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 2021

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.

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Troy University - Program Information

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class B Certificates Earned

174

Number of Class A Certificates Earned

19

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 - Bachelor's - 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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class B	No programs recognized

Number of Class B Certificates Earned

174

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Troy University - Bachelor's - IN ED Praxis Content Tests

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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Early Childhood Education	Early Childhood Education	7	7	100%	0	0%	0	0%
	Teaching Reading	7	6	86%	0	0%	1	14%
Elementary Education	Multiple Subjects: Reading	91	70	77%	0	0%	21	23%
	Teaching of Reading	90	79	88%	1	1%	10	11%
Health/Physical Education	Health/Physical Education	14	13	93%	0	0%	1	7%
Special Education	Core Knowledge/ Application	16	15	94%	0	0%	1	6%
	Multiple Subjects: Reading	12	11	92%	0	0%	1	8%

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class B	No programs recognized

Number of Class B Certificates Earned

174

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Troy University - Bachelor's - NOT IN ED Praxis Content Tests

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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Elementary Education	Multiple Subjects: Mathematics	91	84	92%	0	0%	7	8%
	Multiple Subjects: Science	91	78	86%	0	0%	13	14%
	Multiple Subjects: Social Studies	91	81	89%	1	1%	9	10%
English Language Arts	English Language Arts	11	11	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	20	20	100%	0	0%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	12	12	100%	0	0%	0	0%
	Multiple Subjects: Science	12	12	100%	0	0%	0	0%
	Multiple Subjects: Social Studies	12	12	100%	0	0%	0	0%

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class B	No programs recognized

Number of Class B Certificates Earned

174

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Troy University - Bachelor's - edTPA

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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Early Childhood Education	Early Childhood Education	7	7	100%	0	0%	0	0%
Elementary Education	Elementary Education	91	85	93%	1	1%	5	5%
English Language Arts	English Language Arts	11	11	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	14	13	93%	0	0%	1	7%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	20	20	100%	0	0%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	16	16	100%	0	0%	0	0%

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class B	No programs recognized

Number of Class B Certificates Earned

174

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Troy University - Alternative Master's - 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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned

19

Nationally Recognized Programs

Class A	School Counselor	Council for Accreditation of Counseling and Related Educatio..

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Troy University - Alternative Master's - IN ED Praxis Content Tests

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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Number of Class A Certificates Earned

19

Nationally Recognized Programs

Class A	School Counselor	Council for Accreditation of Counseling and Related Educatio..

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Troy University - Alternative Master's - NOT IN ED Praxis Content Tests

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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class A	School Counselor	Council for Accreditation of Counseling and Related Educatio..

Number of Class A Certificates Earned

19

Educator Preparation Institutional Report Card
Performance on Required Content Knowledge and Pedagogy
Troy University - Alternative Master's - edTPA

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

Test Heading	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 or more Attempts	Percent Passed After Three or more Attempts
Elementary Education	Elementary Education	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation

Programs Are Approved	**Yes**
Programs Are Accredited	**Yes**

Nationally Recognized Programs

Class A	School Counselor	Council for Accreditation of Counseling and Related Educatio..

Number of Class A Certificates Earned

19

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

Legend: Strongly Agree · Agree · Disagree · Strongly Disagree

Question	Troy University			Alabama Statewide		
...understanding of how learners grow and develop	9%	62%	27%		48%	48%
...understanding of learners' commonalities and individual differences	9%	65%	25%		45%	48%
...manage the learning environment to engage learners actively	8%	56%	33%		47%	45%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	13%	60%	27%		50%	45%
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	11%	55%	32%		49%	45%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	14%	54%	32%		50%	43%
...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	13%	58%	29%		51%	44%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	8%	58%	34%		48%	49%
...plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	9%	60%	31%		47%	48%
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners		64%	32%		49%	48%

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

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Question	Troy University	Alabama Statewide
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	56% / 38%	48% / 47%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	59% / 34%	49% / 46%
...practice the profession in an ethical manner	52% / 46%	38% / 62%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	53% / 42%	40% / 57%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	11% / 56% / 33%	46% / 49%
...use assessment to engage learners in their own growth	13% / 55% / 32%	48% / 46%
...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	64% / 31%	52% / 42%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	55% / 38%	46% / 47%
...engage in continuous professional learning to more effectively meet the needs of each learner	60% / 35%	48% / 48%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	8% / 55% / 36%	47% / 46%

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

■ Strongly Agree ■ Disagree
■ Agree ■ Strongly Disagree

Question	Troy University			Alabama Statewide		
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	8%	55%	36%		49%	44%
...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.	19%	53%	27%	14%	46%	37%
...possesses knowledge of Alabama's state assessment system	25%	52%	21%	20%	48%	29%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	21%	54%	24%	15%	52%	32%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	25%	51%	22%	20%	44%	31%
...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.	8%	54%	36%	8%	47%	44%

Alabama Association of Colleges for Teacher Education
Troy University - Employer Responses

Legend:
- ■ Teacher Leader
- ■ Effective Teacher
- ■ Emerging Teacher
- ■ Ineffective Teacher

Question	Troy University			Alabama Statewide		
...understanding of how learners grow and develop	53%	42%		44%	50%	
...understanding of learners' commonalities and individual differences	45%	49%		44%	49%	
...manage the learning environment to engage learners actively	33%	58%		33%	55%	8%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	36%	56%		36%	58%	
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	38%	53%		37%	54%	6%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	47%	42%		45%	48%	
...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	47%	51%		46%	48%	
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	33%	58%	7%	28%	64%	6%
...plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	47%	45%		44%	49%	
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners	38%	55%		37%	55%	

Alabama Association of Colleges for Teacher Education
Troy University - Employer Responses

Legend:
- Teacher Leader (dark blue)
- Effective Teacher (light blue)
- Emerging Teacher (medium gray)
- Ineffective Teacher (light gray)

Question	Troy University	Alabama Statewide
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	49% / 47%	45% / 49%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	42% / 51%	43% / 49%
...practice the profession in an ethical manner	16% / 62% / 20%	14% / 69% / 16%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	20% / 62% / 15%	22% / 64% / 12%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	40% / 51%	46% / 47%
...use assessment to engage learners in their own growth	49% / 45%	44% / 50%
...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	45% / 47%	48% / 46%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	45% / 53%	38% / 55%
...engage in continuous professional learning to more effectively meet the needs of each learner	40% / 55%	36% / 58%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	45% / 51%	35% / 58%

Alabama Association of Colleges for Teacher Education

Troy University - Employer Responses

Legend: Teacher Leader | Emerging Teacher | Effective Teacher | Ineffective Teacher

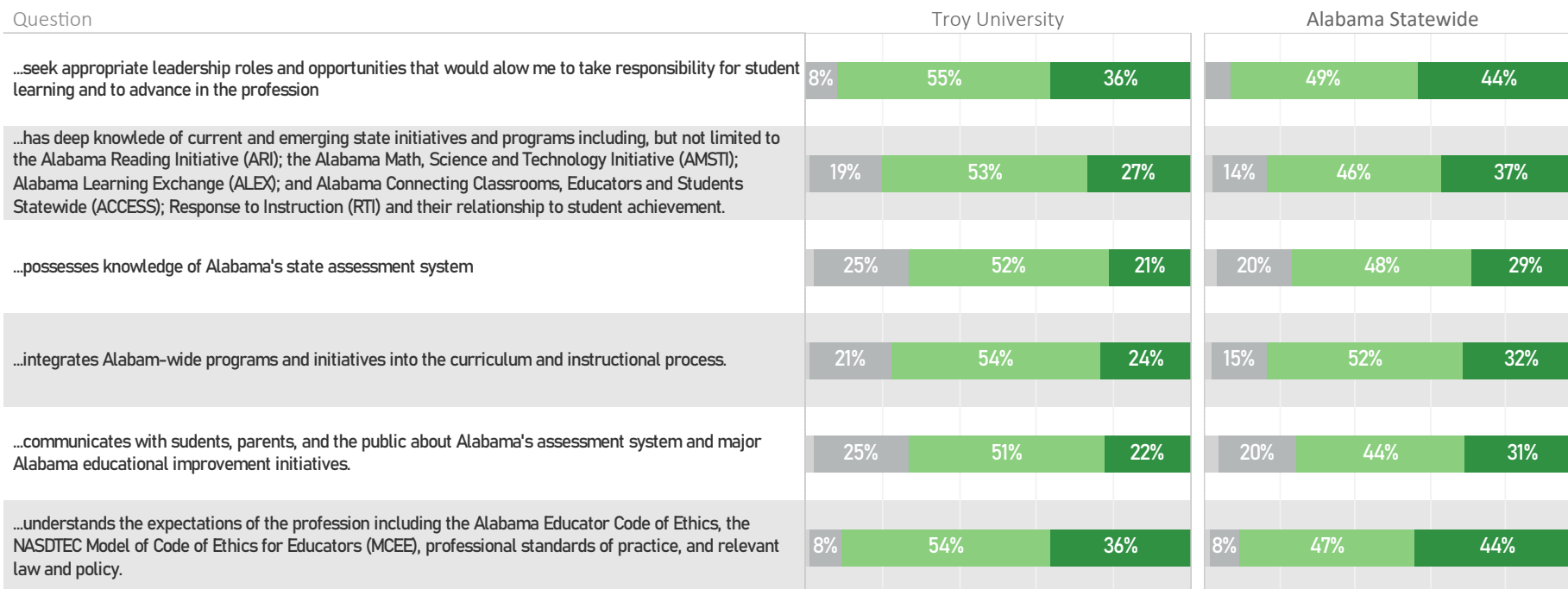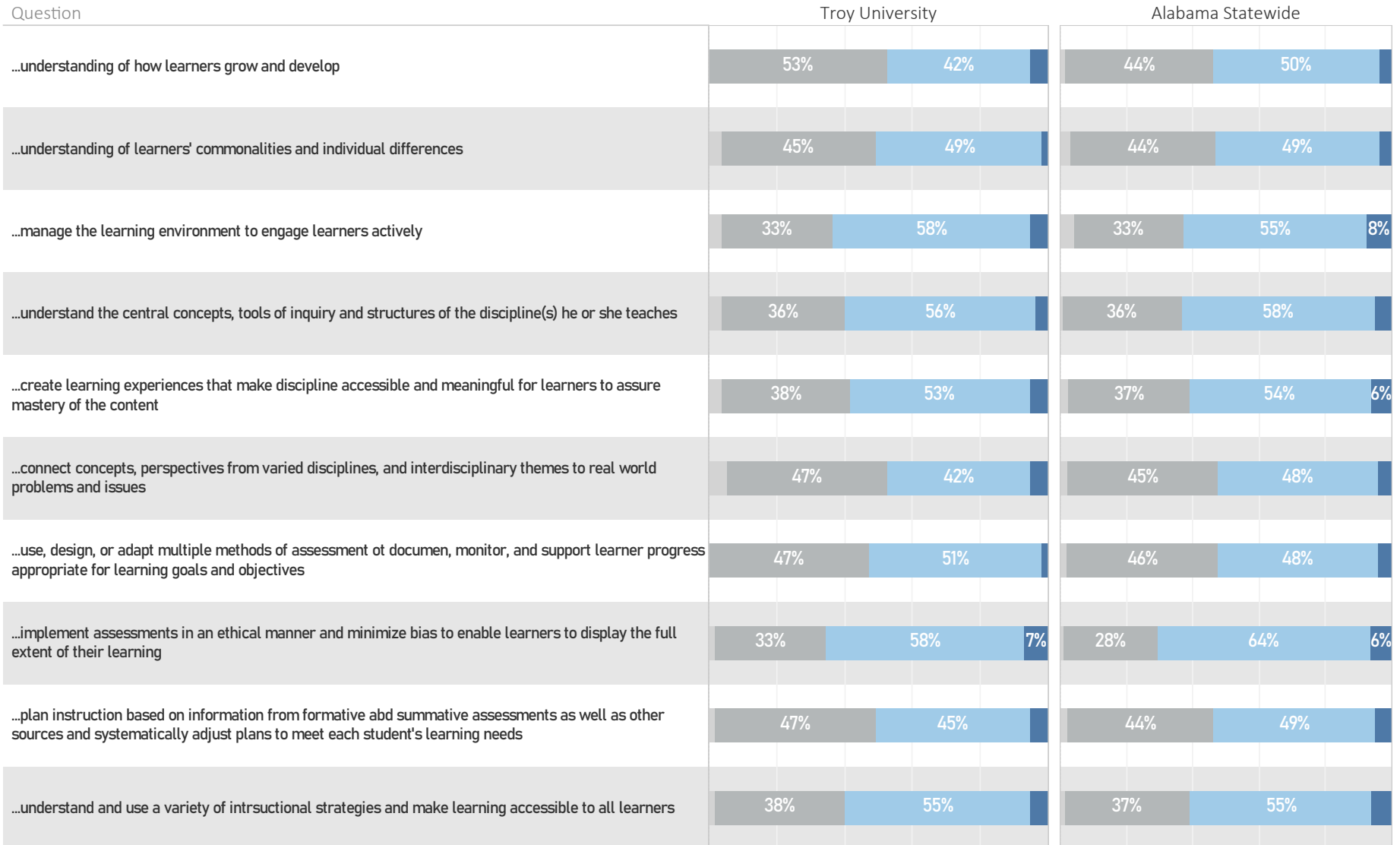| Question	Troy University	Alabama Statewide
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	7% / 51% / 33% / 9%	47% / 43%
...has deep knowlede of current and emerging state initiatives and programs 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.	49% / 42%	56% / 38%
...possesses knowledge of Alabama's state assessment system	44% / 47%	48% / 48%
...integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	45% / 47%	50% / 45%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	53% / 40%	54% / 41%
...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.	40% / 56%	34% / 59%

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Troy University - Employer and Teacher Responses

	■ Teacher Leader	■ Emerging Teacher	■ Strongly Agree	■ Disagree
	■ Effective Teacher	■ Ineffective Teacher	■ Agree	■ Strongly Disagree

Question	Employer Response	Teacher Response
...understanding of how learners grow and develop	53% | 42%	9% | 62% | 27%
...understanding of learners' commonalities and individual differences	45% | 49%	9% | 65% | 25%
...manage the learning environment to engage learners actively	33% | 58%	8% | 56% | 33%
...understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	36% | 56%	13% | 60% | 27%
...create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	38% | 53%	11% | 55% | 32%
...connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	47% | 42%	14% | 54% | 32%
...use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	47% | 51%	13% | 58% | 29%
...implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	33% | 58% | 7%	8% | 58% | 34%
...plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	47% | 45%	9% | 60% | 31%
...understand and use a variety of intrsuctional strategies and make learning accessible to all learners	38% | 55%	64% | 32%

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
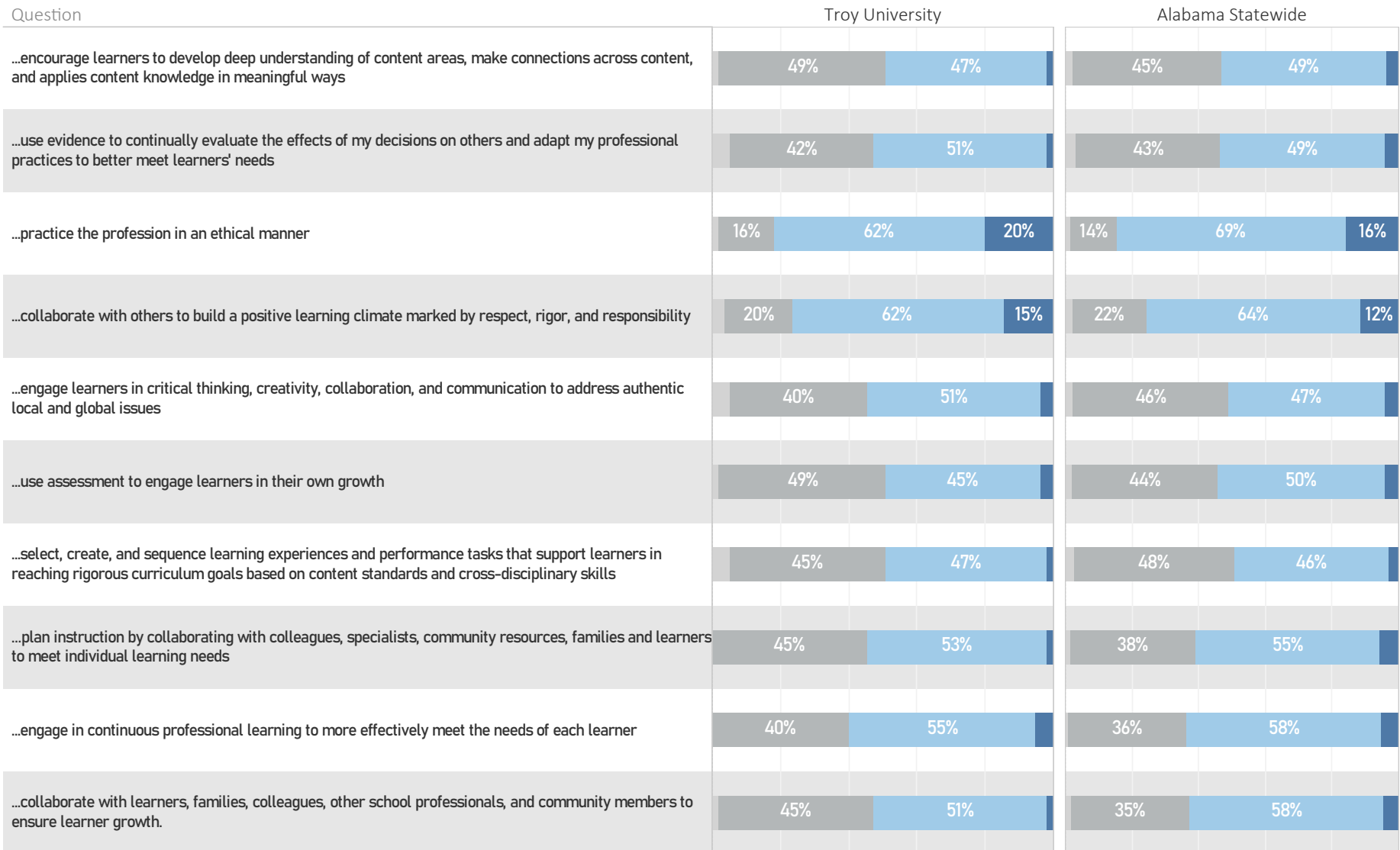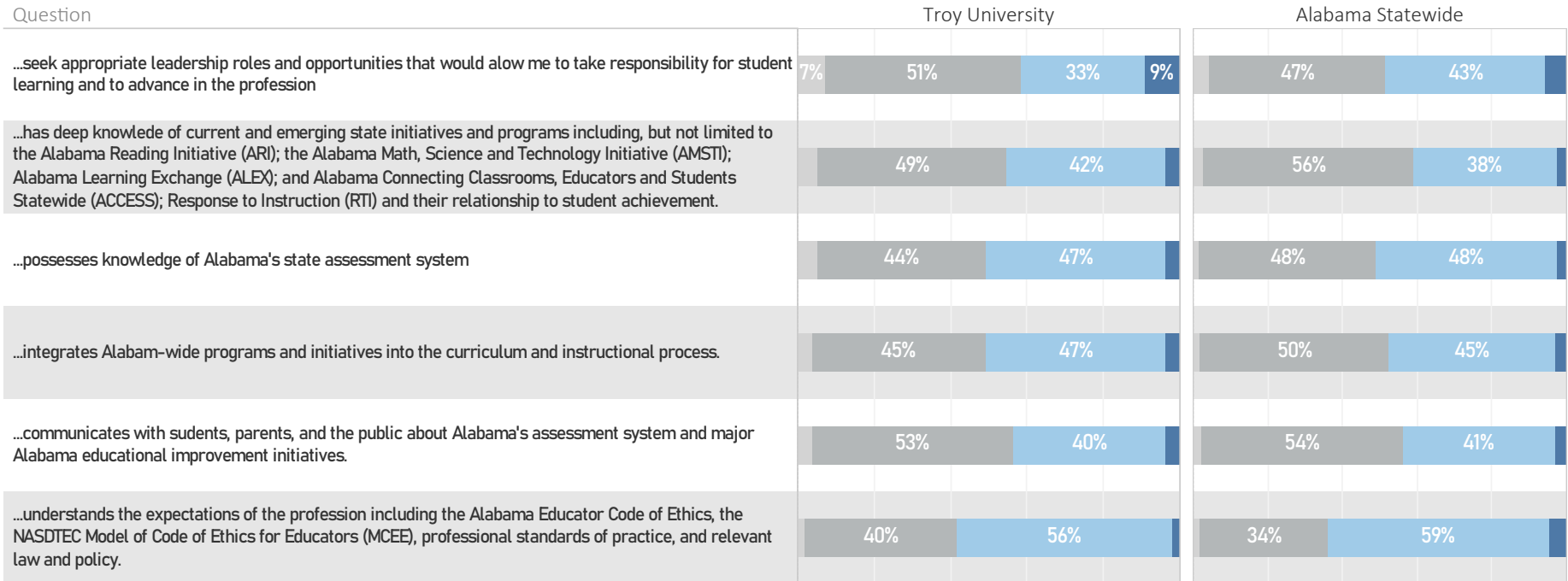**Troy University - Employer and Teacher Responses**

	■ Teacher Leader	■ Emerging Teacher	■ Strongly Agree	■ Disagree
	■ Effective Teacher	■ Ineffective Teacher	■ Agree	■ Strongly Disagree

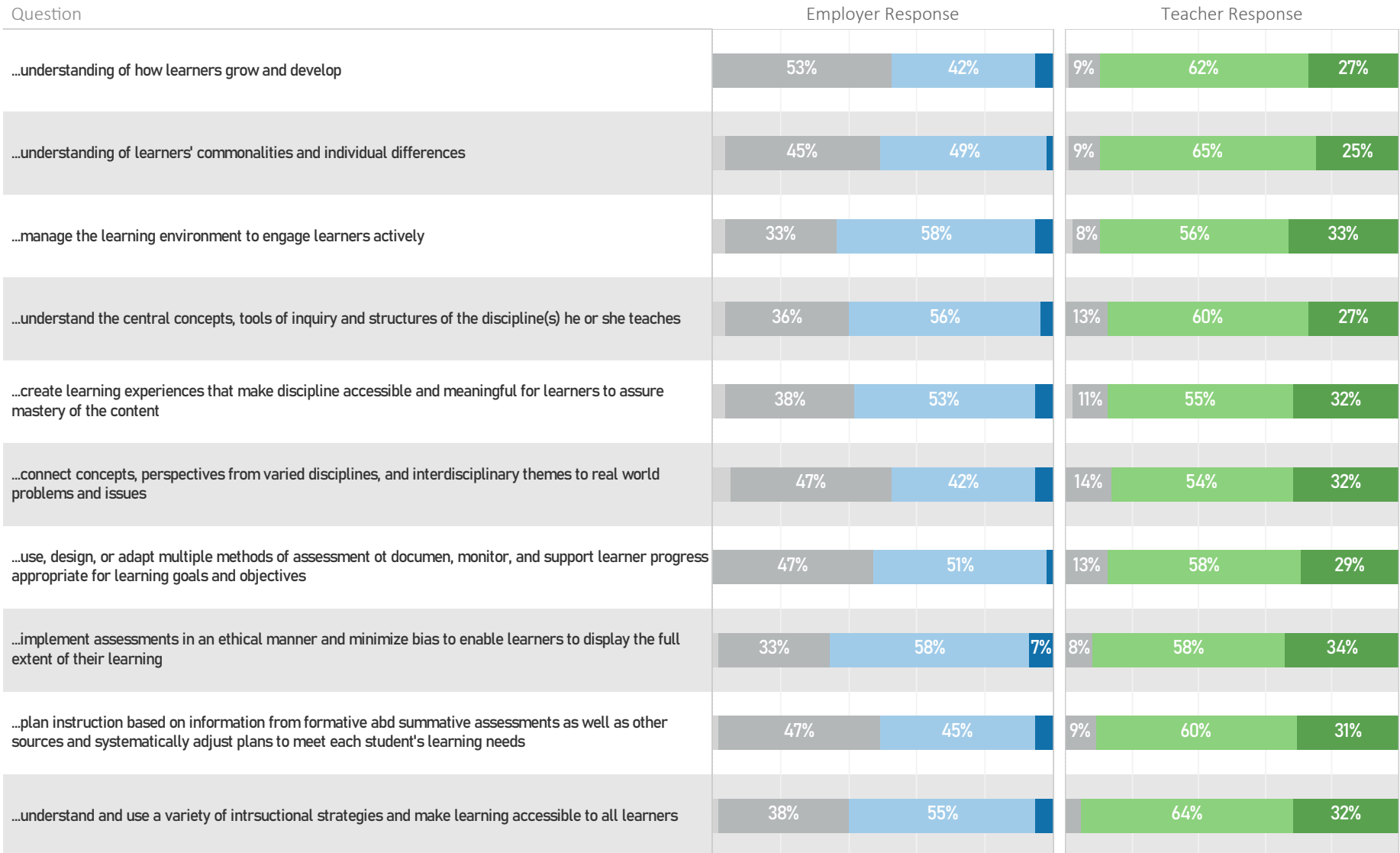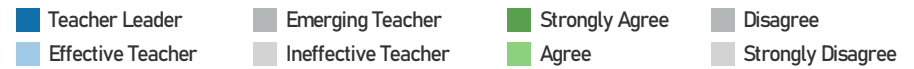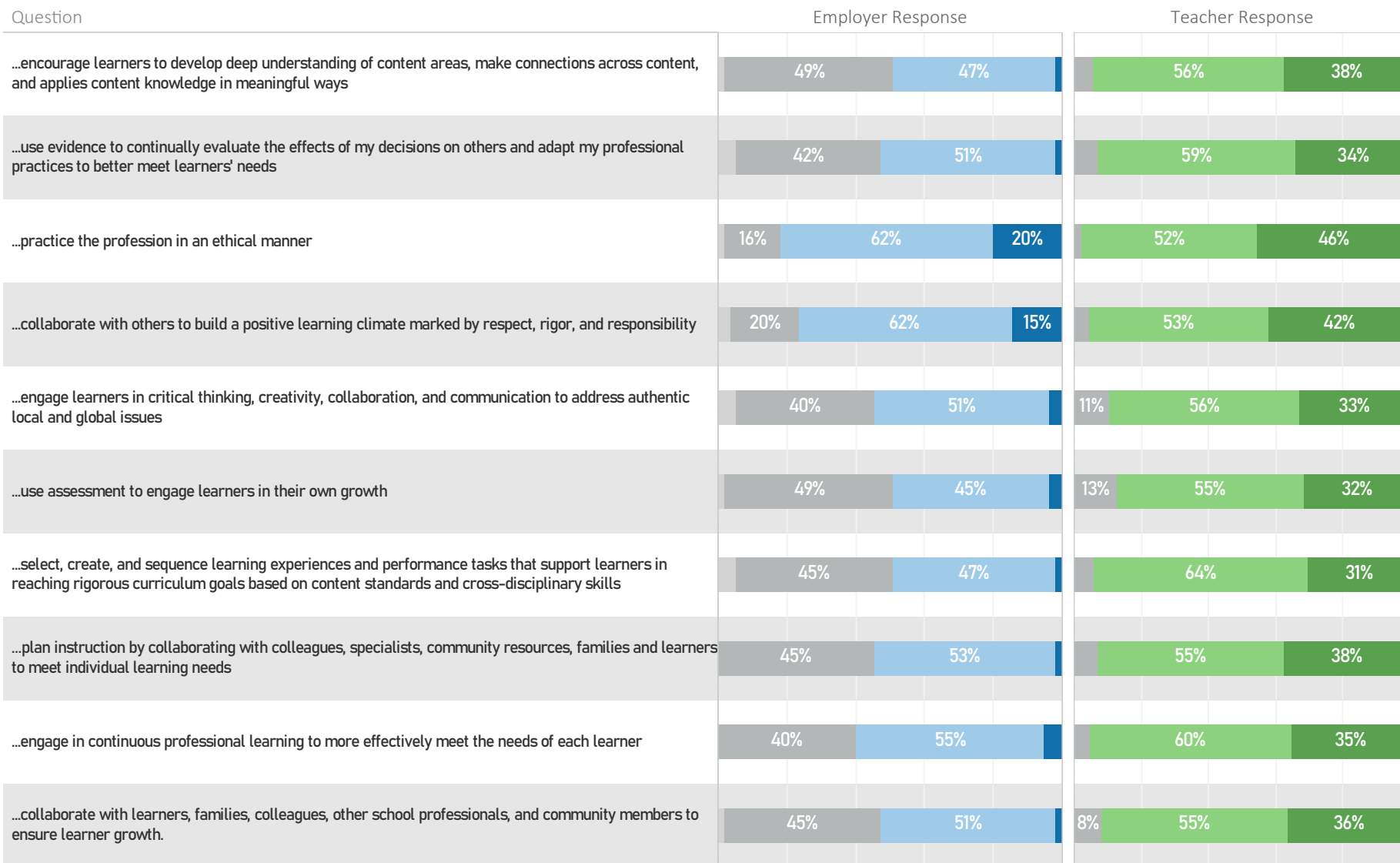| Question	Employer Response	Teacher Response
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	49% / 47%	56% / 38%
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	42% / 51%	59% / 34%
...practice the profession in an ethical manner	16% / 62% / 20%	52% / 46%
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	20% / 62% / 15%	53% / 42%
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	40% / 51%	11% / 56% / 33%
...use assessment to engage learners in their own growth	49% / 45%	13% / 55% / 32%
...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	45% / 47%	64% / 31%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	45% / 53%	55% / 38%
...engage in continuous professional learning to more effectively meet the needs of each learner	40% / 55%	60% / 35%
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	45% / 51%	8% / 55% / 36%

Responses to the First-Year Teacher Survey created by the
Alabama Association of Colleges for Teacher Education
Troy University - Employer and Teacher Responses

	Teacher Leader	Emerging Teacher	Strongly Agree	Disagree
	Effective Teacher	Ineffective Teacher	Agree	Strongly Disagree

Question	Employer Response	Teacher Response
...seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	7% / 51% / 33% / 9%	8% / 55% / 36%
...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.	49% / 42%	19% / 53% / 27%
...possesses knowledge of Alabama's state assessment system	44% / 47%	25% / 52% / 21%
...integrates Alabam–wide programs and initiatives into the curriculum and instructional process.	45% / 47%	21% / 54% / 24%
...communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	53% / 40%	25% / 51% / 22%
...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.	40% / 56%	8% / 54% / 36%