

5.2.1 Evaluation of EPP –created assessments

Formative Evaluation Instrument (FEI), Teacher Work Sample (TES) and Special Academic Project (SAP)

1. Administration and purpose:
 - a. The FEI, TWS and SAP are administrated every semester during de clinical practice
 - b. Instructions are available in each section on what is expected and how supervisors, cooperating teachers and directors should assess the candidates' work.
 - c. The four performance levels are define and describe in each instrument
 - d. All competencies are align to CAEP, InTasc, ISTE and national standards
2. Content of Assessment
 - a. All components assess explicit identified aspects of CAEP, InTasc, and other professionals standards
 - b. Performance levels shows degree of difficulty describe in standards
 - c. Components describe the proficiencies that are going to be evaluated
3. Scoring
 - a. The basis for judging is well define
 - b. Proficiency Level Descriptors (PLD) represent a developmental sequence
 - c. Proficiency level attributes are actionable
4. Data Validity

FEI, Teachers Work Sample and the Special Academic Project were validated in April 2019. Cooperating teachers were invited to the university and trained in the validation process; giving examples before the real validation process began (see 5.2.2 validation pictures). The EPP director and two clinical practice supervisors helped with the process. In small groups, four cooperating teachers validated the three clinical practice instruments using the Lawshe's content validity. It involves a panel of subject matter "experts" rating items into one of three categories: "essential," "useful, but not essential," or "not necessary." Inter-rater agreement was reported, discussed and documented. Another group of 6 university professors validated the same three instruments. In total, 10 experts validate the FEI, TWS and SAP. A level of 70% agreement gives some assurance of content validity. Thus, all three instruments have content validity.
5. Data Reliability
 - a. A pilot study was conducted in May 2019 with the three clinical practice instruments. Data collected provided evidence of content validity and reliability.