**Strategies to Ensure Fairness, Accuracy, and Consistency**

**SCU Teacher Education Program**

* The unit ensures that the assessments are linked to the unit’s CF; and the OGCTL, InTASC, and SPA Standards as indicated and demonstrated in its alignment matrices.
* Candidates are informed of all requirements in the education program when they meet with their program coordinator and before they submit their application for admission to the program.
* Information about the CF, dispositions expected of candidates, transition points, key assessments, and other requirements are included in the Teacher Education Handbook that is available to candidates on the SCU website and discussed during the faculty interview as part of the admission to Teacher Education program.
* Assessments and transition points are discussed in each Professional Teacher Education course and CF, InTASC, OGCTL, and SPA standards are included in syllabi for these courses.
* Rubrics that are used for program specific assessments are discussed with the candidates each semester by program faculty members. Program-based rubrics that assess candidates’ knowledge, skills, and dispositions are shared with the candidates within the course.
* Unit faculty members review the rubrics used for the assessment of clinical practice competencies in unit meetings (Teacher Education Council and Teacher Education Faculty Committee).
* Course content and rubrics are revised and clarified as needed.
* Assessments that are used to evaluate clinical interns are discussed at the beginning of each semester with the interns, P-12 clinical faculty, and university supervisors.
* Data sets are triangulated whenever possible to enhance the reliability of findings
* Evaluations include feedback from the teacher candidate, P-12 clinical faculty, university supervisor, and the Director of Teacher Education. Each independently completes evaluations on each stakeholder according to communicated expectations aligned with the CF standards.
* Unit reports candidates’ progress on its checkpoints to the Teacher Education Council and Teacher Education Faculty Committee. These reports allow non-unit personnel to exam unit data to ensure fairness and lack of bias.