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 2024

#### Disclaimer:

Section I: Certificates Issued The candidates presented as completers represent individuals who completed a program within the past 60 calendar months that applied for and received their professional certificate within the 2022-2023 academic year.

Section II: Assessment Pass Rates

The test takers in this section are those individuals who completed assessments during the 2022-2023 academic year. These individuals may be completers who were recommended for certification during this period; however, they may still be currently enrolled candidates in programs. The individuals listed as certified are not necessarily the same individuals listed in this section.

#### Section III: Survey Results

The program completers who did this survey are a part of the Alabama Teacher Mentoring Program (ATMP). The completers self-identify. They may be individuals who completed programs within any timeframe. The only requirement is that these individuals have less than two years of professional teaching experience.

### **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, adTPA, 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.

# **Section I: Certificates Issued**

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

Program Approval & Accred College Accredited/App				Total # of Cert Program Sum of	
Troy University Accredited	Yes			Class A	31
Troy University Approved	Yes			Class B	164
				Total	195
Nationally Recognized	Programs				
Concentration		Program	Recognized by		

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

# **Section II: Assessment Pass Rates**

Performance on Required Content Knowledge and Pedagogy

Troy University - Bachelor's - Principle of Learning and Teaching

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

164

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	After 1	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3 Attempts %	Passed After 3+ Attempts
Special Education	Special Education	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

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

# of Class B Certificates Earned

# 164

### Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	92	72	78%	8	9%	12	13%
Elementary Education	Multiple Subjects: Science	79	47	59%	20	25%	12	15%
Elementary Education	Multiple Subjects: Social Studies	86	49	57%	25	29%	12	14%
English Language Arts	English Language Arts	8	7	88%	1	13%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	16	9	56%	4	25%	3	19%
Social Studies	Social Studies	11	9	82%	1	9%	1	9%
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

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

### # of Class B Certificates Earned

# 164

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	9	9	100%	0	0%	0	0%
Early Childhood Education	Teaching Reading	8	3	38%	2	25%	3	38%
Elementary Education	Multiple Subjects: Reading	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	76	46	61%	16	21%	14	18%
Health/Physical Education	Health/Physical Education	8	6	75%	1	13%	1	13%
Special Education	Core Knowledge/ Application	6	4	67%	2	33%	0	0%

#### Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Troy University - Bachelor's - Foundations of Reading

\* - Information not reported for less than five test takers

# of Class B Certificates Earned

164

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	After 1	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Foundations of Reading	Foundations of Reading	25	17	68%	4	16%	4	16%

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

# 164

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	9	9	100%	0	0%	0	0%
Elementary Education	Elementary Education	97	97	100%	0	0%	0	0%
English Language Arts	English Language Arts	8	8	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	8	8	100%	0	0%	0	0%
Mathematics	Mathematics	5	5	100%	0	0%	0	0%
Performing Arts	Performing Arts	17	17	100%	0	0%	0	0%
Social Studies	Social Studies	12	12	100%	0	0%	0	0%
Special Education	Special Education	6	6	100%	0	0%	0	0%

Nationally Recognized Programs

Program Concentration Recognized by

Performance on Required Content Knowledge and Pedagogy

Troy University - Master's - Principle of Learning and Teaching

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

31

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
English Language Arts	English Language Arts	*	*	*	*	*	*	*

#### Nationally Recognized Programs

Program Concentration Recognized by

Class A Music Education National Association for Schools of Music

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

#### # of Class A Certificates Earned

## 31

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Elementary Education	Multiple Subjects: Mathematics	14	12	86%	0	0%	2	14%
Elementary Education	Multiple Subjects: Science	14	12	86%	1	7%	1	7%
Elementary Education	Multiple Subjects: Social Studies	13	12	92%	0	0%	1	8%
English Language Arts	English Language Arts	6	4	67%	0	0%	2	33%
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Nationally Recognized Programs

Program Concentration Recognized by

Class A Music Education National Association for Schools of Music

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

#### # of Class A Certificates Earned

## 31

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	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	*	*	*	*	*	*	*
Elementary Education	Teaching of Reading	11	8	73%	2	18%	1	9%
Health/Physical Education	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

Performance on Required Content Knowledge and Pedagogy

Troy University - Master's - Foundations of Reading

\* - Information not reported for less than five test takers

# of Class A Certificates Earned

31

Program Approval & Accreditation

Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	After 1	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Foundations of Reading	Foundations of Reading	*	*	*	*	*	*	*

Nationally R	Recognized	Programs
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Program Concentration Recognized by

Class A Music Education National Association for Schools of Music

### Performance on Required Content Knowledge and Pedagogy

Troy University - Master's - edTPA

\* - Information not reported for less than five test takers

### # of Class A Certificates Earned

# 31

Program Approval & Accreditation Accredited/Approved Status

Accredited	Yes
Approved	Yes

Test Heading	Subtest	Total Test Takers	Passed After 1 Attempt	Passed After 1 Attempts %	Passed After 2 Attempts	Passed After 2 Attempts %	Passed After 3+ Attempts	Passed After 3 Attempts %
Early Childhood Education	Early Childhood Education	*	*	*	*	*	*	*
Elementary Education	Elementary Education	14	14	100%	0	0%	0	0%
English Language Arts	English Language Arts	6	6	100%	0	0%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

### Nationally Recognized Programs

Program Concentration Recognized by

Class A Music Education National Association for Schools of Music

# **Section III: Survey Results**

#### 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 ... 6% ... collaborate with learners, families, colleagues, other school professionals... ...collaborate with others to build a positive learning climate marked by res... ...communicates with students, 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 knowledge of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum and... ...manage the learning environment to engage learners actively 59

...plan instruction based on information from formative and 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 allow me ... ...select, create, and sequence learning experiences and performance tasks ... ... understand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di...

...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 to document, moni... ... understanding of how learners grow and develop

126 **Troy University** respondents Strongly Disagree Disagree Agree Strongly Agree 51% 49% 57% 35% 47% 44% 52% 42% 49% 46% 52% 46% 49%

37% 48% 47% 50% 37% 37% 62% 44% 52% 44% 47% 50% 46% 52% 46% 48% 47% 50% 44% 47% 47% 47%

16%

10%

13%

12%

%

8

0%

100% 0%

1507 Alabama Statewide respondents Strongly Disagree Disagree Strongly Agree

	48%	47%
	48%	47%
	42%	56%
18%	47%	33%
	49%	44%
	52%	43%
	49%	47%
	50%	46%
	46%	49%
13%	45%	40%
	47%	50%
13%	50%	35%
6%	48%	44%
	47%	48%
15%	50%	34%
	38%	61%
	51%	43%
	52%	43%
	47%	49%
	50%	45%
	48%	47%
7%	48%	45%
	48%	47%
	51%	45%
49%		46%
	47%	49%
, D	50	% 100

Question

50%

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

**Troy University - Employer Response** 

58 **Troy University** respondents Ineffective Teacher 10% 34% 52% 10% 35% 27% 14% 46% 7% 7% 42% 9% 39% 47% 8% 41% 47% 10% 33% 47% 7% 6% 49% 31% 9% 57% 7% 43% 9% 36% 39% 47% 9% 7% 44% 20% 18% 42% 9% 7% 43% 38% 9% 9% 37% 8% 43% 52% 8% 36% 8% 41% 40% 8% 8% 41% 0% 50%

...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 students, 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... 5 ...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... 5% ...has deep knowledge of current and emerging state initiatives and progra... 5% ...implement assessments in an ethical manner and minimize bias to enabl... ...integrates Alabama-wide programs and initiatives into the curriculum an... ...manage the learning environment to engage learners actively 5% ...plans instruction based on information from formative and summative as...

...possesses knowledge of Alabama's state assessment system ...practice the profession in an ethical manner

...seek appropriate leadership roles and opportunities that would allow me... ...select, create, and sequence learning experiences and performance tasks ... ... understand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ... 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 adapts multiple methods of assessment to document, mo...

Questions

100% 0%

804 respondents

10%

10%

7%

8%

9%

9%

10%

8%

7%

10%

7%

10%

9%

7%

10%

8%

10%

9%

8%

9%

18%

15%

Alabama Statewide Ineffective Teac... Emerging Teac... Effective Teac... Teacher Lea...

57%

47%

47%

47%

50%

33%

34%

41%

38%

40%

42%

38%

43%

41%

42%

42%

40%

39%

40%

37%

36%

35%

35%

46%

48%

32%

31%

19%

45%

27%

8% 9% 8% 100%

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

...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 students, 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 knowledge of current and emerging state initiatives and progra... ...implement assessments in an ethical manner and minimize bias to enabl... ...implement assessments in an ethical manner and minimize bias to enabl... ...imanage the learning environment to engage learners actively

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

...seek appropriate leadership roles and opportunities that would allow me... ...select, create, and sequence learning experiences and performance tasks ... ...understand and use a variety of instructional strategies and make learnin... ...understand the central concepts, tools of inquiry and structures of the di... ...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 adapts multiple methods of assessment to document, mo...

respondents Ineffective Teacher Emerging Teacher Effective Teacher Teacher Leader 52% 10% 34% 35% 10% 27% 14% 46% 42% 39% 47% 41% 47% 33% 10% 7% 47% 6% 49% 9% 31% 57% 7% 43% 9% 36% 9% 39% 47% 7% 44% 18% 20% 42% 9% 7% 43% 9% 38% 9% 37% 8% 43% 8% 36% 52% 41% 8% 8% 40% 41% 8%

50%

**Employer Response** 

58

100%

# 126 Teacher Response respondents ●Strongly Disagree ● Disagree ● Agree ●Strongly Agree

44% 48% 41%		51% 49% 57%			
			<b>16%</b> 47%		35%
			51%		44%
52%		42%			
<mark>6</mark> 9 44%		49%			
51%		46%			
<mark>6</mark> 9 42%		52%			
10%	40%	46%			
	49%	49%			
13%	50%	37%			
	46%	48%			
	47%	50%			
12%	50%	37%			
37%	6	62%			
51%		44%			
52%		44%			
47%		50%			
49%		46%			
52%		46%			
47%		48%			
45%		50%			
51%		44%			
47%		47%			
	47%				
		10			

0%