

Procedures for Ensuring Fairness, Accuracy, Consistency, and Freedom from Bias

Excerpt from Unit Assessment System (3/30/2011), pp. 7 and 10

Multiple and Varied Data

The TEP recognizes the importance of examining multiple and varied sources of data in order to make valid judgments related to unit and candidate performance. All efforts are made to collect useful data from both internal and external sources as well as data of all types: student learning, demographics, perceptions, and process. In addition, most data are analyzed longitudinally.

Internal Sources

Internal assessments provide important information on candidate mastery of institutional, state, and national standards. Important internal data for candidate retention and progression in the program are (a) GPA, (b) rubric scores on key assignments, (c) scores on course or program level assessments, and (d) assessments of candidate dispositions. For all programs, candidate data are available to all faculty advisors on-line through the student information system called Jenzabar. Candidates not maintaining the appropriate GPA are placed on probation.

Internal assessments of data related to unit performance are used to inform changes and improvement. Important internal data for unit improvement are generated by (a) clinical surveys from interns and mentors, (b) student complaints, compliments, and suggestions, and (c) supervision by the AAC.

External Sources

In regard to candidate performance, multiple external sources of data include standardized tests such as Praxis I and II series tests, field experience evaluations, and internship evaluations which are completed by mentor teachers and college supervisors. These evaluations provide key performance evidence that is considered at program transition points for candidate retention and program continuation.

The TEP also collects multiple external sources of data on program graduates: (a) ADEPT scores on first year teachers, (b) postgraduate surveys, (c) employer survey, and (d) focus group data. Using the IHE portal, Newberry College can see and analyze graduate performance in the field using the ADEPT system. Beginning in Fall 2006, a postgraduate survey was administered asking candidates whether their preparation at Newberry College had enabled them to have a positive impact on student learning. Beginning in Spring 2008, employers of our graduates from

2006-2007 were sent surveys which asked them to rate graduates' skill levels on key conceptual framework items.

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.