



**COLLEGE OF EDUCATION  
DEPARTMENT OF TEACHER EDUCATION  
NARRATIVE  
CANDIDATE EXIT SURVEY  
**ALT-A:**  
Questions 1.1-6.2  
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>

## 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



**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

meet the needs of each learner.

**Standard #10: Leadership and Collaboration.**

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

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

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

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

**Professionals:**

**ToolKit:**

**Alabama Department of Education (website)**

Alabama has taken many step to raise the bar to help all students receive a world-class education and the



**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 Fall 2012-FALL 2017 (ALT-A RESULTS)

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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

**(98%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	61 (51%)
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ALT-A	GOOD PREPARATION	57 (47%)
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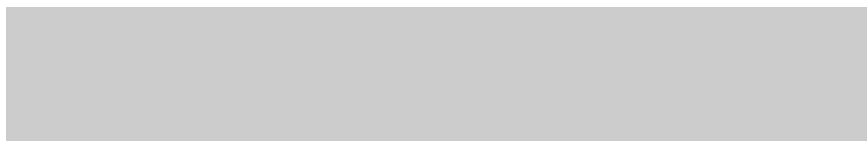
**(2%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	2 (2%)
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ALT-A	UNSATISFACTORY PREPARATION	0 (0%)
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The results of this data indicates that of the College of Education Department of Teacher Education candidates **(98%) of the ALT-A's** feel **prepared to select/state long-range goals and short-term measurable objectives?**



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

**(98%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation

TEP Data Fall 2012-FALL 2017	ALT-A RESULTS)	!"!#\$%
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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

**(99%) of the ALT-A candidates** responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	63 (52%)
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ALT-A	GOOD PREPARATION	57 (47%)
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**(1%) of the ALT-A candidates** responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	2 (1%)
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ALT-A	UNSATISFACTORY PREPARATION	0(0%)
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The results of this data indicates that of the College of Education Department of Teacher Education candidates **(99%) of the ALT-A 's feel prepared to prepare instructional resources for use?**

TEP Data Fall 2012-FALL 2017	ALT-A RESULTS)
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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

**(96%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	76 (63%)
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ALT-A	GOOD PREPARATION	40 (33%)
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**(4%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	5 (4%)
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ALT-A	UNSATISFACTORY PREPARATION	0 (0%)
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The results of this data indicates that of the College of Education Department of Teacher Education candidates **(96%) of the ALT-A 's** feel **prepared to give clear directions?**



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:



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

**(98%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	75 (62%)
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ALT-A	GOOD PREPARATION	44 (36%)
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**(2%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	2 (2%)
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ALT-A	UNSATISFACTORY PREPARATION	0 (0%)
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The results of this data indicates that of the College of Education Department of Teacher Education candidates **(98%) of the ALT-A's** feel **prepared to provide practice and summarization for the students?**

TEP Data Fall 2012-FALL 2017 (ALT-A RESULTS)

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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

**(97%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	76 (63%)
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ALT-A	GOOD PREPARATION	41 (34%)
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**(3%) of the ALT-A** candidates responded in the Weak Preparation &



TEP Data Fall 2012-FALL 2017		ALT-A RESULTS)	
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Over the seven cycles of data collected relating to Troy University's College of Education

TEP Data Fall 2012-FALL 2017 (ALT-A RESULTS)

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

**(91%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	54 (45%)
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ALT-A	GOOD PREPARATION	56 (46%)
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**(9%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	11 (9%)
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ALT-A	UNSATISFACTORY PREPARATION	0 (0%)
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The results of this data indicates that of the College of Education Department of Teacher Education candidates **(91%) of the ALT-A's** feel **prepared to measure student progress systematically?**

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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

**(97%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	70 (58%)
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ALT-A	GOOD PREPARATION	47 (39%)
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**(3%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Weak Preparation

TEP Data Fall 2012-FALL 2017	ALT-A RESULTS)	
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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

(93%) of the ALT-A candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	65 (54%)
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ALT-A	GOOD PREPARATION	48 (39%)
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(7%) of the ALT-A candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	7 (6%)
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ALT-A



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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?**

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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

**(99%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	75 (62%)
ALT-A	GOOD PREPARATION	44 (37%)

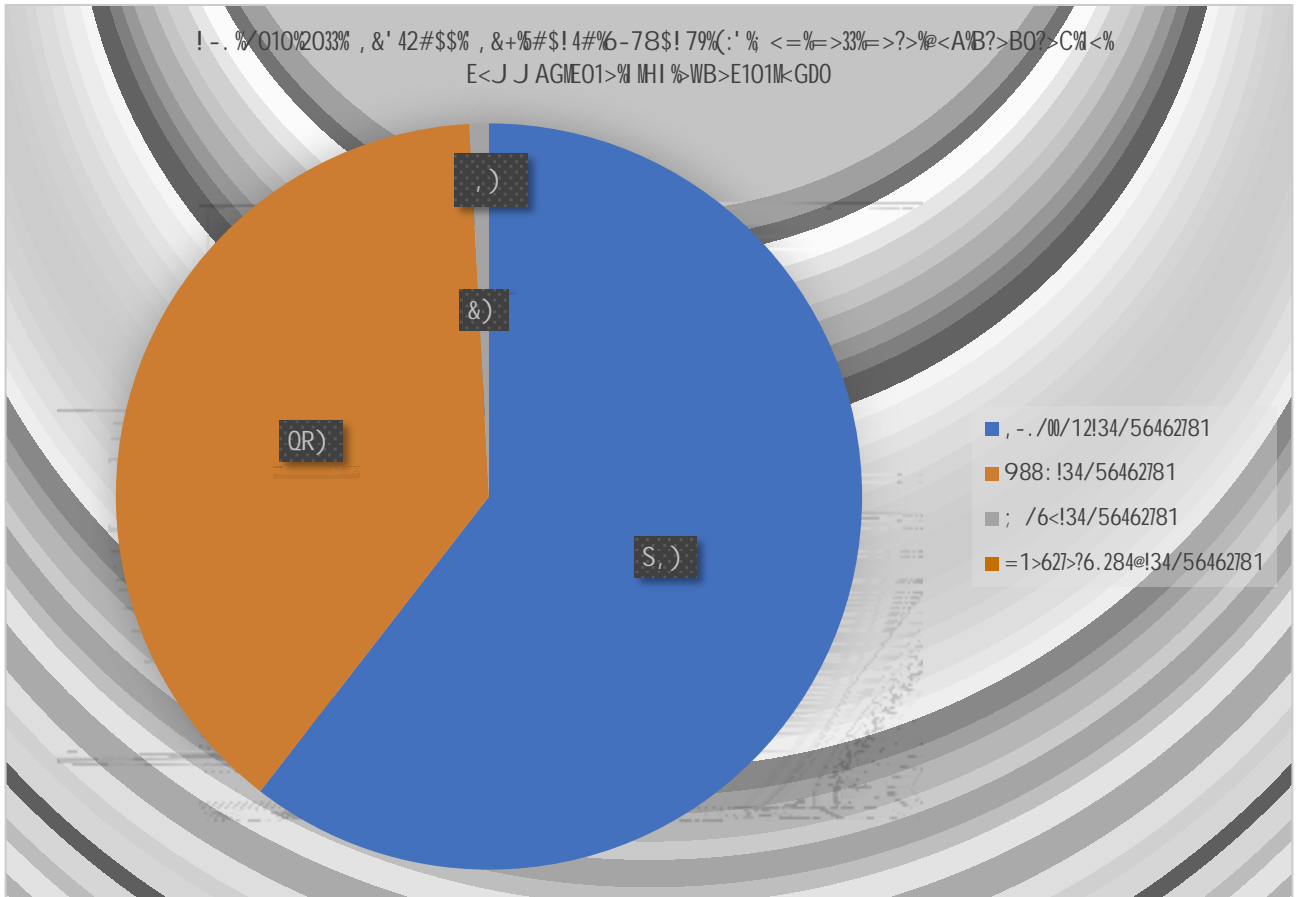
**(1%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	1 (1%)
ALT-A	UNSATISFACTORY PREPARATION	0 (0%)

The results of this data indicates that of the College of Education Department of Teacher Education candidates **(99%) of the ALT-A’s** feel **prepared to involve students in interaction?**

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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

**(99% ) of the ALT-A** candidates responded in the Excellent



TEP Data Fall 2012-FALL 2017		ALT-A RESULTS)
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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

**(98%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	65 (54%)
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ALT-A	GOOD PREPARATION	53 (44%)
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**(2%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

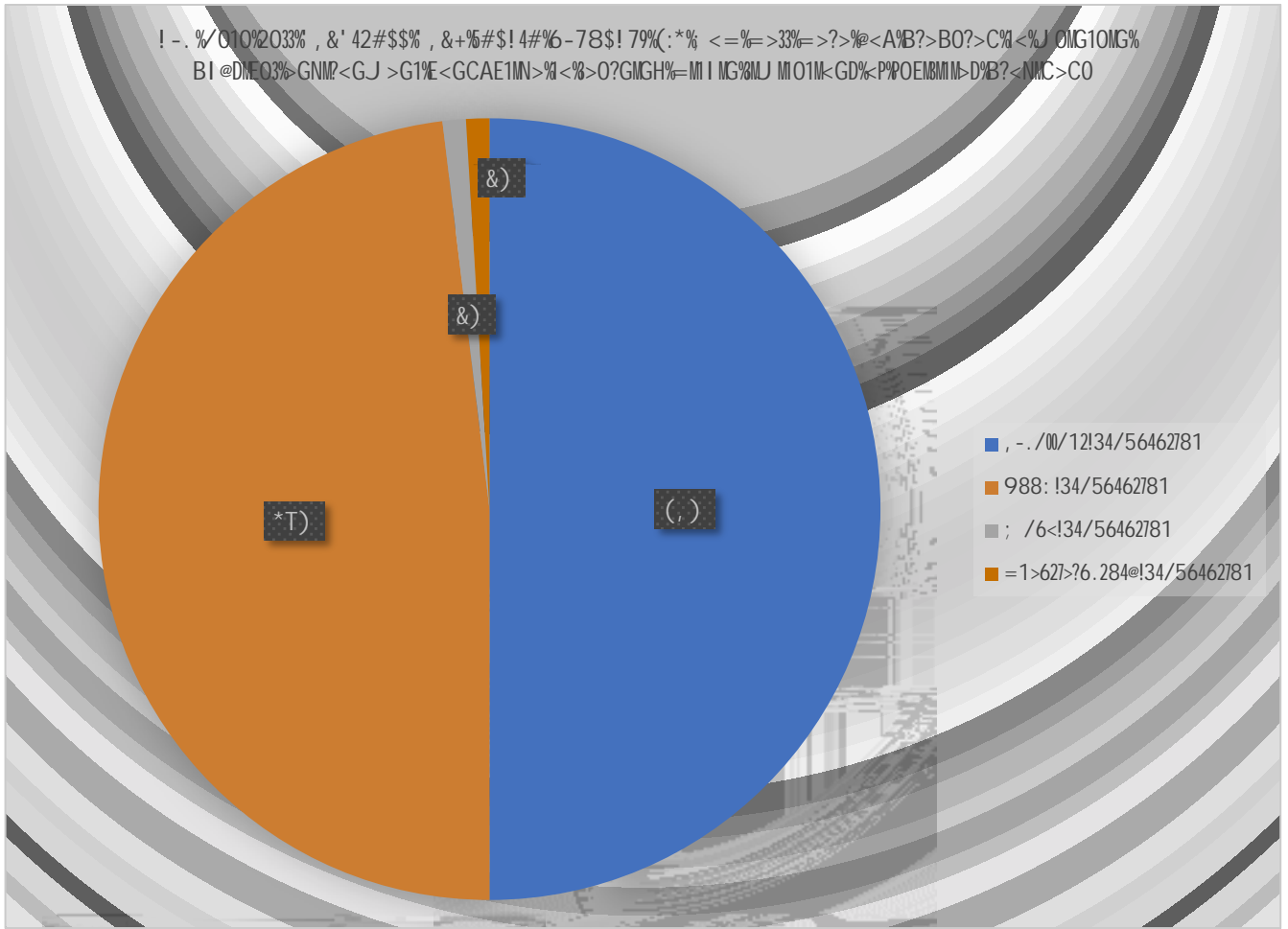
**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	2 (2%)
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ALT-A	UNSATISFACTORY PREPARATION	0 (0%)
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The results of this data indicates that of the College of Education Department of Teacher Education candidates **(98%) of the ALT-A's** feel **prepared to express positive affect/minimize negative affect?**

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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%) of the ALT-A**

TEP Data Fall 2012-FALL 2017 (ALT-A RESULTS)

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

**(98%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

ALT-A	EXCELLENT PREPARATION	89 (75%)
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ALT-A	GOOD PREPARATION	28 (23%)
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**(2%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

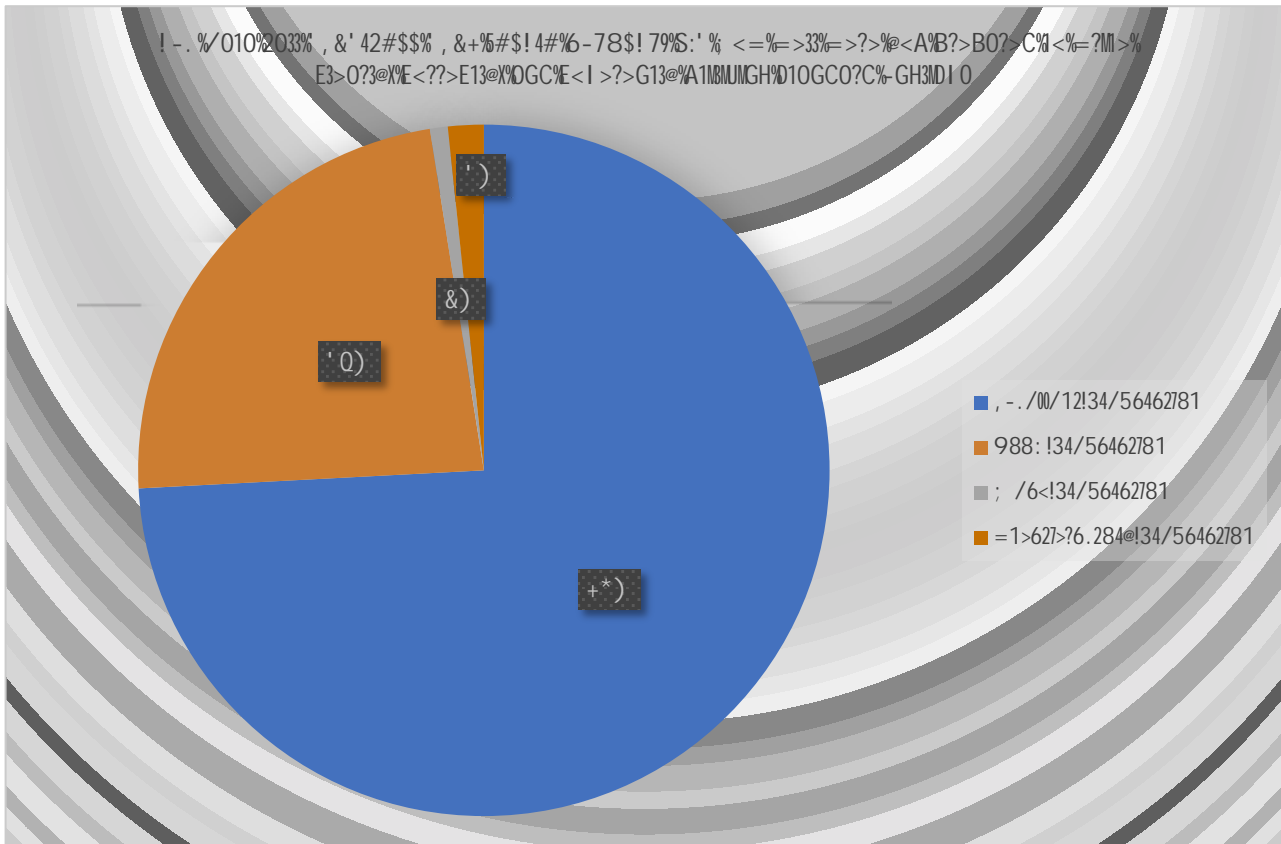
**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

ALT-A	WEAK PREPARATION	0 (0%)
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ALT-A	UNSATISFACTORY PREPARATION	2 (2%)
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The results of this data indicates that of the College of Education Department of Teacher Education candidates **(98%) of the ALT-A's** feel **prepared to speak clearly, correctly, and coherently utilizing standard English?**

TEP Data Fall 2012-FALL 2017		ALT-A RESULTS)
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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

**(97%) of the ALT-A** candidates responded in the Excellent Preparation & Good Preparation range.

**\*RANKING BY ALT-A: EXCELLENT PREPARATION & GOOD PREPARATION**

FEMALE	EXCELLENT PREPARATION	89 (74%)
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FEMALE	GOOD PREPARATION	28 (23%)
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**(3%) of the ALT-A** candidates responded in the Weak Preparation & Unsatisfactory Preparation range.

**\*RANKING BY ALT-A: WEAK PREPARATION & UNSATISFACTORY PREPARATION**

FEMALE	WEAK PREPARATION	1 (1%)
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FEMALE



**GENERAL OVERVIEW:**

<b>QUESTION 2.2: How well were you prepared to give clear instruction? InTASC: #4/ #5</b>		
ALT-A	EXCELLENT/GOOD PREPARATION	116 (96%)
ALT-A	WEAK/UNSATISFACTORY PREPARATION	5 (4%)
<b>QUESTION 2.3: How well were you prepared to develop an effective lesson? ACCRS/ InTASC: #7/ #8</b>		
ALT-A	EXCELLENT/GOOD PREPARATION	116 (98%)
ALT-A	WEAK/UNSATISFACTORY PREPARATION	3 (2%)
<b>QUESTION 2.4: How well were you prepared to provide practice and summarization for the students? InTASC: #1/ #2/ #3</b>		
ALT-A	EXCELLENT/GOOD PREPARATION	119 (98%)
ALT-A	WEAK/UNSATISFACTORY PREPARATION	2 (2%)
<b>QUESTION 2.5: How well were you prepared to demonstrate knowledge of subject matter and pedagogy? InTASC: #4/ #5</b>		
ALT-A	EXCELLENT/GOOD PREPARATION	117 (97%)
ALT-A	WEAK/UNSATISFACTORY PREPARATION	4 (3%)
<b>QUESTION 3.1: How well were you prepared to monitor student performance? InTASC: #6</b>		
ALT-A	EXCELLENT/GOOD PREPARATION	117 (97%)

ALT-A

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

**InTASC: #6**

ALT-A

**QUESTION 5.1; How well  
were you prepared to  
involve students in  
interaction?  
ACCRS/ InTASC: #5/ #8**

<b>QUESTION 6.1: How well were you prepared to speak clearly, correctly, and coherently utilizing standard English? InTASC: #4/ #9</b>		
ALT-A	EXCELLENT/GOOD PREPARATION	117 (98%)
ALT-A	WEAK/UNSATISFACTORY PREPARATION	2 (2%)
<b>QUESTION 6.2: How well were you prepared to write clearly, correctly, and coherently utilizing standard English? InTASC: #4/ #9</b>		
ALT-A	EXCELLENT/GOOD PREPARATION	117 (97%)
ALT-A	WEAK/UNSATISFACTORY PREPARATION	3 (3%)