

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

Administered by the  
Alabama State Department of Education

September 2018

## Report 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. Current assessment requirements include a written test of pedagogical knowledge (Principles of Learning and Teaching) and a Praxis content test specific to the teaching field or subject for which certification is sought. 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 2016-2017 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 - Class B - Principles of Teaching and Learning

Program Approval & Accreditation

Programs Are Approved Yes  
 Programs Are Accredited Yes

Number of Certificates Earned

196

Nationally Recognized Programs

No programs recognized

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

Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	9	9	100%	0	0%	0	0%
Elementary Education	Elementary Education	110	110	100%	0	0%	0	0%
English Language Arts	English Language Arts	6	5	83%	1	17%	0	0%
Health/Physical Education	Health/Physical Education	13	13	100%	0	0%	0	0%
Mathematics	Mathematics	10	10	100%	0	0%	0	0%
Performing Arts	Performing Arts	13	12	92%	1	8%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	9	8	89%	1	11%	0	0%
Special Education	Special Education	20	19	95%	0	0%	1	5%

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

Program Approval & Accreditation

Programs Are Approved Yes  
 Programs Are Accredited Yes

Number of Certificates Earned

196

Nationally Recognized Programs

No programs recognized

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			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	9	9	100%	0	0%	0	0%
	Teaching of Reading	9	8	89%	0	0%	1	11%
Elementary Education	Multiple Subjects: Reading	107	80	75%	14	13%	13	12%
	Teaching of Reading	110	91	83%	13	12%	6	5%
Health/Physical Education	Health/Physical Education	10	10	100%	0	0%	0	0%
Special Education	Core Knowledge/Application	20	19	95%	1	5%	0	0%
	Multiple Subjects: Reading	14	6	43%	5	36%	3	21%

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

196
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Nationally Recognized Programs

No programs recognized
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Subject	Subtest	Number of Test Takers	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After	Number Passed After	Percent Passed After
			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	107	81	76%	11	10%	15	14%
	Multiple Subjects: Science	107	83	78%	16	15%	8	7%
	Multiple Subjects: Social Studies	107	82	77%	13	12%	12	11%
English Language Arts	English Language Arts	6	6	100%	0	0%	0	0%
Mathematics	Mathematics	10	1	10%	0	0%	9	90%
Performing Arts	Performing Arts	13	12	92%	1	8%	0	0%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	9	7	78%	0	0%	2	22%
Special Education	Multiple Subjects: Mathematics	14	7	50%	4	29%	3	21%
	Multiple Subjects: Science	14	8	57%	3	21%	3	21%
	Multiple Subjects: Social Studies	14	10	71%	4	29%	0	0%

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

Program Approval & Accreditation

Programs Are Approved Yes  
 Programs Are Accredited Yes

Number of Certificates Earned

17

Nationally Recognized Programs

No programs recognized

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

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

*Program Approval & Accreditation*

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

*Number of Certificates Earned*

17

*Nationally Recognized Programs*

No programs recognized

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			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
	Teaching of Reading	*	*	*	*	*	*	*
Elementary Education	Multiple Subjects: Reading	4	4	100%	0	0%	0	0%
	Teaching of Reading	7	5	71%	1	14%	1	14%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

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

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Certificates Earned

17
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Nationally Recognized Programs

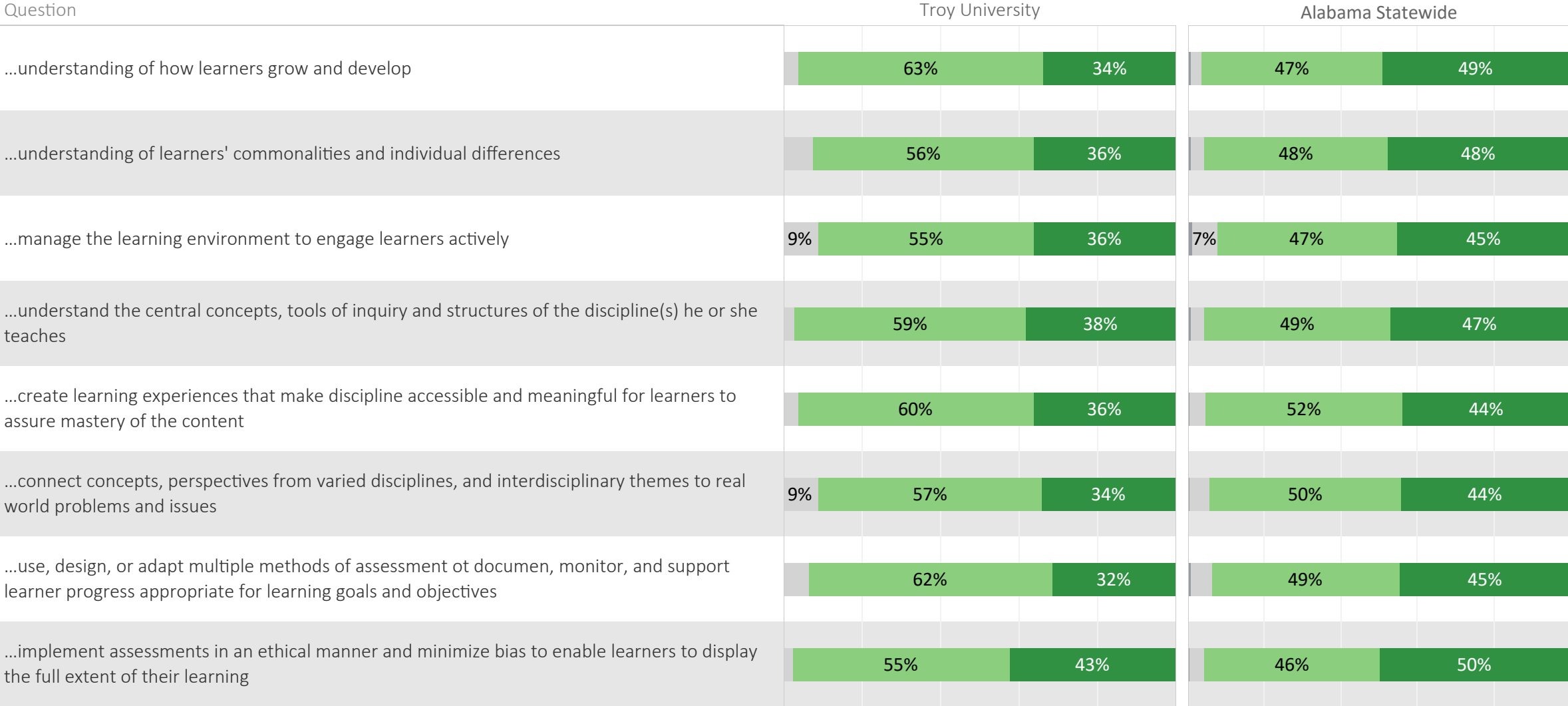
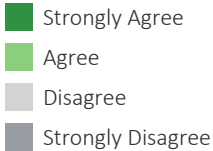
No programs recognized
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			One Attempt	One Attempt	Two Attempts	Two Attempts	Three+ Attempts	Three+ Attempts
Elementary Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
	Multiple Subjects: Science	*	*	*	*	*	*	*
	Multiple Subjects: Social Studies	*	*	*	*	*	*	*
English Language Arts	English Language Arts	*	*	*	*	*	*	
Mathematics	Mathematics	*	*	*	*	*	*	
Performing Arts	Performing Arts	*	*	*	*	*	*	
Sciences	Sciences	*	*	*	*	*	*	
Social Studies	Social Studies	*	*	*	*	*	*	
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	
	Multiple Subjects: Science	*	*	*	*	*	*	
	Multiple Subjects: Social Studies	*	*	*	*	*	*	



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

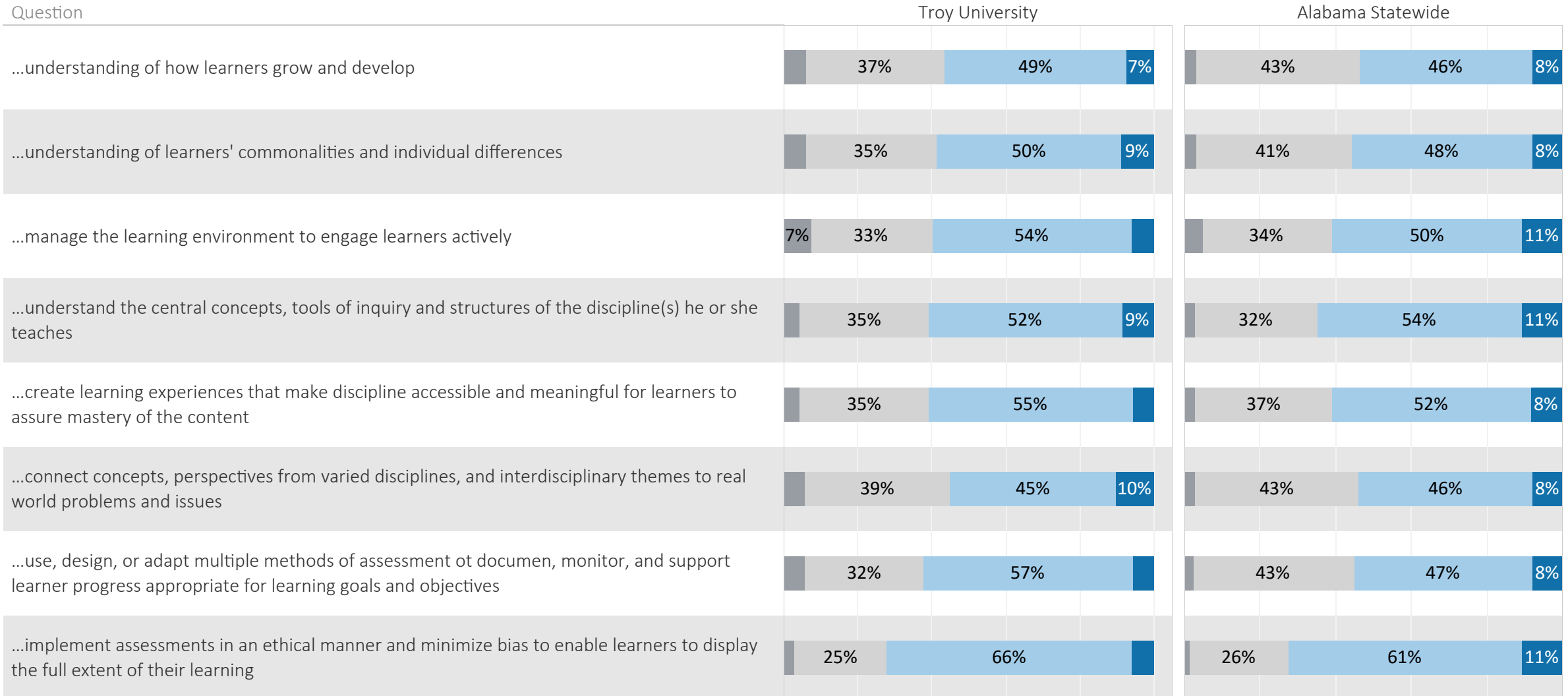


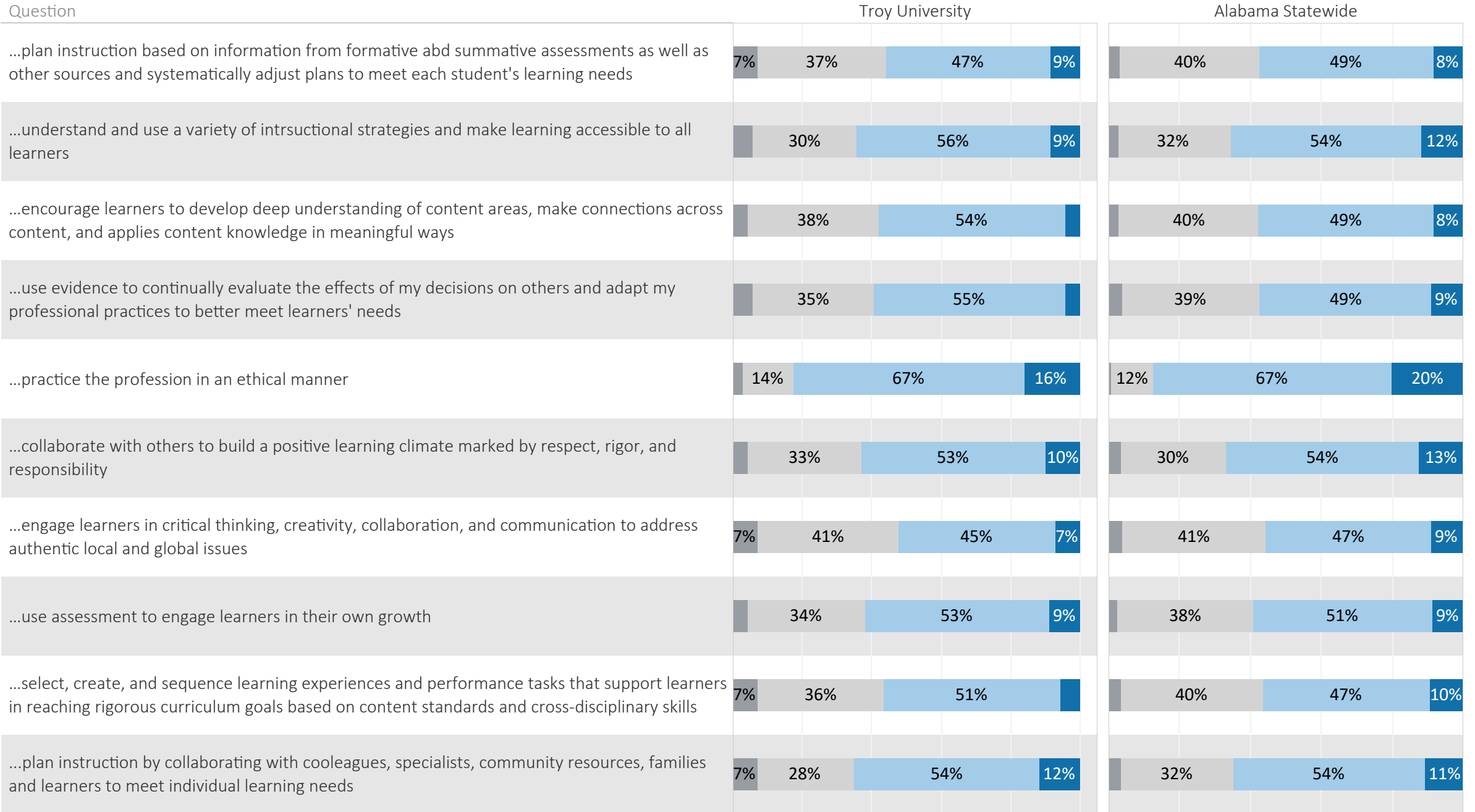
Question	Troy University		Alabama Statewide		
...plan instruction based on information from formative and summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	65%	31%	48%	49%	
...understand and use a variety of instructional strategies and make learning accessible to all learners	63%	34%	46%	51%	
...encourage learners to develop deep understanding of content areas, make connections across content, and apply content knowledge in meaningful ways	58%	38%	47%	49%	
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	56%	38%	51%	45%	
...practice the profession in an ethical manner	46%	54%	33%	66%	
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	51%	48%	39%	59%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	56%	41%	48%	49%	
...use assessment to engage learners in their own growth	56%	41%	49%	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	9%	57%	34%	52%	43%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	54%	43%	46%	49%	

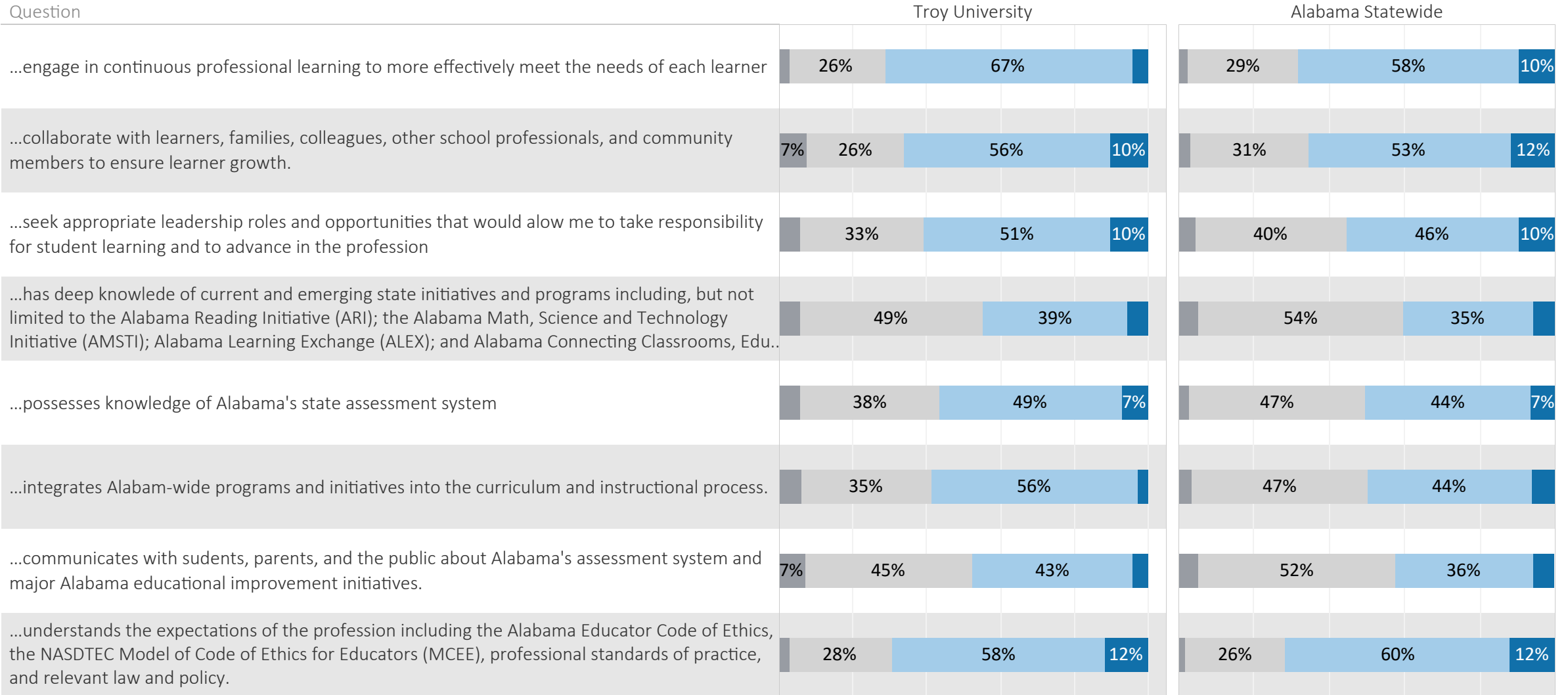
Question	Troy University				Alabama Statewide			
...engage in continuous professional learning to more effectively meet the needs of each learner		57%	42%		45%	52%		
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		53%	43%		46%	49%		
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession	9%	55%	36%		48%	46%		

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

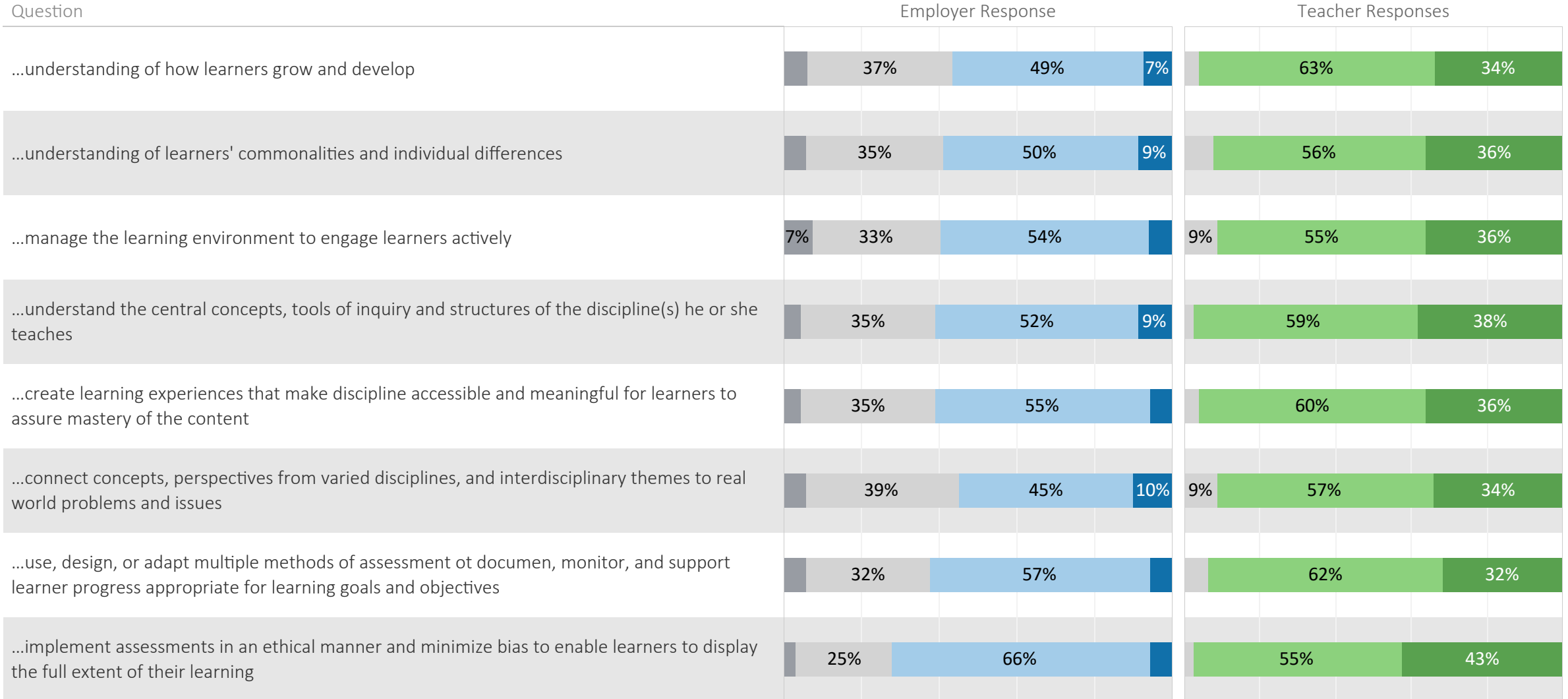
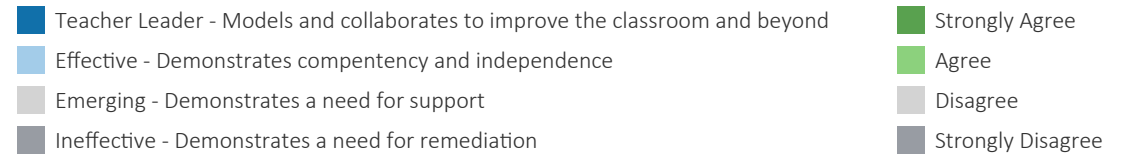
- Teacher Leader - Models and collaborates to improve the classroom and beyond
- Effective - Demonstrates competency and independence
- Emerging - Demonstrates a need for support
- Ineffective - Demonstrates a need for remediation







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				Teacher Responses		
...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	7%	37%	47%	9%	65%	31%	
...understand and use a variety of instructional strategies and make learning accessible to all learners		30%	56%	9%	63%	34%	
...encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways		38%	54%		58%	38%	
...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs		35%	55%		56%	38%	
...practice the profession in an ethical manner	14%		67%	16%	46%	54%	
...collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility		33%	53%	10%	51%	48%	
...engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	7%	41%	45%	7%	56%	41%	
...use assessment to engage learners in their own growth		34%	53%	9%	56%	41%	
...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	7%	36%	51%		9%	57%	34%
...plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	7%	28%	54%	12%	54%	43%	



Question	Employer Response				Teacher Responses			
...engage in continuous professional learning to more effectively meet the needs of each learner		26%	67%		57%	42%		
...collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	7%	26%	56%	10%	53%	43%		
...seek appropriate leadership roles and opportunities that would allow me to take responsibility for student learning and to advance in the profession		33%	51%	10%	9%	55%		36%