2.4.c – Procedures for ensuring fairness, accuracy, consistency, and freedom of bias for key assessments of candidate performance and evaluations of program quality and unit operations.

**edTPA**

To improve consistency and fidelity in the evaluation of the edTPA, the unit requires all evaluators attend training on an annual basis. New evaluators participate in a full-day workshop covering the requirements of the assessment and the rubrics. Returning evaluators attend a half-day “refresher” workshop with an emphasis on a particular aspect of the evaluation process. In AY 2013-14, the refresher workshop focused on the transition from the official five-point rubrics to the three-level local evaluation rubrics as required by SCALE.

- CEU request for Evaluator Workshop
- CEU request for Evaluator Refresher Workshop

All programs are expected to adhere to one of two scoring timelines developed by the edTPA liaisons each semester. These timelines allow programs to select due dates that best suit their internship requirements. The timelines allow time for each portfolio to be reviewed at least once. Some portfolios are reviewed a second time. Portfolios that do not meet the passing standard (also set by the edTPA liaisons) are returned to the candidate for revisions and a resubmission. To assist with the evaluation process, instructions are sent out to each evaluator prior to the portfolio due date. The instructions include a decision table to be used to determine if a candidate’s work has met the passing standard.

- edTPA Scoring Timeline (Fall 2013)
- edTPA Scoring Timeline (Spring 2014)
- edTPA Evaluation Instructions

Throughout the development of the edTPA portfolio, faculty and clinical teachers may offer candidates assistance within the guidelines provided by SCALE. This document is shared with all faculty, field supervisors and clinical teachers.

**Evaluation of Teacher Education Programs (UG Exit Survey)**

Revised as part of the TQP grant in year one, a validity study was conducted by SERVE, external evaluator for TQP grant, following the spring 2011 pilot administration. The survey is administered at the conclusion of each semester to all graduating seniors. Data from the exit survey is analyzed within the OAA and distributed to all program areas via TracDat.

**University Supervisor and Clinical Teacher Training**

Workshops are conducted by OTE to assure that university supervisors and clinical teachers are familiar with the assessments, and know how to use the assessments conducted during internship. These assessments include the Progress Reports, Disposition Survey B and C, and the Final Evaluation. More information on clinical teacher and university supervisor training is available in exhibit 3.4.d.
Teacher Leadership Growth Project – Graduate Evidence 1

The Teacher Leadership Growth Project (GE1) was developed by faculty in Elementary Education, Adult Education and Educational Leadership. A common rubric was developed to assess the project regardless of the course in which the project is required. In AY 2013-14, faculty members who facilitated the Teacher Leadership Growth Project assembled together, in order to refine the instructions and procedures for evaluating the evidence.

Advanced Programs Exit Survey (AP Exit Survey)
Revised by the COE Assessment and Accreditation Committee in spring 2012, the Advanced Programs Exit Survey yields unit level feedback for the EPP, while providing each EPP program the opportunity to add program-specific questions. Minutes from the spring 2012 meeting illustrate the development process for the Advanced Programs Exit Survey. Each spring semester, OAA solicits input and updates for the survey to maintain accuracy and consistency. As survey preview is provided.