

Teacher Education Program Assessment: 2023-24

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

The seventh program is assessed with a passing grade in EDUC 4321 *Philosophy and History of Christian Education*.

Due to the direct state involvement, the DCC Education Department does not use the assessment matrices used by other departments. Rather, it uses multiple sources of collected data as a means of analysis of the education program. These assessments primarily involve assessments from Texas Education Agency (TEA) and Dallas Christian College internal assessments of education courses and student progress academically and product outcome. A third assessment is the national Title II Report submitted yearly (Spring).

Each of these assessments have multiple uses that guide improvement strategies for the Dallas Christian College education program. These findings/stats are compiled and analyzed to identify areas for improvement.

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 2023 shows DCC is accredited and has no negative notations: <https://tea4avcastro.tea.state.tx.us/ELQ/educatorprepdashboard/asepoverview.html> . The TX TEST PASSING STATS DATA 2019-2023 shows that DCC students are passing the state

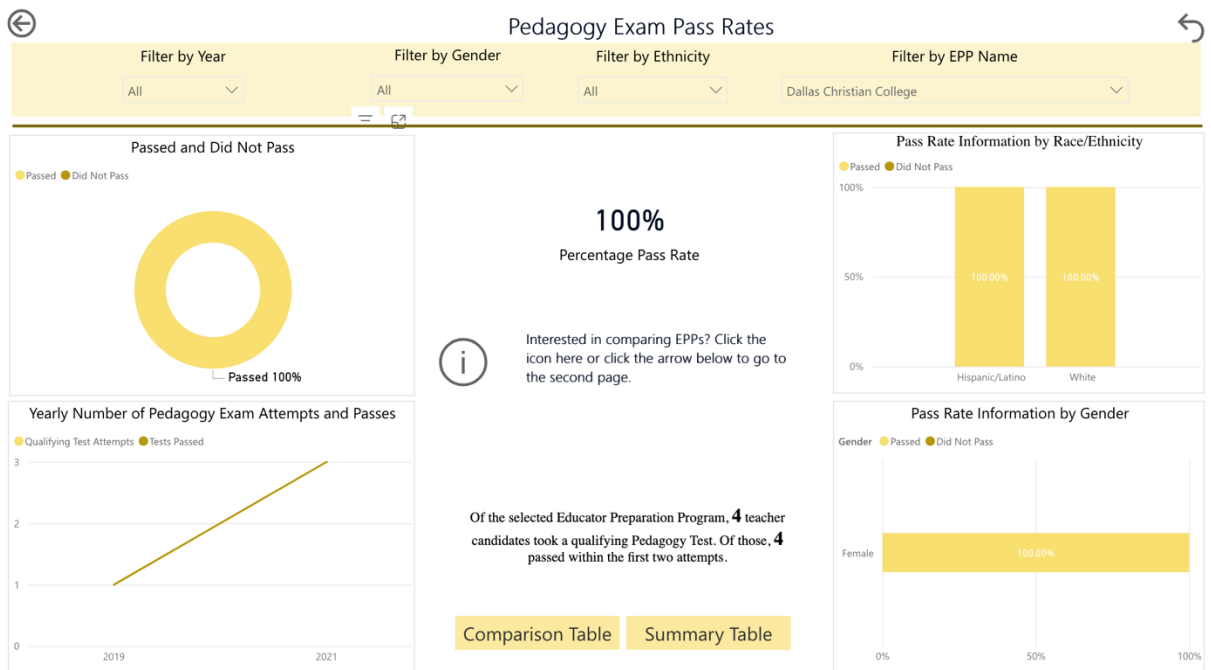
tests at or above the required level. DCC has been judged “Certified” by Title II Institutional and Program Report Card Certification.

A review of the Student Teacher Intern Handbook 2023-2024 shows that DCC teachers in preparation are observed multiple times during 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 listed above are assessed on a per-student basis.

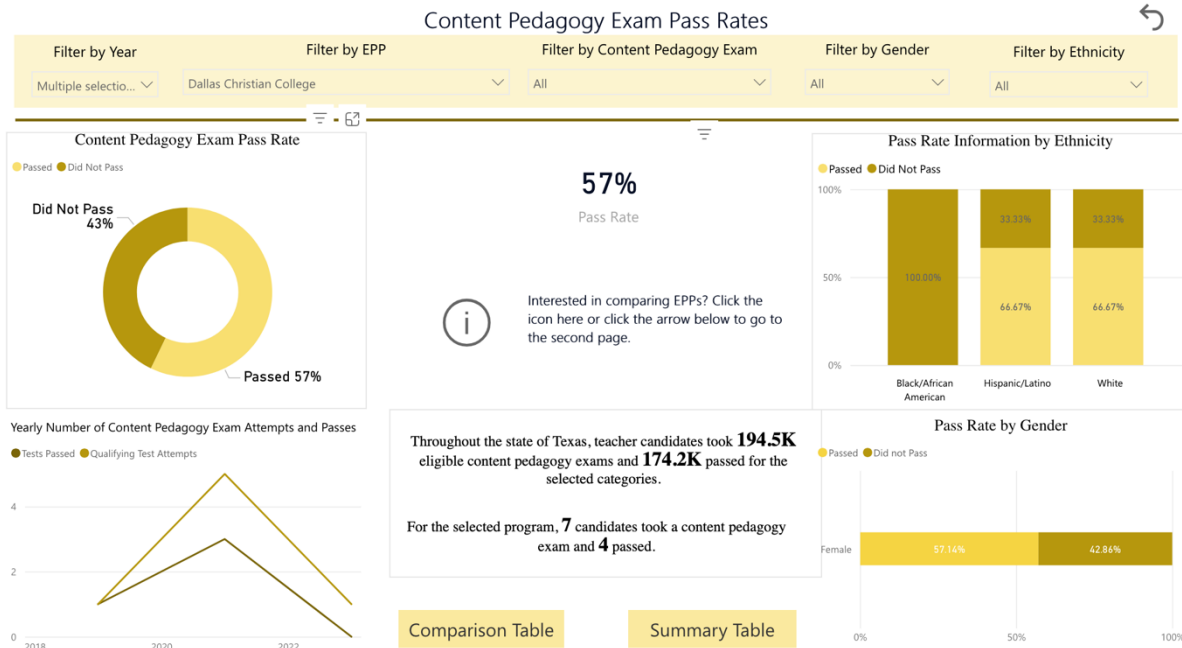
Evidence

The following screenshots come from the TEA website dashboards.

1. Pedagogy Exam Pass Rates 2019-2021 (most reason data available for 2023-24 DCC data).



2. Content Pedagogy Exam Pass Rates 2019-2023



Improvements and Plans

- When the new department chair of the Teacher Education Department came in November 2022, she was contacted by students from the recent past who had not succeeded in passing either the TEA pedagogy exam or the content exam for their area of teaching. She also noted that the passing rate was not 100% after two attempts. Therefore, she procured funding from the VP of Academics to give education students study.com licenses to help prepare them more effectively. Since adopting study.com, three students have taken state teacher exams, and all passed on the first attempt. This will need to be watched over the coming years to see if students continue to be successful.
- During 2024-25, the department chair will be designing a matrix that pairs student teaching T-TESS (Texas teacher evaluation system) data with the first six objectives listed above. This will provide detailed internal assessment to complement the TEA exams and oversight.
- During 2024-25, the department chair will explore the possibility of using a modified version of the T-TESS in teaching methods courses. The hypothesis is this would provide some formative data to help identify any weaknesses in the preparation program and strengthen them before students take state exams and are provided a summative assessment with T-TESS during student teaching.
- Because the teacher preparation program at DCC is still small, there is limited data produced in a year. Therefore, the assessment cycle will take longer.
- DCC will be submitting the TEA Desk Review in March 2025. This will involve an intense review of data, policies, and practices in the program.