5.2.1. Quality Assessment Measures of the EPP.

Evidence and Analysis of the Quality Assessment Measures of the EPP for Continuous Improvement:

The EPP’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. Quality of assessment measures are evidenced by the EPP’s following the CAEP’s Evidence Guide and striving to adhere to the following principles:

Validity and Reliability. The “consequential validity” (Messick, 1995) of the appropriate use of assessment measures for our EPP are supported by the expert validation of assessment items by program faculty for convergent validity (as experts in their fields); the ability to predict candidate performance on other measures for predictive validity [such as course(s) KEI assignments, etc.]; with expert validation of candidate performance and/or candidate artifacts/ exemplars through expert judgment by faculty, cooperating teachers, and university field supervisors; and an agreement among peer-reviewers of narrative evidence.

Using multiple measures of evaluation in coursework, field, and clinical experiences, the EPP’s assessment measures provide relevance by attempting to measure what they claim to measure for construct validity and importance; have the right balance between what is being measured and the right attributes for content validity (i.e., PEOs and Ethical and Dispositions rubrics); and have predictive and face validity in providing evidence that our graduates are effective teachers in the classroom as predicted by important and relative assessments throughout their progression in the EPP. Through agreements among our multiple raters of the same candidate’s performance over time with stable and consistent ratings, the EPP ensures the reliability and internal consistency of our assessment measures.

Representativeness and Verifiable. Evidence drawn and presented by the EPP at times as representative or purposive samples indicates situations in our school districts that are typical, free of bias, and are potentially generalizable. Data records of the EPP are accurate and a third party with similar results can replicate analyses.

Cumulativeness. Data sets presented as triangulated evidence by the EPP are based on at least three administrations of the assessment. The exception to this are instances when only data released by the Texas Education Agency are available.

All aspects of our educator preparation program from recruitment and admissions, through development and completion, to on-the-job performance are informed by multiple assessment measures. Through submitted evidence for CAEP Standards 1 through 5, the EPP documents, monitors, and demonstrates the following:

- the effects of our admissions-selection criteria;
- candidate progress;
- completer achievements;
5.2.1. Quality Assessment Measures of the EPP.

- the EPP’s operational effectiveness; and
- the EPP satisfies all CAEP Standards.

Evidence provided by the EPP for CAEP Standards 1 through 5 are theoretically grounded in our shared vision or conceptual framework that guides our programs. It represents, as do these data, “who we are and what we are about.” Each piece of evidence generated and provided builds upon this framework and a chain of reasoning to create new understanding.

*Fairness, Robustness, and Actionability.* The EPP strives to use measures that are free from bias and are justly applied by any potential user or observer. Using the PDAS appraisal document for clinical teachers, for example, as the same instrument used statewide for all educators gives the EPP assurance that we are using valid, reliable, trustworthy, robust, and actionable assessment measures. These measures assist the EPP as the unit documents consistent interpretations of evidence, guides our program faculty in modeling, implementing, and evaluating innovations through triangulated data, and provides specific direction for action and continuous improvement.

**Multiple Evidence Sources:**

- 5.2.1a. *Learning Assessment Reporting System (LARS) Reports.*
- [See also 2.2.6. Completer Follow-Up Survey].
- [See Evidence for CAEP Standard 1].
- [See Evidence for CAEP Standard 2].
- [See Evidence for CAEP Standard 3].
- [See Evidence for CAEP Standard 4].
- [See Evidence for CAEP Standard 5].