

Dallas Baptist University College of Education Cohort IV, V, and VI Appraisal Scores 2021-2022

CAEP Measure 1 Indicator of Teacher Effectiveness

Grading Scale: 5= Exceeds Expectation; 4=Proficient; 3= Satisfactory; Below 3=Unsatisfactory	EC-6						Grades 4-8						Grades 7-12						All Level Certification (EC-12)						Overall Means														
	Cohort IV		Cohort V		Cohort VI		Cohort IV		Cohort V		Cohort VI		Cohort IV		Cohort V		Cohort VI		Cohort IV		Cohort V		Cohort VI		Cohort IV		Cohort V		Cohort VI		Δ								
	N=4	N=2	N=3	N=1	N=3	N=2	N=1	N=0	N=0	N=0	N=0	N=2	N=1	N=1	N=1	N=1	N=0	N=0	N=2	N=2	N=1	N=1	N=1	N=0	N=0	N=0	N=0	N=6	N=5	Δ		N=8	N=7	Δ	N=6	N=4	Δ	Δ	
Item on Instrument	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II	App. I	App. II		App. I	App. II	App. I	App. II	App. I	App. II		
Qualifying Score: 4.0 (80%)																																							
N (Number of Students)=																																							
Domain I: Planning	4.71	4.90	4.48	4.93	4.69	4.82	4.14				4.57	4.79	4.57	4.71				4.32	4.61	5.00	5.00	4.50				4.61	4.87	<b>0.26</b>	4.49	4.93	<b>0.44</b>	4.53	4.74	<b>0.21</b>	0.13				
Domain II: Instruction	4.71	4.82	4.48	4.86	4.74	4.82	4.32	4.48				4.62	4.55	4.45	4.73				4.37	4.52	4.91	5.00	4.36				4.60	4.85	<b>0.25</b>	4.42	4.86	<b>0.44</b>	4.57	4.63	<b>0.06</b>	0.03			
Domain III: Learning Environment	4.93	5.00	4.86	5.00	4.95	4.93	4.71					4.86	4.86	4.86	4.86				4.93	4.93	4.86	5.00	4.57				4.84	4.95	<b>0.11</b>	4.71	5.00	<b>0.29</b>	4.91	4.91	<b>-0.01</b>	0.07			
Domain IV: Professional Practices & Responsibilities	5.00	5.00	5.00	5.00	5.00	5.00	5.00					5.00	5.00	5.00	5.00				5.00	5.00	5.00	5.00					5.00	5.00	<b>0.00</b>	5.00	5.00	<b>0.00</b>	5.00	5.00	<b>0.00</b>	5.00	5.00	<b>0.00</b>	0.00
Overall Means:	4.84	4.93	4.70	4.95	4.85	4.89	4.54					4.76	4.80	4.72	4.83				4.65	4.77	4.94	5.00	4.61				4.76	4.92	0.16	4.66	4.95	0.29	4.75	4.82	0.06	0.06			

During the 2021-2022 school year there were 16 teachers supported through the Standard 4 Program. These teachers represented 16 different schools within districts surrounding Dallas Baptist University. Each teacher in our support program was a member of one of three cohorts. Cohort IV represented our third-year completers, Cohort V our second-year completers, and Cohort VI our first-year completers. The DBU College of Education Director of Impact observed cohort IV once each semester, cohort V three times during the year, and cohort VI two times each semester. We gave our maximum support to our first-year teachers and gradually released the support for second- and third-year completers. We used a modified version of the Texas-Teacher Evaluation and Support System (T-TESS), which is the state-wide appraisal system for teachers. This appraisal system was designed and is supported by the state of Texas. For the purpose of observing the completers, the Dallas Baptist University Educator Preparation Program designed a modified version of T-TESS. There are four domains in the modified instrument used for the feedback to the completers. The Domains are Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Each domain has a set of indicators that is scored from the observation and each domain receives an average of the scores of each indicator. The rubric for the observation uses a numerical point value for each domain with 5 as exceeds expectations and below a 3 as unsatisfactory. The qualifying score of 4 is considered proficient, and that is the goal for each teacher. There were no means that fell below the qualifying score of 4 for the 2021-2022 school year.

The COVID-19 pandemic has posed a significant challenge to the Standard 4 Director of Impact as schools have closed their doors to outside observers, or closed school in its entirety. While the pandemic is behind us, K-12 school policies are still posing a challenge for in-person observations.

It is evident through reviewing the overall means that there is growth between observations one and two, and also between cohorts as they continue in their career, demonstrating that the Standard 4 program is fulfilling its intended purpose. Of the four domains, domain I: planning was lowest across each of the three cohorts observed in the 2021-2022 school year. As a result, the Director of Impact has implemented dedicated time with each completer to review plans and receive structured feedback.

The highest score for all completers for most of the year was professionalism. It is exciting to see our completers exhibiting professionalism on a daily basis in their respective schools while contributing to the communities in which they teach.