

**Dallas Baptist University**  
**College of Education**  
**Cohort I, II, and III- Appraisal Scores**  
**2018-2019**  
**4.2 Indicator of Teacher Effectiveness**

Domain I	Planning
Domain II	Instruction
Domain III	Learning Environment
Domain IV	Professional Practices and Responsibilities

5= Exceeds Expectations	<b>4= Proficient Qualifying Score</b>	3= Satisfactory	Below 3= Unsatisfactory
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**Cohort I**  
**Appraisal I**  
 EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.3	4.0	4.1	5.0
Completer 2	4.6	4.7	4.7	5.0

EC-12 Music

Completer 3	4.7	4.7	4.9	5.0
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**Appraisal II**  
 EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.3	4.0	4.1	5.0
Completer 2	4.7	4.8	4.7	5.0

EC-12 Music

Completer 3	4.7	4.7	4.7	5.0
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**Cohort II**  
**2018-2019**

Domain I	Planning
Domain II	Instruction
Domain III	Learning Environment
Domain IV	Professional Practices and Responsibilities

5= Exceeds Expectations	<b>4= Proficient Qualifying Score</b>	3= Satisfactory	Below 3= Unsatisfactory
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**Appraisal I**

EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.6	4.5	4.7	5.0
Completer 2	4.4	4.7	5.0	5.0
Completer 3	4.2	4.2	4.6	5.0
Completer 4	4.1	4.2	<b>3.7</b>	5.0
Completer 5	4.4	4.4	4.4	5.0
Completer 6	4.4	4.0	4.0	5.0
Completer 7	4.1	4.1	4.3	5.0
Completer 8	4.4	4.5	4.6	5.0
Completer 9	4.6	4.7	4.7	5.0
Completer 10	4.2	4.3	4.4	5.0

EC-12 Music

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 11	4.4	4.3	4.7	5.0
Completer 12	4.2	4.1	4.6	5.0
Completer 13	4.5	4.4	4.6	5.0

4-8 Math/Science

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 14	4.0	4.0	4.6	5.0
Completer 15	4.4	4.3	4.7	5.0

## Appraisal II

EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.5	4.5	4.7	5.0
Completer 2	4.6	4.7	5.0	5.0
Completer 3	4.4	4.2	4.8	5.0
Completer 4	4.4	4.1	3.7	5.0
Completer 5	4.4	4.2	4.4	5.0
Completer 6	4.3	4.0	4.0	5.0
Completer 7	4.2	4.4	4.6	5.0
Completer 8	4.5	4.7	4.7	5.0
Completer 9	4.4	4.4	4.6	5.0
Completer 10	4.5	4.5	5.0	5.0

EC-12 Music

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 11	4.5	4.3	4.6	5.0
Completer 12	4.2	4.1	4.6	5.0
Completer 13	4.6	4.4	4.7	5.0

4-8 Math/Science

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 14	4.2	4.1	4.6	5.0
Completer 15	4.5	4.3	4.7	5.0

## Appraisal III

EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.5	4.6	4.7	5.0
Completer 2	4.6	4.7	5.0	5.0
Completer 3	4.4	4.3	4.8	5.0
Completer 4	4.4	4.1	3.7	5.0
Completer 5	4.4	4.4	4.7	5.0
Completer 6	4.3	4.1	4.0	5.0
Completer 7	4.4	4.5	4.6	5.0
Completer 8	4.6	4.8	5.0	5.0
Completer 9	4.5	4.5	4.7	5.0
Completer 10	4.5	4.5	5.0	5.0

EC-12 Music

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 11	4.6	4.3	4.9	5.0
Completer 12	4.4	4.2	4.7	5.0
Completer 13	4.5	4.4	4.7	5.0

4-8 Math/Science

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 14	4.3	4.3	4.5	5.0
Completer 15	4.6	4.4	4.7	5.0

**Cohort III**

**2018-2019**

Domain I	Planning
Domain II	Instruction
Domain III	Learning Environment
Domain IV	Professional Practices and Responsibilities

5= Exceeds Expectations	<b>4= Proficient Qualifying Score</b>	3= Satisfactory	Below 3= Unsatisfactory
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**Appraisal I**

EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.5	4.1	5.0	5.0
Completer 2	3.9	4.0	2.9	5.0
Completer 3	4.2	4.0	4.4	5.0
Completer 4	4.3	4.2	4.6	5.0
Completer 5	4.7	4.8	5.0	5.0
Completer 6	4.3	4.2	4.6	5.0
Completer 7	4.1	4.0	4.0	5.0
Completer 8	4.0	4.1	4.3	5.0
Completer 9	4.4	4.0	4.3	5.0

EC-12 Music

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 10	4.2	4.4	4.4	5.0
Completer 11	4.1	4.0	4.1	5.0
Completer 12	4.3	4.2	4.4	5.0

4-8 Language Arts

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 13	4.2	4.3	4.6	5.0

7-12 Biology/History

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 14	4.1	4.1	4.0	5.0
Completer 15	4.1	4.1	4.0	5.0
Completer 16	4.3	4.1	4.3	5.0
Completer 17	4.0	4.1	4.0	5.0
Completer 18	4.2	4.1	4.3	5.0

**Appraisal II**

EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.6	4.4	5.0	5.0
Completer 2	3.9	3.0	3.0	5.0
Completer 3	4.3	4.4	4.6	5.0
Completer 4	4.4	4.1	4.6	5.0
Completer 5	4.8	4.9	5.0	5.0
Completer 6	4.4	4.4	4.7	5.0
Completer 7	4.1	4.1	4.4	5.0
Completer 8	4.0	4.0	4.3	5.0
Completer 9	4.2	4.1	4.6	5.0

EC-12 Music

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 10	4.4	4.5	4.6	5.0
Completer 11	4.1	4.1	4.0	5.0
Completer 12	4.4	4.2	4.3	5.0

4-8 Language Arts

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 13	4.4	4.3	4.7	5.0

7-12 Biology/History

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 14	4.1	4.0	4.0	5.0
Completer 15	3.6	4.0	4.0	5.0
Completer 16	4.3	4.2	4.6	5.0
Completer 17	4.1	4.0	4.0	4.8
Completer 18	4.3	4.4	4.4	5.0

**Appraisal III**

EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.4	4.4	5.0	5.0
Completer 2	2.9	3.9	2.4	5.0
Completer 3	4.4	4.6	4.6	5.0
Completer 4	4.4	4.3	4.7	5.0
Completer 5	5.0	5.0	5.0	5.0
Completer 6	4.4	4.3	4.7	5.0
Completer 7	4.4	4.1	4.4	5.0
Completer 8	4.2	4.2	4.4	5.0
Completer 9	4.4	4.2	4.7	5.0

EC-12 Music

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 10	4.3	4.4	4.5	5.0
Completer 11	4.4	4.1	4.0	5.0
Completer 12	4.2	4.1	4.4	5.0

4-8 Language Arts

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 13	4.4	4.3	4.7	5.0

7-12 Biology/History

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 14	4.1	4.0	3.9	5.0
Completer 15	3.9	4.1	4.0	5.0
Completer 16	4.4	4.2	4.7	5.0
Completer 17	4.0	4.1	4.7	5.0
Completer 18	4.3	4.3	4.6	5.0

## Appraisal IV

### EC-6

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 1	4.6	4.3	5.0	5.0
Completer 2	3.1	3.0	3.0	4.8
Completer 3	4.4	4.6	4.7	5.0
Completer 4	4.4	4.3	4.7	5.0
Completer 5	5.0	5.0	5.0	5.0
Completer 6	4.5	4.4	4.8	5.0
Completer 7	4.4	4.2	4.6	5.0
Completer 8	4.3	4.2	4.6	5.0
Completer 9	4.4	4.3	4.7	5.0

### EC-12 Music

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 10	4.6	4.5	4.6	5.0
Completer 11	4.5	4.1	4.7	5.0
Completer 12	4.7	4.2	4.3	5.0

### 4-8 Language Arts

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 13	4.5	4.3	4.7	5.0

### 7-12 Biology/History

Teacher	Domain I	Domain II	Domain III	Domain IV
Completer 14	4.2	4.1	4.5	5.0
Completer 15	3.9	4.1	4.0	5.0
Completer 16	4.4	4.3	4.7	5.0
Completer 17	4.4	4.1	4.6	5.0
Completer 18	4.3	4.4	4.7	5.0

During the 2018-2019 school year there were 36 teachers we supported through our Standard 4 Program. These teachers represented 33 different schools within districts surrounding Dallas Baptist University. Nineteen of these schools were designated as a Title I school with a high percentage of students from low socio-economic families. Each teacher in our support program was a member of one of three cohorts. Cohort I represented our third-year completers, Cohort II our second-year completers, and Cohort III our first-year completers. The DBU representative

observed cohort I once each semester, cohort II three times during the year, and cohort III 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.

We had two first year teachers and one second year teacher who scored less than proficient during the different observation visits through the 2018-2019 school year. The areas that were scored less than proficient occurred in the areas of planning, instruction, and learning environment. One completer taught Biology in a 9<sup>th</sup>-10<sup>th</sup> High School. The area in need of improvement was planning. The completer in all observations never planned enough direct teach, guided practice, or independent practice. The completer was very receptive and planned to work very hard on that domain during the summer and the next school year.

The other completer taught Sixth Grade Math in a Sixth-Grade Center. Her classes consisted of a mixture of sixth grade students with different learning differences. After each observation the DBU representative visited with the completer and gave positive feedback and suggestions for improvement. However, when the DBU representative came back for the second, third, and final observation, the completer had not implemented any of the suggestions. Each time the DBU representative came, he saw the same instructional strategies in place and never saw any suggestions put into place. The goal for the 2019-2020 school year was to continue to work with this completer and to give more research based instructional strategies to continue the individual support for this completer.

The second-year teacher has struggled with learning environment especially in the area of classroom management since her first year. She has made improvement over the two years especially since she was moved to Kindergarten, but she still has work to do. One observation is that she sometimes is just not organized with her materials and room arrangement. She is working on that for her third year.

The remainder of the completers were proficient or higher in the four domains gained from the two, three, or four observations and visits with them. The highest score for all completers for most of the year was professionalism. We were very excited to see our completers exhibiting professionalism on a daily basis in their respective schools.