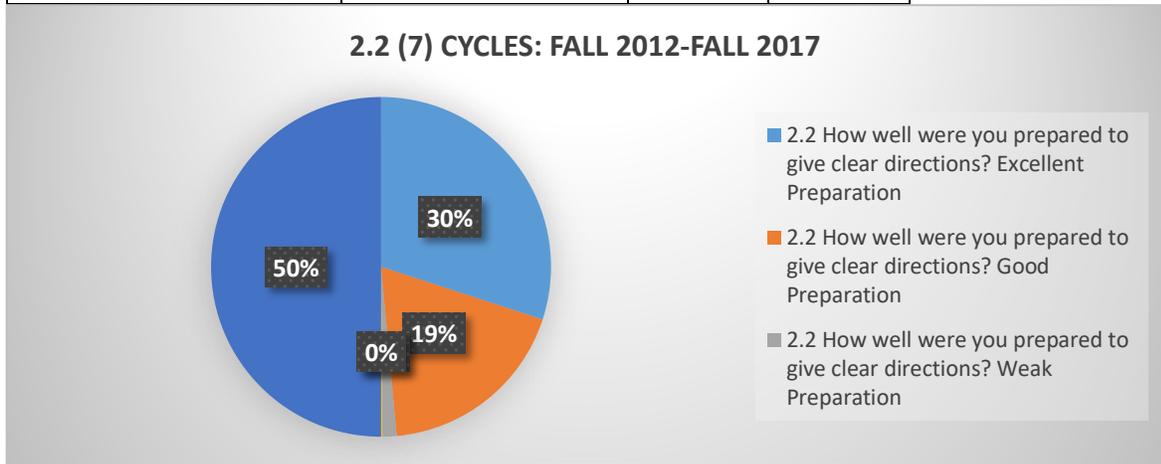
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 2.1 How well were you prepared to orient students to the lesson?
ACCRS/ InTASC #1/ #2/ #3

97 % (792 of 817) of the candidates responded in the Excellent or Good Preparation range.

3.% (25 of 817) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
2.2 How well were you prepared to give clear directions? InTASC: #4 /#5	Excellent Preparation	490	60
	Good Preparation	302	37
	Weak Preparation	22	2.7
	Unsatisfactory Preparation	2	0.3
	Total	816	100



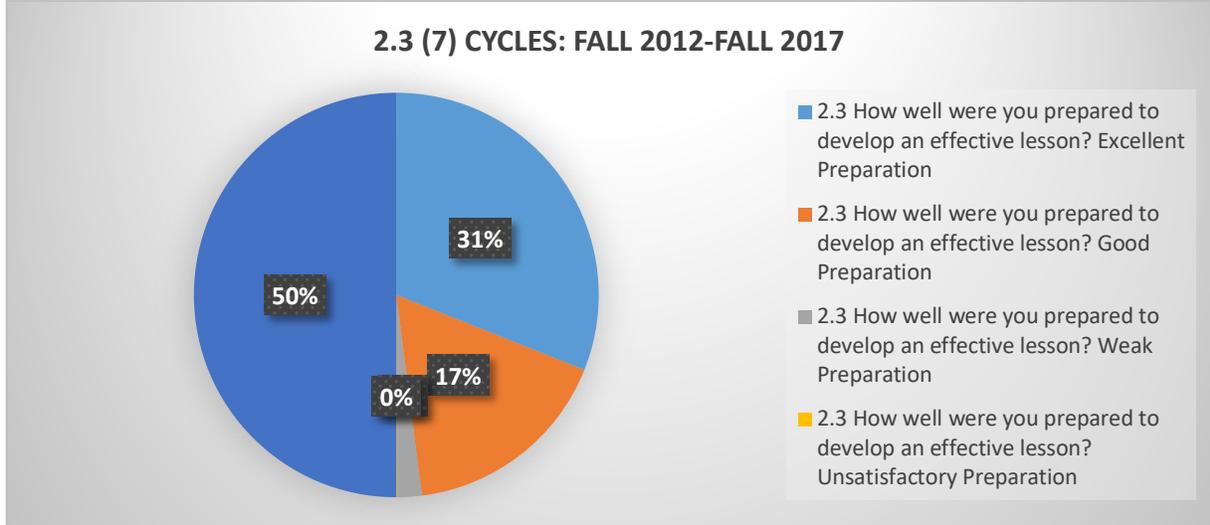
Over the seven cycles of data collected relating to Troy University’s College of Education Department of Teacher Education’s Candidate Exit Survey responses to question; 2.2 How well were you prepared to give clear directions?
InTASC #4/ #5

97 % (792 of 816) of the candidates responded in the Excellent or Good Preparation range.

3% (24 of 816) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
2.3 How well were you prepared to develop an effective lesson? InTASC: #7/ #8	Excellent Preparation	506	63
	Good Preparation	276	33
	Weak Preparation	32	3.9
	Unsatisfactory Preparation	1	0.1
	Total	815	100



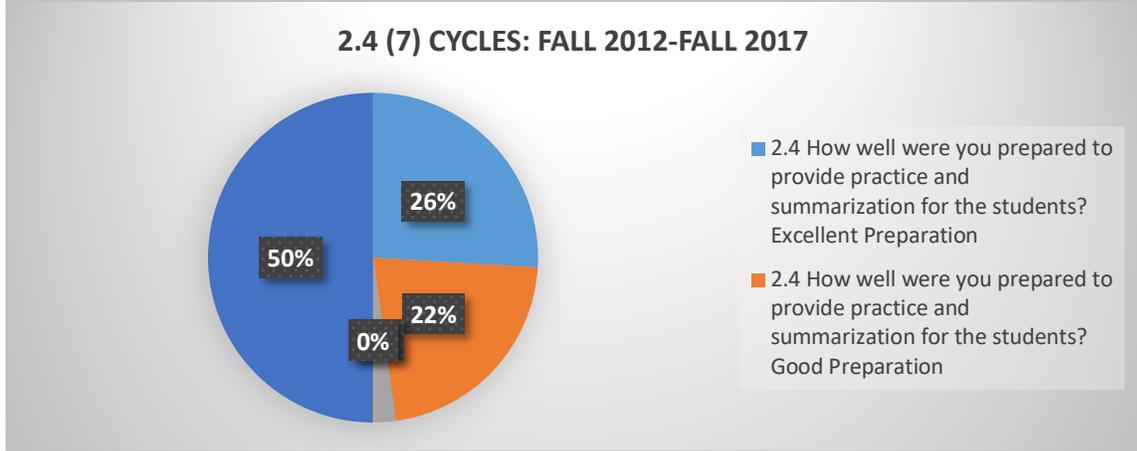
Over the seven cycles of data collected relating to Troy University’s College of Education Department of Teacher Education’s Candidate Exit Survey responses to question; 2.3 How well were you prepared to develop an effective lesson?
ACCRS/ InTASC #7/ #8

95 % (782 of 815) of the candidates responded in the Excellent or Good Preparation range.

5% (33 of 815) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
2.4 How well were you prepared to provide practice and summarization for the students? InTASC: #1/ #2/ #3	Excellent Preparation	424	52
	Good Preparation	357	44
	Weak Preparation	35	3.9
	Unsatisfactory Preparation	1	0.1
	Total	817	100



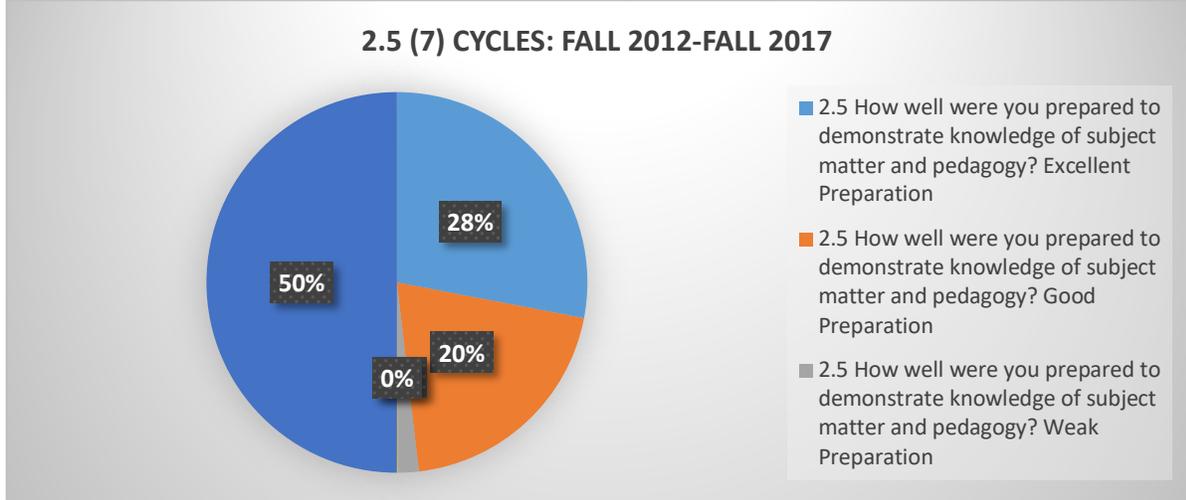
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 2.4 How well were you prepared to provide practice and summarization for the students?
InTASC #1/ #2/ #3

96 % (781 of 817) of the candidates responded in the Excellent or Good Preparation range.

4% (36 of 817) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy? InTASC: #4/ #5	Excellent Preparation	456	56
	Good Preparation	328	40
	Weak Preparation	29	3.9
	Unsatisfactory Preparation	1	0.1
	Total	814	100



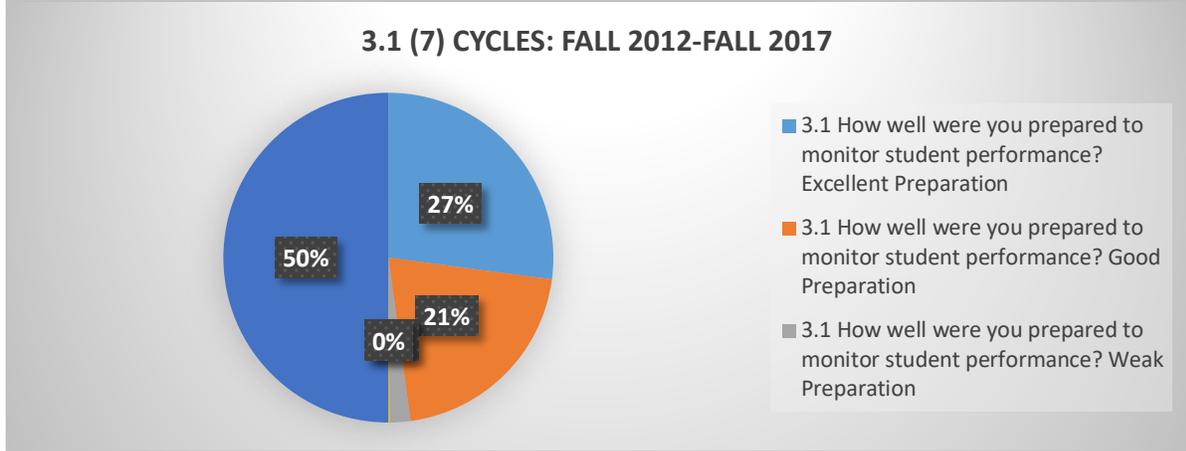
Over the seven cycles of data collected relating to Troy University’s College of Education Department of Teacher Education’s Candidate Exit Survey responses to question; 2.5 How well were you prepared to demonstrate knowledge of subject matter and pedagogy?
InTASC #4/ #5

96 % (784 of 814) of the candidates responded in the Excellent or Good Preparation range.

4% (30 of 814) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
3.1 How well were you prepared to monitor student performance? InTASC: #6	Excellent Preparation	443	54
	Good Preparation	339	41
	Weak Preparation	33	4.9
	Unsatisfactory Preparation	2	0.1
	Total	817	100



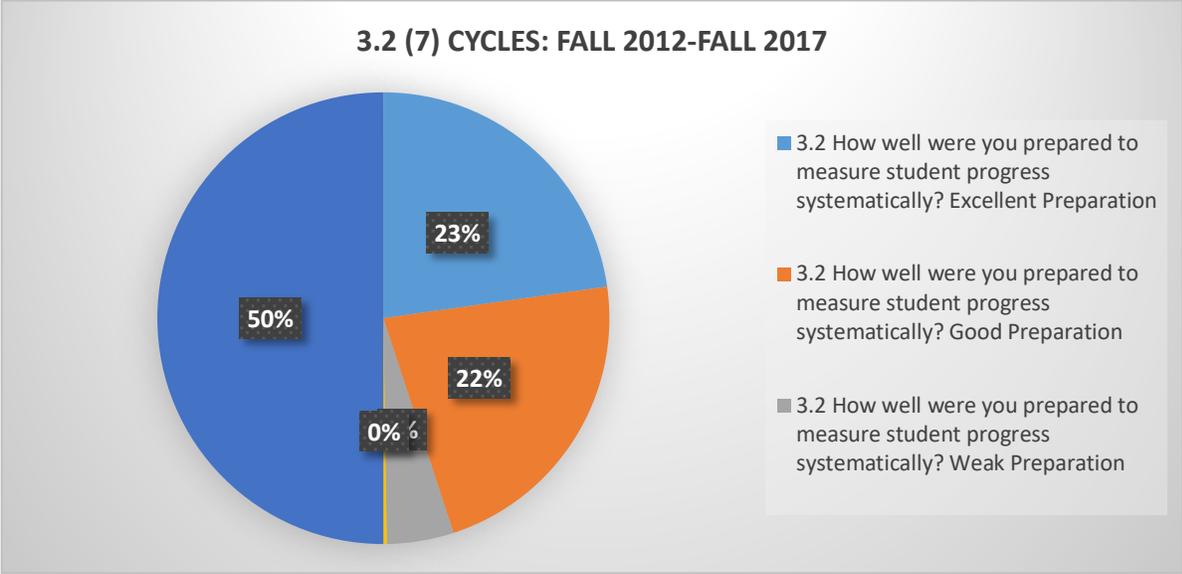
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 3.1 How well were you prepared to monitor student performance?
InTASC #6

95 % (782 of 817) of the candidates responded in the Excellent or Good Preparation range.

5% (35 of 817) of the candidates responded in the Weak or Unsatisfactory Preparation range.

The results of this data indicates that **95%** of the College of Education Department of Teacher Education candidates feel prepared to monitor student performance?

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
3.2 How well were you prepared to measure student progress systematically? InTASC: #6	Excellent Preparation	372	46
	Good Preparation	363	44
	Weak Preparation	78	9.5
	Unsatisfactory Preparation	4	0.5
	Total	817	100



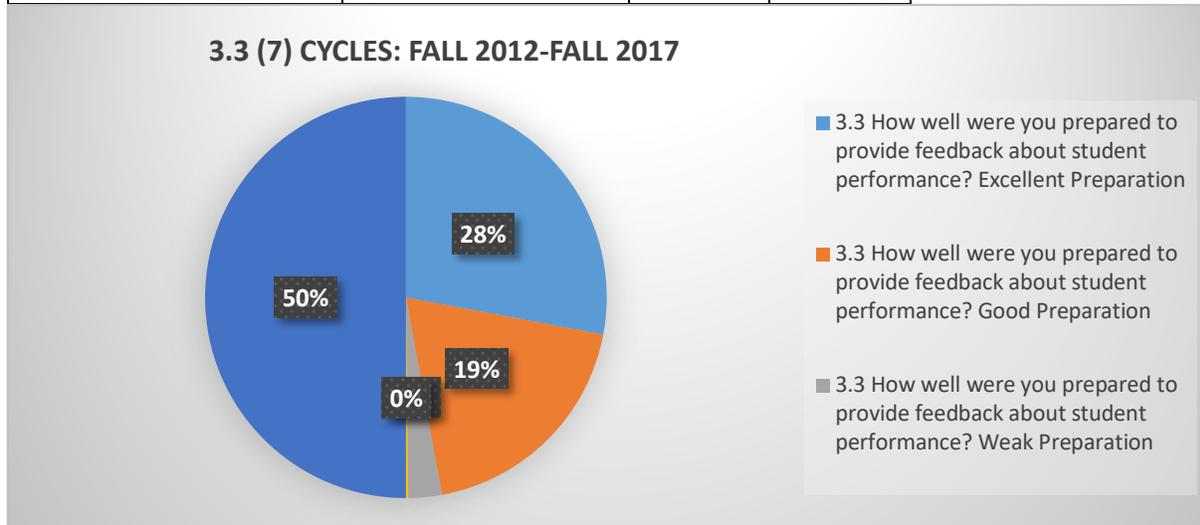
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 3.2 How well were you prepared to measure student progress systematically?
InTASC #6

90 % (735 of 817) of the candidates responded in the Excellent or Good Preparation range.

10% (82 of 817) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
3.3 How well were you prepared to provide feedback about student performance? InTASC: #6	Excellent Preparation	457	56
	Good Preparation	313	38
	Weak Preparation	44	5.5
	Unsatisfactory Preparation	3	0.5
	Total	817	100



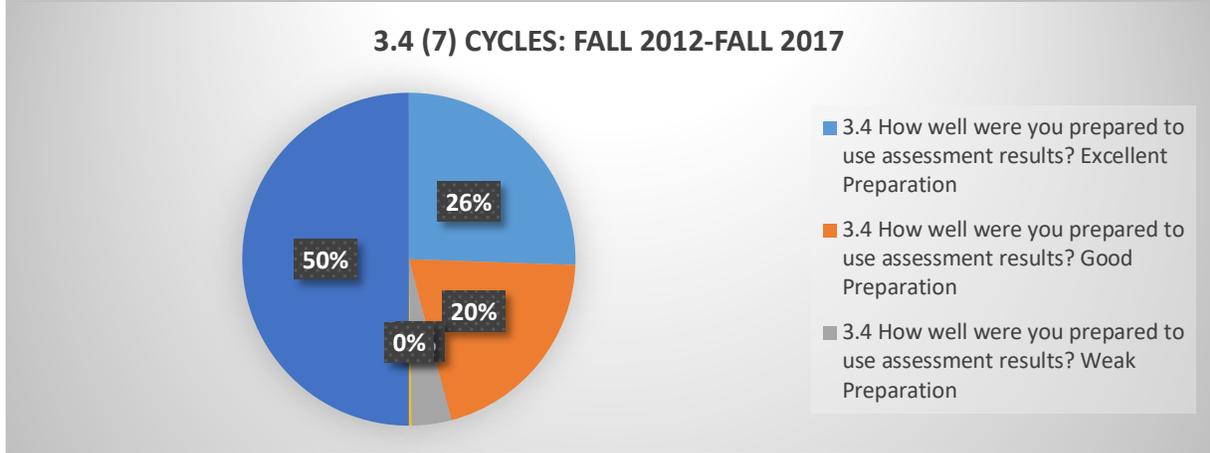
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 3.3 How well were you prepared to provide feedback about student performance?
InTASC #6

94 % (770 of 817) of the candidates responded in the Excellent or Good Preparation range.

6% (47 of 817) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
3.4 How well were you prepared to use assessment results? InTASC: #6	Excellent Preparation	416	51
	Good Preparation	331	41
	Weak Preparation	63	7.5
	Unsatisfactory Preparation	4	0.5
	Total	814	100



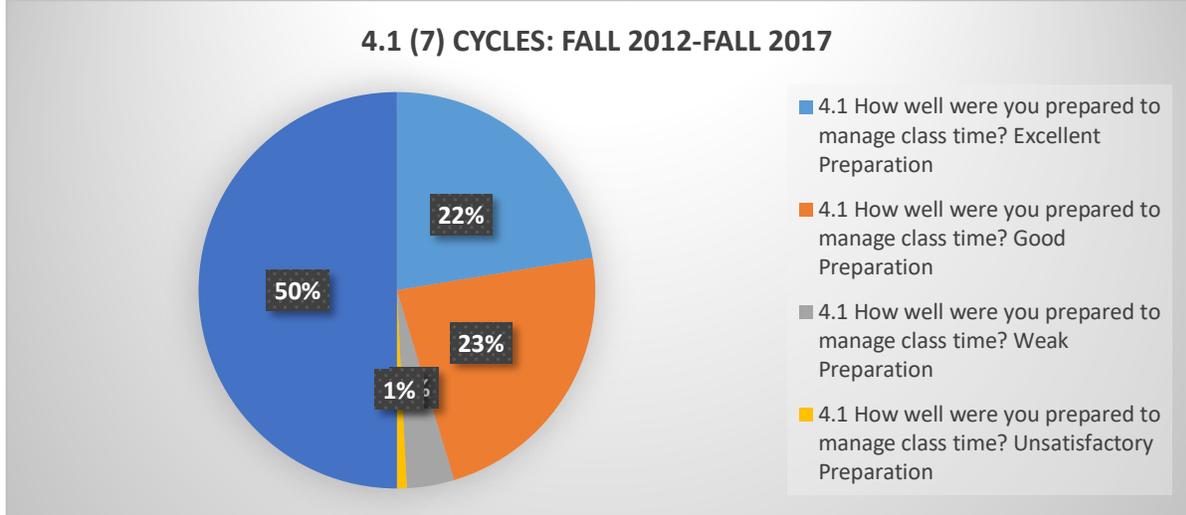
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 3.4 How well were you prepared to use assessment results?
InTASC #6

92 % (747 of 814) of the candidates responded in the Excellent or Good Preparation range.

8% (67 of 814) of the candidates responded in the Weak or Unsatisfactory Preparation range.

The results of this data indicates that **92%** of the College of Education Department of Teacher Education candidates feel prepared to use assessment results?

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
4.1 How well were you prepared to manage class time? InTASC: #1/ #3	Excellent Preparation	366	45
	Good Preparation	375	46
	Weak Preparation	63	7.5
	Unsatisfactory Preparation	13	1.5
	Total	817	100



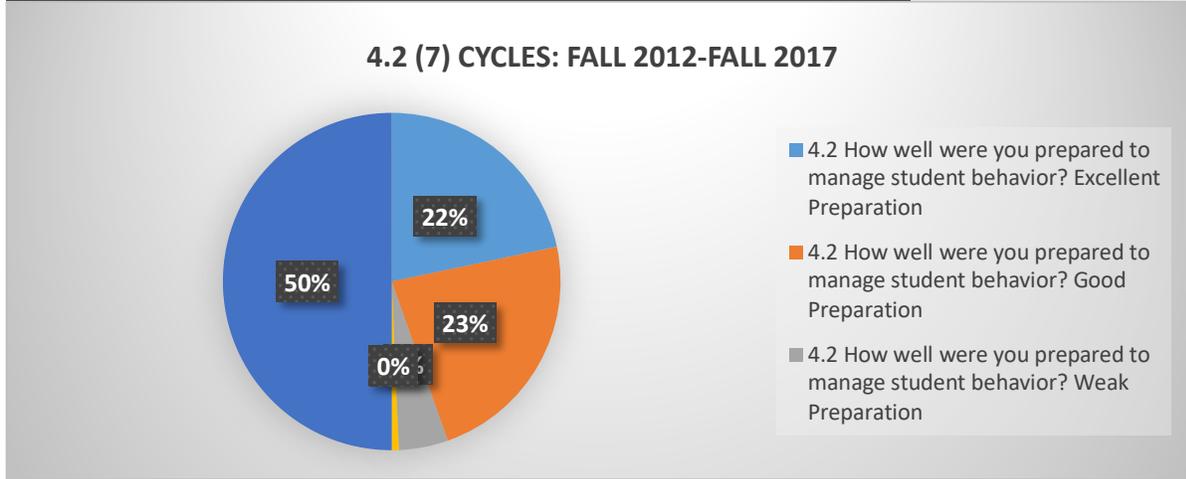
Over the seven cycles of data collected relating to Troy University’s College of Education Department of Teacher Education’s Candidate Exit Survey responses to question; 4.1 How well were you prepared to manage class time?
InTASC #1/ #3

91 % (741 of 817) of the candidates responded in the Excellent or Good Preparation range.

9% (76 of 817) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
4.2 How well were you prepared to manage student behavior? InTASC: #1/#2/#3	Excellent Preparation	354	43
	Good Preparation	374	46
	Weak Preparation	77	9.5
	Unsatisfactory Preparation	11	1.5
	Total	816	100



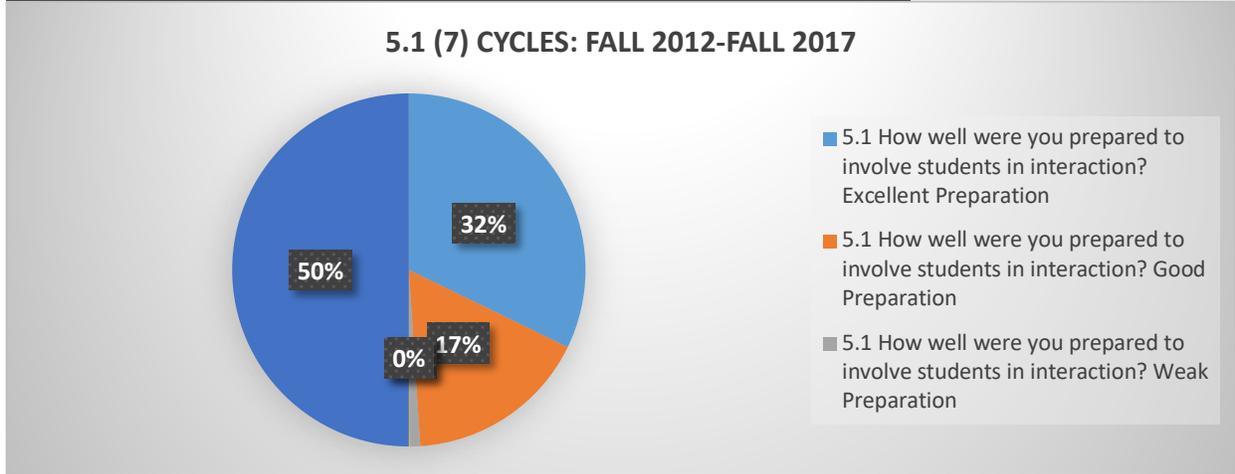
Over the seven cycles of data collected relating to Troy University’s College of Education Department of Teacher Education’s Candidate Exit Survey responses to question; 4.2 How well were you prepared to manage student behavior?
InTASC #1/ #2/ #3

89 % (728 of 816) of the candidates responded in the Excellent or Good Preparation range.

11% (88 of 816) of the candidates responded in the Weak or Unsatisfactory Preparation range.

The results of this data indicates that **89%** of the College of Education Department of Teacher Education candidates feel prepared to manage student behavior?

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
5.1 How well were you prepared to involve students in interaction? InTASC: #5/ #8	Excellent Preparation	525	64
	Good Preparation	273	34
	Weak Preparation	16	1.9
	Unsatisfactory Preparation	1	0.1
	Total	815	100



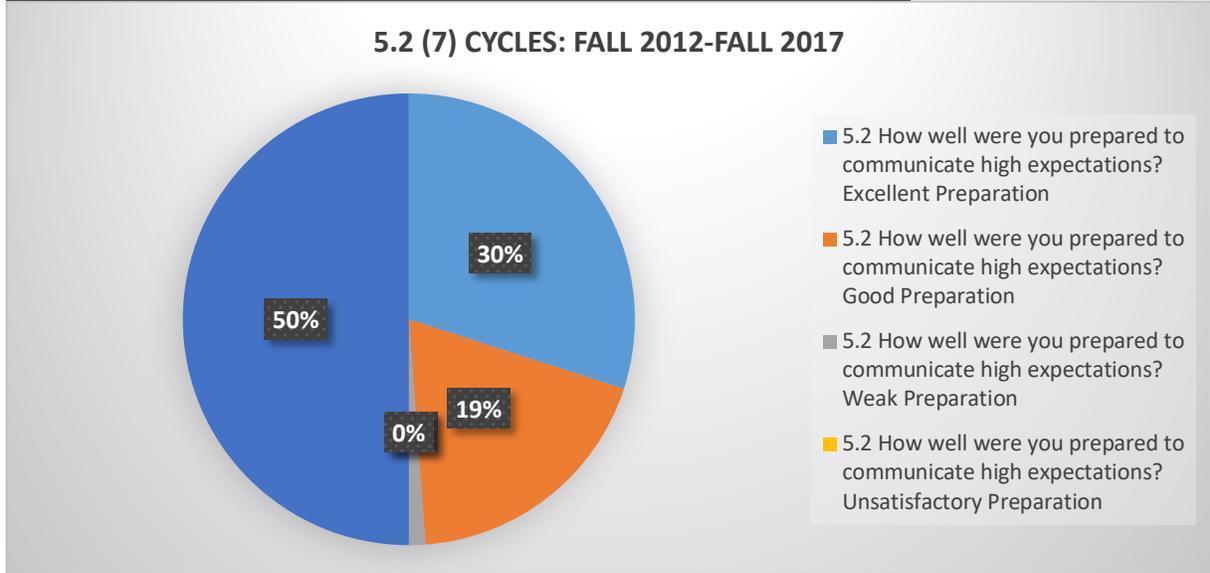
Over the seven cycles of data collected relating to Troy University’s College of Education Department of Teacher Education’s Candidate Exit Survey responses to question; 5.1 How well were you prepared to involve students in interaction?
ACCRS/ InTASC #5/ #8

97 % (798 of 815) of the candidates responded in the Excellent or Good Preparation range.

3% (17 of 815) of the candidates responded in the Weak or Unsatisfactory Preparation range.

The results of this data indicates that **97%** of the College of Education Department of Teacher Education candidates feel prepared to involve students in interaction?

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
5.2 How well were you prepared to communicate high expectations? InTASC: #2/#4/#8/ #10	Excellent Preparation	487	60
	Good Preparation	306	38
	Weak Preparation	19	2
	Unsatisfactory Preparation	0	0
	Total	812	100



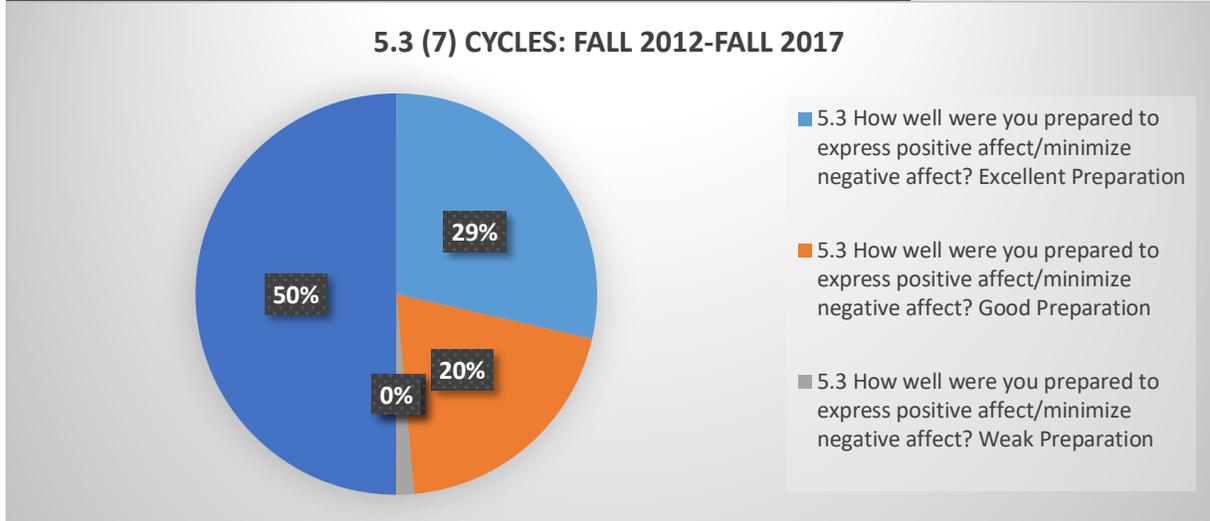
Over the seven cycles of data collected relating to Troy University’s College of Education Department of Teacher Education’s Candidate Exit Survey responses to question; 5.2 How well were you prepared to communicate high expectations?
ACCRS/ InTASC #2/ #4/ #8/ #10

98 % (793 of 812) of the candidates responded in the Excellent or Good Preparation range.

2% (19 of 812) of the candidates responded in the Weak or Unsatisfactory Preparation range.

The results of this data indicates that **98%** of the College of Education Department of Teacher Education candidates feel prepared to communicate high expectations?

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
5.3 How well were you prepared to express positive affect/minimize negative affect? InTASC: #1/#2/#3	Excellent Preparation	465	57
	Good Preparation	325	40
	Weak Preparation	22	2.7
	Unsatisfactory Preparation	1	0.3
	Total	813	100



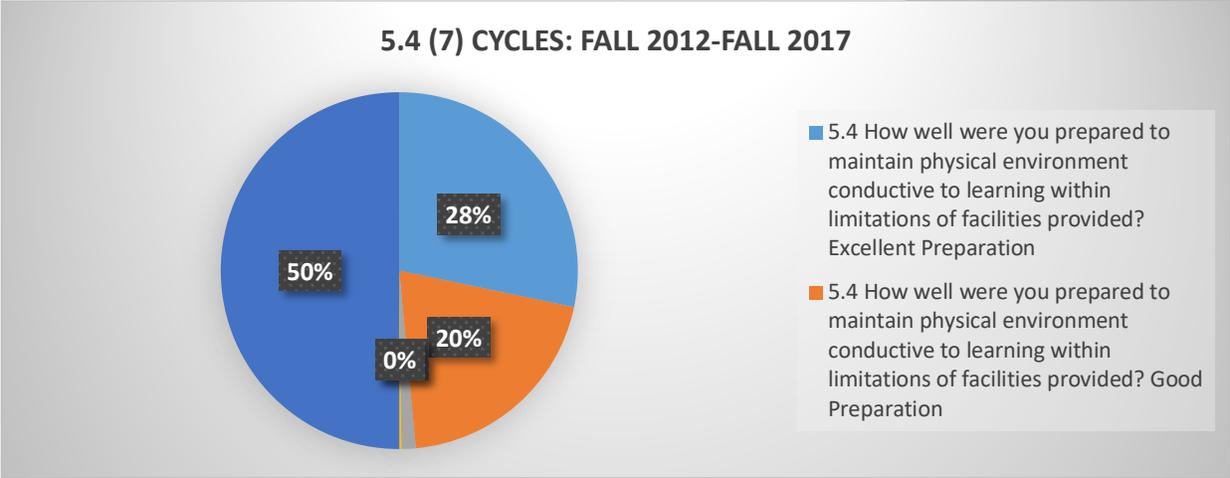
Over the seven cycles of data collected relating to Troy University’s College of Education *Department of Teacher Education’s Candidate Exit Survey* responses to question; 5.3 How well were you prepared to express positive affect/minimize negative affect?
ACCRS/ InTASC #1/ #2/ #3

97 % (790 of 813) of the candidates responded in the Excellent or Good Preparation range.

3% (23 of 813) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided? InTASC: /#3	Excellent Preparation	460	57
	Good Preparation	329	40
	Weak Preparation	21	2.6
	Unsatisfactory Preparation	3	0.4
	Total	813	100



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

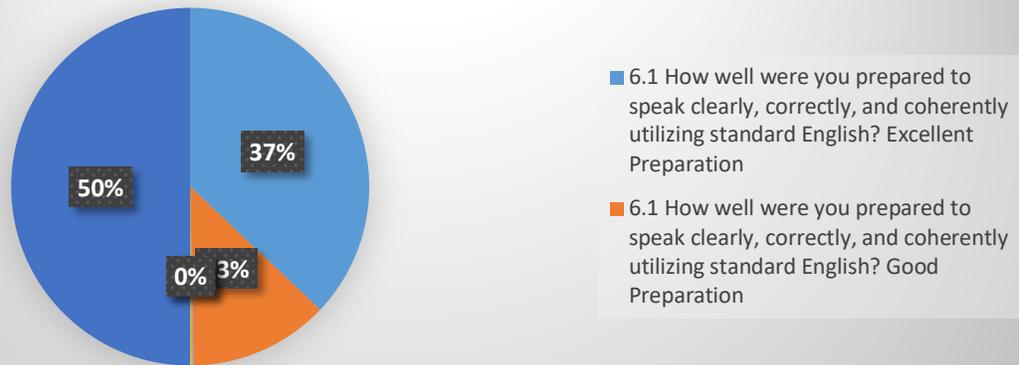
97 % (789 of 813) of the candidates responded in the Excellent or Good Preparation range.

3% (24 of 813) of the candidates responded in the Weak or Unsatisfactory Preparation range.

The results of this data indicates that **97%** of the College of Education Department of Teacher Education candidates feel prepared to maintain physical environment conducive to learning within limitations of facilities provided?

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English? InTASC: #4 /#9	Excellent Preparation	602	74
	Good Preparation	205	25
	Weak Preparation	3	0.5
	Unsatisfactory Preparation	2	0.5
	Total	812	100

6.1 (7) CYCLES: FALL 2012-FALL 2017



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

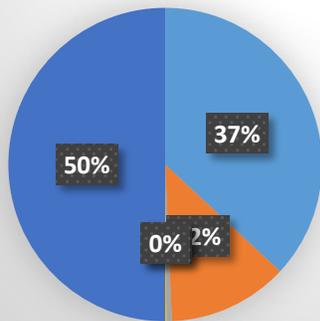
99 % (807 of 812) of the candidates responded in the Excellent or Good Preparation range.

1% (5 of 812) of the candidates responded in the Weak or Unsatisfactory Preparation range.

The results of this data indicates that **99%** of the College of Education Department of Teacher Education candidates feel prepared to speak clearly, correctly, and coherently utilizing standard English?

7 CYCLES: OVERALL: Questions 1.1-6.2 FALL 2012-FALL 2017			
		Count	%
6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English? InTASC: #4 /#9	Excellent Preparation	599	74
	Good Preparation	201	24.9
	Weak Preparation	9	1
	Unsatisfactory Preparation	2	0.1
	Total	811	100

6.2 (7) CYCLES: FALL 2012-FALL 2017



- 6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?
Excellent Preparation
- 6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?
Good Preparation

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 write clearly, correctly, and coherently utilizing standard English?
InTASC #4/ #9

99 % (800 of 811) of the candidates responded in the Excellent or Good Preparation range.

1% (11 of 811) of the candidates responded in the Weak or Unsatisfactory Preparation range.

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

OVERALL OVERVIEW RESULTS: RANKED/ STRONGEST TO WEAKEST

<u>ACCRS InTASC</u>	<u>Survey Questions asked Candidates at the end of Internship:</u>	EXCELLENT/ GOOD PREPARATION	WEAK/ UNSATISFACTORY PREPARATION
COMPETENCY 6.0: COMMUNICATION			
#4 #9	6.1 How well were you prepared to speak clearly, correctly, and coherently utilizing standard English?	99%	1%
#4 #9	6.2 How well were you prepared to write clearly, correctly, and coherently utilizing standard English?	99%	1%
COMPETENCY 5.0: POSITIVE LEARNING CLIMATE			
ACCRS #2 #4 #8 #10	5.2 How well were you prepared to communicate high expectation?	98%	2%
COMPETENCY 2.0: PRESENTATION OF ORGANIZATION INSTRUCTION			
ACCRS #1 #2 #3	2.1 How well were you prepared to orient students to the lesson?	97%	3%
#4 #5	2.2 How well were you prepared to give clear directions?	97%	3%
COMPETENCY 5.0: POSITIVE LEARNING CLIMATE			
ACCRS #5 #8	5.1 How well were you prepared to involve students in interaction?	97%	3%
ACCRS #1 #2 #3	5.3 How well were you prepared to express positive affect/minimize negative affect?	97%	3%
#3	5.4 How well were you prepared to maintain physical environment conducive to learning within limitations of facilities provided?	97%	3%
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?	96%	4%
ACCRS #8	1.2 How well were you prepared to identify various instructional strategies?	96%	4%

COMPETENCY 2.0: PRESENTATION OF ORGANIZATION INSTRUCTION			
#1	2.4 How well were you prepared to	96%	4%
#2	provide practice and summarization for		
#3	the students?		
#4	2.5 How well were you prepared to	96%	4%
#5	demonstrate knowledge of subject matter		
	and pedagogy?		
COMPETENCY 1.0: PREPARATION FOR INSTRUCTION			
#7	1.3 How well were you prepared to	95%	5%
	prepare instructional resources for use?		
COMPETENCY 2.0: PRESENTATION OF ORGANIZATION INSTRUCTION			
ACCRS	2.3 How well were you prepared to	95%	5%
#7	develop an effective lesson?		
#8			
COMPETENCY 3.0: ASSESSMENT OF STUDENT PERFORMANCE			
#6	3.1 How well were you prepared to	95%	5%
	monitor student performance?		
COMPETENCY 3.0: ASSESSMENT OF STUDENT PERFORMANCE			
#6	3.3 How well were you prepared to	94%	6%
	provide feedback about student		
	performance?		
COMPETENCY 3.0: ASSESSMENT OF STUDENT PERFORMANCE			
#6	3.4 How well were you prepared to	92%	8%
	use assessment results?		
COMPETENCY 4.0: CLASSROOM MANAGEMENT			
#1	4.1 How well were you prepared to	91%	1%
#3	manage class time?		
COMPETENCY 3.0: ASSESSMENT OF STUDENT PERFORMANCE			
#6	3.2 How well were you prepared to	90%	10%
	measure student progress		
	systematically?		
COMPETENCY 4.0: CLASSROOM MANAGEMENT			
#1	4.2 How well were you prepared to	89%	11%
#2	manage student behavior?		
#3			

6.1 and 6.2 (99%) were ranked by the candidates as their strongest areas of preparation and 4.2 (89%) was ranked by the candidates as their weakest area of preparation. All other areas were ranked between 98% and 90%.