Teacher Education Program

The Teacher Education program has six program objectives that are mandated by the state of Texas and one objective that is there for the sake of Association of Christian Schools International (ACSI) recognition. The program objectives are

1. Demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners
2. Work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs
3. Exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards
4. Interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning
5. Use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed
6. Consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity
7. Evidence knowledge of both public and private educational philosophy and systems

Due to the direct state involvement, the DCC Education Department does not use the assessment matrixes used by other departments. Rather, it uses several cross-sections of collected data as a means of analysis of the education program. These assessments primarily involve the Texas Education Agency (TEA) outside yearly (Fall) assessment and Dallas Christian College internal assessments of education courses and student progress academically and product outcome. A third assessment is the national Tittle II Report submitted yearly (Spring). A fourth assessment is an advisory board that meets yearly to be informed of stats compiled of gathered data, progress of students and the program criteria and to suggest possible ways of program improvement – which leads to student improvement. (The Advisory Board did not meet in ’17-18 school year – past notes are available.)

Each of these assessments have multiple uses that guide improvement strategies for the Dallas Christian College education program. These findings/stats are compiled, disaggregated and disseminated to help guide any changes needed for the coming school year.

The Texas Education Agency (TEA) has rigorous assessment and reporting requirements of educator preparation programs in Texas. A program that fails to show it is preparing students in the first six objectives listed above will not be able to stay accredited for long. The ASEP ACCREDITATION STATUS '16-'17 shows DCC is accredited and has no negative recommendations. The TX TEST PASSING STATS DATA 2010-2017 shows that DCC students are passing the state tests at or above the required level. The Dallas Christian College TEA ASEP DATA '15-'16 '16-'17 report from the Texas Accountability System for Educator Preparation shows DCC’s program in good standing.

A review of the Student Teacher Intern Handbook 2017-2018 shows that DCC teachers in preparation are observed multiple times through pre-student teaching and student teaching. They are observed and appraised by observers who have been trained in T-TESS, the Texas teacher evaluation system. As a part of those evaluations, the six mandated program objectives are assessed.

DCC has been judged “Certified” for both the traditional and alternative certification program by Title II Institutional and Program Report Card Certification.