

Schedule for Distribution and Analysis of Data (Excerpt from Unit Assessment System, 3/30/2011, pp. 8-9)

Summarized Data	Date(s) of Collection	Reviewers	Date(s) of Review
Intern performance <ul style="list-style-type: none"> • PRAXIS II content • PRAXIS PLT • Internship Evaluation (disaggregated by five domains) <ul style="list-style-type: none"> – Planning – Instruction – Classroom Management – Professionalism – Content Knowledge • Culminating Portfolio (disaggregated by CF Principle) • Lesson Plan (disaggregated by component) • Unit Work Sample (disaggregated by component) 	Fall: December Spring: April	• AAC	May of current cycle
		<ul style="list-style-type: none"> • DOE • TEC • CITE 	August
Clinical survey data <ul style="list-style-type: none"> • Interns re mentor teachers • Interns re College supervisors • Mentors re College supervisors • College supervisors re mentors 	Fall: December Spring: April	<ul style="list-style-type: none"> • DOE • TEC • CITE 	August
Dispositions self-assessment data (EDU 224 and EDU 232)	Fall: December Spring: April	<ul style="list-style-type: none"> • DOE • TEC • CITE 	August
Dispositions faculty assessment data (EDU 341/342)	Fall: December Spring: April	<ul style="list-style-type: none"> • DOE • TEC • CITE 	August
Dispositions Concerns Forms (submitted by faculty and public school partners)	ongoing	<ul style="list-style-type: none"> • DOE • TEC • CITE 	August
Complaints, compliments, and suggestions	ongoing	• Dept Chair	as needed

		<ul style="list-style-type: none"> • Other groups as needed 	
Post-graduate ADEPT performance (posted by State Department after second year of teaching)	July	<ul style="list-style-type: none"> • DOE • TEC • CITE 	August
Assessment of TEP by graduates after first year	May	<ul style="list-style-type: none"> • DOE • TEC • CITE 	August
Assessment of graduates by employers after first year	May	<ul style="list-style-type: none"> • DOE • TEC • CITE 	August
TEP faculty survey data and individual faculty reflections	April	<ul style="list-style-type: none"> • Dept Chair 	May
TEP Unit Assessment System	ongoing	<ul style="list-style-type: none"> • AAC 	May
Grant budget and progress reports	ongoing	<ul style="list-style-type: none"> • Internal and external grant committees • Paid external evaluators 	ongoing
TEP databases <ul style="list-style-type: none"> • Clinical mentor attributes • Clinical supervisor attributes • Field experience/clinical site attributes (focus on diversity) • TEP faculty attributes • Candidate field and internship placements 	ongoing	<ul style="list-style-type: none"> • Dept Chair • Coordinator of Clinical Experiences 	ongoing

The assessment cycle at Newberry College is annual and runs from August to May. Almost all data included in the unit assessment system are reviewed annually by a variety of stakeholders.

One can see from the data schedule that many data from a single assessment cycle are often reviewed in August, at the start of the next assessment cycle. The assessment schedule is designed in this way to make certain that the work of each reviewing body (the DOE, TEC, and CITE) is informed at the start with relevant information, so that any decisions made are more valid and have a greater chance of success. It is important to note, however, that if a relevant and time-sensitive piece of data is revealed during the assessment cycle, it is reviewed by the appropriate bodies immediately.

Reviewing bodies make appropriate changes to their programs or procedures based on reviewed data, including changes to assessment procedures and/or instruments to ensure reliability and validity. Any proposed changes must be submitted to governing bodies as outlined in the Unit's governance structure. Unit and program changes are recorded in committee minutes and reflected in the reviews of Newberry College curriculum committees.

Procedures for Ensuring Assessment Reliability

The TEP works constantly to ensure reliable assessment of both the Unit and candidate performance, as well as to ensure accurate interpretation of data. Measures to ensure TEP assessments are fair, accurate, consistent, and free of bias include the following.

- Beginning in Fall 2007, the use of common rubrics was established and all key assignments are now scored this system. Criteria on common rubrics are discussed and aligned with the Conceptual Framework as well as appropriate state and SPA standards.
- Faculty, clinical supervisors, and mentor teachers engage regularly in training related to internship assessments.
- Each TEP course with multiple instructors has a designated Lead Teacher who coordinates the base course content, associated materials, and assessments. Lead Teachers work closely with course instructors to ensure consistency across course sections.
- Multiple raters are used at important gates in the TEP including assessment of teacher application essays and internship evaluations. Inter-rater reliability tests are conducted periodically on the rubrics being used.