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.		
Question	2021 Troy Graduates-First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)	2021 State wide First year Teacher Responses (Percent of responses in the Strongly Agree-Agree range)
...understanding of how learners grow and develop?	89%	96%
...manage the learning environment to engage learners actively	89%	92%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	87%	95%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	86%	93%
use, design, or adapt multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	87%	95%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	92%	97%
...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	91%	95%
...understand and use a variety of instructional strategies and make learning accessible to all learners	96%	97%
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	94%	95%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	93%	95%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	89%	95%

...use assessment to engage learners in their own growth	87%	94%
...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	95%	94%
Mean	90%	95%