2021 Educator Preparation Institutional Report Card for Performance on Required Content Knowledge and Pedagogy Tests and Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education for Troy University.
Administered September 2021

Question	2021 Employers of Troy Graduates (Percent of responses in the Teacher Leader-Effective Range)	2021 Employers Of Other Universities (Percent of responses in the Teacher Leader-Effective Range)
...understanding of how learners grow and develop?	56%	56%
...manage the learning environment to engage learners actively	51%	52%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	60%	64%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	48%	52%
use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	52%	52%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	65%	70%
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	51%	54%
...understand and use a variety of instructional strategies and make learning accessible to all learners	60%	61%

…encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	48%	51%
…use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	52%	51%
…engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	53%	49%
…use assessment to engage learners in their own growth	48%	53%
…select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	48%	48%
Mean	53%	55%