Exhibit 2.3.c

Procedures to Ensure Fairness, Accuracy, Consistency, and Absence of Bias

The unit has made intensive and extensive efforts to ensure that the assessment instruments provide fair, accuracy, and consistent measures of candidate’s knowledge, skills and dispositions, as delineated in the unit’s competencies.

Design, Develop, and Revision of Assessments

- In a participative and collaborative manner, the unit faculty, together with the professional community, evaluates existing, and proposed assessments.
- All instruments and rubrics used as part of the assessment system have been aligned with the unit’s conceptual framework and with professional (NCATE/ACEI), state, and institutional standards.
- All rubrics used in the Assessment System are review periodically through small committees (Assessment Committee, Field Experience Committee) and unit meetings with the collaboration of candidates, school cooperating teachers, and others. Rubrics are improved where needed.

Alignment between Curricula and Assessments

- Course-embedded assessments respond to corresponding course’s learning outcomes. All assessments are aligned with the unit’s conceptual framework, and with professional (NCATE/ACEI), state, and institutional standards. Some examples of these assessments include field experiences, lesson plans, and grades.
- For assessments at the Teacher Certification Test (PCMAS) that are not course embedded, unit faculty aligns the content of the test with the curriculum, or assesses the competencies like the Cooperating Teachers Survey.

Discussion of the Assessment

- At the beginning of each semester during faculty meeting, the results of assessments are discussed and the assessment instruments are refined and improved.
- Supervisors and Cooperating Teachers discuss all the clinical practice assessments to increase consistency and reliability of raters.
- The assessment coordinator discusses with professors the field experiences every semester to avoid as many sources of bias as possible.
Candidate knowledge about assessments

- Candidates are informed of all requirements in the education program in the application process, when they attend orientation sessions for admission, and during the orientations to clinical practice.

- All course syllabi have been revised to assure that teacher candidates are provided with sufficient opportunities to develop all the competencies outlined in the conceptual framework.

- All assessment instruments, with their respective rubrics used throughout program courses, are given to and discussed with teacher candidates at the beginning of each semester, so that they understand what is expected from them on the assessments. Rubrics have been aligned with the unit’s conceptual framework and with professional (NCATE/ACEI), state, and institutional standards.

- The candidates are informed and have access to the conceptual framework and the assessment instruments through web-page, handouts, and classroom discussions.

- A carefully planned sequence of field and clinical experiences are embedded throughout the program, allowing candidates to develop all the competencies outlined in the conceptual framework. Candidates move along spiral of formative experiences from observing, to participating with small groups and individual students, to a full teaching experience when they assume responsibility for the teaching-learning process in the classroom. This process helps candidates to demonstrate the proficiencies outlined in the unit’s conceptual framework.

- The Field Experience Guide outlines the instructions and how the assessment is scored. This guide is available online and/or provided by professors and discussed during the first meeting.

- The Clinical Experiences Guide outline required assessments and rubrics. This guide is given to and discussed upon initial meeting with supervisors and during the semester, thus, candidates know in advance on what they will be assessed, what is expected from them, and the scoring guide of levels of proficiency.

Relationship between assessment results and candidate performance

- The assessment system operates in a cycle of two phases, each with its own components: Phase I: (1) identification of the proficiencies and expected performance levels, (2) design, implementation, and continuous evaluation of assessment instruments; and Phase II: (1) data collection; (2) data processing; (3) data analysis; and (4) dissemination and use of results. Figure 2.1 describes the processes that comprise Phase I. During Phase II, conclusions are reached and
actions are recommended to improve candidate’s performance, unit operations, and the quality of the program. The unit’s Assessment Committee presents the unit’s assessment report to the unit head that discusses it with the Curriculum Committee, if necessary, or will refer the report to the office that can make the required decisions. Recommendations are presented to the Dean for Academic Affairs, for further discussion with the Academic Senate, if necessary. Data is gathered and analyzed to determine the effectiveness of actions taken.