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.”

<table>
<thead>
<tr>
<th>Question</th>
<th>2018 Troy Graduates-First year Teacher Responses</th>
<th>2018 State wide First year Teacher Responses</th>
<th>2019 Troy Graduates-First year Teacher Responses</th>
<th>2019 State wide First year Teacher Responses</th>
<th>2020 Troy Graduates-First year Teacher Responses</th>
<th>2020 State wide First year Teacher Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>...understanding of how learners grow and develop?</td>
<td>97%</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
<td>100%</td>
<td>98%</td>
</tr>
</tbody>
</table>

...understanding of how learners grow and develop?
<table>
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</thead>
<tbody>
<tr>
<td>...manage the learning environment to engage learners actively</td>
<td>91%</td>
<td>92%</td>
<td>88%</td>
<td>91%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches</td>
<td>97%</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues</td>
<td>91%</td>
<td>94%</td>
<td>88%</td>
<td>93%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>use, design, or adapt multiple methods of assessment to document, monitor, and support</td>
<td>94%</td>
<td>94%</td>
<td>87%</td>
<td>94%</td>
<td>98%</td>
<td>98%</td>
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<tr>
<td>learner progress appropriate for learning goals and objectives</td>
<td>98%</td>
<td>96%</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning</td>
<td>96%</td>
<td>97%</td>
<td>88%</td>
<td>96%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>...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</td>
<td>97%</td>
<td>97%</td>
<td>92%</td>
<td>97%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>...understand and use a variety of instructional</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
<td>99%</td>
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<tr>
<td>strategies and make learning accessible to all learners</td>
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<tr>
<td>...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways</td>
<td>96%</td>
<td>96%</td>
<td>94%</td>
<td>96%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs</td>
<td>94%</td>
<td>96%</td>
<td>90%</td>
<td>96%</td>
<td>98%</td>
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<tr>
<td>...engage learners in critical thinking, creativity,</td>
<td>97%</td>
<td>97%</td>
<td>88%</td>
<td>95%</td>
<td>98%</td>
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<tr>
<td>collaboration, and communication to address authentic local and global issues</td>
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</tr>
<tr>
<td>...use assessment to engage learners in their own growth</td>
<td>97%</td>
<td>95%</td>
<td>89%</td>
<td>94%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>...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</td>
<td>91%</td>
<td>95%</td>
<td>90%</td>
<td>94%</td>
<td>98%</td>
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<tr>
<td>Mean</td>
<td>95.1%</td>
<td>95.5%</td>
<td>90.85%</td>
<td>95%</td>
<td>99.23%</td>
<td>98.15%</td>
</tr>
</tbody>
</table>

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.