

**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 Employers of Troy Graduates  (Percent of responses in the Teacher Leader-Effective Range)	2018 Employers Of Other Universities  (Percent of responses in the Teacher Leader-Effective Range)	2019 Employers of Troy Graduates  (Percent of responses in the Teacher Leader-Effective Range)	2019 Employers Of Other Universities  (Percent of responses in the Teacher Leader-Effective Range)	2020 Employers of Troy Graduates  (Percent of responses in the Teacher Leader-Effective Range)	2020 Employers Of Other Universities  (Percent of responses in the Teacher Leader-Effective Range)
...understanding of how learners grow and develop?	56%	54%	47%	50%	84%	54%

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...manage the learning environment to engage learners actively	54%	56%	51%	59%	82%	62%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	61%	65%	49%	64%	82%	60%
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	55%	54%	49%	52%	69%	55%
use, design, or adapt multiple methods of assessment to document, monitor, and support	57%	55%	54%	54%	82%	55%

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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	66%	72%	49%	67%	86%	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	56%	57%	44%	43%	78%	58%
...understand and use a variety of instructional	65%	66%	47%	60%	84%	62%

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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	54%	57%	35%	54%	69%	62%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	55%	58%	31%	54%	82%	60%
...engage learners in critical thinking, creativity, collaboration, and communication to address	52%	56%	50%	53%	73%	57%

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authentic local and global issues						
...use assessment to engage learners in their own growth	62%	60%	48%	57%	75%	60%
...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	51%	57%	49%	56%	80%	55%
Mean	57.2%	59%	46.38%	55.61%	78.92%	59.23%

#### 2018 data analysis

Of the 13 items from this survey that indicate impact on P-12 student learning, Troy graduates scored a range of 2 percentage points above the state average to 6 percentage points below the state average.

The noted trends seem to indicate that Troy University first-year graduates need additional support in the following areas:

- implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning
- 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

#### 2019 data analysis

Of the 13 items from this survey that indicate impact on P-12 student learning, Troy graduates scored a range of

#### 2020 data analysis

Of the 13 items from this survey that indicate impact on P-12 student learning, Troy graduates scored a range of