**Measure 3:** Exit Interview, Initial Level

**What:** The initial level exit interview is conducted by a committee comprised of EPP faculty members and stakeholders. Each candidate is asked a standard set of questions aligned with InTASC and CAEP Standards in the categories of Professional Disposition; Learners and Learning; Content Knowledge; Instructional Practice; Professional Responsibilities. Responses are assessed with a rubric with the levels of performance designated as "Well Developed"; "Developed"; "Emerging"; "Undeveloped". Committee members reach consensus regarding the scoring of each candidate on the interview.

**When:** The exit interview is conducted with initial level candidates at the point of completion of the professional semester which is the final semester of the program. Exit interviews occur in the fall and spring semesters.

**Data Reporting:** Data are reported in aggregate form per semester for each question asked in the interview. Data are disaggregated by program per semester for each question asked. Data are shared with the EPP faculty and analyzed by the Teacher Education Assessment Management System (TEAMS) Committee on an annual basis. The committee makes recommendations for programmatic changes based upon the analysis of the data to the policy making body of the EPP, the Teacher Education Committee. The data show that initial level candidates are at the "Well Developed" or "Developed" level in the majority of areas as assessed by the exit interview committee. A comparison of the exit interview data with the admission interview data shows there is growth on the part of the candidates. The disaggregated data is provided for elementary education and early childhood only, given small numbers of candidates in other programs would be identifiable data. One candidate was a double major in early childhood and elementary education. One outlier scored undeveloped which required a second interview. The EPP did not have a policy in place for this and created a new policy for student teacher needing a second interview:

- Second exit interview will include: candidate, advisor, Division of Education Chair, Director of Field Experience, and Director of Teacher Education

- If a candidate does not pass the second interview:

   o Consider CPAST and student teaching scores/grades; if both are acceptable, the student would Pass (would need to research each interview topic not passed)

   o If one area (CPAST or Student Teaching) not acceptable, then "I" in student teaching and repeat the semester in a different school.

# Exit Interview 2021-2022

## Professional Disposition (CAEP 3.3, 3.4,3.5)

| Exit Interviews | Candidate demonstrates clean personal habits and hygiene | | | | Candidate dresses clean, neat and in professional attire | | | | Candidate is punctual, organized and came to interview with all materials needed. | | | | Candidate displays poise, confidence and appropriate eye contact. | | | | Candidate shows a willingness to work with different cultural backgrounds and differing perspectives. InTASC 3 | | | | Candidate communicates effectively. InTASC 10 | | | | Candidate displays ethical responses in relation to students, parents and colleagues. InTASC 9 | | | |
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| **TOTALS** | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U |
| Fall 2021/ N=14 | 14 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 13 | 1 | 0 | 0 | 14 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 14 | 0 | 0 | 0 |
| Spring 2022/ N=21 | 23 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 18 | 4 | 1 | 0 | 19 | 4 | 0 | 0 | 19 | 4 | 0 | 0 | 23 | 0 | 0 | 0 |
| **ELEM** | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U |
| Fall 2021/ N=5 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 |
| Spring 2022/ N=6* | 6 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 4 | 2 | 0 | 0 | 4 | 2 | 0 | 0 | 6 | 0 | 0 | 0 |
| **ECE** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2021/ N=5 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 |
| Spring 2022/ N=7* | 7 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 5 | 2 | 0 | 0 | 5 | 2 | 0 | 0 | 6 | 1 | 0 | 0 | 7 | 0 | 0 | 0 |
| **REINTERVIEWED (ELEM)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2021/ N=0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2022/ N=1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |

## Learners & Learning | Content Knowledge

| Exit Interviews | Think about a teacher that had an impact on your life (positive or negative) and tell us how the experience was of benefit to you. | | | | What knowledge have you gained learned from observing and working with learners? CAEP 1.1,1.4,2.3 InTASC 1, 3, 4, 7 | | | | Why is it important to understand how learners develop? CAEP 1.1 InTASC 1, 2, 3 | | | | What characteristics demonstrate a teacher's content knowledge? CAEP 1.1,1.2,1.3,1.4 InTASC 4,5 | | | | What kinds of assessments are used to measure student learning? CAEP 1.1, 1.2, 1.3 InTASC 6 | | | | What factors that contribute to student learning? InTASC 7,8 | | | | Give examples of how technology can play a role in education. CAEP 1.1,1.3 InTASC 7,8 | | | |
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| **TOTALS** | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U |
| Fall 2021/ N=14 | 11 | 3 | 0 | 0 | 6 | 8 | 0 | 0 | 6 | 8 | 0 | 0 | 5 | 9 | 0 | 0 | 5 | 9 | 0 | 0 | 9 | 5 | 0 | 0 | 6 | 8 | 0 | 0 |
| Spring 2022/ N=21 | 17 | 6 | 0 | 0 | 18 | 5 | 0 | 0 | 11 | 11 | 1 | 0 | 9 | 14 | 0 | 0 | 8 | 15 | 0 | 0 | 12 | 11 | 0 | 0 | 12 | 11 | 0 | 0 |
| **ELEM** | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U |
| Fall 2021/ N=5 | 4 | 1 | 0 | 0 | 3 | 2 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 5 | 0 | 0 | 1 | 4 | 0 | 0 | 2 | 3 | 0 | 0 | 1 | 4 | 0 | 0 |
| Spring 2022/ N=6* | 4 | 2 | 0 | 0 | 4 | 2 | 0 | 0 | 2 | 3 | 1 | 0 | 1 | 5 | 0 | 0 | 2 | 4 | 0 | 0 | 3 | 3 | 0 | 0 | 2 | 4 | 0 | 0 |
| **ECE** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2021/ N=5 | 4 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 3 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 3 | 2 | 0 | 0 | 3 | 2 | 0 | 0 | 1 | 4 | 0 | 0 |
| Spring 2022/ N=7* | 6 | 1 | 0 | 0 | 6 | 1 | 0 | 0 | 3 | 4 | 0 | 0 | 1 | 6 | 0 | 0 | 2 | 5 | 0 | 0 | 4 | 3 | 0 | 0 | 2 | 5 | 0 | 0 |
| **REINTERVIEWED (ELEM)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2021/ N=0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2022/ N=1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |

## Instructional Practice | Professional Responsibility

| Exit Interviews | How does diversity affect instructional planning? CAEP 1.1, 1.3 InTASC 7,8 | | | | Who is responsible for student learning? CAEP 1.1, 1.2, 1.3, 1.4 InTASC 7, 8 | | | | Explain how you would respond to a student who does not meet deadlines. CAEP 1.1, 1.3 InTASC 8 | | | | What does it mean to be a professional educator? CAEP 1.1 InTASC 9, 10 | | | | What is effective teacher collaboration? CAEP 1.1 InTASC 10 | | | | Explain the importance of clear communication. CAEP 1.1 InTASC 9 | | | | If you could choose your class size and were paid $3000 per student, justify the number of students you would select. CAEP 1.1 InTASC 7,8 9, 10 | | | |
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| **TOTALS** | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U |
| Fall 2021/ N=14 | 6 | 8 | 0 | 0 | 7 | 7 | 0 | 0 | 8 | 6 | 0 | 0 | 8 | 6 | 0 | 0 | 10 | 3 | 1 | 0 | 5 | 9 | 0 | 0 | 13 | 1 | 0 | 0 |
| Spring 2022/ N=21 | 6 | 14 | 3 | 0 | 11 | 12 | 0 | 0 | 11 | 10 | 2 | 0 | 8 | 14 | 1 | 0 | 12 | 11 | 0 | 0 | 6 | 16 | 1 | 0 | 19 | 4 | 0 | 0 |
| **ELEM** | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U | WD | D | E | U |
| Fall 2021/ N=5 | 3 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 2 | 3 | 0 | 0 | 2 | 3 | 0 | 0 | 3 | 1 | 1 | 0 | 1 | 4 | 0 | 0 | 4 | 1 | 0 | 0 |
| Spring 2022/ N=6* | 0 | 5 | 1 | 0 | 3 | 3 | 0 | 0 | 3 | 2 | 1 | 0 | 2 | 3 | 1 | 0 | 3 | 3 | 0 | 0 | 1 | 4 | 1 | 0 | 4 | 2 | 0 | 0 |
| **ECE** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2021/ N=5 | 2 | 3 | 0 | 0 | 3 | 2 | 0 | 0 | 4 | 1 | 0 | 0 | 3 | 2 | 0 | 0 | 4 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 5 | 0 | 0 | 0 |
| Spring 2022/ N=7* | 2 | 3 | 2 | 0 | 2 | 5 | 0 | 0 | 3 | 4 | 0 | 0 | 4 | 3 | 0 | 0 | 4 | 3 | 0 | 0 | 2 | 5 | 0 | 0 | 6 | 1 | 0 | 0 |
| **REINTERVIEWED (ELEM)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2021/ N=0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2022/ N=1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |

| KEY |
|---|
| Well Developed-3 |
| Developing-2 |
| Emerging-1 |
| Undeveloped-0 |
| *Double major ELEM/ECE |

Candidate was noted once in the N total for Spring 2022 semester.