# 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** 

Administerd by the Alabama State Department of Education

September 2020

# **Report Card and Survey Information**

#### **Educator Preparation Institutional Report Card**

Performance on Required Content Knowledge and Pedagogy Tests

To earn an Alabama educator certificate, based on completion of a traditional approach, an applicant must complete an approved program with a prescribed grade point average (GPA) and meet assessment requirements. Prior to September 1, 2018, assessment requirements included a written test of pedagogical knowledge, Principles of Learning and Teaching (PLT), and a Praxis content test specific to the teaching field or subject for which certification is sought. Effective September 1, 2018, edTPA, a performance assessment, replaced the PLT. No exceptions are made with regard to these requirements.

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2017-2018 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.

Performance on Required Content Knowledge and Pedagogy

# Troy University - Program Information

Programs Are Approved	Yes	
Programs Are Accredited	Yes	

Number of Class B Certificates Earned		Number of Class A Certificates Earned
145		6

## Nationally Recognized Programs

Class B	No programs recognized	
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Progr

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Troy University - Class B - Principles of Teaching and Learning

X - Either an inactive program or no program in the specifiec area

		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
English Language Arts	English Language Arts	7	7	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	8	8	100%	0	0%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs				
Programs Are Approved Yes	145	Class B No programs recognized				
Programs Are Accredited Yes						

<sup>\* -</sup> Information not reported for less than five test takers

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Troy University - Class B - IN ED Praxis Content Tests

X - Either an inactive program or no program in the specifiec area

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Elementary Education	Multiple Subjects: Reading	78	61	78%	12	15%	5	6%
	Teaching of Reading	78	69	88%	5	6%	4	5%
Health/Physical Education	Health/Physical Education	9	7	78%	1	11%	1	11%
Special Education	Core Knowledge/ Application	10	9	90%	0	0%	1	10%
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs				
Programs Are Approved Yes	145	Class B No programs recognized				
Programs Are Accredited Yes						

<sup>\* -</sup> Information not reported for less than five test takers

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Troy University - Class B - NOT IN ED Praxis Content Tests

X - Either an inactive program or no program in the specifiec area

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Elementary Education	Multiple Subjects: Mathematics	78	74	95%	2	3%	2	3%
	Multiple Subjects: Science	78	65	83%	8	10%	5	6%
	Multiple Subjects: Social Studies	78	68	87%	3	4%	7	9%
English Language Arts	English Language Arts	9	9	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	23	23	100%	0	0%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs
Programs Are Approved Yes	145	Class B No programs recognized
Programs Are Accredited Yes		

<sup>\* -</sup> Information not reported for less than five test takers

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Troy University - Class B - edTPA

X - Either an inactive program or no program in the specifiec area

		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Elementary Education	Elementary Education	50	50	100%	0	0%	0	0%
English Language Arts	English Language Arts	7	7	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	18	18	100%	0	0%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	7	7	100%	0	0%	0	0%

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs			
Programs Are Approved Yes	145	Class B No programs recognized			
Programs Are Accredited Yes					

<sup>\* -</sup> Information not reported for less than five test takers

Performance on Required Content Knowledge and Pedagogy

## Troy University - Alternative Class A - Principles of Teaching and Learning

- \* Information not reported for less than five test takers
- X Either an inactive program or no program in the specifiec area

Special Education	Special Education	*	*	*	*	*	*	*
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
							Number Passed	Percent Passed

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally Recognized Programs				
Programs Are Approved Yes	6	Class A School Counse	or Council for Accreditation of Counseling and Relate			
Programs Are Accredited Yes						

Performance on Required Content Knowledge and Pedagogy

## Troy University - Alternative Class A - IN ED Praxis Content Tests

X - Either an inactive program or no program in the specifiec area

		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally Recognized Progr	ograms
Programs Are Approved Yes	6	Class A School Coun	unselor Council for Accreditation of Counseling and Relate
Programs Are Accredited Yes			

<sup>\* -</sup> Information not reported for less than five test takers

Performance on Required Content Knowledge and Pedagogy

## Troy University - Alternative Class A - NOT IN ED Praxis Content Tests

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally Recognized Programs					
Programs Are Approved Yes	6	Class A School Cour	selor	Council for Accreditation of Counseling and Relate			
Programs Are Accredited Yes							

<sup>\* -</sup> Information not reported for less than five test takers

#### Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Troy University - Alternative Class A - edTPA

X - Either an inactive program or no program in the specifiec area

		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally Recognized Programs	
Programs Are Approved Yes	6	Class A School Counselor	Council for Accreditation of Counseling and Relate
Programs Are Accredited Yes			

<sup>\* -</sup> Information not reported for less than five test takers

# Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Troy University - Teacher Response





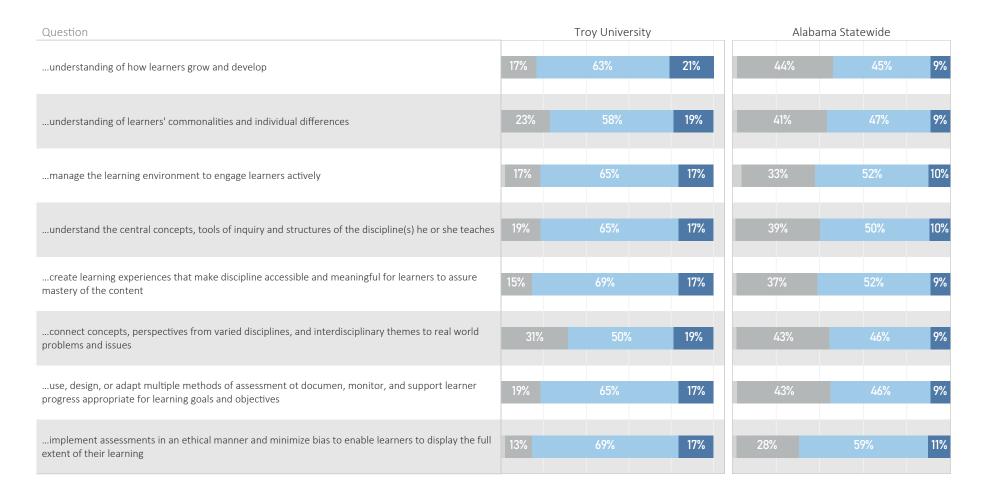
Question	Troy	University	Alabama	Statewide
plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	44%	56%	35%	63%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	42%	58%	34%	65%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	47%	53%	37%	61%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	42%	56%	36%	61%
practice the profession in an ethical manner	28%	72%	26%	73%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	47%	53%	34%	65%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	47%	51%	36%	62%
use assessment to engage learners in their own growth	47%	53%	37%	61%
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	58%	40%	38%	60%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	51%	49%	37%	61%
			Strongly Agree Agree	Disagree Strongly Disagree

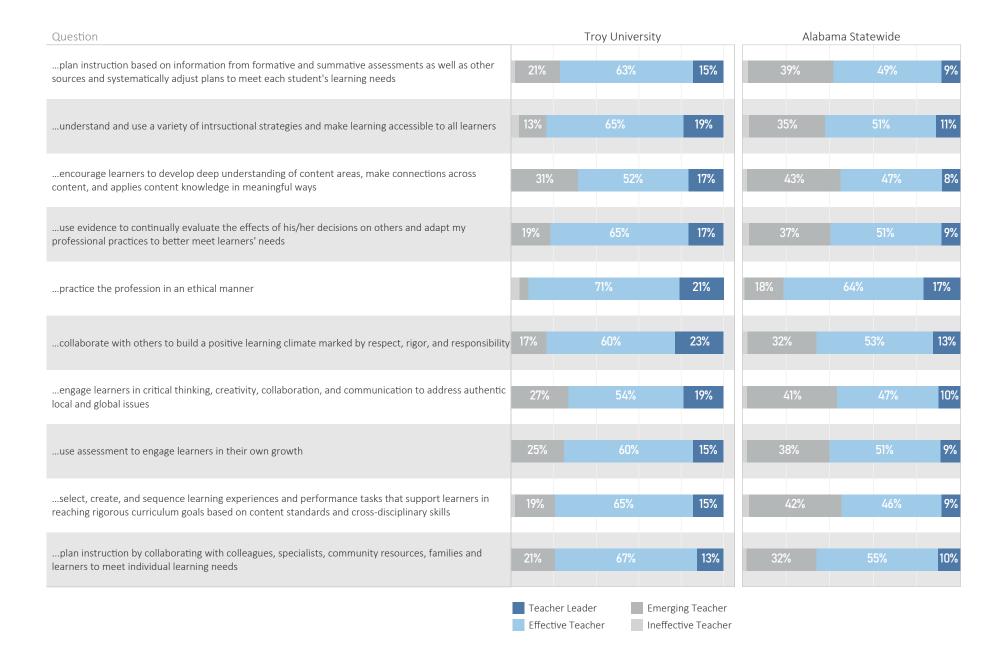
Troy University Alabama Statewide Question 53% 60% ...engage in continuous professional learning to more effectively meet the needs of each learner ...collaborate with learners, families, colleagues, other school professionals, and community members 51% 60% to ensure learner growth ...seek appropriate leadership roles and opportunities that would alow me to take responsibility for 42% 55% student learning and to advance in the profession ...has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); 47% 45% Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement 35% 42% ...possesses knowledge of Alabama's state assessment system 42% 44% ...integrates Alabam-wide programs and initiatives into the curriculum and instructional process ...communicates with sudents, parents, and the public about Alabama's assessment system and major 40% 43% Alabama educational improvement initiatives ...understands the expectations of the profession including the Alabama Educator Code of Ethics, the 58% 58% NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy Strongly Agree Disagree Strongly Disagree Agree

# Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Troy University - Employers



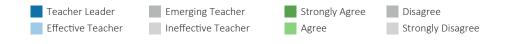


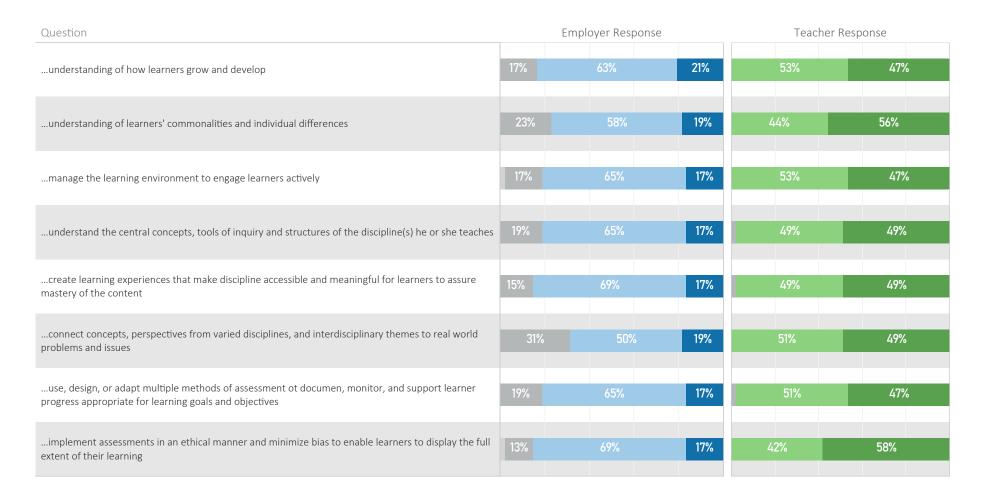


Troy University Alabama Statewide Question 17% 10% ...engage in continuous professional learning to more effectively meet the needs of each learner ...collaborate with learners, families, colleagues, other school professionals, and community members 10% to ensure learner growth ...seek appropriate leadership roles and opportunities that would alow me to take responsibility for 17% 10% student learning and to advance in the profession ...has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); 13% Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement 10% ...possesses knowledge of Alabama's state assessment system 10% ...integrates Alabam-wide programs and initiatives into the curriculum and instructional process ...communicates with sudents, parents, and the public about Alabama's assessment system and major 8% Alabama educational improvement initiatives ...understands the expectations of the profession including the Alabama Educator Code of Ethics, the 17% 10% NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy Teacher Leader Emerging Teacher Effective Teacher Ineffective Teach..

# Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Troy University - Employer and Teacher Responses





Question		Employer Response	nployer Response		Response
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	21%	63%	15%	44%	56%
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	13%	65%	19%	42%	58%
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	31%	52%	17%	47%	53%
use evidence to continually evaluate the effects of his/her decisions on others and adapt my professional practices to better meet learners' needs	19%	65%	17%	42%	56%
practice the profession in an ethical manner		71%	21%	28%	72%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	17%	60%	23%	47%	53%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	27%	54%	19%	47%	51%
use assessment to engage learners in their own growth	25%	60%	15%	47%	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	19%	65%	15%	58%	40%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	21%	67%	13%	51%	49%
	Teacher Effective		ng Teacher ive Teacher	Strongly Agree Agree	Disagree Strongly Disagree

Question	Emplo	oyer Response		Teacher R	esponse
engage in continuous professional learning to more effectively meet the needs of each learner	17%	67%	17%	47%	53%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth	21%	65%	15%	47%	51%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	23%	58%	17%	58%	42%
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement	42%	44%	13%	51%	47%
possesses knowledge of Alabama's state assessment system	31%	58%	10%	% 56%	35%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process	27%	63%	10%	51%	42%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives	35%	56%	8%	56%	40%
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy	19%	63%	17%	40%	58%
	Teacher Leader Effective Teacher	Emerging Teacher Ineffective Teacher		Strongly Agree Agree	Disagree Strongly Disagree