

Dallas Baptist University College of Education Cohort II, III, and IV Appraisal Scores 2019-2020

CAEP Measure 4.2 Indicator of Teacher Effectiveness

Grading Scale: 5= Exceeds Expectation; 4=Proficient; 3= Satisfactory; Below 3=Unsatisfactory	EC-6						4-8 Math/Science						4-8 ELAR						7-12 History						EC-12 Music						Overall Means									
	Cohort II		Cohort III		Cohort IV		Cohort II		Cohort III		Cohort IV		Cohort II		Cohort III		Cohort IV		Cohort II		Cohort III		Cohort IV		Cohort II		Cohort III		Cohort IV		Cohort II		Cohort III		Cohort IV		Δ			
	N=9	N=5	N=6	N=6	N=6	N=5	N=1	N=1	N=1	N=1	N=1	N=1	N=0	N=0	N=2	N=2	N=0	N=0	N=0	N=0	N=3	N=3	N=1	N=1	N=1	N=0	N=2	N=2	N=1	N=1	N=11	N=7	Δ	N=14	N=14	Δ		N=9	N=8	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		App. I	App. II	
Domain I: Planning	4.39	4.52	4.49	4.58	4.40	4.50	4.30	4.70	3.86	4.07	4.23	4.57	N/A	N/A	4.33	4.61	N/A	N/A	N/A	N/A	4.28	4.40	4.14	4.36	4.60	N/A	4.43	4.50	4.43	4.64	4.43	4.61	0.18	4.28	4.43	0.15	4.30	4.52	0.22	0.09
Domain II: Instruction	4.42	4.53	4.61	4.72	4.61	4.60	4.50	4.70	4.05	4.05	4.50	4.50	N/A	N/A	4.41	4.64	N/A	N/A	N/A	N/A	4.33	4.49	4.18	4.36	4.30	N/A	4.62	4.62	4.36	4.73	4.41	4.62	0.21	4.40	4.50	0.10	4.41	4.55	0.13	0.14
Domain III: Learning Environment	4.53	4.67	4.95	4.98	4.69	4.70	4.60	4.70	3.86	4.00	4.71	4.71	N/A	N/A	5.00	5.00	N/A	N/A	N/A	N/A	4.82	4.87	4.00	4.86	5.00	N/A	4.57	4.57	4.57	4.86	4.71	4.68	-0.03	4.64	4.68	0.04	4.49	4.78	0.29	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	N/A	N/A	5.00	5.00	N/A	N/A	N/A	N/A	5.00	5.00	5.00	5.00	5.00	N/A	5.00	5.00	5.00	5.00	5.00	5.00	0.00	5.00	5.00	0.00	5.00	5.00	0.00	0.00
Overall Means:	4.59	4.68	4.76	4.82	4.68	4.70	4.60	4.78	4.19	4.28	4.61	4.70			4.69	4.81					4.61	4.69	4.33	4.65	4.73		4.66	4.67	4.59	4.81	4.64	4.73	0.09	4.58	4.66	0.07	4.55	4.71	0.16	0.07

During the 2019-2020 school year there were 35 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 II represented our third-year completers, Cohort III our second-year completers, and Cohort IV our first-year completers. The DBU College of Education Director of Impact observed cohort II once each semester, cohort III three times during the year, and cohort IV 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 2019-2020 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. The 2019-2020 data set is severely limited due to the small number of observations that were able to be completed prior to school closures. The 2020-2021 data should be less impacted than that of 2019-2020, but still more limited than 2018-2019.

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 2019-2020 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.