TROY

- 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

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

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

implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into

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#7 #8	
#1 #2 #3	2.4 How well were you prepared to provide practice and summarization for the students?
#4 #5	2.5 How well were you prepared to demonstrate knowledge of subject matter and

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

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 RET Q 2 (m) 1T0 481 -641Tm /TT7 1 T18 ( ) 9.24T4 1 T8cm BT 50 0 0 50 6T0 50 6

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Over the seven cycles of data collected relating to Troy University's College of Education responses to question; 1.1

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

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

of the candidates on these campuses responded in the Excellent or Good Preparation range.

STRONGEST ***WEAKEST***

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

TROY	GOOD PREPARATION	49%
DOTHAN	GOOD PREPARATION	34%

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

of the candidates on these campuses responded in the Excellent or Good Preparation range.

STRONGEST ***WEAKEST***

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Over the seven cycles of data collected relating to Troy University’s College of Education

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

of the candidates on these campuses responded in the Excellent or Good Preparation range.

	STRONGEST	***WEAKEST***
PHENIX CITY	EXCELLENT	

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

of the candidates on these campuses responded in the Excellent or Good Preparation range.

STRONGEST ***WEAKEST***

PHENIX CITY

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Over the seven cycles of data collected relating to Troy University's College of Education responses to question; 3.2 How well were you prepared to measure student progress systematically?
InTASC #6

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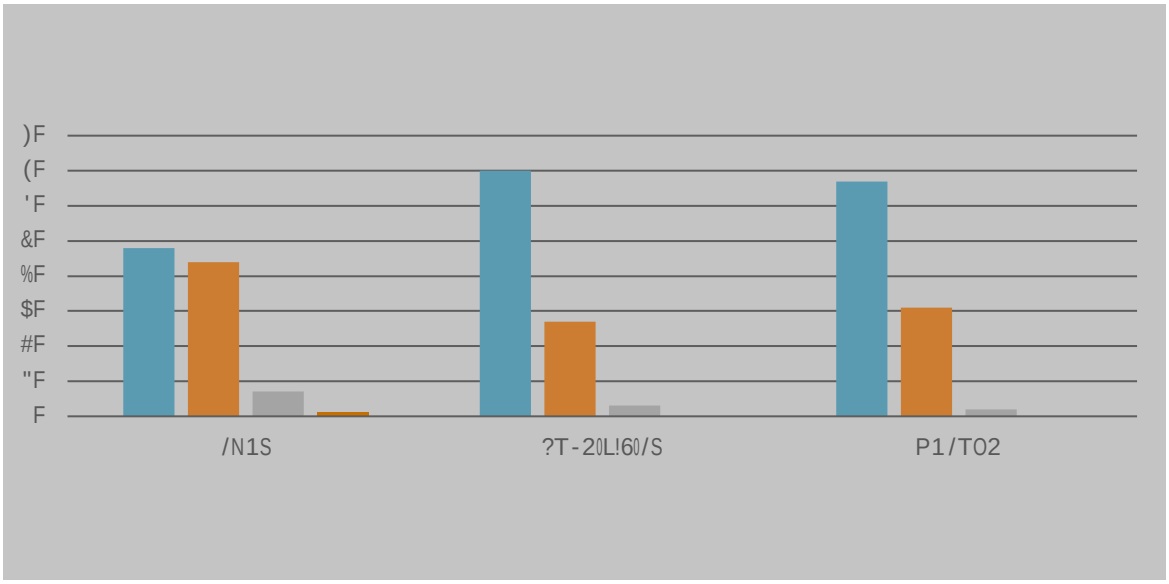

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Over the seven cycles of data collected relating to Troy University's College of Education responses to question; 4.1 How well were you prepared to manage class time?
InTASC #1/ #3

of the candidates on these campuses responded in the Excellent or Good Preparation range.

STRONGEST ***WEAKEST***

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Over the seven cycles of data collected relating to Troy University’s College of Education

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

of the candidates on these campuses responded in the Excellent or Good Preparation range.

STRONGEST ***WEAKEST***

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

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

of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

WEAKEST ***STRONGEST***

TROY	WEAK PREPARATION	2%
DOTHAN	WEAK PREPARATION	2%

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Over the seven cycles of data collected relating to Troy University’s College of Education

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

of the candidates on these campuses responded in the Excellent or Good Preparation range.

	STRONGEST	***WEAKEST***
PHENIX CITY	EXCELLENT	73

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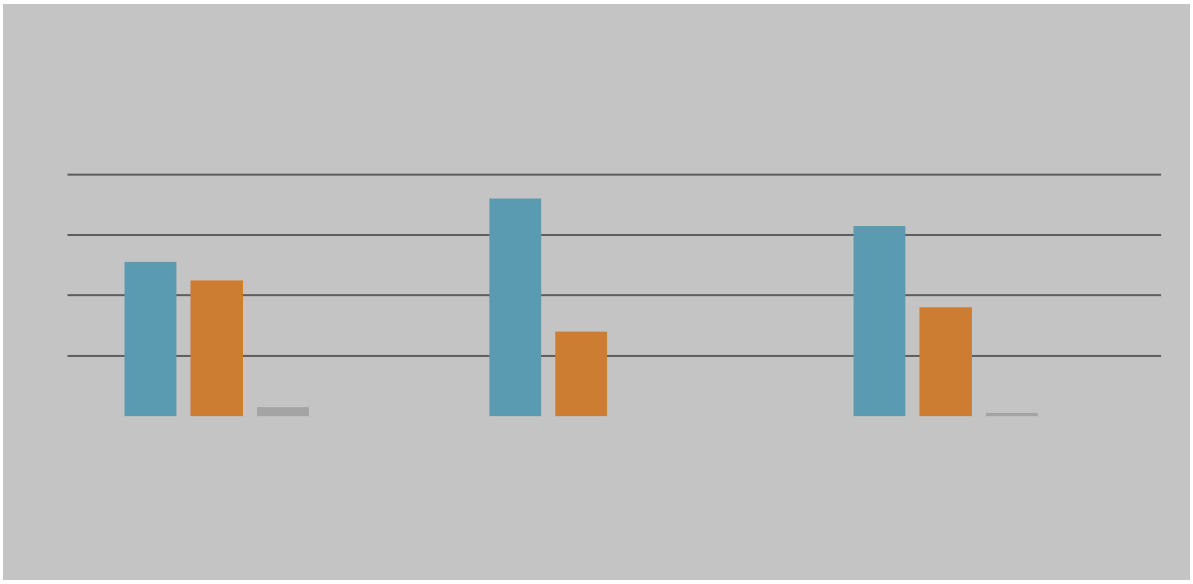

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Over the seven cycles of data collected relating to Troy University's College of Education responses to question; 5.4 How well were you prepared to maintain physical environment conductive to learning within limitations of facilities provided?
InTASC #3

of the candidates on these campuses responded in the Excellent or Good Preparation range.

STRONGEST ***WEAKEST***

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

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

of the candidates on these campuses responded in the Weak Preparation or Unsatisfactory Preparation range.

WEAKEST ***STRONGEST***

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Over the seven cycles of data collected relating to Troy University’s College of Education

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ACCRS/ InTASC	***Survey Questions asked Candidates at the end of Internship:***
ACCRS #7	1.1 How well were you prepared to select/state long-range goals and short term measurable objectives?
	Strongest to Weakest % Respondent Rate on EXCELLENT range by Campus
	PHENIX CITY EXCELLENT 71 %

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