Educator Preparation Institutional Report Card for Performance on Required Content Knowledge and Pedagogy Tests

and

Responses to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

for

Troy University

Administered by the Alabama State Department of Education

September 2023

# **Report Card and Survey Information**

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy

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 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.

Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Historically:

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.

#### Currently:

Data provided in this report include a summary of survey categories and the percentage of first and second 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 and second 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** 

## Total # of Certificate Earned

Program Total Earned

Total	165
Class B	153
Class A	12

# Program Approval & Accreditation

School	Program	Status
Troy University	Accredited	Yes
Troy University	Approved	Yes

# Nationally Recognized Programs

Program	Concentration	Recognized by
Class A	Music Education	National Association for Schools of Music
Class A	School Counselor	Council for Accreditation of Counseling and Related Educational Programs
Class B	Music Education	National Association for Schools of Music

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **Troy University -Bachelor's - Principle of Teaching and Learning** 

• - Information not reported for less than five test takers

# Program Approval & Accreditation

Program Status

Accredited Yes Approved Yes

Test Heading	Subtest	Total Test	Passed After	Passed	Passed After	Passed After	Passed After	Passed After
		Takers	1 Attempt	After 1	2 Attempts	2 Attempts	3+ Attempts	3+ Attempts
			·	Attempt %		%	·	%
				•				

Nationally Recognized Programs

Program Concentration Recognized by

#### 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

# Program Approval & Accreditation

Program Status

Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	
Elementary Education	Multiple Subjects: Mathematics	81	78	96 %	3	4 %	0	0 %
Elementary Education	Multiple Subjects: Science	81	58	72 %	10	12 %	13	16 %
<b>Elementary Education</b>	Multiple Subjects: Social Studies	81	61	75 %	12	15 %	8	10 %
	English Language Arts	9	9	100 %	0	0 %	0	0 %
Mathematics	Mathematics	*	*	*	*	*	*	*
	Performing Arts	26	20	77 %	1	4 %	5	19 %
Sciences	Sciences	*	*	*	*	*	*	*
	Social Studies	7	5	71 %	0	0 %	2	29 %
Special Education	Multiple Subjects: Mathematics	8	8	100 %	0	0 %	0	0 %
	Multiple Subjects: Science	8	4	50 %	2	25 %	2	25 %
Special Education	Multiple Subjects: Social Studies	8	7	88 %	1	13 %	0	0 %

Nationally Recognized Programs

Program Concentration Recognized by

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

# Program Approval & Accreditation

Program Status

Accredited Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	8	7	88 %	1	13 %	0	0 %
Early Childhood Education	Teaching Reading	8	6	75 %	2	25 %	0	0 %
Elementary Education	Multiple Subjects: Reading	37	33	89 %	3	8 %	1	3 %
	Teaching of Reading	81	72	89 %	8	10 %	1	1 %
	Health/Physical Education	7	6	86 %	1	14 %	0	0 %
	Core Knowledge/ Application	10	10	100 %	0	0 %	0	0 %
Special Education	Multiple Subjects: Reading	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

#### 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

# Program Approval & Accreditation

Program Status

Accredited Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	8	8	100 %	0	0 %	0	0 %
	Elementary Education	81	80	99 %	1	1 %	0	0 %
	English Language Arts	9	9	100 %	0	0 %	0	0 %
	Health/Physical Education	7	7	100 %	0	0 %	0	0 %
	Mathematics	*	*	*	*	*	*	*
	Performing Arts	26	26	100 %	0	0 %	0	0 %
	Sciences	*	*	*	*	*	*	*
	Social Studies	7	7	100 %	0	0 %	0	0 %
Special Education	Special Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy **Troy University-Master's - Principle of Teaching and Learning** 

• - Information not reported for less than five test takers

#### Program Approval & Accreditation

Program Status

Accredited Yes Approved Yes

Test Heading	Subtest	Total Test	Passed After	Passed After 1	Passed After	Passed After	Passed After	Passed After
		Takers	1 Attempt	Attempt %	2 Attempts	2 Attempts	3+ Attempts	3+ Attempts
				·		%		%

Nationally Recognized Programs

Program Concentration Recognized by

Class A Music Education National Association for Schools of Music

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

• - Information not reported for less than five test takers

## Program Approval & Accreditation

Program Status

Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
	English Language Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*

#### Nationally Recognized Programs

Program Concentration Recognized by

Class A Music Education National Association for Schools of Music

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

• - Information not reported for less than five test takers

## Program Approval & Accreditation

Program Status

Accredited Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Early Childhood Education	Teaching Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/ Application	*	*	*	*	*	*	*

#### Nationally Recognized Programs

Program Concentration Recognized by

Class A Music Education National Association for Schools of Music

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

• - Information not reported for less than five test takers

#### Program Approval & Accreditation

Program Status

Accredited Yes Approved Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempt %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3+ Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	<b>Elementary Education</b>	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	*
	Health/Physical Education	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

#### Nationally Recognized Programs

Program Concentration Recognized by

Class A Music Education National Association for Schools of Music

#### Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **Troy University - Teacher Response**

plan instruction by collaborating with colleagues, specialists, community
collaborate with learners, families, colleagues, other school professionals,
collaborate with others to build a positive learning climate marked by res
communicates with sudents, parents, and the public about Alabama's ass
connect concepts, perspectives from varied disciplines, and interdisciplin
create learning experiences that make discipline accessible and meaningf
encourage learners to develop deep understanding of content areas, ma
engage in continuous professional learning to more effectively meet the
engage learners in critical thinking, creativity, collaboration, and commun
has deep knowlede of current and emerging state initiatives and progra
implement assessments in an ethical manner and minimize bias to enabl
integrates Alabam-wide programs and initiatives into the curriculum and
manage the learning environment to engage learners actively

Questions

...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would alow me ... ...select, create, and sequence learning experiences and performance tasks ... ...understand and use a variety of intrsuctional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ...understanding of how learners grow and develop

...understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... ... use assessment to engage learners in their own growth

... use evidence to continually evaluate the effects of my decisions on other... ...use, design, or adapt multiple methods of assessment ot documen, moni...

Troy University		84 respondents
Strongly Disagree 🔵 Disa	agree 🛑 Agree	Strongly Agree
58%	3	9%

••		58%	39%
	5	55%	43%
	44%		55%
	19%	52%	26%
		65%	32%
		61%	36%
		58%	40%
		56%	39%
	519	%	48%
	13%	45%	38%
	51	%	46%
		58%	29%
y	11%	57%	31%
		58%	40%
n		56%	26%
er	38%		61%
		F00/	36%
		58%	50%
		65%	32%
	5		
 	5	65%	32%
  p	5	65%	32% 43%
 	5	65% 55%	32% 43% 33%
  p	5	65% 55% 55%	32% 43% 33% 39%
  p .s		65% 55% 55% 64%	32% 43% 33% 39% 31%
  p .s		65% 55% 55% 64% 58%	32% 43% 33% 39% 31% 37%
  s h		65% 55% 55% 64% 58% 55%	32% 43% 33% 39% 31% 37% 43%

#### 1829 respondents Alabama State Wide

Strongly Disagree Disagree Agree Strongly Agree

	50%	44%	
7% 52% 42%		41%	
		55%	
22%	47%	29%	
	55%	40%	
	54%	41%	
	51%	45%	
	54%	42%	
	49%	48%	
11%	49%	38%	
	50%	47%	
15%	53%	31%	
9%	50%	39%	
	50%	46%	
17%		28%	
38%		61%	
7%		38%	
	54%	41%	
	50%	46%	
	53%	42%	
	50%	46%	
	51%	45%	
6%	51%	42%	
	51%	44%	
	53%	42%	
	52%	43%	

100% 0%

#### Response to the First & Second Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education **Troy University - Employer Response**

plan instruction by collaborating with colleagues, specialists, community
collaborate with learners, families, colleagues, other school professionals,
collaborate with others to build a positive learning climate marked by res
communicates with sudents, parents, and the public about Alabama's ass
connect concepts, perspectives from varied disciplines, and interdisciplin
create learning experiences that make discipline accessible and meaningf
encourage learners to develop deep understanding of content areas, ma
engage in continuous professional learning to more effectively meet the
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implement assessments in an ethical manner and minimize bias to enabl
integrates Alabam-wide programs and initiatives into the curriculum and
manage the learning environment to engage learners actively

Question

...plan instruction based on information from formative abd summative ass... ...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner ...seek appropriate leadership roles and opportunities that would alow me ...

...select appropriate readership roles and opportunities that would alow me ... ...select, create, and sequence learning experiences and performance tasks ... ...understand and use a variety of intrsuctional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ...understanding of how learners grow and develop

...understanding of learners' commonalities and individual differences ...understands the expectations of the profession including the Alabama E... ...use assessment to engage learners in their own growth

...use evidence to continually evaluate the effects of my decisions on other... ...use, design, or adapt multiple methods of assessment ot documen, moni...

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader 40% 10% 38% 10% 12% 28% 45% 38% 38% 57% 33% 62% 62% 10% 27% 40% 47% 47% 28% 40% 8% 35% 40% 57% 47% 52% 20% 17% 47% 45% 33% 37% 37% 7% 40% 35% 62% 42% 47%

**Troy University** 

# 60 respondents Alabama State Wide

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

901 respondents

3	34%	54%	9%
	35%	54%	8%
24%	, 	61%	12%
	50%	42%	
	44%	48%	
	37%	54%	6%
	40%	50%	6%
32	2%	58%	8%
	45%	46%	
	51%	40	%
29	%	61%	8%
	44%	48%	
	36%	51%	7%
	39%	51%	6%
	44%	49%	
16%		66%	17%
	43%	46%	6%
46%		46%	
	36%	54%	7%
	36%	55%	6%
	40%	50%	6%
	42%	48%	6%
	35%	55%	7%
	41%	50%	6%
	42%	48%	6%
	41%	49%	6%
, D		50%	10

100%

50%

43%

0%

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

# **Employer Response**

● Ineffective Teacher ● Emerging Teacher ● Effective Teacher ● Teacher Leader

Teacher Response

Strongly Disagree Oisagree Strongly Agree

58%			39%	
	55%		43%	
	44%		55%	
19%	19% 52%		26%	
	65%	•	32%	
	61%		36%	
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	56%		39%	
	51%		48%	
13%	45%	÷	38%	
	51%		46%	
13%	58%	÷	29%	
11%	57%		31%	
	58%		40%	
18%	569	%	26%	
	38%		61%	
	58%		36%	
	65% 55% 67% 6% 55% 64% 58% 55%		32% 43% 33% 39% 31% 37% 43%	
6%				
	63%		35%	
6%	61%		33%	
0%		50%	100%	

40%		50%	109	
38%		50%	109	
28%		60%	12%	
7 <mark>%</mark> 45	%	48%		
38%		58%		
38%		57%		
33%		62%		
27%		62%	109	
40%		55%		
47%		47%		
28%		65%		
40%		53%		
35%		53%		
40%		57%		
47%		52%		
20%		63%	17%	
47%		48%		
45%		50%		
33%		63%		
37%		60%		
37%		55%	7	
40% 55%				
35%		62%		
42%		52%		
47% 48%				
43%		53%		

...plan instruction by collaborating with colleagues, specialists, community ... ...collaborate with learners, families, colleagues, other school professionals,... ...collaborate with others to build a positive learning climate marked by res... ...communicates with sudents, parents, and the public about Alabama's ass... ...connect concepts, perspectives from varied disciplines, and interdisciplin... ...create learning experiences that make discipline accessible and meaningf... ...encourage learners to develop deep understanding of content areas, ma... ...engage in continuous professional learning to more effectively meet the ... ...has deep knowlede of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...imanage the learning environment to engage learners actively

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100% C