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

This report was provided to EPPs by the Alabama State Department of Education

"Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2019-2020 school year, completed an Alabama State Board of Education-approved undergraduate (Class B) or alternative master's degree (Class A) program leading to their first or initial Professional Educator Certificate. A companion survey was administered electronically to the employers of those first-year teachers. Data provided in this report include a summary of survey categories and the percentage of

first-year teachers who strongly agreed, agreed, disagreed, or strongly disagreed that their program prepared them to teach successfully. The data also provide the percentage of employers

who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher."

Question	2018 Troy Graduates-First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2018 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 Troy Graduates-First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2020 Troy Graduates-First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2020 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)
…understanding of how learners grow and develop?	97%	96%	95%	96%	100%	98%

Question	2018 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2018 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 State wide First year Teacher Responses (Percent of responses in the Strongly Agree- Agree range)	2020 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2020 State wide First year Teacher Responses (Percent of responses in the Strongly Agree- Agree range)
…manage the learning environment to engage learners actively	91%	92%	88%	91%	100%	98%
…understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	97%	96%	95%	96%	98%	99%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	91%	94%	88%	93%	100%	98%
use, design, or adapt multiple methods of assessment to document, monitor, and support	94%	94%	87%	94%	98%	98%

Question	2018 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2018 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 State wide First year Teacher Responses (Percent of responses in the Strongly Agree- Agree range)	2020 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2020 State wide First year Teacher Responses (Percent of responses in the Strongly Agree- Agree range)
learner progress appropriate for learning goals and objectives						
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	98%	96%	97%	97%	100%	99%
...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	96%	97%	88%	96%	100%	98%
...understand and use a variety of instructional	97%	97%	92%	97%	100%	99%

Question	2018 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2018 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2020 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2020 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)
strategies and make learning accessible to all learners						
…encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	96%	96%	94%	96%	100%	98%
…use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	94%	96%	90%	96%	98%	97%
…engage learners in critical thinking, creativity,	97%	97%	88%	95%	98%	98%

Question	2018 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2018 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2019 State wide First year Teacher Responses (Percent of responses in the Strongly Agree- Agree range)	2020 Troy Graduates- First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2020 State wide First year Teacher Responses (Percent of responses in the Strongly Agree- Agree range)
collaboration, and communication to address authentic local and global issues						
…use assessment to engage learners in their own growth	97%	95%	89%	94%	100%	98%
…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	91%	95%	90%	94%	98%	98%
Mean	95.1%	95.5%	90.85%	95%	99.23%	98.15%

2018 data analysis

2020 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.

Of the 13 items from this survey that indicate impact on P-12 student learning, Troy graduates scored a range of 7-25 percentage points above the state average with an overall average of scores in the Teacher Leader-Effective range for TROY completers at 78.9% in the compared to state-wide completers at 59%. TROY completers scored extremely favorably in comparison with other EPPs in the state.