

Teacher Education Program Assessment: 2024-2025

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.

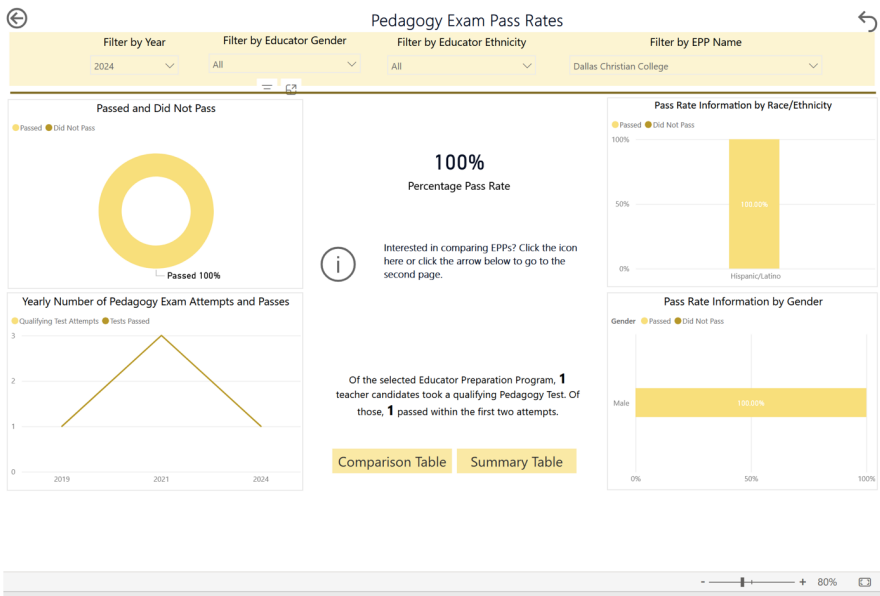
The Texas Education Agency (TEA) has rigorous assessment and reporting requirements of educator preparation programs in Texas. A program that fails to show it is preparing students in the first six objectives listed above will not be able to stay accredited for long. The ASEP ACCREDITATION STATUS 2024 shows DCC is accredited and has no negative notations: <https://tea4avcastro.tea.state.tx.us/ELQ/educatorprepdataboard/asepoverview.html> . The TX TEST PASSING STATS DATA 2024 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 2024-2025 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.

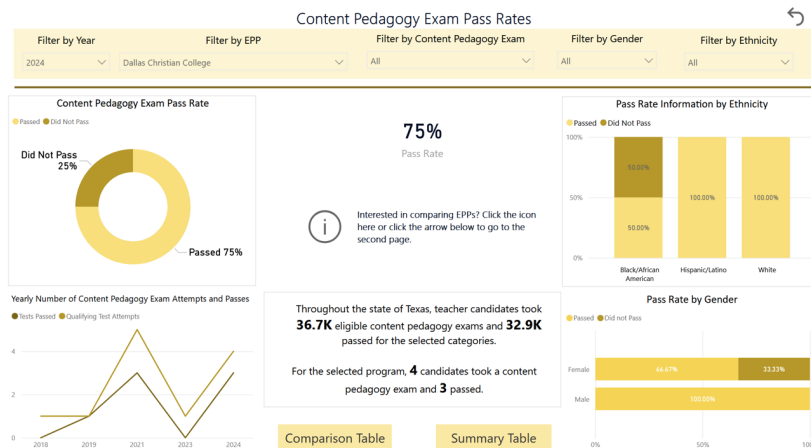
1. Pedagogy Exam Pass Rates 2024



Commented [TH1]: 2024 is now available, and shows us at a 100% pass rate, if you want to capture the screen shot of the new data. I would volunteer to do this for you, but I am not sure how.... :<

2. Content Pedagogy Exam Pass Rates 2024

Commented [TH2]: This also has been updated. We are now at a 75% pass rate.



Improvements and Plans

- Last year, the department chair adopted the use of study.com and developed a 1 hour seminar course to help prepare students for the required state of Texas competency exams. Students were required to obtain an 85% on a summative exam provided by study.com before they were allowed to take the TEA exam. Since adopting study.com and initiating the seminar course, every student taking the competency tests 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, a Moodle (DCC's LMS) site which aligns with the T-TESS (Texas Teacher Evaluation System) was developed to collect data on the first six objectives listed above. This detailed internal assessment corresponds with TEA standards and will provide formative data for program improvement. See screenshot below.


TEA Documentation

Dallas Christian College educates and mentors students to be people of influence, engaging in their calling in the work of Christ in the Church and in the world.
For more information about DCC's mission, history and vision, visit <http://www.dallas.edu/About>.

- ✓ Administration & Governance
- ✓ Required Notifications
- ✓ DCC Admission Requirements
- ✓ Education Department Formal Admission
- ✓ Standards-based Coursework and Required Curriculum Topics
- ✓ Coursework & Training (for each Designated Candidate)
- ✓ Certification Procedures (for each Designated Candidate)
- ✓ Proactive Instructional Planning Techniques & Inclusive Practices

- A new evaluation system for clinical teachers was developed to provide summative assessment which aligns with the T-TES. This will prepare students for the type of evaluation system used by the state of Texas for public school teachers.
- 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 submitted a Desk Review to TEA in March 2025. This involved an intense review of data, policies, and practices in the program. TEA then submitted their final review with deficiencies to address before August 1, 2025. Most of the deficiencies concerned student records, an issue which has already been addressed by the development of the Moodle site. The program was also commended for the content of the education classes.
- Five students took the course History and Philosophy of Education. The chart below reflects the pass/fail ratio for the class.

Number of Students	Number Passed	Number Failed
5	5	0



- Based on feedback for class evaluations for EDUC 4321, History and Philosophy of Christian Education, in which students indicated the course should be offered earlier in the program, the chair will be evaluating that as a possibility.